

## APPENDIX

### Assessment of Impact of Community Engagement Faculty Report

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

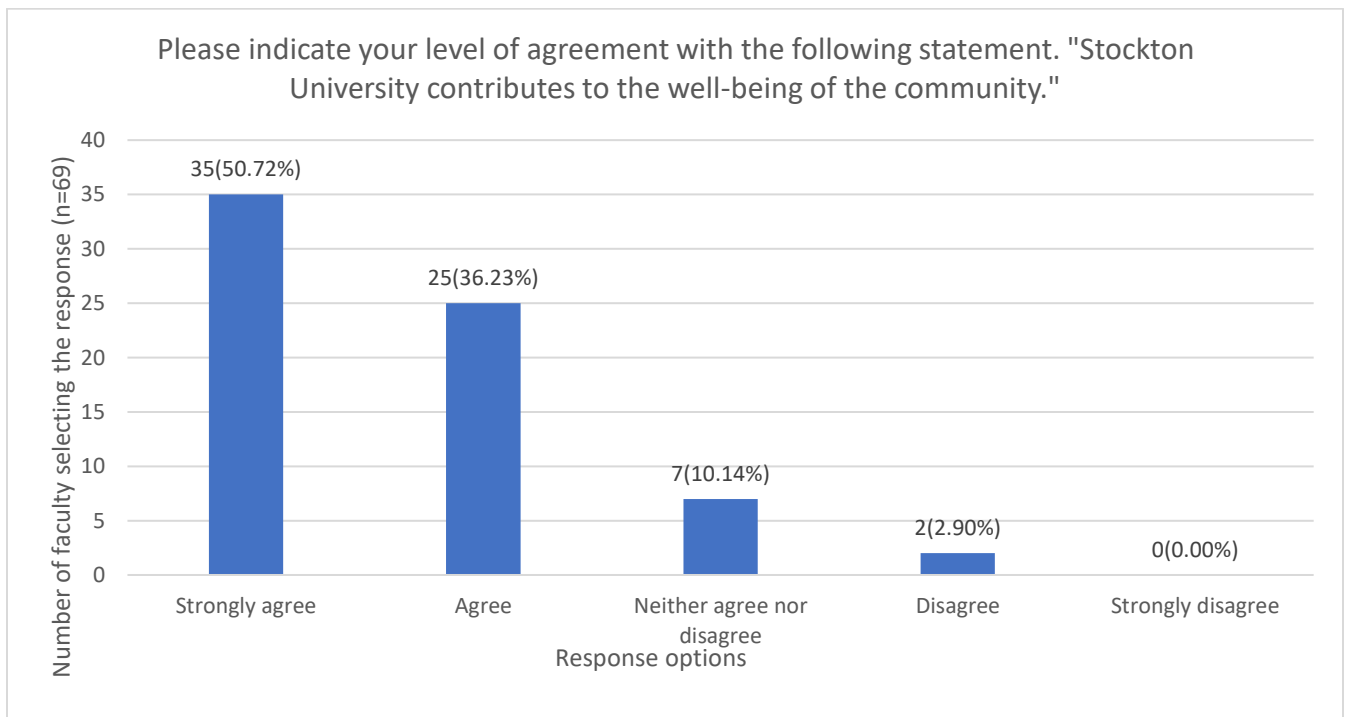
**Response rate:** 69 surveys were completed

