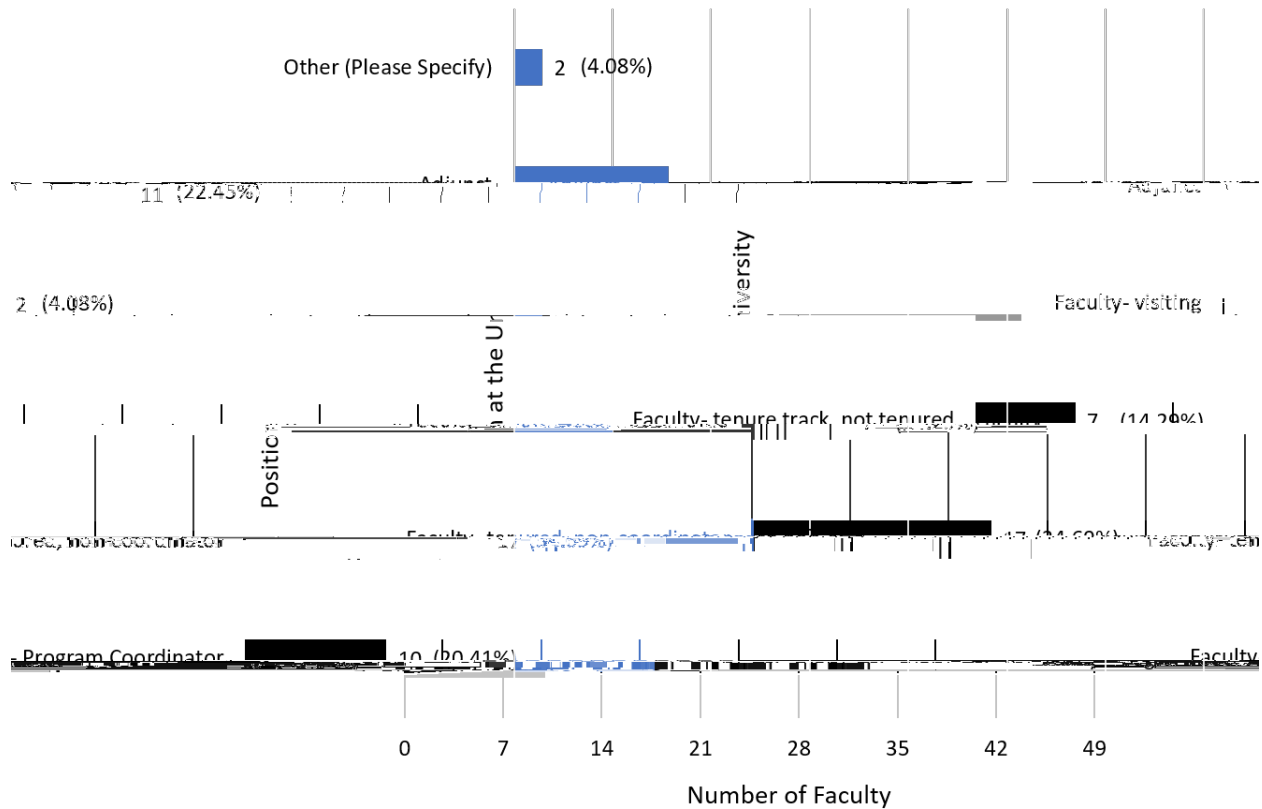




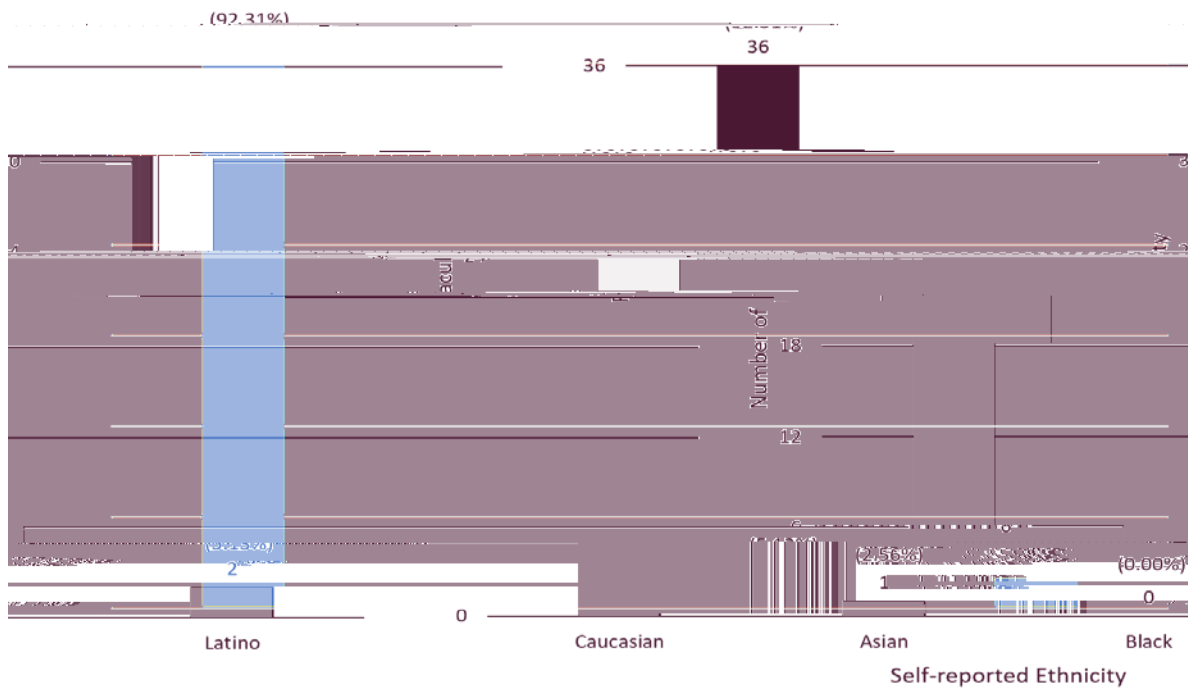
six semesters, only 6.12% (n=3) indicated, “first semester”. The following graph shows all responses.

- x Among the 49 respondents who selected which best characterize their position at Stockton more than one half of the sample (55.10%, n= 27) indicated “faculty – tenured, noncoordinator” and “faculty – program coordinator.” Eleven respondents (22.45%) indicated “adjunct.” (The following graph shows the responses.) The responses for “other” were “assistant professor non tenure but coordinator of minor” and “emeritus.”



- x Among the 39 respondents who self-reported gender, 74.6% (n = 29) indicated female and 25.64% (n = 10) indicated male.

x Among the 9 respondents who self-reported race and ethnicity the majority (92.31%, n = 36) indicated Caucasian. None of the respondents indicated African American or Black. The following graph shows the responses.



- x All schools were represented. Among the 49 respondents, the largest representation was from SOBL (28.57%, n = 14) and the smallest representation was from EDUC (6.12%, n = 3). The following graph shows all responses.

#### Stockton's Contribution to the Wellbeing of the Community

Respondents were presented a five-point Likert scale to indicate their level of agreement with the following statement: "Stockton University contributes to the wellbeing of the community." The majority of the respondents (93.75%, n=45) chose to

### Ways to Access Community Engagement Projects

Respondents had the following choices from which to select: "The Office of Service Learning," "honor societies," "fraternity or sorority," "Stockton clubs," "internship," "The Stockton Center for Community Engagement," "Athletics," "I have never participated in community engagement while at Stockton," and "other."

Over one third of respondents (38.78%, n=19) chose "The Office of Service Learning."

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### Number of Semesters that Students Have been Involved in Community Engagement Work for Course Requirement or for Extra Credit

Respondents were asked the number of semesters that students have been involved with community engagement work as part of their course requirement or for extra credit.



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one half (46.94%) = 23) indicated six or more semesters. The following graph shows all responses.

### Community Engagement Work that Does Not Involve Students

Respondents were asked how often they have done community engagement work that does not involve students. Only 10.20% (5) of respondents indicated that they have never done community engagement work that does not involve students. Three (6.12%) respondents indicated that they have only done community engagement work with students. The following graph shows all responses.

