

## Assessment of Impact

### Impact of Service for Faculty Report\*

Purpose to assess the impact of faculty experiences with community engagement 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: nonprobability sampling

### Findings

#### Sample Characteristics

- x 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 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."
- x 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 projects," 7.14% (n = 3)

\* The survey was originally created by Dr. Sonia Gonsalves and revised by the Stockton Center for Community Engagement with the support of the Office of Institutional Research.

- x 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

- x 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% (14) indicated two to three semesters, 16.67% (n = 7) indicated four to five semesters, 14.29% (6) indicated "this is my first semester."

#### Types of Sites at Which Students Have Worked in Community Partnerships

- x Respondents had the following choices to select 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"
- x All types of sites were selected, however; education and healthcare related projects were chosen the most.

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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: “increase in 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.”

x All learning goals were selected, however, “specific learning to course content” and “changes in attitudes” were chosen the most.

x 52.38% (n = 22) of respondents selected “specific learning to course content” and “other.”

x 52.38%

x

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x 30.95%(n = 13) of respondents selected 9.52a52

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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 issues," 11.90% (n = 5) chose "not applicable," and 7.14% (n = 3) chose "other."

x

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 teacher	64.29% (n = 27)	26.19% (n = 11)	4.76% (n = 2)	4.76% (n = 2)	0% (n = 0)	42

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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 by Dr. Jennifer Barr on March 26, 2014

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