



**CENTER FOR COMMUNITY ENGAGEMENT
& SERVICE-LEARNING**

FY 2023

Annual Report

July 1, 2022 - June 30, 2023

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Executive Director's Message

Dear Stockton Community:

The Stockton Center for Community Engagement and Service-Learning (SCCESL) had another successful year, and we have many of you to thank. Faculty, staff, and students joined our programs and made substantial contributions, which you will read about in this annual report. We conducted a listening tour to hear from our community partners as we celebrated our 10th anniversary. Our partners confirmed that the Center has positively impacted our communities, building capacity to serve a diverse population with programs such as the Social Hour, Homework Completion, Naturalization, and Computer and Internet classes.



During our listening tour, we held focus groups with faculty members to learn about their needs, perceived benefits, and barriers to service learning, civic engagement, and the Scholarship of Engagement. Some themes that emerged were that the Scholarship of Engagement is impactful and meaningful to the community and is an opportunity to showcase student and faculty work. Yet, there is a lack of awareness of the possibilities of conducting the Scholarship of Engagement.

The focus groups' findings are helping us design a plan of action to raise awareness about the link between service learning and the Scholarship of Engagement and the vast opportunities available to engage in community-based scholarly work.

During our listening tour, we also heard from our funders and evaluated the alignment of the objectives for the funding and our current context. Based on what we learned, we decided to suspend our Bonner Leadership Program, which did not cover student tuition but had grant-funded requirements that posed a challenge for our Center and students to meet. We established an Engagement Leadership Team model for our students to further their professional development.

We look forward to strengthening the SCCESL practices and maintaining the Center's pivotal role in Stockton and its surrounding communities.

Please enjoy our Annual Report for the 2022-2023 Academic Year. This compilation of our work and the presentation of the evaluations we conducted was only possible because of the committed work of Heather Swenson Brilla, Erin O'Hanlon, Shawn Cooper, Trish Collins, Chris Lipari Pazienza, Dr. Anthony Dissen, Janai Reaves-Ortiz, 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 **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 AmeriCorps members **Chris Lipari Pazienza** and **Janai Reeves-Ortiz**, TES staff members **Christine Whaley**, **Kerstin Maguire**, **Enrique Calixtro**, and **Feliberto Silva**, and our Faculty Fellow, **Dr. Anthony Dissen**.

We are pleased that our team grew to 42 students, including undergraduate Student Fellows and Bonner Leaders and one Childhood Studies Minor intern. The SCCESL receives support from the Office of the Provost, 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 Froomjian**, *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*
- **Dr. Ian Marshall**, *Dean, School of Arts and Humanities*
- **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*

Stockton Center for Community Engagement and Service-Learning (SCCESL) FY23 Goals Overview

Strategic Goal	SCCESL Goal
1.3 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.
3.1 Advance Academic Assessment	Strengthen the annual portfolio of evidence to add to the repository to maintain the Carnegie Community Engaged Classification.
3.3 Embrace Diverse Teaching and Learning Styles	Remove barriers to faculty participation in Service-Learning modality.
3.4 Enhance Scholarship of Teaching and Learning (SoTL)	Provide the faculty with tools to develop their Scholarship of Engagement.

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

- Connected an average of 48 students (four per month from September 2022 to May 2023) to off-campus support services and supported them in navigating internal systems, including the CARES Program, Student Success Scholars Program, the Wellness Center, and the Learning Access Center.
- Held a community resource fair to bring 17 off-campus agencies offering social supports to the students and connected on-campus centers and offices with their off-campus resource counterparts.
- Added five new instruments to the SCCESL assessment plan and revised several existing instruments based on feedback from the SCCESL Advisory Council.
- Deployed the Service-Learning pilot project to add SCCESL staff as a co-instructor for Service-Learning courses intended to simplify the use of Blackboard within a Service-Learning course.
- Faculty Fellow **Anthony Disson** created two informational videos for faculty on "How to Create a Service-Learning Course" and "Establishing Community Partnerships." Both videos are available on the SCCESL website.

- Partnered with Global Engagement to present at the CTLD Fall Faculty Academy. On November 18, 2022, they presented "High Impact Practices: Community Engagement, Service-Learning & Global Engagement."
- Held two focus groups on Scholarship of Engagement and Service-Learning on October 19, 2022, and March 9, 2023. Themes that emerged from the analysis included:
 - Scholarship of Engagement is impactful and meaningful to the community and is an opportunity to showcase student and faculty work.
 - There is a lack of awareness of the possibilities of conducting Scholarship of Engagement.
 - Many faculty don't know that Service-Learning can lead to Scholarship of Engagement.
 - Faculty would like more collaboration and mentoring to begin their Scholarship of Engagement.
- Faculty Fellow **Anthony Disen** conducted two events that explored best practices and the methods for Scholarship of Engagement. The "Splash of Community Engagement" events were well-attended by students, faculty, staff, and community members.
- Hosted the Bonner Foundation "Sophomore Exchange" on April 15, 2023. Bonner leaders from all over the region came to the Scarpa Academic Center in Atlantic City to exchange best practices on service and engagement. 107 Bonner leaders from 11 institutions attended the event.

Budget and Planning

For the fifth year in a row, the SCCESL secured \$10,000 from the TD Bank Charitable Foundation to fund the Homework Completion Programs. We maintained the generous grant from the Schwartz Creed Foundation to expand the capacity of the Homework Completion Programs.

We continue to collaborate on the Westside Choice Neighborhood Grant (Peoples Component) at Stanley Holmes Village. The assessment of the residents of Stanley Holmes Village is complete, and the SCCESL contributed to the Transformation Plan for the Westside of Atlantic City. The co-primary investigator for this grant is **Dr. Helana Girgis**. The external partners in this endeavor are the Atlantic City Housing Authority and Michaels Organization.

Events

On August 23, 2022, the Stockton Center for Community Engagement and Service-Learning celebrated the beginning of its 10th year with a reception in the Fannie Lou Hamer Room at the John Scarpa Academic Center in Atlantic City. The event opened with remarks from **Dr. Leamor Kahanov**, who said, "The Center's vision has always included a strong community focus. Community engagement and service are part of the fabric of our Stockton community and the fabric of the university. The Center is a beacon of hope and a successful model for lifting each other up." **Dr. Merydawilda Colón**, the SCCESL Executive Director, talked about building our signature community program, the Homework Completion programs. Her philosophy has always been, "You can't just create programs because you think the community needs them. You have to listen and act on what they find is a need for them. They are the experts,"

Over 50 faculty, staff, students, alumni, and community members attended, and many gave reflections on their experiences and collaborations with the Center over the years. The video compilation can be found [here](#). We thank **Amanda Martinez** and Production Services for their support in this endeavor.

On September 10, 2022, the Stockton Center for Community Engagement & Service-Learning, in collaboration with Student Development and Atlantic City Operations, hosted its annual New Student Day of Service. The mission of this day is to connect first-year students to the campus and greater community through acts of service. This year, the SCCESL hosted 30 volunteers who attended multiple service projects throughout the day. Students were able to sort clothes with the Eastern Service Workers Association, beautify the Absecon Lighthouse, and plant flowers and trees with the Chelsea Economic Development Corporation. To end the day, student volunteers listened to panelists **Gabriela Garcia** of Circle K and two Bonner Leaders, **Andrea Sandoval**, and **Nicholas Cerniglia**, on why service is important to them.



On September 30, 2022, students from the Atlantic Community Charter School visited Stockton University to participate in STEM activities with some of our NAMS faculty and staff. **Dr. Susanne Moskalski** and **Dr. Catherine Tredick** worked with the youth on STEM-related activities. During lunch, Student Fellows from the SCCESL presented on college life and their experiences at Stockton. **Ann Delva** and **Keldy Penaranda** talked to the students about applying to college and what it was like to be a student.

Trish Collins, **Shawn Cooper**, and **Chris Lipari Pazienza** chaired the NAACP Panel Discussion on October 10, 2022, which was held at the John F. Scarpa Academic Building in Atlantic City. The Panel Discussion was a follow-up to the 113th National NAACP Convention held in Atlantic City from July 14, 2022, to July 20, 2022. The Panel Discussion also focused on important issues such as voter registration and the importance of everyone being involved in their community, workplace, and where they attend school.

The panelists included **Council Kaleem Shabazz**, **Ralph Hunter**, **Paula Goddard**, and **two Stockton students**, **Sillon Williams**, and **Alicia Jenkins**. There were nearly 50 attendees (Stockton students, faculty, staff, community members, and high school students from Atlantic City, Pleasantville, and Egg Harbor Township). Guests included SCCESL's Executive Director, **Dr. Colón**, **Dr. Leamor Kahanov** (Provost and Vice President for Academic Affairs), **Dr. Jessica OShaughnessy** (Associate Provost and Professor of Mathematics), Cabinet Members, Legislators, and community members.

On October 22, 2022, SCCESL brought approximately 20 students to South Jersey Horse Rescue and ten students to the Midtown Street Fair to volunteer for Make a Difference Day. At South Jersey Horse Rescue, volunteers aided in the upkeep and beautification of the horse's stalls and socialized with the horses. Many did not know that horses are social beings and that constant interaction with other horses and people aids in their quality of life. The SCCESL also collaborated with the Atlantic City Housing Authority, the City of Atlantic City, the Atlantic City Midtown Community Development Corporation, and AtlantiCare to execute a health and wellness street fair on Adriatic Avenue in Atlantic City. Residents who participated accessed community resources received food baskets, and were entered into drawings for prizes. Youth in the community enjoyed face painting, games, and music.

On October 25, 2022, 19 community agencies visited the university to share information about the off-campus support services available to students. The agencies included the New Jersey Department of Labor, Avanzar, the Atlantic County One-Stop Career Center, Con Vivir of Hammonton, Volunteers of America, and the Mental Health Association. On-campus offices and centers visited with their off-campus counterparts to network and share information with the intention of creating a strong social support network for Stockton students.

The SCCESL sponsored Hunger and Homelessness Awareness Week on campus from November 14 to November 18, 2022. Activities included the Oxfam Hunger Banquet, Project Clean Plate in partnership with Chartwells Dining Services, and a SNAP Simulation. The activities were open to all students, faculty, and staff and were well-attended. Student Fellows from the SCCESL gave their reflections on their experiences of Hunger and Homelessness Awareness Week:

Olivia Lovett:

"Putting together this event was a huge learning moment for me, as I had never coordinated such a widespread event before. Learning the ins and outs of social media marketing and overall event planning has made me more confident in my abilities and motivated me to plan other events. While this event has room to grow in the coming years, the support from faculty and my peers allowed for the event's overall success."

Sara Fagan:

"This past week, I participated in Stockton University's SNAP challenge. The goal of this challenge was to make three meals that total eight dollars or less for the entire day, which is the average amount that college students receive in daily SNAP benefits. For breakfast, I made toast with peanut butter, an apple, and a granola bar, which totaled \$1.91. For lunch, I made pasta with pasta sauce. Lunch totaled \$1.35 and kept me energized until dinner. I made chicken with rice and broccoli for dinner, and that totaled up to \$4.63. In conclusion, I achieved my goal and spent \$7.89 worth of food for the entire day. I was able to complete this; however, I can see people facing challenges eating with this budget every day."

The Martin Luther King Jr. Day of Service was held on January 16, 2023, with events at Kramer Hall, the Scarpa Academic Center in Atlantic City, and the Galloway campus, as well as over 20 projects in the community. The event was chaired by the SCCESL's 2022 – 2023 AmeriCorps VISTA, **Chris Lipari**

Pazienza. Approximately 680 volunteers participated in honoring Martin Luther King Jr.'s legacy of service and building community through community service.

Assessment of the event shows that 100% (n=40) of the partners surveyed felt that the Day of Service "made a real contribution to my organization or project," and all were "somewhat" or "very" satisfied with the contributions. Of the participants surveyed,



95.22% (n=239) stated that they enjoyed their service, and 92.42% (n=229) agreed that their service was important.



Dr. Merydawilda Colón collaborated with **Brian Jackson**, COO of the Atlantic City Campus, and **Edbelinda Nambo** of the Atlantic City Government to host the Peruvian Consulate at the John F. Scarpa Academic Center on October 1, 2022. Two hundred and seventy-three consulate services were provided on that day. The Peruvian Consulate and the community verbalized their appreciation for Stockton's support.

Dr. Merydawilda Colón hosted the Consulate of Bangladesh at the Scarpa Academic Center for the second year in a row. Over 300 people received services.

Dr. Merydawilda Colón Collaborated with Professors **Mary Kientz** and **Monika Pawlowska** to offer the Fun and Friends Summer Experience this upcoming summer at the Salvation Army in Atlantic City.

Dr. Merydawilda Colón established a Service-Learning Affiliation Agreement with Church by the Bay. This agreement allows Stockton students to complete Service-Learning projects and to volunteer at Church by the Bay in Galloway Township.

Throughout February 2023, the youth in the Homework Completion Program at Stanley Holmes Village learned about three prominent African-American individuals as a part of Black History Month. Led by Homework Program site supervisor **Trish Collins**, the students broke into teams to learn about Frederick Douglass, A. Philip Randolph, and Mary McLeod Bethune. They then used this knowledge to earn points by playing trivia, which was exchanged for Monopoly money that was used to purchase prizes at our end-of-the-month celebration. Not only was this program an opportunity for the youth to develop their teamwork and collaboration skills further, but it also provided them with an incentive to study and remember the various trivia facts. By purchasing prizes, the youth learned about the importance of money management and practiced budgeting. Some of our youth even shared their points with siblings or friends who had fewer points than they did. All in all, this program was a wonderful learning experience for our youth, who have not only demonstrated their determination to learn new material and kindness and generosity toward others.

A special thank you to Student Fellows **Olivia Lovett, Lynnsey Raphael, Brian Scott, Damaris Spring, and Lauren Whaley**; Bonner Leaders **Tiffani Keen, Azra Mahisa, and Madelyn Sacco**; and professional staff **Mrs. Shawn Cooper** for their support during our end-of-the-month celebration.

Faculty Fellows Program

During the fall 2022 semester, **Dr. Anthony Disen**, Stockton Center for Community Engagement and Service-Learning Faculty Fellow, led a "Splash of Community Engagement" Webinar on November 10, 2022, called "Creating Your Self-Care Toolkit" for faculty, staff, students, and community members. This presentation focused on proactive methods of not only preventing stress and burnout but how to plan for stressful situations by creating a toolkit that one can call upon during times of difficulty. This presentation was our most well-attended Splash of Community Engagement Webinar to date and was met with positive reviews from all who attended.

During the spring 2023 semester, Dr. Disen aided in the planning and offering of a "Service-Learning Roundtable Discussion" during the CTLD Week of Teaching to aid interested faculty in how to lead successful Service-Learning courses and engage in best practices in scholarship of engagement. On March 9, 2023, Dr. Disen worked with Dr. Colón to lead a faculty focus group to understand better faculty opinions, needs, and perceived benefits and barriers to Service-Learning, civic engagement, and community-based scholarly work. On March 23, 2023, a Community Engagement "Splash" session was offered for faculty, staff, students, and community partners to learn how planning your work can be a tool for preventing burnout and promoting self-care. Finally, Dr. Disen developed two videos that were used for the purposes of educating faculty on how to best design and propose a new Service-Learning course, as well as how to form meaningful and mutually beneficial connections with community partners in order to better support faculty who wish to engage in Service-Learning and civic engagement.

Community Engaged Scholarship Activity

Criscione-Naylor, Noel and G. Bobbitt,. "The Case of Atlantic City Redevelopment Strategies for a Hospitality Centered Market." *Special Student Issue: International Journal of Gaming Hospitality and Tourism* 3, no.1 (2023). <https://ojs.stockton.edu/index.php/light/article/view/75/37>

Dissen, Anthony, Tara Crowell, and Elizabeth Calamidas. "Redefining Internships: Online, Virtual & Remote Internships during COVID-19." *Journal of Health Education Teaching* 12, no.1(2022):1-14.

Erbaugh, Elizabeth, T. Spencer, C. Jackson, L. Rouse, C. Bonillas, R. Russo, S. Prakash, and M.A. Mastrangelo. "Voices, Stories, and Experiences of Black Women: Informing the Establishment of a Trenton-Based Maternal and Child Health Innovation and Research Center," 2022 Final Report. New Jersey Office of the First Lady, New Jersey Economic Development Authority. 2023.

Mastrangelo, M. Alysia, Mary Kientz, and Joan Perks. "Get FIT @Stockton: Community Wellness for Individuals with Intellectual and Developmental Disabilities." *Palaestra*, 37, no. 2, (2023): 21-27.

Tartaro, Christine. "The Atlantic City's co-responder program – six-month evaluation written for the Embedding Clinicians in Law Enforcement Agencies Grant. BJS-2020-18312; Award number 2020-MO-B-0024." Submitted to the Atlantic City Police Department, Jewish Family Service, and the Bureau of Justice Statistics. (2022).

Wolf, Kerrin & Previti, Michelle (2023). The pop-up museum: A Novel Approach to Project-Based Service-Learning. *Journal on Excellence in College Teaching*, 34(2), 5-31.

SCCESL Collaborations

Trish Collins, Shawn Cooper, and Stockton student volunteers, which include Bonner Leaders and Student Fellows, 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 July 2022 through June 2023. 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 the coming year.

During the SCCESL's "Week of Training" in April 2023, student leaders organized a cake mix and frosting food drive on campus. The students bundled cake mix, frosting, a cake pan, a can of cream soda, and birthday candles into gift bags to take to the Osprey Food Pantry on the Galloway Campus and the Oceanside Family Success Center on Montpelier Avenue in Atlantic City. Twenty-five packages were sent out, and the student leaders plan to continue this initiative into the next year.

Stockton University Engagement in the News

- "[Community focuses on providing LGBTQ+ resources, safe places.](#)" Selena Vazquez, Press of Atlantic City, June 24, 2023

- "Workshop helps police, first responders adapt to accent diversity." Stockton News, June 23, 2023
- "EngageNJ announces nine students as Kesselman Fellows." Stockton News, June 8, 2023
- "Research looks to examine police-community relations." Stockton News, February 17, 2023
- "Spotlight on: Christina Jackson, Betsy Erbaugh." Stockton News, September 29, 2022
- "Stockton's Center for Community Engagement and Service-Learning celebrates 10th anniversary." Selena Vasquez, Press of Atlantic City, September 9, 2022
- "State grants Stockton money to support tech hub." Eric Conklin, Press of Atlantic City, September 8, 2022
- "Neighbors/Stockton students collaborate with artists to create Atlantic City murals." Mark Melhorn, Press of Atlantic City, July 23, 2022

Student Leaders

Saturday, February 25, 2023, staff and student leaders from the Stockton Center for Community Engagement and Service-Learning (SCCESL) attended the Engage NJ 4th Annual THRIVE Student Conference and Opportunity Fair at Middlesex College in Edison, New Jersey. According to **Janai Reaves-Ortiz**, SCCESL's Engage NJ Tutoring and Mentoring Vista, "this event was a celebration of this generation's thriving service work and community engagement projects, as well as providing the opportunity to expand professional development, networking with like-minded individuals from other NJ universities, and discuss topics such as diversity, cultural competency, advocacy, digital disinformation, preserving democracy, climate change, and food and housing insecurity."

Olivia Lovett, a junior sustainability major with a concentration in policy, presented on the SCCESL's Afterschool Homework Completion Program, which has been operating in Atlantic City and Pleasantville. Olivia Lovett began volunteering at this site as part of a Service-Learning component of her coursework and later transitioned to the role of a Student Fellow; she has been working at Stanley Holmes for the past two years.

