Assessment of Impact of Community Engagement
Community Partners Report

Purpose: to assess the impact of faculty experiences with community engagement and service- learning partnerships over the past year.
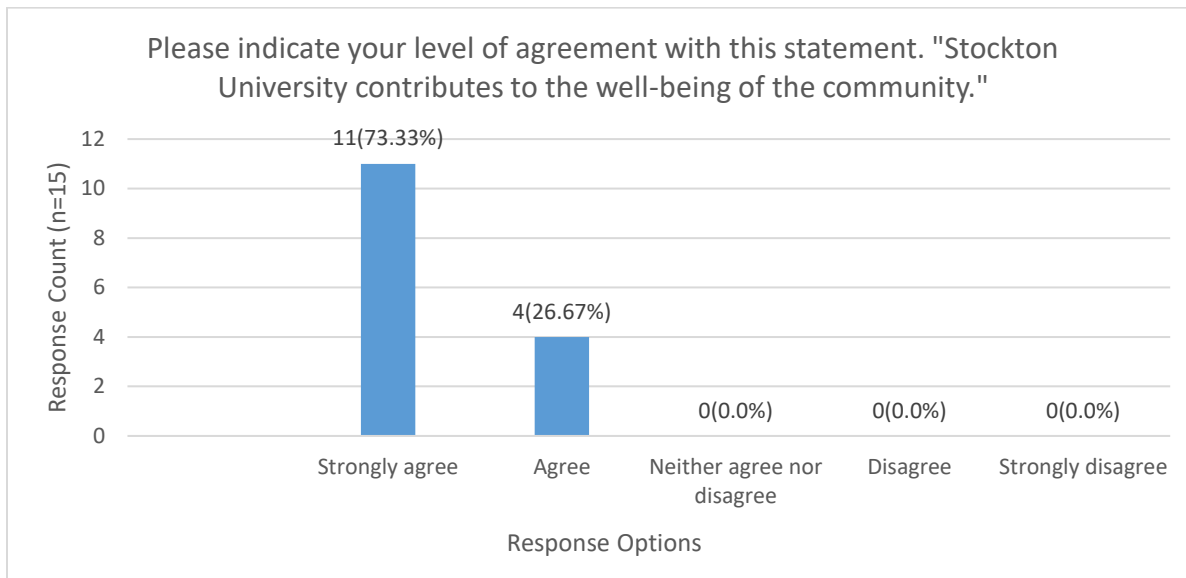
Response rate: 15 surveys were completed

Survey method: online via Qualtrics survey.

