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**ST. CLOUD STATE UNIVERSITY**  
**ANNUAL SPRING SURVEY OF SCSU STUDENTS**  
**SPRING 2017**

**RESULTS FOR DEPARTMENT OF CAMPUS  
INVOLVEMENT**

**PREPARED**

**BY**

*Sandrine Zerbib*

**ST. CLOUD STATE UNIVERSITY SURVEY**  
**June 2017**

## 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 2017 are as follows:

- **Landry Kabore**, Lead Student Director. Fourth-year student, Political Science and International Relations, Ouagadougou, Burkina Faso.
- **Liz Pawelk**, Assistant Lead Director. Third-year student, Anthropology, Lester Prairie, Minnesota.
- **Jack Spaeth**, Assistant Lead Director. Second-year student, Planning and Community Development, Montevideo, Minnesota.
- **Karen Elizabeth Stay**, Graduate Lab Manager. Graduate student, Master of Public Administration, Cold Spring, Minnesota. Bachelor of Arts in Anthropology, Bachelor of Arts in Sociology and a Bachelor of Science in Community Health, and special studies in program evaluation.
- **Cedric Filiyaro**, student director. Third-year student, Political Science, St. Cloud, Minnesota.
- **Josefina Abdullah**, student director. Fourth year student, Sociology, Kuala Lumpur, Malaysia.
- **Ansai Fatou BioSawe**, student director. Second-year student, Sociology and Statistics, Cotonou, Benin.
- **Charlotte Jacobson**, student director. Fourth-year student, Psychology, Melrose, Minnesota.
- **Heather Blohm**, student director. Graduate student, Psychology, Verona, Wisconsin.
- **Emily Herne**, student director. Fourth-year student, Sociology, McHenry, Illinois.
- **Tazin Siddiquee**, student technical consultant. Graduate student, Computer Information Systems, Auckland, New Zealand.

The interviewers/student callers for this survey are enrolled in the classes of Drs. Zerbib (Sociology), Finan (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.

### b. METHODOLOGY

The February 2017 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 21 to February 27 (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: (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 the population of SCSU off-campus residents with available phone numbers. Because of an error in the random sample generated by the center for information system, no international students were included. An additional sample of 400 international students was drawn in March to correct an error in the original sample. International students were surveyed on March 18<sup>th</sup>.

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, 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, 653 (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. 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 79% cooperation rate<sup>1</sup>. 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 error for the complete set of weighted data is  $\pm 2$  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 dorm residents and ethnicity. All statistics reported are weighted.

The total survey data set consisted of 33 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 33 questions, three were asked for the SCSU Campus Involvement.

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<sup>1</sup> 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).

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 2017 survey. <http://www.stcloudstate.edu/scsusurvey>.

## **SUBSTANTIVE QUESTION FOR DEPARTMENT OF CAMPUS INVOLVEMENT:**

### **QUESTION 1 [VOLUNHRS]:**

During all of 2016, 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 2016, 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 2016, 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.

