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2013

Student Civic and Community Engagement at the University of Minnesota: Findings from the 2013 Student Experience in the Research University Survey

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Compiled by Kateryna Kent in cooperation with the Office of Institutional Research

Executive Summary

This report presents findings from the Civic and Community Engagement Module of the Student Experience in the Research University (SERU) survey, which was administered in 2013 to undergraduate students 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 27% of survey respondents who answered questions in the civic and community engagement module (n = 1156) participated in community service during the 2012-2013 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, 84% 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 the reasons they became involved in community service include becoming a better citizen and community participant (75%) and because they hold a belief in the cause (74%).
- *Areas in Which Students Volunteer:* Students are more likely to volunteer in organizations focused on issues of health, education, childcare, hunger, and poverty. The top organizations in which students volunteer include Feed My Starving Children, Habitat for Humanity, and Fairview Health Services.
- *Course-Related Community Service:* Seventeen percent of students indicated that they had a service learning experience related to their courses. Overall, students listed 44 courses in which they had conducted community service work.
- *Community-Focused Experiences:* Students were more likely to have been engaged in experiences for charity (N=161), empowering others (N=112), and social change (N=66).

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Photo credit: Patrick O'Leary, University Relations and Katie Fears for the Office of Undergraduate Admissions, University of Minnesota-Twin Cities

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 selected findings from the 2013 administration of the Student Experiences in the Research University (SERU) survey of the Twin Cities campus. This survey provides 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 1,000 randomly selected students who completed the Civic and Community Engagement module within the 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 provides 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 allows us to benchmark our students' participation and experiences with those of our peer institutions. It also allows us to compare this data with the same data we collected at the Twin Cities campus in 2010 and 2012.

I offer my sincere thanks to Ronald Huesman at the Office for Institutional Research and Kateryna Kent at the Office for Public Engagement for their excellent work on the data collection and 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
Associate Vice President for Public Engagement

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2013

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2013 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 the 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

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 2013, with the majority of communications occurring via electronic mail. Students completed core survey questions and were randomly assigned to one of the four modules.

Sample

The SERU sampling plan is a census of all degree-seeking undergraduate students. In spring 2010, the SERU was distributed to 28,773 undergraduate students at the University of Minnesota-Twin Cities, with 36% responding. Thirty percent of students were randomly assigned to the academic and global experience module, 20% to the community and civic engagement module, 10% to the student life and development module, 30% to the University of Minnesota wildcard module, and 10% to the technology module.

Of the total participants who responded to the survey, 58% were female, 42% male. Additionally, 1.2% of respondents were American Indian or Alaskan Native; 3.8% African American; 3% Chicano or Latino; 17% Asian, Filipino, or Pacific Islander; 78% White; and 8% International.

Of the participants who responded to the community and civic engagement module, 60.99% were female, 39% were male, and .01% were unknown. Additionally, 1% of respondents were American Indian or Alaskan Native; 3.2% African American; 3.4% Chicano or Latino; 15.2% Asian, Filipino, or Pacific Islander; 80% White; 1% Unknown, and 5.8% International.

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. Twenty-seven percent of students who completed the module responded that they had completed community service either on or off campus during the 2012-2013 academic year; 73% indicated that they had not participated in community service.

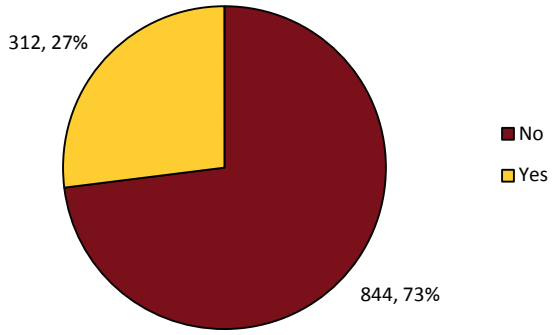

Figure 1: Student participation in community service either on or off campus (n = 1,156).

