



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

FY 2018

*Annual Report*

July 1, 2017—June 30, 2018

## Executive Director's Message

Dear Colleagues:

It is with pride that I present to you, on behalf of the team of the Stockton Center for Community Engagement, our annual 2018 report. You will see throughout this report our engagement activities and more notably our assessment efforts. A few highlights include our Homework Programs in Atlantic City engaged a higher percentage of the youth who reside at Stanley Holmes Village (from 17% to 23.1%) and of the youth who reside at Buzby Homes Village (from 40% to 48.6%). We are delighted that we launched a new Homework Completion Program in Pleasantville, which maintained an enrollment of 15 children who participated weekly. Our Afternoon Tea with Older Adults and Game Day engaged many participants. Fifty individuals attended 13 events in Pleasantville and 125 individuals attended 12 events in Atlantic City. One hundred and forty-six Stockton students interacted with these older adults.



This report shows the assessment findings of the survey administered this spring to faculty, staff, students, and community partners. This was our *third* year administering these surveys to measure the impact that community engagement work has had on faculty, staff, students, and community partners. I am pleased to report, one of our findings showed that the majority of faculty, students, staff, and community partners agreed or strongly agreed that Stockton contributes to the well-being of the community.

Many contributed to our successes of this year. We are thankful for the support of students, faculty and staff members, and community partners who participated in our programs during academic year 2017-2018.

- We thank the TD Bank Charitable Foundation who contributed \$10,000.00 to our homework programs.
- We thank the donors who helped us exceed our \$1,000.00 fund raising goal during the Ospreys Give Campaign.
- We thank student Anna Hubbs and 4ACxAC's Amy-Lynne Camilli who donated gifts purchased with the proceeds from 4ACxAC fundraiser to the children in the SCCE's Homework Completion Programs. The organization raised over \$1,300.00 to buy holiday gifts for the children.
- I thank our SCCE team members: Heather Swenson Brilla, Trish Collins, Joan Joseph, and, Faculty Fellow Dr. Tara Luke, 21 student fellows, 3 interns, one driver, and one alumna whose enthusiasm and commitment made it possible for the SCCE to sustain successfully and to build on our reciprocal and mutually beneficial relationships with our community partners.
- 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, and Dr. Carra Hood for their support of SCCE initiatives.

- We appreciate the Office of Service Learning whose staff consistently cooperated with initiatives and projects of SCCE. We are also grateful for the assistance and support from all the deans. We also thank Events Services, Plant Management, General Counsel, University Relations and Marketing, Institutional Research, Computer Services, the Print Shop, Risk Management, Chartwells Dining Services, the Kramer Hall and Manahawkin instructional sites, and the Carnegie Center.

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

Enjoy our report!

A handwritten signature in cursive script, reading "Merydawilda Colón".

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

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### **The Stockton Center for Community Engagement's 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.

### **The Stockton Center for Community Engagement's 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, Community Engagement Liaison Patricia W. (Trish) Collins, and Community Projects Coordinator Heather Swenson Brilla, as well as one Faculty Fellow; we are also pleased that our team has increased to 21 students. We are working with 15 undergraduate Student fellows, three Alumni Fellows, one MSW intern, one BSW intern, and one MBA intern. This represents the largest staff to date and the results are evident in our ability to manage consistent, evidence-based, and mutually beneficial programs in our community. Joan Joseph, Grants Financial Analyst, provided invaluable budgetary support this year. Furthermore, SCCE receives support and guidance from its Advisory Council.

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 2017-2018, the Council met quarterly and participated actively in the activities of the Center.

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.

### **ADVISORY COUNCIL**

Dr. Michael Klein <i>Interim Executive Director, 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 Hutchins-Newman <i>Assistant Dean, School of 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>
Rummy Pandit <i>Executive Director of the Lloyd D. Levenson Institute of Gaming, Hospitality and Tourism</i>	Alexander Marino <i>Director of Operations, Atlantic City Campus</i>
Dr. Merydawilda Colón <i>SCCE Executive Director</i>	Dr. Michael Rodriguez <i>Associate Professor of Political Science</i>
Dr. Eileen Conran-Folks <i>Director, Hammonton 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>
Carol Waties <i>Director, Small Business Development Center</i>	Lolita Treadwell <i>Deputy Chief of Staff</i>
Dr. Christopher Catching <i>Vice President of Student Affairs</i>	

### **AFFILIATED MEMBERS**

Chris Fillicello, Former Chief of Staff, City of Atlantic City	Cindy Herdman Ivins <i>President/CEO, Family Service Association</i>
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### **Budget, Planning and Use of Resources**

The budget of the SCCE supported one Faculty Fellow, one TES driver of the van, and 18 Student fellows who contributed to the mission and vision of SCCE during AY 2017-2018. The Center's van was used to facilitate the Fellows' work in the community and the vehicle's usage is outlined in Table 1. The data below reflects the van usage for the Campus Kitchen and the Afternoon Tea sessions. Due to high demand for transportation, a large pool vehicle was reserved this year for all transportation to the Atlantic City homework programs.

**Table 1. SCCE van usage AY 2017 - 2018**

	Number of Students	Number of Rides	Miles Driven
<b>Fall 2017</b>	62 Individual Students	42 Rides	2,362 Miles
<b>Spring 2018</b>	46 Individual Students	50 Rides	2,946 Miles
<b>AY 2017 - 2018</b>	108 Individual Students	92 Rides	5,308 Miles

This year, with the help of Joseph D'Agostino, Director of Web Communications, the SCCE revamped our website to be able to better communicate with our community. The website now highlights all of our projects, our team, an enhanced registration link, how to become a Student Fellow, and ways to use the SCCE to develop a community-based project.

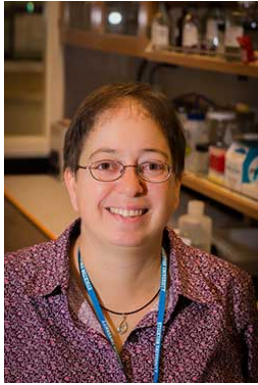
### **TD Bank Charitable Foundation Grant**

The SCCE was awarded a \$10,000 grant from TD Bank to fund our homework completion programs in Atlantic City and Pleasantville, in addition to increasing the overall number of Student fellows staffing the homework completion programs. The grant also provided funding for the implementation of TD Bank's WowZone financial literacy workshops. The first of these workshops were conducted with the youth in the Stanley Holmes Village and Buzby Homes Village programs on March 3, 2018 and at the Pleasantville Library on April, 3, 2018. All workshops were well-attended and the youth who participated learned about the importance of saving, budgeting and credit.

The SCCE was invited to participate in the University's inaugural "Ospreys Give Campaign". During the 1,969 minutes of online giving, \$2,050.00 was donated to the center by 18 donors.

### **SCCE Faculty Fellows Program**

During AY 2017-2018, Faculty Fellow, Professor Tara Luke, contributed to SCCE's mission by fostering community-based experiential learning and civic engagement for students, faculty,



and staff. Dr. Luke engaged in numerous activities throughout her two terms. Her fellowship ended on June 30, 2018. The following is a synopsis of our Faculty Fellow's activities for AY 2017-2018.

Dr. Tara Luke engaged in numerous activities on campus and in the community this AY 2018. For example, she 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. On

January 20, 2018, The SCCE and Dr. Tara Luke held the Sea Perch Program Kickoff at the Atlantic City Aquarium. Over 40 youth including members of the Atlantic City Boys and Girls Club and students at Pleasantville Middle School came together to see the underwater rover in action and learn about Dr. Luke's work in deep sea exploration. She also hosted an Extreme Science experience for 72 children from the Winslow Township School District in March, and 12 students 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 Students' day on campus.

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

#### **SCCE Collaborations**

The SCCE executed two projects for Stockton's MLK Day of Service on January 16, 2018. We prepared and delivered 350 peanut butter and jelly sandwiches to the residents of Altman Tower in Atlantic City who were displaced by a building fire. We also collaborated with Galloway area Boy Scouts, collected, sorted and distributed over 500 pounds of pantry items to the New Day Family Success Center in Galloway. In addition, we collected formula, diapers, baby food and baby wipes that were delivered to Cuddle Me, an organization that distributes the items to low-income parents in South Jersey.

The SCCE held two "Pop-Up Pants Shop" events in Atlantic City over the summer. At Buzby Village on September 12, 2017 and at Stanley Holmes Village on August 3, 2017, both events were held from 2:00 p.m. – 6:00 p.m. Students and their parents were invited to "shop" for school uniform pants which were donated by the community. Parents came to register their students for the homework completion program, and free backpacks and school supplies were distributed.

The SCCE's World Food Day screening of "Just Eat It: A Food Waste Story" featured speakers from Chartwells Dining Services, Student Affairs and the Community Food Bank of South Jersey.



The SCCE student fellows **Sarah Delicio** and **Christine Whaley** created a calendar of free summer events for youth to be distributed to the guests of Family Promise of Atlantic County.

The SCCE has participated in several disaster relief efforts this fall. We connected with our sister center at the University of Texas at Austin to create a list of supplies needed after Hurricane Harvey. Stockton's community collected and sent cases of adult and baby diapers as well as hygiene kits to the school, which distributed the items to displaced students.

Dr. Merydawilda Colón worked with colleagues to plan ¡Manos a la Obra!, a musical fundraiser supporting Unidos por Puerto Rico, an organization providing aid and support to those affected in Puerto Rico by the passage of Hurricanes Irma and Maria.

Dr. Colón also picked up and arranged to ship the feminine products and supplies from the "My Choice" drive to Puerto Rico, which was held by Dr. Pat Reid-Merritt and the Social Work Program and Social Work Club.

The SCCE collaborated with the Institute for Faculty Development on a series of three live-streamed workshops entitled: "Integrating Community Engagement: Scholarship, Teaching, and Civic Action". Each topic was addressed at its own session and was taught by different community-engaged faculty or staff. Three sessions were held, Dr. Marissa Levy presented on scholarship (February 20, 2018), Dr. Tara Luke presented on teaching (March 20, 2018), and Daniel Tomé presented on civic action (April 17, 2018). All of the sessions were recorded and will be available on the IFD website.

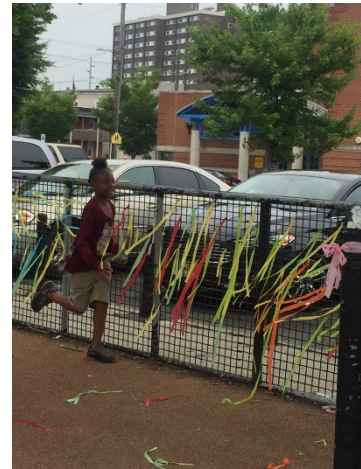
On January 26th, Heather Swenson Brilla of the SCCE partnered with Jenifer Robin, Office of Financial Aid and Heather Medina, Office of Admissions to present on the financial aid process and the Educational Opportunity Fund program for high school students who are in foster care, homeless, or are undocumented. Guidance counselors from the Greater Egg Harbor School District attended and the presentation, which was followed by a robust question and answer session.



Stockton student **Anna Hubbs** collaborated with the SCCE and 4ACxAC, a non-profit organization created by local hospitality professionals to give back to the community. Together, they held a massive toy drive among the Atlantic City bartenders which collected over \$1,300 and provided over 100 holiday gifts for the youth in the homework programs at Stanley Holmes Village, Buzby Homes Village and the Pleasantville Library. On Tuesday, December 19th, Wednesday, December

20th, and Thursday, December 21st, **Anna Hubbs** and **4AC x AC's Amy-Lynne Camilli** delivered the gifts and parties were held in each location to mark the holiday season and the children opened their gifts followed by arts and crafts, cookies and punch.

On Saturday, June 24<sup>th</sup> the staff of the SCCE collaborated with the Atlantic City Housing and Urban Development Authority to participate in Atlantic City's second annual 48 Blocks art festival. Youth in the homework completion programs at Stanley Holmes Village and Buzby Homes Village decorated their neighborhoods with thousands of feet of paper ribbons in a project called, "Where We Live: Ribbons of Color". Pat Tweedle, of Connecting the Dots, Inc., joined the SCCE in decorating Stanley Holmes Village.



The SCCE, in collaboration with Dr. Doug Harvey, Director of the Institute for Faculty Development; Dr. Chelsea Tracy-Bronson, Instructor in the School of Education; and Tucker Rowlinson, Instructional Designer collaborated with several faculty and staff members, who have done scholarship of engagement to create six professional development videos. The videos highlight the scholarship of engagement work done by these faculty and staff. The videos show examples of scholarship of engagement at the local, state, and global level. Please visit the [SCCE Website](#) and/or the [Institute for Faculty Development Website](#) to see the videos.

The SCCE would like to thank the following faculty and staff members for their support and participation in the videos:

Dr. Victoria Schindler

Dr. Chelsea Tracy-Bronson

Dr. Tara Crowell

Linda Dotts

Dr. Marissa Levy

Dr. Dave Burdick

Dr. Christina Jackson

Dr. Arnaldo Cordero-Roman

Dr. Jessie K. Finch

Daniel Tomé

Dr. Diane Falk

Dr. Mary Lou Galantino

Dr. Meg White

Dr. Mary Kientz

Emari DiGiorgio

Dr. Tara Luke

Dr. Amy Situ-Liu



Dr. Judy Vogel, Associate Professor of Mathematics and Dr. Chia-Lin Wu, Professor of Mathematics came to the Center's April Student fellows and Interns Meeting to educate our staff on the best ways to provide support with math homework at our three homework completion programs. Their guidance was invaluable and was immediately put to use with the children.

Stockton University collaborated with the Diplomacy Lab to develop a new video to help Spanish-speakers to complete passport applications. Dr. Jessie K. Finch, Assistant Professor of Sociology, and Dr. Merydawilda Colón, Executive Director for Stockton's Center for Community Engagement, led a team of Stockton students, faculty, and staff creating the 7-minute film that walks viewers through a 10-step process to obtain a passport for the first time. The video would not have been possible without the participation of:

Dr. Tina Zappile, Associate Professor of Political Science

Andrés Rodríguez, Passport Service

Rebekah McNeely, Passport Services

Jeffrey Topping, Stockton Production Services

Amanda Martinez, Stockton Production Services

Shannon Aungst, Stockton Production Services

Mark Jackson, Director, Stockton Production Services

Scott Huston, Stockton Information Technology  
Alejandra Londoño, Stockton Student  
Rodrigo Londoño, Community Member  
Lidia Martinez, Stockton Alumna  
Amado Placencia, Jr., Community Member  
Gloria Guzman, US Postal Clerk

The video can be viewed here: ["Explain a Complicated Process – Passport Website Instructional Videos in Spanish"](#)

### **Naturalization Ceremony**

Thirty-three new citizens took the Oath of Allegiance in a naturalization ceremony held by the SCCE at the Campus Center on May 4, 2018.



The new citizens originate from 21 countries: Bangladesh, Brazil, Belarus, China, Colombia, Costa Rica, Egypt, Guatemala, Haiti, India, Italy, Liberia, Nigeria, Peru, Poland, Russia, Switzerland, Taiwan, Tunisia, and the United Kingdom.

Gloria Gonzalez Bedoya, Leon Gonzalez Barrio, and Ikechukwu John were participants who became naturalized citizens after participating in the SCCE's weekly naturalization

classes. They are pictured above with Dr. Merydawilda Colón, Keith Dorr, Supervisory Immigration Services Officer USCIS, and Dr. Jessie K. Finch.

### **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**

"Aging festival returns to Stockton Thursday." Press of Atlantic City, Nicole Leonard, May 14, 2018

"Atlantic City Story: How Stockton will become an engaged neighbor." Press of Atlantic City, Erin Serpico, Monday, May 7, 2018

"At Stockton's Engage Atlantic City series, officials say think about 'our city'." Erin Serpico, Press of Atlantic City, April 10, 2018

### **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 2017-2018, the SCCE employed 17 Student fellows, one of whom is now an Alumna Fellow. These Fellows contributed to project coordination in Atlantic County including tutoring at the homework completion programs at Stanley S. Holmes Village, Buzby Homes Village, and the Pleasantville Public Library; contributing to an English Learner's program in Pleasantville; 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 Family Promise of Atlantic County; 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 following is the AY 2017-2018 Student and Intern Roster:

#### **Student fellows**

Alejandra Londoño\*

Askhia Khawaja\*

Carolyn Amesquita

Sarah Delicio

Yomaris Acosta

Anthony Vigliano\*

Bill Bingham

Christine Whaley

Lili Caparosa\*

Kayla McDermott-Cobbs

Madison Chant\*

Jason Rehani

Jessica Perez

Marcus Molyneux

Maria Durante

Jonathan Capiro

Bryan Gonzalez-Mejia

#### **Alumna Fellow**

Lidia Martinez

#### **Interns**

Kyra Taliaferro, MSW\*

Ashley Molina, BSW candidate

Jessica Lek, MBA\*

\*Graduating Student





The following describes projects in which student fellows participated during AY 2017-2018.

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

The Homework Completion Program at Stanley S. Holmes Village began its fourth year on September 11, 2017. 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 the fall 2017 term, SCCE Student Fellow **Yomarís Acosta** led the program and during the spring 2018 term, SCCE BSW Intern **Ashley Molina** led the program. Several other student fellows, as well as many Stockton student volunteers, donated their time.

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 former Director of Academic Assessment, **Dr. Sonia Gonsalves** and taken by 19 children (N=19) 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, Judy Vogel tutored children at Buzby and Pleasantville homework programs and guided the student fellows in supporting the youth there.

One participant of the homework program graduated from eighth grade and will be attending the Atlantic County Institute of Technology. The Center, in coordination with the Housing Authority, ACPD, held a graduation party for the student.

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.

#### **Jason Rehani on working at the Stanley Holmes Village Homework Completion Program**

*“My impact is only a small part to a bigger cause. My impact not only helps children with homework but also encourages and motivates. My impact, alone, not only gives children an example that success is possible, but along with SCCE, the impact is one of the major driving points in achieving academic success. SCCE provides not only opportunities for homework and small snack, but it conveys a much greater message that anything is possible with encouragement and the right resources. Atlantic City is not the most economically stable community and along with lack of resources, there has to be a connection that bridges the gap for children academically. Children are more encouraged to ask questions and to ask for the help they need”.*



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

The Buzby Village Homework Completion Program began its third year on September 12, 2017. 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 2017-2018 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 **Christine Whaley** 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 27 ( $N = 27$ ) 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 help people.
  - This response was 74.1% in FY18 compared to 33.3% in FY17 where the most popular response was that police arrest people.
- 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.)

### **Christine Whaley on working at Buzby Homes Village**

*“My work is impacting, not only the grades of the students that I help within the program, it is also impacting myself, it's true that they really take all of the energy that I have from me, but it's worth it. They give me a new perspective of how the world is viewed throughout their work or even the things that they do, and they don't even realize it. Some of the kids come up with the craziest of answers that are correct, but nowhere near what I would have thought of, and they have the biggest hearts. They really do care for us, Ken'iah, asked me where Sarah was one day, and I told her that I didn't know, and she asked if she could call Sarah, and that really warmed my heart, so of course I told her yes, and before I could even pull her contact information up, Sarah walked in the door and Ken'iah just started screaming with joy.*

*The changes that I have made in the community aren't much, but I feel like the constant help that these kids are receiving from me is one consistency that they may or may not have in their life. Some kids don't even know when their next meal is going to come. This program that I've helped with makes me feel like I've actually been there for these kids when they may have had family or other people that couldn't always be there for them”.*

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

The PAL Homework Program concluded, because the children enrolled in the program also enrolled in basketball and other sports that took place at the only time we could offer the homework program. A new homework program was created in Pleasantville.

### **Homework Completion Program at the Pleasantville Public Library**

The Homework Completion Program at the Pleasantville Public Library is a collaboration among the Stockton Center for Community Engagement, the City of Pleasantville, and the Pleasantville Police Department (PPD). This was the pilot year for the Pleasantville Public Library site and during the fall 2017 term, program was held on Wednesdays from 3:00 P.M. to 5:00 P.M. Stockton University students and Pleasantville police officers volunteered as tutors. **Carolyn Amesquita** and **Jessica Perez** led the homework completion program with the help of student volunteers.



By October of 2017, the participants of the program and their parents were asking for the SCCE to expand the program to four days per week. In January 2018, the program was held from Monday to Thursday and the room was almost always full.

The findings of a satisfaction survey created by **Dr. Sonia Gonsalves** and taken by 9 ( $N = 9$ ) children 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 responded that police officers arrest people.
  - This response was anticipated and is one of the reasons that the SCCE was approached by the Pleasantville Police Department to begin a homework program in Pleasantville.
- Most participants would go to a police officer if they needed help.

The homework completion program at the Pleasantville Public Library began its first year on September 13, 2017. The program is a collaboration between the Stockton Center for Most participants felt that being with their friends was the best part of coming to homework program.

- This statement suggests that the participants are enjoying the sense of community being created by the homework program.
- Most participants agreed with the statement that they love coming to the homework program at the Pleasantville Public Library. (Please refer to the appendix for additional information.)

Anecdotally, the parents at the homework program reported that their children's grades improved. One child was able to pass to the next grade and his mother attributed his success to attending the homework program regularly.

The Homework Completion Programs had a very 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 Pleasantville Police Department, 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 the Pleasantville Public Library. The Homework Completion Programs also offer opportunities for faculty and staff members to engage in the community.

# STOCKTON CENTER FOR COMMUNITY ENGAGEMENT

## HOMEWORK COMPLETION PROGRAMS AT A GLANCE

AY 2017 - 2018

### PROGRAM SITES

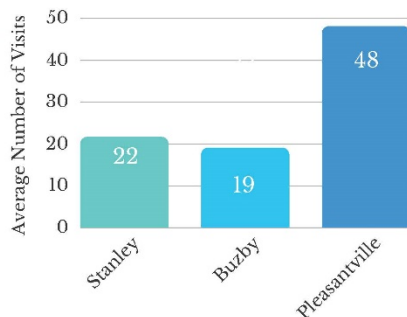
Stanley Holmes Village (STANLEY)	Buzby Village (BUZBY)	Pleasantville Library (PLEASANTVILLE)
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23.1% OF RESIDENTS AT  
STANLEY AGED 18 AND  
YOUNGER PARTICIPATED

48.6% OF RESIDENTS AT  
BUZBY AGED 18 AND  
YOUNGER PARTICIPATED

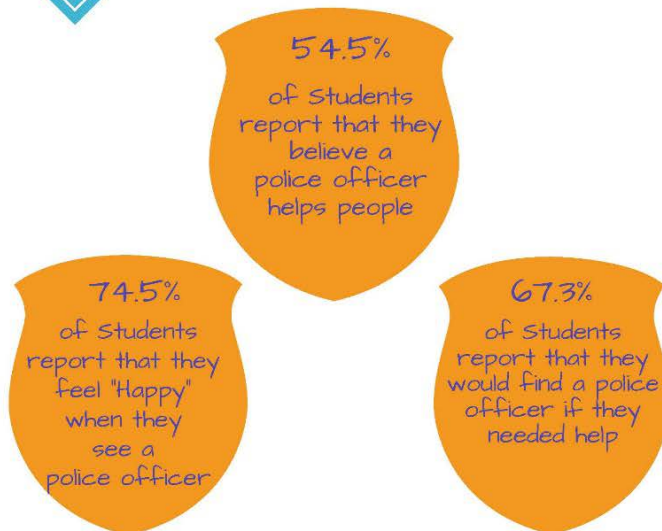
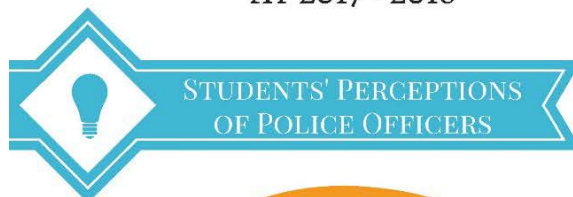
AVERAGE  
PARTICIPATION  
RATE PER SITE  
(VISITS PER YEAR  
PER STUDENT)



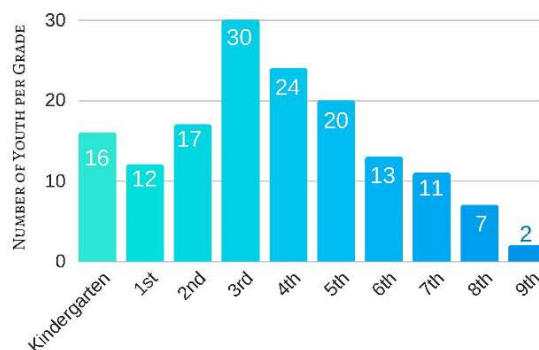
# STOCKTON CENTER FOR COMMUNITY ENGAGEMENT

## HOMEWORK COMPLETION PROGRAMS AT A GLANCE

AY 2017 - 2018



### STUDENT PARTICIPATION BY GRADE LEVEL IN COMBINED PROGRAMS



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 Pleasantville Police Department, the Housing Authority, the City of Pleasantville, and the Atlantic City Public School District, notably, the school district's Title I Program which provides meals for the children in the Stanley Holmes Village and Buzby Homes Village programs.

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.



### 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, 2017 and ended on June 30, 2018. SCCE Alumna Fellow **Lidia Martínez** worked with church staff members on Thursdays from 4:30 P.M. to 7:00 P.M. to provide English instruction at the church. The program had an enrollment of 35 students.

#### 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 111 North 3rd St., Pleasantville, to continue the English Learners Program for church members. **Lidia Martinez** offered the classes on Fridays from 5:00 P.M. to 7:00 P.M. to help students with their English skills. The program had an enrollment of seven.

#### 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**, **Bryan Gonzalez-Mejia** and **Jessica Perez**

with the support of **Dr. Jessie K. Finch**. Over the course of the 2017-2018 fiscal year, there were 36 individual participants and 27.8% of participants attended 10 or more times throughout the year.

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 such as the relevance of information, opportunity to ask questions, and knowledge of facilitators, participants overwhelmingly rated these as “excellent” as well. 93.4% of survey respondents agreed or strongly agreed that the class is preparing them for the naturalization exam. Seven participants in the classes passed the naturalization exam and became naturalized citizens this year. 15 students have become naturalized citizens since the class’ inception. Please see the appendix for in-depth analysis of the assessment data.

### **Alejandra Londoño on teaching the naturalization classes**

*“When I started the naturalization classes 4 years ago, I did not realize the impact the classes would have on me. But as I started to work with the community members, their stories grounded me. Sometimes when students are in college, we forget about the outside world. We think the biggest struggles in life are having a big test coming up or having to go to our 8:30s. We can consume ourselves into our own personal struggles, but hearing what others go through, makes one realize that maybe our lives aren’t so bad after all. I loved helping others through their problems and listening to all of my student’s story. Everyone’s first class, I would separate them and talk to them about what they were going through and how I could help. We discussed why citizenship was important to them and what motivated them to attend the classes. Every answer had a back-story. I thoroughly enjoy working at the center for all four-years. There was nothing more rewarding or impactful that I would have done instead”.*

### **The Campus Kitchen at Atlantic City**

Created in 2010, the Campus Kitchen at Atlantic City is a between SCCE, the Atlantic City High School, the Atlantic City Education, Sodexo, and the Southern Branch of the Community of New Jersey. This fiscal year 2017-2018, Chartwells Dining donated food and hosted two cooking and plating shifts on campus for students to deliver meals 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 1,947 meals were cooked and delivered, thanks to the more than 60 volunteers who participated in the Campus Kitchen and/or Stockton Food Drive.



collaborative effort  
**THE CAMPUS KITCHEN<sup>SM</sup>** Board of  
**at ATLANTIC CITY** Food Bank  
Services

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 Galloway, Absecon, Atlantic City, and Pleasantville. On Tuesdays from 2:30 P.M. to 5:00 P.M., meals were plated and delivered throughout the community.

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.

During AY 2017 - 2018, Student fellows **Askhia Khawaja**, **William Bingham**, and **Anthony Vigliano** played an essential role in this initiative. They developed partnerships, planned menus, administered cooking shifts, and delivered the food to families in need in Atlantic City, Galloway, Absecon, and Pleasantville. Additionally, **Warren Epstein**, the SCCE TES (Temporary Employee Seasonal), recovered food from the Food Bank and Chartwells Dining Services and delivered it to Atlantic City High School's commercial kitchen to be prepared.

### **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 1,501 pounds of food. The food was donated to the Campus Kitchen at Atlantic City, the pantry at the New Day Family Success Center, Family Services Association in Galloway, and the Office of the Dean of Students' new food pantry available to Stockton students. 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 Intern **Kyra Taliaferro**, and the Office of the Dean of Students, 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 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 2018 and spring 2019.

### **School and Community Gardens**

In collaboration with AtlantiCare, SCCE Student fellows work on community gardens. During the summer of 2017, Student fellows **Askhia Khawaja** and **Anthony Vigliano** helped to 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. The program was led by SCCE student fellows and supported by **Trish Collins** and **Dr. Ted Alter**.

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:

- “I liked chatting with Krista about everything from university life to my life as a senior.”
- “We need this all the time it’s good for people in the building.”

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

### **Community Haven in Atlantic City**

In spring 2017, following a request from community partners, SCCE students started visiting older adults at Community Haven, a moderate-income senior living center at 35 South Virginia Avenue in Atlantic City. Students, faculty, and staff visited the complex six times in the spring semester, playing games and having conversations with the residents.

Evaluations were done after each session 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.

Some comments left at the end of the surveys (with grammatical errors intact) include:

- “I enjoyed talking with the students and learning about their goals.”
- “The unity-integration with the students was very pleasant.”

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

### **Game Day with Older Adults in Pleasantville**

This year, SCCE continued visiting older adults at the High Rise at 140 N. Main Street. Students, faculty, and staff visited the complex 13 times, playing games and calling bingo for the residents. Evaluations were done after each session 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.

Some comments left at the end of the surveys (with grammatical errors intact) include:

- “I enjoyed playing trivia games with the students.”
- “The students are very professional and very friendly towards the residents.”

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

### **Lili Caparosa reflections on working in the Afternoon Tea and Game Day programs**

*“My work is impacting the older adults in the places where we have afternoon tea. Spending time with these adults allows them to talk to people outside their circle, so they can vent if they want too; I can help the adults have a voice. I know that I have brought more awareness to the fact that older adults receive little attention”.*

### **Kayla McDermott-Cobbs reflections on working in the Afternoon Tea and Game Day programs**

*I normally shy away from working with the older adult population, but throughout the school year, I have decided to force myself out of my comfort zone, and try something different. I have seen the*



*biggest impact at the Pleasantville location. I normally call the bingo numbers during their Game Day, and this gives me a lot of interaction with the residents. I have seen plenty of these individuals come in not looking too happy and leave with smiles on their faces. Many have told me that they enjoy interacting with the Stockton students. It gets them out of their rooms when they would be otherwise watching TV or just lounging around. It gives me great joy to see how just a little bit of effort goes a long way”.*

### **Community Resource Collaborative**



The SCCE created a bi-weekly meeting group called the Community Resource Collaborative (CRC). 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.