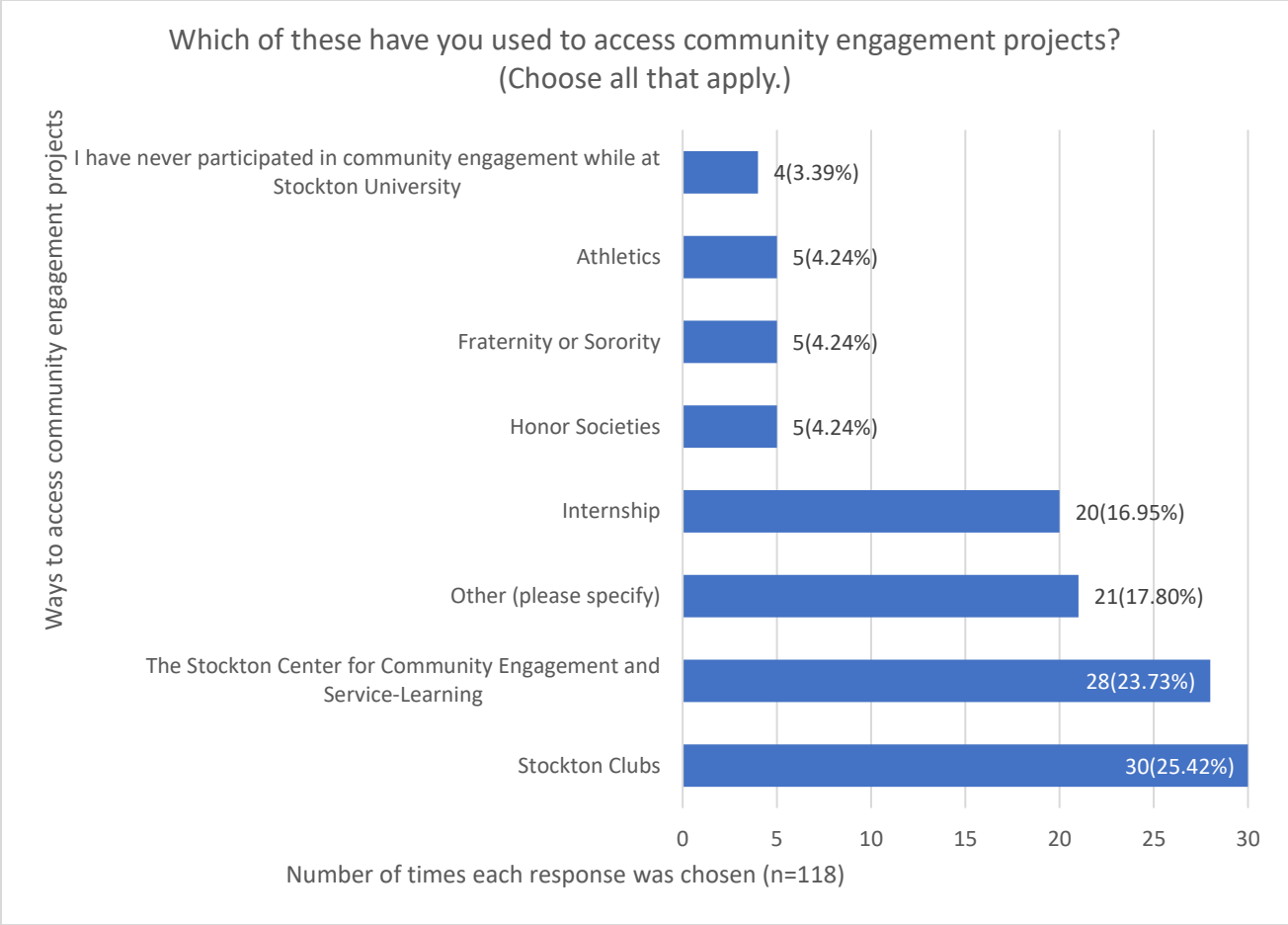
**Survey method:** online via Qualtrics survey.