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-one 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.

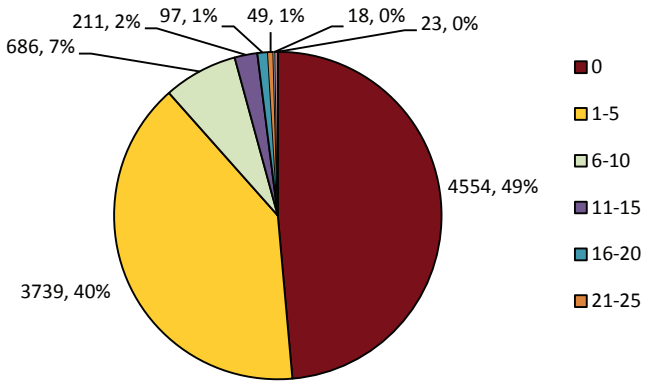

Figure 2: Number of hours spent performing community service or volunteer activities per week (*n* = 9,377).

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."

More than one-third of students indicated spending 1-10 hours on community service for the last academic year, 20% spent 11-20 hours, 23% spent 21-50 hours, 15% spent 51-100 hours, and 9% spent over 100 hours.

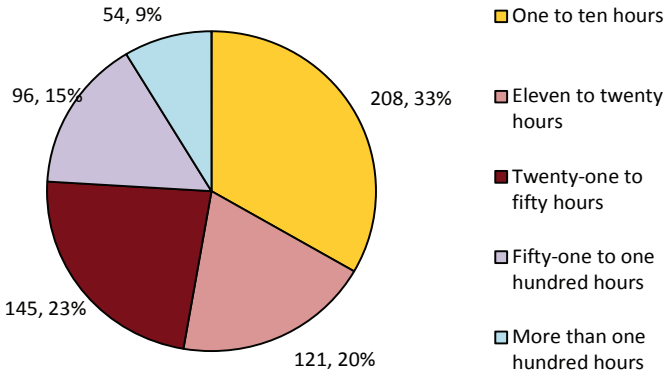

Figure 3. Students' estimate of total hours of community service completed for the academic year (*n* = 624).

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?"

Forty-seven percent of students indicated that their participation in community service influenced their desire to participate after college to some extent, 16% to a great extent, and 37% not at all.

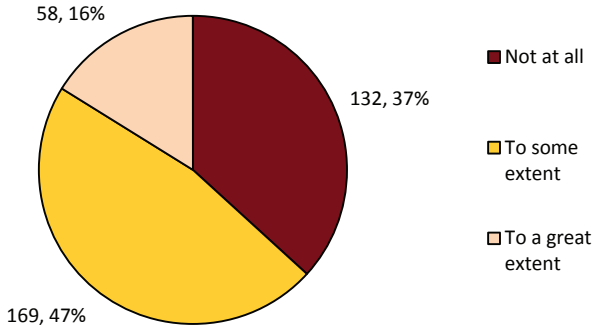

Figure 4. The extent to which participation in community-focused activities influenced students' desire to continue community-focused activities after they graduate (*n* = 359).

Importance of Opportunities

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

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

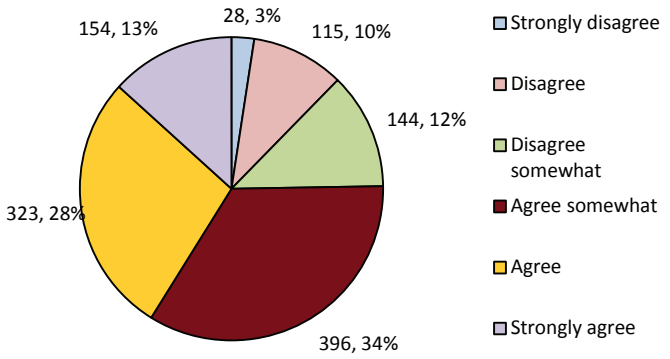

Figure 5. Students' level of importance for community service opportunities in college (*n* = 1,160).

