

## Assessment of Impact of Service Faculty Report

**Purpose:** to assess the impact of faculty experiences with community engagement and service learning partnerships over the past year.

**Response rate:** 49 surveys were completed

**Survey method:** online via Qualtrics survey.

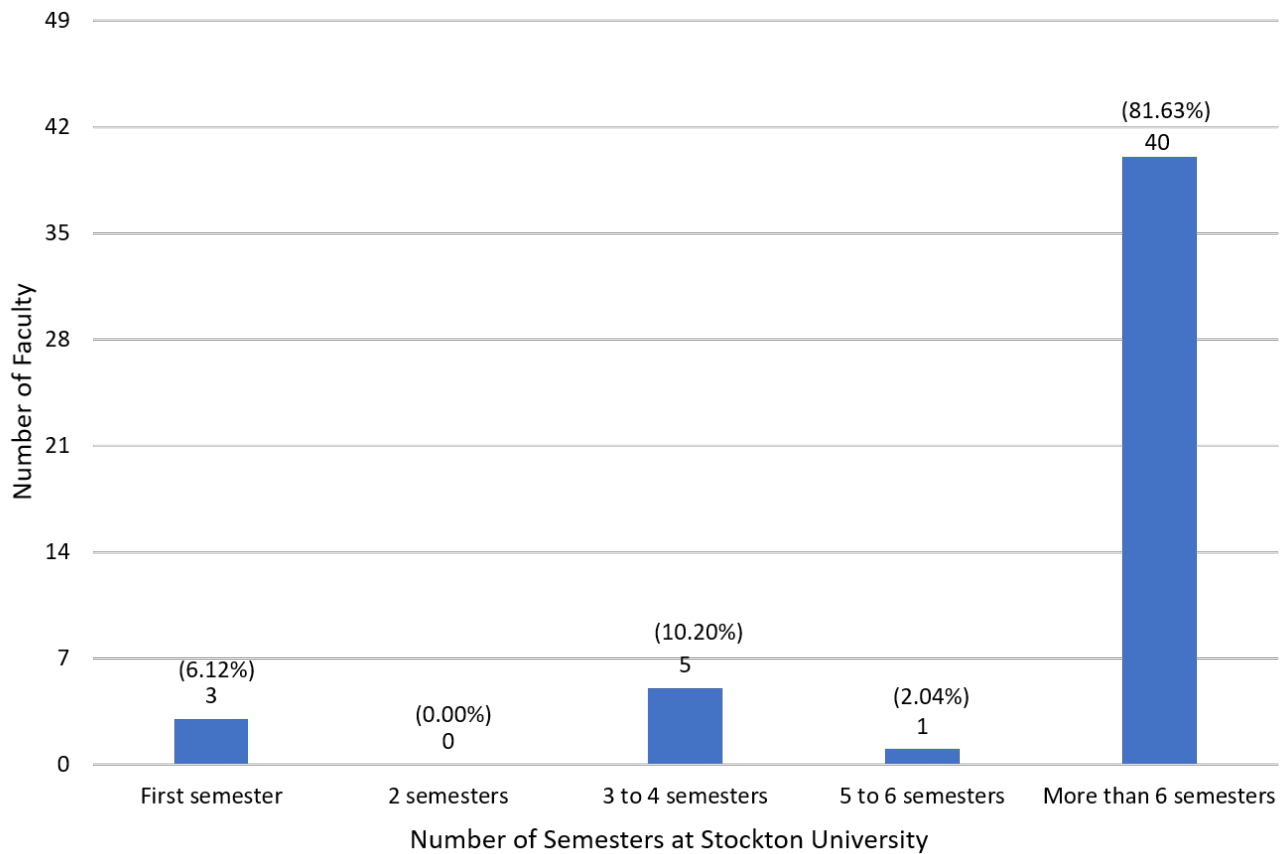
**Data collection period:** April through May of 2018

**Sampling method:** non-probability sampling

### Findings

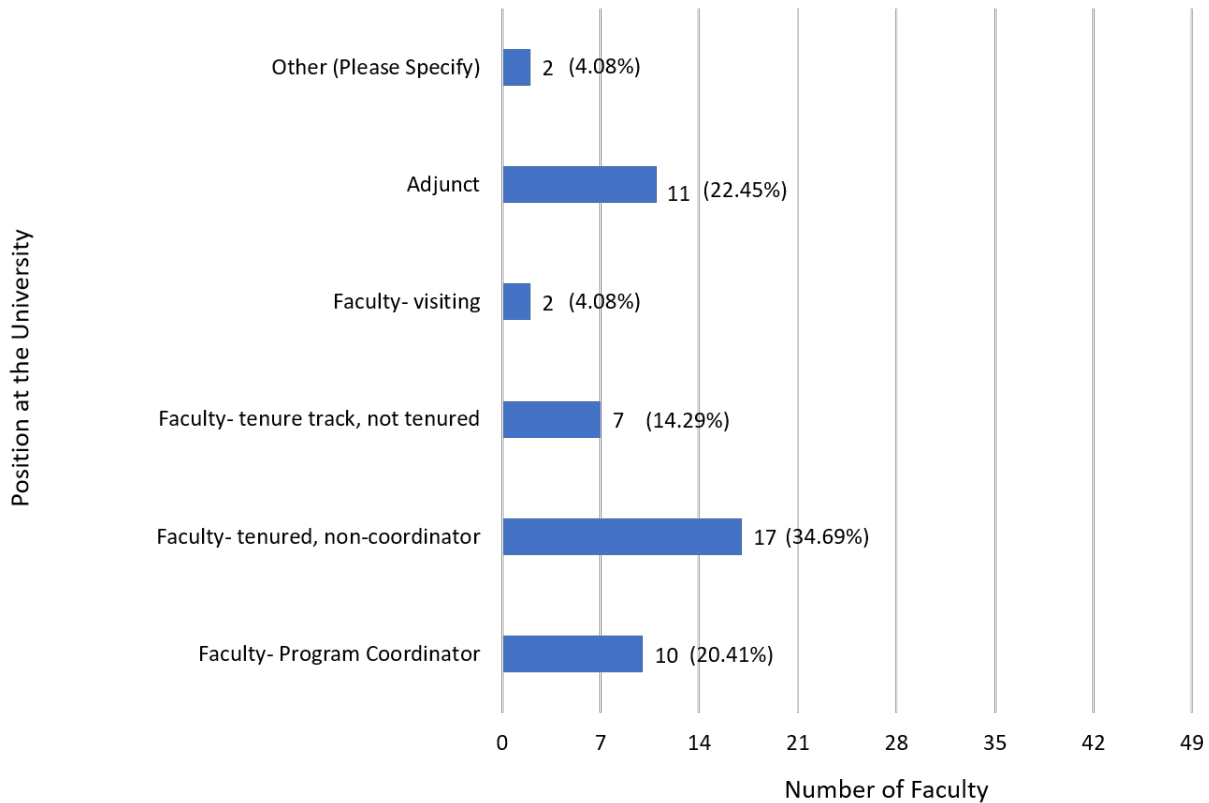
#### Sample Characteristics

- Among the 49 respondents who indicated the number of semesters they have been at Stockton, the majority of the sample (81.63%,  $n = 40$ ) has been at Stockton more than

