
ST. CLOUD STATE UNIVERSITY
ANNUAL SPRING SURVEY OF SCSU STUDENTS
SPRING 2015

RESULTS FOR DEPARTMENT OF CAMPUS INVOLVEMENT



PREPARED

BY

ST. CLOUD STATE UNIVERSITY SURVEY
May 2015

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SCSU SURVEY HOMEPAGE

[HTTP://www.stcloudstate.edu/scsusurvey](http://www.stcloudstate.edu/scsusurvey)

Several faculty directors are members of the Midwest Association of Public Opinion Research (M.A.P.O.R.) and the American Association of Public Opinion Research (A.A.P.O.R.) and all faculty directors subscribe to the code of ethics of the A.A.P.O.R.

I. INTRODUCTION TO THE REPORT AND METHODS

The SCSU Survey is an ongoing survey research extension of St. Cloud State University. The SCSU Survey performs its research primarily in the form of telephone interviews.

Dr. Stephen Frank began the survey in 1980 conducting several omnibus surveys a year of central Minnesota adults in conjunction with his Political Science classes. Presently, the omnibus surveys continue, but have shifted to a primary statewide focus. These statewide surveys are conducted once a year in the fall and focus on statewide issues such as election races, current events, and other important issues that are present in the state of Minnesota. During spring semester the Survey conducts an omnibus survey of currently enrolled student adults.

The Survey is financed by conducting surveys for government agencies (state and local) and for non-profits. We do not do surveys for political parties or candidates. Some support is provided by the SCSU School of Public Affairs and SCSU.

The primary mission of the SCSU Survey is to serve the academic community and public and nonprofit sector community through its commitment to high quality survey research and to provide education and experiential opportunities to researchers and students. We strive to assure that all SCSU students and faculty directors contribute to the research process, as all are essential in making a research project successful. This success is measured by our ability to obtain high quality survey data that is timely, accurate, and reliable, while maintaining an environment that promotes the professional and personal growth of each staff member. The survey procedures used by the SCSU Survey adhere to the highest quality academic standards. The SCSU Survey maintains the highest ethical standards in its procedures and methods. Both faculty and student directors demonstrate integrity and respect for dignity in all interactions with colleagues, clients, researchers, and survey participants.

II. SURVEY PERSONNEL

The Survey's faculty directors are Dr. James Cottrill (SCSU Assistant Professor of Political Science), Dr. Ann Finan (Associate Professor of Sociology), Dr. Steve Frank (SCSU Professor of Political Science), Dr. Monica Garcia-Perez (SCSU Associate Professor of Economics), Dr. John Kulas (SCSU Professor of Industrial and Organizational Psychology), Dr. Steven Wagner (SCSU Professor of Political Science), and Dr. Sandrine Zerbib (SCSU Associate Professor of Sociology). The faculty directors subscribe to the Midwest Association of Public Opinion Research (M.A.P.O.R.) and the American Association of Public Opinion Research (A.A.P.O.R.) code of ethics.

James B. Cottrill

Dr. James B. Cottrill is Assistant Professor of Political Science at St. Cloud State University, teaching courses and conducting research on American political institutions and processes. Dr. Cottrill earned his Ph.D. in Political Science from Texas A&M University. His research agenda is focused primarily on electoral competition in congressional races, with particular emphasis on the impact of redistricting reform on competition and representation. Dr. Cottrill's research has been published in *Polity*, *Justice System Journal*, and *Election Law Journal*, and his expertise on American politics has been cited by numerous news outlets, including the Associated Press, the McClatchy-Tribune News Service, NBC Bay Area, CBS Radio, the San Francisco Chronicle, and the San Jose Mercury News. Before joining the political science department at St. Cloud State, Dr. Cottrill taught courses at Santa Clara University, Foothill College, and Texas A&M University.

Ann Finan

Dr. Finan holds a Ph.D. in Sociology and Sustainable Agriculture from Iowa State University, and a M.S. from the University of Michigan in Resource Ecology and Management. Dr. Finan is an environmental sociologist, specializing in sustainable agriculture and food systems, community, and social inequality. She also studies immigrants and immigration in relation to community and food systems. Her current research focuses on the sustainable food and agriculture movement and on immigrants and immigration in non-metro Minnesota. She teaches Environmental Sociology, Social Inequality, Environmental Justice, Community Sociology, Sustainable Food and Agriculture Systems and the Sociology of Responsibility.

