



**STOCKTON** | STOCKTON CENTER FOR  
UNIVERSITY | COMMUNITY ENGAGEMENT

FY 2017

# *Annual Report*

July 1, 2016 - June 30, 2017

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## Director's Message



Dear Colleagues:

*It has been three years since I assumed the leadership of the SCCE, and I am pleased to report that our commitment to the community has strengthened. Our programs and initiatives have not only been sustained, but have grown in accord with the 2020 Strategic Plan Engagement Goals. You will see highlighted throughout this report the array of engagement activities of the SCCE and the progress of our SCCE programs and community partnerships, which include the Homework Completion Programs, Naturalization classes, Afternoon Tea with Older Adults, Campus Kitchen at Atlantic City, among other. We are especially proud that our Homework Programs in Atlantic City have engaged 17% of the youth who reside at Stanley Holmes Village and 40% of the youth who reside at Buzby Homes Village. This report also highlights the assessment findings of a survey administered this spring that measured the impact that community engagement has on faculty, staff, students, and community partners.*

*However, our successes of the year would not have been possible without the support of over 200 students, 30 faculty members, 15 staff members, and 15 community partners who contributed to our programs and initiatives during the 2016-2017 academic year. I wish to thank our SCCE team members: Program Assistants--Ronnie Carlini, Heather Swenson Brilla, Joan Joseph, and, Faculty Fellow Dr. Tara Luke. I also thank Student Fellows, John Johnson, Askhia Khawaja, Alejandra Londono, Briana Simon, Katie Campbell, Carolyn Amesquita, Sarah Delicio, Yassin Salah, Sulsabeel Akram, and Alumna Fellows Lidia Martinez and Gloria Hamlett. Graduate Assistants Rona Whitehead and Ann Jungles also supported our programs. All fellows and graduate assistants dedicated their time and commitment to the mission of SCCE in extraordinary ways.*

*We express deep gratitude to Stockton's administration, especially President Kesselman for supporting SCCE and our Faculty and Student Fellow programs. We wish to thank Dr. Lori Vermulen, Dr. Michelle McDonald, Dr. Carra Hood; and Ms. Theresa Marinelli for their support of SCCE initiatives.*

*We appreciate the Office of Service Learning whose staff, including Daniel Tome, Diana Strelczyk and Erin O'Hanlon have consistently cooperated with the initiatives and projects of SCCE. We are also grateful for the assistance from Deans Claudine Keenan, Lisa Honaker, Theresa Bartolotta, Peter Straub, Cheryl Kaus and staff members from their respective schools. We also wish to thank Events Services, Plant Management, General Counsel, External Affairs, Institutional Research, Computer Services, the Print Shop, Risk Management, Chartwells Dining Services, the Kramer Hall and Manahawkin instructional sites, and the Carnegie Center.*

*Furthermore, our Advisory Council members have provided invaluable support for which I am grateful.*

*Enjoy our report!*

*Merydawilda Colón*

Merydawilda Colón, LSW, PhD  
Executive Director  
Stockton Center for Community Engagement



## *Stockton Center for Community Engagement Mission Statement*

The mission of the Stockton Center for Community Engagement is to:

- promote the ideals of public service and social responsibility by fostering community-based experiential learning and civic engagement for students, faculty, and staff;
- facilitate training, research and educational enrichment through collaborative efforts with campus groups, as well as local, state, and regional community organizations and government agencies; and
- cultivate connections between scholarship and the public interest.

## *Stockton Center for Community Engagement Vision Statement*

The Stockton Center for Community Engagement promotes university and community efforts to serve the public good.

## *Who We Are*

SCCE's leadership includes Executive Director, Merydawilda Colón, Program Assistant Ronnie Carlini, Community Engagement Liaison Patricia W. (Trish) Collins, and Temporary Employee Seasonal (TES) Heather Swenson Brilla, as well as one Faculty Fellow, 14 Student Fellows and two Graduate Assistants during AY 2016-2017. Ronnie Carlini monitors SCCE's website and provides support in managing in the SCCE budget. With Ms. Carlini's assistance, SCCE published two newsletters via e-mail blast this year. During the spring 2017 semester, some of Ronnie Carlini's budgetary responsibilities were transferred to Joan Joseph.

Trish Collins joined the SCCE in May of 2017 after serving in the President's Office for 17 years and Heather Swenson Brilla began as a TES in September of 2016 after graduating from Stockton University with a Master's degree in Social Work. Heather is a former Student Fellow of the Center and worked on a multitude of operational tasks during the year. Furthermore, SCCE receives support and guidance from its Advisory Council.

The work of the SCCE is supported by Stockton University Alumna Gloria Hamlett and Stockton University student Yomaris Acosta who are funded by the Municipal Planning Board of Atlantic City and Pleasantville (MPB). Ann Jungels and Rona Whitehead provided graduate student assistance in various aspects of the program.

SCCE produces press releases in collaboration with Stockton's Department of External Affairs. This year, there were three press releases, as well as numerous mentions of SCCE programs in the Press of Atlantic City.



## *SCCE Advisory Council*

The Advisory Council has three subcommittees: Assessment, Carnegie Reclassification, and Executive. During AY 2016-2017, the Council met quarterly and participated actively in the activities of the Center. The Council worked to craft the language of the Civic Action Plan, a document which stems from the commitment President Harvey Kesselman made at the Campus Compact 30th Anniversary Conference when he and other presidents and chancellors signed an Action Statement. The Action Statement signifies “a commitment to deepen higher education’s engagement for the public good. The statement commits campuses to taking concrete steps to advance student civic learning and contribute to a more just, equitable, and sustainable democratic future.” The Civic Action Plan presents how Stockton University will strengthen engagement. Furthermore, the Council supported Stockton student involvement at board meetings by inviting SCCE Student Fellows to attend. SCCE values the contributions of each member of the Advisory Council. The council’s expertise and collaboration have been invaluable to our success.

Shilon C. Anderson <i>Executive Assistant to the Executive Director of the William J. Hughes Center for Public Policy</i>	Dr. Lisa Honaker <i>Dean, School of Arts and Humanities Professor of British Literature</i>
Peter Baratta <i>Chief Planning Officer</i>	Ariane Newman-Hutchins <i>Assistant Director, Continuing Studies Health Sciences</i>
Dr. David Burdick <i>Professor of Psychology</i>	Brian K. Jackson <i>Chief Operating Officer, Atlantic City Campus</i>
Dr. Tait Chirenje <i>Associate Professor of Environmental Studies</i>	Dr. Claudine Keenan <i>Dean, School of Education Tenured Professor of Instructional Technology</i>
Patricia W. Collins <i>SCCE Community Engagement Liaison</i>	Alexander Marino <i>Assistant to Provost for Atlantic City Instructional Sites</i>
Dr. Merydawilda Colón <i>Executive Director</i>	Dr. Michael Rodriguez <i>Associate Professor of Political Science</i>
Dr. Eileen Conran-Folks <i>Director, Hammondon and Manahawkin Instructional Sites</i>	Dr. Joseph Rubenstein <i>Professor of Anthropology</i>
Daniel Douglas <i>Director of Strategic Communications</i>	Dr. Pedro Santana <i>Dean of Students</i>
John Emge <i>Executive Director, United Way of Atlantic County</i>	Daniel Fidalgo Tomé <i>Director of Service-Learning</i>
Dr. Mary Lou Galantino <i>Distinguished Professor of Physical Therapy</i>	Chelsea P. Tracy-Bronson <i>Instructor of Teacher Education</i>
Dr. Sonia Gonsalves <i>Professor of Psychology Director of Academic Assessment</i>	Lolita Treadwell <i>Deputy Chief of Staff</i>
Dr. Thomasa Gonzalez <i>Vice President of Student Affairs</i>	Rummy Pandit <i>Executive Director of the Lloyd D. Levenson Institute of Gaming, Hospitality and Tourism</i>
Carol Waties, Director, Small Business Development Center	
<b><u>AFFILIATED MEMBERS</u></b>	
Chris Filiciello <i>Chief of Staff, City of Atlantic City</i>	Cindy Herdman Ivins <i>President/CEO, Family Service Association</i>

## *Budget, Planning and Use of Resources*

The budget of the SCCE supported one Faculty Fellow and 14 Student Fellows who contributed to the mission and vision of SCCE during AY 2016-2017. The Center's van was used to facilitate the Fellows' work in the community and the van's usage is outlined in table 1. The van was full to capacity on three program days this year and additional transportation was necessary. Transportation for the Campus Kitchen at Atlantic City was arranged with Stockton's pool vehicles this year so that the data below reflects the van usage for the Homework Completion Programs and the Afternoon Tea sessions.

**Table 1. SCCE van usage AY 2016 - 2017**

	Number of Students	Number of Rides	Miles Driven
<b>Fall 2016</b>	31 Individual Students	136 Rides	2,524 Miles
<b>Spring 2017</b>	46 Individual Students	133 Rides	3,087 Miles
<b>AY 2016 - 2017</b>	77 Individual Students	269 Rides	5,611 Miles

The Center's office in F-211 received approximately 164 visitors this year.

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### *SCCE Faculty Fellows Program*



During AY 2016-2017, Faculty Fellow, Professor Tara Luke, contributed to SCCE's mission by fostering community-based experiential learning and civic engagement for students, faculty, and staff. The Dr. Luke engaged in numerous activities throughout her first term and will continue her Fellowship into the 2017–2018 fiscal year. The following is a synopsis of our Faculty Fellow's activities for AY 2016-2017.

Dr. Tara Luke engaged in numerous activities on campus and in the community this AY2017. For example, she held the Sea Perch Kick Off at the Atlantic City Aquarium, conducted Marine Science presentations at St. Vincent de Paul Regional School in Mays Landing, Stanley Holmes Village, and Buzby Homes in Atlantic City. She also hosted two *Dive into Community Engagement* informational sessions for students, faculty, and staff where community members attended and spoke about the importance of Dr. Luke's work in the community. She also hosted an Extreme Science experience for 72 children from the Winslow Township School District in March, and 12 explorers from the Atlantic City Police Athletic League in June. These events were in collaboration with NAMS Faculty and staff. The Offices of Equal Opportunity Fund, Admissions, Financial Aid, and Housing also participated in the Atlantic City Police Athletic League Explorers' day on campus.

## *Excerpt of Additional Staff and Faculty Community Engagement*

### SCCE Collaborations

On August 11, 2016, a seminar on State and Federal Discrimination Laws was held in the Campus Center. Edward H. Haas, Michael E. Campion, and Liza Zamd presented to a group of 19 people. This seminar was in collaboration with the NJ Division on Civil Rights, US Attorney's Office – District of New Jersey.

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On September 27, 2016, the SCCE hosted *Providing Reasonable Accommodations for the Deaf, Hard of Hearing & Deaf-Blind Communities*. This seminar was in collaboration with the NJ Division on Civil Rights, US Attorney's Office – District of New Jersey. Presenters came from the NJ Division on Civil Rights, US Attorney's Office – District of NJ, the NJ Hospital Association, the NJ Board of Medical Examiners, Disability Rights NJ, and the NJ Department of Education. Over 50 people attended these events.

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On October 16, 2016, twenty students gathered in the Campus Center Theater to watch *Poverty Inc.*, a film about global charity and entrepreneurship. Alejandra Londoño and Askhia Khawaja who participated in the discussion panel led by Dr. Tina Zappile, Model UN Advisor, after the film, conceived the project. The viewing was co-sponsored by The Economic Inequality Initiative, and the Model UN Student Club.

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SCCE collaborated with the School of Natural Sciences and Mathematics to host Extreme Science on March 10, 2017. Sixty 8th grade students and their teachers, all from Winslow Township Public Schools, visited Stockton University for the event. They accompanied **Linda Dotts** and **Tara Luke** to the Unified Science Center for a laboratory experience entitled "Extremophiles." During the lab, Manuela Tripepi presented background material, and then students were given the opportunity to observe tardigrades, non-Newtonian fluids, and sensitive plants such as "tickle plants." They also utilized microscopes to observe bioluminescent bacterial cultures. In surveys after the event, one student commented, *"I learned that tardigrades can withstand six times the radiation it would take to kill an elephant"* while another said, *"I learned that a certain species of plant can be sensitive or ticklish. By closing up on contact, the plants protect themselves from potential threats."*

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The SCCE hosted the *Nourishing Communities - Ingredients for Success* food summit on January 9, 2017 to address the growing need for greater access to nutritious food, inform stakeholders about federal and state programs and to forge partnerships and develop strategies to improve food security. The event was co-sponsored by the SNAP-Ed support network through Rutgers Cooperative Extension, and CARE AC, a community coalition led by AtlantiCare Foundation. The event drew knowledgeable and motivated community partners from throughout the state to work on solutions to food insecurity. Representatives in attendance included members of the federal and state departments of Agriculture; Community FoodBank; the Food Trust of Philadelphia and Cape-Atlantic YMCA, AtlantiCare Regional Health System, N.J. Advocates for Children, and the SNAP-Ed program.



On March 16, 2017, the SCCE hosted, *Foreclosure: What You Need to Know*. This seminar was in collaboration with the Superior Court of New Jersey. Over 50 community members who wanted to learn about the process after someone receives a foreclosure notice attended the seminar. Panelists included Mitchell Moskowitz-senior attorney from Legal Services, Sherriff Frank Balles, Irene Komandis and Kathryn Shubel from the Superior Clerk's office in Trenton-Foreclosure, and George Coan from the Civil Division. The event was video recorded and is available to watch on the SCCE website.

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Twenty-one new citizens took the Oath of Allegiance in a naturalization ceremony held by the SCCE at the Campus Center on May 5, 2017 including Stockton graduating senior Hung Nguyen, 21, who came to Atlantic City when he was 9 and spoke no English. The new citizens originate from 16 countries: Bangladesh, Brazil, Bulgaria, Colombia, Dominican Republic, El Salvador, Ghana, India, Mongolia, China, Pakistan, Philippines, Romania, Serbia, Uganda and Vietnam. The ceremony will become an annual event and the SCCE looks forward to celebrating the naturalization of some of the students studying in its naturalization classes.

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SCCE facilitated the process for **Dr. Christina Jackson** and her students to host one food program day at the Asbury Methodist Church Community Center in Atlantic City. Dr. Jackson and her students prepared and served over 300 meals. SCCE provided all logistical support including meal ingredients, recipe quantities, and delivery of ingredients to the Asbury Methodist Church Community Center. Pastor William Williams and the church board members were very pleased with Stockton's support.

SCCE collaborated with the Municipal Planning Board of Atlantic City and Pleasantville and facilitated the workshop: *Tools for Community Policing*. The workshop was offered to police officers and chaplains on Friday, March 17, 2017. Atlantic City and Pleasantville police officers and chaplains attended this *Tools for Community Policing* workshop that focused on the role of Adverse Childhood Experiences (ACEs) and the impact of accents in criminality and racial profiling. Dr. Robin Hernandez-Mekonnen presented *The role of ACEs (Adverse Childhood Experiences) in first responders* and Dr. Amee Shah presented *The role of accent in criminality and racial profiling: Understanding and Improving Cross-Cultural Communication and Reducing Racial Bias*. There were two sessions offered, one from 10:00-12:15 and one from 1:00-3:15 to allow for officers and chaplains on various shifts, and with other obligations in the morning or afternoon, to attend. Both sessions were well regarded by the police and chaplains who attended. The workshop and presenters were evaluated (on a scale of 1-5, 5 being the best score) on the following dimensions: expertise (m=4.5), communication (m=4.8), interesting presentation (m=4.6), effective presentation (m=4.4), useful content (m=4.5), and helpful content (m=4.5). Strengths of the workshop included “learning different accents” and “using this information in my daily activities.” When asked the question, “What will you do differently in your employment as a result of the workshop?” participants noted “better listener,” “more aware of other in their life experiences,” “have open mind,” “not profile,” and “train to listen.” One participant noted that he or she learned that “our diversity should be celebrated, not feared.” Discussion after this workshop prompted the MPB to consider hosting a similar workshop/training for police dispatchers. That workshop is schedule for Monday, December 11, 2017.