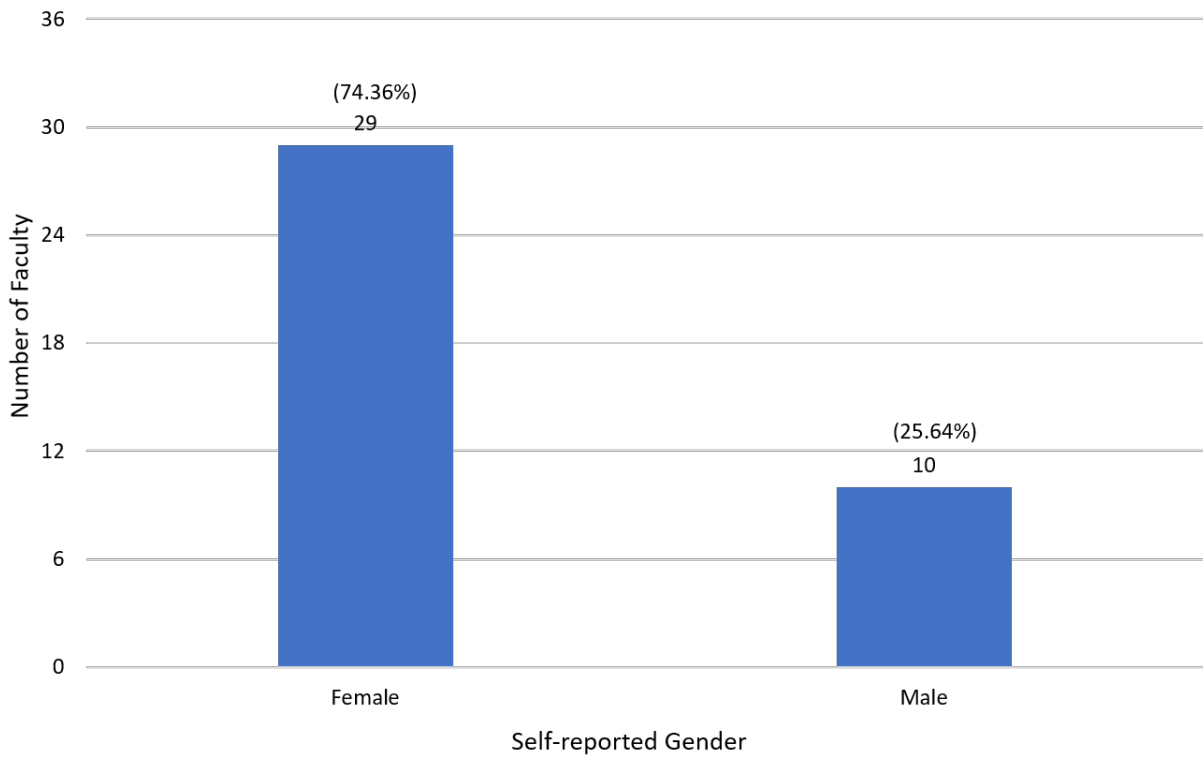


six semesters, only 6.12% ( $n=3$ ) indicated, “first semester.” The following graph shows all responses.

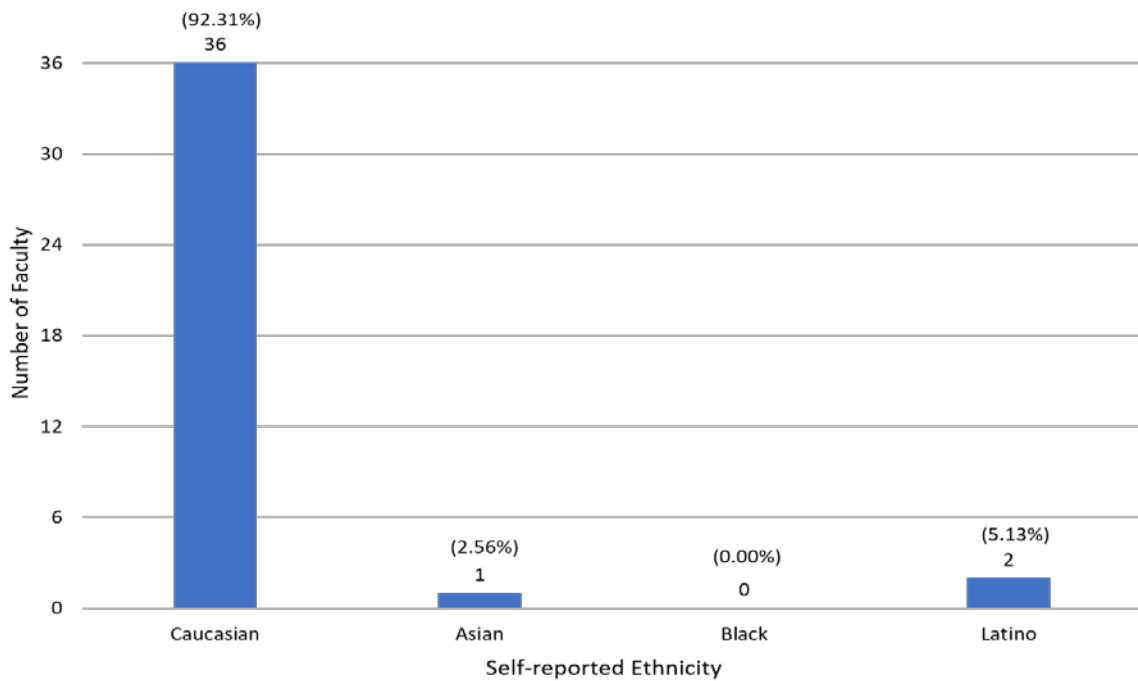
- Among the 49 respondents who selected which best characterize their position at Stockton more than one half of the sample (55.10%,  $n = 27$ ) indicated “faculty – tenured, non-coordinator” and “faculty – program coordinator.” Eleven respondents (22.45%) indicated “adjunct.” (The following graph shows the responses.) The responses for “other” were “assistant professor non tenure but coordinator of minor” and “emeritus.”