Lovett presented "Opportunities for Successful Cultural Competency to Occur." She explained how cultural competency encompasses self-awareness and multiple perspectives, cultural understanding, flexibility and adaptability, and relationship building. To foster these themes in the Homework Completion Program, Lovett told the crowd that SCCESL volunteers and student leaders aim to "understand that the youth have different backgrounds and ways of doing things" and never to judge a child for their beliefs.

It is "absolutely essential to listen to the youth as they tell their stories" and be flexible in providing activities when youth do not have homework to complete but want to remain in the community room. According to Lovett, "Cultural competency isn't a skill that's gained overnight. It comes with continuous effort in building a relationship with the youth and actively listening to them."

On April 15, 2023, the Stockton Center for Community Engagement and Service-Learning hosted the inaugural Northeastern Bonner Foundation Sophomore Exchange at the John F. Scarpa Academic Center in Atlantic City, New Jersey. Chaired by Engage NJ ChangeBuilder VISTA **Christopher Lipari Pazienza** and Program Coordinator **Shawn Cooper**, under the guidance of Executive Director for SCCESL **Dr. Merydawilda Colón** and Bonner Foundation Program Manager **Jennifer Gonzalez Reyes**, this conference

was attended by 106 faculty, staff, and sophomore Bonner Leaders from 11 institutions around the tri-state area. This year's theme was "Reflect, Reframe, Restore, Reengage."

The event aimed to help students remember the reason they serve and increase their engagement within the community. Attendees participated in an Oxfam Natural Disaster simulation, which was facilitated by Stockton Bonner Leaders **Divya Rajput**, **Andrea Sandoval**, and **Madelyn Sacco**. The simulation showed the participants how natural disasters disproportionately harm lower-income societies more than more affluent societies. Students and staff from Rider University, Montclair University, The College of New Jersey, and the Bonner Foundation presented workshops as well as the SCCESL's **Kerstin Maguire**.

2022 – 2023 Student Leader Graduates

Samantha Adelman
Izabelle DelRoss
Ivett Carrasco
Kiara Cisneros
Vakaz Akram
Kyle Annasenz

Divya Rajput
Lynn Tran
Nicholas Cerniglia
Megha Chuahan
Nidaa Bukhari
Bianca Gamadia

Christine Whaley
Kerstin Maguire
Nichole Data
Stephanie Bamfo
Nicholas Camacho
Kimberly Kwok
Anh Pham

Staff Activities

Trish Collins and **Shawn Cooper** volunteered at the 113th NAACP Annual Conference at the Atlantic City Convention Center from July 14, 2022, to July 20, 2022, by attending several meetings and training in preparation for the event, as well as assisting with the packing and issuance of memorabilia. They, along with the NAACP and the Convention Center staff members and the men and women of law enforcement, supported the various flows of traffic throughout each floor level to each workshop, which included, but was not limited to, the plenary session with Vice-President of the United States, Kamala Harris and the NAACP Experience with various vendors and authors. Also, during this time, they kept with the spirit of celebrating the NAACP experience and standing up for equality amongst others, as they acknowledged others that they were there and a part of the celebration as they called out their names listed on their badge. This gave many a sense of belonging and comfort, and they were thanked for doing so verbally and with high fives in the air and a smile on their face.

Trish Collins and **Shawn Cooper** attended the "Philadelphia Women in Leadership" Symposium on March 14, 2023, held at Rivers Casino in Philadelphia. The symposium allowed professionals to share goals related to empowerment and personal and professional experiences, focusing on encouraging the group to become community-wide and workplace leaders.

Service-Learning

The SCCESL supported 67 Service-Learning courses, an increase of two from FY 2022. These courses were taught by 53 faculty members and taken by 1127 students. We held two Celebration of Service days, one in the fall and another in spring, for students to highlight their projects. Faculty, staff, and students participated in the events. The value of the hours that Stockton students served in the community is estimated at over \$1 million.

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.

Dr. Jess Bonnan-White's spring 2023 course, Theories of Criminality (CRIM 2114), included a Service-Learning component that allowed her students to serve in afterschool programs in the community. This year, the course's official classroom partner was the Egg Harbor Community School's REACH tutoring program. The class also served in the SCCESL's Homework Completion Programs. Over the semester, 15 students served a total of 140 hours for the semester.

Detailed information on Service-Learning assessment can be found in the appendix.

Homegrown Community Programs

Homework Completion Programs

In FY 2023, the Homework Completion 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 eighth year on September 19, 2022. The primary goals of the program are to engage children in their schoolwork and offer youth a vision of the potential of post-secondary education. The program is also intended to foster trust in the children toward 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 p.m. and 5:00 p.m., 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, the program was overseen by SCCESL Student Fellows **Olivia Lovett, Israt Jahan, Lauren Whaley, Ann Delva, Brian Scott, Damaris Spring, and Sara Fagan**. Several other Student Fellows and interns, as well as 95 Stockton student volunteers, participated at Stanley Holmes Village.

The findings of a satisfaction survey taken by 23 children (N=23) mirror tutors' impressions. (Please refer to the appendix for the survey.)

Responses to the survey revealed the following:

- "Happy" was chosen most frequently as the youth's response to "How do you feel when you see a police officer?"
- "Helping" and "Serving" were chosen most often when youth were asked, "What does a police officer do?"
- Most participants felt that completing homework and playing with their friends were the best part of 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 the 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 seventh year on September 19, 2022. The primary goals of the program are to engage children in their schoolwork and offer youth a vision of the potential of post-secondary education. The program is also intended to foster trust in the children toward 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 p.m. and 5:00 p.m., Monday through Thursday, at the community center of the Buzby Homes 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 **Christine Whaley**, **Samantha Adelman**, and **Nidaa Bukhari**, as well as 31 Stockton student volunteers, participated at Buzby Homes Village.

This year, the Homework Completion Program at Buzby Homes Village ended in December 2022 due to pending construction in the community room. The SCCESL looks forward to resuming the program in the fall of 2023. Spring assessment was not conducted at the Homework Program at Buzby Homes Village.

Pleasantville Public Library

The Homework Completion Program at the Pleasantville Public Library began its sixth year on September 19, 2022. The primary goals of the program are to engage children in their schoolwork and offer youth a vision of the potential of post-secondary education. The program is also intended to foster trust in the children toward 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 p.m. and 5:00 p.m., 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 Students Fellows **Ariana Ramirez**, **Kiara Cisneros**, **Lina Garrido**, **Kristine Garcia**, **Kathy Quintana-Godoy**, **Keldy Penaranda**, and **Nathalie Valladeres** led the program. Several other Student Fellows, as well as 70 Stockton student volunteers, participated in the Homework Completion Program at the Pleasantville Public Library.

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 13 children (N=13) 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 was the best part of the homework completion program.

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

Naturalization Class

To date, the Naturalization Class has helped 38 participants become naturalized citizens. The classes meet at the Scarpa Academic Center in Atlantic City on Tuesday evenings from 6:00 p.m. to 7:00 p.m. The SCCESL held 25 sessions, and 37 community members participated from one to 14 times over the year. Sessions were facilitated by **Enrique Calixtro**, a Stockton Temporary Seasonal Employee (TES), **Olivia Lovett**, **Kiara Cisneros**, **Izabelle DelRoss**, **Ivett Carrasco**, and **Ariana Ramirez**. Virtual workshops, in addition to the in-person sessions, continue to be useful, specifically for people who are preparing for their imminent interview dates.

Computer and Internet Workshops

The Computer and Internet Workshops were held every other Wednesday at the Scarpa Academic Center in Atlantic City from 10:00 a.m. to 12:00 p.m. Twenty community members participated regularly. Participants 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 Heather Swenson Brilla and supported by Dr. Merydawilda Colón Student Fellows **Keldy Penaranda** and **Kathy Quintana Godoy** and four Stockton student volunteers. The SCCESL wishes to thank **Dan Hickson** for his technical support during these workshops.

Social Hour

This year, the Social Hour programs were held at two of the Atlantic City Housing Authority and Urban Development Agency high-rises, Altman Terrace and Shore Park. The program was supervised by **Trish Collins** and primarily supported by **Olivia Lovett**. Ten sessions of Social Hour were held and attended by 31 residents between the two housing sites. Following the success of this year, the SCCESL plans to increase the number of sites for this program in the next year.

Stockton Center for Community Engagement and Service-Learning Goals for FY24

Goal 1.3

Promote Equitable Educational Access and Academic Achievement: Reduce Equity Gaps in High-Impact Learning Opportunities

AA Division Objective – 1.3.1

- Prioritize faculty and staff development of creative and innovative programming that provides high-quality learning experiences, incorporates high-impact practices, and promotes inclusive success for a diverse range of learners.

SCCESL Objective - 1.3.1

- Collaborate with Service-Learning faculty to implement check-in sessions throughout the semester.

SCCESL Operational Item

- Visit the class in person or via Zoom to provide periodic updates to faculty and students.

AA Division Objective – 1.3.5

- Implement and assess strategies that close racial equity gaps in student outcomes.

SCCESL Objective - 1.3.5

- 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.

SCCESL Operational Item

- 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.

Goal 2.2

Enhance Faculty and Staff Diversity: Build and cultivate a base of institutions (starting with minority-serving institutions) and disciplinary association caucuses to promote diversity in Stockton's faculty, managerial, and professional staff appointments.

AA Division Objective – 2.2.3.2

- Hire and retain through mentorship, professional development, engagement, and leadership opportunities a diverse community of faculty, staff, and academic leaders to provide the human resources needed to achieve the goals outlined in our strategic plan.
 - Continue exploring the capacity for possible future Hispanic Serving Institution designation; ask faculty and staff senate to invite constituents to serve on a Task Force.

SCCESL Objective – 2.2.3.2

- Expand the number of SCCESL Advisory Council members to include more diverse identities representative of our community.

SCCESL Operational Item

- Avail diverse members of the SCCESL Diversity Council to collaborate with the Task Force as deemed appropriate.

Goal 3.3.2

- Embrace Diverse Teaching and Learning Styles: Analyze course delivery methods and scheduling, including online and hybrid formats, in light of COVID-19, and formulate a strategy for modality scheduling based on a pedagogical need to ensure that academic offerings are broadly available to a diverse range of learners.

SCCESL Objective – 3.3.2

- Remove barriers to faculty participation in the Service-Learning modality.

SCCESL Operational Item

- In response to the Service-Learning Survey for Faculty findings, share the two on-demand videos that were created 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.

AA Division Objective – 3.4.1

- Enhance and support Scholarly and Creative Endeavors.

Goal 3.4.1

- Establish the Stockton Center for Teaching and Learning Design to facilitate teaching excellence, assessment, and scholarship, support systematic inquiry into student learning, build an institutional repository of resources, and publicly disseminate scholarship about pedagogy valued and recognized in the promotion and tenure process.

SCCESL Objective – 3.4.1

- Provide the faculty with tools to develop their Scholarship of Engagement.

SCCESL Operational Items

- 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).

Upcoming Projects for Fiscal Year 2024 at a Glance

We are enthusiastic about launching our English Learner Program in Atlantic City and resuming our Homework Completion Program in the Atlantic City Marina District. These programs have a high demand, and the SCCESL team is ready to address it. We look forward to implementing an action plan to raise awareness about the link between Service-Learning and the Scholarship of Engagement and welcome a new Coordinator of Service-Learning. We are excited about collaborating with the School of Social and Behavioral Sciences (SOBL) more closely as the SCCESL's Executive Director continues to lead our Center and assumes responsibilities as Associate Dean of SOBL. Dr. Merydawilda Colón will report to the Provost's Office for the operations of SCCESL and the Dean of the school for her work within SOBL. Lastly, we are looking forward to strengthening our collaboration with the Atlantic City EOF Cohort and measuring the outcome of our redesigned SCCESL student leadership model.

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: 201 surveys were taken with a completion rate of 46%

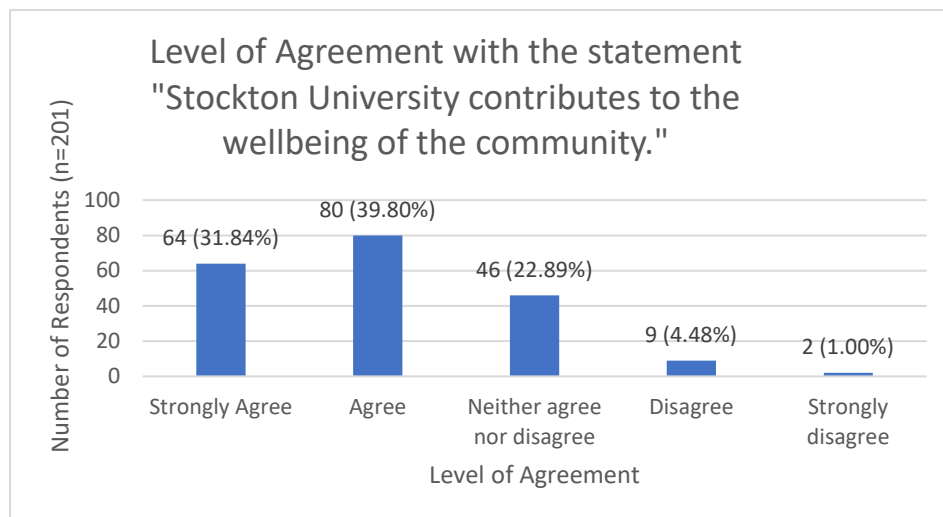
Survey method: online via Qualtrics survey.

Data collection period: April through May of 2023

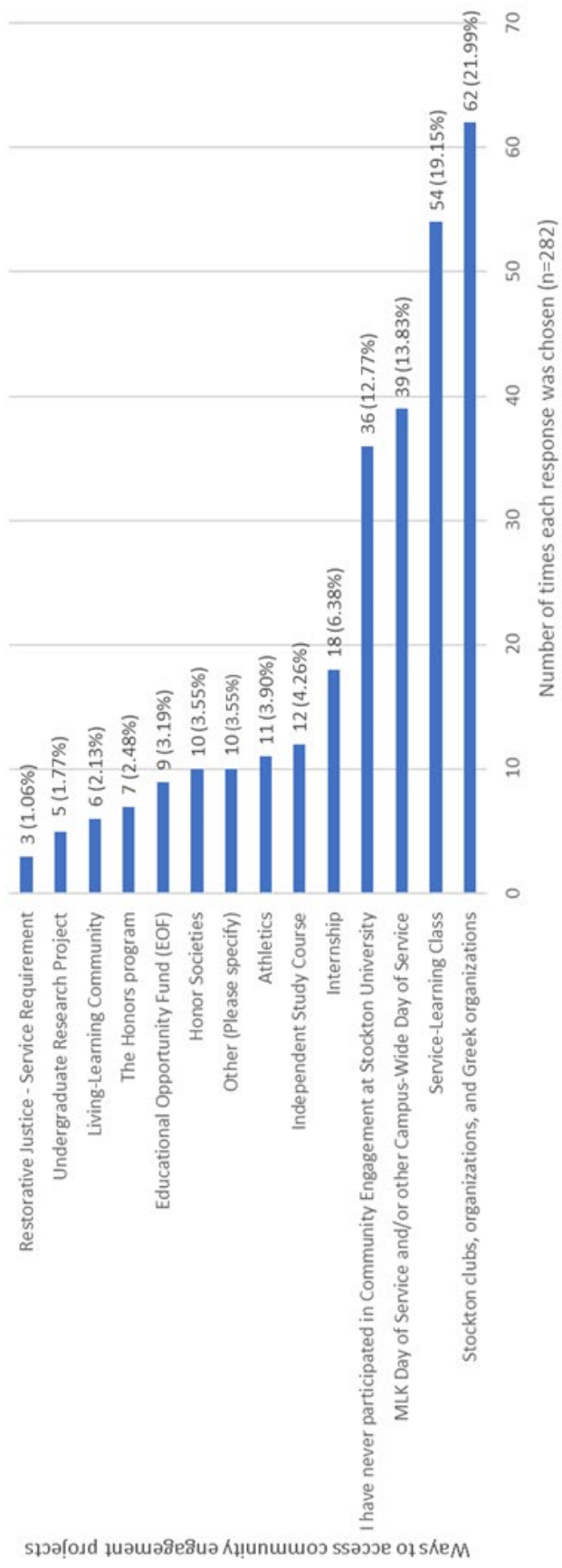
Sampling method: Non-probability sampling

Presentation of Findings

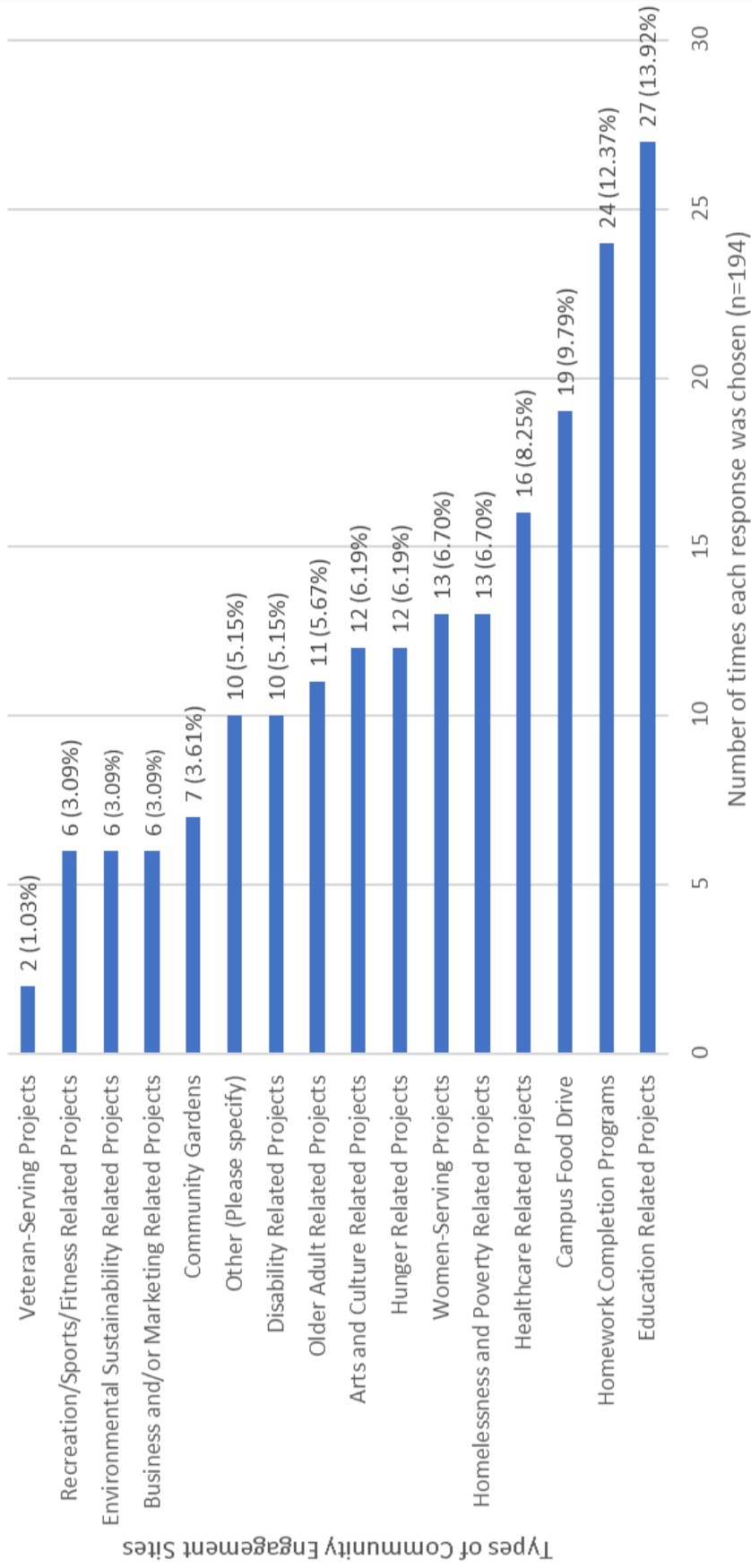
The sample size for the 2023 Impact of Community Engagement survey increased in 2023 from 120 to 201. The survey was sent to the full student body, and challenges continue to exist in campus-wide survey efforts, but the sample was substantially larger than the previous year. Because this year's survey had a completion rate of 46% (of the 201 students who began the survey, 92 completed the full survey), the number of students completing each question (n=) is listed in the reporting. Demographic data for the students responding to the survey show that the overall age of students who completed the survey was 26.14 years old. The average age of traditional students completing the survey (defined as ages 18 to 25) was 21.00 years old. Most students (n=77) were juniors and seniors. 80.14% of students who responded (n=113) reported having a full-time or part-time job or a combination of the two. The following charts and tables present the data on the pathways to engagement and the perceived impact of community engagement activities on students, including their impressions of the impact on their learning.

