



STOCKTON | STOCKTON CENTER FOR
UNIVERSITY | COMMUNITY ENGAGEMENT

FY 2019

Annual Report

July 1, 2018—June 30, 2019

Executive Director's Message

Dear Colleagues:

This report marks my fifth year at the Stockton Center for Community Engagement. In the past five years, we have increased our staff and established new reciprocal and mutually beneficial partnerships in the community resulting in 11 valuable programs. We have also established the Stockton Food Drive and the naturalization classes, and we strengthened our assessment efforts. I am proud of our team and the trust that faculty, students, staff, and our community partners have placed on the Stockton Center for Community Engagement. I hope you enjoy reading about our work.



The following are some of our 2018-2019 accomplishments.

- We submitted the Carnegie Reclassification application to renew Stockton University's Carnegie Elective Classification for Community Engagement. The reclassification process occurs every ten years. Stockton University first received the Classification in 2010, and we will learn the outcome of our recent reclassification application in December 2019.
- We launched a pilot Homework Completion Program in the Atlantic City Marina District, which maintained an enrollment of 35 children.
- Five students in our naturalization classes became American citizens.
- Many older adults participated in the Afternoon Tea and Game Day, 134 Atlantic City and Pleasantville residents participated in 24 events this year and interacted with 125 Stockton volunteers.
- For the second year in a row, the assessment findings show the majority of faculty, students, staff, and community partners agreed or strongly agreed that Stockton contributes to the well-being of the community.

We are thankful for the support of students, faculty, staff, community partners, and donors who participated in our programs or contributed financial support during academic year 2018-2019.

- We thank the TD Bank Charitable Foundation who contributed \$10,000.00 to our homework programs.
- We thank alumna 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.
- We thank all Academic Schools, Units, and Departments in the Division of Academic Affairs and Student Affairs for collaborating with the SCCE in the Carnegie Reclassification application, and we thank Dr. Claudine Keenan and Dr. Diane Falk for their editing work.

- We express deep gratitude to Stockton's administration, especially President Kesselman for supporting the SCCE and our Faculty and Student Fellow programs. We wish to thank Dr. Lori Vermeulen, 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 the 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 Atlantic City Campus.
- We thank our Advisory Council members for their invaluable support.

To conclude, I thank our SCCE team members: Heather Swenson Brilla, Trish Collins, Joan Joseph, and Faculty Fellow Dr. Christina Jackson, 27 student fellows, three interns, one driver, and one alumna whose enthusiasm and commitment made it possible for the SCCE to maintain and establish successful partnerships this year.

On behalf of our outstanding team, I am honored to present our Annual 2019 Report.



Dr. Merydawilda Colón, L.S.W., Ph.D.
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.

The Stockton Center for Community Engagement's Diversity Statement

At the SCCE we approach the implementation of programs, policies, and decisions with a very inclusive mindset. All SCCE programs serve populations that reflect diverse backgrounds in age, immigration status, race, ethnicity, religion, gender, sex, and sexual orientation, among other diversity factors.

The SCCE staff promotes the student fellows' program at the New Student Orientation and at student organizations' meetings to facilitate recruitment of diverse fellows who represent the diverse children and adults who participate in SCCE programs.

Our Stockton students can experience diversity in all our programs on and off campus. For instance; the Annual Naturalization Ceremony, the Social Justice and Environment Symposium that our faculty fellow **Dr. Christina Jackson** held with the support of the SCCE and the Hughes Center, among other activities, exposed Stockton students, faculty and staff to diverse individuals and perspectives during this fiscal year.

Who We Are

SCCE's leadership includes Executive Director, **Dr. 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 31 students. We are working with 27 undergraduate Student Fellows, one Alumna Fellow, one MSW intern and two BSW interns. 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, the SCCE receives support and guidance from its Advisory Council.

The 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 Fiscal Year 2019 Goals

This year we concentrated efforts to meet the following SCCE Goals, which align with University Strategic Priorities and Institutional goals.

Strategic Priority #1 - *Advance the University's mission of excellence in teaching and learning, scholarly and creative activity, and dedication to service.*

Institutional Goal 1.1 *Focus institutional efforts toward student success and prepare a diverse group of students to continue to excel in a rapidly changing world.*

Academic Affairs Goal 1.1: *Enhance and expand opportunities for faculty and students to engage in high-impact practices.*

- **1.1a SCCE Goal**
 - Increase student participation in homegrown SCCE programs from 236 students (during Academic Year 2017-2018) to 300 students for the Academic Year 2018-2019 to enhance students' opportunity to access high impact practices. (Ongoing)
- **1.1b SCCE Goal**
 - Increase faculty members' participation in SCCE community initiatives from 10 to 12 faculty members.

Institutional Goal 1.2 *Expand our footprint in the region and increase our access to offerings.*

- **1.2a SCCE Goal**
 - Promote SSCE projects among the residents of the Stockton University at Atlantic City so that more students can participate in engagement work.

Strategic Priority #2 - *Develop the academic, human, and financial resources that support the University's aspiration to be a premier regional educational institution.*

Institutional Goal 2.2 *Integrate the University's strategic enrollment goals into all aspects of University operations to ensure meeting goals while maintaining excellence.*

- **2.2a SCCE Goal**
 - Use SCCE resources to maintain or increase Stockton's historically high persistence and retention rates by linking three to five Stockton students without parental support to external social supports.
- **2.2b SCCE Goal**
 - Use SCCE Resources to support recruitment of Atlantic City and Pleasantville EOF students.

Institutional Goal 2.4 *Increase philanthropy and alumni engaging leading to our combined Investment Foundation Fund Accounts by \$6-\$8 million per year.*

- **2.4a SCCE Goal**
 - Secure donations of at least \$500.00 to help fund SCCE programs.

Strategic Priority #5 - *Improve and expand the University's internal operational efficiencies.*

Institutional Goal 5.3 *Provide Efficient and Effective Access to Information and Technology Resources.*

- **5.3a SCCE Goal**

- Work collaboratively with the SCOSA to enhance community programming for older adults.

SCCE Advisory Council

The Advisory Council has three subcommittees: Assessment, Carnegie Reclassification, and Executive. During FY19, 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>	Dr. 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>
Dr. 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>
Christina Birchler <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. Stephen B. Davis <i>Assistant Vice President/Dean of Students, Inclusion and Wellness</i>
John Emge <i>Community Member-at-Large</i>	Daniel Fidalgo Tomé <i>Director of Service-Learning</i>
Dr. Mary Lou Galantino <i>Distinguished Professor of Physical Therapy</i>	Dr. 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

Christina Bevilacqua, <i>Deputy Chief of Staff, City of Atlantic City</i>	Cassandra Shellhorn, <i>Center for Family Services</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 27 Student Fellows who contributed to the mission and vision of SCCE during AY 2018-2019. 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, the Pleasantville Homework Program, 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 and a separate pool vehicle was requested for the Friday Afternoon Tea and Older Adult Game Day programs. There were several program days where the SCCE van was used as a second overflow vehicle when the primary pool vehicle was full of volunteers.

The Stockton pool vehicles (Table 2) were driven 504 miles to and from the 28 Friday Afternoon Tea and Older Adult Game Day programs and carried 139 passengers. The pool vehicles were driven 2,475 miles to and from the homework completion programs 75 times, carrying a total of 378 passengers.

Table 1. SCCE van usage FY19

	Number of Students	Number of Rides	Miles Driven
Fall 2018	99	40	1,183
Spring 2019	147	52	1,411
FY19	272	126	2,594

Table 2. Pool vehicle usage FY19

	Number of Students	Number of Rides	Miles Driven
Fall 2018	198	47	1,464
Spring 2019	319	56	1,515
FY19	517	103	2,979

TD Bank Charitable Foundation Grant

The SCCE was awarded a \$10,000 grant from the TD Bank Charitable Foundation 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 workshops were conducted with the youth in the Stanley Holmes Village on January 9, 2019, at the Buzby Homes Village program on January 10, 2019 and at the Pleasantville Library

on January 7, 2019. All workshops were well-attended and the youth who participated learned about the importance of saving, budgeting and credit.

SCCE Faculty Fellows Program

During AY 2018-2019, Faculty Fellow, Assistant Professor **Christina Jackson**, contributed to SCCE's mission by facilitating her first Justice and the Environment symposium on Thursday, April 11, 2019. Several community partners presented including CATA farmworkers support committee, The Nanticoke Lenni Lenape tribal nation, Food and Water Watch and the New Jersey Organizing Project. Our keynote speaker, Melissa Miles from the Ironbound Corporation discussed her personal and professional journey to becoming an environmental justice organizer in Newark, New Jersey. This event was sponsored by the Hughes Center and the Center for Community Engagement. Special thanks to **Dr. Michael Klein** of the Hughes Center for his support of the event. Panelists at the symposium were: **Pastor John Norwood**, Nanticoke Lenni Lenape tribal nation, **Meghan Hurley**, CATA farmworkers collective, Jocelyn Sawyer, food and water watch, **Amanda Devecka- Rinear**, New Jersey Organizing Project. Over 70 students and their professors were in attendance.

SCCE Collaborations

The SCCE participated in three quarterly community resource roundtable meetings on August 1, 2018, October 18, 2018, and April 16, 2019 where social service agencies across South Jersey come together to exchange information on services and resources.

After a successful pilot in 2017, two Pop-Up Pants Shop events were held at Buzby Homes Village and Stanley Holmes Village in Atlantic City. Over 100 pairs of khaki and navy blue pants were collected from on-and off-campus donations and students in the SCCE homework programs had the opportunity to choose school uniform pants and a new backpack with school supplies. The SCCE wishes to thank **Lt. Wil Santiago** of the Atlantic City Police Department and **Alex Marino** for their contributions to this project.

Following the spring data analysis of our Impact of Engagement surveys, the SCCE conducted focus groups with five community partners to better understand their perceptions about their relationship with Stockton. Responses were overwhelmingly positive and several partners' ideas and suggestions are being formulated into new or more comprehensive SCCE programs this fall.



SCCE Student Fellows contributed to the success of Stockton's first annual Coast Day event held on the Atlantic City campus on Saturday, October 20, 2018. Our Student Fellows administered surveys, tended informational tables, and guided guests through the event.

*SCCE social work intern **Shaun Stebbins** spent Coast Day on the Atlantic City boardwalk directing guests to the event.*

The SCCE wants to acknowledge and thank Stockton staff member **Carole LoBue** for her donations to our homework programs' Halloween parties. Carole continued her tradition of sending treat bags for every child to enjoy. This year's parties also featured arts and crafts including a mask station where the youth created their own Halloween masks.



On November 2018, the SCCE launched a fourth homework completion program at the Atlantic Marina community room in Atlantic City. The program is a partnership among Stockton University, the Atlantic City Police Department, Michaels Management, the Boy Scouts of America and Better Tomorrows. The program operated on Mondays and Wednesdays from 3:00 pm to 4:00 pm and is expected to expand to four days a week in the next academic year.

In December 2018, the SCCE began a new pilot initiative with the Volunteers of America and their Safe Return Program. The initiative stemmed from suggestions made during the SCCE partners' focus group which was held in the summer. Beginning with an interest meeting, we held two workshops to help the program participants explore their educational interests and future career paths. Presentations and discussions included career aptitude testing, information on earning a GED, applying for college, and applying to join a trade union.

Responding to a request from participants of our Game Day with Older Adults events in Pleasantville, Merydawilda Colón created a series of educational sessions for residents of the Pleasantville High-Rise. These residents, who speak only English or only Spanish, wanted to learn the basic vocabulary to talk to each other in the building. Dr. Colón has been facilitating this process on a monthly basis since August 29, 2018. Anecdotal information from participants shows that they are using key words that they have learned in Spanish and English to improve communication among residents. An example of this is that they report organizing themselves to take walks through the neighborhood in the morning and/or evening.



The SCCE again partnered with **Amy-Lynne Camilli** and 4ACxAC for the homework programs' holiday celebrations in December 2018. As in past years, 4ACxAC raised funds to buy toys for the youth in our programs which were distributed at the December holiday parties.

SCCE Student Fellows **Christine Whaley** and **Gianna Nitti**, and **Trish Collins**, AC Community Engagement Liaison (Pictured above), contributed to the success of a community baby shower held by the Southern New Jersey Medical Center on Thursday, November 9, 2018 at the All Wars Memorial Building. The event provided families living in and near Atlantic City with an opportunity to learn



about maternal and health care for infants, as well as educational workshops. Families also received supplies for newborns.

The SCCE's project for the 2019 Dr. Martin Luther King, Jr. Day of Service was a community food drive which netted 530 pounds of food. The food was collected from neighborhoods in Galloway and was delivered to the Beacon Hope Chest on Jimmie Leeds Road in Galloway.

SCCE Student Fellow **Emily Medwick** and Social Work Intern **Keyuana Griffin** joined **Chef Joseph Hendri** at the Junior Chef cooking competition event at the Pennsylvania Avenue Elementary School in Atlantic City on March 26, 2019 to raise awareness about the Campus Kitchen Project at Atlantic City. Along with supporting the Atlantic City youth who were competing, Emily and Keyuana connected with judge **Bob Klein** of the Sodexo Stop Hunger Foundation and **Stephan Johnson** of the Community Food Bank of New Jersey. Judges **Chef Michael Brennan**, **Chef Pam Green**, and **Morgan Hendrick** were also there in support of the aspiring young chefs. Overall, the inaugural event was a success and all participants were able to connect through the art of cooking.

On February 8, 2019 and March 8, 2019, the SCCE held nightclub events at Jeffries Tower and Altman Terrace in Atlantic City for the older-adult residents living there. The events were staffed by SCCE Student Fellows and Stockton volunteers and featured party decorations, dance music, a pasta dinner, and a mocktail bar. The events were attended by almost 50 residents and were very well-received.

The Institute for Faculty Development and the SCCE held its annual spring workshop series on Scholarship of Engagement. On February 21, 2019, **Dr. Victoria Schindler** presented on "Integrating Community Engagement: Scholarship," on March 21, 2019, **Dr. Christina Jackson** presented on "Integrating Community Engagement: Teaching," and on April 18, 2019, **Dr. Daniel Tomé** presented on "Integrating Community Engagement: Civic Action." Videos of the presentations are available on the SCCE website.

Naturalization Ceremony

Twenty-eight people from 20 different countries, including two Stockton University students and their mother, received United States citizenship. The ceremony received positive coverage by The Press of Atlantic City.



Pictured from Left to Right: **Manar Eskander** and her daughters, Stockton Sophomores **Mariam** and **Marina Eskander**



In The News

"Atlantic City Council recognizes homework program." Diane D'Amico, Stockton University, June 20, 2019

"Stockton's Coast Day offers science, art, and a history of the shoreline." Molly Bilinski, Press of Atlantic City, October 20, 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 2018-2019, the SCCE employed 27 Student Fellows, one alumna fellow, two BSW interns and one MSW intern. These Fellows and interns contributed to project coordination in Atlantic County including tutoring at the homework completion programs at Stanley S. Holmes Village, Buzby Homes Village, Maryland Avenue, 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 such as the New Day Success Center, the Atlantic City Police Athletic League, and Adelaide's Place.

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 FY19 Student and Intern Roster:

Student Fellows

Carolyn Amesquita*
Sarah Delicio*
Yomaris Acosta*
Bill Bingham*
Christine Whaley
Kayla McDermott-Cobbs*
Jason Rehani
Jessica Perez*
Marcus Molyneux*
Sarah Mount
Samantha Adelman
Sabrina Delgado
Chrissy Bishop*
Emily Medwick

Tricia Onyango
Natalia Morales*
Gianna Nitti
Erika Perez
Cailee Readie
Kerstin Maguire
Shoanne Seijas*
Carly Conticchio*
Nashalie Ayala
Maria Durante*
Bryan Gonzalez-Mejia*

Alumna Fellow

Lidia Martinez

Interns

Keyuana Griffin*
Shaun Stebbins*
Ashley Jones

*Graduating Student



The following describes projects in which Student Fellows participated during FY19.

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, 2018. 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 and Atlantic City Police Officers monitor homework time and assist children ages five to eighteen with their questions.

During the fall 2018 term, SCCE Student Fellow **Yomarís Acosta** led the program and during the spring 2019 term, SCCE Student Fellows **Sabrina Delgado** and **Chrissy Bishop** led the program. Several other Student Fellows, as well as many Stockton student volunteers, participated at Stanley Holmes Village.

Tutors noted that the students seemed engaged in their homework and that they appeared to have a positive relationship with police officers. The findings of a satisfaction survey¹ created by the former Director of Academic Assessment, **Dr. Sonia Gonsalves** and taken by 14 children (N=14) 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.
 - This response was 100% in FY19 compared to 84% in FY18
- 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 indicates 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 SCCE would like to thank Stockton staff member Carole LoBue for her constant support of the youth in our Homework Programs.

Please refer to appendix for additional information regarding the homework completion program at Stanley S. Holmes Village.

¹ It is important to note that only the children whose parents completed a consent form could complete the survey.



Homework Completion Program at Buzby Homes Village in Atlantic City

The Buzby Village Homework Completion Program began its third year on September 11, 2018. 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 2018-2019 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 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 survey² created by **Dr. Sonia Gonsalves** and taken by eight ($N = 8$) 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.
- 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 indicates that the program is teaching the importance of completing homework, which is beneficial to academic achievement.

Please refer to appendix for additional information regarding the homework completion program at Buzby Homes Village.



Homework Completion Program at the Pleasantville Public Library

² It is important to note that only the children whose parents completed a consent form could complete the survey

The Homework Completion Program at the Pleasantville Library began its second year on September 12, 2018. This was the first full year for the Pleasantville Public Library site program. Consistent with the 2018-2019 Pleasantville School District calendar, the program was held at the Pleasantville Branch of the Atlantic County Public Library system, where students aged five to eighteen who live in Pleasantville were assisted with their homework from 3:00 P.M. to 5:00 P.M., Monday through Thursday. 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.

The findings of a satisfaction survey³ created by **Dr. Sonia Gonsalves** and taken by six ($N = 6$) children showed the following. (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.
- More participants responded that police officers arrest or shoot people than help people.
- Most participants would go to their friends or their parents if they needed help.

Please refer to appendix for additional information regarding the homework completion program at the Pleasantville Public Library.



Homework Completion Program at Maryland Avenue

In November 2018, the Stockton Center for Community Engagement responded to requests from the Atlantic City Police Department to create a fourth homework completion program in a neighborhood on Maryland Avenue in Atlantic City. Michaels Management and Better Tomorrows partnered with the SCCE to create a pilot program in the community room of the Atlantic Marina neighborhood which was held on Mondays and Wednesdays from 3:00 pm to 4:00 pm. Stockton University Student Fellows, Better Tomorrows staff, and Atlantic City police officers participated as tutors. SCCE Student Fellow **Nashalie Ayala** led the homework completion program. Thirty-five youth were registered for the program in its pilot year. This program will be expanded to be held four days a week in the 2019 – 2020 academic year.



The Homework Completion Programs had a very successful year. The Homework Completion Programs support both the SCCE's and our institutional mission to serve the community. This initiative increases Stockton students' engagement in the community as students, in

³ It is important to note that only the children whose parents completed a consent form could complete the survey

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, the Pleasantville Public Library, and added a pilot program at the community room at Atlantic Marina. The Homework Completion Programs also offer opportunities for faculty and staff members to engage in the community.

Hosting the programs in the community centers in the children's neighborhoods has eliminated roadblocks, such as lack of transportation, that usually impede children's participation in afterschool programs. Homework completion programs have also improved communication between the police and community residents. Finally, they have strengthened Stockton's partnership with the Atlantic City Police Department, the Pleasantville Police Department, Better Tomorrows and Michaels Management, the Atlantic City 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.

STOCKTON CENTER FOR COMMUNITY ENGAGEMENT

HOMEWORK COMPLETION PROGRAMS AT A GLANCE

AY 2018 - 2019

PROGRAM SITES

Stanley Holmes Village

— (Stanley) —

**Pleasantville
Library**

— (Pleasantville) —

Buzby Village

— (Buzby) —

**The Community Room
at 818k Maryland Avenue**

— (Maryland Avenue) —

Youth Participation

Stanley - 41
Buzby - 56
Pleasantville - 26
Maryland Avenue - 35

1,854 Instances of
Stockton Students
Volunteering

Tutor Participation

Stanley - 56
Buzby - 62
Pleasantville - 70

Tutor/Youth Ratio

Buzby 1.11:1 Stanley 1.37:1
Pleasantville 2.69:1

Percentage of Youth from
Kindergarten to Eighth Grade
Coming to ACHA* Programs

Buzby - 61%
Stanley - 38%

*Atlantic City Housing Authority and Urban Redevelopment Agency

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HOMEWORK COMPLETION PROGRAMS AT A GLANCE

AY 2018 - 2019

Youths' Perceptions of Police Officers

57.1%

of youth
report that they
believe a
police officer
helps people

85.7%

of youth
report that they
feel "Happy"
when they
see a
police officer

82.1%

of youth
report that they
would find a police
officer if they
needed help

Distribution of Youth per Grade



This band shifts each year
as the youth who began the
program in Kindergarten
move up a grade!