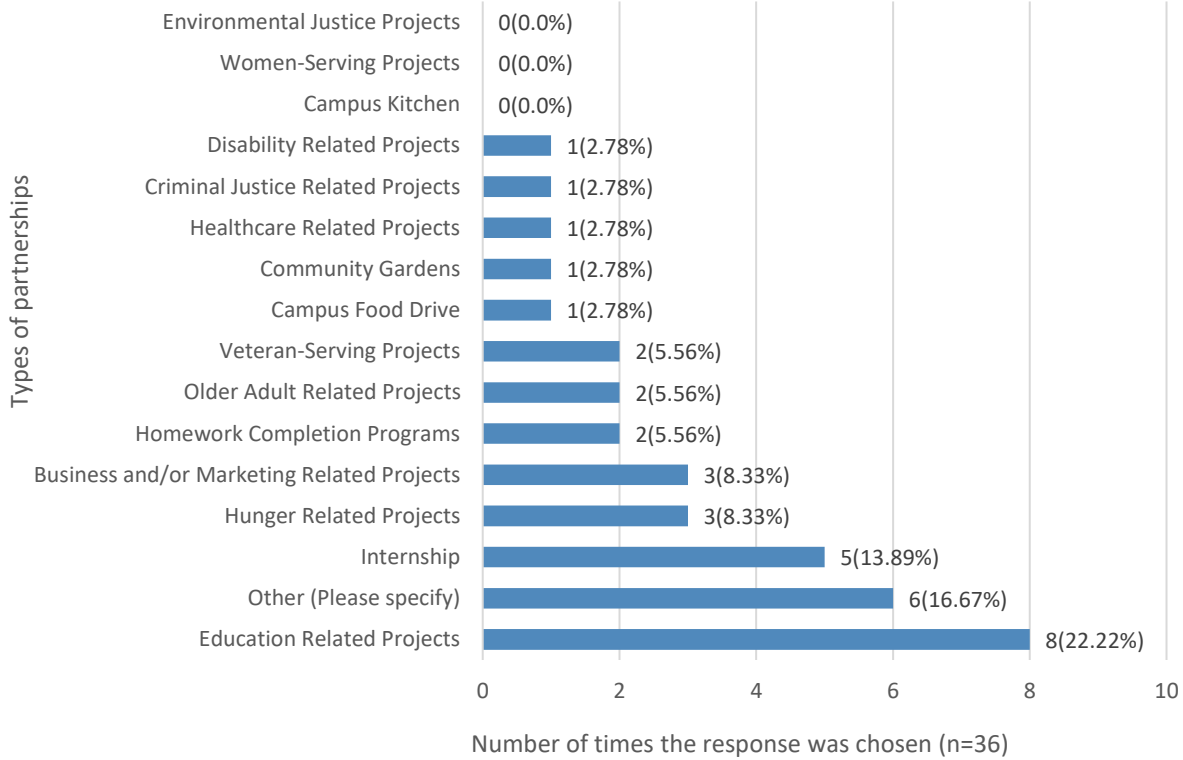**Data collection period**: April through May of 2021

Sampling method: non-probability sampling

Presentation of Findings

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

Which of the following partnerships does your agency/organization have with Stockton University? (Choose all that apply)

Types of partnerships

Type	Value
Environmental Justice Projects	0(0.0%)
Women-Serving Projects	0(0.0%)
Campus Kitchen	0(0.0%)
Disability Related Projects	1(2.78%)
Criminal Justice Related Projects	1(2.78%)
Healthcare Related Projects	1(2.78%)
Community Gardens	1(2.78%)
Campus Food Drive	1(2.78%)
Veteran-Serving Projects	2(5.56%)
Older Adult Related Projects	2(5.56%)
Homework Completion Programs	2(5.56%)
Business and/or Marketing Related Projects	3(8.33%)
Hunger Related Projects	3(8.33%)
Internship	5(13.89%)
Other (Please specify)	6(16.67%)
Education Related Projects	8(22.22%)

Number of times the response was chosen (n=36)

"Other" responses included:

Arts Department
Stockton faculty has counseled and provided insight for our community oversight committee.
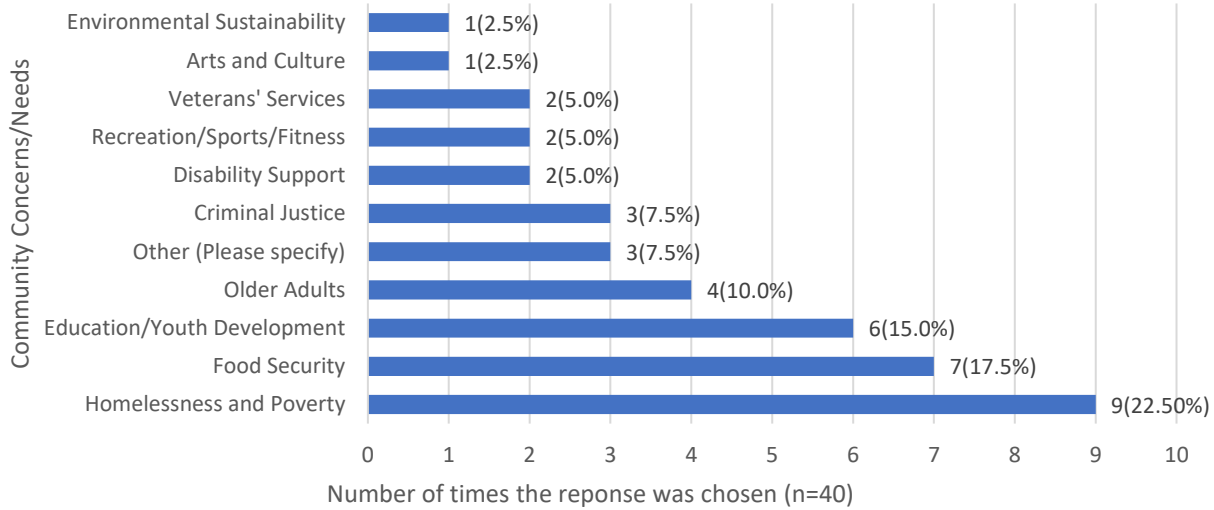We are part of the community network meetings
Volunteer at Emergency Shelter
Utility Assistance
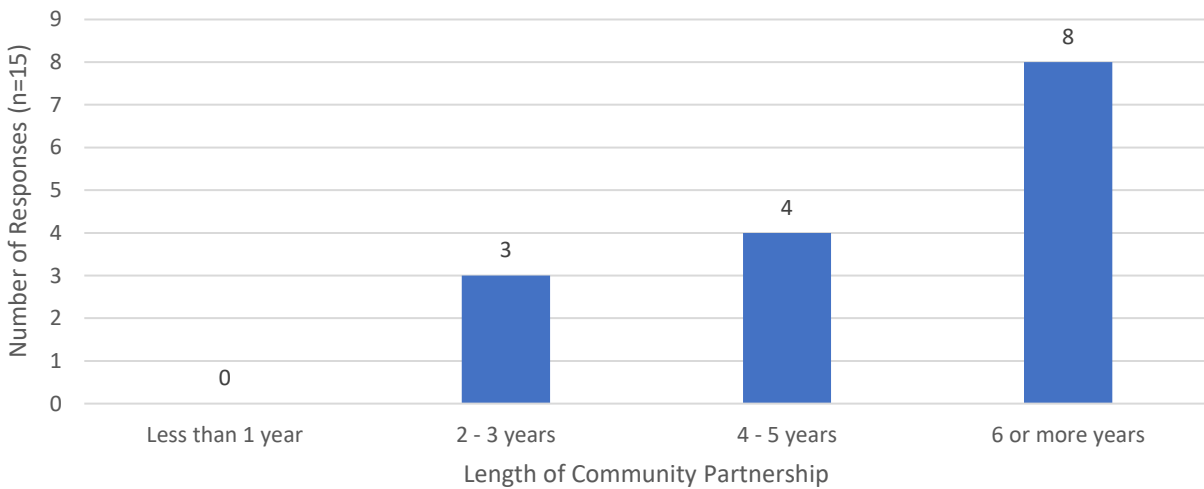Community Resources Roundtable

