

APPENDIX

Assessment of the Impact of Community Engagement Students Report

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

Response rate: 120 surveys were completed

Survey method: online via Qualtrics survey.

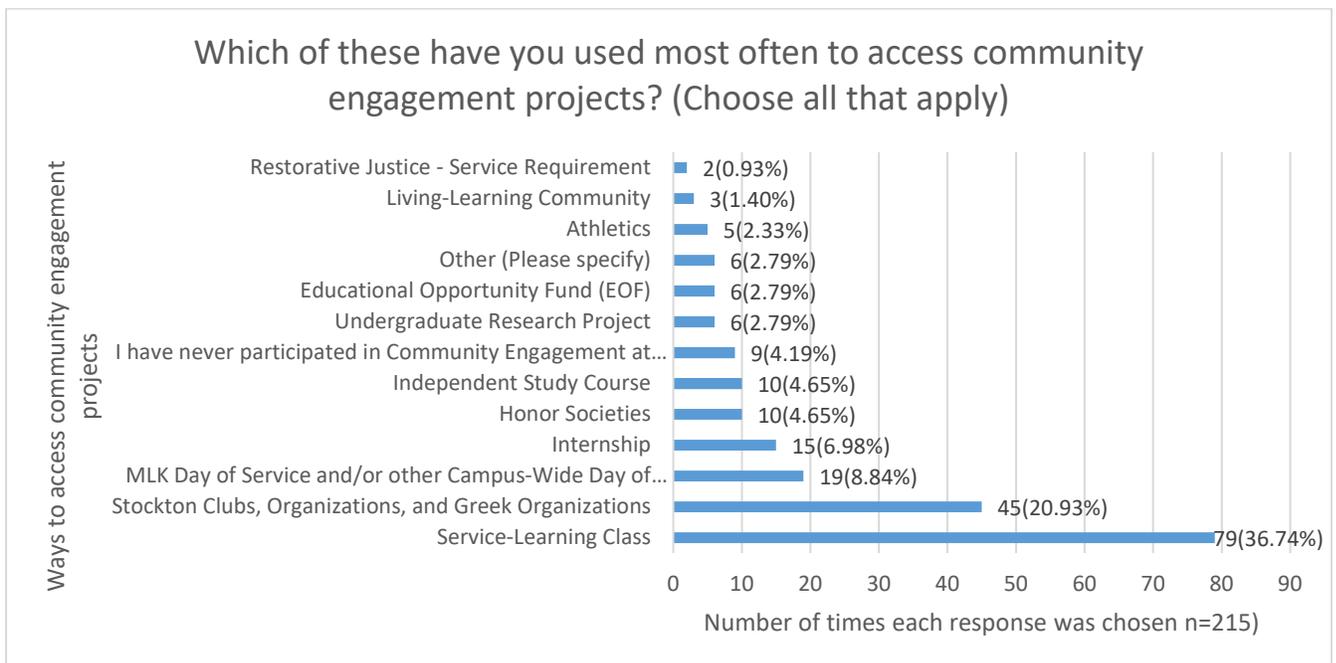
Data collection period: April through May of 2022