Stephen I. Frank

Dr. Frank holds a Doctor of Philosophy in Political Science from Washington State University. Dr. Frank teaches courses in American Politics, Public Opinion and Research Methods at St. Cloud State University. Dr. Frank started the SCSU Survey in 1980, and since has played a major role in the development, administration and analysis of over 150 telephone surveys for local and state governments, school districts and a variety of nonprofit agencies. Dr. Frank has completed extensive postgraduate work in survey research at the University of Michigan. Dr. Frank coauthored with Dr. Wagner and published by Harcourt College, *"We Shocked the World!" A Case Study of Jesse Ventura's Election as Governor of Minnesota*. Revised Edition. He also published two academic book chapters: one appears in the current edition of Perspectives on

Minnesota Government and Politics and the other, co-authored with Dr. Wagner, is contained in *Campaigns and Elections*, edited by Robert Watson and Colton Campbell. Dr. Frank is past chairperson of the SCSU Department of Political Science and served as President of the Minnesota Political Science Association. At its 2010 Annual meeting, the Minnesota Political Science Association named Dr. Frank as its first Distinguished Professor of Political Science.

Monica García-Pérez

Professor Monica García-Pérez joined SCSU in 2009. Professor García-Pérez completed her PhD in Economics at the University of Maryland, College Park. She also studied at University College London where she was awarded a MSc. in Economics. Previously, she was employed as a researcher at the U.S. Census Bureau where she managed long micro databases and several surveys on population demographics and industries. Her research interests include the economics of immigration, minority group income differences, entrepreneurship rates among these groups, self-employment, health economics, and, overall, all topics related to empirical microeconomics. Among the specialized classes she teaches, she enjoys teaching labor economics, econometrics, economics of immigration, and health economics. Additionally, she has also worked on topics related to development and growth in developing countries. She has published in *American Economic Review P&P*, *Theoretical Economic Letters*, and *Demography*.

John Kulas

John Kulas is Professor of Industrial and Organizational Psychology at Saint Cloud State University. His applied background includes current and past appointments as a test publisher, an internal HR practitioner, and an external organizational consultant (focusing primarily on topics of personnel selection and performance assessment). He has authored over 20 conference and journal articles, dealing with issues of measurement in organizational settings. His works can be found in sources such as the *Journal of Psychology*, *Organizational Research Methods*, *Journal of Applied Measurement*, *Journal of Business and Psychology*, *Social Justice Research*, and *Journal of Research in Personality*. He has received research awards from the Society for Industrial and Organizational Psychology and the American Psychological Society.

Steven C. Wagner

Dr. Wagner holds a Doctor of Philosophy in Political Science and a Master of Public Administration from Northern Illinois University. Dr. Wagner earned his Bachelor of Science in Political Science from Illinois State University. Dr. Wagner teaches courses in American Politics and Public and Nonprofit Management at St. Cloud State University. Dr. Wagner joined the SCSU Survey in 1997. Before coming to SCSU, Dr. Wagner taught in Kansas where he engaged in community-based survey research and before that was staff researcher for the U.S. General Accounting Office. Dr. Wagner has written many papers on taxation, and state politics and has published articles on voting behavior, federal funding of local services and organizational decision making. Dr. Wagner, with Dr. Frank, published two texts on Jesse Ventura's election as Minnesota's Governor and a book chapter on the campaign. Dr. Wagner is immediate past chairperson of the SCSU Department of Political Science.

Sandrine Zerbib

Dr. Zerbib holds a Doctor of Philosophy in Sociology from the University of California Irvine and a Masters in Sociology from both California State University-Fullerton and University of Paris 10-Nanterre (France). Dr. Zerbib's ongoing research focuses on issues of immigration, sexuality and citizenship. Dr. Zerbib's current research analyzes the effect of domestic partnership laws on gay bi-national couples leaving in France. She is also currently collaborating with Dr. Finan on research with immigrant women farmers or gardeners with a particular focus on gender relations and food systems. She teaches courses in Research Methods, Sociology of Gender, Immigration and Citizenship, and Advanced Research Methods. Her past research on belly dance and body images can be found in sources such as the *Journal of Gender Studies* and *Research in Social Movements, Conflicts and Change* series.

III. CALL CENTER SUPERVISORS AND TECHNOLOGY CONSULTANT

Lead Student Directors

Ms. Megan Kalk, 3rd Year Student, Sociology and International Relations Majors, Onamia, Minnesota.

Ms. Karen Elizabeth Stay, 9th Year Student, B.A. Anthropology, B.A. Sociology and B.S. Community Health, Special Studies in Program Evaluation, Cold Spring, Minnesota

Mr. Ben Svendsen, 4th Year Student, History and Political Science Majors, Winona, Minnesota

Student Directors

Mr. Brian Dean, 4th Year Student, Applied Sociology Major, Bloomington, Minnesota

Ms. Maria Mueller, 2nd Year Student, International Relations and Political Science Majors, Dover, Minnesota

Student Technical Consultant

Ms. Irina Nishat 2nd year Student, Computer Information Systems Major, St Cloud, Minnesota.

Student Callers

The interviewers for this survey are enrolled in the classes of Drs. Zerbib (Sociology), Finan (Sociology), Cottrill (Political Sciences), and Robinson (Statistics) and their participation was part or in addition of their coursework. Student directors and faculty directors conducted a general training session. All student directors monitored all calling over the survey period.

