

## Assessment of the Impact of Community Engagement Students Report

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

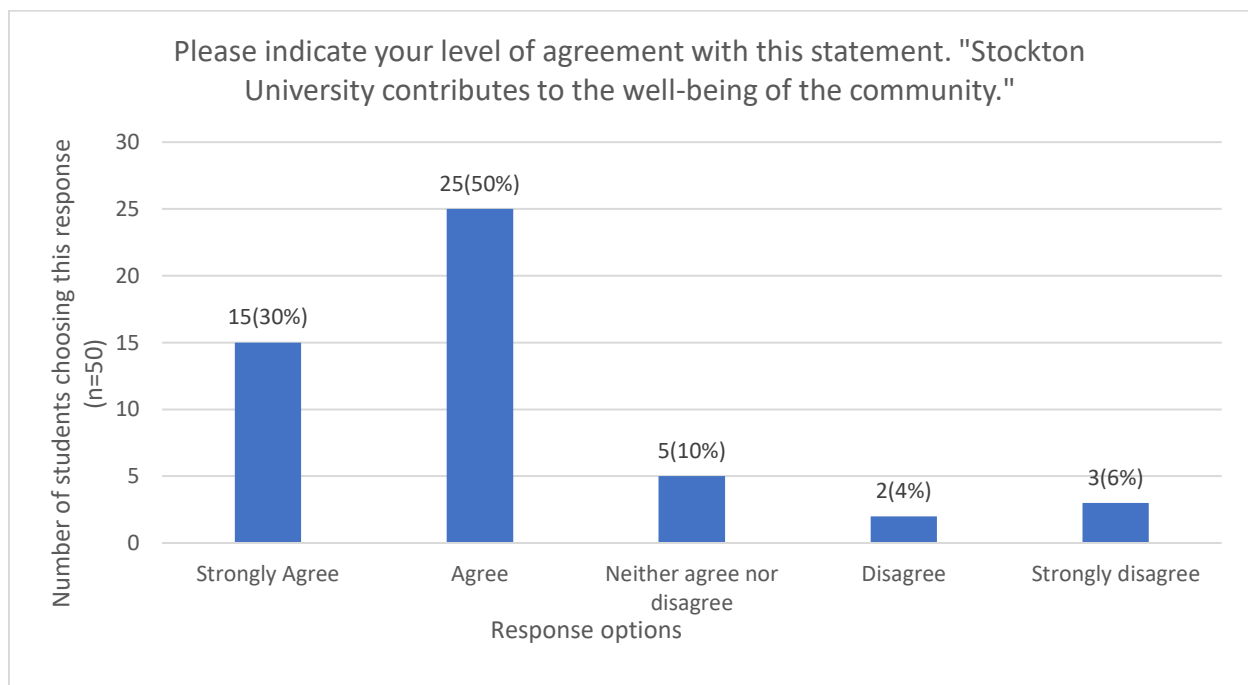
**Response rate:** 50 surveys were completed

