

Assessment of Impact of Service Student Report

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

Response rate: 546 surveys were completed.

Survey method: online via Qualtrics survey.

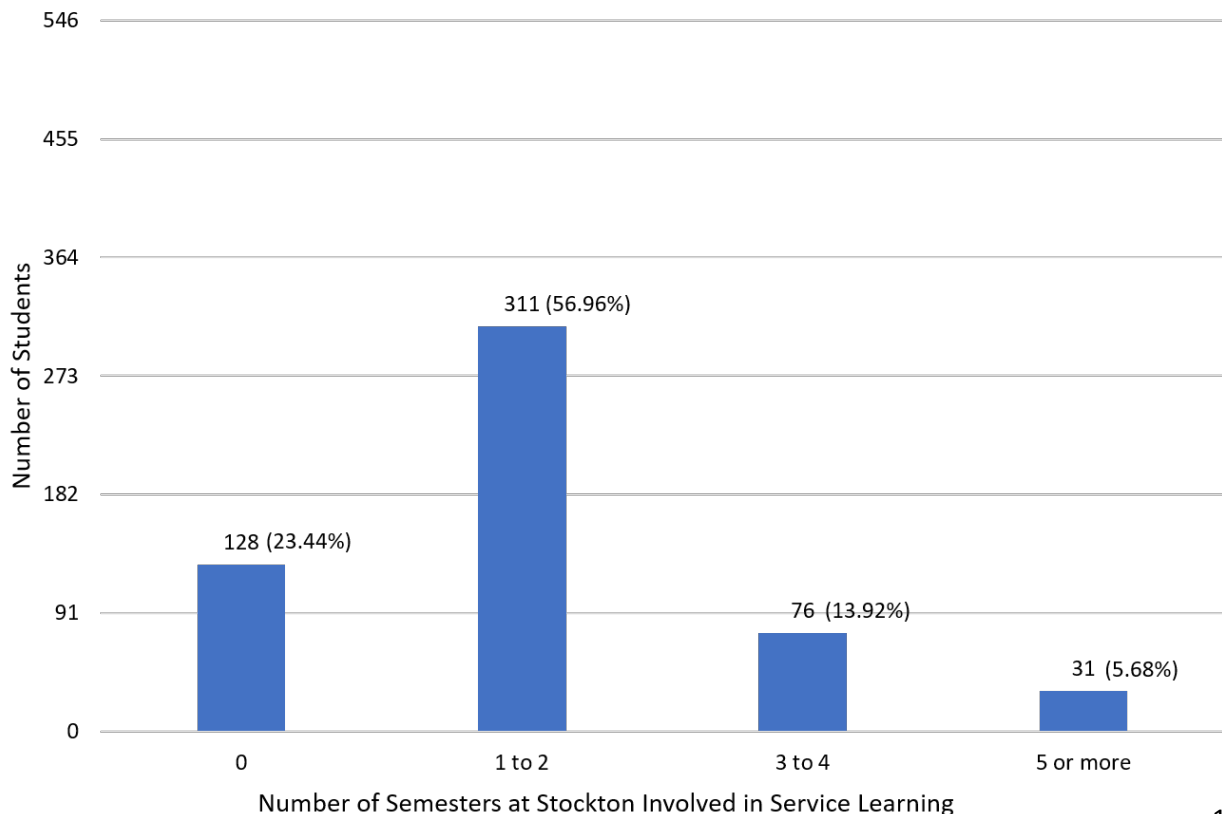
Data collection period: April through May of 2018

