



STOCKTON | STOCKTON CENTER FOR
UNIVERSITY | COMMUNITY ENGAGEMENT

FY 2020

Annual Report

July 1, 2019—June 30, 2020

Executive Director's Message

Dear Colleagues:

This report marks my sixth year at the Stockton Center for Community Engagement. This year we experienced important events that marked the trajectory of our center.



The Carnegie Foundation for the Advancement of Teaching recognized our institutional commitment to the community and selected Stockton to receive the 2020 Carnegie Community Engagement Classification. This is the second time that Stockton receives this recognition. Our institution is one of 243 institutions that now hold the Elective Carnegie Community Engagement Classification.

We worked on the reorganization of the Stockton Center for Community Engagement (SCCE) and the Office of Service-Learning (OSL) with the support of the administration, the advisory council, and our stakeholders. During the process, we focused our attention on the standards that have led to the success of both the SCCE and OSL and maintained our offices' credibility with community partners, students, faculty, and staff. We also reflected on best practices and our role in providing students opportunities to engage in high impact experiences and for faculty and staff to connect with community partners. The reorganization of the SCCE and the OSL is effective on July 1, 2020.

We faced the impact of the challenges and opportunities that the COVID-19 mitigation measures brought us. Through it, the strengths of the staff, our faculty and student fellows, and the SCCE's credibility with our community partners led us to adapt and offer virtual homework assistance and Naturalization classes.

In this report, you will read about the work of the remarkable staff, faculty, and student fellows who tirelessly dedicated their efforts to sustain homework assistance in five sites, older adult initiatives in six locations, the Kitchen in Atlantic City (formerly the Campus Kitchens Project), the Naturalization class also in Atlantic City, the English Learner's program in Pleasantville, and the Stockton Food Drive in Galloway. You will also read about the outcome of our virtual endeavors.

I hope that you enjoy our report!

A handwritten signature in black ink that reads "Magdalena Polo". The signature is fluid and cursive.

Table of Contents

Executive Director's Message

SCCE Mission, Vision, and Diversity Statements

Fiscal Year 2020 Goals

Who We Are

SCCE Advisory Council

Budget, Planning and Use of Resources

SCCE Faculty Fellows Program

Excerpt of Additional Staff and Faculty Community Engagement

In The News

SCCE Student Fellows Program

Homework Completion Program at Stanley Holmes Village in Atlantic City

Homework Completion Program at Buzby Homes Village in Atlantic City

Homework Completion Program at the Pleasantville Public Library

Homework Completion Program at the Atlantic Marina

Homework Completion Program at Brigantine Homes

Virtual Homework Completion Program

Summer Puzzle Challenge

Information Retrieval Workshops

English Learners Program

Pleasantville High Rise Language Circle

Naturalization Classes at the Atlantic City Campus

The Kitchen at Atlantic City

Stockton Food Drive

Afternoon Tea with Older Adults

Game Day with Older Adults

SCCE Staff in the Spotlight

Scholarship Activities

Fiscal Year 2021 Goals

Upcoming Projects

Appendix/Assessment

The Stockton Center for Community Engagement's Mission Statement

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

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

The Stockton Center for Community Engagement's Vision Statement

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

The Stockton Center for Community Engagement's Diversity Statement

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

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

Our Stockton students can experience diversity in all our programs on and off campus. For instance, our Homework Program and our Naturalization Classes exposed Stockton students, faculty, and staff to diverse individuals and perspectives during this fiscal year.

SCCE Fiscal Year 2020 Goals

This year we concentrated efforts to meet the following SCCE Goals, which align with University Strategic Priorities and Institutional goals. We successfully met the majority of these goals.

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

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

- **SCCE Goal 1.1a**

- Increase student participation in homegrown SCCE programs by 5% over Academic Year 2018-2019. (Ongoing)

- **Actions**

- Increase student recruitment opportunities by tabling at student orientations and welcome week events on the Galloway campus.
- Continue recruitment of the professors who will encourage their students to participate in SCCE programming.
- Increase access to SCCE programs by continuing to provide transportation to the sites.
- Streamline registration process on the SCCE website. (Ongoing)

- **SCCE Goal 1.1b**

- Expand on SCCE programs so that more students can participate in engagement work.

- **Actions**

- Add one new program in academic year 2019 – 2020.

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

- **SCCE Goal 1.2a**

- Identify Scholarship of Engagement as a component of the IRB application.

- **Actions**

- SCCE will work with IRB chair to add a screening question to the IRB application to identify proposers with scholarship of engagement research.
- Offer SCCE resources to IRB scholarship of engagement proposers.

- Promote the SCCE's Student Fellowship Awards for Community-Based Research to scholarship of engagement proposers.
- **SCCE Goal 1.2b**
 - Increase opportunities for faculty and staff to learn about Scholarship of Engagement
 - **Actions**
 - Dr. Christina Jackson will conduct a workshop on the topic of Scholarship of Engagement.
 - The SCCE will continue to collaborate with the IFD to hold a spring semester workshop series on this topic.
- **SCCE Goal 1.2c**
 - Maintain or increase faculty members' participation in SCCE's community initiatives.
 - **Action**
 - SCCE will directly support three individual scholarship of engagement activities (i.e. brown bag sessions, workshops, community-based research) undertaken by Stockton students, faculty and/or staff. (Ongoing)
 - SCCE Faculty Fellow will communicate opportunities to faculty and staff members. (Ongoing)

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

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

- **SCCE Goal 2.1a**
 - Share the work of Dr. John Saltmarsh, whose work highlights the relevancy of community engagement in recruiting diverse faculty, with the deans.
 - "Full participation: Building the architecture for diversity and community engagement in higher education"
 - <https://surface.syr.edu/cgi/viewcontent.cgi?article=1001&context=ia>

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

- **SCCE Goal 2.4a**

- Expand on SCCE programs to meet the needs and opportunities in our local communities.
- **Actions**
 - Conduct annual breakfast with the institution's community partners
 - Conduct annual luncheon with the SCCE programs' community partners
 - Use the results of the *Impact of Service Surveys* to inform an annual focus group session with community partners

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

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

- **3.1a SCCE Goal**
 - Use SCCE resources to develop and strengthen community partnerships which support recruitment of Atlantic City and Pleasantville EOF students.
 - **Actions**
 - Co-facilitate meetings with Angel Hernandez Associate Director of EOF, Atlantic City, to inform community partners about EOF application procedures.
 - Promote the EOF program and its application process in SCCE youth-serving programs in Atlantic City and Pleasantville.

