

Assessment of the Impact of Community Engagement on Students

Purpose: to assess the impact of students' experiences with community engagement and Service-Learning over the past year.

Response rate: 371 surveys were completed

Survey method: In-person during tabling and online via Qualtrics

Data collection period: April through May of 2024

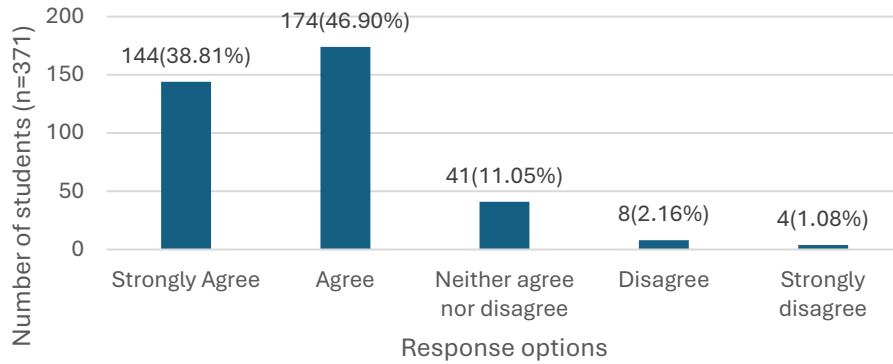
Sampling method: Non-probability sampling

The 2024 Impact of Community Engagement on Students survey was distributed using a new methodology designed to increase the survey response rate from FY23. Engagement Leadership Team members of the SCCESL tabled at all instructional sites and collected the surveys on tablets and through a QR code that students could scan with their cell phones. Students spun a virtual prize wheel to win a snack or a Wawa gift card for completing the survey. The results are displayed in the charts below.

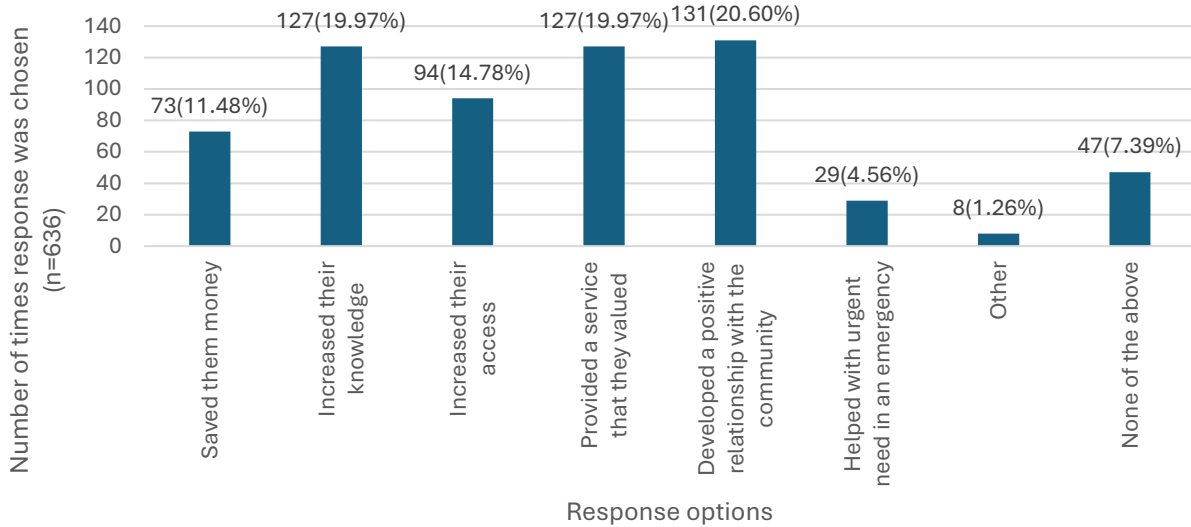
Presentation of Findings

The sample size for the 2024 Impact of Community Engagement survey increased from 201 to 371. Demographic data for the students responding to the survey show that the average age of students who completed the survey was 21.35 years old. There was an even distribution of the classes of students who completed the survey. 82.48% of students who responded (n=306) reported having a full-time or part-time job or a combination of the two. The following charts and tables present the data on the pathways to engagement and the perceived impact of community engagement activities on students, including their impressions of the impact on their learning.