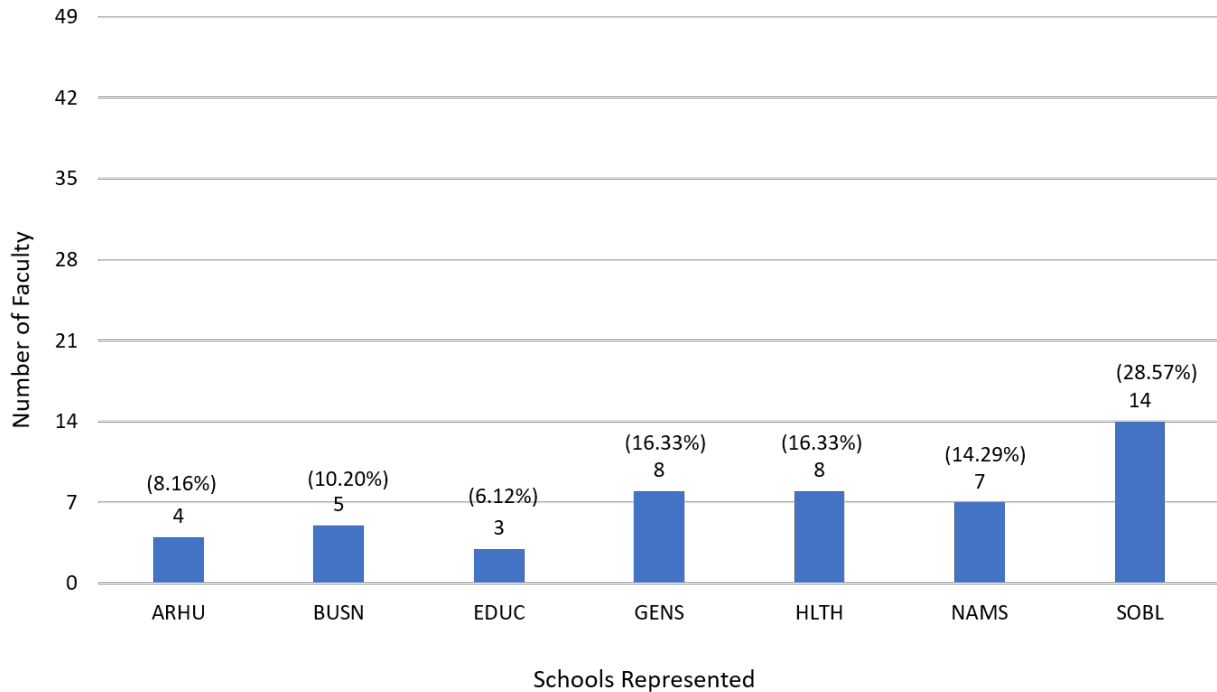
- Among the 39 respondents who self-reported gender, 74.36% ( $n = 29$ ) indicated female and 25.64% ( $n = 10$ ) indicated male.



- Among the 39 respondents who self-reported race and ethnicity the majority (92.31%,  $n = 36$ ) indicated Caucasian. None of the respondents indicated African American nor Black. The following graph shows the responses.

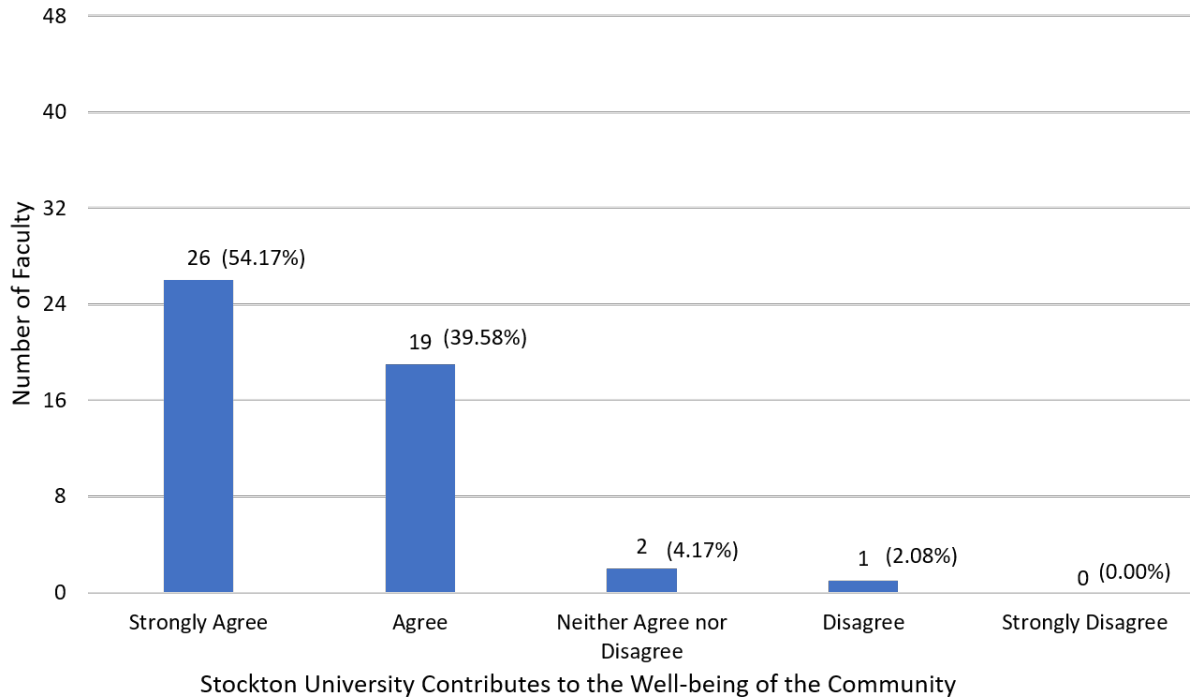


- All schools were represented. Among the 49 respondents, the largest representation was from SOBL (28.57%,  $n = 14$ ) and the smallest representation was from EDUC (6.12%,  $n = 3$ ). The following graph shows all responses.



