
ST. CLOUD STATE UNIVERSITY
ANNUAL SPRING SURVEY OF SCSU STUDENTS
SPRING 2018

RESULTS FOR
DEPARTMENT OF CAMPUS INVOLVEMENT

PREPARED

BY

Sandrine Zerbib

ST. CLOUD STATE UNIVERSITY SURVEY
May 2018

I. INTRODUCTION TO THE REPORT AND METHODS

The St. Cloud State University Survey Center is a research institute housed in the School of Public Affairs Research Institute. The Survey Center's mission 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. The SCSU Survey Center maintains the highest ethical standards in its procedures and methods, and follows the guidelines outlined by AAPOR, the American Association for Public Opinion Research.

a. SURVEY PERSONNEL

The Survey's faculty directors are Dr. James Cottrill (SCSU Assistant Professor of Political Science), Dr. Mónica García-Pérez (Associate Professor of Economics), Dr. Ann Finan (Associate Professor of Sociology), Dr. Amanda Hemmesch Breaker (SCSU Assistant Professor of Psychology), 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.

The team of student directors for Spring 2018 are as follows:

- **Liz Pawelk**, Student Lead Director. Fourth-year student, Anthropology, Lester Prairie, Minnesota.
- **Jack Spaeth**, Student Lead Director. Third-year student, Planning and Community Development, Montevideo, Minnesota.
- **Ansai Fatou BioSawe**. Third-year student, Sociology and Statistics, Cotonou, Benin.
- **Curran Hansen**. Third-year student, Statistics and Political Science, Rochester, Minnesota.
- **Rose Hegerle**. Third-year student, Sociology, Melrose, Minnesota.
- **Timothy LaSelle**. Fourth-year student, Sociology, St. Michael, Minnesota.
- **Regina Lighthall**. Third-year student, Psychology and Community Psychology, Morris, Minnesota.
- **Aubrey Pritchett**. First-year student, Mass Communication and Psychology, Orange, California.
- **Samantha Shobe**. Third-year student, Political Science and International Relations, Monticello, Minnesota.
- **Jonathan Wong**. Graduate student, Public Administration, St Cloud, Minnesota.

The interviewers/student callers for this survey are enrolled in the classes of Drs. Zerbib (Sociology), Finan (Sociology), Cottrill (Political Sciences), Hemmesch (Psychology), and García-Pérez (Economics), 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.

b. METHODOLOGY

The February 2018 St. Cloud State University Survey findings are based on telephone interviews with a representative sample of 551 currently enrolled SCSU students. The sample included both landline phones and cell phones. Interviews were conducted from February 12 to February 20 (excluding Friday 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.

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. Before calling began, the original sample was comprised of 2,200 students, including 599 dorm residents and 1,601 off-campus residents.

From this sample, a few students were screened out for being less than 18 years old and as such fell outside our Institutional Research Board approval. Of the remaining students, 551 (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 7 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. In average, students were called 5 times before their status was definitely set as “no answer.” 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. Statistical weighting was done on two variables – gender and international – to make an exact match and gain representability.

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. The SCSU Survey is licensed to use Sawtooth Software’s Sensus 6.0, 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.

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.

The margin of sampling error² for the complete set of weighted data is ± 4 percent at the 95 percent confidence level. In all survey samples, 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.

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 sex and age. All statistics reported are weighted.

The total survey data set consisted of 36 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). Of the 36 questions, three were asked for the SCSU Campus Involvement.

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 2018 survey. <http://www.stcloudstate.edu/scsusurvey>.

¹ The cooperation rate is determined by dividing the number of completed interviews (551), by the total of completed interviews, partial interviews, and refusals (total = 747).

² Sampling of error is based on sampling error calculated multiplied by margin of error due to weighting. Calculation based on [(square root of mean of squared weights) x 1.96 x $\sqrt{P_u(1 - P_u)/n}$] or 1.06 x 1.96 x .02 x 100

SUBSTANTIVE QUESTION FOR DEPARTMENT OF CAMPUS INVOLVEMENT:

QUESTION 1 [VOLUNHRS]:

During all of 2017, approximately how many TOTAL hours did you spend on academic service-learning activities such as service performed with some community or organization and that is connected to a course for which you gained some credits?

1. None (Skip to VOLUN)
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 VOLUN)
8. Don't Know (Skip to VOLUN)
9. Refused (Skip to VOLUN)

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

Thinking about your service experiences in general, during all of 2017, 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]:

During all of 2017, 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 it is important to you.