Sampling method: Non-probability sampling

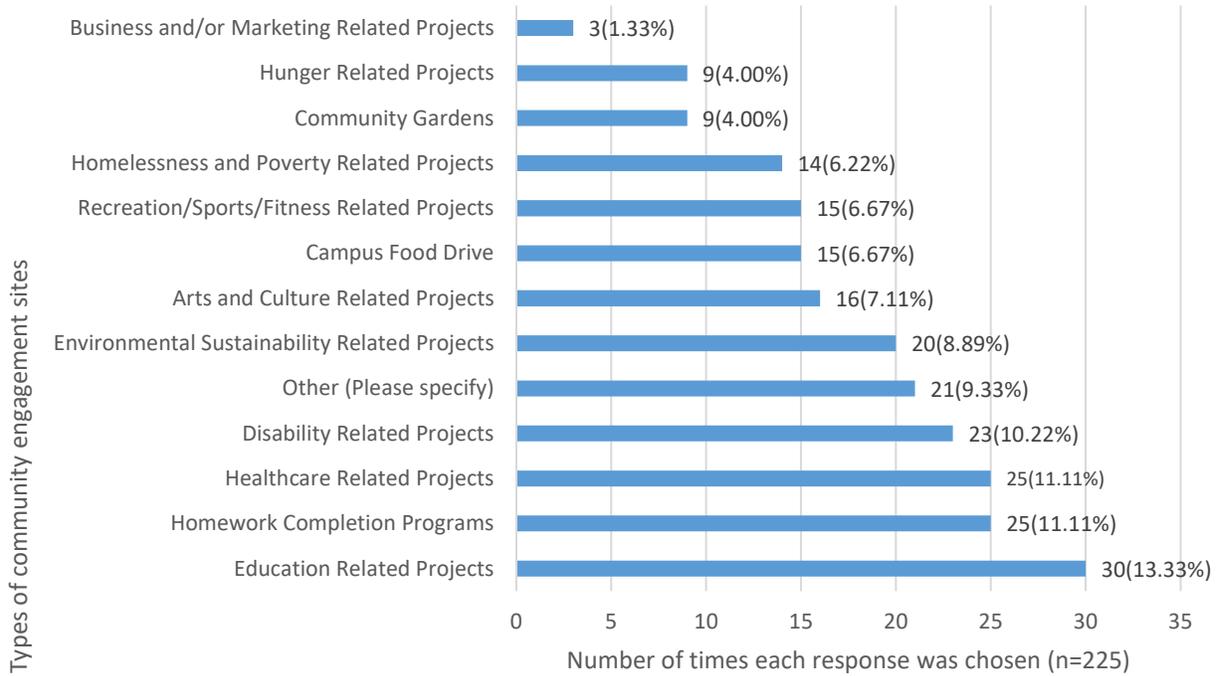
Presentation of Findings

The sample for the 2022 Impact of Community Engagement survey increased from 2021 from 50 to 120. Challenges continue to exist in campus-wide survey efforts but the sample more than doubled for the year. Demographic data for the students responding to the survey show that the overall age of students who completed the survey was 23.84 years old. The average age of traditional students (defined as ages 18 to 25) was 21.01 years old. Most students (n=97) were juniors and seniors.

The following charts and tables present the data on the pathways to engagement and perceived impact of community engagement activities on students, including their impressions of the impact on their learning.