### **Excerpt of Academic Schools and Instructional Sites Community Engagement Report**

We are grateful to the schools and instructional sites that contributed information for this section of the Annual Report. Their reports can be found in the appendix [here](#).

## *In the News*

D'Amico, Diane. "Atlantic City Rescue Mission, Stockton students staff 'pay what you want' coffee shop." *Press of Atlantic City*, April 2017.

Leonard, Nicole. "First Atlantic County Food Summit draws state and local experts." *Press of Atlantic City*, January 2017.

Reil, Maxwell. "Art exhibit on economic inequality featured in AC." *Press of Atlantic City*, October 2016.

## *SCCE Student Fellows Program*

SCCE Student Fellows are undergraduate and graduate Stockton students who have demonstrated an ability and interest in working with the community. SCCE Executive Director, current Fellows, and faculty and staff recommend students for Fellowships. Student Fellows play an essential role in the SCCE's initiatives and projects, as they offer continuity to these projects and lead Stockton student volunteers. During AY 2016-2017, the SCCE employed 14 Student Fellows, one of whom is now a Graduate Fellow. These Fellows contributed to project coordination in Atlantic County including tutoring at the Homework Completion Programs at Stanley S. Holmes Village and Buzby Homes Village; contributing to an English Learner's program in Pleasantville and Northfield; Naturalization Classes in Atlantic City; food recycling, meal preparation, and delivery to local families in need; supporting non-profit agencies and afterschool and mentoring programs, such as the New Day Success Center and the Police Athletic League of Atlantic City; and continuing to help maintain a garden in collaboration with AtlantiCare at Hamilton Memorial United Methodist Church in Atlantic City.

The growth in community partnerships, as evidenced above, has expanded opportunities for Student Fellows to make an impact in the community. Since there is more demand for Stockton students to volunteer in the community, collaborations between the SCCE and the Office of Service-Learning have increased. The Office of Service-Learning plays a key role in recruiting, training, and managing student volunteers that assist in community projects.

The following is the AY 2016-2017 Student and Graduate Fellows Roster:

Sulsabeel Akram	Askhia Khawaja
Carolyn Amesquita	Alejandra Londoño
Katie Campbell	Lidia Martinez
Paola de los Santos	Yassin Salah
Sarah Delicio	Briana Simon
Francesca Ekekwe	Anthony Vigliano
John Johnson	Sarita Ware

The SCCE's community work is supported by Yomaris Acosta and Gloria Hamlett who are funded by the Municipal Planning Board of Atlantic City and Pleasantville (MPB).

The following describes projects in which Student Fellows participated during AY 2016-2017.



## *Homework Completion Program at Stanley S. Holmes Village in Atlantic City*

The Homework Completion Program at Stanley S. Holmes Village began its third year on September 13, 2016. The primary goals of the program are to engage children in their schoolwork and offer youth a vision into the potential of a post-secondary education. The program is also intended to foster trust in the children towards police officers. The program is a collaboration between SCCE, the Atlantic City Police Department, and the Atlantic City Housing Authority and Urban Development Agency. These three organizations have partnered to offer children a period of quiet homework time between 3:00 pm and 5:00 pm, Monday through Thursday, at the community center of the Stanley S. Holmes Village apartment complex. Onsite, Stockton University students, Atlantic City Police Officers and a Chaplain, monitor homework time and assist children ages five to eighteen with their questions.

During AY 2016-2017, SCCE Graduate Fellow **Sulsabeel Akram** and MPB staff person **Yomaris Acosta** led the program, and several other Student Fellows, as well as many Stockton student volunteers, donated their time. Project examples include Stockton student **Anna Hubbs'** massive toy drive among the Atlantic City bartenders which provided over 100 holiday gifts for the youth at both Stanley Holmes Village and Buzby Homes Village.

Tutors noted that the students seemed engaged in their homework and that they appeared to have a positive relationship with police officers. The findings of a satisfaction survey created by the Director of Academic Assessment, **Dr. Sonia Gonsalves** and taken by 13 children (N=13) mirror tutors' impressions. Please refer to the appendix for the survey.

Responses to the survey revealed the following:

- Most respondents feel happy when they see a police officer.
- Most participants would go to a police officer if they needed help.
- Most participants felt that completing homework and receiving help was the best part about the Homework Completion Program.
  - This statement shows that the program is teaching the importance of completing homework, which is beneficial to academic achievement.
- Most participants agreed with the statement that they love coming to the community room at Stanley S. Holmes Village.

The Homework Completion Program also hosted special events that involved faculty and student organizations. For example, students from **Emari DiGiorgio's** class *GIS 3307 Why Poetry Matters* worked weekly with students to expose them to poetry by playing games and providing prompts.

Five participants of the homework program graduated from eighth grade and will be attending Atlantic City High School and the Atlantic County Institute of Technology. The Center, in coordination with the Housing Authority, ACPD, and Chartwells Dining Services, held a graduation party for the students, which was attended by Atlantic City dignitaries including Mayor Don Guardian, Chief of Police Henry White, and Councilman Kaleem Shabazz.



The SCCE would like to thank Stockton staff member Carole LoBue for her constant support of the youth in our Homework Program.

Please refer to appendix for additional information regarding the Homework Completion Program at Stanley S. Holmes Village.

#### **Yassin Salah's reflections on working at the Homework Completion Programs**

*"Often when I am among friends and colleagues and have to leave to make my weekly trip to the Buzby Village and/or Stanley Holmes Village, I am asked the same question; "What do you do at these places and why do you go"? The simple answer to them would be, it is my obligation and duty to show up to work when I say I am working. Fortunately, it is bigger than any amount of money or luxury. The correct answer is," I work to mentor students and help them feel comfortable in a learning setting while developing their skill sets in various ways". I agree that the students at the homework programs do have a long way to go until they find their niche in their school, community, and/or home, but I feel that every successful program brings them that much closer to finding whatever it is they are looking for.*

*As for myself and my individual impact on the students, it is amazing how comfortable the kids find a familiar face, one they associate with helpfulness. Before the kids knew who I was, they were hesitant to ask or come to me for help. Now, the kids expect me to show up and essentially guide them through tough homework. Now and then, I try to incite conversation with the students to simply relate to them and give them that much-needed break from the stressful education environment. In the end, I realized these students look up to me and the other fellows, **and the helping hands may create astronomical rewards in the future.**"*

#### **Sulsabeel Akram's reflections on working at Stanley Holmes Village**

*"While working for the Stockton Center of Community Engagement, I believe I have made a significant impact on the students who come to the Homework Completion Program. I tried setting an example for students by showing them that college is a possibility for anyone. No matter where you spend your life, or your race or ethnicity. I also showed students that being in the same room as a police officer is not as uncomfortable as they might think. I have felt that way for sometime during my childhood, however, this job has changed how I feel and I felt it was necessary to show the kids that too."*

## *Homework Completion Program at Buzby Homes Village in Atlantic City*

The Buzby Village Homework Completion Program began its second year on September 20, 2016. The program is a collaboration between the Stockton Center for Community Engagement, the Atlantic City Police Department (ACPD), and the Atlantic City Housing Authority and Urban Development Agency. Consistent with the 2016-2017 Atlantic City School District calendar, the program was held at the Buzby Village Community Center, where students aged five to eighteen who live in Buzby Village and attend Chelsea Heights School or Atlantic City High School were assisted with their homework from 3:00 P.M. to 5:00 P.M., Monday through Thursday. Stockton University students and Atlantic City police officers volunteered as tutors. With the help of many SCCE Student Fellows and student volunteers, **Sarah Delicio** and **John Johnson** led the Homework Completion Program at Buzby Homes Village.

Tutors reported that students appeared focused and engaged in completing their homework. Additionally, students seemed to have a good relationship with police officers. The findings of a satisfaction survey created by **Dr. Sonia Gonsalves** and taken by 17 (N = 17) children mirror tutors' impressions with some exceptions. (Please refer to the appendix for the survey.)

Responses to the survey revealed the following:

- Most respondents feel happy when they see a police officer.
- Most participants responded that police officers arrest people.
  - This statement demonstrates that participants at Buzby Homes Village, as compared with youth at Stanley Holmes Village, view police officers in a less friendly light.
- Most participants would go to a police officer if they needed help.
- Most participants felt that completing homework and receiving help was the best part about the Homework Completion Program.
  - This statement shows that the program is teaching the importance of completing homework, which is beneficial to academic achievement.
- Most participants agreed with the statement that they love coming to the community room at Buzby Homes Village. (Please refer to the appendix for additional information.)



One participant of the homework program graduated from eighth grade and will go on to high school. The Center, in coordination with the ACPD, the Housing Authority and Chartwells Dining Services, held a graduation party for the student which was attended by Police Sergeant Coursey and Officer Kaiser, as well as other staff from the Chelsea Heights School.



*"In my view, being a mentor/tutor is one of the most stressful yet rewarding jobs available. Stressful because as a tutor you are shaping the perspectives of your students. As an ambassador of the Center, you have to be super observant of your surroundings while keeping in mind all the rules and regulations of being around minors. Rewarding because at the end of the day you might serve as an inspiration for your students to go to college or you may have taught them a valuable lesson about life. For me, the reward outweighs the stress of mentoring students.*

*Working for the Center for Community Engagement influenced my life, and changed the course of my future. As a child, I lived a privileged life, growing up in an upper-middle class neighborhood, with both parents who were able to provide things for me if needed. Because of this, I was not very much aware of poverty or the influence that growing up in a lower socio-economic household could have. As a fellow, I was able to immerse myself in a population of people who live in an environment that is entirely different from the environment that I am accustomed to.*

*Although I am African American, I could not identify with the struggles that many of the students, who are also largely African American, had, which proved to be a struggle for me when I first began working as a fellow. I had to learn how to be able to see things from their perspective and, although many of the students are young children, they were able to teach me in more ways than I initially expected. Many of the students often talk about how, as black students, they feel as if they are treated differently in school and in life. Working for the center has made me become more sensitive to working with minority populations, and understand that there are unspoken differences in the way that children and adults from this population are treated. As a future social worker, I hope to continue working with minorities and helping to encourage and promote youth to strive to be the best version of themselves, and not merely a product of their environment. I hope to be the ear that they need, and listen to their stories because people, especially children, are capable of imparting knowledge that can have a life changing influence on the way that you view things."*



## *Homework Completion Program at the Police Athletic League of Atlantic City (PAL)*

The Homework Completion Program at PAL began its first year on September 26, 2016. The program is a collaboration between the Stockton Center for Community Engagement and the Atlantic City Police Department (ACPD). This was the pilot year for the PAL site and students ages five to eighteen, who are members of the PAL, were assisted with their homework from 3:00 P.M. to 5:00 P.M., Monday and Thursday. Stockton University students and Atlantic City police officers volunteered as tutors. **Gloria Hamlett** led the Homework Completion Program at the PAL with the help of SCCE Student Fellows and student volunteers.

The satisfaction survey was not administered at PAL due to the low number of participants. During the pilot program we learned that children do not necessarily attend PAL activities to get support with their homework; they enroll for recreation activities. We are in the process of deciding whether this program will continue.

Overall, the Homework Completion Programs had a successful year. The Homework Completion Programs support both SCCE's and our institutional mission to serve the community. This initiative increases Stockton students' engagement in the community as students, in collaboration with the Atlantic City Police Department and the Housing Authority, maintain the program for the Stanley S. Holmes Village and Buzby Homes Village and added a pilot program at PAL with the Police Department. The Homework Completion Programs also offer opportunities for faculty members to engage in the community.

Hosting the programs in the community centers in the children's neighborhoods has eliminated roadblocks, such as lack of transportation, that usually impede children's participation in afterschool programs. Homework Completion programs have also improved communication between the police and community residents. Finally, they have strengthened Stockton's partnership with the Atlantic City Police Department, the Housing Authority, and the Atlantic City Public School District, notably, the school district's Title I Program which provides meals for the children.

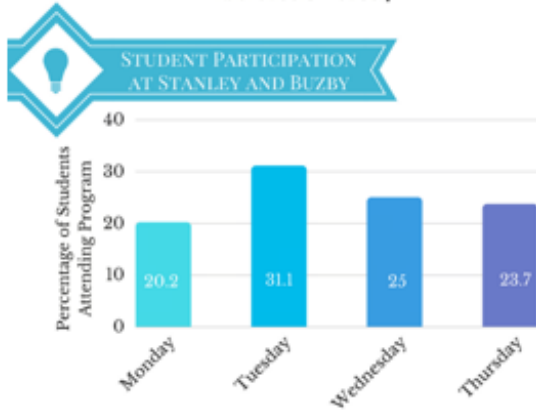
In addition to keeping students engaged with their homework, anecdotal and empirical evidence suggest that the Homework Completion Program is succeeding in fostering the students' confidence in police officers and contributing to a drop in gun violence in the communities served by the program. Since the inception of the Homework Completion Program, there have been no gunshots in the Stanley S. Holmes Village.



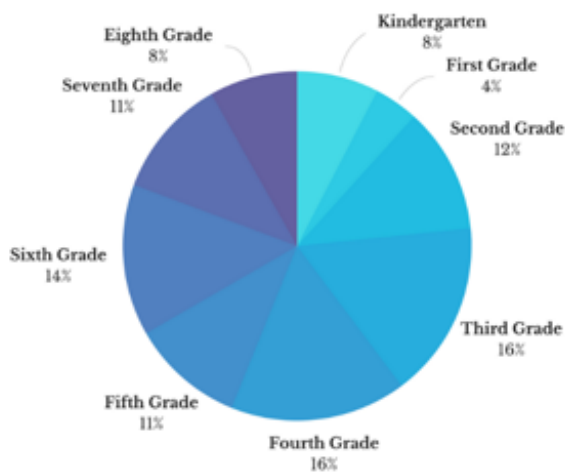
## STOCKTON CENTER FOR COMMUNITY ENGAGEMENT

### HOMEWORK COMPLETION PROGRAMS AT A GLANCE

AY 2016 - 2017



### STUDENT PARTICIPATION BY GRADE LEVEL IN COMBINED PROGRAMS



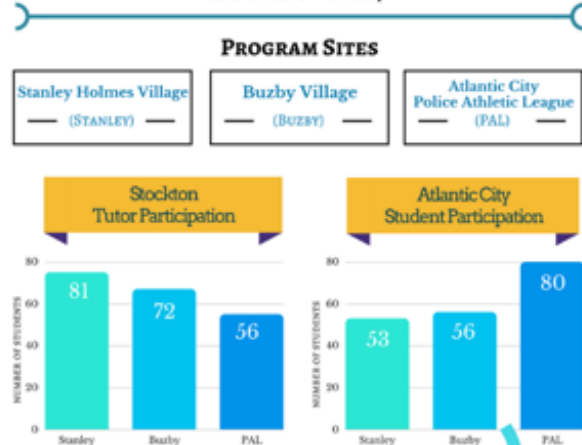
71.4% OF STUDENTS  
AT BUZBY AND STANLEY  
SAY THAT THEY "FEEL  
HAPPY" WHEN THEY SEE  
A POLICE OFFICER

82.1% OF STUDENTS  
AT BUZBY AND STANLEY  
SAY THAT THEY WOULD  
LOOK FOR A POLICE  
OFFICER IF THEY  
NEEDED HELP

## STOCKTON CENTER FOR COMMUNITY ENGAGEMENT

### HOMEWORK COMPLETION PROGRAMS AT A GLANCE

AY 2016 - 2017



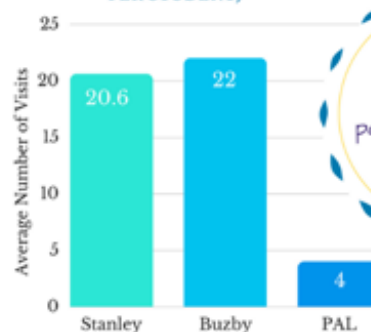
11

ATLANTIC  
CITY POLICE  
OFFICERS  
SERVED AS  
TUTORS

17%  
of the residents of  
Stanley Holmes Village  
age 18 or younger participated

40%  
of the residents of  
Buzby Village  
age 18 or younger participated

AVERAGE  
PARTICIPATION  
RATE PER SITE  
(VISITS PER YEAR  
PER STUDENT)



37.6%  
of students  
participated more  
than 10 times



## *English Learners Program*

### **Saint Mary's Episcopal Church**

SCCE continued its collaboration with Saint Mary's Episcopal Church to offer an English Learners Program for the parents of children who attend an after-school program at the church, located at 118 West Bayview Avenue in Pleasantville. This year's classes began on September 4, 2016 and ended on June 30, 2017. SCCE Alumna Fellow **Lidia Martínez** worked with church staff members on Wednesdays from 4:30 P.M. to 6:00 P.M. to provide English instruction at the church. The program had an enrollment of 12 and the attendance diminished in April as attendees worked additional jobs and had less time to attend classes. In the fiscal year 2017-2018 the classes will be offered from September to April to meet the needs of our participants.