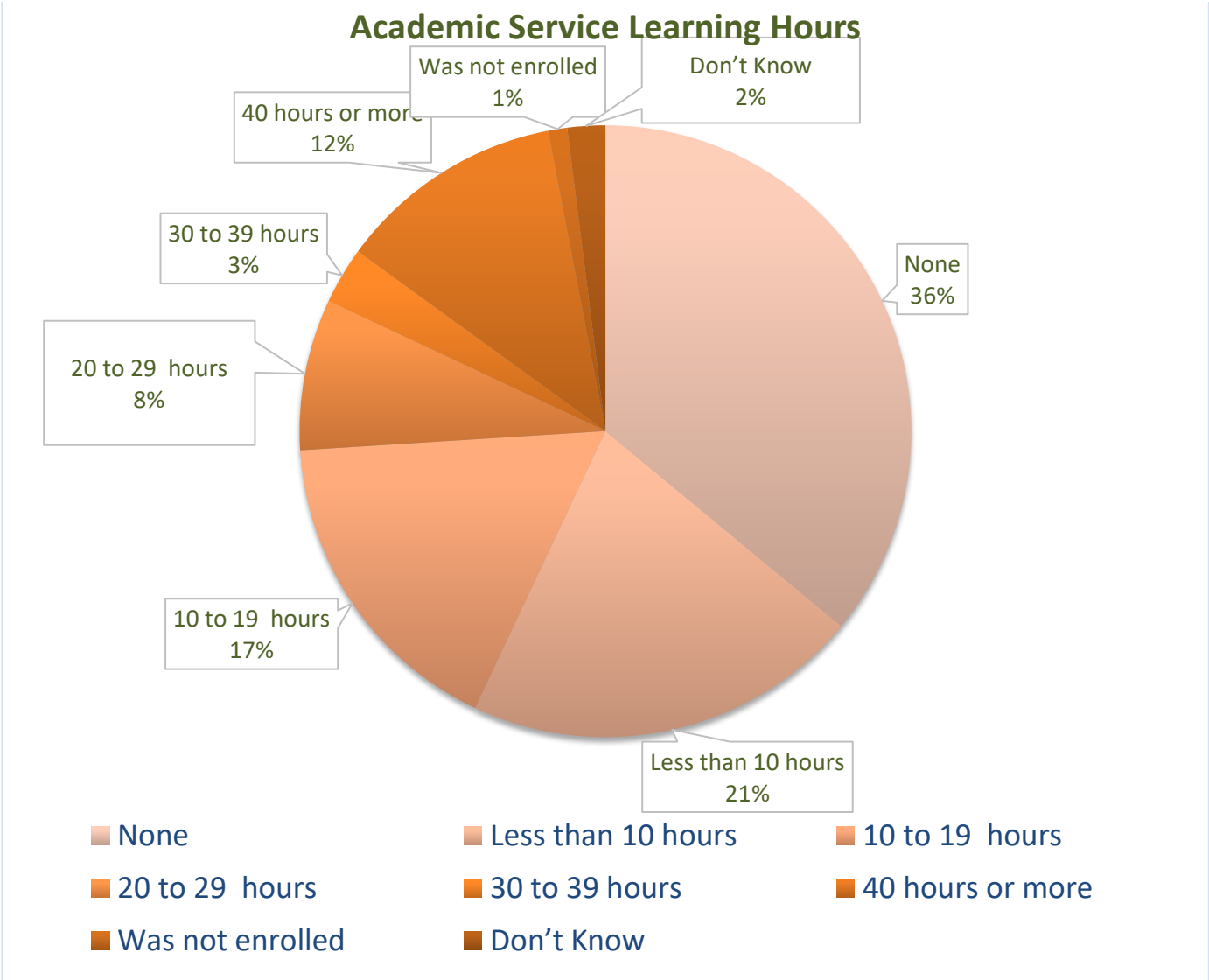
1. None
2. Less than 10 hours total
3. 10 to 19 hours total
4. 20 to 29 hours total
5. 30 to 39 hours total
6. 40 hours more than
8. Don't Know
9. Refused

Academic Service Learning Hours

	Frequency	Percent
None	197	35.9
Less than 10 hours	115	21.0
10 to 19 hours	95	17.4
20 to 29 hours	44	8.1
30 to 39 hours	16	2.9
40 hours or more	66	12.0
I was not enrolled during those semesters	6	1.1
Don't Know	9	1.7
Total	548	100.0

Missing/Refused N = 3

Note: These percentages are estimates. Please report results after rounding up numbers.