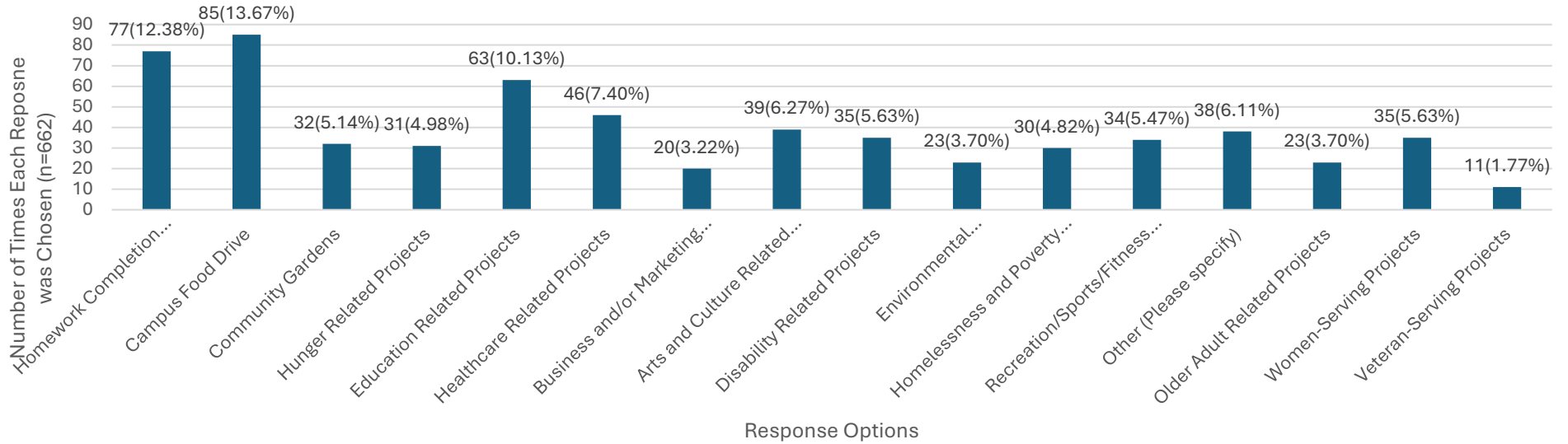
Please indicate your level of agreement or disagreement with this statement.
 "Stockton University contributes to the well-being of the community."



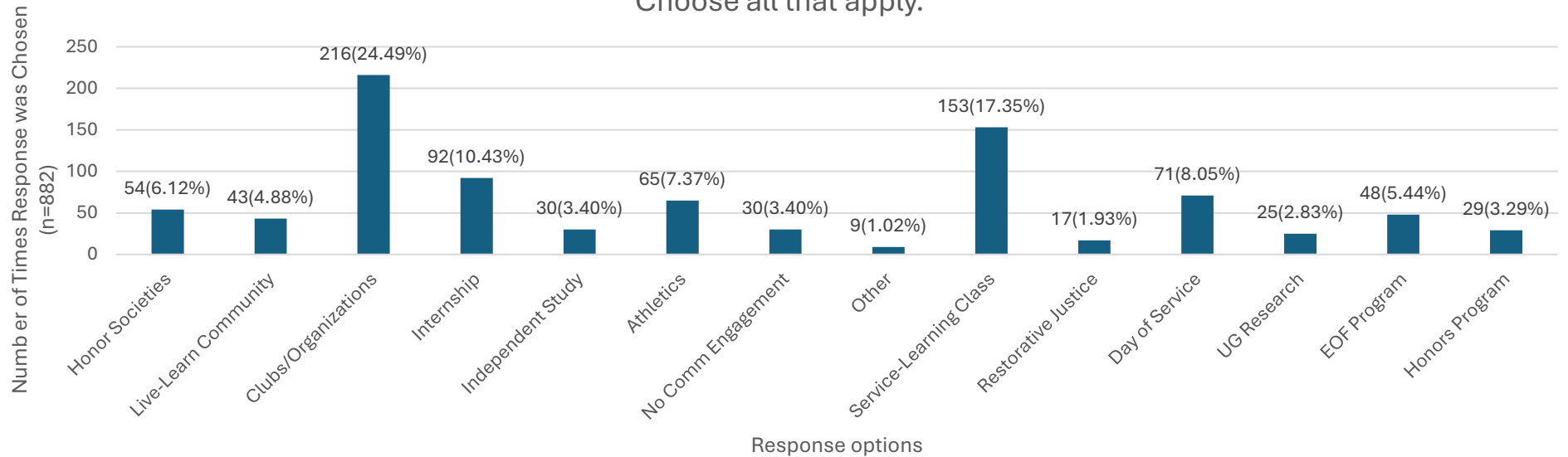
What value did your service have to the community members?