Sampling method: non-probability sampling

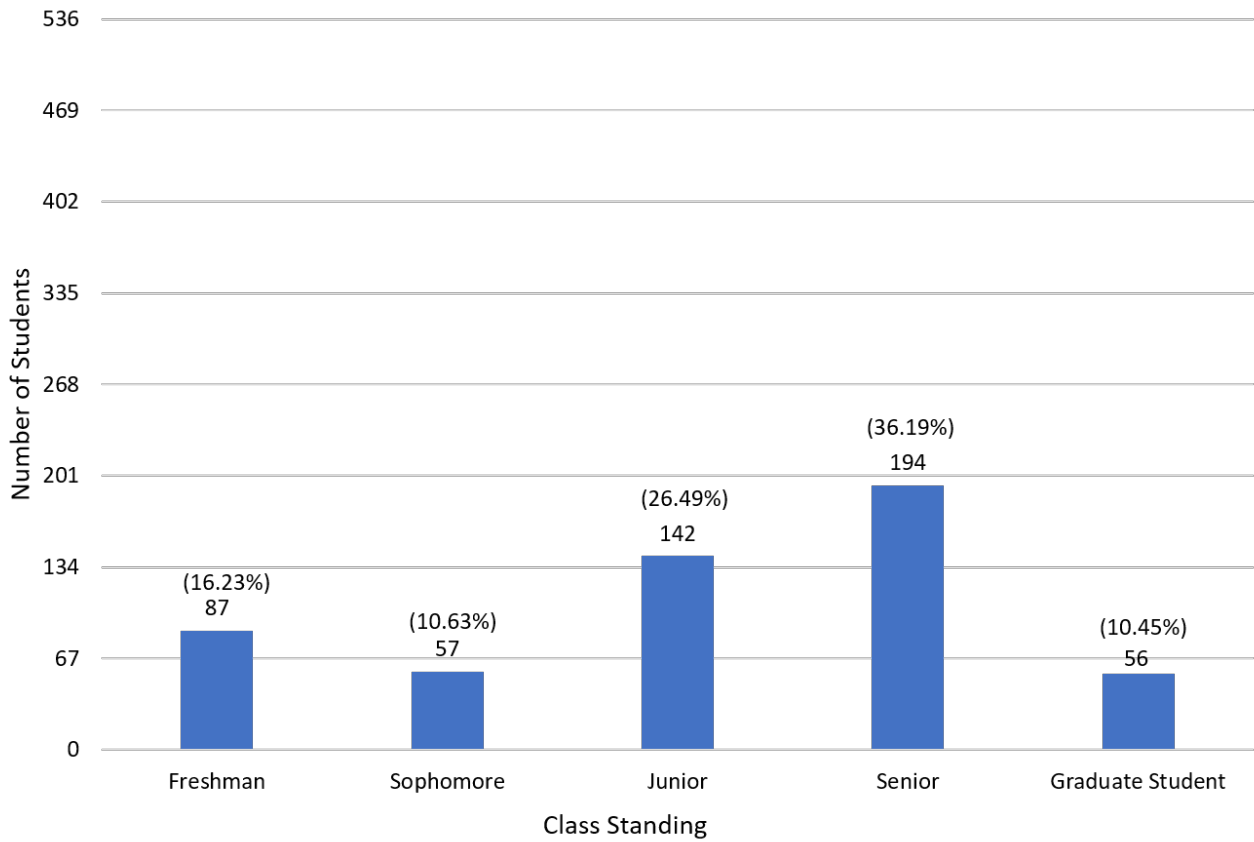
Findings

Sample Characteristics

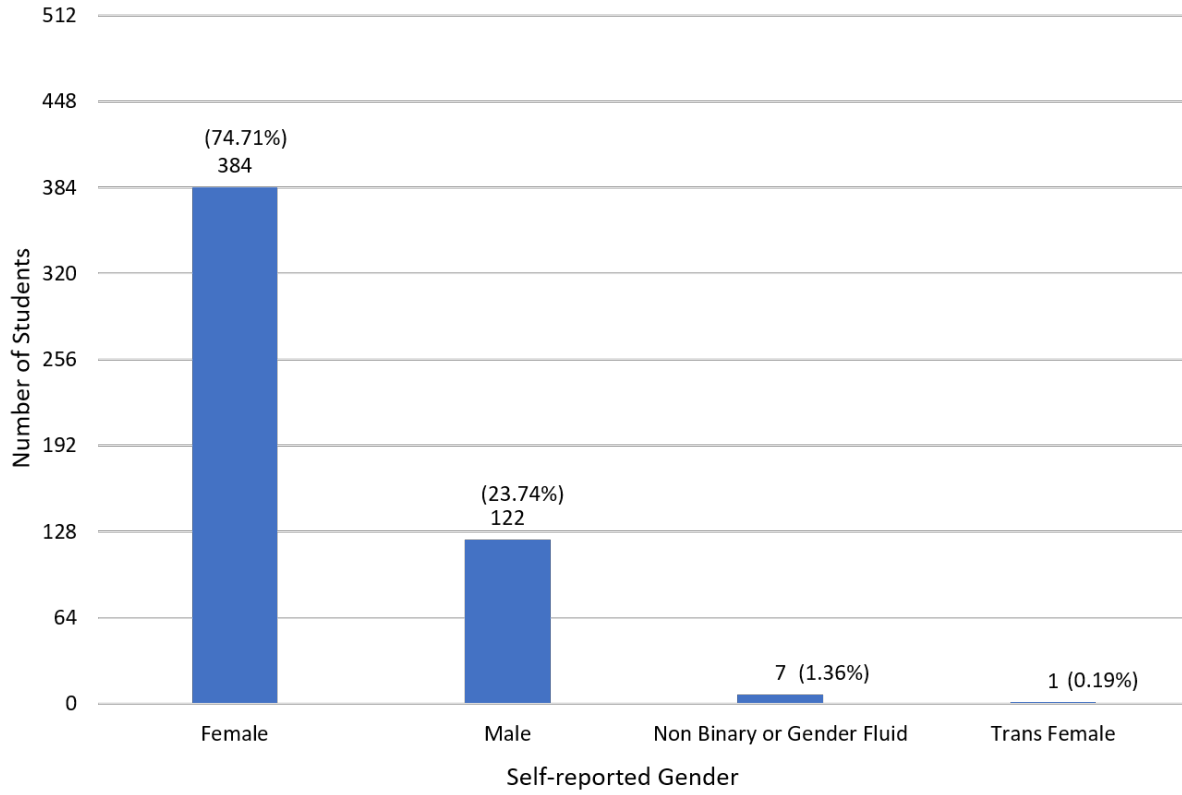
- The mean age of the sample is 23.29 ($SD = 6.845$) and the mode is 21 years.
- Among the 546 participants who answered the number of semesters at Stockton that they were involved in service-learning, more than one half 56.96% ($n = 311$) were involved one to two semesters, 23.44% ($n = 128$) indicated zero, 13.92% ($n = 76$) indicated three to four semesters, and 5.68% ($n = 31$) indicated five or more semesters. The following graph shows all the responses.