### *Stockton’s Contribution to the Well-being of the Community*

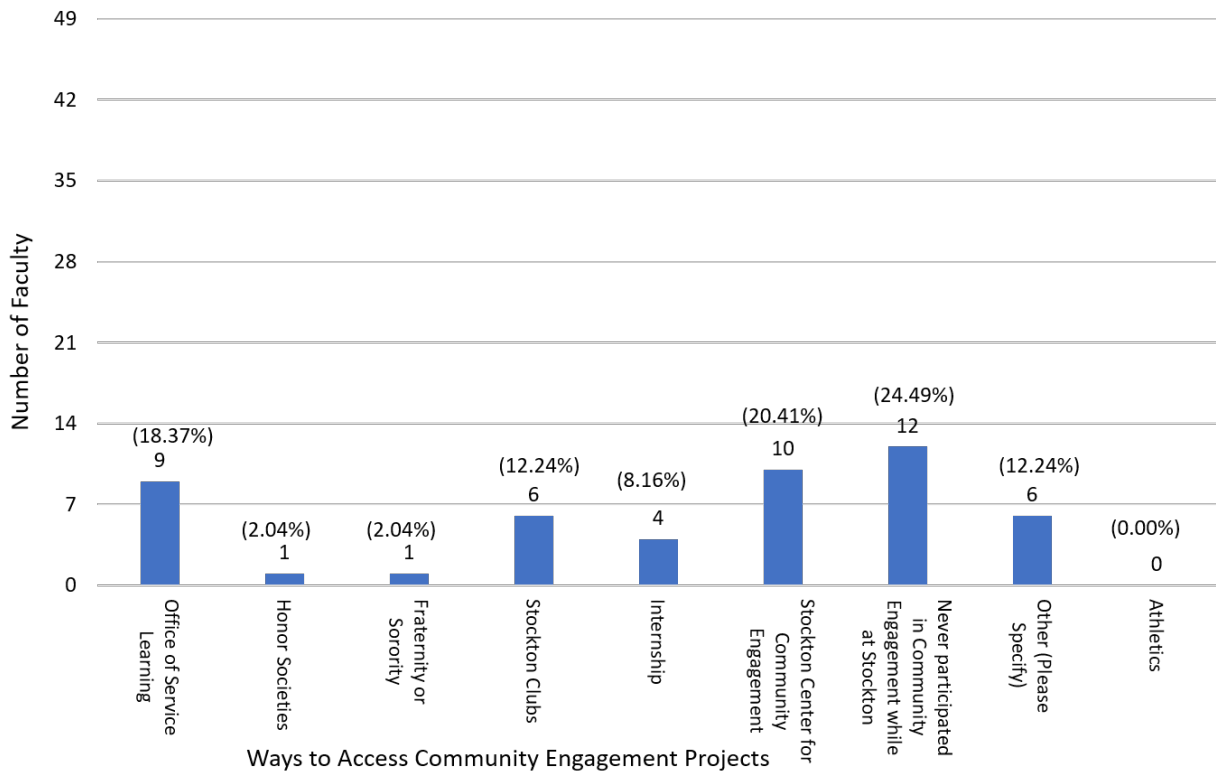
Respondents were presented a five-point Likert scale to indicate their level of agreement with the following statement: “Stockton University contributes to the well-being of the community.” The majority of the respondents (93.75%,  $n = 45$ ) chose to “strongly agree” or “agree” with the statement. Only 2.08% ( $n = 1$ ) chose to “disagree” with the statement. The following graph shows the responses.



### *Ways to Access Community Engagement Projects*

Respondents had the following choices from which to select: "The Office of Service Learning," "honor societies," "fraternity or sorority," "Stockton clubs," "internship," "The Stockton Center for Community Engagement," "Athletics," "I have never participated in community engagement while at Stockton," and "other."

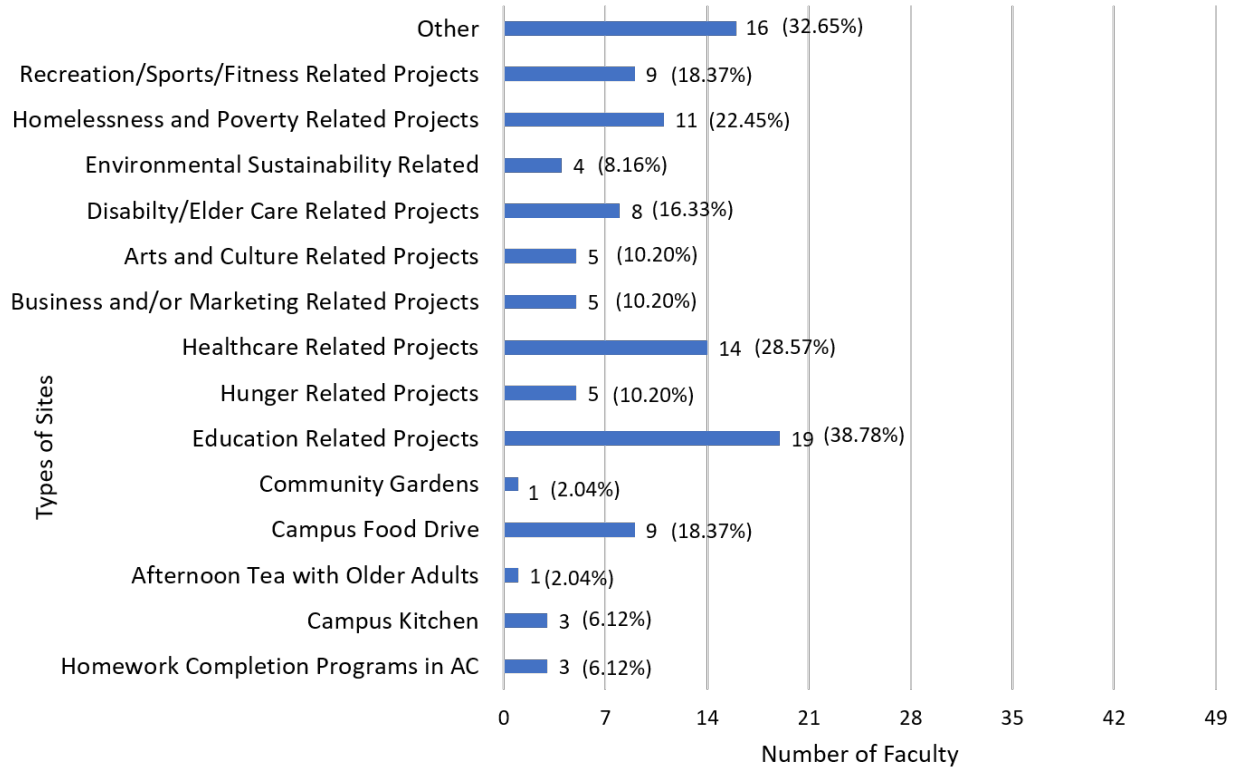
Over one third of respondents (38.78%,  $n = 19$ ) indicated that they access community engagement projects through the Stockton Center for Community Engagement and the Office of Service Learning, 24.49% ( $n = 12$ ) indicated that they have never participated in community engagement while at Stockton. The following graph shows the responses.



- The following is the list of responses for “other”
  - “Support”
  - “Graduate Assistants”
  - “As a faculty member, I have created my own engagement activities.”
  - “Attending community events with my class”
  - “Outside public advisory groups”
  - “Course requirement”