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

**Sampling method:** non-probability sampling

#### Presentation of Findings

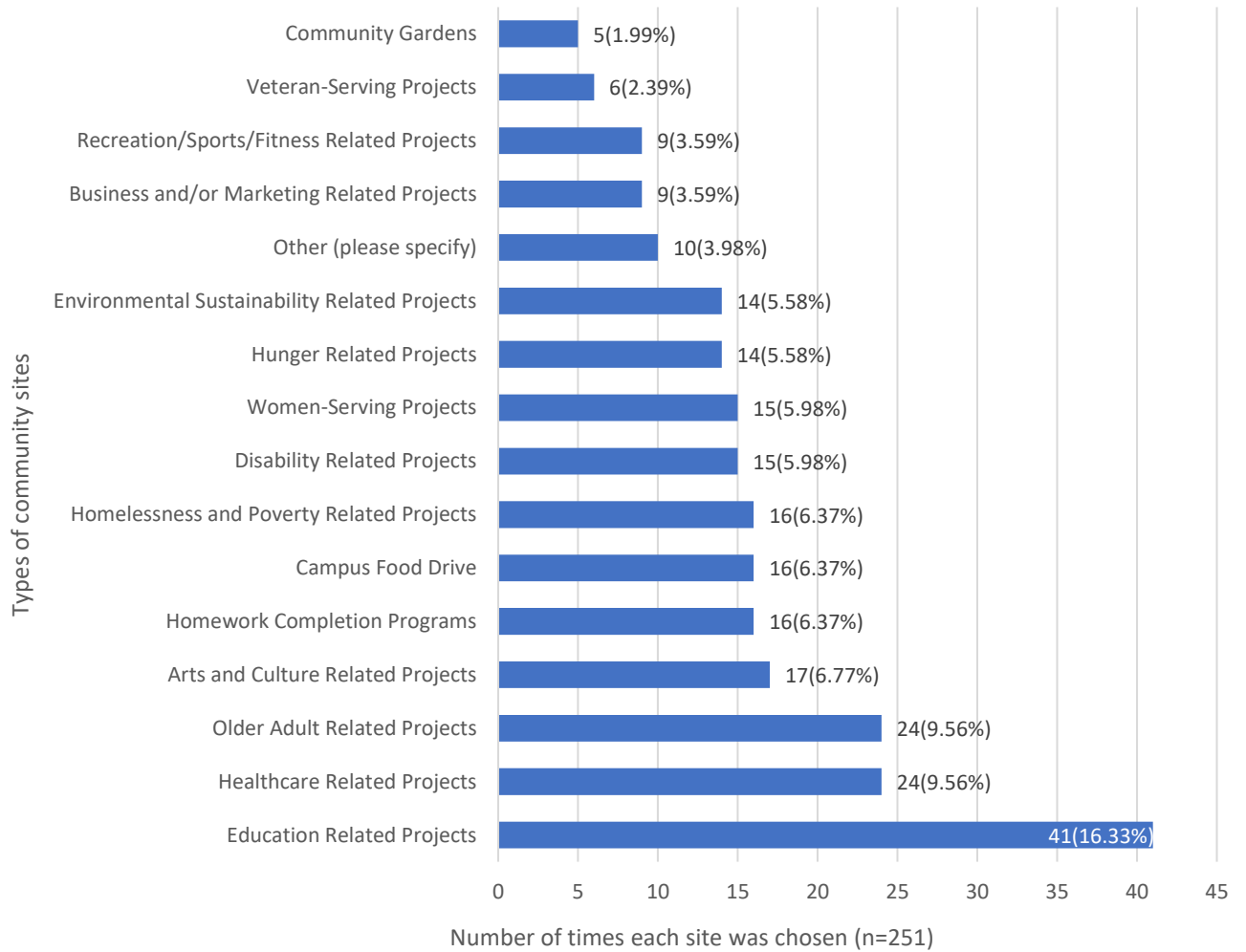




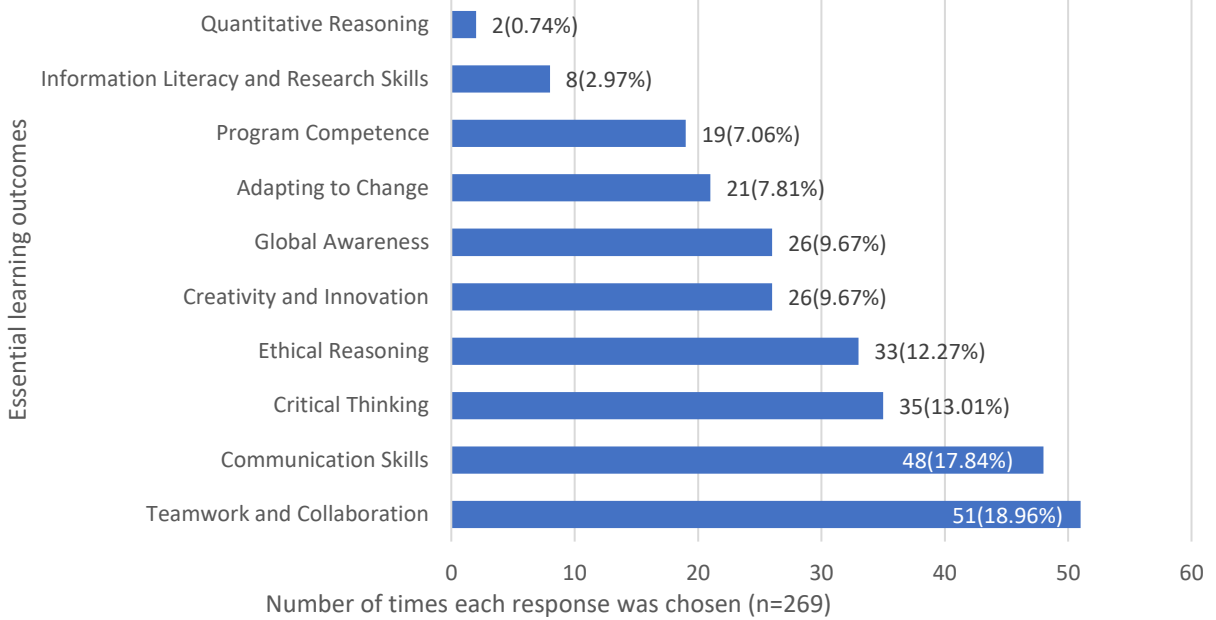
**“Other” Responses included:**

- Admissions
- Board member, Chicken Bone Beach, Bay-Atlantic Symphony mentorship program
- SCOSA GWEP project for student service
- SJCHC, AHC
- Grant funded projects, class projects
- Field-based experiences in PK-12 setting
- Involved in a nursing home, meeting with residents, giving them classes and discussion groups. Also, Taking students to meet with residents and having discussions that relate to the curriculum.
- Independent Studies
- MSW Student Alliance
- Offer Yearly Tax Seminars
- Individual research and service projects
- I engage with the community, but not through Stockton.
- Stories of Atlantic City
- Get FIT @Stockton
- SCOSA
- SJCHC and AHC

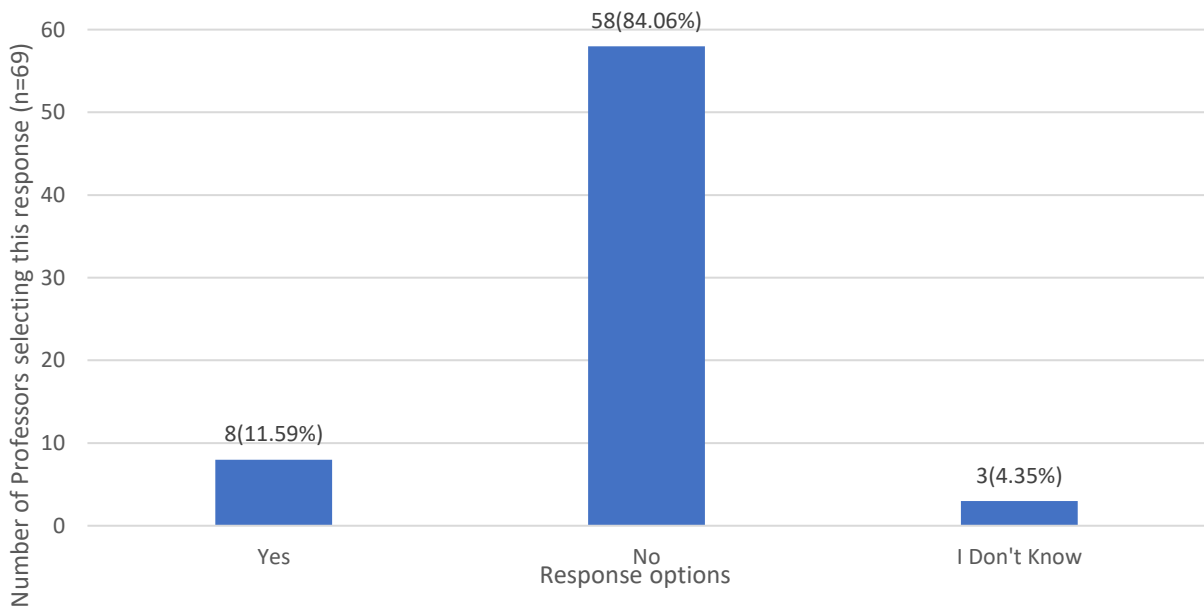
At which of the following types of sites have your students worked in community partnerships? (Choose all that apply)

