
ST. CLOUD STATE UNIVERSITY
ANNUAL SPRING SURVEY OF SCSU STUDENTS
SPRING 2016

RESULTS FOR DEPARTMENT OF CAMPUS INVOLVEMENT



PREPARED

BY

Sandrine Zerbib

ST. CLOUD STATE UNIVERSITY SURVEY
June 2016

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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. Amanda Hemmesch Breaker (SCSU Assistant Professor of 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.

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.

Amanda Hemmesch Breaker

Amanda Hemmesch Breaker is an Assistant Professor of Developmental Psychology at Saint Cloud State University. Dr. Hemmesch earned her Ph.D. in Lifespan Social-Developmental Psychology from Brandeis University. After graduate school, she worked as a cognitive epidemiologist studying older adult caregivers at Boston University's School of Public Health. Dr. Hemmesch's research focuses on how health and psychosocial factors, especially social relationships, influence development and well-being throughout adolescence and adulthood. Her current research examines factors that contribute to quality of life in aging, facial paralysis, and disability. She has published in *Psychology & Aging*, and *Stigma & Health*.

III. CALL CENTER SUPERVISORS AND TECHNOLOGY CONSULTANT

Lead Student Directors

Ms. Megan Kalk, 4th Year Student, Sociology and International Relations Majors, Onamia, Minnesota.

Ms. Karen Stay, Graduate Student, Cold Spring, Minnesota

Assistant Lead Director

Ms. Josefina Abdullah, 3rd year Student, Sociology Major, Kuala Lumpur, Malaysia.

Student Directors

Mr. Landry Kabore, 3rd year Student, Political Science and International Relations Majors, Ouagadougou, Burkina Faso.

Mr. Mike Grewatz, 4th year Student, Sociology Major, Duluth, Minnesota.

Mr. Cedric Filiyaro, 2nd year Student, Political Science Major, Saint Cloud, Minnesota.

Ms. Jordee Matson, 4th year, Sociology. Major, Thunder Bay, Ontario.

Student Technical Consultant

Ms. Irina Nishat 3rd year Student, Management Information Systems Major, St Cloud, Minnesota.

Student Callers

The interviewers for this survey are enrolled in the classes of Drs. Zerbib (Sociology) and Cottrill (Political Sciences) 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 2016 St. Cloud State University Survey findings are based on telephone interviews with a representative sample of 524 currently enrolled SCSU students. The sample included both landline phones and cell phones. Interviews were conducted from February 22 to February 28 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) 1,700 off-campus

residents were chosen from the population of SCSU off-campus residents with available phone numbers.

Contact Procedures

Before calling began, the original sample was comprised of 2,300 students, including 600 dorm residents and 1,700 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, 524 (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 59% 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 and also of graduate students were about 10% higher than the actuality. Statistical weighting was done on both variables – Dorm residency and class status – to make an exact match and gain representability.

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.

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 the 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

¹ The cooperation rate is determined by dividing the number of completed interviews (524), by the total of completed interviews, partial interviews, and refusals (total = 888).

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 25 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 25 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 2016 survey. <http://www.stcloudstate.edu/scsusurvey>.

Analysis (Important note)

Because the data for this survey included information about whether students were enrolled during the academic year of 2014-2015, we were able to conduct the analysis selecting for students who were enrolled during these semesters (fall 2014 and Spring 2015).

SUBSTANTIVE QUESTION FOR DEPARTMENT OF CAMPUS INVOLVEMENT:

QUESTION 1 [VOLUNHRS]:

During all of 2015, 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 2015, 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 2015, 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
7. I was not enrolled during those semesters (volunteered)
8. Don't Know
9. Refused

