



STOCKTON | STOCKTON CENTER FOR
UNIVERSITY | COMMUNITY ENGAGEMENT

FY 2016

Annual Report

July 1, 2015 – June 30, 2016

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Director's Message



Dear Colleagues:

It has been two years since I assumed the leadership of the SCCE, and I am pleased to report that our programs and initiatives have continued to grow in accord with our 2020 Strategic Plan engagement goals. We have met numerous internal and external community engagement requests from faculty, staff, students, and community members, which have broadened our engagement efforts. Examples of these requests include naturalization classes, the expansion of the English Learners Program and the Homework Completion Program, Dr. Tara Luke's collaboration with Pleasantville's Middle School robotics program, Dr. Phillip Hernandez' Speech-Language Workshops for parents and teachers at the Decatur Avenue School in Pleasantville, Afternoon Tea Sessions with Older Adults, and co-presenting/sponsoring educational enrichment colloquia.

The expansion of the Homework Completion Program to Buzby Homes Village is an important accomplishment that has strengthened our partnership with the Atlantic City Police Department and the Atlantic City Housing and Urban Development Agency. More importantly, it has afforded 59 children the opportunity to experience success completing their homework while allowing Stockton students the opportunity to work with children of diverse backgrounds. 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.

Naturalization classes have been another important accomplishment. Two press releases were written about the classes, which generated additional interest, and Michelle Brunetti from The Press of Atlantic City wrote an article about the naturalization process. She interviewed SCCE Student Fellow Alejandra Londono, who taught the class at Carnegie Library Center. ComunicandoAC, a Latino media website, also showcased the naturalization classes. It is exciting that three class participants have become naturalized citizens.

The programs mentioned above, as well as other programs and community partnerships of the SCCE, will be highlighted in this report. This report will also include assessment findings on the impact that community engagement has on faculty, staff, students, and community partners. However, before you enjoy reading our report, I wish to thank the many students, faculty, and staff who contributed to our success during academic year 2015-2016. I thank our SCCE team members: Professional Services Specialist Ronnie Carlini and Faculty Fellows Professors Amy Yingyi Situ-Liu and Emari DiGiorgio. I also thank Student Fellows Christina Fischer, John Johnson, Askhia Khawaja, Alejandra Londono, Lidia Martinez, Cristian Moreno-Rodriguez, Domenico Raddi, Blake Rosario, Briana Simon, Sarita Ware, Jessica Webster, and Melissa Zsithovsky. All Fellows dedicated their time and commitment to the mission of SCCE in extraordinary ways.

We express deep gratitude to Stockton's administration, especially President Kesselman, for supporting SCCE and our Faculty and Student Fellow programs. We wish to thank Dr. Susan Davenport, past Interim Provost and Executive Vice President; Dr. Lori Vermeulen, Provost and Vice President for Academic Affairs; Dr. Michelle McDonald, Assistant Provost, Dr. Carra Hood, Assistant Provost for Programs and Planning; and Ms. Theresa Marinelli for their support of SCCE initiatives. Additional thanks to Education Dean Dr. Claudine Keenan, with whom we worked closely in our Atlantic City Schools projects.

We appreciate the Office of Service Learning whose staff, including Daniel Tome, Diana Strelczyk, Erin O'Hanlon and past Activist in Residence, Rona Whitehead, consistently cooperated with initiatives and projects of SCCE. We are also grateful for the assistance from staff members in the Schools of Social and Behavioral Sciences and Natural Sciences and Mathematics, Events Services, Plant Management, General Counsel, External Affairs, Institutional Research, Computer Services, the Print Shop, Risk Management, Chartwells Dining Services, Follett Campus Bookstore, the Kramer Hall and Manahawkin instructional sites, and the Carnegie Library Center.

We wish to recognize the following faculty members for their involvement and support of initiatives of the SCCE: Drs. Sonia Gonsalves, Marissa Levy, Elizabeth Shobe, Phillip Hernandez, Christina Jackson, Arnaldo Cordero-Román, Tara Luke, William Reynolds, Linda Nelson, Manuela Tripepi, Elizabeth Lasey, Jack Lewis, Neal Galloway, Robin Hernandez-Mekonnen, Margaret Slusser, Jessie K. Finch, Tina Zappile, Anastasios G. Papademetriou, and Diane Falk.

We are also thankful for the contributions of staff members Linda Dotts, Gina Petruzzelli, Dianne Stalling, Joseph Sramaty, Douglas Deane, Hilda Rivera, Drs. Dawn Konrady and Laurie Shanderson. Furthermore, our Advisory Council members have provided invaluable support for which I am grateful.

I can't wait to see what we accomplish in the coming year; meanwhile, enjoy our report.



Merydawilda Colón, LSW, PhD

Executive Director

Stockton Center for Community Engagement


Stockton Center for Community Engagement Mission Statement

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

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

Stockton Center for Community Engagement Vision Statement

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



Who We Are

SCCE's leadership includes Executive Director Merydawilda Colón and Professional Services Specialist Ronnie Carlini year round, as well as Assistant to the Executive Director Edward Horan, and two Faculty Fellows and twelve Student Fellows, during AY 2015-2016. Furthermore, SCCE receives support and guidance from its Advisory Council.

Ronnie Carlini monitors SCCE's website, making changes independently or as requested by the director. Additionally, Dr. Colón and Ms. Carlini meet weekly to discuss budgeting, website updates, and newsletter content. With Ms. Carlini's assistance, SCCE published two newsletters via e-mail blast this year.

SCCE produces press releases in collaboration with Stockton's Department of External Affairs. This year, there were four press releases, as well as numerous mentions of SCCE programs in the press. In particular, *AC Primetime* cited the Homework Completion Programs at Stanley S. Holmes Village and Buzby Village as one of the factors improving relationships between Atlantic City's public and the police.

SCCE Advisory Council

The Advisory Council has three subcommittees: Assessment, Carnegie Reclassification, and Executive. During AY 2015-2016, the Council met quarterly and participated actively in assessment activities. The Council continued to offer recommendations to revise the language of questions used to assess institutional community engagement and to make changes to SCCE initiatives based on assessment findings. 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. Their expertise and collaboration have been invaluable to our success.

Dr. Merydawilda Colón

Executive Director

Peter Baratta

Chief Planning Officer

Dr. Tait Chirenje

Associate Professor of Environmental Studies

Alexander Marino

Assistant to Provost for Atlantic City Instructional Sites

John Emge

Executive Director, United Way of Atlantic County

Dr. Mary Lou Galantino

Distinguished Professor of Physical Therapy

Dr. Sonia Gonsalves

Professor of Psychology

Director of Academic Assessment

Dr. Lisa Honaker

Dean, School of Arts and Humanities

Professor of British Literature

Patricia Collins

Special Assistant to the Chief of Staff and Board Liaison

Dr. David Burdick

Professor of Psychology

Ariane Newman-Hutchins

Assistant Director, Continuing Studies Health Sciences

Lolita Treadwell

Deputy Chief of Staff

Dr. Thomasa Gonzalez

Vice President of Student Affairs

Dr. Eileen Conran-Folks

Director, Hammonton & Manahawkin Instructional Sites

Chelsea P. Tracy-Bronson

Instructor of Teacher Education

Dr. Joseph Rubenstein

Professor of Anthropology

Daniel Fidalgo Tomé

Director of Service-Learning

Dr. Michael Rodriguez

Associate Professor of Political Science

Shilon Anderson

Executive Assistant to the Special Advisor to the President

Executive Director of the William J. Hughes Center for Public Policy

Dr. Claudine Keenan

Dean, School of Education

Tenured Professor of Instructional Technology

Daniel Douglas

Director of Strategic Communications

Dr. Pedro Santana

Dean of Students

Brian Jackson

Chief Operating Officer, Atlantic City Campus

AFFILIATED MEMBERS

Chris Filiciello

Chief of Staff, City of Atlantic City

Cindy Herdman Ivins

President/CEO, Family Service Association

Budget and Planning

The Faculty Fellows and Student Fellows programs continued this year. Two Faculty Fellows and twelve Student Fellows contributed to the mission and vision of SCCE during AY 2015-2016. As these contributions require frequent trips into the community, Presidential Initiatives' Funds were secured in 2015 to purchase a Dodge Grand Caravan.