### **Ministerio por Gracia Sois Salvos**

SCCE renewed the Memorandum of Agreement with Pastor Dennis Moreno of the *Ministerio por Gracia Sois Salvos church*, located at 113 Fabian Ave, Northfield, NJ, to continue the English Learners Program for church members. **Lidia Martinez** offered the classes on Fridays from 4:00 P.M. to 6:30 P.M. to help students with their English skills. The program had an enrollment of five, however the attendance diminished in April as attendees worked additional jobs and had less time to attend classes. In the fiscal year 2017-2018 the classes will be offered from September to April to meet the needs of our participants.

## *Naturalization Classes at Carnegie Center in Atlantic City*

Naturalization Classes were held at the Carnegie Center on Tuesday evenings from 6:00 pm to 7:30 P.M.. Weekly classes were taught by Student Fellows **Alejandra Londoño** and **Paola de los Santos** with the support of **Dr. Jessie K. Finch**. Over the course of the 2016-2017 fiscal year, there were 62 individual participants and there were 3 to 20 participants in each class. The average number of sessions each participant attended was 4.78.

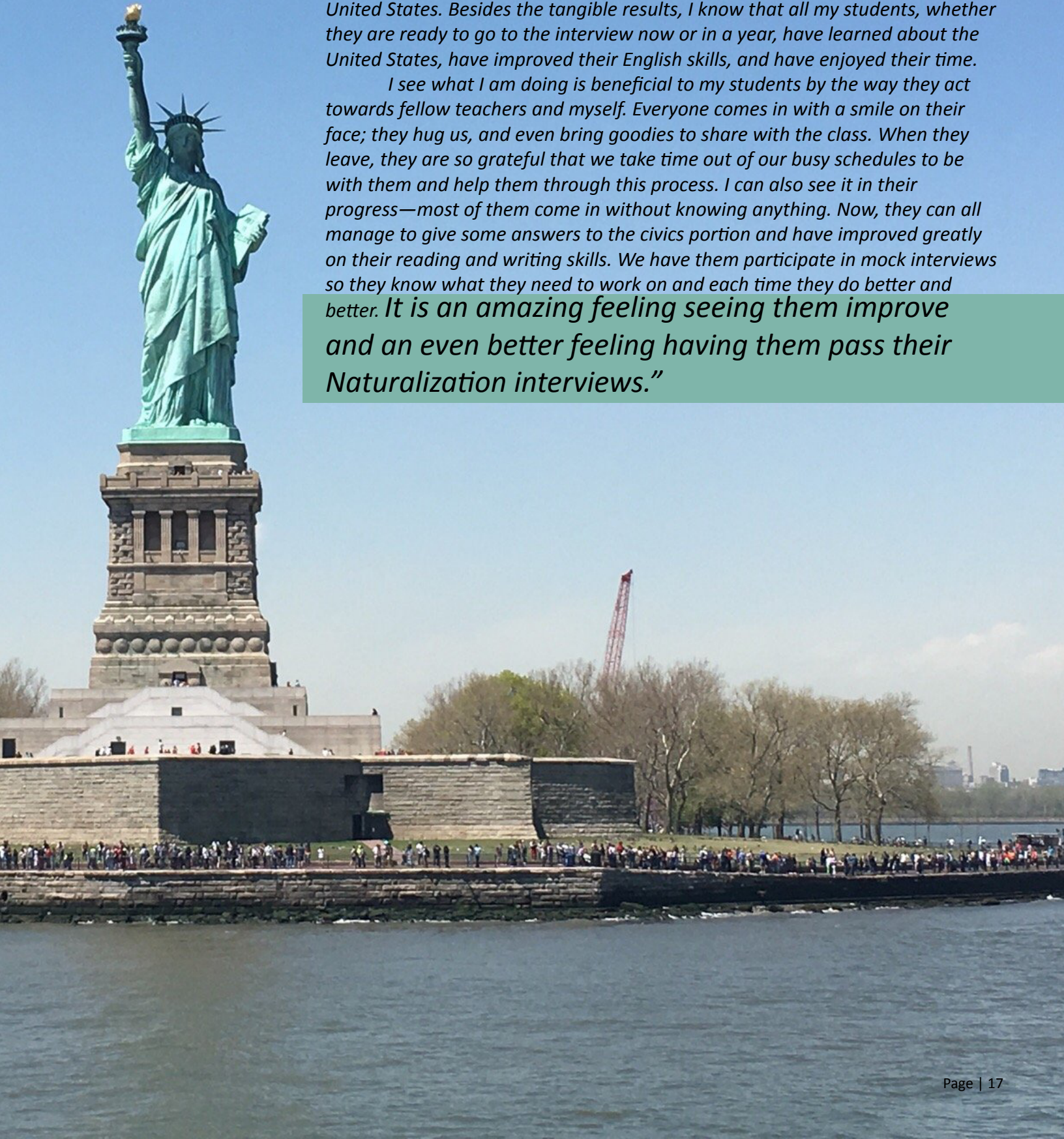
Evaluations were administered at the end of the spring and fall semesters. Overall, most participants rated the materials and resources used as "excellent"; the duration of the classes received the same high rating. Additionally, when asked about topics like the relevance of information, opportunity to ask questions, and knowledge of facilitators, participants overwhelmingly rated these as "excellent" as well. Participants also overwhelmingly described the class as having prepared them for the naturalization exam. Three participants in the classes passed the naturalization exam and became naturalized citizens this year. Please see the appendix for in-depth analysis of the assessment data.



## Alejandra Londoño's reflections on teaching the naturalization classes

*"When I started as a fellow of the SCCE, I never imagined my work would have such a big impact. I started teaching the naturalization classes as a way to give back to my community. I had gone through the process before with my parents and family members, so it came like second nature. After a few semesters teaching the classes, I have helped six people become citizens of the United States. Besides the tangible results, I know that all my students, whether they are ready to go to the interview now or in a year, have learned about the United States, have improved their English skills, and have enjoyed their time.*

*I see what I am doing is beneficial to my students by the way they act towards fellow teachers and myself. Everyone comes in with a smile on their face; they hug us, and even bring goodies to share with the class. When they leave, they are so grateful that we take time out of our busy schedules to be with them and help them through this process. I can also see it in their progress—most of them come in without knowing anything. Now, they can all manage to give some answers to the civics portion and have improved greatly on their reading and writing skills. We have them participate in mock interviews so they know what they need to work on and each time they do better and better. **It is an amazing feeling seeing them improve and an even better feeling having them pass their Naturalization interviews.**"*





## *The Campus Kitchen at Atlantic City*

Created in 2010, the Campus Kitchen at Atlantic City is a collaborative effort between SCCE, the Atlantic City High School, the Atlantic City Board of Education, Sodexo, and the Southern Branch of the Community Food Bank of New Jersey. This fiscal year 2016-2017, Chartwells Dining Services strengthened their partnership with the Campus Kitchen by donating food and by hosting a cooking and plating shift on campus for students to deliver to the community. Since 2010, the Campus Kitchen at Atlantic City has recovered over 20,000 pounds of food and served over 16,000 meals. This year, 3,652 pounds of food were recovered and 2,347 meals were cooked and delivered, thanks to the more than 300 volunteers who participated in the Campus Kitchen and/or Stockton Food Drive.

Stockton students and Atlantic City High School students worked together under the supervision of a professional chef from 2:30 pm to 5:00 pm on Monday afternoons to prepare 150 meals weekly for families in need within Atlantic City and Pleasantville. On Tuesdays from 2:30 P.M. to 5:00 P.M., meals were plated and delivered throughout the community. In fact, volunteers put in 618 hours to assist families in need. SCCE oversaw this operation and collaborated with the Office of Service Learning to recruit students.

The Campus Kitchen at Atlantic City is affiliated with The Campus Kitchens Project in Washington, DC, which has been a national leader in community service for hunger relief since 2001. Their mission is threefold: strengthen bodies, empower minds, and build communities. Each of these pillars is achieved by partnering high schools and colleges to share on-campus kitchen space to recover food from cafeterias and engage students as volunteers who prepare and deliver meals to the community. Our Campus Kitchen at Atlantic City is a multi-community partner model, and each partner has a key role in the overall program's success.

Student Fellows play an essential role in this initiative. They develop partnerships, plan menus, administer cooking shifts, and deliver the food to families in need in Atlantic City, Galloway, Absecon, and Pleasantville.

During AY 2016 - 2017, two Student Fellows led the program: **Askhia Khawaja**, and **Anthony Vigliano**. **Ann Jungels**, a graduate student, recovered food from the Food Bank and Chartwells Dining Services and delivered it to Atlantic City High School's commercial kitchen to be prepared. **Rona Whitehead**, a graduate student, provided student transportation and worked in the program regularly.

### **Askhia Khawaja's reflections on working at the Campus Kitchen at Atlantic City**

*"As part of the Campus Kitchen team, I believe that being able to put together a meal for the members of our community that are going through a rough time is a direct impact in itself. However, the impact that I am more interested in is the one that I have when we meet with families that begin discussing their living conditions with us and that for me is the beginning of a trust relationship. To be able to generate a trust relationship with our fellow community members is a gateway to providing them assistance and building relationships beyond the meal."*



## Stockton's Food Drive

The SCCE continued Stockton's Food Drive this year to collect food from faculty and staff during the fall and spring semesters on the main campus and at the Manahawkin and Hammonton instructional sites. This year, we collected 1,412 pounds of food. While we did not see an increase of pounds of food over last year, we believe this is because, in response to a community request, we added baby care items to our collection efforts. The food was donated to the Campus Kitchen at Atlantic City and the pantry at the New Day Family Success Center, Family Services Association in Galloway, one of the two existing pantries in Galloway. Baby care items including diapers, baby wipes, diaper creams, and baby soaps were also taken to the New Day Family Success Center in Galloway. Food items donated at the Manahawkin Instructional Site were delivered to the King of Kings Church pantry in Ocean County and the donations from the Hammonton Instructional Site were donated to the Presbyterian Church pantry in Hammonton.

SCCE Student Fellow **Askhia Khawaja**, and graduate student **Rona Whitehead**, along with the Office of Service Learning, Events Services, and Plant Management, played key roles in this initiative. Additional Student Fellows and other student volunteers assisted in collecting and maintaining records of the food donated by faculty and staff. Other offices at the University contributed as well: The Office of Service Learning volunteered to receive calls from faculty and staff for food retrieval; the Office of Events Services scheduled the room for food collection; and Plant Management staff delivered the food to the pantry in Galloway. We thank the Stockton community for the success of our food drive, which made a positive impact in our community. We look forward to its continuation in fall 2017 and spring 2018.

## Google Translator Workshops

Two workshops were held this year to teach the parents of children at the Texas Avenue School in Atlantic City how to use Google Translator to communicate better with their children's teachers and administrators. Nine parents participated and were taught how to translate documents from the school using the Google Translator website. Participants were given a survey after the class written in English and used Google Translator to translate the survey into their native language and answer the questions. Results indicated that all respondents felt that they liked the class and would recommend it to others in their community.

Date	Number of Participants
December 12, 2016	4
February 15, 2017	5

## Translate

English Spanish French Detect language ▼



English Spanish Arabic ▼

Translate

## *School and Community Gardens*

In collaboration with AtlantiCare, SCCE Student Fellows work on community gardens. This summer, Student Fellows **Askhia Khawaja** and **Anthony Vigliano** have continued to help maintain the Hamilton Memorial United Methodist Church garden on Arctic Avenue in Atlantic City.

## *Afternoon Tea with Older Adults*

The SCCE visited housing complexes managed by the Atlantic City Housing Authority and Urban Redevelopment Agency six times this year. SCCE students, faculty, and staff played cards, dominoes, checkers, and chess with the residents while having free-range discussions guided by the residents' interests.

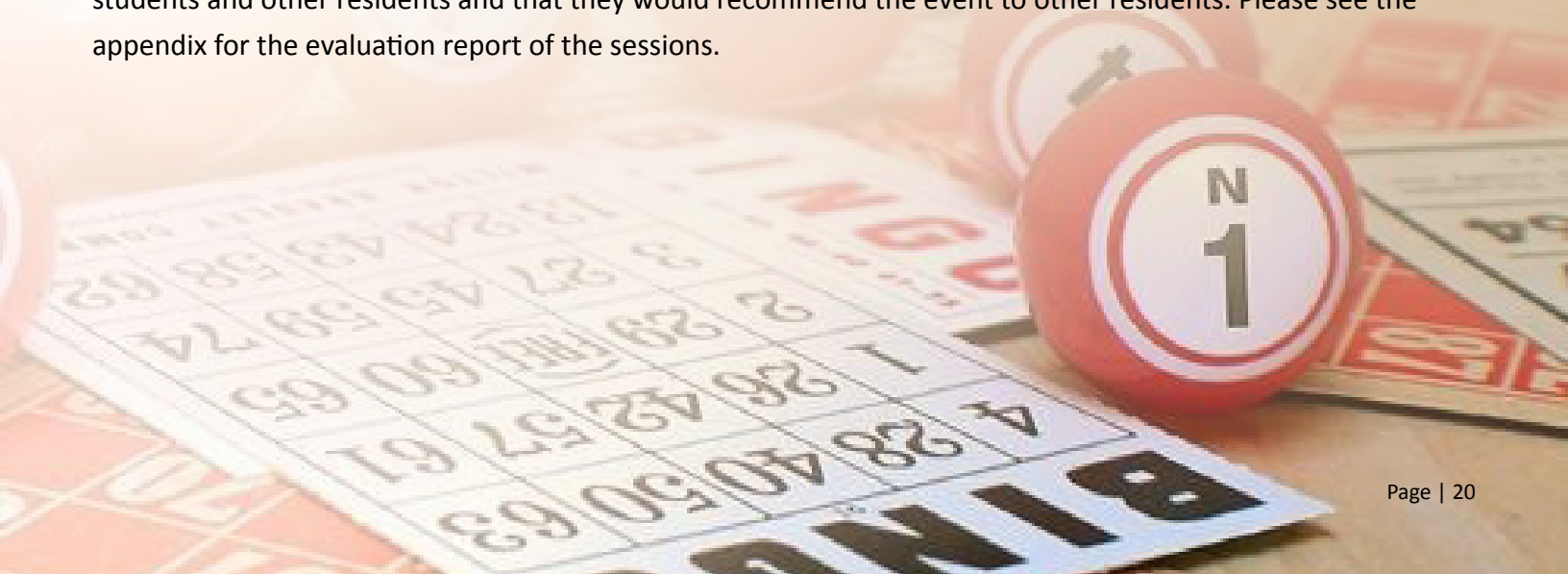
At the end of each session, participants took a survey about the session. Overall, participants agreed that the interaction with Stockton students and other residents was "Excellent," they rated quality of games as "Excellent," too. They overwhelmingly responded that they would recommend the program to other residents. Some comments left at the end of the surveys (with grammatical errors intact) include:

- "Come more often."
- "Students were very nice. Got along with residents well."
- "I like it very much and I hope they will come back."
- "It was fun so we do not get bored."