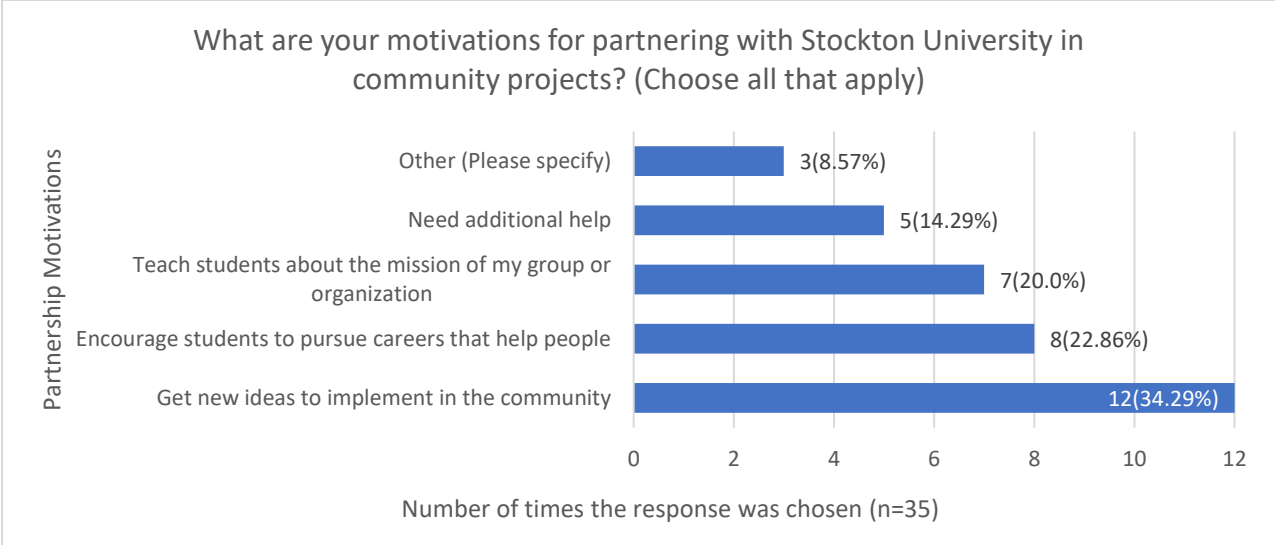**What community concerns/needs does the partnership meet? (Choose all that apply)**

Community Concerns/Needs	Number of times the response was chosen (n=40)
Environmental Sustainability	1(2.5%)
Arts and Culture	1(2.5%)
Veterans' Services	2(5.0%)
Recreation/Sports/Fitness	2(5.0%)
Disability Support	2(5.0%)
Criminal Justice	3(7.5%)
Other (Please specify)	3(7.5%)
Older Adults	4(10.0%)
Education/Youth Development	6(15.0%)
Food Security	7(17.5%)
Homelessness and Poverty	9(22.50%)

"Other" responses included:

Community-Police Relations.
Utility Assistance
Professional networking

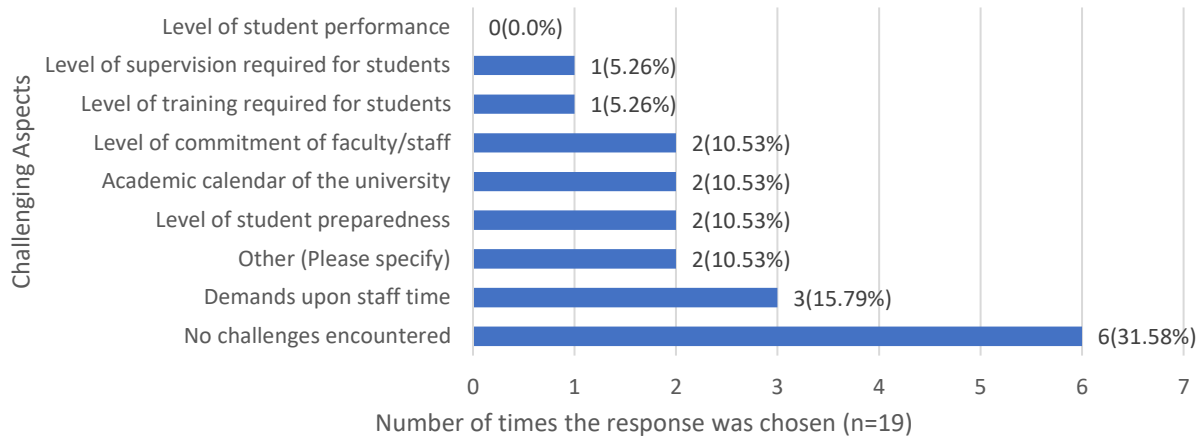**How long has your agency/organization been involved with Stockton University in community partnerships?**

Length of Community Partnership	Number of Responses (n=15)
Less than 1 year	0
2 - 3 years	3
4 - 5 years	4
6 or more years	8

