



STOCKTON | CENTER FOR
UNIVERSITY | COMMUNITY ENGAGEMENT
& SERVICE-LEARNING

FY 2021

Annual Report

July 1, 2020 - June 30, 2021

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Executive Director's Message

Dear Friends:

Despite the continuation of the pandemic, we were fortunate to serve our community and provide opportunities for Stockton students to engage in Service-Learning projects. The reorganization of the SCCE and the Office of Service-Learning strengthened our infrastructure to serve faculty, staff, students, and community partners and gave us the opportunity to hone our assessment efforts.

We implemented a pre- and post-survey for all the students enrolled in Service-Learning courses, and the survey yielded significant findings including, "I can generate ideas"; "I can adapt to change"; and "I can use various formats to share knowledge with diverse audiences effectively." These results will help us to refine our Service-Learning program building on the strengths and informing future assessment including the addition of a qualitative section into the pre- and post-instrument to further explore the impact that students' experiences in the community have on them.

We also administered an electronic survey that included a sub-set of items from the Impact of Community Engagement campus-wide instrument to the student volunteers in the Virtual Homework Completion Program.

Interestingly, Stockton students who volunteered in the Virtual Homework Completion program rated themselves significantly higher than the general population on nine of the eleven items regarding their engagement activities. Some of the nine items were "my work was meaningful to the community" and "I am better able to understand perspectives other than my own."

We attribute the results, in part, to the daily reflection that SCCESL staff facilitate for the students who volunteer in the homework program. We will continue to administer this survey to compare the responses of the volunteers who serve directly in programs administered by the Center to the responses of the full student body to see if these results are replicated.

The academic year 2021 was the fourth year that we have surveyed faculty, students, staff, and community partners on their perceptions of whether Stockton University contributes to the well-being of the community. Consistently, the results have shown that all populations agree Stockton University contributes to the well-being of the community. This year, 100% of the community partners who responded to our Impact of Community Engagement survey "agreed" or "strongly agreed" with the statement, "Stockton University contributes to the well-being of the community."

In the coming year, we are looking forward to continuing our programs in person, continuing to learn from all our stakeholders, and continuing to implement community engagement practices informed by our assessment findings.

We invite you to visit our Center and share with us ways in which we can work together to continue to build on our community engagement strengths. Meanwhile, enjoy our Annual Report!

All the best,

Merydawilda Colón, LSW, PhD

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

Mission Statement and Vision Statement

Mission

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.

SCCESL Fiscal Year 2021 Goals and Progress

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

Institutional Strategic Priority #1

Academic Affairs Goal 1: Promote Inclusive Pedagogy: Prioritize faculty and staff development of creative and innovation programming that: provides high-quality learning experiences; incorporates high-impact practices; and promotes inclusive success for a diverse range of learners.

- *SCCESL Goal 1.1* - Maintain same level of student participation in homegrown programs from AY 2019 - 2020.
 - Progress
 - Connected professors with virtual Service-Learning and community engagement projects
 - 100% of the Bonner leaders and 75% of the ChangeBuilder students completed their service hours this year
 - The Homework Completion Program expanded to register over 450 youth and the Naturalization program maintained its participants. Six participants became US citizens despite technological and language barriers
 - All volunteers in the Homework Programs used the new SCCESL website to register to volunteer and to complete the Protection of Minors training
- *SCCESL Goal 1.2* - Maintain or increase faculty members' participation in community initiatives
 - Progress
 - The SCCESL presented on the process of Service-Learning in several Zoom classrooms and offered expanded support to faculty maintaining their Service-Learning courses with virtual projects.

- The SCCESL presented at two events for new faculty sponsored by the Center for Teaching and Learning Design
 - The SCCESL also presented on the proposed process of the SRLN (Service-Learning) designation at the April Faculty Senate Meeting.
- *SCCESL Goal 1.4* - Maintain Service-Learning student engagement in courses at the same level as AY19-20
 - Progress
 - SCCESL Staff gave Zoom orientation in several classes as well as offering expanded one-on-one support throughout the year.
- *SCCESL Goal 1.5* - Maintain programming engagement at the same level as AY19-20
 - Progress
 - The SCCESL adapted programming to offer several virtual movie screenings, workshops and service day opportunities
- *SCCESL Goal 1.6* - Service-Learning will create a minimum of one program per semester focused on social justice, privilege or anti-racism marketed to Service-Learning students and courses
 - Progress
 - Events were held which addressed homelessness and economic inequality, and Stockton students had the opportunity to participate in events such as the Covenant House Virtual Sleep Out, Food Drives, and a screening of “Hungry to Learn.”

Institutional Strategic Priority #3

Academic Affairs Goal 3: Strengthen Academic Programming: Update existing curricula and advance new programs to respond to field developments and emergent needs. Diversify course delivery methods and scheduling, including online and hybrid formats, and programming for summer and adult learners, to ensure that academic offerings are broadly available to a diverse range of learners.

- *SCCESL Goal 3.1* - In response to the context of the pandemic, assess mutual needs and resources of the Center and Community Partners
 - Progress
 - Community partners were contacted through FY21 to discuss what they need and how Stockton students and faculty could create engagement projects to meaningfully meet those needs
- *SCCESL Goal 3.2* - Create repository of online Service-Learning opportunities for faculty and provide consultation on course development with these alternative systems
 - Progress
 - The SCCESL Website was updated and streamlined to simplify the faculty’s access to Service-Learning partners, sample syllabi and contact information
 - The SCCESL met with faculty regularly to connect them with community partners and offer support in creating new partnerships
- *SCCESL Goal 3.3* - Revitalize the Community Leadership and Civic Engagement LIBA concentration and consider options for minor or major development

- Progress
 - In collaboration with Dr. Christina Jackson, the SCCESL secured a grant from the Bonner Foundation to support some of this work. This committee has been meeting monthly to discuss the ways that the CLCE concentration could be changed to a minor or certificate and to discuss what the coursework should be

Institutional Strategic Priority #4

Academic Affairs Goal 4: Promote Scholarship of Teaching and Learning (SoTL): Establish a Stockton Center for Teaching and Learning 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 Goal 4.1* - Increase opportunities for faculty and staff to learn about Scholarship of Engagement
 - Progress
 - The SCCESL presented at two events for new faculty sponsored by the CTLD

Institutional Strategic Priority #5

Academic Affairs Goal 5: Strengthen Institutional Collaboration in Enrollment and Retention: Work collaboratively with Student Affairs and Enrollment Management to develop and support Stockton's student persistence and retention initiatives.

- *SCCESL Goal 5.1* - Use the Center's resources to maintain or increase Stockton's historically high persistence and retention rates by linking three to five Stockton students without parental support to external social supports in AY 2020 - 2021
 - Progress
 - Eight to ten students were supported in AY21 with housing, food, clothing and mental health referrals. Several students were incoming freshmen who needed support with paperwork required from Division of Child Protection & Permanency to certify their experience in the foster care system
- *SCCESL Goal 5.2* - Continue to coordinate the faculty engagement for First Osprey Initiative, and incorporate innovative approaches into working with first generation students
 - Progress
 - In conjunction with the First Ospreys Initiative and First Ospreys Student Club, the SCCESL developed and presented "What is a First Osprey" to faculty, program coordinators, and CWA staff
- *SCCESL Goal 5.3* - Work with Office of Admissions to get the Bonner application link on the main Stockton application and provide all Admissions staff with additional training and information
 - Progress
 - Met informally with admissions representatives, supported referrals for Bonner program, and will continue working on this goal

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, **Paige Richards**, a graduate student assistant, **Veronica Rowland**, and our Faculty Fellow, **Dr. Connie Tang**.

We are pleased that our team has increased to 34 students including undergraduate Student Fellows and Bonner Leaders, one MSW Intern, two Childhood Studies Minor students and one Communications intern. The finalized merger of the Center for Community Engagement and the Office of Service-Learning has increased our ability to manage consistent, evidence-based, and mutually beneficial programs in our community. 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.

The members of our Fiscal Year 2021 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. Ariane Newman-Hutchins**, *Assistant Dean, School of Health Sciences*
- **Dr. Michael Rodriguez**, *Associate Professor of Political Science*
- **Dr. Joseph Rubenstein**, *Professor of Anthropology*
- **Dr. Stephen B. Davis**, *Assistant Vice President, Student Health and Wellness*
- **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*
- **Christopher Melillo**, *Student Affairs Committee Student Representative*

Budget and Planning

Grants

This year the SCCESL received a total of \$24,000 in grants from the following funding sources: the TD Bank Foundation, the Bonner Foundation, and the Schwartz Creed Foundation.

The Bonner Foundation funding includes:

- **The Bonner Racial Justice Fund**, a special initiative fund offered in response to the social justice challenges of today. It joins community partners and student leaders in developing a capacity building and mobilization project focused on Atlantic City.
- **The Bonner Community Engaged Learning Grant**, a fund to support the Center in further developing Service-Learning pedagogical standards and systems of developing courses and programs with experiential learning at their core.
- **The Bonner Enrichment Grant**, a grant to support Bonner Leaders to travel, attend conferences and develop capacity building projects. The Bonner Leaders are social justice advocates and service leaders who are primarily funded through Federal Work Study. Their leadership development is guided by the Bonner Developmental Model and includes ten learning outcomes.

Our student leaders are the Center's most important resource in the community and for the fourth consecutive year, the **TD Bank Foundation Grant** is supporting the operation of our Homework Completion Programs in Atlantic City and Pleasantville by offering stipends to five Student Fellows per year.

The SCCESL was awarded \$14,206 from the **Schwartz Creed Foundation** to offer a series of workshops designed to teach Atlantic County residents how to use the internet to access websites for social services, government agencies, schools, and colleges. The workshops began on January 21, 2020, every Tuesday evening, and approximately 20 community members met in a computer lab in the John F. Scarpa Academic Center on the Atlantic City campus to attend the workshops led by Dr. Merydawilda Colón and supported by SCCESL Student Fellows **Lina Garrido, Jason Rehani '20, Ariana Ramirez**, and **Kristine Garcia**. The series was interrupted by the social distancing required by the COVID-19 pandemic and will resume on November 9, 2021.

The SCCESL began working on the objectives of the **Westside Choice Neighborhoods Grant (Peoples component)**, project funded by the **U.S. Department of Housing and Urban Development**. **Dr. Merydawilda Colón, Patricia (Trish) Collins**, Master of Social Work interns--**Desiree Robinson** and **Maria Castaneda**, along with and **Dr. Helana Girgis**, Assistant Professor of Psychology began meetings with residents of Stanley Holmes Village to learn about their needs and future objectives for the creation of the Transformation Plan.

Website

The creation of a new Center necessitated creating a new website for the SCCESL which was launched on April 29, 2021. The new website brings together the most important content regarding Service-Learning, scholarship of engagement, student leadership opportunities, service opportunities for students and a wealth of information for our community partners on our Center and ways to partner with Stockton. We are grateful to **Joseph D'Agostino** and University Marketing and Relations for their

expertise and support in the redesign. Our new website can be found at www.stockton.edu/engagement.

Faculty Fellows Program

Since 2012, the Stockton Faculty Fellows Program has provided opportunities for a variety of Centers, Institutes, and University offices to benefit from faculty members' knowledge, skills, and insight in support of their missions. The SCCESL has been fortunate to again have a Faculty Fellow assigned to the Center. More information about the Faculty Fellows program can be found here: [Memorandum of Agreement, Stockton Faculty Fellows Program](#)



Dr. Connie Tang's main goal as the Community Engagement Fellow for academic year 2020-2021 was to empirically assess the SCCESL's Homework Completion Program. Dr. Tang is happy to report that after securing IRB approval and collaborating with **Dr. Merydawilda Colón** and **Heather Swenson Brilla**, she drafted a manuscript entitled "Homework Completion Program in Atlantic County, NJ: The First Five Years." Then, on April 8, 2021, the three manuscript authors presented their research at Stockton University's Day of Scholarship. Process and outcome data analyses of the first five years of the Homework Completion Program indicated that the program has begun to meet its goals of preparing children for a college education and building trust between children and police officers. Drs. Tang and Colón, and Heather Swenson Brilla look forward to revising the draft manuscript and submitting it to a peer-reviewed journal by the end of August 2021.

In addition to evaluating the Homework Completion Program, Dr. Tang also participated in four additional Center initiatives this past academic year. First, along with Dr. Merydawilda Colón, she consulted on a High Impact Practices (HIPS) assessment project led by **Dr. Nordia Johnson**. Second, Dr. Tang worked on a Service-Learning assessment project initiated by **Erin O'Hanlon**, Dr. Colon, and Heather Swenson Brilla. Third, Dr. Tang offered her expertise in helping to refine and revise an assessment tool for the SCCESL. Finally, Dr. Tang participated in a work group led by **Dr. Christina Jackson** to develop the Community Leadership and Civic Engagement (CLCE) concentration in Liberal Arts Studies into a possible minor at the university. Overall, Dr. Connie Tang has had a most productive year serving as a SCCESL Faculty Fellow.

Community Collaborations

The SCCESL strives to create mutually-beneficial and reciprocal relationships with community partners. What follows are examples of the many projects and programs that took place this year.

Student Fellows of the Center undertook a research project benefitting the Covenant House New Jersey. The Fellows created a county-by-county resource list for Covenant House caseworkers so that they can offer their residents up-to-date and correct contact information for state and non-profit social programs.

Atlantic City Council member and Stockton Adjunct Kaleem Shabazz invited Dr. Colón to present on *NAACP Speaks*. Dr. Colón and Erin O'Hanlon presented on *Stockton Center for Community Engagement and Service-Learning and Bonner Racial Justice Community Fund* during the show, which was held via Zoom on November 10, 2020.

Dr. Merydawilda Colón, **Irvin Moreno-Rodriguez**, Program Assistant for the Sara and Sam Schoffer Holocaust Center, and Maria Castaneda, Social Work Graduate Intern, collaborated with the Pleasantville Police Department to interpret the content of a Safety Meeting led by **Chief Sean Riggins** and **Lieutenant James M. Williams** via Facebook live on January 14, 2021. Irvin Moreno-Rodriguez provided technical support to stream the meeting live.

SCCESL has recently partnered with the Sustainability Program and the School of Natural Sciences and Mathematics to grow plants in the Stockton Sustainability Garden, located behind the freshman dorms on Stockton's Galloway campus with the collaborative goal of increasing access to healthy foods to the local community. The Stockton Community Garden is becoming an important service site for the AmeriCorps members, Bonner Leaders and Student Fellows.

Drs. **Claire Abernathy**, Merydawilda Colón, and **Michael Rodríguez** collaborated with **Reverend Lyssette Pérez** from the Oasis Methodist Church, **Pastor Dennis Moreno** from Iglesia Por Gracia Sois Salvos, and **Reverend José L.**

In the News

In academic year 2020 - 2021, the community engagement activities of the SCCESL and Stockton University were highlighted in many media outlets including the following news articles.

"Stockton Expands on-campus food pantry with \$80k state grant." Claire Lowe, Press of Atlantic City, July 30, 2021

"Stockton students make wreaths for SGLC residents." Felicia L. Niven, Press of Atlantic City, February 25, 2021

"Stockton students make 42 pet beds for Atlantic County Animal Shelter." Diane D'Amico, Press of Atlantic City, February 25, 2021

"Free homework program helping area students." Diane D'Amico Stockton News, January 15, 2021

"Building a legacy." Claire Lowe, Press of Atlantic City, January 4, 2021

Escalera from the Epiphany Lutheran Church to present a webinar on the *Importance of the Census*. Drs. Abernathy and Rodríguez conducted the webinar and Dr. Colón interpreted the content into Spanish. Pastor Moreno and his church production team facilitated the webinar presentation on Facebook.

On January 14, 2021 and March 1, 2021, as a part of the SCCESL commitment to the Atlantic County Community Resource Roundtable, Student Fellow, **Sydney Bazillian**, facilitated a series of workshops on using Canva for their agencies' marketing, promotions and website development. Over 20 partners participated and future workshops on advanced features are planned.

Dr. Colón and Student Fellows **Kristine García**, **Ivett Carrasco**, and **Ariana Ramírez** and Bonner Leader Senior Intern **Chris Lipari Pazienza** participated in the Chelsea Beautification Day on November 21, 2020. The event was conceived by Stockton First Lady **Lynn Kesselman** and sponsored by the Chelsea Economic Development Corporation and was well-attended.

"Atlantic city's stanley holmes village to receive \$450,000 for planning." Vincent Jackson, Press of Atlantic City, December 17, 2020

"Stockton center offering virtual naturalization classes." Diane D'Amico, Press of Atlantic City, December 10, 2020

"Atlantic city police, stockton partner on 'mutual goal' of safer city." David Danzis, Press of Atlantic City, November 27, 2020

"Atlantic city police, jewish family service partner on addiction, homeless program." Selena Vazquez, Press of Atlantic City, November 14, 2020

"Pleasantville's return to community policing helps city's downtown business district." Vincent Jackson, Press of Atlantic City, October 25, 2020

Student Fellows

This semester the SCCESL employed 12 Student Fellows who staffed the Homework Completion Programs at Stanley Holmes Village and the Pleasantville Public Library, the Virtual Homework Program, and the Naturalization class. Fellows also completed several capacity-building projects for community partners in anticipation to returning to the community in FY22.

Bonner Leaders

The Bonner Leaders had a productive year, despite the challenges presented by the pandemic. 28 Bonner Leaders completed projects that included working with Eastern Service Workers Association, serving at houses of worship in Atlantic City, providing math and physics tutoring in the Virtual Homework Completion Program, and working with the Atlantic County 4-H on STEM education for high school students. Several Bonner Leaders worked in their communities providing service, including two who served with VietLead in Camden, NJ.

ChangeBuilders

The ChangeBuilders program, in conjunction with New Jersey Campus Compact (NJCC), is designed to offer Stockton University students the opportunity to volunteer both locally and abroad. To develop a culture of community service at Stockton, this program allows students to give back to the community while refining their leadership skills, communication, and global awareness.

102 ChangeBuilders were able to complete 1,444.50 hours of service. Examples of service include one student who volunteered 12 hours per week with the Salvation Army, totaling 108 hours for the spring semester. 33 Stockton students served varying amounts of one to two hour shifts with the Virtual Homework Program, Mondays through Thursdays, to tutor youth K-12 within the South Jersey area, totaling 219.25 hours served. The ChangeBuilders were coordinated by AmeriCorps Member **Paige Richards**.

Interns

The SCCESL hosted four interns this year. **Chantal Ramirez** and **Katya Kose** (Early Childhood Studies) worked in the Virtual Homework Program, **Sam Adelman** (Visual Communications) supported the SCCESL Social Media accounts and marketing, and **Maria Castenada** (Master of Social Work) served in many of the SCCESL community programs including leading the Virtual Homework Program, the in-person Homework Completion Program in Pleasantville, and the Naturalization Class.