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

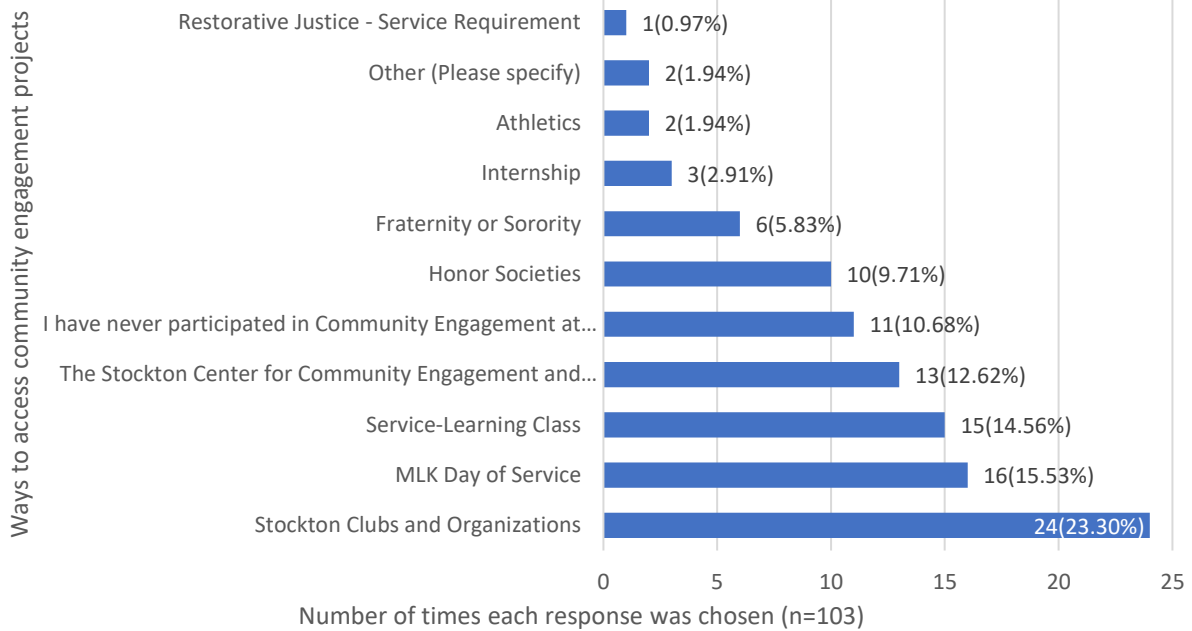
**Data collection period:** April through May of 2021

**Sampling method:** non-probability sampling

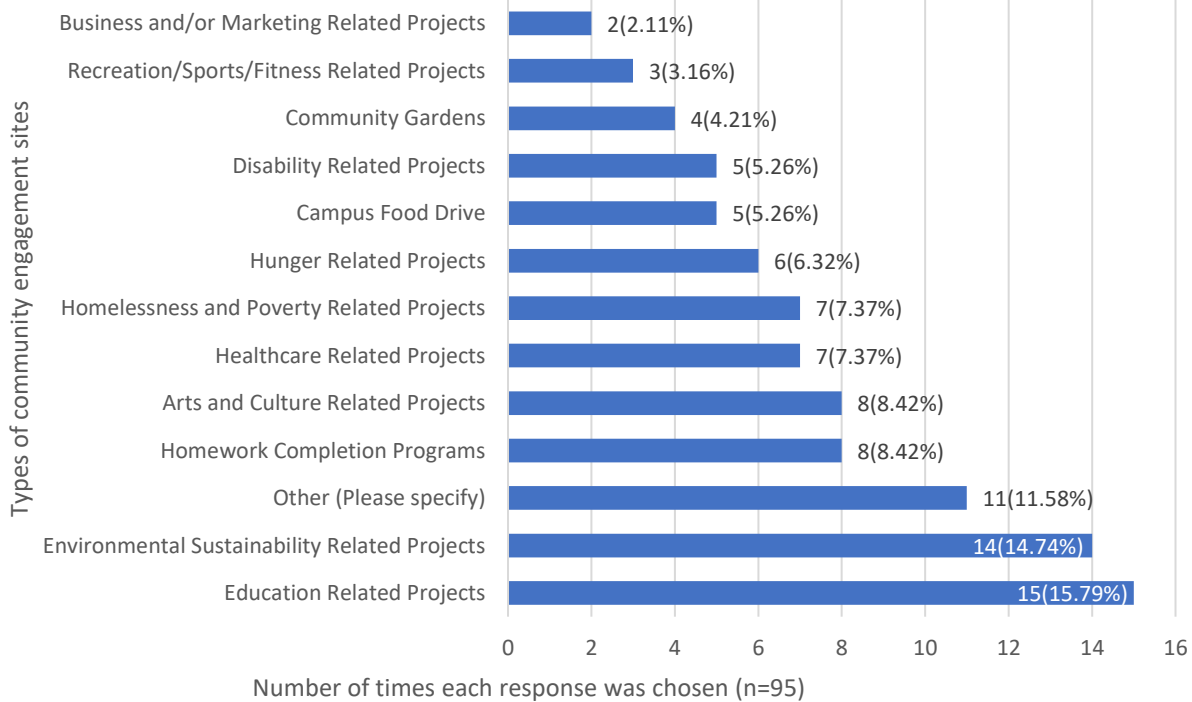
### Presentation of Findings



Which of these have you used most often to access community engagement projects? (Choose all that apply)