IV. METHODOLOGY

Introduction

The February 2015 St. Cloud State University Survey findings are based on telephone interviews with a representative sample of 505 currently enrolled SCSU students. The sample included both landline phones and cell phones. Interviews were conducted from February 15 to February 19 from about 4:30 to 9:30 each night at the St. Cloud State University Survey Lab. The sample was obtained from the Center for Information Systems.

Sample Design

The sample was designed to represent all currently enrolled SCSU students who had provided a phone number (landline or cell phone). The phone numbers were drawn systematically from a stratified database of all SCSU students: (a) 600 dorm residents were chosen from the population of SCSU dorm residents with available phone numbers; (b) 1,600 off-campus residents were chosen from a population of 11,454 SCSU off-campus residents with available phone numbers.

Contact Procedures

Before calling began, the original sample was comprised of 2,200 students, including 600 dorm residents and 1,600 off-campus residents. From this sample, 26 students were screened out for being born after 1997, and thus less than 18 years old and as such fell outside our Institutional Research Board approval. Of the remaining 2,176 students, 505 (after statistical weighting) respondents completed the survey.

Several steps were taken to ensure that the telephone sample of students was representative of the larger SCSU student population. Phone numbers with no initial contact were called up to 10 times over different days and times to increase the possibility of contact. In addition, appointments were made as necessary to interview the designated respondent at his/her convenience. Calling was completed between 4:30 pm to 9:30 pm to maximize contacts availability and ensure equal opportunities to respond among various respondent demographic groups. Attempts to convert initial refusals commenced almost immediately and continued throughout the survey. The final few nights of interviewing were almost exclusively devoted to contacting hard to reach respondents. Overall, the survey data collected is based on a 74% cooperation rate¹. The sample is an almost a match to the population of currently enrolled SCSU students with respect to demographics such as age, gender, ethnicity, class standing, and international student or not. The demographic of dorm residents are about 10% higher than the actuality. Statistical weighting was done on that one variable to make an exact match.

Technology

The SCSU Survey operates a Computer Assisted Telephone Interviewing (CATI) Lab on the St. Cloud State University campus. The CATI Lab is equipped with 19 interviewer stations; each includes a computer, a phone, and a headset. In addition to the interviewer stations, there is the Supervisor Station, which is used to monitor the survey while it is in progress. The SCSU Survey has its own server designated solely for the use of the SCSU Survey.

¹ The cooperation rate is determined by dividing the number of completed interviews (508), by the total of completed interviews, partial interviews, and refusals (total = 687).

The SCSU Survey is licensed to use Sawtooth Software's Sensus 5.0, a state-of-the-art windows-based computer-assisted interviewing package. This program allows us to develop virtually any type of questionnaire while at the same time programming edit and consistency checks and other quality control measures to ensure the most valid data. The instrument was pre-tested prior to interviewing to make certain that all equipment and programming was in working order and to verify that the questionnaire was clear.

All interview stations are networked for complete, ongoing sample management. Sawtooth Software's Sensus allows immediate data updating, ensuring maximum data integrity and allowing clients to get progress reports anytime. The Survey directors are able to review data for quality and consistency. Question answers are entered directly into the computer, thus keypunching is eliminated, which decreases human error and facilitates immediate data analysis. The calling system is programmed to store call record keeping automatically, allowing interviewers and supervisors to focus on the interviewing task. Callbacks are programmed through the computer network and made on a schedule.

Sample Error

The margin of sampling error for the complete set of weighted data is ± 4.4 percent at the 95 percent confidence level. In all sample surveys there are other possible sources of error for which precise estimates cannot be calculated. These include interviewer and coder error, respondent misinterpretation, and analysis errors. When analysis is made of sub-samples such as respondent gender, the sample error may be larger.

Sample Weighting

Weighting is generally used in survey analysis to compensate for patterns of non-response that might bias results. The interviewed sample of all students was weighted to match population parameters for dorm residents and ethnicity. All statistics reported are weighted.

The total survey data set consisted of 28 asked variables and six imported variables from the student database (gender, international student or not, year born, ethnicity, class standing, on or off campus residence, and GPA). There was one open-ended question. Of the 28 questions, three were asked for the SCSU Department of Languages and Culture, three were asked for the SCSU Campus Involvement, one for the Miller Center and one for a collection of SCSU school and college deans.

Findings, methodology and the questionnaire will be found by going to the SCSU Survey web site and following the links to the spring SCSU student 2015 survey. <http://www.stcloudstate.edu/scsusurvey>.

