STOCKTON UNIVERSITY

CENTER FOR COMMUNITY ENGAGEMENT & SERVICE-LEARNING

FY 2022

Annual Report

July 1, 2021 - June 30, 2022

Executive Director's Message 2

Mission 3

Vision 3

Who We Are 3

Advisory Council 3

2022 Goals and Accomplishments Towards Goals 4

Budget and Planning 5

Events 5

Faculty Fellows Program 5

Scholarship Activity 6

SCCESL Collaborations 6

Stockton University Engagement in the News 7

Student Leaders 8

Student Leader Development 8

Student Leader Graduates 10

Homegrown Community Programs 10

- Homework Completion Program at Stanley Holmes Village 10
- Homework Completion Program at Buzby Homes Village 11
- Homework Completion Program at the Pleasantville Public Library 12
- Naturalization Class 12
- Information Retrieval Workshop 13

SCCESL Goals for 2022-2023 Upcoming Projects at a Glance 13

Appendix 14

- Assessment of the Impact of Community Engagement on Students 14
- Assessment of the Impact of Community Engagement on Community Partners 22
- Assessment of Service-Learning Activities 27
- Programmatic Assessment 30
  - Homework Completion 30
  - Programs Naturalization Class 34

Executive Director's Message

Dear Colleagues:

This year we celebrate the 10th Anniversary of the work that my predecessor, Dr. Reva Curry, began, and the combined efforts of the administration, faculty, students, staff, and alumni of Stockton University, and our community partners to develop and maintain mutually beneficial relationships. I thank all our community partners for their collaboration and leadership in bringing the needs of the community to Stockton's attention and for holding our Stockton Center for Community Engagement and Service-Learning (SCCESL) accountable all these years.

Since its inception, the Center has worked toward promoting the ideals of public service and social responsibility and serving the public good.

Among the many initiatives of the Center have been the Campus Kitchen at the Atlantic City High School, Homework Completion Programs, Naturalization Classes, English for Learners Program, Afternoon Tea Sessions with Older Adults, Diversity and Inclusion Training, and Computer and Internet classes. In all these activities and programs Stockton students have collaborated and learned from our community. The State of New Jersey designated Stockton as an Anchor institution in April of 2016 and these programs exemplify ways in which the Stockton Center for Community Engagement and Service-Learning has played an important role in helping Stockton live up to its Anchor Institution designation.

The Center spearheaded the documentation of the institution's community engagement, resulting in the renewal of the Elective Carnegie Community Engagement Endorsement, an honor that has enhanced the University's national reputation.

The Center managed the expansion, culminating with the merger of the Center for Community Engagement and the Office of Service-Learning into the Center for Community Engagement and Service-Learning effective July 1, 2020.

The Center faced the impact of the challenges and opportunities that the COVID-19 mitigation measures brought us. Through it, the strengths of the staff, faculty, Student Fellows, Faculty Fellows, Bonner Leaders, and the SCCESL's credibility with our community partners led us to adapt and continue our work.

In sum, in our first ten years, the Center has developed and maintained reciprocal and mutually beneficial relationships with hundreds of community partners and has created many opportunities for students to engage in high-impact practices and for faculty and staff to connect with community partners. We are proud of our work and look forward to creating even more connections that benefit students, faculty, staff, and partners in the years to come.

Please enjoy our Annual Report for the 2021-2022 academic year. The account of our work and the presentation of the evaluations we conducted were only possible because of the hard work of Heather Swenson Brilla, Erin O'Hanlon, Shawn, Cooper, and Patricia (Trish) Collins and our student leaders.

Merydawilda Colón, LSW, PhD
Executive Director, Stockton Center for Community Engagement and Service-Learning
and Tenured Professor of Social Work

Mission
The mission of the SCCESL is two-fold:

- Community Engagement co-sponsors programs in the community, opens doors and creates connections for new and improved collaborations, maximizes resources to maintain and establish mutually beneficial relationships with the community, and assists our internal and external partners with research activities to deepen the scholarship of engagement.
- Service-Learning is a pathway for social change through community-based learning, via curricular/co-curricular opportunities, sustaining civic engagement, enhancing reciprocal community partnerships, fostering civic and social agency, and exploring experiences through critical reflection.

Vision
The Stockton Center for Community Engagement and Service-Learning promotes the ideals of public service and social responsibility and serves the public good.

Who We Are
SCCESL's leadership includes Executive Director, **Dr. Merydawilda Colón**, Community Engagement Liaison **Patricia W. (Trish) Collins**, Community Projects Coordinator **Heather Swenson Brilla**, Service-Learning Coordinator, **Erin O'Hanlon**, and Senior Program Coordinator, **Shawn Cooper.** In addition to this full-time staff, the SCCESL was supported this year by an AmeriCorps member, **Nicole Bilotti**, a graduate student assistant, Christopher Lipari-Pazienza, and our Faculty Fellows, **Dr. Connie Tang,** and **Anthony Dissen**.

We are pleased that our team has increased to 34 students including undergraduate Student Fellows and Bonner Leaders, two MSW Interns and two Childhood Studies Minor interns. The SCCESL receives support from the Offices of Sponsored Research, Event Services and University Relations and Marketing, and invaluable support and guidance from its Advisory Council.

Advisory Council
The members of our 2021-2022 Advisory Council are:

- **Dr. John Froonjian**, *Executive Director, William J. Hughes Center for Public Policy*
- **Dr. Chelsea P. Tracy-Bronson**, *Associate Professor of Teacher Education*
- **Dr. David Burdick**, *Professor of Psychology and Director of SCOSA*
- **Dr. Merydawilda Colón**, *Executive Director, SCCESL and Professor of Social Work*
- **Emari DiGiorgio,** *Professor of Writing & First - Year Studies*
- **Christina Birchler**, *Director, Hammonton Instructional Site*
- **Dr. Mary Lou Galantino**, *Distinguished Professor of Physical Therapy*
- **Dr. Chris Catching**, *Vice President for Student Affairs*
- **Dr. Lisa Honaker***, Dean, School of Arts and Humanities and Professor of British Literature*
- **Carol Waties, Esq.,** *Director, Small Business Development Center*
- **Jane Bokunewicz**, *Associate Professor of Hospitality and Tourism Management Studies*
- **Dr. Christina Jackson***, Associate Professor of Sociology*
- **Brian K. Jackson**, *Chief Operating Officer, Atlantic City Campus*
- **Dr. Claudine Keenan**, *Dean, School of Education and Professor of Instructional Technology*
- **Dr. Tara Luke**, *Professor of Biology*
- **Alexander Marino**, *Director of Operations, Atlantic City Campus*
- **Dr. Michael Rodriguez**, *Associate Professor of Political Science*
- **Dr. Joseph Rubenstein**, *Professor of Anthropology*

- **Shilon Anderson**, *Human Resources Manager*
- **Dr. Carla Cabarle***, Assistant Professor of Business Studies, Accounting*

Affiliated Members

- **John Emge**, *Community Member-at-Large*
- **Cassandra Shellhorn,** *Director of Community Programs*, *Center for Family Services*
- **Fran Wise**, *Director of Development, AVANZAR*

2022 Goals and Accomplishments towards Goals

Strategic Goal	SCCESL Goal
1.2 Cultivate an Inclusive Campus Community	Use SCCESL 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
1.3 Promote Equitable Educational Access and Academic Achievement	Maintain or increase the number of Federal Work Student students who become Bonner Leaders, Student Fellows, and ChangeBuilders
3.1 Advance Academic Assessment	Contribute to the development, execution, and evaluation of the academic assessment plan
3.3 Embrace Diverse Teaching and Learning Styles	Reach out to faculty and staff and share best practices in the implementation of Service-Learning methods
	Increase opportunities for faculty and staff to learn about Scholarship of Engagement and how it can enhance their teaching

All the SCCESL goals were met this year. The following shows some of our accomplishments.

- Connected an average of 36 students (three per month from September 2021 to May 2022) to off-campus support services and supported them in navigating internal systems including the new CARES Program
- Supported 12 students in applying for SNAP benefits
- Connected the staff of the new CARES Program with the Atlantic County Community Roundtable, a network of over 40 service providers in the Stockton area that the SCCESL convenes quarterly to facilitate information exchange on community services provided
- Employed 24 Federal Work-Study students and provided them a leadership pathway within the functions of the SCCESL
- Collaborated with Service-Learning professors to create a pilot program intended to simplify the use of Blackboard within a Service-Learning course
- Contributed longitudinal Essential Learning Outcomes data to Chapter Five of the Middle States accreditation application and participated in the Self Study Visit
- Collected pre-and post-test results from Service-Learning students to assess the impact of Service-Learning courses on students' attainment of selected Essential Learning Outcome goals
- Facilitated ten Service-Learning oriented meetings and events to engage junior and senior faculty

- Conducted four events that explored best practices and the methods for Scholarship of Engagement

Budget and Planning
The SCCESL secured and maintained $35,000 from the Bonner Foundation for programs and activities that aligned with the SCCESL mission, vision, and goals.

For the fourth year in a row secured $10,000 from the TD Bank Charitable Foundation to fund the Homework Programs and secured $10,000 from the Schwartz Creed Foundation to expand capacity in the Homework Completion Programs. We secured and maintained $119,952 to conduct the Assessment of the Residents of Stanley Holmes Village and contribute to the Transformation Plan for the Westside of Atlantic City. The co-primary investigator on this grant is **Dr. Helana Girgis**. The external partners in this endeavor are the Atlantic City Housing Authority and Michaels Organization.

The SCCESL continues working on the objectives of the Westside Choice Neighborhoods Grant (Peoples component) with the Atlantic City Housing Authority. **Dr. Merydawilda Colón**, **Dr. Helana Girgis**, Master of Social Work interns **Desiree Robinson** and **Maria Castaneda**, along with our SCCESL alumna **Gloria Hamlett**, along with SCCESL Student Fellows, **Lauren Whaley**, **Kerstin Maguire**, **Christine Whaley**, and **Izabelle DelRoss** completed the survey process and the assessment of the needs of the Stanley Holmes residents concluded. 60% (N = 257) of the residents responded to the assessment survey. Our Executive Director, Merydawilda Colón organized the assessment phase activities with the support of the Atlantic Housing Authority, the Michaels Organization, and Dr. Helana Girgis who analyzed the findings and wrote the report summary. The Student Fellows: **Christine Whaley**, **Lauren Whaley**, and **Izabelle Del Ross**, the Social Work Interns, **Maria Castaneda and Desiree Robinson**, and our Stockton Alumna **Gloria Hamlett** also played an instrumental role in the assessment phase of the project.

We are looking forward to collaborating with our many community partners to begin addressing the Stanley Holmes' residents' health, education, and income related needs identified in the assessment.

Events
The SCCESL sponsored Hunger and Homelessness Awareness Week on campus from November 15, 2021, to November 19, 2021. Activities included the Oxfam Hunger Banquet, Project Clean Plate in partnership with Chartwells Dining Services, Hats for the Homeless knitting workshop, a drop-off shoe drive, Spent the Game, and a SNAP Challenge. The activities were open to all students, faculty, and staff and were well-attended.

Faculty Fellows Program

Anthony Dissen's Faculty Fellow project is focused on strengthening the bonds of connection between students and community partners by mentoring students in the process of conducting community-based research. Anthony will be leading a pilot group of students in the Spring 2022 term who are enrolled in a Community-Based Research Independent Study. Here, students will learn how community-based research is conducted, how to design and develop a community-based research scholarly project proposals and form new or strengthen current relationships with community partners in the local area. By aiding students in building a self-identity as a community-based scholar, not only will students learn how to conduct community-based research, but they will also foster the leadership skills and confidence necessary to be actively involved in their respective fields of study. Additionally, this will allow for more

meaningful and long-lasting relationships between Stockton University's undergraduate student population and members of the local community.

In addition to her published article on the Homework Completion Programs, Dr. Tang drafted an improved version of the Homework Completion Program survey for children. Modifications that were proposed included changes to the header to improve longitudinal tracking, the types of emotional reactions toward police officers would now use emotional faces from the same artist, and the police job responsibility of "serving" and an associated picture were added, a picture was changed so that all multiple choices for all questions now have unique pictures. Finally, captions were placed underneath all pictures to make things clearer to children. Dr. Tang will continue to work on improving the survey in consultation with Dr. Merydawilda Colon, Ms. Heather Swenson Brilla, and other colleagues.
Dr. Tang assisted with designing a performance-based assessment task as a learning outcome for Service-Learning students. The task addresses the topic of "generating ideas and recognizing opportunities." The specific outcome to address was "I can generate different ideas to explain a social condition." Ms. Heather Swenson Brilla and Dr. Merydawilda Colon have since spearheaded this by drafting the question as: "America is one of the richest countries in the world but, in 2019, 10.5% of households experienced food insecurity. In your opinion, what are some of the protentional causes of this condition?"
Finally, Dr. Tang continued her participation in the workgroup led by Dr. Christina Jackson to develop the Community Leadership and Social Change (CLSC) minor at the university by sending out an interest survey to current students.