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English Learners Program

Saint Mary's Episcopal Church

The 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 28, 2018 and ended on June 24, 2019. 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

The 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 Martínez** 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 new Atlantic City Campus on Tuesday evenings from 6:00 pm to 7:30 P.M. Weekly classes were taught by Student Fellows **Jessica Perez** and **Carolyn Amesquita** with the support of **Dr. Merydawilda Colón**. There were 31 participants in FY19. Five participants became naturalized citizens in FY19, bringing the number of naturalized citizens since the inception of the class to 18.

The Campus Kitchen at Atlantic City

Created in 2010, the Campus Kitchen at Atlantic City is a collaborative effort between the SCCE, the Atlantic City High School, the Atlantic City Board of Education, Sodexo, Chartwells Dining Services, and the Southern Branch of the Community Food Bank of New Jersey. Since



2010, the Campus Kitchen at Atlantic City has recovered over 20,000 pounds of food and served over 16,000 meals. This year 1,465 meals were cooked and delivered, thanks to the many volunteers who participated in the Campus Kitchen and/or Stockton Food Drives.

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, plate, and deliver 150 meals weekly for families in need within Galloway, Absecon, Atlantic City, and Pleasantville.

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/or 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 FY19, Student Fellows **Christina Crenny, Sabrina Delgado, William Bingham, Emily Medwick** and **Jonathan Schwartz** 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. A highlight of this year's program is the students administered surveys to assess the recipients' satisfaction with their food. The surveys were largely positive with most recipients responding that they were "satisfied" or "highly satisfied" with the food they receive.

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 885 pounds of food. The food was donated to the Campus Kitchen at Atlantic City, the pantry at the New Day Family Success Center, Center for Family Services in Galloway, and the Office of the Dean of Students' food pantry which is 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 Student Fellows, the staff of the Office of the Dean of Students, Events Services, and Plant Management, played key roles in this initiative. Additional 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 2019 and spring 2020.

Afternoon Tea with Older Adults

The SCCE visited housing complexes managed by the Atlantic City Housing Authority and Urban Redevelopment Agency 24 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**.

Community Haven in Atlantic City

In spring 2018, 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.

Game Day with Older Adults in Pleasantville

This year, the SCCE continued visiting older adults at the High Rise at 140 N. Main Street. Students, faculty, and staff visited the complex nine times, playing games and calling bingo for the residents.

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

Community Resource Collaborative

The SCCE continued its open-door, support and resource initiative, the Community Resource Collaborative (CRC). The project 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 offers students a chance to learn about and share on- and off-campus resources which could reduce the hurdles they face, allow them to focus on their studies and keep them moving towards graduation.

This year, nine students visited the office 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 Assistance Program on campus, an initiative which continues to grow.

SCCE Staff in the Spotlight



From left to right: Dr. Merydawilda Colón, Trish Collins, Chief Henry White, and Heather Swenson Brilla

The City Council of Atlantic City unanimously approved a resolution on June 19, 2019, recognizing the Stockton Center for Community Engagement, the Atlantic City Police Department and the Atlantic City Housing Authority for their partnership in the Buzby Homes Village and Stanley Holmes Village Homework Completion Programs. The resolution, proposed by Councilman **Kaleem Shabazz**, noted that academic growth and development is critical to success for the city's youth, and that students at both sites improved their grades.

We were thrilled to celebrate the graduation of 15 Student Fellows and interns. **Carolyn Amesquita, Sarah Delicio, Yomaris Acosta, Bill Bingham, Kayla McDermott-Cobbs, Jessica Perez, Marcus Molyneux, Chrissy Bishop, Natalia Morales, Shoanne Seijas, Carly Conticchio, Maria Durante, Bryan Gonzalez-Mejia, Keyuana Griffin, and Shaun Stebbins** all received their Bachelor's degrees this year.

Scholarship Activities

Drs. Michelle McDonald, Lori Vermeulen, and Merydawilda Colón presented “Beyond the Boardwalk: Leading Change as an Anchor Institution in Atlantic City” at the AASCU Winter Meeting 2019, Amelia Island, Florida. The presentation explored some of the university’s key initiatives for community support and redevelopment—in the K-12 system, in coordination with local partners, and within the campus curriculum—and demonstrated how Stockton is using the threads of its past to help lead change in the future.

SCCE Fiscal Year 2020 Goals

Institutional Strategic Priority #1 - *Advance the Institution’s mission of excellence in teaching and learning, scholarly and creative activity, and dedication to service.*

Academic Affairs Goal 1.1 *In the context of Stockton’s Essential Learning Outcomes (ELOs), develop and renew academic programs, curriculum, and approaches to teaching and learning that will respond to changing social and economic conditions and prepare students for successful and meaningful lives.*

- **SCCE Goal 1.1a**
 - Increase student participation in homegrown SCCE programs by 5% over Academic Year 2018-2019. (Ongoing)
- **SCCE Goal 1.1b**
 - Expand on SCCE programs so that more students can participate in engagement work.

Academic Affairs Goal 1.2 *Support and engage in scholarly and creative activity and service in a manner that is aligned with Stockton’s mission.*

- **SCCE Goal 1.2a**
 - Identify Scholarship of Engagement as a component of the IRB application.
- **SCCE Goal 1.2b**
 - Increase opportunities for faculty and staff to learn about the Scholarship of Engagement
- **SCCE Goal 1.2c**
 - Maintain or increase faculty members’ participation in SCCE’s community initiatives.

Institutional Strategic Priority #2 *Develop the academic, human, and financial resources that support the University’s aspiration to be a premier regional educational institution.*

Academic Affairs Goal 2.1 *Develop and implement plans and programs that will support recruiting, hiring and retaining a high-quality and increasingly diverse faculty and staff.*

- **SCCE Goal 2.1a**

- Share the work of Dr. John Saltmarsh, whose work highlights the relevancy of community engagement in recruiting diverse faculty, with faculty and staff.

Academic Affairs Goal 2.4 *Develop new and expand existing initiatives that link the university's programming to needs and opportunities in our local communities.*

- **SCCE Goal 2.4a**

- Expand on SCCE programs to meet the needs and opportunities in our local communities.

Institutional Strategic Priority #3 *Support human diversity and inclusion in all of its forms and in a manner that serves the needs of our region and recognizes our place in a global society.*

Academic Affairs Goal 3.1 *Develop and strengthen partnerships with high schools, community colleges, and other organizations that will enhance our ability to provide a pathway to Stockton for students currently under-represented at Stockton.*

- **3.1a SCCE Goal**

- Use SCCE resources to develop and strengthen community partnerships which support recruitment of Atlantic City and Pleasantville EOF students.

Institutional Strategic Priority #4 *Develop and support planning and governance processes that are integrative, collaborative, transparent, and sustainable.*

Academic Affairs Goal 4.2 *Work collaboratively with Student Affairs and Enrollment Management to develop and support Stockton's student persistence and retention plan.*

- **SCCE Goal 4.2a**

- Use SCCE resources to maintain or increase Stockton's historically high persistence and retention rates by linking three to five Stockton students without parental support to external social supports in AY 2019-2020.

Strategic Priority #5 *Improve and expand the University's internal operational efficiencies.*

- **5.1 SCCE Goal**

- Work collaboratively with the SCOSA to enhance community programming for older adults.

Upcoming Projects

The SCCE is looking forward to responding to the many community requests for collaboration in FY20!

APPENDIX

Stanley Holmes Village Homework Completion Program Report

For the 2018–2019 fiscal year, 60 Stockton students and Atlantic City police officers volunteered to assist with the Stanley S. Holmes Village Homework Completion Program. Fifty-six tutors were from Stockton University and four tutors were from the Atlantic City Police Department. The number of tutors each day ranged from 1 to 13 with an average of four tutors per day. The highest tutor participation was on Tuesdays (32.5% of participation) whereas the lowest tutor participation was on Thursdays (20.8% of participation). The average youth to tutor ratio was 1 to 1.37.

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 104 days this year and 41 students enrolled in the program. Forty-one students represent 19% of the total Stanley Holmes Village residents under the age of 18 and 38% of the residents in grades K through 8. The number of homework sessions students attended ranged from 1 to 73 times with an average attendance of 26.23 times. During the year approximately 43.9% of students attended the program more than 25 times.

Buzby Homes Village Homework Completion Program Report

For FY19, 70 Stockton students and Atlantic City police officers volunteered to assist with the Buzby Village Homework Completion Program. Sixty-two tutors were from Stockton University and eight tutors were from the Atlantic City Police Department. The number of tutors each day ranged from 1 to 9 with an average of four tutors per day. The highest tutor participation was on Tuesdays (36.5% of participation) whereas the lowest tutor participation was on Thursdays (19.5% 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 109 days this year and 56 students enrolled in the program. Fifty-six students represent 43% of the total residents of Buzby Village under the age of 18 and 61% of the residents in grades K through 8. The number of homework sessions students attended ranged from 1 to 84 times with an average attendance of 24.73 times. During the year approximately 37.5% of students attended the program more than 25 times.

Homework Completion Program at the Pleasantville Public Library Program Report

For FY19, 75 Stockton students and Pleasantville police officers volunteered to assist with the Homework Completion Program at the Pleasantville Public Library. Seventy tutors were from Stockton University and five tutors were from the Pleasantville Police Department. The number of tutors each day ranged from 1 to 9 with an average of four tutors per day. The highest tutor participation was on Tuesdays (34.2% of participation) whereas the lowest tutor participation was on Mondays (14.7% of participation).

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 114 days this year and 26 students enrolled in the program. The number of homework sessions students attended ranged from 1 to 97 times with an average attendance of 36.1 times. During the year approximately 57.7% of students attended the program more than 25 times.

Maryland Avenue Homework Completion Program Report

The Maryland Avenue Homework Program began on November 14, 2018 and operated twice per week until June 12, 2019. The program has 35 youth enrolled. There were 35 days of program and 13% of the youth enrolled attended half of the sessions offered. No surveys were administered in this program because the program operated as a pilot.

Homework Completion Program Satisfaction Survey

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



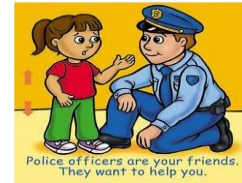
2. What does a police officer do?



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

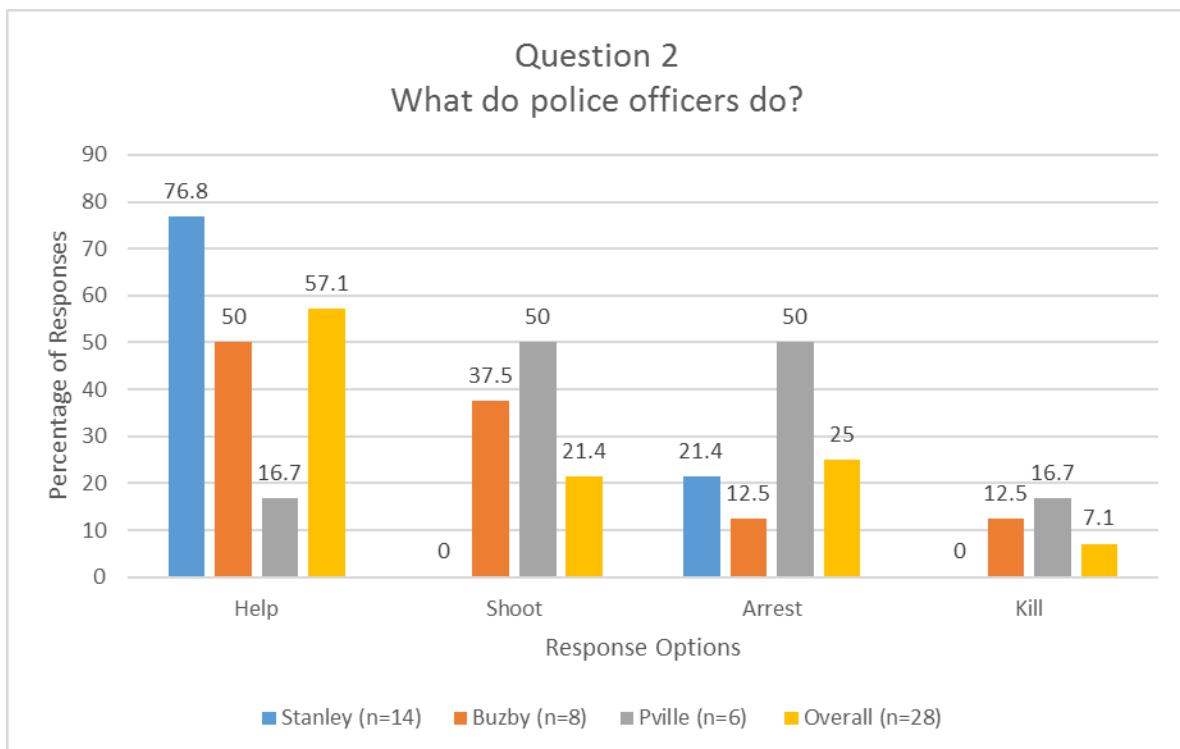
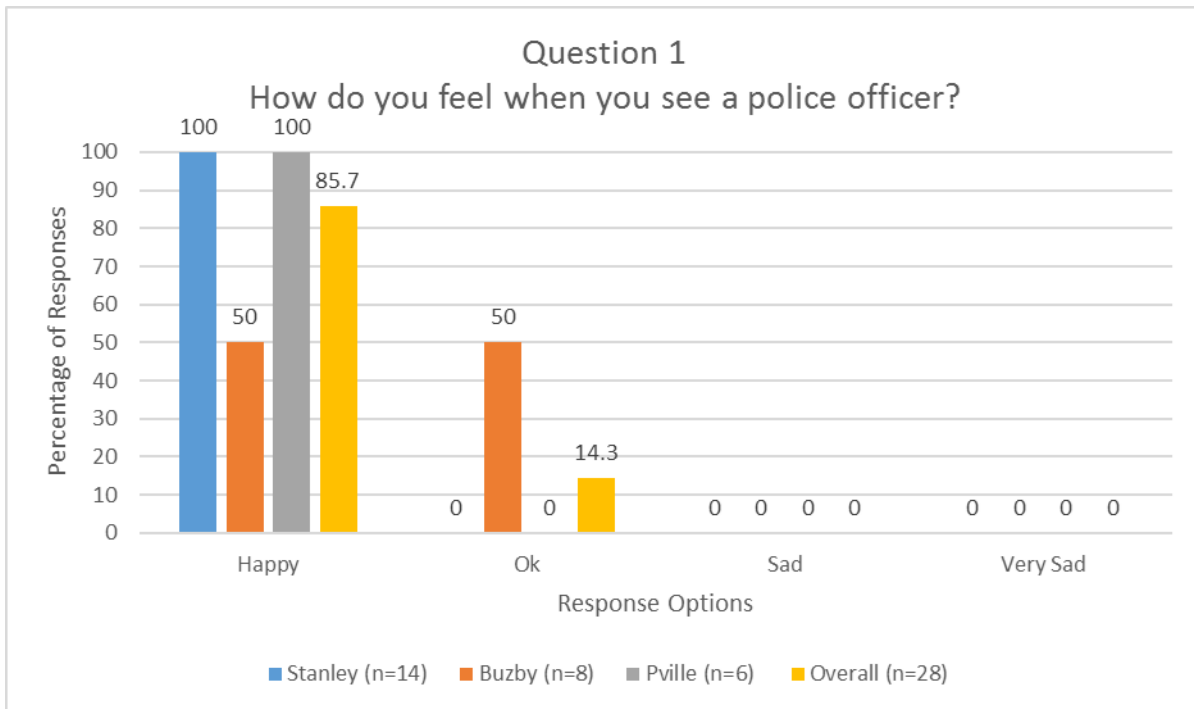


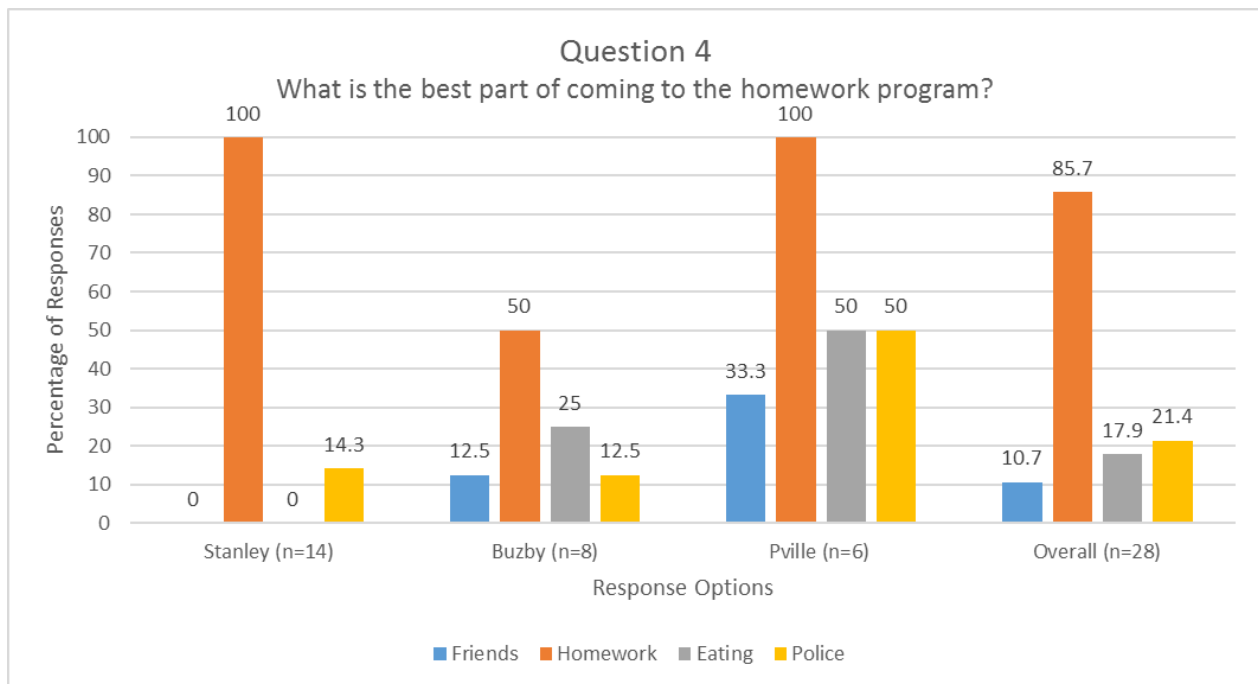
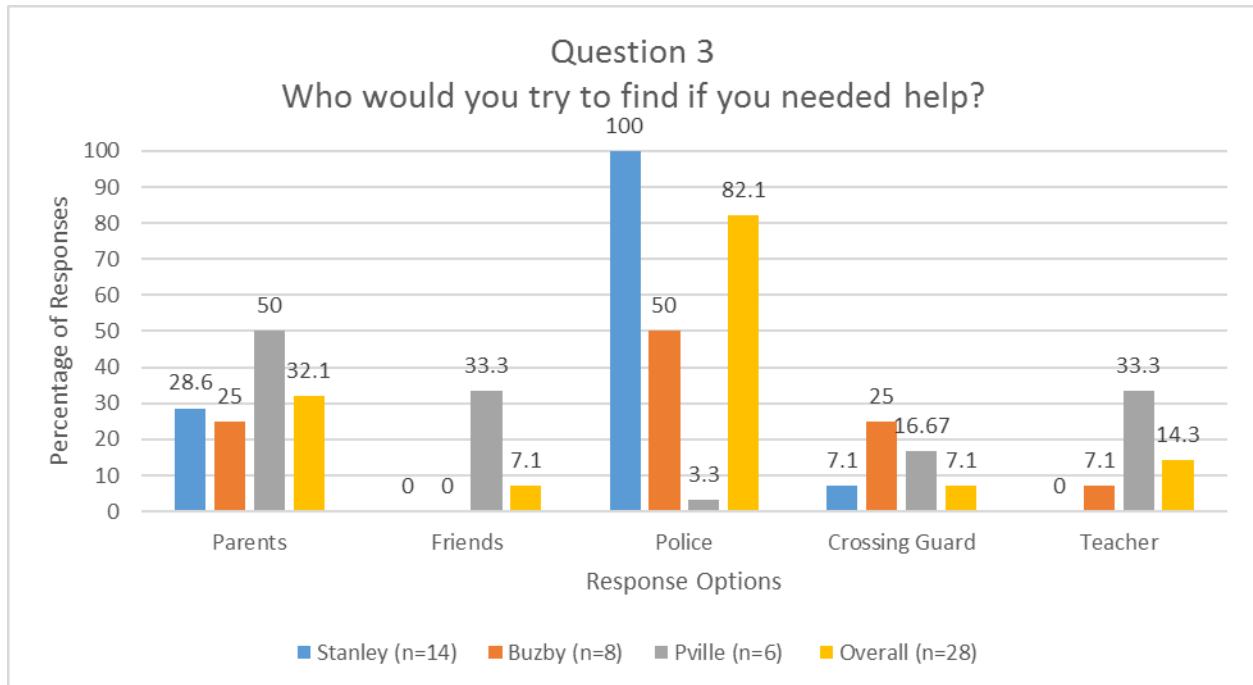
4. What is the best part of coming to the HCP at Buzby Homes Village?