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

The majority of students (86%) agree that opportunities to develop their leadership skills while in college are important, while 14% disagree that opportunities to develop leadership skills in college are important to them.

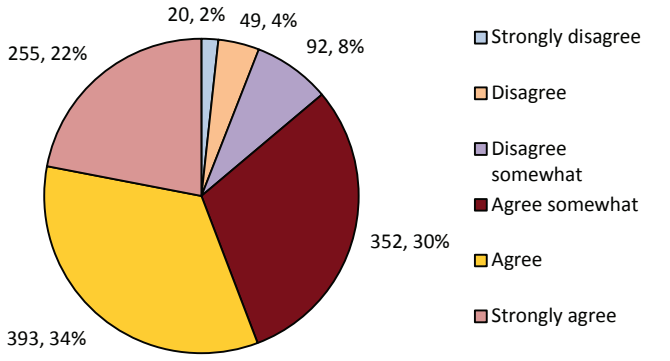

Figure 6. Students' level of importance for opportunities to develop leadership skills while in college (*n* = 1,161).

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

The majority of students (84%) agree that opportunities to connect their academic work with community-based experience are important to them, while 16% disagree that opportunities to connect academic work with community-based experience are important to them.

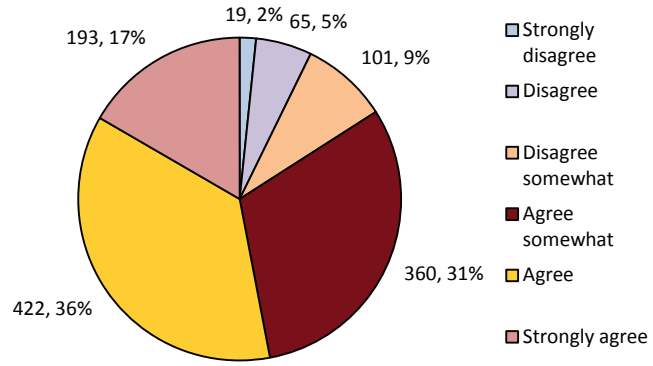

Figure 7. Students' level of importance for opportunities to connect academic work with community-based experience (*n* = 1,160).

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 (35%), other campus-based clubs (17.5%), and academic clubs (20%). 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 = 1160)	230, 20%	91, 8%	839, 72%
Advocacy (e.g. Amnesty International, Living Wage Advocacy, Sierra Club) (n = 1154)	64, 5.5%	22, 2%	1068, 92.5%
Campus sports clubs (e.g. rugby club) (n = 1157)	114, 10%	31, 3%	1012, 87%
Campus varsity team (e.g. basketball, softball, soccer) (n = 1156)	41, 3.5%	11, 1%	1104, 95.5%
Governing bodies (e.g. student government, IFC, panhellic, residence hall association) (n = 1158)	44, 4%	24, 2%	1090, 94%
Greek fraternity or sorority (n = 1157)	60, 5%	52, 5%	1045, 90%
Honor society (n = 1157)	119, 10%	19, 2%	1019, 88%
Media (e.g. campus newspaper, radio station) (n = 1156)	24, 2%	15, 1%	1117, 97%
Performing group (e.g. school band, dance team) (n = 1159)	76, 7%	24, 2%	1059, 91%
Political (e.g., Young Republicans, College Democrats) (n = 1156)	37, 3%	7, 1%	1112, 96%
Recreational (e.g. chess club, dive club, gaming) (n = 1155)	118, 10%	21, 2%	1016, 88%
Religious (e.g. Campus Crusade for Christ, LSF, Chabad House, Muslim Student Association) (n = 1154)	100, 9%	46, 4%	1008, 87%
Service (e.g. CAST, Pathfinders, Free the Planet) (n = 1536)	141, 12%	36, 3%	978, 85%
Other campus-based club or organization (n = 1475)	200, 17.5%	82, 7%	866, 75.5%
Off-campus club or organization (n = 1158)	411, 35%	124, 11%	623, 54%

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 (78%), a belief in the particular cause (74%), a unique or interesting opportunity arose to participate (70%), and an opportunity to change conditions in the community (63%).