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

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

- **SCCE Goal 4.2a**
 - Use SCCE resources to maintain or increase Stockton's historically high persistence and retention rates by linking three to five Stockton students without parental support to external social supports in AY 2019-2020.
 - **Action**
 - 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. (Ongoing)

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

○ **5.1 SCCE Goal**

- Work collaboratively with the SCOSA to enhance community programming for older adults.
- **Action**
 - Share SCCE staff to support programming of SCOSA.

Who We Are

SCCE's leadership includes Executive Director, **Dr. Merydawilda Colón**, Community Engagement Liaison **Patricia W. (Trish) Collins**, and Community Projects Coordinator **Heather Swenson Brilla**, as well as one Faculty Fellow; we are also pleased that our team has increased to 34 students. We are working with 33 undergraduate Student Fellows, one Alumna Fellow, and three TES (Temporary Employee Seasonal) employees. This represents the largest staff to date and the results are evident in our ability to manage consistent, evidence-based, and mutually beneficial programs in our community. **Joan Joseph**, Grants Financial Analyst, provided invaluable budgetary support this year. Furthermore, the SCCE receives support and guidance from its Advisory Council.

The SCCE produces press releases in collaboration with Stockton's University Relations and Marketing. This year, there were two press releases, as well as numerous mentions of SCCE programs in the Press of Atlantic City.

ADVISORY COUNCIL

Dr. John Froonjian <i>Interim Executive Director, the William J. Hughes Center for Public Policy</i>	Dr. Lisa Honaker <i>Dean, School of Arts and Humanities Professor of British Literature</i>
Shilon Anderson <i>Deputy Chief of Staff</i>	Dr. Ariane Hutchins-Newman <i>Assistant Dean, School of Health Sciences</i>
Dr. David Burdick <i>Professor of Psychology</i>	Brian K. Jackson <i>Chief Operating Officer, Atlantic City Campus</i>
Dr. Tait Chirenje <i>Associate Professor of Environmental Studies</i>	Dr. Claudine Keenan <i>Dean, School of Education Tenured Professor of Instructional Technology</i>
Dr. Rummy Pandit <i>Executive Director of the Lloyd D. Levenson Institute of Gaming, Hospitality and Tourism</i>	Alexander Marino <i>Director of Operations, Atlantic City Campus</i>
Dr. Merydawilda Colón <i>SCCE Executive Director</i>	Dr. Michael Rodriguez <i>Associate Professor of Political Science</i>
Christina Birchler <i>Director, Hammonton and Manahawkin Instructional Sites</i>	Dr. Joseph Rubenstein <i>Professor of Anthropology</i>
Dr. Christopher Catching <i>Vice President of Student Affairs</i>	Dr. Stephen B. Davis <i>Asst. Vice President/Dean of Students, Inclusion and Wellness</i>
John Emge <i>Community Member-at-Large</i>	Daniel Fidalgo Tomé <i>Director of Service-Learning</i>
Dr. Mary Lou Galantino <i>Distinguished Professor of Physical Therapy</i>	Dr. Chelsea P. Tracy-Bronson <i>Instructor of Teacher Education</i>
Carol Waties <i>Director, Small Business Development Center</i>	
<u>AFFILIATED MEMBERS</u>	
Christina Bevilacqua, <i>Deputy Chief of Staff, City of Atlantic City</i>	Cassandra Shellhorn, <i>Center for Family Services</i>
Fran Wise <i>Director of Development, AVANZAR</i>	

Budget, Planning and Use of Resources

The budget of the SCCE supported one Faculty Fellow, one TES driver of the van, two TES staff people to work with the youth in the Homework Completion programs, and 34 Student Fellows who contributed to the mission and vision of SCCE during AY 2019-2020. The Center's van was used to facilitate the Fellows' work in the community and the vehicle's usage is outlined in Table 1. The data below reflects the van usage for the Campus Kitchen, the Pleasantville Homework Program, and the Afternoon Tea sessions. Due to high demand for transportation, a large pool vehicle was reserved this year for all transportation to the Atlantic City homework programs and a separate pool vehicle was requested for the Friday Afternoon Tea and Older Adult Game Day programs. There were several program days where the SCCE van was used as a second overflow vehicle when the primary pool vehicle was full of volunteers.

Due to the availability of a driver, the Stockton pool vehicles (Table 2) were only driven in the fall 2019 semester and the data is reflected below.

Table 1. SCCE van usage FY20

	Number of Students	Number of Rides	Miles Driven
Fall 2019	287	92	3673
Spring 2020	110	38	1141
FY20	397	130	4814

Table 2. Pool vehicle usage FY20

	Number of Students	Number of Rides	Miles Driven
Fall 2019	97	45	1,170
Spring 2020	Pool vehicles were not used during the spring semester		
FY20	97	45	1,170

TD Bank Charitable Foundation Grant

For the third consecutive year, the SCCE was awarded a \$10,000 grant from the TD Bank Charitable Foundation to fund our homework completion programs in Atlantic City and Pleasantville, in addition to increasing the overall number of Student Fellows staffing the homework completion programs.

SCCE Faculty Fellows Program

Dr. Christina Jackson finished her second year as the SCCE faculty fellow, working to improve the quality of life for the residents of Atlantic City. In the spring 2020 semester, Dr. Jackson's "Urban Environments" class partnered with the SCCE and Brigantine Homes in Atlantic City to help implement the newest Homework Completion program. Stockton students visited the Better Tomorrows Community Room at Brigantine Homes from 3:00 pm to 4:00 pm every Tuesday to work with the youth on their math and reading.

Dr. Jackson and her intern **Melissa Trinh '20** continued to work at the over-65 housing complex in Atlantic City, the New York Avenue Apartments. Melissa has had a particular focus on health disparities and inequalities for urban residents. They helped to open up the library in the building, collect books and also created a book rental system. Dr. Jackson and Melissa have additionally connected with **Dr. Christine Ferri** to bring more brain health to the complex. At the beginning of March, **Dr. Emari DiGiorgio** hosted her "Why Poetry Matters" class at the apartment complex as well. While Dr. Jackson was not able to have her Justice and the Environment symposium this year, she had a very fulfilling position as the Center for Community Engagement Faculty Fellow.

SCCE Collaborations

The SCCE continues to represent Stockton at the Community Resources Roundtable, a consortium of 70 community, state and federal organizations who meet quarterly to share resources and address social issues affecting Atlantic County residents. In-person meetings were held on July 18, 2019, October 17, 2019, January 16, 2020. The April 9, 2020 meeting was held virtually and was pushed up in a response to the COVID-19 pandemic. As of this writing, the SCCE has been facilitating monthly meetings of the group so that the social service community can continue to respond rapidly to changing social conditions caused by the COVID-19 virus.

