

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: 201 surveys were taken with a completion rate of 46%

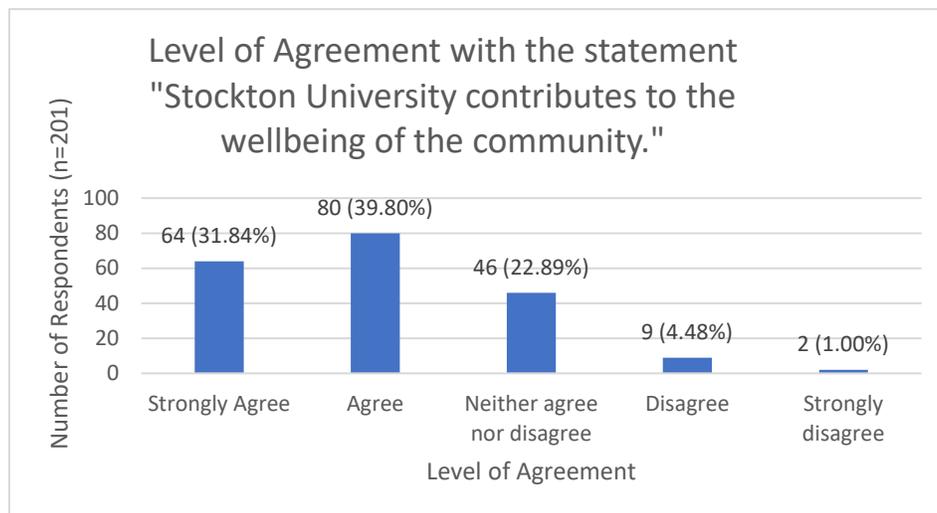
Survey method: online via Qualtrics survey.

Data collection period: April through May of 2023

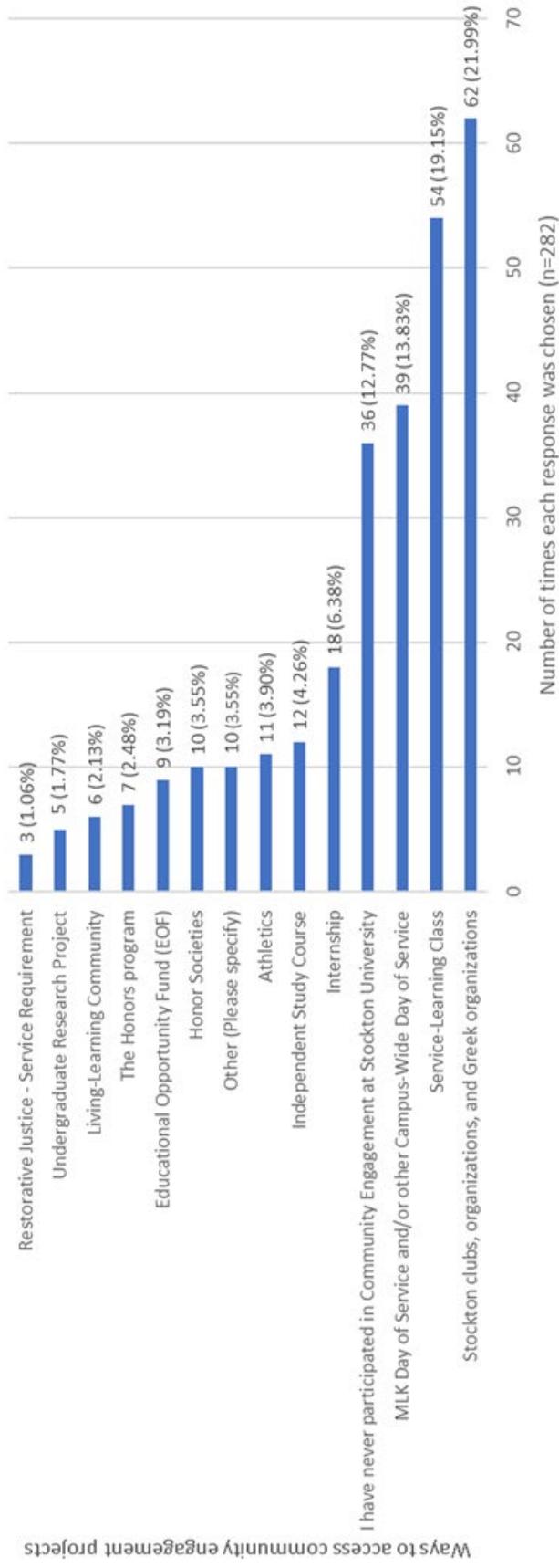
Sampling method: Non-probability sampling