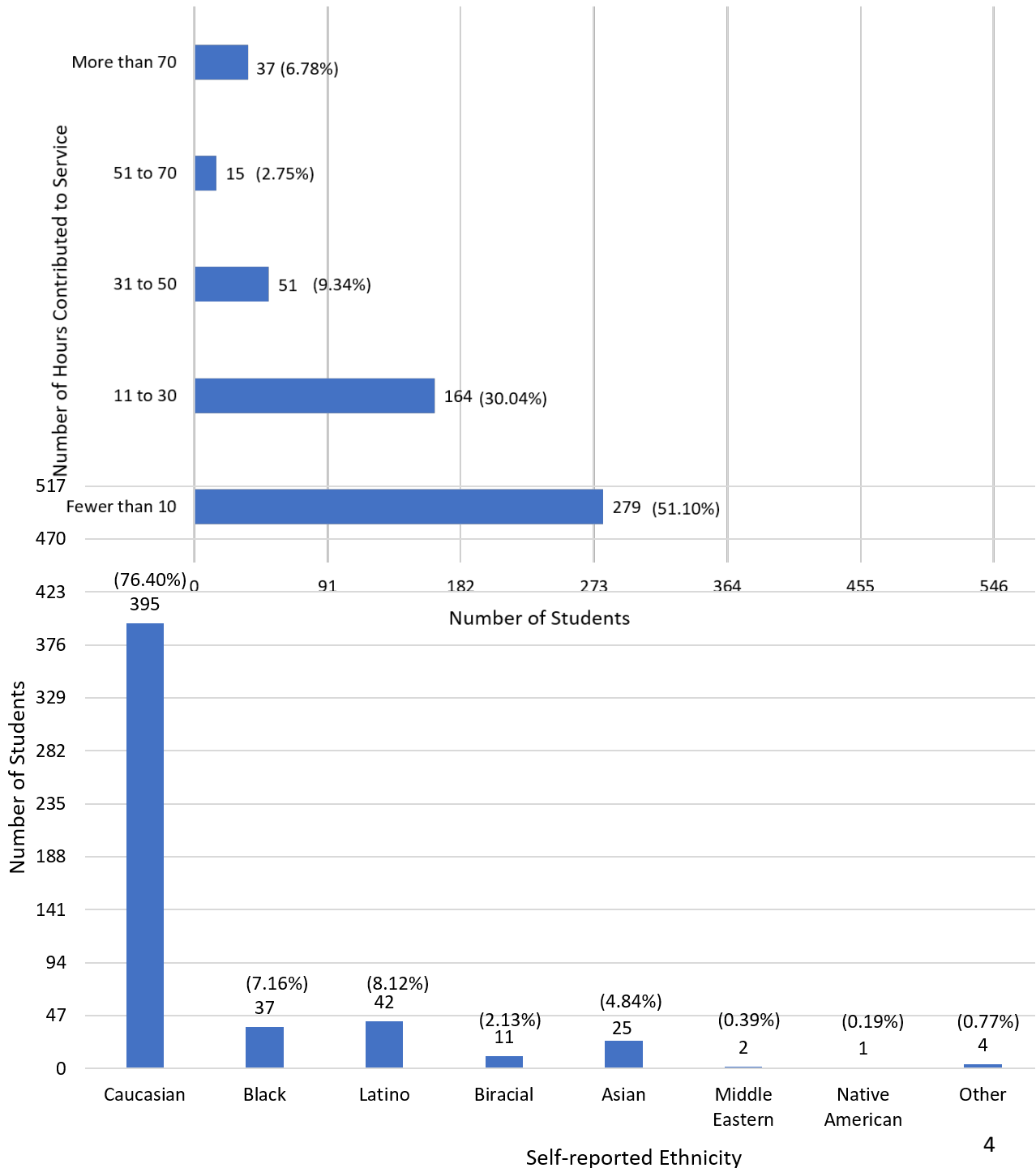
- Among the 536 participants who indicated class standing, the largest percentage in the sample were seniors (36.19%, $n = 194$). The following graph shows the responses.