This year, eight students participated in CRC meetings and the SCCE collaborated with several offices on campus to guide students needing a variety of support services.

The Center’s Community Resource Collaborative has been working with the Food Insecurity Committee to operate the Food Program on campus, an initiative which continues to grow.

### **SCCE Staff in the Spotlight**

We congratulate Student Fellow Bryan Gonzalez-Mejia on receiving the Newman Civic Fellowship for 2018 – 2019. The Newman Civic Fellowship is a one-year fellowship experience for community-committed students from Campus Compact member institutions that supports students’ personal, professional, and civic development. We know Bryan will take full advantage of the networking and mentorship opportunities that he will experience next year.

Two SCCE Student fellows, Kayla McDermott-Cobbs and Jason Rehani, presented at the “Sankofa Summit 2018” on March 20, 2018. Their presentation, “Misconceptions in the Definition of Men of Color” was very well-received and they were invited back to present at future events.

We were thrilled to celebrate the graduation of five Student fellows. **Alejandra Londoño, Askhia Khawaja, Anthony Vigliano, Lili Caparosa, and Madison Chant** all received their Bachelor's degrees this year. Two of our interns, **Kyra Taliaferro** and **Jessica Lek**, received their Master's degrees this year.

On Saturday, October 21st, SCCE Executive Director, Merydawilda Colón received the Secondary Education Award from the NAACP Mainland/Pleasantville Branch.

### **Scholarship Activities**

In February, Dr. Merydawilda Colón and Heather Swenson Brilla attended a conference in St. Petersburg, FL entitled, "Preparing for the 2020 Carnegie Community Engagement Classification" led by John Saltmarsh. Heather and Awilda collected valuable information on how to complete the Carnegie Reclassification application, which will be submitted by April 15, 2019. The collaboration of Stockton faculty, staff, and students is essential in the process.

### **Upcoming Projects**

We look forward to the creation of a homework completion program in the Atlantic City Marina District and responding to the suggestions provided by community partners in focus groups to be held in summer 2018.





## APPENDIX

### Excerpt of Community Engagement at Instructional Sites

#### The Sam Azeez Museum of Woodbine Heritage

Throughout the 2017-18 academic year, the staff from The Sam Azeez Museum of Woodbine Heritage had the opportunity to connect with hundreds of K-12 New Jersey students from various backgrounds for a comprehensive walking tour of the Museum. These visits included tours of the Brotherhood Synagogue and an interactive discussion with the staff highlighting the historical exhibits and artifacts that help to tell the story of the history of those who created the legacy of Woodbine. In addition, Stockton's Sam Azeez Museum partnered with the 3rd, 4th and 5th grades of the Woodbine Elementary School for a day of service honoring Dr. King's legacy. The students and staff of the Museum created valentine cards that will be distributed to the residents at the Woodbine Developmental Center and to local nursing homes.



*Students from the Woodbine Elementary School in January 2018*

#### Kramer Hall in Hammonton

Our grant funded program, The Lure of South Jersey included lecturers related to migration and immigration issues facilitated by Dr. Michael Rodriquez, Dr. Robin Hernandez-Mekonnen and Dr. Jessica Finch. In addition, we sponsored an interactive oral history program entitled: "Where you from?" which encouraged community members to provide us with a quick summary of how they landed in New Jersey. In addition, folks were encouraged to participate in the vintage photo booth. This year-long project enjoyed participation from our diverse, intergenerational community members which truly made these events meaningful and open to all.

Kramer Hall also hosted the Atlantic County Teen Arts Festival, a one-day event held annually and coordinated by the Atlantic County Office of Cultural and Heritage Affairs. Over 1,400 Students from local high schools showcased their art to their peers, teachers, community members, and professionals in the field. Students also had the opportunity to participate in workshops, a drum circle, and body painting throughout the day.

#### Stanley Holmes Village Homework Completion Program Report

For the 2017–2018 fiscal year, 93 Stockton students and Atlantic City police officers volunteered to assist with the Stanley S. Holmes Village Homework Completion Program. Ninety tutors were from Stockton University and three 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 8 with an average of four tutors per day. The highest tutor participation was on Tuesdays (31.7% 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 11, 2018 was the last day of the program for the fiscal year. In total, the program was held 98 days this year and 71 students enrolled in the program. Seventy-one students represent 23.1% of the Stanley Holmes Village residents under the age of 18. The number of homework sessions students attended ranged from 1 to 85 times with an average attendance of 21.62 times. During the year, approximately 35.2% of students attended the program more than 25 times. Three students from Stanley Holmes Village submitted their fourth marking period report cards (representing 4.2% of the participants). 100% of the students have a grade of “C” or higher in Math and 100% have received a grade of “C” or higher in Language Arts.

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

For AY 2017 – 2018, 55 Stockton students and Atlantic City police officers volunteered to assist with the Buzby Village Homework Completion Program. Fifty-two tutors were from Stockton University and three 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 Thursdays (32.8% of participation) whereas the lowest tutor participation was on Mondays (16.4% of participation).

The program operated according to the Atlantic City School District calendar. June 12, 2018 was the last day of the program for the fiscal year. In total, the program was held 98 days this year and 68 students enrolled in the program. Sixty-eight students represent 48.6% of the residents of Buzby Village under the age of 18. The number of homework sessions students attended ranged from 1 to 69 times with an average attendance of 19 times. During the year, approximately 33.8% of students attended the program more than 25 times. Ten students from Buzby Village submitted their report cards (representing 6.8% of the participants). 90% 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 Pleasantville Public Library**

The pilot program at the Pleasantville Public Library began in the 2017–2018 fiscal year. The program began on Wednesdays from 3:00 P.M. to 5:00 P.M. By the end of the fall term the participants and their parents had asked for the program to be every day and in the spring 2018 term, the program was expanded to Monday to Thursday. Stockton students and Pleasantville police officers volunteered to assist with the Homework Completion Program at the Pleasantville Library. Twenty-seven tutors were from Stockton University and three tutors were from the Pleasantville 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 three tutors per day. The highest tutor participation was on Wednesdays (57.4%) whereas the lowest tutor participation was on Thursdays (8.7%).

The program operated according to the Pleasantville School District calendar. June 12, 2018 was the last day of the program for the fiscal year. In total, the program was held 92 days this year. Fifteen participated in the program this year. The number of homework sessions students attended ranged from 1 to 84 times with an average of 43 times. During the year approximately 66.7% of students attended the program 25 or more times. Ten students from the program submitted their fourth marking period report cards (representing 66.7% of the participants). 100% of the students have a grade of "C" or higher in Math and 100% have received a grade of "C" or higher in Language Arts.

## Homework Completion Program Satisfaction Survey

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?

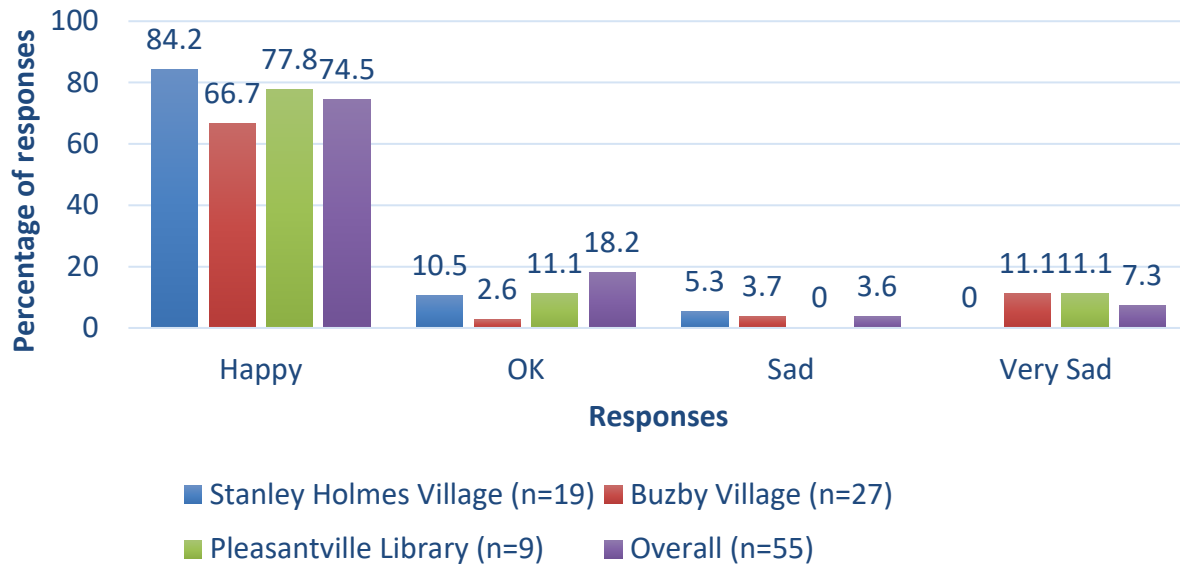


5. I love coming to the community room in Buzby Homes Village!



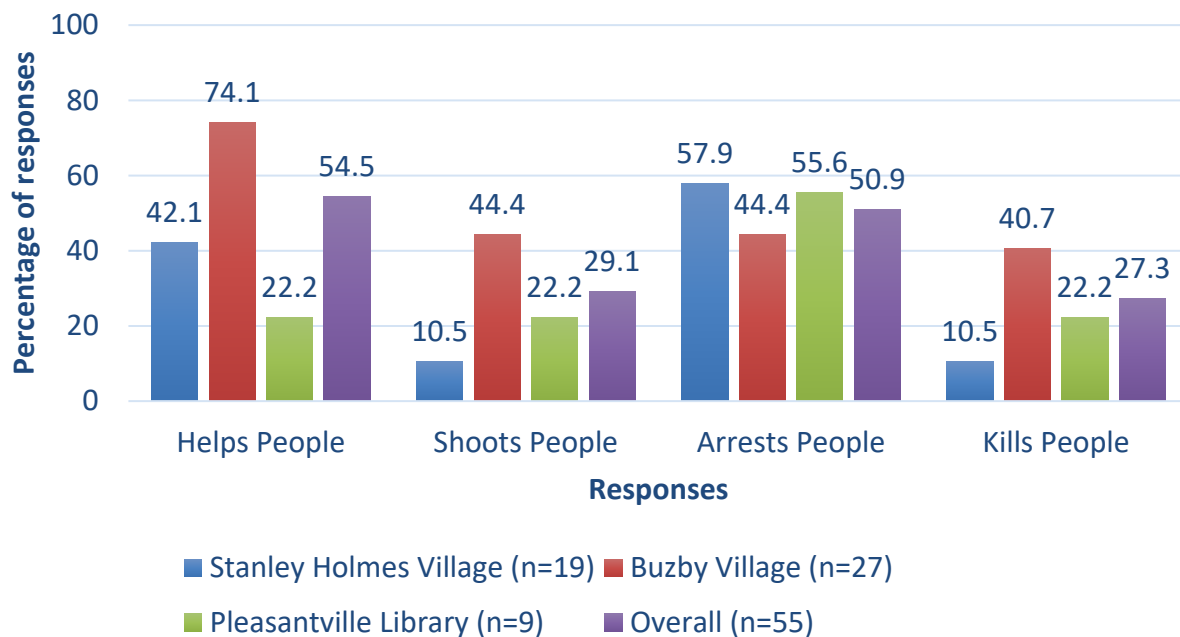
## Question 1

### How do you feel when you see a police officer?



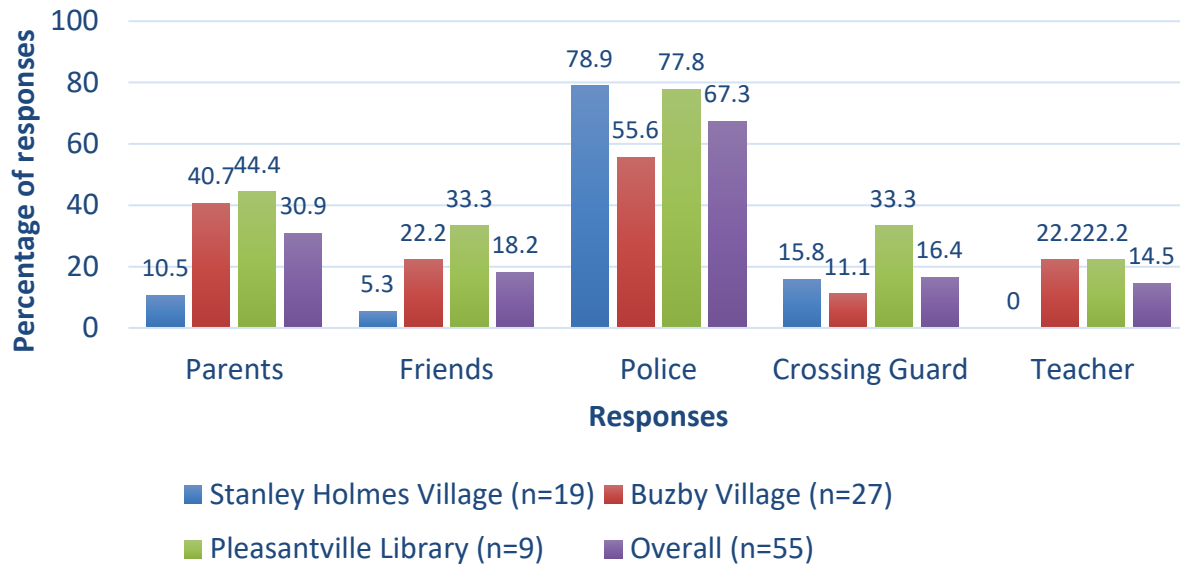
## Question 2

### What does a police officer do?



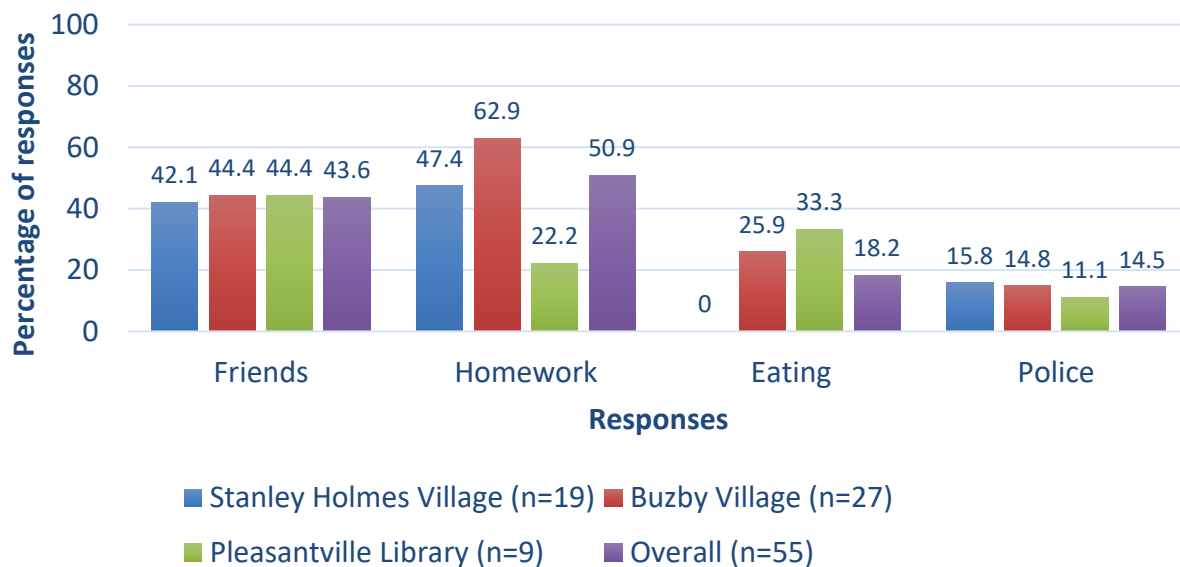
### Question 3

#### Who would you try to find if you needed help?



### Question 4

#### What is the best part of coming to homework program?



## Percentage of Youth Who Say They Like the Homework Program

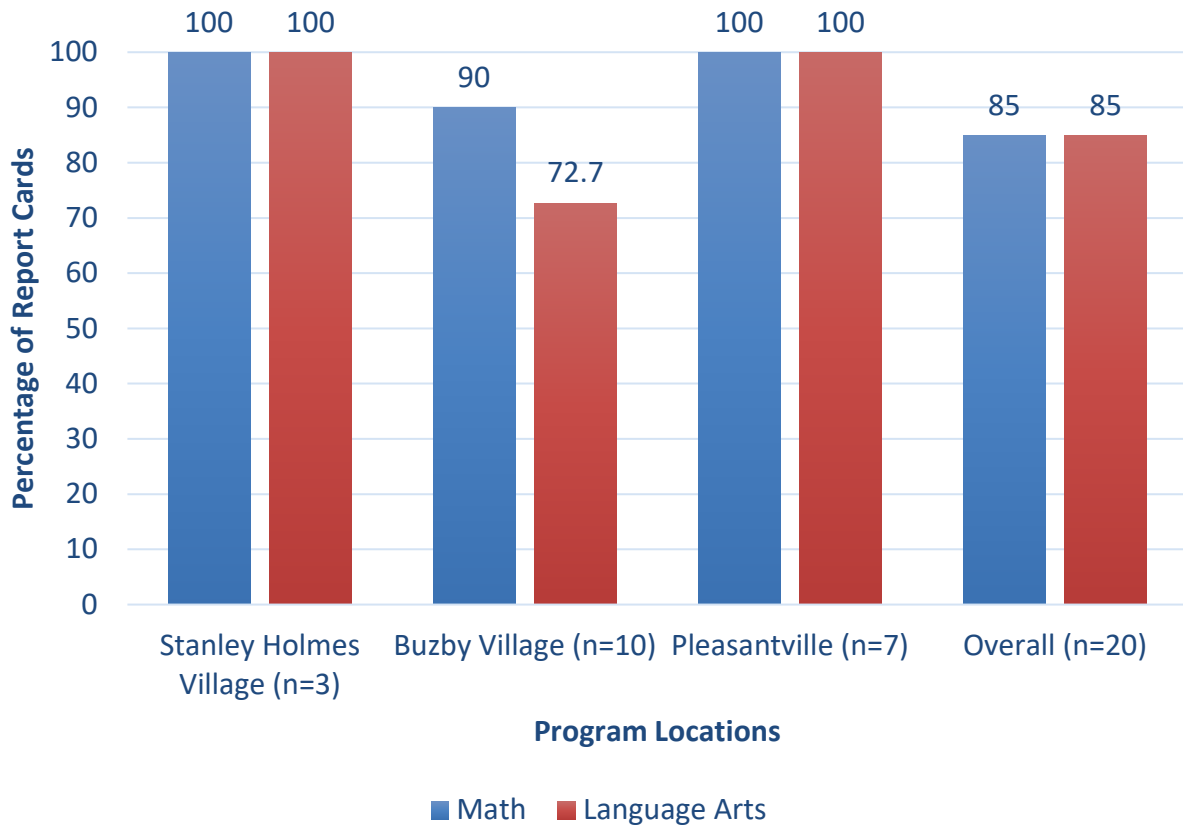


## Participation in the homework programs by grade level

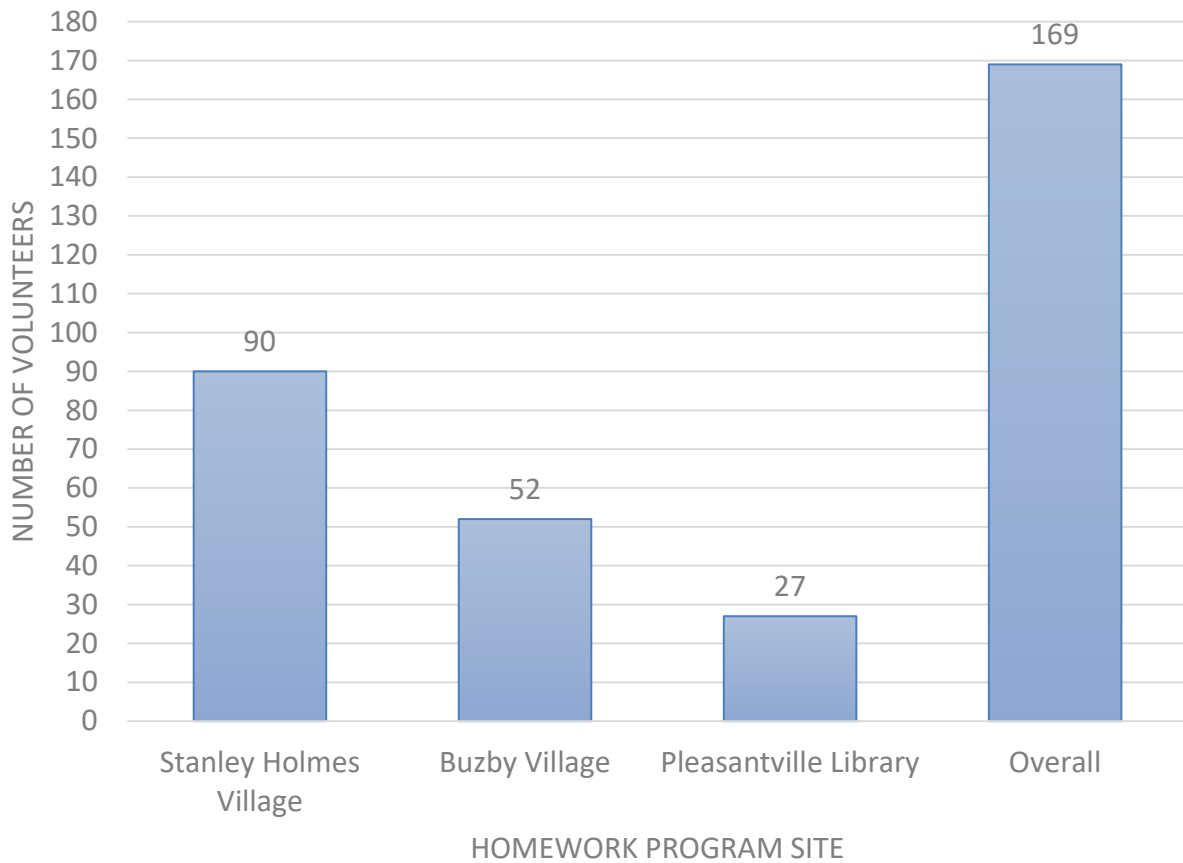


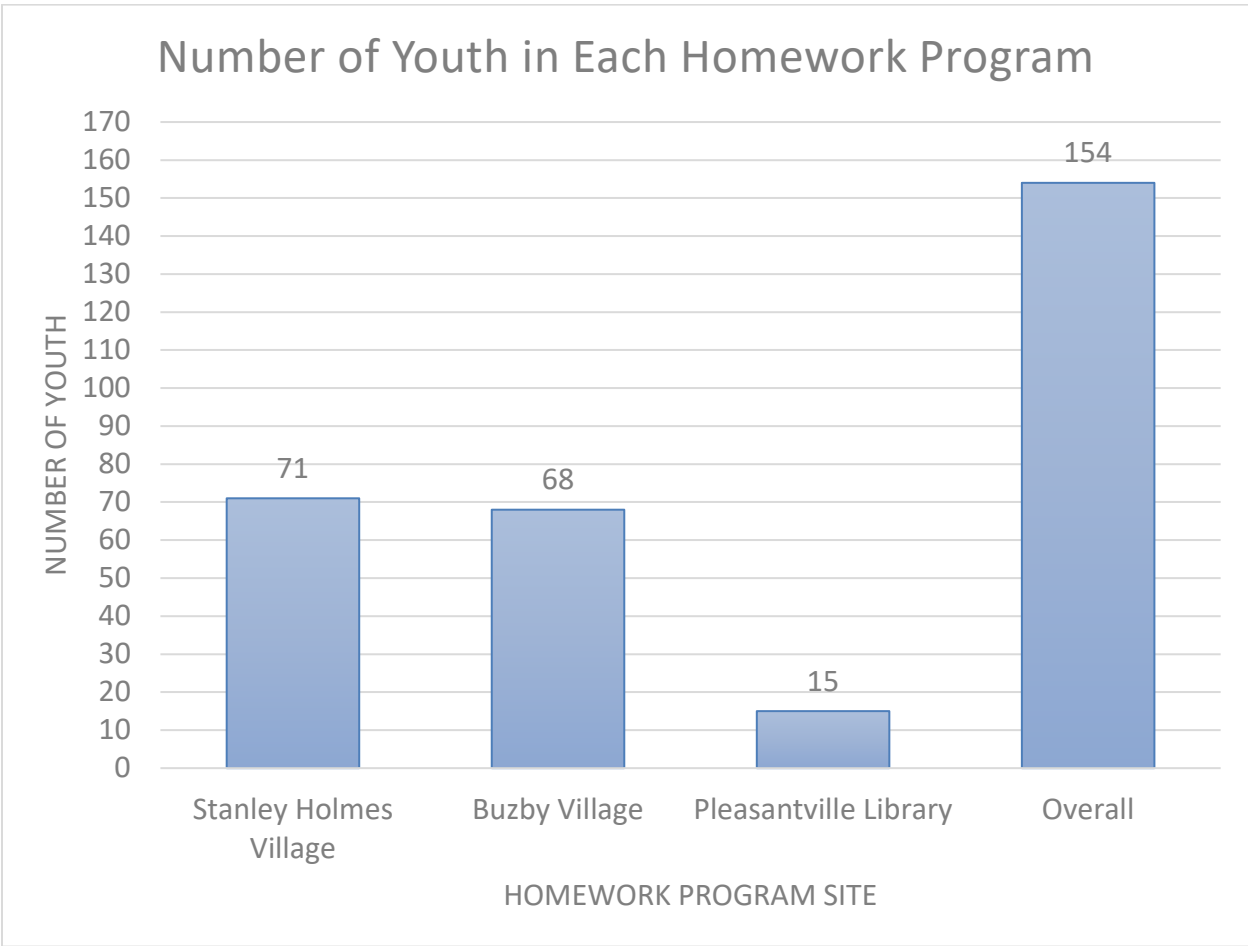


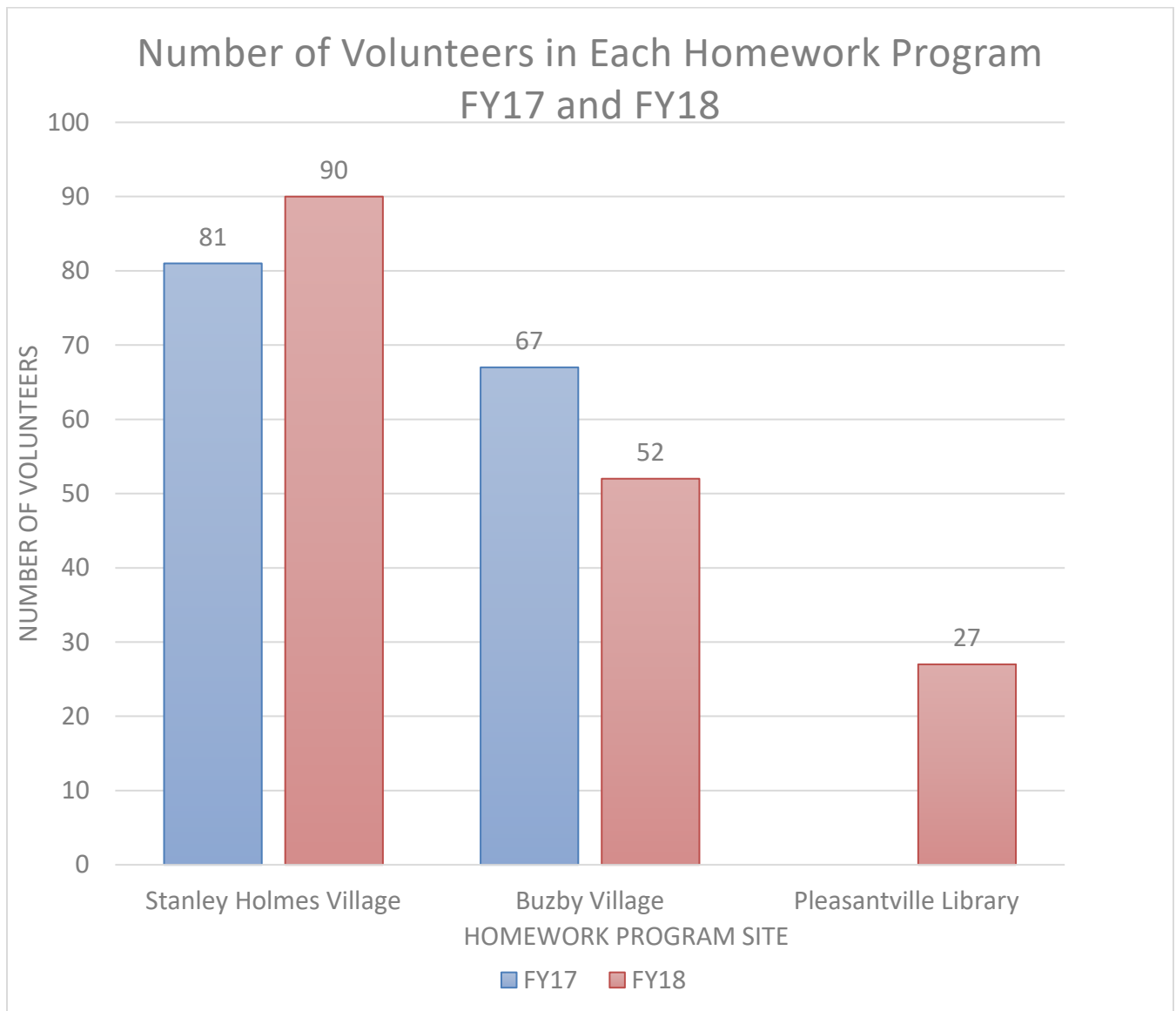
## Percentage of Report Cards Collected Showing a Grade of C or Higher in Math and Language Arts