Graduate Assistants

In May, we wished **Veronica Rowland, '21** a fond farewell from the Stockton Center for Community Engagement and Service-Learning. Veronica had graduated from Stockton University with her undergraduate degree in May 2019 with a Bachelors of Sociology and Anthropology. During the 2020-2021 year, she was the Bonner Program Graduate Assistant, working to facilitate the Bonner Program and support with days of service, programming and ChangeBuilders. She graduated in May 2021 with a Masters in American Studies from Stockton. Veronica has recently headed to the Philadelphia region and is interested in working in nonprofits focused on food systems and community education.

AmeriCorps member **Paige Richards '19** finished her year of service with the Center for Community Engagement and Service-Learning. Paige organized all the days of service throughout the year, including MLK Day of Service in January 2021. This was the first year that we offered it virtually as well as in person, and as a result hundreds of people were able to participate. Paige recruited and managed over 150 ChangeBuilders, Stockton students who volunteer at least 10 hours per semester, supporting them to track their service hours and managing two scholarship application processes. Many ChangeBuilders are also part of the Atlantic City EOF cohort and start their service during the summer before their freshmen year. Paige will be heading to medical school next and will be dearly missed in the Center.

Graduates

Congratulations to our
graduating Student Fellows,
Bonner Leaders, Interns, and
Graduate Assistants!



Events

National Volunteer Week 2021 April 18th-23rd

SCCESL hosted a series of 10 events for National Volunteer Week, which is a nationwide celebration that recognizes volunteers, their connections with community partners and honors the sustainable change they have fostered during their service. This year's theme was "The Value of One, The Power of Many" to highlight the impact of a united community during this time of the pandemic. The event was held in a hybrid format, so it could be accessible to those in-person or online. Events sought to provide volunteers with all the tools they need to get involved on campus, how to talk about their service on resumes and in interviews and upcoming opportunities for those who wish to continue their service beyond their undergraduate experience. Some of the events included: Earth Day Jimmie Leeds Road Clean Up, Virtual Reading to Children Event held at the Chelsea Boys & Girls Club, and a Virtual "Service Year" Panel where participants learned about the many service options available to them after graduation. Panelists included Paige Richards, the Bonner Student Leader Coordinator, **Mariah Fabel**, an Artist Year Fellow, and **Alex Frame**, a City Year student at a public school in Philadelphia.

Dr. Martin Luther King, Jr. Day of Service 2021, Saturday, January 30, 2021

As one of the largest Days of Service hosted at the university, this year the 2021 MLK Day of Service hosted about 400 volunteers at 23 projects on Galloway and Atlantic City Campus, at off-campus community partner sites and virtually via Zoom. This event's occurrence during the pandemic, allowed SCCESL staff to refine their models and protocols for hosting service activities and set precedent for in-person and virtual service opportunities in the future, since it was the first large-scale annual service event run in a hybrid format. This event marked the launch of websites dedicated to our Days of Service and allowed us to connect with the surrounding community that could not physically be present that day due to the pandemic.



AmeriCorps Member Paige Richards '19, Stockton student volunteers, and staff from the Atlantic City Humane Society with the dog beds that were made and donated on MLK Day of Service.

Service-Learning at Stockton

Service-Learning continued this year, despite the challenges of community engagement during the COVID-19 pandemic. Some examples of Service-Learning courses and projects include, **Dr. Adam Aguiar's Ecology and Saltwater Fishing** class which tagged fish, Professor **Mary Johnson's** students in *Civic Mindfulness in the 21st Century* who international human rights and developed projects connected to them, and **Dr. John Gray's Community School: Urban Change Agents** whose students served in the Center's Homework Completion Programs focused on tutoring youth in Atlantic City and Pleasantville.

Overall the Center awarded 12 Service-Learning micro-grants, a program funded by the Bonner Enrichment Fund and intended to provide resources to support students' Service-Learning initiatives. Civic Engagement Micro-grants are a competitive process that are available for Service-Learning students designed to strengthen or extend the project of the Service-Learning class. This year, one example of a funded project included students who created workshops via video for residents of an

older-adult living facility and used the microgrants to purchase stretch bands and additional exercise equipment for the participants to use as they watched the videos.

The following table outlines some statistics associated with Service-Learning efforts this year.

	Fall 2020	Spring 2021
# of Service-Learning courses	29	25
# of unique faculty	25	16
# of schools represented	5	4
# of civic engagement micro-grants awarded	7	5
# of students awarded Service-Learning credit	487	452

The Center is increasing its Service-Learning assessment efforts in the coming year, including a survey on faculty’s use of and knowledge surrounding Service-Learning benefits and opportunities. Please refer to the appendix for data on the current Service-Learning assessment outcomes.

Homegrown Community Programs

Homework Completion Programs

In July of 2020, the Center began a **Virtual Summer Learning Program** intended to support youth in Atlantic City and Pleasantville who wanted to practice skills from the spring marking period. SCCESL Student Fellows as well as future teachers from Stockton’s Education program used Zoom to tutor 18 youth weekly from July 1, 2020 to September 4, 2020.

The SCCESL **Homework Completion Program** adapted to accommodate the COVID-19 mitigation measures this year. In-person programs were scaled back so that programs were held at Stanley Holmes Village and the Pleasantville Public Library, each only twice per week. Each program had reduced capacity but maintained regular attendance.

The staff of the SCCESL interviewed parents and guardians of the youth in the Homework Program at Stanley Holmes Village to learn about the impact of the program, some of the statements that were shared were:

“The kids feel very safe with the police officers in the room and they help the kids too with homework.”

“The program is really nice; the kids need the extra help and they want to come all the time. I had to get my grandson a Library card because he wants to read all the time now.”

SCCESL staff also interviewed three youth participants of the Homework Completion Program at the Pleasantville Library and some of the statements that the children shared were that they come to the program to get help, sometimes because it was too loud in their house. They all believed that the program is helping with their grades at school, and they would like to see more arts and crafts, games and snacks be incorporated in the next year.

The SCCESL created a **Virtual Homework Completion** program on the Zoom platform which was initially available as a drop-in program Monday through Thursday, from 9:30 am to 11:00 am and from 3:00 pm to 5:00 pm. After three weeks of the pilot program, no students utilized the morning sessions, and they were cancelled. The program began on September 21, 2020 and ended on May 6, 2021.

The SCCESL held 124 sessions 461 youth registered for the program from 50 towns across New Jersey. 87 youth participated from 36 towns across Southern New Jersey and, in total, youth participated in the program 498 times. The range of students participating per day was 1 to 11. The average number of students participating per day was 4.02. The average time that youth spent with their tutor was 73 minutes.

Youth were tutored by Stockton Student Fellows, Bonner Leaders, ChangeBuilders and Service-Learning volunteers. Over the year, 181 Stockton students tutored the youth with a total of 2,152 instances of volunteerism, an average of 11 times per volunteer.



The program was promoted through the Atlantic County schools, the Atlantic City Police Department, the Pleasantville Police Department and the Pleasantville Public Library as well as on social media. Families registered for the program on the SCCESL website and all the registration materials were bi-lingual in English/Spanish. In February, all promotional materials were also translated into French and Haitian Creole to recruit a growing group of families in the South Jersey area.

These graphics are examples of how the program was made accessible to the community in English and Spanish.

The registration form was also created in English and Spanish and the Stockton student tutors spoke a total of seven different languages.

Virtual Homework Completion Program Sign-Up Form - Programa Virtual de Hacer las Tareas Escolares en "Zoom"

Welcome to the Stockton Center for Community Engagement and Service-Learning Virtual Homework Completion Program! This is a free, drop-in homework program staffed by Stockton student volunteers. We will help your child finish their homework from:

3:00 pm to 5:00 pm, Monday through Thursday
lunes a jueves de 3:00 pm a 5:00 pm

If you have any questions about the program, please call 609-652-4256 or email heather.swensonbrilla@stockton.edu.

Child's First and Last Name - Nombre y Apellido del Niño

*

In October of 2020, the SCCESL partnered with the Stockton University Pre-Med club to have Stockton virtual tutors available who were proficient in pre-calculus and physics. The Pre-Med Club tutors also supported the in-person Homework Program at the Pleasantville Library.

The SCCESL collaborated with **Destiny Talley** and **Jessica Chamberlain** of Stockton's GOALS GEAR UP (Goal Oriented Advocates Leaders and Scholars (GOALS) and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)) to offer regular tutoring to the youth enrolled in that program.

Please refer to the appendix for more data on the Homework Completion Programs.

Naturalization

During the summer of 2020, the SCCESL's Naturalization classes shifted to a hybrid format with a weekly conference call and Zoom class on Tuesday evenings. The class' participants learned to use Zoom to keep studying for their naturalization exams and showed great tenacity and resiliency in their efforts. This year there were 29 participants in the class and two students passed their exams to become naturalized citizens, bringing the total number of successful graduates to 26. Students in the class participated from one to 21 times over the academic year and the average number of times that students participated was six.

Afternoon Tea and Game Day

Our traditional Afternoon Tea and Game Day program was interrupted due to COVID-19 but we were able to use our campus resources to support our community in several ways this year.

Stockton's undergraduate Occupational Therapy Club collaborated with Stockton's Center for Community Engagement and Service-Learning to host a Holiday Drive for the residents and spouses of the Pleasantville High Rise. Throughout the semester, the OT Club fundraised to purchase items such as toothbrushes, laundry pods, hand sanitizers, tissue packs, body lotion, water bottles, and lunch snack packs that would be included in the donation bags. 85 bags were packaged and delivered to the facility. The Pleasantville High Rise residents responded positively to the efforts and contributions to making this Holiday Drive happen during such unprecedented times.

The Gerontology Club made over 500 Thinking of You Cards for the older adult residents at Pleasantville High Rise, Royal Suites, and New York Avenue Apartments. The project, a collaboration between The Center for Community Engagement and Service-Learning (SCCESL), The Stockton Center on Successful Aging (SCOSA), and the students of the Gerontology Club, was co-created by Trish Collins and **Dr. Christine Gayda-Chelder**, Faculty Advisor of the Gerontology Club and the SCOSA Service Coordinator.

Student Leaders in the Spotlight

Bonner Leader and member of the Bonner Leadership Team **Divya Rajput** received a High Impact Practice (HIP) Award in April 2021 as part of the Inaugural Equity in Academic Achievement Dinner and Fundraiser. In addition to being a Bonner Leader, Divya is the Head T.A.L.O.N., a group responsible for supporting new students.

Ruth Ovil received the ChangeBuilder Scholars Award through New Jersey Campus Compact. ChangeBuilders at Stockton engage with peers and community partners while growing personally and professionally through workshops, conferences, and other similar events. The ChangeBuilders Scholars Award is provided annually to an exemplary ChangeBuilder at Stockton University.

Christopher Lipari-Pazienza received the Newman Civic Fellowship this year. The Newman Civic Fellowship recognizes and supports community-committed students who are changemakers and public problem-solvers at Campus Compact member institutions. Fellows are nominated by their president or chancellor based on their potential for public leadership

Unit Goals for Academic Year 2022

The SCCESL has outlined our goals for Academic Year 2022, which align with University Strategic Priorities and Institutional goals.

Academic Affairs Objective 1.3

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

- *SCCESL Goal 1* – Reach out to faculty and staff and share best practices in the implementation of S-L methods
 - Action Item
 - 1.1 FY22 Identify and contact at least 15 faculty and staff who are using community engagement practices in their courses and/or campus initiatives to orient them to partner with the SCCESL for support in converting their course and/or S-L initiative into a S-L HIP
 - 1.2 Educate faculty that S-L is a HIP by attending one payday party per semester and sharing information with attendees, attending at least one academic program meeting per semester, and offering at least one roundtable session to increase the number of SRLN-designated courses

Academic Affairs Objective 3.1

Develop, execute, and evaluate an academic assessment plan that aligns institutional goals with program learning objectives, informs objectives, and provides data about student learning outcomes.

- *SCCESL Goal 2* – Contribute to the development, execution and evaluation of the academic assessment plan
 - Action Item
 - 2.1 The SCCESL Executive Director Set a meeting with the CLTD Director of Assessment to contribute a question to the institution’s master assessment plan
 - 2.2 With support of the Advisory Council Assessment Sub-Committee, will review finding of our S-L Student Learning Outcomes
 - 2.3 Provide Data about S-L student learning outcomes

Academic Affairs Objective 3.4

Further develop the Stockton Center for Teaching and Learning to facilitate teaching excellence, assessment, and scholarship, supports 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 Goal 3* - Increase opportunities for faculty and staff to learn about Scholarship of Engagement and how it can enhance their teaching.
 - Action Item
 - 3.1 Organize three individual scholarship of engagement activities (i.e. brown bag sessions, workshops, community-based research) undertaken by Stockton students, faculty and/or staff

Academic Affairs Objective 4.2

Work collaboratively with Student Affairs and Enrollment Management to develop and support Stockton's student persistence and retention initiatives.

- *SCCESL Goal 4* – 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 in AY 2021 – 2022
 - Action Item
 - 4.1 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 Goal 5* – Maintain and/or increase the number of Federal Work Student students who become Bonner Leaders, Student Fellows, and ChangeBuilders
 - Action Item
 - 5.1 Offer leadership training, homegrown programs in the community, conference attendance, undergraduate research opportunities, and other professional development activities

Upcoming Projects at a Glance

This year the SCCESL is looking forward to going back into the community with our Homework Completion Programs, Afternoon Teas and Game Days, and Naturalization Classes. We will also be supporting a greater number of in-person Service-Learning projects and plan on a return to a large Dr. Martin Luther King, Jr. Day of Service Event in January of 2022. Our Bonner Leaders and Student Fellows will be supporting more community agencies and organizations by building on the virtual work they did in the previous school year. The Gerontology Club will continue the "Thinking of You Cards" initiative beginning in September 2021.

APPENDIX

Assessment of Impact of Community Engagement Faculty Report

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

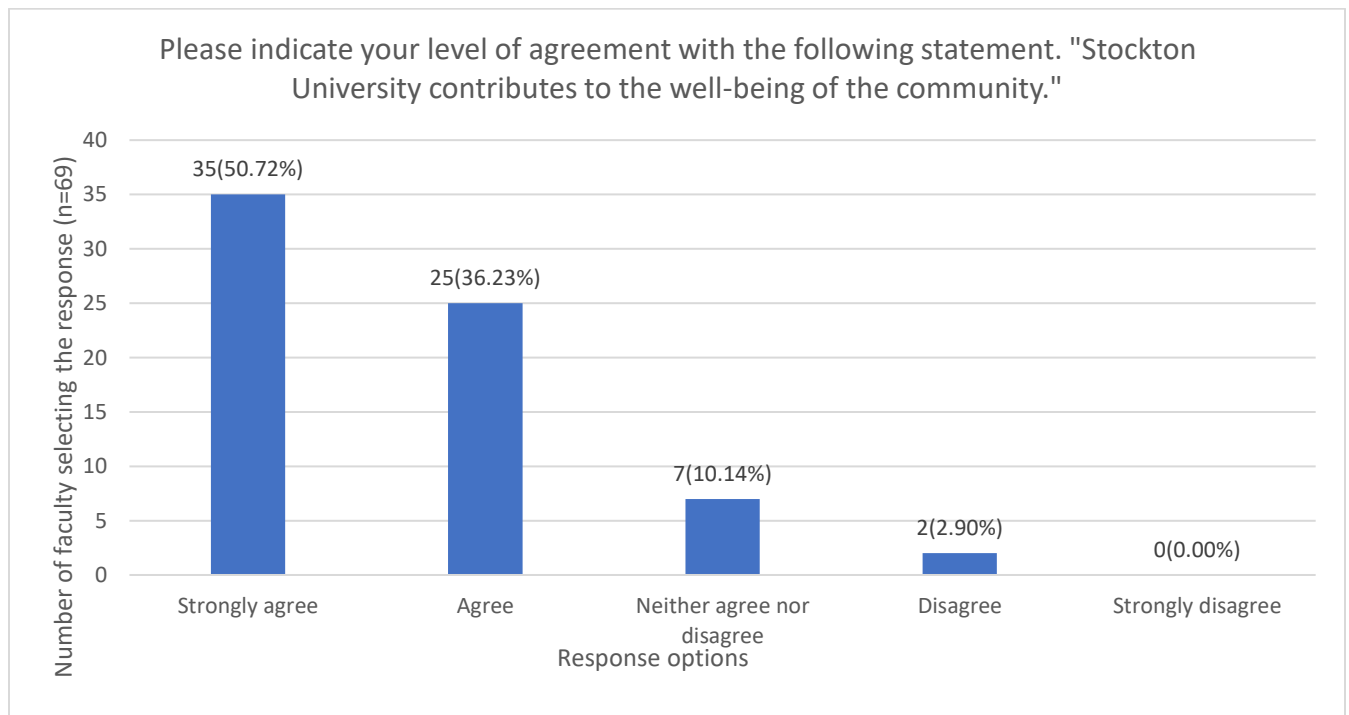
Response rate: 69 surveys were completed

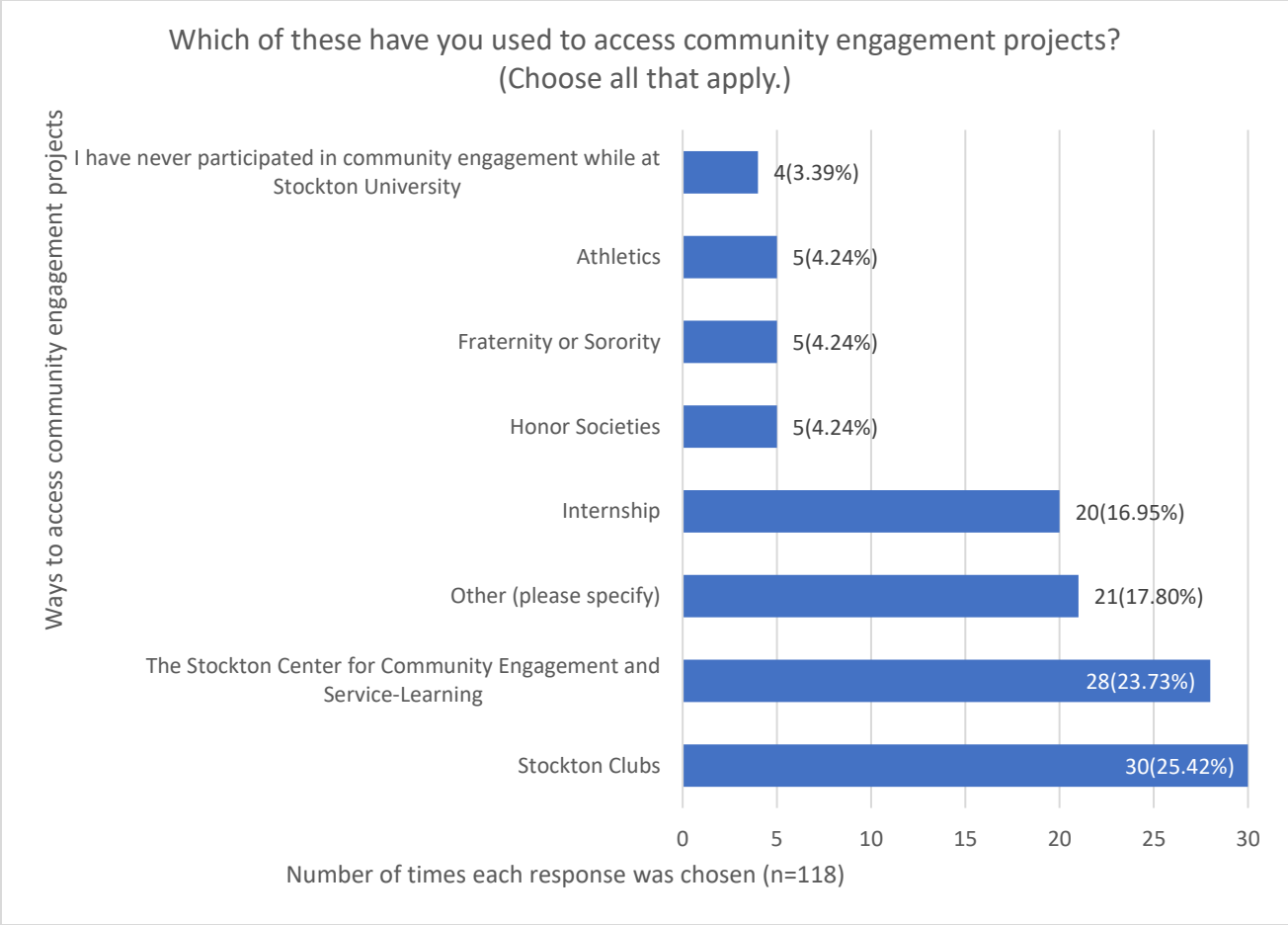
Survey method: online via Qualtrics survey.