SUBSTANTIVE QUESTION FOR DEPARTMENT OF CAMPUS INVOLVEMENT:

QUESTION 1 [VOLUNHRS]:

Including **BOTH** last Spring semester 2014 and last Fall semester, approximately how many **TOTAL** hours did you spend on **academic service-learning** activities such as *service performed with some community and that is connected to a course for which you gained some credits?*

1. None (Skip to question 3)
2. Less than 10 hours Total
3. 10 to 19 hours total
4. 20 to 29 hours total
5. 30 to 39 hours total
6. 40 hours more than
7. I was not enrolled during those semesters (volunteered) (Skip to question 3)
8. Don't Know (Skip to question 3)
9. Refused (Skip to question 3)

QUESTION 2 [VOLUNEXP] (CONTINGENCY QUESTION BASED ON ANSWERS TO QUESTION 1):

Thinking about your service experiences in general, during last Spring and Fall semesters of 2014, which **ONE** of the following statements would you say is the greatest benefit of these experiences?

1. I feel more connected to my own community.
2. It helped me understand different people from their own perspective
3. It helped me to better understand material learned in class
4. It helped me to better understand causes of important societal issues in our community
5. I don't see any benefit
6. None of these choices
8. Don't Know
9. Refused

QUESTION 3 [VOLUNUN]:

Since January of 2014, approximately how many **TOTAL** hours did you spend on some **volunteer** activities unrelated to academic courses such as *service performed with a community through a student organization, a church group, or on your own just because you like to do it.*

1. None
2. Less than 10 hours Total
3. 10 to 19 hours total
4. 20 to 29 hours total
5. 30 to 39 hours total
6. 40 hours more than
7. I was not enrolled during those semesters (volunteered)
8. Don't Know
9. Refused

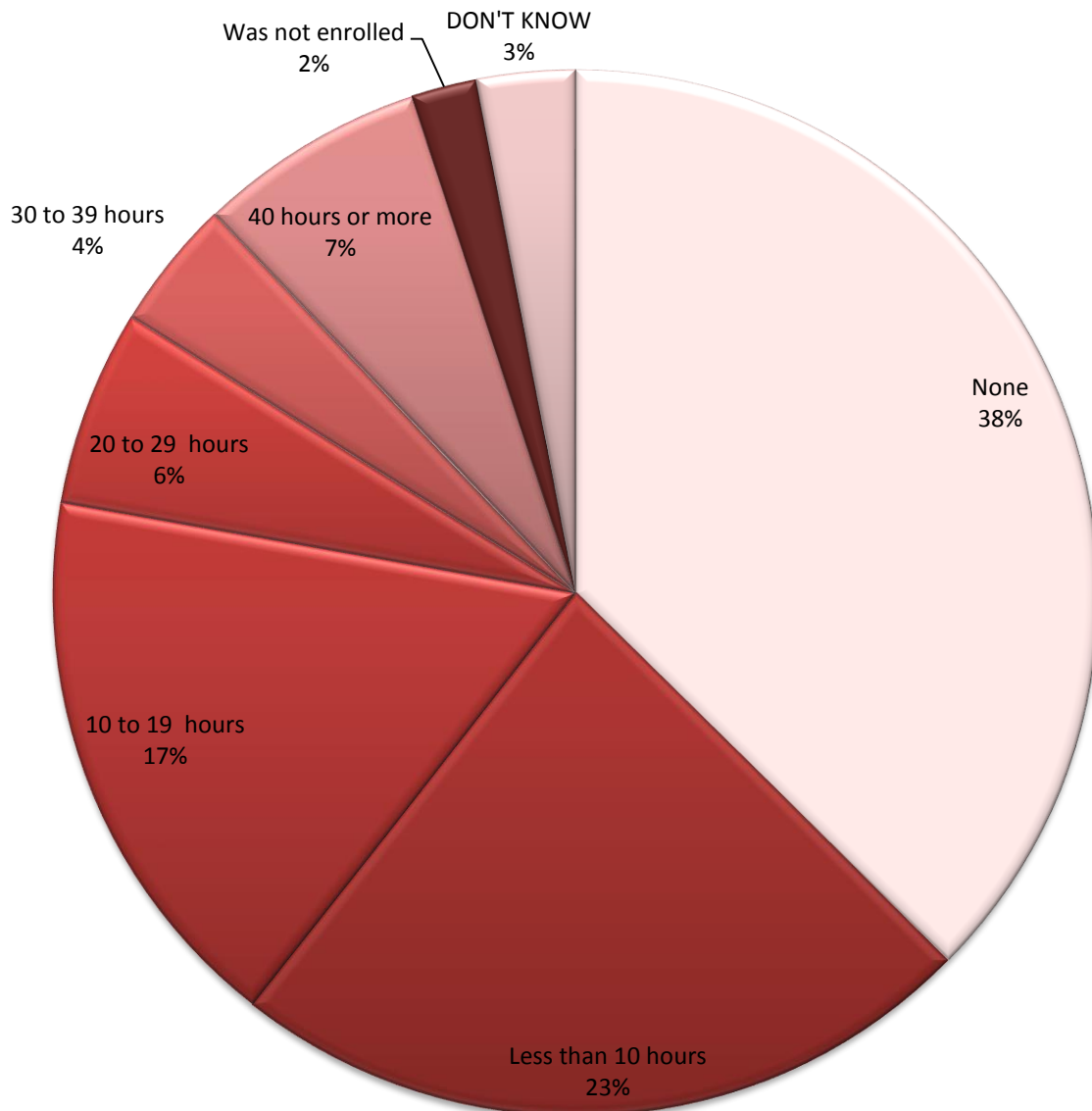
Academic Service Learning Hours

	Frequency	Percent
None	187	37%
Less than 10 hours	116	23%
10 to 19 hours	85	17%
20 to 29 hours	32	6%
30 to 39 hours	21	4%
40 hours or more	36	7%
I was not enrolled during those semesters	11	2%
Don't Know	14	3%
Total	505	99%