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



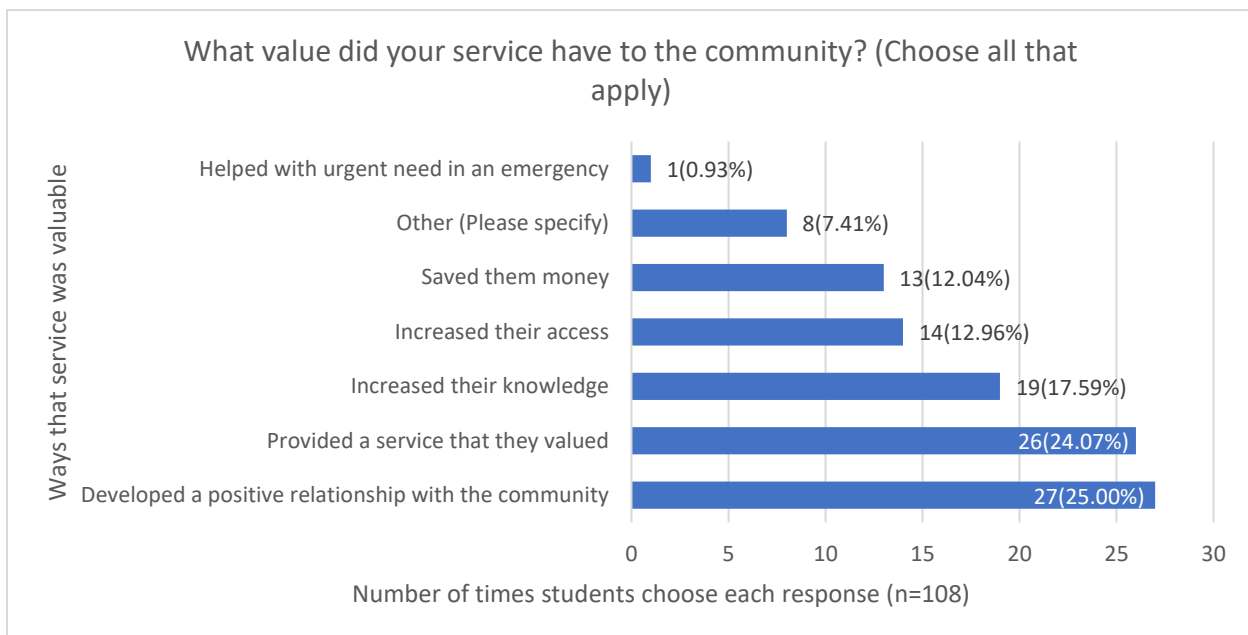
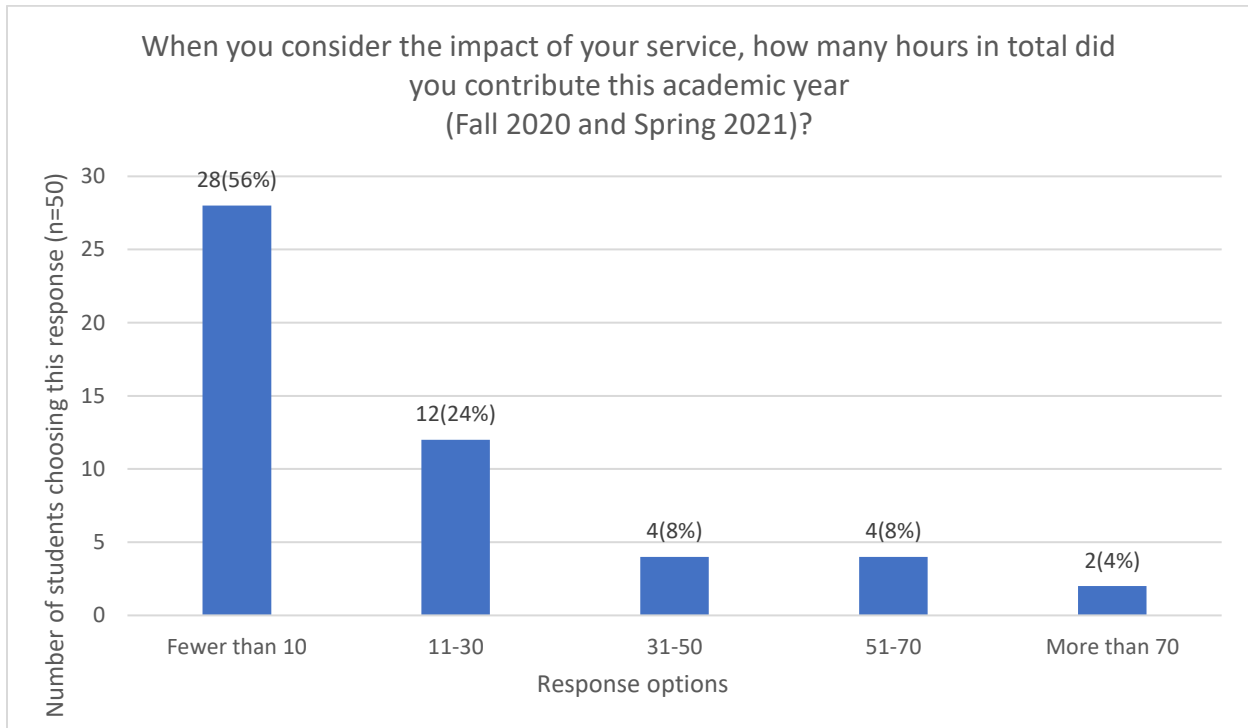
“Other” responses included:

I have not yet participated

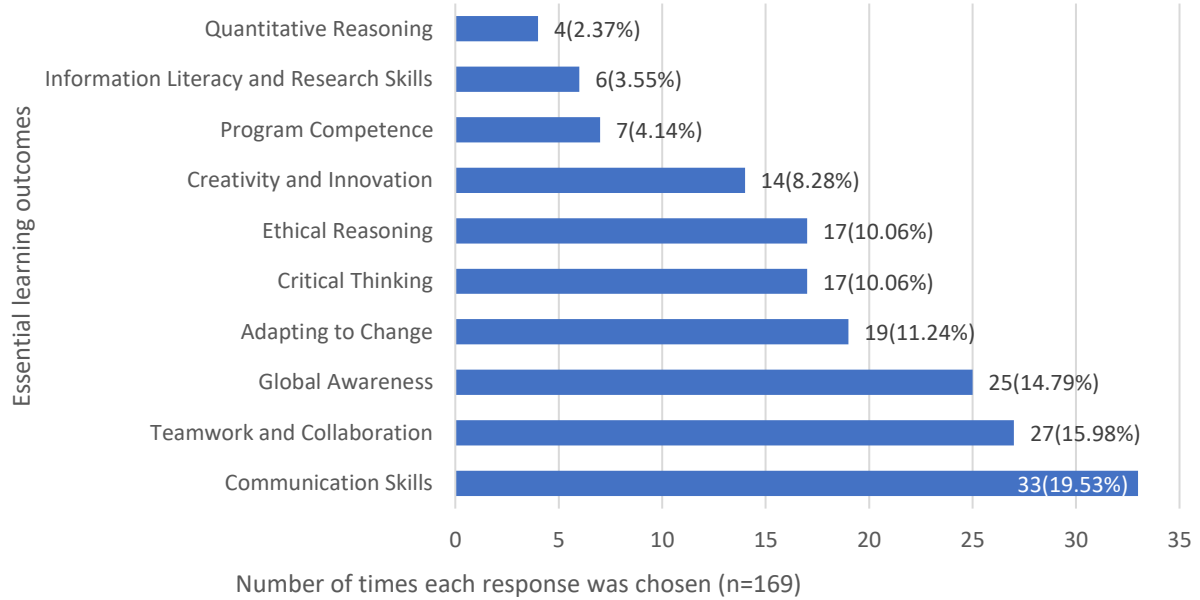
Inventions Projects

Admissions related events

Note-Taking Program and Awareness Programs for clubs