Please see the appendix for the evaluation report of the sessions.

## Game Day with Older Adults

In spring 2017, following a request from the Pleasantville Housing Authority, SCCE students started visiting older adults at the High Rise at 140 N. Main Street. Students, faculty, and staff visited the complex three times in the spring semester, playing games and calling bingo for the residents. Evaluations were done after two of the three sessions and the results indicate that residents enjoyed the interaction with Stockton students and other residents and that they would recommend the event to other residents. Please see the appendix for the evaluation report of the sessions.



## Reflections of Dr. Ted Alter, Assistant Professor of Social Work

*"I have been a social worker for nearly 40 years yet it has been decades since I had experienced meeting older adults. The older adults living in subsidized housing units we met have been most welcoming to the students and staff of the Stockton Afternoon Tea Program. Their comradery is apparent, as they seek to help students, as much as students seek to find ways to help them.*

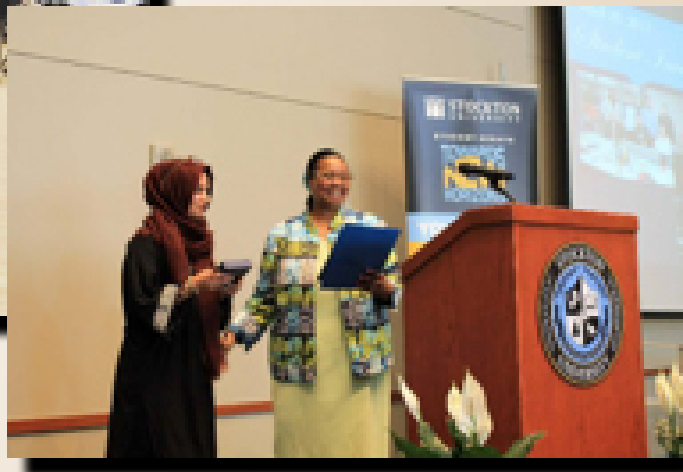
*In the spring 2017 semester, we began a concerted effort to recruit students to join the Stockton Afternoon Tea Program. We particularly sought out students in the social work program. The success of this overture is apparent not only in the number of students who have expressed interest, but also in those who have actually joined the program. **Because of this, the number of Afternoon Tea Programs will double from monthly, to bimonthly beginning in the fall 2017 semester.***

*While the success of the program can be measured by the number of residents who attend the Afternoon Tea Programs, their positive comments and the increasing number of students participating in the program. We are exploring a more statistically valid measurement tool, and will begin to use this instrument in the fall, 2017 semester. We plan to publish our results soon after the 2018 academic year."*

## *Student Fellows in the Spotlight*

We were thrilled to celebrate the graduation of four Student Fellows. **John Johnson, Sulsabeel Akram, Briana Simon, and Sarita Ware** all received their Bachelor's degrees this year.

Two Student Fellows received Involvement Awards from the Office of Student Development on April 20, 2017. **Askhia Khawaja** earned the Community Service Award and **Alejandra Londoño** earned the Be the Change Award.



Askhia Khawaja was elected to the Student Senate for the 2017 – 2018 academic year.



### **SCCE Student Community Engagement Research Fellowship**

**Michelle Cupo**, a Criminal Justice major, and **Annabella Gross**, a Liberal Arts major, under the supervision of **Josh Duntley**, were awarded the **SCCE Student Community Engagement Research Fellowship** to fund their participation in an Alternative Spring Break experience at Give Kids the World in Orlando Florida ([www.gktw.org](http://www.gktw.org)). Give Kids the World is an 84-acre, nonprofit “storybook” resort, where children with life-threatening illnesses and their families are treated to weeklong, cost-free vacations. Michelle and Annabella started contributing to the experience early. They helped to plan the travel logistics of the trip, organized the volunteer schedules, engaged in fundraising and made connections for new fundraising to support our 2018 experience.

To help assess the impact of the experience, Annabella and Michelle adapted the *Attitudes Toward Disabled Persons* scale to be appropriate for our Give Kids the World volunteers. They administered the scale to all volunteers before the trip and again after they returned. They plan to present their findings and more information about their volunteer experience at the next Stockton Day of Scholarship. Michelle and Annabella organized reflection sessions about the challenges, triumphs, joy, and sadness that they experienced that day. Volunteering at Give Kids the World is deeply challenging. The reflection sessions were very helpful to allow the volunteers to debrief and de-stress. The staff and volunteers work incredibly hard to make the guests’ experience joyful despite the tragic reality of the medical conditions that the children and their families are facing.

### **Democracy Commitment (TDC) and NASPA Students Affairs Administrators in Higher Education’s Civic Learning and Democratic Engagement National Meeting**

Dr. Merydawilda Colón was a part of the delegation of 21 Stockton faculty, staff, and students who attended the Democracy Commitment (TDC) and NASPA Students Affairs Administrators in Higher Education’s Civic Learning and Democratic Engagement National Meeting in Baltimore, MD in June 2017. Dr. Colón joined Stockton faculty and staff including Carra Hood, Erin O’Hanlon, Daniel Tomé, Dan Douglas, Oliver Cooke, and Patrick Burns in presenting in the mini-institute entitled, “Creating a Culture of Civic and Community Engagement on College Campuses: Missions, History, and Future Directions.” The presenters shared key processes needed to cultivate civic and community engagement on college campuses and provided tools for attendees to use to energize and align work on their own campuses.

### **Presentation at the 17th Annual Day of Scholarship “Where Ideas Take Flight!”**

In March 2017 Merydawilda Colón, Daniel Tomé, Heather Swenson Brilla, and Erin O’Hanlon presented, “*Launching the Stockton Civic Action Plan*” at Stockton’s Day of Scholarship. The group outlined the points of the upcoming communication campaign and received feedback on the best ways to market civic and community engagement on and off campus.

## *Upcoming Projects*

In the new school year, the SCCE will be creating a Homework Completion Program at the Pleasantville Branch Atlantic County Library System on Wednesdays. This program comes after a request from the Pleasantville Police Department to replicate the successes of our programs in Atlantic City.

We will be enhancing our Homework Programs in Atlantic City by adding a “Little Library” reading program at Buzby Homes Village and Stanley Holmes Village. Students will be encouraged to read a book after their homework is done and when they have finished the book and answered a question about the story, the name of the book and the child’s name will be written on a leaf that will be placed on a book tree at the site. This program hopes to replicate the success of a similar program currently running at St. Mary’s Church in Pleasantville.

Finally, the SCCE is creating a bi-weekly meeting group called the Community Resource Collaborative. The group is designed for Stockton Students without parental support (students who aged out of foster care, students who are homeless, or students who lived in informal kinship care). The Collaborative brings students together every two weeks to share off-campus resources and direct students to the available on-campus resources which will allow them to keep moving towards graduation. The Collaborative will be facilitated by SCCE staff but students will take an active role in finding and sharing resources amongst themselves. The goal of the Collaborative is to highlight the University’s robust existing resources and use the SCCE’s community partners to maintain or increase Stockton’s persistence and retention rates.







## APPENDIX

### Excerpt of Academic Schools and Instructional Sites Community Engagement Report

#### ARHU

- On June 24, 2017, Stockton partnered with the Atlantic City Arts Foundation and a host of community volunteers and artists to launch **48 Blocks**, an inclusive arts festival happening throughout Atlantic City. This festival was not limited to the boardwalk or adjacent tourist areas but extended throughout the city's six wards—over the 48 blocks that constitute its geographical footprint.  
Developed over several months in dialogue with community members, the project had a number of goals: to discover the hidden creativity and talent within Atlantic City's neighborhoods, to encourage neighborhood planning initiatives, to increase residential foot traffic around the city, and to intervene in and begin to change the narrative on Atlantic City among its residents and the public at large. Our goal this year was to pilot the project, providing a proof of concept that would allow us to secure sufficient funding not only to make this an annual event but also to add pieces to the city's permanent public art inventory each year. Our pilot was a smashing success with residents and garnered much positive press coverage, including an Opinion piece in the *Press of Atlantic City*, heralding our fresh approach to cultivating the arts in Atlantic City.
- ARHU and Communication Studies established community television partnerships, which include student internships, for production of original programming, Latino Motion, and The Press of Atlantic City's program, -30-, for broadcast on the Stockton Channel.

#### NAMS

- Jeff Webber worked with the local Boy Scouts in helping them achieve one of their merit badges during the Stockton Merit Badge Fair.
- Matthew "Rocky" Severs went into Hillside Elementary School (Mount Laurel) and taught all of the first grade classes about minerals and their importance. "Rocky" Severs has also been working since August 2016 with the Stockton-Southern Regional Institute/Educational Technology Training Center through Patty Weeks, Kim Lebak and Stacey Cullen from the Education School, and Tara Luke from Biology on the Stockton Science Collaborative MSP Grant in improving science education at the K-8 level in area school districts (Mullica, Galloway, Egg Harbor Township, Egg Harbor City, Port Republic and Assumption). Emma Witt also aided with two of the days of professional development, once in August 2016 and the second time in June 2017. This grant workshop is continuing for a second year in 2017-2018.
- Susanne Moskalski has been serving as a Technical Advisor to the Mordecai Land Trust (for preservation of Mordecai Island, NJ), and is an Advisory Council Member at the Marine Academy of Science and Technology (MAST).

- Additionally, Geology Club students undertook several visits into area schools (Pinelands High School, Vineland High School, Howell High School) to inform students about various aspects of geology.
- Yitzhak Sharon, Professor of Physics and Weinstein Professor of Jewish Studies, was a co-presenter, with Rabbi Robert Wolkoff, of a Dialogue on Science and Religion. The program took place on February 12, 2017 at Congregation B'nai Tikvah in North Brunswick, New Jersey. Dr. Sharon was also the keynote speaker at the community-wide Israel Independence Day Program on May 1, 2017. The event was organized by the Federation of Jewish Agencies of Atlantic and Cape May Counties and was held at the Shirat Hayam Synagogue in Ventnor, New Jersey.

#### Woodbine Instructional Site

- The Woodbine Instructional Site opened its doors to host many community events including events celebrating the Woodbine Quasquicentennial, topical workshops, and many community field trips to the Sam Azeez Museum of Woodbine Heritage.
- Jane Stark, Executive Director of the Sam Azeez Museum of Woodbine Heritage gave several lectures on the museum across South Jersey.

#### **Stanley Holmes Village Homework Completion Program Report**

For the 2016–2017 fiscal year, 81 Stockton students and Atlantic City police officers volunteered to assist with the Stanley S. Holmes Village Homework Completion Program. Seventy-five tutors were from Stockton University and six tutors were from the Atlantic City Police Department. Each tutor attended at least one homework session. The number of tutors each day ranged from 1 to 13 with an average of four tutors per day. The highest tutor participation was on Thursdays (30.1% of participation) whereas the lowest tutor participation was on Mondays (19.6% of participation).

The program operated according to the Atlantic City School District calendar. June 13, 2017 was the last day of the program for the fiscal year. In total, the program was held 106 days this year and 53 students enrolled in the program. Fifty-three students represent 17% of the Stanley Holmes Village residents under the age of 18. The number of homework sessions students attended ranged from 1 to 96 times with an average attendance of 20.6 times. During the year approximately 48.2% of students attended the program more than 10 times. Seventeen students from Stanley Holmes Village submitted their fourth marking period report cards (representing 32.1% of the participants). 100% of the students have a grade of “C” or higher in Math and 88.2% have received a grade of “C” or higher in Language Arts.

#### **Buzby Homes Village Homework Completion Program Report**

For AY 2016 – 2017, 72 Stockton students and Atlantic City police officers volunteered to assist with the Buzby Village Homework Completion Program. Sixty-seven tutors were from Stockton University and five tutors were from the Atlantic City Police Department. Each tutor attended at least one homework session. The number of tutors each day ranged from 1 to 9 with an

average of four tutors per day. The highest tutor participation was on Tuesdays (27.5% of participation) whereas the lowest tutor participation was on Mondays (21.8% of participation).

The program operated according to the Atlantic City School District calendar. June 13, 2017 was the last day of the program for the fiscal year. In total, the program was held 103 days this year and 56 students enrolled in the program. Fifty-six students represent 40% of the residents of Buzby Village under the age of 18. The number of homework sessions students attended ranged from 1 to 92 times with an average attendance of 22 times. During the year, approximately 60.4% of students attended the program more than 10 times. Twenty-two students from Buzby Village submitted their report cards (representing 39.3% of the participants). 63.9% of the students have a grade of "C" or higher in Math and 72.7% of the students have a grade of "C" or higher in Language Arts.

#### **Homework Completion Program at the Atlantic City Police Athletic League (PAL)**

For the 2016–2017 fiscal year, 56 Stockton students and Atlantic City police officers volunteered to assist with the Homework Completion Program at PAL. Fifty-five tutors were from Stockton University and one tutor was from the Atlantic City Police Department. Each tutor attended at least one homework session. The number of tutors each day ranged from 1 to 14, with an average of three tutors per day. The highest tutor participation was on Mondays (53.3%) whereas the participation rate for Thursdays was (46.7%).

The program operated according to the Atlantic City School District calendar. June 12, 2017 was the last day of the program for the fiscal year. In total, the program was held 49 days this year. Eighty students participated in the program this year. The number of homework sessions students attended ranged from 1 to 32 times with an average of four times. During the year approximately 7.5% of students attended the program 10 or more times.



## Appendix B

### Homework Completion Program

1. How do you feel when you see a police officer?



2. What does a police officer do?



3. Who would you try to find if you needed help?



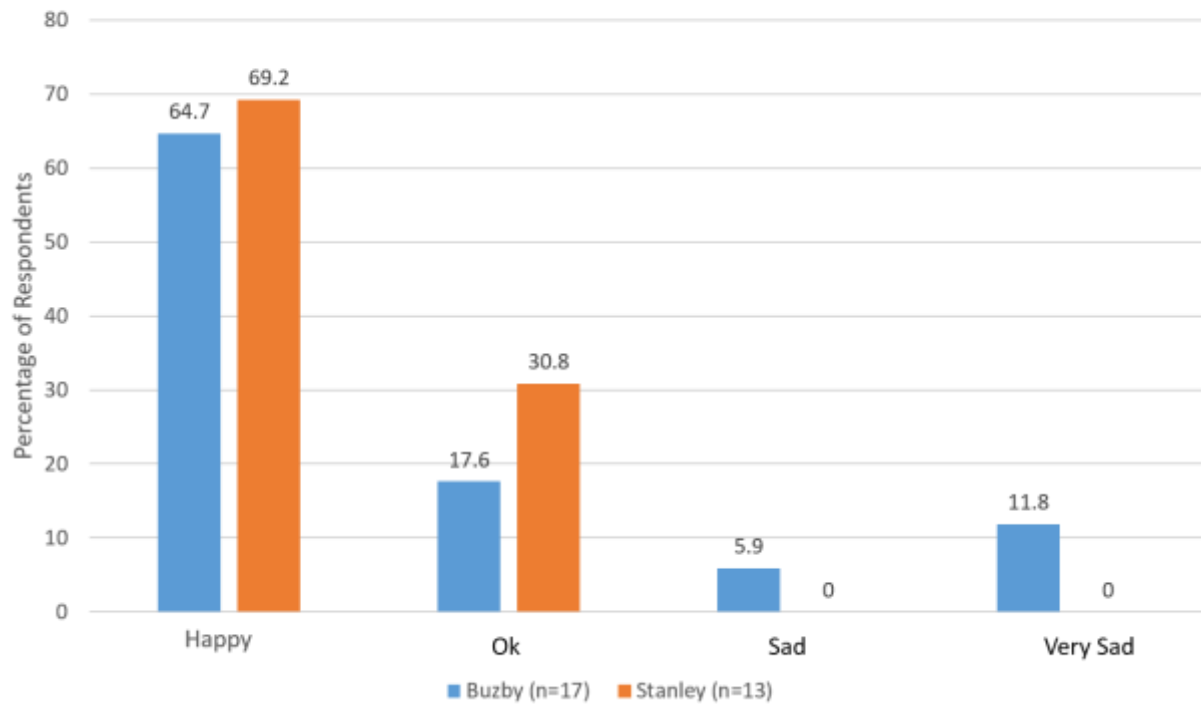
4. What is the best part of coming to the HCP at Buzby Homes Village?