Data collection period: April through May of 2021

Sampling method: non-probability sampling

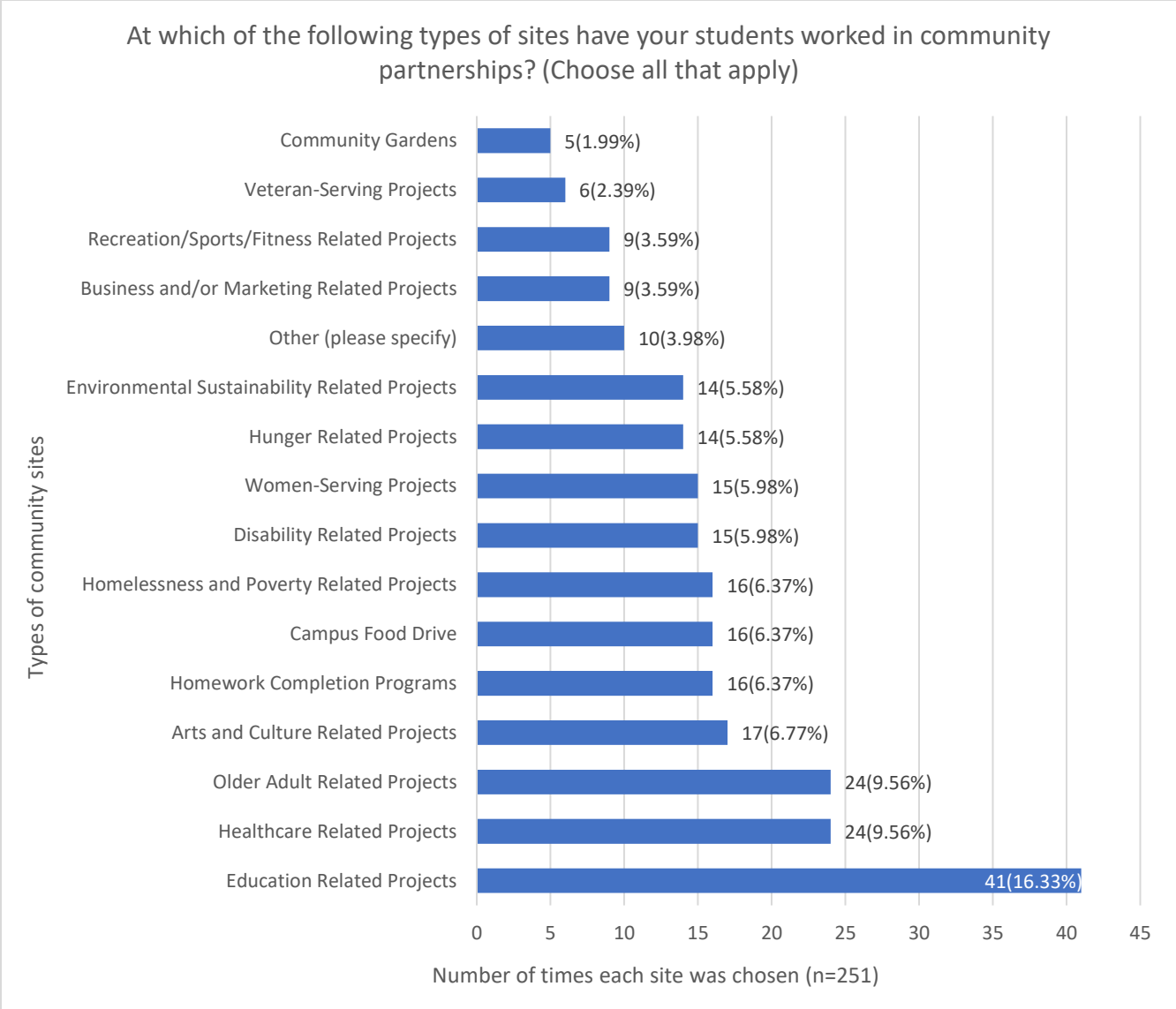
Presentation of Findings



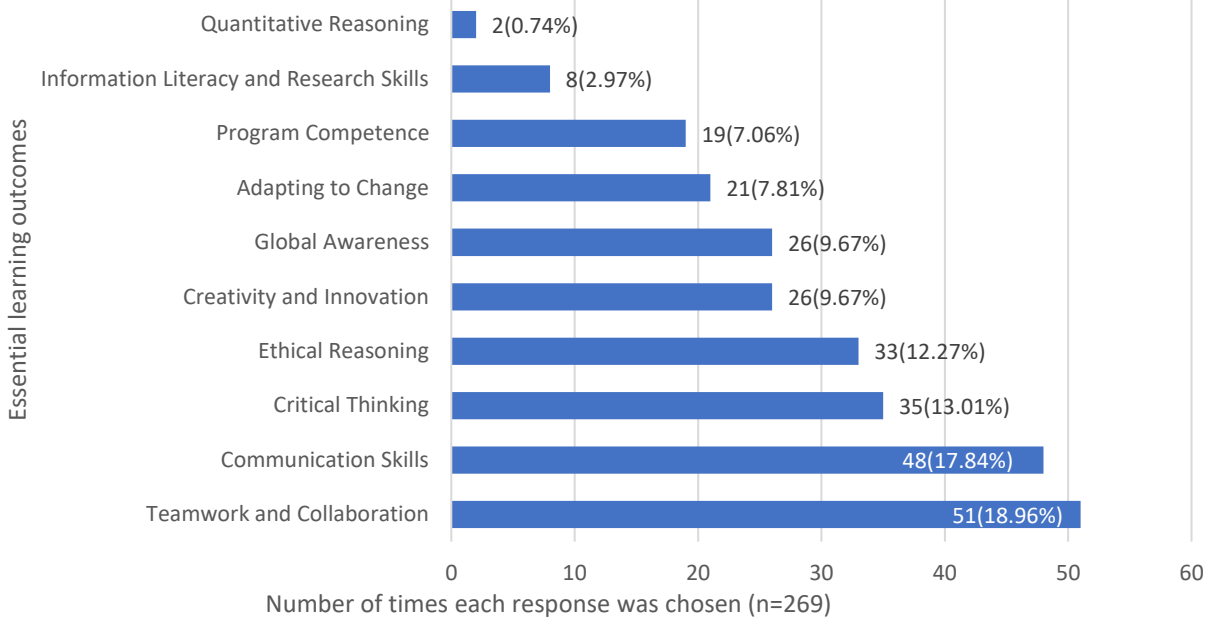


“Other” Responses included:

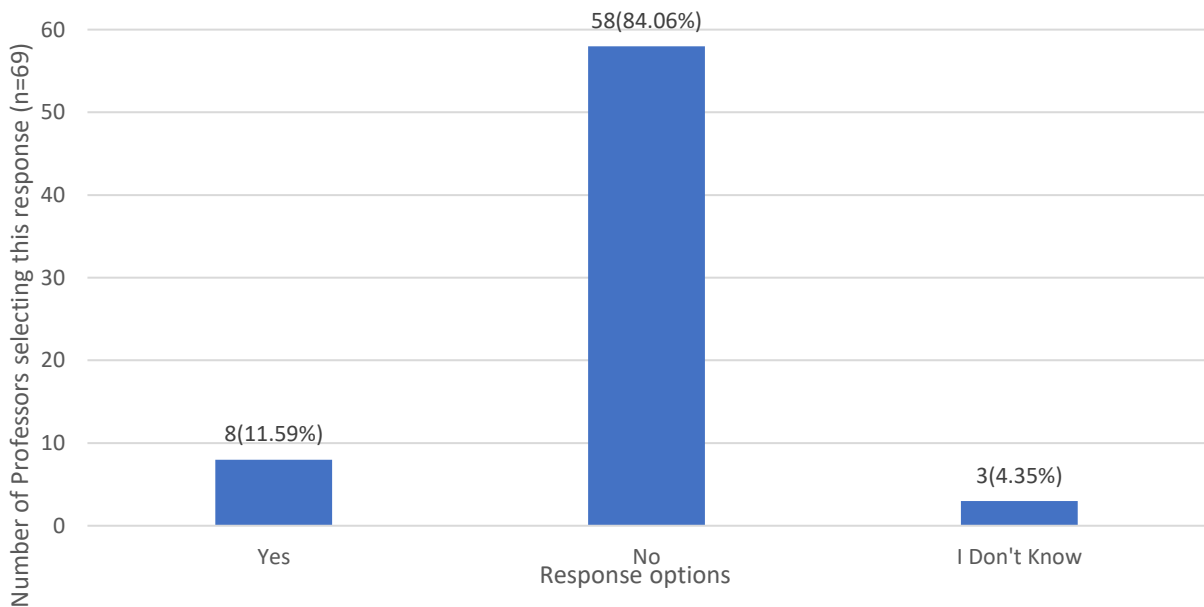
- Admissions
- Board member, Chicken Bone Beach, Bay-Atlantic Symphony mentorship program
- SCOSA GWEP project for student service
- SJCHC, AHC
- Grant funded projects, class projects
- Field-based experiences in PK-12 setting
- Involved in a nursing home, meeting with residents, giving them classes and discussion groups. Also, Taking students to meet with residents and having discussions that relate to the curriculum.
- Independent Studies
- MSW Student Alliance
- Offer Yearly Tax Seminars
- Individual research and service projects
- I engage with the community, but not through Stockton.
- Stories of Atlantic City
- Get FIT @Stockton
- SCOSA
- SJCHC and AHC

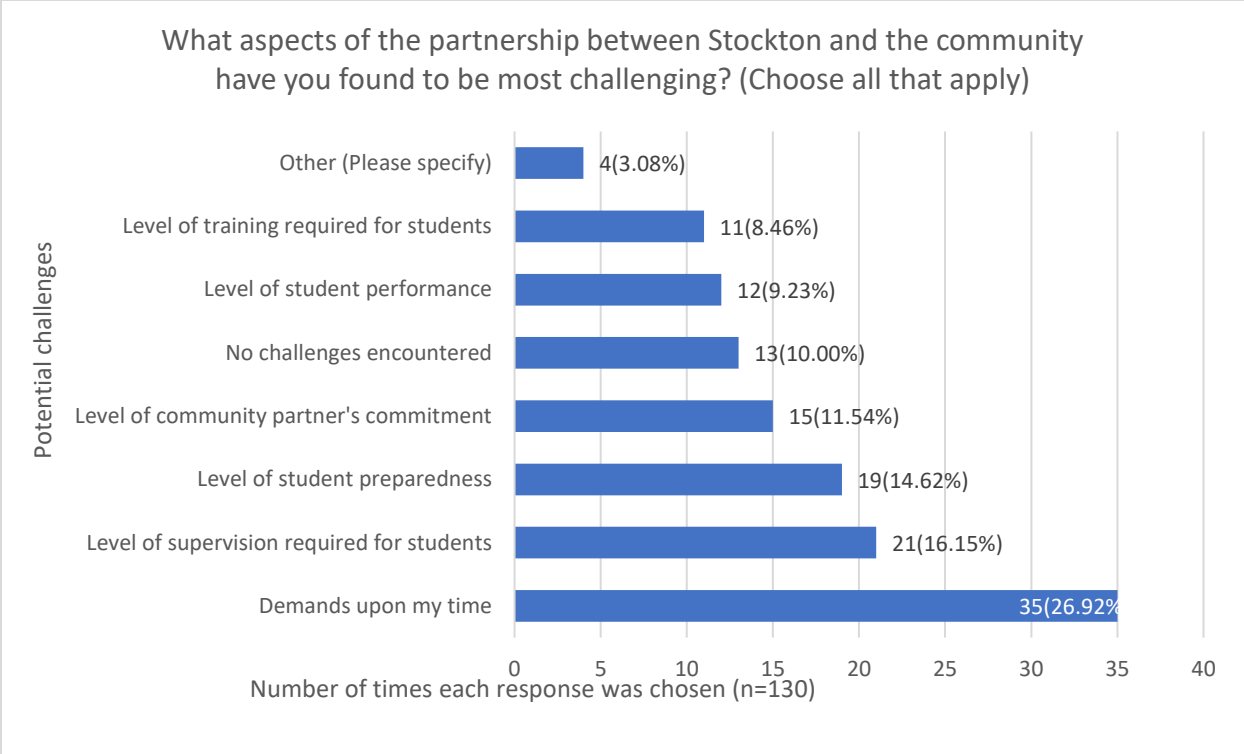


What are your most important learning outcomes for students in community engagement? (Choose all that apply)



This academic year, are you teaching a course with the SRLN (Service-Learning) designation?





“Other” Responses included:

I often have to do my own community programming with outside agencies and within the Office of Admissions.

Need to have activities to support Stockton's presence through collaboration with local communities. Changes in the state requirement for student volunteers/must be pre-certified/ does not work with drop/add and expensive for students not becoming teachers

How often have you done community engagement work that does not involve students?

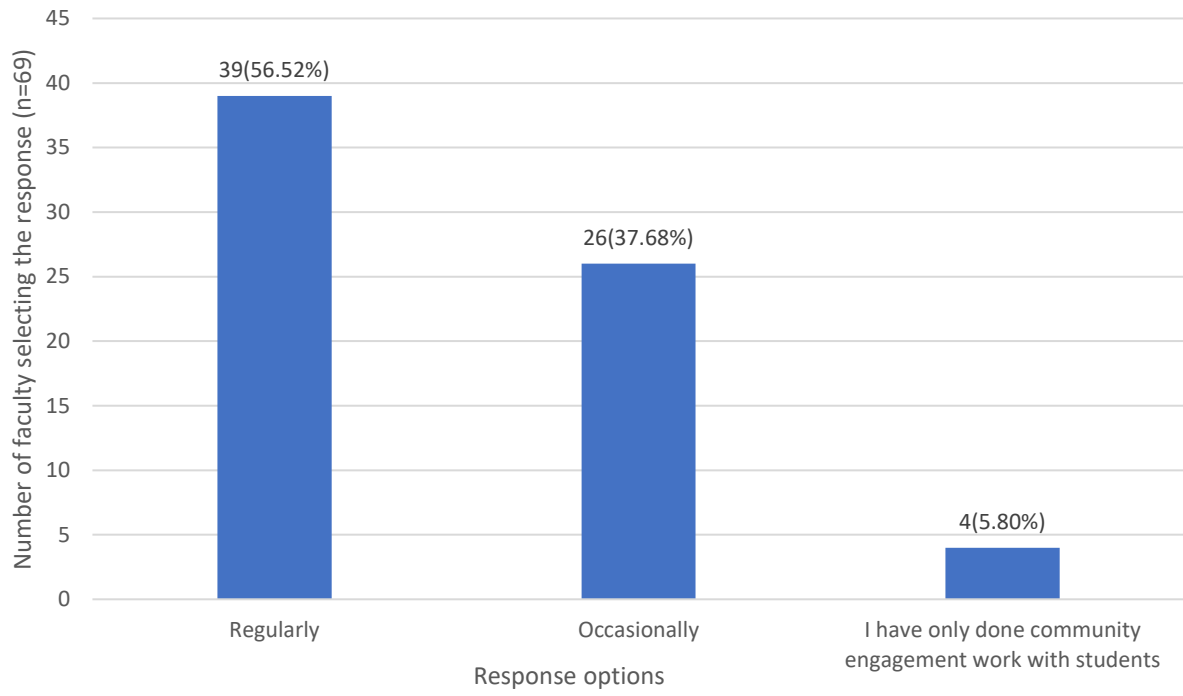
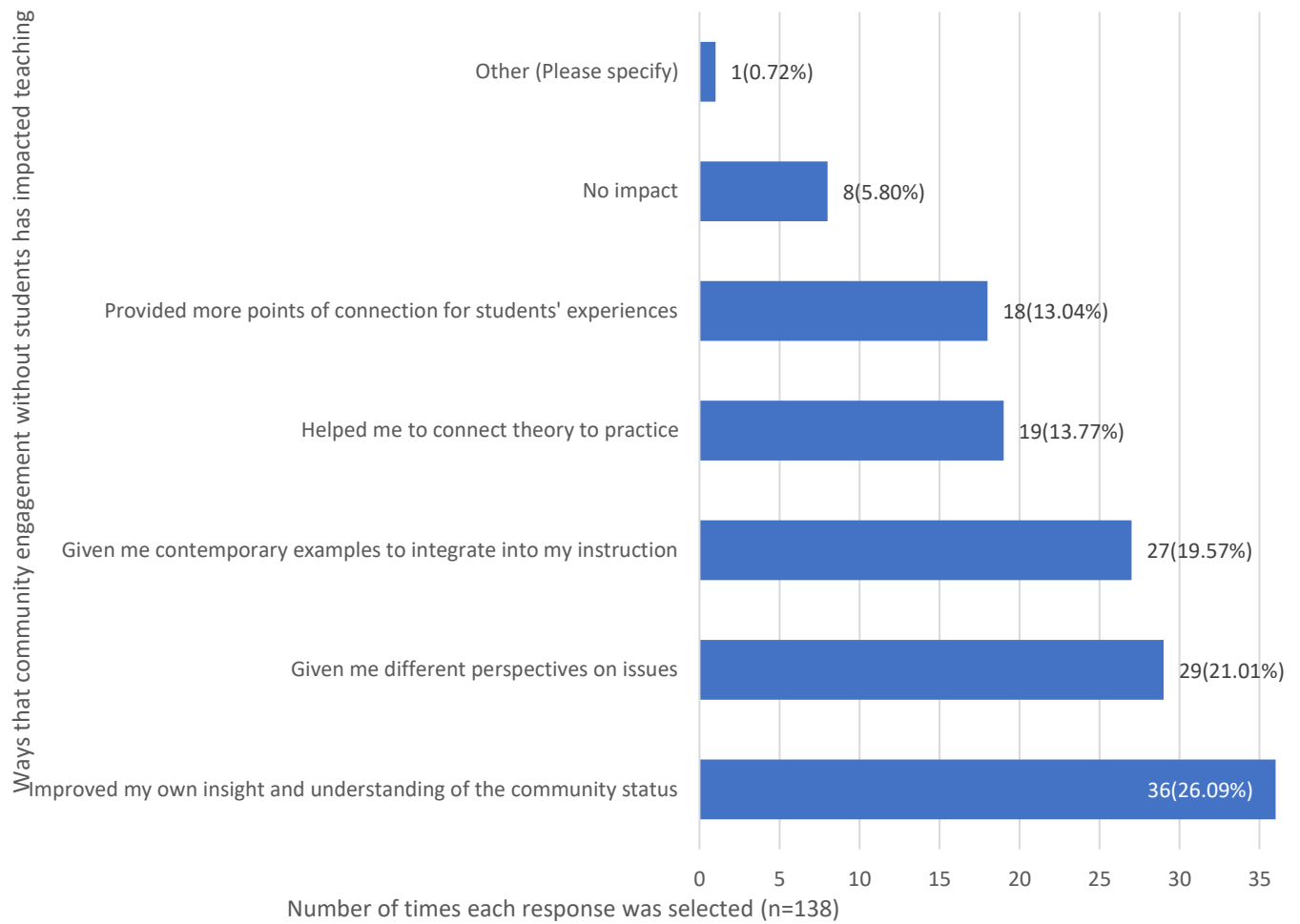


Table 1. Please indicate your level of agreement with the following statements. "Having my students participate in community engagement work..."