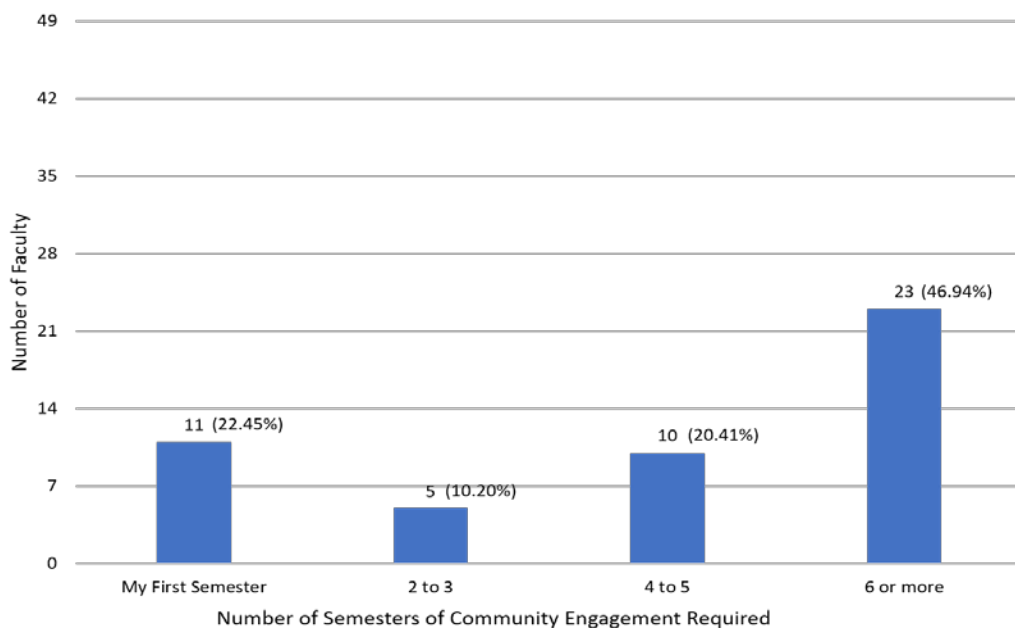
*Types of Sites at Which Students Have Worked in Community Partnerships*

Respondents had 15 choices of types of sites, to select all that apply, at which their students have worked in community partnerships. Among the choices, “education related projects” and “other” were selected the most followed by “health care projects.” “Education related projects” was selected 19 times; “other” was selected 16 times, and “health related projects” was selected 14 times. The following graph shows the responses.



*Number of Semesters that Students Have been Involved in Community Engagement Work for Course Requirement or for Extra Credit*

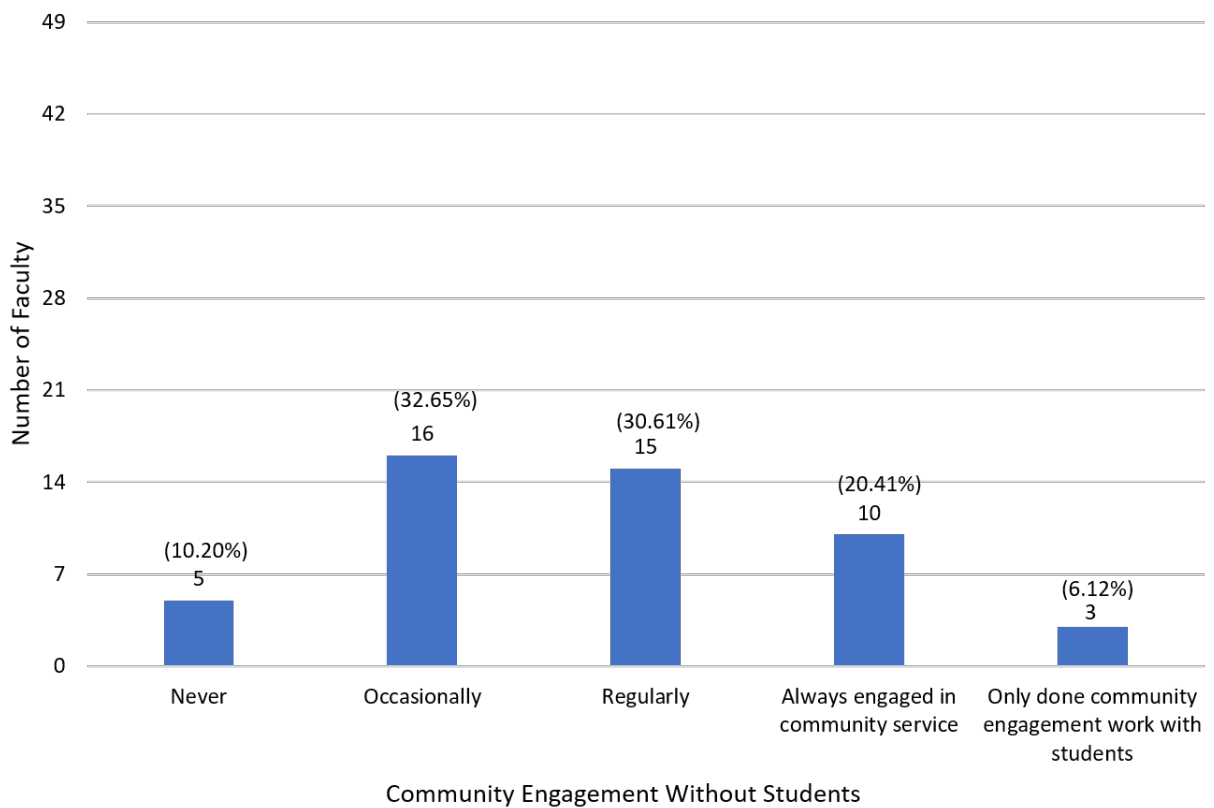
Respondents were asked the number of semesters that their students have been involved with community engagement work as part of their course requirement or for extra credit. Nearly



one half (46.94%,  $n = 23$ ) indicated six or more semesters. The following graph shows all responses.

*Community Engagement Work that Does Not Involve Students*

Respondents were asked how often they have done community engagement work that does not involve students. Only 10.20% ( $n = 5$ ) of respondents indicated that they have never done community engagement work that does not involve students. Three (6.12%) respondents indicated that they have only done community engagement work with students. The following graph shows all responses.