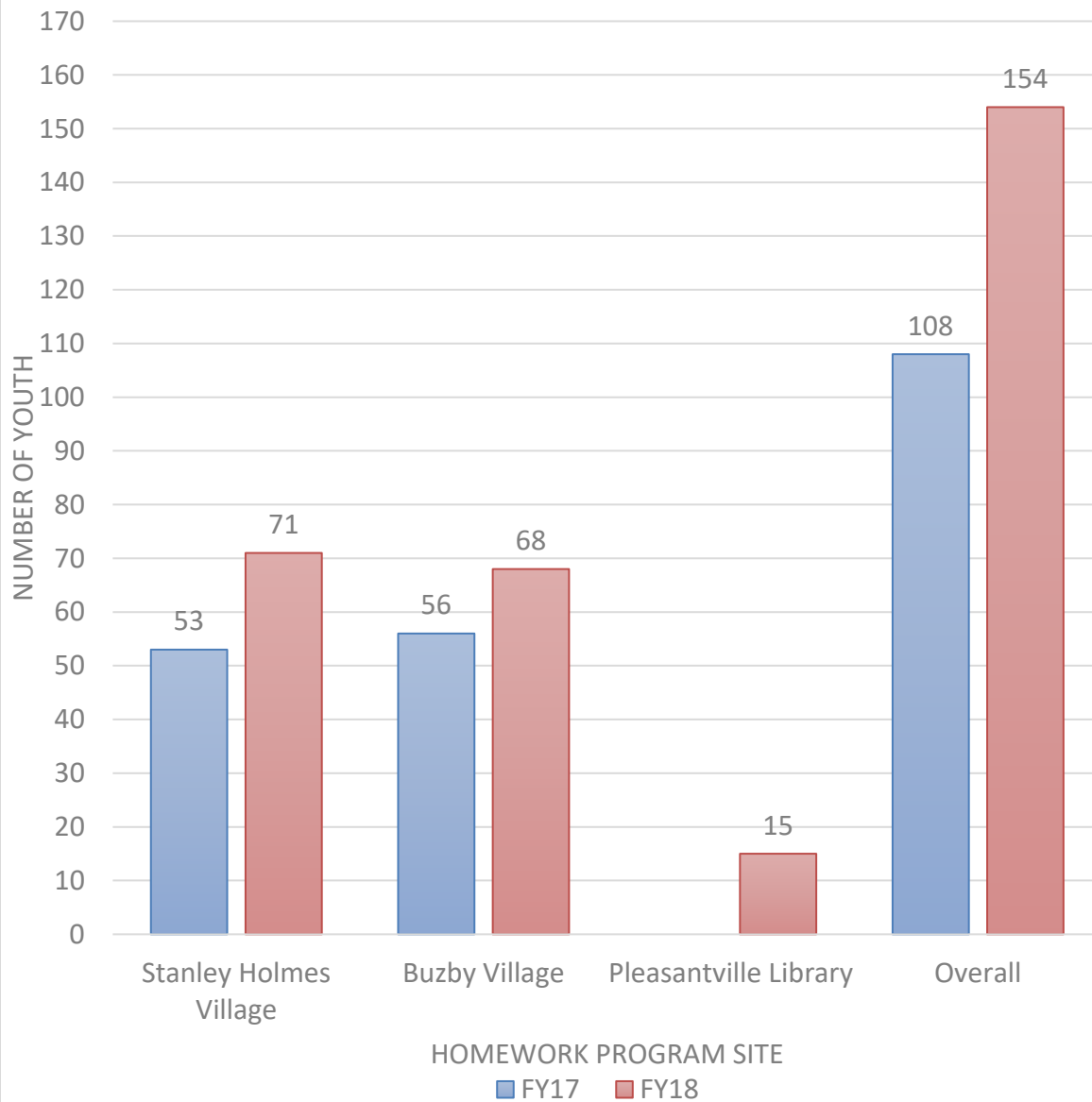
## Number of Volunteers in Each Homework Program



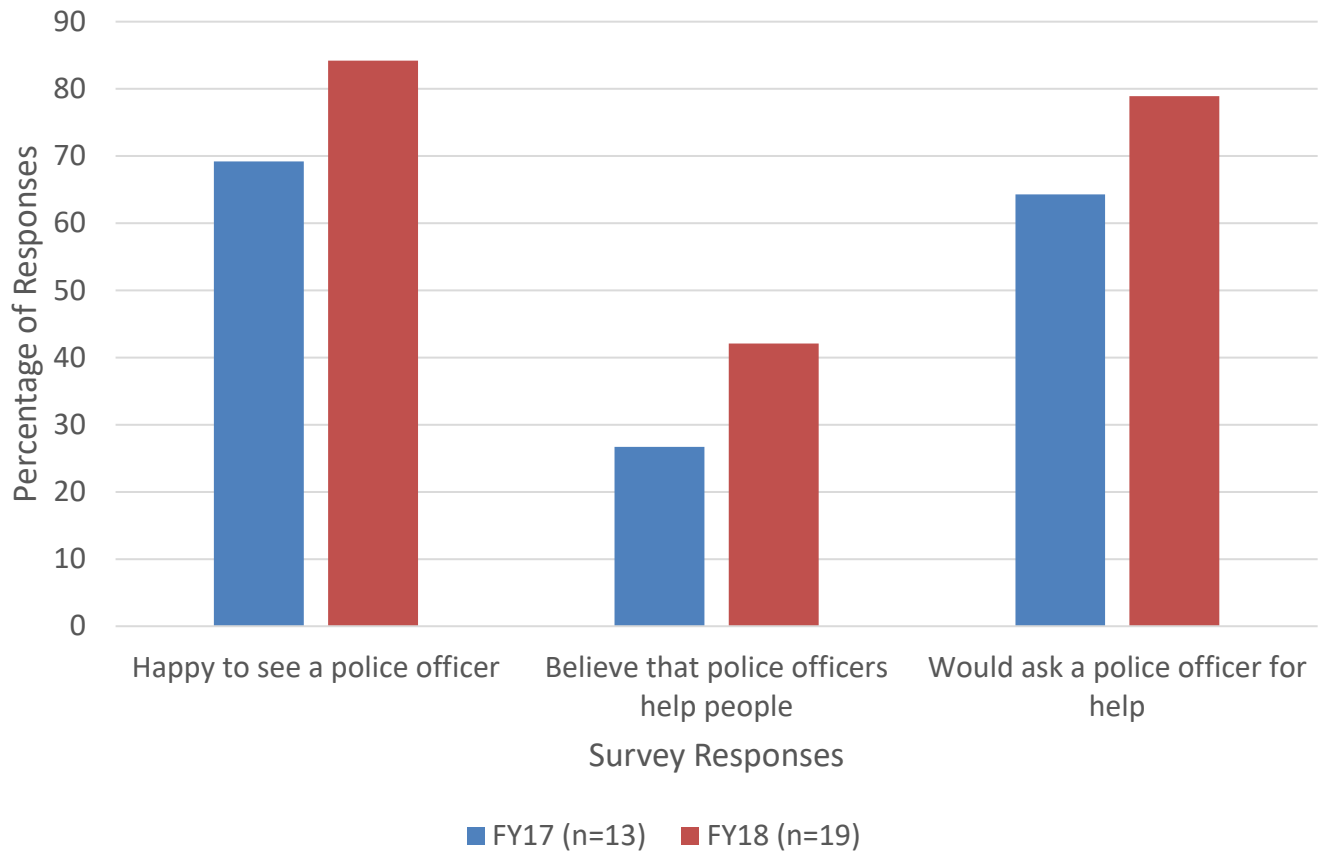




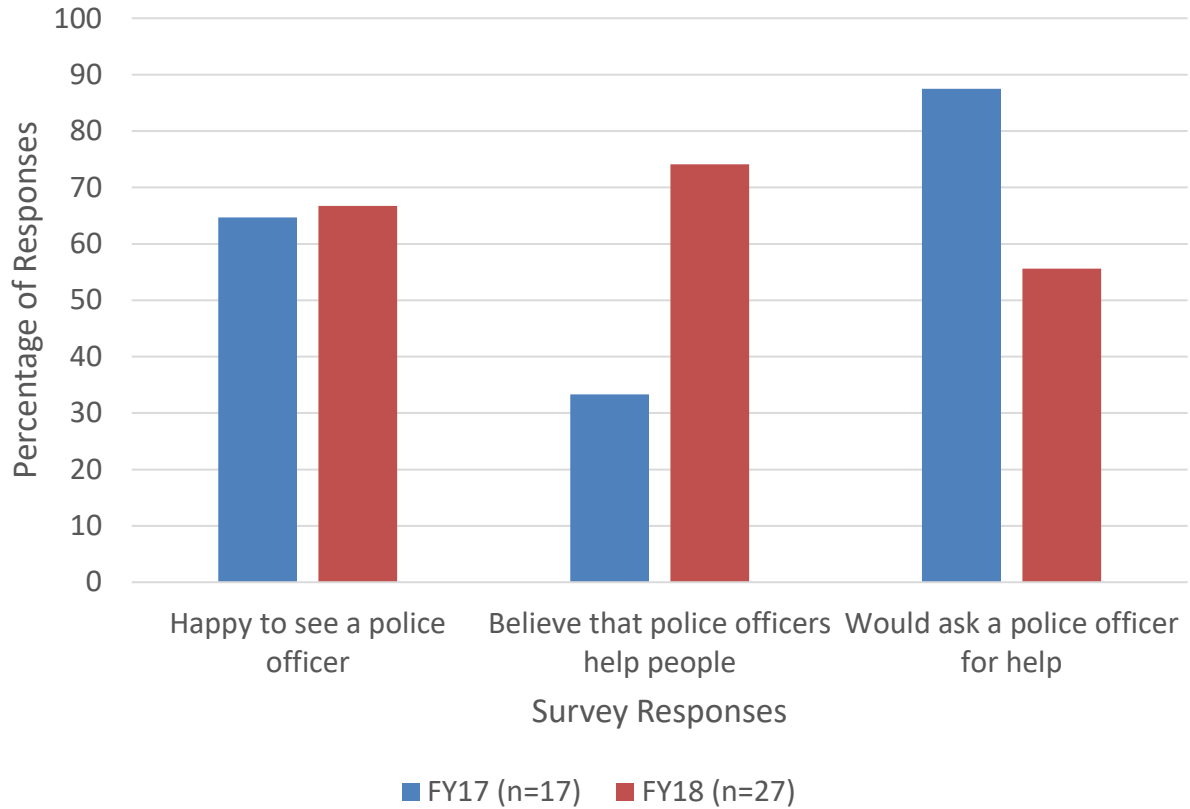
## Number of Youth in Each Homework Program FY17 and FY18



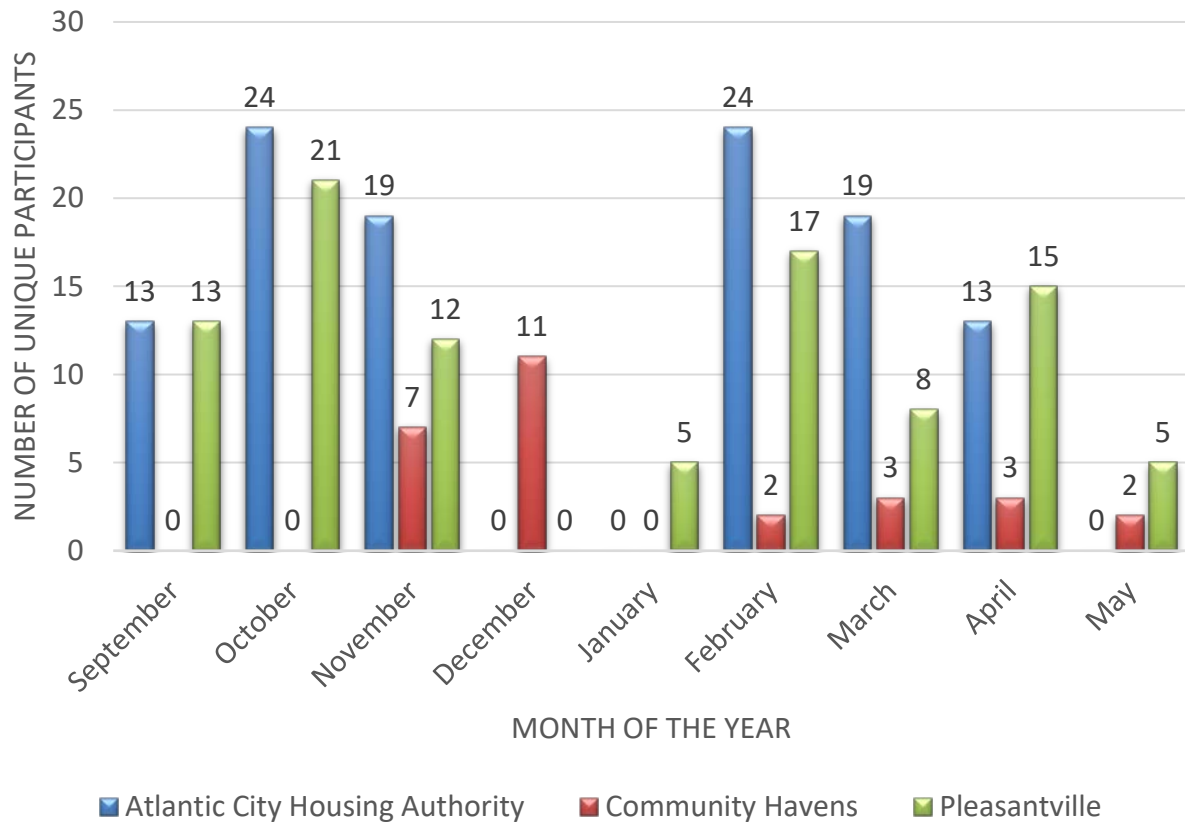
## Homework Program Survey Responses FY17 vs FY18 Stanley Holmes Village



## Homework Program Survey Responses FY17 vs FY18 Buzby Village



## Afternoon Tea Program Participation by Month





## 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, Bryan Gonzalez-Mejia, and Jessica Perez** 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 survey administered during the spring 2018 semester was updated and both versions are included below.

A comment section was included in each survey.

**Table 1. Survey for fall 2017**

**Circle the number that represents your opinion.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
The classes are too long.	1	2	3	4
The classes are too short.	1	2	3	4
The classes are the right length.	1	2	3	4
Once a week is the right amount of classes.	1	2	3	4
I am learning what I need to know to pass the test.	1	2	3	4
I have the opportunity to ask questions.	1	2	3	4
The facilitators teach well.	1	2	3	4
The materials used in class are good.	1	2	3	4
The place of the class is good.	1	2	3	4
I would tell my friends and family to take this class.	1	2	3	4

**Is there anything else you want to say?**

Using the format described above, nine students evaluated during the fall 2017 classes at the Carnegie Center. Ratings are based on a Likert scale from 1 to 4 where 4 is “Strongly Agree” and 1 is “Strongly Disagree.” The mean scores for participants' ratings of naturalization classes are reported in Table 1a.

**Table 1a. Mean scores for participants' ratings of naturalization programming for fall term 2017**

		The classes are too long	The classes are too short	The classes are the right length	Once a week is the right amount of classes	I am learning what I need to know to pass the test	I have the opportunity to ask questions	The facilitators teach well	The materials used in class are good	The place of the class is good	I would tell my friends and family to take this class
Term	N										
Fall Term 2017	9	2.00	2.88	3.50	3.56	3.56	3.78	3.78	3.78	3.78	3.78

In the fall 2017 semester, 100% ( $n = 9$ ) of those surveyed reported that they strongly agreed or agreed that 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.

**Table 1b. Breakdown of participants' ratings of naturalization programming for fall term 2017**

		The classes are too long	The classes are too short	The classes are the right length	Once a week is the right amount of classes	I am learning what I need to know to pass the test	I have the opportunity to ask questions	The instructors teach well	The materials used in class are good	The place of the class is good	I would tell my friends and family to take this class
Term	N										
<b>Fall Term 2017</b>	<b>9</b>										
<i>Strongly Disagree</i>		3(33.3%)	0(0.0%)	0(0.0%)	0(0.0%)	1(11.1%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Disagree</i>		3(33.3%)	2(22.2%)	0(0.0%)	1(11.1%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Agree</i>		3(33.3%)	5(55.6%)	4(44.4%)	2(22.2%)	1(11.1%)	2(22.2%)	2(22.2%)	2(22.2%)	2(22.2%)	2(22.2%)
<i>Strongly Agree</i>		0(0.0%)	1(11.1%)	4(44.4%)	6(66.7%)	7(77.8%)	7(77.8%)	7(77.8%)	7(77.8%)	7(77.8%)	7(77.8%)



**Table 2. Survey for spring 2018**

**Circle the number that represents your opinion.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
The classes are too long.	1	2	3	4
The classes are too short.	1	2	3	4
The classes are the right length.	1	2	3	4
I am learning what I need to know to pass the test.	1	2	3	4
I have the opportunity to ask questions.	1	2	3	4
The facilitators teach well.	1	2	3	4
The materials used in class are good.	1	2	3	4
The place of the class is good.	1	2	3	4
I would tell my friends and family to take this class.	1	2	3	4

**Is there anything else you want to say?**

Using the same format as the fall 2017 evaluation, seven students evaluated during the spring 2018 classes at the Carnegie Center. Table 2's ratings are based on a Likert scale from 1 to 4 where 4 is "Strongly Agree" and 1 is "Strongly Disagree." The mean scores for participants' ratings of naturalization classes are reported in Table 2a.

**Table 2a. Mean scores for participants' ratings of naturalization programming for spring term 2018**

		The classes are too long	The classes are too short	The classes are the right length	I am learning what I need to know to pass the test	I have the opportunity to ask questions	The facilitators teach well	The materials used in class are good	The place of the class is good	I would tell my friends and family to take this class
Term	N									
Spring Term 2018	7	1.00	1.57	4.00	4.00	4.00	4.00	4.00	4.00	4.00

In the spring 2018 semester, 100% ( $n = 7$ ) of those surveyed stated that strongly agreed or agreed that the classes prepared them for the naturalization exam, met their expectations, and that they would recommend the class to friends and family. The distribution of the ratings for the program can be found in table 2b.

**Table 2b. Breakdown of participants' ratings of naturalization programming for spring term 2018**

		The classes are too long	The classes are too short	The classes are the right length	I am learning what I need to know to pass the test	I have the opportunity to ask questions	The instructors teach well	The materials used in class are good	The place of the class is good	I would tell my friends and family to take this class
Term	N									
<b>Spring Term 2018</b>	<b>7</b>									
<i>Strongly Disagree</i>	7(100.0%)	1(14.3%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Disagree</i>	0(0.0%)	5(71.4%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Agree</i>	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Strongly Agree</i>	0(0.0%)	1(14.3%)	6(85.7%)	7(100.0%)	7(100.0%)	7(100.0%)	7(100.0%)	7(100.0%)	7(100.0%)	7(100.0%)

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 15 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 in Atlantic City and Pleasantville twenty five 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:

- 9/15/17 – High Rise in Pleasantville
- 9/22/17 – Inlet Towers, Atlantic City
- 9/29/17 – High Rise in Pleasantville
- 10/13/17 – High Rise in Pleasantville
- 10/20/17 – Jeffries Tower, Atlantic City
- 10/27/17 – High Rise in Pleasantville
- 11/3/17 – Community Havens, Atlantic City
- 11/10/17 – High Rise in Pleasantville
- 11/17/17 – Shore Park, Atlantic City
- 12/1/17 – Community Havens, Atlantic City
- 1/12/18 – High Rise in Pleasantville
- 1/26/18 – High Rise in Pleasantville
- 2/2/18 – Community Havens, Atlantic City
- 2/9/18 – High Rise in Pleasantville
- 2/16/18 – Jeffries Tower, Atlantic City
- 2/23/18 – High Rise in Pleasantville
- 3/2/18 – Community Havens, Atlantic City
- 3/9/18 – High Rise in Pleasantville
- 3/23/18 – Shore Park, Atlantic City
- 4/2/18 – Community Havens, Atlantic City
- 4/13/18 – High Rise in Pleasantville
- 4/20/18 – Altman Tower, Atlantic City
- 4/27/18 – High Rise in Pleasantville
- 5/4/18 – Community Havens, Atlantic City
- 5/11/18 – High Rise in Pleasantville

A total of 175 Atlantic City and Pleasantville residents participated in 25 events this year, interacting with 146 Stockton volunteers. 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



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 3. Mean scores for participants' ratings of afternoon tea programming for the fall term AY 2017-2018**

Dates	N	Length of Event	Interaction with Stockton Students	Interaction with other residents	Types of games
8/18/2017	15	3.53	3.67	3.27	3.29
9/14/2017	5	4.00	3.80	3.80	4.00
9/22/2017	8	3.50	3.50	3.25	3.50
9/29/2017	9	3.67	4.00	3.33	3.38
10/13/2017	4	3.75	3.75	3.75	3.75
10/20/2017	11	3.73	3.92	3.42	3.50
10/27/2017	18	3.61	3.88	3.71	3.83
11/3/2017	6	3.83	3.71	3.33	3.00
11/10/2017	10	3.50	3.60	3.70	3.27
11/17/2017	17	3.71	3.80	3.67	3.57
12/1/2017	9	3.67	4.00	3.33	3.38

Dates	N	Did the event meet your expectations?	Would you recommend the event to others?
8/18/2017	15	2.73	2.92
9/14/2017	5	3.00	3.00
9/22/2017	8	2.75	3.00
9/29/2017	9	2.88	3.00
10/13/2017	4	3.00	3.00
10/20/2017	11	2.83	2.91
10/27/2017	18	2.89	2.94
11/3/2017	6	2.86	2.60
11/10/2017	10	2.82	2.60
11/17/2017	17	2.94	2.93
12/1/2017	9	2.88	3.00

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 4/21/18, 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 tables 3b and 3c. All residents reported that they would “somewhat” or “very much” recommend the event to others and that it met their expectations.

Dates	N	Length of Event	Interaction with Stockton Students	Interaction with other residents	Types of games
<b>8/18/2017</b>	15				
<i>Poor</i>		0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Average</i>		2(13.3%)	1(6.67%)	3(20%)	2(14.3%)
<i>Good</i>		3(20%)	3(20%)	5(33.3%)	6(42.9%)
<i>Excellent</i>		10(66.67%)	11(73.3%)	7(46.7%)	6(42.9%)
<b>9/14/2017</b>	5				
<i>Poor</i>		0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Average</i>		0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Good</i>		0(0.0%)	1(20%)	1(20%)	0(0.0%)
<i>Excellent</i>		5(100%)	4(80%)	4(80%)	4(100%)
<b>9/22/2017</b>	8				
<i>Poor</i>		0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Average</i>		0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Good</i>		4(50%)	4(50%)	4(50%)	4(50%)
<i>Excellent</i>		4(50%)	4(50%)	3(37.5%)	4(50%)
<b>9/29/2017</b>	9				
<i>Poor</i>		0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Average</i>		0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Good</i>		4(44.4%)	3(33.3%)	5(55.6%)	4(50%)
<i>Excellent</i>		5(55.6%)	6(66.7%)	4(44.4%)	4(50%)
<b>10/13/2017</b>	4				
<i>Poor</i>		0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Average</i>		0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Good</i>		1(25.0%)	1(25.0%)	1(25.0%)	1(25.0%)
<i>Excellent</i>		3(75.0%)	3(75.0%)	3(75.0%)	3(75.0%)
<b>10/20/2017</b>	12				
<i>Poor</i>		0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)

<i>Average</i>	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Good</i>	3(27.3%)	1(8.3%)	3(25.0%)	3(40.0%)
<i>Excellent</i>	8(72.7%)	11(91.7%)	7(58.3%)	6(60.0%)
<b>10/27/2017</b>	18			
<i>Poor</i>	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Average</i>	1(5.6%)	0(0.0%)	1(5.9%)	0(0.0%)
<i>Good</i>	5(27.8%)	2(12.5%)	3(17.6%)	3(16.7%)
<i>Excellent</i>	12(66.7%)	14(87.5%)	13(76.5%)	15(83.3%)
<b>11/3/2017</b>	8			
<i>Poor</i>	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Average</i>	0(0.0%)	0(0.0%)	1(16.7%)	1(33.3%)
<i>Good</i>	1(16.7%)	2(28.6%)	2(33.3%)	1(33.3%)
<i>Excellent</i>	5(83.3%)	5(71.4%)	3(50.0%)	1(33.3%)
<b>11/10/2017</b>	10			
<i>Poor</i>	0(0.0%)	0(0.0%)	0(0.0%)	2(18.2%)
<i>Average</i>	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Good</i>	5(50.0%)	4(40.0%)	3(30.0%)	2(18.2%)
<i>Excellent</i>	5(50.0%)	6(60.0%)	7(70.0%)	7(63.6%)
<b>11/17/2017</b>	17			
<i>Poor</i>	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Average</i>	1(5.9%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Good</i>	3(17.6%)	3(20.0%)	5(33.3%)	6(42.9%)
<i>Excellent</i>	13(76.5%)	12(80.0%)	10(66.7)	8(57.1%)
<b>12/1/2017</b>	9			
<i>Poor</i>	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
<i>Average</i>	0(0.0%)	0(0.0%)	1(11.1%)	2(25.0%)
<i>Good</i>	3(33.3%)	0(0.0%)	4(44.4%)	1(12.5%)
<i>Excellent</i>	6(66.7%)	9(100.0%)	4(44.4%)	5(62.5%)

Dates	N	Did the event meet your expectations?	Would you recommend the event to others?
<b>8/18/2017</b>	15		
<i>Not at all</i>		0(0.0%)	0(0.0%)
<i>Somewhat</i>		4(26.7%)	1(7.7%)
<i>Very Much</i>		11(73.3%)	12(92.3%)
<b>9/14/2017</b>	5		
<i>Not at all</i>		0(0.0%)	0(0.0%)
<i>Somewhat</i>		0(0.0%)	0(0.0%)
<i>Very Much</i>		5(100%)	5(100%)
<b>9/22/2017</b>	8		
<i>Not at all</i>		0(0.0%)	0(0.0%)

<i>Somewhat</i>		2(25%)	0(0.0%)
<i>Very Much</i>		6(75%)	7(100%)
<b>9/29/2017</b>	<b>9</b>		
<i>Not at all</i>		0(0.0%)	0(0.0%)
<i>Somewhat</i>		2(22.2%)	1(11.1%)
<i>Very Much</i>		7(77.8%)	8(88.9%)
<b>10/13/2017</b>	<b>4</b>		
<i>Not at all</i>		0(0.0%)	0(0.0%)
<i>Somewhat</i>		0(0.0%)	0(0.0%)
<i>Very Much</i>		4(100.0%)	4(100.0%)
<b>10/20/2017</b>	<b>12</b>		
<i>Not at all</i>		0(0.0%)	0(0.0%)
<i>Somewhat</i>		2(16.7%)	1(9.1%)
<i>Very Much</i>		10(83.3%)	10(90.9%)
<b>10/27/2017</b>	<b>18</b>		
<i>Not at all</i>		0(0.0%)	0(0.0%)
<i>Somewhat</i>		2(11.1%)	1(5.9%)
<i>Very Much</i>		16(88.9%)	16(94.1%)
<b>11/3/2017</b>	<b>8</b>		
<i>Not at all</i>		0(0.0%)	0(0.0%)
<i>Somewhat</i>		1(14.3%)	2(40.0%)
<i>Very Much</i>		6(85.7%)	3(60.0%)
<b>11/10/2017</b>	<b>10</b>		
<i>Not at all</i>		0(0.0%)	2(20.0%)
<i>Somewhat</i>		2(18.2%)	0(0.0%)
<i>Very Much</i>		9(81.8%)	8(80.0%)
<b>11/17/2017</b>	<b>17</b>		
<i>Not at all</i>		0(0.0%)	0(0.0%)
<i>Somewhat</i>		1(5.9%)	1(6.7%)
<i>Very Much</i>		16(94.1%)	14(93.3%)
<b>12/1/2017</b>	<b>9</b>		
<i>Not at all</i>		0(0.0%)	0(0.0%)
<i>Somewhat</i>		1(12.5%)	0(0.0%)
<i>Very Much</i>		7(87.5%)	8(100.0%)

**Stockton Center for Community Engagement Survey  
for Afternoon Tea with Older Adults and Game Day**

Pick the face that shows how you felt when you first came in today.



Very Happy



Happy



Content



Sad



Very Sad

Pick the face that shows how you felt during the program today.



Very Happy



Happy



Content



Sad



Very Sad

Pick the face that shows how you feel when you think about coming to the program.



Very Happy



Happy



Content



Sad



Very Sad

The analysis of the survey was done by converting the ratings to numbered scores where “Very Happy” equaled 5 and “Very Unhappy” equaled 1.