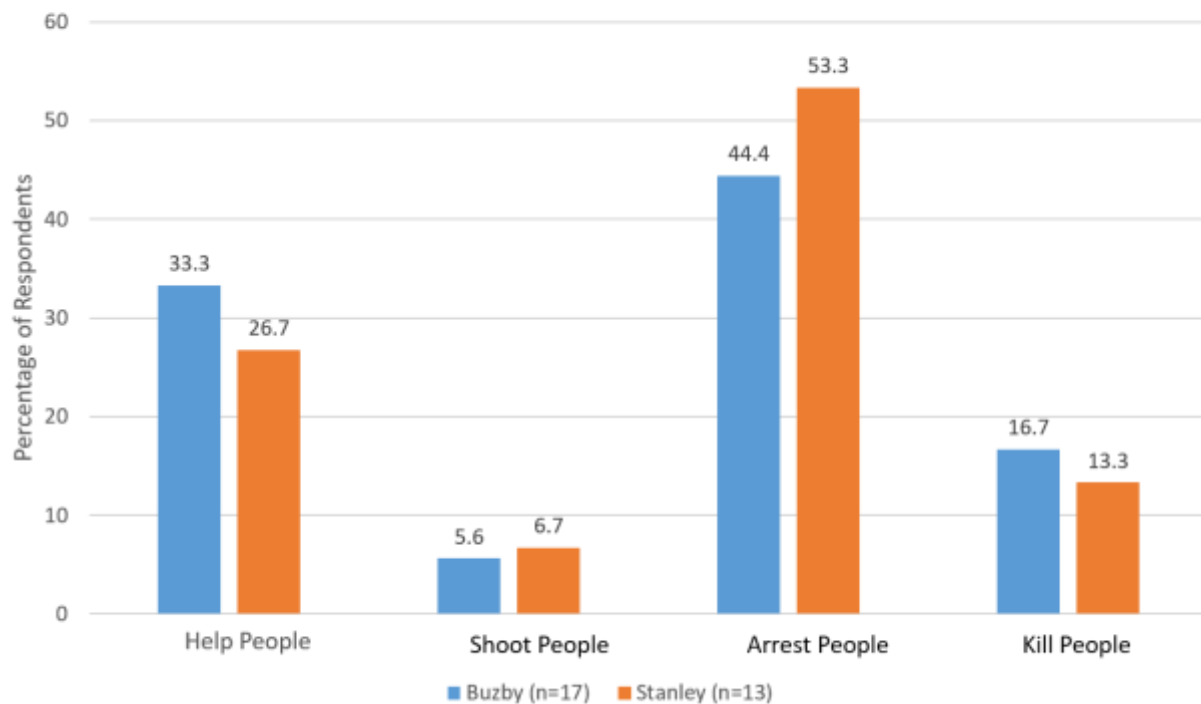
5. I love coming to the community room in Buzby Homes Village!



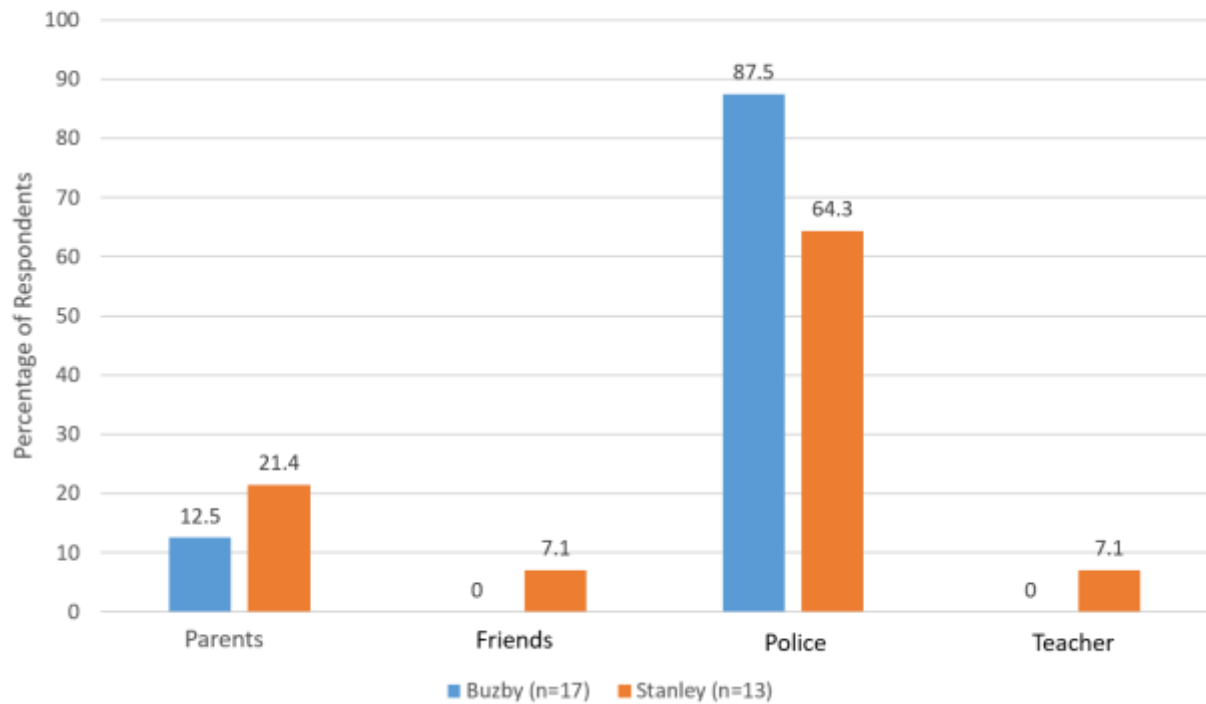
Question 1  
How do you feel when you see a police officer?



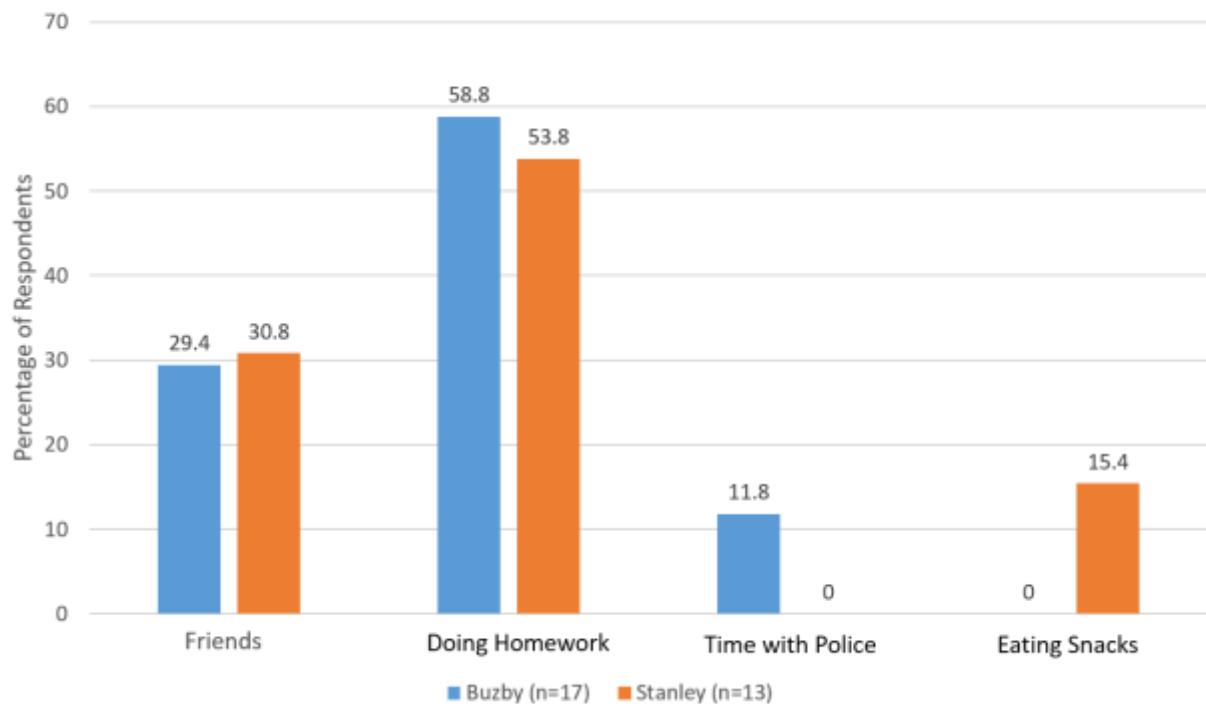
Question 2  
What do police do?



Question 3  
Who would you ask if you needed help?

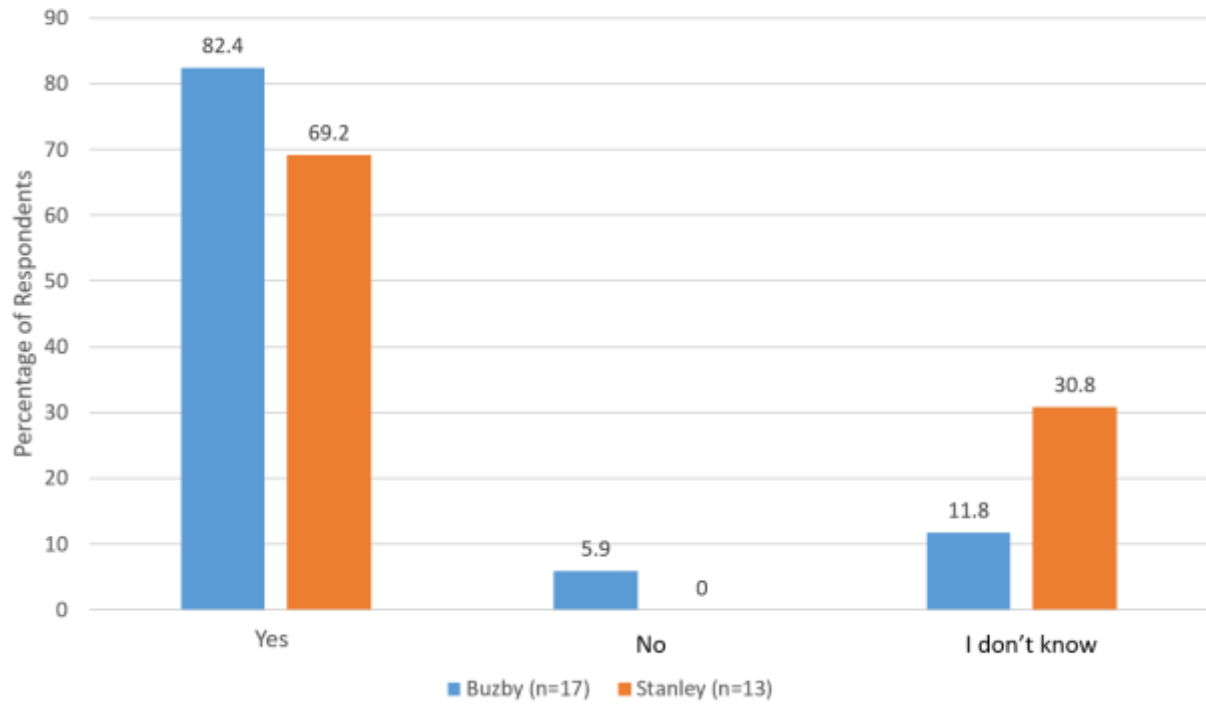


Question 4  
What is the best part of the homework program?





Question 5  
Do you love coming to the homework program?



## Naturalization Classes

This report highlights the findings from the naturalization classes, which were held at the Carnegie Center on Tuesday evenings from 6:00 P.M. to 7:30 P.M. Weekly classes were taught by Student Fellows **Alejandra Londoño** and **Paola de los Santos** with the support of **Dr. Jessie K. Finch**. The assessment instruments were administered in Spanish. The below survey, evaluations, and responses have been translated from Spanish to English for this report. The second section of the survey was different in the fall 2016 and spring 2017 semesters and both versions are included below.

A comment section was included in each survey.

### Survey - Circle the number that represents your opinion.

Consider these aspects of the classes	Poor	Regular	Good	Excellent
Duration of classes	1	2	3	4
Class schedule	1	2	3	4
Relevance of the information to my needs	1	2	3	4
Opportunity to ask questions	1	2	3	4
Interaction with the participants and facilitators	1	2	3	4
Knowledge of the facilitators	1	2	3	4
Materials and resources	1	2	3	4
Place of classes	1	2	3	4

### *Assessment for Fall 2016*

	Nothing	Somewhat	Completely
To what extent do you believe that the classes prepared you for the naturalization exam?	1	2	3
To what extent do you believe that the classes met your expectations?	1	2	3
To what extent would you recommend these classes to friends and family?	1	2	3

### *Assessment for Spring 2017*

	Yes	No
Do you believe these classes prepared you for the naturalization exam?	1	2
Do you believe that this class met your expectations?	1	2
To what extent would you recommend these classes to friends and family?	1	2

Using the format described above, nineteen students evaluated the classes at the Carnegie Center. Table 1 ratings are based on a Likert scale from 1 to 4 where 1 is “poor” and 4 is “excellent.” Table 1a ratings are based on a Likert scale from 1 to 3 where 1 is “nothing” and 3 is “completely.” The mean scores for participants' ratings of naturalization classes are reported in Tables 1 and 1a.

**Table 1. Mean scores for participants' ratings of naturalization classes for the AY 2016-2017**

Dates	N	Length of Event	Class Schedule	Relevance of Information to My Needs	Opportunity to Ask Questions	Interaction with Participants and Facilitators	Knowledge of the Facilitators	Materials and Resources	Location of Class
Fall 2016	9	4	4	4	4	3.89	4	4	3.89
Spring 2017	10	4	4	3.9	4	4	4	4	4

**Table 1a. Mean scores for participants' ratings of naturalization classes for the AY 2016-2017, continued**

Dates	To what extent do you believe these classes prepared you for the naturalization exam?	To what extent do you believe that this class met your expectations?	To what extent would you recommend these classes to friends and family?
Fall 2016	3	3	3
Spring 2017	0.9	1	1

All participants rated the duration and schedule of the classes, the knowledge of facilitators, and the materials and resources as “excellent.” Most participants rated the relevance of information to my needs, interaction with participants and facilitators, and the location of the class as “excellent.” The distribution of the ratings for the program can be found in tables 2 and 2a.

In regards to the second section of the survey, in the fall semester, 100% ( $n = 9$ ) of those surveyed reported that they believed the classes completely prepared them for the naturalization exam, completely met their expectations, and that they would completely recommend the class to friends and family. In the spring semester, 100% ( $n = 10$ ) of those surveyed stated that they believed the classes prepared them for the naturalization exam, met their expectations, and that they would recommend the class to friends and family.