Since February 10, 2015, when the vehicle became available, daily transportation has occurred successfully to and from community projects, including the delivery of meals for The Campus Kitchen at Atlantic City. From September to December 2015, SCCE and Service-Learning staff used the van for 44 trips into the community, transporting 93 volunteers and covering 2140 miles. From January to June 2016, SCCE and Service-Learning staff used the van for 104 trips into the community, transporting 222 volunteers and covering 3300 miles. During the 2015-2016 academic year, then, staff made 148 trips into the community, transporting 315 volunteers and covering 5440 miles. Certainly, the acquisition of the minivan has facilitated students' engagement in the community.

SCCE Faculty Fellows Program

During AY 2015-2016, two Faculty Fellows, Professors Emari DiGiorgio and Amy Yingyi Situ-Liu, contributed to SCCE's mission in fostering community-based experiential learning and civic engagement for students, faculty, and staff. The Faculty Fellows engaged in numerous activities throughout their terms, which ended in June 2016. The following is a synopsis of Faculty Fellows' activities for AY 2015-2016.



Emari DiGiorgio, Associate Professor of Writing

- Led community poetry programs such as *A Tour of Poetry* for older adults, which occurred monthly in Northfield and saw a participant increase of 22% over a six-month period. Respondents to assessment reported making connections and friends, finding themselves more relaxed and less stressed, and being more motivated to read and practice creativity, all as results of the poetry program.
- Led and organized a monthly open mic community program and reading series, *World Above*, at Stockton's Dante Hall in Atlantic City. Attendance each month ranged from 35 to 50, and the ages of participants ranged from 11 to 91. Notably, the program held an additional poetry event in May, *The Outlast Project*, which was designed to empower survivors of sexual assault. This event was sponsored by Stockton University's Provost's Office, School of General Studies, Dante Hall, and several community donors.
- Facilitated an extension of GIS 3307 *Why Poetry Matters*, a Service-Learning course for juniors and seniors. For six weeks, students taught one-hour poetry programs to underserved populations at Covenant House, Harbor Fields Correctional Facility, the Stanley S. Holmes Community Center, and other parts of the community.
- Designed assessment tools and analyzed responses from participants to quantify the effects of the community programs.
- Gathered and analyzed data to make a case for funding from external sources.
- Was named a Distinguished Teaching Artist by the New Jersey State Council on the Arts.
- Will deliver the Fall 2016 Commencement Address at Stockton University.

Dr. Amy Yingyi Situ-Liu, Associate Professor of Criminal Justice

- Engaged in cultural events such as the Full Moon Festival at the Noyes Museum, a Holiday Concert in December, and a Celebration of Chinese New Year at Dante Hall in February.
- Organized a Saturday English class with monthly workshops, with such foci as "Police and Community," "Child Safety," and "Immigration: Issues and Concerns."
- Assisted members of the community in need in conjunction with Atlantic Adult Health Daycare, Health Center at Galloway, and other community organizations.
- Redeveloped and taught GIS 3117 *Experiencing China* to incorporate experiential learning through engagement with the local Chinese community. Students developed cultural understanding and sensitivity and reflected extensively on their work with the community. Students also applied their learning by developing ways of making differences in the Chinese community.

In an ongoing effort to promote community engagement institutionally, Professors Emari DiGiorgio and Amy Yingyi Situ-Liu held two brown bag sessions in the fall and spring. Community partners, students, faculty and staff joined these sessions and found them informative and helpful.



Beginning in fall 2016, Associate Professor of Biology **Dr. Tara Luke** will be our new SCCE Faculty Fellow. Over the course of the year, she will expand and improve STEM programs in the community by fostering and expanding students' familiarity with STEM disciplines like robotics and electronics.

Excerpt of Additional Staff and Faculty Community Engagement

SCCE Collaborations

SCCE signed a Memorandum of Understanding (MOU) with the City of Atlantic City to provide poetry classes, basketball skills, and strength and conditioning training for the Atlantic City's Evening Recreation Program held at the Dr. Martin Luther King Jr. School. The program began in Spring 2016 and Stockton students and **Professor Emari DiGiorgio** collaborated. The program was very popular. The average number of attendees per session ranged from 18.6 to 32.8. SCCE will continue its collaboration with the Atlantic City Recreation Program in the fall of 2016.

SCCE arranged for **Kelly C. Ayala**, Community Relations Officer of USCIS Newark District, to hold a discussion on Customer Service Tools, the Unauthorized Practice of Immigration Law (UPIL), the Deferred Dream Act, and Naturalization at Decatur Avenue School in Pleasantville. Ten parents, as well as members of the community at large, attended the session this past spring. The session was well-received, and SCCE will continue its collaboration with Ayala and the Decatur Avenue School to offer additional information sessions.

As a result of SCCE's ongoing collaboration with Decatur Avenue School in Pleasantville, **Dr. Phillip Hernandez**, Assistant Professor of Communication Disorders, consulted with SCCE Executive Director in order to offer *Speech-Language Pathology Workshops* to parents and teachers at the school. Dr. Hernandez and his graduate students offered the workshops during spring 2016. These workshops were well-received, and the school administrators have requested that Dr. Hernandez continue offering them.

The Atlantic County Community Engagement Committee contacted Dr. Colón to request assistance from faculty members to translate their "Atlantic County Social Service Resource Handbook." Under the guidance of **Dr. Cordero Roman**, Associate Professor of Spanish, the following students translated the handbook: **Helmer M. Acevedo Reyes, Paola R. De Los Santos, Alondra S. Gamarra, Alejandra Londono, Lidia I. Martinez, Steven M. Parmenter, Yoely J. Quezada-De La Cruz, Tania Serrano, Karla V. Soto, and Carolina M. Tejada.**

SCCE collaborated with the Atlantic City Public Library to secure Latino interviewees to contribute their oral history, images, and artifacts for an exhibit called *The Atlantic City Experience: la Ciudad Atlántica*. In accordance with the Hispanic Heritage Month, the exhibit was unveiled on Saturday, October 10, 2015 at Atlantic City Historical Museum and remained on display through December 2015. It included artifacts, images, oral histories, music, interactive digital elements, and more. During the opening ceremony, Dr. Colón joined other community leaders in speaking about the importance of giving a voice to the Atlantic City Latino community and documenting their history. She also thanked the Atlantic City Public Library for the invitation to contribute to this endeavor. The library was one recipient of the NJ State Library 2016 Multicultural Program Award for the exhibit.

Dr. Linda Nelson, Professor Emerita of Anthropology and Africana Studies, collaborated with SCCE for assistance with an ongoing anthropological study entitled the Atlantic City African-American Experience Oral History Project. During spring 2016, Student Fellow **Briana Simon** participated in the study by interviewing older adult African-American residents of Atlantic City and crafting cohesive narratives in order to better understand the history of the city from their points of view.

In spring 2016, SCCE contacted **Neal Galloway**, Adjunct Professor in the School of Arts and Humanities, to design and implement a mural at the Atlantic City Police Athletic League. The following students participated in the project: Robert Carolla, Matthew McAdam, Kelly O'Brien, and Iryna Tereshchenko. Additionally, Jack and Jill Members contributed by covering the cost of materials and painting alongside Stockton faculty and students.