Missing/Refused N = 2

Note: The percent values have been rounded and do not always add up to 100%.

Academic Service Learning Hours



Greatest Benefit of Academic Service Learning

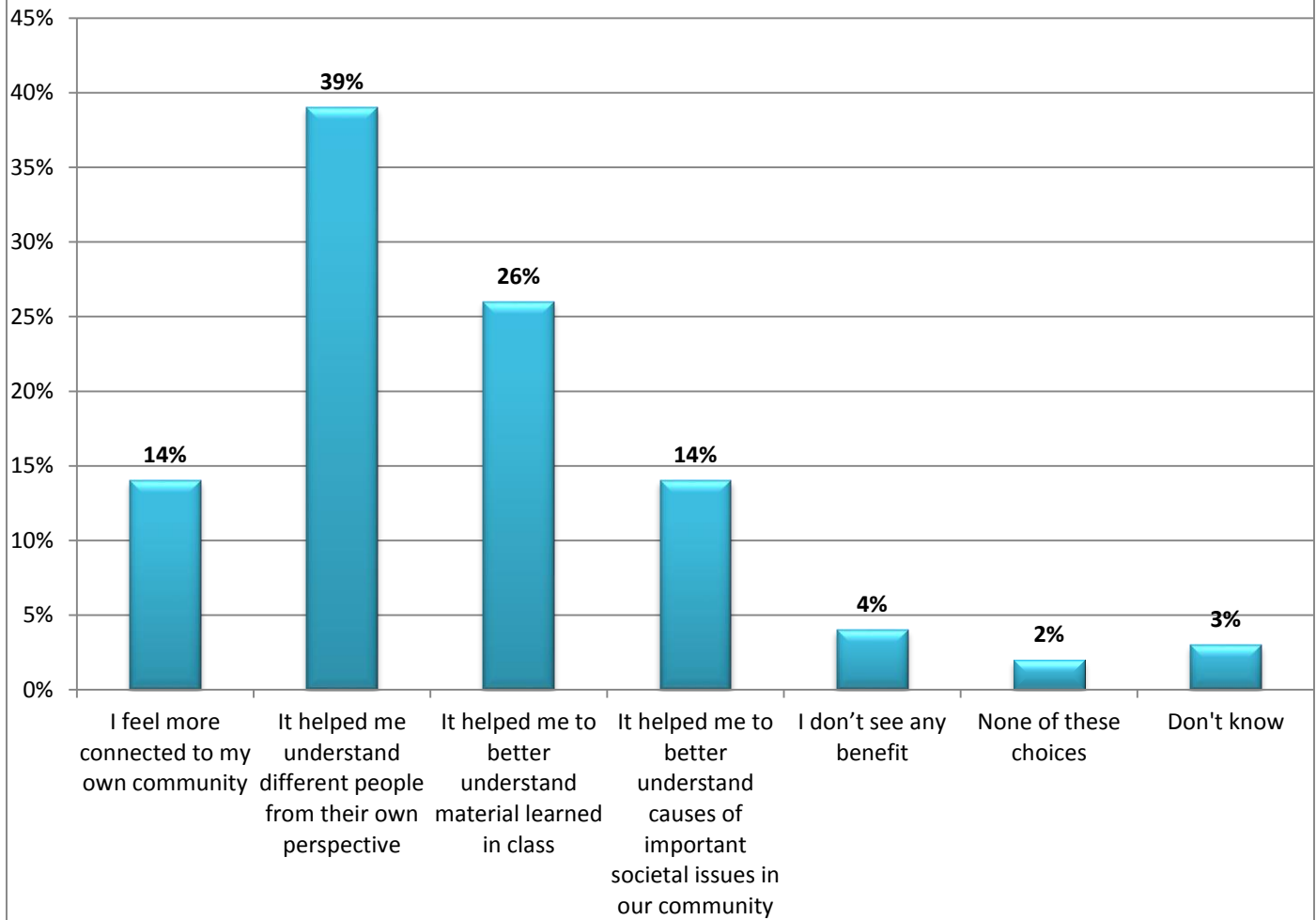
(Asked of those students who indicated they had 1 or more service learning hours)

	Frequency	Percent
I feel more connected to my own community	44	14%
It helped me understand different people from their own perspective	117	39%
It helped me to better understand material learned in class	77	26%
It helped me to better understand causes of important societal issues in our community	42	14%
I don't see any benefit	11	4%
None of these choices	5	2%
Don't know	8	3%
Total	303	102%

Refused N = 3 Non Applicable N=199

Note: The percent values have been rounded and do not always add up to 100%.