What are your motivations for partnering with Stockton University in community projects? (Choose all that apply)

Partnership Motivations

Response	Value
Other (Please specify)	3(8.57%)
Need additional help	5(14.29%)
Teach students about the mission of my group or organization	7(20.0%)
Encourage students to pursue careers that help people	8(22.86%)
Get new ideas to implement in the community	12(34.29%)

Number of times the response was chosen (n=35)

"Other" responses included:

Meet other community agencies and collaborate
Assist student and family with available resources
Networking

How has the partnership with Stockton University impacted your agency/organization? (Choose all that apply)

Partnership Impact

Response	Value
No impact	0(0.0%)
Other (Please specify)	0(0.0%)
Lightened staff work loads	5(11.36%)
Increase in number of services offered	6(13.64%)
Increase in number of community members served	10(22.73%)
Improved existing services	11(25.00%)

Number of times the response was chosen (n=44)

What aspects of the partnership have you found to be most challenging? (Choose all that apply)

Challenging Aspects	Number of times the response was chosen (n=19)
Level of student performance	0(0.0%)
Level of supervision required for students	1(5.26%)
Level of training required for students	1(5.26%)
Level of commitment of faculty/staff	2(10.53%)
Academic calendar of the university	2(10.53%)
Level of student preparedness	2(10.53%)
Other (Please specify)	2(10.53%)
Demands upon staff time	3(15.79%)
No challenges encountered	6(31.58%)

"Other" responses included:

Taking partnership beyond networking opportunities

Table 7. Please indicate your level of agreement with the following statements. "The partnership with Stockton University..."

	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Has been valuable to this organization	15	12(80.00%)	2(13.33%)	1(6.67%)	0(0.00%)	0(0.00%)
Produced economic benefits for the organization	15	4(26.67%)	4(26.67%)	5(33.33%)	2(13.33%)	0(0.00%)
Benefited community members	15	10(66.67%)	5(33.33%)	0(0.00%)	0(0.00%)	0(0.00%)
Helped us to manage our workload	15	4(26.67%)	4(26.67%)	6(40.00%)	1(6.67%)	0(0.00%)
Helped us to extend our services to more people	15	8(53.33%)	4(26.67%)	2(13.33%)	1(6.67%)	0(0.00%)
Taught us new ways to address challenges	15	5(33.33%)	6(40.00%)	2(13.33%)	2(13.33%)	0(0.00%)
Improved access to services for wider groups	15	4(26.67%)	8(53.33%)	1(6.67%)	2(13.33%)	0(0.00%)

Table 6. Please indicate your level of satisfaction with the following aspects of the partnership.

	n	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Opportunity to have input in the partnership experience	15	8(53.33%)	7(46.67%)	0(0.00%)	0(0.00%)	0(0.00%)
Opportunity to give feedback to Stockton personnel	15	8(53.33%)	6(40.00%)	1(6.67%)	0(0.00%)	0(0.00%)
Student preparedness	15	5(33.33%)	6(40.00%)	4(26.67%)	0(0.00%)	0(0.00%)
Student reliability	15	6(40.00%)	6(40.00%)	3(20.00%)	0(0.00%)	0(0.00%)
Quality of student work	15	6(40.00%)	6(40.00%)	3(20.00%)	0(0.00%)	0(0.00%)

Conclusion

The Assessment of the Impact of Community Engagement on Community Partners survey has always been an important part of the SCCESL assessment plan. The data collected from this annual assessment informs the Center's intentional development of mutually beneficial relationships with community partners for the next year. Data is also shared with the academic schools and the Division of Student Affairs so that the entire institution can strengthen and refine its engagement activities in the community. Some of the findings from this year's survey are summarized below:

- 100% of the community partners who responded this year "agreed" or "strongly agreed" with the statement, "Stockton University contributes to the well-being of the community."
- Partners report that the top areas of community concerns that our partnerships address are, "education/youth development", "food security" and "homelessness and poverty."
- Of the community partners who took the survey, the most frequently reported motivations for partnering with Stockton University in community projects were, "encourage students to pursue careers that help people" and "get new ideas to implement in the community."
- "Increase in number of community members served" and "improved existing services" were chosen the most by community partners as the ways that the partnership with Stockton University impacted their organization.