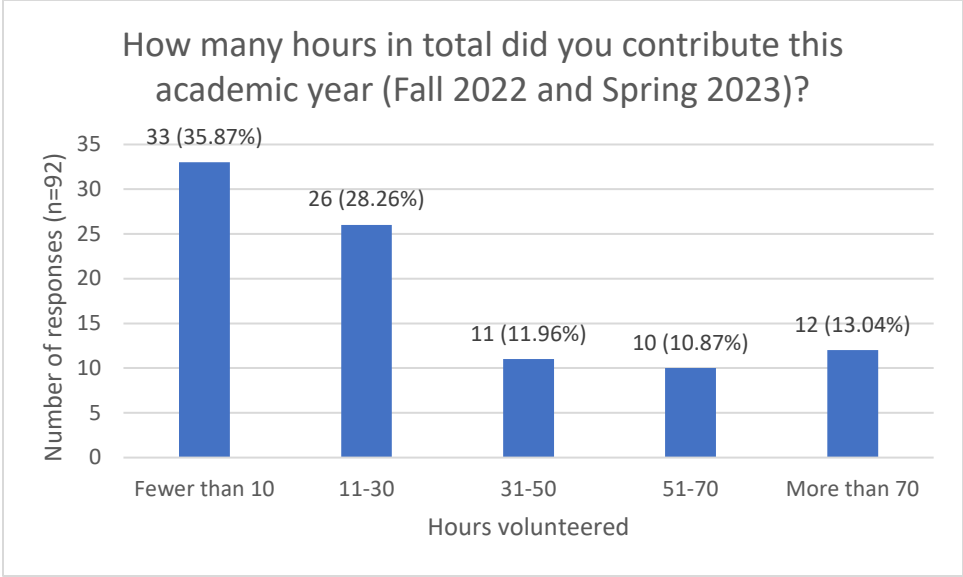


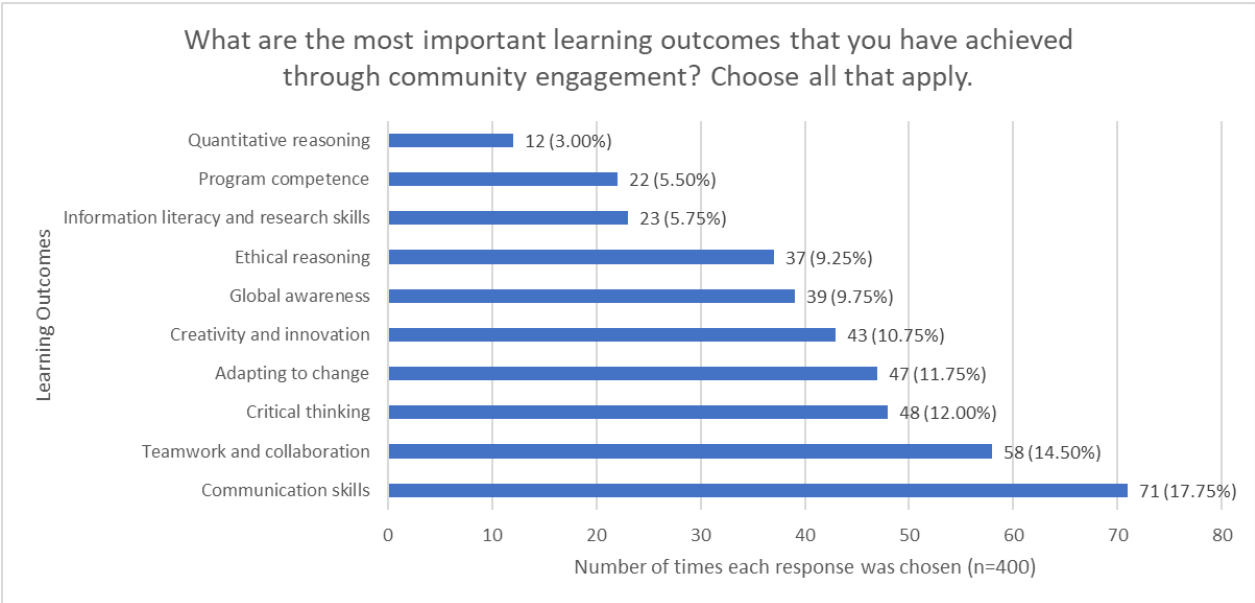
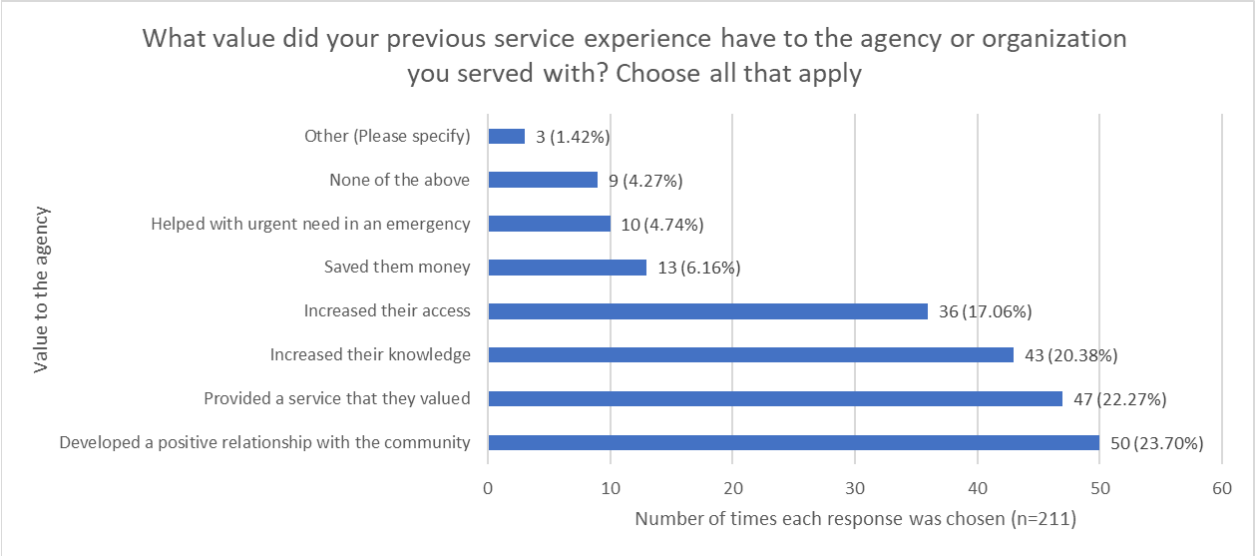
Q2 - Which of these have you used most often to access community engagement projects? Choose all that apply



At which of the following categories of programs, if any, have you worked in community partnerships? (Choose all that apply)







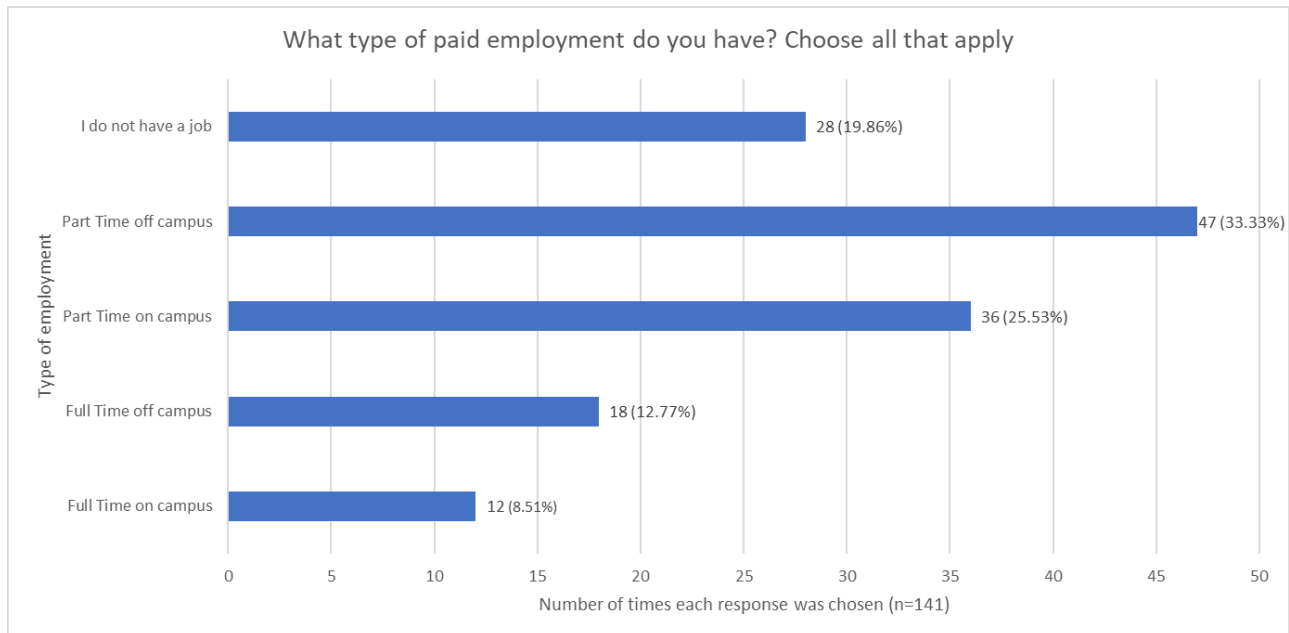
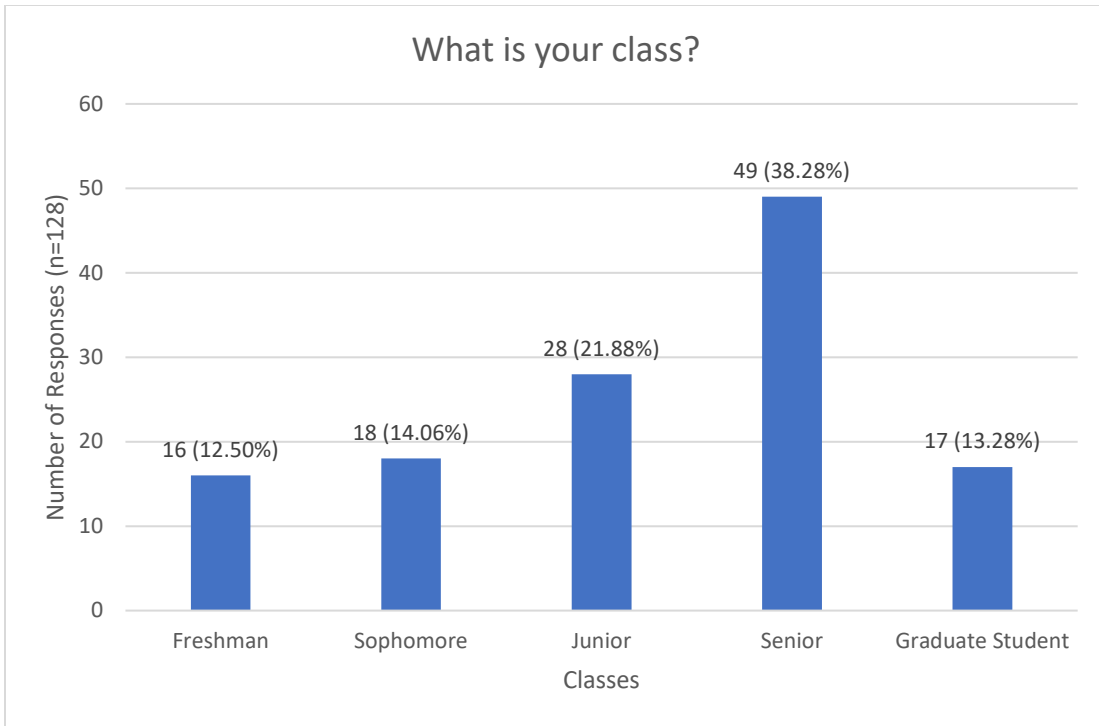


Table 1. Frequency distribution of students' self-assessment of the impact of community engagement

	n	Mean	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It has increased my ability to effect change.	92	4.00	29(31.52%)	43(46.74%)	14(15.22%)	4(4.35%)	2(2.17%)
I have learned a lot about myself.	92	3.98	30(32.61%)	38(41.30%)	18(19.57%)	4(4.35%)	2(2.17%)
I have a much better understanding of important issues in society.	92	4.15	31(33.70%)	43(46.74%)	14(15.22%)	2(2.17%)	2(2.17%)
I am more likely to contribute to public projects.	92	4.27	38(41.30%)	34(36.96%)	15(16.30%)	3(3.26%)	2(2.17%)
My values in democratic principles have been strengthened.	92	3.62	22(23.91%)	30(32.61%)	30(32.61%)	5(5.43%)	5(5.43%)
I have engaged in research as a result of my community engagement activity.	92	3.71	27(29.35%)	22(23.91%)	29(31.52%)	9(9.78%)	5(5.43%)
My participation in acts of activism has increased.	92	3.79	30(32.61%)	25(27.17%)	29(31.52%)	5(5.43%)	3(3.26%)
I am better able to understand perspectives other than my own.	92	4.19	33(35.87%)	43(46.74%)	12(13.04%)	3(3.26%)	1(1.09%)
My work was meaningful to the community.	92	4.25	38(41.30%)	37(40.22%)	14(15.22%)	1(1.09%)	2(2.17%)
I made changes in the communities in which I served.	92	3.83	24(26.09%)	36(39.13%)	25(27.17%)	6(6.52%)	1(1.09%)
I know more about off-campus communities.	92	3.79	26(28.26%)	30(32.61%)	27(29.35%)	6(6.52%)	3(3.26%)
I have conversations with friends about my community work.	92	3.94	29(31.52%)	34(36.96%)	22(23.91%)	5(5.43%)	2(2.17%)
I am more likely to get involved with many types of community projects.	92	4.04	30(32.61%)	36(39.13%)	20(21.74%)	5(5.43%)	1(1.09%)
I am better able to participate in discussions about civic and political issues in the communities.	92	3.73	24(26.09%)	29(31.52%)	30(32.61%)	7(7.61%)	2(2.17%)
I have not been changed by my community activities.	92	2.19	7(7.61%)	6(6.52%)	20(21.74%)	28(30.43%)	31(33.70%)

Conclusion

The institutional changes in e-mail mass communication affected the implementation of the Assessment of Impact of Community Engagement Survey for Students, resulting in a higher response rate than AY22 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 32.98% of the time.
- "Critical Thinking," "Teamwork and Collaboration," and "Communication Skills" were three of Stockton University's 10 Essential Learning Outcomes (ELOs) students selected most often as the most important learning outcomes they have achieved through community engagement.
- When asked what value their service had to the community, "Increased their knowledge" and "Developed a positive relationship with the community" were selected most often.

As Table One outlines, when students were asked to rate the impact of their engagement on themselves, 77.26% (n=72) agreed or strongly agreed that their engagement activities increased their ability to effect change, and 71.74% (n=66) agreed or strongly agreed that they are more likely to get involved with many types of community projects.

The SCCESL looks forward to increasing the sample size for the FY 24 Impact of Engagement on Students survey to include more voices in the findings.

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.

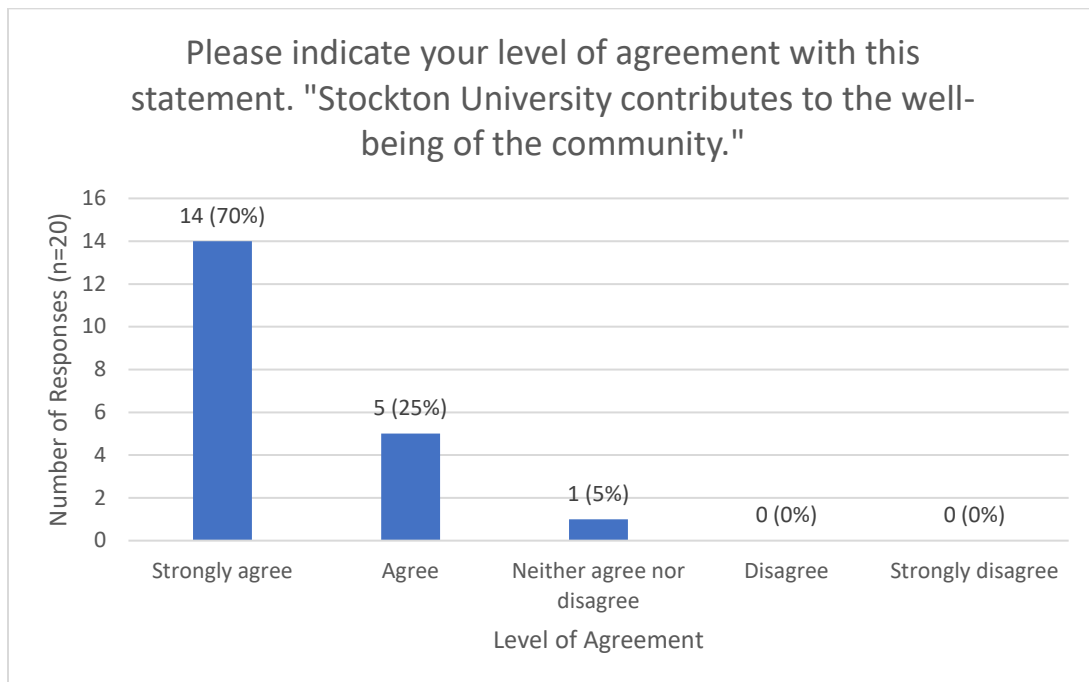
Response rate: 20 surveys were completed