Scholarship Activity
Dr. Connie Tang, Dr. Merydawilda Colón, and Heather Swenson Brilla published their article, "Homework Completion Program in Atlantic County, NJ: The First Five Years" in *The Police Journal: Theory, Practice, and Principles*.

The SCCESL participated in the Center for Teaching and Learning Design's Week of Teaching on February 18th and hosted the roundtable: Components of Engaged Scholarship and Service-Learning. Our SCCESL Faculty Fellows, Professor Anthony Dissen and Dr. Connie Tang along with Dr. Merydawilda Colón, Erin O'Hanlon, and Heather Swenson Brilla were the presenters.

This semester, the SCCESL launched the series: 15-Minute Splash of Community Engagement. Dr. Connie Tang, Professor Anthony Dissen, and our community partners, Lt. Will Santiago from the Atlantic City Police Department and Stockton student Nichole Data, among others, were the presenters. We look forward to continuing this series in the fall.

Nichole Data, Bonner Leader and health science major, presented the work of her Distinguished Research Fellowship at the Day of Scholarship on April 7, 2022. Data is working with the Future Leaders Program of the Salvation Army to address the cyclical nature of discrimination and poverty via education in Atlantic City.

SCCESL Collaborations
Patricia Collins, Shawn Cooper, Stockton students which include Bonner Leaders, and MSW interns have supported the operation of the monthly food distribution events of the Westminster Christian Worship Center of Atlantic City, NJ, managed by their minister, Dr. Thelma Witherspoon. The distributions took place on the 4th Wednesday of June through December 2021. 1,110 families per month have been

served. The experience has been rewarding for the Stockton staff and volunteers and we look forward to continuing to support the Westminster Christian Worship Center in 2022.

During the spring 2022 semester, the SCCESL embarked on two new collaborations, extending the university's Service-Learning activities to Caguas, Puerto Rico, and its engagement activities to the General Consulate of Bangladesh in New York.

On March 18, 2022, the Student Fellows of the Center met with **Darnell Sutton,** Community Affairs Specialist, Division of Depositor and Consumer Protection at the FDIC, to learn about the Get Banked initiative. Get Banked is and FDIC program that helps unbanked people access low- or no-fee bank account. The Student Fellows will share this information with Stockton students at tabling events in the coming year.

Student Fellow **Lauren Whaley** used her graphic design skills in the month of March to redesign photos of the dogs that were available for adoption at the Atlantic County Animal Shelter in Pleasantville. Ms. Whaley recreated all of the dogs' photos to have a St. Patrick's Day theme which aligned with the shelter's adoption promotion for the month.

Dr. Merydawilda Colón collaborated with Edbelinda Nambo of the Atlantic City Government and Professor Shah Khan of Stockton University and hosted a meeting with the Bangladesh Atlantic County Association at the John F. Scarpa Academic Center to learn about the Association's activities and open lines of communication with Stockton University. As a result of the meeting, the SCCESL collaborated with the Bangladesh Association of Atlantic County and hosted the Bangladesh Consulate on May 31st. at the John F. Scarpa Academic Center. Consulate services were provided to over 300 people.

The SCCESL is pleased to have collaborated with the Association to bring the consulate to our local community so the Bangladeshi community members would not have to travel to New York to see the consulate.

Erin O'Hanlon and Dr. Colón, together with Dr. Arnaldo Cordero Roman, supported Stockton student Nathalee Irene, who was based in Puerto Rico for the spring semester. Nathalee was in Dr. Gorica Majstorovic's "Children's Literature in Spanish" class. Nathalee worked with the local school district in Caguas to support children's English-language learning in the classroom. This opportunity to provide Service-Learning in the local community started a relationship between SCCESL and Academia Regional Adventista Central in Caguas.

Stockton University Engagement in the News
The activities of Stockton University and/or the Center for Community Engagement and Service-Learning were featured in several media pieces this year. Highlights include:

- "Stockton University jobs program is benefiting students and Atlantic City businesses." John M. O'Connor, Press of Atlantic City, June 23, 2022
- "Offshore wind farm partners with Stockton University for wildlife training, research." John Russo, Press of Atlantic City, June 2, 2022
- "New citizens take pledge to America at Stockton University." Eric Conklin, Press of Atlantic City, May 9, 2022
- "New Stockton program hopes to help casino employment struggles." Nicholas Huba and Jillian Frantz, Press of Atlantic City, April 18, 2022

- "Stockton's maple syrup program crosses county, state lines." Eric Conklin, Press of Atlantic City, February 28, 2022
- "Police reform continues with US-funded studies." Editorial, Press of Atlantic City, December 8, 2021
- "Stockton expands on-campus food pantry with $80k state grant." Claire Lowe, Press of Atlantic City, July 30, 2021
- "Body cameras effective at holding police accountable, Stockton study says." Ahmed Austin, Press of Atlantic City, July 27, 2021

Student Leaders

The SCCESL has three student leadership programs, the Bonner Leaders, the Student Fellows, and the ChangeBuilder Program. Bonner Leaders focus on specific issue areas and organize students through Service-Learning classes, clubs, and organizations to be part of the solution. Bonner Leaders are part of a national cohort of Bonner Leaders and Scholars, supported through The Bonner Foundation, based in Princeton, NJ.

Student Fellows are the leaders of our homegrown community programs. They are undergraduate or graduate students working in direct service with excellent organizational skills, and a desire to serve and explore a specific community and/or issues more intensely. They examine the underlying causes of social issues and work with the Center to try to adapt our programming to address the need. Student Fellows also collect and, with the support of the Community Projects Coordinator, analyze data about our programs so that we can best direct our efforts.

Through a partnership with EngageNJ (formerly New Jersey Campus Compact), Stockton University is committed to dramatically increasing opportunities for college students to demonstrate excellence while engaging with issue-driven projects in the local community. ChangeBuilders, simply, make a measurable difference in their community. The goal is to develop a culture of young, socially responsible graduates with the skills to succeed in achieving their own work-life goals and in their efforts to be part of change for the better.

There are five goals to the ChangeBuilders Program at Stockton:
1. Develop Service-Learning and civic engagement project opportunities throughout students' educational experience.
2. Increase employability by developing 21st century workplace skills.
3. Increase student retention by offering a greater ranger of Service-Learning and civic engagement experiences and partnerships with both 2-year and 4-year institutions.
4. Significantly increase overall college student participation in Service-Learning and civic engagement.
5. Ensure that a significant number of nonprofits and community service agencies increase their capacity.

Student Leader Development

EngageNJ (formerly New Jersey Campus Compact) provided a student leader training on February 26th at Middlesex County College. Over 12 Stockton students traveled to the conference, including Bonner Leaders, Student Fellows, and ChangeBuilders. At the conference, students learned about professional presentation skills for job and internship opportunities, and many had their resumes reviewed by a panel of professionals. There were also workshops on how to develop a resume and CV, and leadership and service opportunities.

April 18th to April 22nd marked the Student Fellow Week of Training. In addition to sessions on budgeting, goal setting, and the 40 Developmental Assets developed by the Search Institute, the Center was privileged to have Dr. Robin Hernandez-Mekonnen teach the Student Fellows about causes and effects of trauma in youth and adults. The training was very well-received.

This year, the Bonner leaders worked on diverse projects in the community. The following agencies represent a sample of the types of partnerships they created and the areas of service they addressed.

- 4H of Atlantic County
- Narenji Tree Foundation
- Masjid Al-Taqwa
- Girl Scouts of America
- Arc of Atlantic County
- Viet Lead
- Westminster Christian Worship Center Food Distribution
- Stories of Atlantic City
- Salvation Army of Atlantic City
- Eastern Service Workers Association
- Big Brothers Big Sisters Gloucester County
- HR Recovery Initiative
- Torch Academy
- Volunteers in Medicine – Atlantic County
- New Jersey Organizing Project
- Atlantic County ACES (Hockey Club)

Nick Cerniglia, Bonner Leader, was named the 2022-23 Newman Civic Fellow by Campus Compact. The Newman Civic Fellowship recognizes and supports community-committed students who are changemakers and public problem-solvers at Campus Compact member institutions. Each university or college can select one student each year. Cerniglia the founder and president of a campus club named Aspire to Inspire, which "promotes positivity, inclusion and perseverance in the face of challenges or adversity." He also is doing research on using journaling and meditation to address the mental health crisis in K-12 schools.

Led by ChangeBuilder and EOF-AC student **Troy Edwards**, students across the campus were invited to a special service project designed to focus on the conflict in Ukraine. Students hand-sewed two Ukrainian flags, one to keep for themselves and one to donate during tabling events. Displaying the flags in dorm rooms, bookbags, and common areas show support for Ukraine's independence after being invaded by Russia. In addition to learning about the conflict, students were taught and able to demonstrate hand sewing, an important life skill.

Stockton University sophomore **Azra Mahisa**, a native of Atlantic City, recently received the annual ChangeBuilder Scholars Award for her work as a student and engaged member of the community. Mahisa was chosen as Stockton's recipient and received a $1,000 scholarship. The Atlantic City native is a criminal justice major with an immigration studies minor and an anticipated graduation date of spring 2024.

2021 – 2022 Student Leader Graduates

- Sydney Bazilian
- Marina Eskandar
- Sarah Lombardo
- Kaity Caraway
- Nashalie Romero Ayala

Service-Learning

In fall 2021, we supported 37 Service-Learning classes and 729 students. In spring 2022, we supported 31 Service-Learning classes and 506 students. In fall, 2021, there were six new courses that ranged across various school. In spring 2022 there were two new courses.

The Service-Learning Blackboard continues to support students in completing six different assignments, including project plans and reflections, to receive the Service-Learning designation (SRLN) and credit on their transcripts. New faculty are invited each semester to consider adding Service-Learning as a teaching methodology to their course by completing the SRLN application. The pre- and post-test assessment was modified in fall 2021 to reflect three specific essential learning outcomes (ELOs) and then refined in spring 2022. Detailed information on Service-Learning assessment can be found in the appendix.

Homegrown Community Programs

Homework Completion Programs
The Homework Completion Program returned to the community in September of 2021. Programs were held at Stanley Holmes Village, Buzby Homes Village, and the Pleasantville Public Library.

Stanley Holmes Village
The Homework Completion Program at Stanley S. Holmes Village began its seventh year on September 20, 2021. 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 SCCESL, 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 5-18 with their questions.

This year, SCCESL MSW Intern **Desiree Robinson** led the program, supported by SCCESL Student Fellows **Ann Delva** and **Olivia Lovett**. Several other Student Fellows, as well as 52 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 survey taken by 10 children (N=10) mirror tutors' impressions. (Please refer to the appendix for the survey.)

Responses to the survey revealed the following:

- Most respondents have a positive response when they see a police officer.
- Most participants would go to a police officer if they needed help.
- Most participants felt that completing homework and playing with their friends were the best part about the homework completion program.
- Most participants agreed with the statement that they love coming to the community room at Stanley S. Holmes Village.

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

Buzby Homes Village

The Homework Completion Program at Buzby Homes Village began its sixth year on September 20, 2021. 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 SCCESL, 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 5-18 with their questions.

This year, SCCESL Students Fellow **Lauren Whaley** led the program, supported by SCCESL Student Fellows **Kaity Caraway**, **Nidaa Bukhari**, **Ariana Burgos**, and Childhood Studies Minor Intern **Arianna Basile**. Several other Student Fellows, as well as 54 Stockton student volunteers, participated at Buzby Homes Village.

Tutors noted that the students seemed engaged in their homework and that they appeared to have a positive relationship with police officers. The findings of a satisfaction survey 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 have a positive response when they see a police officer.
- Most participants would go to a police officer or and/or their parents if they needed help.
- Most participants felt that completing homework and playing with their friends were the best part about the homework completion program.

- Most participants agreed with the statement that they love coming to the community room at Buzby Homes Village.