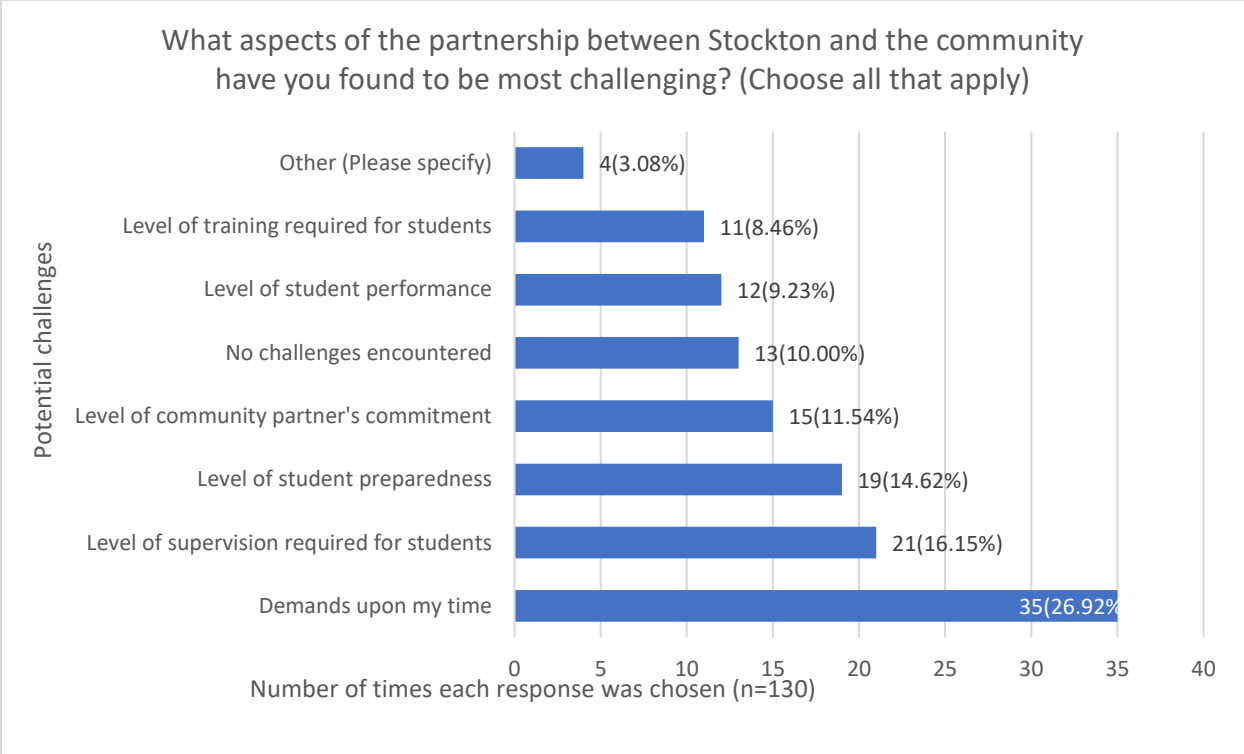


What are your most important learning outcomes for students in community engagement? (Choose all that apply)



This academic year, are you teaching a course with the SRLN (Service-Learning) designation?