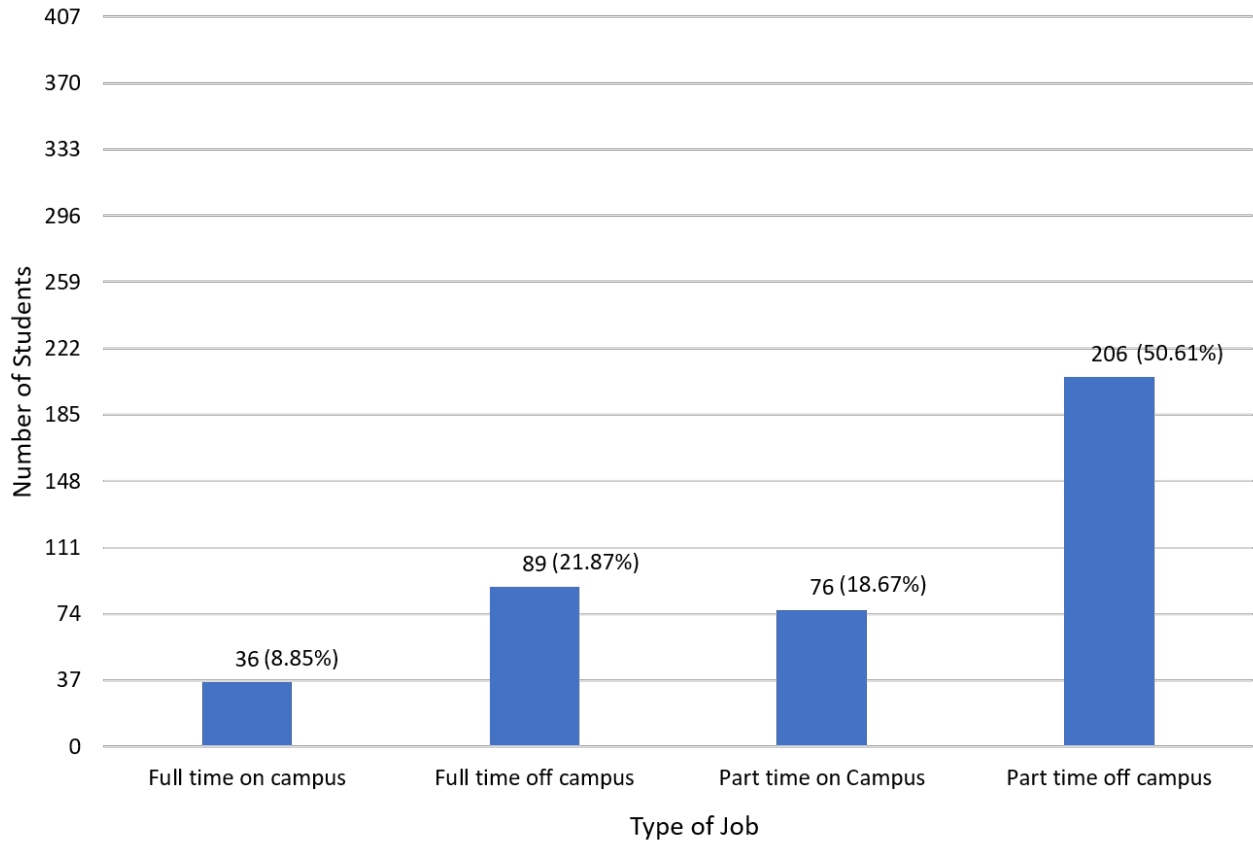
- Among the 514 respondents who reported gender, 74.71% ($n = 384$) were female, 23.74% ($n = 122$) were male, 1.36% ($n = 7$) were non binary or gender fluid, and one student ($n = 0.19$) indicated trans female.



- Among the 517 respondents who self-reported race and ethnicity, the largest percentage in the sample self-reported Caucasian (76.40%, $n = 395$). The following graph shows the responses.
- Among the 546 respondents who indicated the number of hours in total that they contributed to service this academic year (F16 and S17), more than one half of the respondents (51.10%, $n = 279$) indicated fewer than 10 hours and only 6.78% ($n = 37$) indicated more than 70 hours. The following graph shows all responses.