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

Pleasantville Public Library

The Homework Completion Program at the Pleasantville Public Library began its fifth year on September 20, 2021. 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 SCCESL, the Pleasantville Police Department, and the City of Pleasantville. These three organizations have partnered to offer children a period of quiet homework time between 3:30 pm and 5:00 pm, Monday through Thursday, in the community room within the Pleasantville Public Library. Onsite, Stockton University students and Pleasantville Police Officers monitor homework time and assist children ages 5-18 with their questions.

This year, SCCESL MSW intern Maria Castaneda and SCCESL Students Fellow **Ariana Ramirez** led the program, supported by SCCESL Student Fellows **Nashalie Romero Ayala, Lina Garrido, and Kristine Garcia, Kathy Quintana-Godoy, and Sarah Lombardo.** Several other Student Fellows, as well as 34 Stockton student volunteers, participated at Buzby Homes Village.

Tutors noted that the students seemed engaged in their homework and that they appeared to have a positive relationship with police officers. The findings of a satisfaction survey taken by 5 children (N=5) mirror tutors' impressions. (Please refer to the appendix for the survey.)

Responses to the survey revealed the following:

- Most respondents have a positive response when they see a police officer.
- Most participants would go to a police officer if they needed help.
- Most participants felt that completing homework and playing with their friends were the best part about the homework completion program.

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

Naturalization Classes

The Naturalization Class resumed in-person sessions this year and, to date, have helped 35 participants become naturalized citizens. The SCCESL held 31 sessions and 19 community members participated over the year. Sessions were facilitated by MSW intern Maria Castaneda, supported by **Izabelle DelRoss, Ivett Carrasco, Ariana Ramirez, Marina Eskander, and Nashalie Ayala Romero**. This year, virtual workshops were added to the in-person classes, specifically for people who are preparing for their imminent interview dates.

Information Retrieval Workshops
The Information Retrieval workshops, funded by the Schwartz-Creed Foundation, resumed in November of 2021 and 10 community members participated regularly. Participants in the classes stated that the classes improved their access to information in several life domains and that they taught members of their community what they learned. This program was led by **Merydawilda Colón** and supported by **Ivett Carrasco, Lina Garrido, and Kristine Garcia**.

Stockton Center for Community Engagement and Service-Learning Goals for FY23

1.3 - Goal 5 - Promote Equitable Educational Access and Academic Achievement

- Collaborate with on-campus offices and centers, which already provide supportive services, as well as external community resources to increase students' access to those services that would allow them to persist in their education.
    - In addition to continuing to provide ad hoc guidance programs to the Office of the Dean of Students and Enrollment Management, strengthen partnerships with student support services by holding monthly check-ins with the CARES program, the Office of Financial Aid, the Food Assistance Program, and relevant Atlantic County Community Roundtable members.

3.1 - Goal 1 - Advance Academic Assessment

- Update the Community Engagement Institutional Assessment Plan to align with the current Carnegie Framework.
- Analyze 30% of the qualitative Service-Learning submissions from the performance task item included in the Service-Learning pre- and post-test which was piloted in FY 22.

3.3 - Goal 2 - Embrace Diverse Teaching and Learning Styles

- In response to findings of the Service-Learning Survey for Faculty, create at least two on-demand videos to show faculty how to create a Service-Learning course and establish a community partnership. The videos will be posted on the SCCESL and CTLD websites.

3.4 - Goal 1 - Enhance the Scholarship of Teaching and Learning

- Promote Scholarship of Engagement through our current practices (15-Minute Splash of Community Engagement presentations and sessions during the CTLD orientation offerings for new faculty and CTLD Week of Teaching).
- Conduct one focus group with faculty to learn about the incentives and the barriers to conducting Scholarship of Engagement.

Upcoming Projects at a Glance
In Academic Year 2023, the SCCESL looks forward to new community programs with Allies in Caring in Hammonton, Oceanside Family Success Center in Atlantic City, and increased on-campus events for Stockton students.

APPENDIX

Assessment of the Impact of Community Engagement
Students Report

Purpose: to assess the impact of student experiences with community engagement and Service-Learning partnerships over the past year.

Response rate: 120 surveys were completed

Survey method: online via Qualtrics survey.

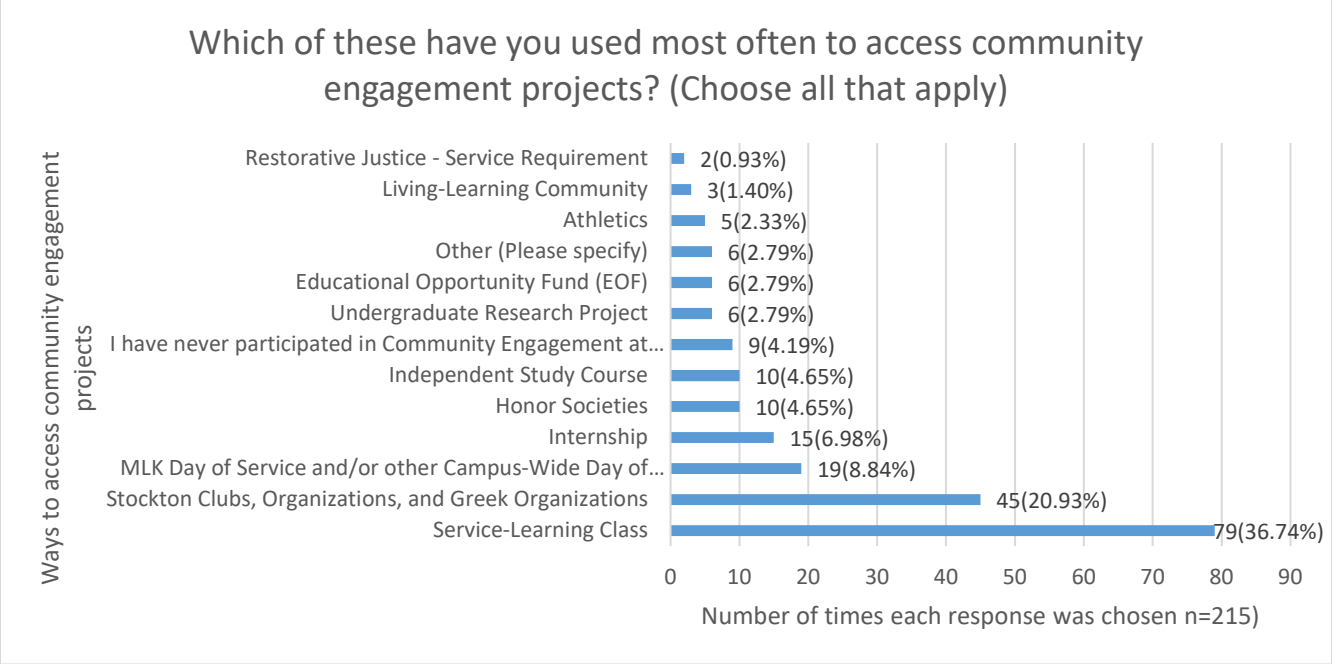
Data collection period: April through May of 2022

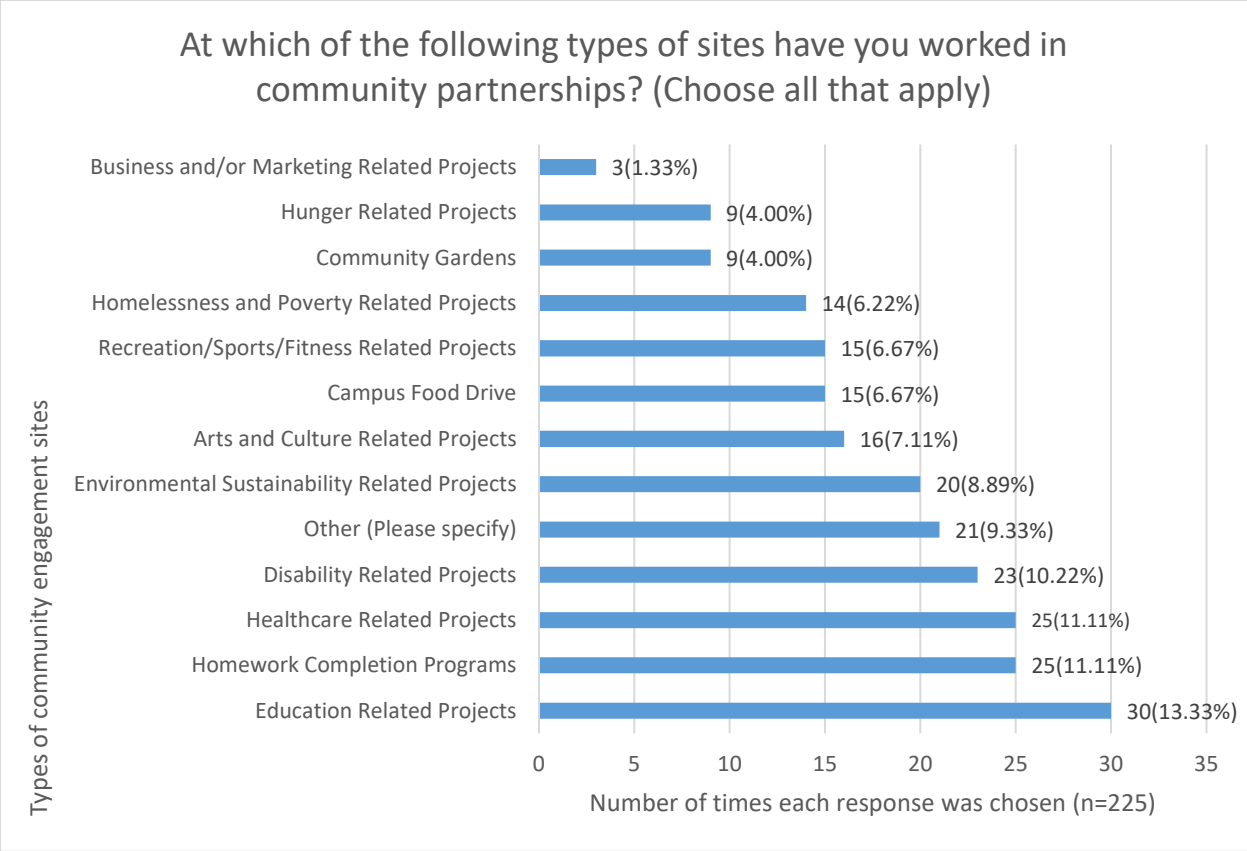
Sampling method: Non-probability sampling

Presentation of Findings

The sample for the 2022 Impact of Community Engagement survey increased from 2021 from 50 to 120. Challenges continue to exist in campus-wide survey efforts but the sample more than doubled for the year. Demographic data for the students responding to the survey show that the overall age of students who completed the survey was 23.84 years old. The average age of traditional students (defined as ages 18 to 25) was 21.01 years old. Most students (n=97) were juniors and seniors.

The following charts and tables present the data on the pathways to engagement and perceived impact of community engagement activities on students, including their impressions of the impact on their learning.