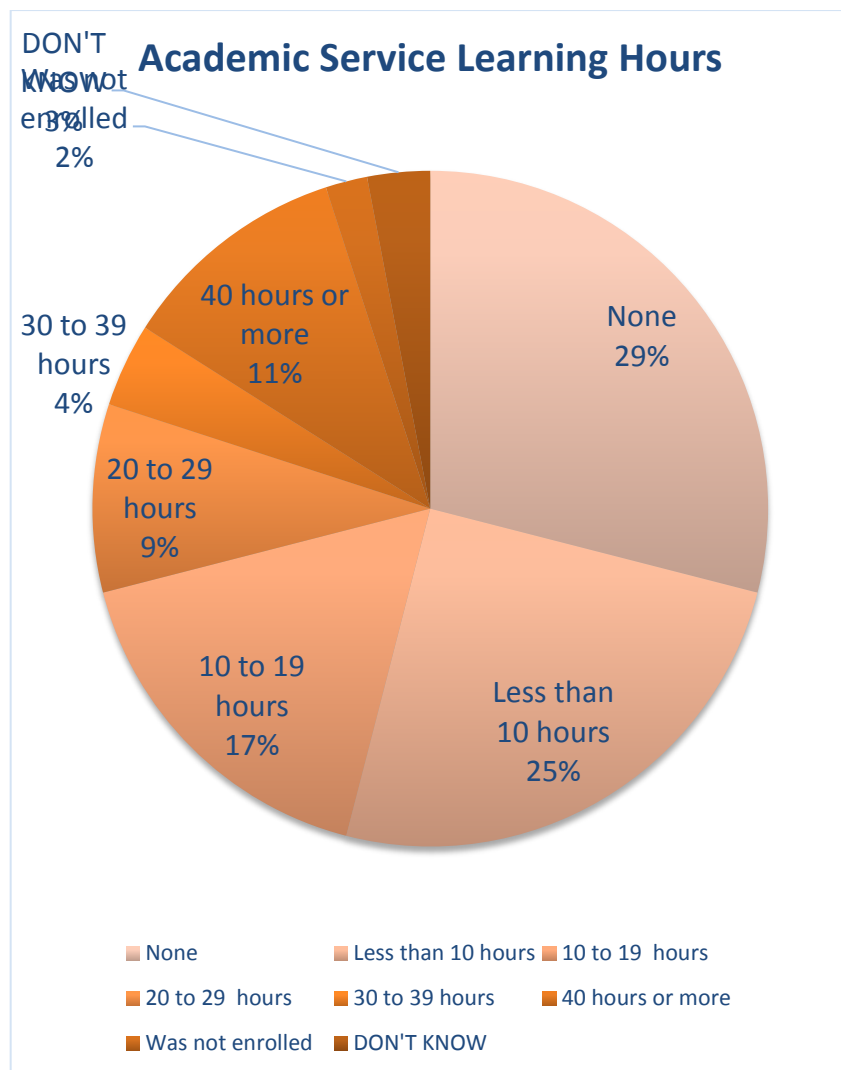
1. None
2. Less than 10 hours total
3. 10 to 19 hours total
4. 20 to 29 hours total
5. 30 to 39 hours total
6. 40 hours more than
  
8. Don't Know
9. Refused

## Academic Service Learning Hours

	Frequency	Percent
None	189	29.1
Less than 10 hours	164	25.3
10 to 19 hours	108	16.7
20 to 29 hours	60	9.3