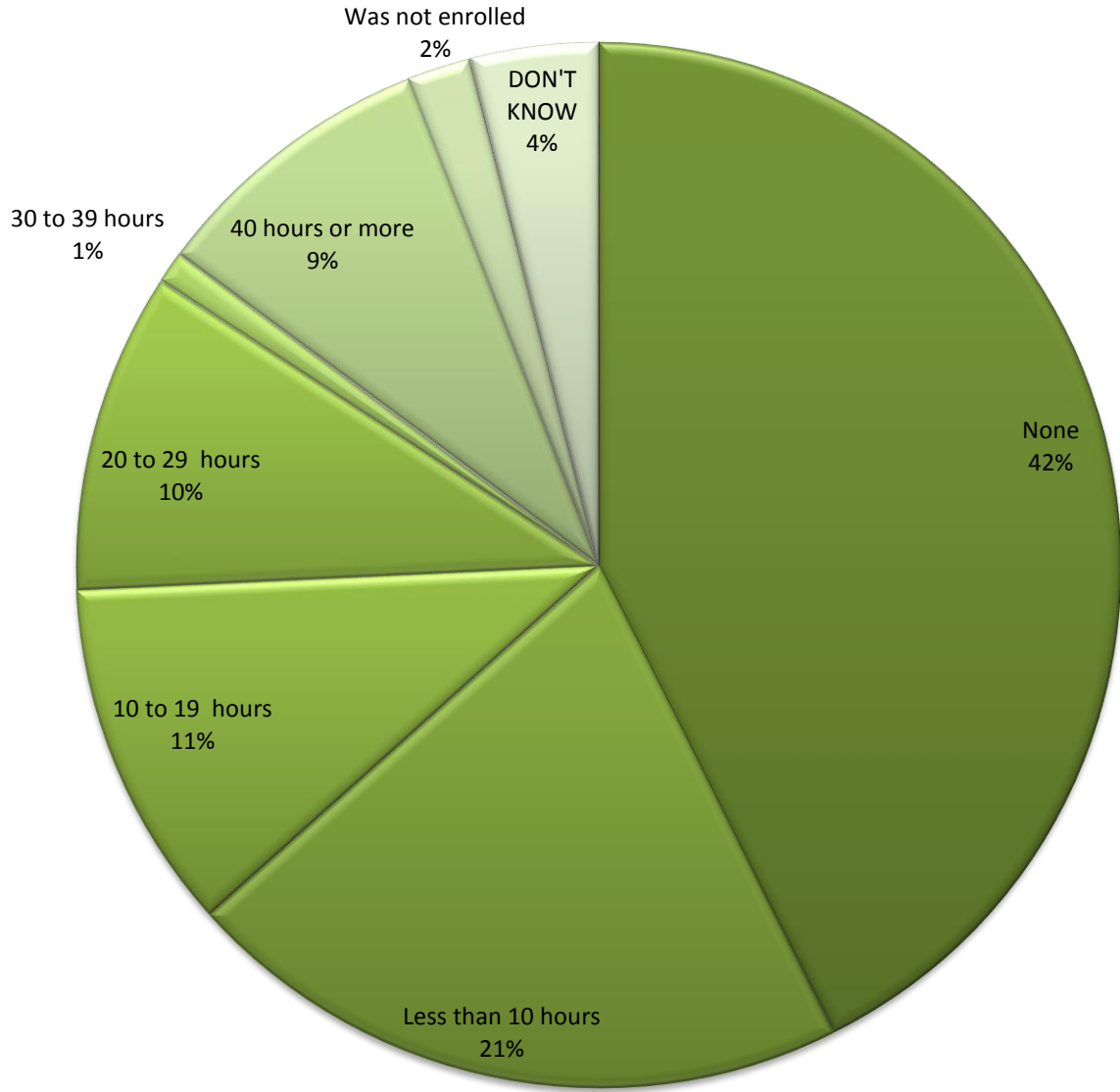
Academic Service Learning Hours

	Frequency	Percent
None	223	43%
Less than 10 hours	112	21%
10 to 19 hours	58	11%
20 to 29 hours	50	10%
30 to 39 hours	4	1%
40 hours or more	48	9%
I was not enrolled during those semesters	8	2%
Don't Know	20	4%
Total	522	101%

