

Assessment of Impact

Impact of Service for Faculty Report*

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

Response rate: 42 surveys were completed

Survey method: online via Qualtrics survey.*

Data collection period: April through May of 2017

Sampling method: non-probability sampling

Findings

Sample Characteristics

- Among the 42 respondents who answered the number of semesters their students have been involved with community engagement work as part of their course requirement or for extra credit, 35.71% ($n = 15$) indicated more than six, 33.33% ($n = 14$) indicated two to three semesters, 16.67% ($n = 7$) indicated four to five semesters, 14.29% ($n = 6$) indicated “this is my first semester.”
- Among the 42 respondents, 42.86% ($n = 18$) “occasionally have done community engagement work that does not involve students,” 23.81% ($n = 10$) “regularly have done community engagement work that does not involve students,” 26.19% ($n = 11$) are “always engaged in one or more community engagement/service projects,” 7.14% ($n = 3$) “never have done community engagement work that does not involve students,” and 0% ($n = 0$) have “only done community engagement work with students.”
- Among the 41 respondents who selected which best characterize their position at Stockton, 31.71% ($n = 13$) indicated “faculty tenured, non-coordinator,” 24.39% ($n = 10$) indicated “faculty-tenure track, not tenured,” 19.51% ($n = 8$) indicated “faculty-program coordinator,” 17.07% ($n = 7$) indicated “adjunct,” 4.88% ($n = 2$) indicated “other,” 2.44% ($n = 1$) indicated “faculty visiting.”
- Among the 42 respondents who indicated the number of semesters they have been at Stockton, all indicated more than one semester. The majority (78.57%, $n = 33$) has been at Stockton more than six semesters, and 14.29% ($n = 6$) have been at Stockton three to four semesters.
- All schools were represented, among the 44 respondents, the largest representation was from SOBL (29.55%, $n = 13$) and HLTH (22.73%, $n = 10$) followed by GENS (18.18%,

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- $n = 8$), BUSN (13.64%, $n = 6$), ARHU (9.09%, $n = 4$), NAMS (4.55%, $n = 2$), and EDUC (2.27%, $n = 1$).

Number of Semesters that Students Have Been Involved with Community Engagement Work as Part of Course Requirements, or for Extra Credit

- Among the 42 respondents who indicated the number of semesters their students have been involved with community engagement work as part of course requirements, or for extra credit, 35.71% ($n = 15$) indicated six or more semesters, 33.33% ($n = 14$) indicated two to three semesters, 16.67% ($n = 7$) indicated four to five semesters, 14.29% ($n = 6$) indicated “this is my first semester.”

Types of Sites at Which Students Have Worked in Community Partnerships

- Respondents had the following choices to select all that apply: “homework completion programs in Atlantic City,” “campus kitchen,” “afternoon tea with older adults,” campus food drive,” “community gardens,” hunger related projects,” education related projects,” healthcare related projects,” “business/marketing related projects,” “arts and culture related projects,” disability/elder care related projects,” “environmental sustainability related projects,” “homelessness and poverty related projects,” “recreation/sports/fitness related projects,” and “other.”
 - All types of sites were selected, however; education and health related projects were chosen the most.
 - 30.95% ($n = 13$) of respondents selected “healthcare related projects”
 - 26.19% ($n = 11$) of respondents selected “other”
 - 23.81% ($n = 10$) of respondents selected “arts and culture related projects”
 - 19.05% ($n = 8$) of respondents selected “disability/elder care related projects”
 - 19.05% ($n = 8$) of respondents selected “homelessness and poverty related projects”
 - 19.05% ($n = 8$) of respondents selected “recreation/sports/fitness related projects”
 - 14.29% ($n = 6$) of respondents selected “business and/or marketing related projects”