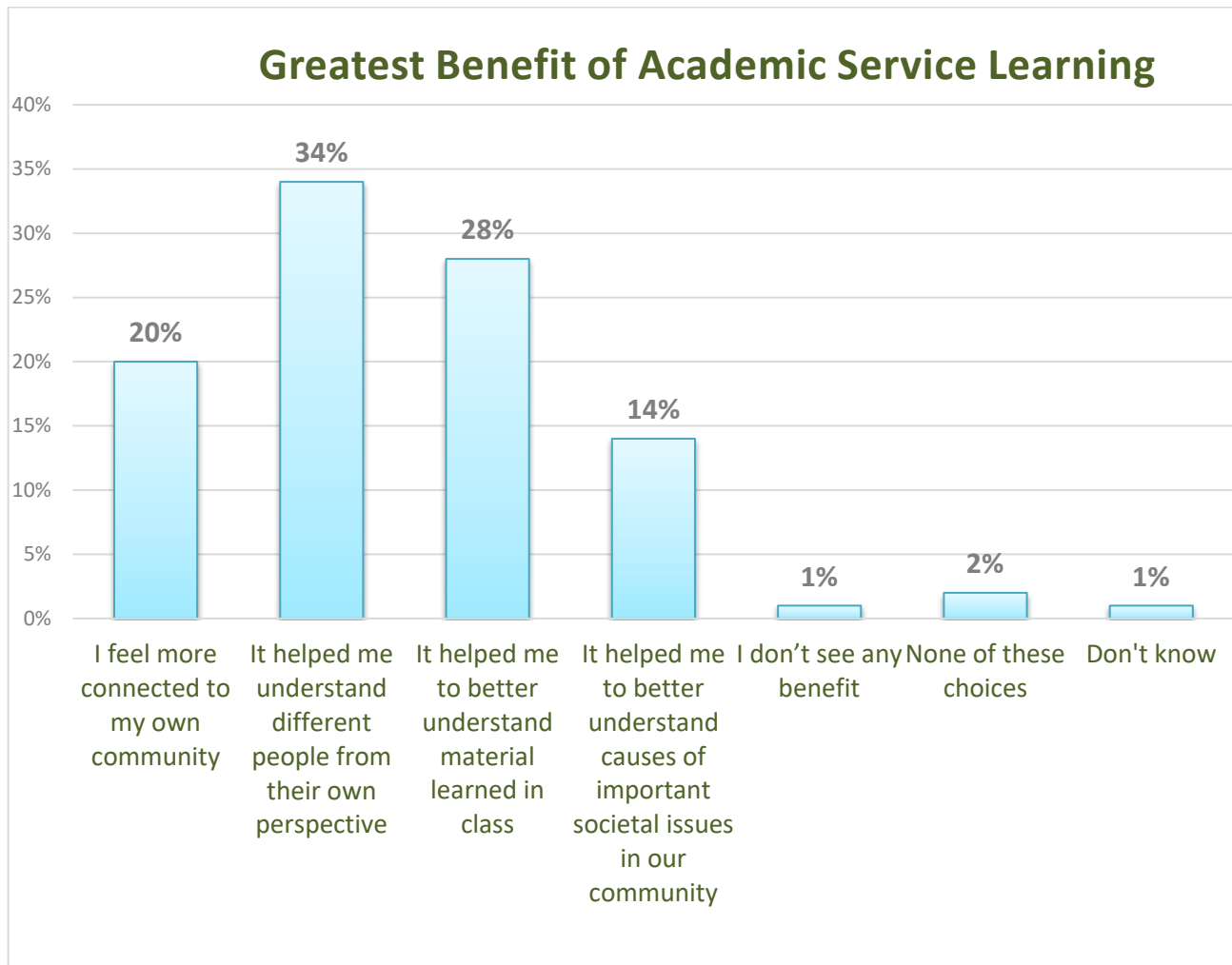
Greatest Benefit of Academic Service Learning

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

	Frequency	Percent
I feel more connected to my own community	67	19.9
It helped me understand different people from their own perspective	115	34.3
It helped me to better understand material learned in class	94	28.0
It helped me to better understand causes of important societal issues in our community	47	14.1
I don't see any benefit	4	1.1
None of these choices	6	1.7
Don't know	3	.9
Total	334	100.0

Missing/Non Applicable N=218; Refused N = 1.