Presentation of Findings

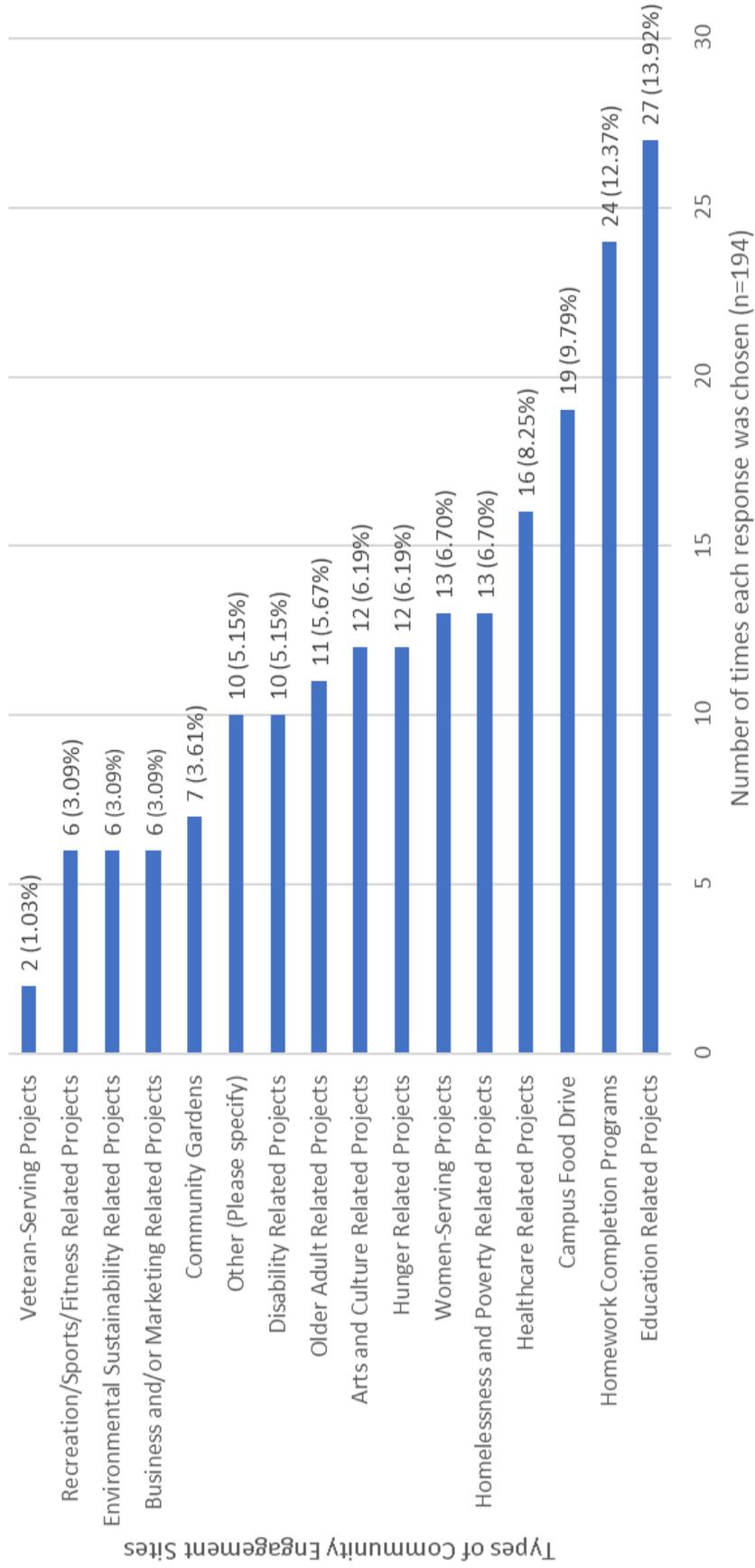
The sample size for the 2023 Impact of Community Engagement survey increased in 2023 from 120 to 201. The survey was sent to the full student body, and challenges continue to exist in campus-wide survey efforts, but the sample was substantially larger than the previous year. Because this year's survey had a completion rate of 46% (of the 201 students who began the survey, 92 completed the full survey), the number of students completing each question (n=) is listed in the reporting. Demographic data for the students responding to the survey show that the overall age of students who completed the survey was 26.14 years old. The average age of traditional students completing the survey (defined as ages 18 to 25) was 21.00 years old. Most students (n=77) were juniors and seniors. 80.14% of students who responded (n=113) reported having a full-time or part-time job or a combination of the two. The following charts and tables present the data on the pathways to engagement and the perceived impact of community engagement activities on students, including their impressions of the impact on their learning.