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- 11.90% ($n = 5$) of respondents selected “homework completion program in Atlantic City”
 - 11.90% ($n = 5$) of respondents selected “campus food drive”
 - 11.90% ($n = 5$) of respondents selected “environmental sustainability related projects”
 - 9.52% ($n = 4$) of respondents selected “campus kitchen”
 - 9.52% ($n = 4$) of respondents selected “hunger related projects”
 - 4.76% ($n = 2$) of respondents selected “community gardens”
 - 2.38% ($n = 1$) of respondents selected “afternoon tea with older adults”
- The following is the list of responses for “other.”
 - “Conflict resolution”
 - “Black Lives Matter Atlantic City Chapter”
 - “Town of Hammonton Stockton Park”
 - “Preschool project I developed for the class I taught.”
 - “Prevent child abuse”
 - “Naturalization courses”
 - “Volunteer income tax assistance”
 - “Immigration, migration related research”

Ways to Access Community Engagement Projects

- Respondents had the following choices to select from: “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,” “other.”
 - 47.62% ($n = 20$) chose “the office of service learning,” 11.90% ($n = 5$) chose “Stockton clubs,” 11.90% ($n = 5$) chose “other,” 7.14% ($n = 3$) chose “internship,” 7.14% ($n = 3$) chose “The Stockton Center for Community Engagement,” 7.14% ($n = 3$) chose “Athletics,” and 7.14% ($n = 3$) chose “I have never participated in community engagement while at Stockton.”
 - The following is the list of responses for “other.”
 - “Bay-Atlantic Symphony music mentorship program”
 - “I created my own community engagement project through collaboration with The Noyes Arts Garage and Dr. Lisa Honnaker...”
 - “Stockton Center on Successful Aging”
 - “I work with both Service-Learning and Community Engagement in my classes”
 - “Counseling Center”

Most Important Learning Goal for Students in Community Engagement

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Respondents had the following choices to select all that apply as their most important learning goal for students in community engagement: “knowledge of the community they work in,” “increase in ability to effect change,” “changes in attitudes,” “perspective taking,” and “specific learning related to the course content” and “other.”

- All learning goals were selected, however; “specific learning to course content” and “changes in attitudes” were chosen the most.
 - 52.38% ($n = 22$) of respondents selected “specific learning related to the course content”
 - 50.0% ($n = 21$) of respondents selected “changes in attitude”
 - 45.24% ($n = 19$) of respondents selected “knowledge of the community they work in”
 - 42.86% ($n = 18$) of respondents selected “perspective taking”
 - 38.10% ($n = 16$) of respondents selected “increase in ability to effect change”
 - 14.29% ($n = 6$) of respondents selected “other”
- The following is the list of responses for “other”
 - “To grow as humans and appreciate others”
 - “Learning to be respectful, responsible, self-aware civil citizens”
 - “Opportunity to utilize skills learned in classroom settings to real life situations; to build trust between people and to foster understanding of older generation.”
 - “None”
 - “Teamwork and collaboration, goal setting, leadership, communication”
 - “Rotaract Club is doing the projects.”

Impact of Students’ Reflections on 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” was chosen the most.
 - 64.29% ($n = 27$) of respondents selected “provided more points of connection for students’ experiences”
 - 45.24% ($n = 19$) of respondents selected “helped me to connect theory to practice”
 - 38.10% ($n = 16$) of respondents selected “given me contemporary examples to integrate into my instruction”

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- 30.95% ($n = 13$) of respondents selected “improved my own insight and understanding of the community status”
- 21.43% ($n = 9$) of respondents selected “given me different perspectives on issues”
- 7.14% ($n = 3$) of respondents selected “no impact”
- 4.76% ($n = 2$) of respondents selected “other”
- The following are the responses for “other”
 - “Above query hasn’t the response of zero so left blank”
 - “I have not asked students to reflect specifically on community engagement, but I think I should in the future.”

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.”

Among the respondents who answered this question 21.43% ($n = 9$) chose “given me contemporary examples to integrate into my instruction,” 21.43% ($n = 9$) chose “helped me to connect theory to practice,” 16.67% ($n = 7$) chose “given me different perspectives on issues,” 11.90% ($n = 5$) chose “improved my own insight and understanding of the community status,” 9.52% ($n = 4$) chose “provided more points of connection for students’ experiences,” 9.52% ($n = 4$) chose “not applicable,” 4.76% ($n = 2$) chose “no impact,” and 4.76% ($n = 2$) chose “other.”