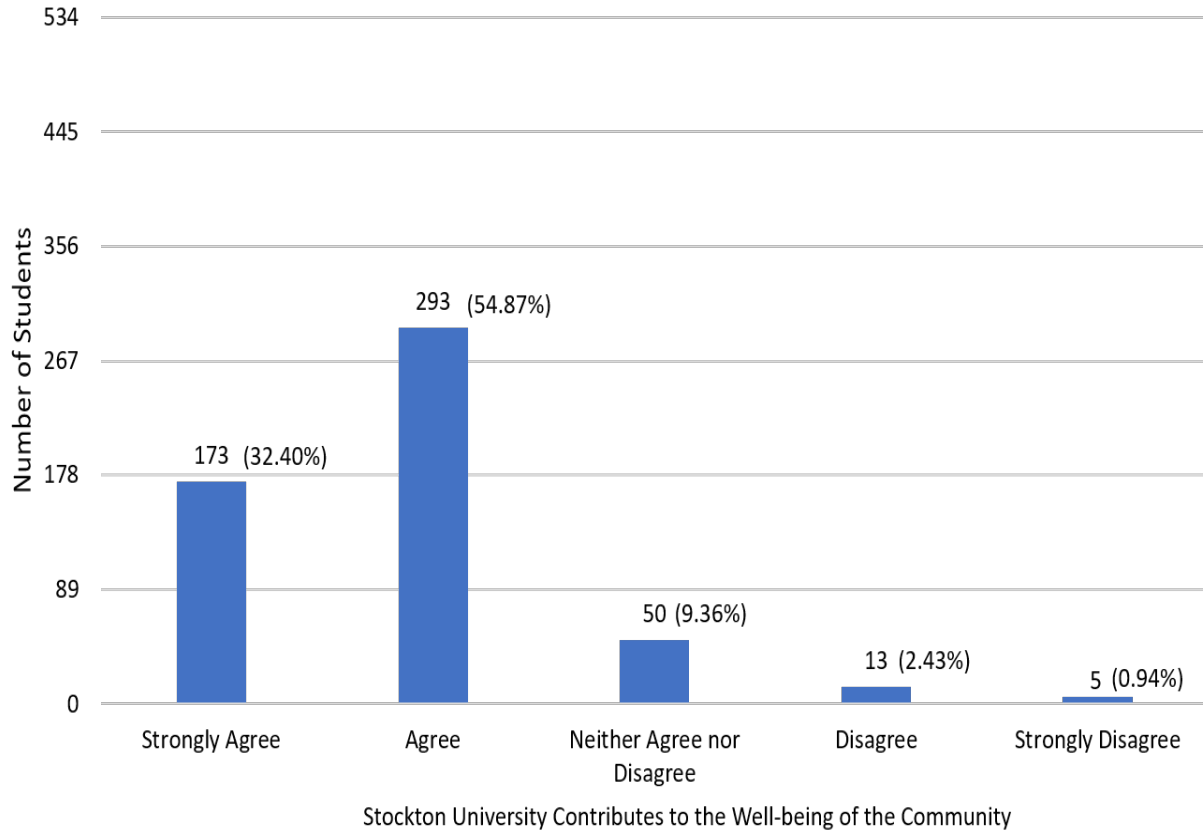


- Among the 407 respondents who indicated their type of job, more than one half (50.61%, $n = 206$) indicated that they work part time off campus. The following graph shows all responses.



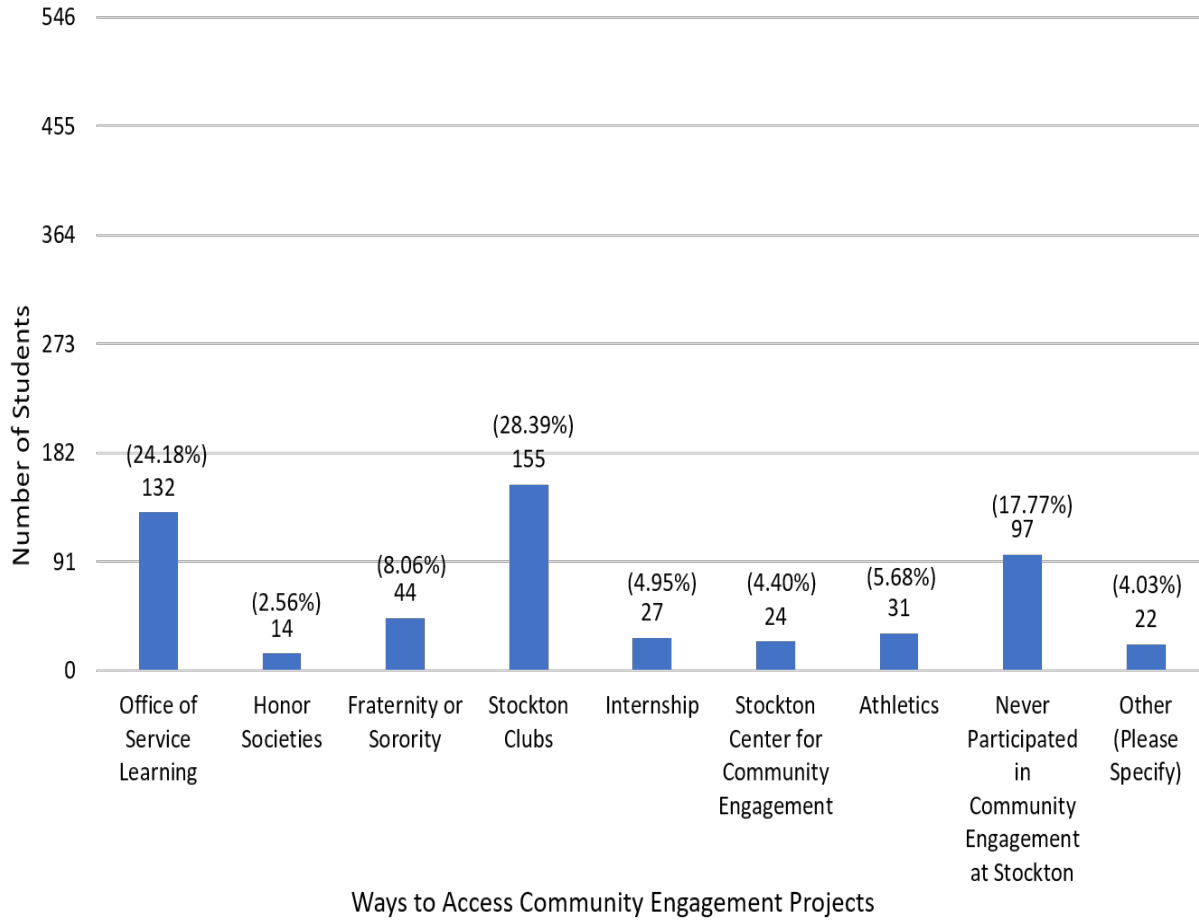
Stockton Contributes to the Well-being of the Community