Dr. Merydawilda Colón participated on the panel presentation, Shared prosperity for urban centers in New Jersey: The Atlantic City Model with **Jim Johnson, Chief Henry White, Michael Epps, Elijah Langford, Dr. Michelle Carrera, Joseph Jingoli, and Rev. Collins E. Days** at the New Jersey State League of Municipalities 104th Annual Conference in Atlantic City on November 20, 2019. The panel presentation was organized by **Rosa Farias**.

Dr. Merydawilda Colón and **Dr. Marissa Levy** received the Community Service Award presented by the Pleasantville Police Foundation this past November at the Atlantic City Country Club in Northfield.

On July 12, 2019, **Dr. Merydawilda Colón** presented information about the Scholarship of Engagement One-Time Fellowship Award for Students and the role of the SCCE to the faculty participants in the Summer Institute on Research that **Dr. Rachel Kirzner** and **Dr. Christina Jackson** facilitated.

On August 19, 2019, **Dr. Merydawilda Colón** joined a group of Atlantic City community leaders, police department representatives, and city government representatives on a visit to Newark to learn how Newark developed a violence reduction strategy starting with the Safer Newark and building a community-based intervention strategy. **Jim Johnson**, former Special Counsel to Governor Murphy, and **Michael Epps**, the Executive Director of the Office of Atlantic City Initiatives, organized the visit that took place on August 19, 2019

Dr. Merydawilda Colón has continued her participation in the Education Committee of the Youth Advisory Board organized by the Office of Atlantic City Initiatives in Atlantic City.

During the summer, **Dr. Merydawilda Colón** and SCCE Fellows facilitated Game Days at the New York Avenue Apartments in Atlantic City to continue initiatives of **Dr. Christina Jackson** and her students. Dr. Jackson and her students resumed projects at the New York Avenue Apartments this fall.

On December 10, 2019, attorney **Nishtha Kohli**, conducted a workshop on how to complete the Application for Naturalization Form N400 for the attendees of the naturalization class sponsored by the SCCE. All attendees raved about the presentation. The SCCE is very grateful for Nishtha's support and looks forward to further collaboration.



New Jersey Attorney, Nishtha Kohli

Two Pop-Up Pants Shop events were held at Buzby Homes Village and Stanley Holmes Village in Atlantic City. Over 100 pairs of khaki and navy blue pants were collected from on- and off-campus donations and students in the SCCE homework programs had the opportunity to choose school uniform pants and a new backpack with school supplies. The SCCE wishes to thank **Carole LoBue** for her contribution to the project.

SCCE Student Fellows contributed to the success of Stockton's Coast Day event held on the Atlantic City campus on Saturday, October 18, 2018. Our Student Fellows tended informational tables and guided guests through the event.

Dr. Merydawilda Colón contributed to the stories in the book "48 Stories," a collection of 48 stories that the Atlantic City Arts Foundation released in June 2019. She joined the book signing celebration on September 24, 2019. The School of Arts and Humanities and Stockton's 2020 Engagement Funds supported the book project.

This fall, **Dr. Michelle Carrera** the Chief Executive Officer of the Boys and Girls Club of Atlantic City visited the homework completion programs at Stanley Homes, Buzby Village, and the

Marina District in Atlantic City to provide guidance on the implementation of the 40 Developmental Assets Framework developed by the Search Institute.

The SCCE has been fortunate to partner with **Amy-Lynne Camilli** and 4ACxAC for the homework programs' holiday celebrations in December. As in past years, 4ACxAC raised funds to buy toys for the youth in our programs, which were distributed at the December holiday parties, and we appreciate their support.

On June 23, 2019 the SCCE worked with the youth living at Stanley Holmes Village and Buzby Homes Village to create two watercolor murals for the 48 Blocks Art Festival. The murals were painted onto long pieces of bulletin board paper and hung on fences in the neighborhood. Over two dozen youth participated, including some of their parents.

Dr. Judy Vogel, Professor of Mathematics, brought students from the Math Program to the Homework Completion Program at Buzby Homes Village on February 24, 2020. The Stockton students tutored the youth and had an opportunity to look at the ways that math was being taught and reinforced in elementary and middle schools in Atlantic City.

On January 20, 2020, The SCCE, in partnership with the Galloway Boy Scout Troop 634, held a Dr. Martin Luther King Jr. Day of Service food drive which collected almost 500 pounds of food



for the Beacon Hope Chest in Galloway.

On January 14, 2020, the SCCE piloted a new homework completion program at Brigantine Homes, a Michaels Management neighborhood on Brigantine Boulevard in the Northside of Atlantic City.

The Institute for Faculty Development and the SCCE hosted one of its annual spring workshop series on Scholarship of Engagement. On March 6, 2020, **Dr. Christina Jackson** held the session on "Integrating Community Engagement: Scholarship." The sudden transition to remote instructions because of COVID-19 preventive measures shortened our Spring series. **Dr. Jess Bonnan-White** looks forward to presenting on "Integrating Community Engagement: Scholarship" and **Erin O'Hanlon** looks forward to presenting on "Integrating Community Engagement: Civic Action" next spring.

The SCCE and SCOSA Collaborated on a creative Older Adult event held on March 13, 2020 at Pleasantville High Rise. More details are found under Events and News In: *Aging In South Jersey And Beyond in the SCOSA April 2020 Newsletter--Volume 9, Issue 4.*

In The News

["Preparing the next generation of scholars."](#) Samantha Whitehurst and Mandee McCullough, Stockton Now, Fall 2019 Issue

["Collaboration brings free youth arts workshops to A.C."](#) Claire Lowe, Press of Atlantic City, August 12, 2019

SCCE Student Fellows Program

SCCE Student Fellows are undergraduate and graduate Stockton students who have demonstrated an ability and interest in working with the community. The SCCE Executive Director, current fellows, and faculty and staff recommend students for fellowships. Student Fellows play an essential role in the SCCE's initiatives and projects, as they offer continuity to these projects and lead Stockton student volunteers. During AY 2019-2020, the SCCE employed 33 Student Fellows and one alumna fellow. These Fellows contributed to project coordination in Atlantic County including tutoring at the Homework Completion Programs at Stanley S. Holmes Village, Buzby Homes Village, Maryland Avenue, and the Pleasantville Public Library; contributing to an English Learner's program in Pleasantville; Naturalization Classes in Atlantic City; food recycling, meal preparation, and delivery to local families in need; supporting non-profit agencies such as the New Day Success Center, the Atlantic City Police Athletic League, and Adelaide's Place.