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

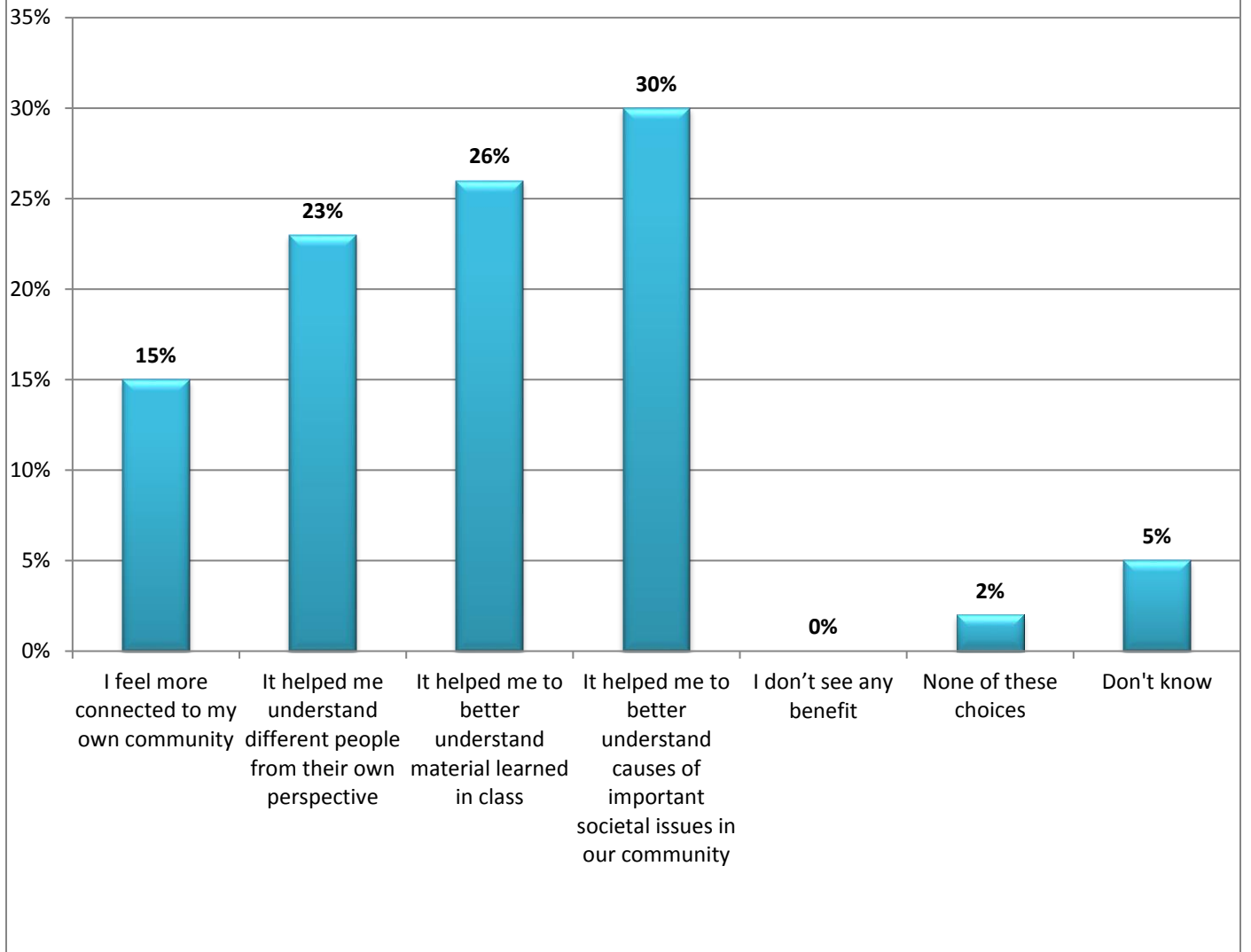
(Asked of those students who indicated they had 1 or more service learning hours)