Note: These percentages are estimates. Please report results after rounding up numbers.

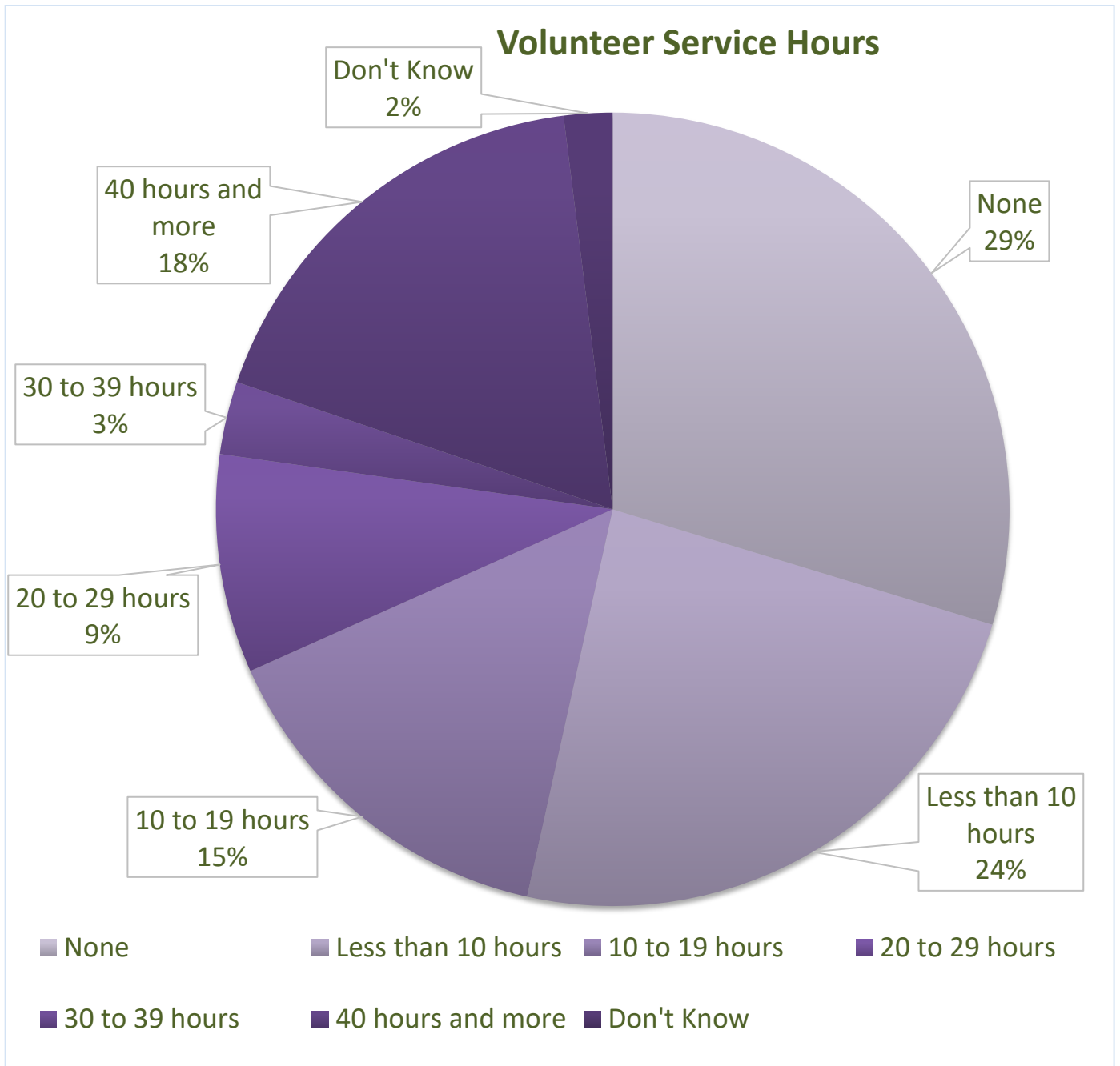


Volunteer Service Hours

	Frequency	Percent
None	162	29.4
Less than 10 hours	132	24.0
10 to 19 hours	81	14.8
20 to 29 hours	49	9.0
30 to 39 hours	15	2.7
40 hours or more	101	18.3
Don't Know	10	1.8
Total	550	100.0

Missing/Refused N = 1

Note: These percentages are estimates. Please report results after rounding up numbers.