SCCE collaborated with the School of Natural Sciences and Mathematics to host Extreme Science on March 11, 2016. Sixty eighth grade students and their teachers, all from Winslow Township Public Schools, visited Stockton University for the event. They accompanied **Manuela Tripepi**, **Linda Dotts**, and **Tara Luke** to the Unified Science Center for a laboratory experience entitled “Extremophiles.” During the lab, Manuela Tripepi presented background material, and then students were given the opportunity to observe halophilic (salt-loving) archaea and extract DNA. They also utilized microscopes to observe Tardigrades (water bears) and bioluminescent bacterial cultures. One student, Bruce Williams, noted that “bacteria can help make light” in a process called bioluminescence. Students also accompanied **Elizabeth Lacey** and **Gina Petruzzelli** on a field trip to Lake Fred for an up-close and personal look at some “wet and wild critters and plants” in an activity entitled Peek at the Pinelands. During the field trip, students identified ecosystems, including plant species, and collected samples.

In spring 2016, SCCE and Active Minds co-sponsored a panel discussion entitled *Mental Health Stigma: Engaging Stockton & the Community*. The panelists included **Carlos Martinez**, Assistant Director of Counseling Services; **Jack Lewis**, Assistant Professor of Social Work; and **Tianna Gomez**, a Stockton student. Panelists discussed mental health stigmatization among marginalized groups, the effects of socioeconomic status on mental health, and counseling resources available to Stockton students. After, the audience engaged in a question and answer session.

This summer, SCCE, in collaboration with the Atlantic City and Pleasantville Municipal Planning Board and the Stockton University Child Welfare Education Institute, held a youth symposium on trauma, victimization, and family preservation in an urban community. The presenters included **Dr. Robin Hernandez-Mekonnen**, **Ms. Jessica Apel**, **Dr. Marissa Levy**, and **Dr. Merydawila Colón**. Dr. Hernandez-Mekonnen, an assistant professor of social work at Stockton University, discussed adverse childhood experiences. Ms. Apel, a licensed social worker in New Jersey, continued the discussion by focusing on family preservation in an urban community. Dr. Levy, Professor of Criminal Justice, and Dr. Colón, Executive Director of the Stockton Center for Community Engagement, discussed two youth initiatives in Atlantic City and Pleasantville which included the Stationhouse Adjustment and Homework Completion Programs. The audience participated in a lively question and answer session and further discussed the importance of addressing trauma, victimization and family preservation among youth.

In The News: Excerpt of Faculty and Staff Community Engagement

In September 2015, Stockton University hosted its inaugural Ability Fair on the main campus, an event which featured more than 60 vendors, programs, services and agencies that catered to seniors and people living with physical and mental disabilities. The fair was sponsored and organized by the university and Bacharach Institute for Rehabilitation. Please see this Atlantic City Press article (http://www.pressofatlantic-city.com/business/ability-fair-showcases-services-products-for-disabled/article_37bdf3a4-5e55-11e5-935f-971dc321e3bf.html) for more information.

Stockton University's Holocaust Resource Center continues to record the stories of local Holocaust survivors so that they can be passed down to further generations. As in past years, **Dr. Maryann McLoughlin**, Assistant Director of the Holocaust Resource Center and Stockton Professor, works daily with Holocaust survivors to help write, edit, and publish their memoirs. Please see this Atlantic City Press article (http://www.pressofatlanticcity.com/news/memoir-project-a-witness-to-holocaust/article_4b0ba424-8cd6-11e5-ab82-d7d1ca5c32e7.html) for further detail.

Assistant Professor of Sociology **Dr. Christina Jackson** collaborated with Pastor William Williams of Asbury United Methodist Church in Atlantic City to facilitate monthly sessions of *Black Lives Matter: Beyond the Slogan*. Professor **Emari DiGiorgio** also contributed to the event. Please see this Atlantic City Press article (http://www.pressofatlanticcity.com/calendar/black-lives----ac-holds-civil-disobedience-workshop/event_3fdb7750-cc50-11e5-b4e1-cb3b46bb5a9d.html) for an overview of one of the many events that took place during the spring 2016 semester.

In conjunction with Migrant Worker Outreach, Stockton students, faculty, and staff contributed to a clothing and supply drive to benefit South-Jersey migrant workers. Designated collection zones were placed at the main Galloway campus, as well as at Kramer Hall in Hammonton. Of particular help to the drive were students in *Global Challenges and Solutions*, led by Associate Professor of Economics **Dr. Ramya Vijaya**. These students helped prepare maps and recordings of children's books for the workers. Please see this Atlantic City Press article (http://www.pressofatlanticcity.com/news/stockton-to-hold-migrant-worker-outreach-drive/article_0bc47fe4-ed42-11e5-aea3-77dc8c5d85a3.html) for more information.

SCCE looks forward to acknowledging additional press coverage in fall 2016 and spring 2017. We value your commitment to the success of our community and encourage you to continue to make your mark!



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 SCCE's initiatives and projects, as they offer continuity to these projects and lead Stockton student volunteers. During AY 2015-2016, SCCE employed twelve Student Fellows, one of whom is now a Graduate Fellow. These Fellows contributed to project coordination in Atlantic County, including tutoring at the Homework Completion Programs at Stanley S. Holmes Village and Buzby Homes Village; contributing to an English Learner's program in Pleasantville and Northfield; Naturalization Classes in Atlantic City; food recycling, meal preparation, and delivery to local families in need; supporting nonprofit agencies and afterschool and mentoring programs, such as the Boys and Girls Club; and continuing to help maintain a garden in collaboration with AtlantiCare at Hamilton Memorial United Methodist Church.

The growth in community partnerships, evidenced above, has expanded opportunities for Student Fellows to make an impact in the community. This growth has also allowed for stronger collaborations between SCCE and the Office of Service-Learning, as there is more demand for Stockton students to volunteer in the community. The Office of Service-Learning plays a key role in recruiting, training, and managing student volunteers that assist in community projects. Additionally, the office's website provides a link to SCCE's community projects and a link to SCCE's Google Forms, which students can use to sign up for service projects and transportation. The Office of Service-Learning has access to this information, which has allowed the two offices to share driving responsibilities each week.

AY 2015-2016 Student Fellows Roster:

Christina Fischer

John Johnson

Askhia Khawaja

Alejandra Londono

Lidia Martinez

Cristian Moreno-Rodriguez

Domenico Raddi

Blake Rosario

Briana Simon

Sarita Ware

Jessica Webster

Melissa Zsitkovsky

The following describes projects in which Student Fellows participated during AY 2015-2016.

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

The Homework Completion Program at Stanley S. Holmes Village, which began on September 15, 2014, continued this year. The primary goals of the program are to engage children in their schoolwork and offer children a vision into the potential of a future college education. The program is also meant to foster trust in 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 each day 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 eleven with their questions. During AY 2015-2016, SCCE Student Fellow **Askhia Khawaja** led the program, and several other Student Fellows, as well as many Stockton student volunteers, donated their time. For example, Stockton student **Stephanie Medvetz** conducted data analysis under the guidance of Professor of Criminal Justice **Dr. Marissa Levy**.

During the 2015-2016 academic year, 52 students (32 in the fall and 20 in the spring); were enrolled in the program at Stanley S. Holmes Village. The average number of times students attended the program was 22.6 during the spring semester, almost double the average number of times students attended the program during the fall semester (11.8). Twelve children attended regularly during both semesters. The program saw help from 126 tutors this year. Tutors often reported that students



seemed more focused and engaged in completing their homework. Additionally, students seemed to have a better relationship with police officers. The findings of a satisfaction survey created by Director of Academic Assessment **Dr. Sonia Gonsalves** and taken by 13 children (N=13) mirror tutors' impressions. Please refer to the [appendix](#) for the survey.

