An Analysis of the SERU Survey for the University of Minnesota Office for Public Engagement

2010

Office of Institutional Research | Ronald L. Huesman, Jr. & Krista M. Soria

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Executive Summary

This report presents findings from the Student Experience in the Research University survey at the University of Minnesota-Twin Cities. The report is organized according to student responses related to their participation in community service activities, course-based service learning, and other community-focused experiences. Key findings include:

- *Participation in Service:* Preliminary findings demonstrate that approximately 55% of survey respondents who answered questions in the civic and community engagement module (n = 1661) participated in community service during the 2009-2010 academic year.

- *Importance of Opportunities to Engage in Community Service:* The majority of students (75%) agree that opportunities for community service while in college are important to them. Additionally, 86% of students agree that opportunities to connect academic work with community-based experiences are important to them.

- *Involvement in Community Service:* Students are most likely to report that they became involved in community service by finding the work on their own (52%). Additionally, students are most likely to report that the reasons they became involved in community service include becoming a better citizen and community participant (74%) and because they hold a belief in the cause (73%).

- *Areas in Which Students Volunteer:* Students are more likely to volunteer in organizations focused on issues of hunger, health, children, mentorship, and housing/homelessness. The top organizations in which students volunteer include Feed My Starving Children, Habitat for Humanity, and the YMCA.

- *Course-Related Community Service:* Twenty-one percent of students indicated that they had a service learning experience related to their courses. Overall, students listed 87 courses in which they had conducted community service work.

- *Community-Focused Experiences:* Students were more likely to have been engaged in volunteer or community-service experiences (55%), charity (38%), and community empowerment and development areas (29%).

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Introduction

Dear Colleagues:

In 2008, the University of Minnesota adopted a *Ten-Point Plan for Advancing and Institutionalizing Public Engagement*, which details key components for strengthening the University's status as an engaged, public, research university. A component of this plan is to develop a comprehensive set of metrics that can measure the scale and scope of our community-engaged research, teaching, and public service initiatives across the University's five campuses, as well as to capture the impact of our engagement work on students, faculty, the University, and the various communities with which we partner.

This report presents findings from our initial effort on the Twin Cities campus to develop a profile of our students' participation in community service, service-learning, and other public engagement experiences. The results presented in the report are based on the responses submitted by more than 1,600 randomly selected students who completed the Civic and Community Engagement module within the Student Experience in the Research University (SERU) national survey. These findings provide a glimpse into our students' community-engaged experiences and the extent to which they find these experiences valuable to their overall education at the University.

The data we have collected also provide us with an opportunity to analyze different facets of student development by assessing the relationship between students' participation in public engagement activities and particular student outcomes such as academic persistence, degree completion, and achievement of University-wide student learning and development expectations. In addition, the data from this national survey allow us to benchmark our students' participation and experiences with those of our peer institutions.

These data are important in that they provide the evidence needed to secure ongoing support for engagement initiatives while also pointing to areas strengths and weaknesses as we work to ensure high quality programming.

I offer my sincere thanks to the research team at our Office for Institutional Research, especially Ronald Huesman and Krista Soria, for their excellent work on the data collection and ongoing analyses, and for producing this summary report.

Our ultimate goal is to use these data and findings to make informed, evidenced-based decisions regarding how to best advance our public engagement agenda across the University system in order to help us meet the promise of securing our institutional goal of being a fully engaged, public, research university.

Andrew Furco

Andrew Furco
Associate Vice President for Public Engagement

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2010 STUDENT EXPERIENCE IN THE RESEARCH UNIVERSITY (SERU)

Overview

The University of Minnesota-Twin Cities (UMNTC) has undertaken an innovative and ambitious plan to enhance the undergraduate experience of its students. UMNTC has developed a multi-dimensional effort that comprehensively addresses both social and educational outcomes to achieve a nationally unique and exemplary college experience.

As part of that effort, the University is participating in national student survey projects that will provide UMNTC with valuable information for developing effective student programs and policies. One of the most crucial parts of this effort is UMNTC's participation in a consortium of major research public universities who conduct the Student Experience in the Research University (SERU) survey of all undergraduates.

SERU Project

The SERU Project research team formed a SERU Consortium in 2008 that currently includes eighteen major U.S. universities, including all nine undergraduate campuses of the University of California system, along with seven other AAU institutions: University of Michigan at Ann Arbor, University of Southern California, University of North Carolina at Chapel Hill, University of Minnesota-Twin Cities, Rutgers University, University of Florida, University of Pittsburgh, University of Oregon, and University of Texas at Austin.

Three major uses of the SERU Consortium and survey products include the following:

ACADEMIC PROGRAM REVIEW: The SERU Survey provides a census and longitudinal data set providing a broad range of analysis including comparisons with equivalent academic programs at other Consortium campuses

CAMPUS AND PROGRAM ACCREDITATION: Provides ability to integrate SERU survey data with other campus data sets to identify effective programs and experiences to particular university goals and missions

ADDITIONAL REPORTS AND ANALYSIS: Data and analysis for internal and external reporting needs. The SERU Survey is also part of the new voluntary System of Accountability (VSA)

The SERU Survey offers a systematic environmental census scan of the undergraduate experience and an in-depth analysis of the varied types and levels of undergraduate student academic and civic engagement in major public research universities.

The SERU Survey has a set of core questions focused on issues such as time use, evaluation of a student's major, and satisfaction, and is organized around thematic research areas: academic engagement and global skills; community and civic engagement; student development; and a wildcard for topical questions of interest to the campus. Each module focuses on one of these areas in greater depth.

More examples of SERU analyses, in addition to the SERU instrument, can be located at the University of Minnesota Office of Institutional Research website: www.oir.umn.edu/surveys/seru

Methodology

The SERU survey was administered online in spring 2010, with the majority of communications occurring via electronic mail. Students completed core survey questions and were randomly assigned to one of the four modules. In spring 2010, questions related to community and civic engagement were sponsored and developed by the University of Minnesota Office for Public Engagement.

Sample

The SERU sampling plan is a census of all degree-seeking undergraduate students. In spring 2010, the SERU was distributed to 28,237 undergraduate students at the University of Minnesota-Twin Cities, with 34% responding. Thirty percent of students were randomly assigned to the academic experience module, 20% to the community and civic engagement module, 20% to the student life and development module, and 30% to the University of Minnesota wildcard module.

Of the total participants who responded to the survey, 59.5% were female, 40.4% male, and .01% unknown. Additionally, 1.1% of respondents were American Indian or Alaskan Native; 3.9% African American; 2.4% Chicano or Latino; 9.2% Asian, Filipino, or Pacific Islander; 75.8% White; 1.5% Unknown; and 6.2% International. The average age of participants is 21.48 (the range is 16 to 66, standard deviation 4.78 years).

Of the participants who responded to the community and civic engagement module, 60% were female, 39.99% were male, and .01% were unknown. Additionally, 1% of respondents were American Indian or Alaskan Native; 4.2% African American; 2.7% Chicano or Latino; 9.8% Asian, Filipino, or Pacific Islander; 74.3% White; 1.4% Unknown; and 6.5% International. The average age of participants is 21.57 (the range is 18 to 62, standard deviation 4.9 years).

Alignment with U of M Strategic Plan

The SERU survey captures data related to the overall mission and strategic plan of the University of Minnesota. Areas of alignment for this preliminary report on student participation in community and civic engagement are listed below.

U of M Mission	Strategic Objectives	SERU Measurement
Extraordinary Education: Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.	Develop lifelong learners, leaders, and global citizens.	• Student participation in community service. • Student participation in service learning opportunities through coursework. • Areas in which students are involved in their community. • Students' motivations for becoming involved in the community. • Student participation in community-focused leadership, internships, clinical work, and activities.
Breakthrough Research: Stimulate, support, and pursue path-breaking discovery and inquiry that has profound impact on the critical problems and needs of the people, state, nation, and world.	Accelerate the transfer and utilization of knowledge for the public good.	• Student participation in community-based research.
Dynamic Outreach and Service: Connect the University's academic research and teaching as an engine of positive change for addressing society's most complex challenges.	Promote and secure the advancement of the most challenged communities. Build community partnerships that enhance the value and impact of the University's research and teaching. Be a knowledge, information, and human capital resource for the betterment of the state, nation, and world.	• Student participation in community service. • Student participation in service learning opportunities through coursework. • Areas in which students are involved in their community. • Students' motivations for becoming involved in the community. • Student participation in community-focused leadership, internships, clinical work, and activities.

Participation in Community Service (Module)

"During this academic year, have you done community service either on or off campus?"

The figure below is drawn from the Community and Civic Engagement module. Fifty-five percent of students who completed the module responded that they had completed community service either on or off campus during the 2009-2010 academic year; 45% indicated that they had not participated in community service.

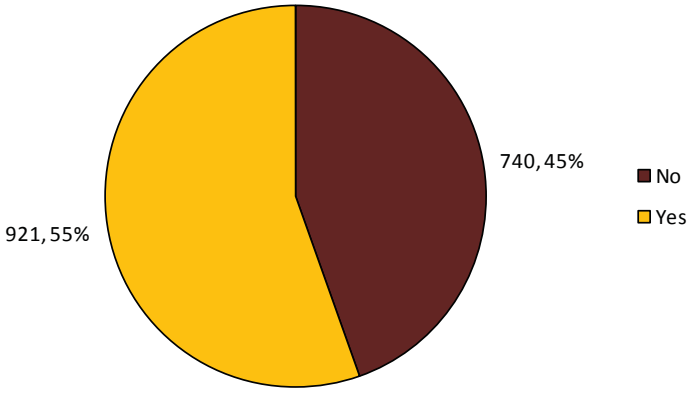

Figure 1: Student participation in community service either on or off campus (*n* = 1,661).

Time Spent on Community Service (Core)

"How many hours do you spend in a typical week (7 days) on performing community service or volunteer activities?"

Fifty percent of students indicated performing community service or volunteer activities at least one hour per week. Forty percent of students volunteer between 1-5 hours per week, 7% of students volunteer between 6-10 hours per week, and 2% volunteer 11-15 hours per week. These data are drawn from the core survey.

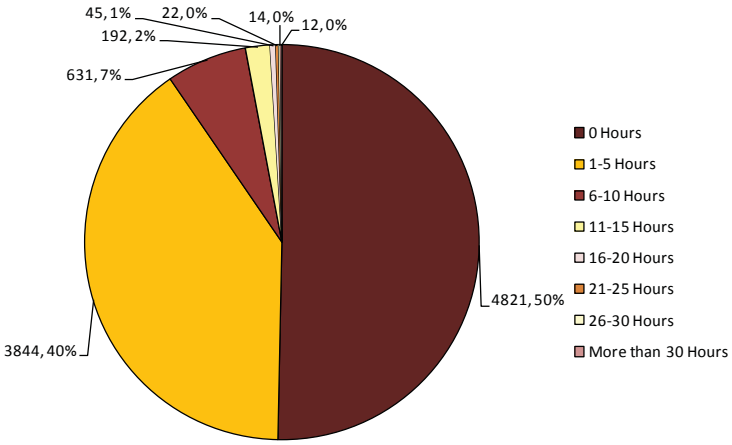

Figure 2: Number of hours spent performing community service or volunteer activities per week (*n* = 9,581).