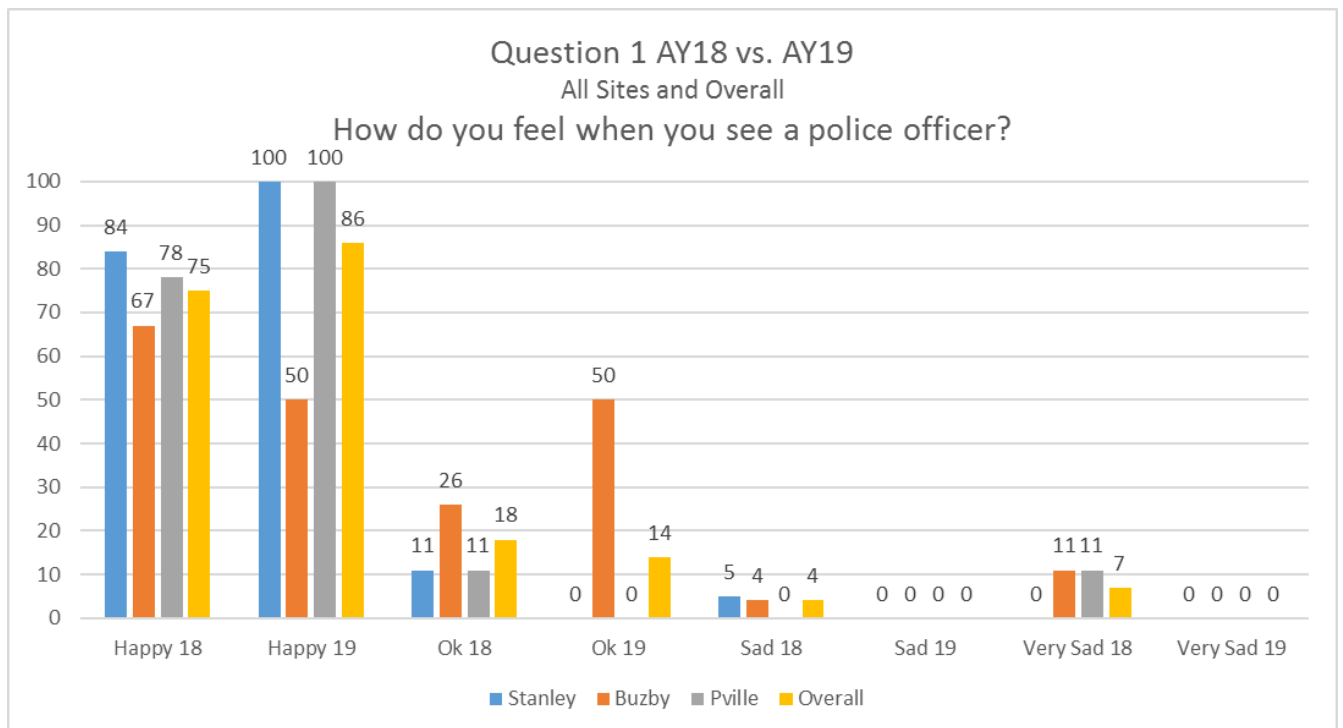
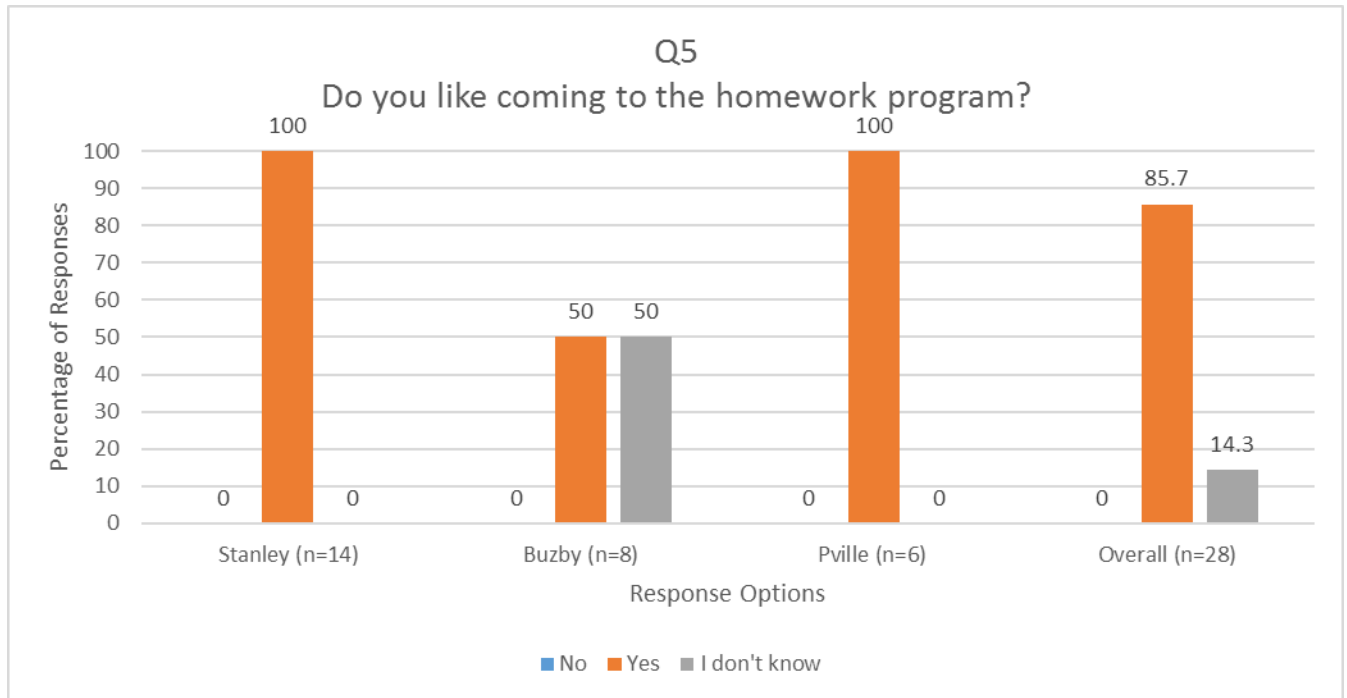


5. I love coming to the community room in Buzby Homes Village!

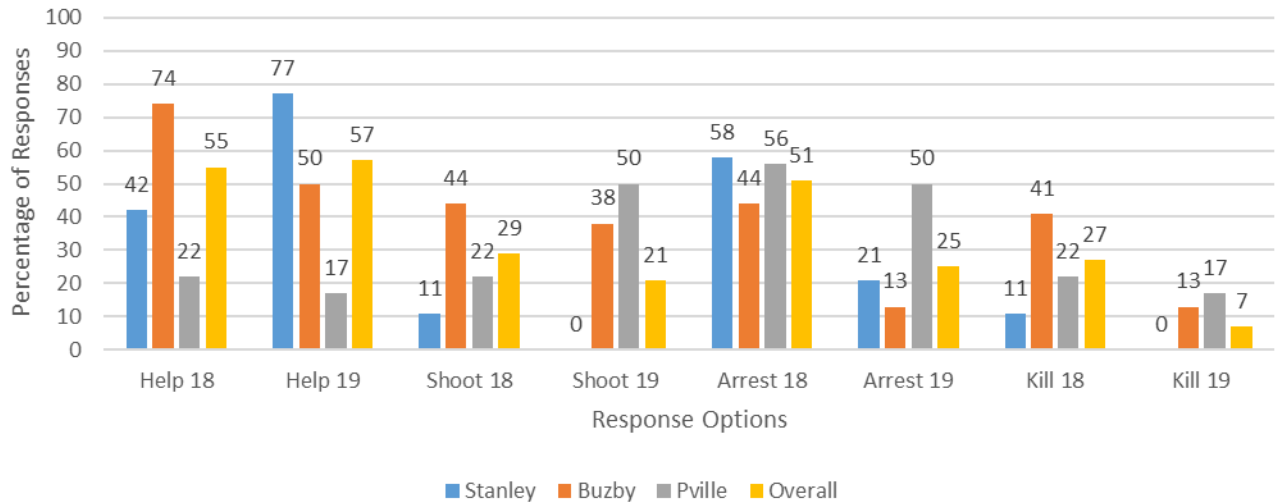




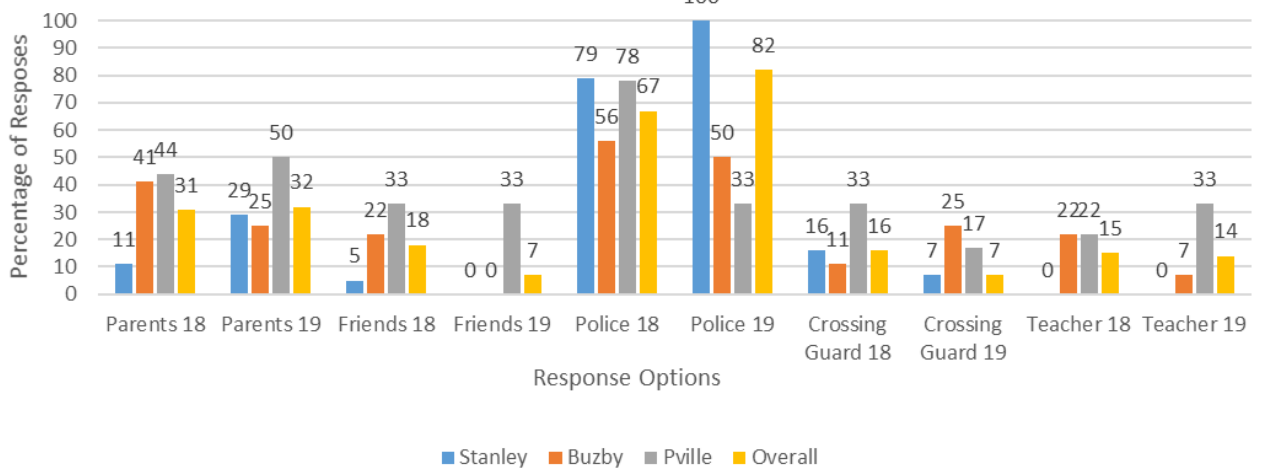




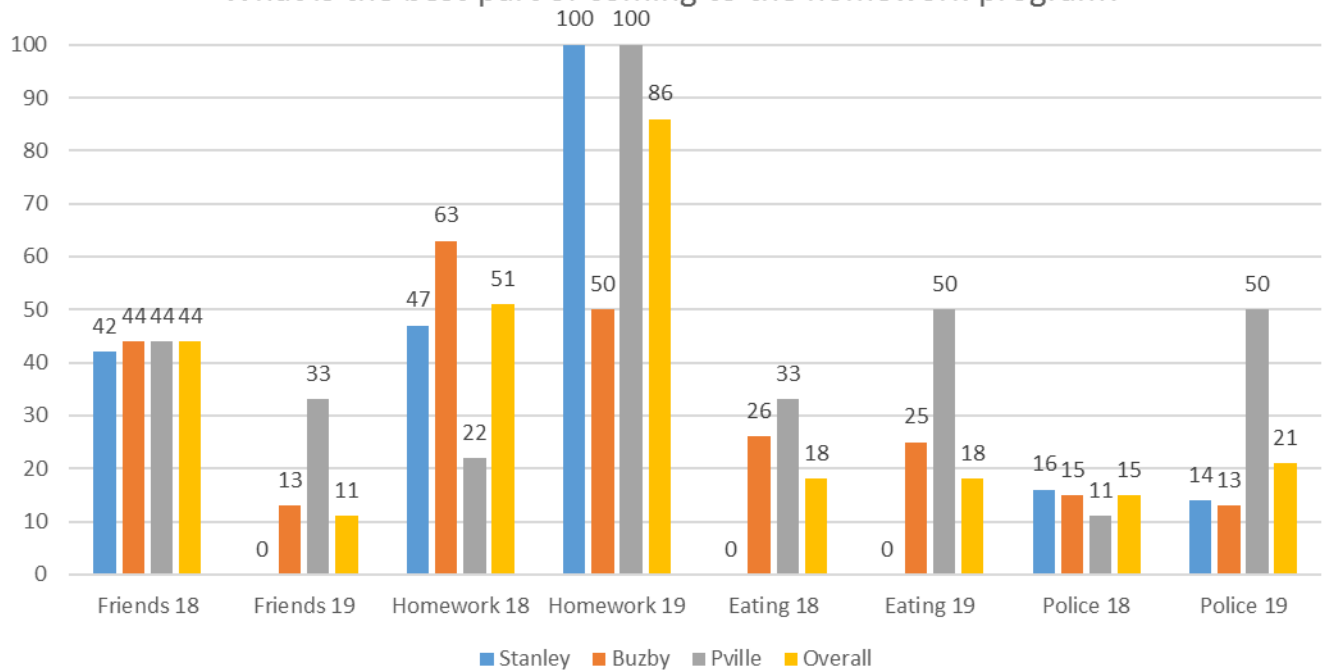
Question 2 AY18 vs. AY19
All Sites and Overall
What do police officers do?



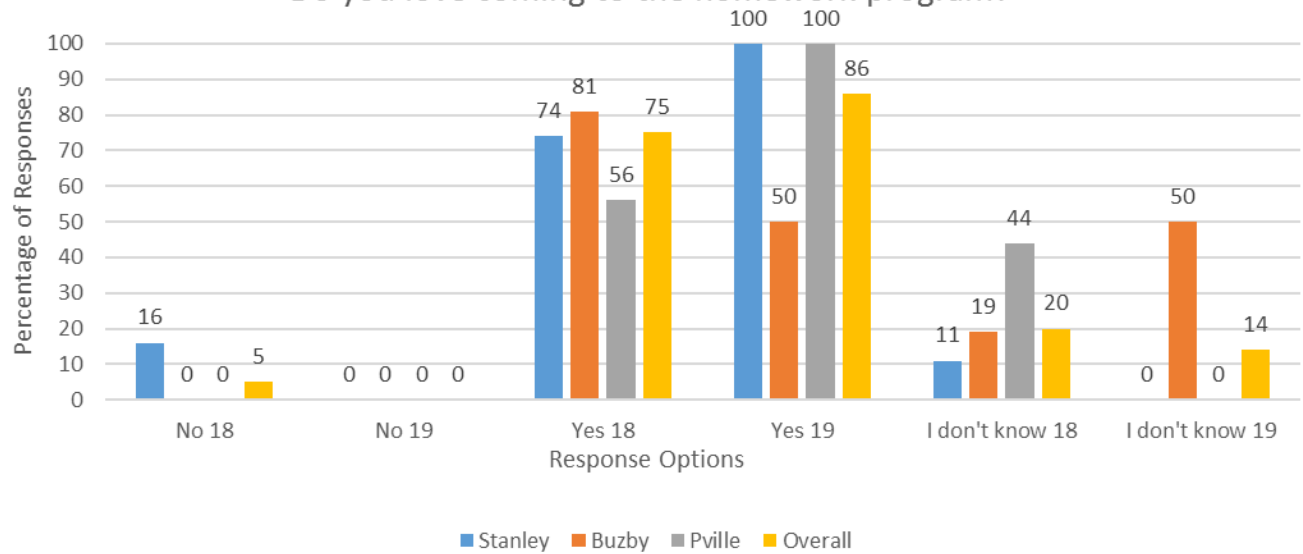
Question 3 AY18 vs. AY19
All Sites and Overall
Who would you try to find if you needed help?



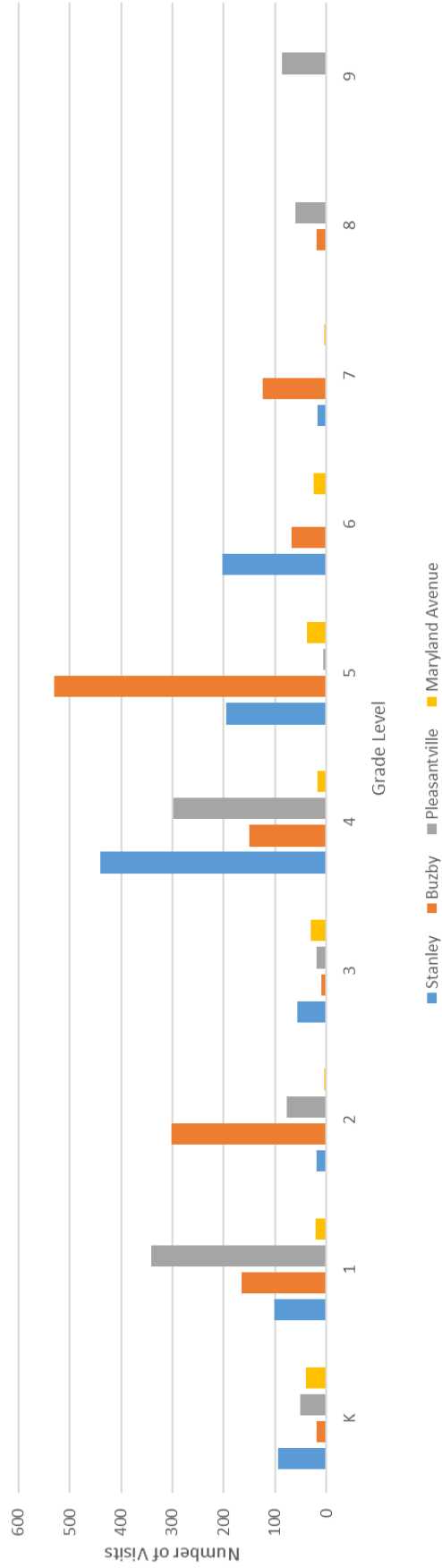
Question 4 AY18 vs. AY19
All Sites and Overall
What is the best part of coming to the homework program?

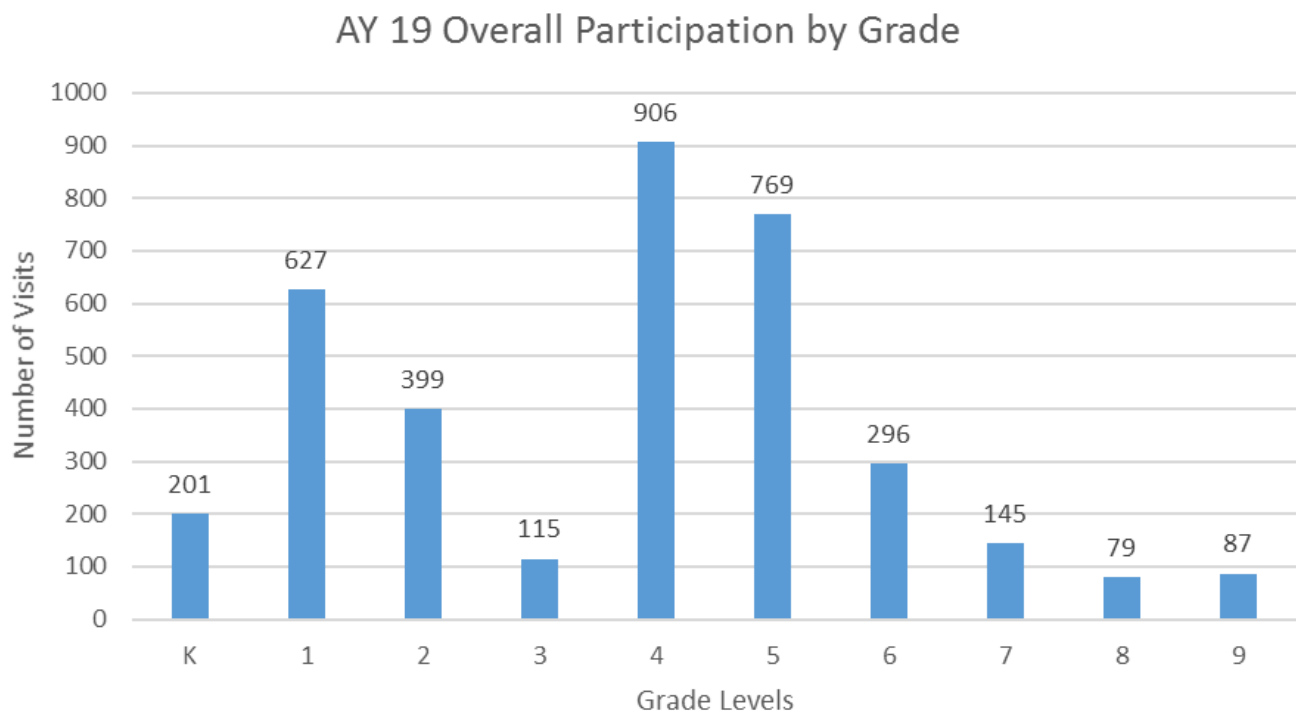
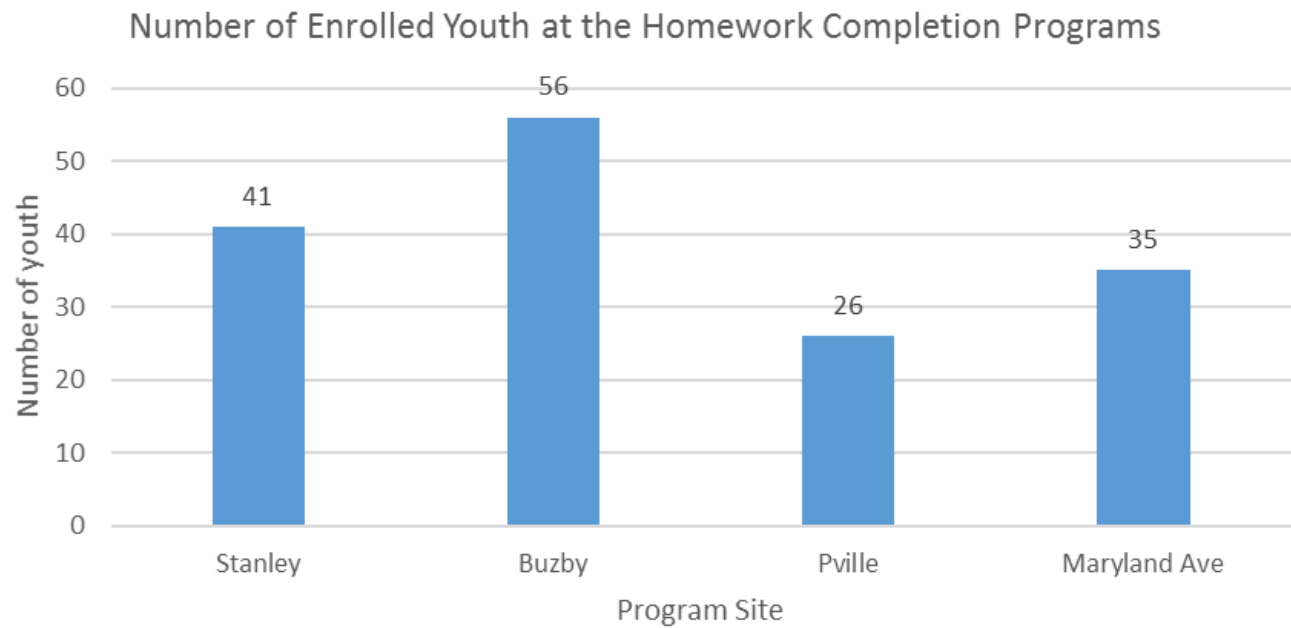