30 to 39 hours	28	4.3
40 hours or more	70	10.7
I was not enrolled during those semesters	13	2.1
Don't Know	16	2.5
<b>Total</b>	<b>649</b>	<b>100.0</b>

Missing/Refused N = 2

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



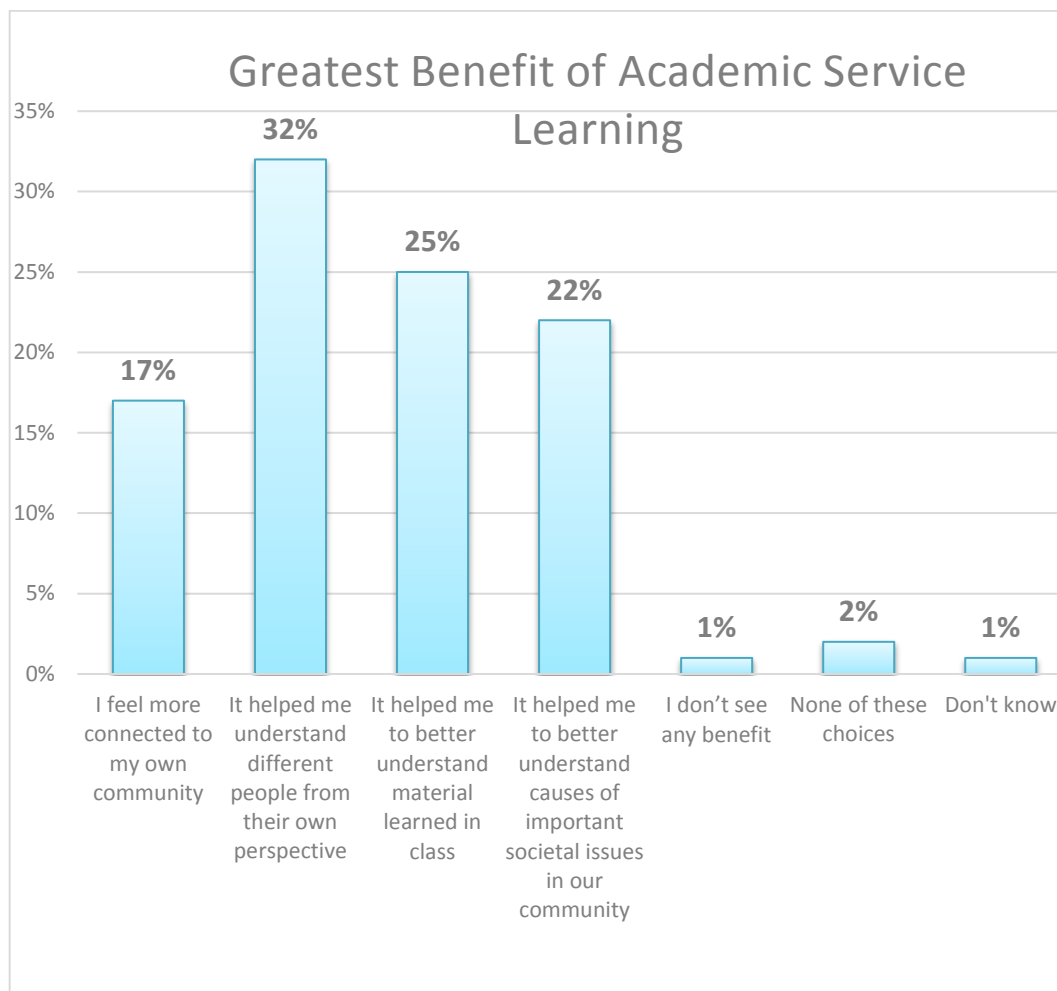
## Greatest Benefit of Academic Service Learning