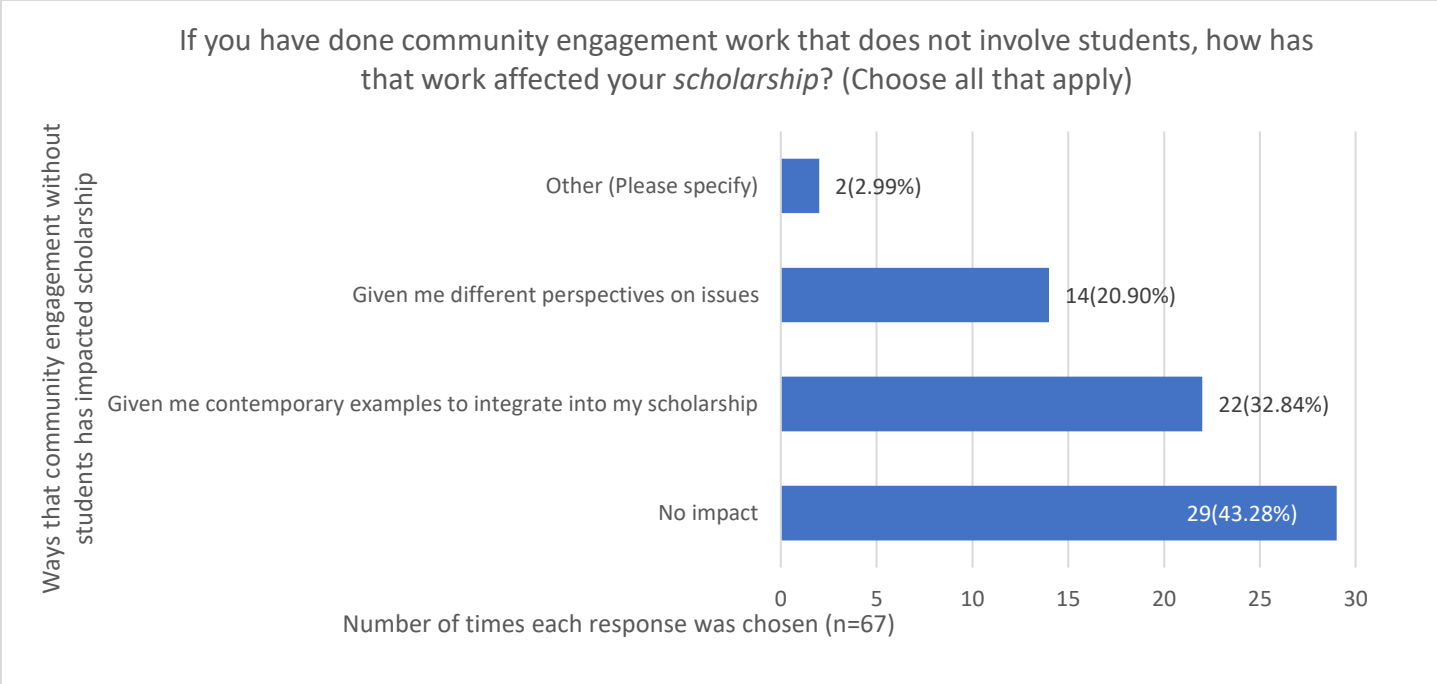
	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Has been valuable to me as a teacher	69	35(50.72%)	23(33.33%)	10(14.49%)	1(1.45%)	0.00%
Produced pedagogical benefits for classes other than the ones that require community engagement	69	23(33.33%)	26(37.68%)	18(26.09%)	2(2.90%)	0.00%
Benefited my students	69	45(65.22%)	23(33.33%)	1(1.45%)	0.00%	0.00%
Helped me to offer diversity in learning activities	69	29(42.03%)	23(33.33%)	14(20.29%)	2(2.90%)	1(1.45%)
Taught my students new ways to address challenges	69	26(37.68%)	31(44.93%)	10(14.49%)	2(2.90%)	0.00%
Broadened my students' experiences	69	45(65.22%)	22(31.88%)	2(2.90%)	0.00%	0.00%
Contributed to my scholarly agenda	69	15(21.74%)	23(33.33%)	14	11(15.94%)	6(8.70%)

If you have done community engagement work that does not involve students, how has that work affected your *teaching*? (Choose all that apply)



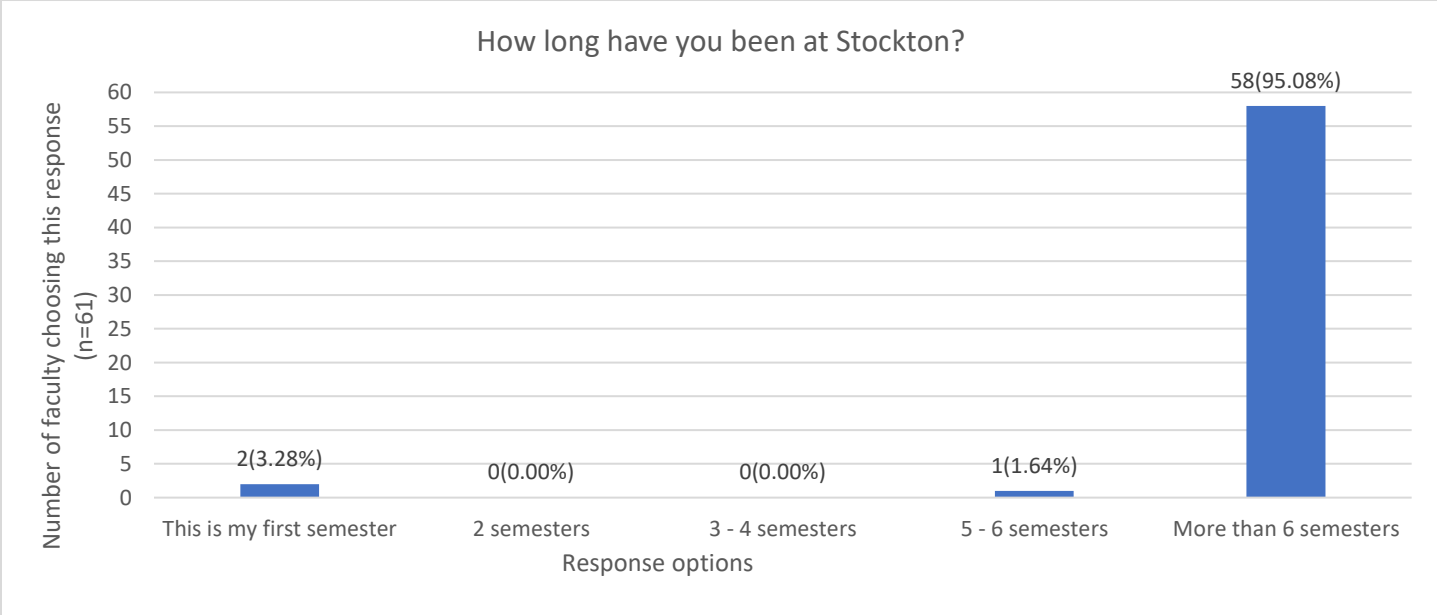
“Other” Response Included:

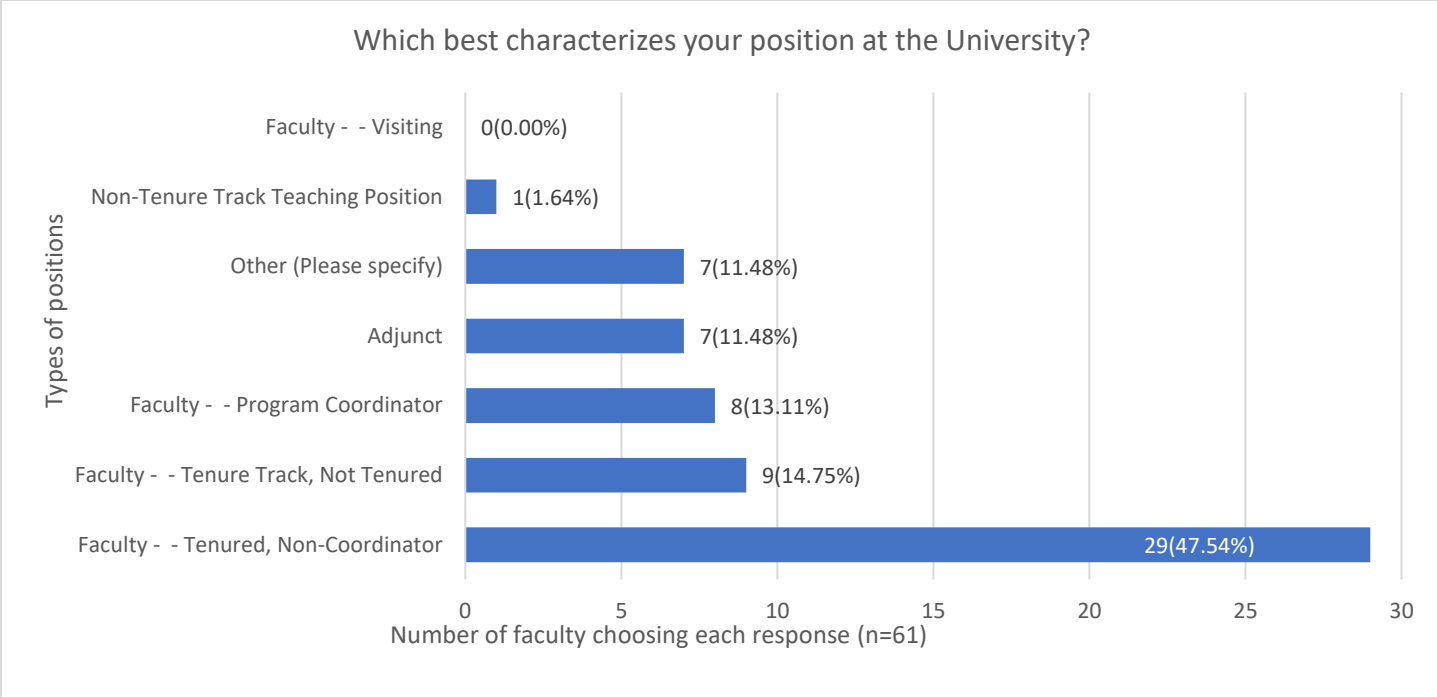
Made me a better person



“Other” responses included:

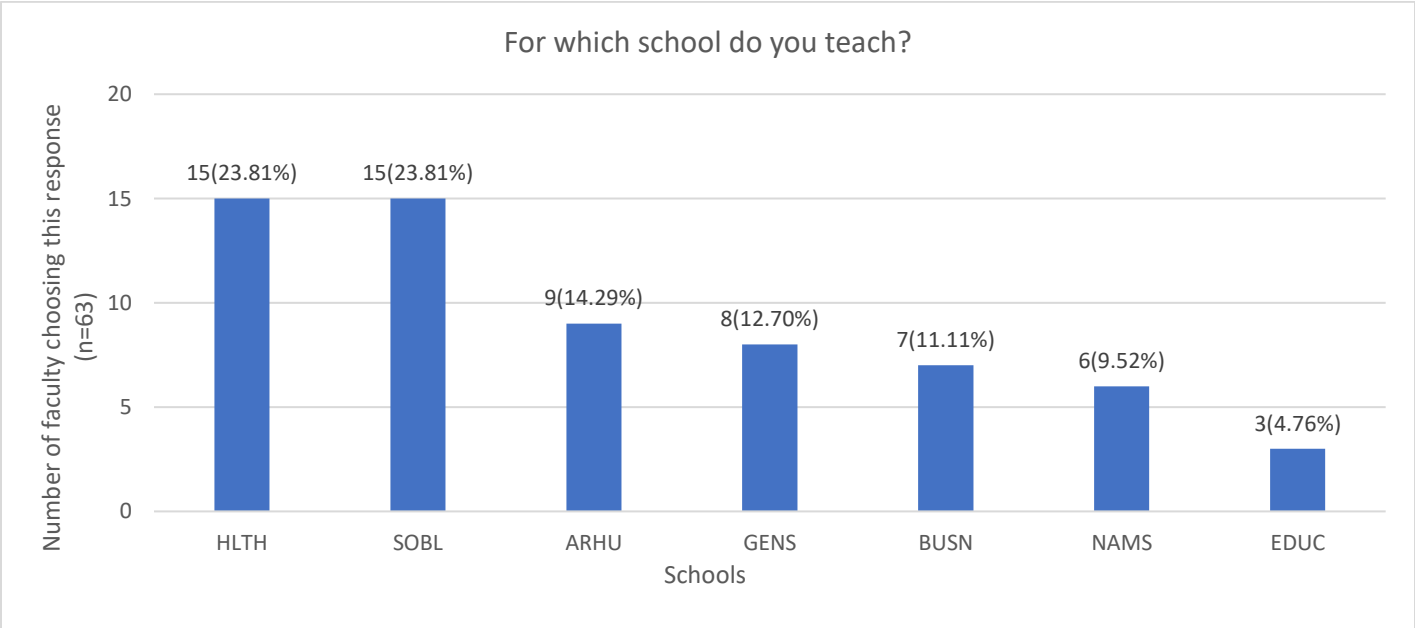
- Lecturing about the holocaust has related to my published article.
- Research projects





“Other” responses included:

- Faculty - Associate Chair
- Professional staff with consistent teaching load
- Faculty-Assistant Program Coordinator



Conclusion

The 2020 - 2021 Impact of Community Engagement Survey for Faculty yielded interesting results for the SCCESL staff to address in the coming year. What follows is a summary of the salient results.

- 86.95% of faculty “agreed” or “strongly agreed” with the statement, “Stockton University contributes to the well-being of the community.”
- 23.73% of respondents selected the SCCESL as the main way they access community engagement projects for their students.
- “Teamwork and collaboration” (18.96%) and “communication skills” (17.84%) were the two most important Essential Learning Outcomes (ELOs) for students in community engagement activities selected by faculty.
- 98.55% of faculty agreed or strongly agreed with the statement, “having my students participate in community engagement activities benefitted my students.”
- “Level of supervision required for students” (16.15%) and “demands upon my time” (26.92%) were the most challenging aspects of community engagement partnerships selected by faculty.
- 94.2% of respondents stated that they “regularly” or “occasionally” did community engagement work that did not involve students and of those faculty, “improved my own insight and understanding of the community status” (26.09%) was selected most often as a way that community engagement impacted their teaching.

In the coming year, the SCCESL will use the results of this survey to increase pathways for faculty to partner with community organizations, with or without students, and continue to offer support for faculty interested in the Scholarship of Engagement. The SCCESL will also increase its visibility for more faculty to use the Center’s resources.

Assessment of the Impact of Community Engagement Students Report

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

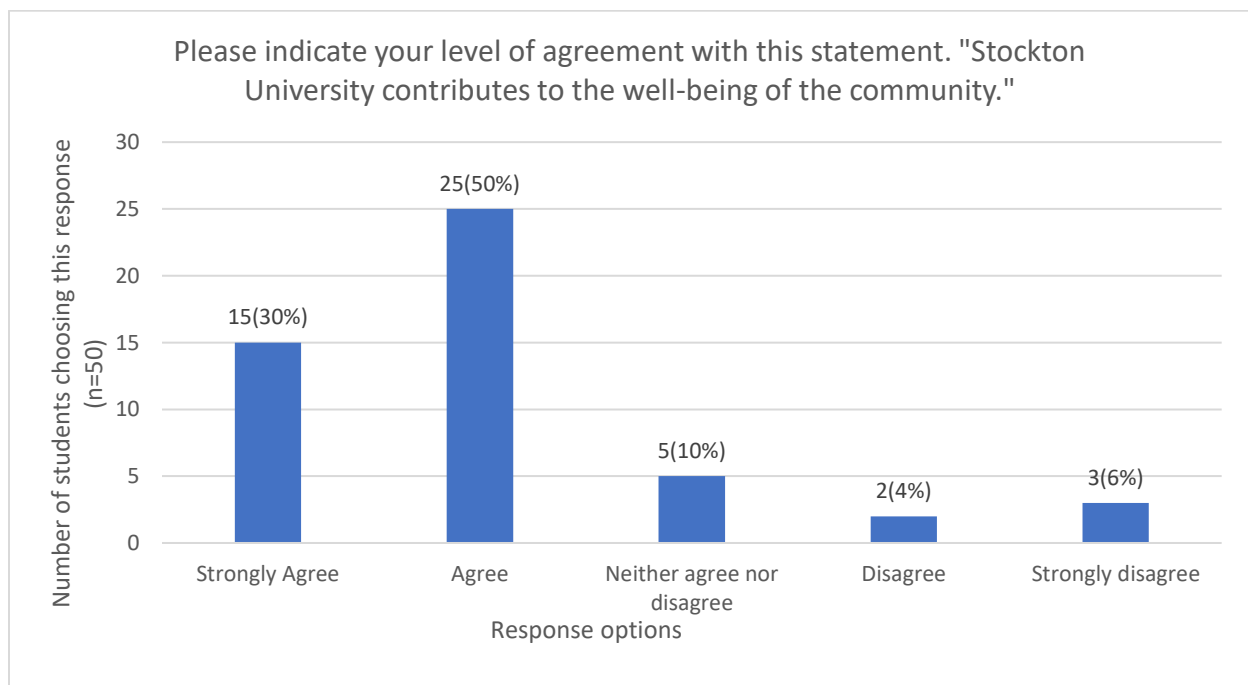
Response rate: 50 surveys were completed

Survey method: online via Qualtrics survey.