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 (87.27%, $n = 466$) chose to “strongly agree” or “agree” with the statement. Only 3.37% ($n = 18$) of the respondents chose to “disagree” or “strongly disagree” with the statement. The following graph shows all responses.



Ways to Access Community Engagement Projects

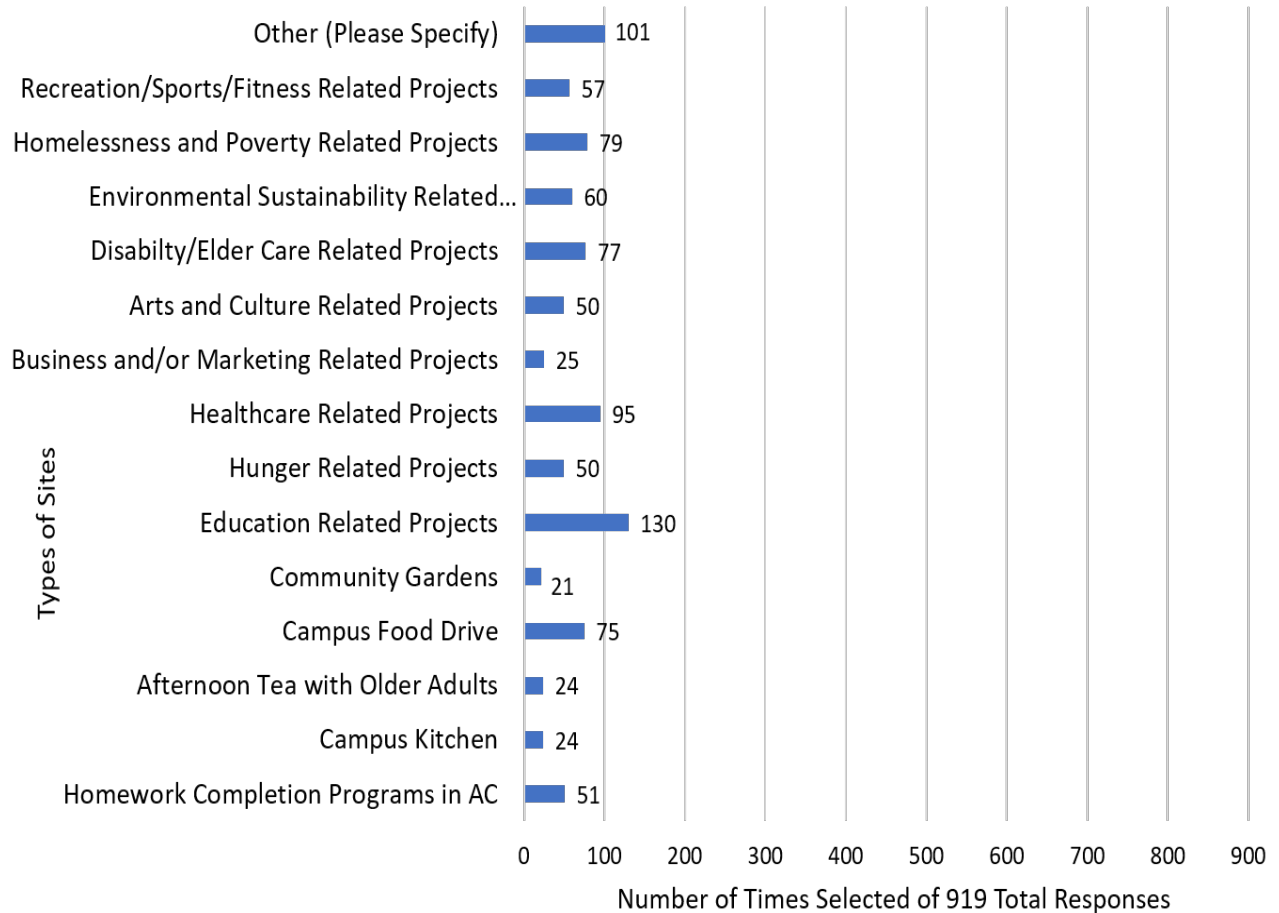
Respondents had the following choices from which to select: "The Office of Service Learning," "honor societies," "fraternity or sorority," "Stockton clubs," "internship," "The Stockton Center for Community Engagement," "Athletics," "I have never participated in community engagement while at Stockton," and "other (please specify)." Nearly one third of the sample (28.58%, $n = 156$) access community engagement projects through the Office of Service-Learning and the Stockton Center for Community Engagement. The following graph shows the responses.