Responses to the survey revealed the following:

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

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

In December 2015, the Eta Sigma Delta Hospitality Honor Society held a Krispy Kreme donut fundraiser, in which all proceeds went to Stanley S. Homes Village and Buzby Homes Village. In total, they were able to raise \$300. **Kelly Prince** of the Society and Dr. Colón met to discuss the success of the fundraiser and agreed to use the money to provide the children with gifts for their holiday party. Due to the huge success of the fundraiser, all 52 children were able to receive educational activity books, art activities, a small toy, and holiday candy. Below is a picture featuring a few of the students and children enrolled in the program.



Please refer to the fall 2015 and spring 2016 semester reports found in the appendix for additional information regarding the Homework Completion Program at Stanley S. Holmes Village.

Homework Completion Program at Buzby Homes Village in Atlantic City

In September 2015, following the success of the Homework Completion Program at Stanley S. Holmes Village, SCCE collaborated once more with the Atlantic City Police Department and the Atlantic City Housing Authority and Urban Development Agency to offer the same program to the children of Buzby Homes Village. On Wednesdays and Thursdays from 3:00 pm and 5:00 pm, students ranging from preschool to seventh grade gather at the Buzby Homes Village community center for assistance with their homework. With the help of many SCCE Student Fellows and student volunteers, **Askhia Khawaja** also led the Homework Completion Program at Buzby Homes Village.

During the 2015-2016 academic year, 59 students (35 in the fall and 24 in the spring); were enrolled in the program at Buzby Homes Village. The average number of times students attended the program was 15.4 during the spring semester, more than double the average number of times students attended the program during the fall semester (6.2). Twenty children attended regularly during both semesters. The program saw help from 42 tutors, who often reported that students seemed focused and engaged in completing their homework. Additionally, students seemed to have a good relationship with police officers. The findings of a satisfaction survey created by **Dr. Sonia Gonsalves** and taken by 15 (N = 15) children mirror tutors' impressions with some exceptions. Please refer to the appendix for the survey.

Responses to the survey revealed the following:

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



As noted in the Homework Completion Program at Stanley S. Holmes Village section above, the fundraising efforts of the Eta Sigma Delta Hospitality Honor Society also benefitted Buzby students. Please refer to the section above for more information.

Children enrolled in the Buzby Homes program also benefited from a book collection carried out by Service-Learning students enrolled in the course *Health 1102: Introduction to Health Sciences II* taught by Associate Professor of Health Science **Dr. Margaret Slusser**. A team of students, led by **Kathryn Holz**, collected 500 books, of which 420 were donated to Buzby and 80 were donated to the Boys and Girls Club of Atlantic City.



Overall, the Homework Completion Program had a successful year. In fall 2016, we will increase the number of days we offer the program at Buzby Homes Village from two to four days per week. Indeed, the Homework Completion Program supports both SCCE's and our institutional mission to serve the community. This initiative increases Stockton student engagement in the community as students, in collaboration with the Atlantic City Police Department and the Housing Authority, maintain the program for the Stanley S. Holmes and Buzby Homes children. The Homework Completion Program also offers opportunities for faculty members to engage in the community.

Hosting the programs in community centers, where the children live, has eliminated roadblocks, such as lack of transportation, that usually impede children's participation in afterschool programs. The program has also enhanced communication between the police and community residents. Additionally, it has strengthened our partnership with the Atlantic City Police Department, the Housing Authority, and the Atlantic City Public School District. Notably, the school district's Title I Program provides meals for the children.

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



Please refer to the fall 2015 and spring 2016 semester reports found in the [appendix](#) for additional information regarding the Homework Completion Program at Buzby Homes Village.

English Learners Program

Saint Mary's Episcopal Church

SCCE collaborated with Saint Mary's Episcopal Church and established a Memorandum of Agreement to continue offering 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 25, 2015 and ended on June 15, 2016. SCCE Student Fellow **Lidia Martínez** worked with church staff members on Wednesdays from 4:30 pm to 6:00 pm to provide English instruction at the church.

During AY 2015-2016, the program had 13 participants. Data obtained from participants on the first date of class showed that most participants (12, 92.3%) identified as female, and one participant (7.7%) identified as male. While participants' ages ranged from 18 to 60, the average age was 36.31 years old. Most respondents (9, 69.2%) selected Mexico as country of origin; the remaining participants were from Honduras, Columbia, and Peru. Participants' average annual income was \$10,000 and ranged from \$0 to \$30,000. However, it should be noted that ten participants omitted responses to the question about income, meaning that only 23% of participants responded. Most participants' (9, 37.5%) last year of schooling was the ninth year. Five responses to this question were missing. Lastly, most participants (7, 63.6%) reported that they were unemployed.

It is noteworthy that class participants have limited financial and academic resources. SCCE and Saint Mary's Church are collaborating to address the needs of program participants.

The representatives of Saint Mary's Episcopal Church have requested that we continue the program during AY 2016-2017, as it has been well received by the attendees. Stockton student **Stephanie Medvetz** conducted data analysis for this report with the assistance of **Dr. Marissa Levy**.



Ministerio por Gracia Sois Salvos

SCCE established a Memorandum of Agreement with Pastor Dennis Moreno of the *Ministerio por Gracia Sois Salvos* church, located at 113 Fabian Ave, Northfield, NJ, to begin an English Learners Program for church members. Student Fellow **Lidia Martinez** offered the classes on Fridays and Saturdays from 4:00 pm to 6:30 pm to help students with their English skills. At the final session, eight participants filled out a survey. Of these eight, most (6, 75%) identified as female, and two (25%) identified as male. Respondents' ages ranged from 28 to 37, and the average age was 34.5 years old. Most respondents (4, 50%) selected Mexico as country of origin; the remaining participants were from Ecuador (2, 25%) and El Salvador (2, 25%). Participants' average annual income was \$10,875 and ranged from \$0 to \$15,000. Most participants' (7, 87.5%) last year of schooling was in primary school. Most participants (6, 75%) were married; the remaining two (25%) reported being single.

As with the program at Saint Mary's church, it is noteworthy that class participants have limited financial and academic resources. SCCE and *Ministerio por Gracia Sois Salvos* are collaborating to address the needs of program participants.

Stockton student **Stephanie Medvetz** conducted data analysis for this report with the assistance of **Dr. Marissa Levy**.

Naturalization Classes at Kramer Hall in Hammonton and Carnegie Center in Atlantic City

At the start of the fall 2015 semester, Naturalization Classes at Kramer Hall in Hammonton and the Carnegie Center in Atlantic City commenced. Instruction took place from 6:00 to 7:30pm and were taught by Student Fellows **Briana Simon** (Hammonton) and **Alejandra Londono** (Atlantic City). **Dr. Jessie K. Finch** also assisted. In the spring 2016 semester, Naturalization Classes occurred at the Carnegie Center only due to low enrollment at Kramer Hall. The data summary presented below covers the Carnegie Center. Please see the appendix for the evaluation reports of the classes held at Kramer Hall and Carnegie Center.

Over the course of the 2015-2016 academic year, 19 participants evaluated the naturalization classes at Carnegie Center. Overall, most participants rated the materials and resources used as "excellent"; the duration of the classes received the same high rating. Additionally, when asked about topics like the relevance of information, opportunity to ask questions, and knowledge of facilitators, participants overwhelmingly rated these as "excellent" as well. Participants also overwhelmingly described the class as having prepared them for the naturalization exam—and the fact that three students have since passed this exam speaks to that rating.