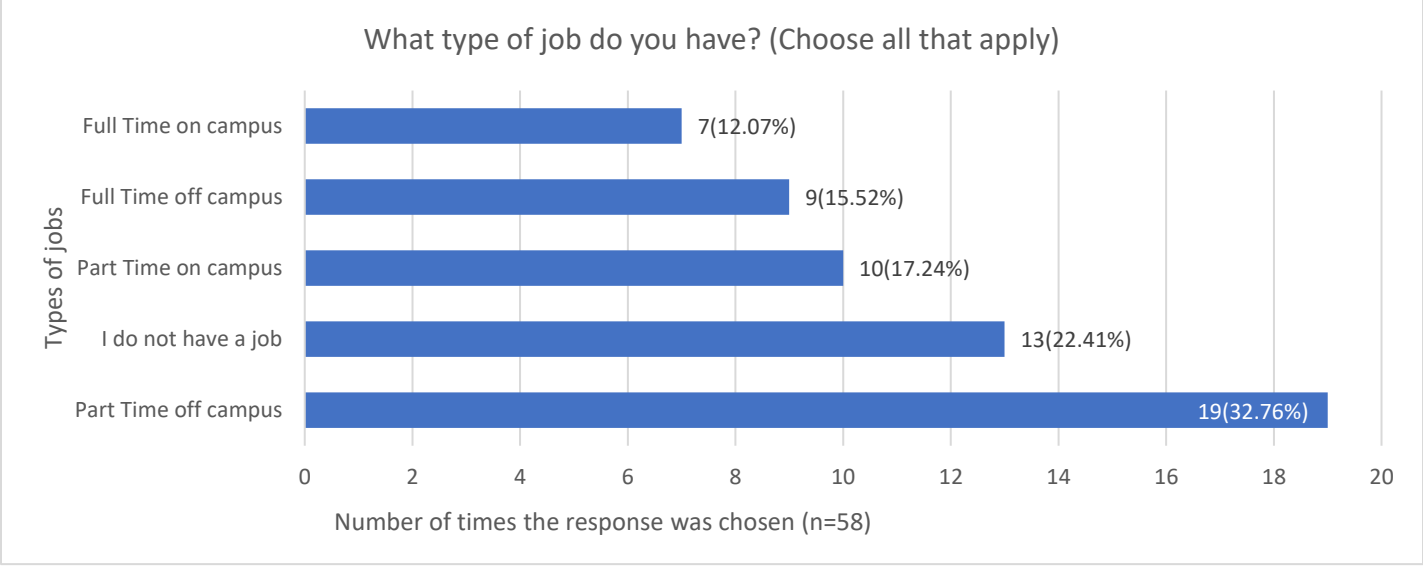
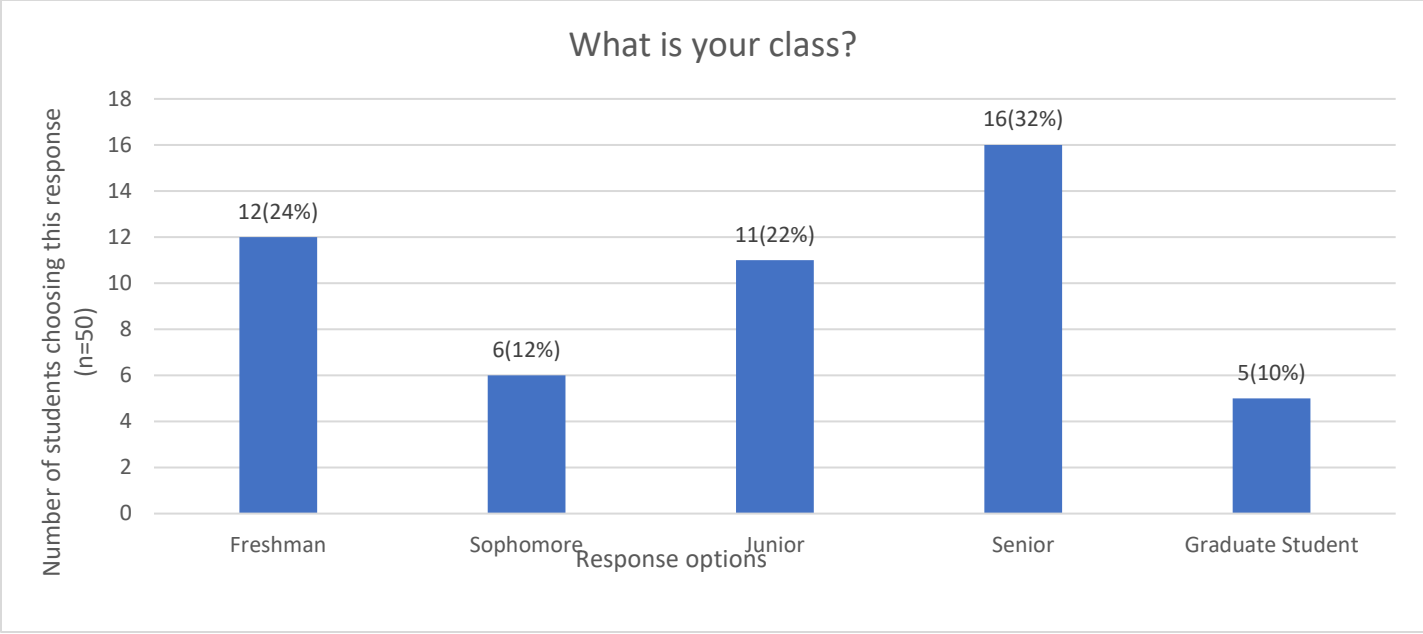
What are the most important learning outcomes that you have achieved through community engagement?  
(Choose all that apply)