**Table 2. Breakdown of participants' ratings of naturalization classes for the AY 2016-2017**

Dates	N	Length of Event	Class Schedule	Relevance of Information to My Needs	Opportunity to Ask Questions	Interaction with Participants and Facilitators	Knowledge of the Facilitators	Materials and Resources	Location of Class
<b>Fall 2016</b>	9								
Average		0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Good		0(0%)	0(0%)	0(0%)	0(0%)	1(11.1%)	0(0%)	0(0%)	1(11.1%)
Excellent		9(100%)	9(100%)	9(100%)	9(100%)	8(88.9%)	9(100%)	9(100%)	8(88.9%)
<b>Spring 2017</b>	10								
Average		0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Good		0(0%)	0(0%)	1(10%)	0(0%)	0(0%)	0(0%)	0(0%)	1(10%)
Excellent		10(100%)	10(100%)	9(90%)	10(100%)	10(100%)	10(100%)	10(100%)	9(90%)

**Table 2a. Breakdown of participants' ratings of naturalization classes for the AY 2016-2017, continued**

	N	To what extent do you believe these classes prepared you for the naturalization exam?	To what extent do you believe that this class met your expectations?	To what extent would you recommend these classes to friends and family?
<b>Fall 2016</b>	9			
Somewhat		0(0%)	0(0%)	0(0%)
Completely		9(100%)	9(100%)	9(100%)
		Do you believe these classes prepared you for the naturalization exam?	Do you believe that this class met your expectations?	Would you recommend these classes to friends and family?
<b>Spring 2017</b>	10			
No		0(0%)	0(0%)	0(0%)
Yes		10(100%)	10(100%)	10(100%)



Participants left varying comments on their evaluations in Spanish. However, because of the volume of the comments, this report presents only a summary. Many of the comments expressed gratitude and thanks for the opportunity to attend these classes, while others indicated that they felt more prepared for the citizenship exam due to these classes. It is noteworthy that none of the comments were negative.

### Conclusion

In conclusion, the overall feedback of these classes was positive. Most participants indicated that these classes met their expectations: responses show that they learned a lot from these classes and felt more prepared to take the citizenship exam. Some respondents scored relevance, location, and interaction of these classes lower; however, the lowest satisfaction rating received was “good.” The majority of the evaluations rated these classes positively and XX participants in the classes to date have become naturalized citizens.

### Afternoon Tea and Game Day with Older Adults Sessions Report

The SCCE visited housing complexes managed by the Atlantic City Housing Authority and Urban Redevelopment Agency or the Pleasantville Housing Authority nine times this year. SCCE students, faculty, and staff played cards, dominoes, checkers, and chess with the residents while having free-range discussions guided by the residents’ interests. Sessions were held on the following dates and locations:

- 10/21/16 - Jeffries Tower, Atlantic City
  - 11/18/16 - Altman Tower, Atlantic City
  - 1/20/17 - Shore Park, Atlantic City
  - 2/17/17 - Jeffries Tower, Atlantic City
  - 3/17/17 - Altman Tower, Atlantic City
  - 4/7/17\* - High Rise in Pleasantville
  - 4/21/17 - High Rise in Pleasantville
  - 6/22/17\* - High Rise in Pleasantville
  - 6/23/17 - Jeffries Tower, Atlantic City
- \*No assessment was conducted at this session*

At the end of each session, participants took a survey about the session which is included below. Mean scores for all sessions are presented in tables 3 and 3a.

**“Please rate the following aspects of the event. Circle the number that best represents your opinion.”**

Aspect of Event	Poor	Average	Good	Excellent
The length of the event (90 minutes)	1	2	3	4
Interaction with Stockton students	1	2	3	4
Interaction with other residents	1	2	3	4
Types of games	1	2	3	4

**Table 3. Mean scores for participants' ratings of "aspect of event" for the afternoon tea programming for the AY 2016-2017**

Dates	N	Length of Event	Interaction with Stockton Students	Interaction with other residents	Types of games
11/18/2016	12	3.75	3.54	3	3.17
1/20/2017	15	3.53	3.5	3.79	3.54
2/16/2017	17	3.35	3.35	3.41	3.35
3/17/2017	15	3.53	3.64	3.43	3.23
4/14/2017	5	3.2	3.4	3.2	3
4/21/2017	3	4	3.67	2.67	4
6/23/2017	30	3.45	3.67	3.71	3.44

Perception of Event	Not at all	Somewhat	Very much
Did the event meet your expectations?	1	2	3
Would you recommend the event to others?	1	2	3

**Table 3a. Mean scores for participants' ratings of "perception of event" for the afternoon tea programming for the AY 2016-2017**

Dates	N	Did the event meet your expectations?	Would you recommend the event to others?
11/18/2016	12	2.62	2.92
1/20/2017	15	3	3
2/16/2017	17	2.75	2.85
3/17/2017	15	2.71	2.86
4/14/2017	5	2.8	3
4/21/2017	3	3	3
6/23/2017	30	2.63	2.9

Open-ended questions included the following: "What was the best part of the event today?", "What do you normally do at this time on a Friday afternoon?", and "If you have any additional suggestions or comments, please write them in the space provided below."

Mean scores indicate that all residents found the length of the event, the interaction with Stockton students and the types of games provided to be "good" or "excellent". Scores for

“interaction with other residents” dipped on 4/21/17, which may be explained by the small sample size. Whether the event met the residents’ expectations and whether they would recommend the event to others showed favorable scores, as can be seen in table 3b. All residents reported that they would “somewhat” or “very much” recommend the event to others and that it met their expectations.

**Table 3b. Breakdown of participants' ratings of afternoon tea programming for the AY 2016-2017**

Dates	N	Length of Event	Interaction with Stockton Students	Interaction with other residents	Types of games	Did the event meet your expectations?	Would you recommend the event to others?
<b>11/18/2016</b>	13						
<i>Average</i>		0 (0%)	1(8.3%)	4(36.4%)	3(25%)		
<i>Good</i>		3(25%)	4(33.3%)	3(27.2%)	4(33.3%)		
<i>Excellent</i>		9(75%)	8(66.6%)	4(36.4%)	5(41.7%)		
<i>Somewhat</i>						5(38.5%)	1(8.3%)
<i>Very Much</i>						8(61.5%)	11(91.7%)
<b>1/20/2017</b>	15						
<i>Average</i>		1(6.7%)	2(14.3%)	0(0%)	2(15.4%)		
<i>Good</i>		5(33.3%)	3(21.4%)	3(21.4%)	2(15.4%)		
<i>Excellent</i>		9(60%)	9(64.3%)	11(78.6%)	9(69.2%)		
<i>Somewhat</i>						0(0%)	0(0%)
<i>Very Much</i>						15(100%)	14(100%)
<b>2/17/2017</b>	17						
<i>Average</i>		1(5.9%)	1(5.9%)	0(0%)	1(5.9%)		
<i>Good</i>		9(52.9%)	9(52.9%)	10(58.8%)	9(52.9%)		
<i>Excellent</i>		7(41.2%)	7(42.2%)	7(41.2%)	7(41.2%)		
<i>Somewhat</i>						4(25%)	2(15.4%)
<i>Very Much</i>						12(75%)	11(85.6%)
<b>3/17/2017</b>	15						
<i>Average</i>		1(6.7%)	0(0%)	0(0%)	1(7.7%)		
<i>Good</i>		5(33.3%)	5(35.7%)	8(57.1%)	8(61.5%)		
<i>Excellent</i>		9(60%)	9(64.3%)	6(42.9%)	4(30.8%)		
<i>Somewhat</i>						4(28.6%)	2(14.3%)
<i>Very Much</i>						10(71.4%)	12(85.7%)
<b>4/17/2017</b>	5						
<i>Average</i>		0(0%)	0(0%)	0(0%)	1(25%)		
<i>Good</i>		4(80%)	3(60%)	4(80%)	2(50%)		
<i>Excellent</i>		1(20%)	2(40%)	1(20%)	1(25%)		
<i>Somewhat</i>						1(20%)	0(0%)
<i>Very Much</i>						4(80%)	4(100%)
<b>4/21/2017</b>	3						



<i>Average</i>	0(0%)	0(0%)	2(66.67%)	0(0%)		
<i>Good</i>	0(0%)	1(33.3%)	0(0%)	0(0%)		
<i>Excellent</i>	3(100%)	2(66.6%)	1(33.33%)	2(100%)		
<i>Somewhat</i>					0(0%)	0(0%)
<i>Very Much</i>					3(100%)	3(100%)
<b>6/23/2017</b>	21					
<i>Poor</i>	1(4.8%)	0(0%)	0(0%)	1(4.8%)		
<i>Average</i>	1(4.8%)	0(0%)	1(4.8%)	0(0%)		
<i>Good</i>	6(28.6%)	6(28.6%)	3(14.3%)	7(33.3%)		
<i>Excellent</i>	12(57.1%)	12(57.1%)	13(61.9%)	10(47.6%)		
<i>Somewhat</i>					7(33.3%)	2(9.5%)
<i>Very Much</i>					12(57.1%)	18(85.7%)

### Open ended questions and Comments

The following are comments made by participants across the sessions:

“What was the best part of the event today?”

- Getting along
- The games and food
- Playing cards
- Getting together with friends

What do you normally do at this time on a Friday afternoon?

- Go shopping
- Watch my stories
- Watch TV
- Playing video games
- Sleeping

If you have any additional suggestions or comments, please write them in the space provided below:

- Please come more often
- Bingo and painting
- Playing piano
- Less sugary sweets

### Closing

SCCE looks forward to more Afternoon Tea and Game Day sessions with older adults. The well-received program is a great opportunity to bridge the generation between older adults and Stockton students.

## **Assessment of Impact**

### **Impact of Service for Faculty Report\***

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

**Response rate:** 42 surveys were completed

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

**Data collection period:** April through May of 2017

**Sampling method:** non-probability sampling

### **Findings**

#### *Sample Characteristics*

- Among the 42 respondents who answered the number of semesters their students have been involved with community engagement work as part of their course requirement or for extra credit, 35.71% ( $n = 15$ ) indicated more than six, 33.33% ( $n = 14$ ) indicated two to three semesters, 16.67% ( $n = 7$ ) indicated four to five semesters, 14.29% ( $n = 6$ ) indicated “this is my first semester.”
- Among the 42 respondents, 42.86% ( $n = 18$ ) “occasionally have done community engagement work that does not involve students,” 23.81% ( $n = 10$ ) “regularly have done community engagement work that does not involve students,” 26.19% ( $n = 11$ ) are “always engaged in one or more community engagement/service projects,” 7.14% ( $n = 3$ ) “never have done community engagement work that does not involve students,” and 0% ( $n = 0$ ) have “only done community engagement work with students.”
- Among the 41 respondents who selected which best characterize their position at Stockton, 31.71% ( $n = 13$ ) indicated “faculty tenured, non-coordinator,” 24.39% ( $n = 10$ ) indicated “faculty-tenure track, not tenured,” 19.51% ( $n = 8$ ) indicated “faculty-program coordinator,” 17.07% ( $n = 7$ ) indicated “adjunct,” 4.88% ( $n = 2$ ) indicated “other,” 2.44% ( $n = 1$ ) indicated “faculty visiting.”
- Among the 42 respondents who indicated the number of semesters they have been at Stockton, all indicated more than one semester. The majority (78.57%,  $n = 33$ ) has been at Stockton more than six semesters, and 14.29% ( $n = 6$ ) have been at Stockton three to four semesters.

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\*Assessment Report format was based on Faculty Engagement Survey Report written by Dr. Jennifer Barr on March 26, 2014

- All schools were represented, among the 44 respondents, the largest representation was from SOBL (29.55%,  $n = 13$ ) and HLTH (22.73%,  $n = 10$ ) followed by GENS (18.18%,  $n = 8$ ), BUSN (13.64%,  $n = 6$ ), ARHU (9.09%,  $n = 4$ ), NAMS (4.55%,  $n = 2$ ), and EDUC (2.27%,  $n = 1$ ).

*Number of Semesters that Students Have Been Involved with Community Engagement Work as Part of Course Requirements, or for Extra Credit*

- Among the 42 respondents who indicated the number of semesters their students have been involved with community engagement work as part of course requirements, or for extra credit, 35.71% ( $n = 15$ ) indicated six or more semesters, 33.33% ( $n = 14$ ) indicated two to three semesters, 16.67% ( $n = 7$ ) indicated four to five semesters, 14.29% ( $n = 6$ ) indicated “this is my first semester.”

*Types of Sites at Which Students Have Worked in Community Partnerships*

- Respondents had the following choices to select all that apply: “homework completion programs in Atlantic City,” “campus kitchen,” “afternoon tea with older adults,” campus food drive,” “community gardens,” hunger related projects,” education related projects,” healthcare related projects,” “business/marketing related projects,” “arts and culture related projects,” disability/elder care related projects,” “environmental sustainability related projects,” “homelessness and poverty related projects,” “recreation/sports/fitness related projects,” and “other.”
  - All types of sites were selected, however; education and health related projects were chosen the most.
    - 30.95% ( $n = 13$ ) of respondents selected “healthcare related projects”
    - 26.19% ( $n = 11$ ) of respondents selected “other”
    - 23.81% ( $n = 10$ ) of respondents selected “arts and culture related projects”
    - 19.05% ( $n = 8$ ) of respondents selected “disability/elder care related projects”
    - 19.05% ( $n = 8$ ) of respondents selected “homelessness and poverty related projects”

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- 19.05% ( $n = 8$ ) of respondents selected “recreation/sports/fitness related projects”
- 14.29% ( $n = 6$ ) of respondents selected “business and/or marketing related projects”
- 11.90% ( $n = 5$ ) of respondents selected “homework completion program in Atlantic City”
- 11.90% ( $n = 5$ ) of respondents selected “campus food drive”
- 11.90% ( $n = 5$ ) of respondents selected “environmental sustainability related projects”
- 9.52% ( $n = 4$ ) of respondents selected “campus kitchen”
- 9.52% ( $n = 4$ ) of respondents selected “hunger related projects”
- 4.76% ( $n = 2$ ) of respondents selected “community gardens”
- 2.38% ( $n = 1$ ) of respondents selected “afternoon tea with older adults”
- The following is the list of responses for “other.”
  - “Conflict resolution”
  - “Black Lives Matter Atlantic City Chapter”
  - “Town of Hammonton Stockton Park”
  - “Preschool project I developed for the class I taught.”
  - “Prevent child abuse”
  - “Naturalization courses”
  - “Volunteer income tax assistance”
  - “Immigration, migration related research”

#### *Ways to Access Community Engagement Projects*

- Respondents had the following choices to select from: “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,” “other.”
  - 47.62% ( $n = 20$ ) chose “the office of service learning,” 11.90% ( $n = 5$ ) chose “Stockton clubs,” 11.90% ( $n = 5$ ) chose “other,” 7.14% ( $n = 3$ ) chose “internship,” 7.14% ( $n = 3$ ) chose “The Stockton Center for Community Engagement,” 7.14% ( $n = 3$ ) chose “Athletics,” and 7.14% ( $n = 3$ ) chose “I have never participated in community engagement while at Stockton.”
    - The following is the list of responses for “other.”
      - “Bay-Atlantic Symphony music mentorship program”
      - “I created my own community engagement project through collaboration with The Noyes Arts Garage and Dr. Lisa Honnaker...”

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“Stockton Center on Successful Aging”

“I work with both Service-Learning and Community Engagement in my classes”

“Counseling Center”

### *Most Important Learning Goal for Students in Community Engagement*

Respondents had the following choices to select all that apply as their most important learning goal for students in community engagement: “knowledge of the community they work in,” “increase in ability to effect change,” “changes in attitudes,” “perspective taking,” and “specific learning related to the course content” and “other.”

- All learning goals were selected, however; “specific learning to course content” and “changes in attitudes” were chosen the most.
  - 52.38% ( $n = 22$ ) of respondents selected “specific learning related to the course content”
  - 50.0% ( $n = 21$ ) of respondents selected “changes in attitude”
  - 45.24% ( $n = 19$ ) of respondents selected “knowledge of the community they work in”
  - 42.86% ( $n = 18$ ) of respondents selected “perspective taking”
  - 38.10% ( $n = 16$ ) of respondents selected “increase in ability to effect change”
  - 14.29% ( $n = 6$ ) of respondents selected “other”
- The following is the list of responses for “other”
  - “To grow as humans and appreciate others”
  - “Learning to be respectful, responsible, self-aware civil citizens”
  - “Opportunity to utilize skills learned in classroom settings to real life situations; to build trust between people and to foster understanding of older generation.”
  - “None”
  - “Teamwork and collaboration, goal setting, leadership, communication”
  - “Rotaract Club is doing the projects.”