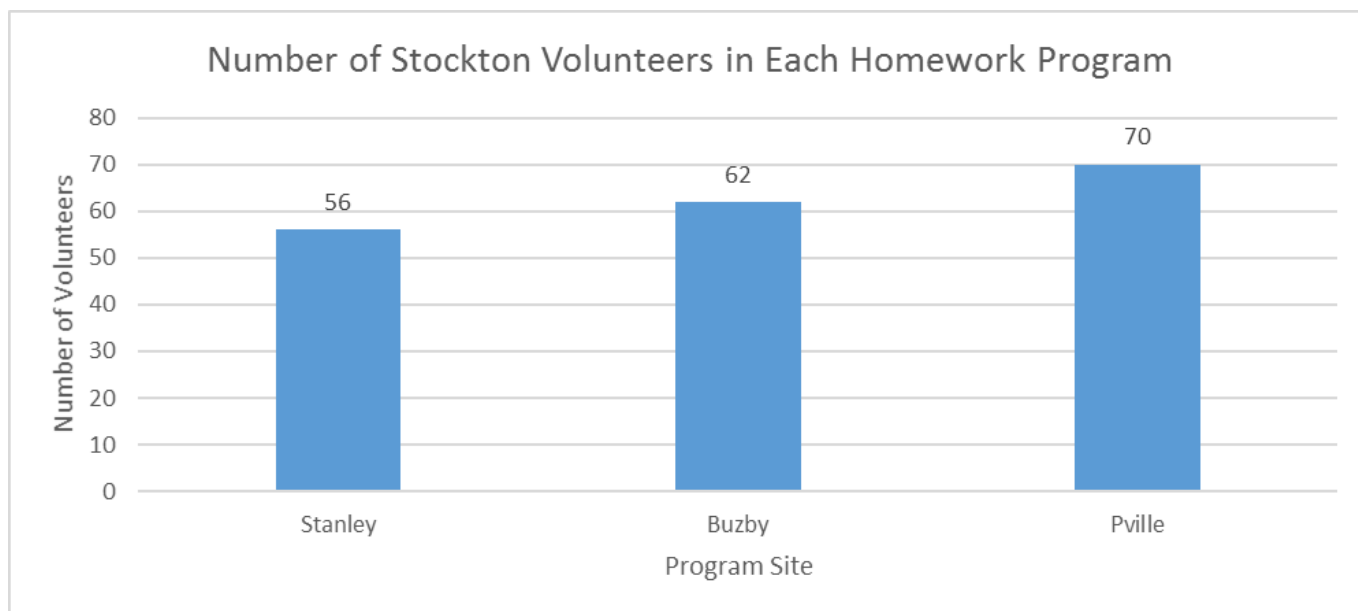
Question 5 AY18 vs. AY19
All Sites and Overall
Do you love coming to the homework program?



Frequency of Participation by Grade Level at All Homework Programs







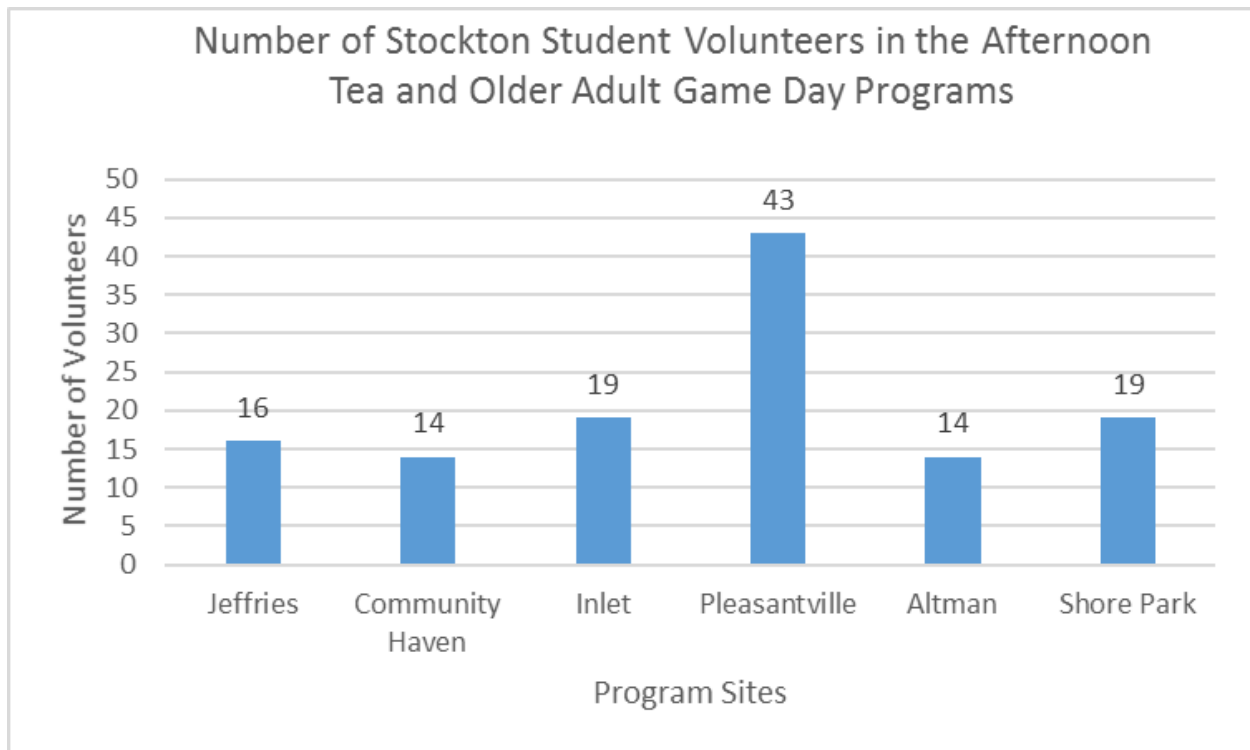
Afternoon Tea and Game Day with Older Adults Sessions Report

The SCCE visited housing complexes in Atlantic City and Pleasantville twenty -four 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:

- 9/14/18 – Jeffries Tower, Atlantic City
- 9/21/18 – Community Haven, Atlantic City
- 9/28/18 – Inlet Tower, Atlantic City
- 10/05/18 – High Rise in Pleasantville
- 10/12/18 – Altman Terrace, Atlantic City
- 10/19/18 – Community Haven, Atlantic City
- 10/26/18 – Shore Park, Atlantic City
- 11/02/18 – High Rise in Pleasantville
- 11/09/18 – Jeffries Tower, Atlantic City
- 11/16/18 – Community Haven, Atlantic City
- 12/14/18 – Inlet Tower, Atlantic City
- 1/11/19 – Altman Terrace, Atlantic City
- 1/25/19 – Shore Park, Atlantic City
- 2/22/19 – Inlet Towers, Atlantic City
- 3/01/19 – High Rise in Pleasantville
- 3/22/19 – Shore Park in Atlantic City
- 4/05/19 – High Rise in Pleasantville
- 4/12/19 – Jeffries Tower, Atlantic City
- 5/03/19 – High Rise in Pleasantville
- 5/10/19 – Altman Terrace
- 5/31/19 – Shore Park, Atlantic City
- 6/21/19 – Jeffries Tower, Atlantic City

- 1/04/19 – High Rise in Pleasantville
- 6/28/19 – Inlet Tower, Atlantic City

A total of 134 Atlantic City and Pleasantville residents participated in 24 events this year, interacting with 125 Stockton volunteers.



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

**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 FY19

Dates	n	How participant felt coming to program	How participant felt during program	How participant felt when thinking about coming to program
1/11/2019	10	3.7	4.5	4.5
1/25/2019	5	3.6	4	4
3/22/2019	14	4.07	4.21	4.43
4/5/2019	7	4.57	4.5	4.63
5/3/2019	8	4.63	4.5	4.88
5/10/2019	6	5	4.83	4.67
10/2/2018	2	5	5	5
10/19/2018	2	4.5	4.5	4.5
10/26/2018	6	4	4	4.33
11/2/2018	6	4.5	4.5	4.67
11/16/2018	1	5	5	4
12/14/2018	6	4.17	4.5	4.17

Table 3a. Breakdown of participants' ratings of afternoon tea programming for AY 2018-2019

Dates	N	How participant felt coming to program	How participant felt during program	How participant felt when thinking about coming to the program
10/2/2018	2			
Very Happy		2(100.0%)	2(100.0%)	2(100.0%)
Happy		0(0.0%)	0(0.0%)	0(0.0%)
Content		0(0.0%)	0(0.0%)	0(0.0%)
Sad		0(0.0%)	0(0.0%)	0(0.0%)
Very Sad		0(0.0%)	0(0.0%)	0(0.0%)
10/19/2018	2			
Very Happy		1(50.0%)	2(100.0%)	1(50.0%)
Happy		1(50.0%)	0(0.0%)	1(50.0%)
Content		0(0.0%)	0(0.0%)	0(0.0%)
Sad		0(0.0%)	0(0.0%)	0(0.0%)
Very Sad		0(0.0%)	0(0.0%)	0(0.0%)
10/26/2018	6			

	<i>Very Happy</i>	2(33.3%)	3(50.0%)	3(50.0%)
	<i>Happy</i>	2(33.3%)	0(0.0%)	2(33.3%)
	<i>Content</i>	2(33.3%)	3(50.0%)	1(16.7%)
	<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%)
11/2/2018		6		
	<i>Very Happy</i>	4(66.7%)	4(66.7%)	4(66.7%)
	<i>Happy</i>	1(16.7%)	1(16.7%)	1(16.7%)
	<i>Content</i>	1(16.7%)	1(16.7%)	1(16.7%)
	<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%)
11/16/2018		1		
	<i>Very Happy</i>	1(100.0%)	1(100.0%)	0(0.0%)
	<i>Happy</i>	0(0.0%)	0(0.0%)	1(100.0%)
	<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%)
12/14/2018		6		
	<i>Very Happy</i>	2(33.3%)	4(66.7%)	2(33.3%)
	<i>Happy</i>	3(50.0%)	1(16.7%)	3(50.0%)
	<i>Content</i>	1(16.7%)	1(16.7%)	1(16.7%)
	<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%)
1/11/2019		10		
	<i>Very Happy</i>	2(20.0%)	6(60.0%)	7(70.0%)
	<i>Happy</i>	3(30.0%)	3(30.0%)	1(10.0%)
	<i>Content</i>	5(50.0%)	1(10.0%)	2(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%)
1/25/2019		5		
	<i>Very Happy</i>	2(40.0%)	2(20.0%)	2(20.0%)
	<i>Happy</i>	0(0.0%)	1(10.0%)	1(10.0%)
	<i>Content</i>	2(40.0%)	2(20.0%)	2(20.0%)
	<i>Sad</i>	1(20.0%)	0(0.0%)	0(0.0%)
	<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
3/22/2019		14		
	<i>Very Happy</i>	7(50.0%)	5(35.7%)	8(57.1%)
	<i>Happy</i>	2(14.3%)	7(50.0%)	4(28.6%)
	<i>Content</i>	4(28.6%)	2(14.3%)	2(14.3%)
	<i>Sad</i>	1(7.1%)	0(0.0%)	0(0.0%)
	<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
4/5/2019		8		
	<i>Very Happy</i>	4(57.1%)	4(50.0%)	5(62.5%)

	<i>Happy</i>	3(42.9%)	4(50.0%)	3(37.5%)
	<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%)
5/3/2019		8		
	<i>Very Happy</i>	5(62.5%)	6(75.0%)	7(87.5%)
	<i>Happy</i>	3(37.5%)	1(12.5%)	1(12.5%)
	<i>Content</i>	0(0.0%)	0(0.0%)	0(0.0%)
	<i>Sad</i>	0(0.0%)	1(12.5%)	0(0.0%)
	<i>Very Sad</i>	0(0.0%)	0(0.0%)	0(0.0%)
5/10/2019		6		
	<i>Very Happy</i>	6(100.0%)	5(83.3%)	5(83.3%)
	<i>Happy</i>	0(0.0%)	1(16.7%)	0(0.0%)
	<i>Content</i>	0(0.0%)	0(0.0%)	1(16.7%)
	<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%)

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

Conclusion

The 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: 42 surveys were completed

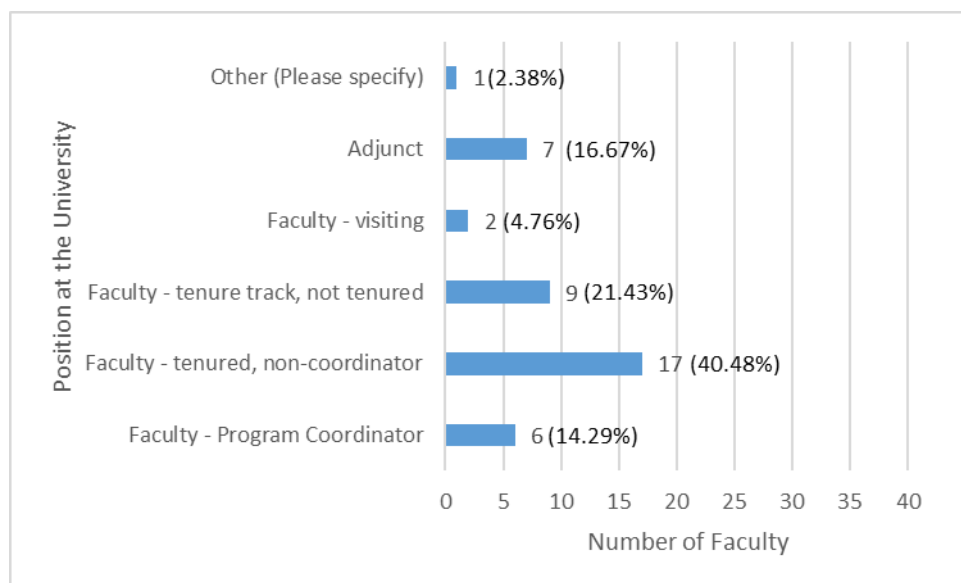
Survey method: online via Qualtrics survey.

Data collection period: April through May of 2019

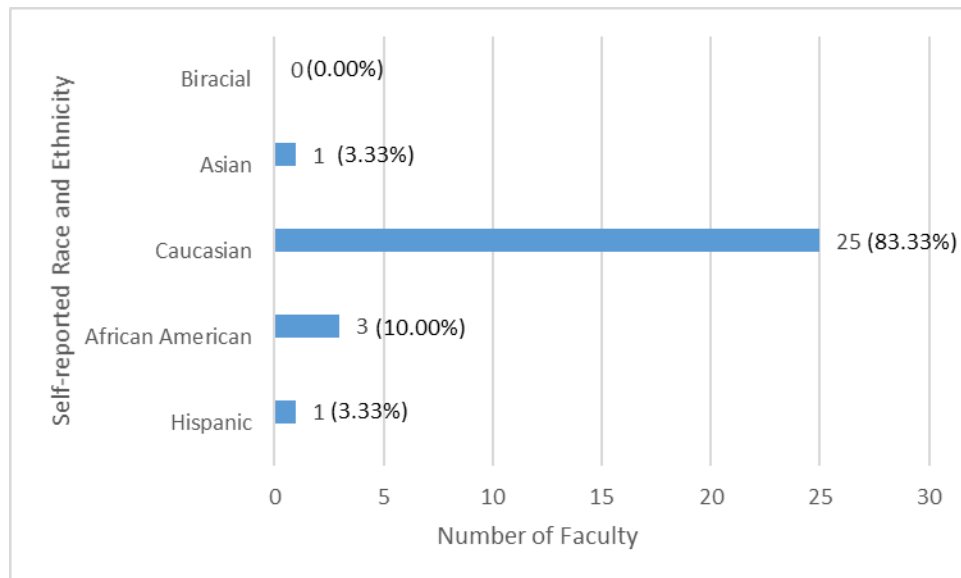
Sampling method: non-probability sampling

Findings

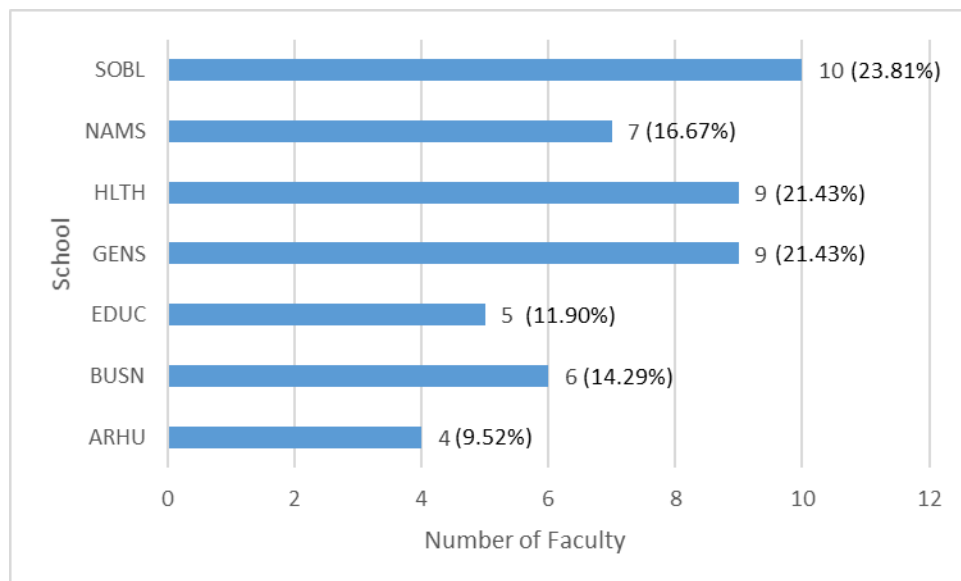
- Among the 42 respondents who indicated the number of semesters they have been at Stockton, most of the sample (85.71%, $n = 36$) has been at Stockton more than six semesters. only 4.76% ($n=2$) indicated, “first semester.” The following graph shows all responses.
- Among the 42 respondents who selected which best characterize their position at Stockton more than one half of the sample (54.77%, $n = 23$) indicated “faculty – tenured, non-coordinator” and “faculty – program coordinator.” Seven respondents (16.67% $n = 7$) indicated “adjunct.” The following graph shows all responses.



- Among the 34 respondents who self-reported gender, (73.53%, $n = 25$) indicated female and 26.47% ($n = 9$) indicated male.
- Among the 30 respondents who self-reported race and ethnicity the majority (83.33%, $n = 25$) indicated Caucasian. The following graph shows all responses.