The growth in community partnerships, as evidenced above, has expanded opportunities for Student Fellows to make an impact in the community. Since there is more demand for Stockton students to volunteer in the community, collaborations between the SCCE and the Office of Service-Learning have remained strong.

The following is the AY 2019 - 2020 Student Roster:

Christine Whaley	Jonathan Schwartz*	Ariana Ramirez
Jason Rehani	Melissa Trinh*	Michael Meros
Sam Adelman	Diana Sanchez Zevallos*	Connor Yackle
Sabrina Delgado	Kyra McQueen	Natalie Scott
Emily Medwick*	Mariam Eskader	Luciana Gilfone
Tricia Onyango	Hailey Jones	Shannon Frankenfild*
Cailee Readie	Kyla Mayers	Ivett Carrasco
Kerstin Maguire	Marina Eskander	Kristine Garcia
Erika Perez*	Izabelle Del Ross	Lina Garrido
Nashalie Ayala-Romero	Kaity Caraway	Sophia Puleo

Homework Completion Program at Stanley Holmes Village in Atlantic City

The Homework Completion Program at Stanley S. Holmes Village began its fifth year on September 9, 2019. The primary goals of the program are to engage children in their schoolwork and offer youth a vision into the potential of a post-secondary education. The program is also intended to foster trust in the children towards police officers. The program is a collaboration between SCCE, the Atlantic City Police Department, and the Atlantic City Housing Authority and Urban Development Agency. These three organizations have partnered to offer children a period of quiet homework time between 3:00 pm and 5:00 pm, Monday through Thursday, at the community center of the Stanley S. Holmes Village apartment complex. Onsite, Stockton University students and Atlantic City Police Officers monitor homework time and assist children ages five to eighteen with their questions.

During the 2019 – 2020 year, SCCE Student Fellows **Tricia Onyango, Sabrina Delgado, and Kyrah McQueen** and Alumna Fellow **Chrissy Bishop** led the program. Several other Student Fellows, as well as many Stockton student volunteers, participated at Stanley Holmes Village.

**Homework Completion Program at Buzby Homes Village in Atlantic City**

The Buzby Village Homework Completion Program began its fourth year on September 9, 2019. The program is a collaboration between the Stockton Center for Community Engagement, the Atlantic City Police Department (ACPD), and the Atlantic City Housing Authority and Urban Development Agency. Consistent with the 2019-2020 Atlantic City School District calendar, the program was held at the Buzby Village Community Center, where students aged five to eighteen who live in Buzby Village were assisted with their homework from 3:00 P.M. to 5:00 P.M., Monday through Thursday. Stockton University students and Atlantic City police officers volunteered as tutors.

During the 2019 – 2020 year, SCCE Student Fellows **Lauren Whaley, Christine Whaley, Samantha Adelman, and TES Employee Yvonne Harper** led the program. Several other Student Fellows, as well as many Stockton student volunteers, participated at Buzby Homes Village.



Homework Completion Program at the Pleasantville Public Library

The Homework Completion Program at the Pleasantville Library began its third year on September 9, 2019. This was the second full year for the Pleasantville Public Library site program. Consistent with the 2019-2020 Pleasantville School District calendar, the program was held at the Pleasantville Branch of the Atlantic County Public Library system, where students aged five to eighteen who live in Pleasantville were assisted with their homework from 3:00 P.M. to 5:00 P.M., Monday through Thursday. Stockton University students and Pleasantville police officers volunteered as tutors. Student Fellows **Erika Perez and Jonathan Schwartz** led the homework completion program with the help of student volunteers.



Homework Completion Program at the Atlantic Marina Neighborhood (Maryland Avenue)

The Maryland Avenue Homework Completion Program began its first full year on September 9, 2019. Michaels Management and Better Tomorrows partnered with the SCCE to create the program in the community room of the Atlantic Marina neighborhood. Consistent with the 2019-2020 Atlantic City School District calendar, the program was held at the Atlantic Marina Community Center, where students aged five to eighteen who live in Atlantic Marina and Brigantine Homes were assisted with their homework from 3:00 P.M. to 5:00 P.M., Monday through Thursday. Stockton University Student Fellows, Better Tomorrows staff, and Atlantic City police officers participated as tutors.



Homework Completion Program at Brigantine Homes

In January 2020, the Stockton Center for Community Engagement responded to requests from Michaels Management and Better Tomorrows to partner to create a fifth homework completion program in a neighborhood on Virginia Avenue in Atlantic City. The program was held on Tuesdays from 3:00 pm to 4:00 pm and was supported by students from **Dr. Christina Jackson's** "Urban Environments" class and **Rev. Raymond Hollis** from Better Tomorrows. Thirty-five youth were registered for the program in its pilot year.



Virtual Homework Completion Program

On March 23, 2020, students in Atlantic City and Pleasantville began online instruction due to the COVID-19 pandemic protocols. The SCCE responded to this new landscape by creating a virtual homework completion program on Zoom and on Google Meet. By the end of the school year, 15 Atlantic City and Pleasantville youth continued in the Homework Completion Program virtually and worked with 12 Stockton students to complete their homework via Zoom or Google Meet.

Summer Puzzle Challenge

The SCCE, the Noyes Arts Garage, and the School of Arts and Humanities (ARHU) collaborated on a summer arts program throughout the month of August, funded by a grant from the Casino Reinvestment Development Authority (CRDA). The programs included the Summer Puzzle Challenge in the community rooms at Buzby Homes Village and Stanley Holmes Village, a four-week summer arts camp at the Atlantic City Police Athletic League, Friday night arts workshops at the Noyes Arts Garage, the Jacob Lawrence Mobile Arts Studio (a traveling arts workshop that visited three neighborhoods in Atlantic City), and the AC Makers workshop series held at the Noyes Arts Garage. The summer arts programs were designed to address the dearth of summer activities for Atlantic City youth and to engage the youth in a constructive use of time. In total, approximately 170 youth participated in the five arts programs.



The Summer Puzzle Challenge engaged 35 youth ages five to 14. Youth worked with their friends or alone on large jigsaw puzzles for up to two hours a day. When the puzzle was finished, the youth received a small prize and then moved up to a larger puzzle. Puzzle sizes ranged from 24 to 500 pieces to accommodate all

ages and ability levels. This program had a high participation rate and allowed the youth to increase their ability to focus, have self-control, and work collaboratively.