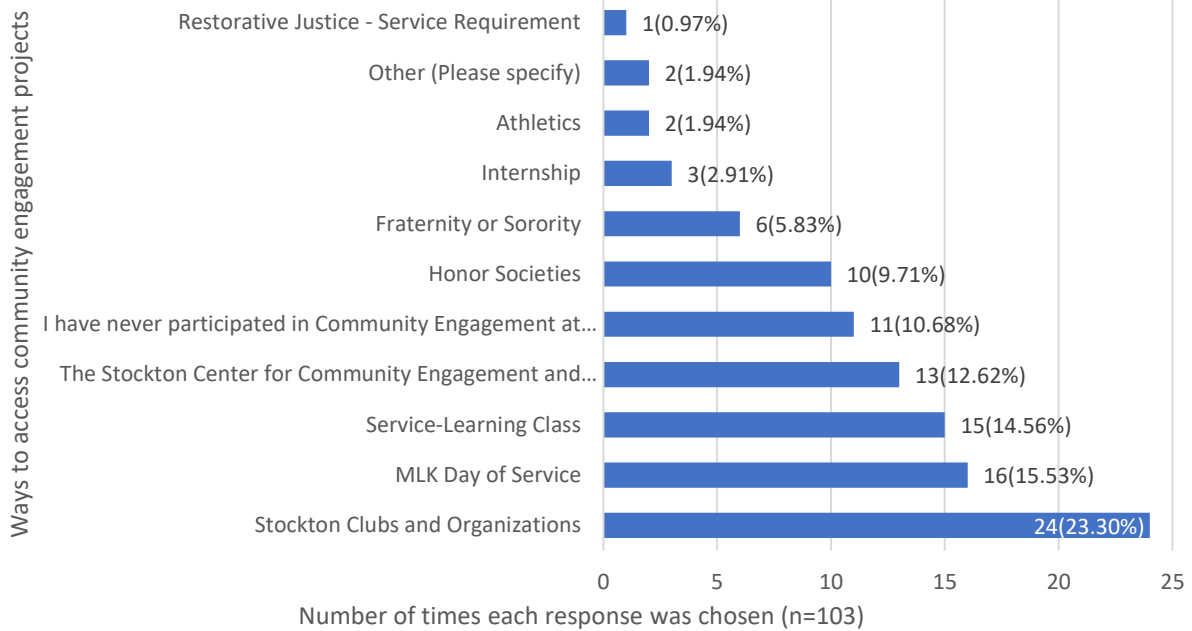
Data collection period: April through May of 2021

Sampling method: non-probability sampling

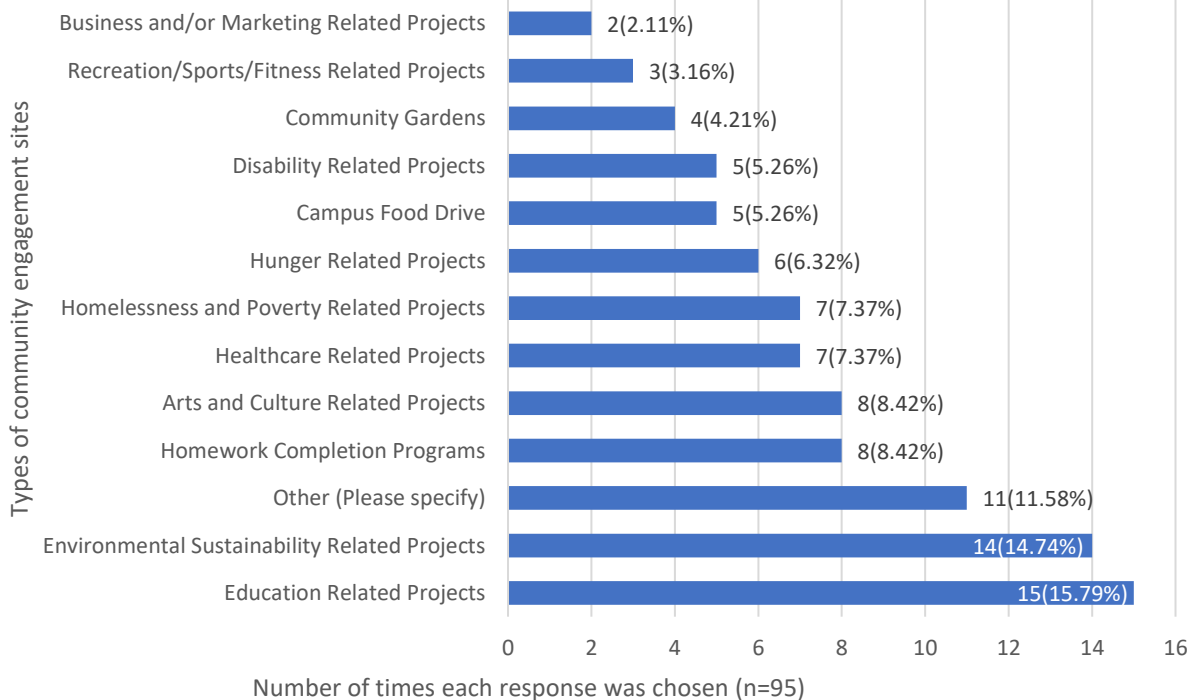
Presentation of Findings



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

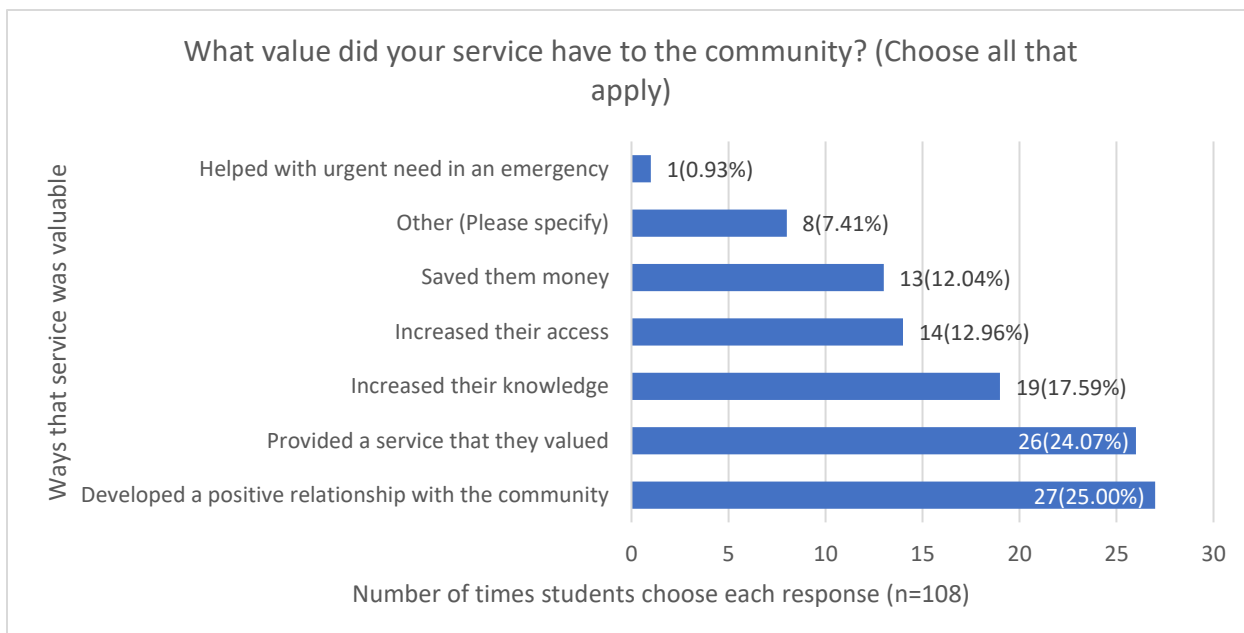
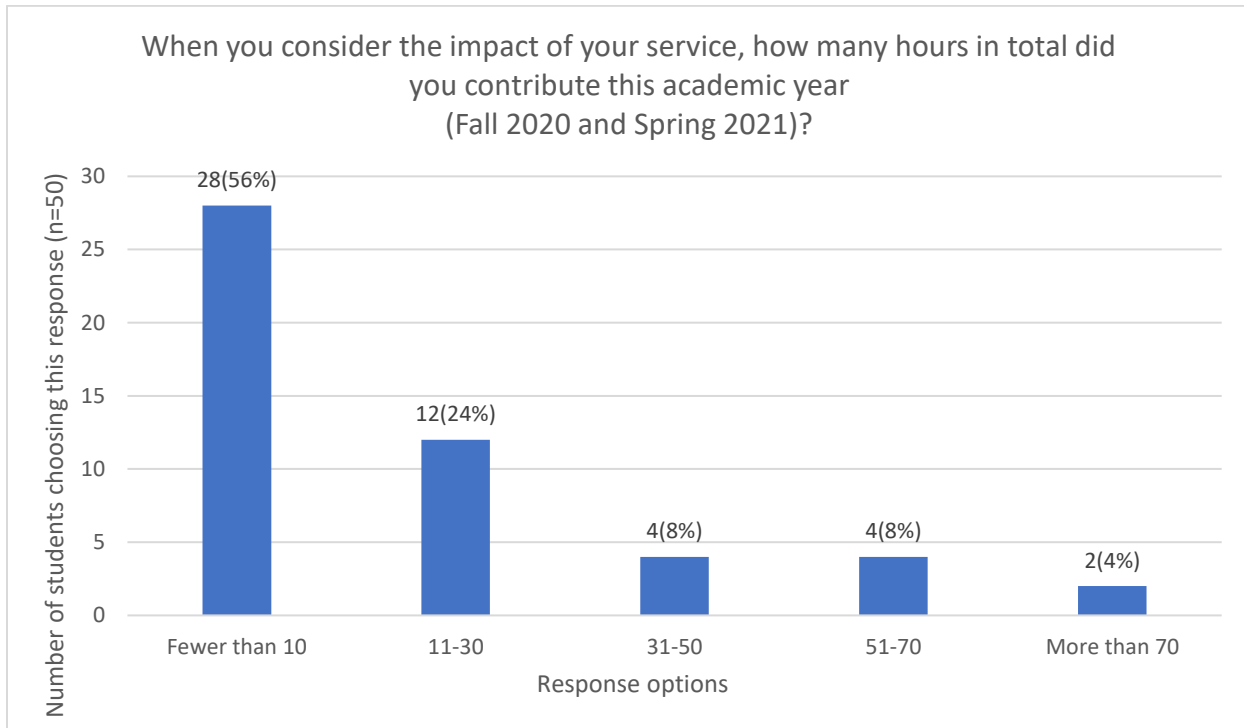


At which of the following types of sites have you worked in community partnerships? (Choose all that apply)



“Other” responses included:

- I have not yet participated
- Inventions Projects
- Admissions related events
- Note-Taking Program and Awareness Programs for clubs



What are the most important learning outcomes that you have achieved through community engagement?
(Choose all that apply)

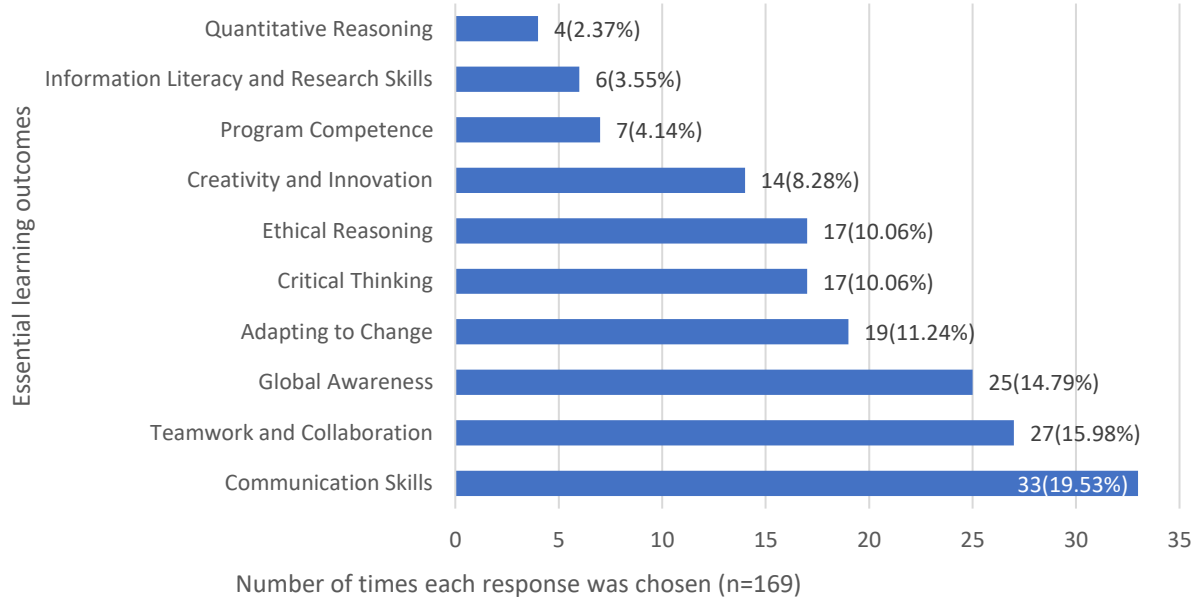


Table 2. Frequency distribution of students' self-assessment of impact of community engagement

	n	Mean	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It has increased my ability to effect change	50	4.02	12(24.0%)	29(58.0%)	8(16.0%)	0(0%)	1(2.0%)
I have learned a lot about myself.	50	3.76	10(20.0%)	23(46.0%)	14(28.0%)	1(2.0%)	2(4.0%)
I have a much better understanding of important issues in society.	50	3.9	12(24.0%)	25(50.0%)	10(20.0%)	10(20.0%)	1(2.0%)
I am more likely to contribute to public projects	50	3.86	15(30.0%)	17(34.0%)	15(30.0%)	2(4.0%)	1(2.0%)
My values in democratic principles have been strengthened	50	3.52	10(20.0%)	16(32.0%)	18(36.0%)	2(4.0%)	4(8.0%)
I have engaged in research as a result of my community engagement activity	50	3.18	6(12.0%)	17(34.0%)	12(24.0%)	10(20.0%)	5(10.0%)
My participation in acts of activism has increased	50	3.46	8(16.0%)	16(32.0%)	19(38.0%)	5(10.0%)	2(4.0%)
I am better able to understand perspectives other than my own	50	3.98	13(26.0%)	25(50.0%)	11(22.0%)	0(0.0%)	1(2.0%)
My work was meaningful to the community	50	4.04	15(30.0%)	22(44.0%)	13(26.0%)	0(0.0%)	0(0.0%)
I made changes in the communities in which I served	50	3.66	7(14.0%)	24(48.0%)	15(30.0%)	3(6.0%)	1(2.0%)
I know more about off campus communities	50	3.42	6(12.0%)	18(36.0%)	19(38.0%)	5(10.0%)	2(4.0%)

	n	Mean	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have conversations with friends about my community work	50	3.40	9(18.0%)	15(30.0%)	18(36.0%)	3(6.0%)	5(10.0%)
I am more likely to get involved with many types of community projects	50	3.76	10(20.0%)	21(42.0%)	17(34.0%)	1(2.0%)	1(2.0%)
I am better able to participate in discussions about civic and political issues in the community.	50	3.34	7(14.0%)	15(30.0%)	19(38.0%)	6(12.0%)	3(6.0%)
I have not been changed by my community activities.	50	2.38	4(8.0%)	1(2.0%)	17(34.0%)	16(32.0%)	12(24.0%)