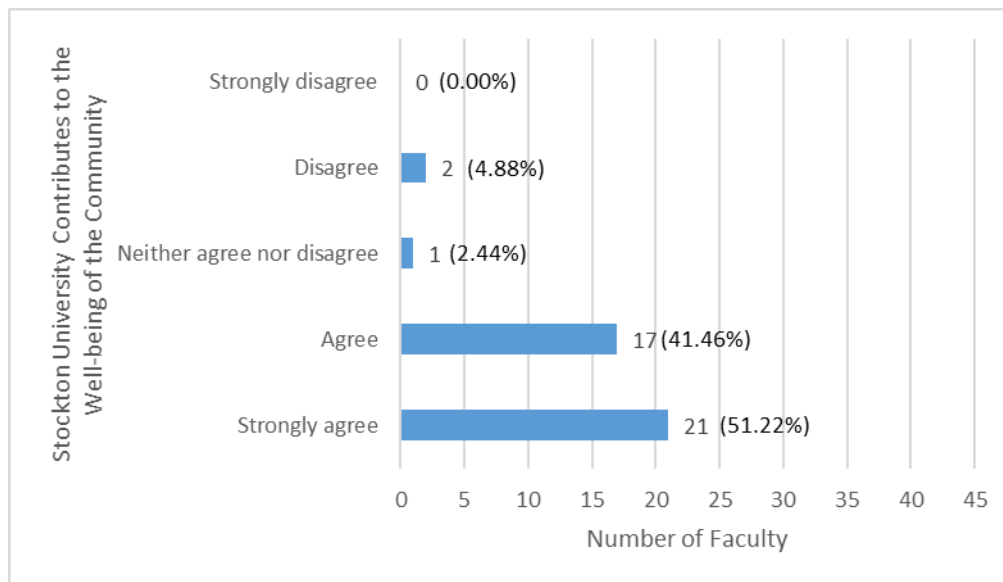


- All schools were represented. Respondents had the seven schools to select the one(s) for which they teach. Among the schools, “SOBL” was selected the most (23.81%, $n = 10$) followed by “GENS” (21.43%, $n = 9$) and “HLTH” (21.43%, $n = 9$). The following graph shows all responses.



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

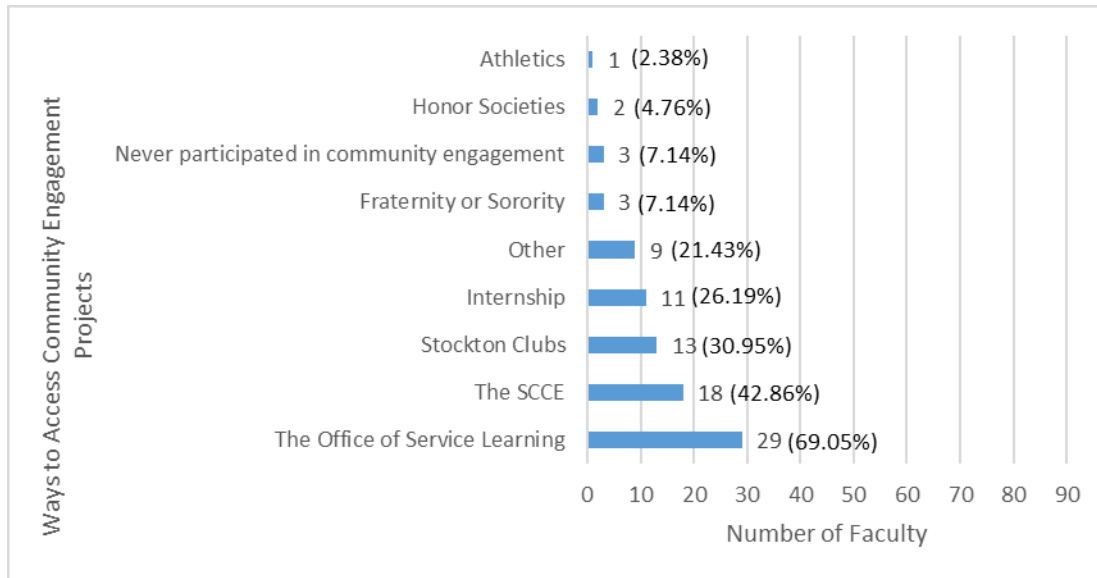
Respondents were presented a five-point Likert scale to indicate their level of agreement with the following statement: "Stockton University contributes to the well-being of the community." Most of the respondents (92.68%, $n = 38$) chose to "strongly agree" or "agree" with the statement. Only 4.88% ($n = 2$) chose to "disagree" with the statement. The following graph shows all responses.



Ways to Access Community Engagement Projects

Among the 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."

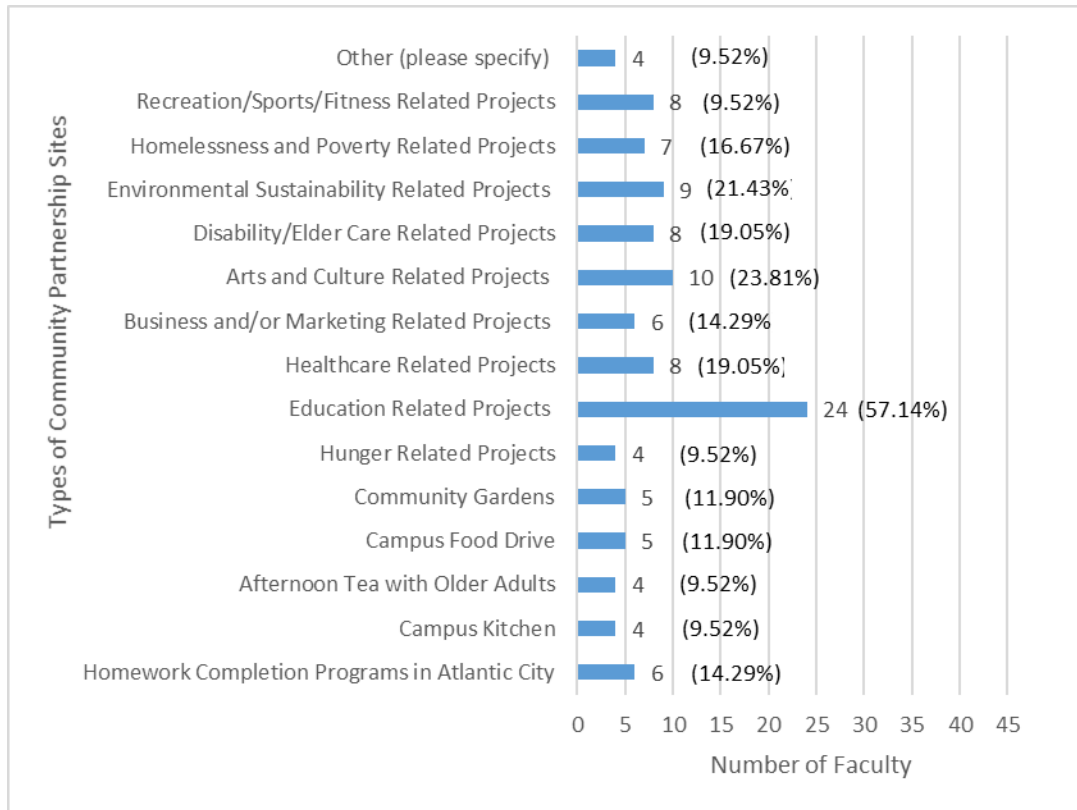
Among the choices, the Office of Service Learning was selected the most (69.05%, $n = 29$), followed by the Stockton Center for Community Engagement (42.86%, $n = 18$), Stockton Clubs (30.95%, $n = 13$), and internships (26.19%, $n = 11$). The following graph shows all responses.



- The following is the list of responses for “other”
 - “I have developed a community engagement project and then registered it with the Office of Service Learning.”
 - “Through teaching my classes.”
 - “ARTV 4926 Designs for Community Partners”
 - “SCOSA and SCEFL”
 - “Stockton offices, other Stockton courses, affiliated community partners”
 - “I do my own engagement.”
 - “Through my school”
 - “Stockton Center on Successful Aging”
 - “Found opportunities on my own.”

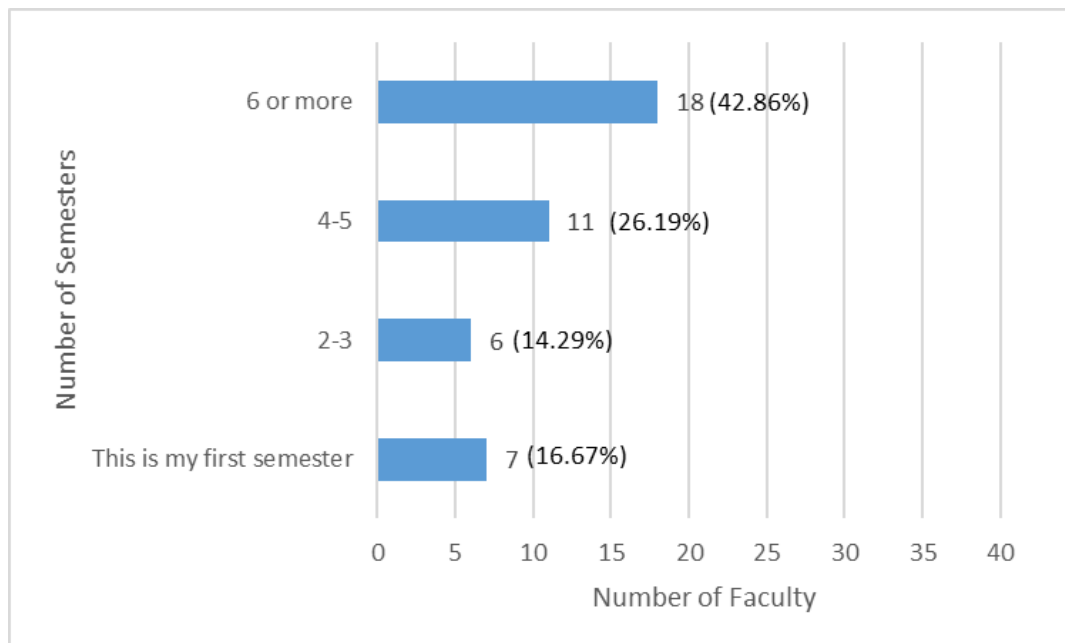
Types of Sites at Which Students Have Worked in Community Partnerships

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 “arts and culture related projects” were selected the most (57.14%, $n = 24$ and 23.81%, $n = 10$), followed by “environmental sustainability related projects” (21.43%, $n = 9$). The following graph shows all responses.



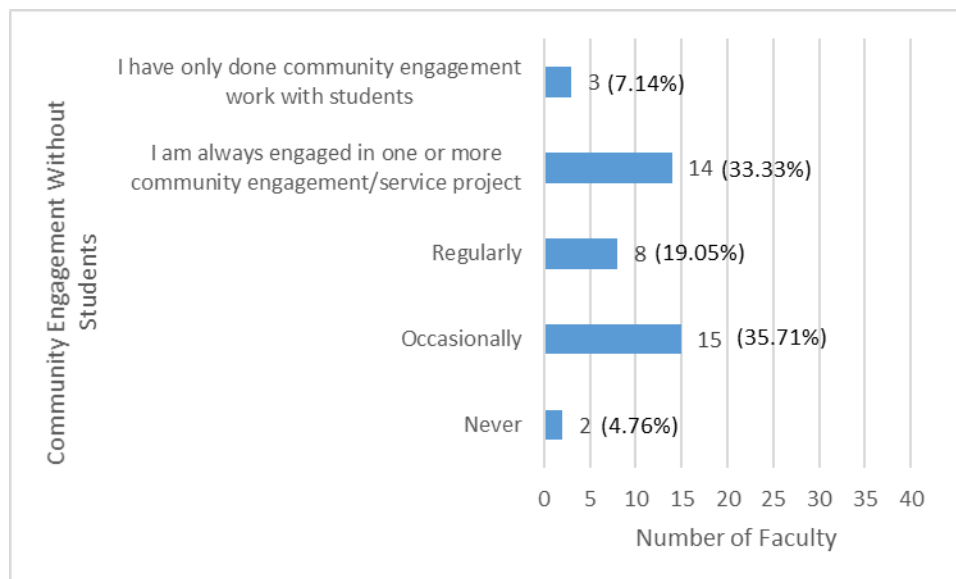
Number of Semesters that Students Have been Involved with Community Engagement Work for Course Requirement or for Extra Credit

Respondents were asked the number of semesters that their students have been involved with community engagement work for course requirement or for extra credit. 42.86% ($n = 18$) of the sample selected six or more semesters. The following graph shows all responses.



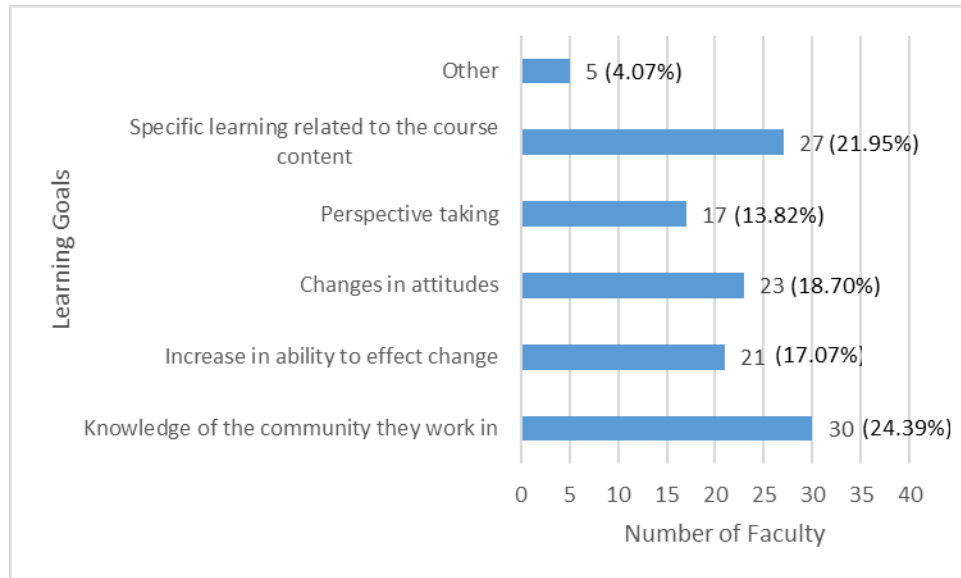
Community Engagement Work that Does Not Involve Students

Respondents were asked how often they have done community engagement work that does not involve students. Only 4.76% ($n = 2$) of respondents indicated that they have never done community engagement work that does not involve students. Three (7.14%) 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, “knowledge of the community they work in” was selected the most (71.43%, $n = 30$) followed by “specific learning related to the course content” (64.29%, $n = 27$) and “changes in attitudes” (54.76%, $n = 23$). The following graph shows all responses.

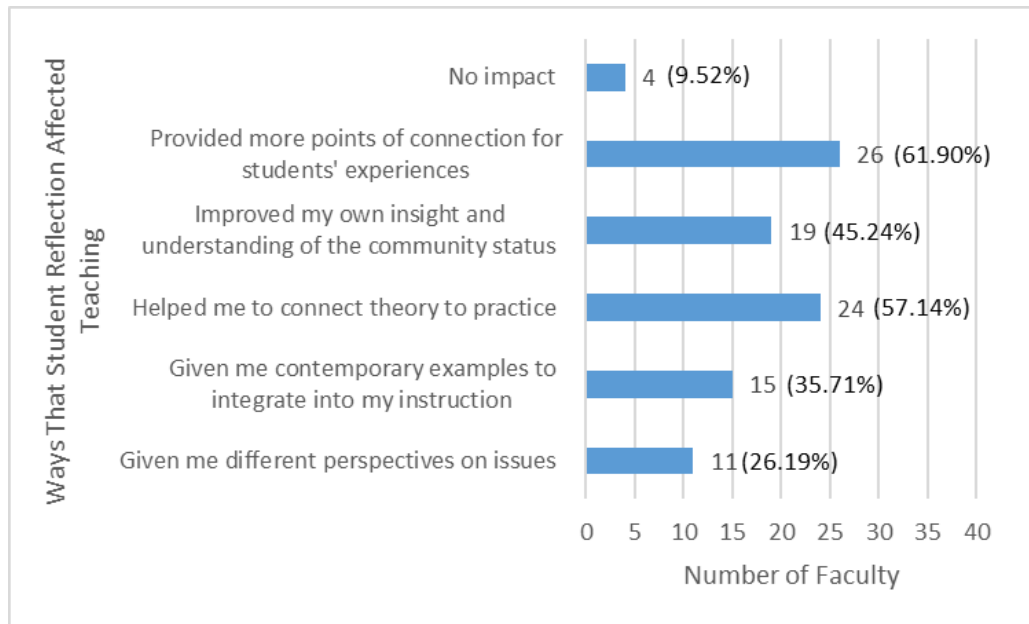


- The following is an excerpt of responses for “other”
 “Collaboration and cultural awareness”
 “Give me assistance with ongoing projects”
 “Hands on practice with content related to the course, negotiating with real people, for real world purposes”

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.)”

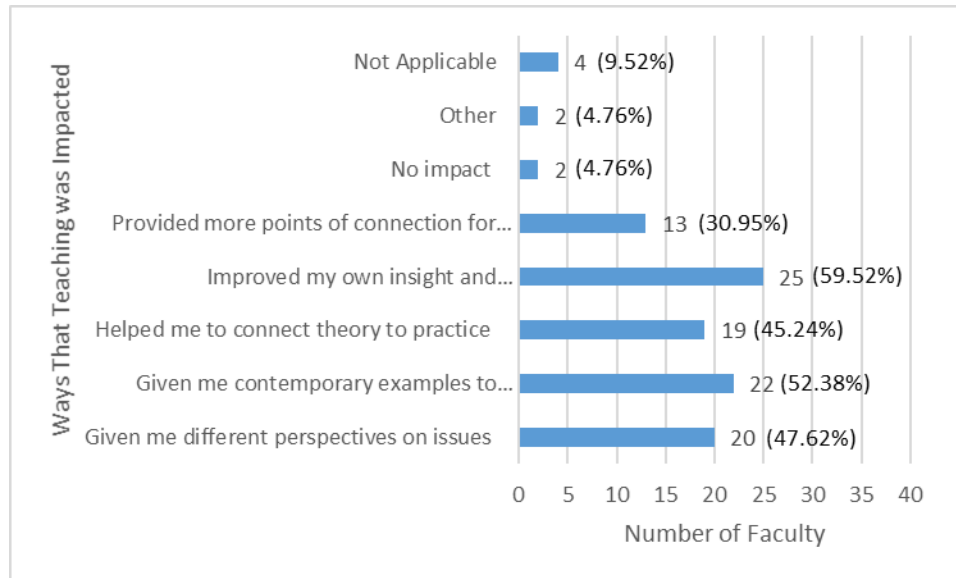
All choices were selected, however; “provided more points of connection for students’ experiences” and “helped me to connect theory to practice” were selected the most (61.90%, $n = 26$ and 57.14%, $n = 24$) followed by “improved my own insight and understanding of the community status” (45.24%, $n = 19$). The least selected items were “no impact” (9.52%, $n = 4$) and “other” (2.38%, $n = 1$). The following graph shows all responses.



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."

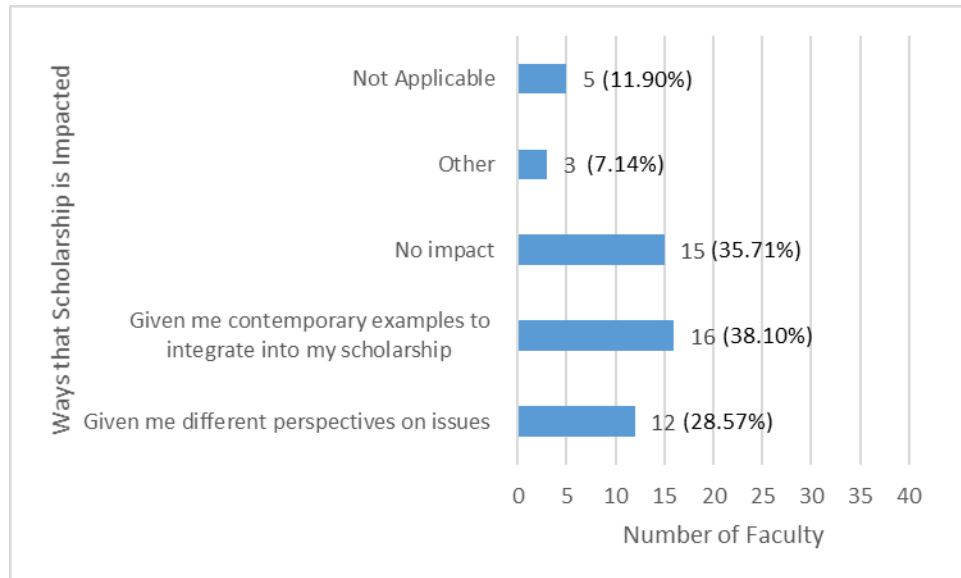
- The responses selected the most were "improved my own insight and understanding of the community status" (59.52%, $n = 25$), "given me contemporary examples to integrate into my instruction" (52.38%, $n = 22$), and "no impact" (1.87%, $n = 2$).
- The following are the responses for "other"
"Allowed me to produce relevant scholarly peer reviewed articles and research. 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 "given me contemporary examples to integrate into my scholarship" (38.10%, $n = 16$), "no impact" (35.71%, $n = 15$), and "given me different perspectives on issues" (28.57%, $n = 12$). The following graph shows all responses.
- The following are the responses for other.
 - "It has affected a lot as an ethnographer and building rapport with the community."
 - "No impact yet."
 - "Is integrated with my scholarship."