### *Impact of Students’ Reflections on 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

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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" was chosen the most.
  - 64.29% ( $n = 27$ ) of respondents selected "provided more points of connection for students' experiences"
  - 45.24% ( $n = 19$ ) of respondents selected "helped me to connect theory to practice"
  - 38.10% ( $n = 16$ ) of respondents selected "given me contemporary examples to integrate into my instruction"
  - 30.95% ( $n = 13$ ) of respondents selected "improved my own insight and understanding of the community status"
  - 21.43% ( $n = 9$ ) of respondents selected "given me different perspectives on issues"
  - 7.14% ( $n = 3$ ) of respondents selected "no impact"
  - 4.76% ( $n = 2$ ) of respondents selected "other"
- The following are the responses for "other"
  - "Above query hasn't the response of zero so left blank"
  - "I have not asked students to reflect specifically on community engagement, but I think I should in the future."

### *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."

Among the respondents who answered this question 21.43% ( $n = 9$ ) chose "given me contemporary examples to integrate into my instruction," 21.43% ( $n = 9$ ) chose "helped me to connect theory to practice," 16.67% ( $n = 7$ ) chose "given me different perspectives on issues," 11.90% ( $n = 5$ ) chose "improved my own insight and understanding of the community status," 9.52% ( $n = 4$ ) chose "provided more points of connection for students' experiences," 9.52% ( $n = 4$ ) chose "not applicable," 4.76% ( $n = 2$ ) chose "no impact," and 4.76% ( $n = 2$ ) chose "other."

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- The following are the responses for “other.”

“This allows only one response”

“Several: Given me perspectives; Given me contemporary examples;  
Connect theory to practice, Improved my own insight”

### *Impact of Community Engagement Work on Scholarship*

- Respondents were asked, “if you have done community engagement work that does not involve students, how has that work affected your scholarship?” They were presented the following choices: “given me different perspectives on issues,” “given me contemporary examples to integrate into my scholarship,” “no impact,” “not applicable,” and “other (please specify).”

Among the respondents who answered this question, 38.10% ( $n = 16$ ) chose “given me contemporary examples to integrate into my scholarship,” 26.19% ( $n = 11$ ) chose “no impact,” 16.67% ( $n = 7$ ) chose “given me different perspectives on issues,” 11.90% ( $n = 5$ ) chose “not applicable,” and 7.14% ( $n = 3$ ) chose “other.”

- The following are the responses for “other”  
“Doing research with/on community”  
“Several: Given me perspectives; Given me contemporary examples;  
increased interdisciplinary”

### *Aspects of the Partnership between Stockton and the Community found to be Most Challenging*

- Respondents were asked, “what aspects of the partnership between Stockton and the community have you found to be most challenging?” They were presented the following choices to select all that apply: “demands on my time,” “level of student preparedness,” “level of training required for students,” “level of student performance,” “level of supervision required for students,” “level of community partner’s commitment,” “no challenges encountered,” and “other (please specify).”
  - All choices were selected, however; “demands upon my time” was chosen the most.
    - 50% ( $n = 21$ ) of respondents selected “demands upon my time”
    - 33.33% ( $n = 14$ ) of respondents selected “level of student preparedness”
    - 28.57% ( $n = 12$ ) of respondents selected “level of supervision required for students”

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- 26.19% ( $n = 11$ ) of respondents selected “level of training required for students”
  - 23.81% ( $n = 10$ ) of respondents selected “other”
  - 19.05% ( $n = 8$ ) of respondents selected “level of student performance”
  - 11.90% ( $n = 5$ ) of respondents selected “level of community partner’s commitment”
  - 11.90% ( $n = 5$ ) of respondents selected “no challenges encountered”
- The following are the responses for “other”
    - “Time”
    - “N/A”
    - “Amount of student availability from semester to semester due to class/time conflicts”
    - “Time constraints for students”
    - “Coordination of resources, van etc.”
    - “All challenges listed in the survey were presents, but it was possible to overcome it with good will and patience of all involved parties”
    - “Lack of support for placing students in internships”
    - “Coordinating the needs of the partner and the class (students)”
    - “Securing appropriate space for campus based activities and parking!”

*Level of Agreement with Statements about Having Students Engaged 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 a teacher	64.29% ( $n = 27$ )	26.19% ( $n = 11$ )	4.76% ( $n = 2$ )	4.76% ( $n = 2$ )	0% ( $n = 0$ )	42
Produced pedagogical benefits to classes other than the ones that require community engagement	38.10% ( $n = 16$ )	33.33% ( $n = 14$ )	23.81% ( $n = 10$ )	4.76% ( $n = 2$ )	0% ( $n = 0$ )	42
Benefitted my students	71.43% ( $n = 30$ )	21.43% ( $n = 9$ )	7.14% ( $n = 3$ )	0% ( $n = 0$ )	0% ( $n = 0$ )	42

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Helped me to offer diversity in learning activities	54.76% (n = 23)	21.43% (n = 9)	19.05% (n = 8)	4.76% (n = 2)	0% (n = 0)	42
Taught my students new ways to address challenges	38.10% (n = 16)	45.24% (n = 19)	9.52% (n = 4)	7.14% (n = 3)	0% (n = 0)	42
Broadened my students' experiences	66.67% (n = 28)	23.81% (n = 10)	7.14% (n = 3)	2.38% (n = 1)	0% (n = 0)	42
Contributed to my scholarly agenda	26.10% (n = 11)	23.81% (n = 10)	33.33% (n = 14)	9.52% (n = 4)	7.14% (n = 3)	42

## Conclusion

Our findings are positive and provide valuable information on the impact that community engagement work has on our faculty. One important theme that emerged from our findings is that faculty recognize the value of the connections being made between coursework and work in the community. No one in the sample disagreed with the idea that community engagement benefitted their students and most agreed that it broadened student experiences and taught students new ways to address challenges. That the faculty sampled found, “demands upon my time”, and “level of student preparedness” as the biggest challenges in community engagement activities suggests that the institution could focus more on the mechanisms by which faculty and students access community engagement work and the systems of orientation and reflection.

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## **Stockton Center for Community Engagement Impact of Service for Partners Report\***

**Purpose:** to assess the impact of community partners' experiences with civic and service learning partnerships with faculty/staff over the past year.

**Response rate:** 87 surveys were completed.

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

**Data collection period:** April and May of 2017

**Sampling method:** non-probability sampling.

### **Findings**

#### *Sample Characteristics*

A checklist question for respondents to select all that apply revealed that agencies/organizations have the following types of partnerships with Stockton University.

- Internships (86.21%,  $n = 75$ )
- Education Related Projects (9.20%,  $n = 8$ )
- Other (5.75%,  $n = 5$ )
- Homework Completion Programs in Atlantic City (3.45%,  $n = 3$ )
- Health Related Projects (2.30%,  $n = 2$ )
- Campus Kitchen (1.15%,  $n = 1$ )
- Afternoon Tea with Older Adults (1.15%,  $n = 1$ )
- Campus Food Drive (1.15%,  $n = 1$ )
- Community Gardens (1.15%,  $n = 1$ )

The following is a sample of responses for "other"

- "Advisory assistance for family and students"
- "Service learning student volunteers"
- "Providing employment for our consumers"

A checklist question indicating the number of years the agency/organization has been involved in community partnerships with Stockton revealed the following:

- More than six years (40.23%,  $n = 35$ )

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- Two to four years (25.29%,  $n = 22$ )
- Four to six years (19.54%,  $n = 17$ )
- One to two years (11.49%,  $n = 10$ )
- Less than one year (3.45%,  $n = 3$ )

### *Community Concerns/Needs Met by the Partnership with Stockton*

A checklist question for respondents to select all that apply revealed that the majority of respondents (56.32%,  $n = 49$ ) chose “educations/youth development” as a community concern/need that the partnership with Stockton meet. The following are additional responses:

- Other (33.33,  $n = 29$ )
- Disability/elder care (20.69%,  $n = 18$ )
- Homelessness and poverty (19.54%,  $n = 17$ )
- Food security (8.05%,  $n = 7$ )
- Arts and culture (4.60%,  $n = 4$ )
- Recreation/sports/fitness (2.30%,  $n = 2$ )
- Environmental sustainability (2.30%,  $n = 2$ )

The following is a sample of responses for “other”

- “Mental health/substance abuse treatment”
- “Behavioral health”
- “Homelessness/mental health”
- “Professional development”
- “School social work”
- “Child protection”
- “Youth mental health treatment”
- “Adult education”
- “Family and community strengthening”

### *Motivation for Partnering with Stockton*

Among the respondents who indicated their main motivation for partnering with Stockton in community projects, a checklist question to select all that apply revealed that the majority (81.61%,  $n = 71$ ) chose “encourage students to pursue careers that help people” as the main motivation for the partnership. The following are additional responses:

- Teach students about the mission of my group or organization (54.02%,  $n = 47$ )
- Need additional help (32.18%,  $n = 28$ )

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- Get new ideas to implement in the community (29.89%,  $n = 26$ )
- Other (10.34%,  $n = 9$ )

The following is a sample of responses for “other”

- “Assisting in teaching English learners classes”
- “Evaluation”
- “Offer leadership opportunities”
- “Coalition to help caregivers”
- “Support a local university”
- “Supporting the importance of ‘lifetime learning,’ giving back to the community in positive ways, mentoring and providing opportunities to visit various disciplines/vocations first hand.”

### *Impact of Partnership with Stockton*

Among the respondents who indicated how the partnership with Stockton University impacted their agency/organization, a checklist question to select all that apply revealed the following:

- “Improved existing services” was selected by 48.28% ( $n = 42$ )
- “Lightened staff workloads” was selected by 41.38% ( $n = 36$ )
- “Made new connections/networks with other community groups” was selected by 35.63% ( $n = 31$ )
- “Increase in number of community members served” was selected by 29.89% ( $n = 26$ )
- “Increase in number of services offered” was selected by 26.44% ( $n = 23$ )
- “Other” was selected by 16.09 ( $n = 14$ )
- “No impact” was selected by 5.75% ( $n = 5$ )

The following is a sample of responses for “other”

- “Provided opportunities for introspection/reflection on services provided”
- “Students are hired after internship ends”
- “Increasing EXCELLENCE in services by having quality in BSW/MSW trained staff in the community”
- “Increase students awareness of field”
- “Expose the targeted audience to new perspectives”
- “Minimal impact”

### *Impact of the Partnership Found to be Most Challenging*

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Among the respondents who indicated “what aspects of the partnership have you found to be most challenging,” a checklist question to select all that apply revealed the following:

- “No challenges encountered” was selected by 39.08% ( $n = 34$ )
- “Demands upon staff time” was selected by 20.69% ( $n = 18$ )
- “Level of student preparedness” was selected by 20.69% ( $n = 18$ )
- “Level of training required for students” was selected by 19.54% ( $n = 17$ )
- “Level of supervision required for students” was selected by 16.09% ( $n = 14$ )
- “Level of student performance” was selected by 14.94% ( $n = 13$ )
- “Academic calendar of the university” was selected by 9.20% ( $n = 8$ )
- “Other” was selected by 9.20% ( $n = 8$ )
- “Level of commitment of faculty/staff” was selected by 3.45% ( $n = 3$ )

The following is a sample of responses for “other”

- “Student transportation”
- “Student participation”
- “Background, screening and social issues regarding student”
- “It is a true joy to work with the students, faculty and community.”
- “Days available for internship”

#### *Level of Agreement with Statements about the Partnership with Stockton University*

Respondents were presented a five-point Likert scale comprised of seven statements about their partnership with Stockton University. 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
Has been valuable to this organization	57.47% ( $n = 50$ )	34.48% ( $n = 30$ )	4.60% ( $n = 4$ )	3.45% ( $n = 3$ )	0% ( $n = 0$ )	87
Produced economic benefits for the organization	22.99% ( $n = 20$ )	24.14% ( $n = 21$ )	36.78% ( $n = 32$ )	14.94% ( $n = 13$ )	1.15% ( $n = 1$ )	87
Benefitted community members	37.93% ( $n = 33$ )	41.38% ( $n = 36$ )	13.79% ( $n = 12$ )	6.90% ( $n = 6$ )	0% ( $n = 0$ )	87

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Helped us to manage our workload	27.59% (n = 24)	37.93% (n = 33)	26.44% (n = 23)	8.05% (n = 7)	0% (n = 0)	87
Helped us to extend our services to more people	28.74% (n = 25)	37.93% (n = 33)	25.29% (n = 22)	8.05% (n = 7)	0% (n = 0)	87
Taught us new ways to address challenges	14.94% (n = 13)	29.89% (n = 26)	43.68% (n = 38)	11.49% (n = 10)	0% (n = 0)	87
Improved access to services for wider groups	17.24% (n = 15)	29.89% (n = 26)	37.93% (n = 33)	14.94% (n = 13)	0% (n = 0)	87

### *Level of Satisfaction with Statements about Aspects of the Partnership*

Respondents were presented a 5-point Likert scale comprised of five statements, and asked to indicate their level of satisfaction with various aspects of their partnership with Stockton University. The lower end of the scale was “very satisfied” and the higher end of the scale was “extremely dissatisfied.” The following table shows the responses.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Moderately Dissatisfied	Extremely Dissatisfied	Total
Opportunity to have input in the partnership experience	37.93% (n = 33)	44.83 (n = 39)	12.64 (n = 11)	3.45% (n = 3)	1.15% (n = 1)	0% (n = 0)	0% (n = 0%)	87
Opportunity to give feedback to Stockton personnel	47.13% (n = 41)	39.08 (n = 34)	11.49% (n = 10)	2.30% (n = 2)	0% (n = 0)	0% (n = 0)	0% (n = 0)	87
Student preparedness	27.59% (n = 24)	47.13% (n = 41)	19.54% (n = 17)	4.60% (n = 4)	1.15% (n = 1)	0% (n = 0)	0% (n = 0)	87
Student reliability	28.74% (n = 25)	52.87% (n = 46)	12.64% (n = 11)	4.60% (n = 4)	1.15% (n = 1)	0% (n = 0)	0% (n = 0)	87
Quality of student work	29.89% (n = 26)	52.87% (n = 46)	11.49% (n = 10)	4.60% (n = 4)	1.15% (n = 1)	0% (n = 0)	0% (n = 0)	87

### **Conclusion**

Of the partners who responded to our survey, the partnerships were overwhelmingly in internships and were long-term (2 years or more). Our partnerships met a variety of community

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needs and were not concentrated in one area. Our partners work with Stockton to teach about their mission more often than they work with Stockton because they need help, suggesting a higher purpose to the partnership. Survey results show that even with the higher purpose, our students help the organization improve their services and lighten their workload. Most respondents said that there were no challenges in working with Stockton students but of those who found challenges, they were primarily in demands upon the partner's time and the level of preparedness of the students.

In the aggregate, 9.68% of respondents felt that their partnership was not valuable to their organization, and 1.2% expressed some level of dissatisfaction with their partnership. In next spring's assessment, qualitative questions will be added following the Likert scale, which will give the Center more information as to our partners' perceptions of their work with our students.

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## **Assessment of Impact**

### **Impact of Service for Staff Report\***

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

**Response rate:** 30 surveys were completed

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

**Data collection period:** April through May of 2017

**Sampling method:** non-probability sampling

### **Findings**

#### *Sample Characteristics*

- Among the 30 respondents who answered the number of semesters they have been at Stockton, the majority (86.67%,  $n = 26$ ) indicated more than six semesters, 10% ( $n = 3$ ) indicated three to four semesters, and 3.33% ( $n = 1$ ) indicated two semesters.
- Among the 30 respondents who selected which best characterize their position at Stockton, 50% ( $n = 15$ ) indicated “administrative/managerial,” 43.33% ( $n = 13$ ) indicated “professional staff,” 6.67% ( $n = 2$ ) indicated “other.”  
The responses for “other” were:  
“clerical support”  
“temporary staff”

#### *Ways to Access Community Engagement Projects*

- Respondents had the following choices to select from: “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,” “other.”
  - 26.67% ( $n = 8$ ) chose “The Office of Service-Learning,” 16.67% ( $n = 5$ ) chose “I have never participated in community engagement while at Stockton,” 16.67% ( $n = 5$ ) chose “other,” 13.33% ( $n = 4$ ) chose “The Stockton Center for Community Engagement,” 13.33% ( $n = 4$ ) chose “Stockton Clubs,” 10% ( $n = 3$ ) chose “internship,” and 3.33% ( $n = 1$ ) chose “athletics.”
    - The following is the list of responses for “other.”