At which of the following types of sites have you worked in community partnerships? (Choose all that apply)
Types of community engagement sites
Business and/or Marketing Related Projects
Hunger Related Projects
Community Gardens
Homelessness and Poverty Related Projects
Recreation/Sports/Fitness Related Projects
Campus Food Drive
Arts and Culture Related Projects
Environmental Sustainability Related Projects
Other (Please specify)
Disability Related Projects
Healthcare Related Projects
Homework Completion Programs
Education Related Projects
3(1.33%)
9(4.00%)
9(4.00%)
14(6.22%)
15(6.67%)
15(6.67%)
16(7.11%)
20(8.89%)
21(9.33%)
23(10.22%)
25(11.11%)
25(11.11%)
30(13.33%)
0 5 10 15 20 25 30 35
Number of times each response was chosen (n=225)

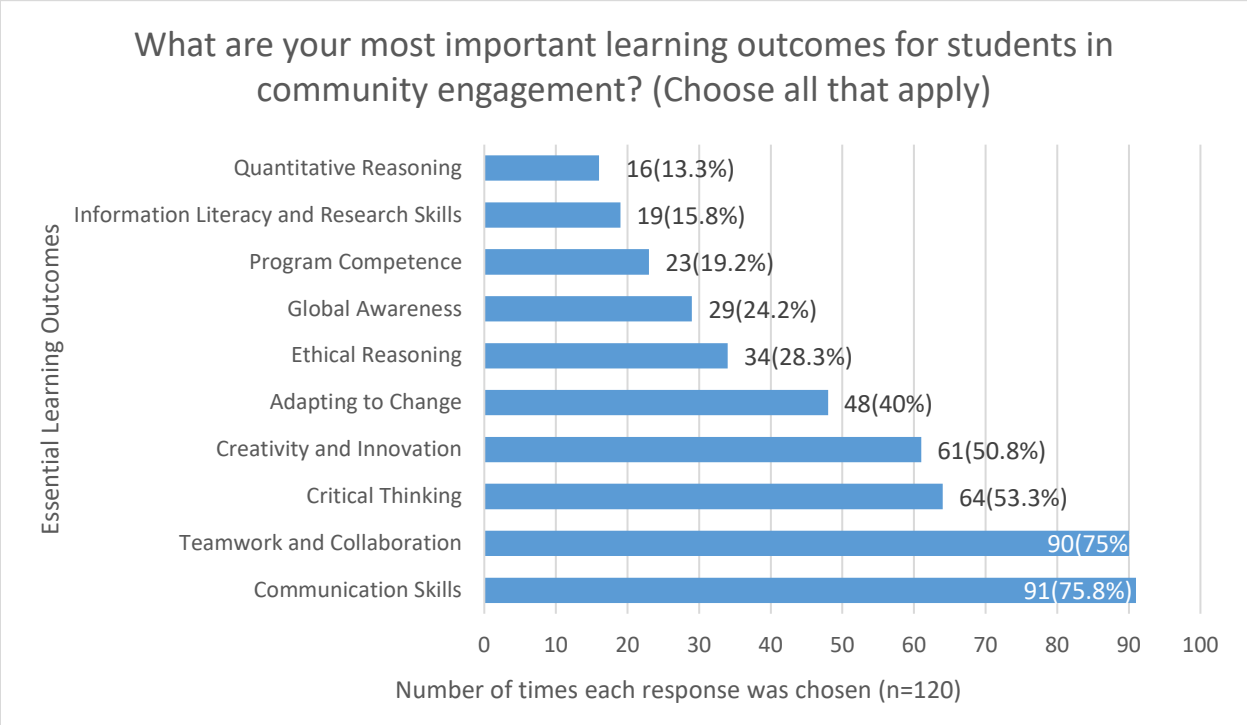

What are your most important learning outcomes for students in community engagement? (Choose all that apply)
Essential Learning Outcomes
Quantitative Reasoning
Information Literacy and Research Skills
Program Competence
Global Awareness
Ethical Reasoning
Adapting to Change
Creativity and Innovation
Critical Thinking
Teamwork and Collaboration
Communication Skills
16(13.3%)
19(15.8%)
23(19.2%)
29(24.2%)
34(28.3%)
48(40%)
61(50.8%)
64(53.3%)
90(75%
91(75.8%)
0 10 20 30 40 50 60 70 80 90 100
Number of times each response was chosen (n=120)

Table 1. Frequency distribution of students' self-assessment of impact of community engagement

	n	Mean	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It has increased my ability to effect change.	120	4.12	48(40.0%)	45(37.5%)	23(19.2%)	1(0.8%)	3(2.5%)
I have learned a lot about myself.	120	4.14	51(42.5%)	43(35.8%)	21(27.5%)	2(1.7%)	3(2.5%)
I have a much better understanding of important issues in society.	120	4.13	49(40.8%)	43(35.8%)	25(20.8%)	1(0.8%)	2(1.7%)
I am more likely to contribute to public projects.	120	4.18	52(43.3%)	44(36.7%)	20(16.7%)	2(1.7%)	2(1.7%)
My values in democratic principles have been strengthened.	120	3.91	40(33.3%)	36(30.0%)	39(32.5%)	3(2.5%)	2(1.7%)
I have engaged in research as a result of my community engagement activity.	120	3.63	33(27.5%)	34(28.3%)	33(27.5%)	16(13.3%)	4(3.3%)
My participation in acts of activism has increased.	120	3.86	37(30.8%)	36(30.0%)	42(35.0%)	3(2.5%)	2(1.7%)
I am better able to understand perspectives other than my own.	120	4.19	50(41.7%)	47(39.2%)	21(17.5%)	0(0.0%)	2(1.7%)
My work was meaningful to the community.	120	4.19	52(43.3%)	43(35.8%)	23(19.2%)	0(0.0%)	2(1.7%)
I made changes in the communities in which I served.	120	4.16	49(40.8%)	46(38.3%)	22(18.3%)	1(0.8%)	2(1.7%)
I know more about off campus communities.	120	3.82	36(30.0%)	40(33.3%)	32(26.7%)	10(8.3%)	2(1.7%)
I have conversations with friends about my community work.	120	3.93	39(32.5%)	46(38.3%)	25(20.8%)	7(5.8%)	3(2.5%)
I am more likely to get involved with many types of community projects.	120	4.02	40(33.3%)	49(40.8%)	27(22.5%)	1(0.8%)	3(2.5%)

I am better able to participate in discussions about civic and political issues in the communities.	120	3.73	31(25.8%)	39(32.5%)	43(35.8%)	1(0.8%)	6(5.0%)
I have not been changed by my community activities.	120	2.44	14(11.7%)	11(9.2%)	27(22.5%)	30(25.0%)	38(31.7%)

Table 2. Comparison of students' self-assessment of impact of community engagement: General student population vs. student volunteers in the homework completion programs

	n	It has increased my ability to effect change.	I have learned a lot about myself.	I have a much better understanding of important issues in society.	I am more likely to contribute to public projects.	My values in democratic principles have been strengthened.	I have engaged in research as a result of my community engagement activity.	My participation in acts of activism has increased.	I am better able to understand perspectives other than my own.
General Student Population	n=120	4.12	4.14	4.13	4.18	3.91	3.63	3.86	4.19
HWP Volunteers	n=26	4.26	3.7	4.59	4.41	3.85	3.37	4	4.41

		My work was meaningful to the community.	I made changes in the communities in which I served.	I know more about off campus communities.	I have conversations with friends about my community work.	I am more likely to get involved with many types of community projects.	I am better able to participate in discussions about civic and political issues in the communities.	I have not been changed by my community activities.
General Student Population	n=120	4.19	4.16	3.82	3.93	4.02	3.73	2.44
HWP Volunteers	n=26	4.44	3.78	4.44	4.56	4.33	3.81	1.63

Table 3. Independent samples test FY22 general student population vs. volunteers in the homework completion programs impact survey Likert items

		Mean	Two-Tailed Sig.	Mean Difference
Campus	It has increased my ability to effect change.	4.12	**0.282**	-0.143
HWP	It has increased my ability to effect change.	4.26		
Campus	I have engaged in research as a result of my community engagement activity.	3.63	**0.192**	0.263
HWP	I have engaged in research as a result of my community engagement activity.	3.37		
Campus	I am better able to understand perspectives other than my own.	4.19	**0.208**	-0.216
HWP	I am better able to understand perspectives other than my own.	4.41		
Campus	My work was meaningful to the community.	4.19	**0.149**	-0.253
HWP	My work was meaningful to the community.	4.44		
Campus	I am more likely to get involved with many types of community projects.	4.02	**0.081**	-0.317
HWP	I am more likely to get involved with many types of community projects.	4.33		
Campus	I have not been changed by my community activities.	2.44	**<.001**	0.812
HWP	I have not been changed by my community activities.	1.63		
Campus	I have learned a lot about myself.	4.14	**0.027**	0.438
HWP	I have learned a lot about myself.	3.7		
Campus	I have a much better understanding of important issues in society.	4.13	**0.013**	-0.459
HWP	I have a much better understanding of important issues in society.	4.59		
Campus	I made changes in the communities in which I served.	4.16	**0.041**	0.381
HWP	I made changes in the communities in which I served.	3.78		
Campus	I know more about off campus communities.	3.82	**<.001**	-0.628
HWP	I know more about off campus communities.	4.44		
Campus	I have conversations with friends about my community work.	3.93	**0.002**	-0.631
HWP	I have conversations with friends about my community work.	4.56		

Table 4. General population impact survey data comparison of mean scores: 2021 vs. 2022

MEAN SCORES	2021 (n=50)	2022 (n=120)
It has increased my ability to effect change	4.02	4.12
I have learned a lot about myself.	3.76	4.14
I have a much better understanding of important issues in society.	3.9	4.13
I am more likely to contribute to public projects	3.86	4.18
My values in democratic principles have been strengthened	3.52	3.91
I have engaged in research as a result of my community engagement activity	3.18	3.63
My participation in acts of activism has increased	3.46	3.86
I am better able to understand perspectives other than my own	3.98	4.19
My work was meaningful to the community	4.04	4.19
I made changes in the communities in which I served	3.66	4.16
I know more about off campus communities	3.42	3.82
I have conversations with friends about my community work	3.4	3.93
I am more likely to get involved with many types of community projects	3.76	4.02
I am better able to participate in discussions about civic and political issues in the community.	3.34	3.73
I have not been changed by my community activities.	2.38	2.44

Conclusion

The institutional changes in e-mail mass communication and the impact of the COVID-19 mitigation measures delayed the implementation of the Assessment of Impact of Community Engagement Survey for Students resulting in a higher response rate than AY21 but a lower response rate than pre-COVID surveys. Results of the assessment this year revealed that:

- When asked how they accessed community engagement projects, avenues associated with the SCCESL including, “Service-Learning classes” and “MLK Day of Service” were selected 45.58% of the time.
- “Critical Thinking”, “Teamwork and Collaboration”, and “Communication Skills” were three of the Stockton’s 10 Essential Learning Outcomes (ELOs) students selected most often as the most important learning outcomes they have achieved through community engagement.

In addition to the campus-wide survey asking students about their perceptions of the impact of their engagement activities, we deployed a paper survey with a sub-set of the items directly to the volunteers in the Homework Completion Program.

As table two outlines, Stockton students who volunteered in the Homework Completion programs, which included regular reflection conducted by staff of the SCCESL, rated themselves higher than the general population on ten of the fifteen items. Examples of statements that showed statistically significant positive differences regarding their engagement activities included, “I have learned a lot about myself”; “I know more about off-campus communities”; and “I made changes in the communities in which I served.”

Assessment of the Impact of Community Engagement
Community Partners Report

Purpose: to assess the impact of community partners' experiences with community engagement and Service-Learning partnerships over the past year.

Response rate: 44 surveys were completed

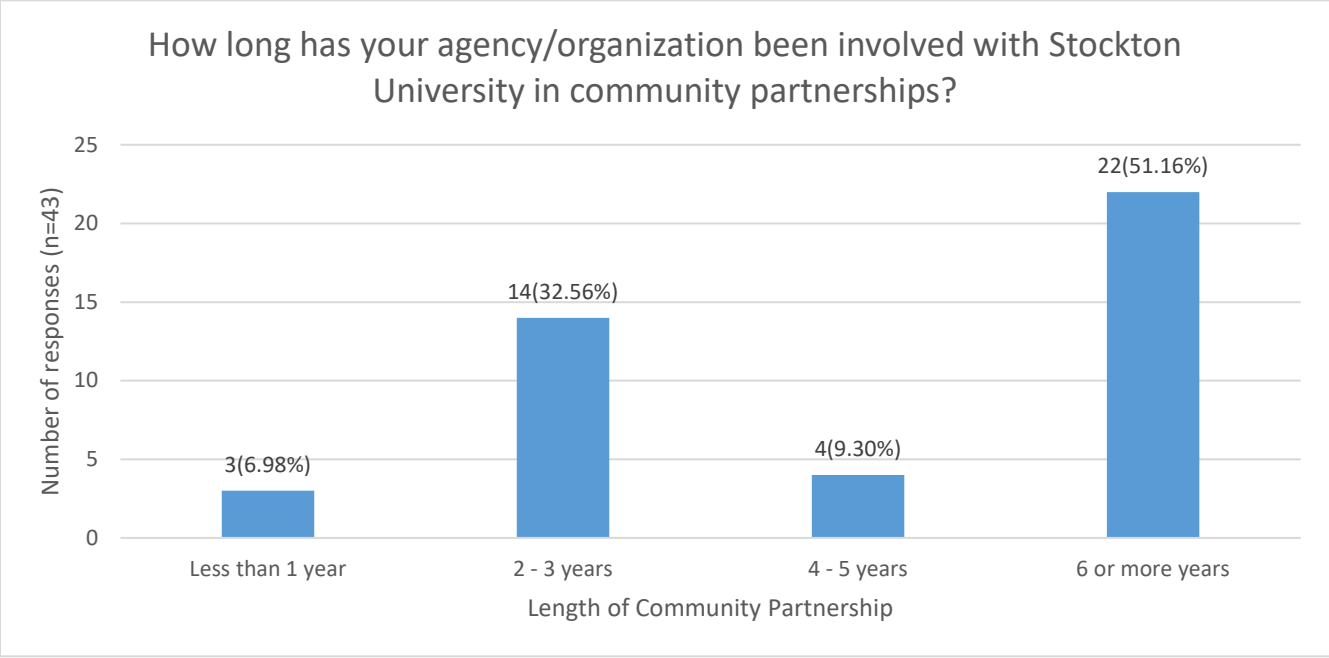
Survey method: online via Qualtrics survey.