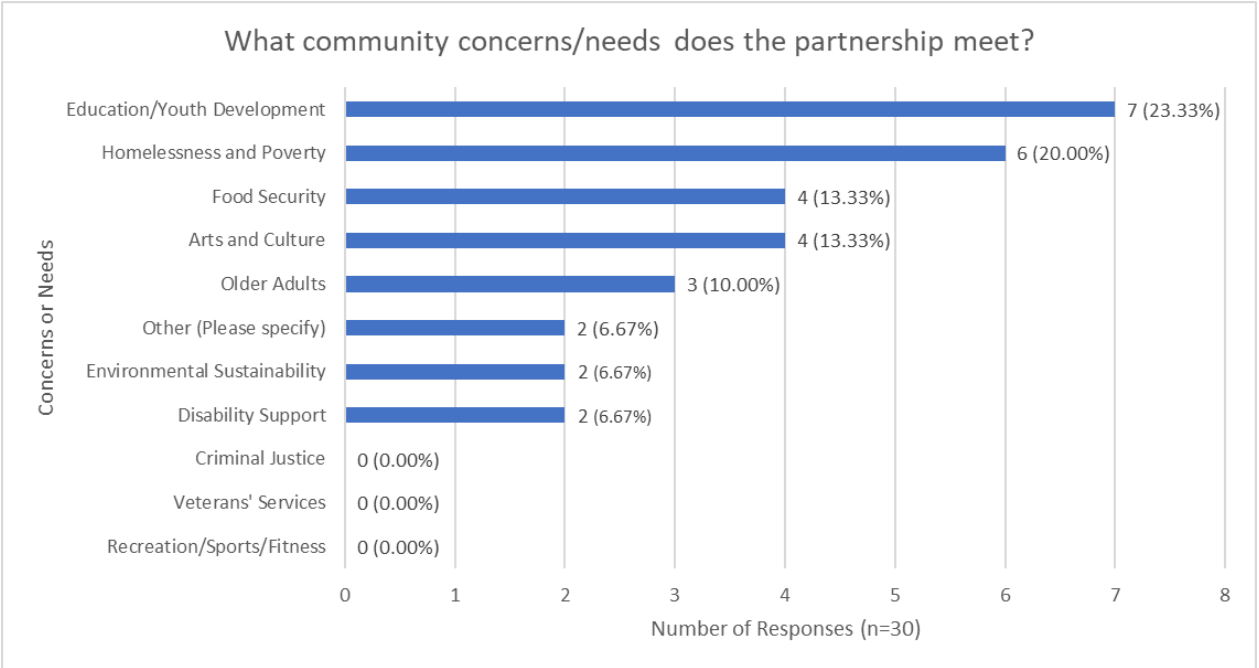
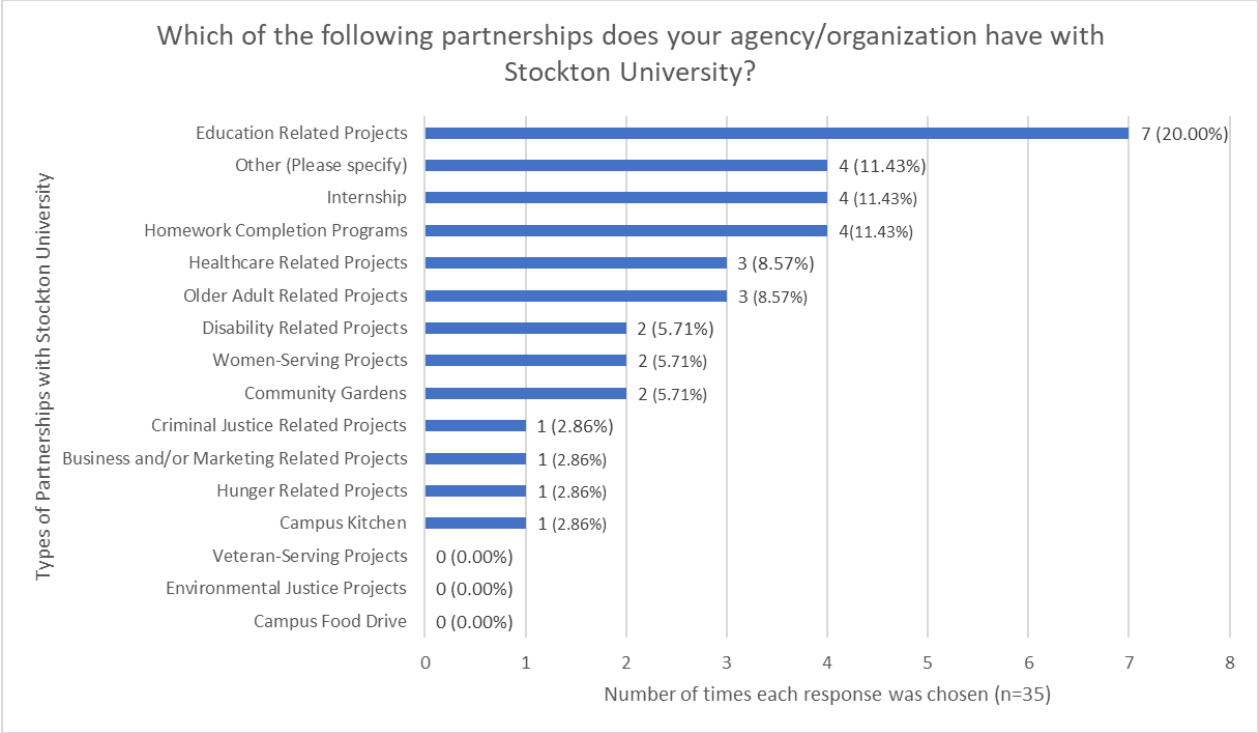
Survey method: online via Qualtrics survey.

Data collection period: April through May of 2023

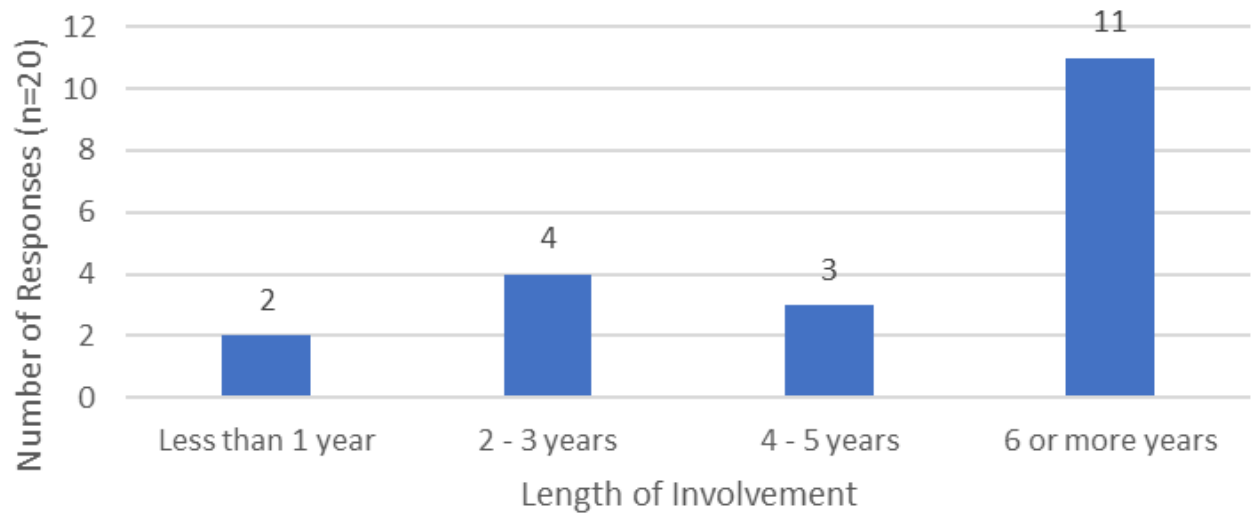
Sampling method: Non-probability sampling

The 2023 Impact of Community Engagement on Community Partners survey was distributed via e-mail and text to the partners of centers, institutes, schools, and offices of Stockton University. The survey asked community partners about the nature of their relationship with the university and their perceptions and impact of their partnership. The results are displayed in the charts below.

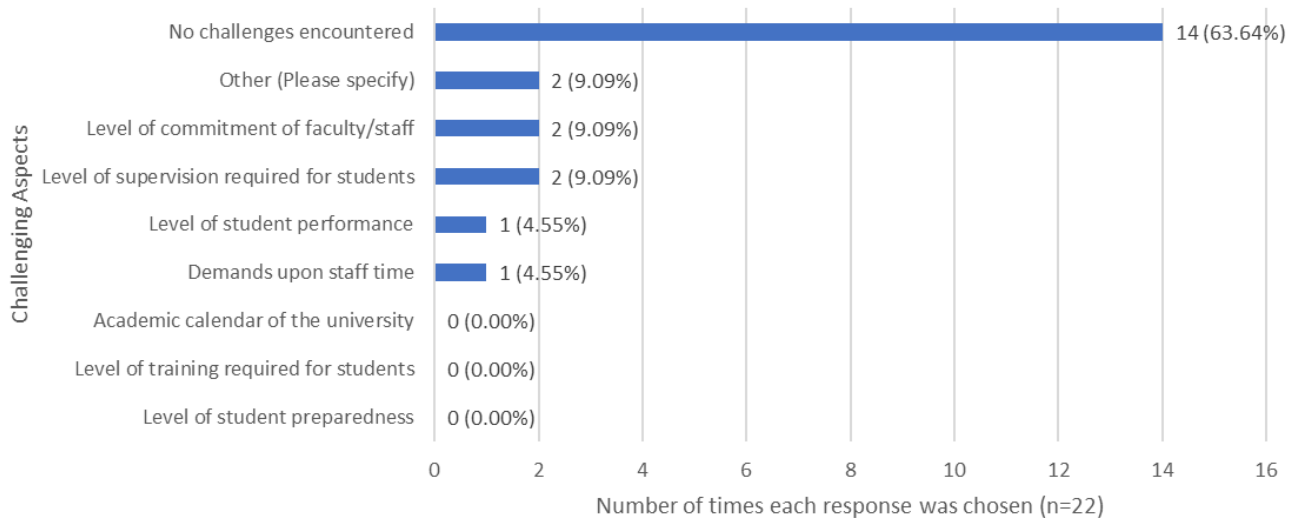




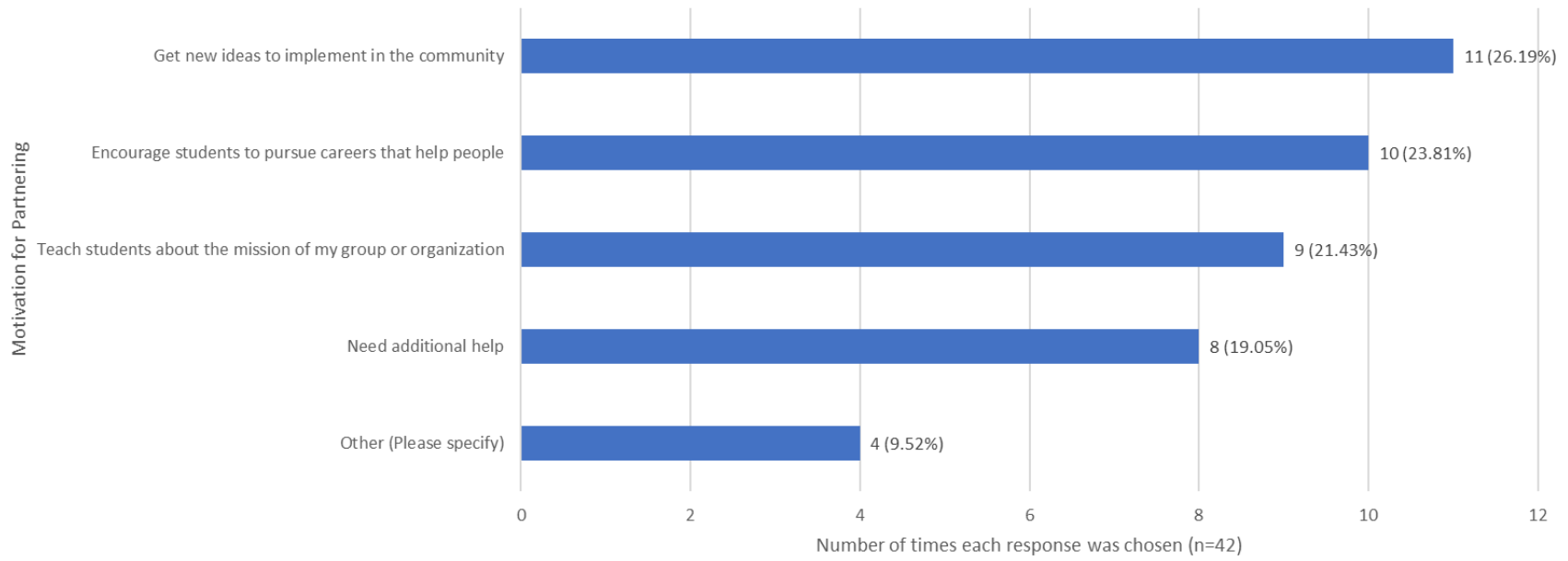
How long has your agency/organization been involved with Stockton University in community partnerships?

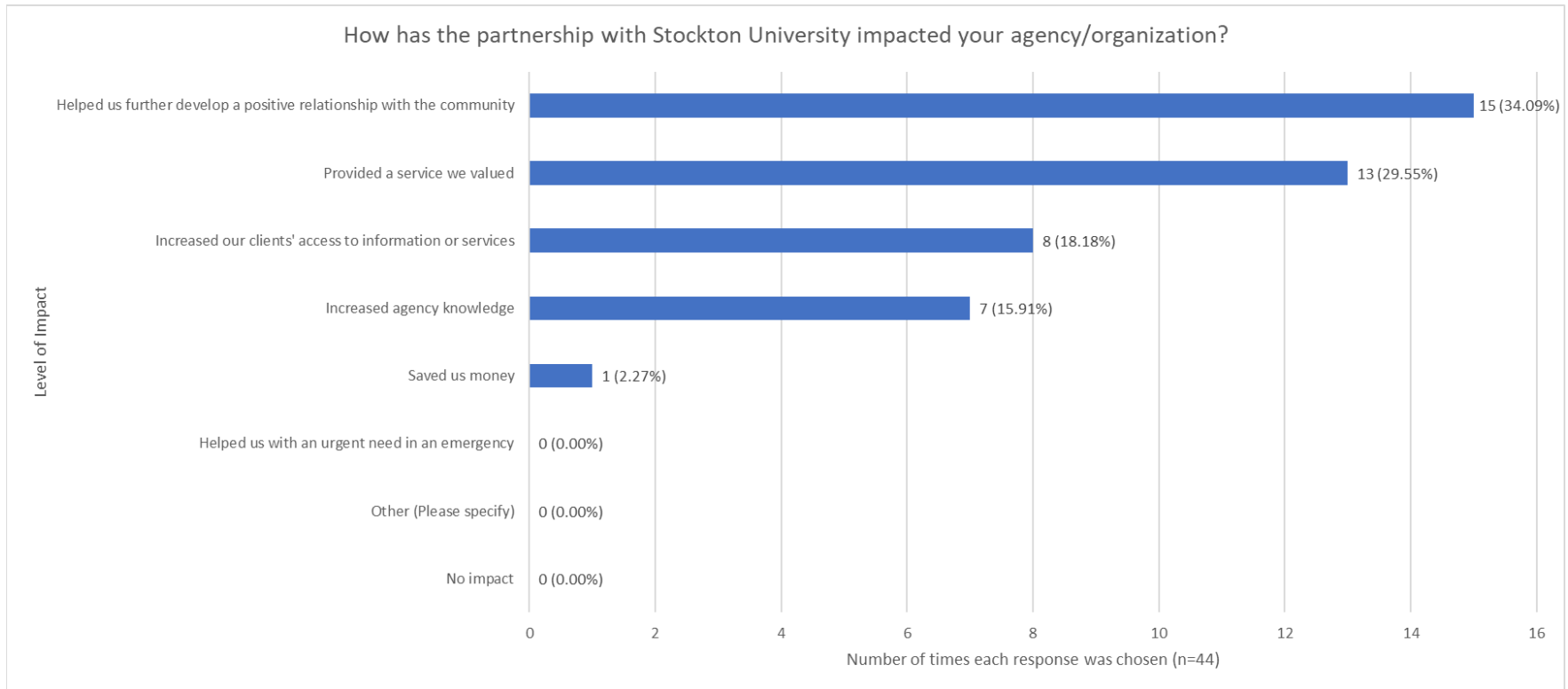


What aspects of the partnership have you found to be most challenging?



What is your main motivation for partnering with Stockton University in community projects?





Conclusion

Of the community partners who completed the survey (n=20), most felt that their collaboration with Stockton University provided them with new ideas for the community and increased their ability to serve the community. 95% of respondents (n=19) agreed or strongly agreed with the statement, "Stockton University contributes to the well-being of the community."

Assessment of the Impact of Community Engagement Faculty Report

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

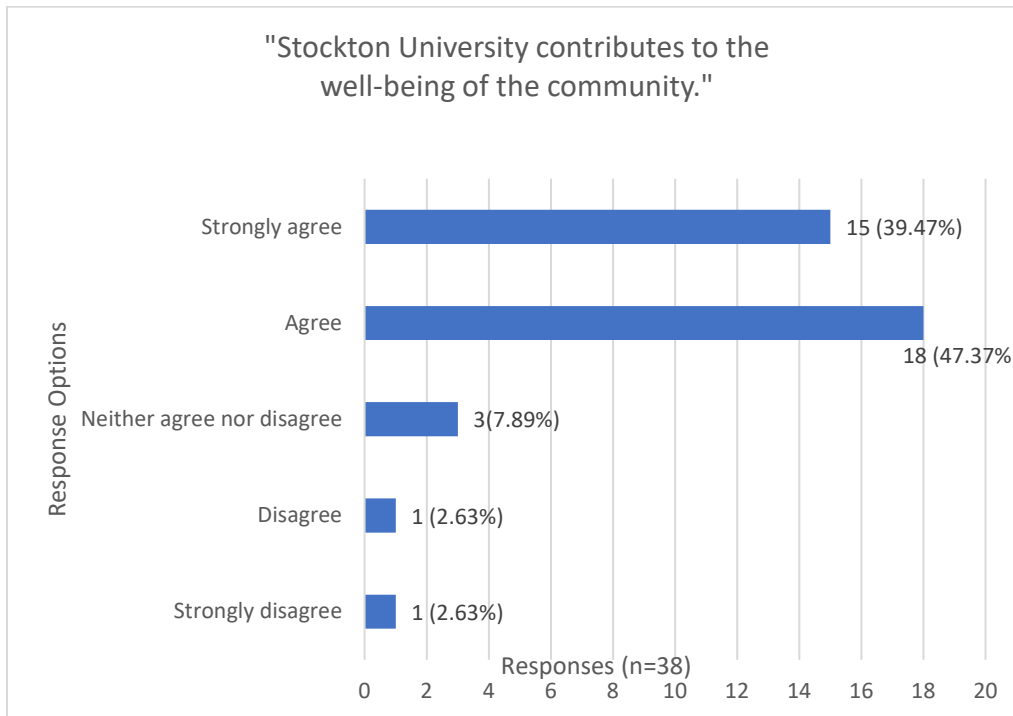
Response rate: 38 surveys were completed

Survey method: online via Qualtrics survey.