Demographic Breakdown of Respondents

	Sex		Sex	
	Frequency ³	Valid Percent	Unweighted Frequency	Valid Percent
Male	259	47.0	284	51.5
Female	292	53.0	267	48.5
Total	551	100.0	551	100.0

³ Weighted on sex and age.

Living in Dorm/Not Living in Dorm

	Frequency	Valid Percent
No	380	68.9
Yes	171	31.1
Total	551	100.0

Ethnicity/Race

	Frequency	Valid Percent
Unknown	60	10.9
Black or African American	54	9.9
Asian	49	8.8
White	350	63.6
Latino/a or Chicano/a	21	3.9
American Indian or Alaska Native	1	.1
Non-Resident Alien	16	2.9
Total	551	100.0

Class

	Frequency	Valid Percent
First Year	88	16.0
Sophomore	131	23.8
Junior	124	22.5
Senior	128	23.3
Previous degree	6	1.1
Special degree	10	1.8
Graduate	63	11.4
Total	551	100.0

International

	Frequency	Valid Percent
No	497	90.1
Yes	54	9.9
Total	551	100.0

Age Groups

	Frequency	Valid Percent	Unweighted Frequency	Valid Percent
18 - 19	132	24.0	191	34.7
20 - 22	182	33.0	125	22.7
23 - 24	138	25.0	103	18.7
25 - 29	50	9.0	58	10.5
30 - 34	22	4.0	27	4.9
35 and older	28	5.0	47	8.5
Total	551	100.0	551	100.0

Missing/Refused N = 0 (less than 18 years old)

Note: These percentages are estimates. Please report results after rounding up numbers.

			Academic Service Learning Hours								Total
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	I was not enrolled during those semesters	Don't Know	
Sex	Male	N	99	47	45	22	8	29	3	5	258
		%	38.4	18.2	17.4	8.5	3.1	11.2	1.2	1.9	100.0
	Female	N	97	68	50	23	8	37	3	5	291
		%	33.3	23.4	17.2	7.9	2.7	12.7	1.0	1.7	100.0
Total		N	188	196	115	95	45	16	66	6	10
		%	29.2	35.7	20.9	17.3	8.2	2.9	12.0	1.1	1.8

			Academic Service Learning Hours								Total
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	I was not enrolled during those semesters	Don't Know	
Dorm	No	N	135	70	62	29	13	60	2	7	378
		%	35.7	18.5	16.4	7.7	3.4	15.9	0.5	1.9	100.0
	Yes	N	61	45	34	15	4	5	4	3	171
		%	35.7	26.3	19.9	8.8	2.3	2.9	2.3	1.8	100.0
Total		N	196	115	96	44	17	65	6	10	549
		%	35.7	20.9	17.5	8.0	3.1	11.8	1.1	1.8	100.0

			Academic Service Learning Hours								Total
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	I was not enrolled during those semesters	Don't Know	
Race/ Ethnicity	Unknown	N	21	13	12	3	1	8	3	0	61
		%	34.4	21.3	19.7	4.9	1.6	13.1	4.9	0.0	100.0
	Black	N	16	13	7	3	5	9	0	2	55
		%	29.1	23.6	12.7	5.5	9.1	16.4	0.0	3.6	100.0
	Asian	N	18	11	10	2	1	4	2	2	50
		%	36.0	22.0	20.0	4.0	2.0	8.0	4.0	4.0	100.0
	White	N	128	69	64	33	10	36	2	6	348
		%	36.8	19.8	18.4	9.5	2.9	10.3	0.6	1.7	100.0
	Hispanic/ Latino	N	10	6	1	1	0	4	0	0	22
		%	45.5	27.3	4.5	4.5	0.0	18.2	0.0	0.0	100.0
	American Indian	N	1	0	0	0	0	0	0	0	1
		%	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Non- resident Alien	N	4	4	2	3	0	4	0	0	17	
	%	23.5	23.5	11.8	17.6	0.0	23.5	0.0	0.0	100.0	
Total		N	198	116	96	45	17	65	7	10	554
		%	35.7	20.9	17.3	8.1	3.1	11.7	1.3	1.8	100.0