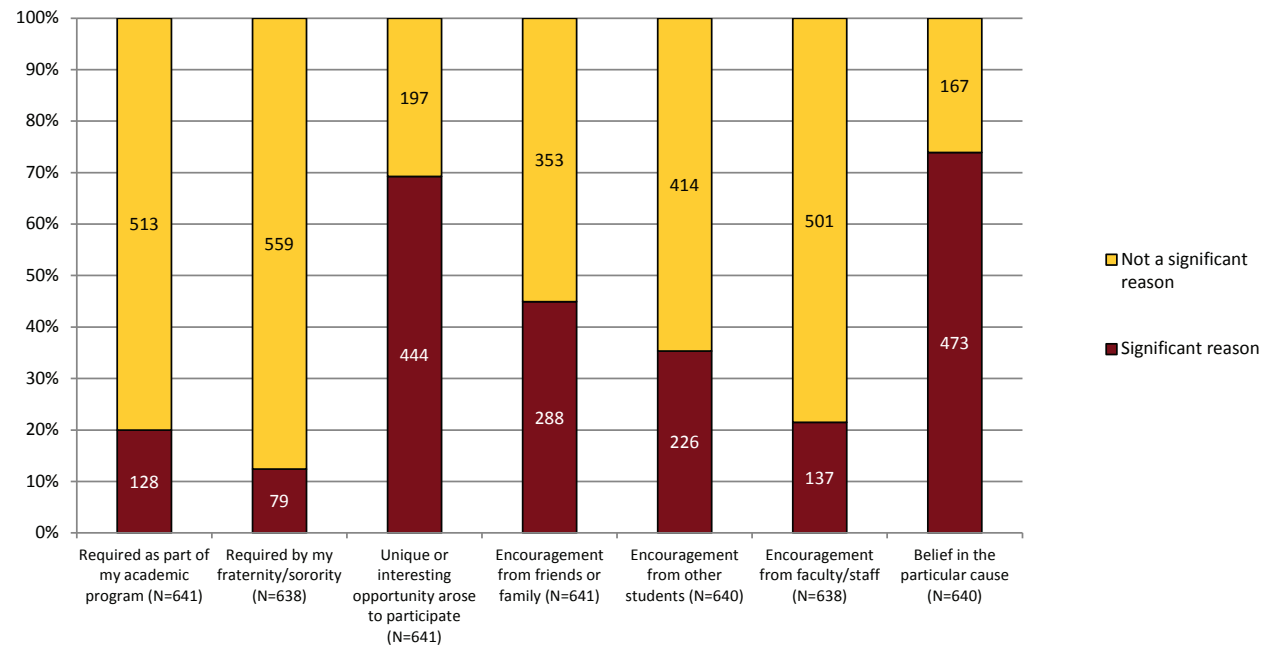

Figure 8. Reasons students became involved in community service.