The Campus Kitchen at Atlantic City

Created in 2010, the Campus Kitchen at Atlantic City is a collaborative effort between SCCE, the Atlantic City High School, the Atlantic City Board of Education, Sodexo, and the Southern Branch of the Community Food Bank of New Jersey. Since 2010, the Campus Kitchen at Atlantic City has recovered over 20,000 pounds of food and served over 16,000 meals. This year, 3,620 pounds of food were recovered (an increase of 250 pounds from last year) and 2,900 meals were cooked (an increase of 800 from last year), thanks to the more than 300 volunteers who participated in the Campus Kitchen and/or Stockton Food Drive.



Stockton students and Atlantic City High School students worked together under the supervision of a professional chef from 2:30 pm to 5:00 pm on Monday afternoons to prepare 130 meals weekly for families in need within Atlantic City and Pleasantville. On Tuesdays from 2:30 pm to 5:00 pm, meals were plated and delivered throughout the community. Volunteers put in 584 hours to assist families in need. SCCE oversaw this operation and collaborated with the Office of Service Learning to recruit students.

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

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

During AY 2015-2016, three Student Fellows participated in the program: **Melissa Zsitkovsky**, **Askhia Khawaja**, and **Domenico Raddi**. **Paul Campos**, an alumnus, also participated. **Melissa Zsitkovsky** and **Askhia Khawaja** led the Campus Kitchen operations during the year. **Paul Campos** recovered food from the Food Bank and delivered it to Atlantic City High School's commercial kitchen during the fall semester to be prepared. **Domenico Raddi** took over the food recovery and delivery during the spring semester. For the first time this year, Chartwells provided food donations for Campus Kitchen. Service Learning students enrolled in GSS 3184 *Community Schools – Urban Change Agents* assisted in collecting food donations from Chartwells and delivering it to the Atlantic City High School.

Stockton's Food Drive

As Atlantic City casinos have continued to close, the need for food in our community has increased. In response, SCCE continued Stockton's Food Drive in October to collect food from faculty and staff during the fall and spring semesters. This year, we collected 1,633.5 pounds of food, an increase of almost 500 pounds from last year. The food was donated to the Campus Kitchen at Atlantic City and the pantry at the New Day Family Success Center, Family Services Association in Galloway, one of the two existing pantries in Galloway. Food items donated at the Manahawkin Instructional Site were delivered to the King of Kings Church in Ocean County.



SCCE Student Fellows **Askhia Khawaja**, and **Melissa Zsitkovsky**, along with the Office of Service Learning, Events Services, and Plant Management, played key roles in this initiative. Additional Student Fellows and other student volunteers assisted in collecting and maintaining records of the food donated by faculty and staff. Other offices at the University pitched in, too: the Office of Service Learning volunteered to receive calls from faculty and staff for food retrieval; the Office of Events Services scheduled the room for food collection; and Plant Management staff delivered the food to the pantry in Galloway. We thank the Stockton community for the success of our inaugural food drive, which made a positive impact in our community. We look forward to its continuation in fall 2016 and spring 2017.

School and Community Gardens

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



Afternoon Tea with Older Adults



In spring 2016, following a request from the Atlantic City Housing Authority and Urban Redevelopment Agency, SCCE students started visiting older adults at the Shore Park High Rise in Atlantic City. During these visits, of which there were three during the spring semester, students and Shore Park residents would watch video clips about the community and then discuss the clips. They would also have free-range discussions.

At the end of each session, participants took a survey about the session and also indicated future session topics of their interest. Overall, participants agreed that the relevance of the information presented during the sessions was “Excellent,” and they rated their interactions with the facilitators “Excellent,” too. Some comments left at the end of the surveys (with grammatical errors intact) include:

- “Very interesting. Should meet with other building for getting to know each other.”
- “Have speaker to come and to talk to the tenants.”
- “I like it very much and I hope they will come back.”

Please see the [appendix](#) for the evaluation report of the sessions. Afternoon Tea with Older Adults at Shore Park High Rise will continue in fall 2016.

Student Fellows in the Spotlight

Sociology & Anthropology and Languages & Culture Studies major, and SCCE Student Fellow, **Alejandra Londoño** organized and led the “Power of the Hispanic Vote” event on Saturday June 11th from 11am-5pm at Dante Hall Theater. Faculty members **Tina Zappile** (POLS) and **Jessie K. Finch** (SOAN), along with **Dr. Colon**, participated and helped facilitate the event, which more than 90 community members attended. Increasing voter registration and turnout was emphasized, as was the importance of community engagement and solidarity among Hispanics. Civic education lessons focused on federalism (state and federal levels of government in the U.S.), separation of powers, responsibilities of citizens in a representative system, and how and when city, county, and state officials are elected.

Londoño opened the morning session, and Dr. Colon served as a translator for other speakers including the Atlantic County Superintendent of Elections and Commissioner of registration, Ms. Maureen Bugdon, Manager Public Affairs for Atlantic City Electric & Producer/Host of *Latino Motion*, Bert Lopez, and New Jersey Assemblywoman Maria Rodriguez-Gregg (R). Additional highlights included visits and discussions with the audience from several local politicians including Atlantic City Councilman Moisse Delgado (D), Mayor of Atlantic City Don Guardian (R), and New Jersey Assemblyman Vince Mazzeo (D).

Other local community groups made presentations and provided information to attendees, including Atlantic City Youth in Motion, La Casa Dominicana, The Spanish Community Center, and ComunicandoAC. Attendees were provided boxed lunches of arroz con pollo and cañon de cerdo. Stockton student and Health Science major **Marianna Alshay** sang the national anthem and led the pledge of allegiance for an audience that included several recently naturalized citizens.

This day-long event was supported by the Stockton University Board of Trustees Fellowship and the Dean of Students Office. Londoño will present final outcomes from the event as well as original research on other issues surrounding the Hispanic electorate on September 6th, 2016 at Stockton University.



Student Fellow **Lidia Martinez** was selected as the 2016 recipient of the Mario Vargas Llosa Award, granted yearly to one undergraduate Spanish major or minor who is a member of Sigma Delta Pi and who has demonstrated outstanding achievement in all upper-division courses completed and exemplary involvement in extra-curricular activities as related to Spanish. She received the award at the 98th Annual Conference in Miami on July 10th, 2016.

Scholarship Activities

SCCE Student Fellows participated in Stockton's Day of Scholarship in the spring. The Student Fellows discussed their work with the community and the value it held for them. They also presented a video, created by **Alejandra Londoño**, in which some Student Fellows offered their thoughts about the community projects and their commitments to them. The video can be found [here](#).

Dr. Colón, Rona-Whitehead, and Stephanie Medvetz, a Criminal Justice graduate student, presented at the Fifth Annual Eastern Region Campus Compact Conference on October 15, 2015 in Newark, NJ. Their presentation discussed collective impact as an essential strategy for citywide collaboration in creating a program that engages the collective efforts of the Atlantic City Housing Authority, the Atlantic City Police Department, and Stockton University's students and faculty in an urban setting to assist children with homework completion. The presentation also highlighted the importance of assessment and understanding of the contextual situation in selecting a community engagement strategy.

Impact of Service for Faculty Report*

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

Response rate: 45 surveys were completed

Survey method: online via survey created by Dr. Sonia Gonsalves through surveymonkey.com.