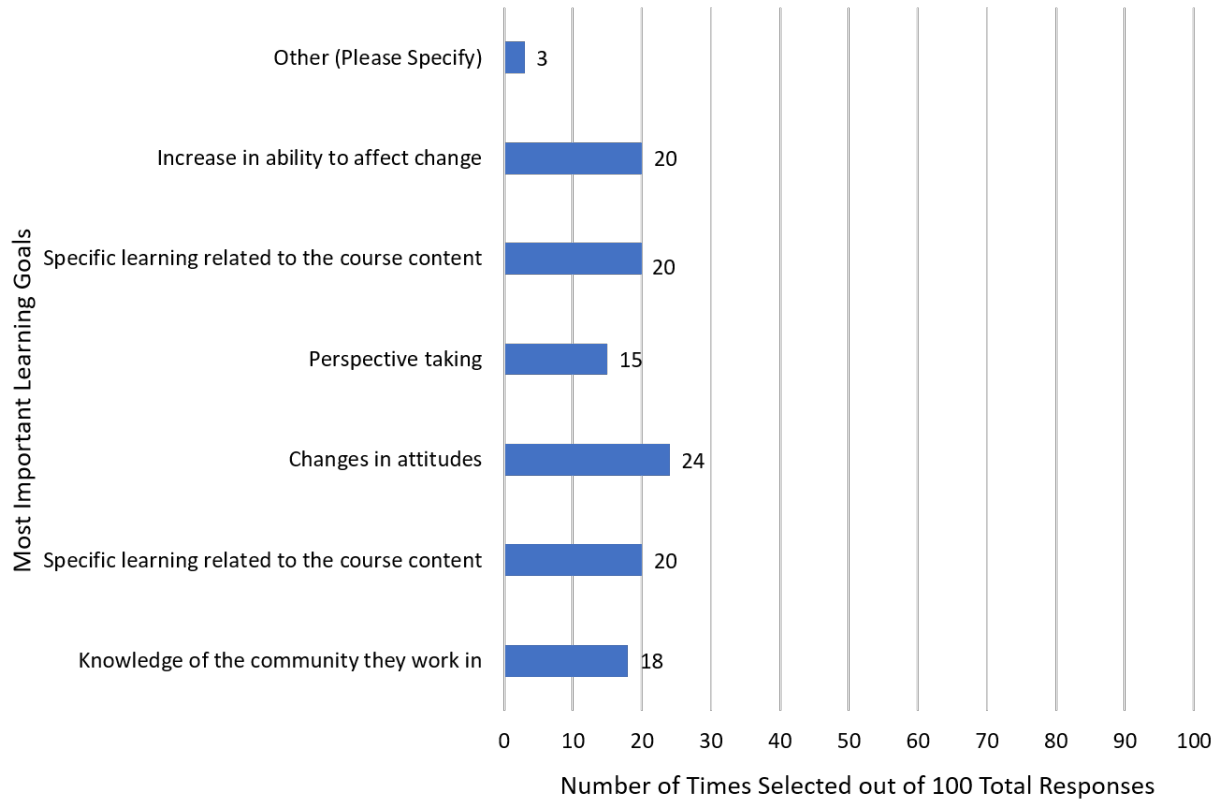


*Most Important Learning Goals for Students in Community Engagement*

Respondents had the following choices to select all that apply as their most important learning goals for students in community engagement: “knowledge of the community they work in,” “increase in ability to effect change,” “changes in attitudes,” “perspective taking,” “specific learning related to the course content” and “other (please specify).” Among the goals selected, “changes in attitudes” was selected the most (24 times) followed by “increase in ability to



effect change” (20 times) and “specific learning related to the course content” (20 times). The following graph shows all responses.

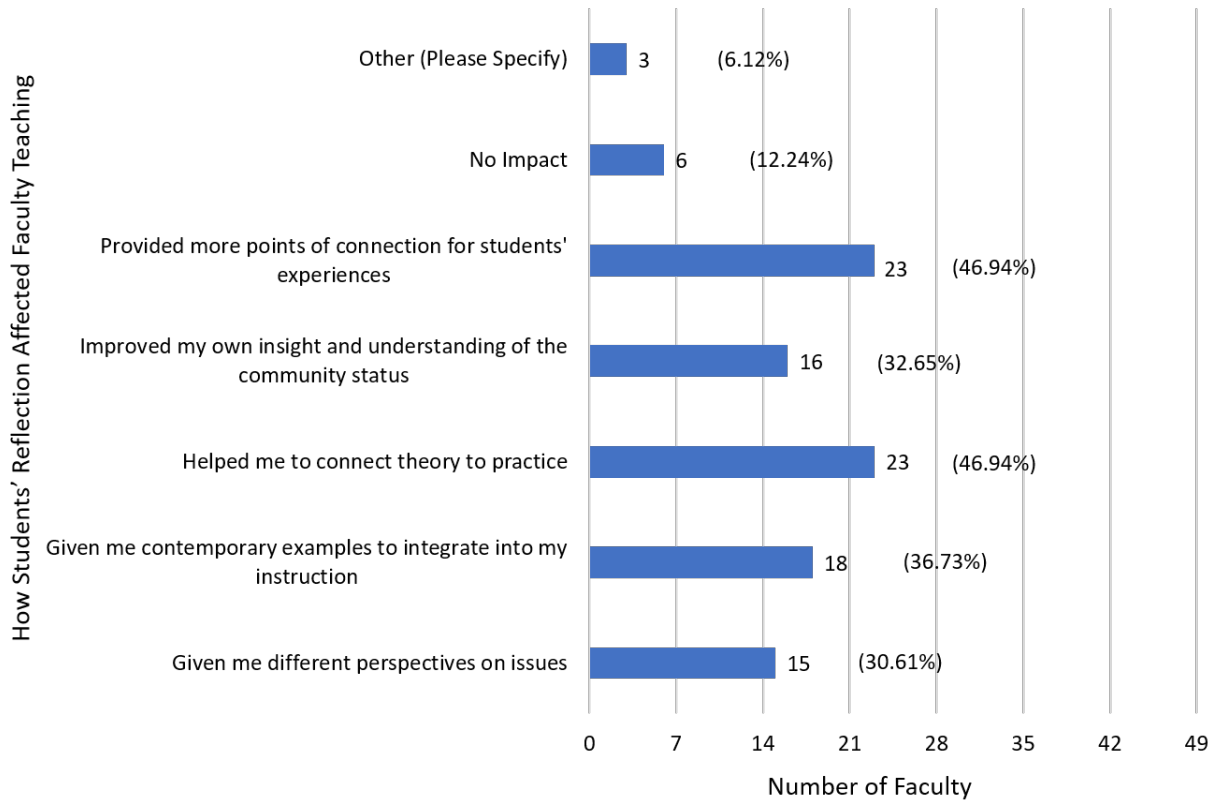


- The following is the list of responses for “other”
  - “Development of Practitioner Skills”
  - “Importance to give to Community”
  - “Not Applicable”

### *How Students’ Reflection Affected Faculty Teaching*

Respondents were asked, “How have students’ reflections on community engagement work affected your teaching?” They were presented the following choices to select all that apply: “given me different perspectives on issues,” “given me contemporary examples to integrate into my instruction,” “helped me to connect theory to practice,” “improved my own insight and understanding of the community status,” “provided more points of connection for students’ experiences,” “no impact,” and “other (please specify.)”

All choices were selected, however; “provided more points of connection for students’ experiences” and “helped me to connect theory to practice” were equally selected the most (23 times each) followed by “given me contemporary examples to integrate into my instruction” (18 times). The least selected items were “no impact” (six times) and “other” (3 times). The following graph shows all responses.