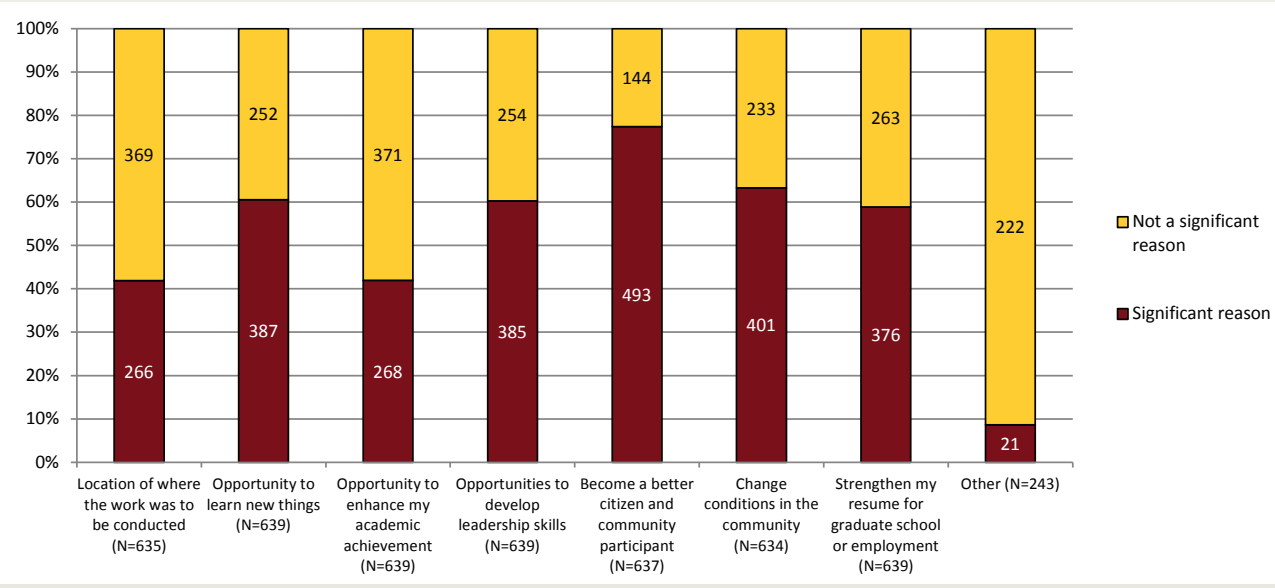

Figure 9. Reasons students became involved in community service.

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 health (n = 200), education (pre-K - 12) (n = 173), child care (n = 143), hunger (n = 125), poverty (n=105) , mentoring (n = 98), tutoring (n = 87), housing/ homelessness (n = 84), civil rights/human rights (n = 75), and diversity/multiculturalism (n = 75) (see Appendix A for full details). Students could select more than one option for this answer.