- The following is a sample of responses for “other.”
 - VA Meetings
 - Performing Arts
 - I am a firefighter, going to college and a pilot don’t have much time for other stuff on campus
 - Social Work Program
 - Honors Society
 - Stockton Emergency Medical Services (EMS)
 - Martin Luther King Day of Service
 - Volunteered for a facility related to education and career goals
 - Desks that are set up at the main campus center
 - Office of Residential Life
 - Office of Global Engagement
 - Military

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 130 times; “other” was selected 101 times, and “health related projects” was selected 95 times. The following graph shows the responses.



- The following is a sample of responses for “other.”
 - ARC of Atlantic County
 - Make-A-Wish-Foundation
 - Cancer Foundation
 - Veterans Office
 - Funny Farm
 - Political Intervention
 - Awareness Events for Disabling Conditions
 - Research
 - Relay for Life

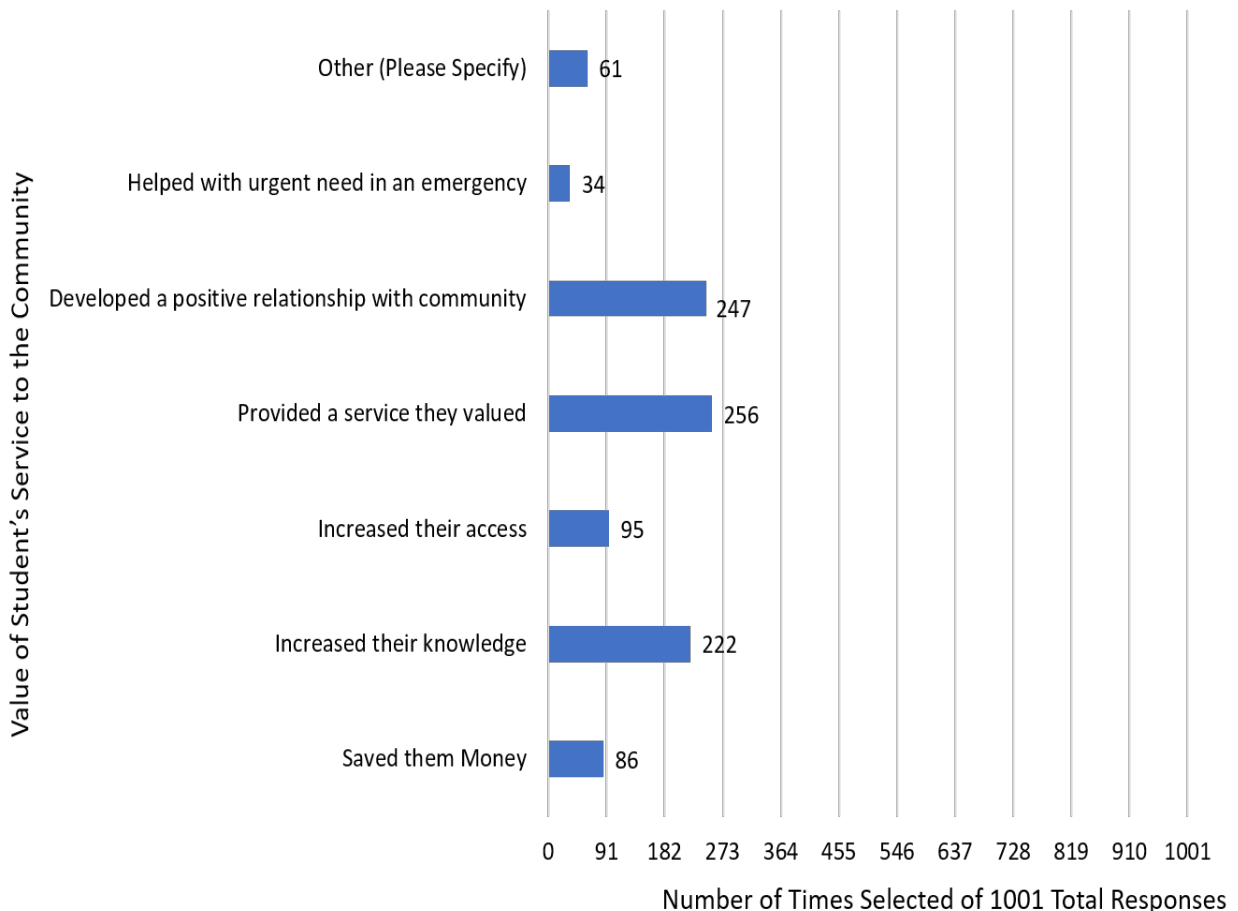
- LGBTQ
- Civic engagement
- Toys for Tots, On campus Service
- Mental Health
- One Stop Career center
- Hospitalized Children/Children with Disabilities