At which of the following categories of programs have you worked in community partnerships?



Which of these have you used to find opportunities to engage in the community? Choose all that apply.



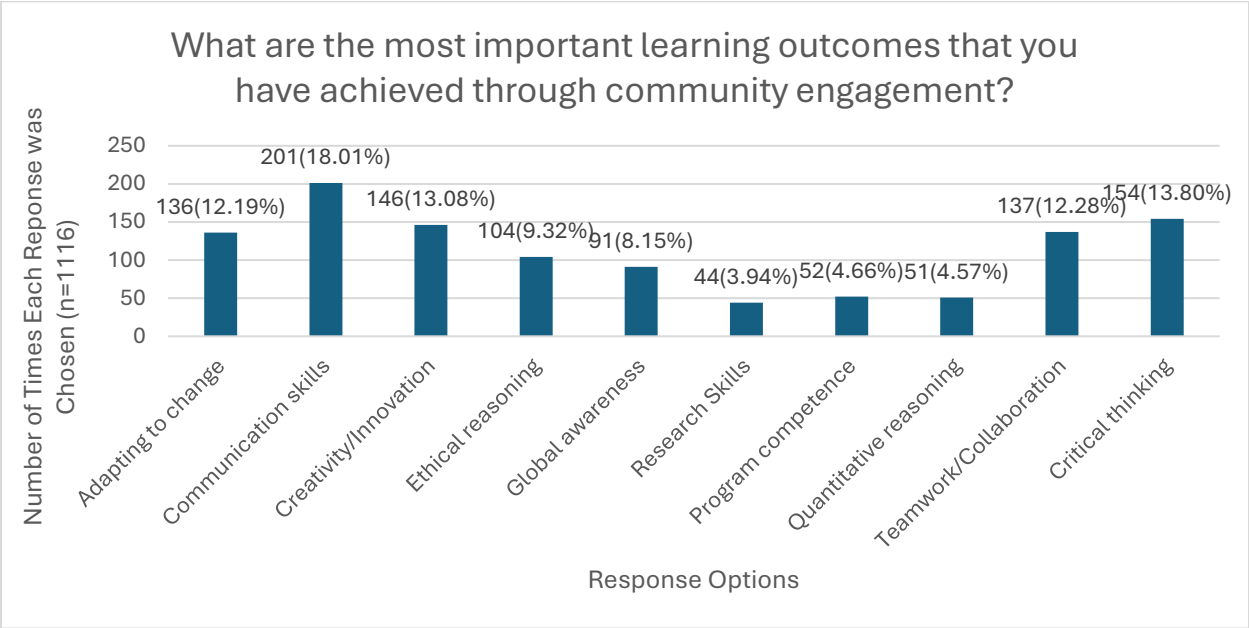
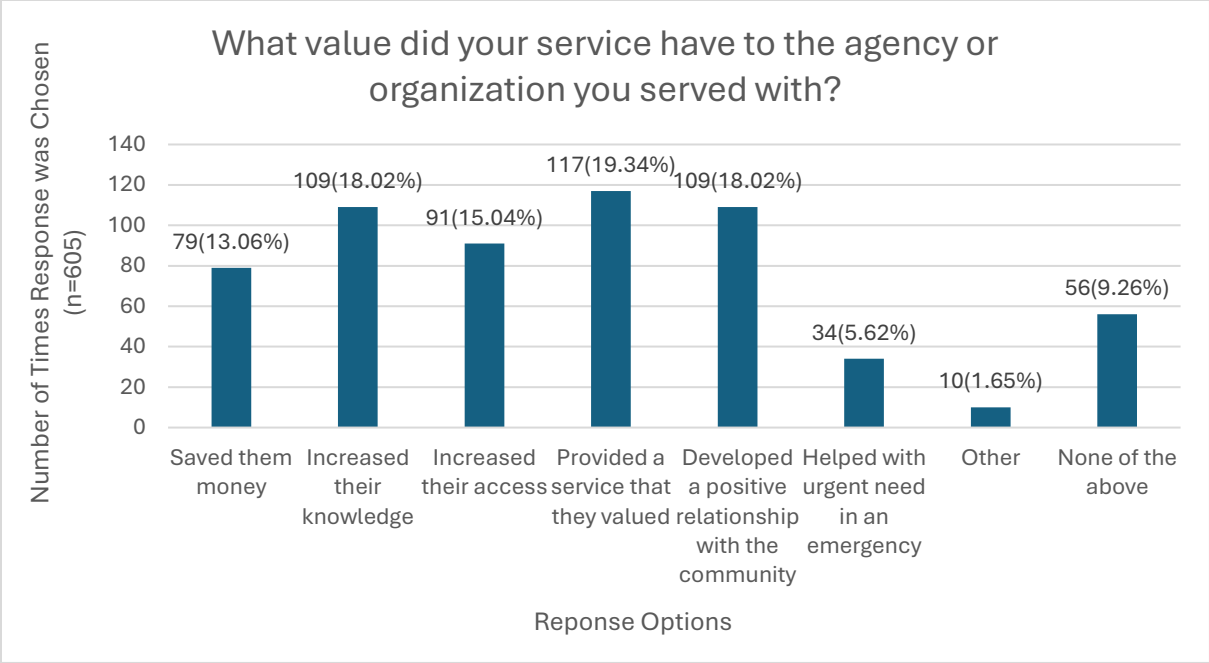