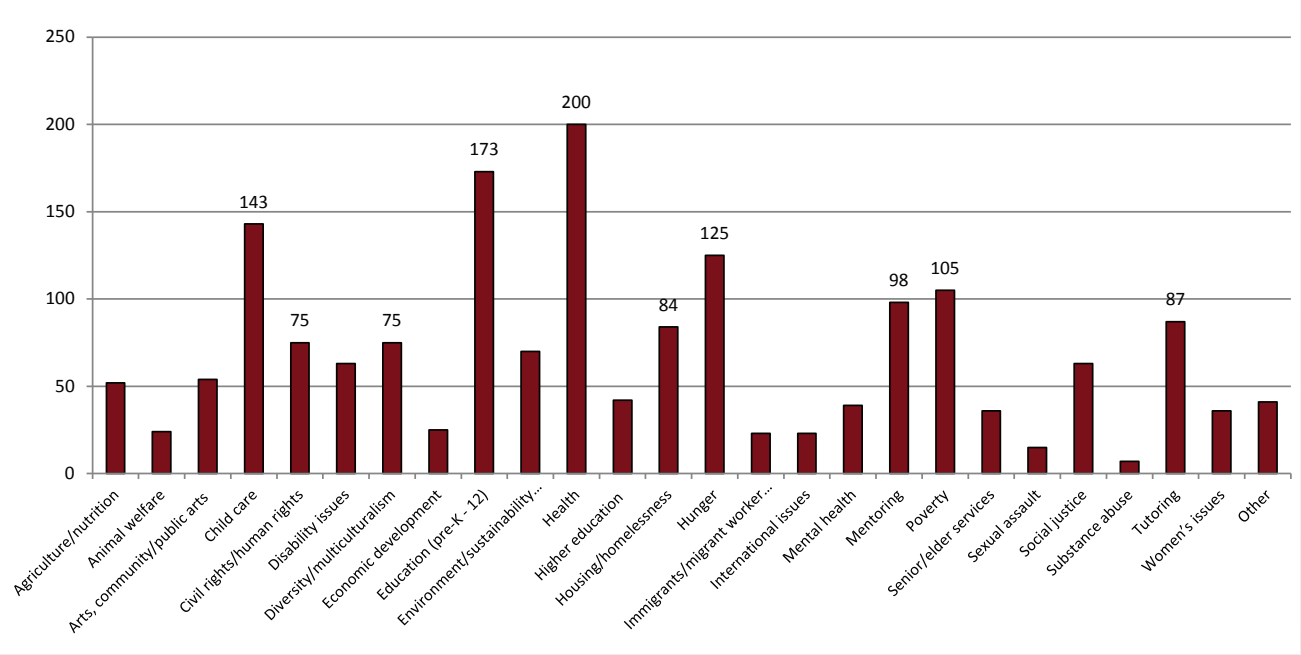

Figure 10. Focus of organizations in which students conducted community service (students could select all that apply).

Students who selected "other" from the question above provided additional areas in which their community service was focused. The most frequent included church (n = 8), sport (n = 4), veteran assistance (n = 3), and community education (n = 3).

Areas in Which Students Volunteer

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

Three hundred eighty-three (383) students listed at least one organization in which they had conducted service, while 224 listed two organizations and 111 listed three organizations. The top ten organizations with the greatest frequency are listed in the table below.

Organization	Number of References
Feed My Starving Children	42
Habitat for Humanity	17
Fairview Health Services	12
Relay for Life	12
Big Brothers, Big Sisters	11
Red Cross	11
People Serving People	10
University of Minnesota Amplatz Children's Hospital	10
Ronald McDonald House	8
YMCA	8
American Cancer Society	7

Seventy-nine (79) students listed 40 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, 17% of students indicated that they had been involved in a course with a service-learning component (Figure 11), 31% indicated that they had enrolled in a service-learning course at least once (Figure 12), and, of those who indicated enrollment in a service-learning course, the average hours of participation are located in Figure 13.

Course Number	Course Title	Number
SOC 4966W	Major-Project Seminar (WI)	6
SLHS 3402W	Major Project in Speech and Hearing Science	5
SPAN 3401	Latino Immigration and Community Service	5
PSTL 1211	Sociological Perspectives: A Multicultural America (SOCS, DSJ)	4
BIOL 2301	Leadership and Service	3
SLS 3001	Basics in Teaching English as a Second Language	3
SPAN 3404	Medical Spanish and Community Health Service	3
CFAN 1101	Dean's Engaged Leaders Seminar	2
EDHD 3001/ 3002	Exploring the Teaching Profession I and II	2
ENGL 1501W	Literature of Public Life	2
ENGL 3741	Literacy and American Cultural Diversity	2
ESPM 3011W	Ethics in Natural Resources	2
FSCN 3612	Life Cycle Nutrition	2
ID 3591	HECUA Off-Campus Study Program: Environmental Sustainability: Adaptive Ecosystem Management (ENV)	2
PSTL 1525W	First-Year Inquiry: Multidisciplinary Ways of Knowing (WI)	2
PSY 3902W	Major Project in Psychology (WI)	2
SMGT 3501	Sport in a Diverse Society	2
SW 3702	Introduction to Adult Intimate Partner Violence: Intervention and Prevention	2