Data collection period: April and May of 2016

Sampling method: non-probability sampling

Findings

Sample Characteristics

- Among the 45 respondents who answered the number of semesters their students have been involved with civic work as part of their course requirement or for extra credit, 22.22% (n = 10) indicated more than six, 22.22% (n = 10) indicated zero, 20.00% (9) indicated three to four semesters, 15.56% (n = 7) indicated five to six, 15.56% (n = 7) indicated one to two, 4.44% (n = 2) indicated “this is my first semester.”
- Among the 43 respondents, 32.56% (n = 14) occasionally have done civic work that does not involve students, 27.91% (n = 12) regularly have done civic work that does not involve students, 25.58% (n = 11) “are always engaged in one of more civic/service projects,” and 13.95% (n = 6) have never done civic work that involve students.
- Among the 43 respondents who selected which best characterize their position at Stockton, 37.21% (n = 16) indicated “faculty tenured, non-coordinator,” 20.93% (n = 9) indicated “faculty-tenure track, not tenured,” 18.60% (n = 8) “faculty-program coordinator,” 11.63% (n = 5) “adjunct,” 4.65% (n = 2) “administrative managerial,” 2.33% (n = 1) “professional staff,” and 4.65 (n = 2) “other.”
The responses for “other” were:
“staff”
“part-time, contingent, occasional, temporary for almost 10 years off and on.”
- Among the 43 respondents who indicated number of years at Stockton, 69.77% (n = 30) have been at Stockton more than six years, 16.28% (n = 7) have been at Stockton three to four years, 6.98% (n = 3) have been at Stockton one to two years, 4.65% (n = 2) have been at Stockton five to six years, and for one respondent this is the first semester.
- All schools were represented, among the 43 respondents, the largest representation was from SOBL (25.58%, n = 11) and GENS (25.58%, n = 11) followed by ARHU (20.93%, n = 9), HLTH (13.95%, n = 6), EDUC (11.63%, n = 5), NAMS (6.98%, n = 3), and BUSN (4.65%, n = 2).
- Among the 39 respondents who reported gender, 66.67% (n = 26) were female, 30.77% (n = 12) were male, and one respondent indicated neutral.
- Among the 36 respondents who self-reported race and ethnicity the breakdown was as follows: 80.56% (n = 29) Caucasian/White, 1 Asian, 1 Minority, 1 Unknown, 1 Polish American, 1 Latino, and 1 White Mediterranean.

Types of Sites at Which Students Have Worked in Community Partnerships

- Respondents had the following choices to select all that applied: “afterschool programs,” “campus kitchen,” “internships,” “service learning,” “special projects,” “volunteers” and “other (please specify).”
- The majority of the respondents who answered this question (64.29%, n = 27) chose “service learning,” 35.71% (n = 15) chose “special projects,” 30.95% (n = 13) chose “internships,” 23.81% (n = 10) chose “volunteers,” 23.81% (n = 10) chose “other,” 19.05% (n = 8) chose “after school programs,” 9.52% (n = 4) chose “campus kitchen.”
 - The following is the list of responses for “other”
 - Research Projects
 - Local Trash Clean Up
 - Community Marketing Planning Projects
 - A number of students over the past 6 or 7 years have volunteered at various community services.
 - Clinical Experiences
 - I have not done civic service.
 - In middle/elementary school during school hours
 - AtlantiCare Orthopedic Clinic

Primary Learning Goal for Students in Civic Service

Respondents ranked their primary learning goal for students in civic service from the following choices: “community knowledge,” “civic activism knowledge,” “changes in attitudes,” “perspective taking,” and “specific learning related to the course content.”

- More than half (52.78%, n = 19) of the 36 respondents ranked “specific learning related to the course content” as their first choice. As far as the remaining categories, “community knowledge” was most frequently ranked second by 34.29% (n = 12) of 35 respondents, “perspective taking” was ranked second or third equally by 29.41% (n = 10) of 34 respondents, “changes in attitudes” was most frequently ranked fourth by 20.00% (n = 7) of 35 respondents, and the lowest-ranked item was “civic activism knowledge” with 39.39% (n = 13) of 33 respondents ranking it fifth.

Impact on Teaching of Students’ Reflections

- Respondents were asked, “how have students’ reflections affected your teaching?” They were presented the following choices to select all that applied: “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 connections for students’ experiences,” “no impact,” and “other (please specify.)”

The majority of the respondents (67.50%, n = 27) chose “provided more points of connections for students’ experiences,” 55.00% (n = 22) chose “helped me to connect theory to practice,” 52.50% (n = 21) chose “improved my own insight and understanding of the community status,” 50.00% (n = 20) chose “given me different perspectives on issues,” and 47.50% (n = 19) chose “given me contemporary examples to integrate into my instruction.” Only 12.50% (n = 5) selected “no impact.”

- The following are the responses for “other”
 - “Helped students understand how complex communication is in real life context and motivated them more.
 - “Helped students understand how hard and complex activism are in real world context.”
 - “Changed course design”

Impact of Civic Work on Teaching

- Respondents were asked, “if you have done civic work that does not involve students, how has your civic 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,” and “other.”

The majority of the respondents (68.42%, n = 26) chose “improved my own insight and understanding of the community status,” 65.79% (n = 25) chose “given me contemporary examples to integrate into my instruction,” 63.16% (n = 24) chose “given me different perspectives on issues,” 57.89% (n = 22) of the respondents chose “helped me to connect theory to practice” and 57.89% (n = 22) chose “provided more points of connection for students’ experiences.” The least selected item was “no impact” with 13.16% (n = 5) responses.

- The following is the response for “other”
“Allows me to represent Stockton U in the community for the ultimate benefit of the students”

Impact of Civic Work on Scholarship

- Respondents were asked, “if you have done civic work that does not involve students, how has your civic 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,” and “other (please specify).”

Among the respondents, 45.95% (n = 17) chose “given me different perspectives on issues,” and 45.95% (n = 17) chose “given me contemporary examples to integrate into my scholarship.” 40.54% (n = 15) chose “no impact.”

- The following are the responses for “other”
“Sit on industry scholarship committees to host fundraising events and award scholarships”
“Produced scholarship in action research articles”

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

- Respondents were given the following choices to rank the aspects of the partnership between Stockton and the community they have found to be most challenging: “demands on my time,” “level of student preparedness,” “level of training required for students,” “level of student performance,” “level of supervision required for students,” “no challenges encountered,” and “level of community partner’s commitment.”

Among 31 respondents more than half (54.84%, n = 17) ranked “demands upon my time” as their first choice. As far as the remaining categories, “level of supervision required for students” was most frequently ranked second (30.00%, n = 9) by 30 respondents, “level of student preparedness” was most frequently ranked third (35.48%, n = 11) by 31 respondents, “level of training required for students” was most frequently ranked fourth (36.00%, n = 9) by 25 respondents, “level of student performance” was most frequently ranked fifth (18.52%, n = 5) by 27 respondents, “level of community partner’s commitment” was most frequently ranked sixth (29.63%, n = 8) by 27 respondents, and the lowest-ranked item was “no challenges encountered” with 54.17% (n = 13) of 24 respondents ranking it seventh.

Level of Agreement with Statements about Having Students Engaged in Civic Work

- Respondents were asked: “Please indicate your level of agreement with the following statements (select all that apply). Having my students engaged in civic work: has been valuable to me as a teacher, produced pedagogical benefits for classes other than the ones that require civic engagement, benefitted my students, helped me to offer diversity in learning activities, taught my students new ways to address challenges, broadened my students’ experiences, contributed to my scholarly agenda, and ‘other’ (please specify).”

The following were the responses.