	Frequency	Percent
I feel more connected to my own community	40	15%
It helped me understand different people from their own perspective	62	23%
It helped me to better understand material learned in class	69	26%
It helped me to better understand causes of important societal issues in our community	80	30%
I don't see any benefit	1	0%
None of these choices	4	2%
Don't know	14	5%
Total	271	101%

Missing/Non Applicable N=253

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

Greatest Benefit of Academic Service Learning

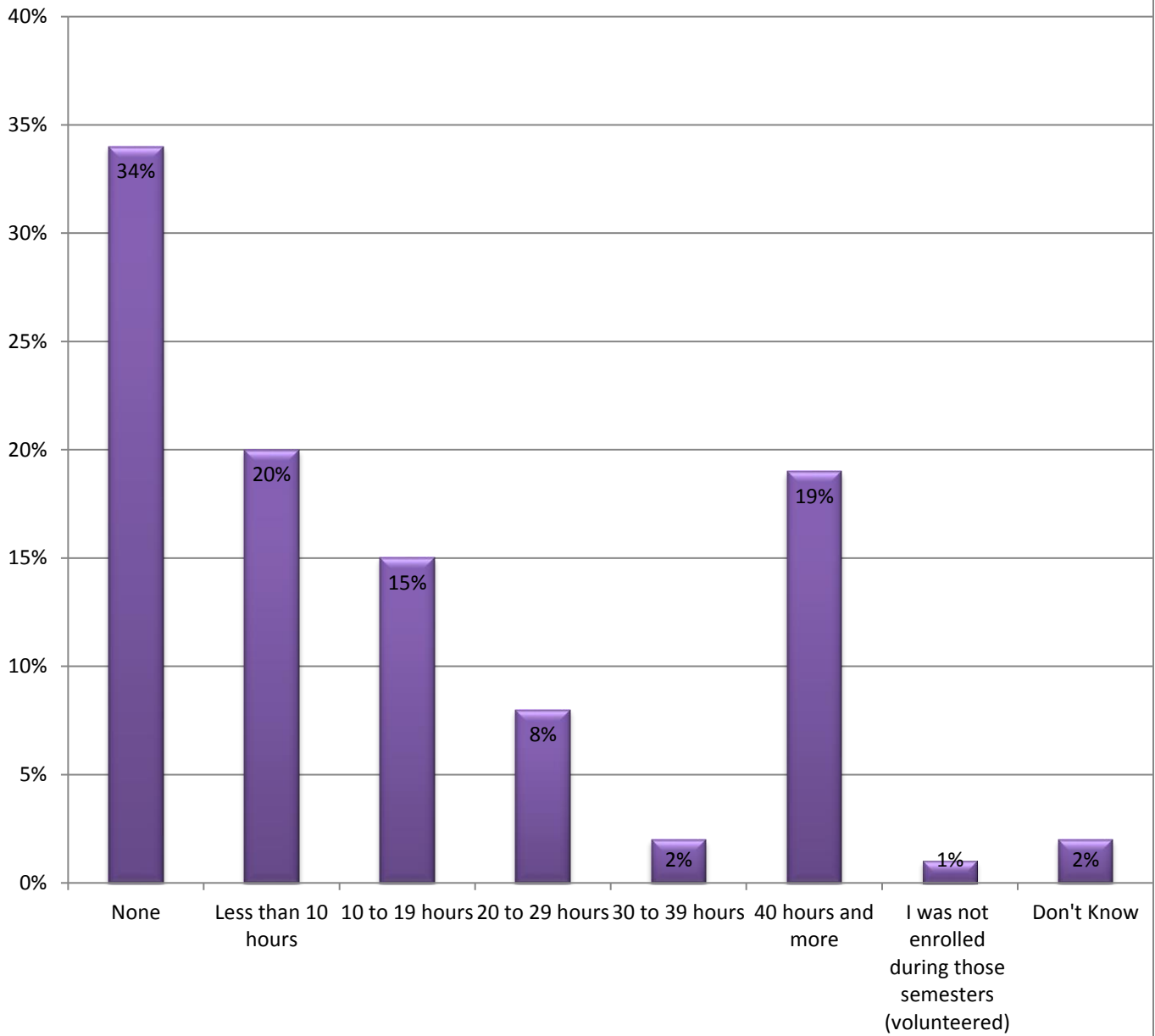


Volunteer Service Hours		
	Frequency	Percent
None	179	34%
Less than 10 hours	106	20%
10 to 19 hours	75	15%
20 to 29 hours	42	8%
30 to 39 hours	12	2%
40 hours or more	96	19%
I was not enrolled during those semesters	5	1%
Don't Know	6	1%
Total	522	100%

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 Respondents²

Sex		
	Frequency	Percent
Male	256	49%
Female	268	51%
Total	524	100%

On Campus or Off Campus Resident		
	Frequency	Percent
Off Campus	435	83%
On Campus	89	17%
Total	524	100%

Ethnicity		
	Frequency	Percent
Black or African-American	43	8%
Asian	14	3%
White	434	83%
Latino/a or Chicano/a	6	1%
American American/Alaska Native	1	.1%
Unknown	3	1%
More than 1	15	3%
Non-resident Alien	7	1%
Total	524	100%

Class Standing		
	Frequency	Percent
First Year	74	14%
Sophomore	94	18%
Junior	102	19%
Senior	143	27%
Previous Degree	27	5%
Special Degree	7	1%
Graduate	77	15%
Total	524	99%

² Weighted on dorm and class status.

International Student or Not International Student		
	Frequency	Percent
Not International	517	99%
International	7	1%
Total	524	101%

University College or School		
	Frequency	Percent
COLA	105	20%
COSE	104	20%
HBS	84	16%