Time Spent on Community Service (Module)

"Thinking about your participation in all forms of community service, which includes service through clubs, courses, and one-time events, please estimate how many total hours of service you completed this academic year"

One-third of students indicated spending 1-10 hours on service for the last academic year, 23% spent 11-20 hours, 23% spent 21-50 hours, 13% spent 51-100 hours, and 8% spent over 100 hours.

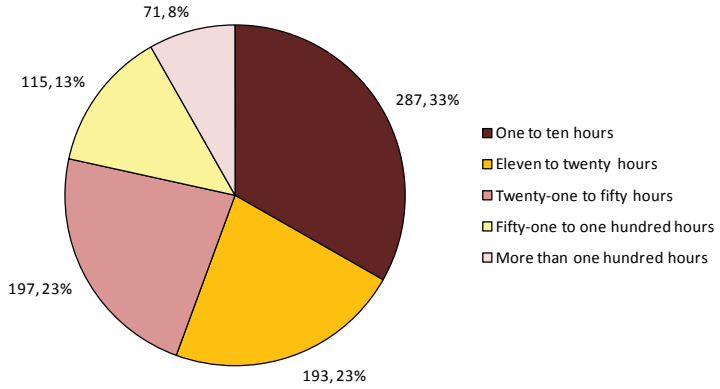

Figure 3. Students' estimate of total hours of community service completed for the academic year (*n* = 863).

Interest in Community-Focused Activities

"To what extent has participation in community-focused activities at this university influenced your desire to continue community-focused activities after you graduate?"

Fifty-six percent of students indicated that their participation in service influenced their desire to participate after college to some extent, 22% to a great extent, and 21% not at all.

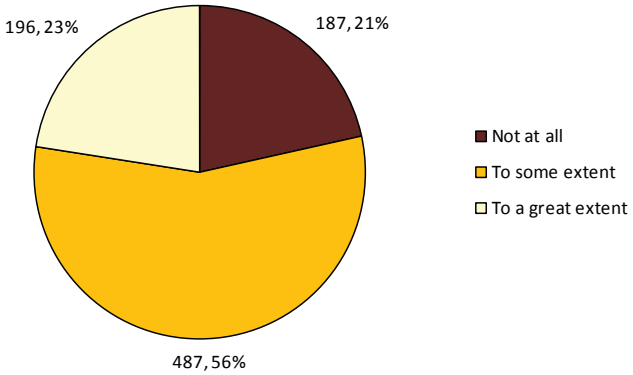

Figure 4. The extent to which participation in community-focused activities influenced students' desire to continue community-focused activities after they graduate (*n* = 870).

Importance of Opportunities

"Opportunities for community service while here are important to me"

The majority of students (75%) agree that opportunities for service are important to them, while 25% disagree that opportunities for service are important to them.

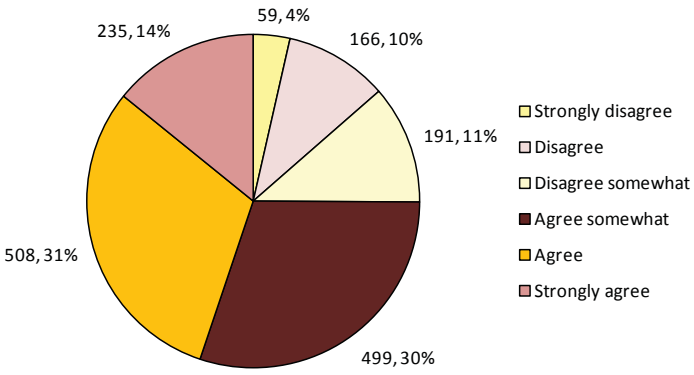

Figure 5. Students' level of importance for community service opportunities in college (*n* = 1,658).

"Opportunities to develop my leadership skills while here are important to me"

The majority of students (85%) agree that opportunities to develop their leadership skills while in college are important, while 15% disagree that opportunities to develop leadership skills in college are important to them.

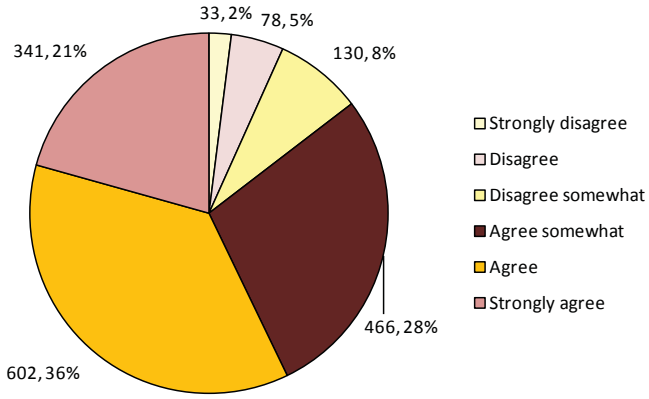

Figure 6. Students' level of importance for opportunities to develop leadership skills while in college (*n* = 1,650).

"Opportunities to connect my academic work with community-based experience are important to me"

The majority of students (86%) agree that opportunities to connect their academic work with community-based experience are important to them, while 14% disagree that opportunities to connect academic work with community-based experience are important to them.

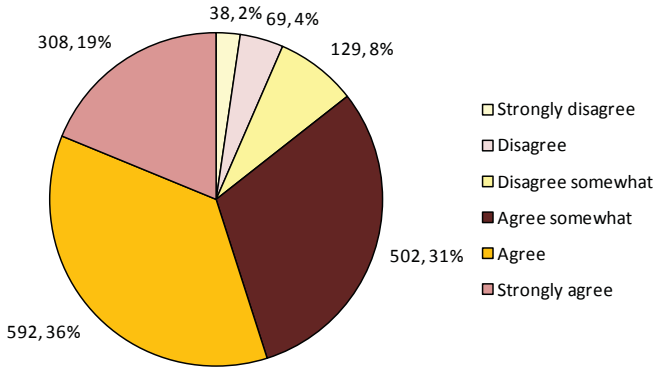

Figure 7. Students' level of importance for opportunities to connect academic work with community-based experience (*n* = 1,638).

Participation and Leadership in Activities or Organizations

"Indicate the way in which you have been involved in the following activities or organizations this academic year"

Students were more likely to indicate membership or participation in off campus clubs or organizations (28%), other campus-based clubs (18%), and academic clubs (17%). These same areas also had the greatest percentage of students who indicated serving as an officer or leader in those clubs or organizations.

	Participant or Member	Officer or Leader	Neither Participant/ Member or Officer/Leader
Academic (e.g. math club, philosophy club) (n = 1655)	284, 17%	83, 5%	1288, 73%
Advocacy (e.g. Amnesty International, Living Wage Advocacy, Sierra Club) (n = 1647)	110, 7%	31, 2%	1506, 91%
Campus sports clubs (e.g. rugby club) (n = 1642)	151, 9%	28, 2%	1463, 89%
Campus varsity team (e.g. basketball, softball, soccer) (n = 1645)	37, 2%	12, 1%	1596, 97%
Governing bodies (e.g. student government, IFC, panhellic, residence hall association) (n = 1650)	66, 4%	48, 3%	1536, 98%
Greek fraternity or sorority (n = 1646)	72, 4.5%	72, 4.5%	1502, 91%
Honor society (n = 1643)	203, 12%	16, 1%	1424, 87%
Media (e.g. campus newspaper, radio station) (n = 1651)	31, 2%	12, 1%	1608, 97%
Performing group (e.g. school band, dance team) (n = 1646)	98, 6%	19, 1%	1529, 93%
Political (e.g., Young Republicans, College Democrats) (n = 1646)	52, 3%	19, 1%	1575, 96%
Recreational (e.g. chess club, dive club, gaming) (n = 1645)	138, 8%	31, 2%	1476, 90%
Religious (e.g. Campus Crusade for Christ, LSF, Chabad House, Muslim Student Association) (n = 1644)	157, 10%	25, 1%	1462, 89%
Service (e.g. CAST, Pathfinders, Free the Planet) (n = 1629)	101, 6%	23, 2%	1505, 92%
Other campus-based club or organization (n = 1603)	287, 18%	67, 4%	1249, 78%
Off campus club or organization (n = 1642)	453, 28%	97, 6%	1092, 66%

Ways in Which Students Became Involved in Community Service

"How did you get involved in community service? If you have been involved in more than one form of community service, please answer for the one that has been the largest time commitment"

If students responded that they had participated in community service the prior year, they were then asked to indicate how they had become involved in community service. Students could select more than one way in which they had become involved in community service. The majority of students indicated that they had become involved by finding the work on their own (52%) (Figure 9). The next largest ways in which students became involved in service were through another organization on campus (34%), through a related class (26%), and through a religious organization or church (21%) (Figures 8 and 9).

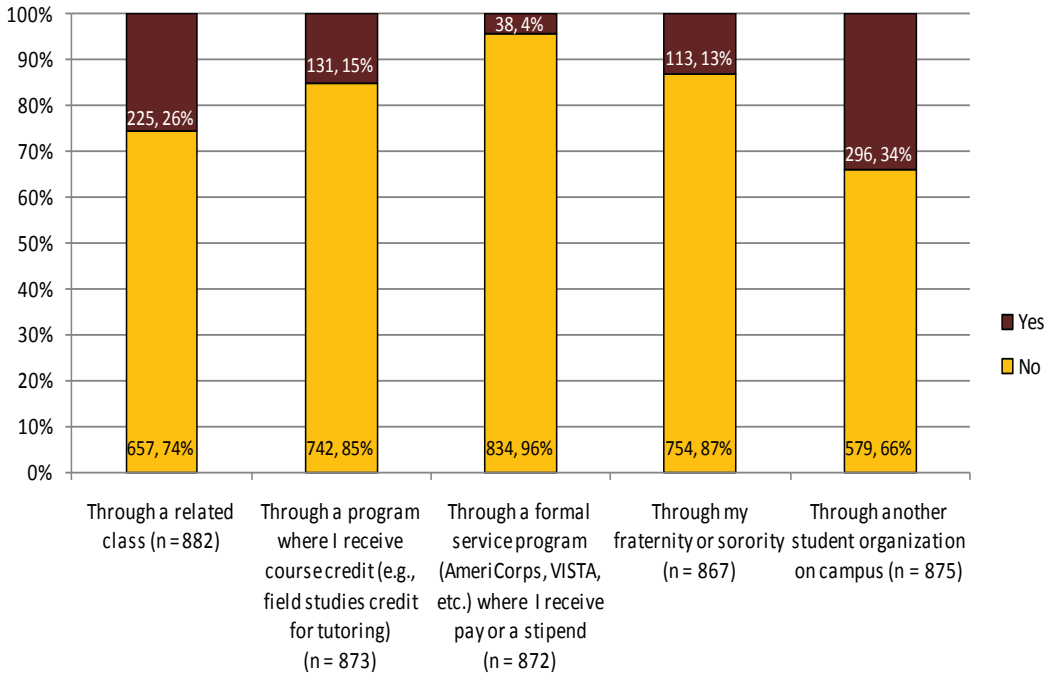

Figure 8: How students became involved in community service.