92.11% (n = 35) selected “benefitted my students”

89.47% (n = 34) selected “broadened my students’ experiences”

78.95% (n = 30) selected “has been valuable to me as a teacher”

63.16% (n = 24) selected “produced pedagogical benefits for classes other than the ones that require civic engagement”

57.89% (n = 22) selected “helped me to offer diversity in learning activities”

55.26% (n = 21) selected “taught my students new ways to address challenges”

31.58% (n = 12) selected “contributed to my scholarly agenda”

5.26% (n = 2) selected “other”

- The following are the responses for “other.”
 - “None of the above statements apply in my case”
 - “None of the above statements seem relevant to me or most of my students”

Conclusion

Our findings are positive and provide baseline information to track the impact that civic engagement work has on our faculty and staff.

Most respondents who participated in the survey involve civic work as part of the course or for extra credit.

The majority of respondents have integrated civic engagement into their lives, outside of the university.

The majority of respondents use civic engagement as a mechanism for enabling students to gain insight and a different perspective on issues in their community.

The majority of respondents reported that civic work improved their own insight and understanding of the community status.

The majority of the respondents felt that civic engagement benefitted them, their students, and their effectiveness as educators.

More than half of respondents were tenured faculty or on tenure track, although the survey elicited larger representation from tenured faculty.

All schools were represented, although SOBL and GENS had the most representation.

Recommendations

This survey elicited responses from tenured and non-tenured faculty, faculty-program coordinators and non-coordinators, adjuncts, professional staff, and administrative/managerial; however, it is important to secure a larger sample in the future.

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

Impact of Service for Students' Report*

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

Response rate: 126 surveys were completed.

Survey method: online via survey created by Dr. Sonia Gonsalves through surveymonkey.com. The survey was administered via Stockton Student Digest.

Data collection period: April and May of 2016

Sampling method: non-probability sampling

Findings

Sample Characteristics

- Among the 124 participants who answered the number of semesters at Stockton involved in service, most 70.16% (n = 87) were involved one to two semesters
- Among the 124 participants who indicated class standing, 9.68% (n = 12) were freshmen, 16.94% (n = 21) were sophomore, 33.06% (n = 41) were junior, and 40.32% (n = 50) were senior students.
- Among the 122 respondents who reported gender, 79.5% (n = 97) were female, 19.7% (n = 24) were male, and one student indicated gender fluid.
- Among the 117 respondents who reported race and ethnicity the breakdown was as follows: 70.08% (n = 82) White/Caucasian, 10.25% (n = 12) Hispanic, 9.40% (n = 11) African American/Black, 4.27% (n = 5) Asian, and 5.98 % (n = 7) other.
- Among the 124 respondents, 49.19% (n = 61) indicated that when considering the impact of their service they contributed 11 -30 hours, 18.55% (n = 23) contributed fewer than 10 hours, 15.32% (n = 19) contributed 31 to 50 hours, 13.71% (n = 17) contributed more than 70 hours, and 3.23% (n = 4) contributed 51 to 70 hours.

Types of Sites Where Students Have Worked in Community Partnerships

- Respondents had the following choices to select all that applied: "afterschool programs," "campus kitchen," "internships," "service learning," "special projects volunteers," and "other (please specify)."
 - The majority of respondents (72%, n = 90) chose "service learning," 33.6% (n = 42) chose "after school programs," 16% (n = 20) chose "internships," 16% (n = 20) chose "special projects volunteers," 12% (n = 15) chose "campus kitchen," and 16.8% (n = 21) chose "other."

- The following is the list of responses for “other”
 - 4-H
 - Special Olympics
 - Free Clinic
 - Assumption Regional Catholic School
 - Ocean Community Church Band
 - Seashore Gardens
 - Unified Sports
 - Volunteering for OT
 - The Arc of Atlantic County
 - Wellness center, Women Center, and Internet/Outside Sources
 - Absecon manor Nursing Home
 - Stockton Farm
 - English Learner
 - Special Young Athletes Program
 - Boys and Girls Club
 - Naturalization Classes
 - Get Fit with the Arc of Atlantic County
 - Stockton EMS
 - Local Community Volunteer Work
 - Community Engagement with Housing Authority

Respondents were asked to consider the civic work they had done over the past year and answer the following questions to reflect their overall positions, attitudes, behaviors, or beliefs.

Value of Service to the Community

- The first question asked, “what value did your service have to the community? (Rank the top 3 or check all that apply.)” Respondents had the following choices from which to select: “saved them money,” “increased their knowledge,” “increased their access,” “provided a service that they valued,” “developed a positive relationship with the community,” “helped with urgent need in an emergency,” “other (please specify).” The following are the responses.
 - 75.20% (n = 94) chose “developed a positive relationship with the community,”
 - 68% (n = 85) chose “provided a service that they valued”
 - 64.80% (n = 81) chose “increased their knowledge”
 - 34.40% (n = 43) chose “increased their access”
 - 23.20% (n = 29) chose “saved them money”
 - 10.40% (n = 13) chose “helped with urgent need in an emergency”
 - 5.60% (n = 7) chose “other”
 - The following is the list of responses for “other”
 - I haven’t given service learning hours this year
 - Raised funds
 - Spread their message to others
 - Helped feed the community
 - Does not apply
 - Creativity
 - Research and advocacy

Civic Engagement Work

Respondents were presented a 5-point Likert scale comprising 15 statements about their civic engagement work to rate their overall positions, attitudes, behaviors, or beliefs. The lower end of the scale was “strongly disagree” and the higher end of the scale was “strongly agree.” The following table shows the responses.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total of Respondents
It has increased my agency.	6.40 % (n = 8)	1.60 % (n = 2)	35.20 % (n = 44)	38.40 % (n = 48)	18.40 % (n = 23)	125
I have learned a lot.	5.56 % (n = 7)	5.56 % (n = 7)	8.73 % (n = 11)	40.48 % (n = 51)	36.68 % (n = 50)	126
I have much better understanding of important issues in the society.	4.76 (n = 6)	4.76 (n = 6)	16.67 % (n = 21)	30.16% (n = 38)	43.65% (n = 55)	126
I am more likely to contribute to public projects.	7.26 % (n = 9)	4.03 % (n = 5)	15.32 % (n = 19)	37.90 % (n = 47)	35.48 % (n = 44)	124
My values in democratic principles have been strengthened.	7.20 % (n = 9)	4.80 % (n = 6)	29.60 % (n = 37)	36.00 % (n = 45)	22.40 % (n = 28)	125
I have engaged in research.	8.80 % (n = 11)	10.40 % (n = 13)	28.00% (n = 35)	31.20 % (n = 39)	21.60 % (n = 27)	125
I have participated in additional acts of civic activism.	8.87 % (n = 11)	9.68 % (n = 12)	29.03 % (n = 36)	33.06 % (n = 41)	19.35 % (n = 24)	124
I am better able to understand perspectives other than my own.	6.35 % (n = 8)	3.17 % (n = 4)	16.67 % (n = 21)	38.89% (n = 49)	34.92% (n = 44)	126
My work was meaningful to the community.	6.45 % (n = 8)	1.61 (n = 2)	13.71 % (n = 17)	33.06 % (n = 41)	45.16 % (n = 56)	124
I made changes to the communities in which I served.	5.65% (n = 7)	4.84% (n = 6)	22.58% (n = 28)	33.87% (n = 42)	33.06% (n = 41)	124
I know more about outside (from the campus) communities.	7.94% (n = 10)	2.38% (n = 3)	19.84% (n = 25)	40.48% (n = 51)	29.37% (n = 37)	126
I have conversations with friends about my civic work.	7.94% (n = 10)	8.73% (n = 11)	16.67% (n = 21)	36.51% (n = 46)	30.16% (n = 38)	126
I am more likely to get involved with many types of community projects.	7.14% (n = 9)	3.97% (n = 5)	18.25% (n = 23)	35.71% (n = 45)	34.92 (n = 44)	126
I am better able to participate in discussions about civic and political issues in the communities.	7.26% (n = 9)	5.65% (n = 7)	29.84% (n = 37)	30.65% (n = 38)	26.61% (n = 33)	124
I have not been changed by my civic activities.	39.20% (n = 49)	20.80% (n = 26)	19.20% (n = 24)	10.40% (n = 13)	10.40% (n = 13)	125

Conclusion

Our findings are encouraging and provide baseline information to track the impact that civic engagement work has on our students. It is important that the majority of students (70.16%, n = 87) were involved in service one to two semesters and that the majority (75.20%, n = 94) chose “developed a positive relationship with the community” when asked about the value that their service had to the community.