SHHS	91	17%
SOE	62	12%
SOPA	53	10%
UG	25	5%
Total	524	100%

Student Enrolled or Not during academic year 2014-15		
	Frequency	Percent
Not enrolled	224	43%
Enrolled	300	57%
Total	524	101%

AGE		
	Frequency	Percent
18 to 20	61	43%
21 to 25	149	57%
26 to 30	149	
31 and older	164	
Total	523	101%

Missing N = 1 (less than 18 years old)

Age:	GPA:
Median = 27	Median = 3.0
Mean = 29.51	Mean = 2.92
Standard deviation = 9.39	Standard deviation = .78

			Academic Service Learning Hours								
			None	Less than 10 hours	10-19 hours	20-29 hours	30-39 hours	40 hours or more	Not enrolled	DK	
SEX	Male	Count	122	38	33	20	0	27	4	11	255
		%	48	15	13	8	0	11	2	4	
	Female	Count	102	74	26	30	3	21	4	9	269
		%	38	28	10	11	1	8	2	3	
DORM	Off Camp	Count	199	83	46	37	3	44	5	16	433
		%	46	19	11	9	1	10	1	4	
	On Camp	Count	24	29	12	13	1	4	3	4	90
		%	27	32	13	14	4	4	3	4	
ETHN	UnK	Count	0	2	1	1	0	0	0	0	4
		%	0	50	25	25	0	0	0	0	
	African Amer	Count	15	8	2	11	0	3	1	3	43
		%	35	19	5	27	0	7	2	7	
	Asian	Count	9	3	1	1	0	1	1	0	16
		%	56	19	6	6	0	6	6	0	
	White	Count	186	95	51	34	2	41	6	16	431
		%	43	22	12	8	1	8	1	4	
	More than one	Count	10	1	0	1	1	1	0	0	14
		%	71	7	0	7	7	7	0	0	
	Latino/a	Count	2	1	1	1	0	1	0	1	7
		%	29	14	14	14	0	14	0	14	
	Amer Indian	Count	0	1	0	0	0	0	0	0	1
		%	0	100	0	0	0	0	0	0	
	Non resident	Count	2	1	2	1	0	1	1	0	8
		%	25	13	25	13	0	13	13	0	
CLASS	First Year	Count	28	15	23	6	0	1	1	1	75
		%	37	20	31	8	0	1	1	1	
	Soph.	Count	40	26	5	18	1	2	1	2	95
		%	42	27	5	19	1	2	1	2	
	Junior	Count	41	26	12	5	0	9	0	6	99
		%	41	26	12	5	0	9	0	6	
	Senior	Count	63	30	12	12	1	20	2	3	143
		%	44	21	8	8	1	14	1	2	
	Prev. Degree	Count	12	2	3	1	1	5	0	2	26
		%	46	8	12	4	4	19	0	8	
	Special	Count	1	1	1	1	0	1	0	1	6
		%	17	17	17	17	0	17	0	17	