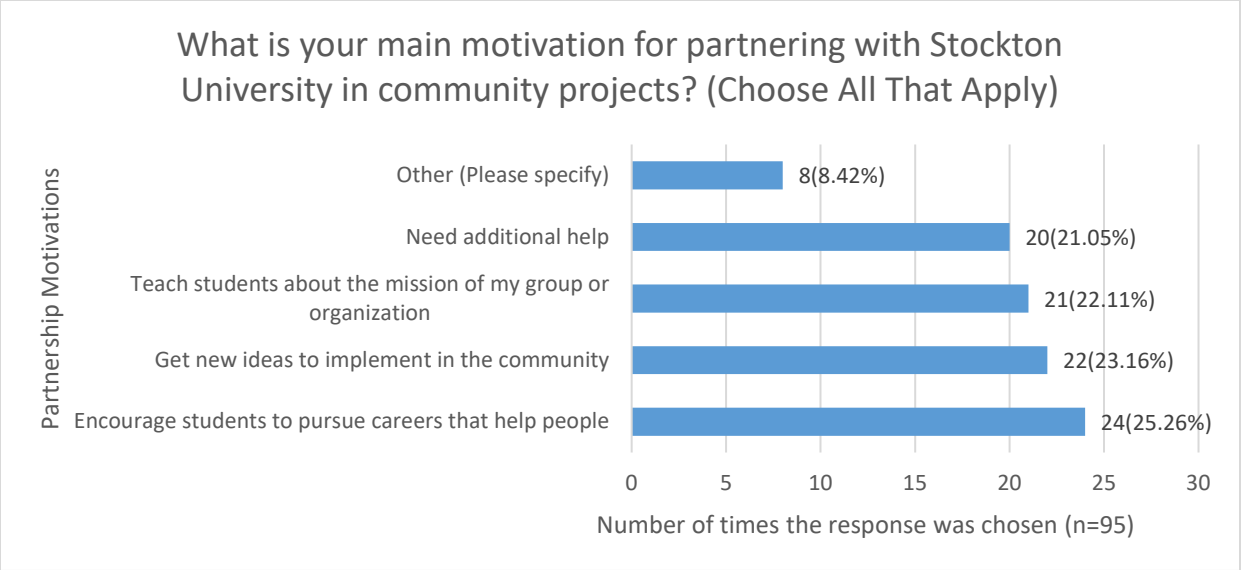
Data collection period: April through May of 2022

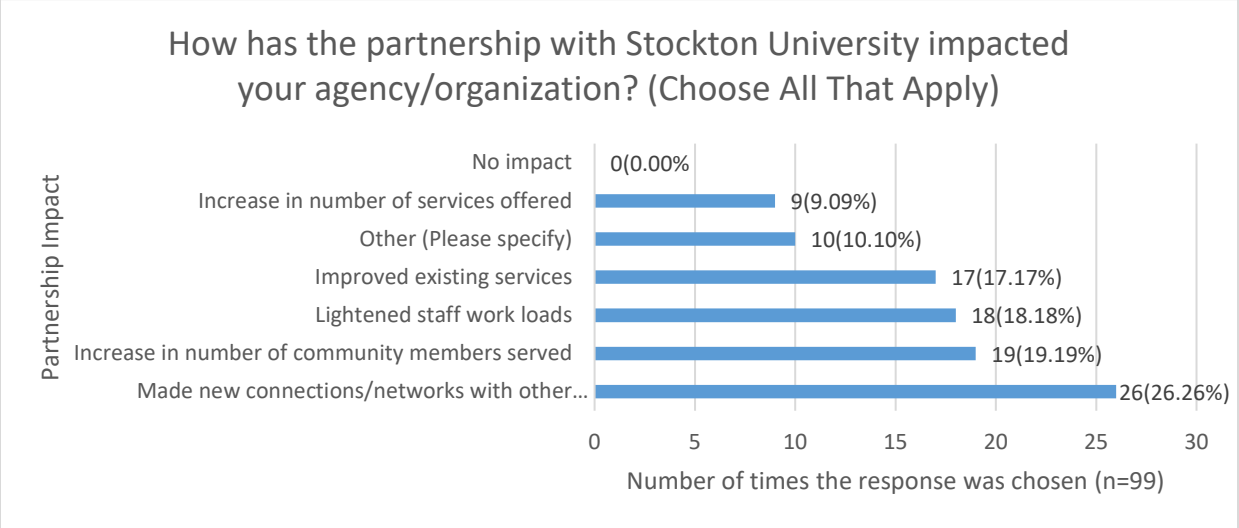
Sampling method: Non-probability sampling

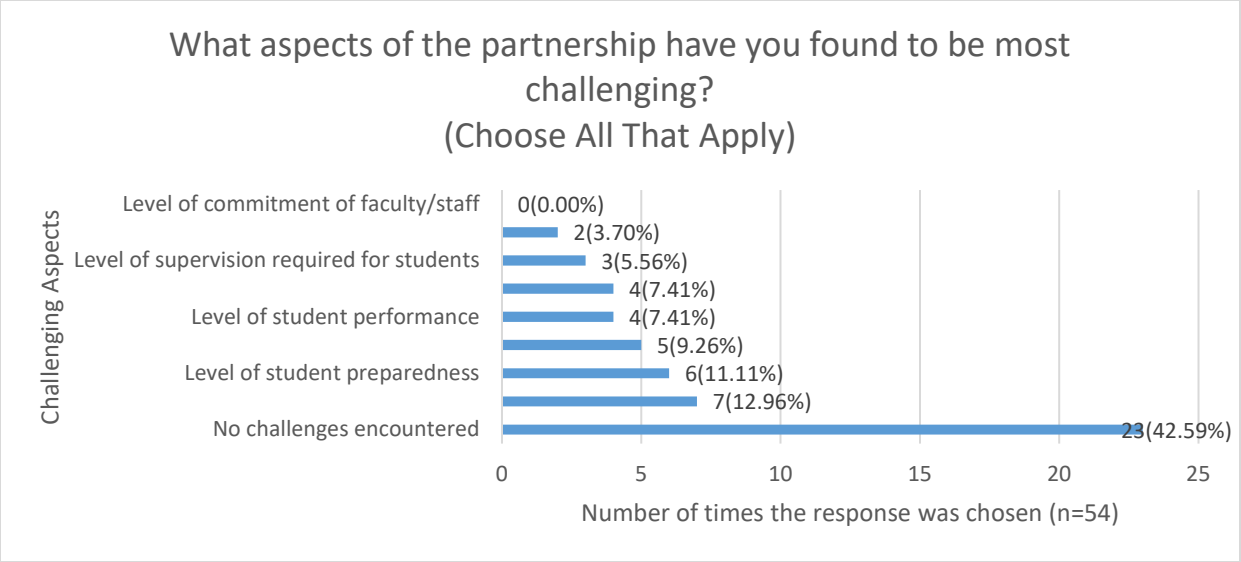
Annual Qualtrics surveys are conducted with the university's community partners. In AY 22, 44 partners took the survey which were distributed to Service-Learning partners, Social Work internship partners, community partners of Kramer Hall in Hammonton, and direct partners working with the Atlantic City campus. Results of the surveys are presented below.

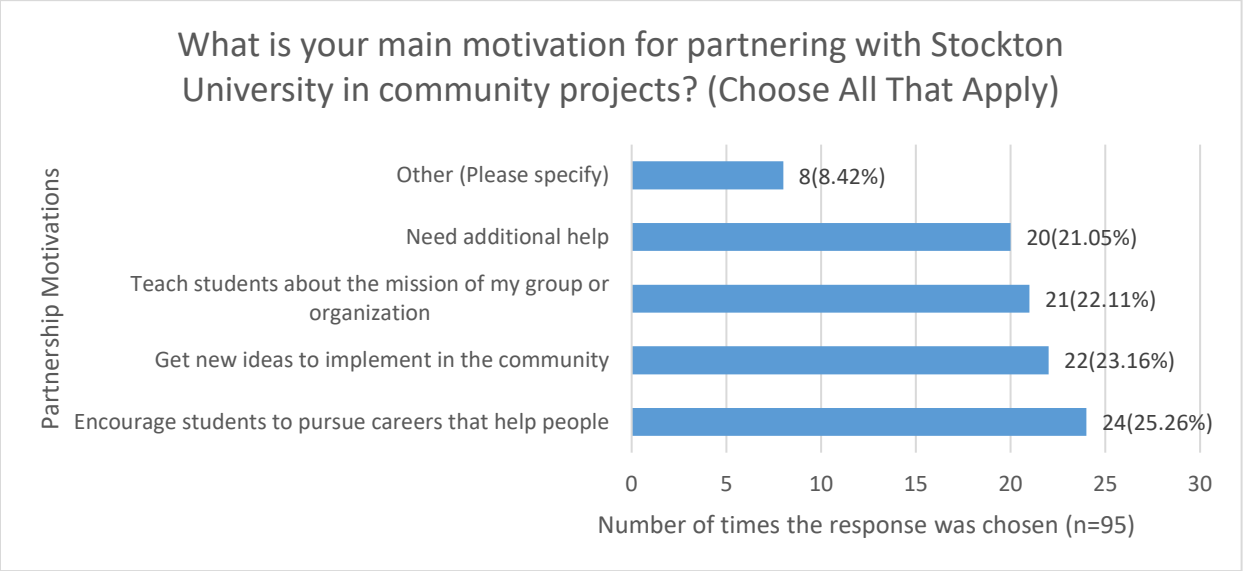
Presentation of Findings

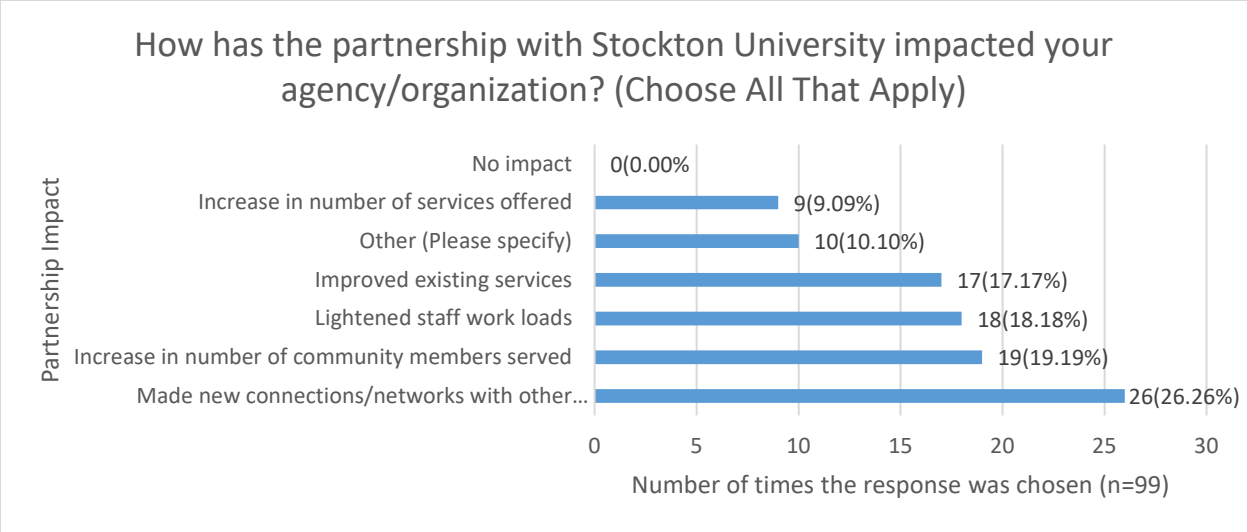



What is your main motivation for partnering with Stockton University in community projects? (Choose All That Apply)
Partnership Motivations
Other (Please specify)
Need additional help
Teach students about the mission of my group or organization
Get new ideas to implement in the community
Encourage students to pursue careers that help people
8(8.42%)
20(21.05%)
21(22.11%)
22(23.16%)
24(25.26%)
0
5
10
15
20
25
30
Number of times the response was chosen (n=95)