**Table 2. Frequency distribution of students' self-assessment of impact of community engagement**

	n	Mean	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It has increased my ability to effect change	50	4.02	12(24.0%)	29(58.0%)	8(16.0%)	0(0%)	1(2.0%)
I have learned a lot about myself.	50	3.76	10(20.0%)	23(46.0%)	14(28.0%)	1(2.0%)	2(4.0%)
I have a much better understanding of important issues in society.	50	3.9	12(24.0%)	25(50.0%)	10(20.0%)	10(20.0%)	1(2.0%)
I am more likely to contribute to public projects	50	3.86	15(30.0%)	17(34.0%)	15(30.0%)	2(4.0%)	1(2.0%)
My values in democratic principles have been strengthened	50	3.52	10(20.0%)	16(32.0%)	18(36.0%)	2(4.0%)	4(8.0%)
I have engaged in research as a result of my community engagement activity	50	3.18	6(12.0%)	17(34.0%)	12(24.0%)	10(20.0%)	5(10.0%)
My participation in acts of activism has increased	50	3.46	8(16.0%)	16(32.0%)	19(38.0%)	5(10.0%)	2(4.0%)
I am better able to understand perspectives other than my own	50	3.98	13(26.0%)	25(50.0%)	11(22.0%)	0(0.0%)	1(2.0%)
My work was meaningful to the community	50	4.04	15(30.0%)	22(44.0%)	13(26.0%)	0(0.0%)	0(0.0%)
I made changes in the communities in which I served	50	3.66	7(14.0%)	24(48.0%)	15(30.0%)	3(6.0%)	1(2.0%)
I know more about off campus communities	50	3.42	6(12.0%)	18(36.0%)	19(38.0%)	5(10.0%)	2(4.0%)

	n	Mean	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have conversations with friends about my community work	50	3.40	9(18.0%)	15(30.0%)	18(36.0%)	3(6.0%)	5(10.0%)
I am more likely to get involved with many types of community projects	50	3.76	10(20.0%)	21(42.0%)	17(34.0%)	1(2.0%)	1(2.0%)
I am better able to participate in discussions about civic and political issues in the community.	50	3.34	7(14.0%)	15(30.0%)	19(38.0%)	6(12.0%)	3(6.0%)
I have not been changed by my community activities.	50	2.38	4(8.0%)	1(2.0%)	17(34.0%)	16(32.0%)	12(24.0%)