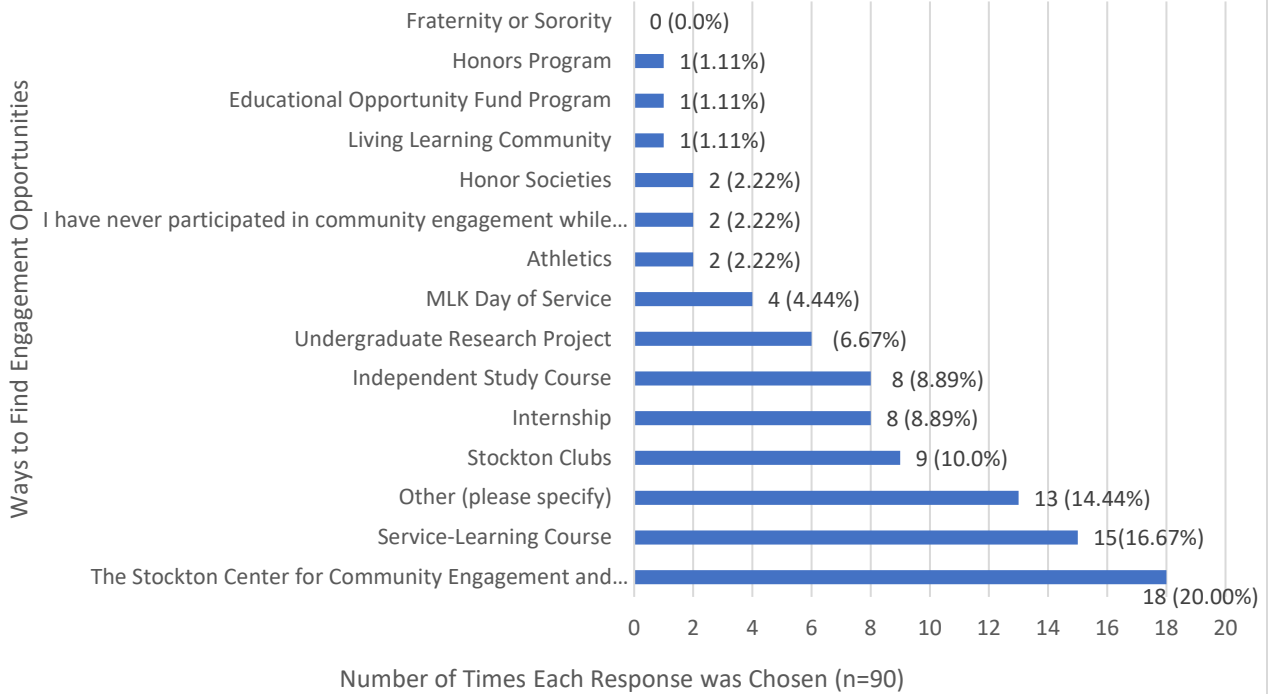
Data collection period: April through May of 2023

Sampling method: Non-probability sampling

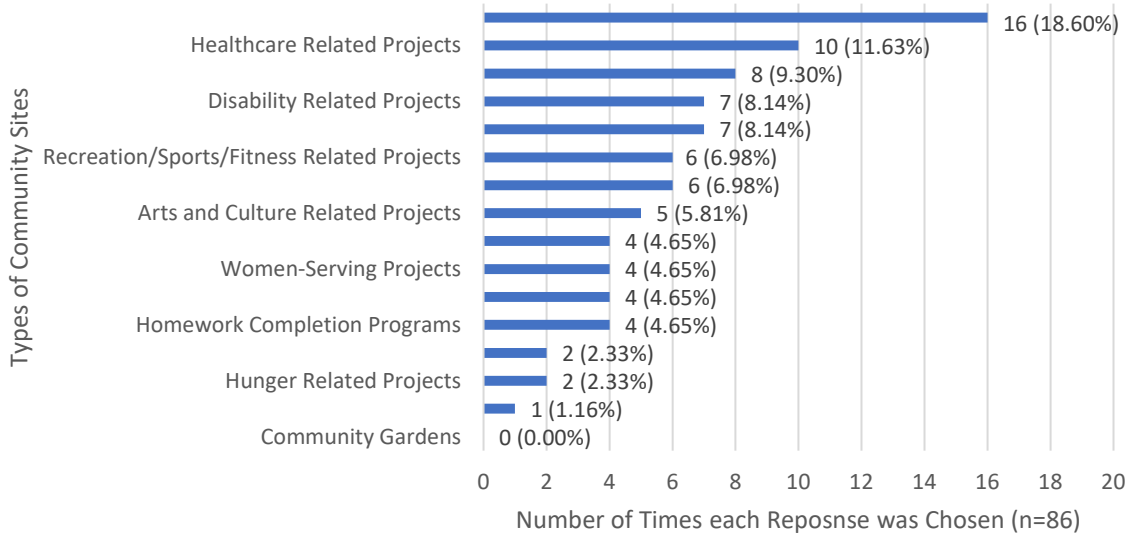
The 2023 Impact of Community Engagement on Faculty survey was distributed via the StockTalk listserv at Stockton University. The survey asked faculty about their participation in community engagement activities and the experiences that they had in FY 23. The results are displayed in the charts below.

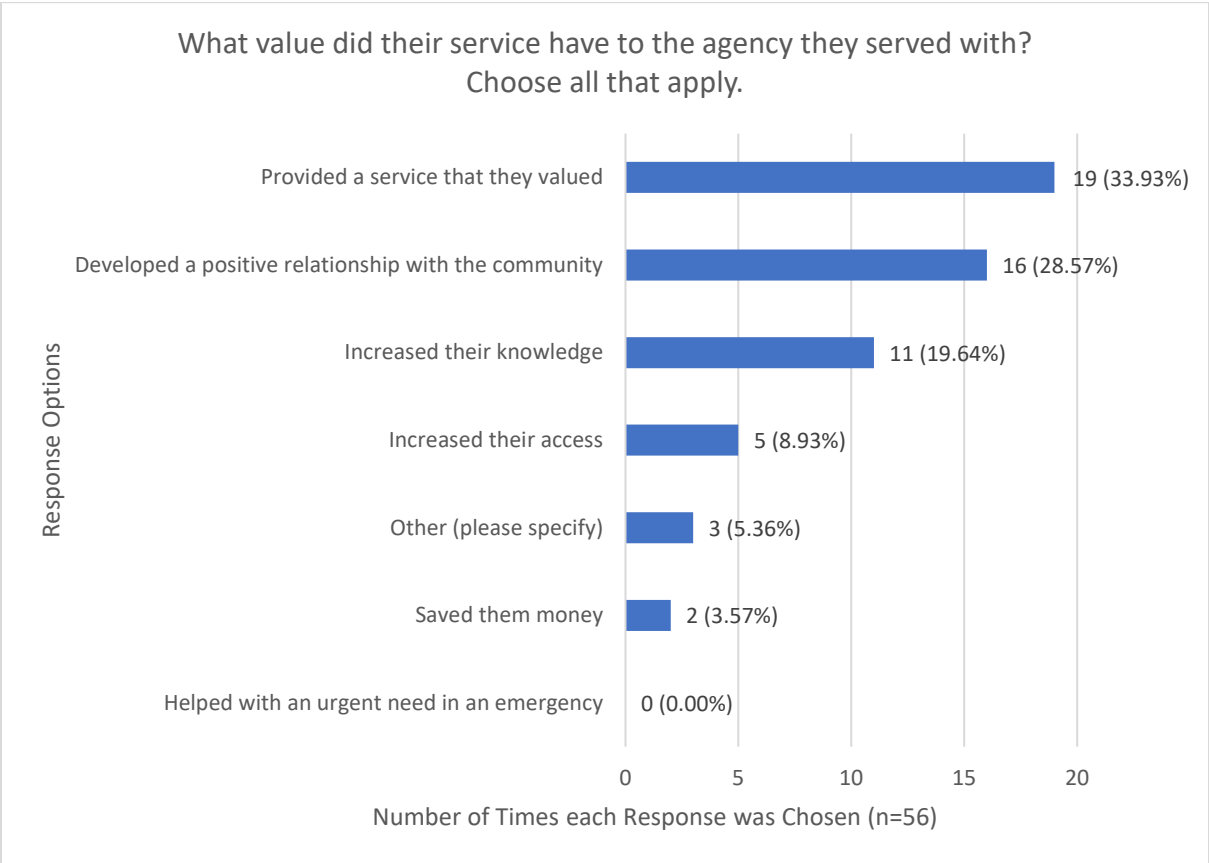
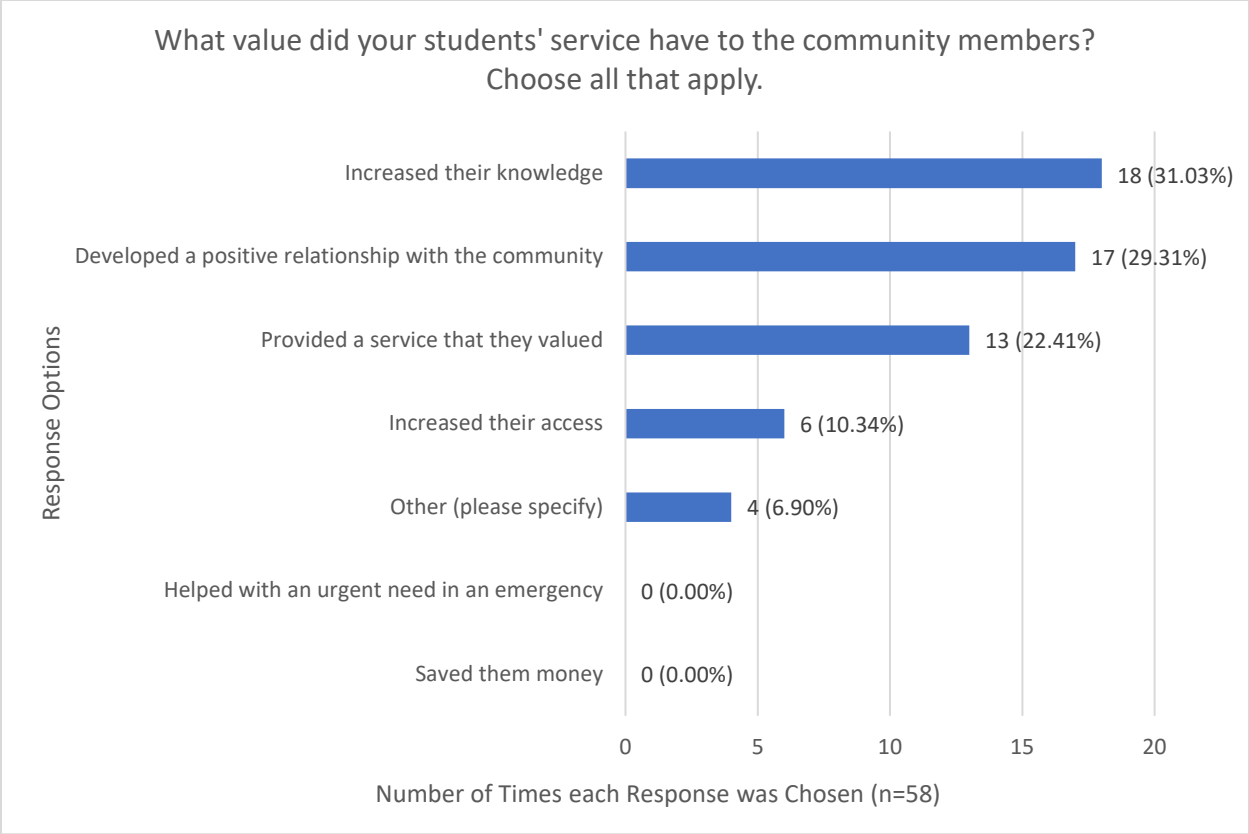


Which of these have you used to find opportunities to engage in the community? Choose all that apply.

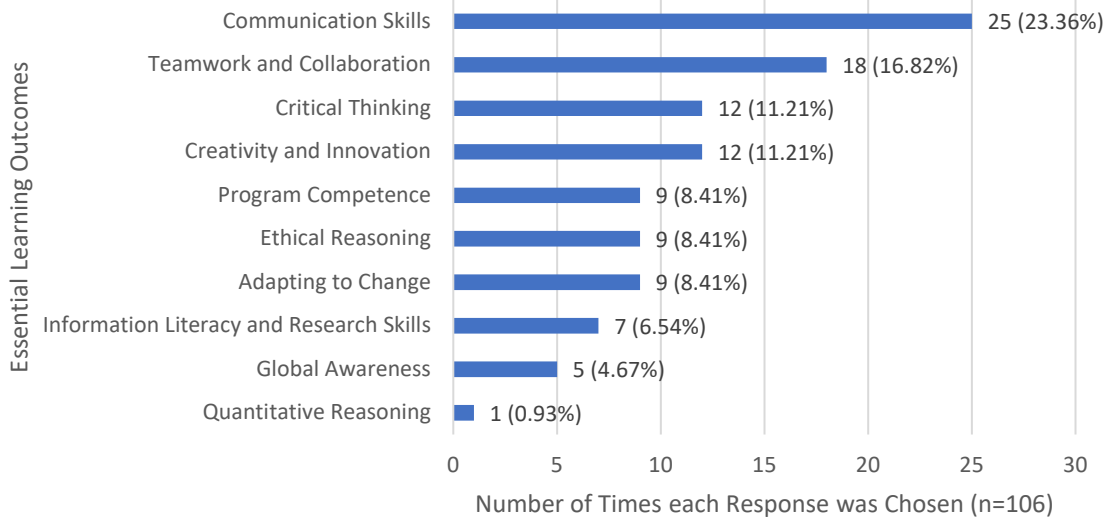


At which of the following types of sites have your students worked in community partnerships? Choose all that apply.

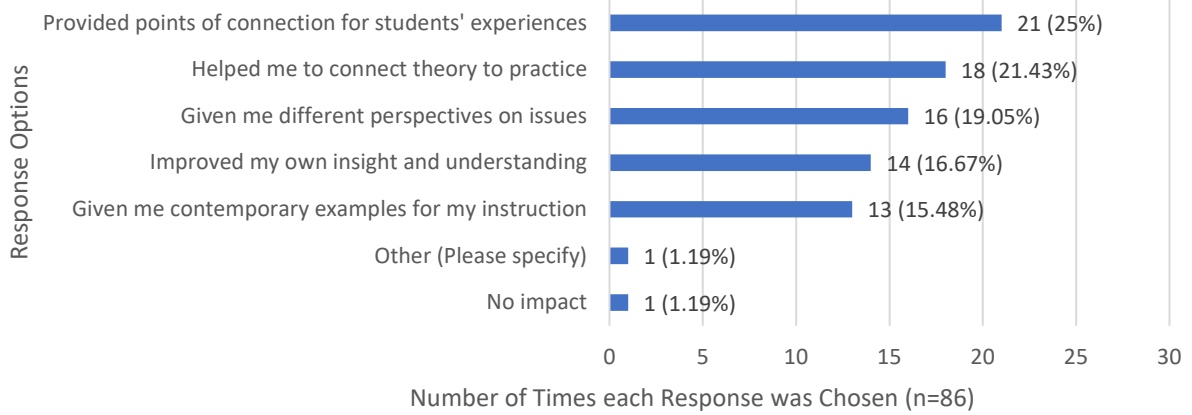




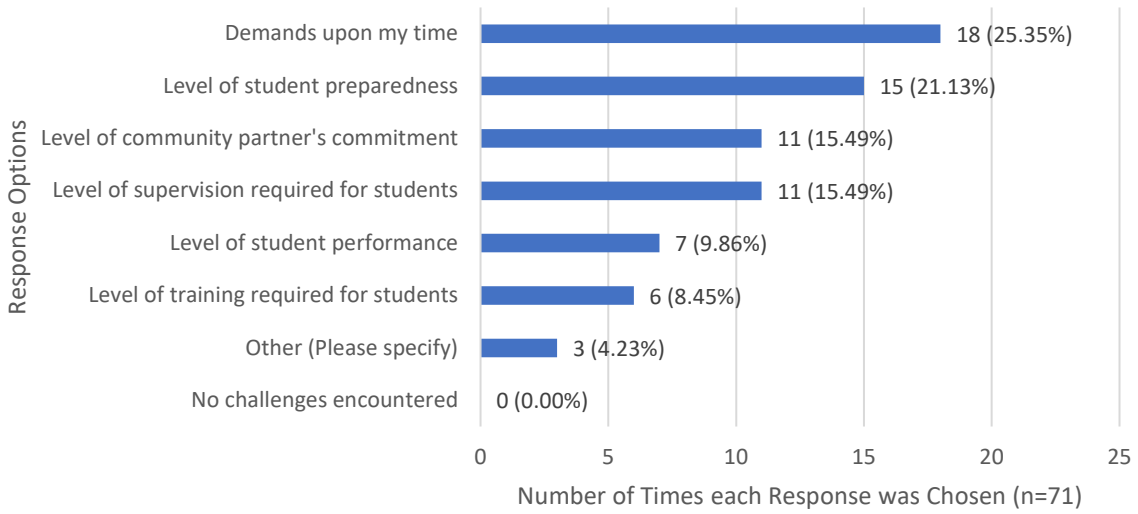
What are your most important learning outcomes for students in community engagement? Choose all that apply.



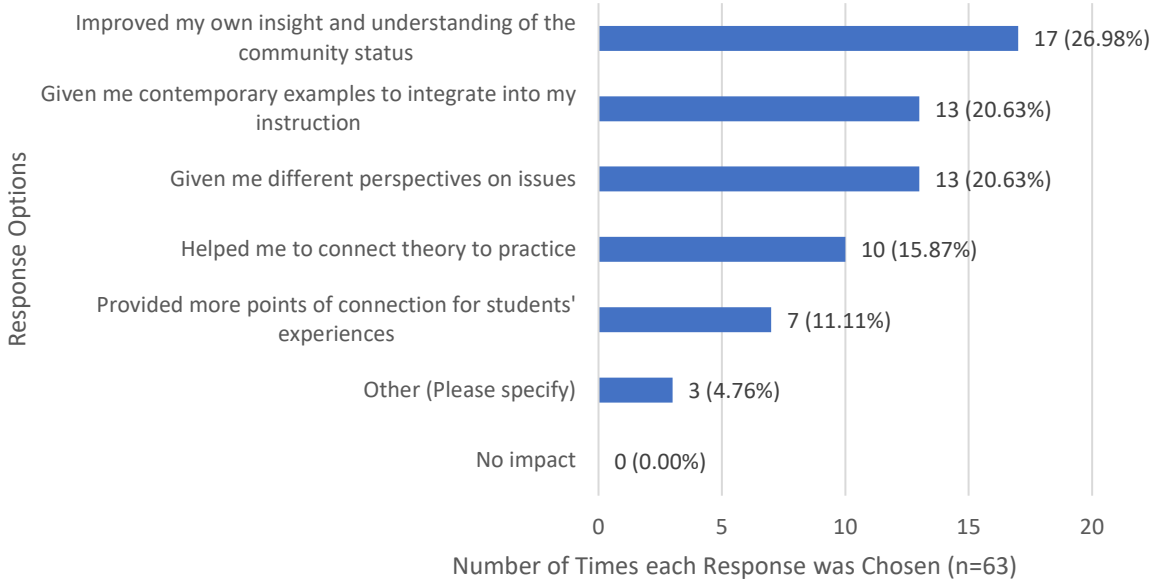
How have students' reflections affected your teaching? Choose all that apply.

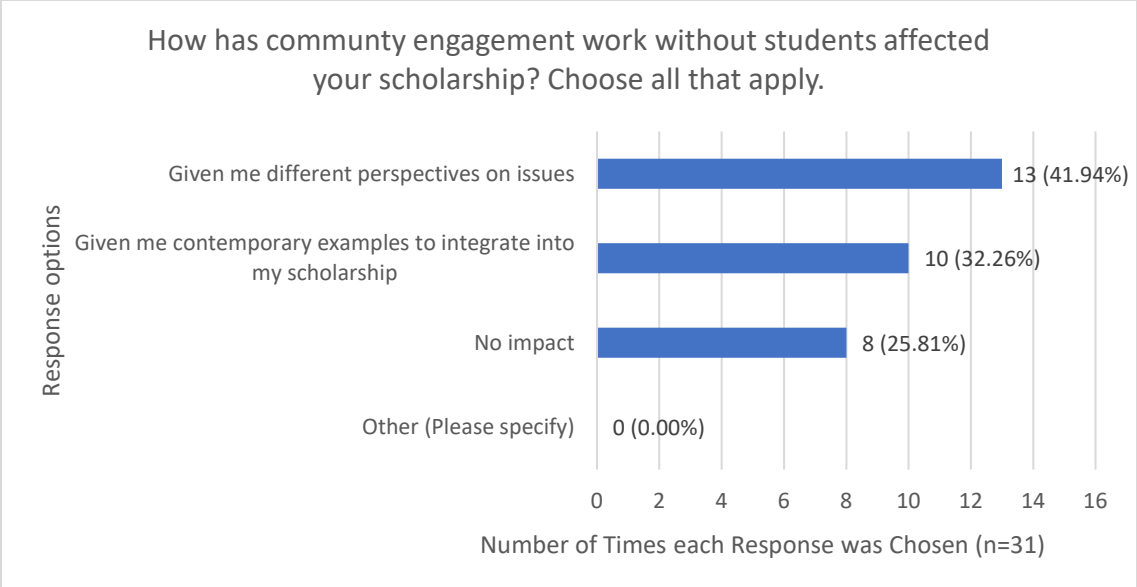


What aspects of the partnership between Stockton and the community have you found to be most challenging? Choose all that apply.