These results are encouraging, especially in a year marked with challenges to working in the community. It is particularly noteworthy that the community partners are partnering with the university to support Stockton students' development and that they appreciate the new ideas that students can bring to their organizations.

Service-Learning Assessment

This year, the SCCESL piloted a new assessment of the impact of Service-Learning on students. Seven questions were administered through a Blackboard survey as a pre-test and post-test during the spring 2021 semester. Students' rated their perceptions of their abilities on a Likert scale from one to 10 where one represented "Strongly Agree" and 10 represented "Strongly Disagree".

The following classes were included in the sample: ARTV4926, COMM4906, COMM2204, COMM3309, EXSC3103, GEN2101, GEN2215, GEN3952, GIS3686, GNM1136, GSS3184-091, GSS3184-092, GSS3184-093, HLTH2501-001, HLTH2501-091, HLTH2501-092, HLTH2501-093, HLTH2501-094, HLTH2501-095, HLTH2501-096, HLTH3412, LANG3253.

Table 8. Student pre- and post-test survey instrument on impact of service-learning

	Strongly agree			Agree			Disagree			Strongly Disagree
I can generate ideas	O	O	O	O	O	O	O	O	O	O
I cannot take risks	O	O	O	O	O	O	O	O	O	O
I can recognize opportunities in problem-solving, relationships, or self-expression	O	O	O	O	O	O	O	O	O	O
I can adapt to change, i.e., the ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities	O	O	O	O	O	O	O	O	O	O
I cannot create ideas effectively	O	O	O	O	O	O	O	O	O	O
I can share ideas with diverse audiences effectively	O	O	O	O	O	O	O	O	O	O
I can use various formats to share knowledge with diverse audiences effectively	O	O	O	O	O	O	O	O	O	O

Table 9. Paired T-Test for Piloted Pre- and Post-Test Self-Assessment for Service-Learning Students, Spring 2021

	n		Mean	Sig.	Description
I can generate ideas	280	Pre	2.88	0.00	
	280	Post	2.33		Represents an increase in the feeling that the students can generate ideas
I cannot take risks	280	Pre	6.80	0.12	
	280	Post	7.05		Represents an increase in the feeling that the students can take risks
I can recognize opportunities in problem-solving, relationships, or self-expression	280	Pre	2.71	0.05	
	280	Post	2.43		Represents an increase in the feeling that the students can recognize opportunities in problem-solving, relationships, or self-expression
I can adapt to change	280	Pre	3.08	0.00	
	280	Post	2.67		Represents an increase in the feeling that the students can adapt to change
I cannot create ideas effectively	280	Pre	7.68	0.02	
	280	Post	8.10		Represents an increase in the feeling that the students can create ideas effectively
I can share ideas with diverse audiences effectively	280	Pre	3.06	0.01	
	280	Post	2.65		Represents an increase in the feeling that the students can share ideas with diverse audiences effectively
I can use various formats to share knowledge with diverse audiences effectively	280	Pre	3.17	0.00	
	280	Post	2.58		Represents an increase in the feeling that students can use various formats to share knowledge with diverse audiences effectively

Conclusion

This year, the SCCESL piloted a new pre- and post-test for students enrolled in a Service-Learning course in the spring 2021 semester. The survey instrument can be found in table eight. Post-test results of the survey (table nine) indicate a significant increase in six out of seven survey items including statements such as, "I can generate ideas", "I can adapt to change", and "I can use various formats to share knowledge with diverse audiences effectively." These promising results will help the SCCESL refine its Service-Learning program, building on the strengths, and informing future assessment including the addition of a qualitative section into the pre- and post-instrument to further explore the impact of students experiences in the community on them.