	Grad	Count	39	11	4	7	1	10	3	3	77
		%	51	14	4	9	1	13	4	4	

			None	Less than 10	10-19 hours	20-29 hours	30-39 hours	40 hours or more	Not Enroll.	DK	
DOMESTIC/ INTERNAT.	Domestic	Count	222	110	57	49	3	47	7	20	515
		%	43	21	11	10	1	9	1	4	
	Internat.	Count	2	1	2	1	0	1	1	0	8
		%	25	13	25	13	0	13	13	0	
Age Groups	18-20 years	Count	17	21	7	8	1	2	2	3	61
		%	28	34	12	13	2	3	3	5	
	21-25 years	Count	59	39	13	12	1	13	3	10	150
		%	40	23	16	5	4	6	2	3	
	26-30 years	Count	66	25	25	16	0	14	1	2	149
		%	44	17	17	11	0	9	1	1	
	31 years or older	Count	80	27	14	14	2	19	2	6	164
		%	49	17	9	9	1	12	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	14	28	34	30	0	4	7	117
		%	12	24	29	26	0	3	6	
	Female	Count	26	34	35	50	1	0	7	153
		%	17	22	23	33	1	0	5	
DORM	Off Camp	Count	30	49	56	60	1	4	11	211
		%	14	23	27	28	1	2	5	
	On Camp	Count	11	13	13	20	0	0	2	59
		%	19	22	22	34	0	0	3	
ETHN.	UnK	Count	0	3	0	1	0	0	0	4
		%	0	75	0	25	0	0	0	
	African Amer	Count	3	3	2	12	0	1	2	23
		%	13	13	9	52	0	4	9	
	Asian	Count	3	1	1	1	0	0	0	6
		%	50	17	17	17	0	0	0	
	White	Count	32	52	62	63	1	3	11	224
		%	14	23	28	28	0	1	5	
	More than one	Count	2	1	1	1	0	0	0	5
		%	40	20	20	20	0	0	0	
	Latino/a	Count	0	2	1	1	0	0	0	4
		%	0	50	25	25	0	0	0	
	Native Amer	Count	0	0	1	0	0	0	0	1
		%	0	0	100	0	0	0	0	0
Non-resident	Count	0	1	2	2	0	0	0	5	
	%	0	20	40	40	0	0	0		
CLASS	First Year	Count	6	13	14	9	0	0	2	44
		%	14	30	32	21	0	0	5	
	Soph.	Count	3	5	9	30	0	0	4	51
		%	6	10	18	59	0	0	8	
	Junior	Count	10	10	15	15	0	2	0	52
		%	19	19	29	29	0	4	0	
	Senior	Count	15	21	15	17	1	2	3	74
		%	20	28	20	23	1	3	4	
Prev.	Count	0	2	6	3	0	0	1	12	

	Degree	%	0	18	50	25	0	0	8	
	Special	Count	3	5	9	5	1	1	1	25
		%	12	20	36	20	4	4	4	
	Grad	Count	5	11	6	7	0	0	3	32
		%	16	34	19	22	0	0	9	