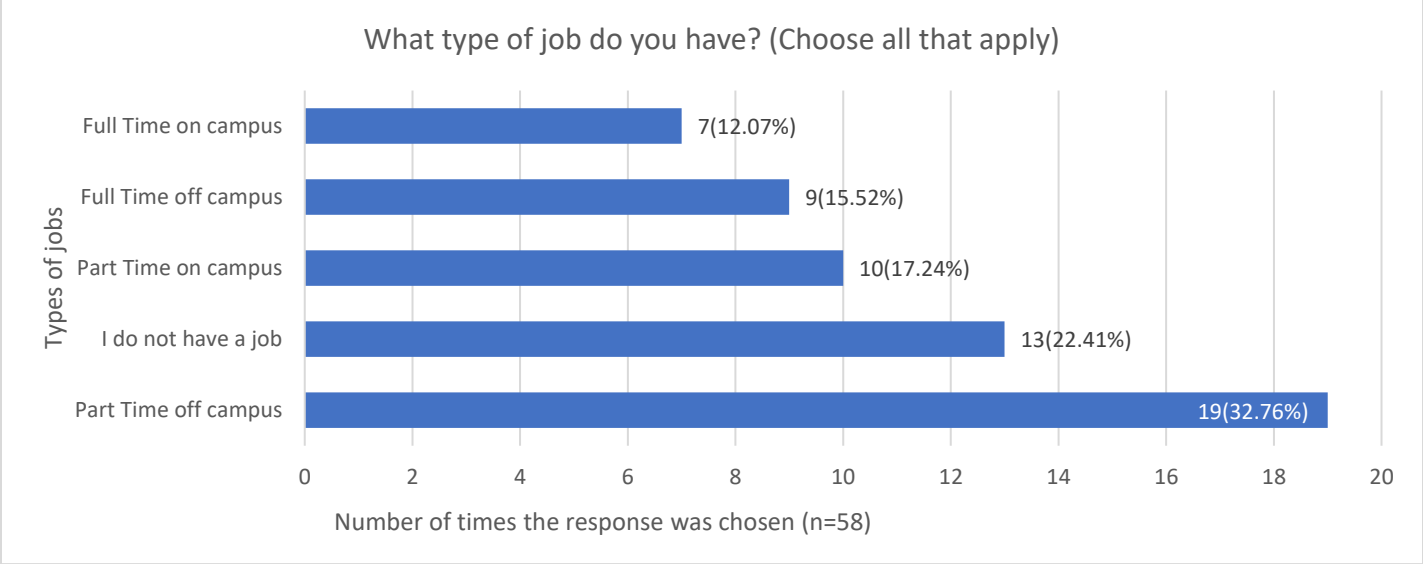
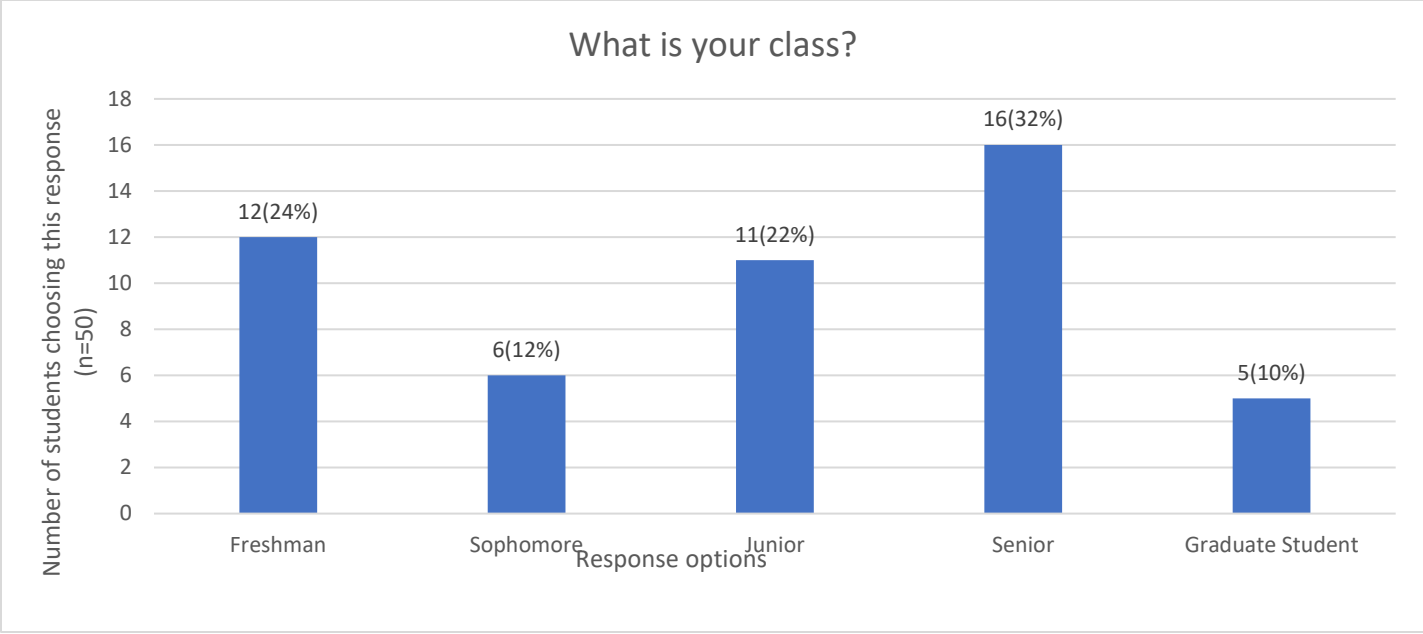


Table 3. Comparison of impact of community engagement survey responses between the general student population and the students who volunteered in the homework completion programs in academic year 2021

	Question	n	Mean	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
VHWP Volunteers	It has increased my ability to effect change	44	4.32	20(45.5%)	19(43.2%)	4(9.1%)	1(2.3%)	0(0.0%)
Campus-Wide Volunteers	It has increased my ability to effect change	50	4.02	12(24.0%)	29(58.0%)	8(16.0%)	0(0%)	1(2.0%)
VHWP Volunteers	I have learned a lot about myself.	44	4.25	17(38.6%)	21(47.7%)	6(13.6%)	0(0.0%)	0(0.0%)
Campus-Wide Volunteers	I have learned a lot about myself.	50	3.76	10(20.0%)	23(46.0%)	14(28.0%)	1(2.0%)	2(4.0%)
VHWP Volunteers	I have a much better understanding of important issues in society.	44	4.23	20(45.5%)	15(34.15%)	8(18.2%)	1(2.3%)	0(0.0%)
Campus-Wide Volunteers	I have a much better understanding of important issues in society.	50	3.90	12(24.0%)	25(50.0%)	10(20.0%)	10(20.0%)	1(2.0%)
VHWP Volunteers	I have engaged in research as a result of my community engagement activity.	44	3.70	18(40.9%)	5(11.4%)	13(29.5%)	6(13.6%)	1(2.3%)
Campus-Wide Volunteers	I have engaged in research as a result of my community engagement activity	50	3.18	6(12.0%)	17(34.0%)	12(24.0%)	10(20.0%)	5(10.0%)
VHWP Volunteers	I am better able to understand perspectives other than my own.	44	4.50	25(56.8%)	17(38.6%)	1(2.3%)	1(2.3%)	0(0.0%)
Campus-Wide Volunteers	I am better able to understand perspectives other than my own	50	3.98	13(26.0%)	25(50.0%)	11(22.0%)	0(0.0%)	1(2.0%)
VHWP Volunteers	My work was meaningful to the community.	44	4.68	31(70.5%)	12(27.3%)	1(2.3%)	0(0.0%)	0(0.0%)
Campus-Wide Volunteers	My work was meaningful to the community	50	4.04	15(30.0%)	22(44.0%)	13(26.0%)	0(0.0%)	0(0.0%)

	Question	n	Mean	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
VHWP Volunteers	I made changes in the communities in which I served.	44	4.39	24(54.5%)	13(29.5%)	7(15.9%)	0(0.0%)	0(0.0%)
Campus-Wide Volunteers	I made changes in the communities in which I served	50	3.66	7(14.0%)	24(48.0%)	15(30.0%)	3(6.0%)	1(2.0%)
VHWP Volunteers	I know more about off campus communities.	44	3.93	16(36.4%)	13(29.5%)	11(25.0%)	4(9.1%)	0(0.0%)
Campus-Wide Volunteers	I know more about off campus communities	50	3.42	6(12.0%)	18(36.0%)	19(38.0%)	5(10.0%)	2(4.0%)
VHWP Volunteers	I have conversations with friends about volunteering.	44	4.30	21(47.7%)	15(34.15)	8(18.2%)	0(0.0%)	0(0.0%)
Campus-Wide Volunteers	I have conversations with friends about my community work	50	3.40	9(18.0%)	15(30.0%)	18(36.0%)	3(6.0%)	5(10.0%)
VHWP Volunteers	I am more likely to get involved with many types of community projects.	44	4.30	23(52.3%)	12(27.3%)	8(18.2%)	1(2.3%)	0(0.0%)
Campus-Wide Volunteers	I am more likely to get involved with many types of community projects	50	3.76	10(20.0%)	21(42.0%)	17(34.0%)	1(2.0%)	1(2.0%)
VHWP Volunteers	I have not been changed by my volunteering.	44	2.00	5(11.4%)	2(4.5%)	1(2.3%)	16(36.4%)	20(45.5%)
Campus-Wide Volunteers	I have not been changed by my volunteering.	50	2.38	4(8.0%)	1(2.0%)	17(34.0%)	16(32.0%)	12(24.0%)

Table 4. Difference in means on student assessment of impact surveys, campus-wide population vs. virtual homework program (vhwp) student volunteers

	Statement	Mean
Campus	It has increased my ability to effect change.	3.98
VHWP	It has increased my ability to effect change.	4.29
Campus	I have learned a lot about myself	3.71
VHWP	I have learned a lot about myself.	4.24
Campus	I have a much better understanding of important issues in society	3.86
VHWP	I have a much better understanding of important issues in society.	4.19
Campus	I have engaged in research as a result of my community engagement activity	3.07
VHWP	I have engaged in research as a result of my community engagement activity.	3.69
Campus	I am better able to understand perspectives other than my own	3.98
VHWP	I am better able to understand perspectives other than my own.	4.48
Campus	My work was meaningful to the community	3.98
VHWP	My work was meaningful to the community.	4.67
Campus	I made changes in the communities in which I served	3.60
VHWP	I made changes in the communities in which I served.	4.40
Campus	I know more about off campus communities	3.40
VHWP	I know more about off campus communities.	3.90
Campus	I have conversations with friends about my community work	3.33
VHWP	I have conversations with friends about volunteering.	4.29
Campus	I am more likely to get involved with many types of community projects	3.74
VHWP	I am more likely to get involved with many types of community projects.	4.31
Campus	I have not been changed by my community activities	2.31
VHWP	I have not been changed by my volunteering.	1.95

Table 5. Change in mean on student assessment of impact surveys from campus-wide student population to virtual homework program (vhwp) student volunteers with two-tailed significance

	Statement	Change in Mean from Campus-Wide Survey to VHWP Volunteer Survey	Sig. (2-tailed)
Pair 1	It has increased my ability to effect change.	-0.310	0.079
Pair 2	I have learned a lot about myself	-0.524	0.003
Pair 3	I have a much better understanding of important issues in society	-0.333	0.037
Pair 4	I have engaged in research as a result of my community engagement activity	-0.619	0.038
Pair 5	I am better able to understand perspectives other than my own	-0.500	0.003
Pair 6	My work was meaningful to the community	-0.690	0.000

Pair 7	I made changes in the communities in which I served	-0.810	0.000
Pair 8	I know more about off campus communities	-0.500	0.029
Pair 9	I have conversations with friends about my community work	-0.952	0.000
Pair 10	I am more likely to get involved with many types of community projects	-0.571	0.004
Pair 11	I have not been changed by my community activities	0.357	0.168

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 much lower response rate than in previous years.

- 80% of the students who responded stated that they “agreed” or “strongly agreed with the statement, “Stockton University contributes to the well-being of the community.”
- When asked how they accessed community engagement projects, avenues associated with the SCCESL including, “Service-Learning classes”, “MLK Day of Service”, and “The Stockton Center for Community Engagement and Service-Learning” were selected 42.71% of the time.
- “Global awareness”, “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.

The SCCESL added a new assessment tool this year that yielded exciting results. In addition to the campus-wide survey asking students about their perceptions of the impact of their engagement activities, we deployed an electronic survey with a sub-set of the items directly to the volunteers in the Virtual Homework Completion Program.

As tables three, four and five outline, Stockton students who volunteered in the Virtual Homework Completion programs, which included daily reflection conducted by staff of the SCCESL, rated themselves significantly higher than the general population on nine of the eleven items. Examples of statements that showed statistically significant positive differences regarding their engagement activities included, “It has increased my ability to effect change”; “My work was meaningful to the community”; and “I am better able to understand perspectives other than my own.”

The SCCESL will continue to administer this survey to compare the responses of the volunteers who serve directly in programs administered by the Center to the responses of the full student body to see if these results are replicated.

Assessment of Impact of Community Engagement Staff Report

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

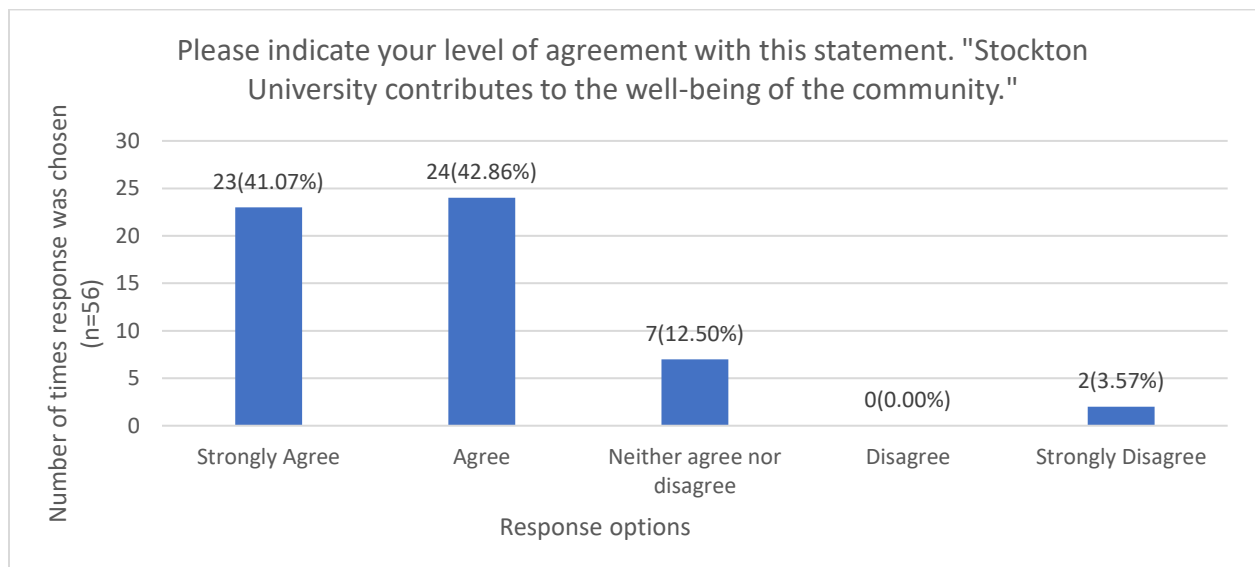
Response rate: 56 surveys were completed

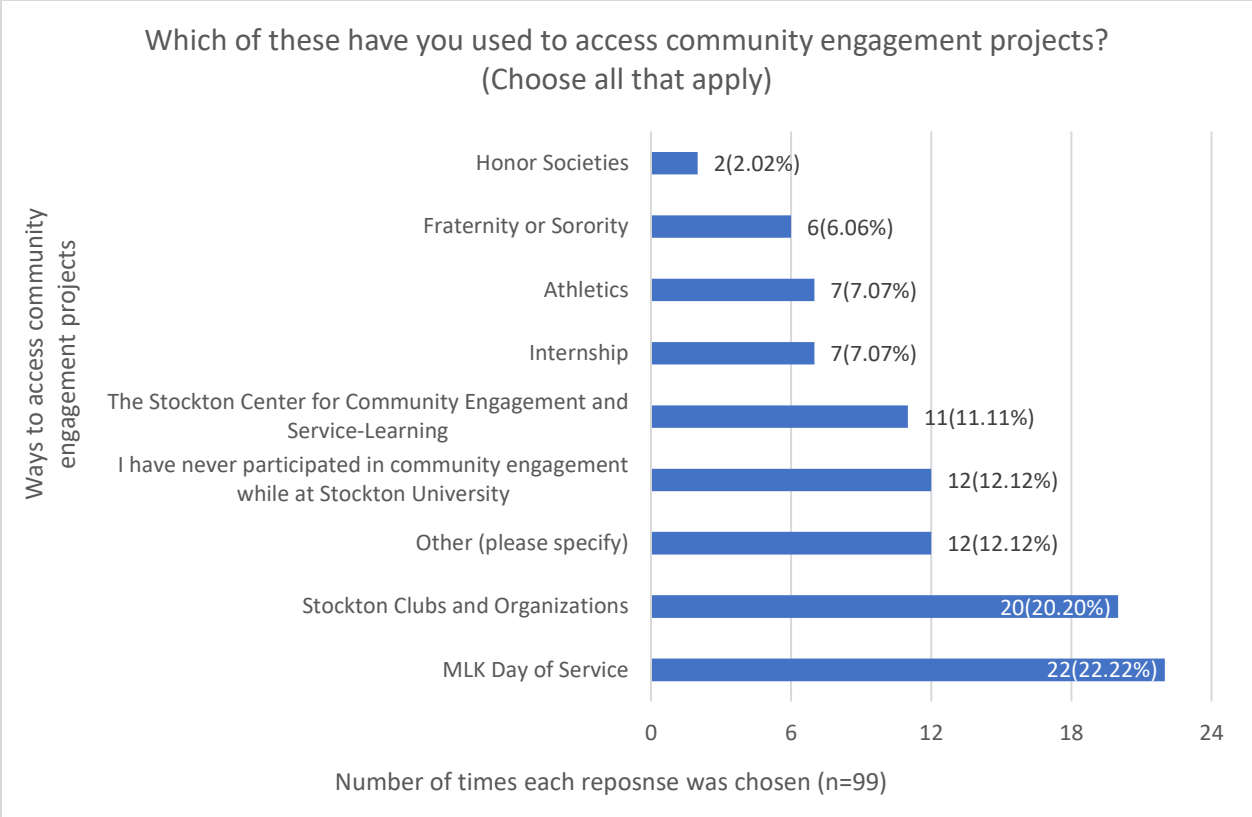
Survey method: online via Qualtrics survey.