			Academic Service Learning Hours							Total		
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	I was not enrolled during those semesters		Don't Know	
Class	First Year	N	35	24	17	4	2	4	1	2	89	
		%	39.3	27.0	19.1	4.5	2.2	4.5	1.1	2.2	100.0	
	Sophomore	N	53	28	24	11	5	7	2	2	132	
		%	40.2	21.2	18.2	8.3	3.8	5.3	1.5	1.5	100.0	
	Junior	N	38	27	27	11	6	8	2	5	124	
		%	30.6	21.8	21.8	8.9	4.8	6.5	1.6	4.0	100.0	
	Senior	N	36	22	20	14	1	33	1	1	128	
		%	28.1	17.2	15.6	10.9	0.8	25.8	0.8	0.8	100.0	
	Previous degree	N	3	0	2	0	0	1	0	0	6	
		%	50.0	0.0	33.3	0.0	0.0	16.7	0.0	0.0	100.0	
	Special degree	N	4	2	2	0	2	1	0	0	11	
		%	36.4	18.2	18.2	0.0	18.2	9.1	0.0	0.0	100.0	
	Graduate	N	27	12	3	4	2	13	1	0	62	
		%	43.5	19.4	4.8	6.5	3.2	21.0	1.6	0.0	100.0	
	Total		N	196	115	95	44	18	67	7	10	552
			%	35.5	20.8	17.2	8.0	3.3	12.1	1.3	1.8	100.0

			Academic Service Learning Hours							Total	
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	I was not enrolled during those semesters		Don't Know
International	No	N	179	103	84	41	16	58	3	9	493
		%	36.3	20.9	17.0	8.3	3.2	11.8	0.6	1.8	100.0
	Yes	N	18	12	12	3	0	8	3	0	56
		%	32.1	21.4	21.4	5.4	0.0	14.3	5.4	0.0	100.0
Total		N	197	115	96	44	16	66	6	9	549
		%	35.9	20.9	17.5	8.0	2.9	12.0	1.1	1.6	100.0

			Academic Service Learning Hours							Total		
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	I was not enrolled during those semesters		Don't Know	
Age Groups	18 - 19	N	52	36	25	10	3	4	2	1	133	
		%	39.1	27.1	18.8	7.5	2.3	3.0	1.5	0.8	100.0	
	20 - 21	N	52	47	36	19	7	18	2	0	181	
		%	28.7	26.0	19.9	10.5	3.9	9.9	1.1	0.0	100.0	
	22 - 23	N	54	16	28	8	3	21	1	5	136	
		%	39.7	11.8	20.6	5.9	2.2	15.4	0.7	3.7	100.0	
	24 - 29	N	15	10	3	6	3	9	2	2	50	
		%	30.0	20.0	6.0	12.0	6.0	18.0	4.0	4.0	100.0	
	30- 34	N	6	4	2	0	1	9	0	1	23	
		%	26.1	17.4	8.7	0.0	4.3	39.1	0.0	4.3	100.0	
	35 +	N	17	3	1	2	0	4	0	0	27	
		%	63.0	11.1	3.7	7.4	0.0	14.8	0.0	0.0	100.0	
	Total		N	196	116	95	45	17	65	7	9	550
			%	35.6	21.1	17.3	8.2	3.1	11.8	1.3	1.6	100.0

			Greatest Benefit of Academic Service Learning							Total
			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 benefits	None of these choices	Don't Know	
Sex	Male	N	27	52	50	17	1	2	1	150
		%	18.0	34.7	33.3	11.3	0.7	1.3	0.7	100.0
	Female	N	39	63	44	30	3	4	2	185
		%	21.1	34.1	23.8	16.2	1.6	2.2	1.1	100.0
Total		N	66	115	94	47	4	6	3	335
		%	19.7	34.3	28.1	14.0	1.2	1.8	0.9	100.0

			Greatest Benefit of Academic Service Learning							Total
			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 benefits	None of these choices	Don't Know	
Dorm	No	N	42	74	69	37	4	5	1	232
		%	18.1	31.9	29.7	15.9	1.7	2.2	0.4	100.0
	Yes	N	25	41	25	10	0	1	2	104
		%	24.0	39.4	24.0	9.6	0.0	1.0	1.9	100.0
Total		N	67	115	94	47	4	6	3	336
		%	19.9	34.2	28.0	14.0	1.2	1.8	0.9	100.0