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"My school hosts many community engagements with education partners."

"Alumni volunteers"

"I volunteer within my home community."

"Annual MLK Day of Service"

"N/A"

#### *Types of Sites at Which Staff Have Worked in Community Partnerships*

- Respondents had the following choices to select all that apply: "homework completion programs in Atlantic City," "campus kitchen," "afternoon tea with older adults," campus food drive," "community gardens," hunger related projects," education related projects," health related projects," "business and/or marketing related projects," "arts and culture related projects," disability/elder care related projects," "environmental sustainability related projects," "homelessness and poverty related projects," "recreation/sports/fitness related projects," and "other."

Among the respondents who answered this question 46.67% ( $n = 14$ ) chose "education related projects," 33.33% ( $n = 10$ ) chose "campus food drive," 30% ( $n = 9$ ) chose "other," 20% ( $n = 6$ ) chose "health related projects," 20% ( $n = 6$ ) chose "homelessness and poverty related projects," 20% ( $n = 6$ ) chose "recreation/sports/fitness related projects," 20% ( $n = 6$ ) chose "arts and culture related projects," 16.67% ( $n = 5$ ) chose "disability/elder care related projects," 16.67% ( $n = 5$ ) chose "homework completion programs in Atlantic City," 13.33% ( $n = 4$ ) chose "community gardens," 13.33% ( $n = 4$ ) chose "environmental sustainability related projects," 6.67% ( $n = 2$ ) chose "hunger related projects," 6.67% ( $n = 2$ ) chose "campus kitchen," 6.67% ( $n = 2$ ) chose "business and/or marketing related projects."

- The following is the list of responses for "other."  
"N/A"  
"Women and gender related projects"  
"School of education invites K-12 students and professional groups to campus for many community activities. We host Origami workshops, Tween Tech, Teen Tech, Tech Trek, Phi Delta Kappa (professional organization) IEEE Robot Challenge, Union Township Debate Camp (100 junior high school students on June 9)"  
"My office has contributed to the food drive. I volunteer within my home community"  
"Civic Engagement"  
"STEM events"  
"MLK Day of Service"

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### *Aspects of the Partnership between Stockton and the Community found to be Most Challenging*

- Respondents were asked, “what aspects of the partnership between Stockton and the community have you found to be most challenging?” They were presented the following choices to select all that apply: “demands upon my time,” “level of student preparedness,” “level of training required for students,” “level of student performance,” “level of supervision required for students,” “level of community partner’s commitment,” “no challenges encountered,” and “other (please specify).”

Among the respondents, 43.33%, ( $n = 13$ ) selected “demands upon my time,” 26.67% ( $n = 8$ ) selected “no challenges encountered,” 16.67% ( $n = 5$ ) selected “other,” 13.33% ( $n = 4$ ) selected “level of student preparedness,” 10% ( $n = 3$ ) selected “level of student performance,” 6.67% ( $n = 2$ ) selected “level of training required for students,” 6.67% ( $n = 2$ ) selected “level of supervision required for students,” 3.33% ( $n = 1$ ) selected “level of community partner’s commitment.”

- The following is the list of responses for “other.”

“N/A”

“Not applicable. I volunteer in my home community”

“Didn’t know about any of these events”

“Strategies for organizing the events”

### *Involvement of Students in Community Engagement Work*

- Respondents were asked: How often have you done community engagement work that does not involve students? Respondents were presented the following choices: “never,” “occasionally,” “regularly,” “I am always engaged in one or more community engagement/service projects,” “I have only done community engagement work with students.”

Among the respondents who answered this question, 46.67%, ( $n = 14$ ) chose “regularly,” 23.33% ( $n = 7$ ) chose “occasionally,” 16.67% ( $n = 5$ ) chose “never,” 13.33% ( $n = 4$ ) chose “I am always engaged in one or more community engagement/service projects,” and 0% chose “I have only done community engagement work with students.”

### *Impact of Community Engagement Work on Scholarship*

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- Respondents were asked, “if you have done community engagement work that does not involve students, how has that work affected your scholarship?” They were presented the following choices: “given me different perspectives on issues,” “given me contemporary examples to integrate into my scholarship,” “no impact,” “not applicable,” and “other” (please specify).

Among the respondents who answered this question, 36.67% ( $n = 11$ ) chose, “given me different perspectives on issues,” 20% ( $n = 6$ ) chose “not applicable,” 16.67% ( $n = 5$ ) chose “no impact,” 16.67% ( $n = 5$ ) chose “other,” and 10% ( $n = 3$ ) chose “given me contemporary examples to integrate into my scholarship.”

- The following is the list of responses for “other.”

“I personally volunteer at Covenant House AC biweekly.”

“It gives me further info on the importance of the arts and humanities for communities and their wellbeing.”

“I have created my own community engagement projects.”

“Opportunities to represent Stockton University to the public in a good way”

#### *Level of Agreement with Statements about Participation in Community Engagement Work*

Respondents were presented a five-point Likert scale comprising six statements about their participation 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	53.33% ( $n = 16$ )	20.00% ( $n = 6$ )	26.67% ( $n = 8$ )	0% ( $n = 0$ )	0% ( $n = 0$ )	30
Benefitted the students I may encounter at Stockton	40.00% ( $n = 12$ )	33.33% ( $n = 10$ )	26.67% ( $n = 8$ )	0% ( $n = 0$ )	0% ( $n = 0$ )	30
Helped me to offer diversity in my role at Stockton	40.00% ( $n = 12$ )	33.33% ( $n = 10$ )	26.67% ( $n = 8$ )	0% ( $n = 0$ )	0% ( $n = 0$ )	30
Taught me new ways to address challenges	26.67% ( $n = 8$ )	33.33% ( $n = 10$ )	40.00% ( $n = 12$ )	0% ( $n = 0$ )	0% ( $n = 0$ )	30

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Broadened my experiences	36.67% (n = 11)	40.00% (n = 12)	23.33% (n = 7)	0% (n = 0)	0% (n = 0)	30
Contributed to my scholarly agenda	13.33% (n = 4)	20.00% (n = 6)	56.67% (n = 17)	10.00% (n = 3)	0% (n = 0)	30

## Conclusion

Of the sample, most have been at Stockton for 3 years or more and most regularly volunteer their time outside of their work with students. One-third of the staff sampled agreed that community engagement work has given them a different perspective on issues and none of the staff sampled disagree that community engagement is valuable to them, benefits the students they interact with, helps them to offer diversity in their role, and broadened their experiences.

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## Stockton Center for Community Engagement Impact of Service for Students Report\*

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

**Response rate:** 396 surveys were completed.

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

**Data collection period:** April through May of 2017

**Sampling method:** non-probability sampling

### Findings

#### *Sample Characteristics*

- Among the 396 participants who answered the number of semesters they have been involved in Service-Learning (including the current semester), the majority (58.33%,  $n = 231$ ) indicated "one to two semesters," 18.43% ( $n = 73$ ) indicated "zero," 17.17% ( $n = 68$ ) indicated "three to four semesters," and 6.06% ( $n = 24$ ) indicated "five or more semesters."
- Among the 396 participants who answered the number of hours in total they contributed to community engagement this academic year (Fall 2016 and Spring 2017), 154 (38.39%) participants indicated having contributed fewer than 10 hours, 134 (33.84%) contributed 11 to 30 hours, 53 (13.38%) participants contributed 31 to 50 hours, 36 (9.09%) contributed more than 70 hours, and 19 (4.80%) contributed 51 to 70 hours.

#### *Ways to Access Community Engagement Projects*

- Respondents had the following choices to select from: "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."
  - 25.51% ( $n = 101$ ) chose "Stockton clubs," 23.74% ( $n = 94$ ) chose "the Office of Service Learning," 12.88% ( $n = 51$ ) chose "I have never participated in community engagement at Stockton University," 9.60% ( $n = 38$ ) chose "fraternity or sorority," 7.32% ( $n = 29$ ) chose "other," 6.57% ( $n = 26$ ) chose "athletics," 5.81% ( $n = 23$ ) chose "honor societies," 5.05% ( $n = 20$ ) chose "the

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Stockton Center for Community Engagement,” and 3.54% (n = 14) chose “internships.”

- The following is a sample of responses for “other.”
  - “New transfer student”
  - “Graduate PT Club”
  - “Office of Global Engagement”
  - “MLK Day”
  - “Day of Service”
  - “Anthropology Class Day of Service”
  - “Local Volunteer fire fighter”
  - “Care Program”
  - “Myself, friends outside of school, hospitals, etc.”
  - “Alternative Spring Break”
  - “Alumni Office”
  - “My work”
  - “Nursing Program”
  - “Professor”
  - “Both Clubs (Active Minds) and Internships
  - “Independent Studies”
  - “Class”

#### *Types of Sites at Which Students Have Worked in Community Partnerships*

- Respondents had the following choices to select all that apply: “homework completion programs in Atlantic City,” “campus kitchen,” “afternoon tea with older adults,” campus food drive,” “community gardens,” hunger related projects,” education related projects,” healthcare related projects,” “business/marketing related projects,” “arts and culture related projects,” disability/elder care related projects,” “environmental sustainability related projects,” “homelessness and poverty related projects,” “recreation/sports/fitness related projects,” and “other.”
- All types of sites were selected, however; “education related projects” and “other” were chosen the most.
  - 23.74% (n = 94) of respondents selected “education related projects”
  - 18.94% (n = 75) of respondents selected “other”
  - 17.42% (n = 69) of respondents selected “homelessness and poverty related projects”
  - 17.17% (n = 68) of respondents selected “campus food drive”
  - 16.92% (n = 67) of respondent selected “healthcare related projects”

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- 12.88% ( $n = 51$ ) of respondents selected “environmental sustainability related projects”
- 12.37% ( $n = 49$ ) of respondents selected “disability/elder care related projects”
- 11.87% ( $n = 47$ ) of respondents selected “arts and culture related projects”
- 11.36% ( $n = 45$ ) of respondents selected “hunger related projects”
- 10.61% ( $n = 42$ ) of respondents selected “recreation/sports/fitness related projects”
- 10.10% ( $n = 40$ ) of respondents selected “homework completion programs in Atlantic City”
- 5.05% ( $n = 20$ ) of respondents selected “campus kitchen”
- 5.05% ( $n = 20$ ) of respondents selected “business and/or marketing related projects”
- 4.04% ( $n = 16$ ) of respondents selected “community gardens”
- 2.02% ( $n = 8$ ) of respondents selected “afternoon tea with older adults”
  - The following is a sample of responses for “other.”
    - “billiard sport coach”
    - “church youth group”
    - “helping victims of sexual assault and domestic violence”
    - “habitat improvement”
    - “science workshops”
    - “I never knew any of these existed on campus”
    - “LGBTQA related projects”
    - Stockton Speech Hearing Clinic”
    - “book drives and horse farm”
    - “mental health related organizations on and off campus”
    - “political and civic engagement”
    - “children with illness”
    - “Relay for Life”

### *Value of Students’ Service to the Community*

- Respondents were presented the following statement: “Please consider the community engagement work that you have done over the past year and answer the following

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questions to reflect your overall positions, attitudes, behaviors, or beliefs. What value did your service have to the community? Choose all that apply.”

- The top three responses selected were “developed a positive relationship with the community” (56.06%,  $n = 222$ ), “increased their knowledge” (51.01%,  $n = 202$ ), and “provided a service that they valued” (50%,  $n = 198$ ).
  - The following is the list of additional choices and responses:
    - “Increased their access” (26.77%,  $n = 106$ )
    - “Saved them money” (17.42%,  $n = 69$ )
    - “Other” (9.34%,  $n = 37$ )
    - “Helped with urgent need in an emergency” (8.59%,  $n = 34$ )
  - The following is a sample of responses for “other”
    - “Preserve cultural heritage”
    - “I have never been given the opportunity”
    - “Raised funds”
    - “Hard to say”
    - “Nothing”
    - “Challenge and provoke critical and swift thinking”
    - “Brighten the people we impacted”

#### *Level of Agreement with Statements about Students’ Community Engagement Work*

Respondents were presented a five-point Likert scale comprising 15 statements about their 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
It has increased my ability to effect change.	33.84% ( $n = 134$ )	86.34% ( $n = 153$ )	21.97% ( $n = 87$ )	2.53% ( $n = 10$ )	3.03% ( $n = 12$ )	396
I have learned a lot about myself.	29.04% ( $n = 115$ )	38.13% ( $n = 151$ )	24.75% ( $n = 98$ )	4.55% ( $n = 18$ )	3.54% ( $n = 14$ )	396
I have a much better understanding of important issues in society.	35.86% ( $n = 142$ )	36.11% ( $n = 143$ )	21.21% ( $n = 84$ )	3.54% ( $n = 14$ )	3.28% ( $n = 13$ )	396
I am more likely to contribute to public projects.	35.10% ( $n = 139$ )	37.88% ( $n = 150$ )	20.20% ( $n = 80$ )	3.03% ( $n = 12$ )	3.79% ( $n = 15$ )	396

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My values in democratic principles have been strengthened.	24.24% (n = 96)	28.28% (n = 112)	37.88% (n = 150)	4.29% (n = 17)	5.30% (n = 21)	396
I have engaged in research as a result of my community engagement activity.	22.47% (n = 89)	23.99% (n = 95)	29.80% (n = 118)	15.40% (n = 61)	8.33% (n = 33)	396
My participated acts of activism has increased.	23.23% (n = 92)	29.55% (n = 117)	31.31% (n = 124)	10.35% (n = 41)	5.56% (n = 22)	396
I am better able to understand perspectives other than my own.	32.58% (n = 129)	40.66% (n = 161)	18.94% (n = 75)	4.29% (n = 17)	3.54% (n = 14)	396
My work was meaningful to the community.	40.66% (n = 161)	39.14% (n = 155)	14.90% (n = 59)	1.77% (n = 7)	3.54% (n = 14)	396
I made changes in the communities in which I served.	30.56% (n = 121)	37.63% (n = 149)	24.75% (n = 98)	3.54% (n = 14)	3.54% (n = 14)	396
I know more about off campus communities.	28.28% (n = 112)	36.36% (n = 144)	23.23% (n = 92)	7.83% (n = 31)	4.29% (n = 17)	396
I have conversations with friends about my community work.	27.02% (n = 107)	38.13% (n = 151)	22.47% (n = 89)	8.08% (n = 32)	4.29% (n = 17)	396
I am more likely to get involved with many types of community projects.	30.05% (n = 119)	35.61% (n = 141)	27.02% (n = 107)	3.79% (n = 15)	3.54% (n = 14)	396
I am better able to participate in discussions about civic and political issues in the communities.	24.24% (n = 96)	29.80% (n = 118)	31.06% (n = 123)	7.83% (n = 31)	7.07% (n = 28)	396
I have not been changed by my community activities.	12.37% (n = 49)	10.61% (n = 42)	23.23% (n = 92)	23.99 (n = 95)	29.80 (n = 118)	396

### Conclusion

\*The survey was originally created by Dr. Sonia Gonsalves and revised by the Stockton Center for Community Engagement with the support of the Office of Institutional Research.

\*Assessment Report format was based on Faculty Engagement Survey Report written by Dr. Jennifer Barr on March 26, 2014

The results of this survey show that at least one-third of the students sampled engaged in community work voluntarily as opposed to work required by a service-learning course, honor society, or Greek organization. Most students believed that their community work was valuable because it helped them to develop a positive relationship with the community and increased the community's knowledge. This finding may contribute to the finding that most students surveyed felt that their community engagement work increased their sense of agency and that they would be more likely to contribute to public projects in the future. Most importantly in our current climate, 73% of the students surveyed felt that their community engagement work helped them to understand other people's perspectives.

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