**Table 3. Comparison of impact of community engagement survey responses between the general student population and the students who volunteered in the homework completion programs in academic year 2021**

	Question	n	Mean	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
VHWP Volunteers	It has increased my ability to effect change	44	4.32	20(45.5%)	19(43.2%)	4(9.1%)	1(2.3%)	0(0.0%)
Campus-Wide Volunteers	It has increased my ability to effect change	50	4.02	12(24.0%)	29(58.0%)	8(16.0%)	0(0%)	1(2.0%)
VHWP Volunteers	I have learned a lot about myself.	44	4.25	17(38.6%)	21(47.7%)	6(13.6%)	0(0.0%)	0(0.0%)
Campus-Wide Volunteers	I have learned a lot about myself.	50	3.76	10(20.0%)	23(46.0%)	14(28.0%)	1(2.0%)	2(4.0%)
VHWP Volunteers	I have a much better understanding of important issues in society.	44	4.23	20(45.5%)	15(34.15%)	8(18.2%)	1(2.3%)	0(0.0%)
Campus-Wide Volunteers	I have a much better understanding of important issues in society.	50	3.90	12(24.0%)	25(50.0%)	10(20.0%)	10(20.0%)	1(2.0%)
VHWP Volunteers	I have engaged in research as a result of my community engagement activity.	44	3.70	18(40.9%)	5(11.4%)	13(29.5%)	6(13.6%)	1(2.3%)
Campus-Wide Volunteers	I have engaged in research as a result of my community engagement activity	50	3.18	6(12.0%)	17(34.0%)	12(24.0%)	10(20.0%)	5(10.0%)
VHWP Volunteers	I am better able to understand perspectives other than my own.	44	4.50	25(56.8%)	17(38.6%)	1(2.3%)	1(2.3%)	0(0.0%)
Campus-Wide Volunteers	I am better able to understand perspectives other than my own	50	3.98	13(26.0%)	25(50.0%)	11(22.0%)	0(0.0%)	1(2.0%)
VHWP Volunteers	My work was meaningful to the community.	44	4.68	31(70.5%)	12(27.3%)	1(2.3%)	0(0.0%)	0(0.0%)
Campus-Wide Volunteers	My work was meaningful to the community	50	4.04	15(30.0%)	22(44.0%)	13(26.0%)	0(0.0%)	0(0.0%)



	Question	n	Mean	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
VHWP Volunteers	I made changes in the communities in which I served.	44	4.39	24(54.5%)	13(29.5%)	7(15.9%)	0(0.0%)	0(0.0%)
Campus-Wide Volunteers	I made changes in the communities in which I served	50	3.66	7(14.0%)	24(48.0%)	15(30.0%)	3(6.0%)	1(2.0%)
VHWP Volunteers	I know more about off campus communities.	44	3.93	16(36.4%)	13(29.5%)	11(25.0%)	4(9.1%)	0(0.0%)
Campus-Wide Volunteers	I know more about off campus communities	50	3.42	6(12.0%)	18(36.0%)	19(38.0%)	5(10.0%)	2(4.0%)
VHWP Volunteers	I have conversations with friends about volunteering.	44	4.30	21(47.7%)	15(34.15)	8(18.2%)	0(0.0%)	0(0.0%)
Campus-Wide Volunteers	I have conversations with friends about my community work	50	3.40	9(18.0%)	15(30.0%)	18(36.0%)	3(6.0%)	5(10.0%)
VHWP Volunteers	I am more likely to get involved with many types of community projects.	44	4.30	23(52.3%)	12(27.3%)	8(18.2%)	1(2.3%)	0(0.0%)
Campus-Wide Volunteers	I am more likely to get involved with many types of community projects	50	3.76	10(20.0%)	21(42.0%)	17(34.0%)	1(2.0%)	1(2.0%)
VHWP Volunteers	I have not been changed by my volunteering.	44	2.00	5(11.4%)	2(4.5%)	1(2.3%)	16(36.4%)	20(45.5%)
Campus-Wide Volunteers	I have not been changed by my volunteering.	50	2.38	4(8.0%)	1(2.0%)	17(34.0%)	16(32.0%)	12(24.0%)