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 (66.67%, $n = 28$) followed by “level of student preparedness” (40.48%, $n = 17$). The least selected item was “other” (11.90%, $n = 5$). The following graph shows all responses.

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

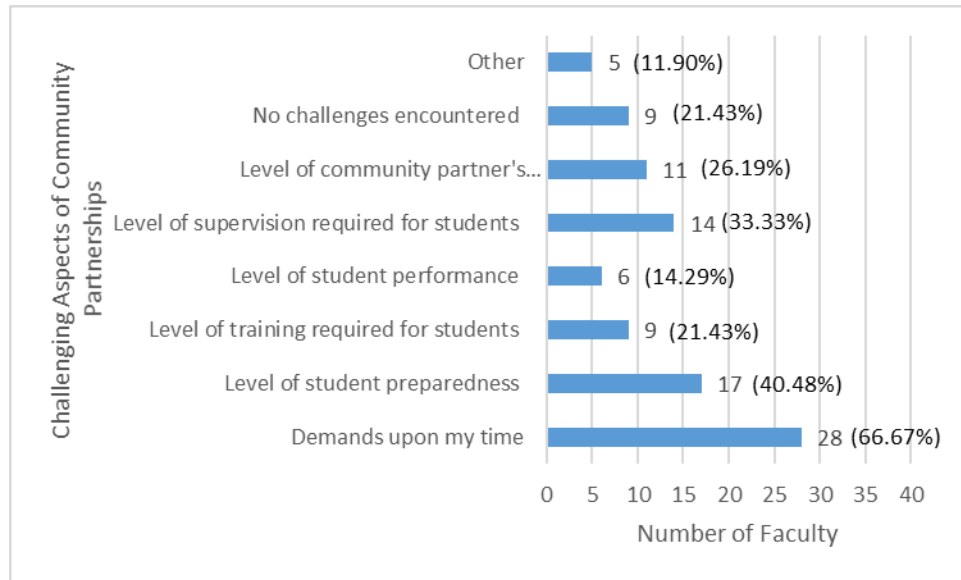
“Community partner internal obstacles”

“Funding”

“My dean asked me to drop the service-learning project as the course was requiring too much of student’s time.”

“Student schedules (engagement versus other course work)”

“Difficulty in finding community partners”



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	52.38% (n = 22)	38.10% (n = 16)	7.14% (n = 3)	2.38% (n = 1)	0.00% (n = 0)	42
Produced pedagogical benefits for classes other than the ones that require community engagement	42.86% (n = 18)	33.33% (n = 14)	19.05% (n = 8)	2.38% (n = 1)	2.38% (n = 1)	42
Benefitted my students	54.76% (n = 23)	38.10% (n = 16)	4.76% (n = 2)	2.38% (n = 1)	0.00% (n = 0)	42
Helped me to offer diversity in learning activities	52.38% (n = 22)	30.95% (n = 13)	9.52% (n = 4)	7.14% (n = 3)	0.00% (n = 0)	42
Taught my students new ways to address challenges	45.24% (n = 19)	35.71% (n = 15)	14.26% (n = 6)	4.76% (n = 2)	0.00% (n = 0)	42
Broadened my students' experiences	61.90% (n = 26)	33.33% (n = 14)	2.38% (n = 1)	2.38% (n = 1)	0.00% (n = 0)	42
Contributed to my scholarly agenda	19.05% (n = 8)	23.81% (n = 10)	38.10% (n = 16)	14.29% (n = 6)	4.76% (n = 2)	42

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. This finding is consistent with findings from previous surveys. Consistent with findings from fiscal year 2017-2018, faculty members 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 members continue to take advantage of the formal partnerships and connections that the university has been working to cultivate. Most of the faculty report that their community engagement work has positively affected their teaching and scholarship. Most of the faculty agree or strongly agree with the statement that having their students participate in community engagement benefitted their students and broadened their students' experiences. Finally, while the biggest stated challenge in working in the community continues to be demands on faculty time, faculty continue to engage in community work and support their students' community engagement.

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: 239 surveys were completed.

Survey method: online via Qualtrics survey.

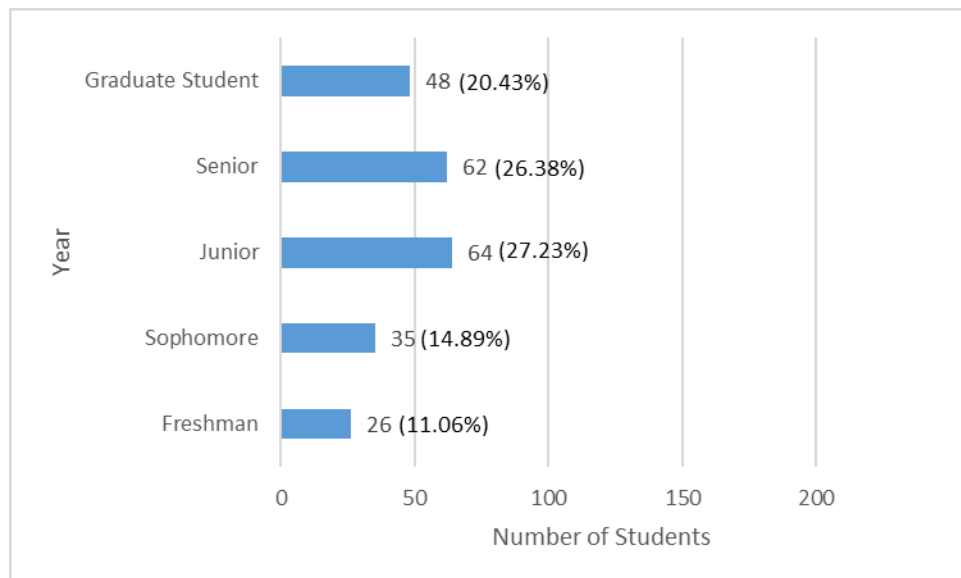
Data collection period: April through May of 2019

Sampling method: non-probability sampling

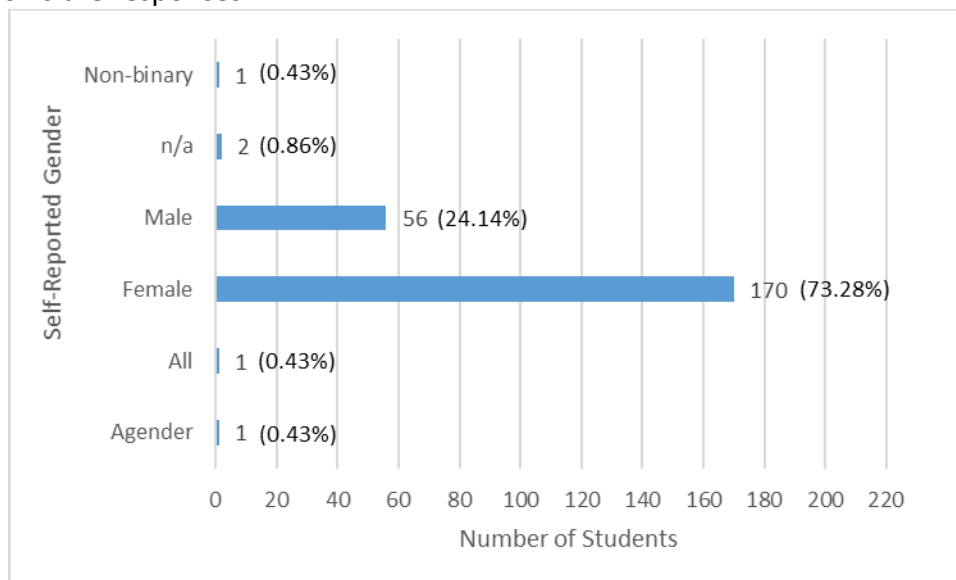
Findings

Sample Characteristics

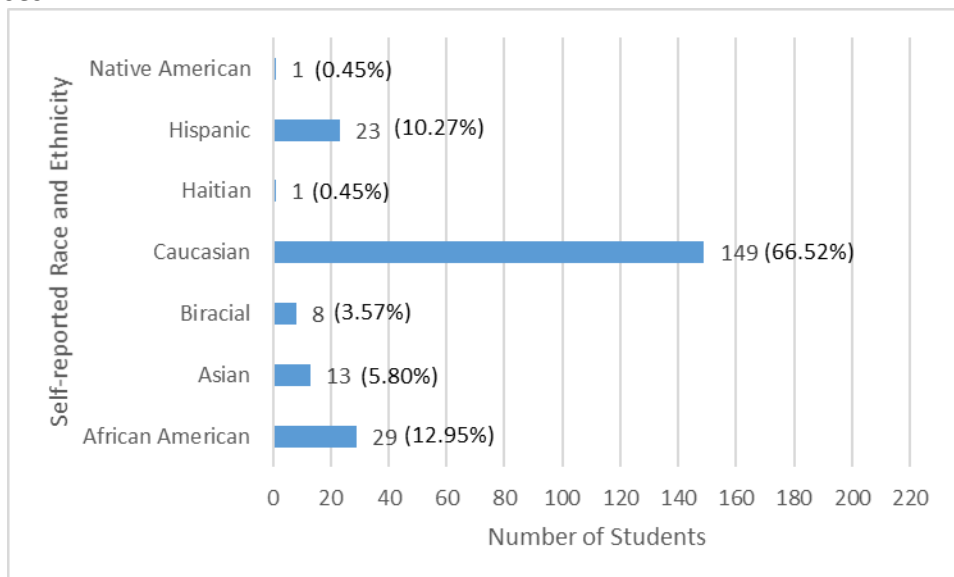
- The mean age of the sample is 24.34 ($SD = 9.200$) and the mode is 20 years.
- Among the participants who answered the number of semesters at Stockton that they were involved in service-learning, more than one half 67.78% ($n = 162$) were involved one to two semesters, 19.25% ($n = 46$) indicated zero, 9.21% ($n = 22$) indicated three to four semesters, and 3.77% ($n = 9$) indicated five or more semesters.
- Among the 235 participants who indicated class standing, the largest percentage in the sample were seniors (26.38%, $n = 62$). The following graph shows the responses.



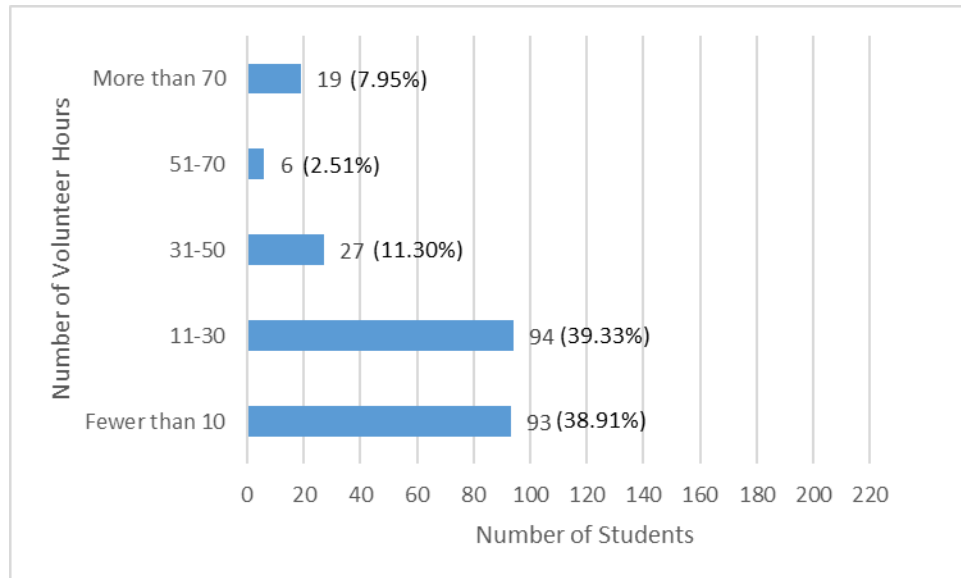
- Among the 232 respondents who self-reported gender, 73.28% ($n = 170$) reported “female,” 24.14% ($n = 56$) reported “male,” .43% ($n = 1$) reported “agender,” .43% ($n = 1$) reported “all,” .86% ($n = 2$) reported “n/a,” and .43% ($n = 1$) reported “non-binary.” The following graph shows the responses.



- Among the 224 respondents who self-reported race and ethnicity, the largest percentage in the sample self-reported Caucasian (66.52, $n = 149$). The following graph shows the responses.



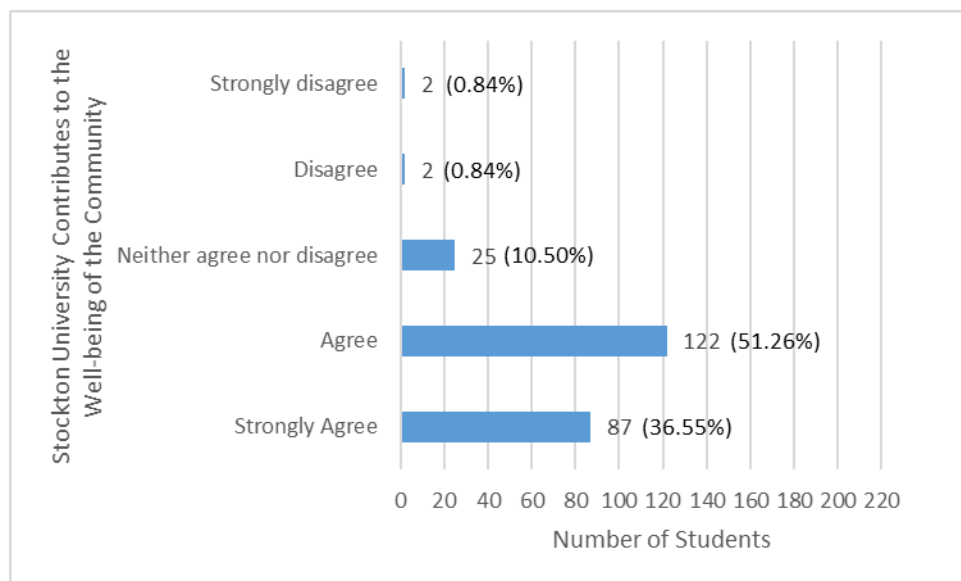
- Among the 239 respondents who indicated the number of hours in total that they contributed to service this academic year (F18 and S19), 38.91 ($n = 93$) indicated fewer than 10 hours and only 7.95% ($n = 19$) indicated more than 70 hours. The following graph shows all responses.



- Among the 189 respondents who indicated their type of job, (43.39%, $n = 82$) indicated that they work part time off campus, 23.81% ($n = 45$) work full time off campus, 19.58% ($n = 37$) work part time on campus, and 13.23% ($n = 25$) work full time on campus. The following graph shows all responses.

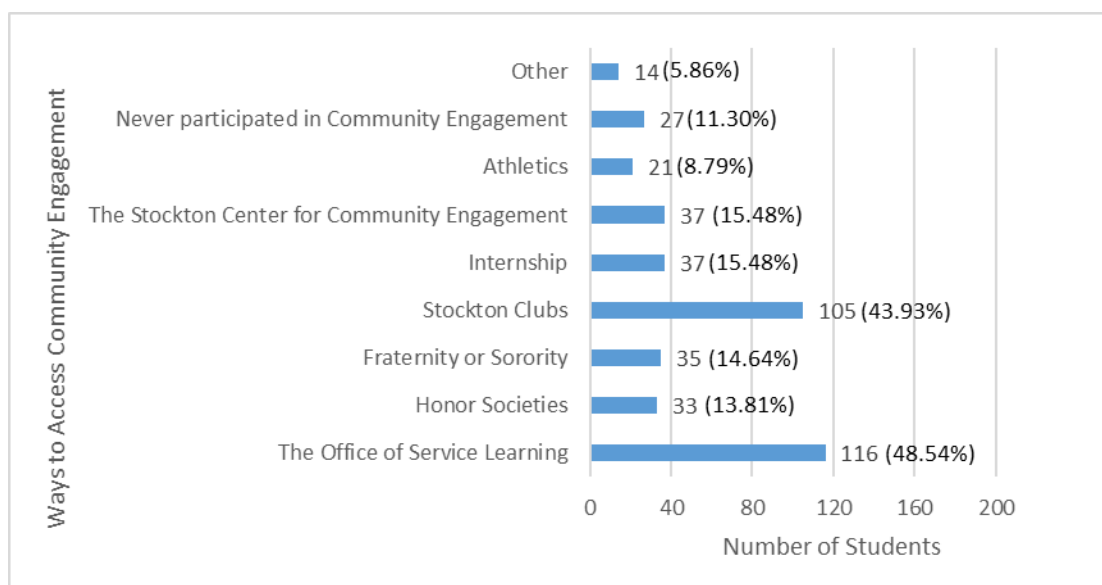
Stockton Contributes to the Well-being of the Community

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.” Most of the respondents (87.81%, $n = 209$) chose to “strongly agree” or “agree” with the statement. Only 1.68% ($n = 4$) 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).” The following responses were selected the most: The Office of Service-Learning (48.54%, $n = 116$), Stockton Clubs (43.93%, $n = 105$), the Stockton Center for Community Engagement (15.48%, $n = 37$), and internships (15.48%, $n = 37$). The following graph shows the responses.



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

“Gero minor...successful aging festival.”

“Opportunities sent out by professors”

“Residential life”

Council of Black faculty and Staff, WGSC”

“Admissions”

“HERO Campaign”

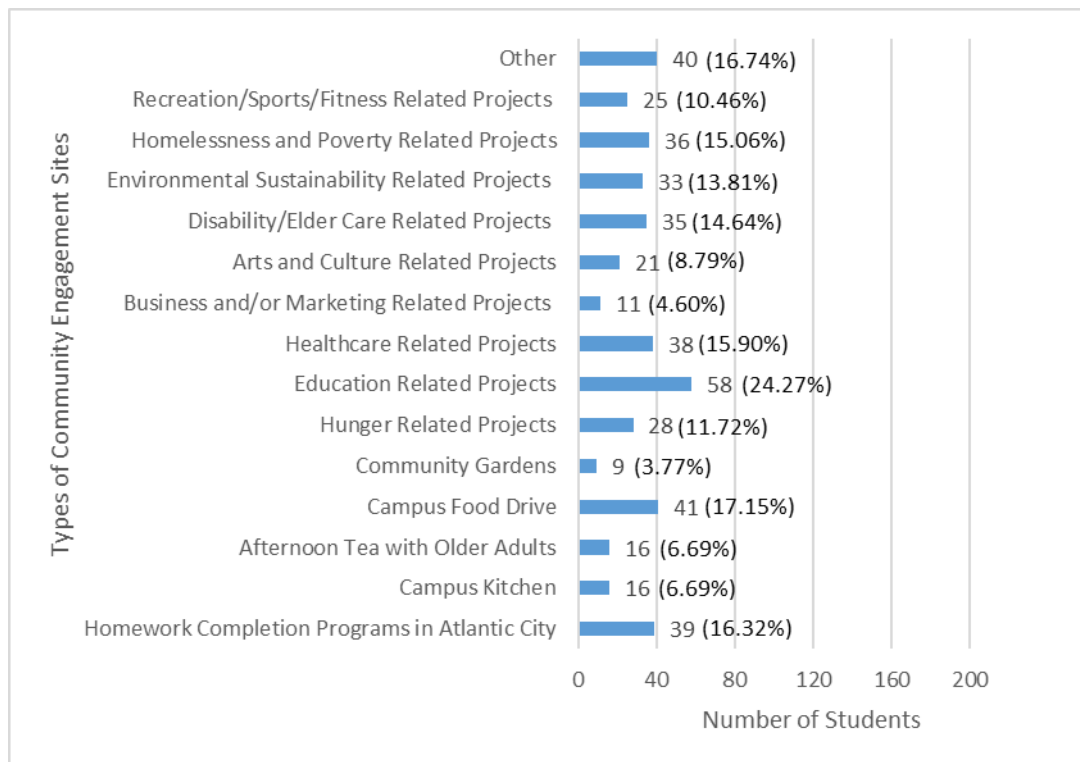
SET events, Get Centered”

“Community events (health fair) participation”

Types of Sites at Which Students Have Worked in Community Partnerships

The respondents had 15 choices of the types of sites where they could have worked in community partnerships to select all that apply. Among the choices, “education related projects” and “campus food drive” were selected the most followed by “other.” “Education related projects” was selected by 24.27% ($n = 58$) of the respondents; “campus food drive” was

selected by 17.15% ($n = 41$) of the respondents, and “other” was selected by 16.74% ($n = 40$) of the respondents. The following graph shows the responses.