Stockton University used its substantial infrastructure to support this summer arts program; **Merydawilda Colón**, **Heather Swenson Brilla**, **Michael Cagno**, and **Emily Sramaty** conceived and operationalized the programs and staff members in Administration and Finance and in the Office of Sponsored Research managed the fiscal affairs of the grant. Still, the successful

projects could not have been implemented without the funding from the Casino Reinvestment Development Authority, and the support of the Office of Lieutenant Governor **Sheila Oliver**, and **Jim Johnson**, Special Counsel in the Governor's Counsel's Office.

Stockton also collaborated with Michaels Management and Better Tomorrows to bring the Jacob Lawrence Mobile Studio to the Atlantic Marina Apartments, and worked with the Police Athletic League (PAL) to expand art activities at the PAL building.

Information Retrieval Workshop

On January 21, 2020, the SCCE began a series of workshops designed to teach Atlantic County residents how to use the internet to access over 20 critical social services such as websites for AtlantiCare and Shore Memorial Hospitals, the NJ Division of Motor Vehicles, and the Atlantic County Department of Health. Every Tuesday evening, up to 20 community members met in a computer lab in the John F. Scarpa Academic Center on the Atlantic City campus in a workshop led by **Dr. Merydawilda Colón** and supported by SCCE Student Fellows **Lina Garrido, Jason Rehani, Ariana Ramirez** and **Kristine Garcia**.

Surveys of the workshop suggest that the participants learned how to distinguish real websites from "fake" or fraudulent sites to enter terms into a search engine to find information and to navigate websites, expanding dropdown menus, and clicking through links. Through qualitative feedback on the program evaluations, the SCCE learned that participants felt that they were learning useful skills and that they were able to access needed information. Anecdotally, we have been told that, "the class came very handy. I use the internet a lot in the midst of what we are facing now", "I am helping my husband with the unemployment application online", "the class helped me to access mass online, which comforts me during the lockdown" and finally, "I am using the internet to help my children with school work."

The series, which was funded with a generous grant from the **Schwartz Creed Foundation**, was cut short by the social distancing required by the COVID-19 pandemic and we look forward to resuming the workshops at a later date.

English Learners Program

The SCCE continued its collaboration with Saint Mary's Episcopal Church to offer an English Learners Program for the parents of children who attend an after-school program at the church, located at 118 West Bayview Avenue in Pleasantville. This year's classes began on October 3, 2019 and ended on March 12, 2020 because of the social distancing required by the COVID-19 pandemic. Student fellows **Ariana Ramirez** and **Ivett Carrasco** worked with church staff members on Thursdays from 4:30 P.M. to 6:00 P.M. to provide English instruction at the church. The program's attendance ranged from two to 12 students. The students learned common verbs and vocabulary relevant to their employment needs.

Pleasantville High Rise Language Circle

Responding to a request from participants of our Game Day with Older Adults events in Pleasantville, Merydawilda Colón created a series of educational sessions for residents of the Pleasantville High-Rise. These residents, who speak only English or just Spanish, wanted to learn the basic vocabulary to talk to each other in the building. Dr. Colón has been facilitating this process on a monthly basis since August 29, 2018.

Through the sessions, the participants have built a sense of community around the acquisition of English for those who only speak Spanish, and Spanish for those who only speak English. In the last session on February 19, 2020, the group shared anecdotes of their individual group gatherings in which one of the participants reads short stories in English and uses his Spanish knowledge to convey the meaning of the story to the participants who predominately speak Spanish.

Naturalization Classes at the Atlantic City Campus

Naturalization Classes were held at the John F. Scarpa Academic Center on the Atlantic City campus on Tuesday evenings from 6:00 pm to 7:30 P.M. Weekly classes were taught by SCCE Student Fellows: **Michael Meros, Connor Yackle, Diana Sanchez, Mariam Eskander, Hailey Jones, Jason Rehani, and Izabell Del Ross** with the support of Dr. Merydawilda Colón. There were 46 participants in Fiscal Year 2020.



As soon as the SCCE began working remotely, we began making calls to the participants of the Naturalization class to inform them of the Covid-19 preventive measures taken by the University and to postpone the class. The participants shared concern about forgetting the enunciation of some of the words they had studied and asked if the class could continue remotely. After planning, the class began via conference call on April 7, 2020. Three to five participants joined the call every Tuesday evening to study for the naturalization exam. Dr. Merydawilda Colón and three to eight Stockton students assisted the participants in the process. In May 19, 2020, we began offering the class via Zoom. The participation in the Zoom classes ranged from two to five participants. The technical abilities of participants, coupled with internet connectivity issues, impacted the participation in the virtual class.

As of March 2020, the program has had 21 graduates, as two more student passed the Naturalization exam to become a US Citizen.

The Kitchen at Atlantic City

The Kitchen at Atlantic City began in 2010, as a part of The Campus Kitchens Project in Washington DC. In the summer of 2019, The Campus Kitchens organization closed and the

collaborative effort between the SCCE, the Atlantic City High School, the Atlantic City Board of Education, Sodexo, Chartwells Dining Services, and the Southern Branch of the Community Food Bank of New Jersey continued under the temporary name, “The Kitchen at Atlantic City.”

Stockton students and Atlantic City High School students worked together under the supervision of a professional chef from 2:30 pm to 5:00 pm on Monday afternoons to prepare, plate, and deliver 150 meals weekly for families in need within Galloway, Absecon, Atlantic City, and Pleasantville.

Since 2010, the Kitchen at Atlantic City recovered over 21,000 pounds of food and served over 17,000 meals. This year 1,086 meals were cooked and delivered thanks to SCCE Student Fellows: **Christine Whaley**, **Jonathan Schwartz**, and **Ariana Ramirez**, and the support of Sodexo **Chef Joe Hendri** and the Atlantic City High School teacher **Ms. Jennifer Hagofsky**. Many volunteers participated in the Kitchen at Atlantic City and/or Stockton Food Drives and we thank them.

Unfortunately, the pandemic impacted our operations and we had to close on March 16, 2020. We look forward to assessing the viability of the Kitchen in the future when the Atlantic City High School resumes its in-person operations.

Stockton Food Drive

The SCCE continued Stockton’s Food Drive this year to collect food from faculty and staff during the fall and spring semesters on Galloway and Atlantic City campuses. This year, we collected 222 pounds of food. The food was donated to the Campus Kitchen at Atlantic City, the pantry at the New Day Family Success Center, Center for Family Services in Galloway, and the Office of the Dean of Students’ food pantry which is available to Stockton students.