### Most Important Learning Goals for Students in Community Engagement

Respondents had the following choices to select all that apply as their most important learning goals for students in community engagement: “knowledge of the community they work in,” “inc



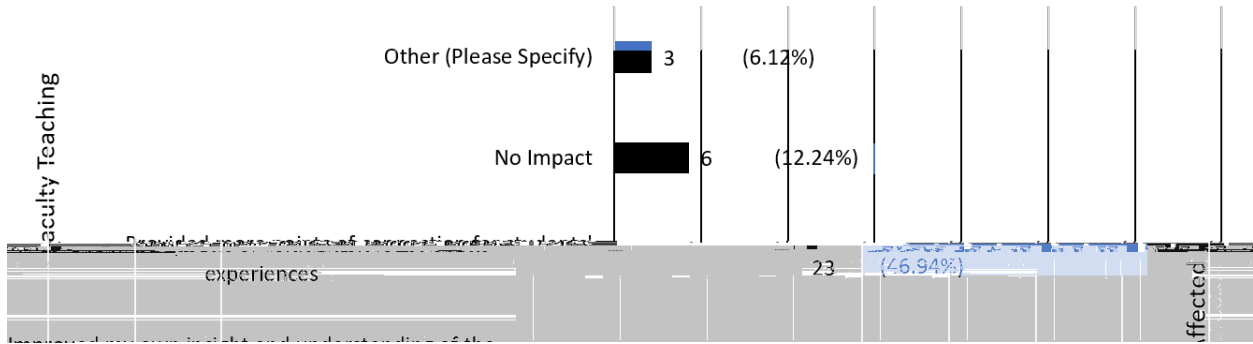
effect change” (20 times) and “specific learning related to the course content” (20 times). The following graph shows all responses.

- The following is the list of responses for “other”
  - “Development of Practitioner Skills
  - “Importance to give to Community
  - “Not Applicable

#### How Students’ Reflection Affected Faculty Teaching

Respondents were asked, “How have students’ reflections on community engagement work affected your teaching?” They were presented the following choices to select all that apply: “given me different perspectives on issues,” “given me contemporary examples to integrate into my instruction,” “helped me to connect theory to practice,” “improved my own insight and understanding of the community status,” “provided more points of connection for students’ experiences,” “no impact,” and “other (please specify.)

All choices were selected, however; “provided more points of connection for students’ experiences” and “helped me to connect theory to practice” were equally selected the most (23 times each) followed by “given me contemporary examples to integrate into my instruction” (18 times). The le



- The following is the list of responses for “other”:
  - “I don’t require it in class; it’s correlated”
  - “Assessment of their understanding”
  - “Increased awareness about how uneducated students are about civics and sociopolitical realities”