How has the partnership with Stockton University impacted your agency/organization? (Choose All That Apply)
Partnership Impact
No impact
Increase in number of services offered
Other (Please specify)
Improved existing services
Lightened staff work loads
Increase in number of community members served
Made new connections/networks with other...
0(0.00%
9(9.09%)
10(10.10%)
17(17.17%)
18(18.18%)
19(19.19%)
26(26.26%)
0
5
10
15
20
25
30
Number of times the response was chosen (n=99)


What aspects of the partnership have you found to be most challenging?
(Choose All That Apply)
Challenging Aspects
Level of commitment of faculty/staff
Level of supervision required for students
Level of student performance
Level of student preparedness
No challenges encountered
0(0.00%)
2(3.70%)
3(5.56%)
4(7.41%)
4(7.41%)
5(9.26%)
6(11.11%)
7(12.96%)
23(42.59%)
0
5
10
15
20
25
Number of times the response was chosen (n=54)


What is your main motivation for partnering with Stockton University in community projects? (Choose All That Apply)
Partnership Motivations
Other (Please specify)
Need additional help
Teach students about the mission of my group or organization
Get new ideas to implement in the community
Encourage students to pursue careers that help people
8(8.42%)
20(21.05%)
21(22.11%)
22(23.16%)
24(25.26%)
0
5
10
15
20
25
30
Number of times the response was chosen (n=95)


How has the partnership with Stockton University impacted your agency/organization? (Choose All That Apply)
Partnership Impact
No impact
Increase in number of services offered
Other (Please specify)
Improved existing services
Lightened staff work loads
Increase in number of community members served
Made new connections/networks with other...
0(0.00%
9(9.09%)
10(10.10%)
17(17.17%)
18(18.18%)
19(19.19%)
26(26.26%)
0
5
10
15
20
25
30
Number of times the response was chosen (n=99)

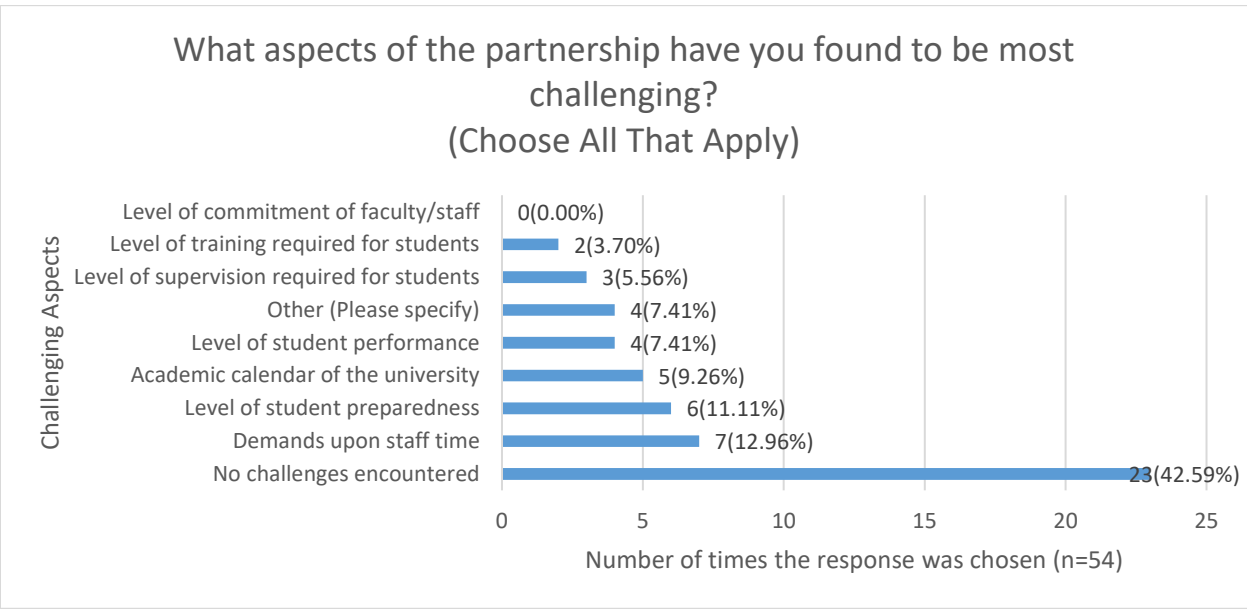

What aspects of the partnership have you found to be most challenging?
(Choose All That Apply)
Challenging Aspects
Level of commitment of faculty/staff
Level of training required for students
Level of supervision required for students
Other (Please specify)
Level of student performance
Academic calendar of the university
Level of student preparedness
Demands upon staff time
No challenges encountered
0(0.00%)
2(3.70%)
3(5.56%)
4(7.41%)
4(7.41%)
5(9.26%)
6(11.11%)
7(12.96%)
23(42.59%)
0
5
10
15
20
25
Number of times the response was chosen (n=54)

Table 1. Please indicate your level of agreement with the following statements. "The partnership with Stockton University..."

	n	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
Has been valuable to this organization	44	34	77.27%	10	22.73%	0	0.00%	0	0.00%	0	0.00%
Produced economic benefits for the organization	44	16	36.36%	12	27.27%	16	36.36%	0	0.00%	0	0.00%
Benefited community members	44	24	54.55%	16	36.36%	4	9.09%	0	0.00%	0	0.00%
Helped us to manage our workload	44	21	47.73%	12	27.27%	9	20.45%	0	0.00%	2	4.55%
Helped us to extend our services to more people	44	18	40.91%	17	38.64%	7	15.91%	0	0.00%	2	4.55%
Taught us new ways to address challenges	44	14	31.82%	10	22.73%	20	45.45%	0	0.00%	0	0.00%
Improved access to services for wider groups	44	12	27.27%	15	34.09%	15	34.09%	0	0.00%	2	4.55%

Table 2. Please indicate your level of satisfaction with the following aspects of the partnership.

	n	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
Opportunity to have input in the partnership experience	44	22	50.00%	22	50.00%	0	0.00%	0	0.00%	0	0.00%
Opportunity to give feedback to Stockton personnel	44	23	52.27%	21	47.73%	0	0.00%	0	0.00%	0	0.00%
Student preparedness	44	19	43.18%	11	25.00%	12	27.27%	2	4.55%	0	0.00%
Student reliability	44	19	43.18%	15	34.09%	8	34.09%	2	4.55%	0	0.00%
Quality of student work	44	20	45.45%	16	36.36%	6	36.36%	0	0.00%	2	4.55%

Assessment of Service-Learning Activities

Purpose: to assess the impact of participation in Service-Learning courses on faculty and students.

Measures and Methodology:

- Qualtrics survey of faculty on experiences of, knowledge about, and impact of teaching Service-Learning courses administered in September 2021, n=84
- Pre- and post-test for students on their perceptions of meeting the Essential Learning Outcomes associated with Service-Learning courses administered through Blackboard in January 2022 and April 2022, N=421
- Pre- and post-test performance task for students on their ability to apply critical thinking to a social problem administered through Blackboard in January 2022 and April 2022, N=413

Data collection period: September 2021 to May 2022

Sampling method: Purposive sampling

Faculty Survey of Service-Learning Experiences

Results from the survey revealed the following:

- 23.8% of respondents (n=20) stated that they had ever taught a Service-Learning course.
- Of those who have taught a Service-Learning course, 13 taught a course in AY 21 and AY 22.
- Half of the respondents (n=10) who had taught a Service-Learning course taught a Service-Learning course for more than 4 semesters.
- Of the total respondents (n=84), most respondents stated that they agreed or strongly agreed that the community participation aspect of their Service-Learning course helped their students see how the subject matter they learned can be used in everyday life and that combining work in the community with coursework should be practiced in more courses at Stockton University.
- Qualitative feedback on why faculty have not taught a Service-Learning course revealed several themes including:
    - Service-Learning pedagogy does not fit within their class structure or course design
    - Service-Learning is perceived as an increased workload
    - The course subject matter does not align with the Service-Learning pedagogy
    - The faculty lack information on how to create and manage a Service-Learning course

Feedback from this survey has been incorporated into a pilot program for the fall 2022 semester which offers more direct support to faculty who teach Service-Learning courses.

Student Survey of the Attainment of Essential Learning Outcomes

In the fall of 2021, the SCCESL aligned three of Stockton University's Essential Learning outcomes with the Service-Learning pedagogy and created a pre- and post-test for students in Service-Learning courses to measure their perceived attainment of these outcomes. The survey asked the students five questions and asked them to rate their level of agreement on a five-point Likert Scale where 5 represents “Strongly Agree” and 1 represents “Strongly Disagree.” The following table shows the difference in the mean scores before and after taking the course. The results show a statistically significant improvement in the mean scores, indicating that participation in a Service-Learning course had a

positive impact on students' ability to meet the Essential Learning Outcomes associated with the Service-Learning pedagogy.

Table 1. Paired pre- and post-test scores on Essential Learning Outcomes for students enrolled in a Service-Learning course in the spring 2022 semester

		Mean	N	Std. Deviation	Sig. (2-tailed)
Pair 1	PRE - I can generate ideas	4.16	413	0.932	
	POST - I can generate ideas	4.56	413	0.833	0.000
Pair 2	PRE - I can recognize opportunities in problem-solving, relationships, or self-expression	4.28	421	0.888	
	POST - I can recognize opportunities in problem-solving, relationships, or self-expression	4.51	421	0.858	0.000
Pair 3	PRE - I can adapt to change, i.e., the ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.	4.16	420	0.972	
	POST - I can adapt to change, i.e., the ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.	4.42	420	0.901	0.000
Pair 4	PRE - I can share ideas with diverse audiences effectively	3.85	421	0.920	
	POST - I can share ideas with diverse audiences effectively	4.38	421	0.920	0.000
Pair 5	PRE - I can use various formats to share knowledge with diverse audiences effectively	3.95	415	1.008	
	POST - I can use various formats to share knowledge with diverse audiences effectively	4.37	415	0.886	0.000

Student Performance Task for Assessment of Critical Thinking Before and After a Service-Learning Course

In the spring 2022 semester, the SCCESL administered a pre- and post-semester performance task via Blackboard to students enrolled in a Service-Learning course. In the second week of the course, students were asked to list as many answers as they could think of to the question, "America is one of the richest countries in the world but, in 2019 before the COVID-19 Pandemic, 10.5% of households experienced food insecurity. In your opinion, what are some of the potential causes of this condition?" The same question was posed in the last two weeks of the semester. The total number of responses that student could give at the end of the semester was compared against the number at the beginning of the semester. It was expected that this number would increase as students developed a better understanding of the causes of social problems and a better ability to analyze and verbalize them.

Results showed that of the total respondents who completed the pre-and post-assessment (n=421), 113 students (26.8%) scored higher in the post-test.