			Greatest Benefit of Academic Service Learning							Total	
			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 benefits	None of these choices	Don't Know		
Race/ Ethnicity	Unknown	N	10	15	5	5	0	2	1	38	
		%	26.3	39.5	13.2	13.2	0.0	5.3	2.6	100.0	
	Black	N	7	12	8	10	0	0	0	37	
		%	18.9	32.4	21.6	27.0	0.0	0.0	0.0	100.0	
	Asian	N	8	6	6	4	1	0	0	25	
		%	32.0	24.0	24.0	16.0	4.0	0.0	0.0	100.0	
	White	N	41	68	70	27	3	2	1	212	
		%	19.3	32.1	33.0	12.7	1.4	0.9	0.5	100.0	
	Hispanic/ Latino	N	0	6	4	2	0	0	0	12	
		%	0.0	50.0	33.3	16.7	0.0	0.0	0.0	100.0	
	Non- resident Alien	N	1	8	1	0	0	2	1	13	
		%	7.7	61.5	7.7	0.0	0.0	15.4	7.7	100.0	
	Total		N	67	115	94	48	4	6	3	337
			%	19.9	34.1	27.9	14.2	1.2	1.8	0.9	100.0

			Greatest Benefit of Academic Service Learning						Total		
			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 benefits	None of these choices		Don't Know	
Class	First Year	N	13	17	10	8	0	0	1	49	
		%	26.5	34.7	20.4	16.3	0.0	0.0	2.0	100.0	
	Sophomore	N	9	33	19	13	0	0	0	74	
		%	12.2	44.6	25.7	17.6	0.0	0.0	0.0	100.0	
	Junior	N	19	25	16	9	2	5	1	77	
		%	24.7	32.5	20.8	11.7	2.6	6.5	1.3	100.0	
	Senior	N	20	29	31	8	1	1	0	90	
		%	22.2	32.2	34.4	8.9	1.1	1.1	0.0	100.0	
	Previous degree	N	2	0	1	0	0	0	0	3	
		%	66.7	0.0	33.3	0.0	0.0	0.0	0.0	100.0	
	Special degree	N	1	0	3	2	0	0	0	6	
		%	16.7	0.0	50.0	33.3	0.0	0.0	0.0	100.0	
	Graduate	N	4	9	12	6	1	0	1	33	
		%	12.1	27.3	36.4	18.2	3.0	0.0	3.0	100.0	
	Total		N	68	113	92	46	4	6	3	332
			%	20.5	34.0	27.7	13.9	1.2	1.8	0.9	100.0

			Greatest Benefit of Academic Service Learning						Total	
			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 benefits	None of these choices		Don't Know
International	No	N	58	100	91	43	4	4	2	302
		%	19.2	33.1	30.1	14.2	1.3	1.3	0.7	100.0
	Yes	N	9	15	3	5	0	2	1	35
		%	25.7	42.9	8.6	14.3	0.0	5.7	2.9	100.0
Total		N	67	115	94	48	4	6	3	337
		%	19.9	34.1	27.9	14.2	1.2	1.8	0.9	100.0

			Greatest Benefit of Academic Service Learning						Total	
			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 benefits	None of these choices		Don't Know
Age groups	18	N	13	31	20	10	0	1	2	77
		%	16.9	40.3	26.0	13.0	0.0	1.3	2.6	100.0
	19	N	29	46	29	16	2	3	0	125
		%	23.2	36.8	23.2	12.8	1.6	2.4	0.0	100.0
	20-21	N	16	23	26	11	1	0	0	77
		%	20.8	29.9	33.8	14.3	1.3	0.0	0.0	100.0
	22-23	N	7	9	8	3	1	1	1	30
		%	23.3	30.0	26.7	10.0	3.3	3.3	3.3	100.0
	24-29	N	1	4	6	4	0	1	0	16
		%	6.3	25.0	37.5	25.0	0.0	6.3	0.0	100.0
	30-34	N	1	1	5	3	0	0	0	10
		%	10.0	10.0	50.0	30.0	0.0	0.0	0.0	100.0
	35 +	N	67	114	94	47	4	6	3	335
		%	20.0	34.0	28.1	14.0	1.2	1.8	0.9	100.0

			Volunteer Service Hours							Total
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	Don't Know	
Sex	Male	N	80	64	34	19	10	45	6	258
		%	31.0	24.8	13.2	7.4	3.9	17.4	2.3	100.0
	Female	N	82	68	47	30	5	56	4	292
		%	28.1	23.3	16.1	10.3	1.7	19.2	1.4	100.0
Total		N	162	132	81	49	15	101	10	550
		%	29.5	24.0	14.7	8.9	2.7	18.4	1.8	100.0