**Table 3. Mean scores for participants' ratings of afternoon tea programming for the spring term AY 2017-2018**

Dates	N	How participant felt coming to program	How participant felt during program	How participant felt when thinking about coming to the program
1/26/2018	3	4.33	4.33	3.67
2/2/2018	2	2.50	3.50	5.00
2/9/2018	5	4.40	4.40	4.20
2/16/2018	19	4.21	4.17	4.26
3/2/2018	6	4.50	4.67	5.00
3/9/2018	11	3.73	3.36	3.82
3/23/2018	31	4.10	4.23	4.42
4/6/2018	3	4.33	4.67	5.00
4/13/2018	13	3.58	3.71	4.09
4/20/2018	11	4.55	4.73	4.55
4/27/2018	7	3.43	3.43	3.43
5/4/2018	2	4.50	5.00	5.00
5/11/2018	5	4.60	4.60	4.60

**Table 3a. Breakdown of participants' ratings of afternoon tea programming for the spring term AY 2017-2018**

Dates	N	How participant felt coming to program	How participant felt during program	How participant felt when thinking about coming to the program
<b>1/26/2019</b>	<b>3</b>			
Very Happy		1(33.3%)	2(66.7%)	1(33.3%)
Happy		2(66.7%)	0(0.0%)	1(33.3%)
Content		0(0.0%)	1(33.3%)	0(0.0%)
Sad		0(0.0%)	0(0.0%)	1(33.3%)
Very Sad		0(0.0%)	0(0.0%)	0(0.0%)
<b>2/2/2018</b>	<b>2</b>			
Very Happy		0(0.0%)	0(0.0%)	2(100.0%)
Happy		0(0.0%)	1(50.0%)	0(0.0%)
Content		1(50.0%)	1(50.0%)	0(0.0%)
Sad		1(50.0%)	0(0.0%)	0(0.0%)
Very Sad		0(0.0%)	0(0.0%)	0(0.0%)
<b>2/9/2018</b>	<b>5</b>			
Very Happy		3(60.0%)	3(60.0%)	2(40.0%)
Happy		1(20.0%)	1(20.0%)	2(40.0%)

	<i>Content</i>	1(20.0%)	1(20.0%)	1(20.0%)
	<i>Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
	<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
<b>2/16/2018</b>		19		
	<i>Very Happy</i>	10(52.6%)	6(31.6%)	10(52.6%)
	<i>Very Happy/Happy Multiple Response</i>	2(10.5%)	0(0.0%)	0(0.0%)
	<i>Happy</i>	2(10.5%)	10 (52.6%)	5(26.3%)
	<i>Content</i>	3(15.8%)	1(5.3%)	3(15.8%)
	<i>Sad</i>	2(10.5%)	1(5.3%)	1(5.3%)
	<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
<b>3/2/2018</b>		6		
	<i>Very Happy</i>	3(50.0%)	2(33.3%)	6(100.0%)
	<i>Happy</i>	3(50.0%)	4(66.7%)	0(0.0%)
	<i>Content</i>	0(0.0%)	0(0.0%)	0(0.0%)
	<i>Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
	<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
<b>3/9/2018</b>		11		
	<i>Very Happy</i>	3(27.3%)	2(18.2%)	3(27.3%)
	<i>Happy</i>	4(36.4%)	3(27.3%)	5(45.5%)
	<i>Content</i>	3(27.3%)	4(36.4%)	2(18.2%)
	<i>Sad</i>	0(0.0%)	1(9.1%)	0(0.0%)
	<i>Very Sad</i>	1(9.1%)	1(9.1%)	1(9.1%)
<b>3/23/2018</b>		31		
	<i>Very Happy</i>	14(45.2%)	17(54.8%)	19(61.3%)
	<i>Happy</i>	9(29.0%)	8(25.8%)	8(25.8%)
	<i>Content</i>	6(19.4%)	4(12.9%)	3(9.7%)
	<i>Sad</i>	1(3.2%)	0(0.0%)	0(0.0%)
	<i>Very Sad</i>	1(3.2%)	2(6.5%)	1(3.2%)
<b>4/6/2018</b>		3		
	<i>Very Happy</i>	1(33.3%)	2(66.7%)	3(100.0%)
	<i>Happy</i>	2(66.7%)	1(33.3%)	0(0.0%)
	<i>Content</i>	0(0.0%)	0(0.0%)	0(0.0%)
	<i>Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
	<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
<b>4/13/2018</b>		13		
	<i>Very Happy</i>	2(15.4%)	1(7.7%)	4(30.8%)
	<i>Very Happy/Sad Multiple Responses</i>	1(7.7%)	0(0.0%)	0(0.0%)
	<i>Happy</i>	5(38.5%)	6(46.2%)	4(30.8%)
	<i>Happy/Content Multiple Responses</i>	0(0.0%)	1(7.7%)	0(0.0%)
	<i>Content</i>	4(30.8%)	4(30.8%)	3(23.1%)
	<i>Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
	<i>Very Sad</i>	1(7.7%)	0(0.0%)	0(0.0%)

<b>4/20/2018</b>	<b>11</b>			
<i>Very Happy</i>	7(63.6%)	8(72.7%)	8(72.7%)	
<i>Happy</i>	3(27.3%)	3(27.3%)	1(9.1%)	
<i>Content</i>	1(9.1%)	0(0.0%)	2(18.2%)	
<i>Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)	
<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)	
<b>4/27/2018</b>	<b>7</b>			
<i>Very Happy</i>	1(14.3%)	1(14.3%)	1(14.3%)	
<i>Happy</i>	2(28.6%)	2(28.6%)	2(28.6%)	
<i>Content</i>	3(42.9%)	3(42.9%)	3(42.9%)	
<i>Sad</i>	1(14.3%)	1(14.3%)	1(14.3%)	
<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)	
<b>5/4/2018</b>	<b>2</b>			
<i>Very Happy</i>	1(50.0%)	2(100.0%)	2(100.0%)	
<i>Happy</i>	1(50.0%)	0(0.0%)	0(0.0%)	
<i>Content</i>	0(0.0%)	0(0.0%)	0(0.0%)	
<i>Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)	
<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)	
<b>5/11/2018</b>	<b>5</b>			
<i>Very Happy</i>	3(60.0%)	3(60.0%)	3(60.0%)	
<i>Happy</i>	2(40.0%)	2(40.0%)	2(40.0%)	
<i>Content</i>	0(0.0%)	0(0.0%)	0(0.0%)	
<i>Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)	
<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)	

Scores and rating indicate that participants looked forward to coming to the sessions and that they felt happy during the events.

### **Conclusion**

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 of Service Faculty Report

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

**Response rate:** 49 surveys were completed

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

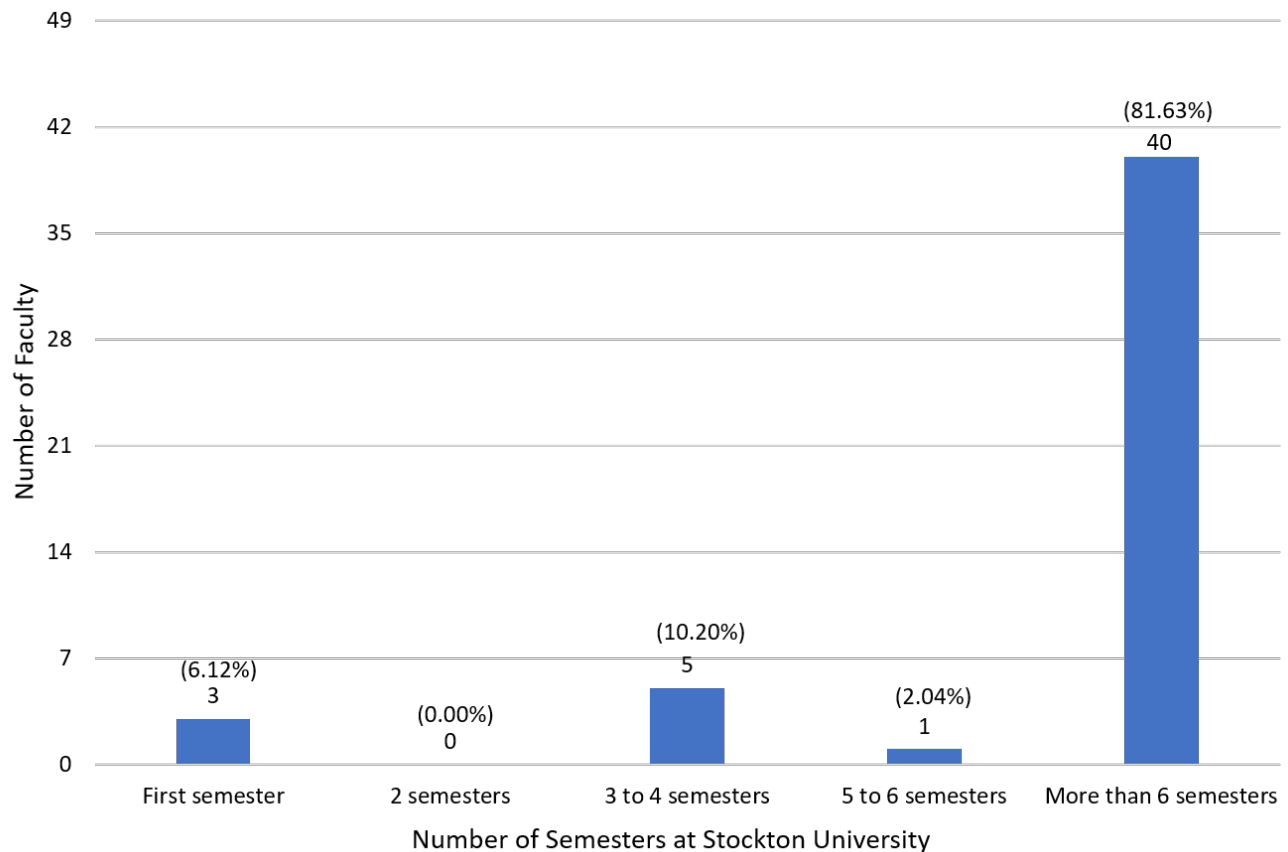
**Data collection period:** April through May of 2018

**Sampling method:** non-probability sampling

### Findings

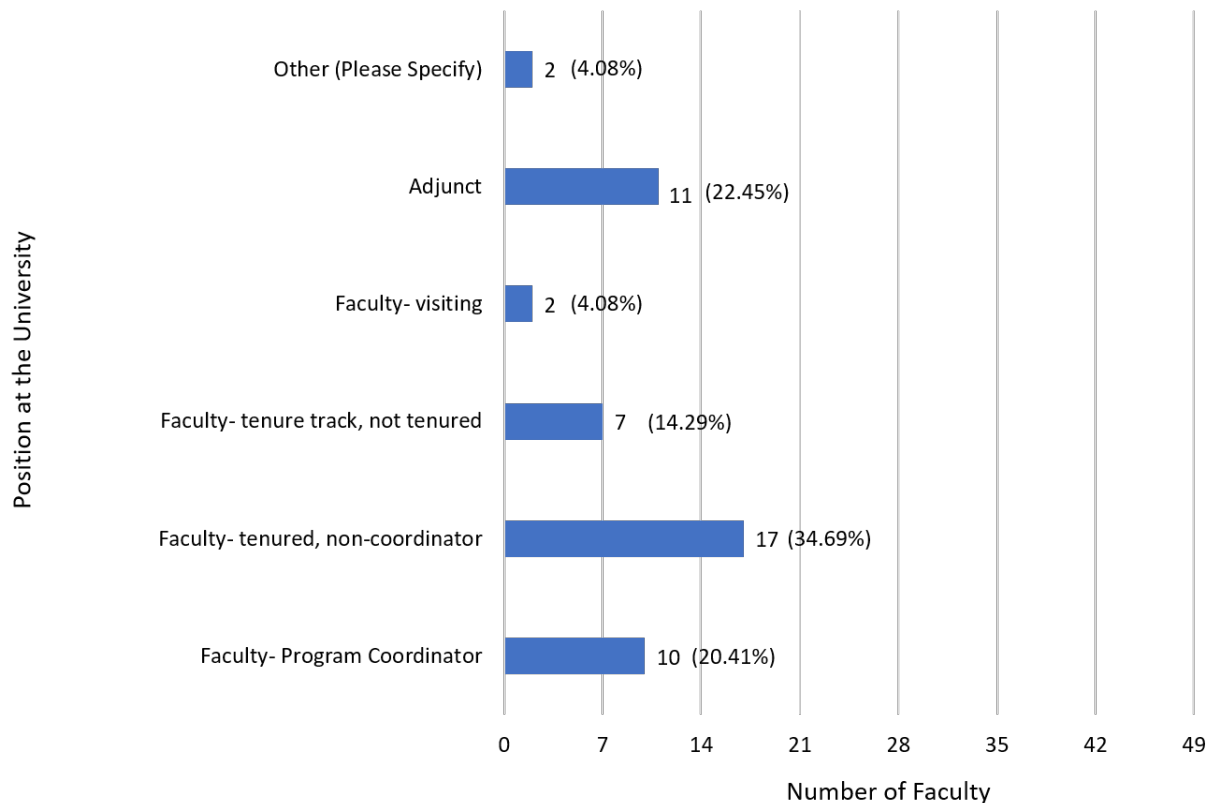
#### *Sample Characteristics*

- Among the 49 respondents who indicated the number of semesters they have been at Stockton, the majority of the sample (81.63%,  $n = 40$ ) has been at Stockton more than

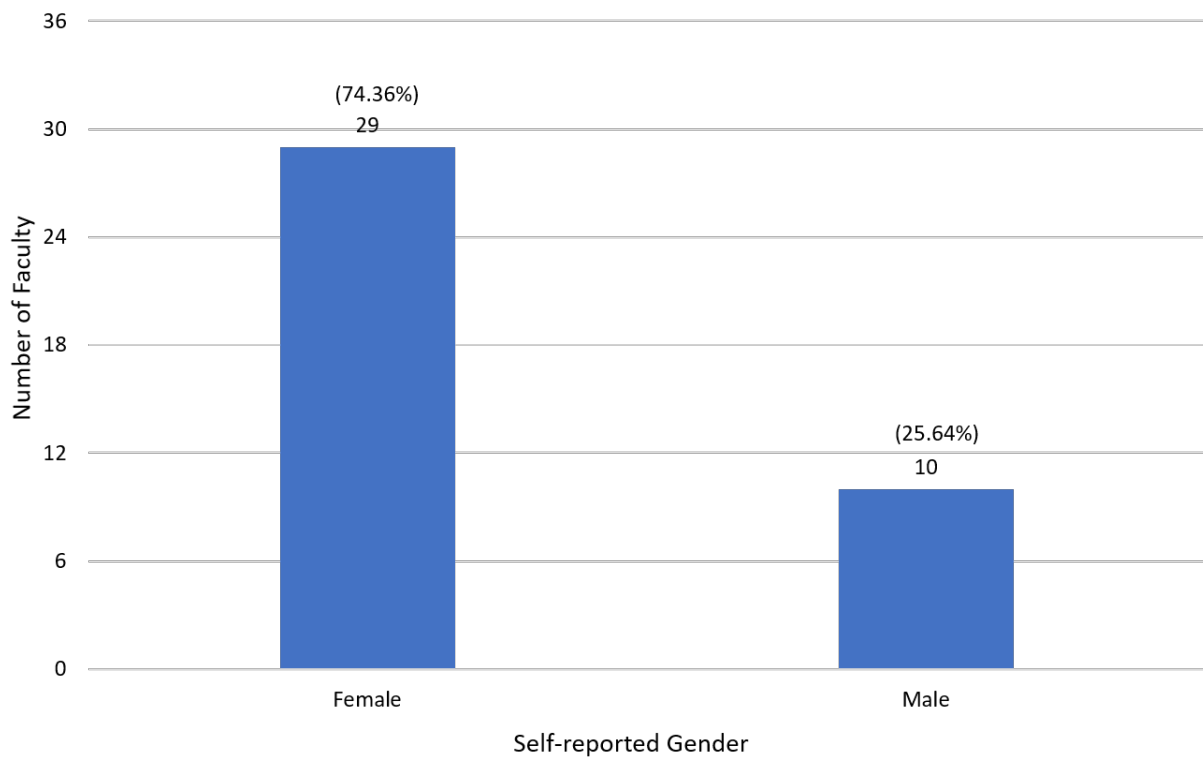


six semesters, only 6.12% ( $n=3$ ) indicated, “first semester.” The following graph shows all responses.

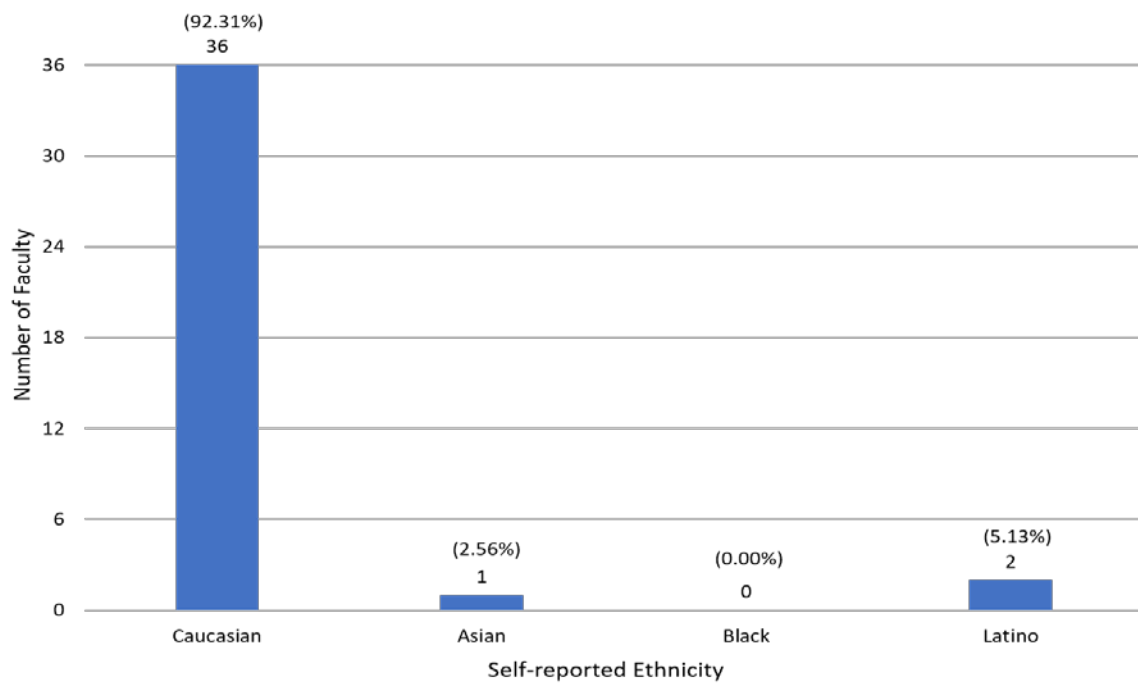
- Among the 49 respondents who selected which best characterize their position at Stockton more than one half of the sample (55.10%,  $n = 27$ ) indicated “faculty – tenured, non-coordinator” and “faculty – program coordinator.” Eleven respondents (22.45%) indicated “adjunct.” (The following graph shows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



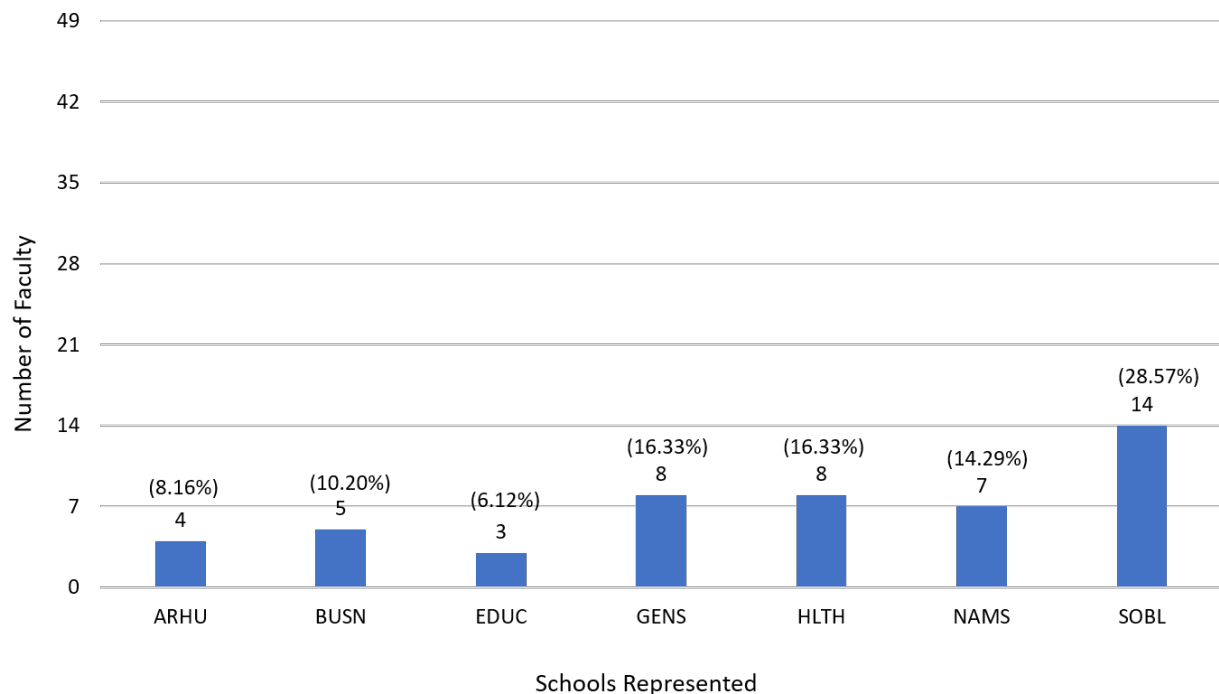
- Among the 39 respondents who self-reported gender, 74.36% ( $n = 29$ ) indicated female and 25.64% ( $n = 10$ ) indicated male.



- Among the 39 respondents who self-reported race and ethnicity the majority (92.31%,  $n = 36$ ) indicated Caucasian. None of the respondents indicated African American nor Black. The following graph shows the responses.

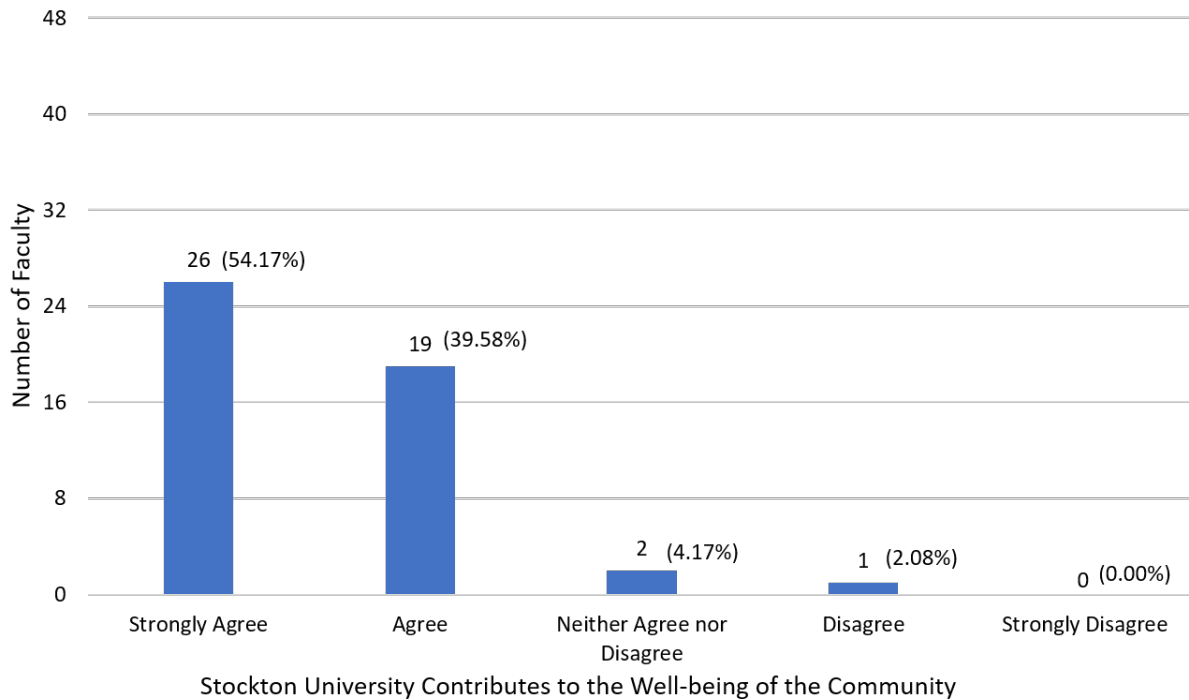


- All schools were represented. Among the 49 respondents, the largest representation was from SOBL (28.57%,  $n = 14$ ) and the smallest representation was from EDUC (6.12%,  $n = 3$ ). The following graph shows all responses.



### *Stockton's Contribution to the Well-being of the Community*

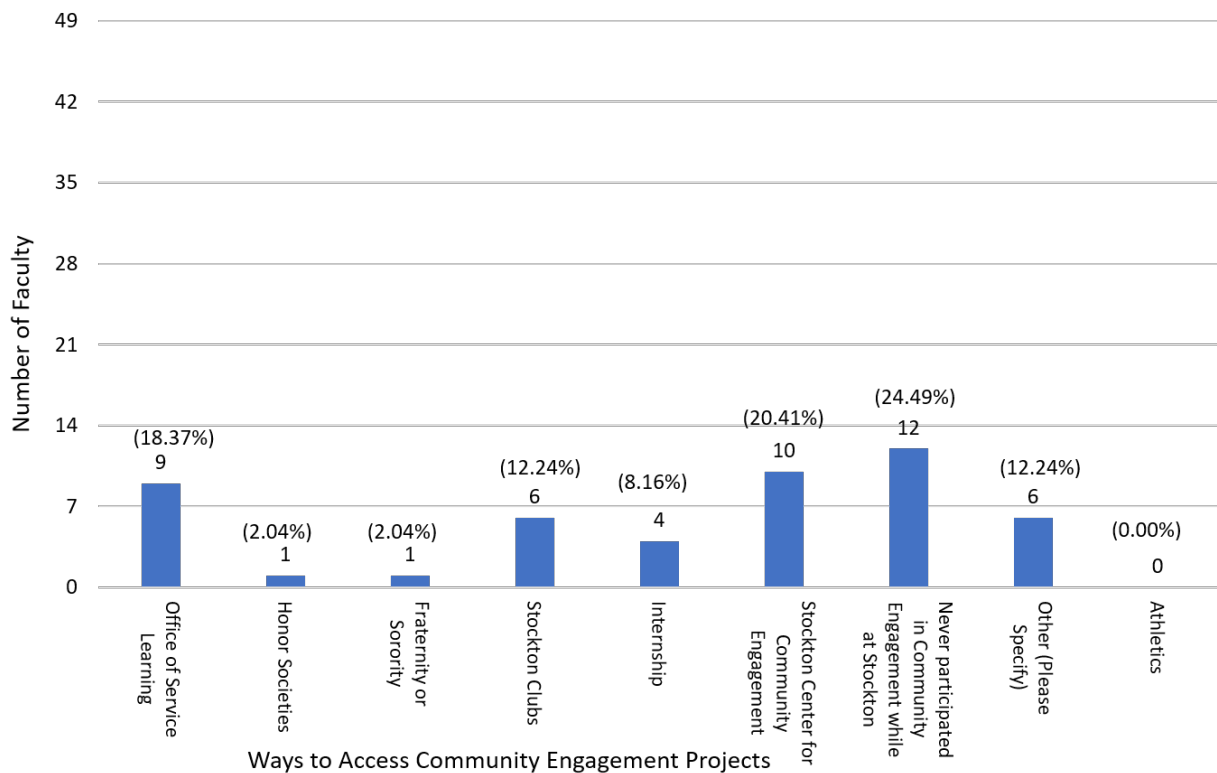
Respondents were presented a five-point Likert scale to indicate their level of agreement with the following statement: "Stockton University contributes to the well-being of the community." The majority of the respondents (93.75%,  $n = 45$ ) chose to "strongly agree" or "agree" with the statement. Only 2.08% ( $n = 1$ ) chose to "disagree" with the statement. The following graph shows the responses.



### *Ways to Access Community Engagement Projects*

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

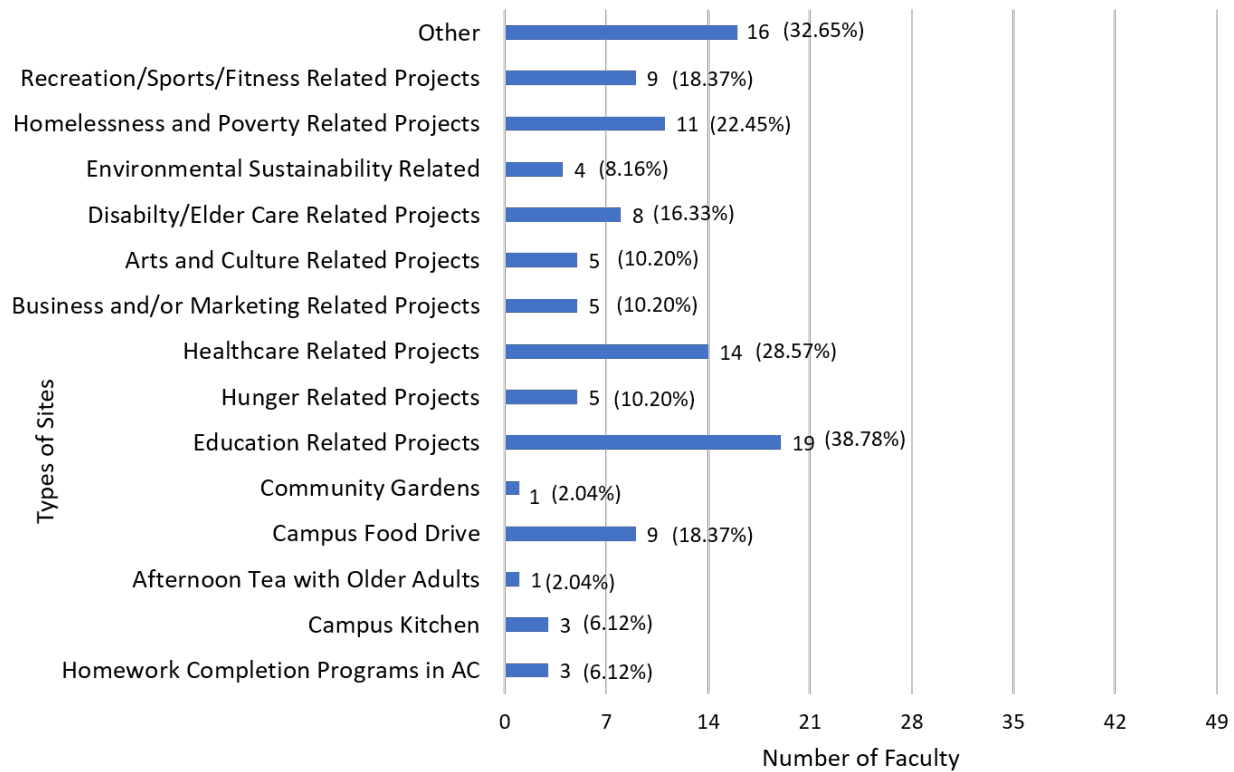
Over one third of respondents (38.78%,  $n = 19$ ) indicated that they access community engagement projects through the Stockton Center for Community Engagement and the Office of Service Learning, 24.49% ( $n = 12$ ) indicated that they have never participated in community engagement while at Stockton. The following graph shows the responses.



- The following is the list of responses for “other”
  - “Support”
  - “Graduate Assistants”
  - “As a faculty member, I have created my own engagement activities.”
  - “Attending community events with my class”
  - “Outside public advisory groups”
  - “Course requirement”

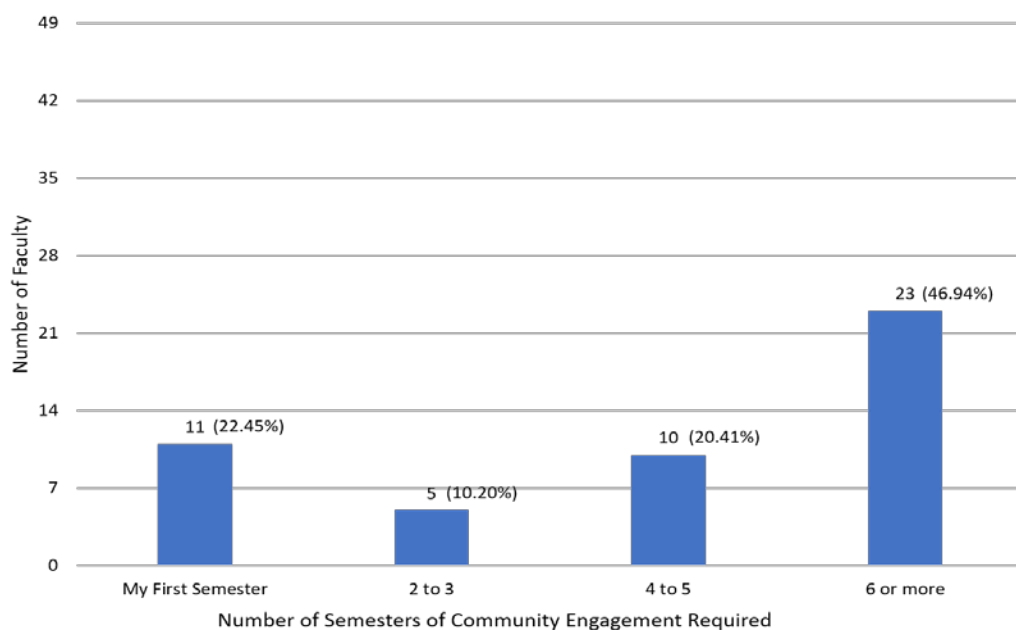
#### *Types of Sites at Which Students Have Worked in Community Partnerships*

Respondents had 15 choices of types of sites, to select all that apply, at which their students have worked in community partnerships. Among the choices, “education related projects” and “other” were selected the most followed by “health care projects.” “Education related projects” was selected 19 times; “other” was selected 16 times, and “health related projects” was selected 14 times. The following graph shows the responses.