**Table 4. Difference in means on student assessment of impact surveys, campus-wide population vs. virtual homework program (vhwp) student volunteers**

	Statement	Mean
Campus	It has increased my ability to effect change.	3.98
VHWP	It has increased my ability to effect change.	4.29
Campus	I have learned a lot about myself	3.71
VHWP	I have learned a lot about myself.	4.24
Campus	I have a much better understanding of important issues in society	3.86
VHWP	I have a much better understanding of important issues in society.	4.19
Campus	I have engaged in research as a result of my community engagement activity	3.07
VHWP	I have engaged in research as a result of my community engagement activity.	3.69
Campus	I am better able to understand perspectives other than my own	3.98
VHWP	I am better able to understand perspectives other than my own.	4.48
Campus	My work was meaningful to the community	3.98
VHWP	My work was meaningful to the community.	4.67
Campus	I made changes in the communities in which I served	3.60
VHWP	I made changes in the communities in which I served.	4.40
Campus	I know more about off campus communities	3.40
VHWP	I know more about off campus communities.	3.90
Campus	I have conversations with friends about my community work	3.33
VHWP	I have conversations with friends about volunteering.	4.29
Campus	I am more likely to get involved with many types of community projects	3.74
VHWP	I am more likely to get involved with many types of community projects.	4.31
Campus	I have not been changed by my community activities	2.31
VHWP	I have not been changed by my volunteering.	1.95

**Table 5. Change in mean on student assessment of impact surveys from campus-wide student population to virtual homework program (vhwp) student volunteers with two-tailed significance**

	Statement	Change in Mean from Campus-Wide Survey to VHWP Volunteer Survey	Sig. (2-tailed)
Pair 1	It has increased my ability to effect change.	-0.310	0.079
Pair 2	I have learned a lot about myself	-0.524	0.003
Pair 3	I have a much better understanding of important issues in society	-0.333	0.037
Pair 4	I have engaged in research as a result of my community engagement activity	-0.619	0.038
Pair 5	I am better able to understand perspectives other than my own	-0.500	0.003
Pair 6	My work was meaningful to the community	-0.690	0.000

Pair 7	I made changes in the communities in which I served	-0.810	0.000
Pair 8	I know more about off campus communities	-0.500	0.029
Pair 9	I have conversations with friends about my community work	-0.952	0.000
Pair 10	I am more likely to get involved with many types of community projects	-0.571	0.004
Pair 11	I have not been changed by my community activities	0.357	0.168

### Conclusion

The institutional changes in e-mail mass communication and the impact of the COVID-19 mitigation measures delayed the implementation of the Assessment of Impact of Community Engagement Survey for Students resulting in a much lower response rate than in previous years.

- 80% of the students who responded stated that they “agreed” or “strongly agreed with the statement, “Stockton University contributes to the well-being of the community.”
- When asked how they accessed community engagement projects, avenues associated with the SCCESL including, “Service-Learning classes”, “MLK Day of Service”, and “The Stockton Center for Community Engagement and Service-Learning” were selected 42.71% of the time.
- “Global awareness”, “teamwork and collaboration”, and “communication skills” were three of the Stockton’s 10 Essential Learning Outcomes (ELOs) students selected most often as the most important learning outcomes they have achieved through community engagement.

The SCCESL added a new assessment tool this year that yielded exciting results. In addition to the campus-wide survey asking students about their perceptions of the impact of their engagement activities, we deployed an electronic survey with a sub-set of the items directly to the volunteers in the Virtual Homework Completion Program.

As tables three, four and five outline, Stockton students who volunteered in the Virtual Homework Completion programs, which included daily reflection conducted by staff of the SCCESL, rated themselves significantly higher than the general population on nine of the eleven items. Examples of statements that showed statistically significant positive differences regarding their engagement activities included, “It has increased my ability to effect change”; “My work was meaningful to the community”; and “I am better able to understand perspectives other than my own.”

The SCCESL will continue to administer this survey to compare the responses of the volunteers who serve directly in programs administered by the Center to the responses of the full student body to see if these results are replicated.