			Volunteer Service Hours							Total
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	Don't Know	
Dorm	No	N	103	88	52	38	13	79	5	378
		%	27.2	23.3	13.8	10.1	3.4	20.9	1.3	100.0
	Yes	N	59	44	30	11	2	22	4	172
		%	34.3	25.6	17.4	6.4	1.2	12.8	2.3	100.0
Total		N	162	132	82	49	15	101	9	550
		%	29.5	24.0	14.9	8.9	2.7	18.4	1.6	100.0

			Volunteer Service Hours							Total	
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	Don't Know		
Race/ Ethnicity	Unknown	N	11	18	9	11	1	10	0	60	
		%	18.3	30.0	15.0	18.3	1.7	16.7	0.0	100.0	
	Black	N	15	10	8	4	2	12	4	55	
		%	27.3	18.2	14.5	7.3	3.6	21.8	7.3	100.0	
	Asian	N	14	18	8	2	1	3	2	48	
		%	29.2	37.5	16.7	4.2	2.1	6.3	4.2	100.0	
	White	N	111	82	51	26	10	66	4	350	
		%	31.7	23.4	14.6	7.4	2.9	18.9	1.1	100.0	
	Hispanic/ Latino	N	8	2	4	5	0	3	0	22	
		%	36.4	9.1	18.2	22.7	0.0	13.6	0.0	100.0	
	American Indian	N	0	0	0	0	0	1	0	1	
		%	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0	
			N	3	2	2	2	1	6	0	16

	Non-resident Alien	%	18.8	12.5	12.5	12.5	6.3	37.5	0.0	100.0
Total		N	162	132	82	50	15	101	10	552
		%	29.3	23.9	14.9	9.1	2.7	18.3	1.8	100.0

			Volunteer Service Hours							Total	
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	Don't Know		
Class	First Year	N	36	26	9	5	1	10	1	88	
		%	40.9	29.5	10.2	5.7	1.1	11.4	1.1	100.0	
	Sophomore	N	44	32	22	8	2	19	2	129	
		%	34.1	24.8	17.1	6.2	1.6	14.7	1.6	100.0	
	Junior	N	31	33	24	11	3	19	4	125	
		%	24.8	26.4	19.2	8.8	2.4	15.2	3.2	100.0	
	Senior	N	28	26	18	18	5	31	2	128	
		%	21.9	20.3	14.1	14.1	3.9	24.2	1.6	100.0	
	Previous degree	N	2	2	3	0	0	0	0	7	
		%	28.6	28.6	42.9	0.0	0.0	0.0	0.0	100.0	
	Special degree	N	2	3	2	0	0	3	0	10	
		%	20.0	30.0	20.0	0.0	0.0	30.0	0.0	100.0	
	Graduate	N	20	10	3	7	3	19	0	62	
		%	32.3	16.1	4.8	11.3	4.8	30.6	0.0	100.0	
	Total		N	163	132	81	49	14	101	9	549
			%	29.7	24.0	14.8	8.9	2.6	18.4	1.6	100.0

			Volunteer Service Hours							Total
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more	Don't Know	
International	No	N	152	115	72	40	14	94	10	497
		%	30.6	23.1	14.5	8.0	2.8	18.9	2.0	100.0
	Yes	N	10	17	9	10	1	7	0	54
		%	18.5	31.5	16.7	18.5	1.9	13.0	0.0	100.0
Total		N	162	132	81	50	15	101	10	551
		%	29.4	24.0	14.7	9.1	2.7	18.3	1.8	100.0

			Volunteer Service Hours						Total		
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours or more		Don't Know	
Age Groups	18 - 19	N	43	37	22	9	2	18	1	132	
		%	32.6	28.0	16.7	6.8	1.5	13.6	0.8	100.0	
	20 - 21	N	46	40	37	21	3	28	6	181	
		%	25.4	22.1	20.4	11.6	1.7	15.5	3.3	100.0	
	22- 23	N	42	35	11	12	6	31	0	137	
		%	30.7	25.5	8.0	8.8	4.4	22.6	0.0	100.0	
	24 - 29	N	19	9	4	3	3	8	2	48	
		%	39.6	18.8	8.3	6.3	6.3	16.7	4.2	100.0	
	30 - 34	N	6	4	4	3	0	5	1	23	
		%	26.1	17.4	17.4	13.0	0.0	21.7	4.3	100.0	
	35 +	N	5	6	4	1	1	11	0	28	
		%	17.9	21.4	14.3	3.6	3.6	39.3	0.0	100.0	
	Total		N	161	131	82	49	15	101	10	549
			%	29.3	23.9	14.9	8.9	2.7	18.4	1.8	100.0