SCCE Student Fellows, the staff of the Office of the Dean of Students, Events Services, and Plant Management, played key roles in this initiative. Additional student volunteers assisted in collecting and maintaining records of the food donated by faculty and staff. Other offices at the University contributed as well: the Office of Events Services scheduled the room for food collection; and Plant Management staff delivered the food to the pantry in Galloway. We thank the Stockton community for the success of our food drive, which made a positive impact in our community.

Afternoon Tea with Older Adults

The SCCE visited housing complexes managed by the Atlantic City Housing Authority and Urban Redevelopment Agency 23 times this year, visited our new program at the Atlantic Marina Community Room 11 times and the New York Apartment Complex twice. SCCE students, faculty, and staff played cards, dominoes, checkers, and chess with the residents while having

free-range discussions guided by the residents' interests. The program was led by SCCE Student Fellows and supported by **Trish Collins**.

Game Day with Older Adults

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

SCCE Staff in the Spotlight

Drs. Merydawilda Colón and **Marissa Levy** received the Community Service Award presented by the Pleasantville Police Foundation this past November at the Atlantic City Country Club in Northfield.

Scholarship Activities

Drs. Merydawilda Colón and **Claudine Keenan** contributed to the Dr. W. Robert Houston Leadership Academy held at the Atlantic City Convention Center on February 15, 2020. Dr. Colón presented on how the Collective Impact approach has guided collaboration with the community for sustained and mutually beneficial partnerships. Dr. Keenan presented on "Complementary Programs: Embedded in the Urban Schools."

Fiscal Year 2021 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.

- **SCCE Goal 1.1**
 - Maintain same level of student participation in homegrown SCCE programs from AY 2019 - 2020.
 - **Actions**
 - Continue recruitment of the professors who will encourage their students to participate in SCCE programming
 - Capitalize on Service-Learning student participation by presenting opportunities to Bonners and ChangeBuilders
 - Expand on capacity of SCCE virtual programs
 - Streamline orientation and registration process on the SCCE website.
- **SCCE Goal 1.2**

- Maintain or increase faculty members' participation in SCCE's community initiatives
- **Action**
 - Through the merge with the Office of Service-Learning, the Center will increase points of contact with faculty to engage in the community
- **SCCE Goal 1.3**
 - Work collaboratively with the SCOSA to enhance community programming for older adults
 - **Action**
 - Share SCCE staff to support programming of SCOSA.

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.

- **SCCE Goal 3.1**
 - In response to the context of the pandemic, assess mutual needs and resources of the SCCE and Community Partners
 - **Actions**
 - Meet with the institution's community partners
 - Meet with the SCCE programs' community partners
 - Use the results of the *Impact of Service Surveys* to inform an annual focus group session with community partners

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.

- **SCCE Goal 4.1**
 - Increase opportunities for faculty and staff to learn about Scholarship of Engagement
 - **Actions**
 - SCCE will organize three individual scholarship of engagement activities (i.e. brown bag sessions, workshops, community based research) undertaken by Stockton students, faculty and/or staff (Ongoing)

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.*

- **SCCE Goal 5.1**
 - Use SCCE resources to maintain or increase Stockton's historically high persistence and retention rates by linking three to five Stockton students without parental support to external social supports in AY 2020 - 2021
 - **Action**
 - 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 (Ongoing)

Upcoming Projects

Work towards sustaining a virtual homework program while offering in-person homework assistance. The naturalization classes will be reconfigured to take place on Zoom and in-person.

Assessment of Impact of Service Student Report

Purpose: to assess the impact of students' experiences with the Homework Completion Programs in the fall 2019 and spring 2020 semesters

Response rate: 176 Surveys were distributed; 26 surveys were completed

Survey method: online via Qualtrics survey

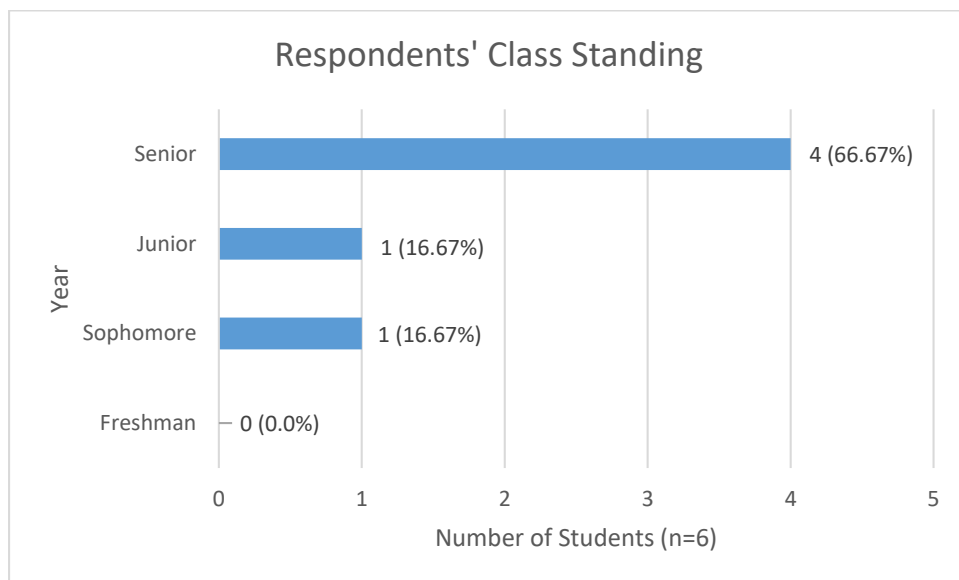
Data collection period: December of 2019 through May of 2020