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

	Frequency	Percent
I feel more connected to my own community	73	17.1
It helped me understand different people from their own perspective	135	31.5
It helped me to better understand material learned in class	109	25.4
It helped me to better understand causes of important societal issues in our community	95	22.2
I don't see any benefit	4	1.0
None of these choices	6	1.5
Don't know	6	1.4
<b>Total</b>	<b>430</b>	<b>100.0</b>

Missing/Non Applicable N=221; Refused N = 1.

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

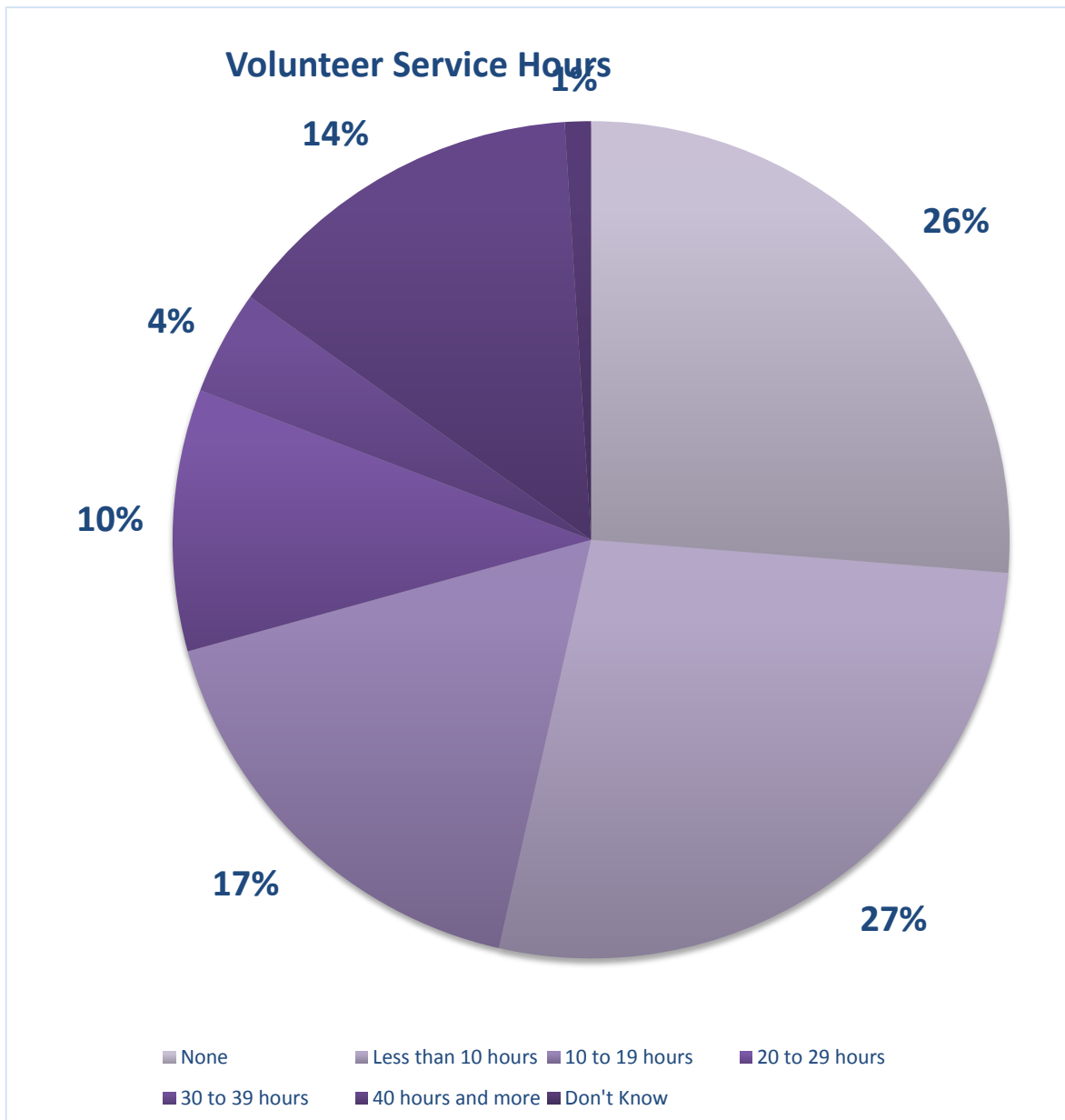


### Volunteer Service Hours

	Frequency	Percent
None	166	25.5
Less than 10 hours	178	27.4
10 to 19 hours	112	17.3
20 to 29 hours	68	10.4
30 to 39 hours	28	4.3
40 hours or more	91	14.1
Don't Know	6	.9
<b>Total</b>	<b>650</b>	<b>100.0</b>

Missing/Refused N = 1

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





## Demographic Breakdown of Respondents<sup>2</sup>

### Sex

	Frequency	Valid Percent
Male	309	47.4
Female	342	52.6
Total	651	100.0

### Living in Dorm/Not Living in Dorm

	Frequency	Valid Percent