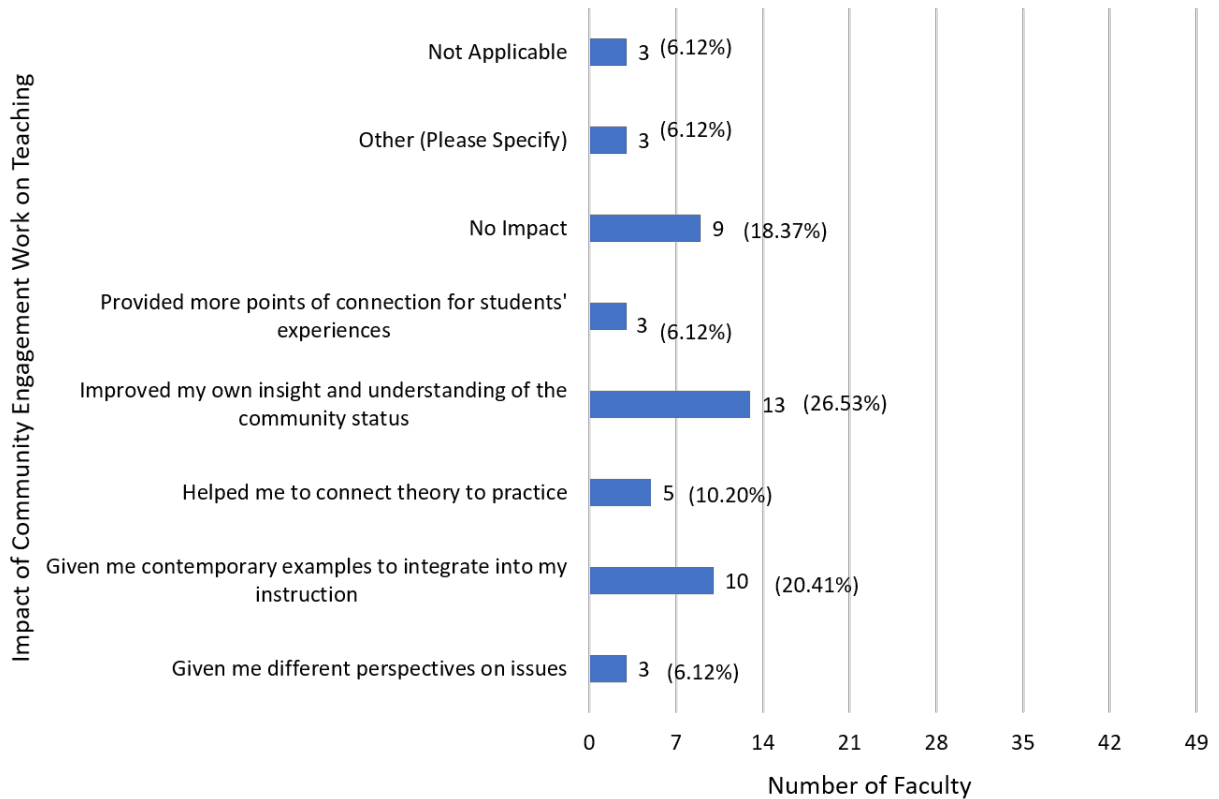


- The following is the list of responses for “other”:  
 “I don’t require it in class; it’s club-related”  
 “Assessment of their understanding”  
 “Increased awareness about how uneducated students are about civics and sociopolitical realities”

*Impact of Community Engagement Work on Teaching*

Respondents were asked, “if you have done community engagement work that does not involve students, how has that work affected your teaching?” They were presented the following choices: “given me different perspectives on issues,” “given me contemporary examples to integrate into my instruction,” helped me to connect theory to practice,” “improved my own insight and understanding of the community status,” “provided more points of connection for students’ experiences,” “no impact,” “other,” and “not applicable.”

- The three responses selected the most were “improved my own insight and understanding of the community status” (26.53%,  $n = 13$ ), “given me contemporary examples to integrate into my instruction” (20.41%,  $n = 10$ ), and “no impact” (18.37%,  $n = 9$ ). The following graph shows all responses.

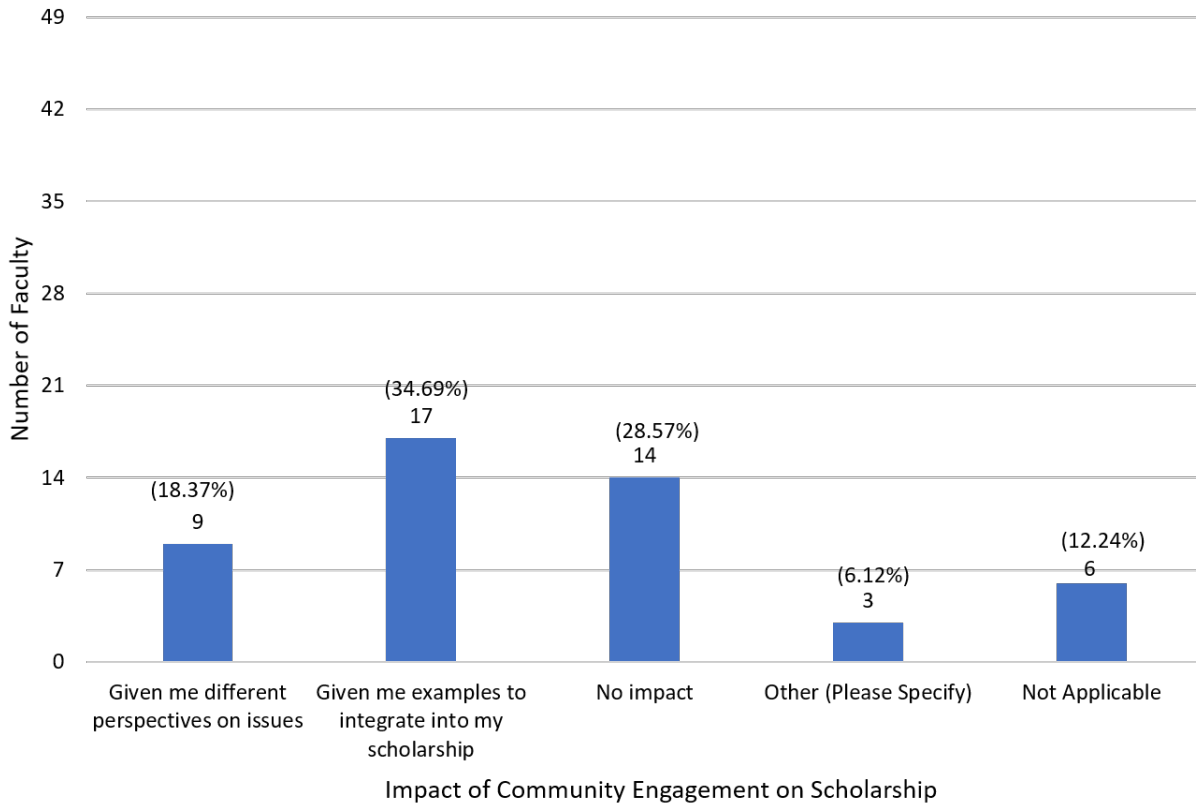


- The following is the list of responses for “other”:  
 “All of the above (besides no impact)”  
 “All of the above (select all not available for this item)”  
 “More than one of the above, but can’t select more than one.”

*Impact of Community Engagement Work on Scholarship*

Respondents were asked, “if you have done community engagement work that does not involve students, how has that work affected your scholarship?” They were presented the following choices: “given me different perspectives on issues,” “given me contemporary examples to integrate into my scholarship,” “no impact,” “other (please specify)” and “not applicable.”