Sampling method: non-probability sampling

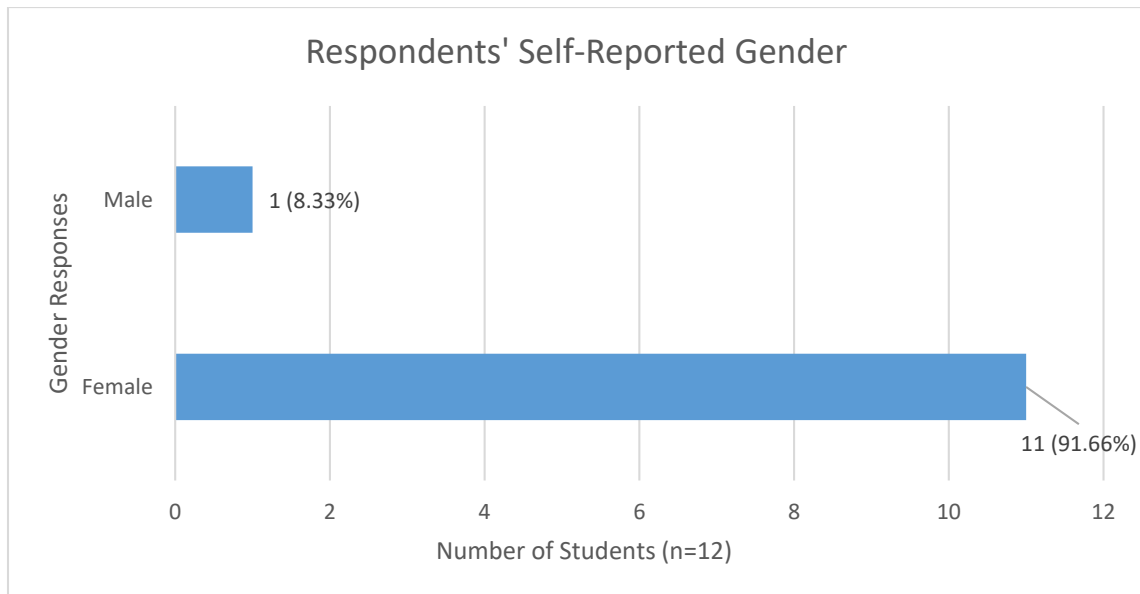
Findings

Sample Characteristics

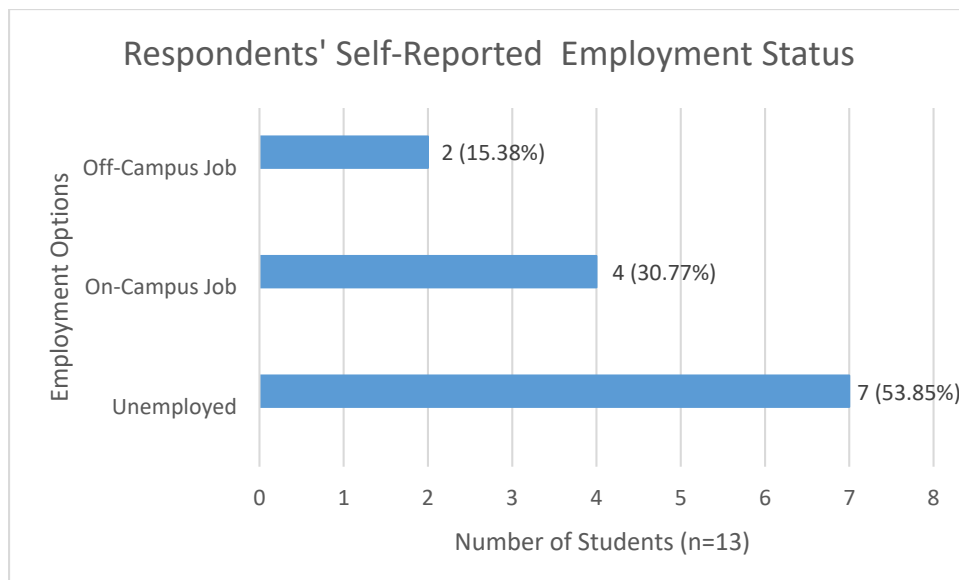
- Among the six participants who indicated class standing, the largest percentage in the sample were seniors (66.67%, $n = 4$). The following graph shows the responses.



- Among the 12 respondents who self-reported gender, 91.66% ($n = 11$) reported “female,” 8.33% ($n = 1$) reported “male.” The following graph shows the responses.

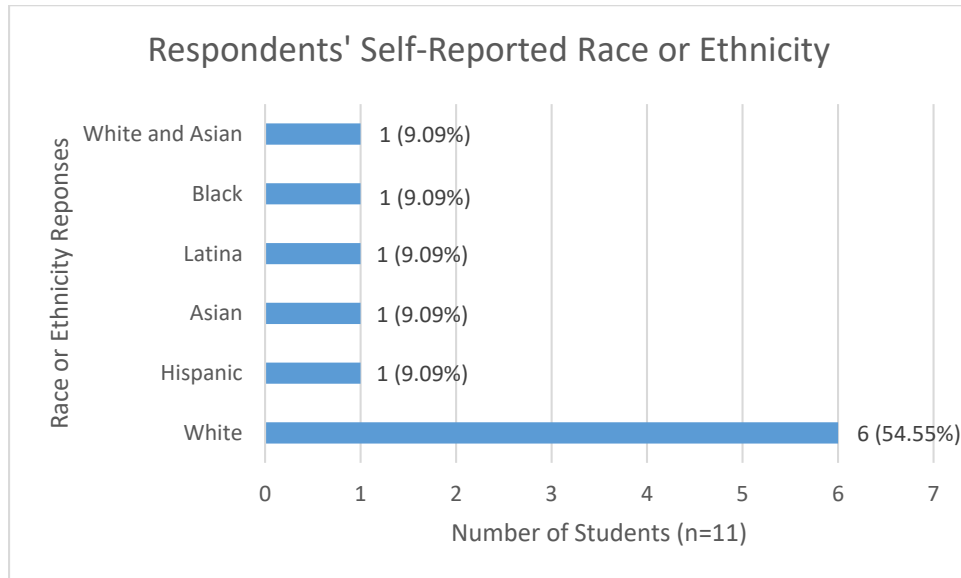


- Among the 13 respondents who indicated their type of job, 15.38%, ($n = 2$) indicated that they work off-campus, 30.77% ($n = 4$) work on-campus, 53.85% ($n = 7$) do not have a job. The following graph shows the responses.

