

Stockton Center for Community Engagement Impact of Service for Partners Report*

Purpose: to assess the impact of community partners' experiences with civic and service learning partnerships with faculty/staff over the past year.

Response rate: 87 surveys were completed.

Survey method: online via Qualtrics survey.*

Data collection period: April and May of 2017

Sampling method: non-probability sampling.

Findings

Sample Characteristics

A checklist question for respondents to select all that apply revealed that agencies/organizations have the following types of partnerships with Stockton University.

- Internships (86.21%, $n = 75$)
- Education Related Projects (9.20%, $n = 8$)
- Other (5.75%, $n = 5$)
- Homework Completion Programs in Atlantic City (3.45%, $n = 3$)
- Health Related Projects (2.30%, $n = 2$)
- Campus Kitchen (1.15%, $n = 1$)
- Afternoon Tea with Older Adults (1.15%, $n = 1$)
- Campus Food Drive (1.15%, $n = 1$)
- Community Gardens (1.15%, $n = 1$)

The following is a sample of responses for "other"

- "Advisory assistance for family and students"
- "Service learning student volunteers"
- "Providing employment for our consumers"

A checklist question indicating the number of years the agency/organization has been involved in community partnerships with Stockton revealed the following:

- More than six years (40.23%, $n = 35$)
- Two to four years (25.29%, $n = 22$)
- Four to six years (19.54%, $n = 17$)

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- One to two years (11.49%, $n = 10$)
- Less than one year (3.45%, $n = 3$)

Community Concerns/Needs Met by the Partnership with Stockton

A checklist question for respondents to select all that apply revealed that the majority of respondents (56.32%, $n = 49$) chose “educations/youth development” as a community concern/need that the partnership with Stockton meet. The following are additional responses:

- Other (33.33, $n = 29$)
- Disability/elder care (20.69%, $n = 18$)
- Homelessness and poverty (19.54%, $n = 17$)
- Food security (8.05%, $n = 7$)
- Arts and culture (4.60%, $n = 4$)
- Recreation/sports/fitness (2.30%, $n = 2$)
- Environmental sustainability (2.30%, $n = 2$)

The following is a sample of responses for “other”

- “Mental health/substance abuse treatment”
- “Behavioral health”
- “Homelessness/mental health”
- “Professional development”
- “School social work”
- “Child protection”
- “Youth mental health treatment”
- “Adult education”
- “Family and community strengthening”

Motivation for Partnering with Stockton

Among the respondents who indicated their main motivation for partnering with Stockton in community projects, a checklist question to select all that apply revealed that the majority (81.61%, $n = 71$) chose “encourage students to pursue careers that help people” as the main motivation for the partnership. The following are additional responses:

- Teach students about the mission of my group or organization (54.02%, $n = 47$)
- Need additional help (32.18%, $n = 28$)
- Get new ideas to implement in the community (29.89%, $n = 26$)
- Other (10.34%, $n = 9$)

The following is a sample of responses for “other”

- “Assisting in teaching English learners classes”
- “Evaluation”

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- “Offer leadership opportunities”
- “Coalition to help caregivers”
- “Support a local university”
- “Supporting the importance of ‘lifetime learning,’ giving back to the community in positive ways, mentoring and providing opportunities to visit various disciplines/vocations first hand.”

Impact of Partnership with Stockton

Among the respondents who indicated how the partnership with Stockton University impacted their agency/organization, a checklist question to select all that apply revealed the following:

- “Improved existing services” was selected by 48.28% (n = 42)
- “Lightened staff workloads” was selected by 41.38% (n = 36)
- “Made new connections/networks with other community groups” was selected by 35.63% (n = 31)
- “Increase in number of community members served” was selected by 29.89% (n = 26)
- “Increase in number of services offered” was selected by 26.44% (n = 23)
- “Other” was selected by 16.09 (n = 14)
- “No impact” was selected by 5.75% (n = 5)

The following is a sample of responses for “other”

- “Provided opportunities for introspection/reflection on services provided”
- “Students are hired after internship ends”
- “Increasing EXCELLENCE in services by having quality in BSW/MSW trained staff in the community”
- “Increase students awareness of field”
- “Expose the targeted audience to new perspectives”
- “Minimal impact”

Impact of the Partnership Found to be Most Challenging

Among the respondents who indicated “what aspects of the partnership have you found to be most challenging,” a checklist question to select all that apply revealed the following:

- “No challenges encountered” was selected by 39.08% (n = 34)
- “Demands upon staff time” was selected by 20.69% (n = 18)
- “Level of student preparedness” was selected by 20.69% (n = 18)
- “Level of training required for students” was selected by 19.54% (n = 17)
- “Level of supervision required for students” was selected by 16.09% (n = 14)
- “Level of student performance” was selected by 14.94% (n = 13)
- “Academic calendar of the university” was selected by 9.20% (n = 8)

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- “Other” was selected by 9.20% ($n = 8$)
- “Level of commitment of faculty/staff” was selected by 3.45% ($n = 3$)

The following is a sample of responses for “other”

- “Student transportation”
- “Student participation”
- “Background, screening and social issues regarding student”
- “It is a true joy to work with the students, faculty and community.”
- “Days available for internship”

Level of Agreement with Statements about the Partnership with Stockton University

Respondents were presented a five-point Likert scale comprised of seven statements about their partnership with Stockton University. 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
Has been valuable to this organization	57.47% ($n = 50$)	34.48% ($n = 30$)	4.60% ($n = 4$)	3.45% ($n = 3$)	0% ($n = 0$)	87
Produced economic benefits for the organization	22.99% ($n = 20$)	24.14% ($n = 21$)	36.78% ($n = 32$)	14.94% ($n = 13$)	1.15% ($n = 1$)	87
Benefitted community members	37.93% ($n = 33$)	41.38% ($n = 36$)	13.79% ($n = 12$)	6.90% ($n = 6$)	0% ($n = 0$)	87
Helped us to manage our workload	27.59% ($n = 24$)	37.93% ($n = 33$)	26.44% ($n = 23$)	8.05% ($n = 7$)	0% ($n = 0$)	87
Helped us to extend our services to more people	28.74% ($n = 25$)	37.93% ($n = 33$)	25.29% ($n = 22$)	8.05% ($n = 7$)	0% ($n = 0$)	87
Taught us new ways to address challenges	14.94% ($n = 13$)	29.89% ($n = 26$)	43.68% ($n = 38$)	11.49% ($n = 10$)	0% ($n = 0$)	87
Improved access to services for wider groups	17.24% ($n = 15$)	29.89% ($n = 26$)	37.93% ($n = 33$)	14.94% ($n = 13$)	0% ($n = 0$)	87

Level of Satisfaction with Statements about Aspects of the Partnership

Respondents were presented a 5-point Likert scale comprised of five statements, and asked to indicate their level of satisfaction with various aspects of their partnership with Stockton University. The lower end of the scale was “very satisfied” and the higher end of the scale was “extremely dissatisfied.” The following table shows the responses.

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	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Moderately Dissatisfied	Extremely Dissatisfied	Total
Opportunity to have input in the partnership experience	37.93% (n = 33)	44.83 (n = 39)	12.64 (n = 11)	3.45% (n = 3)	1.15% (n = 1)	0% (n = 0)	0% (n = 0%)	87
Opportunity to give feedback to Stockton personnel	47.13% (n = 41)	39.08 (n = 34)	11.49% (n = 10)	2.30% (n = 2)	0% (n = 0)	0% (n = 0)	0% (n = 0)	87
Student preparedness	27.59% (n = 24)	47.13% (n = 41)	19.54% (n = 17)	4.60% (n = 4)	1.15% (n = 1)	0% (n = 0)	0% (n = 0)	87
Student reliability	28.74% (n = 25)	52.87% (n = 46)	12.64% (n = 11)	4.60% (n = 4)	1.15% (n = 1)	0% (n = 0)	0% (n = 0)	87
Quality of student work	29.89% (n = 26)	52.87% (n = 46)	11.49% (n = 10)	4.60% (n = 4)	1.15% (n = 1)	0% (n = 0)	0% (n = 0)	87

Conclusion

Of the partners who responded to our survey, the partnerships were overwhelmingly in internships and were long-term (2 years or more). Our partnerships met a variety of community needs and were not concentrated in one area. Our partners work with Stockton to teach about their mission more often than they work with Stockton because they need help, suggesting a higher purpose to the partnership. Survey results show that even with the higher purpose, our students help the organization improve their services and lighten their workload. Most respondents said that there were no challenges in working with Stockton students but of those who found challenges, they were primarily in demands upon the partner's time and the level of preparedness of the students.

In the aggregate, 9.68% of respondents felt that their partnership was not valuable to their organization, and 1.2% expressed some level of dissatisfaction with their partnership. In next spring's assessment, qualitative questions will be added following the Likert scale which will give the Center more information as to our partners' perceptions of their work with our students.

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