How has doing community engagement work that does not involve students affected your teaching? Choose all that apply.





Conclusion

The results of the faculty surveys indicate that most of the respondents (n=33) agree or strongly agree that Stockton University contributes to the well-being of the community. When asked how faculty access community engagement opportunities, the SCCESL and Service-Learning classes were chosen most often (n=33). Of the faculty who responded, 18 believed that their students' engagement work increased the community's knowledge, and 17 believed that the students developed a positive relationship with the community. Communication (n=25) and Teamwork and Collaboration (n=18) were the ELOs chosen most often as the most important learning outcomes for their students.

Assessment of the Impact of Community Engagement Staff Report

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

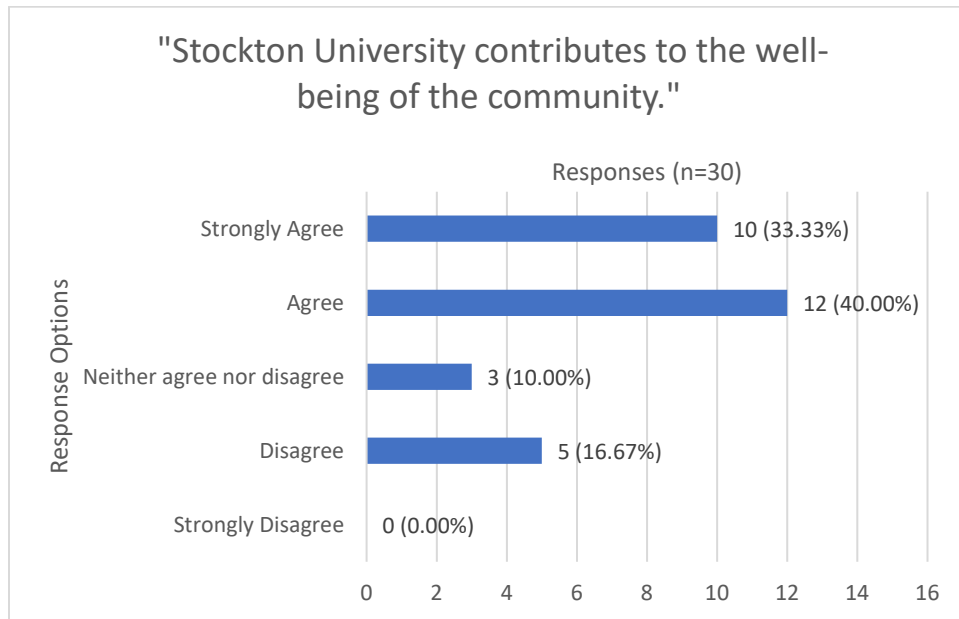
Response rate: 30 surveys were completed

Survey method: online via Qualtrics survey.

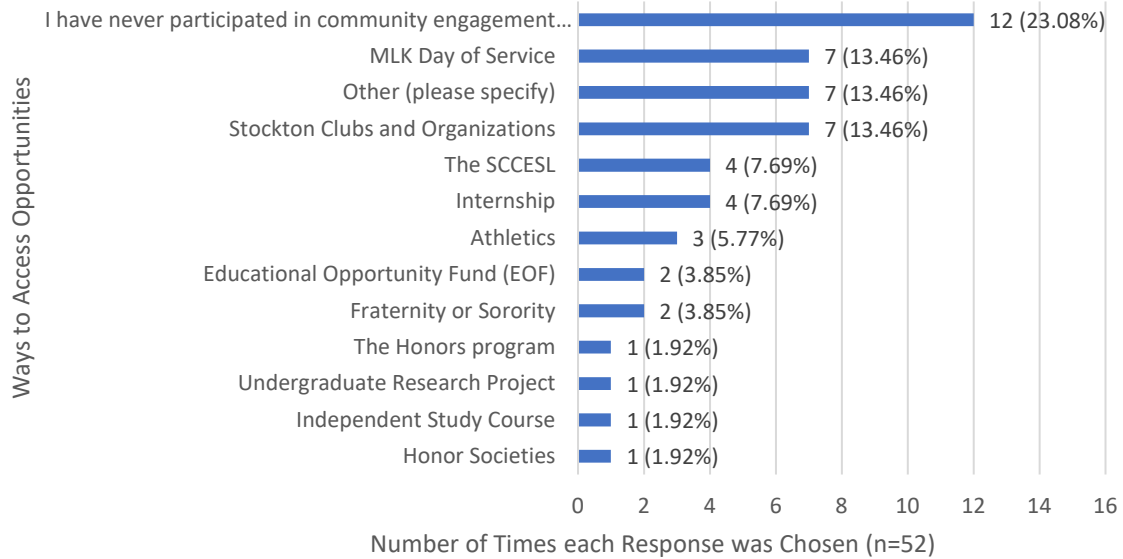
Data collection period: April through May of 2023

Sampling method: Non-probability sampling

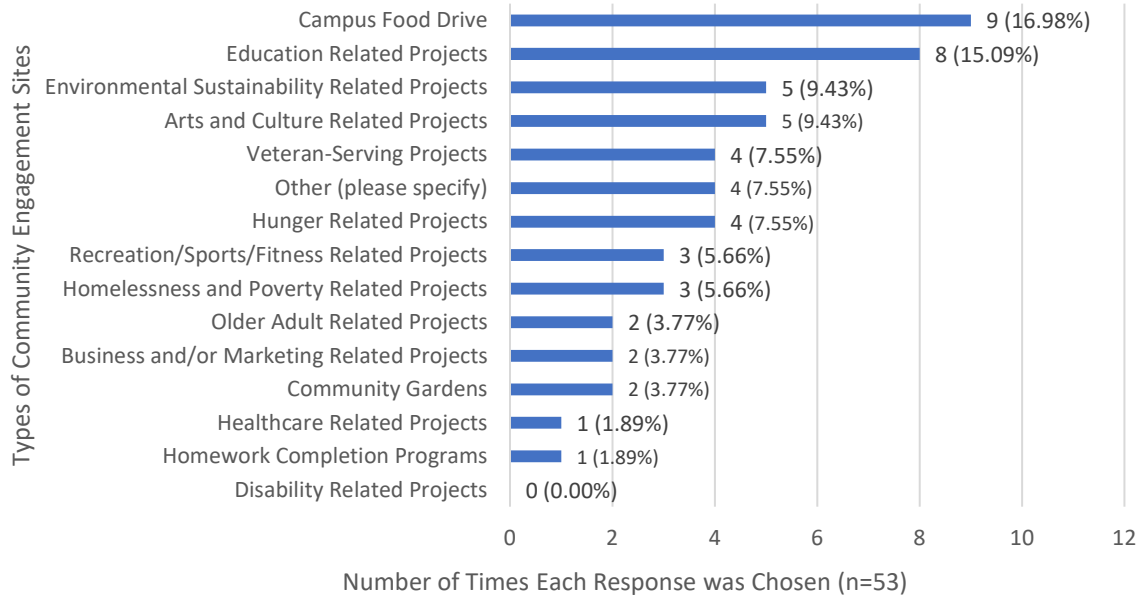
The 2023 Impact of Community Engagement on Staff survey was distributed via the StockTalk listserv at Stockton University. The survey asked staff about their participation in community engagement activities and the experiences that they had in FY 23. The results are displayed in the charts below.



Which of these have you used to access community engagement projects? Choose all that apply.



At which of the following types of sites have you worked in community partnerships? Choose all that apply.



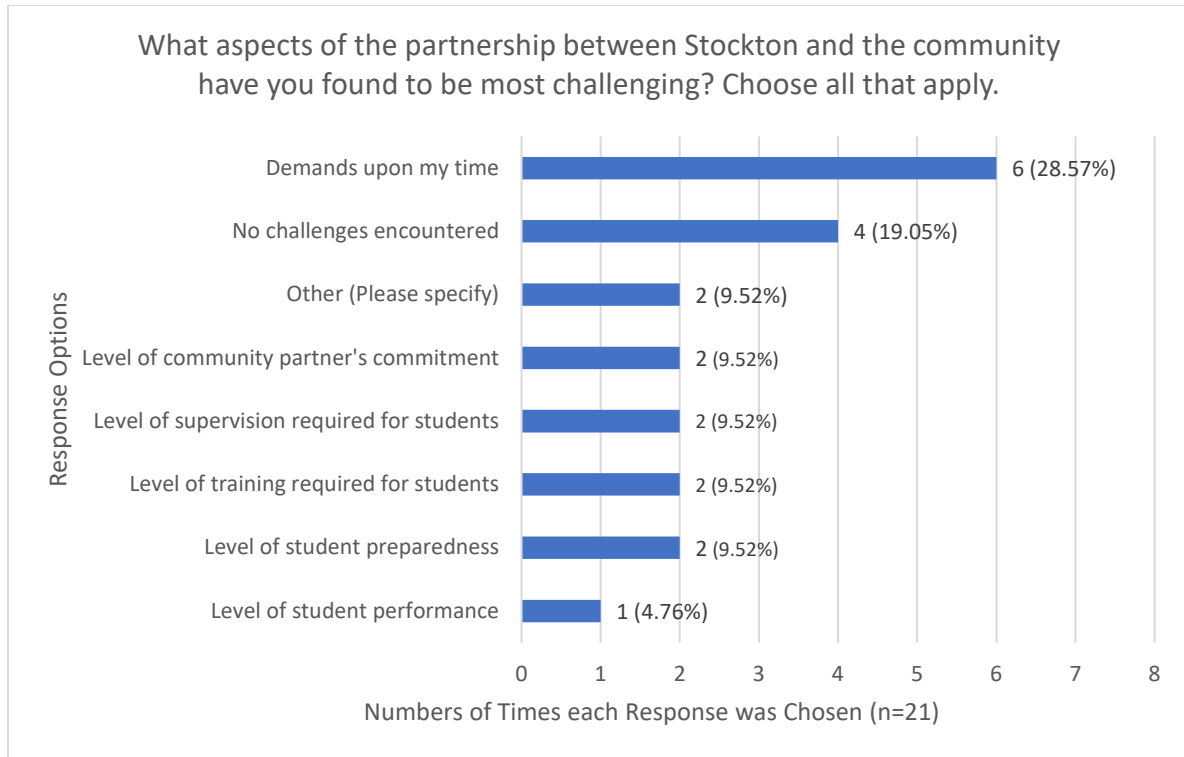


Table 2. Frequency distribution of staff perceptions of the impact of community engagement. "My activity in the community..."

	n	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Has been valuable to me	14	9 (64.29%)	5 (35.71%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
Benefited the students I may encounter at Stockton	14	9 (64.29%)	4 (28.57%)	1 (7.14%)	0 (0.00%)	0 (0.00%)
Helped me to offer diversity in my role at Stockton	14	7 (50%)	5 (35.71%)	2 (14.29%)	0 (0.00%)	0 (0.00%)
Taught me new ways to address challenges	14	5 (35.71%)	2 (14.29%)	6 (42.86%)	1 (7.14%)	0 (0.00%)
Broadened my experiences	14	9 (64.29%)	5 (35.71%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
Contributed to my scholarly agenda	14	3 (21.43%)	2 (14.29%)	8 (57.14%)	1 (7.14%)	0 (0.00%)

Conclusion

Of the staff who completed the Impact of Engagement on Staff survey, most felt that their experiences benefited them in many ways, evidenced by the positive responses in Table Two. The SCCESL looks forward to creating more opportunities for Stockton University staff to engage with the community in ways that are meaningful to them.

Student Survey of the Attainment of Essential Learning Outcomes

The SCCESL assesses how students in Service-Learning courses perceive their attainment of several of Stockton University's Essential Learning Outcomes (ELOs). The ELOs that are assessed are Adapting to Change, Communication Skills, and Critical Thinking. Students were asked to indicate their level of agreement with the statements presented in table three and to rate themselves on a Likert Scale where five indicates "Strongly Agree," and one indicates "Strongly Disagree." The results are presented below.

Table 3. Paired pre-and post-test scores on Essential Learning Outcomes for students enrolled in a Service-Learning course in the spring 2023 semester

		Mean	N	Std. Deviation	Sig. (2-tailed)
Pair 1	PRE - I can generate ideas	4.10	396	0.923	
	POST - I can generate ideas	4.49	396	0.893	0.000
Pair 2	PRE - I can recognize opportunities in problem-solving, relationships, or self-expression	4.17	398	0.824	
	POST - I can recognize opportunities in problem-solving, relationships, or self-expression	4.47	398	0.839	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.	3.95	399	0.951	
	POST - I can adapt to change, i.e., the ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.	4.42	399	0.813	0.000
Pair 4	PRE - I can share ideas with diverse audiences effectively	3.86	398	1.006	
	POST - I can share ideas with diverse audiences effectively	4.41	398	0.881	0.000
Pair 5	PRE - I can use various formats to share knowledge with diverse audiences effectively	3.82	398	0.974	
	POST - I can use various formats to share knowledge with diverse audiences effectively	4.40	398	0.860	0.000

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

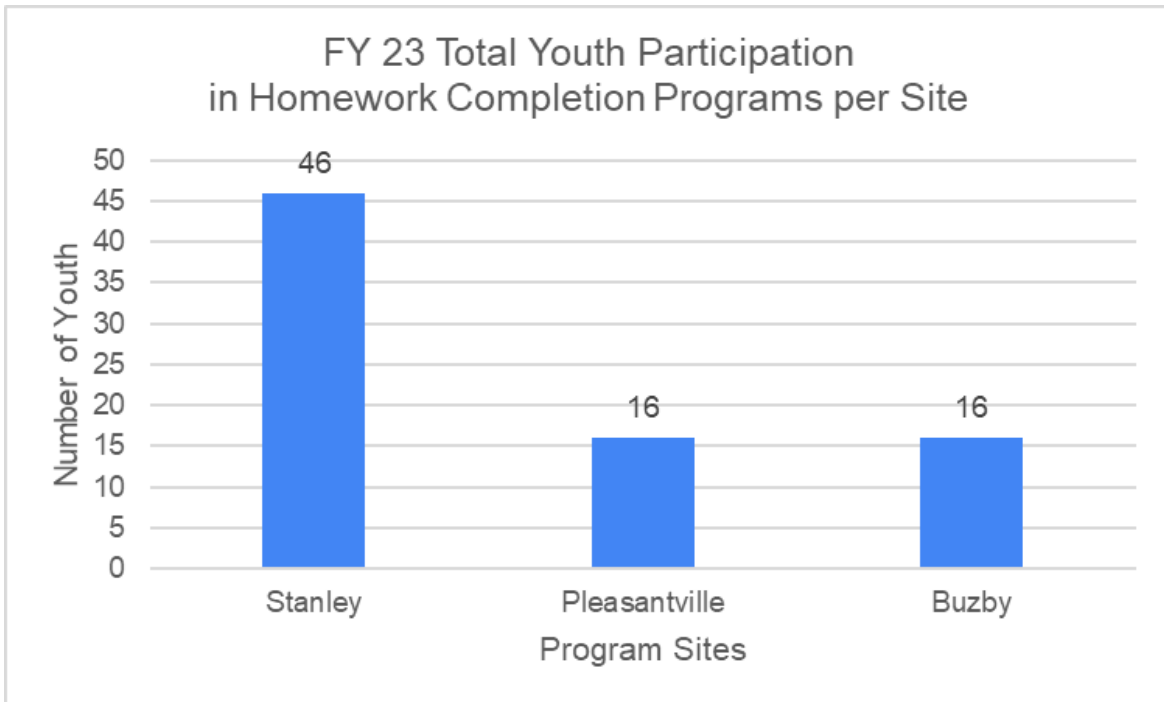
The SCCESL attempted to assess the impact of taking a Service-Learning course on a student's ability to think about a social problem. Students enrolled in a Service-Learning course in spring of 2023 were given the question, "America is one of the richest countries in the world, but in 2019, before the COVID-19 Pandemic, 10.5% of households experienced food insecurity. In your opinion, what are some of the potential causes of this condition?" Students were administered the task at the beginning and the end of the semester.

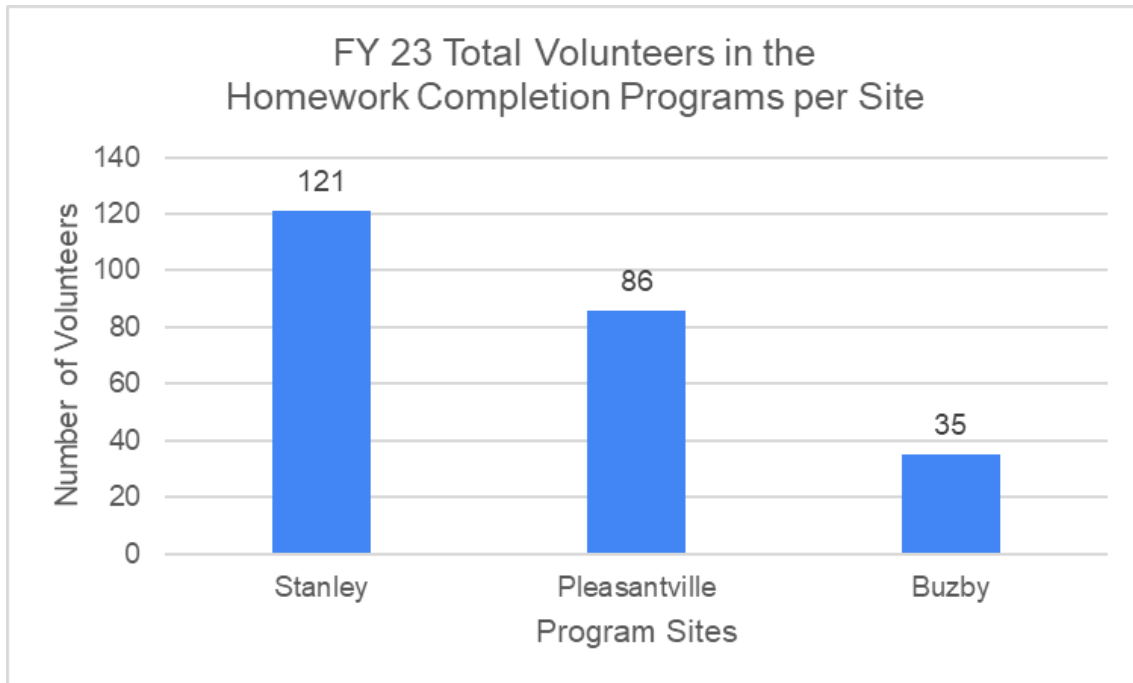
166 students completed the pre-and post-test, and results indicated that there was no statistically significant increase in the number of reasons for the high food insecurity rate that students could name from the beginning to the end of the semester.

Programmatic Assessment

Homework Completion Programs

The SCCESL collects participation data every year to understand the ways that youth participate in the Homework Completion Programs. The tables below reflect some key findings.