The overwhelming level of agreement of survey respondents with statements: “I have learned a lot,” “I am better able to understand perspectives other than my own,” “My work was meaningful to the community,” “I know more about outside (form the campus) communities,” and “I am more likely to get involved with many types of community projects” show that survey respondents perceive their civic engagement work has enriched them and it has benefitted the community. This finding is very positive.

The majority of students are utilizing the institution’s engagement programs to connect them to the community.

73% agree or strongly agree with the statement that they are more likely to contribute to public projects in the future and that they are better able to understand perspectives other than their own. This is positive because we could expect that these students plan to contribute to society in ways that foster connections among diverse communities.

56% agree or strongly agree with the statement that they are better able to participate in discussions about civic and political issues in the community. This finding is encouraging because this kind of open-minded discourse about difficult subjects is a crucial step in effecting social change.

Recommendation

This survey had representation of all class levels, however the majority of respondents were seniors. It would be important to secure a larger response rate of freshmen, juniors, and sophomores. It would also be important to secure a larger sample.

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

Impact of Service for Partners' Report*

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

Response rate: 53 surveys were completed.

Survey method: online via survey created by Dr. Sonia Gonsalves through surveymonkey.com.

Data collection period: April and May of 2016

Sampling method: non-probability sampling.

Findings

Sample Characteristics

A checklist question revealed that agencies/organizations have the following types of partnerships with Stockton University.

- Internships (84.91%, n = 45)
- Service Learning (26.42%, n = 14)
- Volunteers (15.09%, n = 8)
- Special Projects (13.21%, n = 7)
- Other (13.21%, n = 7)
- Afterschool Program (3.77%, n = 2)
- Campus Kitchen (1.89%, n = 1)

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

- More than six years (37.74%, n = 20)
- Three to four years (22.64%, n = 12)
- One to two years (18.87%, n = 10)
- Five to six years (15.09%, n = 8)
- Less than one year (5.66%, n = 3)

A checklist question revealed the following community concerns or needs that the partnership with Stockton meet:

- Education/youth development (58.49%, n = 31)
- Other (33.96%, n = 18)
- Homelessness and poverty (24.53%, n = 13)
- Food security (16.98%, n = 9)
- Disability/elder care (15.09%, n = 8)
- Recreation/sports/fitness (13.21%, n = 7)
- Arts and culture (13.21%, n = 7)
- Environmental sustainability (9.43%, n = 5)

Motivation for Partnering with Stockton

Among the respondents who indicated their main motivation for partnering with Stockton in community projects, a checklist question revealed the following:

- Encourage students to pursue careers that help people (41.18%, n = 21)
- Teach students about the mission of my group or organization (19.61%, n = 10)
- Need additional help (19.61%, n = 10)
- Other (19.61%, n = 10)
- Get new ideas to implement in the community (0%)

Impact of Partnership with Stockton

When respondents were asked if the partnership with Stockton had an impact on their agency/organization, the majority (75.47%, n = 40) responded “yes,” 18.87% (n = 10) responded “not sure/don’t know,” and 5.66% (n = 3) responded “no.”

Those who responded “yes” were asked to rank a list of options describing how their partnership with Stockton impacted their agency/organization. Among the 38 who ranked the choice of “lightened staff workloads” 42.11% (n = 16) ranked “lightened staff work loads” as their first choice.

The remaining categories were ranked as follows:

- “Improved existing services” was most frequently ranked second by 37.14% (n = 13) of 35 respondents
- “Increased in number of services offered” was most frequently ranked third by 24.24% (n = 8) of 33 respondents
- “Increase in number of community members served” was most frequently ranked fourth by 32.35% (n = 11) of 34 respondents
- “Made new connections/networks with other community groups” was most frequently ranked fifth by 35.29% (n = 12) of 34 respondents
- “Other” was most frequently ranked sixth by 68.75% (n = 11) of 16 respondents

Impact of the Partnership Found to be Most Challenging

When respondents were asked what aspects of the partnership had been found to be most challenging, 60% (n = 18) of the 30 respondents ranked “no challenges encountered” as their first choice. The remaining categories were ranked as follows:

- “Level of training required for students” was most frequently ranked second by 28.57% (n = 8) of 28 respondents
- “Level of supervision required for students” was most frequently ranked third by 26.92% (n = 7) of 26 respondents
- “Demands upon staff time” was most frequently ranked fourth by 17.24% (n = 5) of 29 respondents
- “Level of student performance” was most frequently ranked fifth by 13.64% (n = 3) of 22 respondents
- “Level of student preparedness” was most frequently ranked sixth by 18.18% (n = 4) of 22 respondents
- “Academic calendar of the university” was most frequently ranked seventh by 23.81% (n = 5) of 21 respondents
- “Level of commitment to faculty/staff” was most frequently ranked eighth by 23.53% (n = 4) of 17 respondents

Level of Agreement with Statements about the Partnership

Respondents were presented a checklist of statements regarding the partnership with Stockton to select all that apply and indicate their level of agreement. The following were the responses.

- “Has been valuable to this organization” (96.08%, n = 49)
- “Helped us to manage our workload” (72.55%, n = 37)
- “Helped us to extend our services to more people” (70.59%, n = 36)
- “Benefitted community members” (68.63%, n = 35)
- “Improved access to services for wider groups” (43.14%, n = 22)
- “Produced economic benefits for the organization (35.29%, n = 18)
- “Taught us new ways to address challenges” (33.33%, n = 17)

Level of Satisfaction with Aspects of the Partnership

Respondents were presented a checklist of statements regarding their level of satisfaction with aspects of the partnership with Stockton to select all that apply and indicate their level of agreement. The following were the responses.

- “Student preparedness” (82.00%, n = 41)
- “Quality of student work” (82.00%, n = 41)
- “Student reliability” (76.00%, n = 38)
- “Opportunity to give feedback to Stockton personnel” (66.00%, n = 33)
- “Opportunity to have input in the partnership experience” (58%, n = 29)

Conclusion

Our findings are encouraging and provide baseline information to track the impact that our faculty/staff and students’ civic engagement work has on our community partners.

96% of our community partner respondents indicated that working with Stockton students has been valuable to their organization.

The majority of Stockton’s community partnerships have endured for more than six years.

According to our community partners, Stockton students who volunteer with them allow our partners to improve and extend their services in our community.

Most of our community partners found that working with Stockton students added no challenges to the operation of their organization.

It is very positive that respondents were equally satisfied with student preparedness and the quality of their work and that the majority of respondents chose these two items.

Recommendation

It would be important to secure a larger sample in the future.

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

Upcoming SCCE Projects at a Glance

In partnership with the Atlantic City Police Department, SCCE will establish a homework completion program at the Police Athletic League in Atlantic City. Additionally, we will expand the admission criteria for the children who enroll at the Stanley Holmes and Buzby Village Homework Program to 18-year-olds. I am pleased to report that SCCE is committed to these objectives.