Value of Student's Service to the Community

Respondents were presented the following statement: "Please consider the community engagement work that you have done over the past year and answer the following questions to reflect your overall positions, attitudes, behaviors, or beliefs. What value did your service have to the community? Choose all that apply."

- The top three responses selected were "provided a service that they valued" (selected 256 times), "developed a positive relationship with the community" (selected 247 times), and "increased their knowledge" (selected 222 times).

The following graph shows the responses.



- The following is a sample of responses for “other.”
 Raised awareness
 Helped with poverty
 Increased their physical activity
 Made contributions to cause
 Provided the impoverished community of El Codito, Bogota, Colombia with over 400 pounds of medical and personal hygiene supplies, in addition to \$300.00 cash donation.

Level of Agreement with Statements about Students’ Community Engagement Work

Respondents were presented a five-point Likert scale comprising 15 statements about their 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
It has increased my ability to effect change.	22.16% (n = 121)	44.51% (n = 243)	27.66% (n = 151)	2.93% (n = 16)	2.75% (n = 15)	546
I have learned a lot about myself.	24.73% (n = 135)	40.48% (n = 221)	27.11% (n = 148)	4.76% (n = 26)	2.93% (n = 16)	546
I have a much better understanding of important issues in society.	25.46% (n = 139)	44.32% (n = 242)	24.18% (n = 132)	3.48% (n = 19)	2.56% (n = 14)	546
I am more likely to contribute to public projects.	28.21% (n = 154)	39.56% (n = 216)	25.64% (n = 140)	3.66% (n = 20)	2.93% (n = 16)	546
My values in democratic principles have been strengthened.	19.23% (n = 105)	34.98% (n = 191)	36.63% (n = 200)	5.86% (n = 32)	3.30% (n = 18)	546
I have engaged in research as a result of my community engagement activity.	15.57% (n = 85)	27.29% (n = 149)	34.07% (n = 186)	17.58% (n = 96)	5.49% (n = 30)	546
My participation in acts of activism has increased.	16.12% (n = 88)	36.45% (n = 199)	32.97% (n = 180)	10.81% (n = 59)	3.66% (n = 20)	546
I am better able to understand	26.74% (n = 146)	48.17% (n = 263)	20.33% (n = 111)	2.20% (n = 12)	2.56% (n = 14)	546

perspectives other than my own.						
My work was meaningful to the community.	29.12% (n = 159)	43.96% (n = 240)	21.79% (n = 119)	2.56% (n = 14)	2.56% (n = 14)	546
I made changes in the communities in which I served.	22.89% (n = 125)	40.48% (n = 221)	31.14% (n = 170)	3.66% (n = 20)	1.83% (n = 10)	546
I know more about off campus communities.	21.61% (n = 118)	40.66% (n = 222)	24.91% (n = 136)	8.24% (n = 45)	4.58% (n = 25)	546
I have conversations with friends about my community work.	19.60% (n = 107)	37.55% (n = 205)	28.39% (n = 155)	9.52% (n = 52)	4.95% (n = 27)	546
I am more likely to get involved with many types of community projects.	19.96% (n = 109)	41.58% (n = 227)	28.75% (n = 157)	7.14% (n = 39)	2.56% (n = 14)	546
I am better able to participate in discussions about civic and political issues in the communities.	19.41% (n = 106)	33.15% (n = 181)	34.43% (n = 188)	8.61% (n = 47)	4.40% (n = 24)	546
I have not been changed by my community activities.	6.59% (n = 36)	13.37% (n = 73)	24.73% (n = 135)	32.78% (n = 179)	22.53% (n = 123)	546

Conclusion

The results of this survey show that students overwhelmingly strongly agreed or agreed with the statement that Stockton contributed to the well-being of the community. There is an increase in freshman participation in community engagement activities over the previous academic year and students 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 students are taking advantage of the formal partnerships and connections that the university has been working to cultivate; furthermore, students are using the main community engagement institutional structures to access the community. Students believed that their service changed them in many ways, most notably, that it increased their ability to understand different perspectives. The majority of students agreed or strongly agreed that their work was meaningful to the community. Students' responses also showed that they believe their community work developed positive relationships in the community and that their work provided a service valued by community partners. These findings suggest that the institution is succeeding at creating mutually beneficial and reciprocal relationships with our community partners. Finally, it is important to

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highlight that the students' responses mirror the partners' responses, providing stronger evidence of the connections.

*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.*