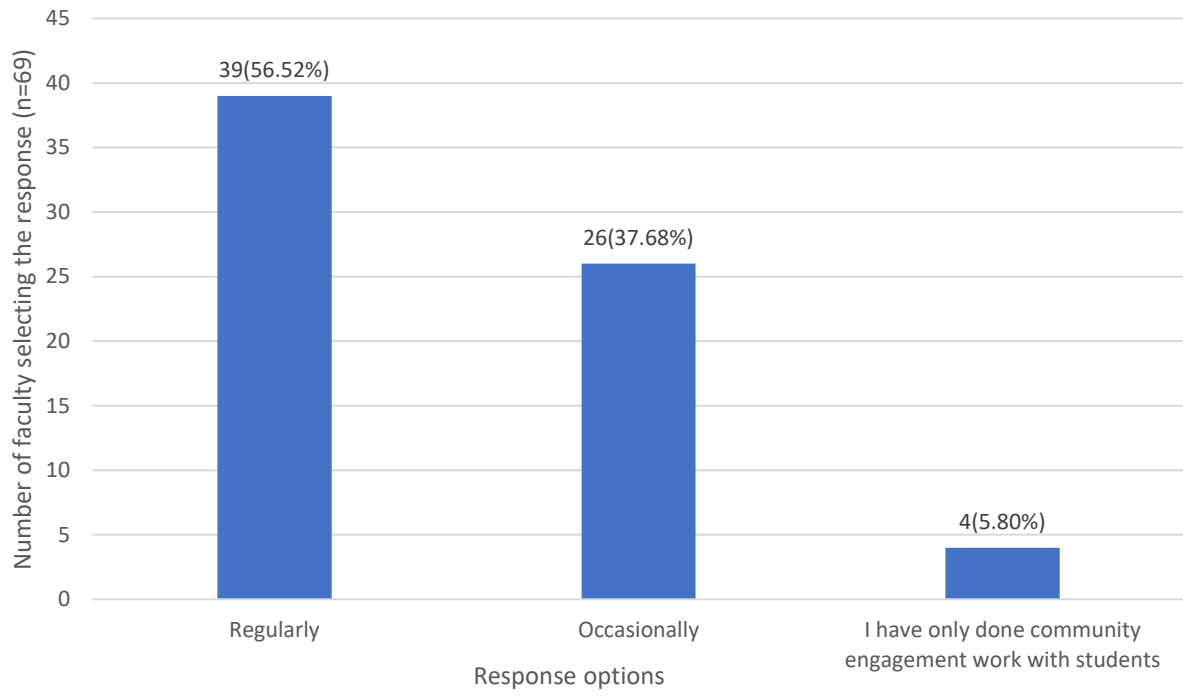


**“Other” Responses included:**

I often have to do my own community programming with outside agencies and within the Office of Admissions.

Need to have activities to support Stockton's presence through collaboration with local communities.  
 Changes in the state requirement for student volunteers/must be pre-certified/ does not work with drop/add and expensive for students not becoming teachers

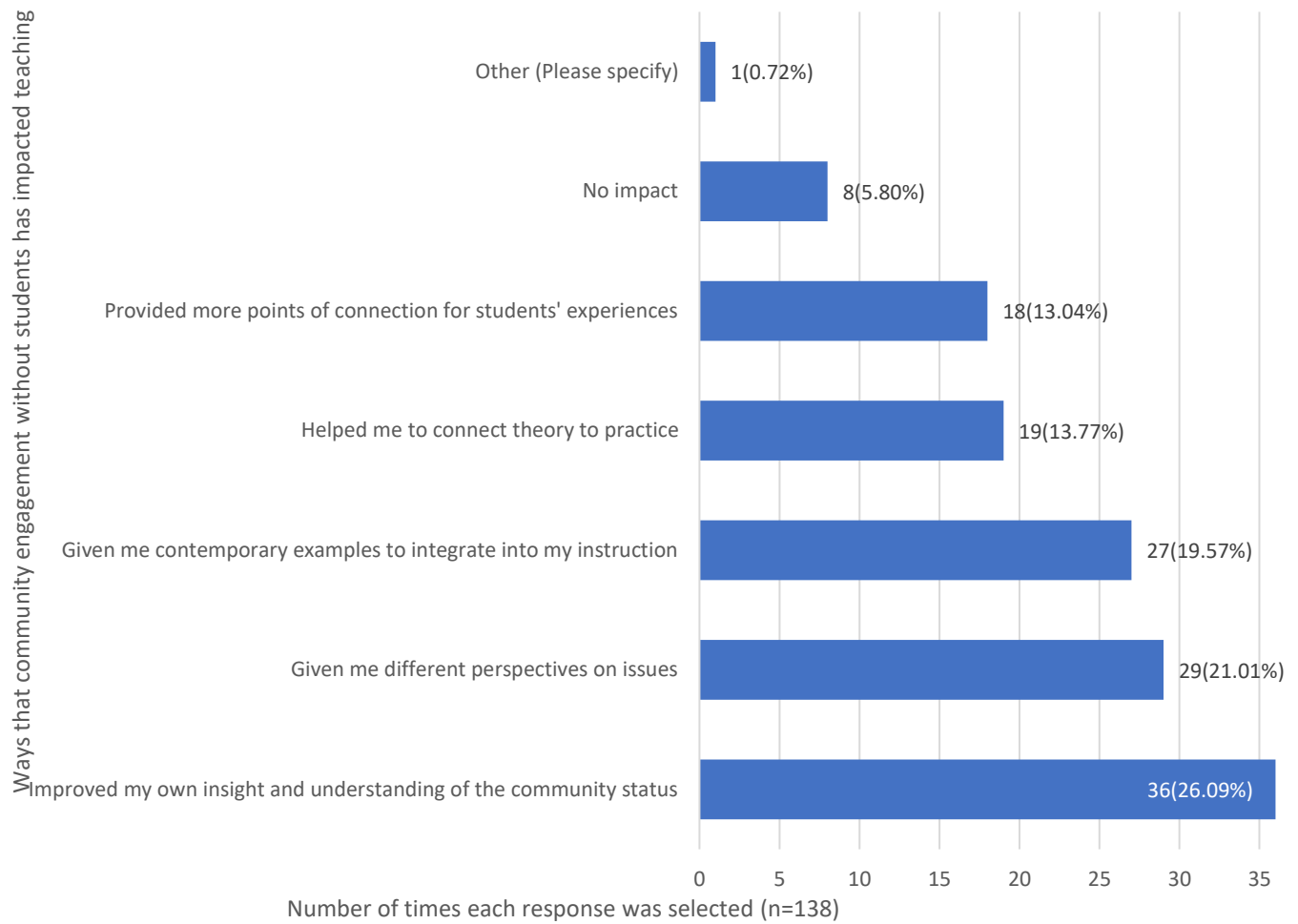
How often have you done community engagement work that does not involve students?