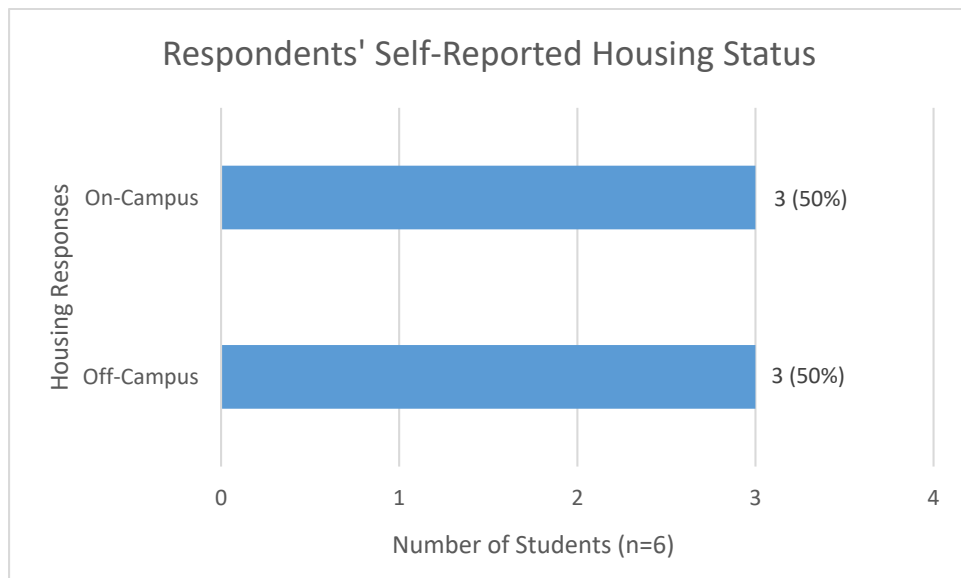


- Among the 11 respondents who indicated their race or ethnicity, 12.5%, ($n = 1$) indicated that they were White and Asian, 12.5% ($n = 1$) indicated that they were Black, 12.5% ($n = 1$) indicated that they were Latina, 12.5%, ($n = 1$) indicated that they were Asian, 12.5% ($n = 1$)

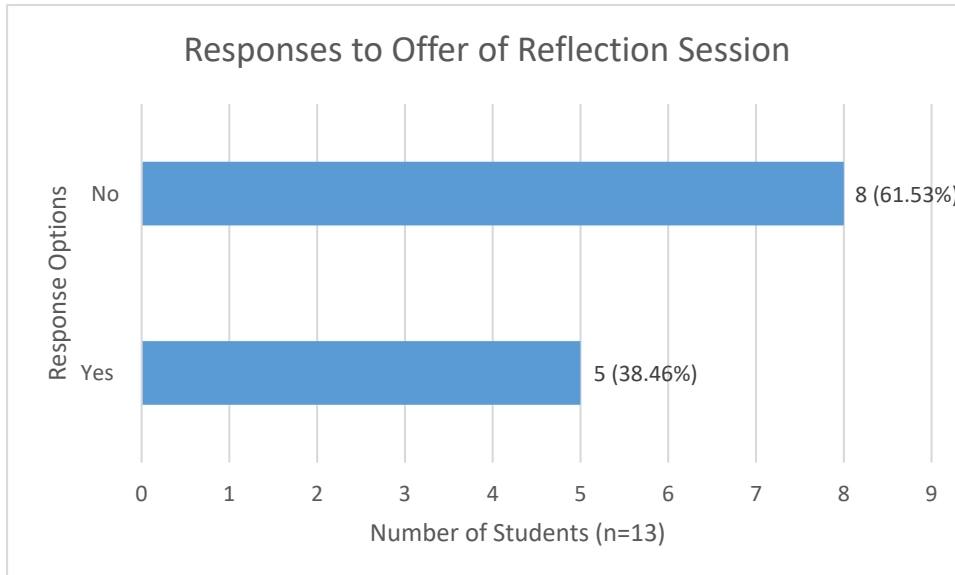
indicated that they were Hispanic, and 54.55% ($n = 6$) indicated that they were White. The following graph shows the responses.



- Among the 6 respondents who indicated their housing status, 50%, ($n = 3$) indicated that they live off-campus and 50% ($n = 3$) indicated that they live on-campus. The following graph shows the responses.



- Among the 13 respondents who indicated their interest in a reflection session after their work in the Homework Completion Programs, 61.53%, ($n = 8$) indicated that they would have been interested in a reflection session and 38.46% ($n = 5$) indicated that would not have been interested in a reflection session. The following graph shows the responses.



Level of Agreement with Statements about Students' Work in the Homework Completion Programs

The respondents were presented a five-point Likert scale comprising 11 statements about their work in the Homework Completion Programs. The higher end of the scale was “strongly agree” and the lower end of the scale was “strongly disagree.” The following table shows the responses.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total of Respondents
It has increased my ability to effect change.	61.54% (n = 16)	30.77% (n = 8)	7.69% (n = 2)	0.0% (n = 0)	0.0% (n = 0)	26
I have learned a lot about myself.	53.85% (n = 14)	38.46% (n = 10)	7.69% (n = 2)	0.0% (n = 0)	0.0% (n = 0)	26
I have a much better understanding of important issues in society.	57.69% (n = 15)	38.46% (n = 10)	3.85% (n = 1)	0.0% (n = 0)	0.0% (n = 0)	26
I have engaged in research as a result of my community engagement activity.	30.77% (n = 8)	30.77% (n = 8)	11.54% (n = 3)	15.38% (n = 4)	11.54% (n = 3)	26
I am better able to understand perspectives other than my own.	61.54% (n = 16)	38.46% (n = 10)	0.0% (n = 0)	0.0% (n = 0)	0.0% (n = 0)	26
My work was meaningful to the community.	57.69% (n = 15)	42.31% (n = 11)	0.0% (n = 0)	0.0% (n = 0)	0.0% (n = 0)	26
I made changes in the communities in which I served.	38.46% (n = 10)	50% (n = 13)	11.54% (n = 3)	0.0% (n = 0)	0.0% (n = 0)	26
I know more about off campus communities.	50% (n = 13)	50% (n = 13)	0.0% (n = 0)	0.0% (n = 0)	0.0% (n = 0)	26
I have conversations with friends about my community work.	34.62% (n = 9)	50% (n = 13)	15.38% (n = 4)	0.0% (n = 0)	0.0% (n = 0)	26
I am more likely to get involved with many types of community projects.	38.46% (n = 10)	53.85% (n = 14)	3.85% (n = 1)	3.85% (n = 1)	0.0% (n = 0)	26

I have not been changed by my community activities.	3.85% (n = 1)	3.85% (n = 1)	7.69% (n = 2)	38.46% (n = 10)	46.15% (n = 12)	26
-----------------------------------------------------	------------------	------------------	------------------	--------------------	--------------------	----

Conclusion

The results of this assessment indicate that the Stockton students who volunteered in the Homework Completion Program overwhelmingly felt that their participation increased their ability to effect change in the community and helped them to learn about themselves. They also have a much better understanding of important issues in society and all of the students surveyed stated that they are better able to understand perspectives other than their own. Finally, the majority of students stated that they are more likely to get involved with many types of community projects. This suggests the strong positive impact that this type of service has on Stockton students.