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	40	62	67	78	1	4	14	266
		%	15	23	25	29	0	2	5	
	Internat.	Count	0	1	2	2	0	0	0	5
		%	0	20	40	40	0	0	0	
Age Groups	18-20 years	Count	5	9	10	15	0	0	0	39
		%	13	23	26	39	3	1	1	
	21-25 years	Count	18	13	14	24	0	3	5	77
		%	23	17	18	31	0	4	7	
	26-30 years	Count	7	23	21	21	0	1	7	80
		%	9	29	26	26	0	1	9	
	31 years or older	Count	10	18	25	20	1	0	2	76
		%	13	24	33	26	1	0	3	

Volunteer Service Hours

		None	Less than 10 h	10-19 hours	20-29 hours	30-39 hours	40 hrs or more	Not Enroll.	DK	Total	
SEX	Male	Count	98	47	31	19	3	47	4	5	254
		%	39	19	12	8	1	19	2	2	
	Female	Count	80	60	44	23	9	50	2	1	269
		%	30	22	16	9	3	19	1	0	
DORM	Off Camp	Count	154	81	58	32	9	90	3	5	432
		%	36	19	13	7	2	21	1	1	
	On Camp	Count	25	25	18	10	3	6	2	1	90
		%	28	28	20	11	3	7	2	1	
ETHN	UnK.	Count	1	1	1	0	0	1	0	0	4
		%	25	25	25	0	0	25	0	0	
	African Amer	Count	9	8	5	11	1	8	1	0	43
		%	21	19	12	26	2	19	2	0	
	Asian	Count	6	5	0	1	0	3	0	0	15
		%	40	33	0	7	0	20	0	0	
	White	Count	152	88	64	29	12	78	4	5	432
		%	35	20	15	7	3	18	1	1	
	More than 1	Count	7	2	1	0	0	4	0	0	14
		%	50	14	7	0	0	29	0	0	
	Latino/a	Count	2	2	1	0	0	1	0	0	6
		%	33	33	17	0	0	17	0	0	
	Amer Indian	Count	0	0	0	1	0	0	0	0	1
		%	0	0	0	100	0	0	0	0	
Non-resident	Count	2	0	2	1	0	1	1	1	8	
	%	25	0	25	13	0	13	13	13		
CLASS	First Year	Count	28	32	7	3	1	2	1	0	74
		%	38	43	10	4	1	3	1	0	
	Soph.	Count	32	20	20	9	1	11	1	1	95
		%	34	21	21	10	1	12	1	1	
	Junior	Count	34	17	17	9	3	21	0	0	101
		%	34	17	17	9	3	21	0	0	
	Senior	Count	60	21	16	6	3	34	1	2	143
		%	42	15	11	4	2	24	1	1	
	Prev. Degree	Count	7	3	3	4	1	7	0	0	25
		%	28	12	12	16	4	28	0	0	
Special	Count	1	2	0	0	1	2	0	0	6	

	%	17	33	0	0	17	33	0	0	
Grad	Count	17	11	13	10	2	19	2	3	77
	%	22	14	17	13	3	25	3	4	

Volunteer Service Hours											
			None	Less than 10 h	10-19 hours	20-29 hours	30-39 hours	40 hrs or more	Not enroll	DK	Total
Domestic/ International	Domestic	Count	177	106	73	41	12	95	5	5	514
		%	34	21	14	8	2	19	1	1	
	Internat.	Count	2	0	2	1	0	1	1	1	8
		%	25	0	25	13	0	13	13	13	
Age Groups	18-20 years	Count	15	19	13	7	2	3	2	1	62
		%	24	31	21	11	3	5	3	2	
	21-25 years	Count	59	35	19	14	1	18	2	2	150
		%	39	23	13	9	1	12	1	1	
	26-30 years	Count	52	34	19	7	2	30	1	2	147
		%	35	23	13	5	1	20	1	1	
	31 years or older	Count	52	19	25	14	7	45	1	2	165
		%	32	12	15	9	4	27	1	1	