No	444	68.2
Yes	207	31.8
Total	651	100.0

### Ethnicity/Race

	Frequency	Valid Percent
Unknown	85	13.1
Black	45	6.9
Asian	35	5.3
Caucasian	441	67.8
Hispanic	28	4.3
American Indian	1	.2
Non-resident Alien	16	2.4
Total	651	100.0

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<sup>2</sup> Weighted on dorm and class status.

### Class

	Frequency	Valid Percent
First Year	137	21.0
Sophomore	118	18.2
Junior	121	18.5
Senior	157	24.1
Previous degree	12	1.9
Special degree	23	3.6
Graduate	83	12.8
Total	651	100.0

### International

	Frequency	Valid Percent
No	573	88.0
Yes	78	12.0
Total	651	100.0

### University College or School

	Frequency	Valid Percent
COLA	90	13.8
COSE	155	23.9
HBS	121	18.5
SHHS	103	15.9
SOE	70	10.8
SOPA	58	8.9
UG	54	8.3
Total	651	100.0

### Age Groups

		Frequency	Valid Percent
	18 - 20	292	45.1
	21 - 23	169	26.0
	24 - 30	110	17.1
	31 - 39	37	5.7
	over 40	40	6.1
	Total	647	100.0

Missing/Refused N = 1 (less than 18 years old)

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

	Total number	Minimum	Maximum	Mean	Standard Deviation	Median
Age	647	18	72	23.61	7.6	21
GPA	607	.00	4.00	3.05	.73	3.1