- The following are the responses for “other.”

“This allows only one response”

“Several: Given me perspectives; Given me contemporary examples; Connect theory to practice, Improved my own insight”

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,” “not applicable,” and “other (please specify).”

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Among the respondents who answered this question, 38.10% ($n = 16$) chose “given me contemporary examples to integrate into my scholarship,” 26.19% ($n = 11$) chose “no impact,” 16.67% ($n = 7$) chose “given me different perspectives on issues,” 11.90% ($n = 5$) chose “not applicable,” and 7.14% ($n = 3$) chose “other.”

- The following are the responses for “other”
 - “Doing research with/on community”
 - “Several: Given me perspectives; Given me contemporary examples; increased interdisciplinary”

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).”
 - All choices were selected, however; “demands upon my time” was chosen the most.
 - 50% ($n = 21$) of respondents selected “demands upon my time”
 - 33.33% ($n = 14$) of respondents selected “level of student preparedness”
 - 28.57% ($n = 12$) of respondents selected “level of supervision required for students”
 - 26.19% ($n = 11$) of respondents selected “level of training required for students”
 - 23.81% ($n = 10$) of respondents selected “other”
 - 19.05% ($n = 8$) of respondents selected “level of student performance”
 - 11.90% ($n = 5$) of respondents selected “level of community partner’s commitment”
 - 11.90% ($n = 5$) of respondents selected “no challenges encountered”
 - The following are the responses for “other”
 - “Time”
 - “N/A”
 - “Amount of student availability from semester to semester due to class/time conflicts”
 - “Time constraints for students”
 - “Coordination of resources, van etc.”
 - “All challenges listed in the survey were presents, but it was possible to overcome it with good will and patience of all involved parties”
 - “Lack of support for placing students in internships”
 - “Coordinating the needs of the partner and the class (students)”
 - “Securing appropriate space for campus based activities and parking!”

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Level of Agreement with Statements about Having Students Engaged 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	64.29% (n = 27)	26.19% (n = 11)	4.76% (n = 2)	4.76% (n = 2)	0% (n = 0)	42
Produced pedagogical benefits to classes other than the ones that require community engagement	38.10% (n = 16)	33.33% (n = 14)	23.81% (n = 10)	4.76% (n = 2)	0% (n = 0)	42
Benefitted my students	71.43% (n = 30)	21.43% (n = 9)	7.14% (n = 3)	0% (n = 0)	0% (n = 0)	42
Helped me to offer diversity in learning activities	54.76% (n = 23)	21.43% (n = 9)	19.05% (n = 8)	4.76% (n = 2)	0% (n = 0)	42
Taught my students new ways to address challenges	38.10% (n = 16)	45.24% (n = 19)	9.52% (n = 4)	7.14% (n = 3)	0% (n = 0)	42
Broadened my students’ experiences	66.67% (n = 28)	23.81% (n = 10)	7.14% (n = 3)	2.38% (n = 1)	0% (n = 0)	42
Contributed to my scholarly agenda	26.10% (n = 11)	23.81% (n = 10)	33.33% (n = 14)	9.52% (n = 4)	7.14% (n = 3)	42

Conclusion

Our findings are positive and provide valuable information on the impact that community engagement work has on our faculty. One important theme that emerged from our findings are that faculty recognize the value of the connections being made between coursework and work in the community. No one in the sample disagreed with the idea that community engagement benefitted their students and most agreed that it broadened student experiences and taught students new ways to address challenges. That the faculty sampled found, “demands upon my time”, and “level of student preparedness” as the biggest challenges in community engagement

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activities suggests that the institution could focus more on the mechanisms by which faculty and students access community engagement work and the systems of orientation and reflection.

*Assessment Report format was based on Faculty Engagement Survey Report written by Dr. Jennifer Barr on March 26, 2014

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