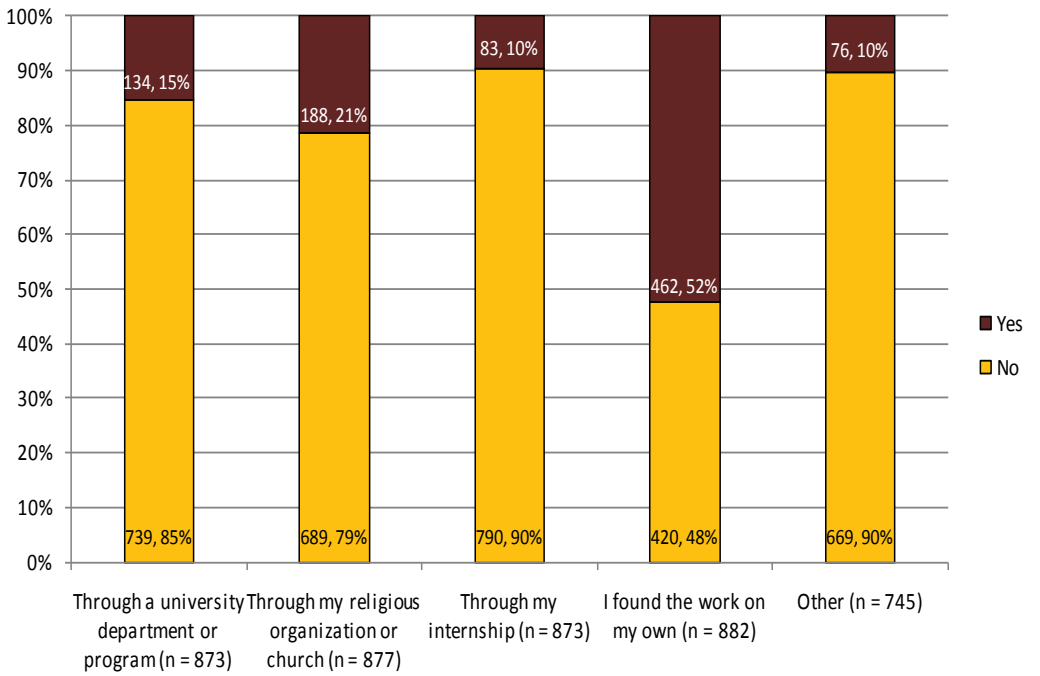

Figure 9. How students became involved in community service.

Ways in Which Students Became Involved in Community Service

Seventy students who selected “other” from the question “how did you get involved in community service?” provided additional responses related to sources that helped them to become involved in service. These additional sources are represented below in a word cloud, which demonstrates that students were most likely to have gotten involved in service through the community service organization directly (n = 24), friends (n = 11), work/employer (n = 9), from other organizations on campus (n = 6), family (n = 5), or welcome week or orientation (n = 4).

Figure 10. Word cloud representing how students were likely to become involved in other organizations (*n* = 70).

Reasons for Becoming Involved in Community Service

"Which of the following were significant reasons for getting involved in community service?"

If students responded that they had participated in community service, they were then asked to indicate the significant reasons they became involved in community service. Students could select more than one significant reason for involvement. The most-selected reasons include to become a better citizen and community participant (74%), a belief in the particular cause (73%), a unique or interesting opportunity arose to participate (68%), and an opportunity to learn new things (65%).

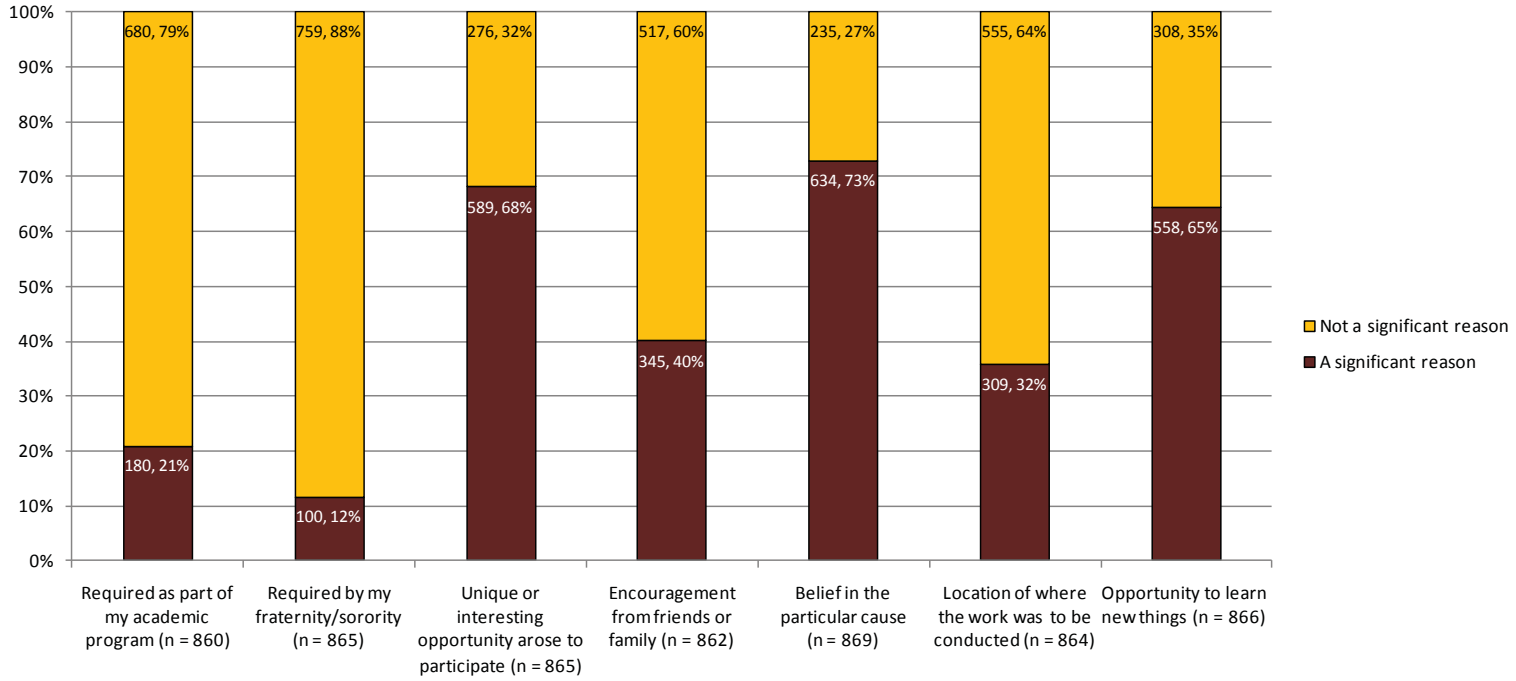

Figure 11. Reasons students became involved in community service.

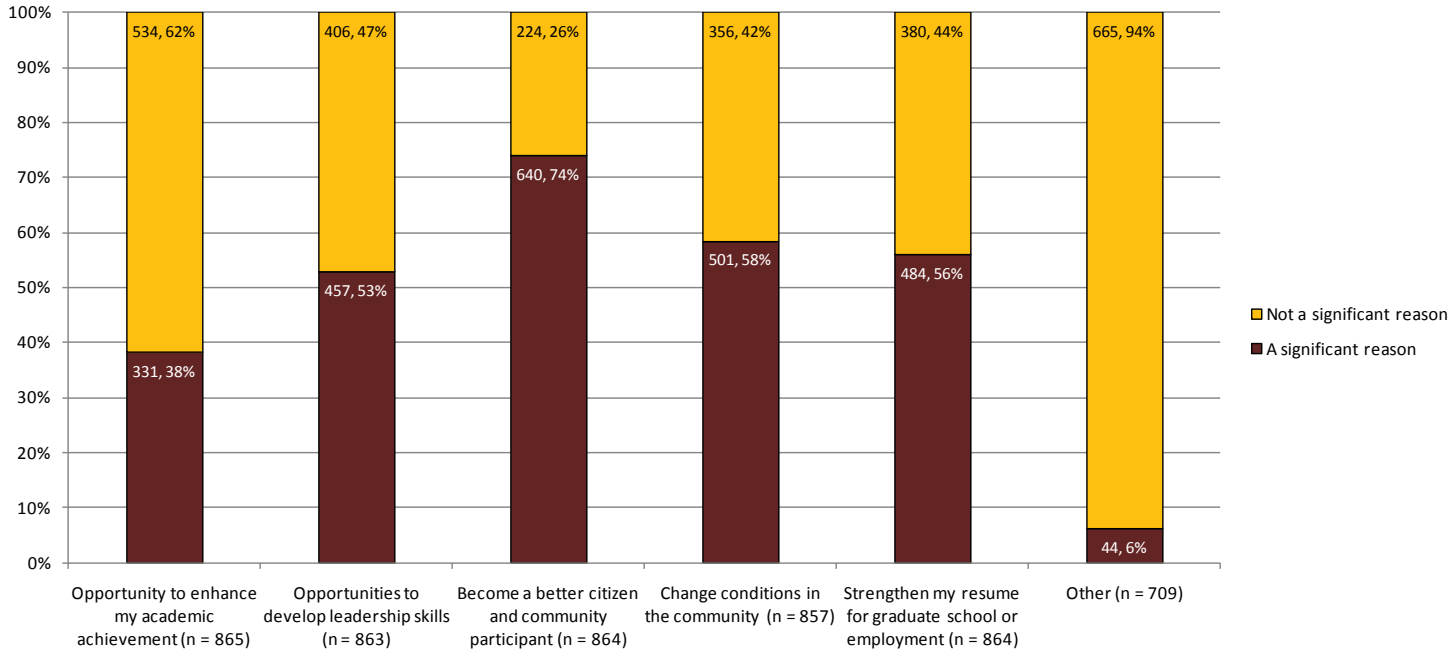

Figure 12. Reasons students became involved in community service.

Areas in Which Students Volunteer

"What was the focus of the organization where you did community service?"