Table 1. Frequency distribution of students' self-assessment of the impact of community engagement

Indicate your level of agreement or disagreement with the following statements about your Community Engagement Work

	Mean	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It has increased my ability to effect change.	4.13	319	117(36.68%)	141(44.20%)	52(16.30%)	5(1.57%)	4(1.25%)
I have a much better understanding of important issues in society.	4.12	319	118(36.99%)	143(44.83%)	43(13.48%)	8(2.51%)	7(2.19%)
I am better able to understand perspectives other than my own.	4.09	319	113(35.42%)	135(42.32%)	61(19.12%)	7(2.19%)	3(0.94%)
I have learned a lot about myself.	4.08	319	113(35.42%)	134(42.01%)	60(18.81%)	10(3.13%)	2(0.63%)
My work was meaningful to the community.	4.08	319	107(33.54%)	149(46.71%)	51(15.99%)	7(2.19%)	5(1.57%)
I am more likely to contribute to public projects.	4.06	319	111(34.80%)	127(39.81%)	72(22.57%)	7(2.19%)	2(0.63%)
I am more likely to get involved with many types of community projects.	4.05	319	103(32.29%)	139(43.57%)	70(21.94%)	5(1.57%)	2(0.63%)
I made changes in the communities in which I served.	4.03	319	106(33.23%)	130(40.75%)	72(22.57%)	9(2.82%)	2(0.63%)
My values in democratic principles have been strengthened.	4.02	319	106(33.23%)	123(38.56%)	81(25.39%)	8(2.51%)	1(0.31%)
I know more about off campus communities.	3.98	319	103(32.29%)	127(39.81%)	72(22.57%)	15(4.70%)	2(0.63%)
I have conversations with friends about my community work.	3.97	319	104(32.60%)	123(38.56%)	75(23.51%)	13(4.08%)	4(1.25%)
I am better able to participate in discussions about civic and political issues in the communities.	3.97	319	98(30.72%)	129(40.44%)	80(25.08%)	10(3.13%)	2(0.63%)
My participation in acts of activism has increased.	3.96	319	103(32.29%)	121(37.93%)	78(24.45%)	14(4.39%)	3(0.94%)
I have engaged in research as a result of my community engagement activity.	3.92	319	101(31.66%)	124(38.87%)	67(21.00%)	23(7.21%)	4(1.25%)
I have not been changed by my community activities.	3.41	319	75(23.51%)	83(26.02%)	84(26.33%)	51(15.99%)	26(8.15%)

Conclusion

The new methodology for the Impact of Engagement on Students Survey increased the response rate by 46%. Results of the assessment this year revealed that:

- "Critical Thinking," "Creativity/Innovation," and "Communication Skills" were three of Stockton University's 10 Essential Learning Outcomes (ELOs) students selected most often as the most important learning outcomes they have achieved through community engagement.
- When asked what value their service had to the community, "Increased their knowledge," "Provided a service they valued," and "Developed a positive relationship with the community" were selected most often.

As Table One outlines, when students were asked to rate the impact of their engagement on themselves, 81.7% (n=258) agreed or strongly agreed that their engagement activities increased their ability to effect change. This represents a 9% increase from 2023. 75% (n=238) agreed or strongly agreed that they are more likely to get involved with many types of community projects. This represents a 3% increase from 2023.

The SCCESL looks forward to increasing the sample size for the FY 25 Impact of Engagement on Students survey to include more voices in the findings.