### Impact of Community Engagement Work on Teaching

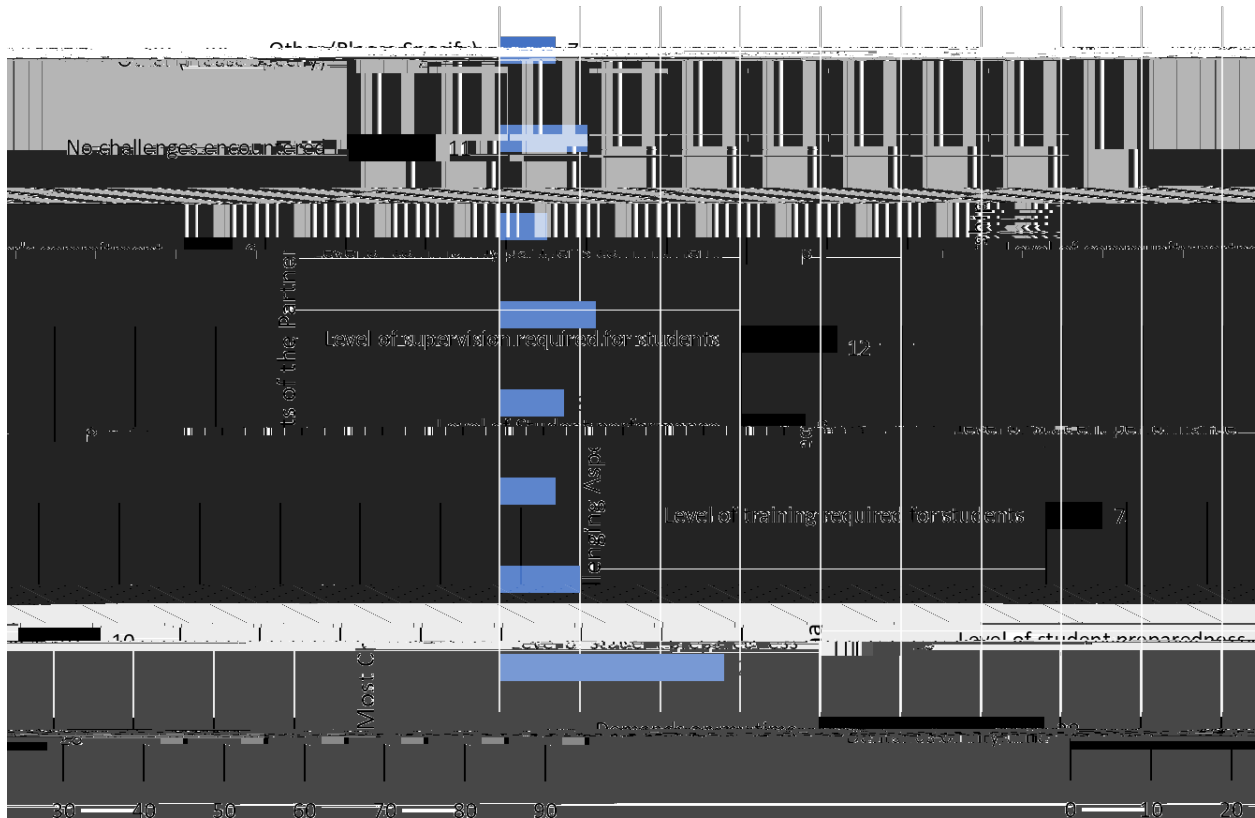
Respondents were asked, “if you have done community engagement work that does not involve students, how has that work affected your teaching?” They were presented the following choices: “given me different perspectives on issues,” “given me contemporary examples to integrate into my instruction,” helped me to connect theory to practice,” “improved my own insight and understanding of the community status,” “provided more points of connection for students’ experiences,” “no impact,” “other,” and “not applicable.”

- The three responses selected the most were “improved my own insight and understanding of the community status” (26.53% n = 13), “given me contemporary examples to integrate into my instruction” (20.41% n = 10) and “no impact” (18.37% n = 9). The following graph shows all responses.

- The following is the list of responses for “other”:  
“All of the above (besides no impact)  
“A

- The following is the list of responses for “other”:  
“ALL OF THE ABOVE (except IMPACT)  
“Ditto w/question above”  
“Same.”

Aspects of the Partnership between Stockton and the City of Stockton



- The following is the list of responses for “other”:  
 “Lack of clear procedures regarding requirements.”  
 “IMPACT ON IDEA EVALUATIONS  
 “But internships are part of my teaching load”  
 “Graduate students’ time availability”  
 “Not applicable”  
 “Scheduling”  
 “Challenges in working with service learning office staff”

**Level of Agreement with Statements about Having Students Participate 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	46.94% (n = 23)	28.57% (n = 14)	22.45% (n = 11)	0.00% (n = 0)	2.04% (n = 1)	49
Produced pedagogical benefits for classes other than the ones that require community engagement	34.69% (n = 17)	24.49% (n = 12)	36.73% (n = 18)	4.08% (n = 2)	0.00% (n = 0)	49
Benefitted my students	51.02% (n = 25)	32.65% (n = 16)	16.33% (n = 8)	0.00% (n = 0)	0.00% (n = 0)	49
Helped me to offer diversity in learning activities	48.98% (n = 24)	26.53% (n = 13)	18.37% (n = 9)	4.08% (n = 2)	2.04% (n = 1)	49
Taught my students new						

The survey was adapted from a survey created by Dr. Sonia Gonsalves in 2016 revised by the Stockton Center for Community Engagement with the support of the Office of Institutional Research. The Assessment report format was adapted from the Faculty Engagement Survey Report written by Dr. Jennifer Barr on March 2014.