The largest areas of focus where students conducted community service include hunger (n = 243), health (n = 204), mentoring (n = 155), childcare (n = 154), education (n = 150), housing/homelessness (n = 146), poverty (n = 146), and tutoring (n = 138) (see Appendix A for full details). Students could select more than one option for this answer.

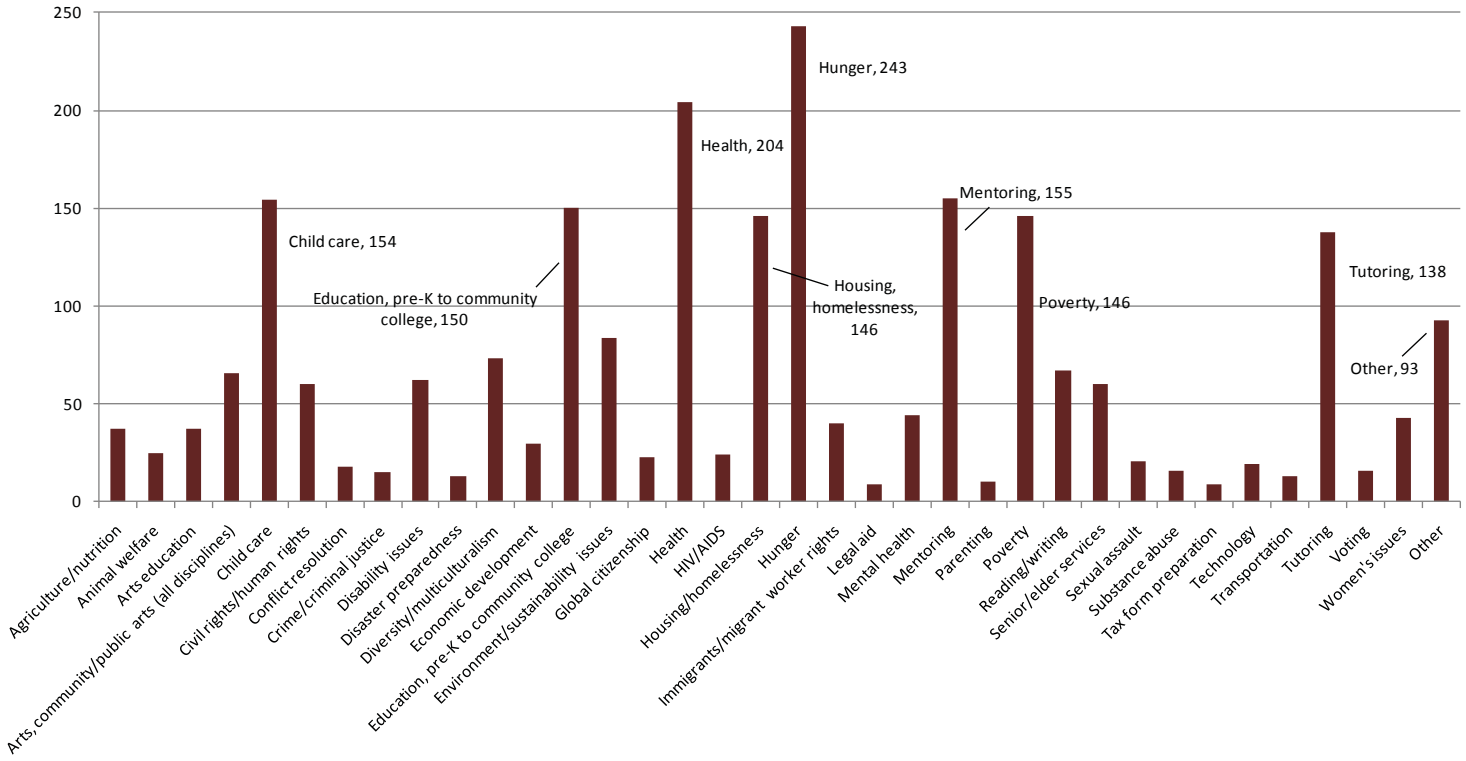

Figure 13. Focus of organizations in which students conducted community service (students could select all that apply).

Students who selected "other" from the question above provided additional areas in which their community service was focused. The most frequent included health (n = 14), religion (n = 14), domestic violence (n = 6), environment (n = 8), adult/ESL education (n = 5), youth (n = 6), and politics (n = 3).

Figure 14. Word cloud representing other areas in which students conducted community service (n = 90).

Areas in Which Students Volunteer

"Please name up to three organizations and their location where you participated in community engagement during this academic year"

Six hundred forty-four students listed at least one organization in which they had conducted service, while 320 listed two organizations and 154 listed three organizations. The top ten organizations with the greatest frequency are listed in the table below and all organizations listed are represented in the word cloud (Figure 15).

Organization	Number of References
Feed My Starving Children	101
Habitat for Humanity	32
YMCA	29
American Cancer Society/Relay for Life	26
Fairview Hospital	20
American Red Cross	15
People Serving People	13
Hennepin County Medical Center	13
Salvation Army	12
Big Brothers, Big Sisters	11

Figure 15. Word cloud representing the organizations in which students participated during the academic year (n = 644).

Course-Related Community Service/Service Learning

One hundred sixty students listed 87 different courses that had a service learning component through which they had become involved in community service. The courses with more than one student indicating enrollment are listed below (see Appendix B for full list). Additionally, 20% of students indicated that they had been involved in service-learning during the academic year (Figure 16), 21% indicated that they had enrolled in a service learning course at least once (Figure 17), and, of those who indicated enrollment in a service learning course, the average hours of participation are located in Figure 18.

Course Number	Course Title	Number
SPAN 3401	Latino Immigration and Community Service	11
ESPM 3011	Ethics in Natural Resources	9
CLA 2005	Introduction to Liberal Education and Responsible Citizenship	8
CHIC 1275	Service Learning in the Chicano/Latino Community	5
SOC 3251	Race, Class, and Gender	5
SW 3702	Child Maltreatment and Family Violence: Intervention and Prevention	5
SW 4501	Senior Seminar in Social Justice	5
ARCH 1701	The Designed Environment	4
SMGT 1701	Introduction to Sport Management	4
EDPA 1301/ PA 1961	Personal Leadership in the University	4
AHS 1602	The Future Physician	3
ENGL 1501	Literature of Public Life	3
ENGL 3741	Literacy and Diversity	3
FSCN 3612	Life Cycle Nutrition	3
PHIL 1007	Introduction to Political Philosophy Practicum	3
PSTL 1211	Multicultural Perspectives in Sociology	3
PSY 3902	Major Project in Psychology	3
PUBH 3050	Practicum in Peer Education I	3
SW 3501	Theories and Practices of Social Change Organizing	3
YOST 2101	Urban Youth and Youth Issues	2
AAS 3270	Service Learning in the Asian Community	2
CPSY 4996	Field Study in Child Psychology	2
GEOG 3371	Cities, Citizens, and Communities	2
GEOG 4700	Community Service Learning	2
GEOG 3650	Geographical Perspectives on Planning	2
PA 1961	Personal Leadership in the University	2
REC 1501	Orientation to Leisure and Recreation	2
SMGT 3501	Sport in a Diverse Society	2
SW 2501	Introduction to Social Justice	2
SW 3703	Gender Violence in Global Perspective	2
TESL 3001	Basics in Teaching English as a Second Language	2

"To what extent have you been involved in course-based service learning during this academic year?"

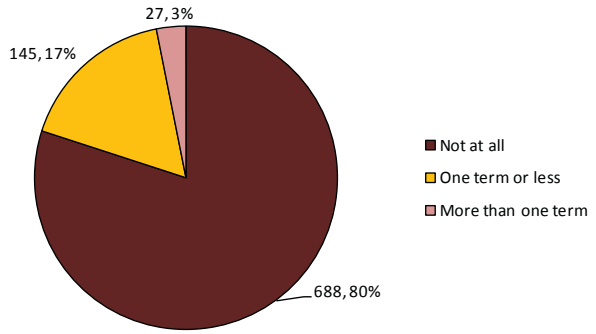

Figure 16. Extent to which students have been involved in course-based service learning during the academic year (*n* = 860).

"During this academic year, how many times have you enrolled in a course that had a service learning component?"

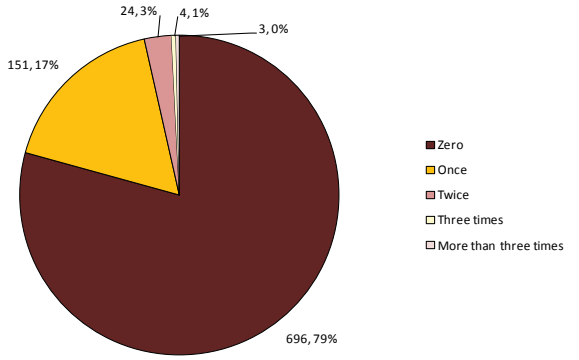

Figure 17. Frequency of enrollment in courses that have a service learning component (*n* = 878).

"What was the average number of total service hours for the service learning courses you took?"

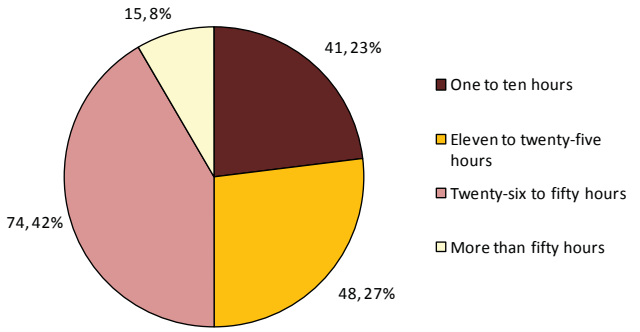

Figure 18. Average number of hours for service learning courses (*n* = 178).

Community-Focused Experiences

"To what extent have you been involved in the following community-focused experiences during this academic year?"

The areas in which students were more likely to participate one term or less include volunteer or community service (29%), internship or clinical practicum experience (13%), and study abroad or other internationally-based experience (12%). The three areas are also those in which students were more likely to participate for more than one term.