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



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

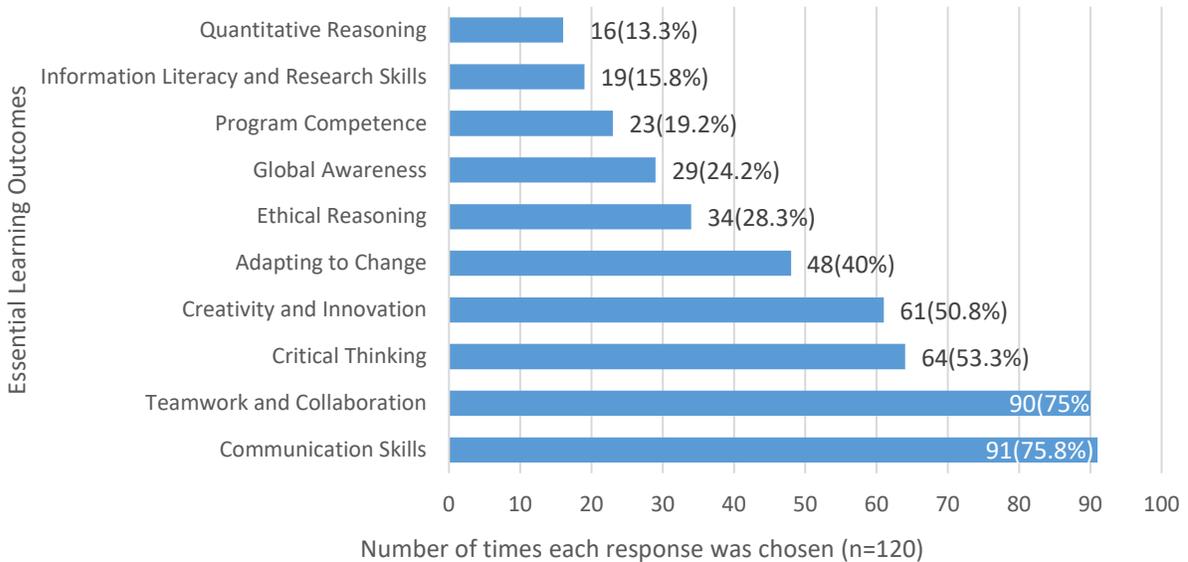


Table 1. Frequency distribution of students' self-assessment of impact of community engagement

	n	Mean	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It has increased my ability to effect change.	120	4.12	48(40.0%)	45(37.5%)	23(19.2%)	1(0.8%)	3(2.5%)
I have learned a lot about myself.	120	4.14	51(42.5%)	43(35.8%)	21(27.5%)	2(1.7%)	3(2.5%)
I have a much better understanding of important issues in society.	120	4.13	49(40.8%)	43(35.8%)	25(20.8%)	1(0.8%)	2(1.7%)
I am more likely to contribute to public projects.	120	4.18	52(43.3%)	44(36.7%)	20(16.7%)	2(1.7%)	2(1.7%)
My values in democratic principles have been strengthened.	120	3.91	40(33.3%)	36(30.0%)	39(32.5%)	3(2.5%)	2(1.7%)
I have engaged in research as a result of my community engagement activity.	120	3.63	33(27.5%)	34(28.3%)	33(27.5%)	16(13.3%)	4(3.3%)
My participation in acts of activism has increased.	120	3.86	37(30.8%)	36(30.0%)	42(35.0%)	3(2.5%)	2(1.7%)
I am better able to understand perspectives other than my own.	120	4.19	50(41.7%)	47(39.2%)	21(17.5%)	0(0.0%)	2(1.7%)
My work was meaningful to the community.	120	4.19	52(43.3%)	43(35.8%)	23(19.2%)	0(0.0%)	2(1.7%)
I made changes in the communities in which I served.	120	4.16	49(40.8%)	46(38.3%)	22(18.3%)	1(0.8%)	2(1.7%)
I know more about off campus communities.	120	3.82	36(30.0%)	40(33.3%)	32(26.7%)	10(8.3%)	2(1.7%)
I have conversations with friends about my community work.	120	3.93	39(32.5%)	46(38.3%)	25(20.8%)	7(5.8%)	3(2.5%)
I am more likely to get involved with many types of community projects.	120	4.02	40(33.3%)	49(40.8%)	27(22.5%)	1(0.8%)	3(2.5%)

I am better able to participate in discussions about civic and political issues in the communities.	120	3.73	31(25.8%)	39(32.5%)	43(35.8%)	1(0.8%)	6(5.0%)
I have not been changed by my community activities.	120	2.44	14(11.7%)	11(9.2%)	27(22.5%)	30(25.0%)	38(31.7%)

Table 2. Comparison of students' self-assessment of impact of community engagement: General student population vs. student volunteers in the homework completion programs

	n	It has increased my ability to effect change.	I have learned a lot about myself.	I have a much better understanding of important issues in society.	I am more likely to contribute to public projects.	My values in democratic principles have been strengthened.	I have engaged in research as a result of my community engagement activity.	My participation in acts of activism has increased.	I am better able to understand perspectives other than my own.
General Student Population	n=120	4.12	4.14	4.13	4.18	3.91	3.63	3.86	4.19
HWP Volunteers	n=26	4.26	3.7	4.59	4.41	3.85	3.37	4	4.41
		My work was meaningful to the community.	I made changes in the communities in which I served.	I know more about off campus communities.	I have conversations with friends about my community work.	I am more likely to get involved with many types of community projects.	I am better able to participate in discussions about civic and political issues in the communities.	I have not been changed by my community activities.	
General Student Population	n=120	4.19	4.16	3.82	3.93	4.02	3.73	2.44	
HWP Volunteers	n=26	4.44	3.78	4.44	4.56	4.33	3.81	1.63	