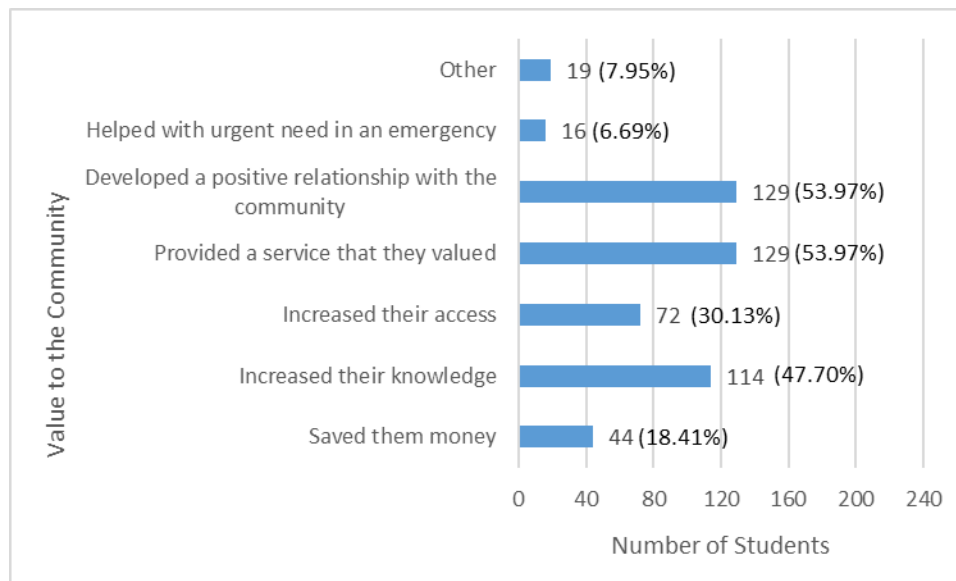
- The following is a sample of responses for “other.”
 - “Nearby school”
 - “Animal shelter”
 - “Student pantry”
 - “Victim oriented services”
 - “Stress relief and mental health”
 - “MLK Day event”
 - “Special Olympics”
 - “Alternative spring break with Habitat for Humanity; Petey Greene Program”
 - “Cultural engagement with Amy Situ-Liu’s class”

Value of Student’s Service to the Community

The 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 two responses selected the most were “provided a service that they value” (53.97%, $n = 129$), and “developed a positive relationship with the community” (53.97%, $n = 129$), followed by “increased their knowledge” (47.70%, $n = 114$).

The following graph shows all the responses.



- The following is a sample of responses for “other.”
 - “None”
 - “N/A”
 - “Doing something without brag”
 - “Started a group on campus for the disabled.”

Level of Agreement with Statements about Students’ Community Engagement Work

The respondents were presented a five-point Likert scale comprising 15 statements about their community engagement work. The lower end of the scale was “strongly agree” and the higher end of the scale was “strongly disagree.” The following table shows the responses.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of Respondents
It has increased my ability to effect change.	33.05% (n = 79)	40.59% (n = 97)	22.18% (n = 53)	1.67% (n = 4)	2.51% (n = 6)	239
I have learned a lot about myself.	34.31% (n = 82)	38.49% (n = 92)	21.76% (n = 52)	3.35% (n = 8)	2.09% (n = 5)	239
I have a much better understanding of important issues in society.	33.89% (n = 81)	42.68% (n = 102)	19.67% (n = 47)	2.09% (n = 5)	1.67% (n = 4)	239

I am more likely to contribute to public projects.	34.73% (n = 83)	39.33% (n = 94)	21.76% (n = 52)	2.51% (n = 6)	1.67% (n = 4)	239
My values in democratic principles have been strengthened.	28.45% (n = 68)	29.29% (n = 70)	33.47% (n = 80)	5.44% (n = 13)	3.35% (n = 8)	239
I have engaged in research as a result of my community engagement activity.	25.94% (n = 62)	29.29% (n = 70)	23.85% (n = 57)	15.90% (n = 38)	5.02% (n = 12)	239
My participation in acts of activism has increased.	24.27% (n = 58)	29.29% (n = 70)	34.31% (n = 82)	8.79% (n = 21)	3.35% (n = 8)	239
I am better able to understand perspectives other than my own.	37.66% (n = 90)	37.66% (n = 90)	20.50% (n = 49)	2.51% (n = 6)	1.67% (n = 4)	239
My work was meaningful to the community.	40.17% (n = 96)	38.49% (n = 92)	17.99% (n = 43)	1.26% (n = 3)	2.09% (n = 5)	239
I made changes in the communities in which I served.	31.80% (n = 76)	36.82% (n = 88)	24.69% (n = 59)	4.60% (n = 11)	2.09% (n = 5)	239
I know more about off campus communities.	28.87% (n = 69)	42.26% (n = 101)	19.67% (n = 47)	6.28% (n = 15)	2.93% (n = 7)	239
I have conversations with friends about my community work.	27.70% (n = 65)	35.98% (n = 86)	26.78% (n = 64)	7.11% (n = 17)	2.93% (n = 7)	239
I am more likely to get involved with many types of community projects.	26.78% (n = 64)	40.17% (n = 96)	26.78% (n = 64)	3.35% (n = 8)	2.93% (n = 7)	239
I am better able to participate in discussions about civic and political issues in the communities.	24.27% (n = 58)	31.80% (n = 76)	31.80% (n = 76)	7.95% (n = 19)	4.18% (n = 10)	239
I have not been changed by my community activities.	10.46% (n = 25)	10.46% (n = 25)	23.01% (n = 55)	26.36% (n = 63)	29.71% (n = 71)	239

Conclusion

Similar to the results of the 2017 – 2018 survey, 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. Results also show that students are taking advantage of the formal partnerships and connections that the university has been working to cultivate and 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.

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: 89 surveys were completed.

Survey method: online via Qualtrics survey.

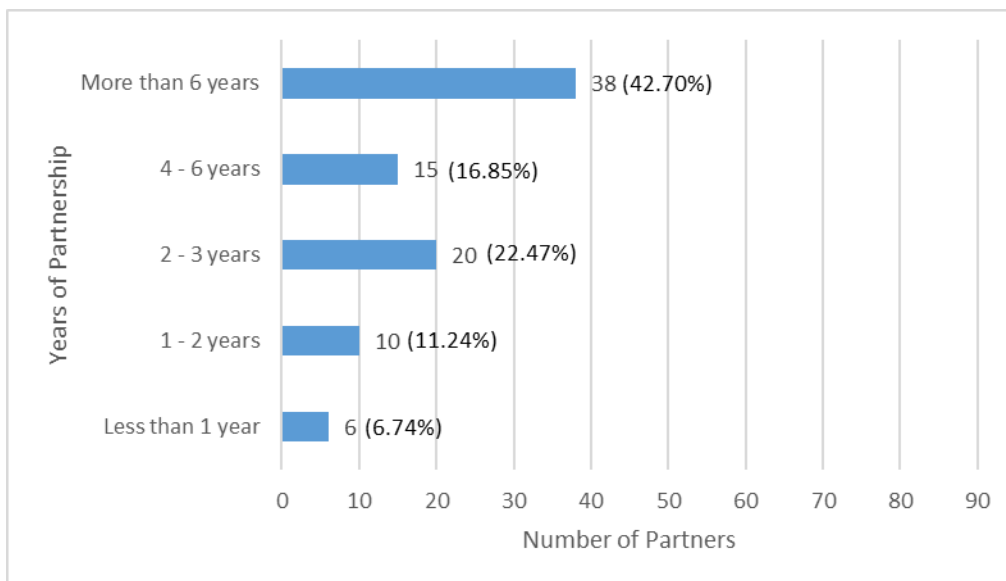
Data collection period: May and June of 2019

Sampling method: non-probability sampling.

Findings

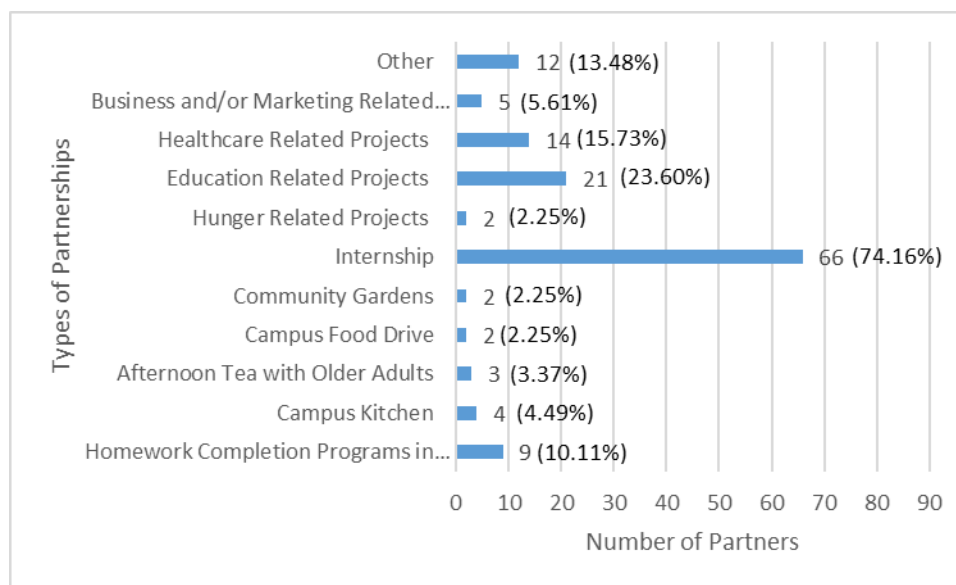
Sample Characteristic

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 (42.70%, $n = 38$) has had a partnership with Stockton of "more than six years." Only 6.74% ($n = 6$) has partnered with Stockton for less than one year. 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 the most (74.16%, $n = 66$) followed by education related projects (23.60%, $n = 21$), and health care related projects (15.73%, $n = 14$). The following graph shows all the responses.



The following is an excerpt of responses for “other.”

“Game day with our residents.”

“Professional development”

“Clinical for BSN”

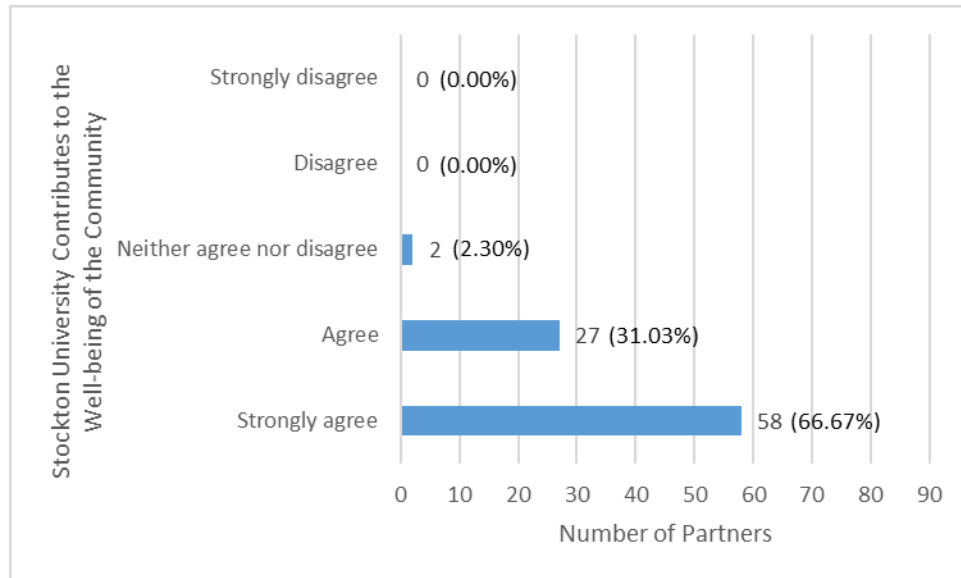
“Students from the OT program developed and conducted a semester long ‘Seashore Gardens University’ series of lectures for the residents of our Assisted Living facility.”

“Community Roundtable”

“Stockton help us get connected with other agencies through round table meetings.”

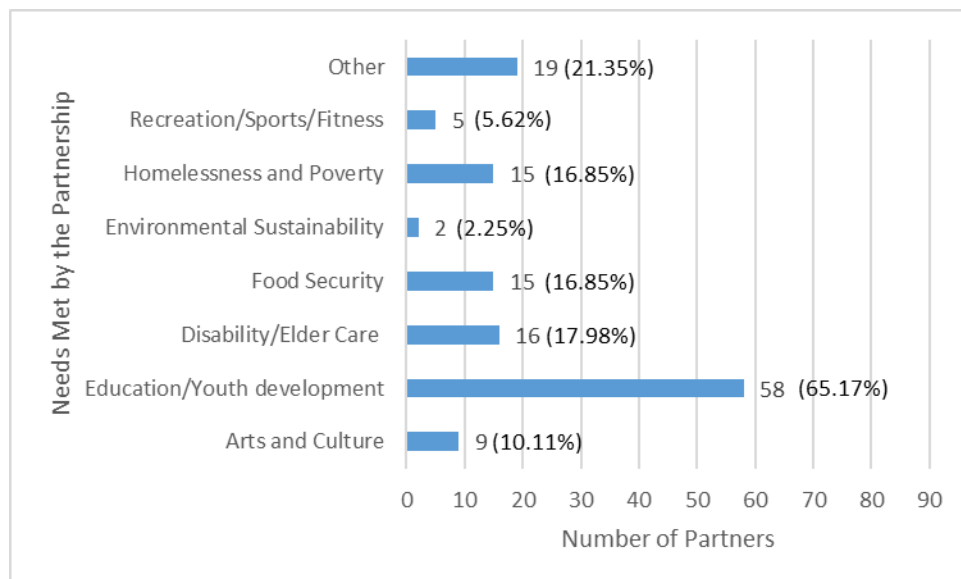
Stockton Contributes to the Well-being of the Community

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.” Most of the respondents (97.7%, $n = 85$) 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 the most (65.17%, $n = 58$), followed by “other” (21.35%, $n = 19$). The following graph shows all the responses.



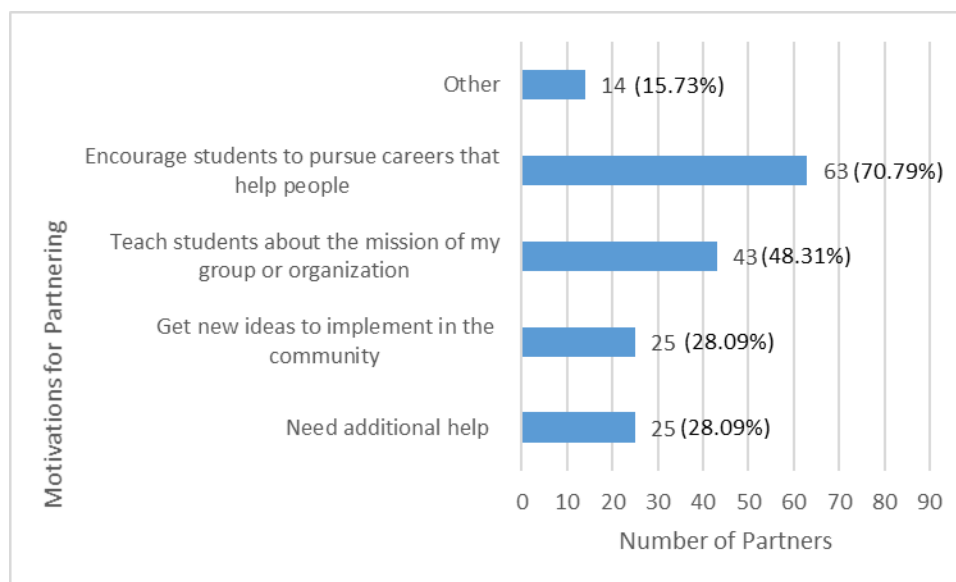
The following is an excerpt of responses for “other.”

“Education and employability skills for participants receiving WFNJ”
 “Access to healthcare”

“Community engagement”
“Professional Development”
“Disability/children”

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 the most (70.79%, $n = 63$). The following graph shows all the responses.



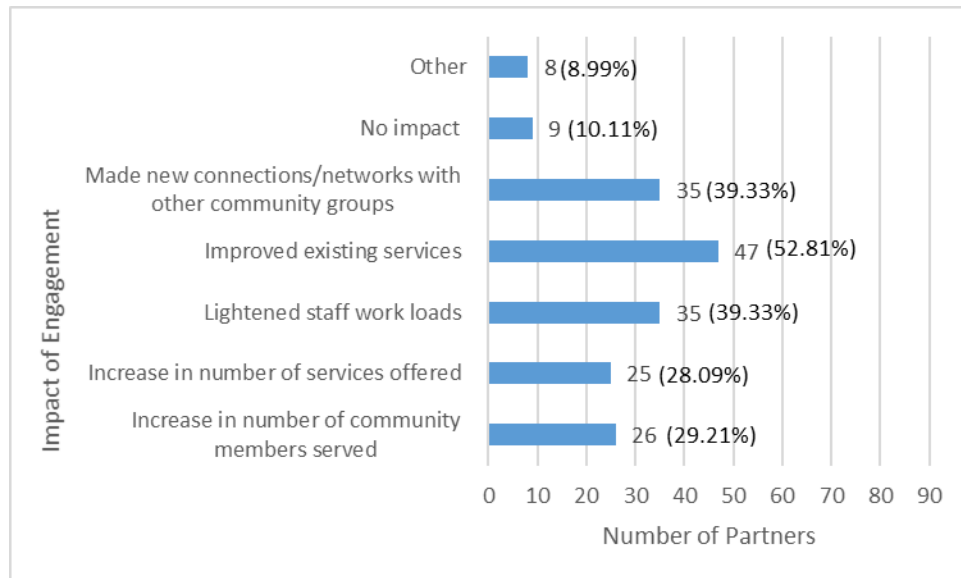
The following is an excerpt of the responses for “other.”

“I was an alumnus of the program.”
“To further intergenerational activities and contacts.”
“Collaboration for securing a bright future”
“Assisting students with academic requirements”
“Show community that care is a community effort”

Impact of Partnership with Stockton

A checklist question for respondents to select all that apply revealed that “improved existing services” is the main impact of the partnership that agencies/organizations have with Stockton University. Among the responses, “improved existing services” was selected the most (52.81%,

$n = 47$). “No impact” and “other” were the least selected (10.11%, $n = 9$, and 8.99%, $n = 8$). The following graph shows all responses.



The following is an excerpt of the responses for “other.”

“Exposed students to field of medical social work.”

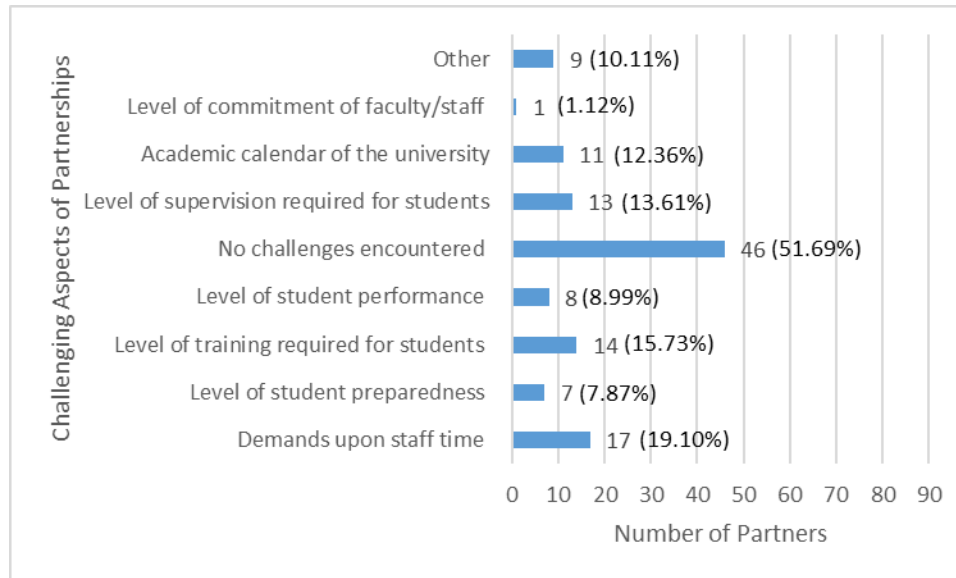
“Provided meals for those in need.”

“Allowed residents to interact with each other.”

“Helps OT staff be updated on new academic information.”

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 “no challenges encountered” was selected the most (51.69%, $n = 46$). The least selected item was “Level of commitment of faculty/staff” (1.12%, $n = 1$). The following graph shows all responses.



The following is an excerpt of the responses for “other.”

“It would be wonderful if these internships would be monetarily compensated for our facility, since we are nonprofit but demands on our staff time are well worth the effort.”

“Time – not particular to Stockton”

“Access to facilities”

“Stockton students have traditionally been well prepared academically for a mental health setting.”