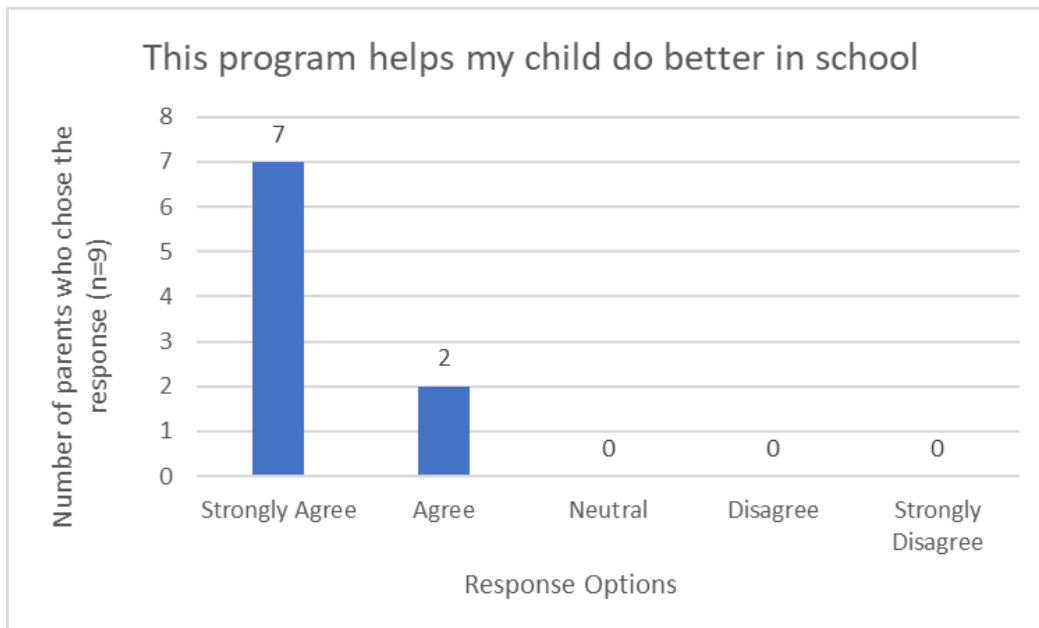


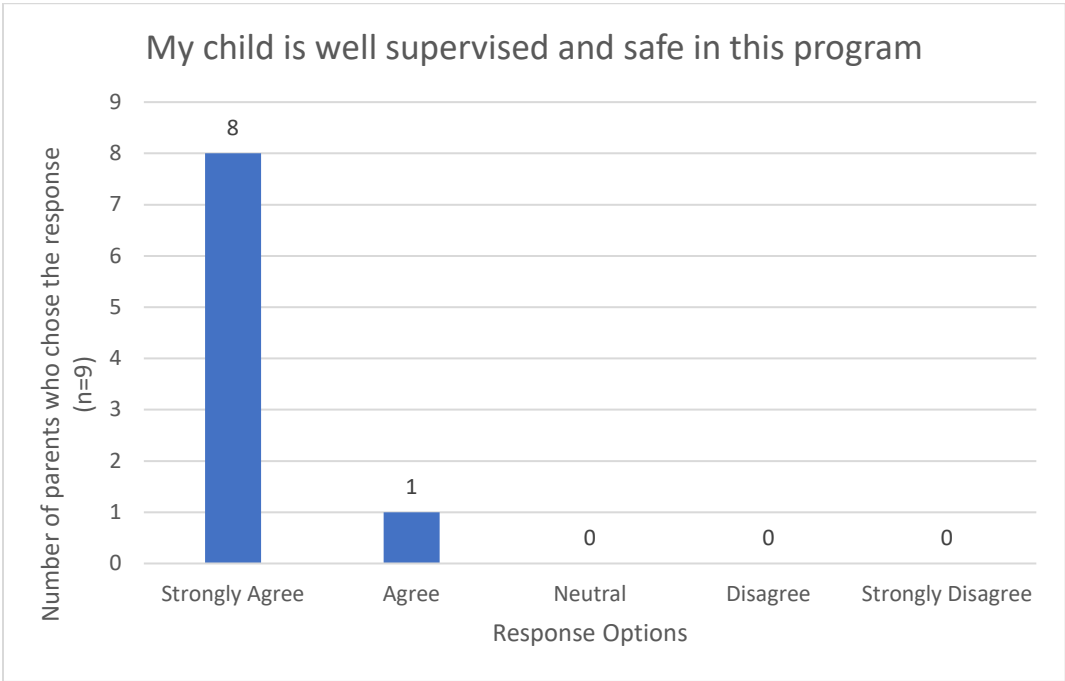
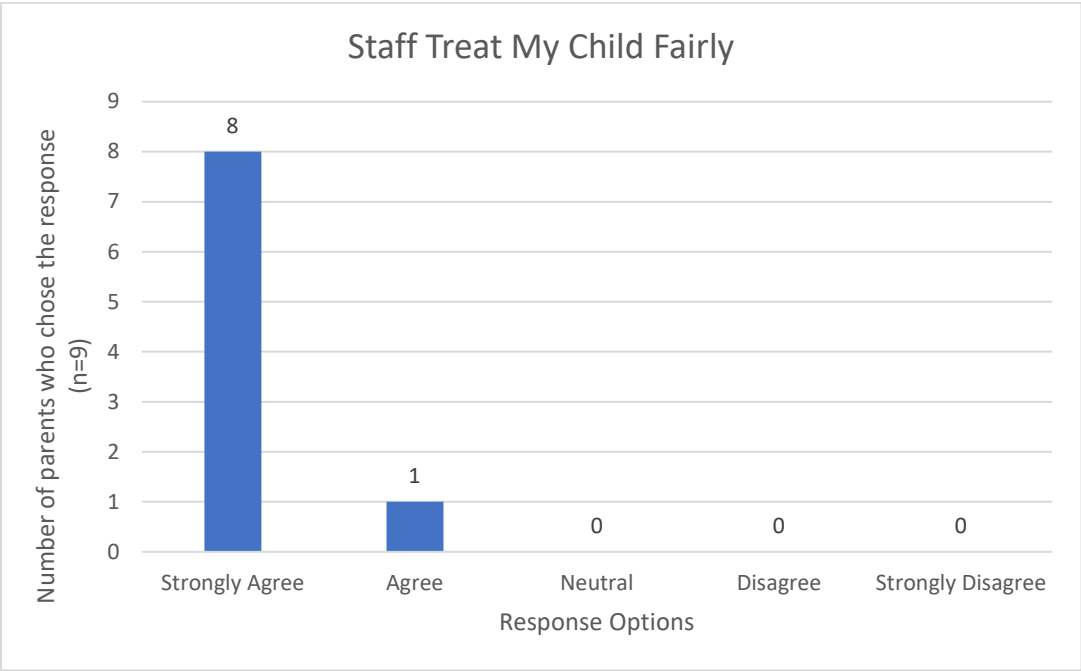


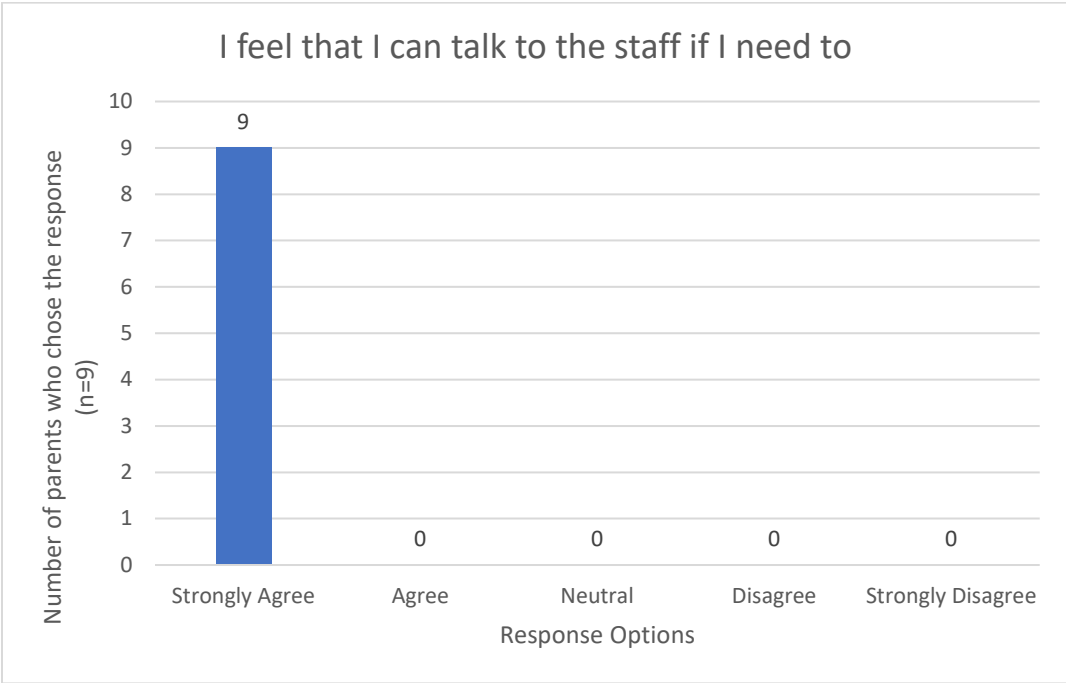
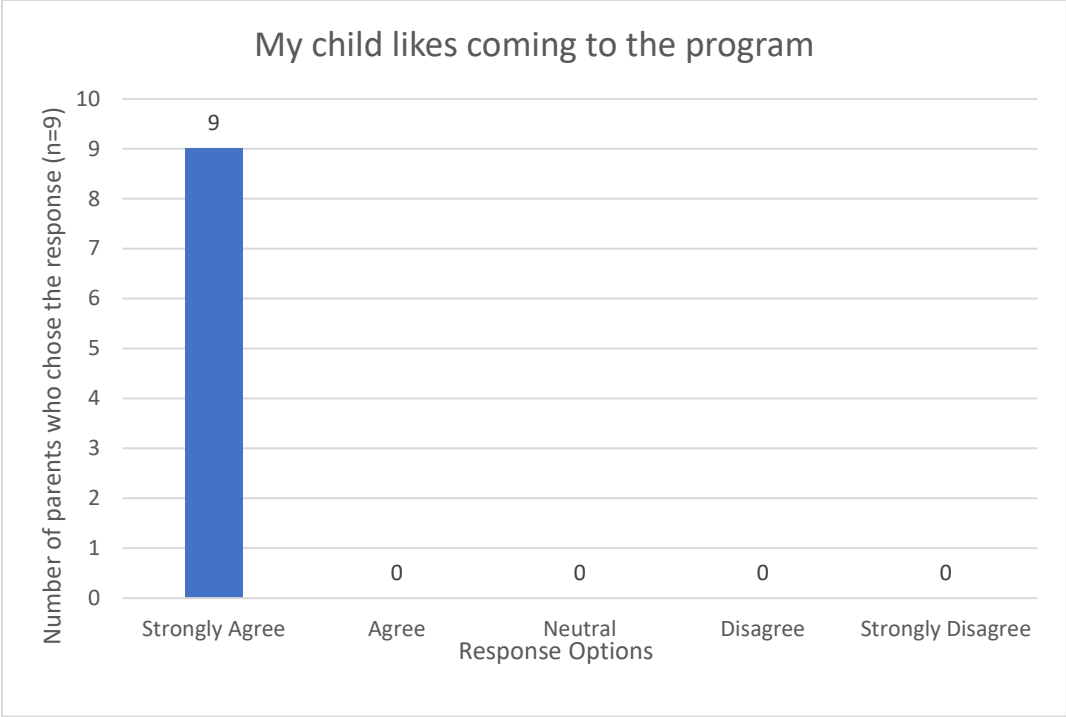
The SCCESL conducts several assessments every year to understand the experiences of the youth and parents who participate in the Homework Completion Programs. In May 2023, they distributed surveys at Stanley Holmes Village and the Pleasantville Library. Due to community construction, the Buzby Homes Village program did not operate in the spring semester.

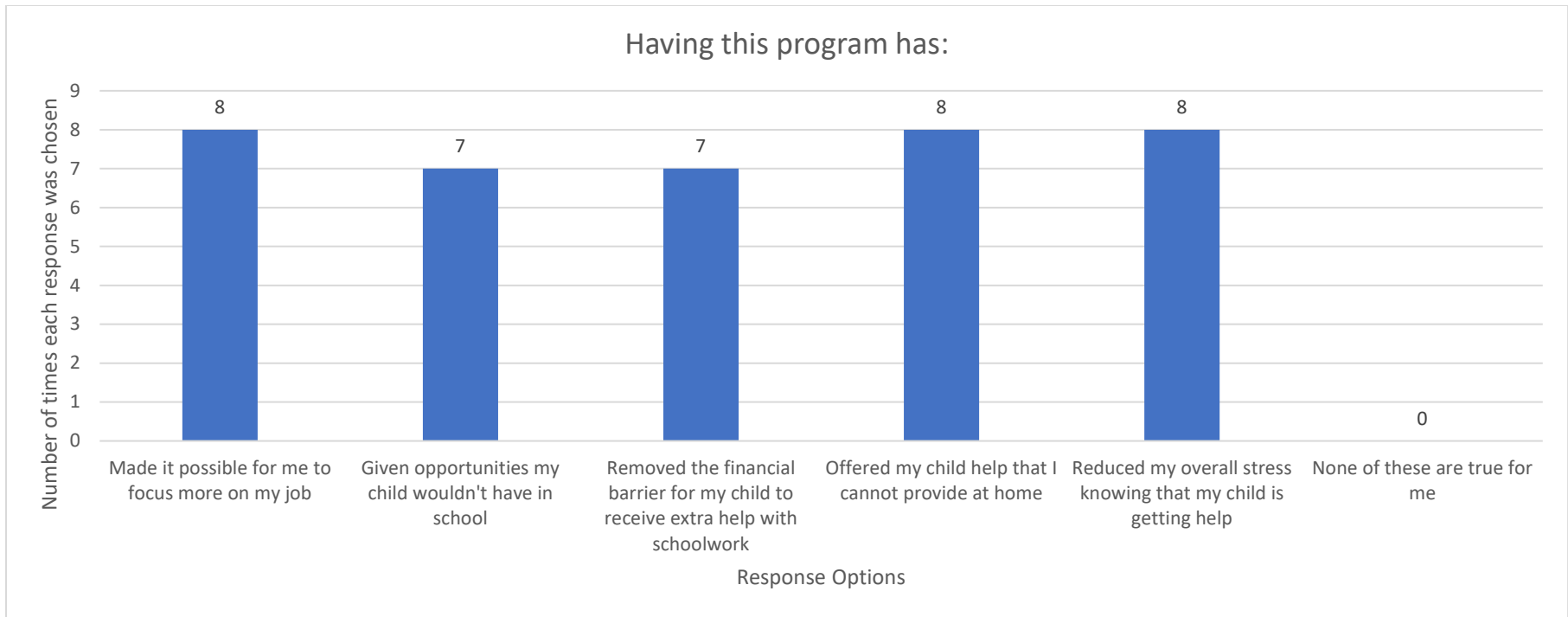
Stanley Holmes Village Parental Feedback Survey

Surveys were sent home to the parents of the youth in the Stanley Holmes Village Homework Completion Program. The results are displayed below.







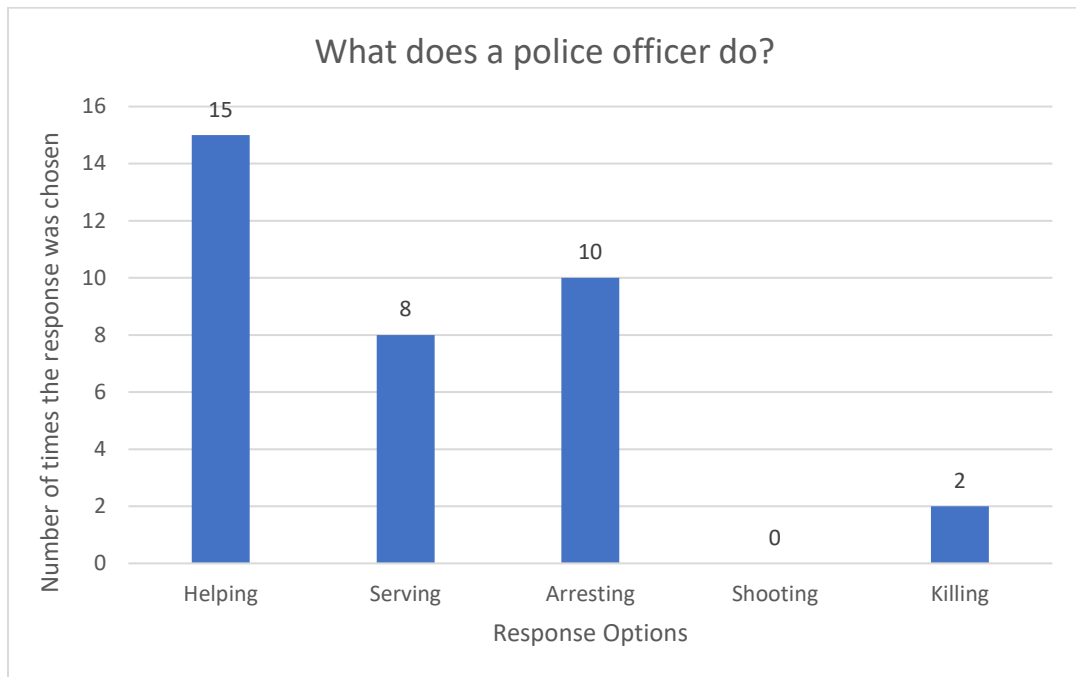
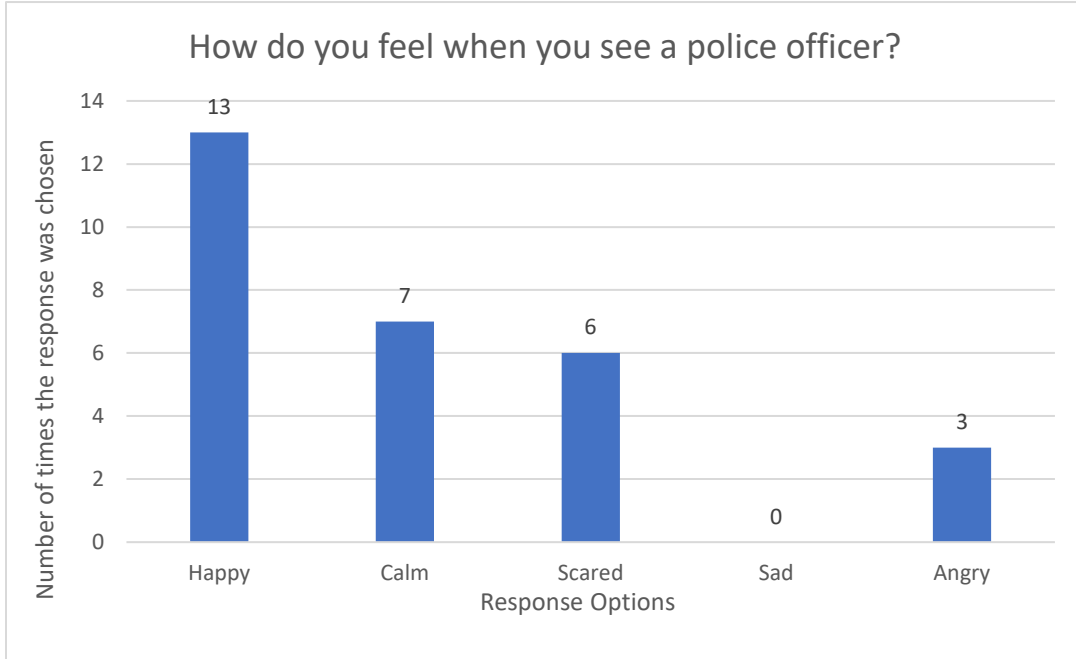