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

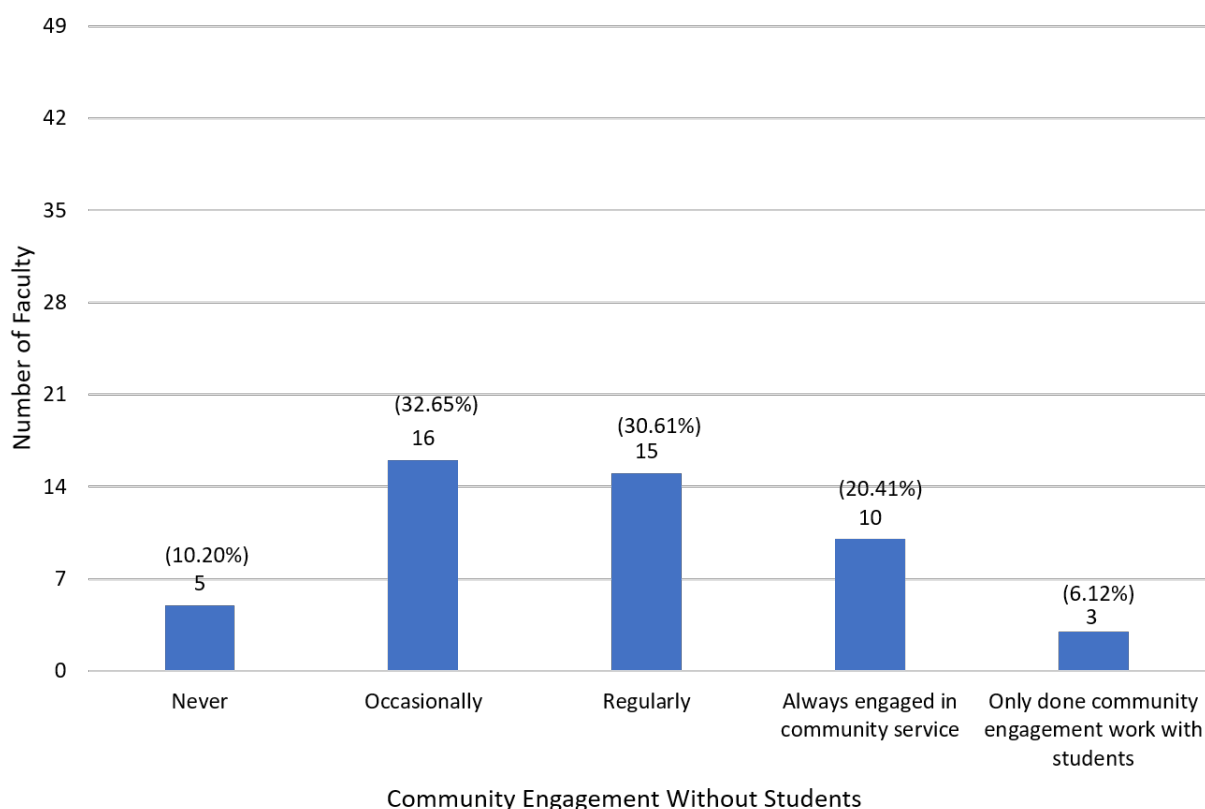
Respondents were asked the number of semesters that their students have been involved with community engagement work as part of their course requirement or for extra credit. Nearly



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

### *Community Engagement Work that Does Not Involve Students*

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

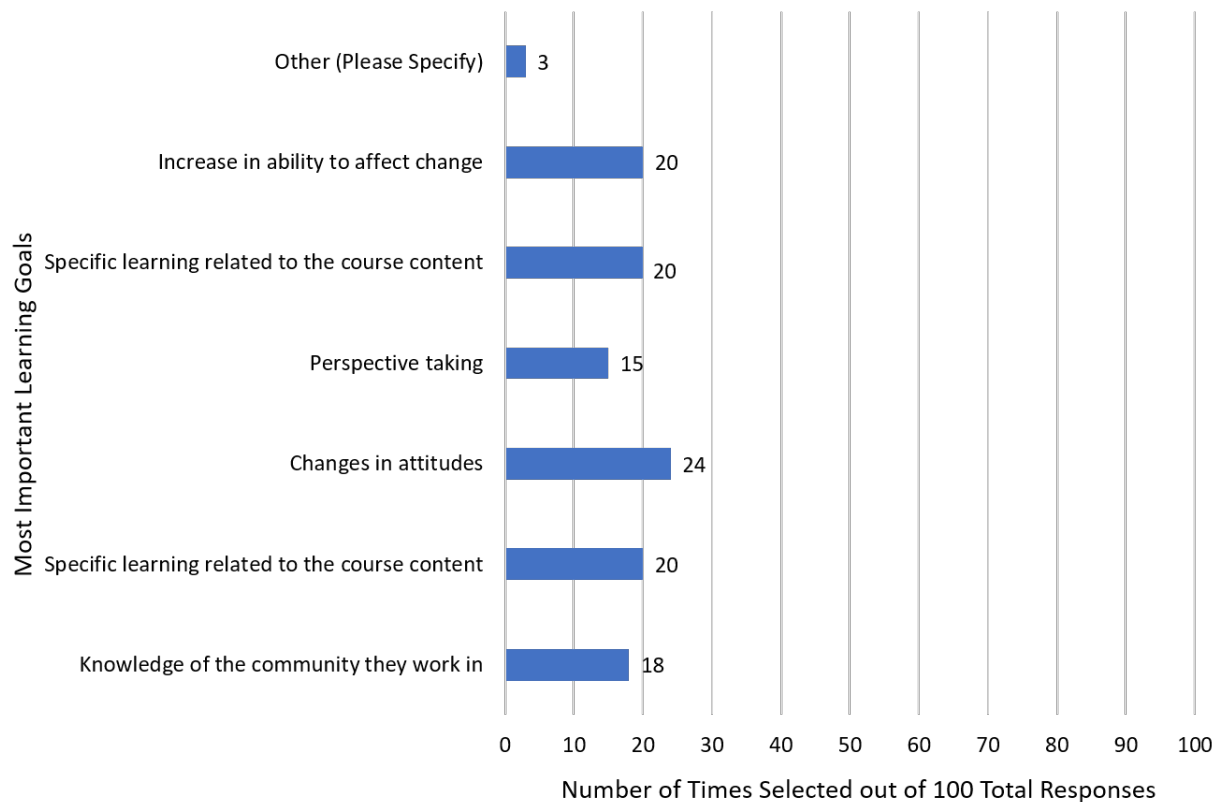


### *Most Important Learning Goals for Students in Community Engagement*

Respondents had the following choices to select all that apply as their most important learning goals for students in community engagement: “knowledge of the community they work in,” “increase in ability to effect change,” “changes in attitudes,” “perspective taking,” “specific learning related to the course content” and “other (please specify).” Among the goals selected, “changes in attitudes” was selected the most (24 times) followed by “increase in ability to



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

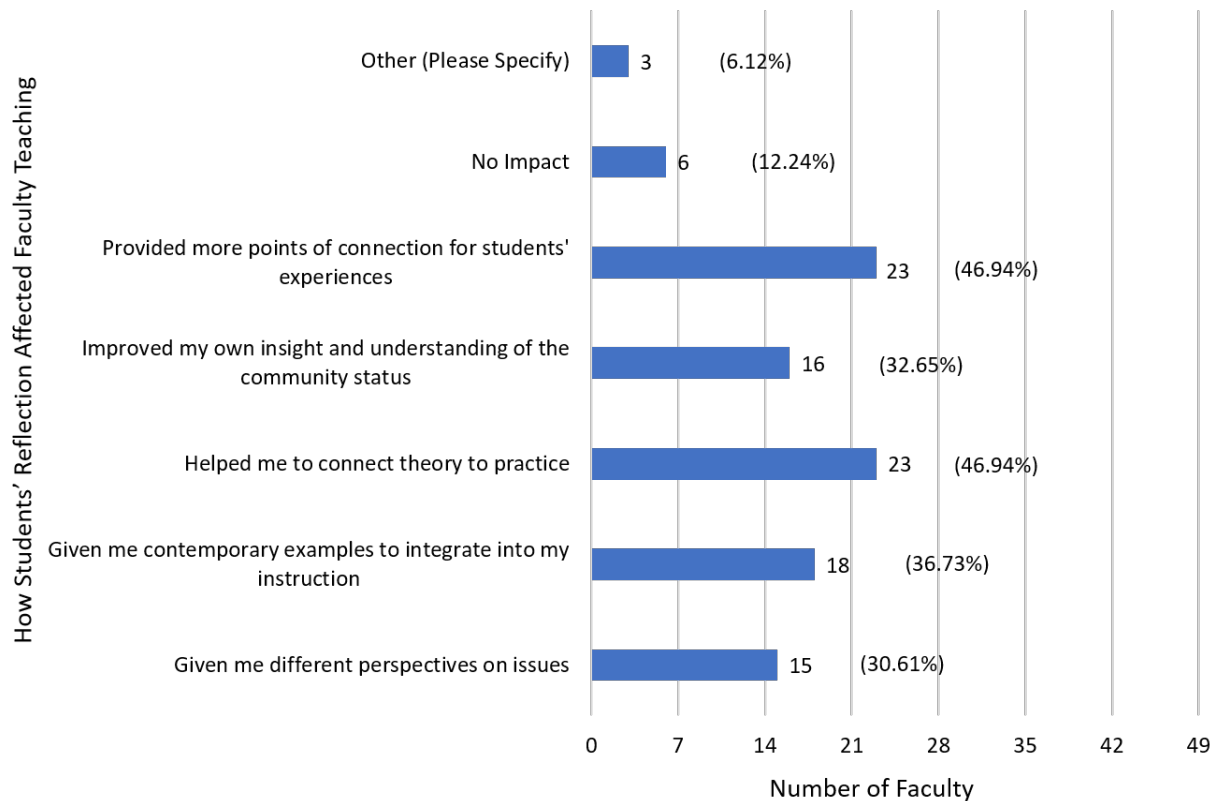


- The following is the list of responses for “other”
  - “Development of Practitioner Skills”
  - “Importance to give to Community”
  - “Not Applicable”

### *How Students’ Reflection Affected Faculty Teaching*

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

All choices were selected, however; “provided more points of connection for students’ experiences” and “helped me to connect theory to practice” were equally selected the most (23 times each) followed by “given me contemporary examples to integrate into my instruction” (18 times). The least selected items were “no impact” (six times) and “other” (3 times). The following graph shows all responses.

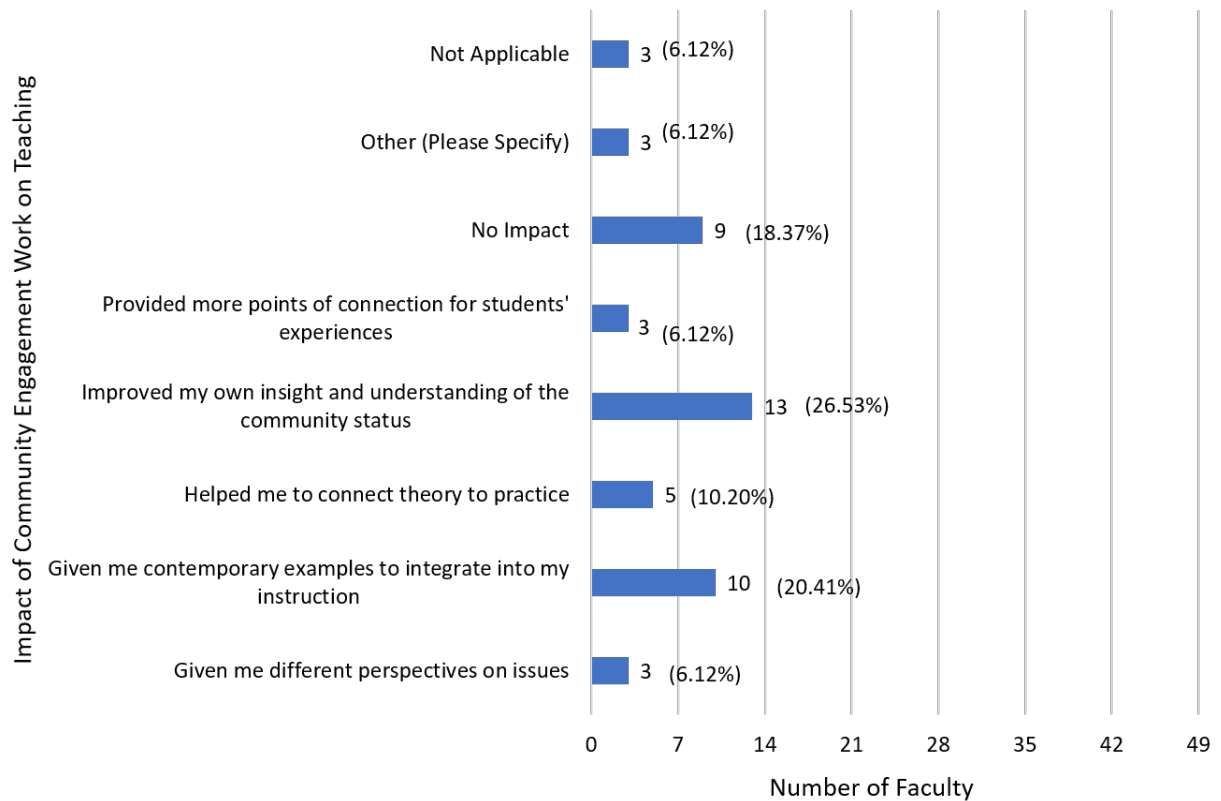


- The following is the list of responses for "other":  
 "I don't require it in class; it's club-related"  
 "Assessment of their understanding"  
 "Increased awareness about how uneducated students are about civics and sociopolitical realities"

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

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

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

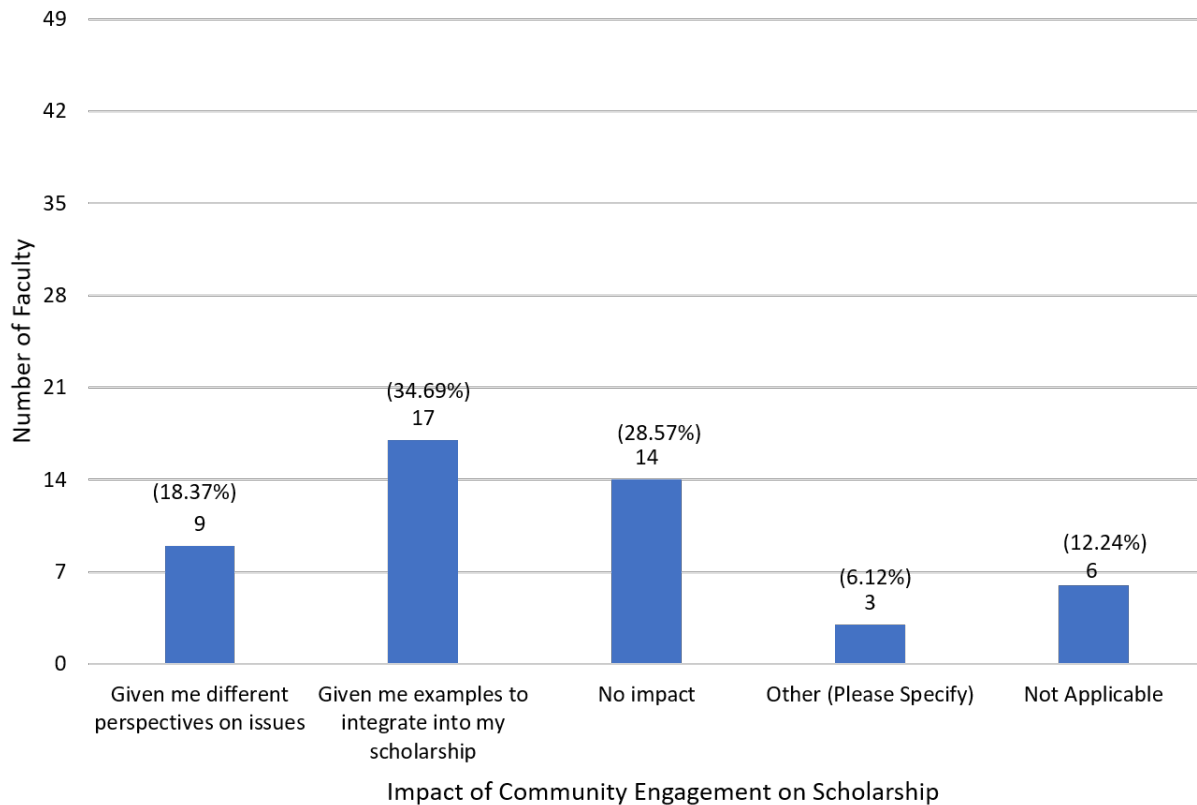


- The following is the list of responses for “other”:  
 “All of the above (besides no impact)”  
 “All of the above (select all not available for this item)”  
 “More than one of the above, but can’t select more than one.”

### *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,” “other (please specify)” and “not applicable.”

- The three responses selected the most were “given me contemporary examples to integrate into my scholarship” (34.69%,  $n = 17$ ), “no impact” (28.57%,  $n = 14$ ), and “given me different perspectives on issues” (18.37%,  $n = 9$ ). The following graph shows all responses.

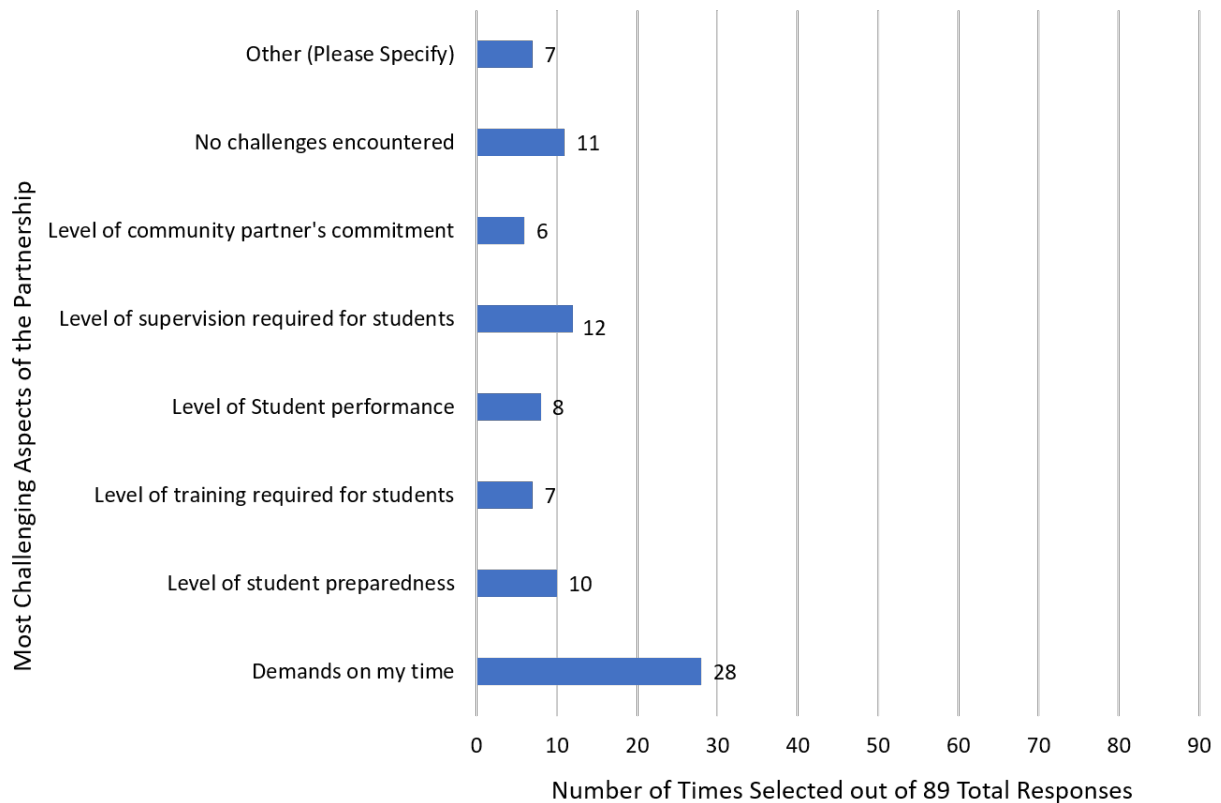


- The following is the list of responses for “other”:  
 “ALL OF THE ABOVE (except NO IMPACT)”  
 “Ditto w/question above”  
 “Same.”

#### *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).”

“Demands upon my time” was selected the most (28 times) followed by “level of supervision required for students” (12 times). “No challenges encountered” was selected 11 times. The least selected item was “level of community partner’s commitment” (six times). The following graph shows all responses.



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

#### *Level of Agreement with Statements about Having Students Participate in Community Engagement Work*

Respondents were presented a five-point Likert scale comprising seven statements about having their students participate in community engagement work. The lower end of the scale was “strongly agree” and the higher end of the scale was “strongly disagree.” The following table shows the responses.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of Respondents
Has been valuable to me as a teacher	46.94% (n = 23)	28.57% (n = 14)	22.45% (n = 11)	0.00% (n = 0)	2.04% (n = 1)	49
Produced pedagogical benefits for classes other than the ones that require community engagement	34.69% (n = 17)	24.49% (n = 12)	36.73% (n = 18)	4.08% (n = 2)	0.00% (n = 0)	49
Benefitted my students	51.02% (n = 25)	32.65% (n = 16)	16.33% (n = 8)	0.00% (n = 0)	0.00% (n = 0)	49
Helped me to offer diversity in learning activities	48.98% (n = 24)	26.53% (n = 13)	18.37% (n = 9)	4.08% (n = 2)	2.04% (n = 1)	49
Taught my students new ways to address challenges	38.78% (n = 19)	32.65% (n = 16)	26.53% (n = 13)	2.04% (n = 1)	0.00% (n = 0)	49
Broadened my students' experiences	53.06% (n = 26)	34.69% (n = 17)	12.24% (n = 6)	0.00% (n = 0)	0.00% (n = 0)	49
Contributed to my scholarly agenda	28.57% (n = 14)	16.33% (n = 8)	34.69% (n = 17)	20.41% (n = 10)	0.00% (n = 0)	49

### Conclusion

The results of this survey show that faculty overwhelmingly strongly agree or agree with the statement that Stockton contributed to the well-being of the community. As found in the student survey, faculty are using the Office of Service Learning and the Center for Community Engagement more than any other single avenue for accessing community engagement opportunities. This is evidence that the faculty are taking advantage of the formal partnerships and connections that the university has been working to cultivate. Faculty are engaged outside of the classroom performing community work with their students as much as they do without students. The majority of faculty report that their community engagement work has positively affected their teaching and scholarship. Finally, while the biggest stated challenge in working in the community continues to be demands on faculty time, rates of faculty participation in community engagement has remained consistent from the previous academic year.

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

## Stockton Center for Community Engagement Impact of Service 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:** 85 surveys were completed.

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

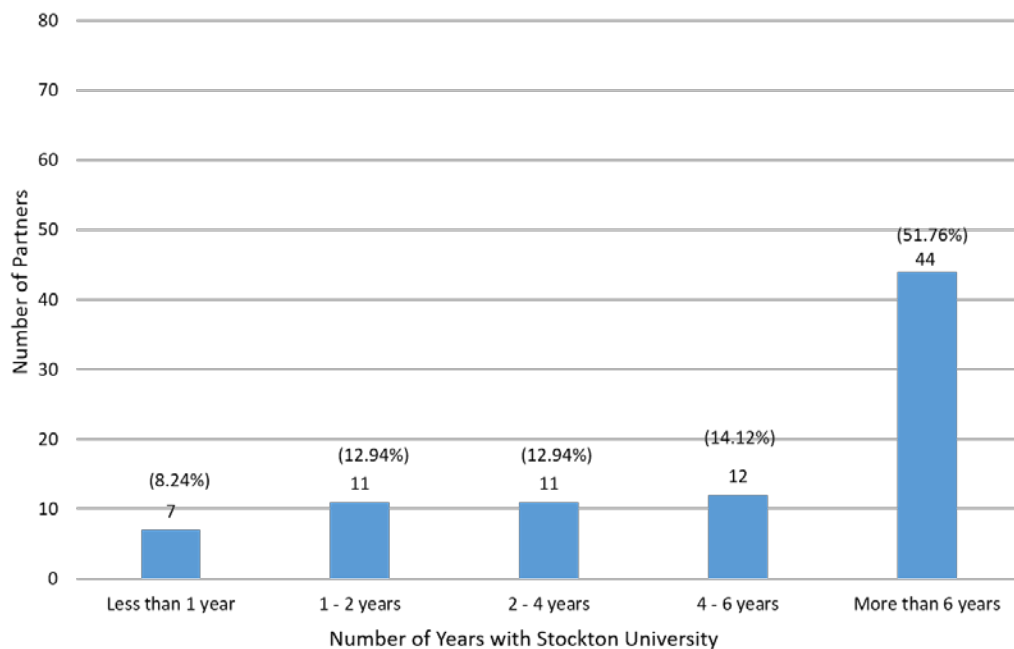
**Data collection period:** April and May of 2018

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

### Findings

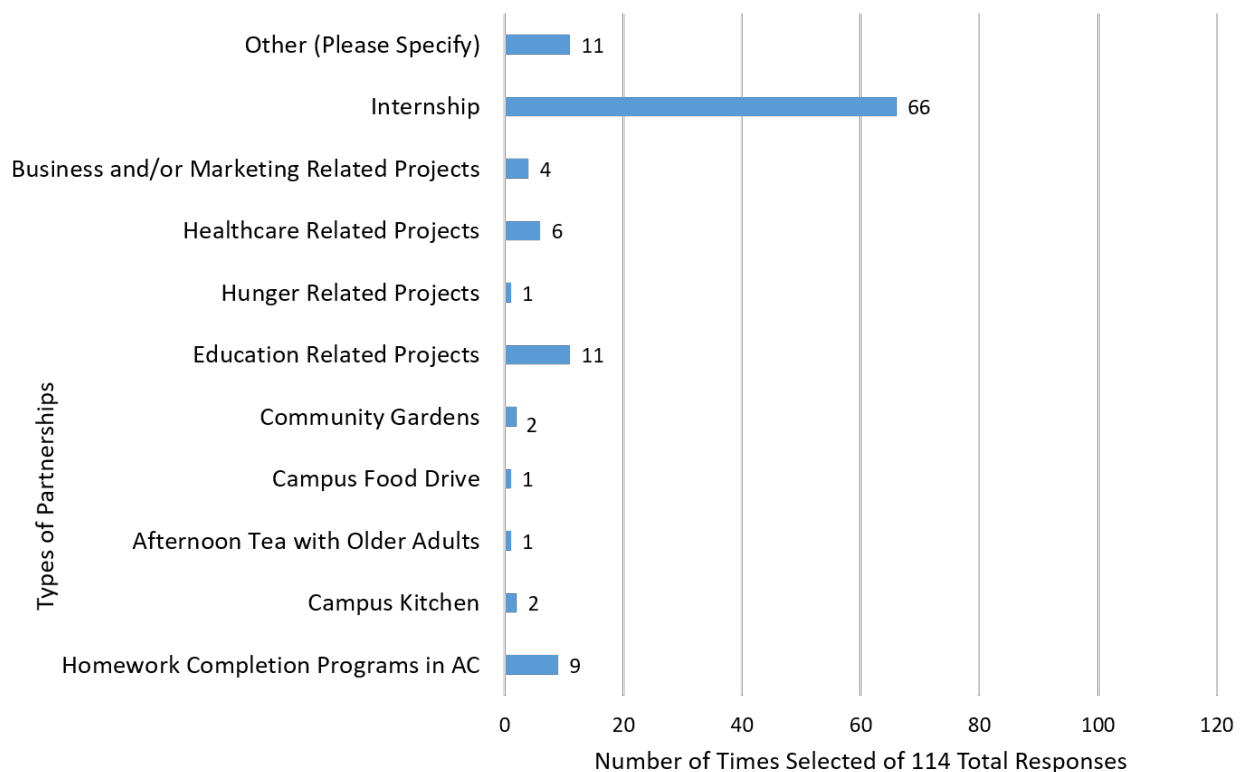
#### *Sample Characteristic*

A checklist question indicating the number of years the agency/organization has been involved in community partnerships with Stockton revealed that more than one-half of the respondents (51.76%,  $n = 44$ ) has had a partnership with Stockton of "more than six years." The following graph shows all the responses.



#### *Types of Partnerships with Stockton University*

A checklist question for respondents to select all that apply revealed that internships is the main partnership that agencies/organizations have with Stockton University. Among the responses, “internships” was selected 66 times. The following graph shows all the responses.