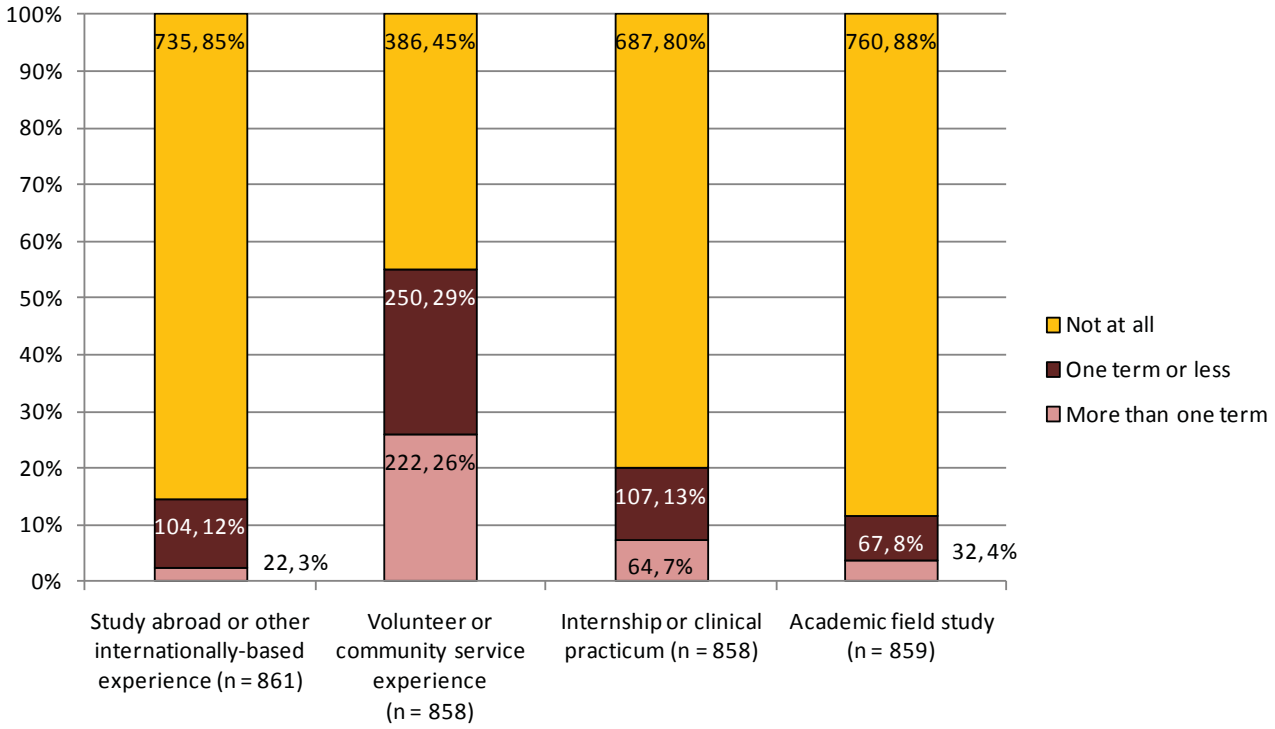

Figure 19. Student participation in other community-focused experiences.

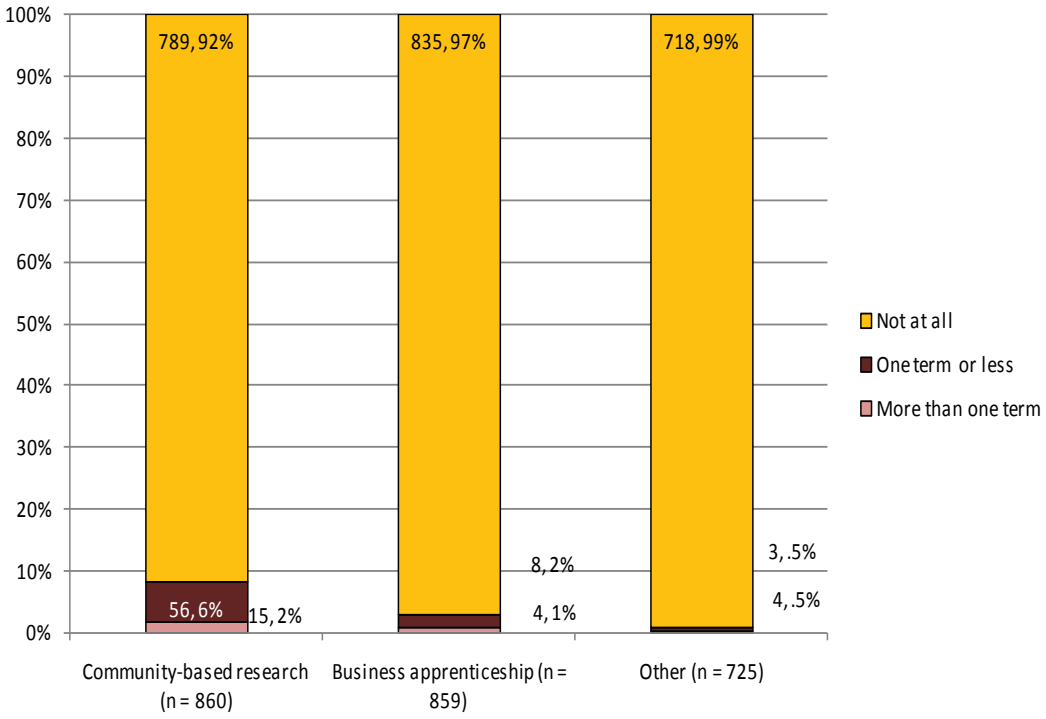

Figure 20. Student participation in other community-focused experiences.

Community-Focused Experiences

"In your community-focused experiences during this academic year, were you engaged in any of the following issues/activities?"

The community-focused experiences in which students were most likely to engage include charity (38%), experiences for academic learning and development (32%), community empowerment and development (29%), and career or professional development experiences (27%).

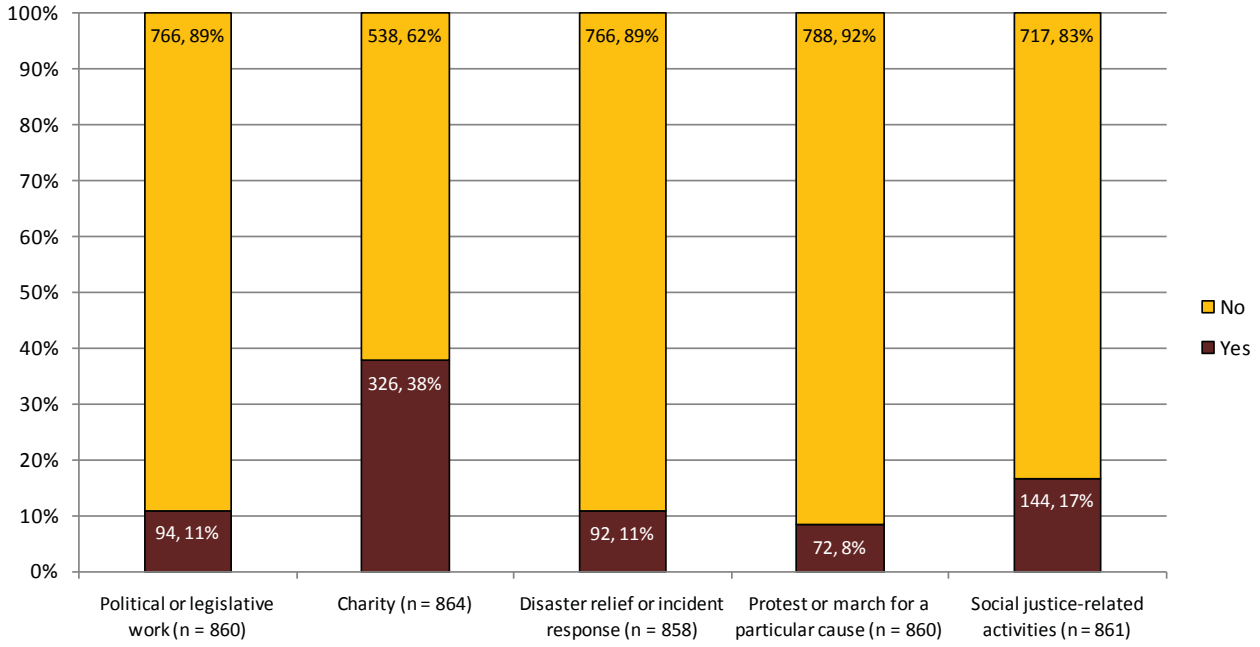

Figure 21. Student engagement in various community-focused issues or activities.

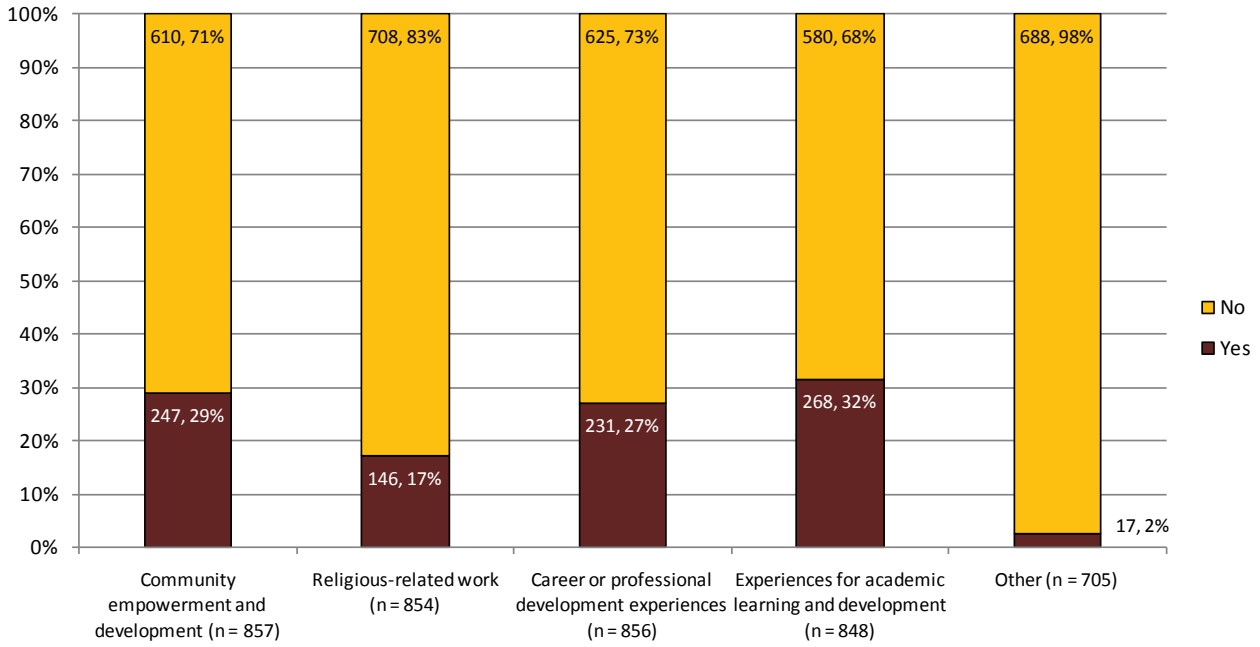

Figure 22. Student engagement in various community-focused issues or activities.

Reflection and Action on Social Issues

"In the classroom, how often have you been asked to reflect on community or social issues as a shared responsibility?"

The majority of students indicate being asked to reflect on community or social issues as a shared responsibility occasionally to very often (86%).