Data collection period: April through May of 2021

Sampling method: non-probability sampling

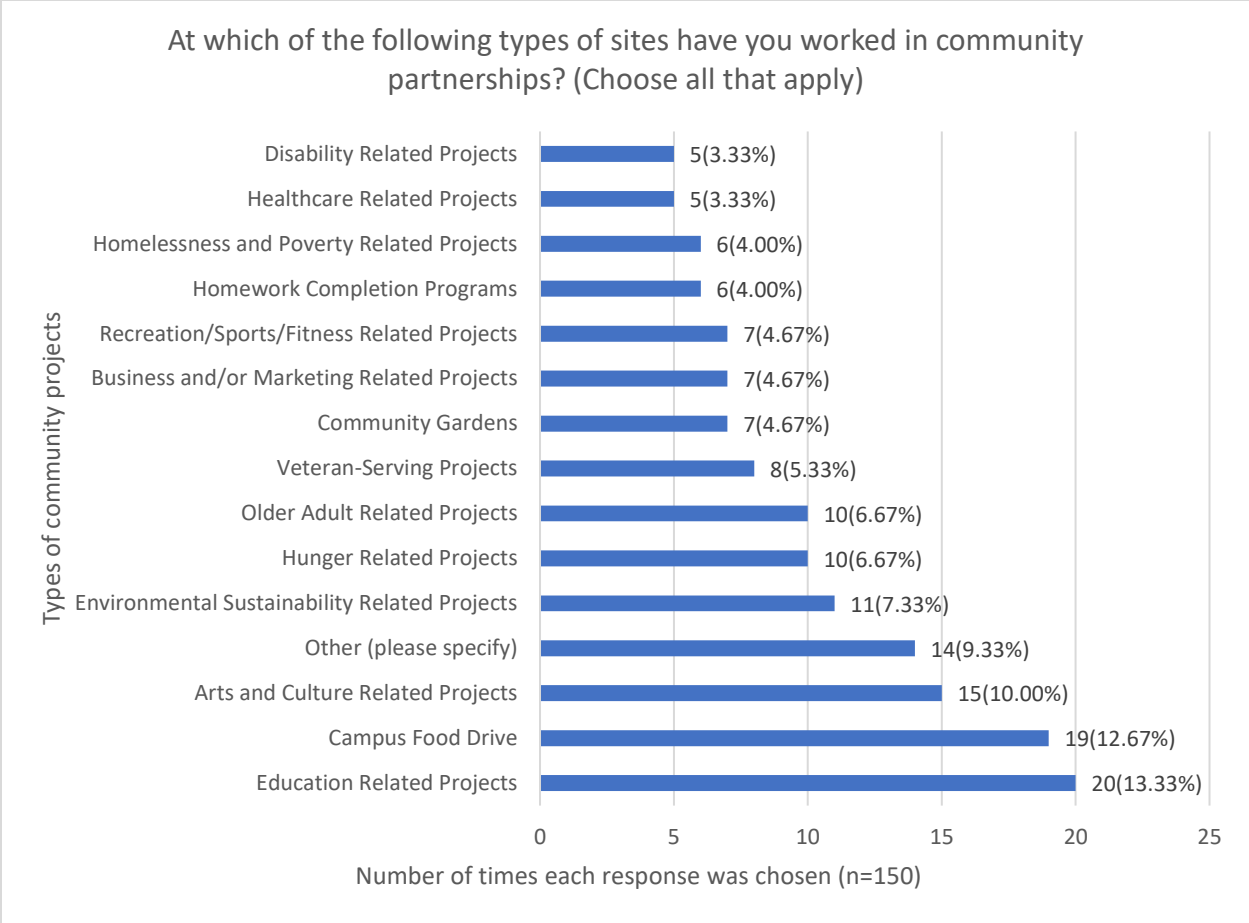
Presentation of Findings





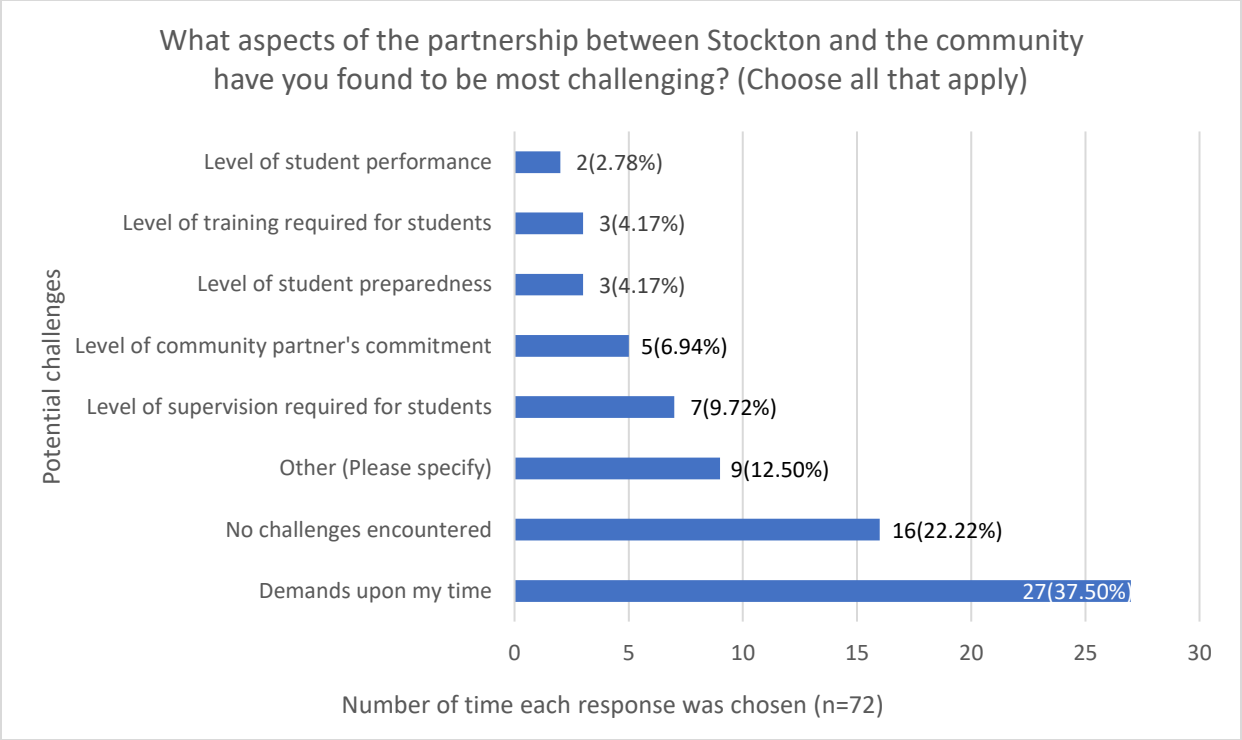
“Other” responses included:

- Contributed to the Food Bank
- Dean of Students Office
- Manahawkin Site Programs and collection drives
- CARE Program Mentor
- The Former Stockton Bird Club, which is now the Atlantic Audubon Society; I also volunteer at the EB Forsythe National Wildlife Refuge representing both NAMS and Stockton; participate in Pinelands Short Earth Day Events
- Special Olympics, Unified Sports, Ability Fair and other disability awareness programs through Learning Noyes Museum, 48 Blocks
- EOF, Gear UP
- SRI & ETTC Community Initiatives



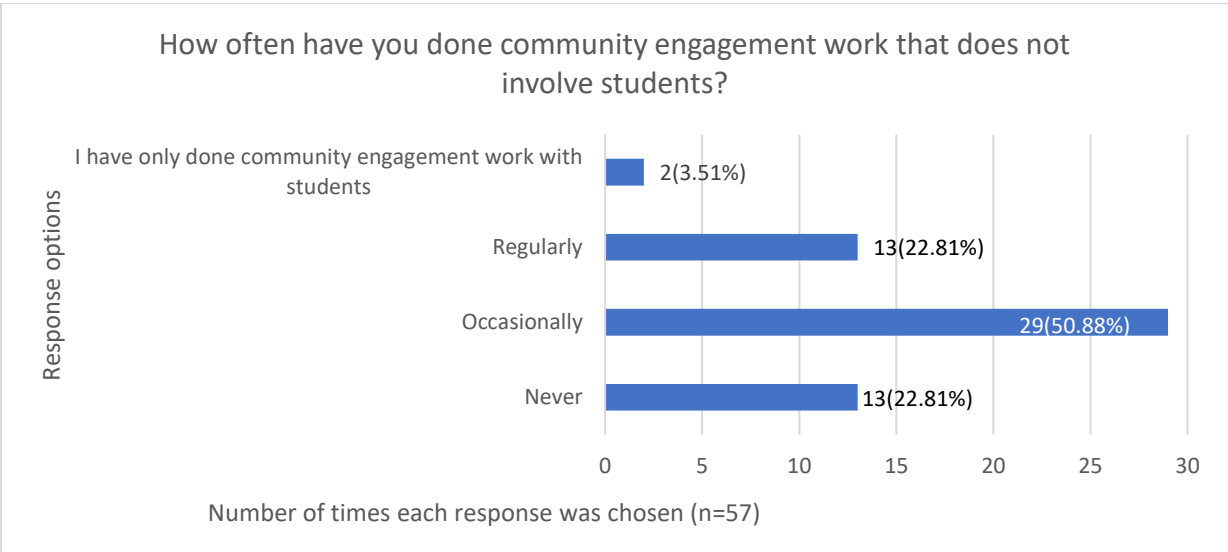
“Other” responses included:

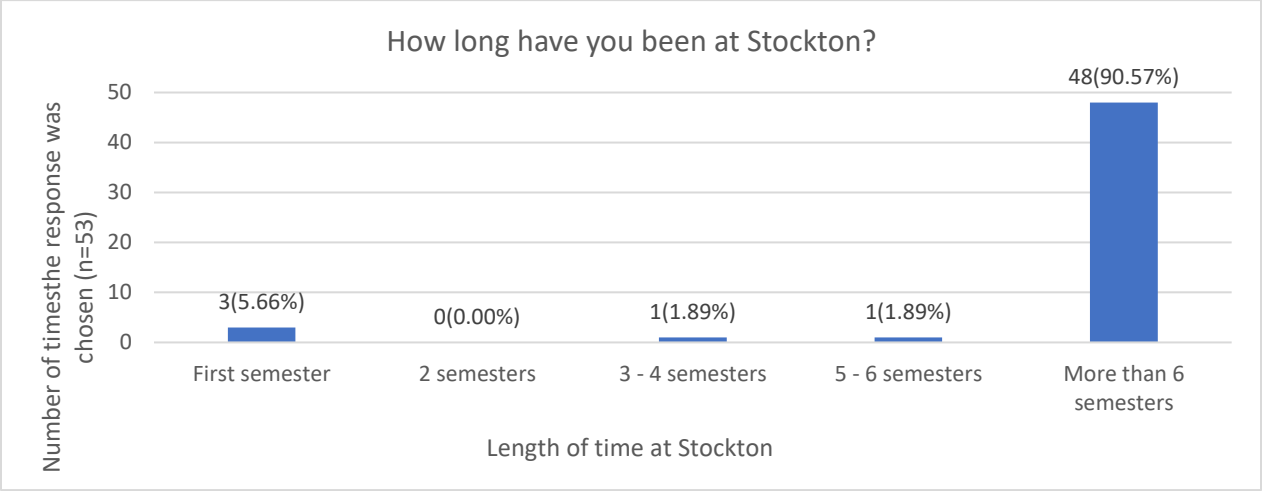
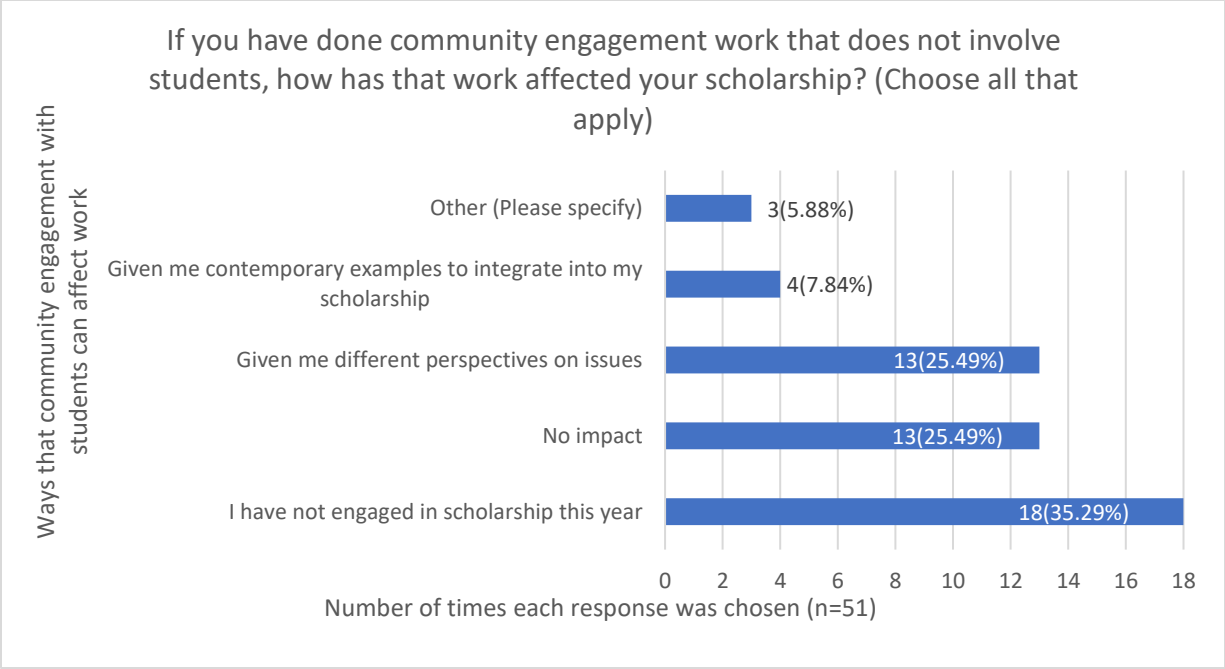
- Civic engagement
- Aid for continuing ed
- MLK Day of Service
- CARE program
- Media & community journalism related
- Community journalism
- Traumatic Loss Coalition

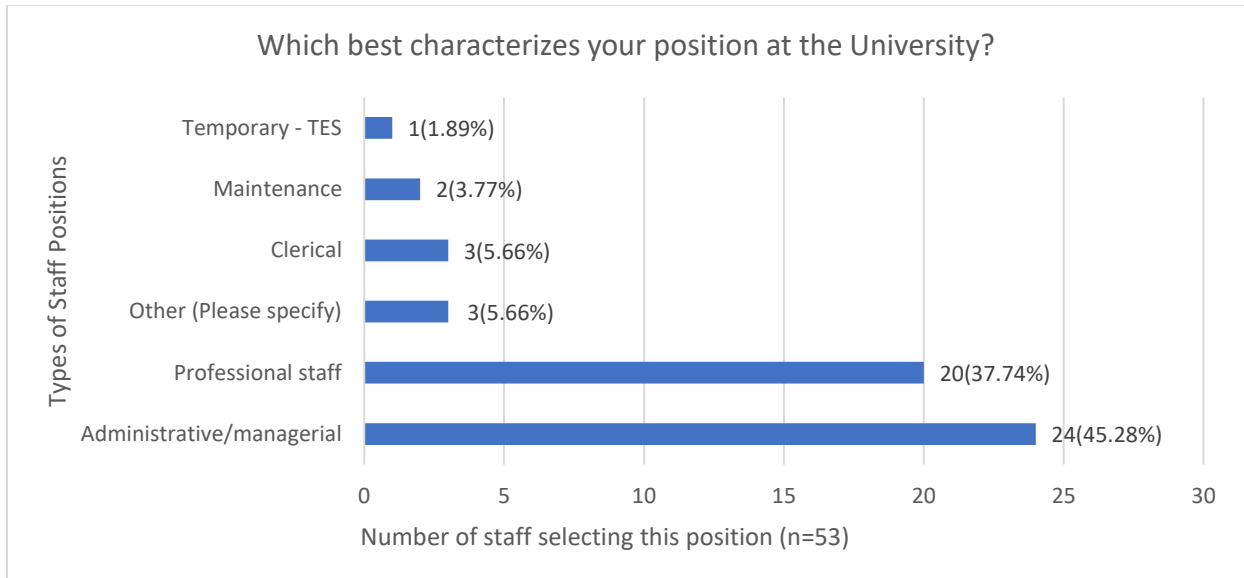


“Other” responses included:

- Management and administration
- Getting students participation in MLK projects
- Level of support from management
- Level of commitment by students.







“Other” responses included:

Supervisor
Adjunct

Conclusion

Staff response to the Assessment of Impact of Community Engagement survey was the highest since the survey began. A summary of the findings of this year’s survey are as follows.

- 83.93% of staff who responded stated that they “agree” or “strongly agree” with the statement, “Stockton University contributes to the well-being of the community.”
- When asked how often the staff engage in community work that does not involve students, 73.69% of staff responded “regularly” or “occasionally.”
- “Demands upon my time” (37.50%) was selected most often by staff as the most challenging aspect of a partnership between Stockton University and the community.

Table 6. Please indicate your level of agreement with the following statements. "My participation in community engagement work..."

	n	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Has been valuable to me	57	23(40.35%)	22(38.60%)	10(17.54%)	0(0.00%)	2(3.51%)
Benefited the students I may encounter at Stockton	57	16(28.07%)	26(45.61%)	12(21.05%)	0(0.00%)	3(5.26%)
Helped me to offer diversity in my role at Stockton	57	16(28.07%)	16(28.07%)	21(36.84%)	1(1.75%)	3(5.26%)
Taught me new ways to address challenges	57	7(12.28%)	16(28.07%)	31(54.39%)	1(1.75%)	2(3.51%)
Broadened my experiences	57	18(31.58%)	22(38.60%)	14(24.56%)	1(1.75%)	2(3.51%)
Contributed to my scholarly agenda	57	7(12.28%)	5(8.77%)	38(66.67%)	4(7.02%)	3(5.26%)

Assessment of Impact of Community Engagement Community Partners Report

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

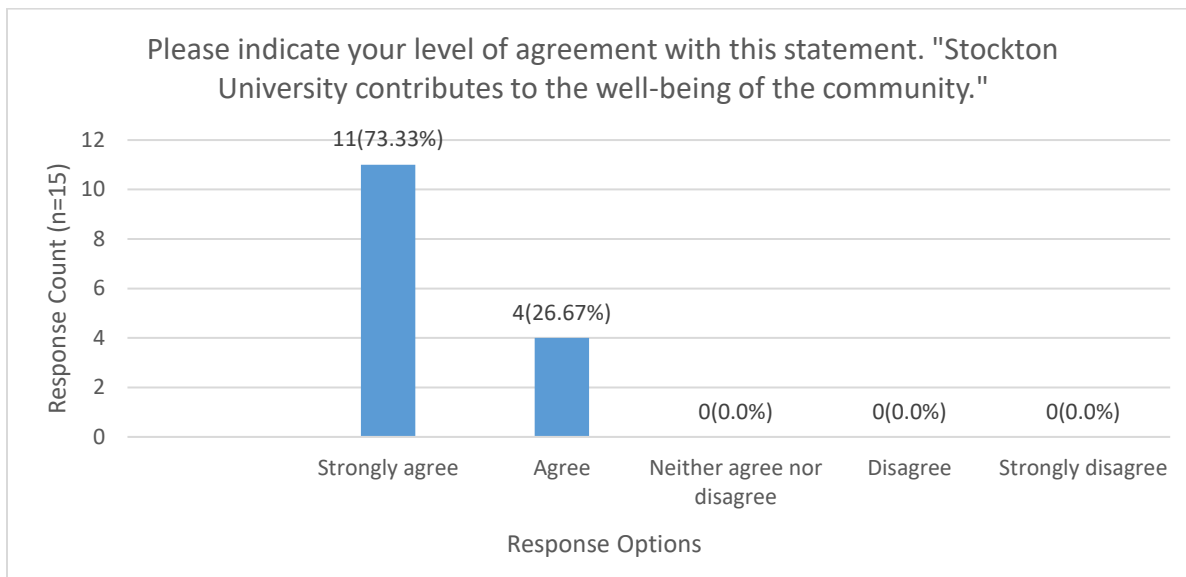
Response rate: 15 surveys were completed

Survey method: online via Qualtrics survey.