			Academic Service Learning Hours								Total
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours more than	I was not enrolled during those semesters	Don't Know	
Sex	Male	N	101	85	47	21	12	26	7	8	307
		%	32.9%	27.7%	15.3%	6.8%	3.9%	8.5%	2.3%	2.6%	100.0%
	Female	N	87	77	61	39	16	43	6	8	337
		%	25.8%	22.8%	18.1%	11.6%	4.7%	12.8%	1.8%	2.4%	100.0%
Total		N	188	162	108	60	28	69	13	16	644
		%	29.2%	25.2%	16.8%	9.3%	4.3%	10.7%	2.0%	2.5%	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 more than	I was not enrolled during those semesters	Don't Know	
Dorm	No	N	134	110	68	37	21	46	12	10	438
		%	30.6%	25.1%	15.5%	8.4%	4.8%	10.5%	2.7%	2.3%	100.0%
	Yes	N	54	52	40	23	7	24	1	6	207
		%	26.1%	25.1%	19.3%	11.1%	3.4%	11.6%	0.5%	2.9%	100.0%
Total		N	188	162	108	60	28	70	13	16	645
		%	29.1%	25.1%	16.7%	9.3%	4.3%	10.9%	2.0%	2.5%	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 more than	I was not enrolled during those semesters	Don't Know		
Ethnicity	Unknown	N	23	21	18	6	4	10	3	1	86	
		%	26.7%	24.4%	20.9%	7.0%	4.7%	11.6%	3.5%	1.2%	100.0%	
	Black	N	14	10	6	5	4	5	1	0	45	
		%	31.1%	22.2%	13.3%	11.1%	8.9%	11.1%	2.2%	0.0%	100.0%	
	Asian	N	5	12	8	1	2	3	0	5	36	
		%	13.9%	33.3%	22.2%	2.8%	5.6%	8.3%	0.0%	13.9%	100.0%	
	White	N	134	106	66	45	18	47	10	10	436	
		%	30.7%	24.3%	15.1%	10.3%	4.1%	10.8%	2.3%	2.3%	100.0%	
	Hispanic/Latino	N	9	7	5	2	1	3	0	1	28	
		%	32.1%	25.0%	17.9%	7.1%	3.6%	10.7%	0.0%	3.6%	100.0%	
	American Indian	N	0	0	0	1	0	0	0	0	1	
		%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
	Non-resident Alien	N	3	6	4	1	0	2	0	0	16	
		%	18.8%	37.5%	25.0%	6.3%	0.0%	12.5%	0.0%	0.0%	100.0%	
	Total		N	188	162	107	61	29	70	14	17	648
			%	29.0%	25.0%	16.5%	9.4%	4.5%	10.8%	2.2%	2.6%	100.0%

			Academic Service Learning Hours							I was not enrolled during those semesters	Don't Know	Total
			11	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours more than				
<b>Class</b>	<b>First Year</b>	<b>N</b>	37	31	27	17	7	11	4	4	138	
		<b>%</b>	26.8%	22.5%	19.6%	12.3%	5.1%	8.0%	2.9%	2.9%	100.0%	
	<b>Sophomore</b>	<b>N</b>	29	39	23	9	3	9	3	2	117	
		<b>%</b>	24.8%	33.3%	19.7%	7.7%	2.6%	7.7%	2.6%	1.7%	100.0%	
	<b>Junior</b>	<b>N</b>	33	36	26	4	3	13	3	2	120	
		<b>%</b>	27.5%	30.0%	21.7%	3.3%	2.5%	10.8%	2.5%	1.7%	100.0%	
	<b>Senior</b>	<b>N</b>	36	38	20	22	11	25	0	5	157	
		<b>%</b>	22.9%	24.2%	12.7%	14.0%	7.0%	15.9%	0.0%	3.2%	100.0%	
	<b>Previous degree</b>	<b>N</b>	6	3	0	0	1	1	1	0	12	
		<b>%</b>	50.0%	25.0%	0.0%	0.0%	8.3%	8.3%	8.3%	0.0%	100.0%	
	<b>Special degree</b>	<b>N</b>	9	6	2	2	0	1	0	0	20	
		<b>%</b>	45.0%	30.0%	10.0%	10.0%	0.0%	5.0%	0.0%	0.0%	100.0%	
	<b>Graduate</b>	<b>N</b>	38	9	9	7	4	10	2	4	83	
		<b>%</b>	45.8%	10.8%	10.8%	8.4%	4.8%	12.0%	2.4%	4.8%	100.0%	
<b>Total</b>		<b>N</b>	188	162	107	61	29	70	13	17	647	
		<b>%</b>	29.1%	25.0%	16.5%	9.4%	4.5%	10.8%	2.0%	2.6%	100.0%	

			Academic Service Learning Hours							Don't Know	Total
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours more than	I was not enrolled during those semesters		
International	No	N	167	142	90	56	25	61	11	16	568
		%	29.4%	25.0%	15.8%	9.9%	4.4%	10.7%	1.9%	2.8%	100.0%
	Yes	N	21	21	18	5	3	9	3	0	80
		%	26.3%	26.3%	22.5%	6.3%	3.8%	11.3%	3.8%	0.0%	100.0%
<b>Total</b>		N	188	163	108	61	28	70	14	16	648
		%	29.0%	25.2%	16.7%	9.4%	4.3%	10.8%	2.2%	2.5%	100.0%