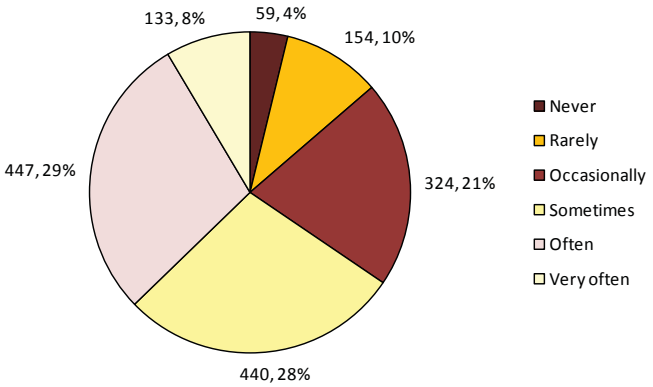

Figure 23. The frequency with which students have been asked to reflect on community or social issues as a shared responsibility in the classroom (*n* = 1,557).

"In the classroom, how often have you been asked to reflect on your responsibility for community or social issues?"

The majority of students indicate being asked to reflect on their responsibility for community or social issues occasionally to very often (82%).

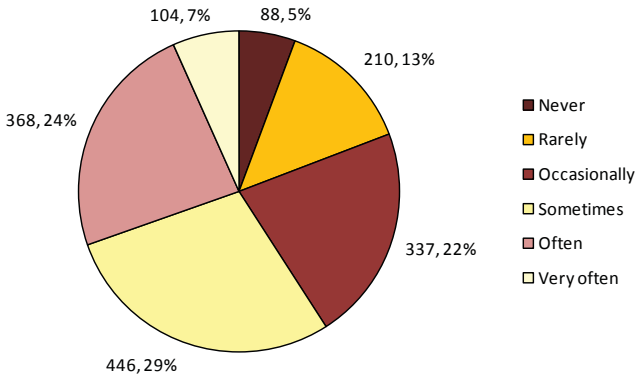

Figure 24. The frequency with which students have been asked to reflect on community or social issues as their responsibility in the classroom (*n* = 1,553).

"In the classroom, how often have you been asked to act on community or social issues?"

The majority of students indicate being asked to act on community or social issues occasionally to very often (78%).

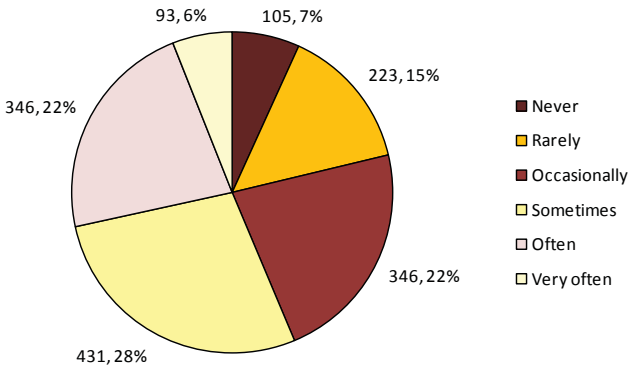

Figure 25. The frequency with which students have been asked to act on community or social issues in the classroom (*n* = 1,544).

Reflection and Action on Social Issues

"Outside the classroom, how often have you been asked to reflect on community or social issues as a shared responsibility?"

The majority of students indicate being asked to reflect on community or social issues as a shared responsibility occasionally to very often (84%).

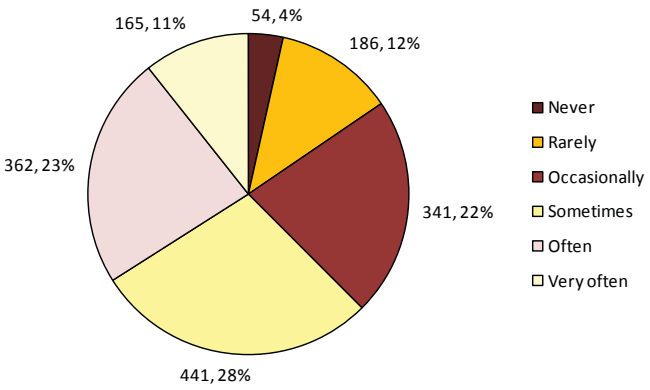

Figure 26. The frequency with which students have been asked to act on community or social issues (*n* = 1,549).

"Outside the classroom, how often have you been asked to act on community or social issues?"

The majority of students indicate being asked to act on community or social issues occasionally to very often (71%).

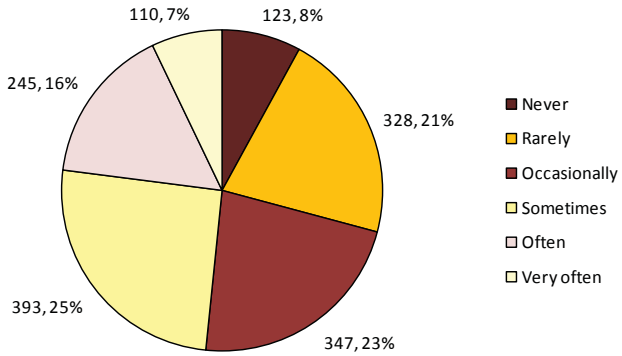

Figure 28. The frequency with which students have been asked to act on community or social issues (*n* = 1,546).

"Outside the classroom, how often have you been asked to reflect on your responsibility for community or social issues?"

The majority of students indicate being asked to reflect on their responsibility for community or social issues occasionally to very often (85%).

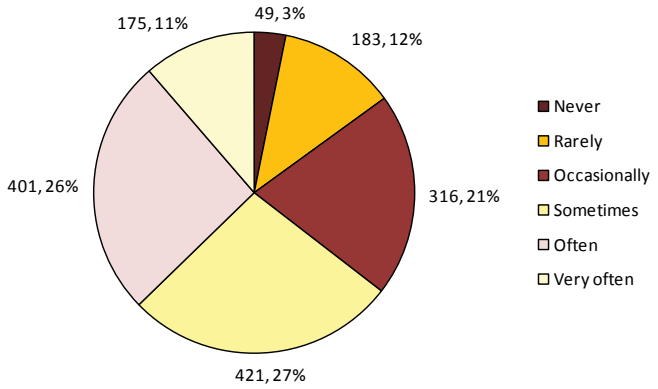

Figure 27. The frequency with which students have been asked to act on community or social issues (*n* = 1,545).

Global Competencies

"How would you rate your understanding of the complexities of global issues?"

Many students report growth in their understanding of the complexities of global issues.

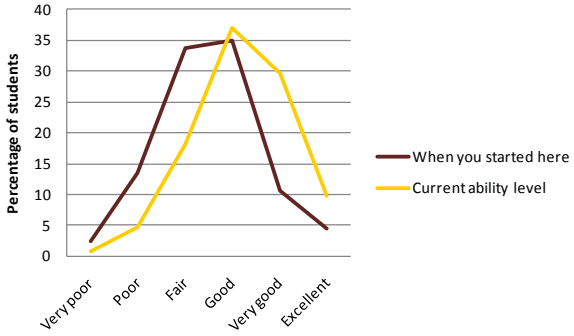

Figure 29. Students' understanding of the complexities of global issues (*n* = 1,565 and 1,513).

"How would you rate your ability to apply disciplinary knowledge in a global context?"

Many students report growth in their ability to apply disciplinary knowledge in a global context.

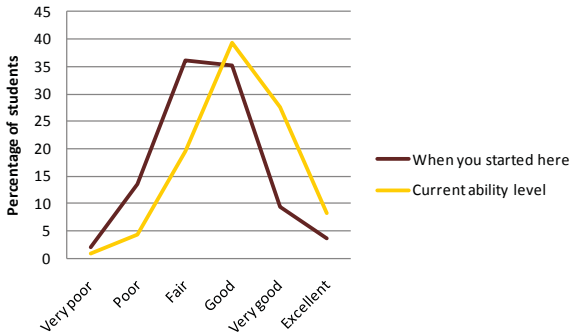

Figure 30. Students' ability to apply disciplinary knowledge in a global context (*n* = 1,552 and 1,500).

"How would you rate your linguistic and cultural competency in at least one language other than your own?"

Many students report development in linguistic/cultural competency.

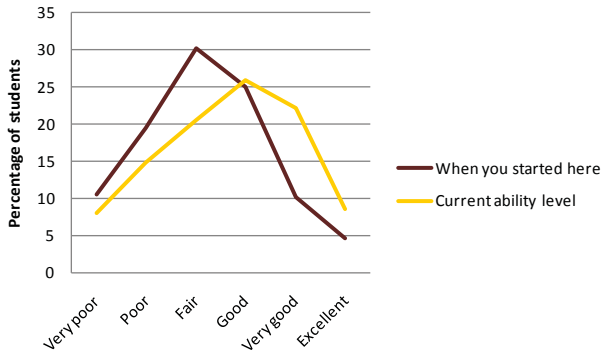

Figure 31. Students' linguistic and cultural competency in at least one language other than their own (*n* = 1,561 and 1,509).

"How would you rate your ability to work with people from other cultures?"

Many students report growth in their ability to work with people from other cultures.

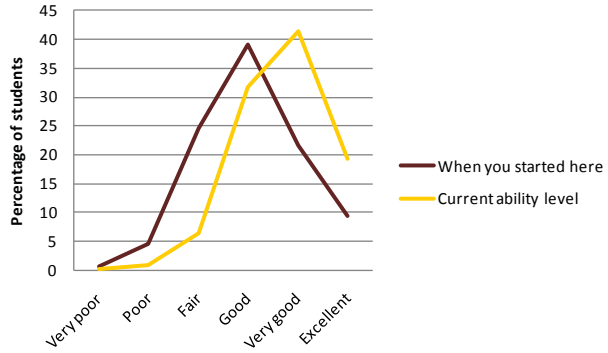

Figure 32. Students' ability to work with people from other cultures (*n* = 1,557 and 1,506).

"How would you rate your comfort working with people from other cultures?"

Many students indicate growth in their comfort working with people from other cultures.

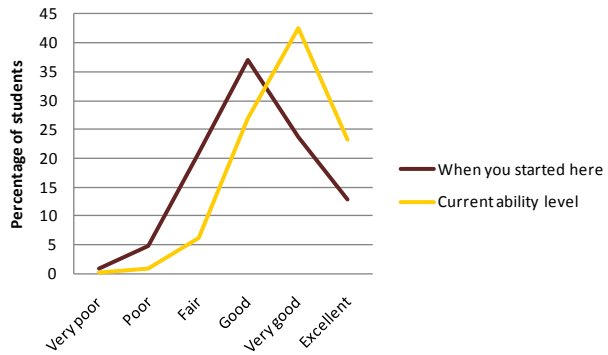

Figure 33. Students' comfort in working with people from other cultures (*n* = 1,552 and 1,510).

In-and-Outside of Class Activities

"How often have you been asked to (or how often do you) acknowledge personal differences?"