Table 3. Independent samples test FY22 general student population vs. volunteers in the homework completion programs impact survey Likert items

		Mean	Two-Tailed Sig.	Mean Difference
Campus	It has increased my ability to effect change.	4.12	0.282	-0.143
HWP	It has increased my ability to effect change.	4.26		
Campus	I have engaged in research as a result of my community engagement activity.	3.63	0.192	0.263
HWP	I have engaged in research as a result of my community engagement activity.	3.37		
Campus	I am better able to understand perspectives other than my own.	4.19	0.208	-0.216
HWP	I am better able to understand perspectives other than my own.	4.41		
Campus	My work was meaningful to the community.	4.19	0.149	-0.253
HWP	My work was meaningful to the community.	4.44		
Campus	I am more likely to get involved with many types of community projects.	4.02	0.081	-0.317
HWP	I am more likely to get involved with many types of community projects.	4.33		
Campus	I have not been changed by my community activities.	2.44	<.001	0.812
HWP	I have not been changed by my community activities.	1.63		
Campus	I have learned a lot about myself.	4.14	0.027	0.438
HWP	I have learned a lot about myself.	3.7		
Campus	I have a much better understanding of important issues in society.	4.13	0.013	-0.459
HWP	I have a much better understanding of important issues in society.	4.59		
Campus	I made changes in the communities in which I served.	4.16	0.041	0.381
HWP	I made changes in the communities in which I served.	3.78		
Campus	I know more about off campus communities.	3.82	<.001	-0.628
HWP	I know more about off campus communities.	4.44		
Campus	I have conversations with friends about my community work.	3.93	0.002	-0.631
HWP	I have conversations with friends about my community work.	4.56		

Table 4. General population impact survey data comparison of mean scores: 2021 vs. 2022

MEAN SCORES	2021 (n=50)	2022 (n=120)
It has increased my ability to effect change	4.02	4.12
I have learned a lot about myself.	3.76	4.14
I have a much better understanding of important issues in society.	3.9	4.13
I am more likely to contribute to public projects	3.86	4.18
My values in democratic principles have been strengthened	3.52	3.91
I have engaged in research as a result of my community engagement activity	3.18	3.63
My participation in acts of activism has increased	3.46	3.86
I am better able to understand perspectives other than my own	3.98	4.19
My work was meaningful to the community	4.04	4.19
I made changes in the communities in which I served	3.66	4.16
I know more about off campus communities	3.42	3.82
I have conversations with friends about my community work	3.4	3.93
I am more likely to get involved with many types of community projects	3.76	4.02
I am better able to participate in discussions about civic and political issues in the community.	3.34	3.73
I have not been changed by my community activities.	2.38	2.44

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 higher response rate than AY21 but a lower response rate than pre-COVID surveys. Results of the assessment this year revealed that:

- When asked how they accessed community engagement projects, avenues associated with the SCCESL including, “Service-Learning classes” and “MLK Day of Service” were selected 45.58% of the time.
- “Critical Thinking”, “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.

In addition to the campus-wide survey asking students about their perceptions of the impact of their engagement activities, we deployed a paper survey with a sub-set of the items directly to the volunteers in the Homework Completion Program.

As table two outlines, Stockton students who volunteered in the Homework Completion programs, which included regular reflection conducted by staff of the SCCESL, rated themselves higher than the general population on ten of the fifteen items. Examples of statements that showed statistically significant positive differences regarding their engagement activities included, “I have learned a lot about myself”; “I know more about off-campus communities”; and “I made changes in the communities in which I served.”