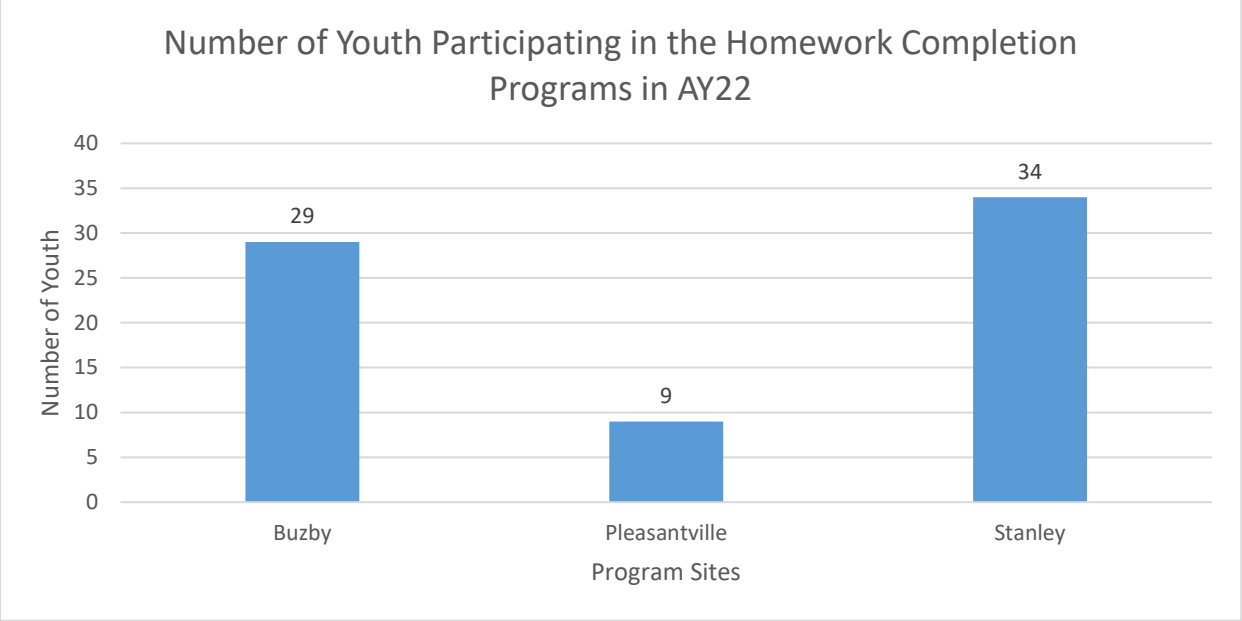
Conclusion

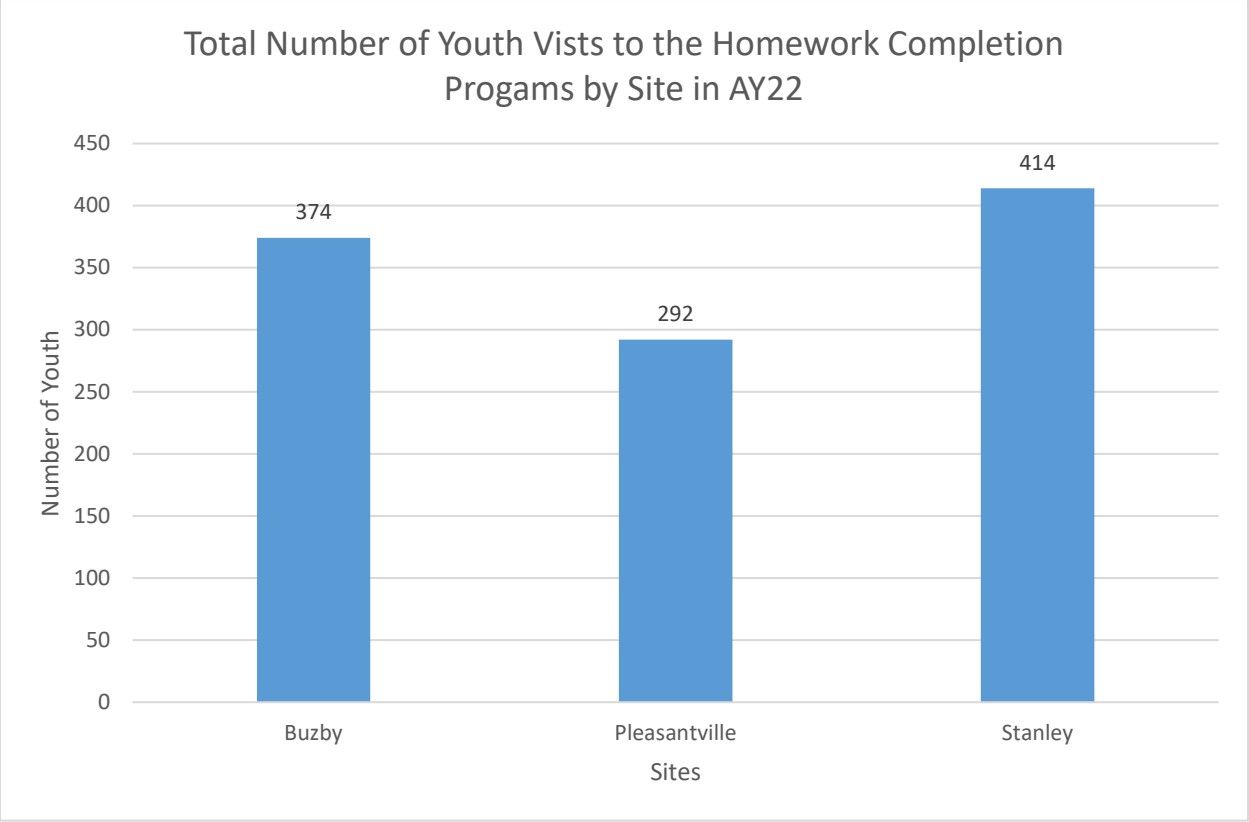
Results from the three assessment tools that the SCCESL employed this year showed that Service-Learning can be an effective tool for increasing students' perceptions that they have better communication skills, are better able to adapt to change, and have an increased sense of creativity and innovation. A second measure of critical thinking showed that over a quarter of the students were able to demonstrate an increased sense of an understanding of the causes of a social problem and were able to articulate them clearly.

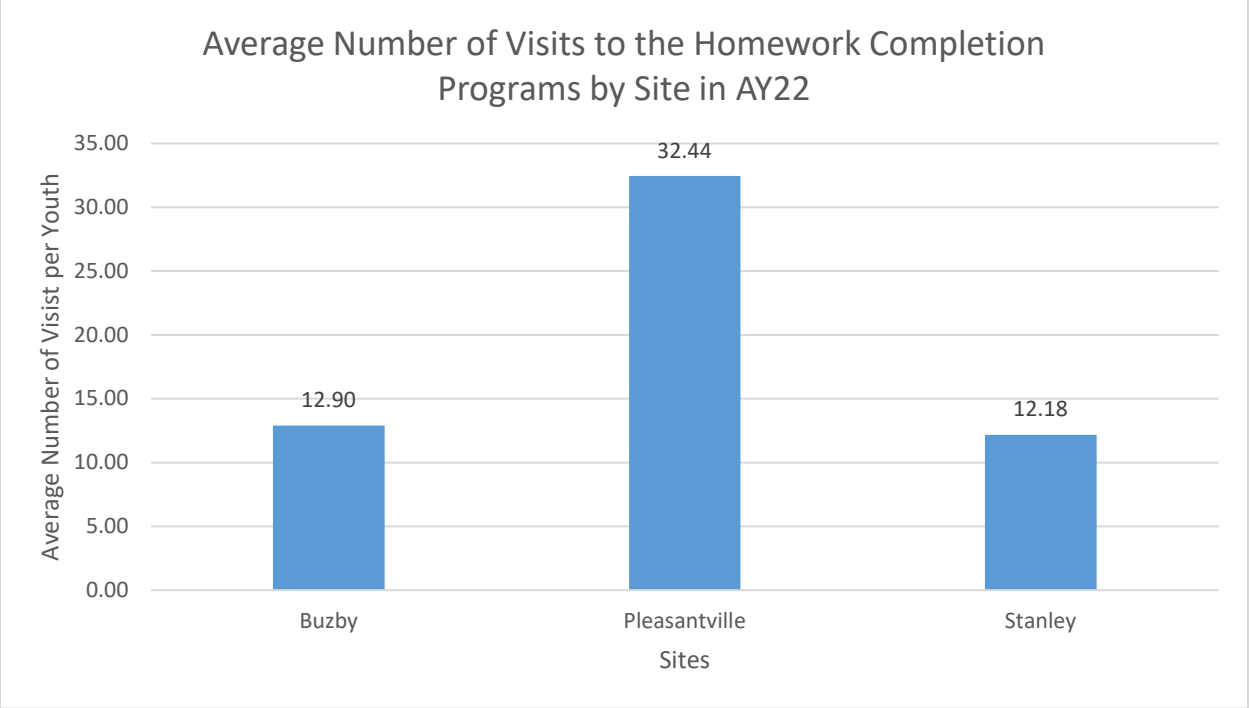
Data from the faculty survey on Service-Learning show that more work can be done to promote and explain the Service-Learning pedagogy on campus and that the SCCESL can change its operations to better support the faculty. The SCCESL looks forward to measuring the effects of the changes that will be implemented in the fall of 2022 and to continuing to assess and respond to faculty needs.

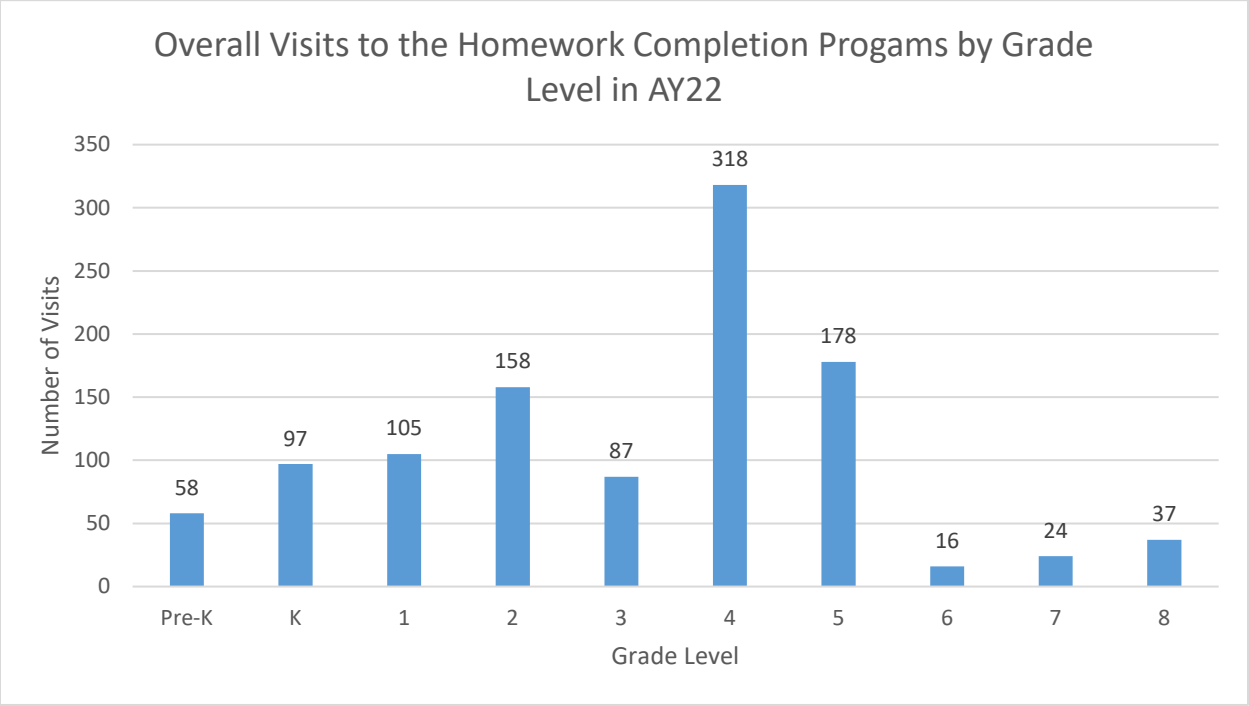
Homework Completion Programs at Stanley Holmes Village, Buzby Homes Village, and the Pleasantville Public Library

The following charts present the participation data for the Homework Completion Programs for AY22