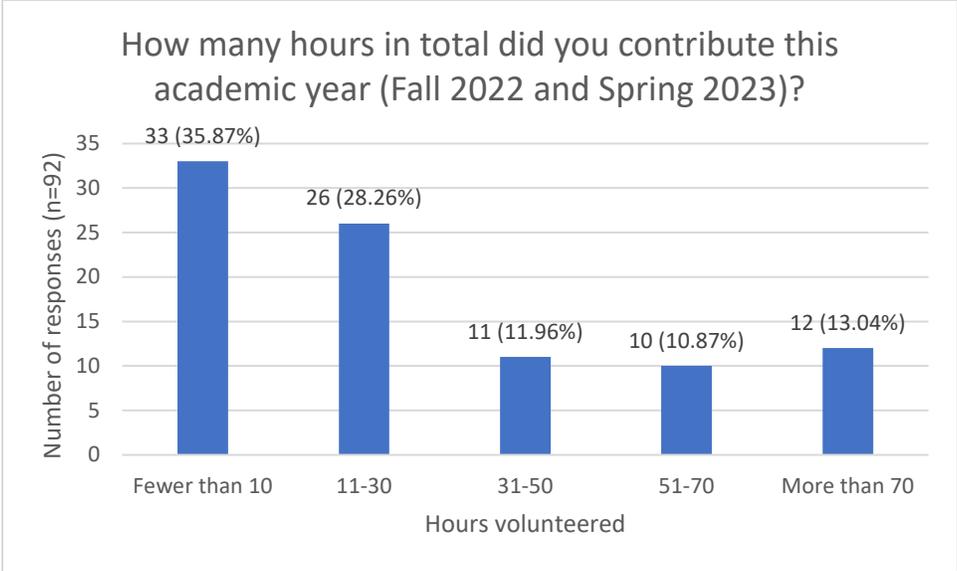


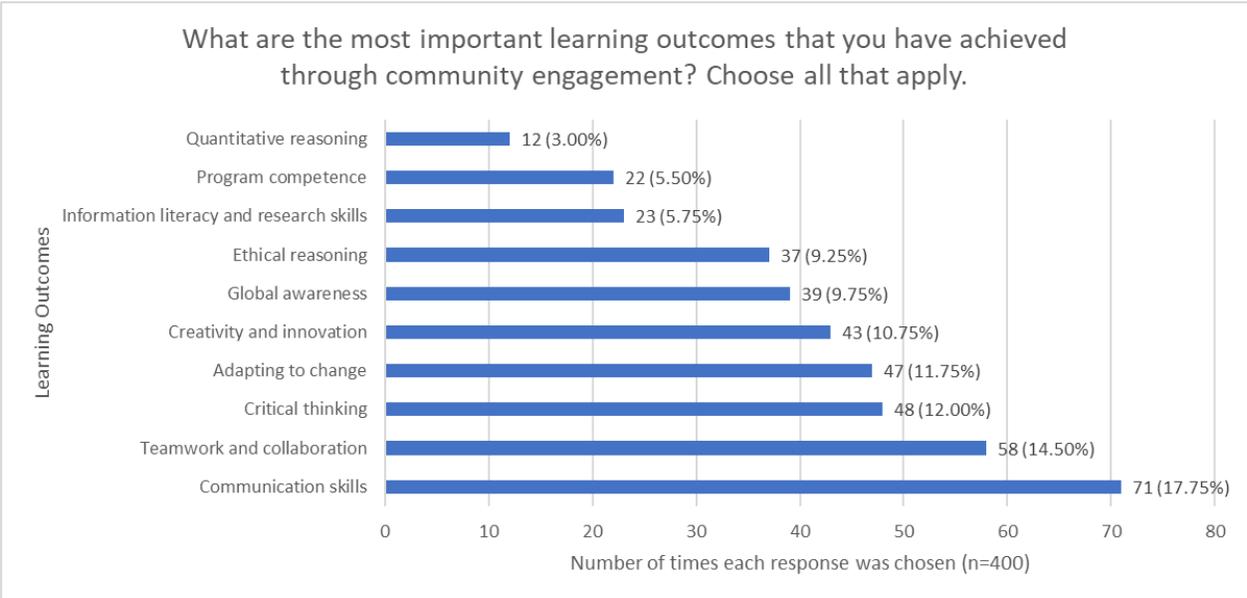
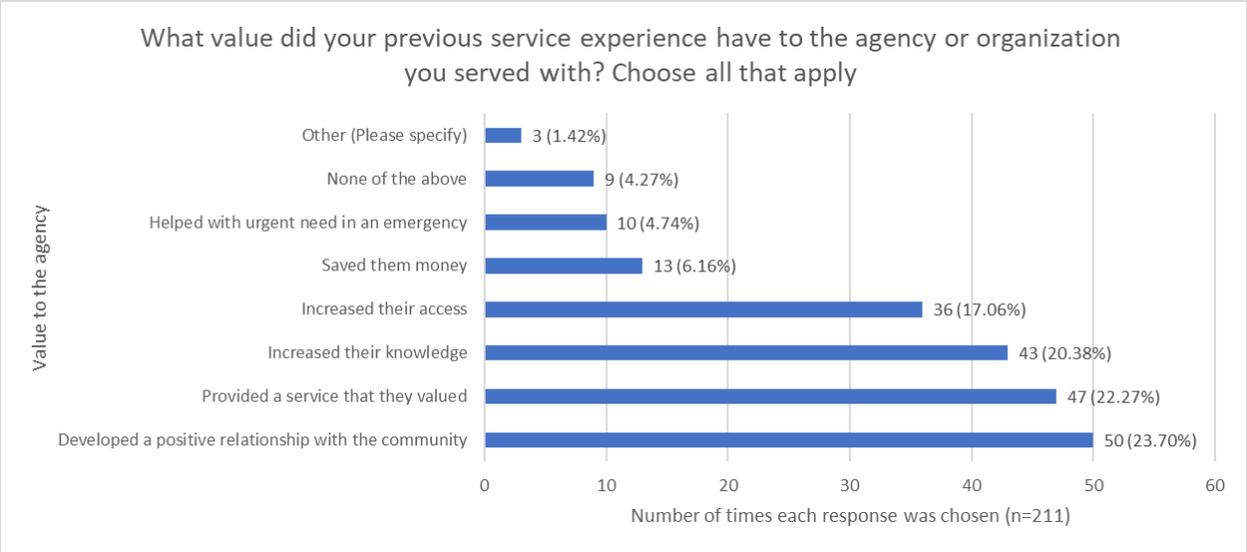
Q2 - Which of these have you used most often to access community engagement projects? Choose all that apply)



At which of the following categories of programs, if any, have you worked in community partnerships? (Choose all that apply)