The following is a sample of responses for “other”

“Job fairs”

“Homework Programs in Pleasantville”

“SCOSA”

“Get Fit”

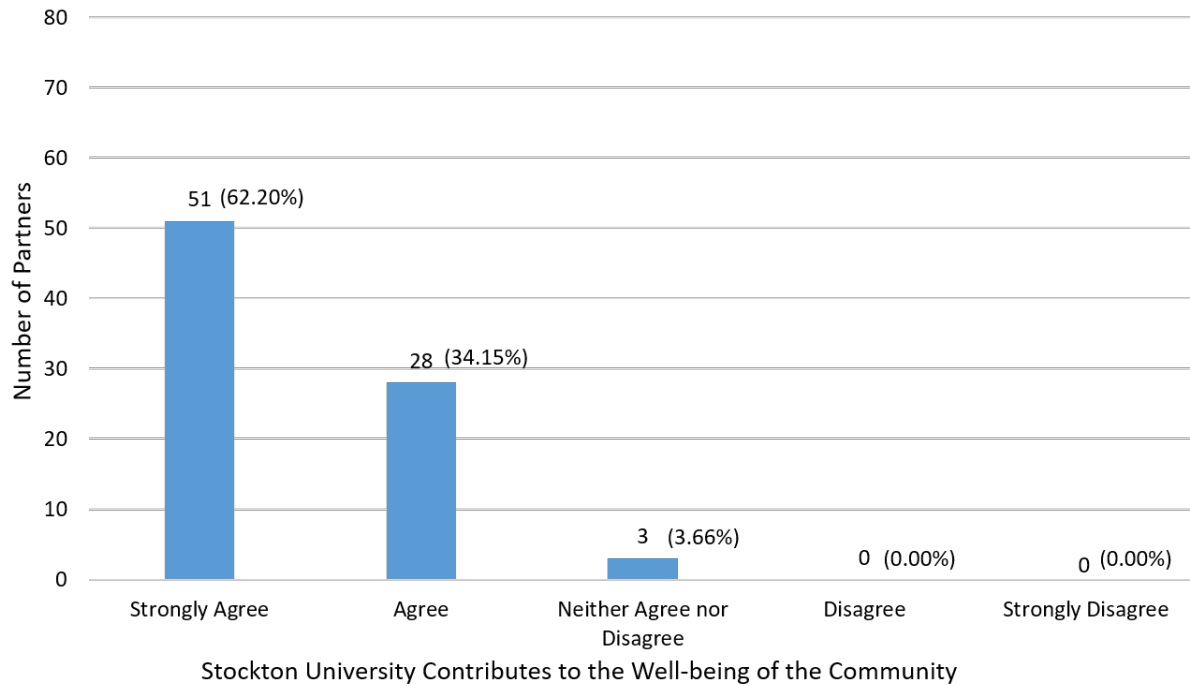
“AC Collaborative”

“Community Resource Roundtable”

### *Stockton Contributes to the Well-being of the Community*

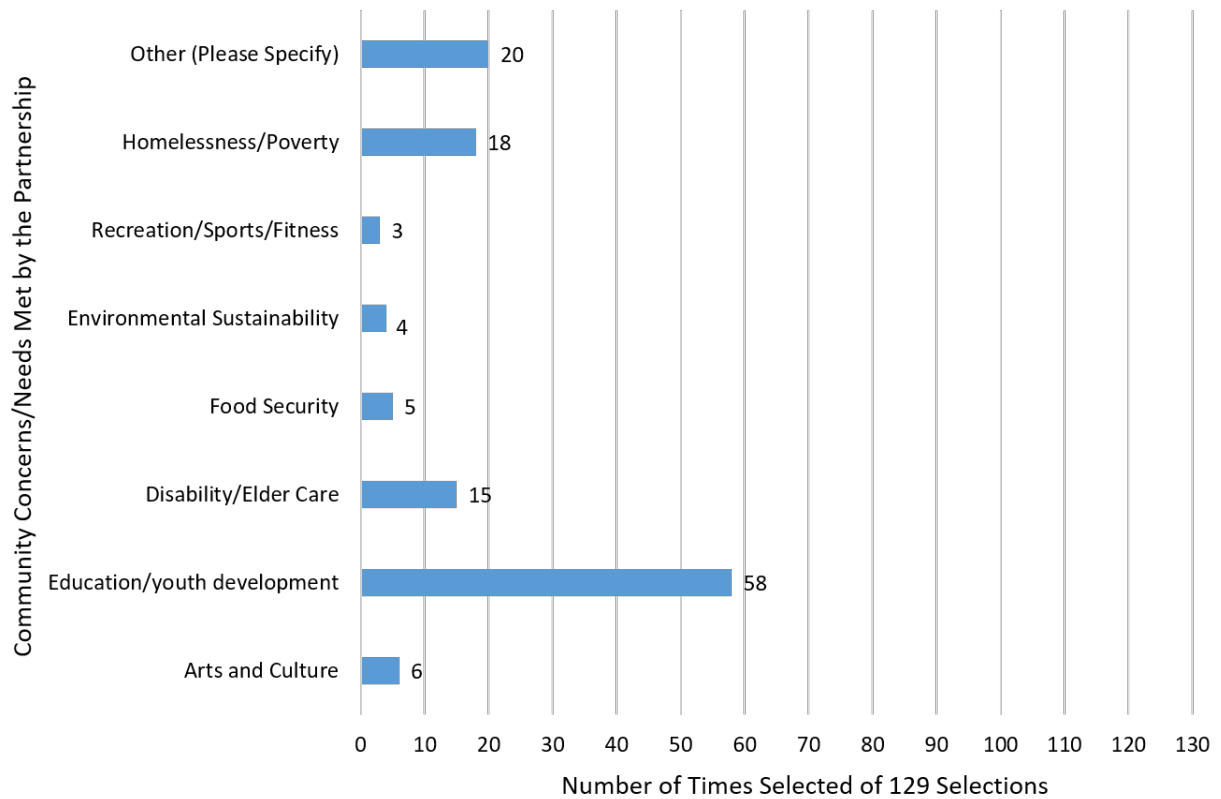
Respondents were presented a five-point Likert scale to indicate their level of agreement with the following statement: “Stockton University contributes to the well-being of the community.” The majority of the respondents (96.34%,  $n = 79$ ) chose to “strongly agree” or “agree” with the statement. None chose to “strongly disagree” or “disagree” with the statement. The following graph shows the responses.





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

A checklist question for respondents to select all that apply showed education/youth development as the “concerns/needs” that the partnership meets. Among the responses, “education/youth development” was selected 58 times. The following graph shows all the responses.



The following is a sample of responses for “other”

“Job placement”

“Family stability”

“Parenting/welfare to work”

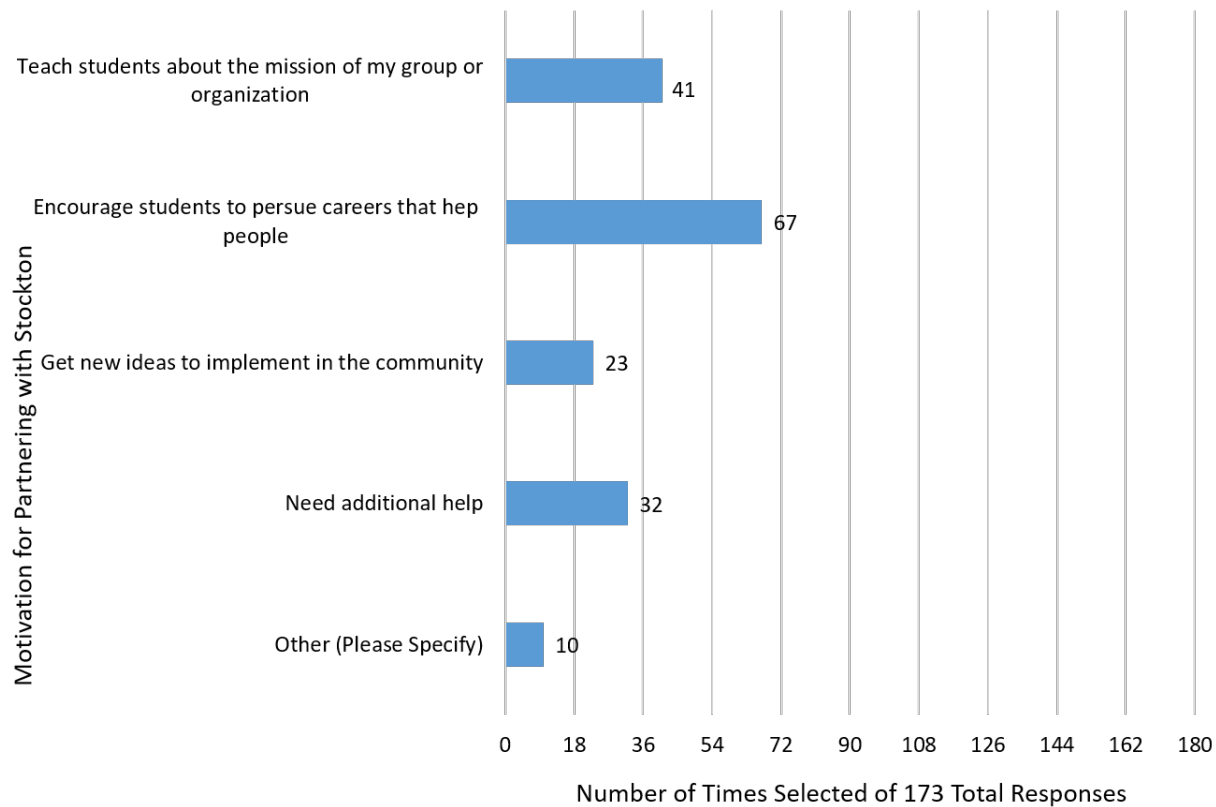
“Addresses minority groups”

“Mental health/drug addiction”

“Secondary education/career preparedness”

#### *Motivation for Partnering with Stockton*

A checklist question for respondents to select all that apply showed “encourage students to pursue careers that help people” as the main motivation for partnering with Stockton University in community projects. Among the responses, this response was selected 67 times. The following graph shows all the responses.



The following is a sample of responses for “other”

“Partner for a lasting impact for a better community!”

“Give Stockton students an opportunity to experience hands-on service and learning through the agency”

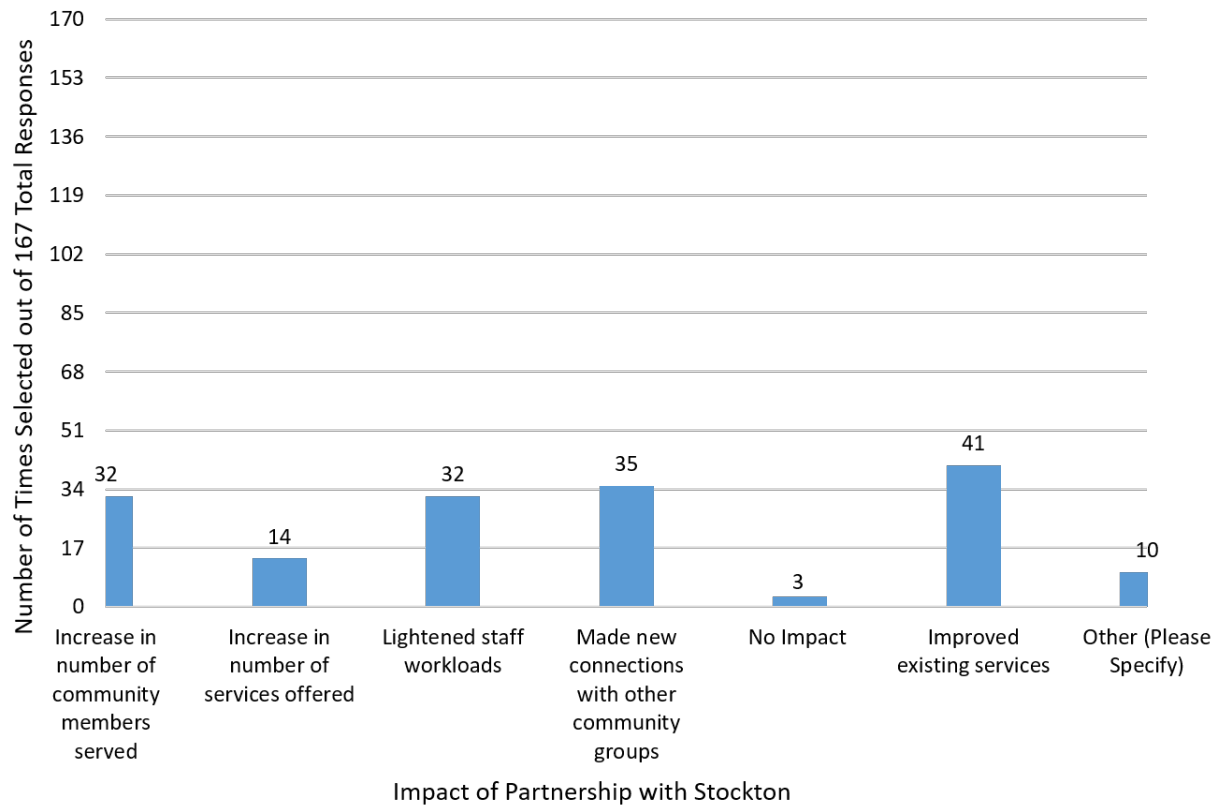
“To teach social work in action”

“Anchor institution in the community”

“Volunteer recruitment and help for the elderly”

### *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 that “improved existing services” was selected 41 times. The least selected item was “no impact”, which was selected three times. The following graph shows all responses.

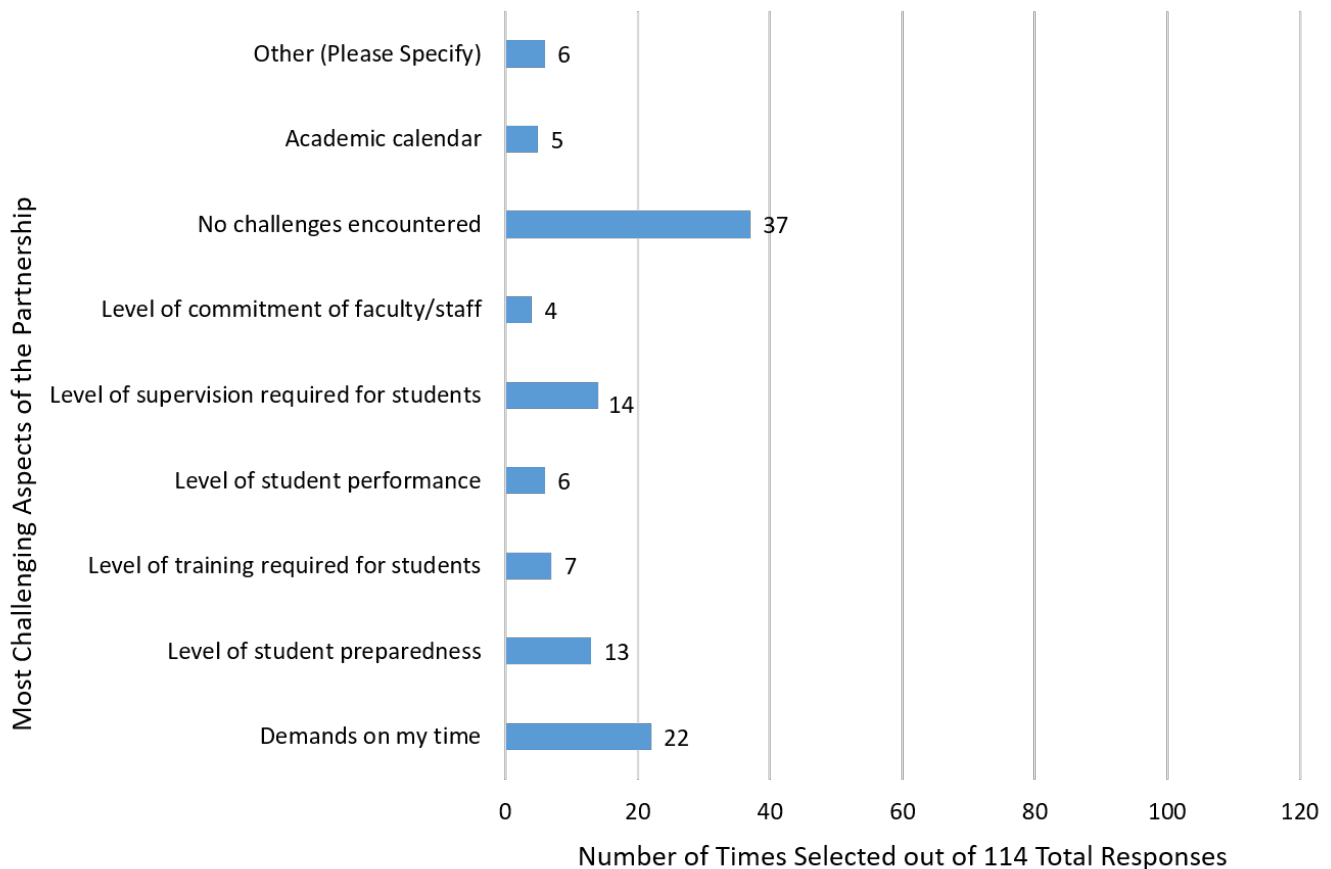


The following is a sample of responses for “other”

- “Volunteers have helped with providing services”
- “Introduces potential new employees to the agency”
- “Provided new well trained staff”
- “No current interns”
- “Gave us an opportunity to participate in training of students”

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

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 that “no challenges encountered” was selected 37 times. The least selected item was “Level of commitment of faculty/staff,” which was selected four times. The following graph shows all responses.



The following is a sample of responses for “other”

“The staff/faculty have been amazing!”

“Nothing yet...”

“Interns availability”

#### *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	64.71% (n = 55)	27.06% (n = 23)	8.24% (n = 7)	0% (n = 0)	0% (n = 0)	85
Produced economic benefits for the organization	21.18% (n = 18)	21.18% (n = 18)	36.47% (n = 31)	16.47% (n = 14)	4.71% (n = 4)	85

Benefitted community members	38.82% (n = 33)	48.24% (n = 41)	12.94% (n = 11)	0% (n = 0)	0% (n = 0)	85
Helped us to manage our workload	31.76% (n = 27)	36.47% (n = 31)	24.71% (n = 21)	4.71% (n = 4)	2.35% (n = 2)	85
Helped us to extend our services to more people	29.41% (n = 25)	30.59% (n = 26)	32.94% (n = 28)	5.88% (n = 5)	1.18% (n = 1)	85
Taught us new ways to address challenges	18.82% (n = 16)	35.29% (n = 30)	37.65% (n = 32)	7.06% (n = 6)	1.18% (n = 1)	85
Improved access to services for wider groups	21.18% (n = 18)	24.71% (n = 21)	47.06% (n = 40)	5.88% (n = 5)	1.18% (n = 1)	85

### *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	49.41% (n = 42)	43.53% (n = 37)	5.88% (n = 5)	1.18% (n = 1)	0% (n = 0)	0% (n = 0)	0% (n = 0)	85
Opportunity to give feedback to Stockton personnel	57.65% (n = 49)	34.12% (n = 29)	5.88% (n = 5)	2.35% (n = 2)	0% (n = 0)	0% (n = 0)	0% (n = 0)	85
Student preparedness	34.12% (n = 29)	43.53% (n = 37)	18.82% (n = 16)	3.53% (n = 3)	0% (n = 0)	0% (n = 0)	0% (n = 0)	85
Student reliability	37.65% (n = 32)	43.53% (n = 37)	15.29% (n = 13)	3.53% (n = 3)	0% (n = 0)	0% (n = 0)	0% (n = 0)	85
Quality of student work	36.47% (n = 31)	45.88% (n = 39)	16.47% (n = 14)	1.18% (n = 1)	0% (n = 0)	0% (n = 0)	0% (n = 0)	85

### **Conclusion**

The results of this survey show that community partners overwhelmingly strongly agreed or agreed with the statement that Stockton contributed to the well-being of the community. Community partners reported that they believe their partnership with the University improved their existing services and made new connections with the community, indicating that there are lasting effects of our students’ work. The majority of community partners overwhelmingly

stated that their motivations for partnering with Stockton were to teach students about the mission of their organization and to encourage students to pursue careers that help people. Finally, community partners were very satisfied or satisfied with the opportunity to have input in the partnership experience and very satisfied or satisfied with the opportunity to give feedback to the Stockton personnel. These findings suggest that the institution is succeeding at creating mutually beneficial and reciprocal relationships with our community partners. Lastly, it is important to highlight that the community partners' answers mirror the students' responses, providing stronger evidence of the connections.

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

## Impact of Service Staff Report

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

**Response rate:** 55 surveys were completed

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

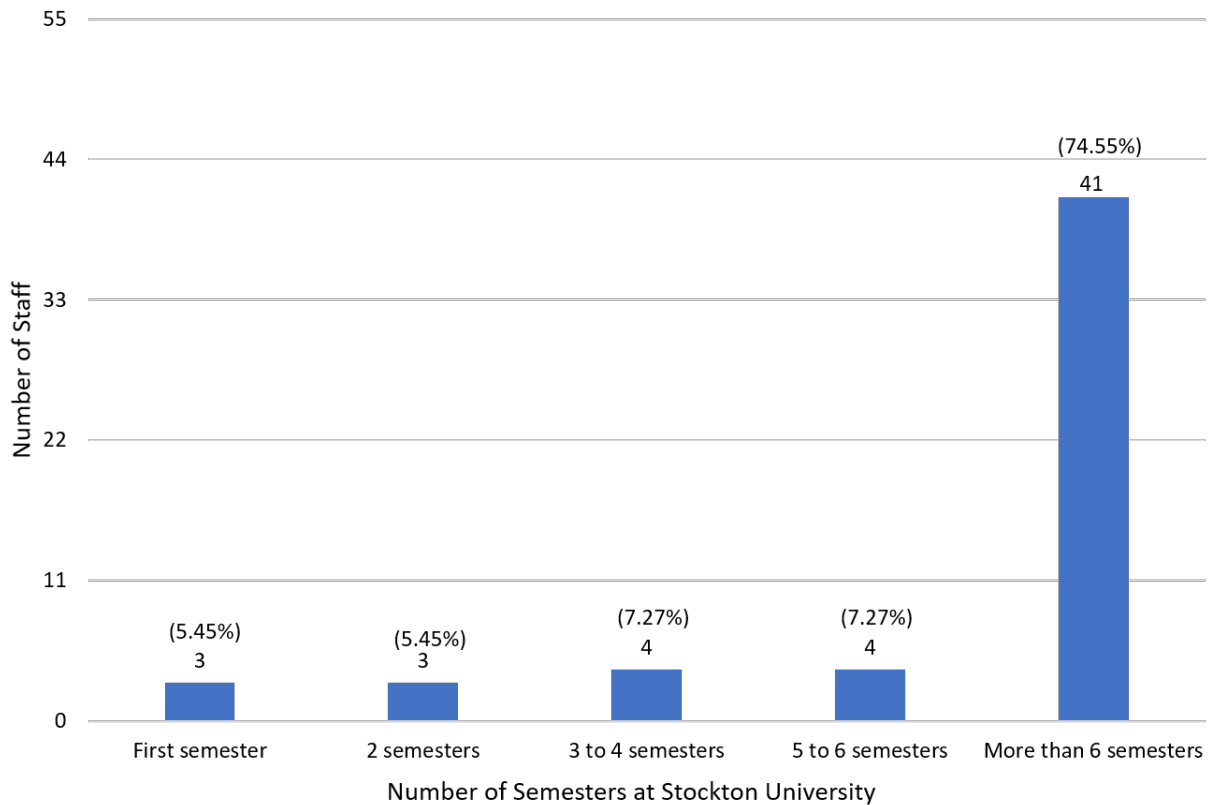
**Data collection period:** May through June of 2018

**Sampling method:** non-probability sampling

### Findings

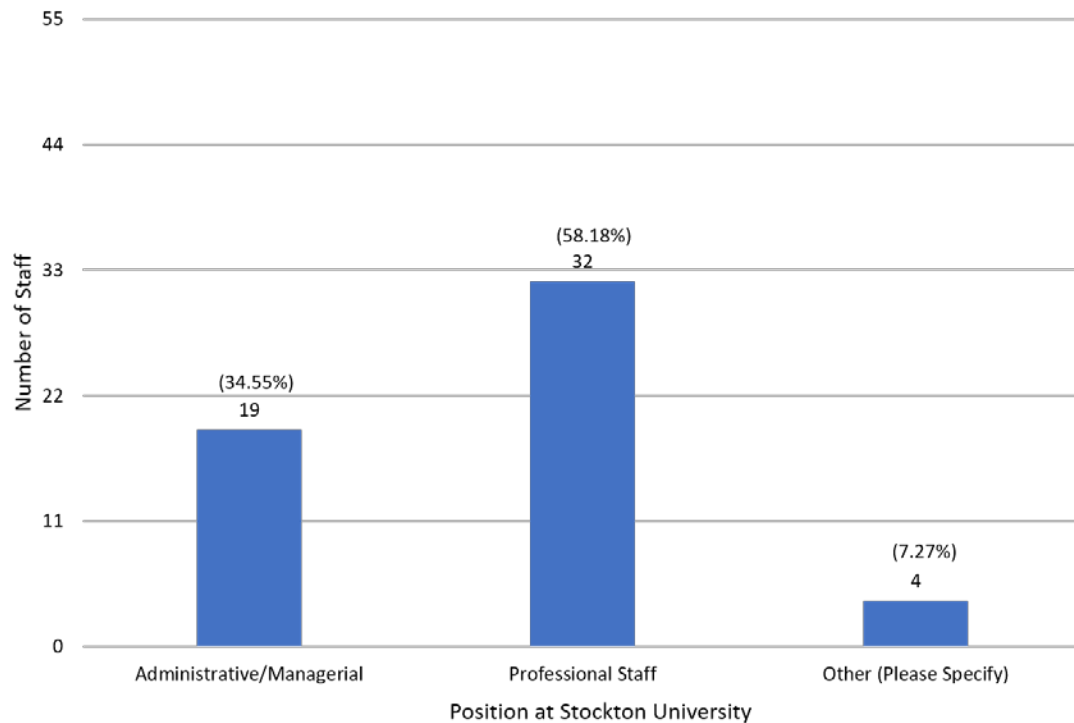
#### *Sample Characteristics*

- Among the 55 respondents who indicated the number of semesters they have been at Stockton, the majority of the sample (74.55%,  $n = 41$ ) has been at Stockton more than six semesters, only 5.45% ( $n = 3$ ) indicated, “first semester.” The following graph shows all responses.



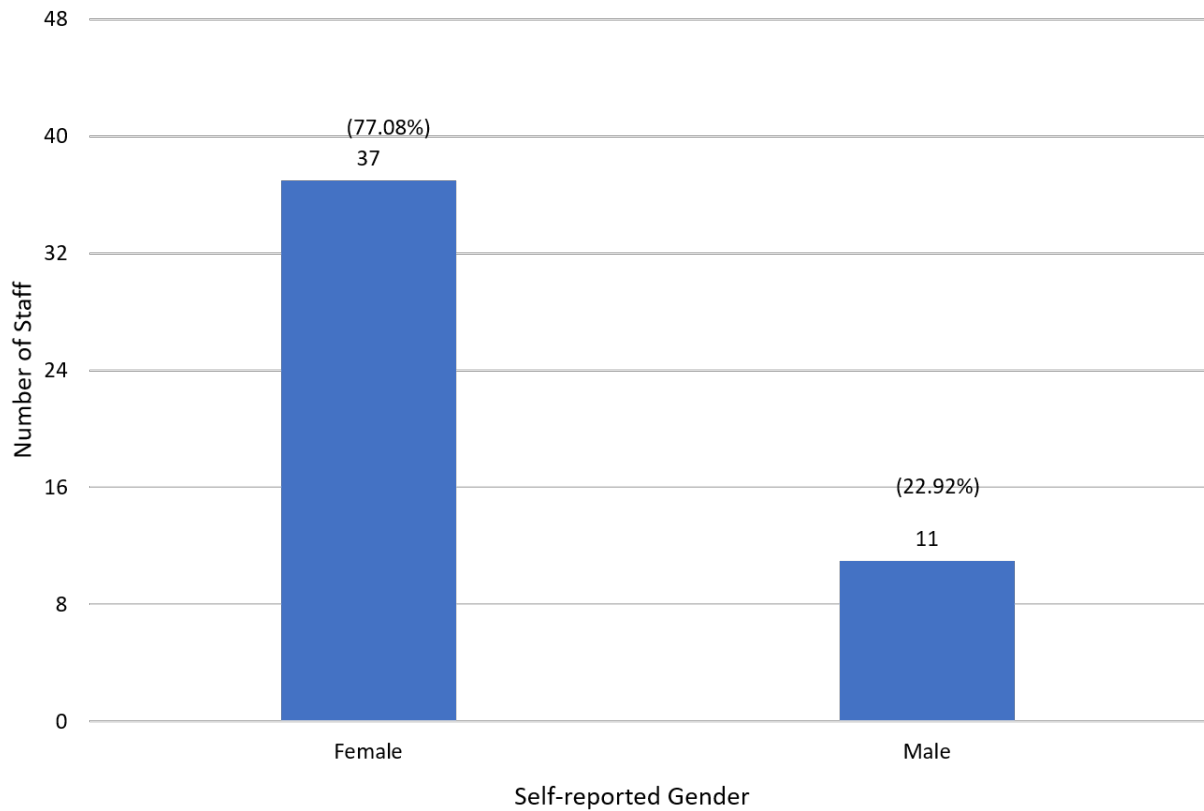


- Among the 55 respondents who selected which best characterize their position at Stockton more than one half of the sample (58.18%,  $n = 32$ ) indicated “professional staff” and (34.55%,  $n = 19$ ) indicated “administrative/managerial.” The following graph shows the responses.

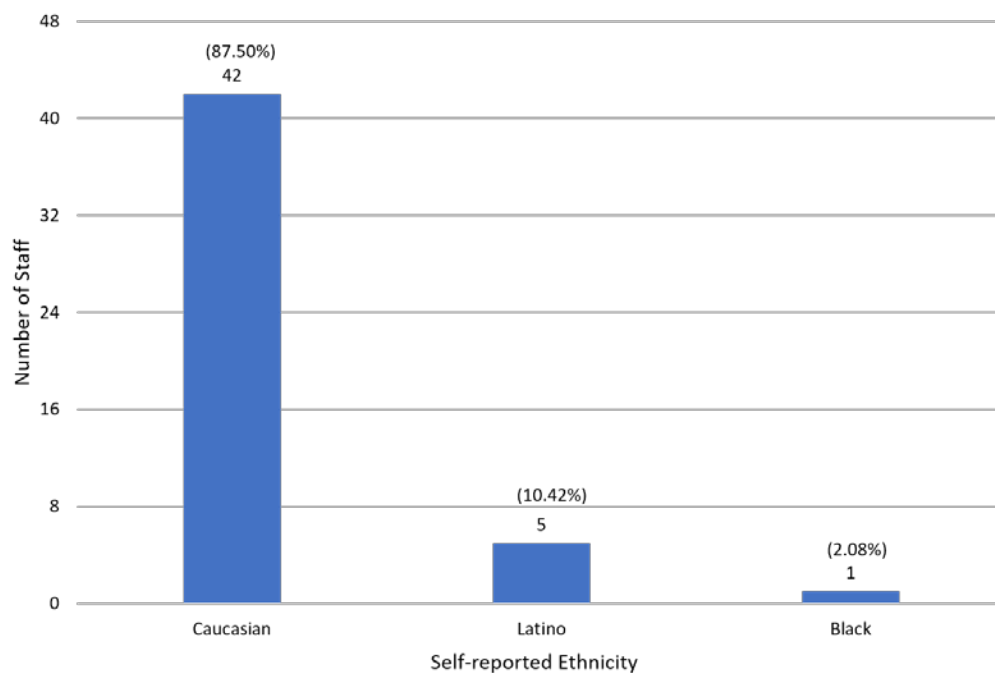


- The following is the list of responses for “other”
  - “Security”
  - “TES so-called temporary staff”
  - “Clerical”
  - “Maintenance staff”

- Among the 48 respondents who self-reported gender, 77.08% ( $n = 37$ ) indicated female and 22.92% ( $n = 11$ ) indicated male.