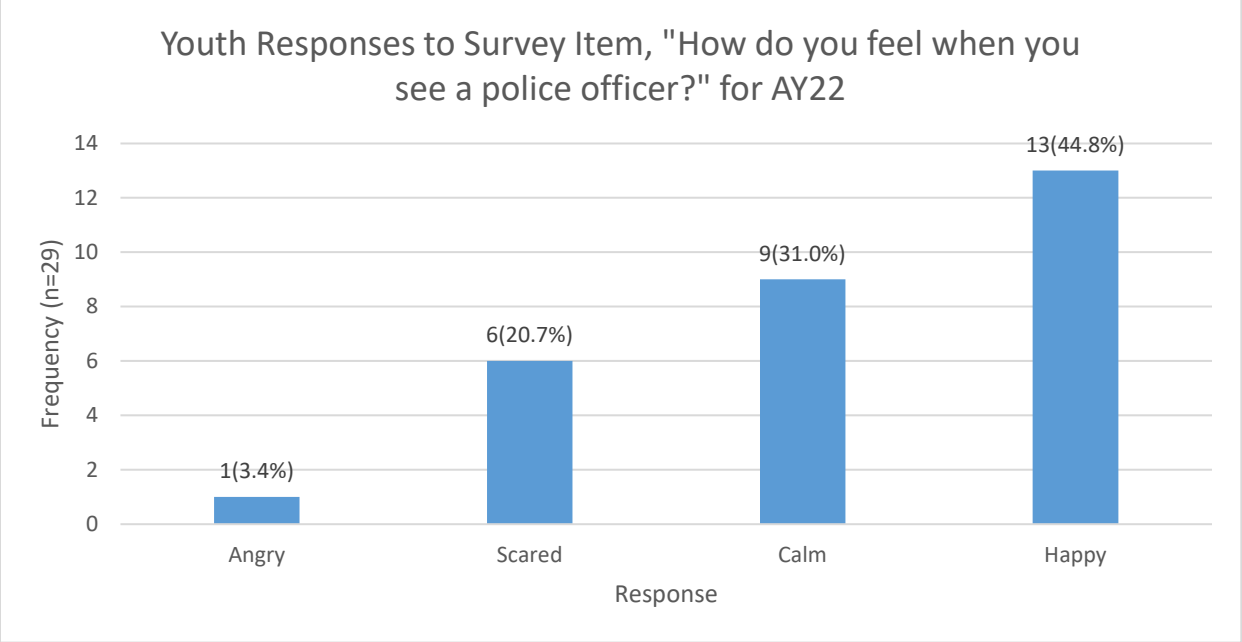


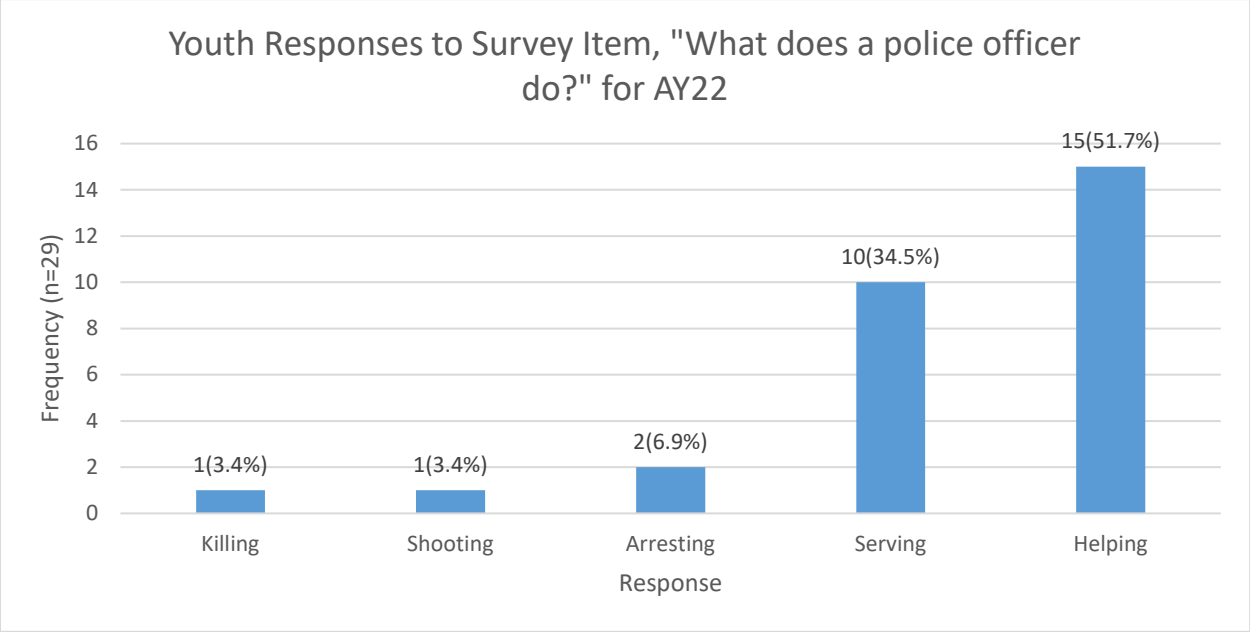


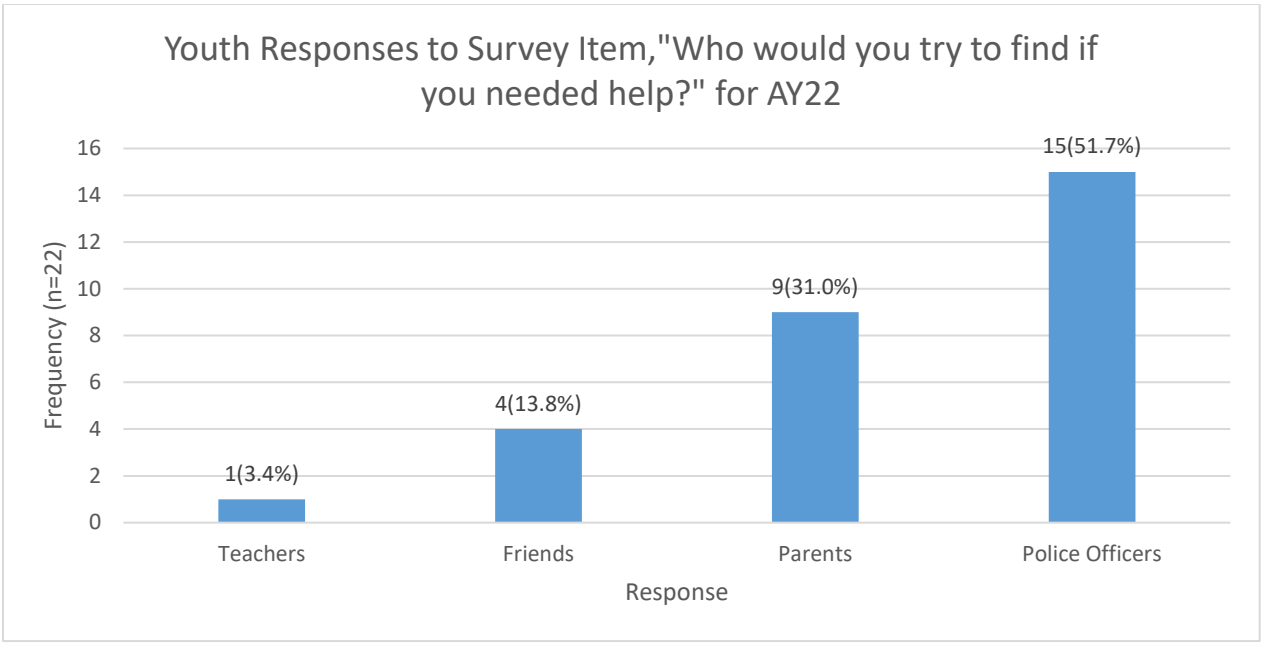


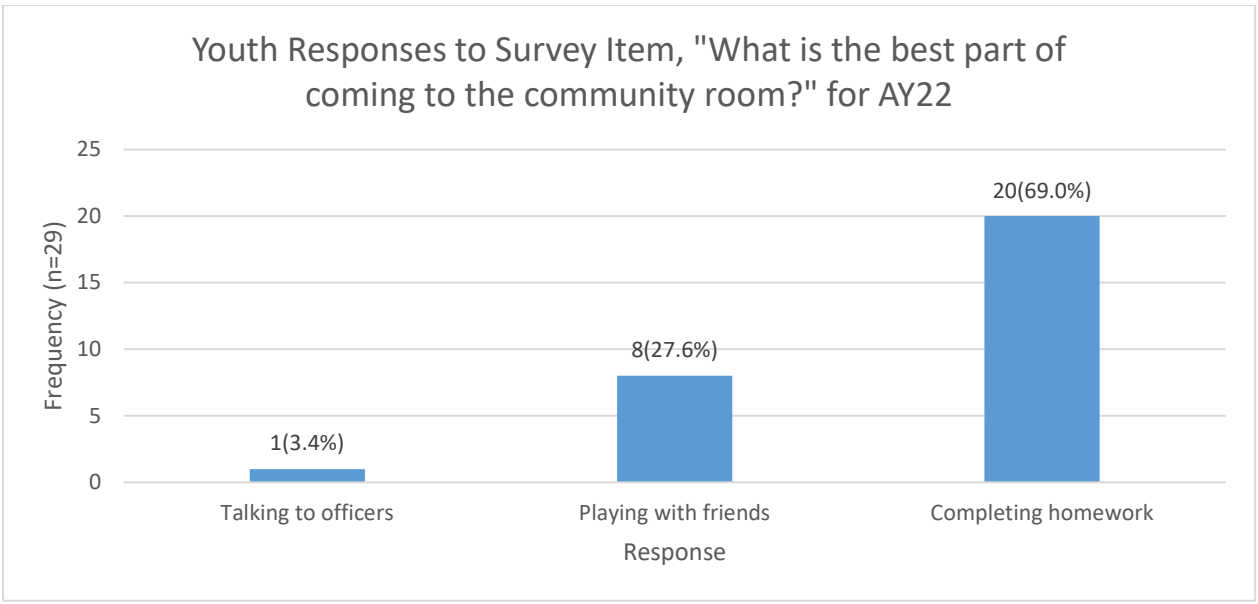


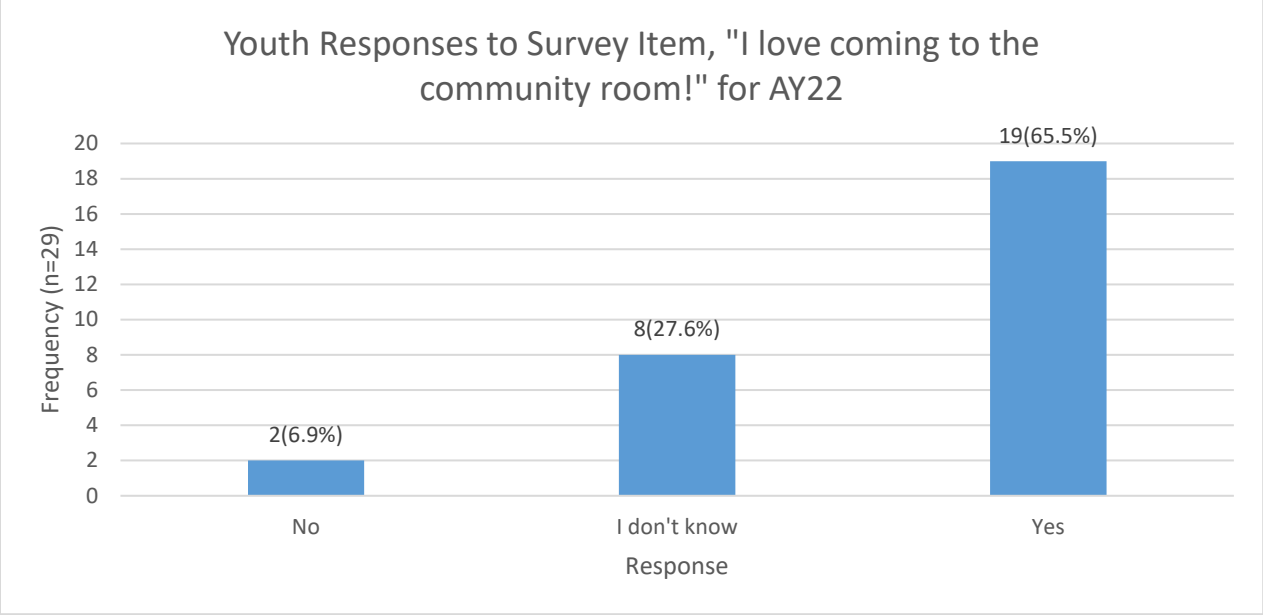
The following charts present the responses to the annual satisfaction survey, used to uncover participants' perceptions of police and the programs. The data are reported in the aggregate, across all three programs.


Youth Responses to Survey Item, "How do you feel when you see a police officer?" for AY22
Frequency (n=29)
14
12
10
8
6
4
2
0
1(3.4%)
6(20.7%)
9(31.0%)
13(44.8%)
Angry
Scared
Calm
Happy
Response


Youth Responses to Survey Item, "What does a police officer do?" for AY22
Frequency (n=29)
16
14
12
10
8
6
4
2
0
1(3.4%)
1(3.4%)
2(6.9%)
10(34.5%)
15(51.7%)
Killing
Shooting
Arresting
Serving
Helping
Response


Youth Responses to Survey Item,"Who would you try to find if you needed help?" for AY22
Frequency (n=22)
16
14
12
10
8
6
4
2
0
1(3.4%)
4(13.8%)
9(31.0%)
15(51.7%)
Teachers
Friends
Parents
Police Officers
Response


Youth Responses to Survey Item, "What is the best part of coming to the community room?" for AY22
Frequency (n=29)
25
20
15
10
5
0
1(3.4%)
8(27.6%)
20(69.0%)
Talking to officers
Playing with friends
Completing homework
Response



Naturalization Classes

The SCCESL Naturalization class saw its 34th participant become a naturalized citizen in AY22. 31 sessions were held from September 14, 2021, to May 24, 2022. 20 participants attended the session an average of 7.15 times and an average of 4.61 people participated for each session. Over the course of the year there were 143 points of interaction between the community members and Stockton volunteers.