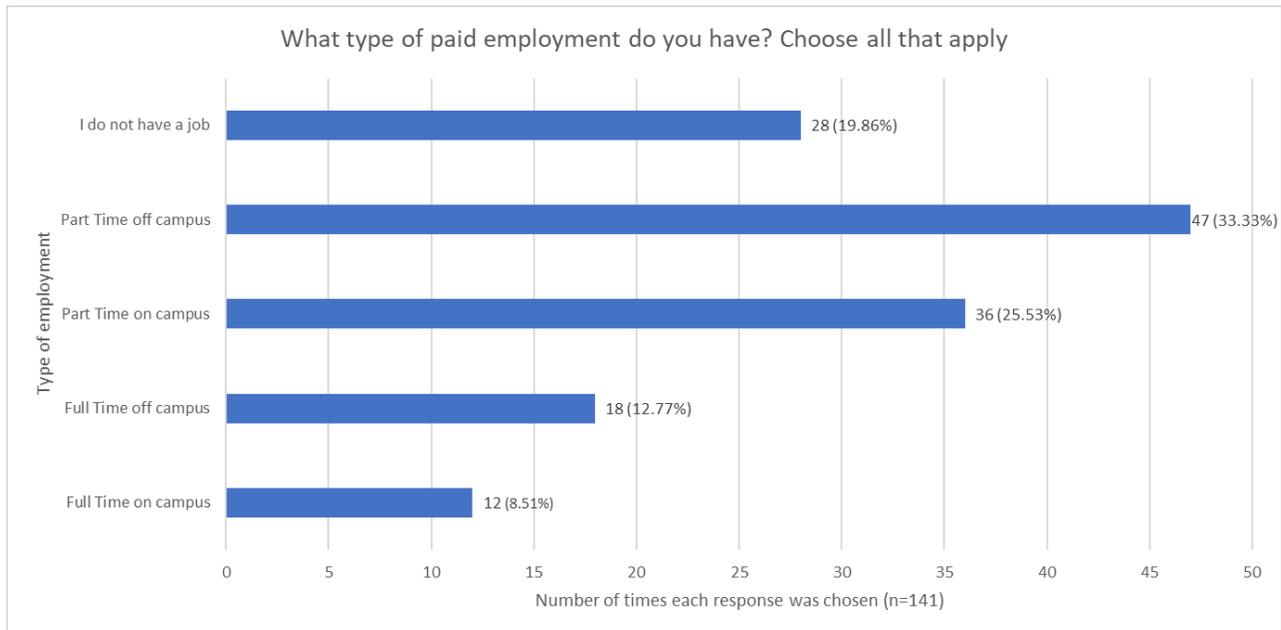
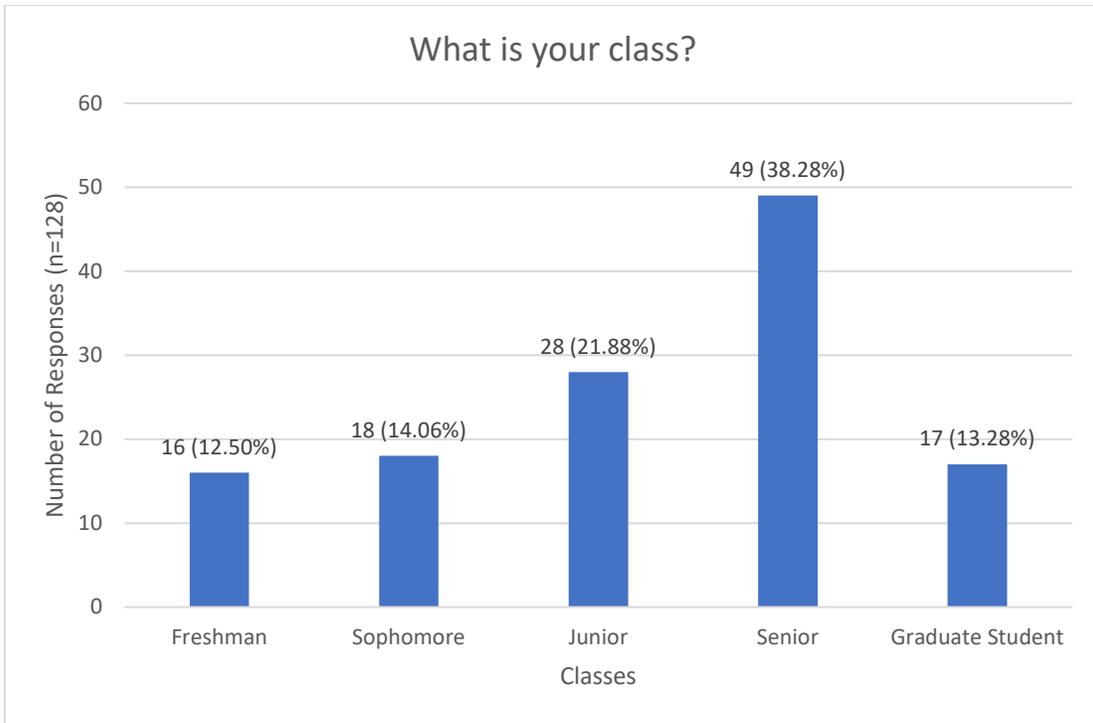