			Academic Service Learning Hours							Don't Know	Total	
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours more than	I was not enrolled during those semesters			
Age Groups	18 - 20	N	70	78	60	34	10	28	4	7	291	
		%	24.1%	26.8%	20.6%	11.7%	3.4%	9.6%	1.4%	2.4%	100.0%	
	21 - 23	N	43	45	33	14	8	18	3	3	167	
		%	25.7%	26.9%	19.8%	8.4%	4.8%	10.8%	1.8%	1.8%	100.0%	
	24 - 30	N	37	27	8	8	10	15	5	1	111	
		%	33.3%	24.3%	7.2%	7.2%	9.0%	13.5%	4.5%	0.9%	100.0%	
	31 - 39	N	18	6	4	2	0	5	1	2	38	
		%	47.4%	15.8%	10.5%	5.3%	0.0%	13.2%	2.6%	5.3%	100.0%	
	over 40	N	20	6	3	2	1	4	0	3	39	
		%	51.3%	15.4%	7.7%	5.1%	2.6%	10.3%	0.0%	7.7%	100.0%	
	<b>Total</b>		N	188	162	108	60	29	70	13	16	646
			%	29.1%	25.1%	16.7%	9.3%	4.5%	10.8%	2.0%	2.5%	100.0%

			Greatest Benefit of Academic Service Learning							
			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	Total
<b>Sex</b>	<b>Male</b>	<b>N</b>	25	57	56	41	3	4	4	190
		<b>%</b>	13.2%	30.0%	29.5%	21.6%	1.6%	2.1%	2.1%	100.0%
	<b>Female</b>	<b>N</b>	49	78	53	52	1	2	2	237
		<b>%</b>	20.7%	32.9%	22.4%	21.9%	0.4%	0.8%	0.8%	100.0%
<b>Total</b>		<b>N</b>	74	135	109	93	4	6	6	427
		<b>%</b>	17.3%	31.6%	25.5%	21.8%	0.9%	1.4%	1.4%	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	
Ethnicity	Unknown	N	5	30	13	9	1	0	1	59
		%	8.5%	50.8%	22.0%	15.3%	1.7%	0.0%	1.7%	100.0%
	Black	N	9	10	4	6	0	0	1	30
		%	30.0%	33.3%	13.3%	20.0%	0.0%	0.0%	3.3%	100.0%
	Asian	N	4	7	5	8	0	1	0	25
		%	16.0%	28.0%	20.0%	32.0%	0.0%	4.0%	0.0%	100.0%
	White	N	50	81	80	64	3	4	2	284
		%	17.6%	28.5%	28.2%	22.5%	1.1%	1.4%	0.7%	100.0%
	Hispanic/Latino	N	4	5	3	3	0	1	2	18
		%	22.2%	27.8%	16.7%	16.7%	0.0%	5.6%	11.1%	100.0%
	American Indian	N	0	0	1	0	0	0	0	1
		%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Non-resident Alien	N	3	2	4	3	0	1	0	13
		%	23.1%	15.4%	30.8%	23.1%	0.0%	7.7%	0.0%	100.0%
Total		N	75	135	110	93	4	7	6	430
		%	17.4%	31.4%	25.6%	21.6%	0.9%	1.6%	1.4%	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		
<b>Class</b>	<b>First Year</b>	<b>N</b>	22	29	18	19	1	2	1	92	
		<b>%</b>	23.9%	31.5%	19.6%	20.7%	1.1%	2.2%	1.1%	100.0%	
	<b>Sophomore</b>	<b>N</b>	20	28	18	15	0	1	2	84	
		<b>%</b>	23.8%	33.3%	21.4%	17.9%	0.0%	1.2%	2.4%	100.0%	
	<b>Junior</b>	<b>N</b>	11	27	21	20	1	0	1	81	
		<b>%</b>	13.6%	33.3%	25.9%	24.7%	1.2%	0.0%	1.2%	100.0%	
	<b>Senior</b>	<b>N</b>	14	37	32	26	1	2	2	114	
		<b>%</b>	12.3%	32.5%	28.1%	22.8%	0.9%	1.8%	1.8%	100.0%	
	<b>Previous degree</b>	<b>N</b>	0	1	4	0	0	0	0	5	
		<b>%</b>	0.0%	20.0%	80.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
	<b>Special degree</b>	<b>N</b>	2	2	2	6	0	0	0	12	
		<b>%</b>	16.7%	16.7%	16.7%	50.0%	0.0%	0.0%	0.0%	100.0%	
	<b>Graduate</b>	<b>N</b>	5	12	13	7	1	2	0	40	
		<b>%</b>	12.5%	30.0%	32.5%	17.5%	2.5%	5.0%	0.0%	100.0%	
	<b>Total</b>		<b>N</b>	74	136	108	93	4	7	6	428
			<b>%</b>	17.3%	31.8%	25.2%	21.7%	0.9%	1.6%	1.4%	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	69	106	99	84	3	6	5	372
		%	18.5%	28.5%	26.6%	22.6%	0.8%	1.6%	1.3%	100.0%
	Yes	N	5	29	10	9	1	0	1	55
		%	9.1%	52.7%	18.2%	16.4%	1.8%	0.0%	1.8%	100.0%
Total		N	74	135	109	93	4	6	6	427
		%	17.3%	31.6%	25.5%	21.8%	0.9%	1.4%	1.4%	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	18 - 20	N	48	68	49	41	0	2	3	211
		%	22.7%	32.2%	23.2%	19.4%	0.0%	0.9%	1.4%	100.0%
	21 - 23	N	12	40	30	33	0	1	1	117
		%	10.3%	34.2%	25.6%	28.2%	0.0%	0.9%	0.9%	100.0%
	24 - 30	N	8	19	17	15	3	2	2	66
		%	12.1%	28.8%	25.8%	22.7%	4.5%	3.0%	3.0%	100.0%
	31 - 39	N	5	1	6	3	0	1	0	16
		%	31.3%	6.3%	37.5%	18.8%	0.0%	6.3%	0.0%	100.0%
over 40	N	0	6	7	1	1	1	0	16	
	%	0.0%	37.5%	43.8%	6.3%	6.3%	6.3%	0.0%	100.0%	
Total		N	73	134	109	93	4	7	6	426
		%	17.1%	31.5%	25.6%	21.8%	0.9%	1.6%	1.4%	100.0%