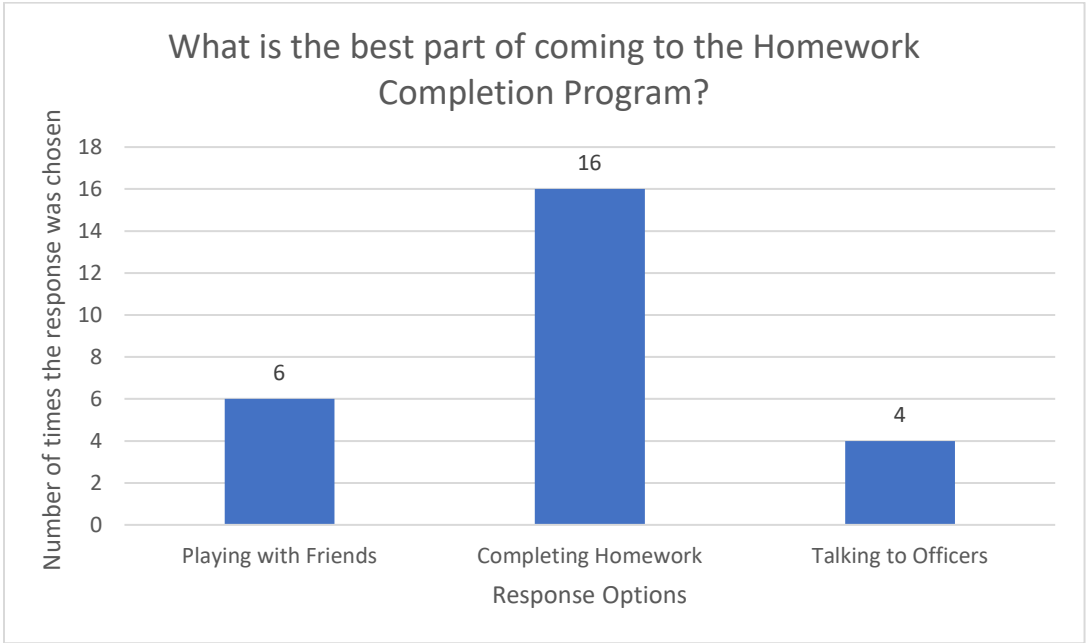
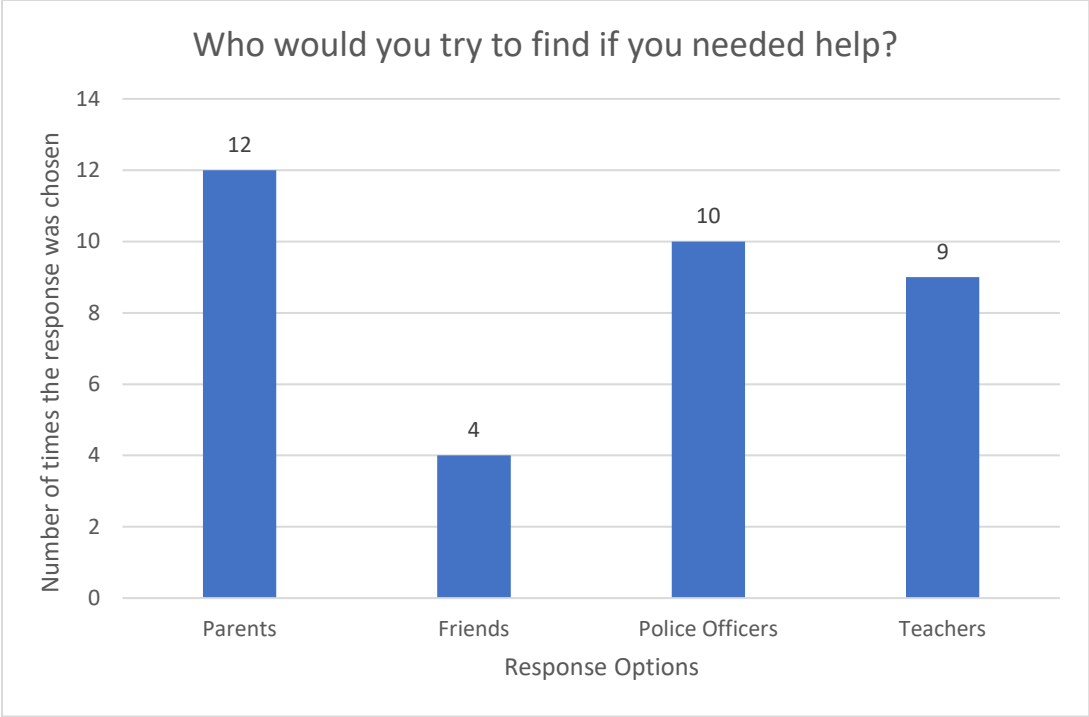
Conclusion

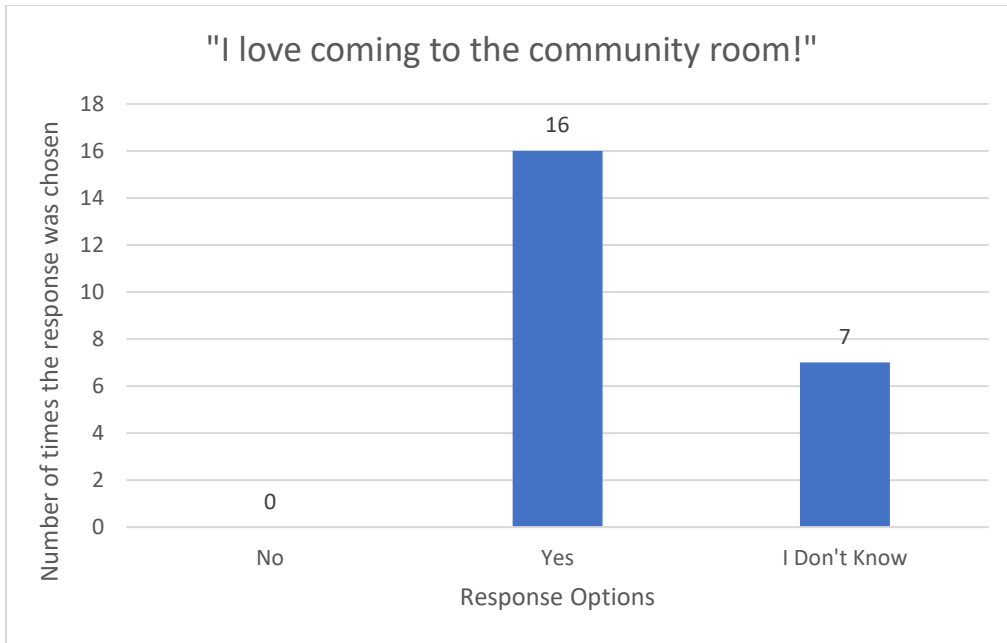
The findings from the survey of parents indicate that those who took the survey believe that the Homework Completion Program benefits both their children and themselves. We look forward to repeating the survey in the spring of 2024.

Stanley Holmes Village Student Attitude Survey

Every year, the SCCESL asks the youth in the program how they feel about police officers, community members, and coming to the program. The results are shown below.



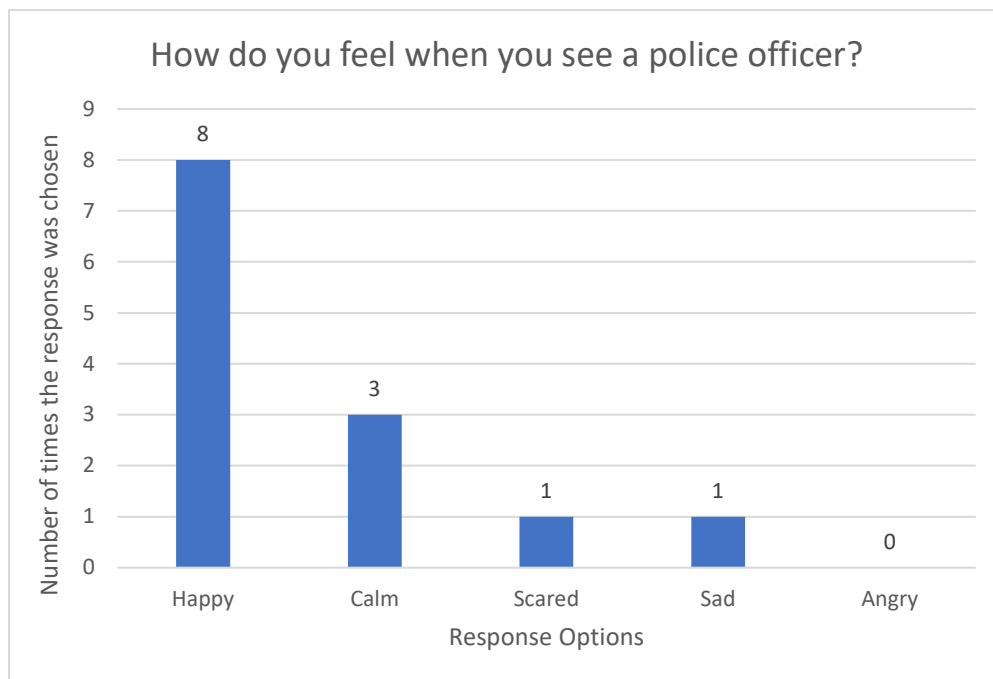


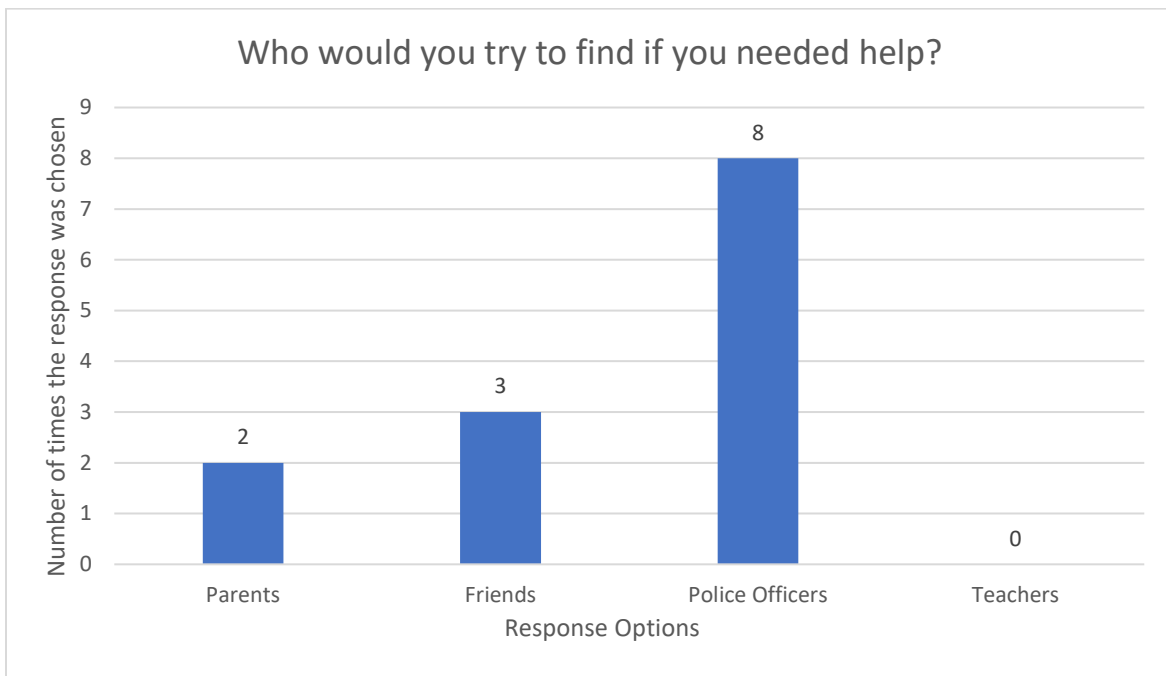
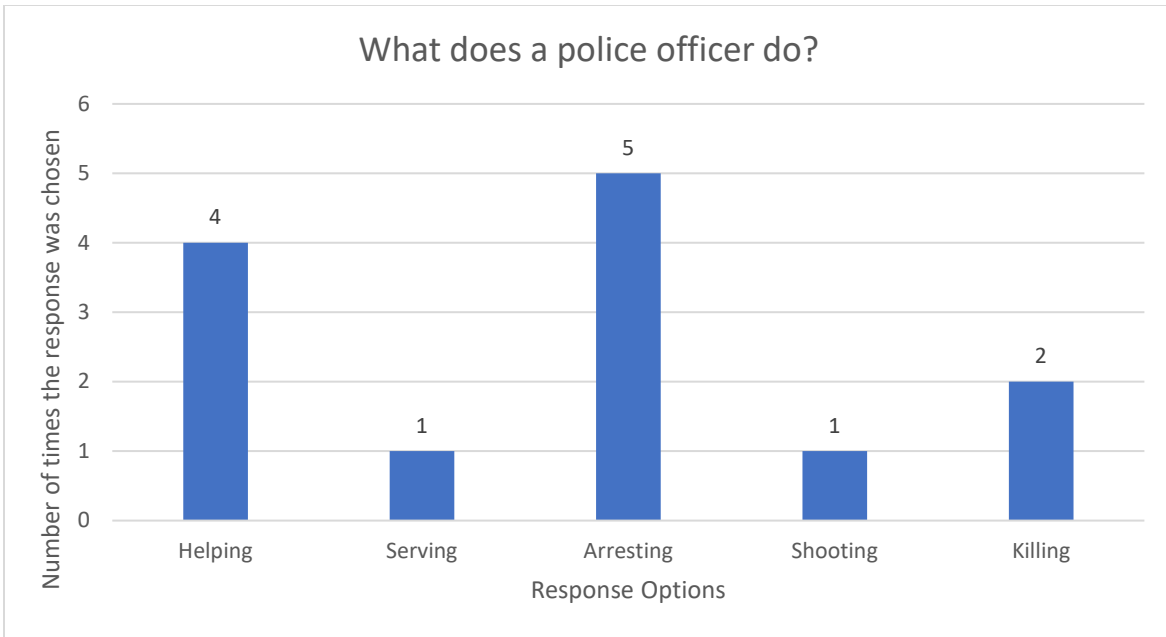


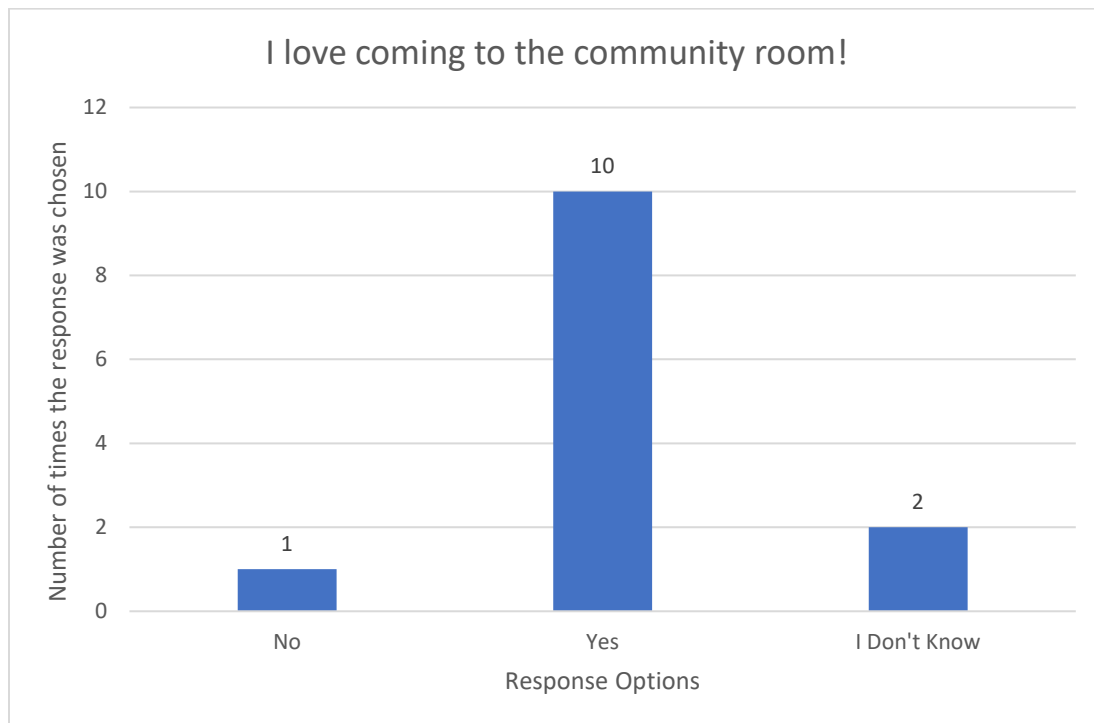
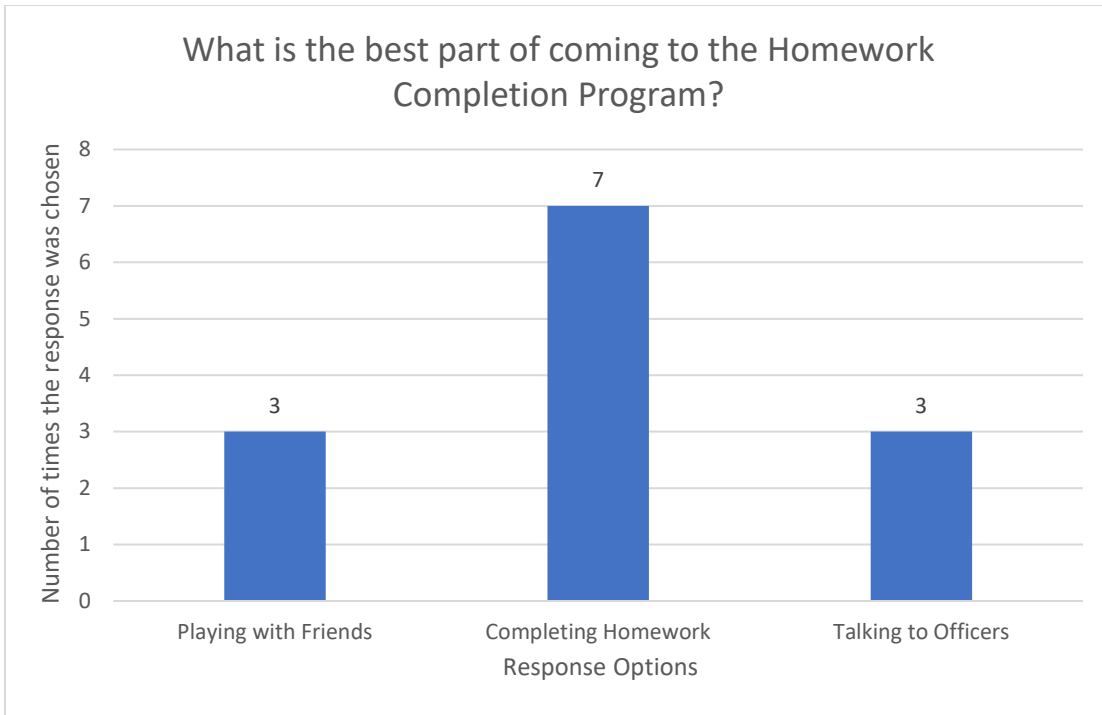
Conclusion

The results of the survey of youth at the Stanley Holmes Village Homework Completion Program indicate that the youth have primarily positive feelings towards police officers. When asked how they feel when they see a police officer, "Happy" and "Calm" were chosen 20 times, while "Scared" or "Angry" were chosen nine times.

Pleasantville Library Student Attitude Survey







Conclusion

The results of the survey of youth at the Homework Completion Program at the Pleasantville Library indicate that the youth who completed the survey have more negative feelings towards police officers than the youth who completed the survey at Stanley Holmes Village. When asked what police officers

do, "Arresting," "Shooting," and "Killing" were chosen eight times, while "Helping" or "Serving" were chosen five times. It is interesting to note that when asked who they would find if they needed help, the youth at the Homework Program at the Pleasantville Library selected "Police Officers" eight times and selected "Parents" and "Friends" only five times.