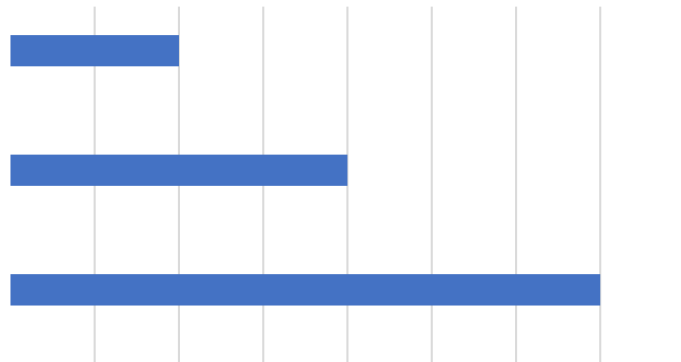
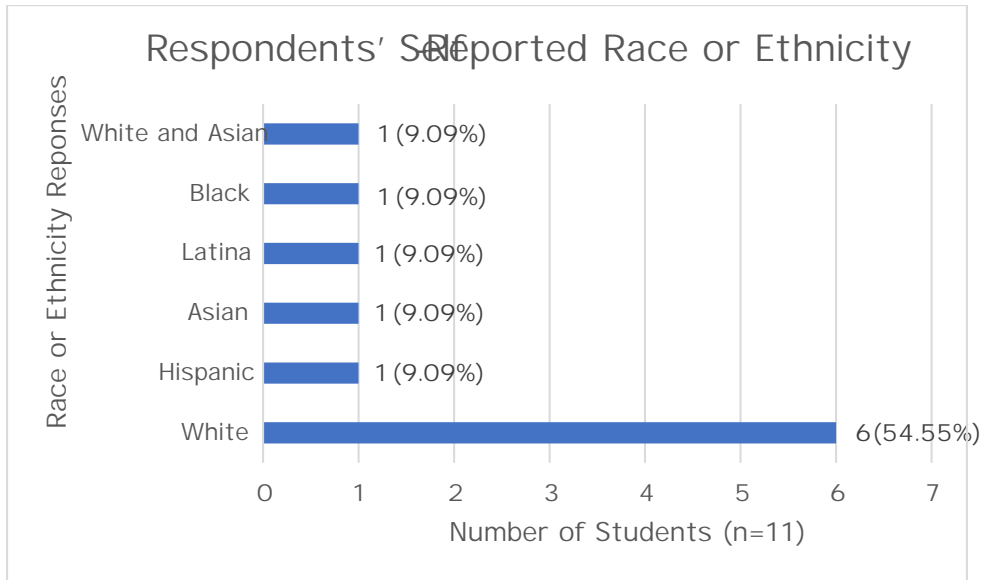


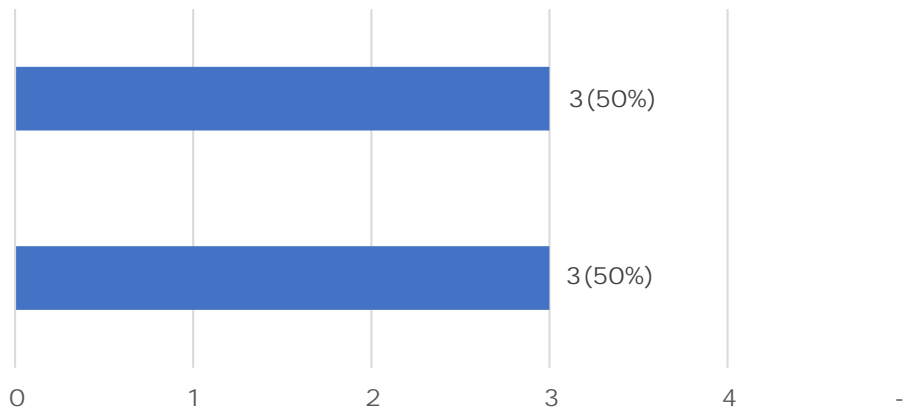
x Among the 12 respondents who indicated their type of job, 15.3% (n=2) indicated that they work off-campus, 30.77% (n=4) work on-campus, 53.8% (n=7) do not have a job. The following graph shows the responses.



x Among the 11 respondents who indicated their race or ethnicity, 100% (n=11) indicated that they were White and 12.5% (n=1) indicated that they were Black, 12.5% (n=1) indicated that they were Latinx, 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.



x Among the 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.



x Among the 13 respondents who indicated their interest in a reflection session after their work in the Homework Completion Programs, 61% (n = 8) indicated that they would

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

The respondents were presented a five-point Likert scale comprising 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
----------------	-------	---------	----------	-------------------	----------------------

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 the issues. They also have a much better understanding of important issues and about the students surveyed stated that they were able to understand perspectives other than their own. Finally, the majority of students stated that they were 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.