- The three responses selected the most were “given me contemporary examples to integrate into my scholarship” (34.69%,  $n = 17$ ), “no impact” (28.57%,  $n = 14$ ), and “given me different perspectives on issues” (18.37%,  $n = 9$ ). The following graph shows all responses.

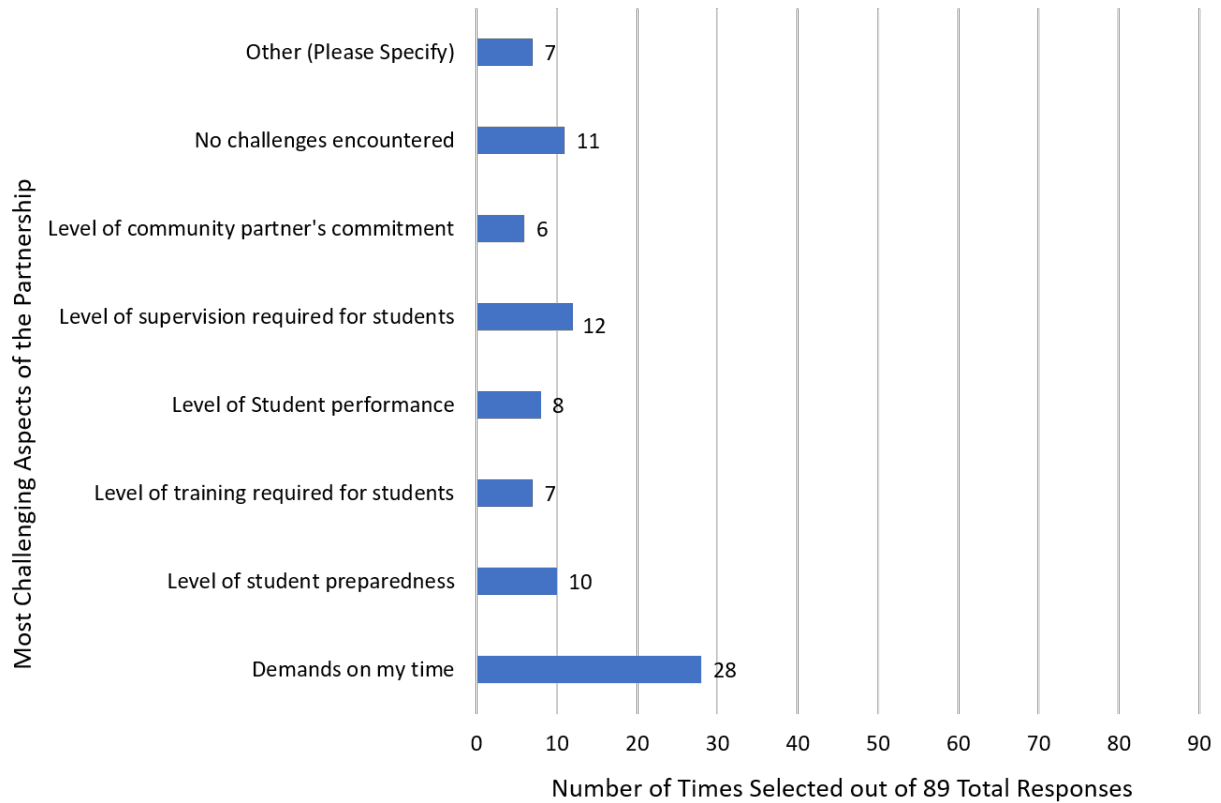


- The following is the list of responses for “other”:  
 “ALL OF THE ABOVE (except NO IMPACT)”  
 “Ditto w/question above”  
 “Same.”

*Aspects of the Partnership between Stockton and the Community found to be Most Challenging*

Respondents were asked: “What aspects of the partnership between Stockton and the community have you found to be most challenging?” They were presented the following choices to select all that apply: “demands on my time,” “level of student preparedness,” “level of training required for students,” “level of student performance,” “level of supervision required for students,” “level of community partner’s commitment,” “no challenges encountered,” and “other (please specify).”

“Demands upon my time” was selected the most (28 times) followed by “level of supervision required for students” (12 times). “No challenges encountered” was selected 11 times. The least selected item was “level of community partner’s commitment” (six times). The following graph shows all responses.



- The following is the list of responses for “other”:  
 “Lack of clear procedures regarding requirements.”  
 “IMPACT ON IDEA EVALUATIONS”  
 “But internships are part of my teaching load”  
 “Graduate students’ time availability”  
 “Not applicable”  
 “Scheduling”  
 “Challenges in working with service learning office staff”

*Level of Agreement with Statements about Having Students Participate in Community Engagement Work*

Respondents were presented a five-point Likert scale comprising seven statements about having their students participate in community engagement work. The lower end of the scale was “strongly agree” and the higher end of the scale was “strongly disagree.” The following table shows the responses.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of Respondents
Has been valuable to me as a teacher	46.94% (n = 23)	28.57% (n = 14)	22.45% (n = 11)	0.00% (n = 0)	2.04% (n = 1)	49
Produced pedagogical benefits for classes other than the ones that require community engagement	34.69% (n = 17)	24.49% (n = 12)	36.73% (n = 18)	4.08% (n = 2)	0.00% (n = 0)	49
Benefitted my students	51.02% (n = 25)	32.65% (n = 16)	16.33% (n = 8)	0.00% (n = 0)	0.00% (n = 0)	49
Helped me to offer diversity in learning activities	48.98% (n = 24)	26.53% (n = 13)	18.37% (n = 9)	4.08% (n = 2)	2.04% (n = 1)	49
Taught my students new ways to address challenges	38.78% (n = 19)	32.65% (n = 16)	26.53% (n = 13)	2.04% (n = 1)	0.00% (n = 0)	49
Broadened my students' experiences	53.06% (n = 26)	34.69% (n = 17)	12.24% (n = 6)	0.00% (n = 0)	0.00% (n = 0)	49
Contributed to my scholarly agenda	28.57% (n = 14)	16.33% (n = 8)	34.69% (n = 17)	20.41% (n = 10)	0.00% (n = 0)	49

### Conclusion

The results of this survey show that faculty overwhelmingly strongly agree or agree with the statement that Stockton contributed to the well-being of the community. As found in the student survey, faculty are using the Office of Service Learning and the Center for Community Engagement more than any other single avenue for accessing community engagement opportunities. This is evidence that the faculty are taking advantage of the formal partnerships and connections that the university has been working to cultivate. Faculty are engaged outside of the classroom performing community work with their students as much as they do without students. The majority of faculty report that their community engagement work has positively affected their teaching and scholarship. Finally, while the biggest stated challenge in working in the community continues to be demands on faculty time, rates of faculty participation in community engagement has remained consistent from the previous academic year.

The survey was adapted from a survey created by Dr. Sonia Gonsalves in 2016 and revised by the Stockton Center for Community Engagement with the support of the Office of Institutional Research. The Assessment report format was adapted from the Faculty Engagement Survey Report written by Dr. Jennifer Barr on March 2014.