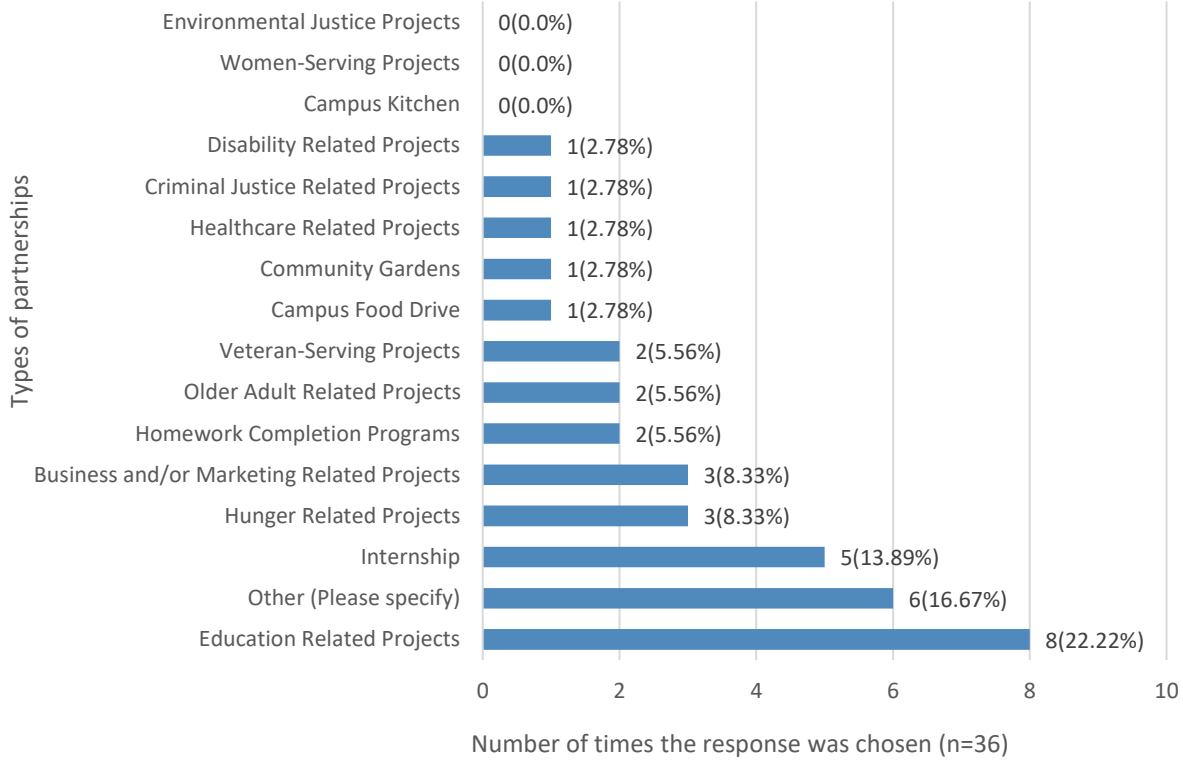
Data collection period: April through May of 2021

Sampling method: non-probability sampling

Presentation of Findings



Which of the following partnerships does your agency/organization have with Stockton University? (Choose all that apply)



“Other” responses included:

Arts Department

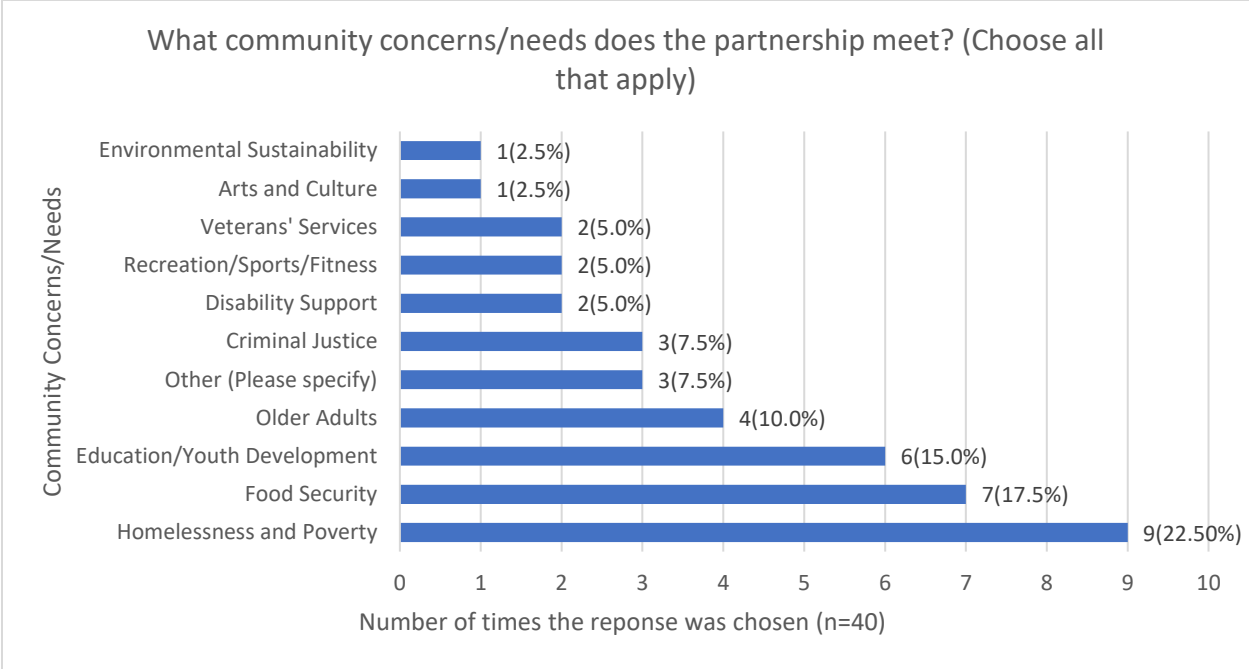
Stockton faculty has counseled and provided insight for our community oversight committee.

We are part of the community network meetings

Volunteer at Emergency Shelter

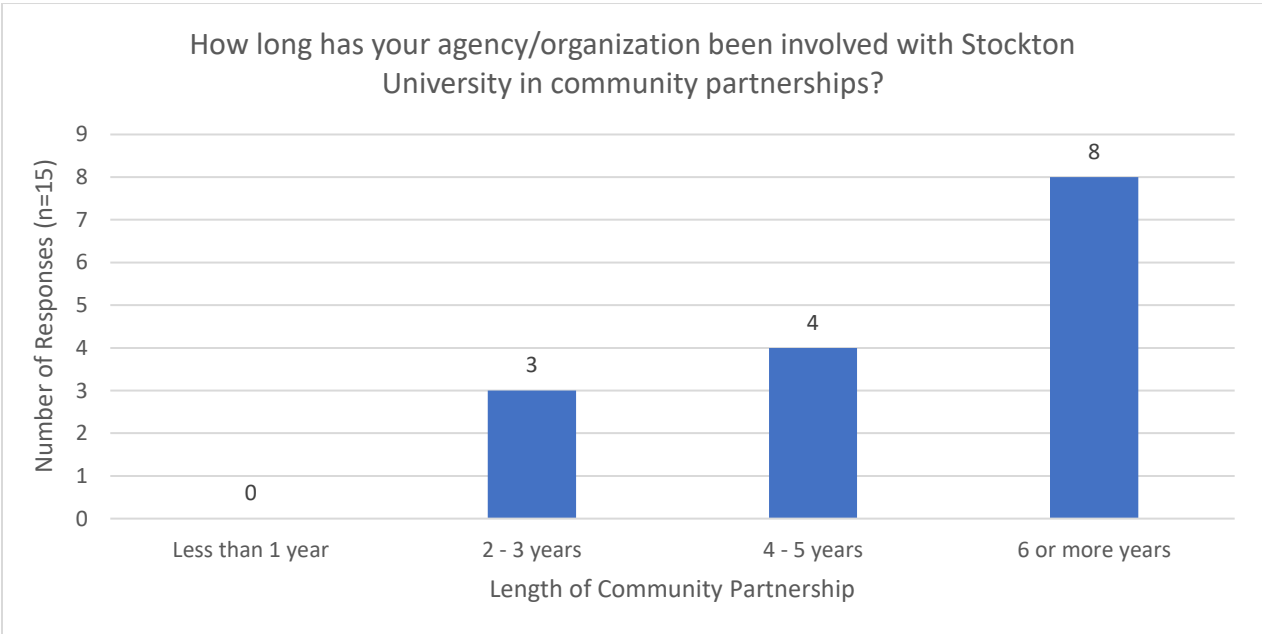
Utility Assistance

Community Resources Roundtable



“Other” responses included:

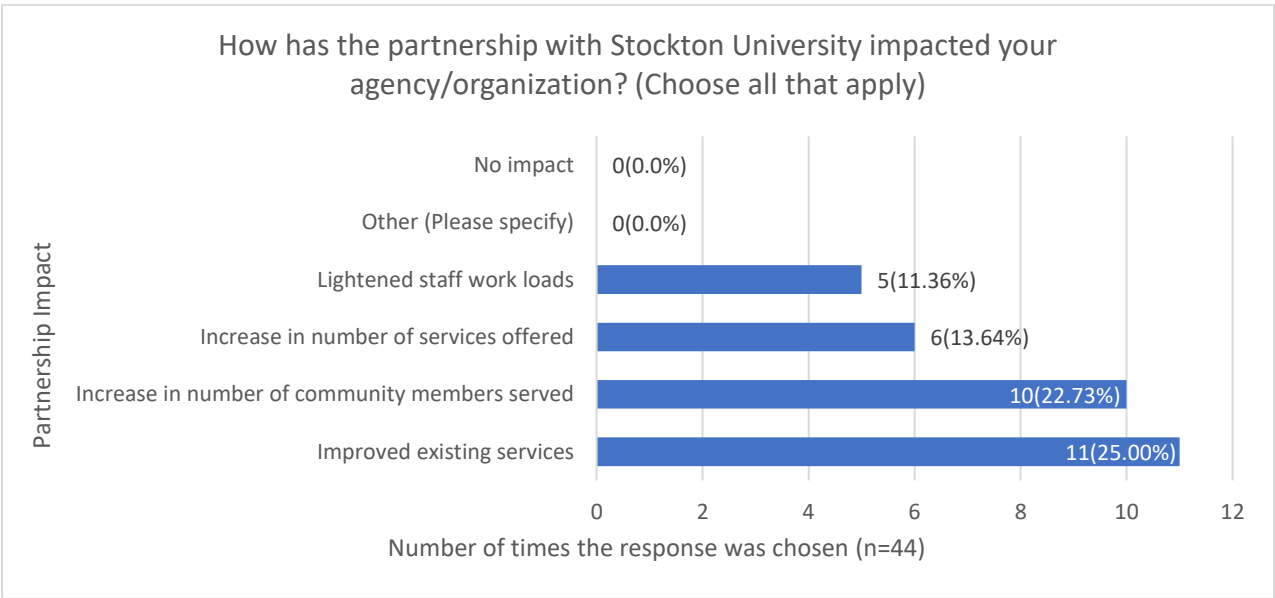
- Community-Police Relations.
- Utility Assistance
- Professional networking

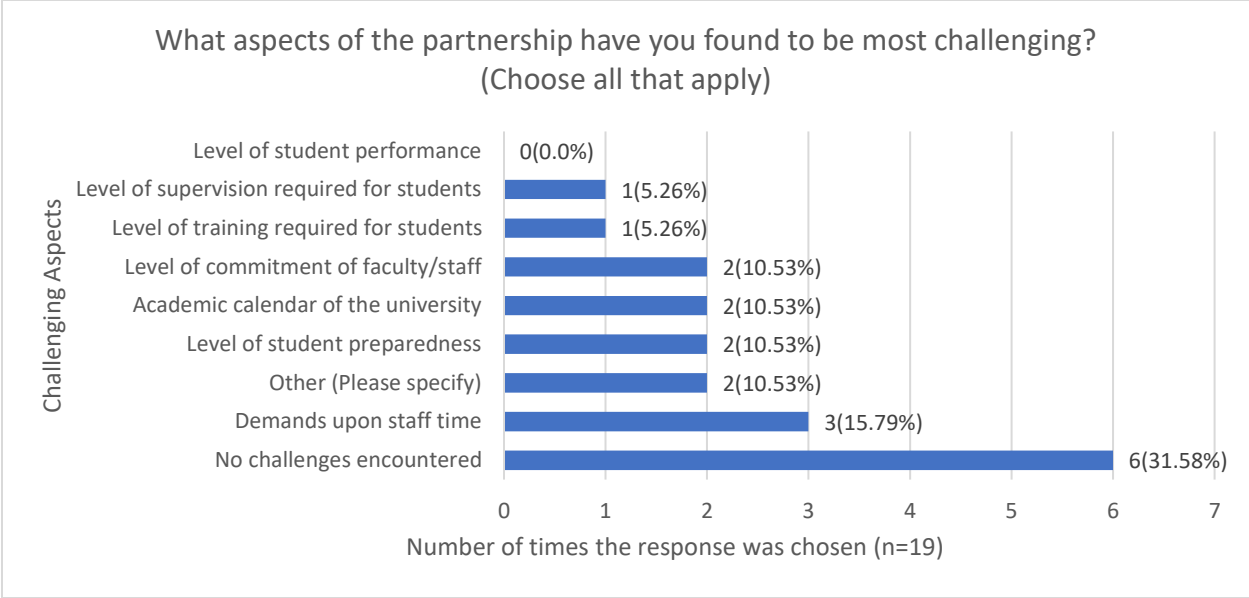




“Other” responses included:

- Meet other community agencies and collaborate
- Assist student and family with available resources
- Networking





“Other” responses included:

Taking partnership beyond networking opportunities

Table 7. 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	15	12(80.00%)	2(13.33%)	1(6.67%)	0(0.00%)	0(0.00%)
Produced economic benefits for the organization	15	4(26.67%)	4(26.67%)	5(33.33%)	2(13.33%)	0(0.00%)
Benefited community members	15	10(66.67%)	5(33.33%)	0(0.00%)	0(0.00%)	0(0.00%)
Helped us to manage our workload	15	4(26.67%)	4(26.67%)	6(40.00%)	1(6.67%)	0(0.00%)
Helped us to extend our services to more people	15	8(53.33%)	4(26.67%)	2(13.33%)	1(6.67%)	0(0.00%)
Taught us new ways to address challenges	15	5(33.33%)	6(40.00%)	2(13.33%)	2(13.33%)	0(0.00%)
Improved access to services for wider groups	15	4(26.67%)	8(53.33%)	1(6.67%)	2(13.33%)	0(0.00%)

Table 6. 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	15	8(53.33%)	7(46.67%)	0(0.00%)	0(0.00%)	0(0.00%)
Opportunity to give feedback to Stockton personnel	15	8(53.33%)	6(40.00%)	1(6.67%)	0(0.00%)	0(0.00%)
Student preparedness	15	5(33.33%)	6(40.00%)	4(26.67%)	0(0.00%)	0(0.00%)
Student reliability	15	6(40.00%)	6(40.00%)	3(20.00%)	0(0.00%)	0(0.00%)
Quality of student work	15	6(40.00%)	6(40.00%)	3(20.00%)	0(0.00%)	0(0.00%)

Conclusion

The Assessment of the Impact of Community Engagement on Community Partners survey has always been an important part of the SCCESL assessment plan. The data collected from this annual assessment informs the Center's intentional development of mutually beneficial relationships with community partners for the next year. Data is also shared with the academic schools and the Division of Student Affairs so that the entire institution can strengthen and refine its engagement activities in the community. Some of the findings from this year's survey are summarized below:

- 100% of the community partners who responded this year "agreed" or "strongly agreed" with the statement, "Stockton University contributes to the well-being of the community."
- Partners report that the top areas of community concerns that our partnerships address are, "education/youth development", "food security" and "homelessness and poverty."
- Of the community partners who took the survey, the most frequently reported motivations for partnering with Stockton University in community projects were, "encourage students to pursue careers that help people" and "get new ideas to implement in the community."
- "Increase in number of community members served" and "improved existing services" were chosen the most by community partners as the ways that the partnership with Stockton University impacted their organization.

These results are encouraging, especially in a year marked with challenges to working in the community. It is particularly noteworthy that the community partners are partnering with the university to support Stockton students' development and that they appreciate the new ideas that students can bring to their organizations.

Service-Learning Assessment

This year, the SCCESL piloted a new assessment of the impact of Service-Learning on students. Seven questions were administered through a Blackboard survey as a pre-test and post-test during the spring 2021 semester. Students' rated their perceptions of their abilities on a Likert scale from one to 10 where one represented "Strongly Agree" and 10 represented "Strongly Disagree".

The following classes were included in the sample: ARTV4926, COMM4906, COMM2204, COMM3309, EXSC3103, GEN2101, GEN2215, GEN3952, GIS3686, GNM1136, GSS3184-091, GSS3184-092, GSS3184-093, HLTH2501-001, HLTH2501-091, HLTH2501-092, HLTH2501-093, HLTH2501-094, HLTH2501-095, HLTH2501-096, HLTH3412, LANG3253.

Table 8. Student pre- and post-test survey instrument on impact of service-learning

	Strongly agree			Agree			Disagree			Strongly Disagree
I can generate ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cannot take risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can recognize opportunities in problem-solving, relationships, or self-expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can adapt to change, i.e., the ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cannot create ideas effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can share ideas with diverse audiences effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use various formats to share knowledge with diverse audiences effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Paired T-Test for Piloted Pre- and Post-Test Self-Assessment for Service-Learning Students, Spring 2021

Classes Included: ARTV4926, COMM4906, COMM2204, COMM3309, EXSC3103, GEN2101, GEN2215, GEN3952, GIS3686, GNM1136, GSS3184-091, GSS3184-092, GSS3184-093, HLTH2501-001, HLTH2501-091, HLTH2501-092, HLTH2501-093, HLTH2501-094, HLTH2501-095, HLTH2501-096, HLTH3412, LANG3253

n=280

		Mean	Sig.	
I can generate ideas	Pre	2.88	0.00	Represents an increase in the feeling that the students can generate ideas
	Post	2.33		
I can recognize opportunities in problem-solving, relationships, or self-expression	Pre	2.71	0.05	Represents an increase in the feeling that the students can recognize opportunities in problem-solving, relationships, or self-expression
	Post	2.43		
I can adapt to change	Pre	3.08	0.00	Represents an increase in the feeling that the students can adapt to change
	Post	2.67		
I can share ideas with diverse audiences effectively	Pre	3.06	0.01	Represents an increase in the feeling that the students can share ideas with diverse audiences effectively
	Post	2.65		
I can use various formats to share knowledge with diverse audiences effectively	Pre	3.17	0.00	Represents an increase in the feeling that students can use various formats to share knowledge with diverse audiences effectively
	Post	2.58		

Conclusion

This year, the SCCESL piloted a new pre- and post-test for students enrolled in a Service-Learning course in the spring 2021 semester. The survey instrument can be found in table eight. Post-test results of the survey (table nine) indicate a significant increase in all five survey items including statements such as, “I can generate ideas”, “I can adapt to change”, and “I can use various formats to share knowledge with diverse audiences effectively.” These promising results will help the SCCESL refine its Service-Learning program, building on the strengths, and informing future assessment including the addition of a qualitative section into the pre- and post-instrument to further explore the impact of students experiences in the community on them.

Comparative perceptions on whether Stockton University contributes to the well-being of the community

Academic year 2021 marks the fourth year that the SCCESL has surveyed faculty, students, staff, and community partners on their perceptions of whether Stockton University contributes to the well-being of the community. Historically, results have been overwhelmingly positive across all populations that they agree Stockton University contributes to the well-being of the community. The following graph compares the responses from all groups and indicates that for the fourth year in a row, Stockton's stakeholders have a positive opinion of the University's contribution to the community.