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

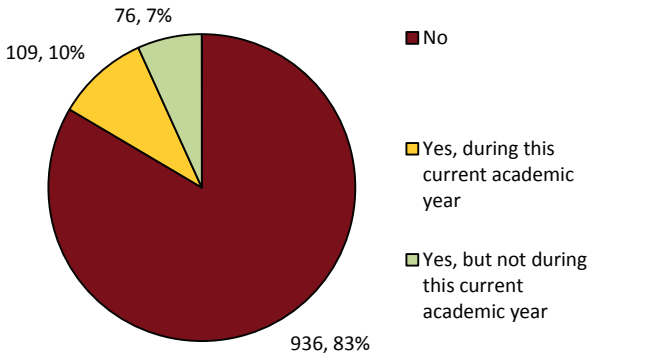

Figure 11. Extent to which students have been involved in course-based service learning during the academic year (*n* = 1121).

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

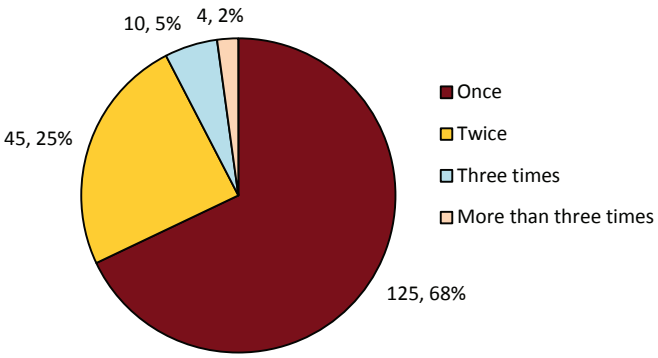

Figure 12. Frequency of enrollment in courses that have a service-learning component (*n* = 184).

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

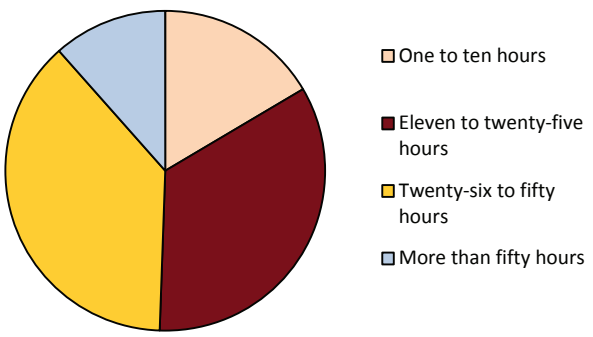

Figure 13. Average number of hours for service-learning courses (*n* = 182).

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 (18%), 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.