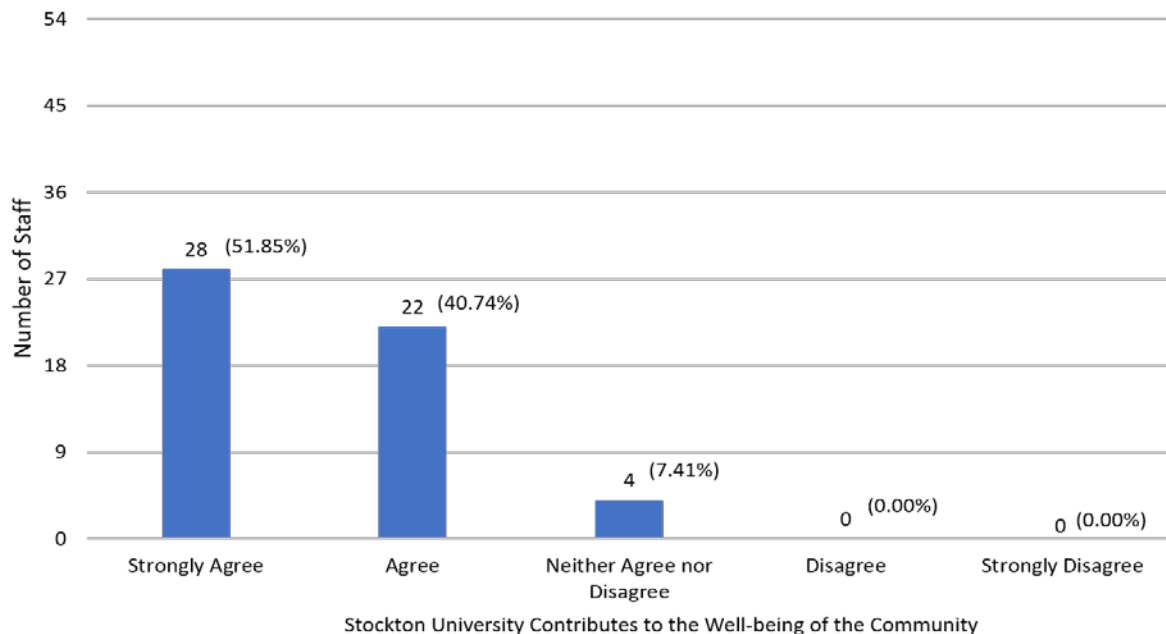


- Among the 48 respondents who self-reported race and ethnicity the majority (87.50%,  $n = 42$ ) indicated Caucasian. None of the respondents indicated Asian. The following graph shows the responses.



### *Stockton Contributes to the Well-being of the Community*

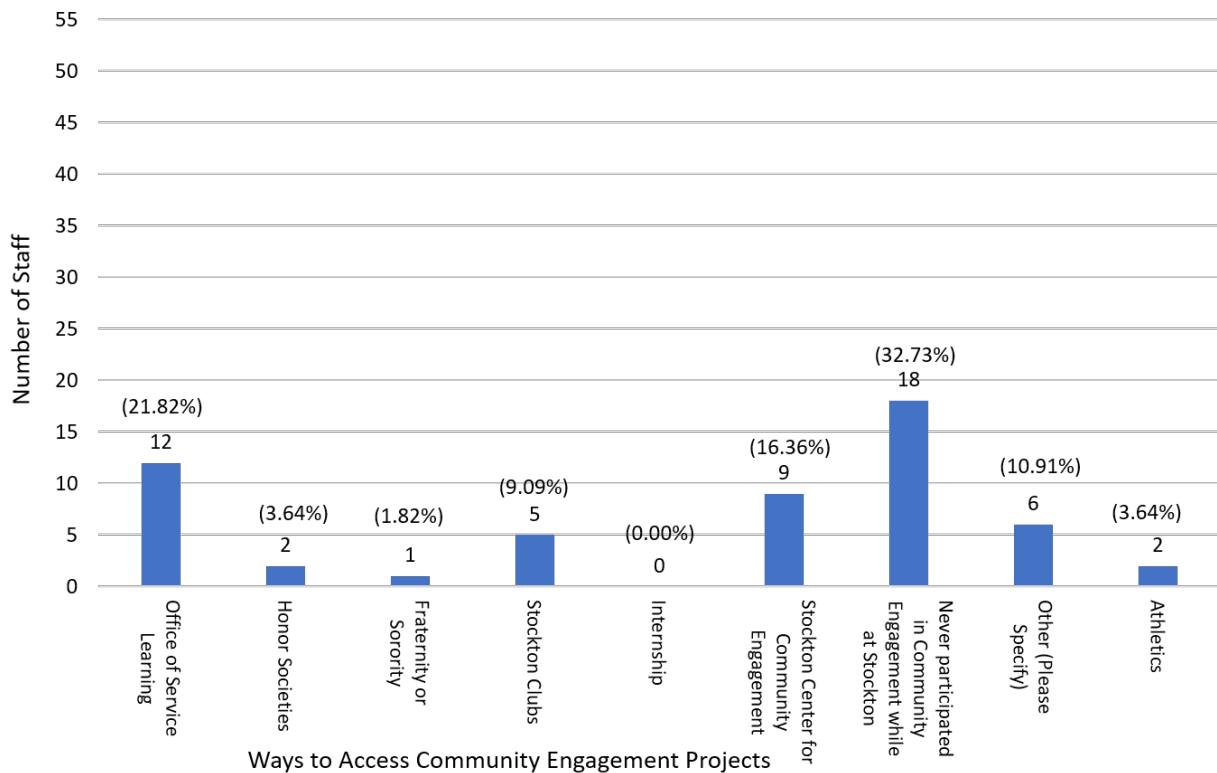
Respondents were presented a five-point Likert scale to indicate their level of agreement with the following statement: “Stockton University contributes to the well-being of the community.” The majority of the respondents (92.59%,  $n = 50$ ) chose to “strongly agree” or “agree” with the statement. Only 7.41% ( $n = 4$ ) chose to “neither agree nor disagree” with the statement. None of the respondents chose to “disagree or strongly disagree” with the statement. The following graph shows the responses.



### *Ways to Access Community Engagement Projects*

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

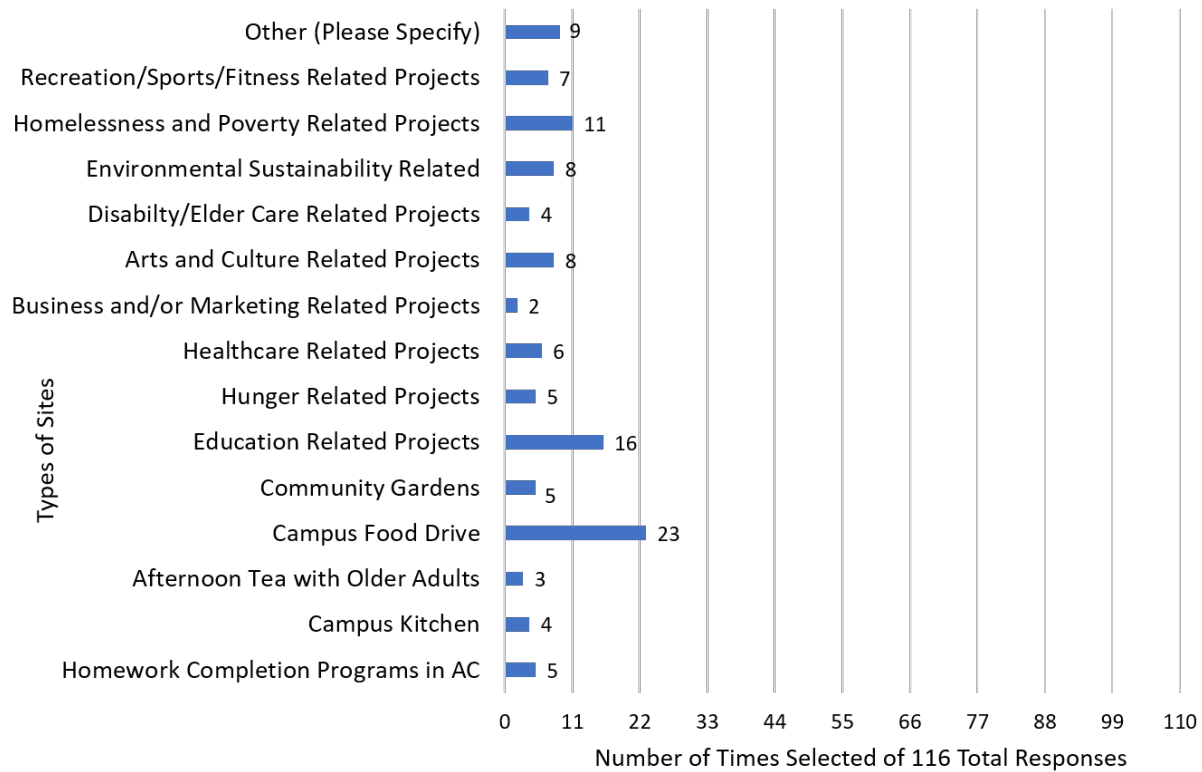
Over one third of respondents (38.18%,  $n = 21$ ) indicated that they access to community engagement projects through the Stockton Center for Community Engagement and the Office of Service Learning, 32.73% ( $n = 18$ ) indicated that they have never participated in community engagement while at Stockton. The following graph shows the responses.



- The following is a sample of responses for other “other.”  
 “Memorandum of Understand or Agreement”  
 “Student Development”  
 “PAC”

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

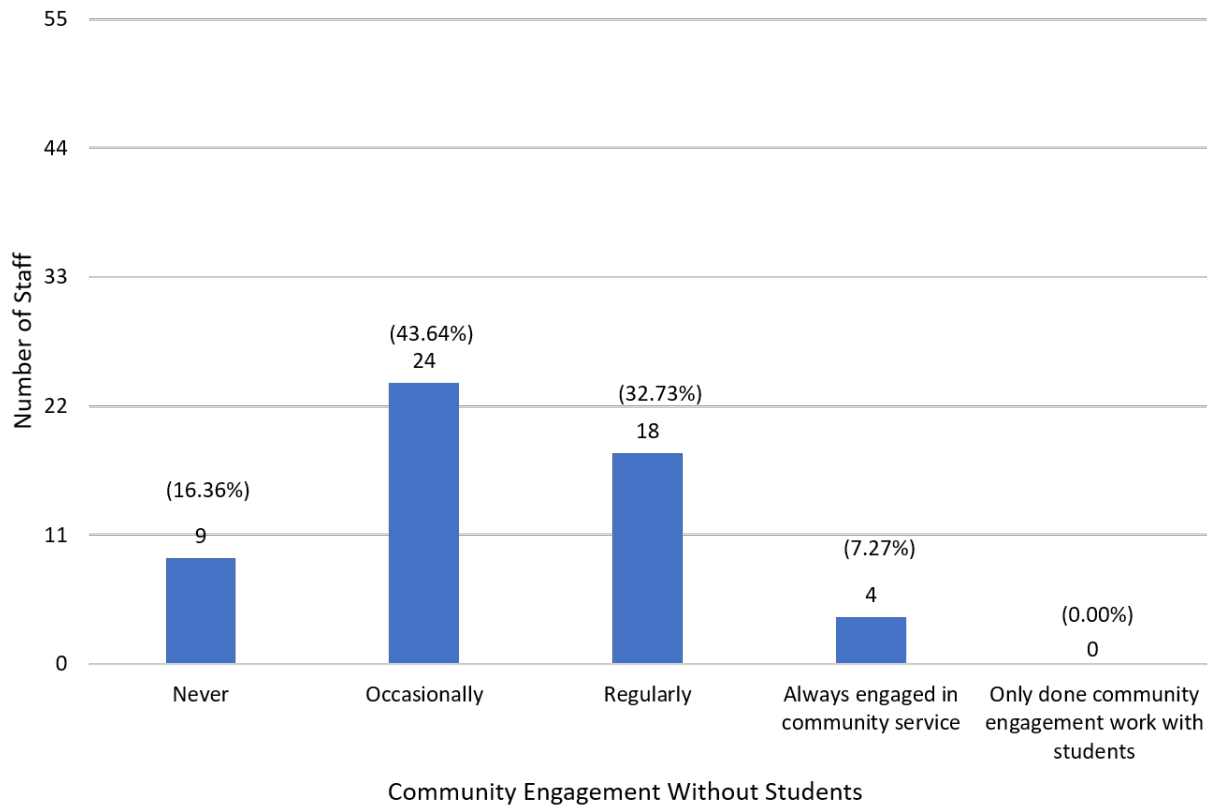
Respondents had 15 choices of types of sites, to select all that apply, at which they have worked in community partnerships. Among the choices, “Campus Food Drive” was selected the most (23 times) followed by “Education Related Projects” (16 times) and “Homelessness and Poverty Related Projects” (11 times). The following graph shows the responses.



- The following is a sample of responses for other “other.”  
 “MLK Day at Kramer Hall”  
 “Food Packing for Third World”  
 “Media and Publicity”

#### *Community Engagement Work that Does Not Involve Students*

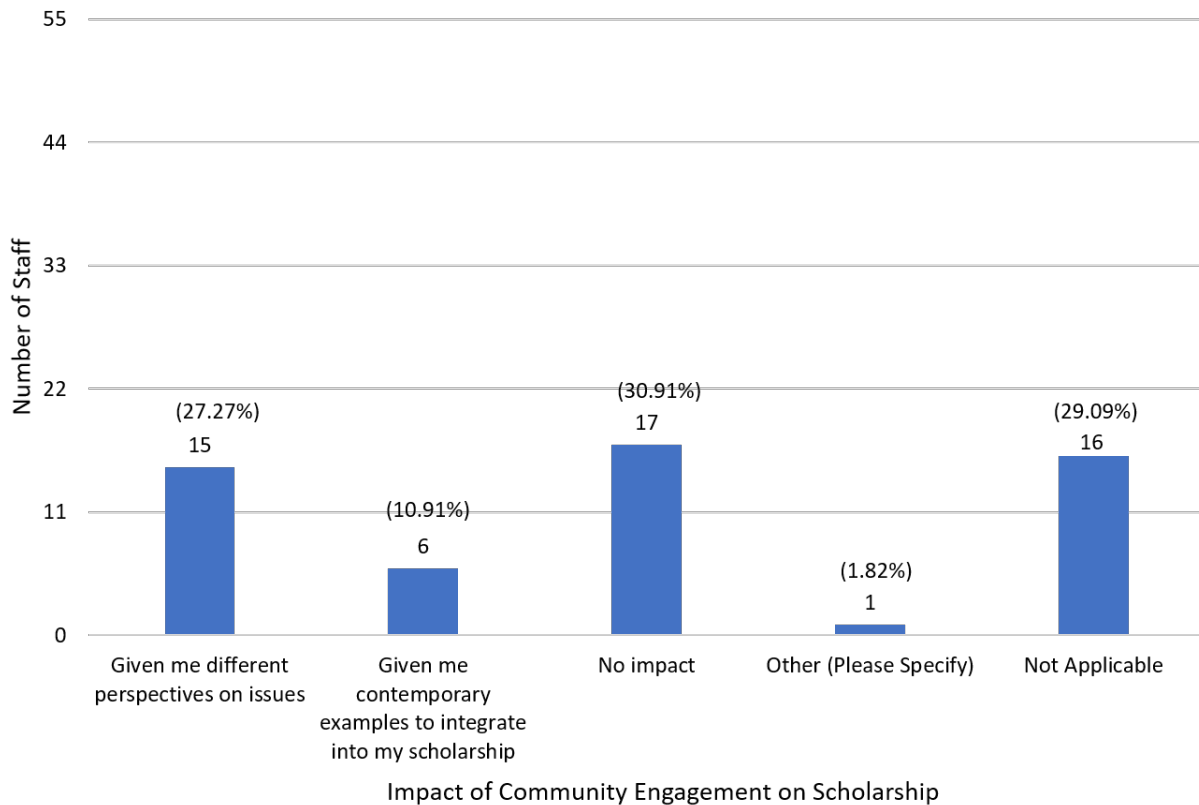
Respondents were asked: “How often have you done community engagement work that does not involve students?” Among the respondents, 43.64% ( $n = 24$ ) indicated “occasionally,” 32.73% ( $n = 18$ ) indicated “regularly,” and 16.36% ( $n = 9$ ) indicated “never.” None of the respondents indicated, “I have only done community engagement work with students.” The following graph shows all responses.



### *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,” “other (please specify)” and “not applicable.”

- The three responses selected the most were “no impact” (30.91%,  $n = 17$ ), “not applicable” (29.09%,  $n = 16$ ), and “given me different perspectives on issues,” (27.27%,  $n = 15$ ).” The following graph shows all responses.

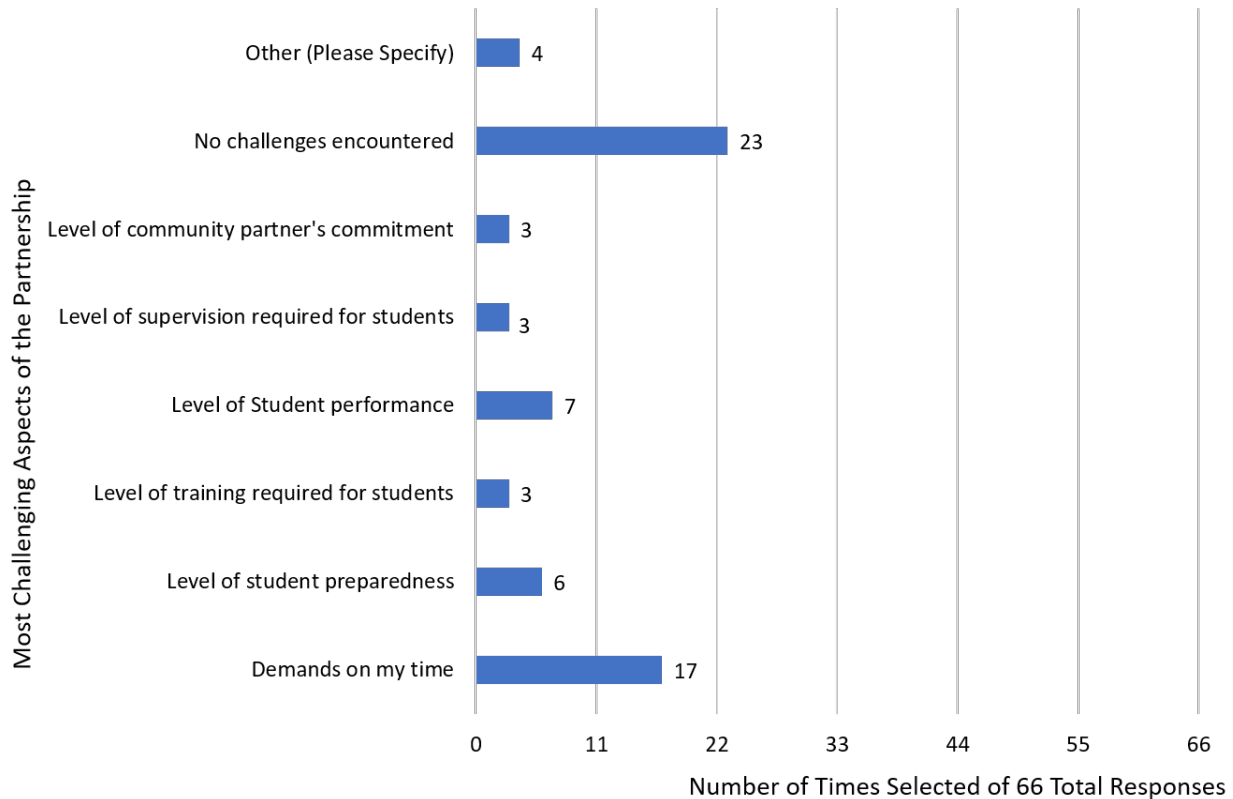


- The following is the response for “other”:  
“Self-initiated and conducted- so unrelated to Stockton”

#### *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).”

- The three responses selected the most were “no challenges encountered” (selected 23 times), “demands upon my time” (selected 17 times), and “level of student performance” (selected 7 times). The following graph shows all responses.



- The following are the responses for “other”:  
 “Bureaucracy”  
 “Having opportunity provided by my office to participate.”

#### *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	49.09% (n = 27)	29.09% (n = 16)	18.18% (n = 10)	1.82% (n = 1)	1.82% (n = 1)	55
Befitted the students I may encounter at Stockton	38.18% (n = 21)	34.55% (n = 19)	23.64% (n = 13)	1.82% (n = 1)	1.82% (n = 1)	55
Helped me to offer diversity in my role at Stockton	30.91% (n = 17)	27.27% (n = 15)	38.18% (n = 21)	1.82% (n = 1)	1.82% (n = 1)	55
Taught me new ways to address challenges	20.00% (n = 11)	40.00% (n = 22)	38.18% (n = 21)	0.00% (n = 0)	1.82% (n = 1)	55
Broadened my experiences	30.91% (n = 17)	47.27% (n = 26)	18.18% (n = 10)	1.82% (n = 1)	1.82% (n = 1)	55



	(n = 17)	(n = 26)	(n = 10)	(n = 1)	(n = 1)	
Contributed to my scholarly agenda	9.09% (n = 5)	18.18% (n = 10)	63.64% (n = 35)	7.27% (n = 4)	1.82% (n = 1)	55

### Conclusion

The results of this survey show that staff overwhelmingly strongly agreed or agreed with the statement that Stockton contributed to the well-being of the community. The majority of staff report that there were no challenges in their participation in community engagement and that their work had a positive effect on them.

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

## Assessment of Impact of Service Student Report

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

**Response rate:** 546 surveys were completed.

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

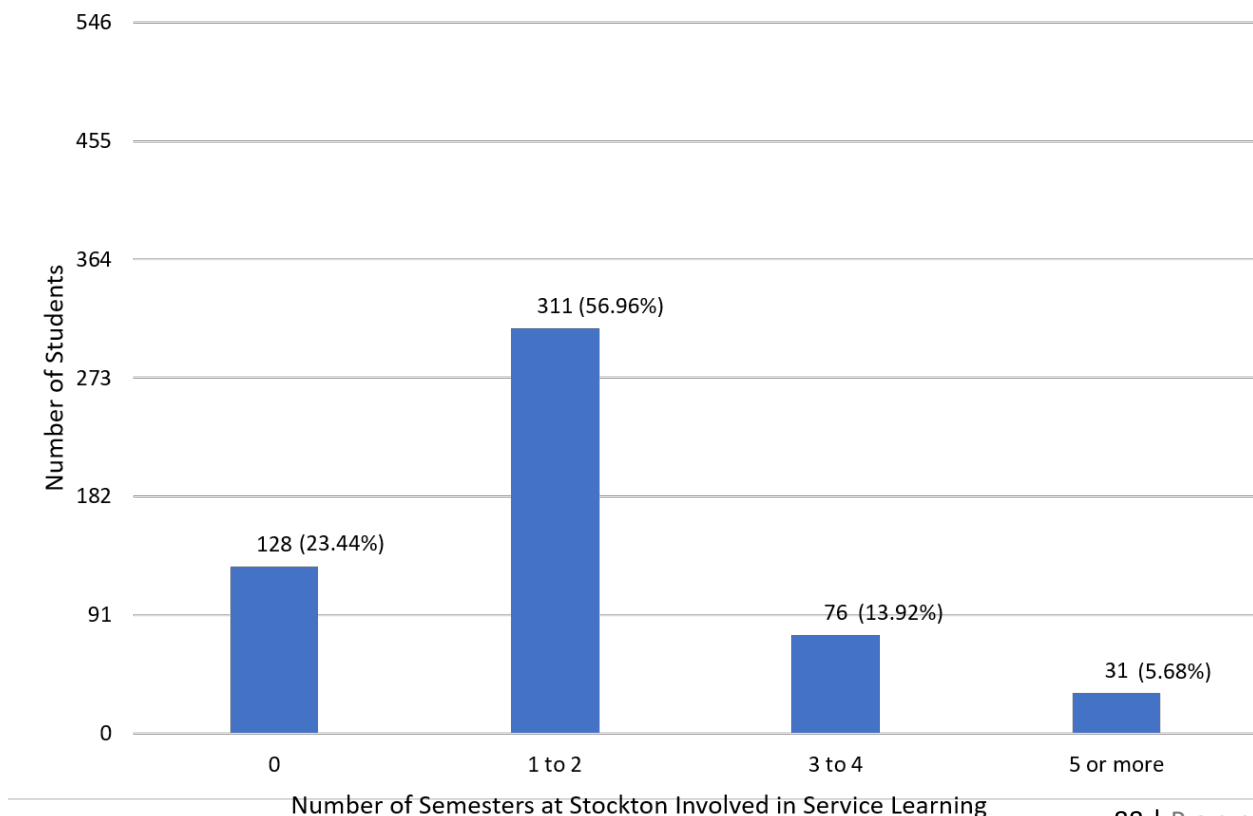
**Data collection period:** April through May of 2018

**Sampling method:** non-probability sampling

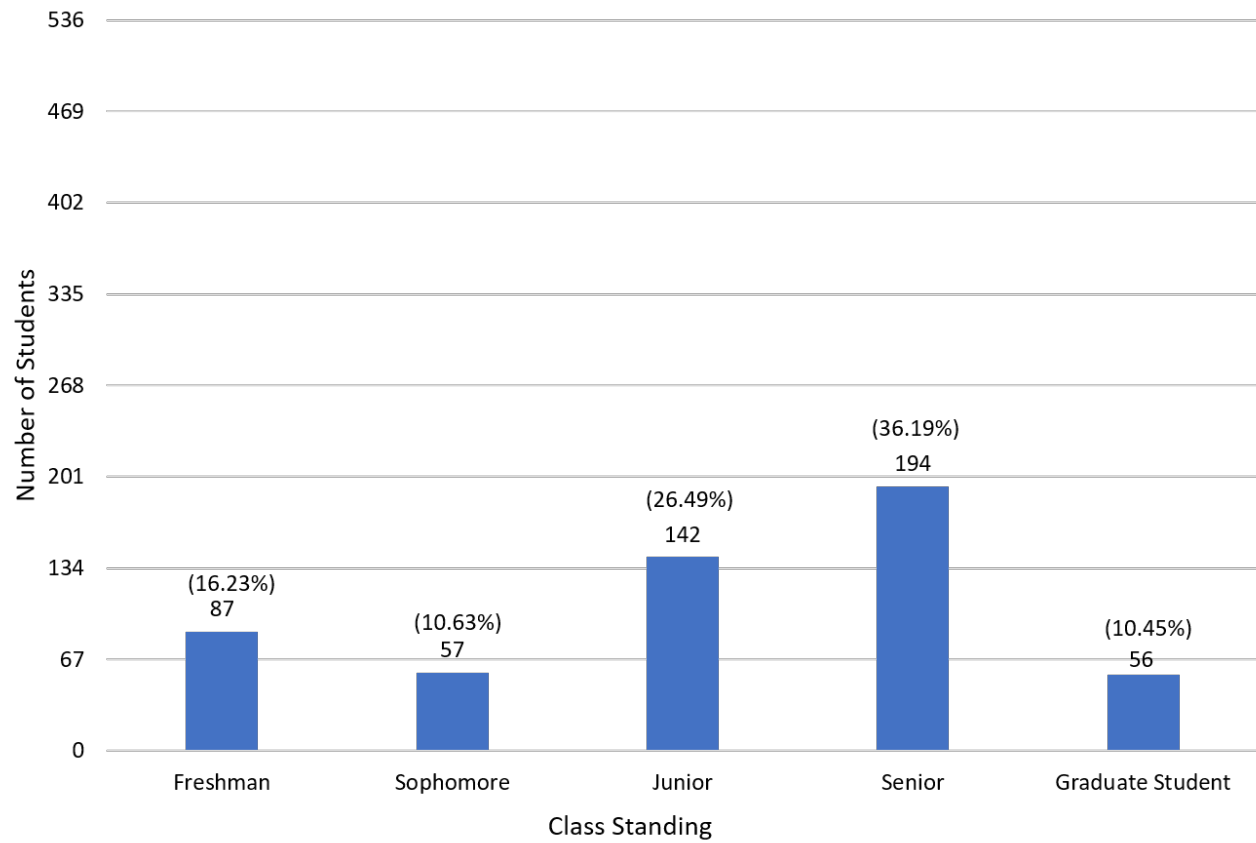
### Findings

#### *Sample Characteristics*

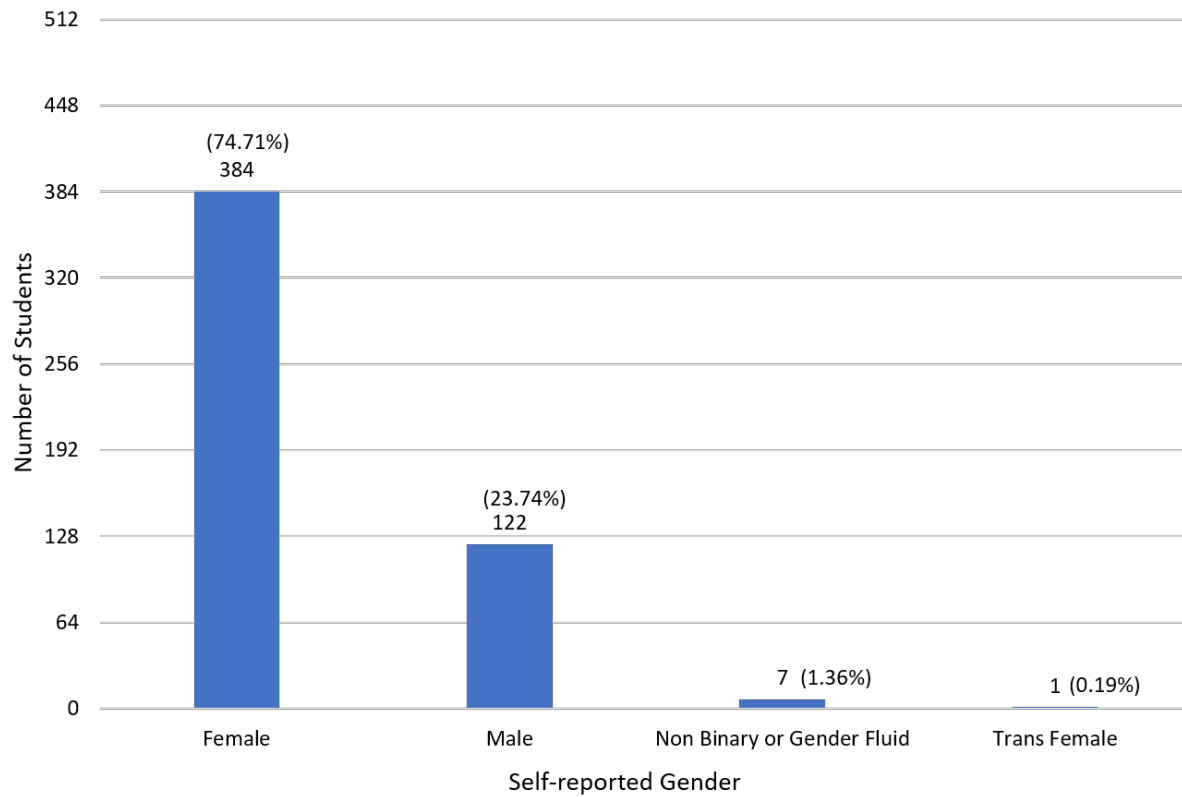
- The mean age of the sample is 23.29 ( $SD = 6.845$ ) and the mode is 21 years.
- Among the 546 participants who answered the number of semesters at Stockton that they were involved in service-learning, more than one half 56.96% ( $n = 311$ ) were involved one to two semesters, 23.44% ( $n = 128$ ) indicated zero, 13.92% ( $n = 76$ ) indicated three to four semesters, and 5.68% ( $n = 31$ ) indicated five or more semesters. The following graph shows all the responses.