Table 1. Frequency distribution of students' self-assessment of the impact of community engagement

	n	Mean	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It has increased my ability to effect change.	92	4.00	29(31.52%)	43(46.74%)	14(15.22%)	4(4.35%)	2(2.17%)
I have learned a lot about myself.	92	3.98	30(32.61%)	38(41.30%)	18(19.57%)	4(4.35%)	2(2.17%)
I have a much better understanding of important issues in society.	92	4.15	31(33.70%)	43(46.74%)	14(15.22%)	2(2.17%)	2(2.17%)
I am more likely to contribute to public projects.	92	4.27	38(41.30%)	34(36.96%)	15(16.30%)	3(3.26%)	2(2.17%)
My values in democratic principles have been strengthened.	92	3.62	22(23.91%)	30(32.61%)	30(32.61%)	5(5.43%)	5(5.43%)
I have engaged in research as a result of my community engagement activity.	92	3.71	27(29.35%)	22(23.91%)	29(31.52%)	9(9.78%)	5(5.43%)
My participation in acts of activism has increased.	92	3.79	30(32.61%)	25(27.17%)	29(31.52%)	5(5.43%)	3(3.26%)
I am better able to understand perspectives other than my own.	92	4.19	33(35.87%)	43(46.74%)	12(13.04%)	3(3.26%)	1(1.09%)
My work was meaningful to the community.	92	4.25	38(41.30%)	37(40.22%)	14(15.22%)	1(1.09%)	2(2.17%)
I made changes in the communities in which I served.	92	3.83	24(26.09%)	36(39.13%)	25(27.17%)	6(6.52%)	1(1.09%)
I know more about off-campus communities.	92	3.79	26(28.26%)	30(32.61%)	27(29.35%)	6(6.52%)	3(3.26%)
I have conversations with friends about my community work.	92	3.94	29(31.52%)	34(36.96%)	22(23.91%)	5(5.43%)	2(2.17%)
I am more likely to get involved with many types of community projects.	92	4.04	30(32.61%)	36(39.13%)	20(21.74%)	5(5.43%)	1(1.09%)
I am better able to participate in discussions about civic and political issues in the communities.	92	3.73	24(26.09%)	29(31.52%)	30(32.61%)	7(7.61%)	2(2.17%)
I have not been changed by my community activities.	92	2.19	7(7.61%)	6(6.52%)	20(21.74%)	28(30.43%)	31(33.70%)

Conclusion

The institutional changes in e-mail mass communication affected the implementation of the Assessment of Impact of Community Engagement Survey for Students, resulting in a higher response rate than AY22 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 32.98% of the time.
- "Critical Thinking," "Teamwork and Collaboration," and "Communication Skills" were three of Stockton University's 10 Essential Learning Outcomes (ELOs) students selected most often as the most important learning outcomes they have achieved through community engagement.
- When asked what value their service had to the community, "Increased their knowledge" and "Developed a positive relationship with the community" were selected most often.

As Table One outlines, when students were asked to rate the impact of their engagement on themselves, 77.26% (n=72) agreed or strongly agreed that their engagement activities increased their ability to effect change, and 71.74% (n=66) agreed or strongly agreed that they are more likely to get involved with many types of community projects.

The SCCESL looks forward to increasing the sample size for the FY 24 Impact of Engagement on Students survey to include more voices in the findings.