Students acknowledge personal differences outside of the classroom more often than they are asked to do in the classroom.

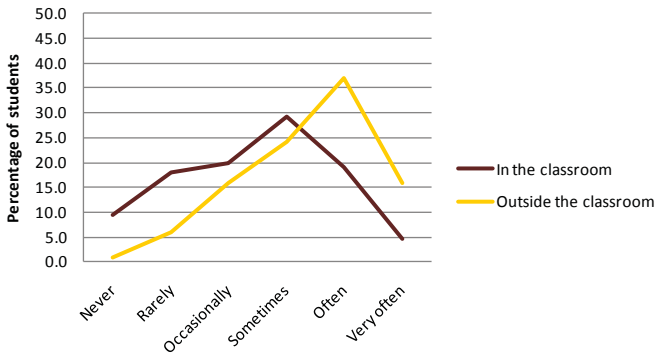

Figure 34. The frequency in which students have been asked to acknowledge personal differences in the classroom and in which they do so outside of the classroom (*n* = 1,568 and 1,562).

"How often have you been asked to (or how often do you) appreciate the world from someone else's perspective?"

Students appreciate the world from someone else's perspective outside of the classroom more often than they are asked to do in the classroom.

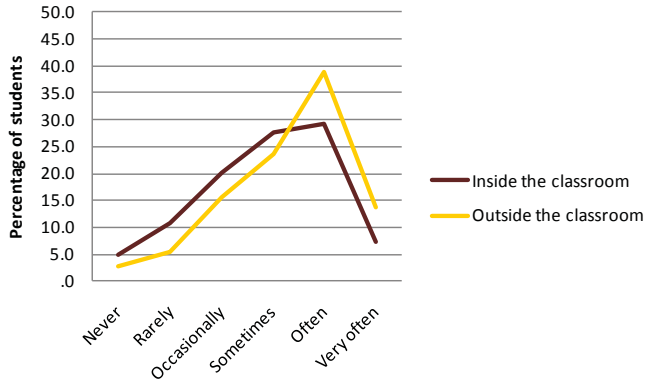

Figure 35. The frequency in which students have been asked to appreciate the world from someone else's perspective in the classroom and in which they do so outside of the classroom (*n* = 1,568 and 1,564).

"How often have you been asked to (or how often do you) interact with someone whose views that are different than your own?"

Students are asked to interact with someone whose views are different from their own at about the same rates in the classroom and as outside of the classroom.

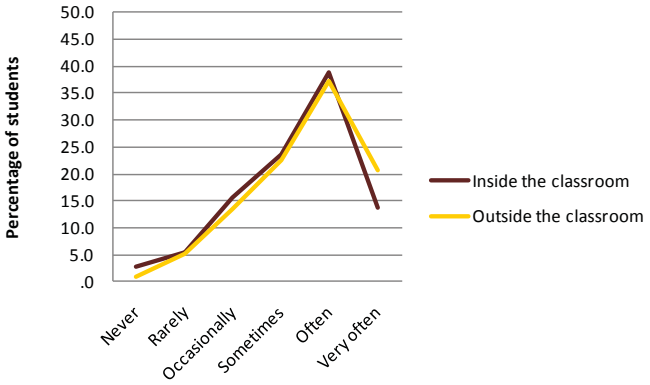

Figure 36. The frequency in which students have been asked to interact with someone whose views are different from their own inside of the classroom and in which they do so outside of the classroom (*n* = 1,564 and 1,563).

"How often have you been asked to (or how often do you) discuss and navigate controversial issues?"

Students are asked to discuss and navigate controversial issues at about the same rates in the classroom as outside of the classroom.

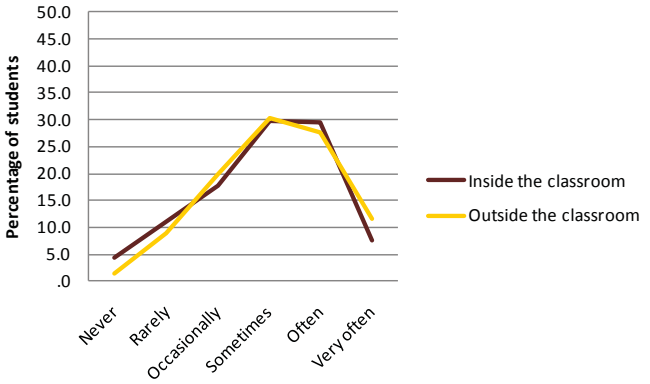

Figure 37. The frequency in which students have been asked to discuss and navigate controversial issues in the classroom and in which they do so outside of the classroom (*n* = 1,570 and 1,558).

In-and-Outside of Class Activities

"How often have you been asked to (or how often do you) define an issue or challenge and identify possible solutions?"

Students are asked to define issues or challenges and identify possible solutions at about the same rates in the classroom and as they do outside of the classroom.

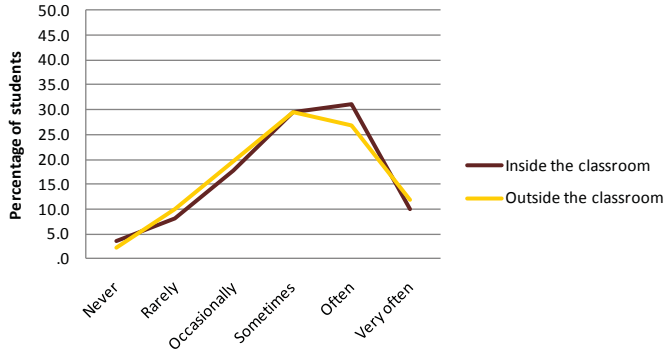

Figure 38. The frequency in which students have been asked to define an issue or challenge and identify possible solutions in the classroom and in which they do so outside of the classroom (n = 1,570 and 1,558).

"How often have you been asked to (or how often do you) reflect upon the solution of an issue or challenge?"

Students are asked to reflect upon the solution of an issue or challenge at about the same rates in the classroom as they do outside of the classroom.

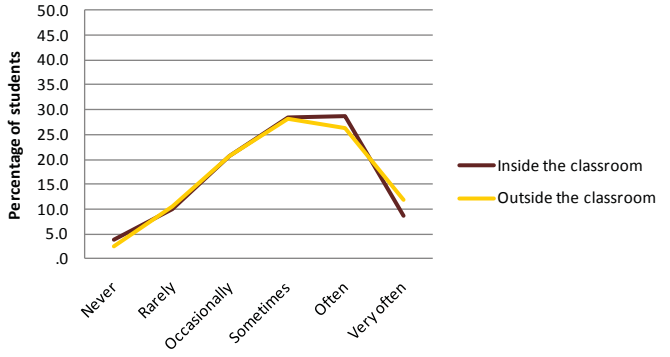

Figure 40. The frequency in which students have been asked to reflect upon the solution of an issue or challenge in the classroom and in which they do so outside of the classroom (n = 1,563 and 1,559).

"How often have you been asked to (or how often do you) implement a solution to an issue or a challenge?"

Students are asked to implement a solution to an issue or challenge at about the same rates in the classroom as they do outside of the classroom.

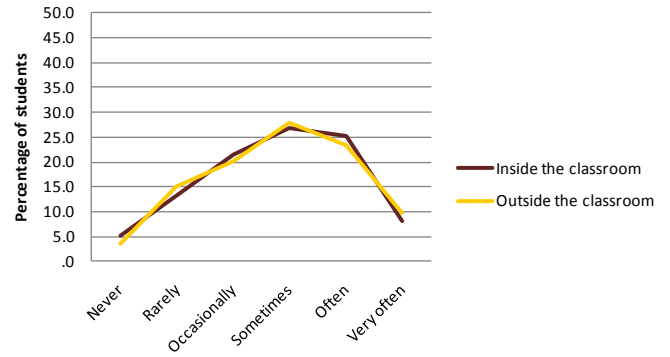

Figure 39. The frequency in which students have been asked to implement a solution to an issue or a challenge in the classroom and in which they do so outside of the classroom (*n* = 1,567 and 1,559).

"How often have you been asked to (or how often do you) reflect on community or social issues as a shared responsibility?"

Students are asked to reflect on community or social issues as a shared responsibility at about the same rates in the classroom and as they do outside of the classroom.

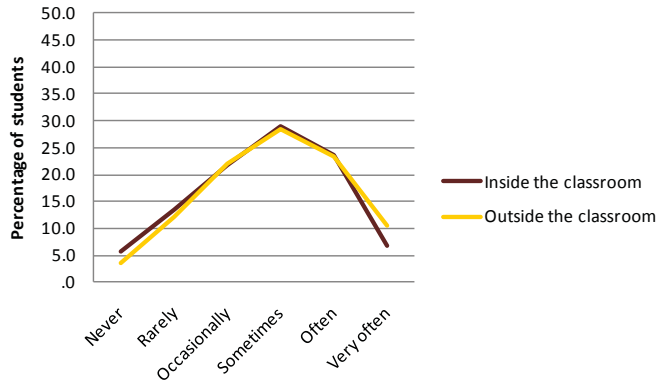

Figure 41. The frequency in which students have been asked to reflect on community of social issues as a shared responsibility in the classroom and in which they do so outside of the classroom (*n* = 1,559 and 1,555).

In-and-Outside of Class Activities

"How often have you been asked to (or how often do you) reflect on your responsibility for community or social issues?"

Students reflect on their responsibility for community or social issues more often outside of the classroom than they are asked to do so in the classroom.

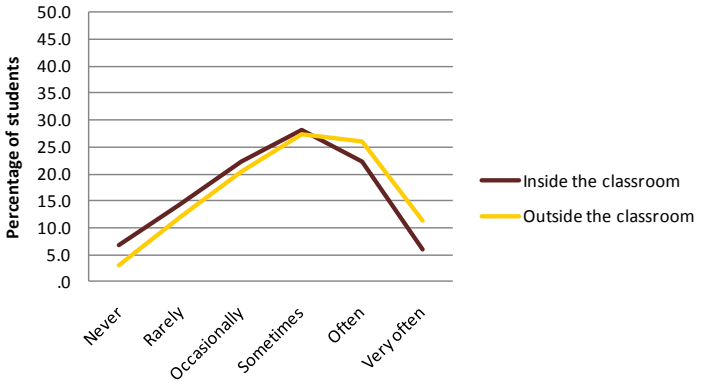

Figure 42. The frequency in which students have been asked to reflect on their responsibility for community or social issues in the classroom and in which they do so outside of the classroom (*n* = 1,550 and 1,551).

"How often have you been asked to (or how often do you) act on community or social issues?"

Students act on community or social issues outside of the classroom more often than they are asked to do so in the classroom.