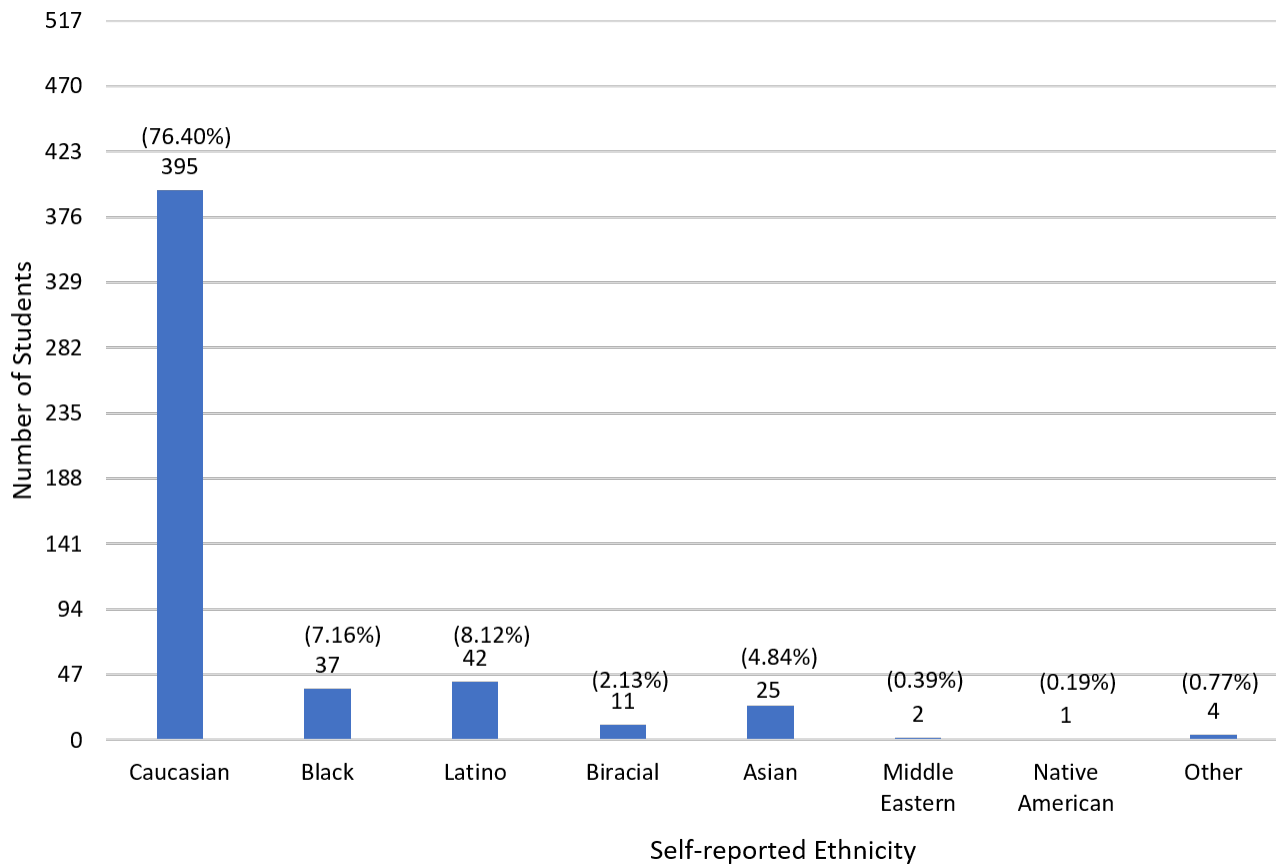
- Among the 536 participants who indicated class standing, the largest percentage in the sample were seniors (36.19%,  $n = 194$ ). The following graph shows the responses.



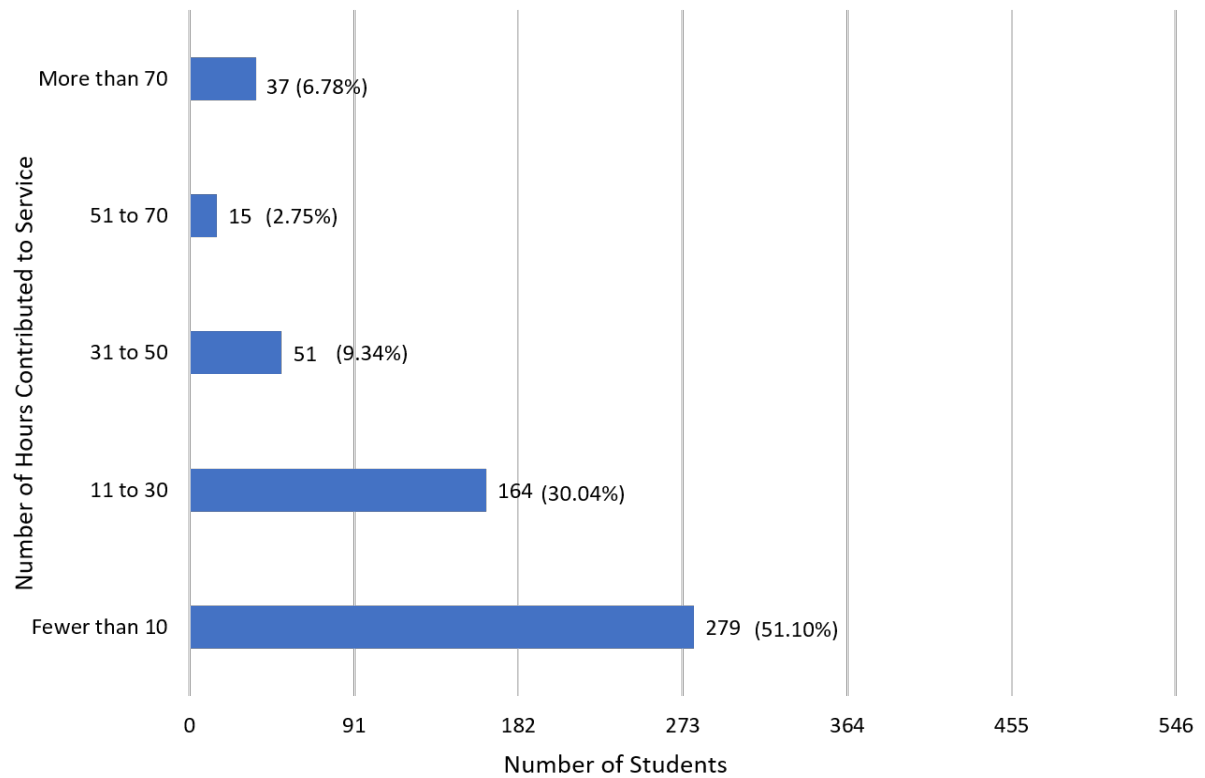
- Among the 514 respondents who reported gender, 74.71% ( $n = 384$ ) were female, 23.74% ( $n = 122$ ) were male, 1.36% ( $n = 7$ ) were non binary or gender fluid, and one student ( $n = 0.19$ ) indicated trans female.



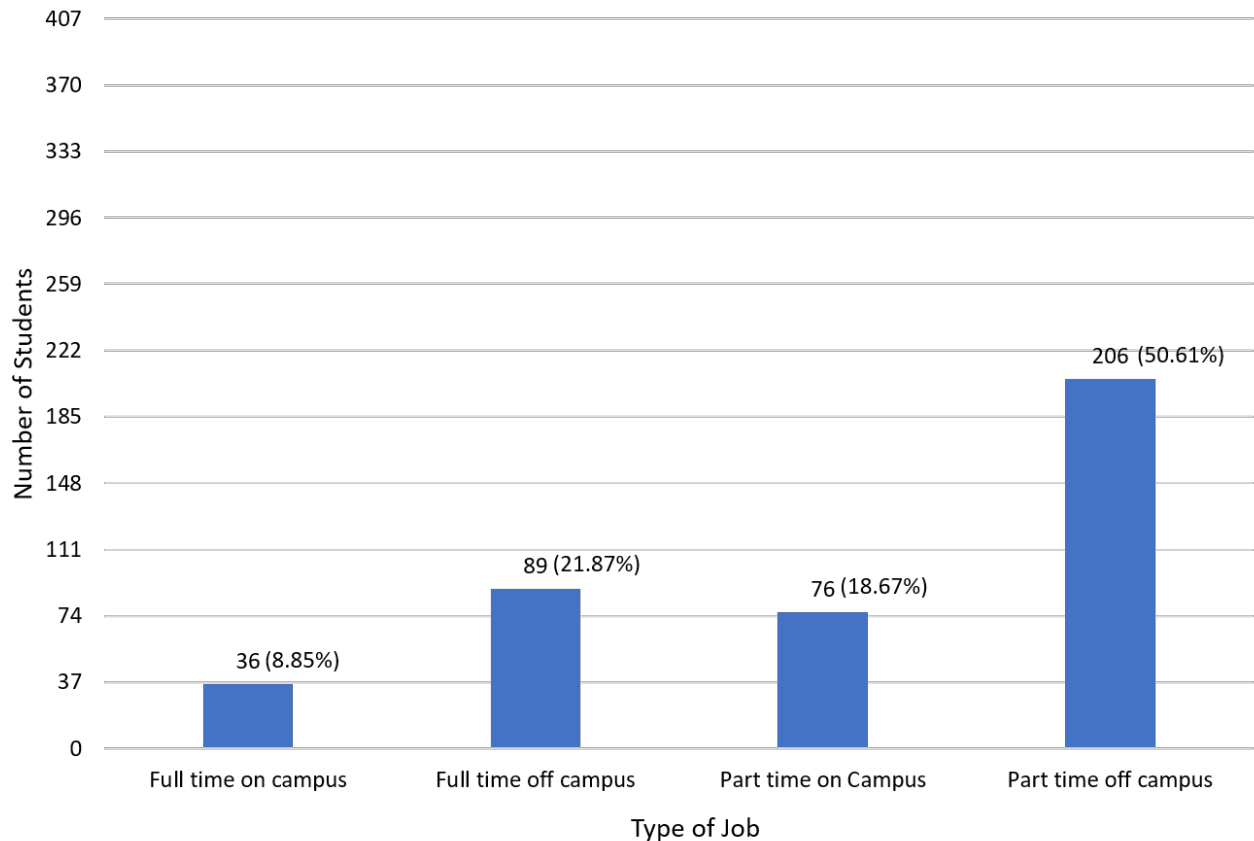
- Among the 517 respondents who self-reported race and ethnicity, the largest percentage in the sample self-reported Caucasian (76.40%,  $n = 395$ ). The following graph shows the responses.



- Among the 546 respondents who indicated the number of hours in total that they contributed to service this academic year (F16 and S17), more than one half of the respondents (51.10%,  $n = 279$ ) indicated fewer than 10 hours and only 6.78% ( $n = 37$ ) indicated more than 70 hours. The following graph shows all responses.

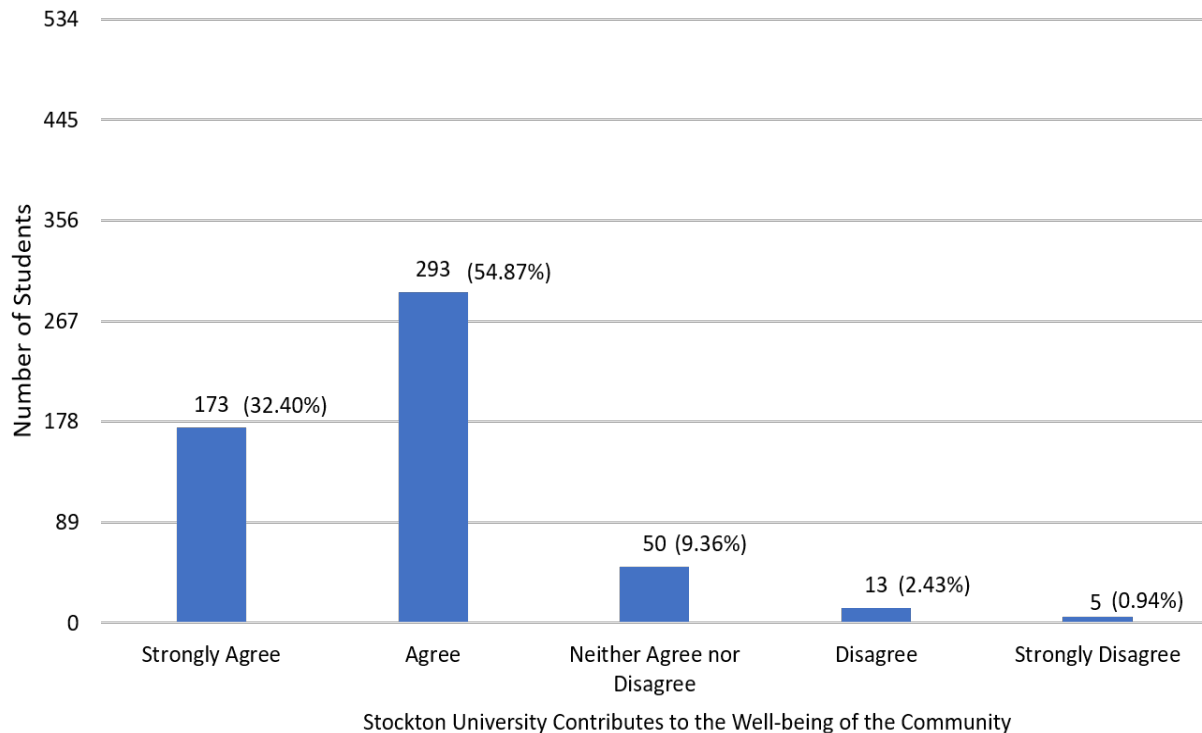


- Among the 407 respondents who indicated their type of job, more than one half (50.61%,  $n = 206$ ) indicated that they work part time off campus. The following graph shows all responses.



#### *Stockton Contributes to the Well-being of the Community*

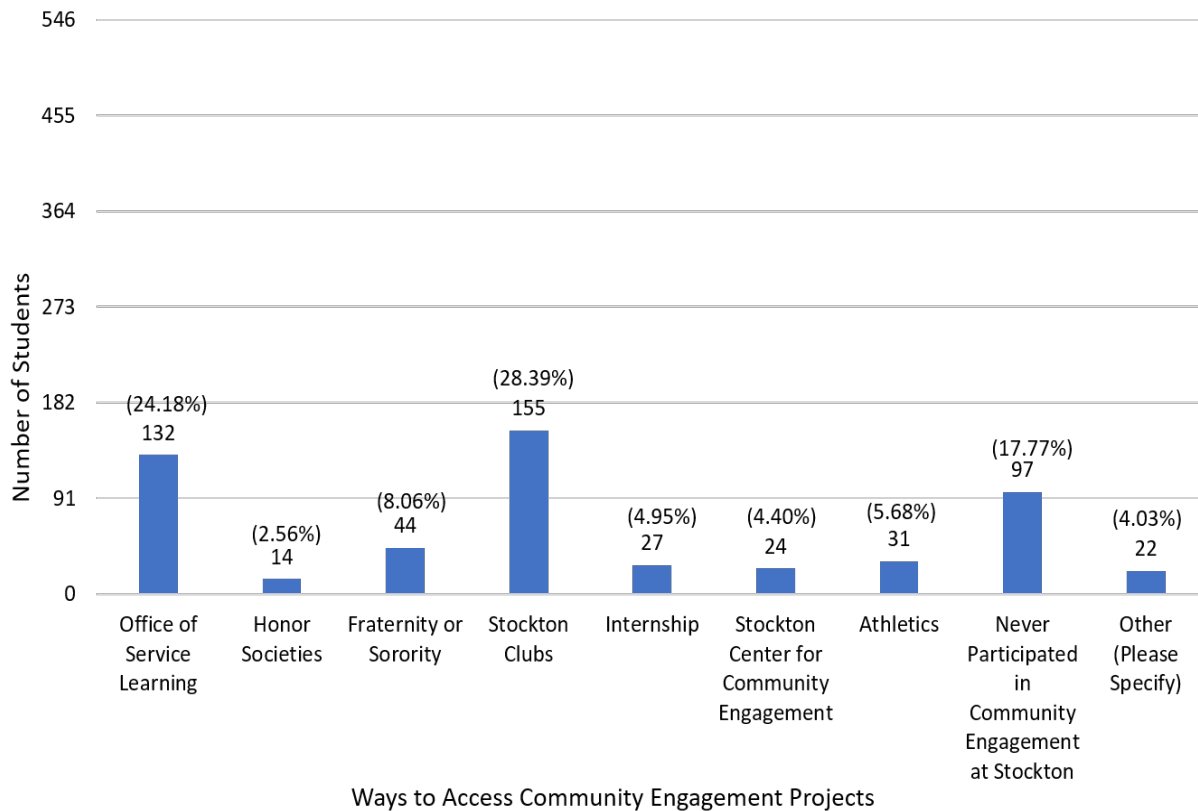
Respondents were presented a five-point Likert scale to indicate their level of agreement with the following statement: “Stockton University contributes to the well-being of the community.” The majority of the respondents (87.27%,  $n = 466$ ) chose to “strongly agree” or “agree” with the statement. Only 3.37% ( $n = 18$ ) of the respondents chose to “disagree” or “strongly disagree” with the statement. The following graph shows all responses.



### *Ways to Access Community Engagement Projects*

Respondents had the following choices from which to select: “The Office of Service Learning,” “honor societies,” “fraternity or sorority,” Stockton clubs,” “internship,” “The Stockton Center for Community Engagement,” “Athletics,” “I have never participated in community engagement while at Stockton,” and “other (please specify).” Nearly one third of the sample (28.58%,  $n = 156$ ) access community engagement projects through the Office of Service-Learning and the Stockton Center for Community Engagement. The following graph shows the responses.

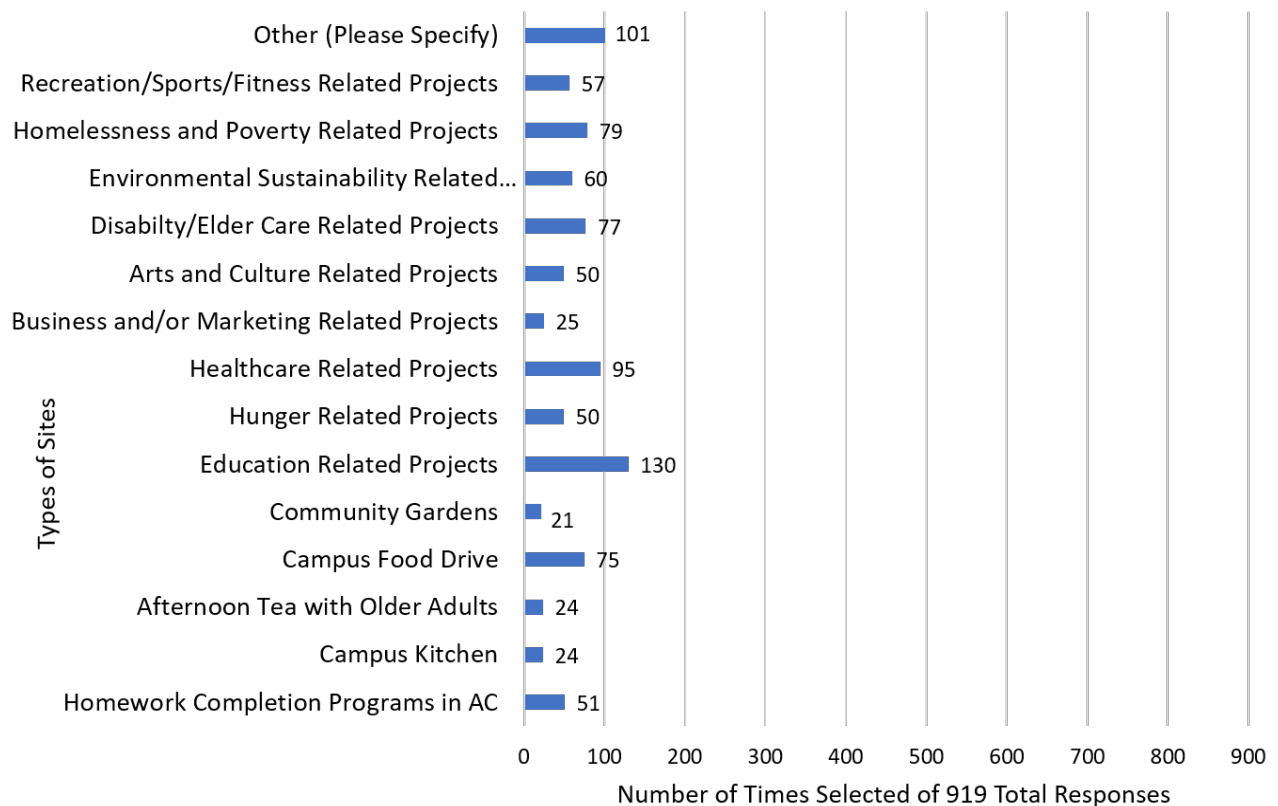




- The following is a sample of responses for “other.”
  - VA Meetings
  - Performing Arts
  - I am a firefighter, going to college and a pilot don’t have much time for other stuff on campus
  - Social Work Program
  - Honors Society
  - Stockton Emergency Medical Services (EMS)
  - Martin Luther King Day of Service
  - Volunteered for a facility related to education and career goals
  - Desks that are set up at the main campus center
  - Office of Residential Life
  - Office of Global Engagement
  - Military

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

Respondents had 15 choices of types of sites, to select all that apply, at which their students have worked in community partnerships. Among the choices, “education related projects” and “other” were selected the most followed by “health care projects.” “Education related projects” was selected 130 times; “other” was selected 101 times, and “health related projects” was selected 95 times. The following graph shows the responses.



- The following is a sample of responses for “other.”

ARC of Atlantic County  
Make-A-Wish-Foundation  
Cancer Foundation  
Veterans Office  
Funny Farm  
Political Intervention  
Awareness Events for Disabling Conditions  
Research  
Relay for Life  
LGBTQ  
Civic engagement  
Toys for Tots, On campus Service

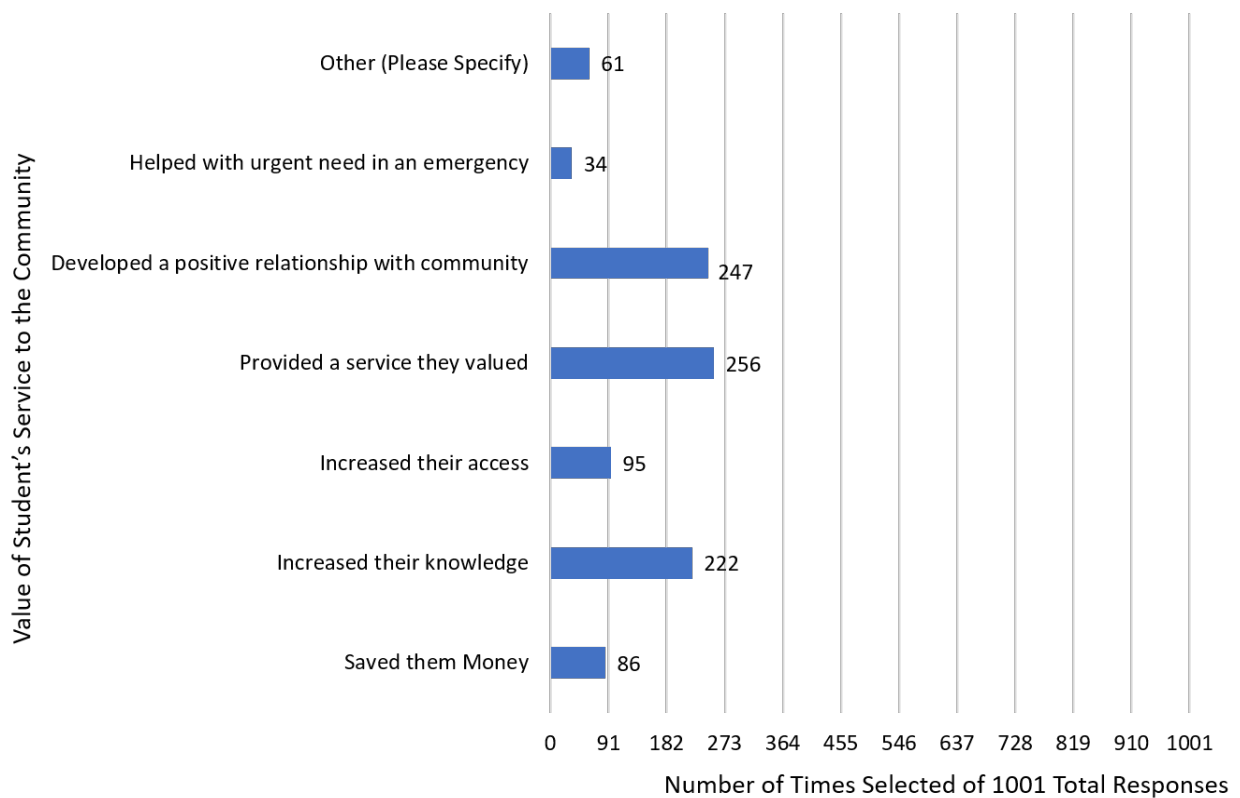
Mental Health  
One Stop Career center  
Hospitalized Children/Children with Disabilities

#### *Value of Student's 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 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 "provided a service that they valued" (selected 256 times), "developed a positive relationship with the community" (selected 247 times), and "increased their knowledge" (selected 222 times).

The following graph shows the responses.



- The following is a sample of responses for "other."
  - Raised awareness
  - Helped with poverty
  - Increased their physical activity
  - Made contributions to cause

Provided the impoverished community of El Codito, Bogota, Colombia with over 400 pounds of medical and personal hygiene supplies, in addition to \$300.00 cash donation.

*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.	22.16% (n = 121)	44.51% (n = 243)	27.66% (n = 151)	2.93% (n = 16)	2.75% (n = 15)	546
I have learned a lot about myself.	24.73% (n = 135)	40.48% (n = 221)	27.11% (n = 148)	4.76% (n = 26)	2.93% (n = 16)	546
I have a much better understanding of important issues in society.	25.46% (n = 139)	44.32% (n = 242)	24.18% (n = 132)	3.48% (n = 19)	2.56% (n = 14)	546
I am more likely to contribute to public projects.	28.21% (n = 154)	39.56% (n = 216)	25.64% (n = 140)	3.66% (n = 20)	2.93% (n = 16)	546
My values in democratic principles have been strengthened.	19.23% (n = 105)	34.98% (n = 191)	36.63% (n = 200)	5.86% (n = 32)	3.30% (n = 18)	546
I have engaged in research as a result of my community engagement activity.	15.57% (n = 85)	27.29% (n = 149)	34.07% (n = 186)	17.58% (n = 96)	5.49% (n = 30)	546
My participation in acts of activism has increased.	16.12% (n = 88)	36.45% (n = 199)	32.97% (n = 180)	10.81% (n = 59)	3.66% (n = 20)	546
I am better able to understand perspectives other than my own.	26.74% (n = 146)	48.17% (n = 263)	20.33% (n = 111)	2.20% (n = 12)	2.56% (n = 14)	546
My work was meaningful to the community.	29.12% (n = 159)	43.96% (n = 240)	21.79% (n = 119)	2.56% (n = 14)	2.56% (n = 14)	546

I made changes in the communities in which I served.	22.89% (n = 125)	40.48% (n = 221)	31.14% (n = 170)	3.66% (n = 20)	1.83% (n = 10)	546
I know more about off campus communities.	21.61% (n = 118)	40.66% (n = 222)	24.91% (n = 136)	8.24% (n = 45)	4.58% (n = 25)	546
I have conversations with friends about my community work.	19.60% (n = 107)	37.55% (n = 205)	28.39% (n = 155)	9.52% (n = 52)	4.95% (n = 27)	546
I am more likely to get involved with many types of community projects.	19.96% (n = 109)	41.58% (n = 227)	28.75% (n = 157)	7.14% (n = 39)	2.56% (n = 14)	546
I am better able to participate in discussions about civic and political issues in the communities.	19.41% (n = 106)	33.15% (n = 181)	34.43% (n = 188)	8.61% (n = 47)	4.40% (n = 24)	546
I have not been changed by my community activities.	6.59% (n = 36)	13.37% (n = 73)	24.73% (n = 135)	32.78% (n = 179)	22.53% (n = 123)	546

### Conclusion

The results of this survey show that students overwhelmingly strongly agreed or agreed with the statement that Stockton contributed to the well-being of the community. There is an increase in freshman participation in community engagement activities over the previous academic year and students are using the Office of Service Learning and the Center for Community Engagement more than any other single avenue for accessing community engagement opportunities. This is evidence that the students are taking advantage of the formal partnerships and connections that the university has been working to cultivate; furthermore, students are using the main community engagement institutional structures to access the community. Students believed that their service changed them in many ways, most notably, that it increased their ability to understand different perspectives. The majority of students agreed or strongly agreed that their work was meaningful to the community. Students' responses also showed that they believe their community work developed positive relationships in the community and that their work provided a service valued by community partners. These findings suggest that the institution is succeeding at creating mutually beneficial and reciprocal relationships with our community partners. Finally, it is important to highlight that the students' responses mirror the partners' responses, providing stronger evidence of the connections.

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*The Assessment report format was adapted from the Faculty Engagement Survey Report written by Dr. Jennifer Barr on March 2014.*