Greatest Benefit of Academic Service Learning

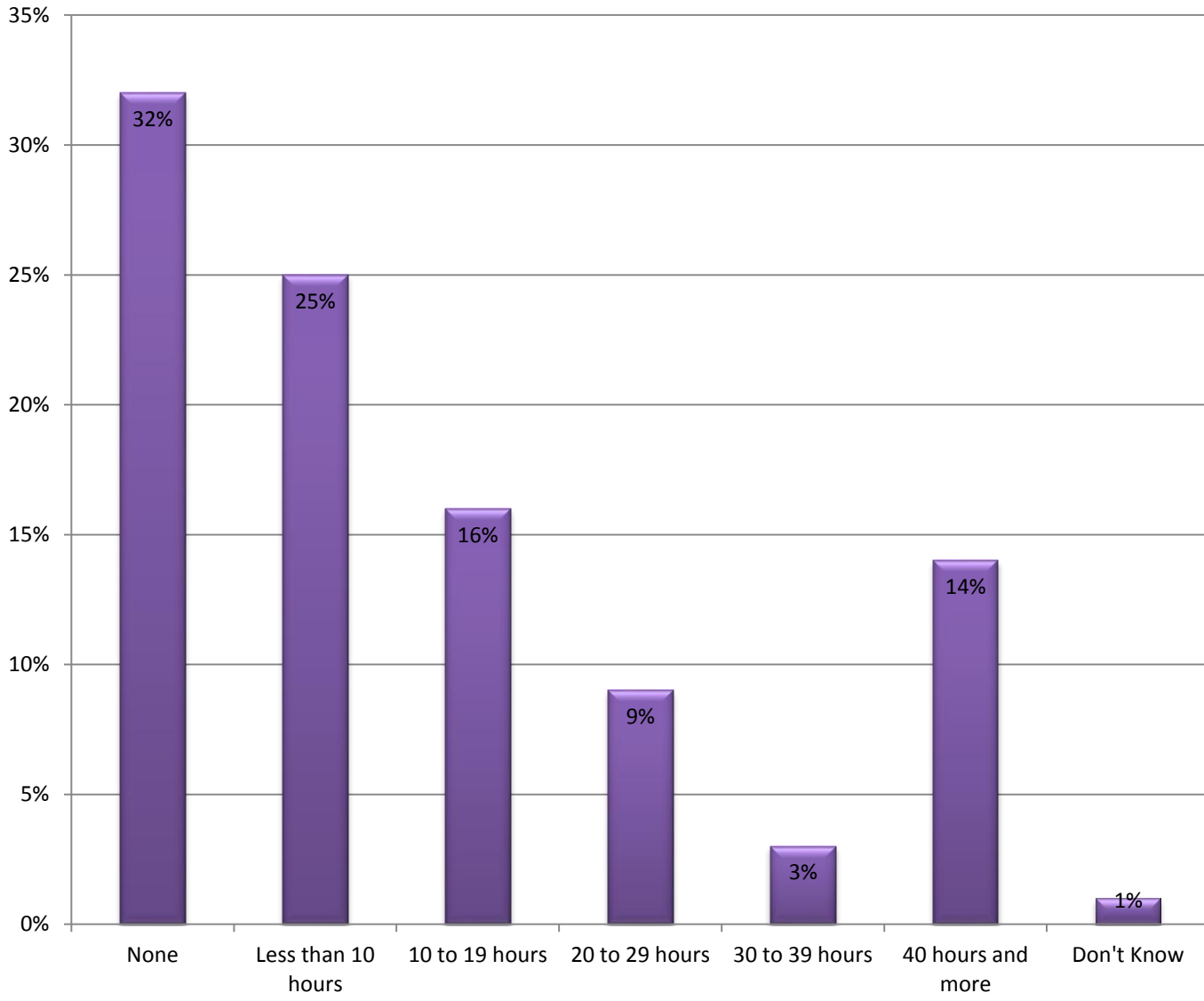


Volunteer Service Hours		
	Frequency	Percent
None	160	32%
Less than 10 hours	126	25%
10 to 19 hours	81	16%
20 to 29 hours	47	9%
30 to 39 hours	13	3%
40 hours or more	72	14%
Don't Know	5	1%
Total	503	100%

Missing/Refused N = 2

Note: The percent values have been rounded and do not always add up to 100%.