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	60.67% (n = 54)	33.71% (n = 30)	4.49% (n = 4)	0% (n = 0)	1.12% (n = 1)	89
Produced economic benefits for the organization	26.97% (n = 24)	17.98% (n = 16)	46.07% (n = 41)	7.87% (n = 7)	1.12% (n = 1)	89
Benefitted community members	44.94% (n = 40)	35.96% (n = 32)	14.61% (n = 13)	1.12% (n = 1)	3.37% (n = 3)	89
Helped us to manage our workload	30.34% (n = 27)	37.08% (n = 33)	24.72% (n = 22)	5.62% (n = 5)	2.25% (n = 2)	89
Helped us to extend our services to more people	37.08% (n = 33)	30.34% (n = 27)	28.09% (n = 25)	3.37% (n = 3)	1.12% (n = 1)	89

Taught us new ways to address challenges	24.72% (n = 22)	33.71% (n = 30)	33.71% (n = 30)	7.87% (n = 7)	0% (n = 0)	89
Improved access to services for wider groups	28.09% (n = 25)	22.47% (n = 20)	38.20% (n = 34)	8.99% (n = 8)	2.25% (n = 2)	89

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	40.45% (n = 36)	42.70% (n = 38)	15.73% (n = 14)	0% (n = 0)	0% (n = 0)	0% (n = 0)	1.12% (n = 1)	89
Opportunity to give feedback to Stockton personnel	43.82% (n = 39)	40.45% (n = 36)	13.48% (n = 12)	1.12% (n = 1)	0% (n = 0)	0% (n = 0)	1.12% (n = 1)	89
Student preparedness	38.20% (n = 34)	46.07% (n = 41)	12.36% (n = 11)	2.25% (n = 2)	0% (n = 0)	0% (n = 0)	1.12% (n = 1)	89
Student reliability	38.20% (n = 34)	50.56% (n = 45)	7.87% (n = 7)	2.25% (n = 2)	0% (n = 0)	0% (n = 0)	1.12% (n = 1)	89
Quality of student work	38.20% (n = 34)	48.31% (n = 43)	11.24% (n = 10)	1.12% (n = 1)	0% (n = 0)	0% (n = 0)	1.12% (n = 1)	89

Conclusion

Similar to the results of the 2017 – 2018 survey, 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: 48 surveys were completed

Survey method: online via Qualtrics survey.

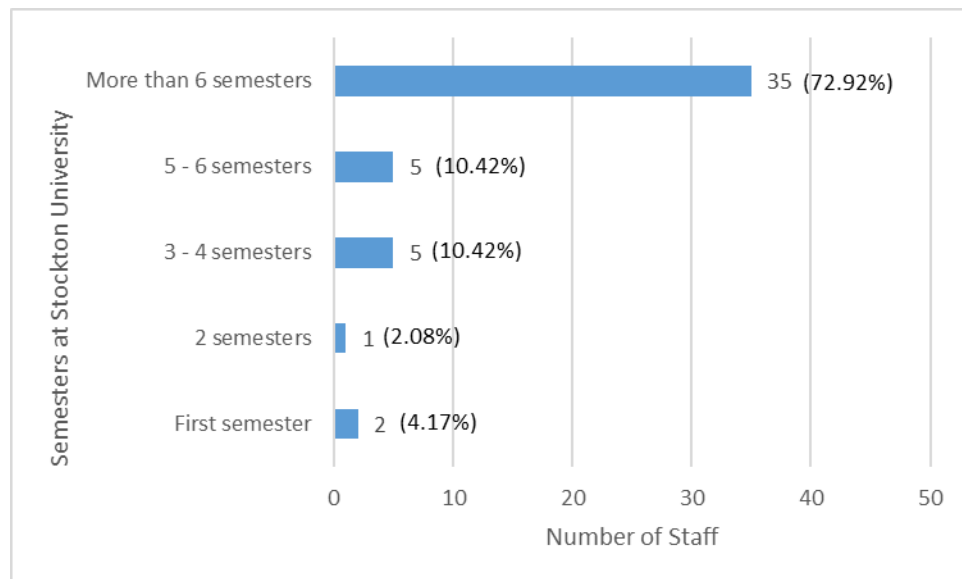
Data collection period: April through May of 2019

Sampling method: non-probability sampling

Findings

Sample Characteristics

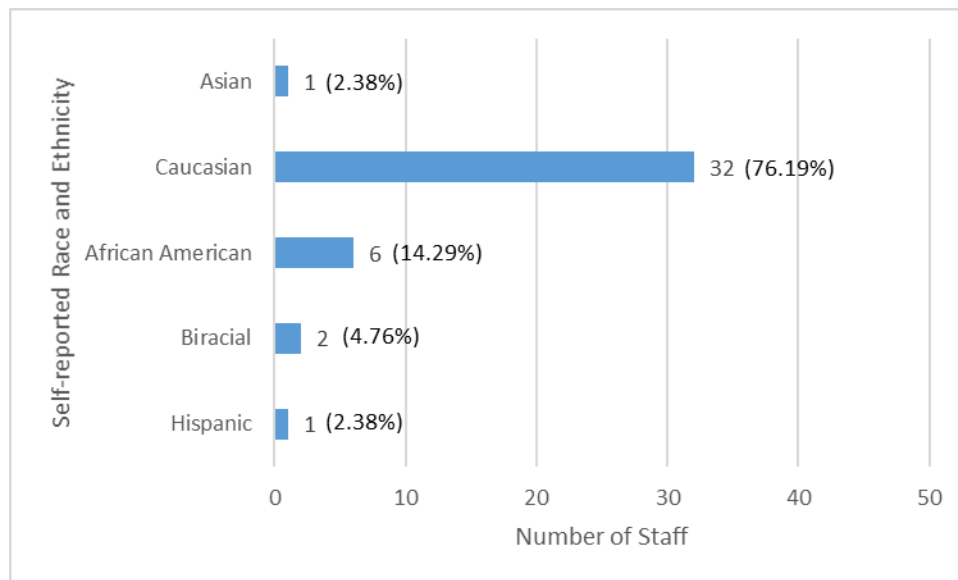
- Among the 48 respondents who indicated the number of semesters they have been at Stockton, most of the sample (72.92%, $n = 35$) has been at Stockton more than six semesters, 4.17% ($n = 2$) indicated, “first semester,” and 2.08% ($n = 1$) indicated “two semesters.” The following graph shows all responses.



- Among the 48 respondents who selected which best characterize their position at Stockton 45.83% ($n = 22$) indicated “administrative/managerial,” 41.67% ($n = 20$) indicated “professional staff,” and 12.50% ($n = 6$) indicated “other.”
 - The following is the list of responses for “other”
“Faculty”

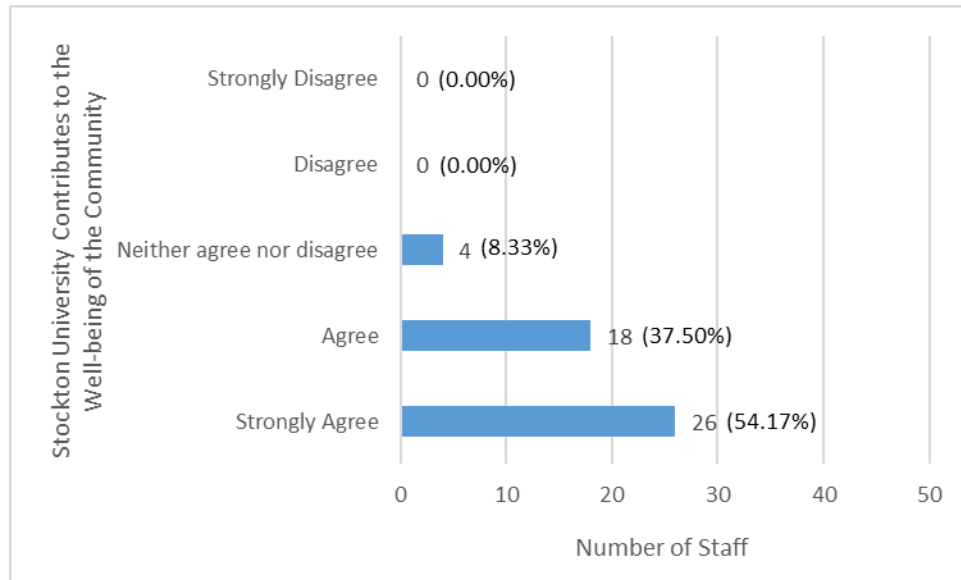
“Clerical”
“Baseball coach”
“Support staff”

- Among the 42 respondents who self-reported race and/or ethnicity the majority (76.19%, $n = 32$) indicated Caucasian. The following graph shows the responses.



Stockton University Contributes to the Well-being of the Community

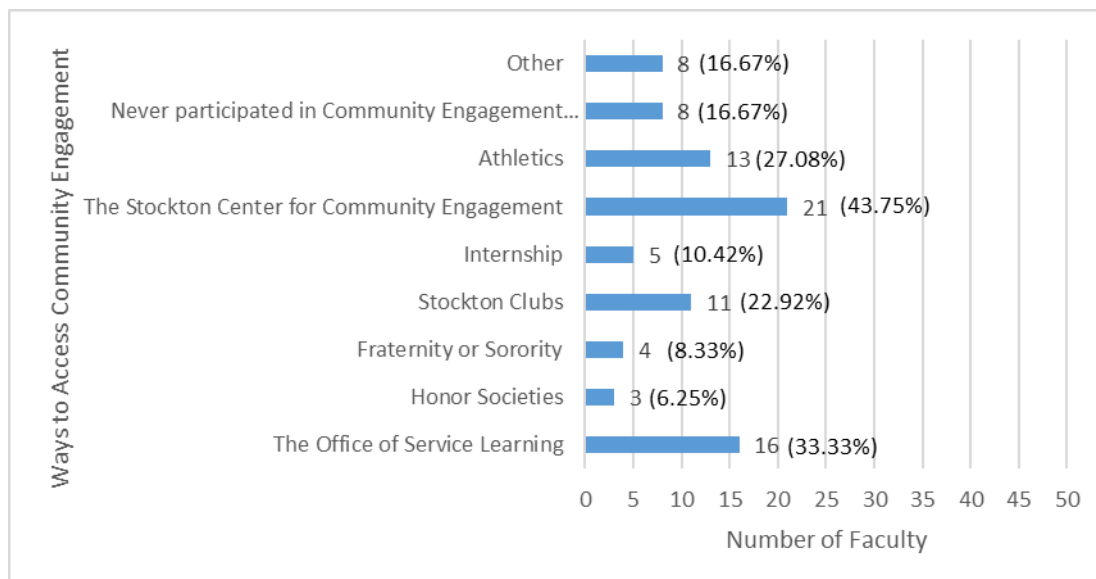
Respondents were presented a five-point Likert scale to indicate their level of agreement with the following statement: “Stockton University contributes to the well-being of the community.” Most of the respondents (91.67%, $n = 44$) chose to “strongly agree” or “agree” with the statement. Only 8.33% ($n = 4$) 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

Among the 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.”

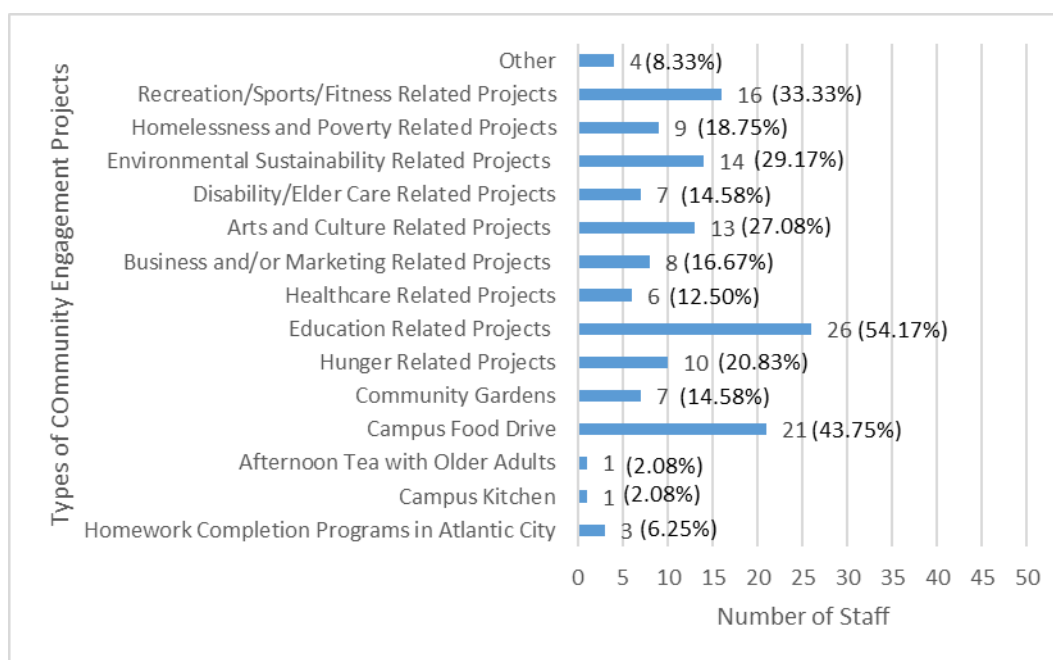
Among the choices, the Stockton Center for Community Engagement was selected the most (43.75%, $n = 21$) followed by the Office of Service-Learning (33.33%, $n = 16$). 8.99% ($n = 8$) have never participated in community engagement while at Stockton. The following graph shows all the responses.



- The following is a sample of responses for “other.”
 “Grant funded projects”
 “Hughes Center for Public Policy”
 “Stockton Stem Collaborative, Coast Day”
 “Boy Scouts of America – Merit Badge Academy”
 “Outside of Stockton”

Types of Sites at Which Staff Has Worked in Community Partnerships

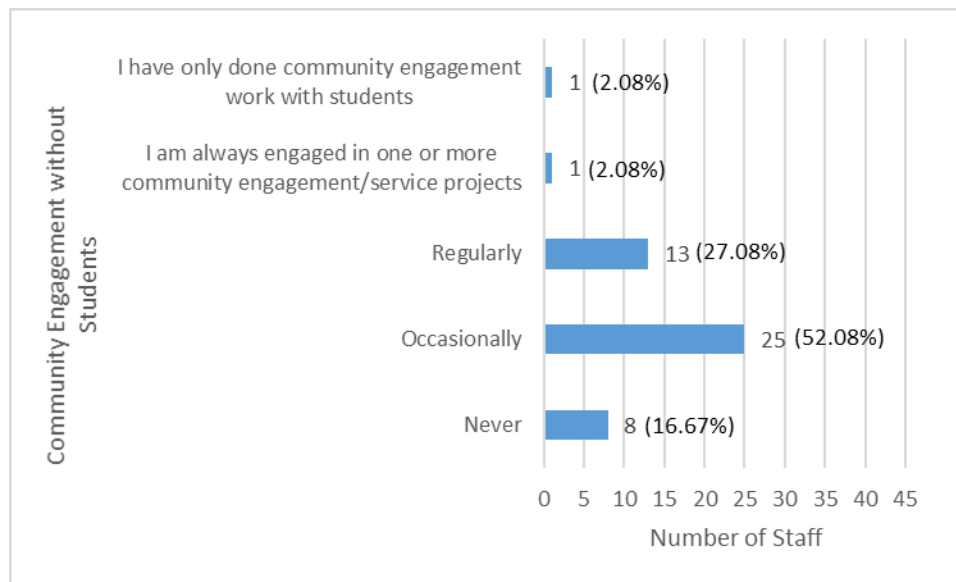
Respondents had 15 choices of types of sites, to select all that apply, at which they have worked in community partnerships. Among the choices, “Education Related Projects” was selected the most (54.17% $n = 26$) followed by the Campus Food Drive (43.75%, $n = 21$). The following graph shows the responses.



- The following is a sample of responses for “other.”
 “Civic engagement/social justice projects”
 “Toiletry Drive”
 “MLK Day of Service”

Community Engagement Work that Does Not Involve Students

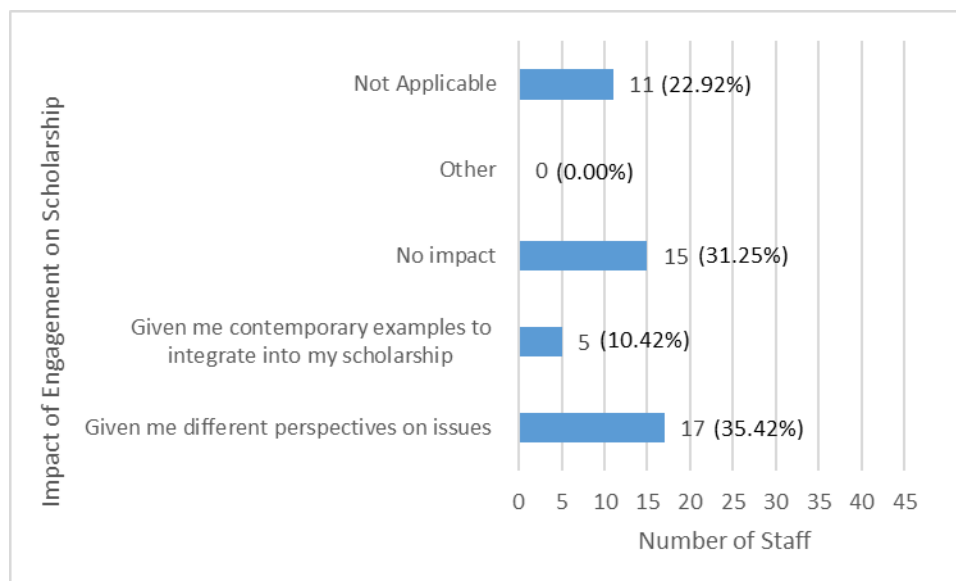
Respondents were asked: “How often have you done community engagement work that does not involve students?” Among the respondents, 52.08% ($n = 25$) indicated “occasionally,” 27.08% ($n = 13$) indicated “regularly,” and 16.67% ($n = 8$) indicated “never.” The following graph shows all responses.



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."

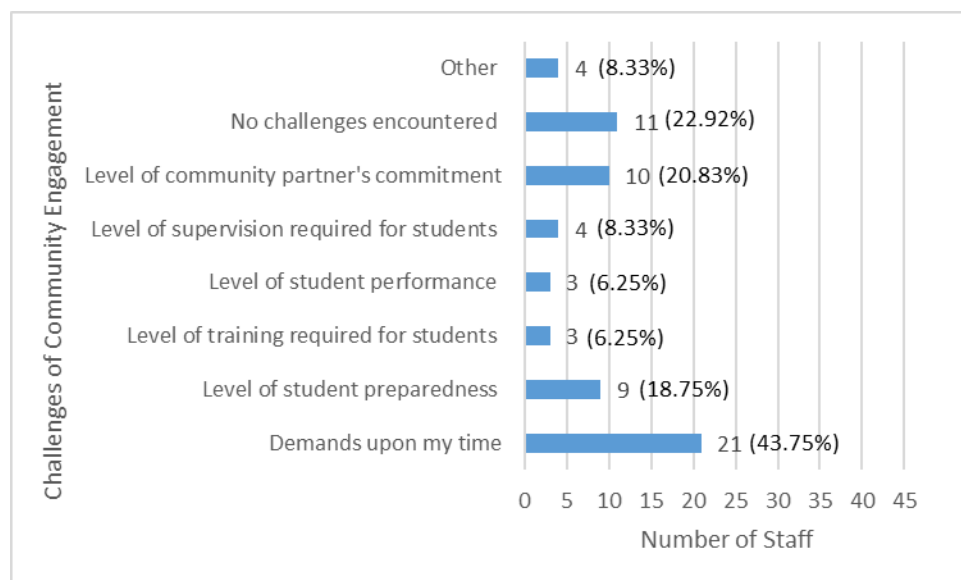
- The three responses selected the most were "given me different perspectives on issues" (35.42%, $n = 17$), "no impact" (31.25%, $n = 15$), and "not applicable" (22.92%, $n = 11$). The following graph shows all responses.



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: “demands upon my time” (43.75%, $n = 21$), “no challenges encountered” (22.92%, $n = 11$), and “level of community partners commitment” (20.83%, $n = 10$). The following graph shows all responses.
- The following are the responses for “other.”
“Lack of faculty commitment”
“Awareness of opportunities”
“None”



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	47.92% (n = 23)	35.42% (n = 17)	16.67% (n = 8)	0% (n = 0)	0% (n = 0)	48
Benefitted the students I may encounter at Stockton	37.50% (n = 18)	45.83% (n = 22)	16.67% (n = 8)	0% (n = 0)	0% (n = 0)	48
Helped me to offer diversity in my role at Stockton	29.17% (n = 14)	37.50% (n = 18)	31.25% (n = 15)	2.08% (n = 1)	0% (n = 0)	48
Taught me new ways to address challenges	27.08% (n = 13)	35.42% (n = 17)	35.42% (n = 17)	2.08% (n = 1)	0% (n = 0)	48
Broadened my experiences	39.58% (n = 19)	35.42% (n = 17)	22.92% (n = 11)	2.08% (n = 1)	0% (n = 0)	48
Contributed to my scholarly agenda	20.83% (n = 10)	14.58% (n = 7)	54.17% (n = 26)	6.25% (n = 3)	4.17% (n = 2)	48

Conclusion

Similar to the results of the 2017 – 2018 survey, 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.