			Volunteer Service Hours						Don't Know	Total
			None	Less than 10 hours	10 to 19 hours	20 to 29 hours	30 to 39 hours	40 hours more than		
Sex	Male	N	87	78	53	21	13	50	3	305
		%	28.5%	25.6%	17.4%	6.9%	4.3%	16.4%	1.0%	100.0%
	Female	N	77	99	59	47	14	41	3	340
		%	22.6%	29.1%	17.4%	13.8%	4.1%	12.1%	0.9%	100.0%
Total		N	164	177	112	68	27	91	6	645
		%	25.4%	27.4%	17.4%	10.5%	4.2%	14.1%	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 more than	Don't Know	
<b>Dorm</b>	<b>No</b>	<b>N</b>	113	119	73	43	19	70	4	441
		<b>%</b>	25.6%	27.0%	16.6%	9.8%	4.3%	15.9%	0.9%	100.0%
	<b>Yes</b>	<b>N</b>	51	59	40	25	9	21	2	207
		<b>%</b>	24.6%	28.5%	19.3%	12.1%	4.3%	10.1%	1.0%	100.0%
<b>Total</b>		<b>N</b>	164	178	113	68	28	91	6	648
		<b>%</b>	25.3%	27.5%	17.4%	10.5%	4.3%	14.0%	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 more than	Don't Know		
<b>Ethnicity</b>	<b>Unknown</b>	<b>N</b>	16	31	14	5	1	17	2	86	
		<b>%</b>	18.6%	36.0%	16.3%	5.8%	1.2%	19.8%	2.3%	100.0%	
	<b>Black</b>	<b>N</b>	15	9	6	6	2	7	0	45	
		<b>%</b>	33.3%	20.0%	13.3%	13.3%	4.4%	15.6%	0.0%	100.0%	
	<b>Asian</b>	<b>N</b>	9	9	6	6	2	3	1	36	
		<b>%</b>	25.0%	25.0%	16.7%	16.7%	5.6%	8.3%	2.8%	100.0%	
	<b>White</b>	<b>N</b>	112	115	80	46	20	63	3	439	
		<b>%</b>	25.5%	26.2%	18.2%	10.5%	4.6%	14.4%	0.7%	100.0%	
	<b>Hispanic/Latino</b>	<b>N</b>	9	9	3	3	1	3	0	28	
		<b>%</b>	32.1%	32.1%	10.7%	10.7%	3.6%	10.7%	0.0%	100.0%	
	<b>American Indian</b>	<b>N</b>	0	1	0	0	0	0	0	1	
		<b>%</b>	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
	<b>Non-resident Alien</b>	<b>N</b>	3	4	4	3	1	0	1	16	
		<b>%</b>	18.8%	25.0%	25.0%	18.8%	6.3%	0.0%	6.3%	100.0%	
	<b>Total</b>		<b>N</b>	164	178	113	69	27	93	7	651
			<b>%</b>	25.2%	27.3%	17.4%	10.6%	4.1%	14.3%	1.1%	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 more than	Don't Know	
<b>Class</b>	<b>First Year</b>	<b>N</b>	40	34	24	20	3	13	3	137
		<b>%</b>	29.2%	24.8%	17.5%	14.6%	2.2%	9.5%	2.2%	100.0%
	<b>Sophomore</b>	<b>N</b>	23	33	24	14	6	17	2	119
		<b>%</b>	19.3%	27.7%	20.2%	11.8%	5.0%	14.3%	1.7%	100.0%
	<b>Junior</b>	<b>N</b>	36	27	20	11	6	19	1	120
		<b>%</b>	30.0%	22.5%	16.7%	9.2%	5.0%	15.8%	0.8%	100.0%
	<b>Senior</b>	<b>N</b>	38	52	22	18	6	20	1	157
		<b>%</b>	24.2%	33.1%	14.0%	11.5%	3.8%	12.7%	0.6%	100.0%
	<b>Previous degree</b>	<b>N</b>	5	2	4	0	1	0	0	12
		<b>%</b>	41.7%	16.7%	33.3%	0.0%	8.3%	0.0%	0.0%	100.0%
	<b>Special degree</b>	<b>N</b>	3	4	7	2	0	6	0	22
		<b>%</b>	13.6%	18.2%	31.8%	9.1%	0.0%	27.3%	0.0%	100.0%
	<b>Graduate</b>	<b>N</b>	19	27	11	3	6	17	0	83
		<b>%</b>	22.9%	32.5%	13.3%	3.6%	7.2%	20.5%	0.0%	100.0%
	<b>Total</b>	<b>N</b>	164	179	112	68	28	92	7	650
		<b>%</b>	25.2%	27.5%	17.2%	10.5%	4.3%	14.2%	1.1%	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 more than	Don't Know	
<b>International</b>	<b>No</b>	<b>N</b>	150	151	98	63	26	76	5	569
		<b>%</b>	26.4%	26.5%	17.2%	11.1%	4.6%	13.4%	0.9%	100.0%
	<b>Yes</b>	<b>N</b>	14	27	14	5	1	16	2	79
		<b>%</b>	17.7%	34.2%	17.7%	6.3%	1.3%	20.3%	2.5%	100.0%
<b>Total</b>	<b>N</b>	164	178	112	68	27	92	7	648	
	<b>%</b>	25.3%	27.5%	17.3%	10.5%	4.2%	14.2%	1.1%	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 more than	Don't Know	
Age Groups	18 - 20	N	71	71	58	37	14	38	4	293
		%	24.2%	24.2%	19.8%	12.6%	4.8%	13.0%	1.4%	100.0%
	21 - 23	N	42	55	25	20	4	20	3	169
		%	24.9%	32.5%	14.8%	11.8%	2.4%	11.8%	1.8%	100.0%
	24 - 30	N	32	33	20	5	4	16	0	110
		%	29.1%	30.0%	18.2%	4.5%	3.6%	14.5%	0.0%	100.0%
	31 - 39	N	6	7	2	4	3	13	0	35
		%	17.1%	20.0%	5.7%	11.4%	8.6%	37.1%	0.0%	100.0%
	over 40	N	12	11	7	2	3	5	0	40
	%	30.0%	27.5%	17.5%	5.0%	7.5%	12.5%	0.0%	100.0%	
Total		N	163	177	112	68	28	92	7	647
		%	25.2%	27.4%	17.3%	10.5%	4.3%	14.2%	1.1%	100.0%