Volunteer Service Hours



Demographic Breakdown of Respondents

Sex		
	Frequency	Percent
Male	245	48%
Female	260	52%
Total	505	100%

On Campus or Off Campus Resident		
	Frequency	Percent
Off Campus	426	84%
On Campus	80	16%
Total	505	100%

Ethnicity		
	Frequency	Percent
Black or African-American	34	7%
Asian	31	6%
White	409	81%
Latino/a or Chicano/a	14	3%
American American/Alaska Native	2	>1%
Unknown	15	3%
Total	505	100%

Class Standing		
	Frequency	Percent
First Year	85	17%
Sophomore	104	21%
Junior	107	21%
Senior	97	19%
Previous Degree	7	1%
Special	50	10%
Graduate	55	11%
Total	505	100%

International Student or Not International Student

	Frequency	Percent
Not International	475	94%
International	30	6%
Total	505	100%

University College or School		
	Frequency	Percent
COLA	76	15%
COSE	91	18%
HBS	87	17%
SHHS	105	21%
SOE	36	7%
SOPA	42	8%
UG	68	14%
Total	505	100%

Academic Service Learning Hours

			None	Less than 10 hours	10-19 hours	20-29 hours	30-39 hours	40 hours or more	Not enrolled	D K	
SEX	Male	Count	95	55	39	13	13	18	3	6	242
		%	39	23	16	5	5	7	1	3	
	Female	Count	92	61	45	19	8	18	9	8	260
		%	35	24	17	7	3	7	4	3	
DORM	Off Camp	Count	157	93	74	27	18	33	8	14	424
		%	37	22	18	6	4	8	2	3	
	On Camp	Count	30	23	11	5	3	3	3	0	78
		%	39	30	14	6	4	4	4	0	
ETHN	UnK	Count	5	3	3	1	1	1	1	1	16
		%	31	19	19	6	6	6	6	6	
	African Amer	Count	14	6	6	4	2	2	1	0	35
		%	40	17	17	11	6	6	3	0	
	Asian	Count	5	11	6	4	1	3	2	0	32
		%	16	34	19	13	3	9	6	0	
	White	Count	153	97	67	23	16	30	7	13	406
		%	38	24	17	6	4	7	2	3	
	Latino/a	Count	9	0	3	0	0	0	1	0	13
		%	69	0	23	0	0	0	8	0	
Amer Indian	Count	1	0	0	0	0	0	0	0	1	
	%	100	0	0	0	0	0	0	0		
CLASS	First Year	Count	33	20	16	7	4	2	3	0	85
		%	39	24	19	8	5	2	4	0	
	Soph.	Count	42	24	19	7	4	4	1	3	104
		%	40	23	18	7	4	4	1	3	
	Junior	Count	45	22	20	3	4	6	3	1	104
		%	43	21	19	3	4	6	3	1	
	Senior	Count	32	18	16	10	3	14	0	4	97
		%	33	19	17	10	3	14	0	4	
	Prev. Degree	Count	1	4	0	0	1	0	0	0	6
		%	17	67	0	0	17	0	0	0	
	Special	Count	18	16	5	2	0	1	5	4	51
		%	35	31	10	4	0	2	10	8	
	Grad	Count	16	12	9	3	4	9	0	2	55
		%	29	22	16	6	7	16	0	4	

			None	Less than 10	10-19 hours	20-29 hours	30-39 hours	40 hours or more	Not enrolled	D K	
DOMESTIC / INTERNAT.	Domestic	Count	183	110	78	29	19	33	9	13	474
		%	39	23	17	6	4	7	2	3	
	Internat.	Count	5	7	7	3	2	3	3	1	31
		%	16	23	23	10	7	10	10	3	
Age Groups	16-20 years	Count	58	42	27	11	4	3	4	4	153
		%	38	28	18	7	3	2	3	3	
	21-25 years	Count	94	54	44	11	9	14	5	6	237
		%	40	23	16	5	4	6	2	3	
	26-30 years	Count	13	5	3	6	2	9	1	1	40
		%	33	13	8	15	5	23	3	3	
	31 years or older	Count	22	16	11	4	6	9	1	3	72
		%	31	22	15	6	8	13	1	4	