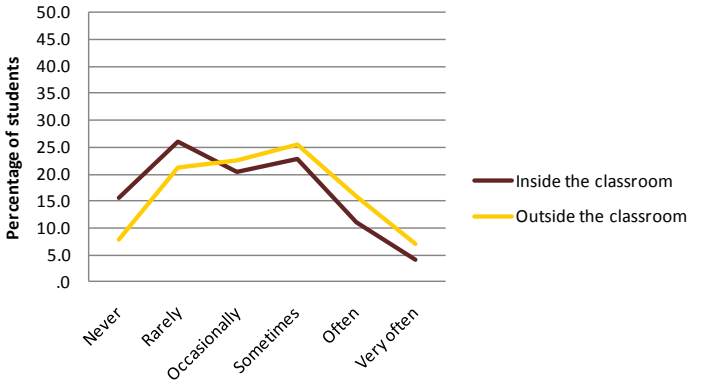

Figure 43. The frequency in which students have been asked to act on community or social issues in the classroom and in which they do so outside of the classroom (*n* = 1,545 and 1,552).

Following News and Current Events

"During this academic year, how frequently have you followed news about the United States?"

The majority of students report following news about the United States occasionally to very often (92%).

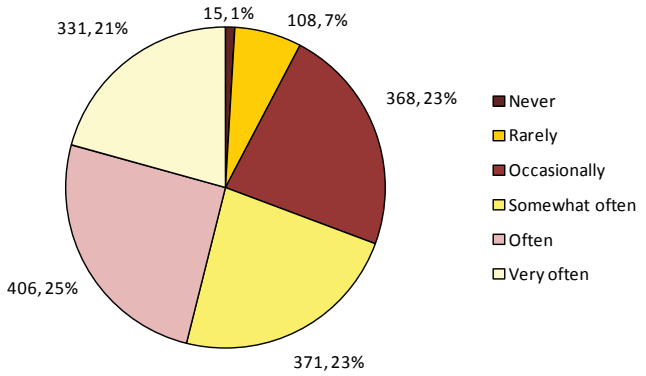

Figure 44. The frequency in which students have followed news about the United States (*n* = 1,599).

"During this academic year, how frequently have you followed news about countries outside of the United States?"

The majority of students report following news about countries outside of the United States occasionally to very often (84%).

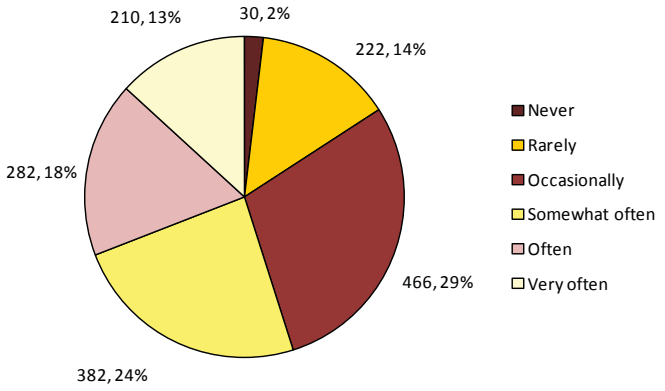

Figure 45. The frequency in which students have followed news about countries outside of the United States (*n* = 1,592).

"During this academic year, how frequently have you followed news about global politics and diplomacy?"

The majority of students report following news about global politics and diplomacy occasionally to very often (76%).

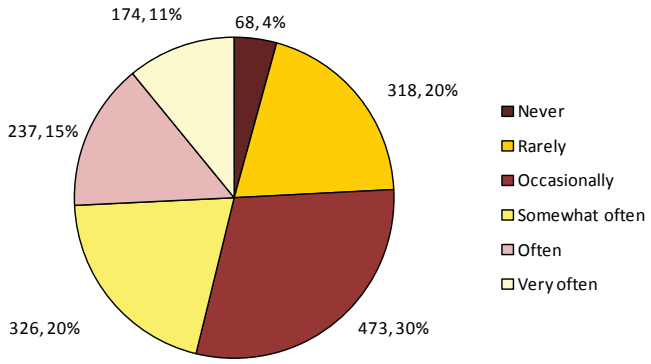

Figure 46. The frequency in which students have followed the news about global politics and diplomacy (*n* = 1,596).

"During this academic year, how frequently have you followed news about global climate and environmental issues?"

The majority of students report following news about global climate and environmental issues occasionally to very often (80%).

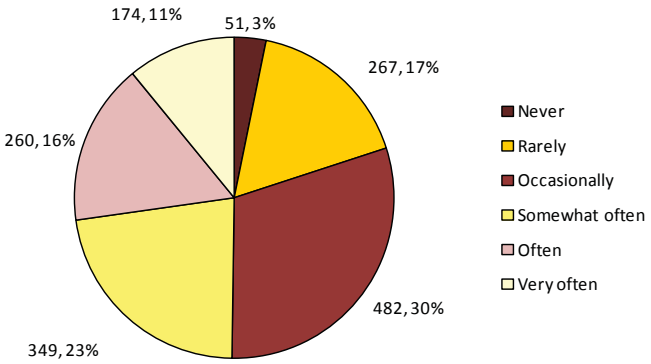

Figure 47. The frequency in which students have followed news about global climate and environmental issues (*n* = 1,593).

Following News and Current Events

"During this academic year, how frequently have you followed news about international business and economics?"

The majority of students report following news about international business and economics occasionally to very often (68%).

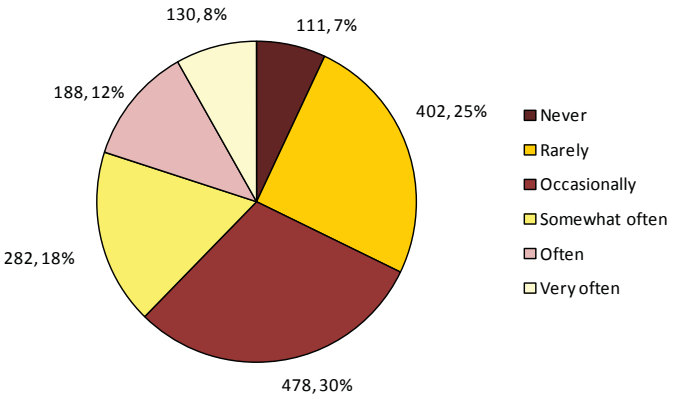

Figure 48. The frequency in which students have followed news about international business and economics (*n* = 1,591).

"During this academic year, how frequently have you followed news about global health issues?"

The majority of students report following news about global health issues occasionally to very often (81%).

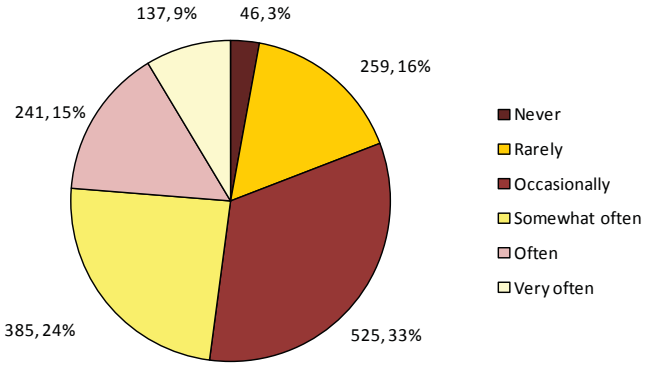

Figure 49. The frequency in which students have followed news about global health issues (*n* = 1,593).

"During this academic year, how frequently have you followed news about international conflicts and peace issues?"

The majority of students report following news about international conflicts and peace issues occasionally to very often (80%).

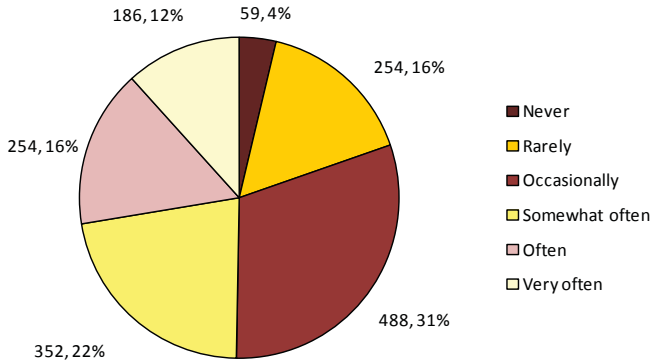

Figure 50. The frequency in which students have followed news about international conflicts and peace issues (*n* = 1,593).

Appendix A

Areas of Focus of Community Service

Area of Focus	Count
Access and success in higher education	88
Agriculture/nutrition	37
Animal welfare	25
Arts education	37
Arts, community/public arts (all disciplines)	66
Child care	154
Civil rights/human rights	60
Conflict resolution	18
Crime/criminal justice	15
Disability issues	62
Disaster preparedness	13
Diversity/multiculturalism	73
Economic development	30
Education, pre-K to community college	150
Environment/sustainability issues	84
Global citizenship	23
Health	204
HIV/AIDS	24
Housing/homelessness	146
Hunger	243
Immigrants/migrant worker rights	40
International issues	50
Legal aid	9
Mental health	44
Mentoring	155
Parenting	10
Poverty	146
Reading/writing	67
Senior/elder services	60
Sexual assault	21
Substance abuse	16
Tax form preparation	9
Technology	19
Transportation	13
Tutoring	138
Voting	16
Women's issues	43
Other	93
Total:	2501

Appendix B

Courses in Which Students Indicated Performing Service Learning

AAS 3270 (3)	JOUR 3741
AHS 1602 (3)	KIN 3696
ANSC 4096	LA 1201 (2)
ARCH 1281	MUED 1202
ARCH 1701 (3)	MUS 3480
BIOL 1301	NURS 3702
BIOL 2301	PA 1401
BIOL 2610	PA 1961 (2)
BIOL 4994	PA 3961
CHIC 1275 (5)	PE 1004
CHIC 3275	PHIL 1007 (3)
CLA 2005 (8)	PHIL 3307
COMM 1101	PSTL 1131
CPSY 4996 (2)	PSTL 1211 (3)
DHA 1201	PSTL 1525
DHA 2463	PSTL 1904
EDHD 3001	PUBH 3050 (3)
EDHD 3002	PUBH 3052
EDPA 1301 (2)	REC 1501 (2)
ENGL 1501 (3)	SMGT 1701 (4)
ENGL 3712	SMGT 3501 (2)
ENGL 3741 (3)	SOC 3251 (5)
ESPM 3011W (9)	SOC 4305
FSCN 3612 (3)	SOC 4311
FSCN 4615	SOC 4966
FSOS 2101	SPAN 3401 (11)
FSOS 4296	SPAN 3404
GEOG 3331 (3)	SW 2501 (2)
GEOG 3605 (2)	SW 3501 (3)
GEOG 4700	SW 3702 (5)
GLBT 3301 (2)	SW 3703 (2)
GLBT 3610	SW 4501 (5)
HORT 3090	TESL 3001 (3)
ID 3552	YOST 2101 (3)
ID 3901	YOST 4196