**Table 1. Please indicate your level of agreement with the following statements. "Having my students participate in community engagement work..."**

	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Has been valuable to me as a teacher	69	35(50.72%)	23(33.33%)	10(14.49%)	1(1.45%)	0.00%
Produced pedagogical benefits for classes other than the ones that require community engagement	69	23(33.33%)	26(37.68%)	18(26.09%)	2(2.90%)	0.00%
Benefited my students	69	45(65.22%)	23(33.33%)	1(1.45%)	0.00%	0.00%
Helped me to offer diversity in learning activities	69	29(42.03%)	23(33.33%)	14(20.29%)	2(2.90%)	1(1.45%)
Taught my students new ways to address challenges	69	26(37.68%)	31(44.93%)	10(14.49%)	2(2.90%)	0.00%
Broadened my students' experiences	69	45(65.22%)	22(31.88%)	2(2.90%)	0.00%	0.00%
Contributed to my scholarly agenda	69	15(21.74%)	23(33.33%)	14	11(15.94%)	6(8.70%)

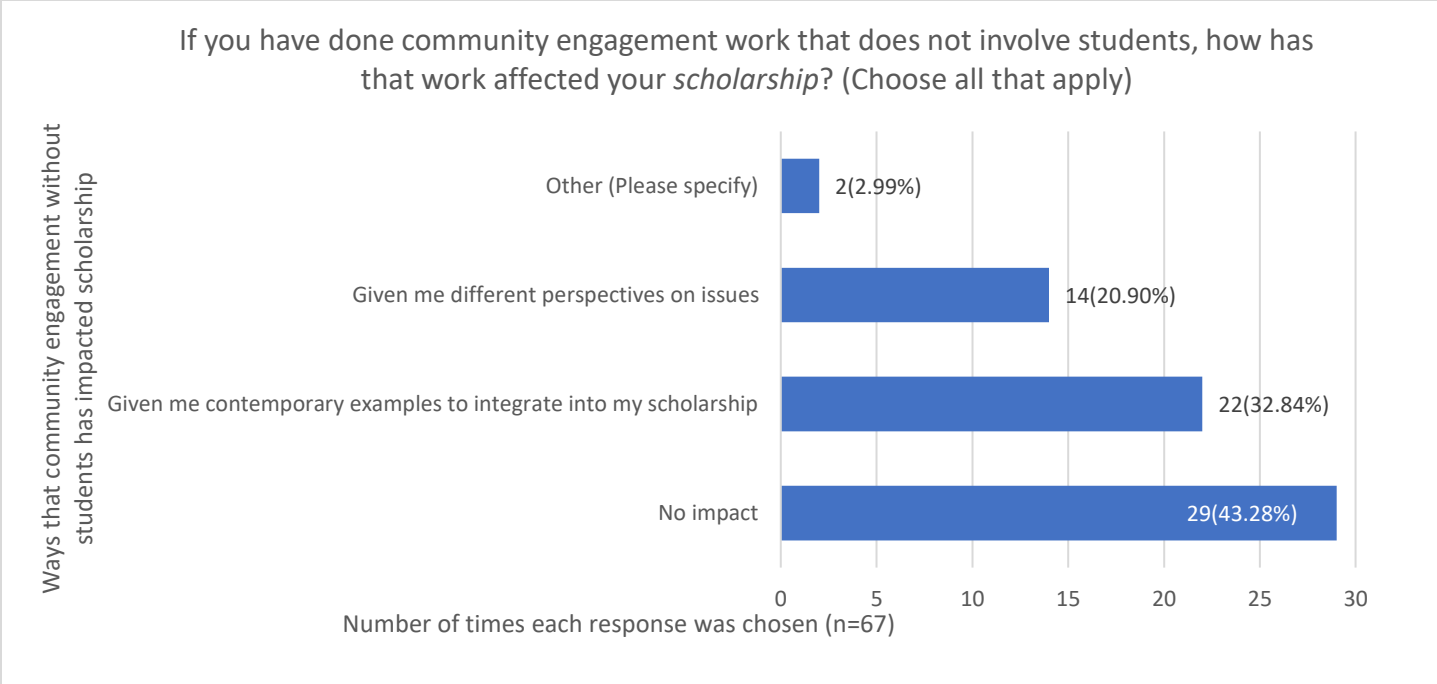
If you have done community engagement work that does not involve students, how has that work affected your *teaching*? (Choose all that apply)



“Other” Response Included:

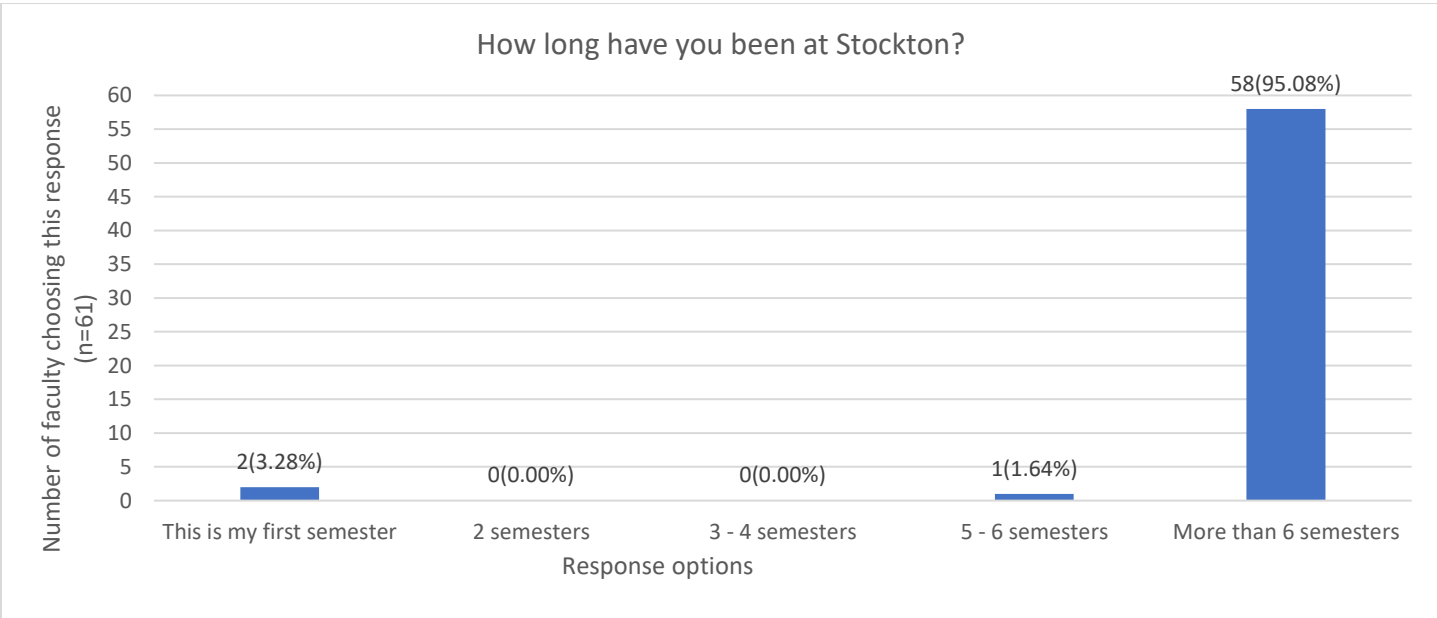
Made me a better person

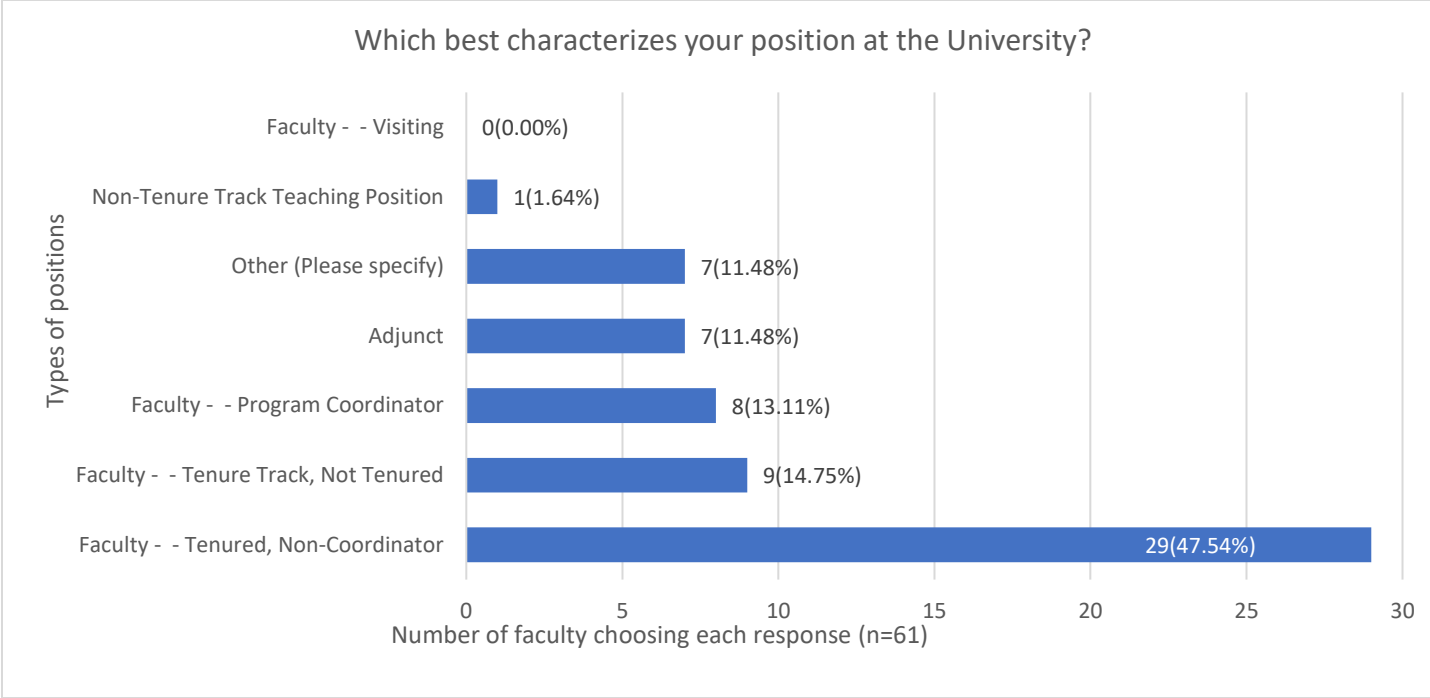




“Other” responses included:

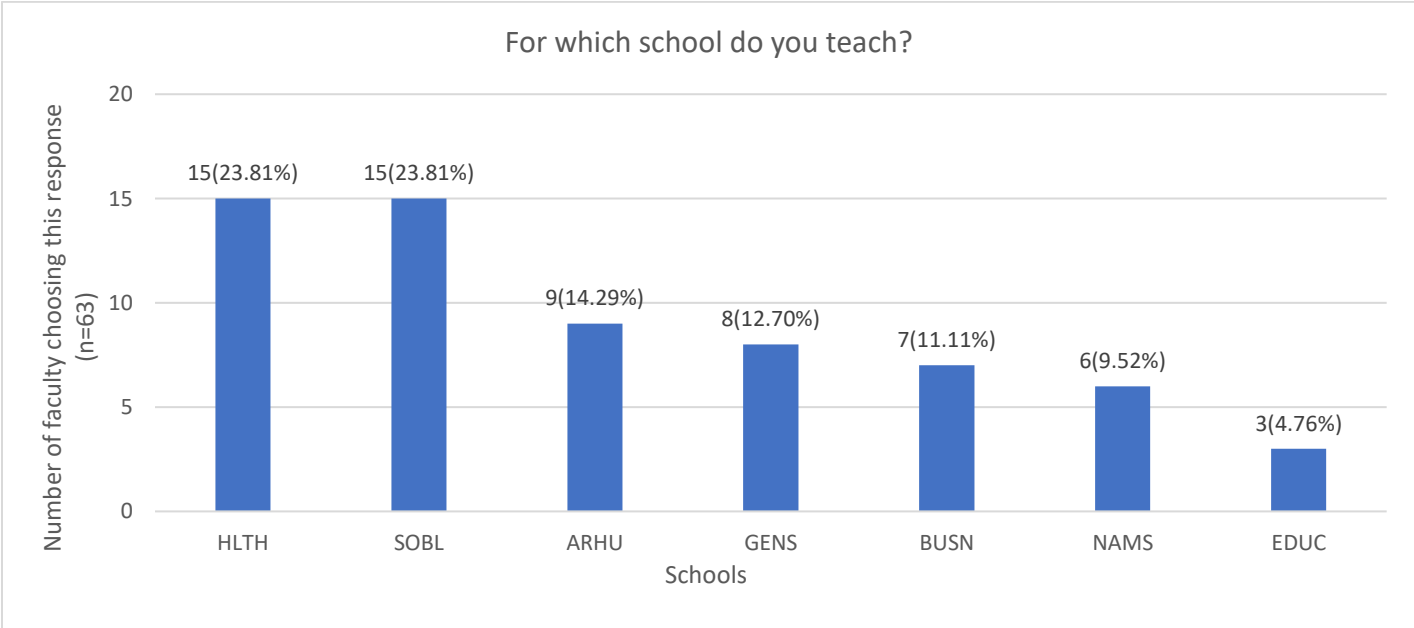
- Lecturing about the holocaust has related to my published article.
- Research projects





“Other” responses included:

- Faculty - Associate Chair
- Professional staff with consistent teaching load
- Faculty-Assistant Program Coordinator



## Conclusion

The 2020 - 2021 Impact of Community Engagement Survey for Faculty yielded interesting results for the SCCESL staff to address in the coming year. What follows is a summary of the salient results.

- 86.95% of faculty “agreed” or “strongly agreed” with the statement, “Stockton University contributes to the well-being of the community.”
- 23.73% of respondents selected the SCCESL as the main way they access community engagement projects for their students.
- “Teamwork and collaboration” (18.96%) and “communication skills” (17.84%) were the two most important Essential Learning Outcomes (ELOs) for students in community engagement activities selected by faculty.
- 98.55% of faculty agreed or strongly agreed with the statement, “having my students participate in community engagement activities benefitted my students.”
- “Level of supervision required for students” (16.15%) and “demands upon my time” (26.92%) were the most challenging aspects of community engagement partnerships selected by faculty.
- 94.2% of respondents stated that they “regularly” or “occasionally” did community engagement work that did not involve students and of those faculty, “improved my own insight and understanding of the community status” (26.09%) was selected most often as a way that community engagement impacted their teaching.

In the coming year, the SCCESL will use the results of this survey to increase pathways for faculty to partner with community organizations, with or without students, and continue to offer support for faculty interested in the Scholarship of Engagement. The SCCESL will also increase its visibility for more faculty to use the Center’s resources.