Greatest Benefit of Service Learning Experience

			I feel more connected to my own community	It helped me understand different people from their own perspective	It helped me to better understand material learned in class	It helped me to better understand causes of important societal issues in our community	I don't see any benefit	None of those choices	D K	
SEX	Male	Count	19	56	41	17	7	1	5	146
		%	13	38	28	12	5	1	3	
	Female	Count	25	61	36	25	4	4	3	158
		%	16	39	23	16	3	3	2	
DORM	Off Camp	Count	32	101	69	35	9	3	7	256
		%	13	40	27	14	4	1	3	
	On Camp	Count	11	16	9	8	2	1	0	47
		%	23	34	19	17	4	2	0	
ETHN.	UnK	Count	1	3	1	3	0	1	1	10
		%	10	30	10	30	0	10	10	
	African Amer	Count	1	11	2	4	0	0	0	18
		%	6	61	11	22	0	0	0	
	Asian	Count	4	8	8	2	3	0	1	26
		%	15	31	31	8	12	0	4	
	White	Count	37	91	66	34	8	3	5	244
		%	15	37	27	14	3	1	2	
	Latino/a	Count	0	3	0	0	0	0	0	3
		%	0	100	0	0	0	0	0	
	Native Amer	Count	0	0	0	0	0	0	0	0
		%	0	0	0	0	0	0	0	0
CLASS	First Year	Count	8	20	13	4	3	0	1	49
		%	16	41	27	8	6	0	2	
	Soph.	Count	11	23	16	8	0	0	3	61
		%	18	38	26	13	0	0	5	
	Junior	Count	9	27	12	5	5	1	1	60
		%	15	45	20	8	8	2	2	
	Senior	Count	5	31	17	7	1	1	0	62
		%	8	50	27	11	2	2	0	
	Prev. Degree	Count	3	1	1	0	0	0	0	5
		%	60	20	20	0	0	0	0	
	Special	Count	3	5	9	5	1	1	1	25
		%	12	20	36	20	4	4	4	
	Grad	Count	4	9	8	13	0	1	1	36
		%	11	25	22	36	0	3	3	

Greatest Benefit of Service Learning Experience

			I feel more connected to my own community	It helped me understand different people from their own perspective	It helped me to better understand material learned in class	It helped me to better understand causes of important societal issues in our community	I don't see any benefit	None of those choices	D K	
Domestic / Internat.	Domestic	Count	41	111	69	39	9	4	6	279
		%	15	40	25	14	3	1	2	
	Internat.	Count	2	6	8	3	2	0	2	23
		%	9	26	35	13	9	0	9	
Age Groups	16-20 years	Count	18	35	24	11	3	1	1	93
		%	19	38	26	12	3	1	1	
	21-25 years	Count	19	55	38	16	5	2	2	137
		%	14	40	28	12	4	2	2	
	26-30 years	Count	3	11	3	8	0	1	1	27
		%	11	41	11	30	0	4	4	
	31 years or older	Count	4	17	13	8	3	0	4	49
		%	8	35	27	16	6	0	8	

Volunteer Service Hours

			None	Less than 10 h	10-19 hours	20-29 hours	30-39 hours	40 hours or more	DK	Total
SEX	Male	Count	94	60	38	24	8	17	2	243
		%	39	25	16	10	3	7	1	
	Female	Count	66	67	43	22	5	54	3	260
		%	25	26	17	9	2	21	1	
DORM	Off Camp	Count	134	104	67	39	11	65	5	425
		%	32	25	16	9	3	15	1	
	On Camp	Count	26	22	14	7	2	7	0	78
		%	33	28	18	9	3	9	0	
ETHN	UnK.	Count	1	3	3	4	1	3	1	16
		%	6	19	19	25	6	19	6	
	African Amer	Count	12	13	3	2	0	4	0	34
		%	35	38	9	6	0	12	0	
	Asian	Count	5	12	5	5	2	2	0	31
		%	16	39	16	16	7	7	0	
	White	Count	134	94	69	33	10	63	4	407
		%	33	23	17	8	3	16	1	
	Latino/a	Count	7	4	0	3	0	0	0	14
		%	50	29	0	21	0	0	0	
	Amer Indian	Count	1	0	0	0	0	0	0	1
		%	100	0	0	0	0	0	0	
CLASS	First Year	Count	35	23	16	5	1	4	1	85
		%	41	27	19	6	1	5	1	
	Soph.	Count	33	30	19	8	1	13	0	104
		%	32	29	18	8	1	13	0	
	Junior	Count	36	25	14	9	6	14	1	105
		%	34	24	13	9	6	13	1	
	Senior	Count	32	23	10	10	3	17	2	97
		%	33	23	10	10	3	18	2	
	Prev. Degree	Count	0	1	3	0	0	3	0	7
		%	0	14	43	0	0	43	0	
	Special	Count	6	18	12	5	0	10	0	51
		%	12	35	24	10	0	20	0	
Grad	Count	18	6	7	11	2	11	1	56	
	%	32	11	13	20	4	20	2		

Volunteer Service Hours

			None	Less than 10 h	10-19 hours	20-29 hours	30-39 hours	40 hours or more	D K	
Domestic/ International	Domestic	Count	152	117	78	41	12	71	3	47 4
		%	32	25	17	9	3	15	1	
	Internat.	Count	8	10	3	6	2	1	2	32
		%	25	31	9	19	6	3	6	
Age Groups	16-20 years	Count	39	47	31	11	3	23	0	15 4
		%	25	31	20	7	2	15	0	
	21-25 years	Count	79	65	38	19	7	24	5	23 7
		%	33	27	16	8	3	10	2	
	26-30 years	Count	22	6	3	5	2	4	0	42
		%	52	14	7	12	5	10	0	
	31 years or older	Count	19	8	9	12	1	22	0	71
		%	27	11	13	17	1	31	0	