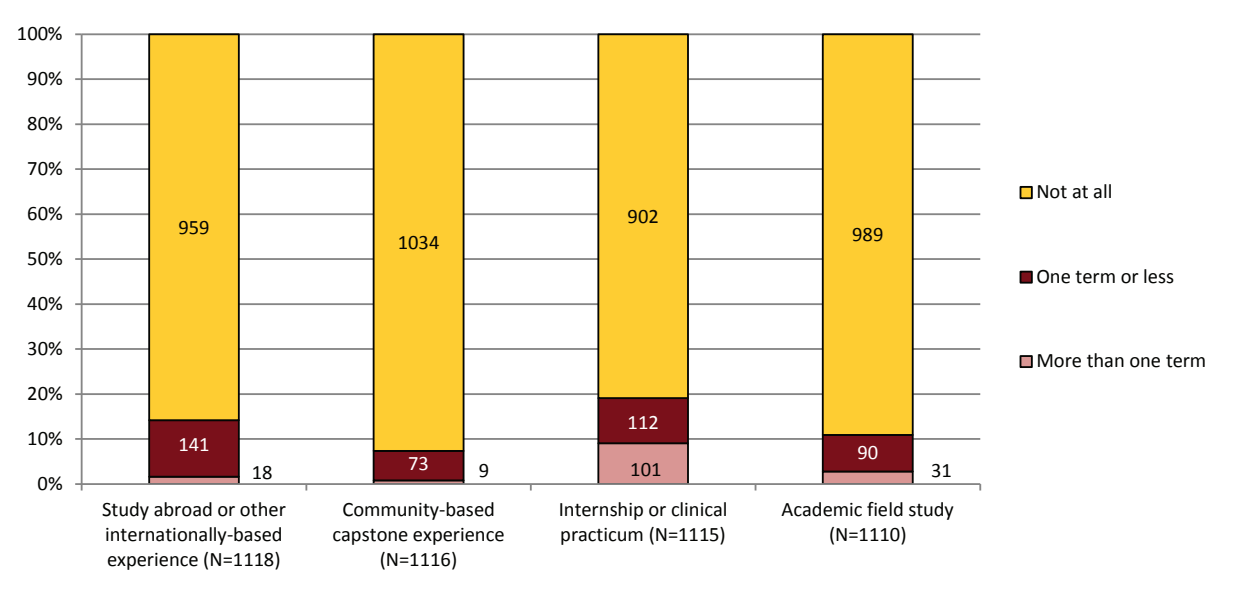

Figure 14. Student participation in other community-focused experiences.

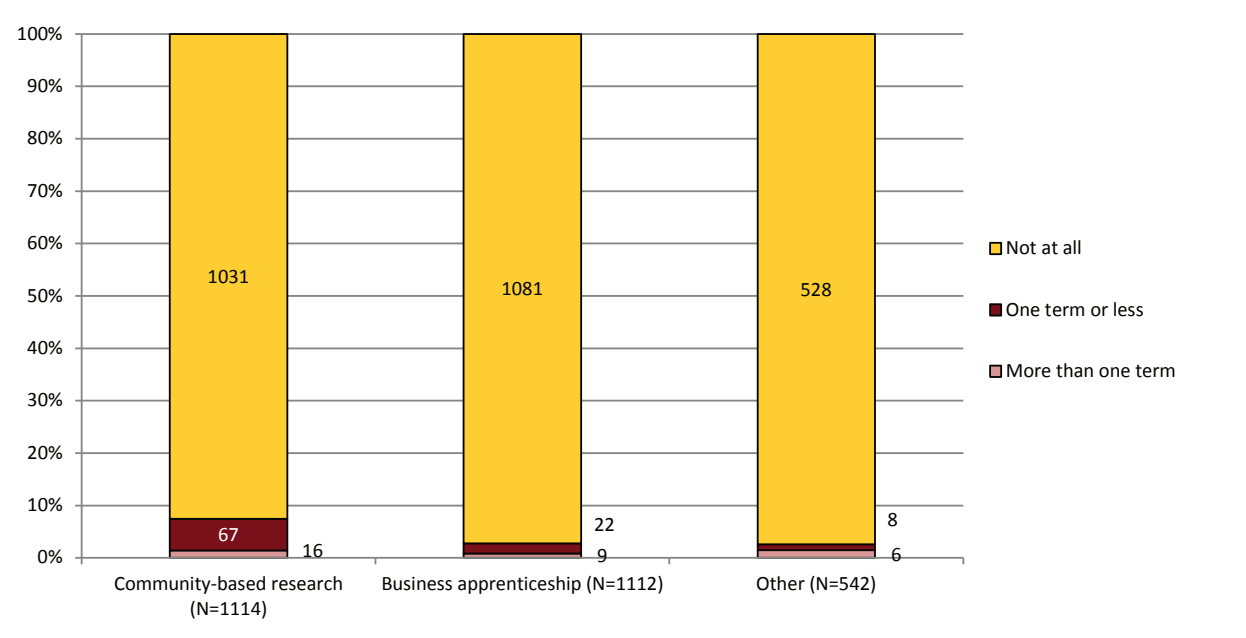

Figure 15. Student participation in other community-focused experiences.

Community-Focused Experiences

"Which of the following best characterizes the nature of your community-focused experiences during this academic year?"

The community-focused experiences in which students were most likely to engage include charity (N=161), empowering others (N=112), social change (N=66), and public or collective action (N=58).

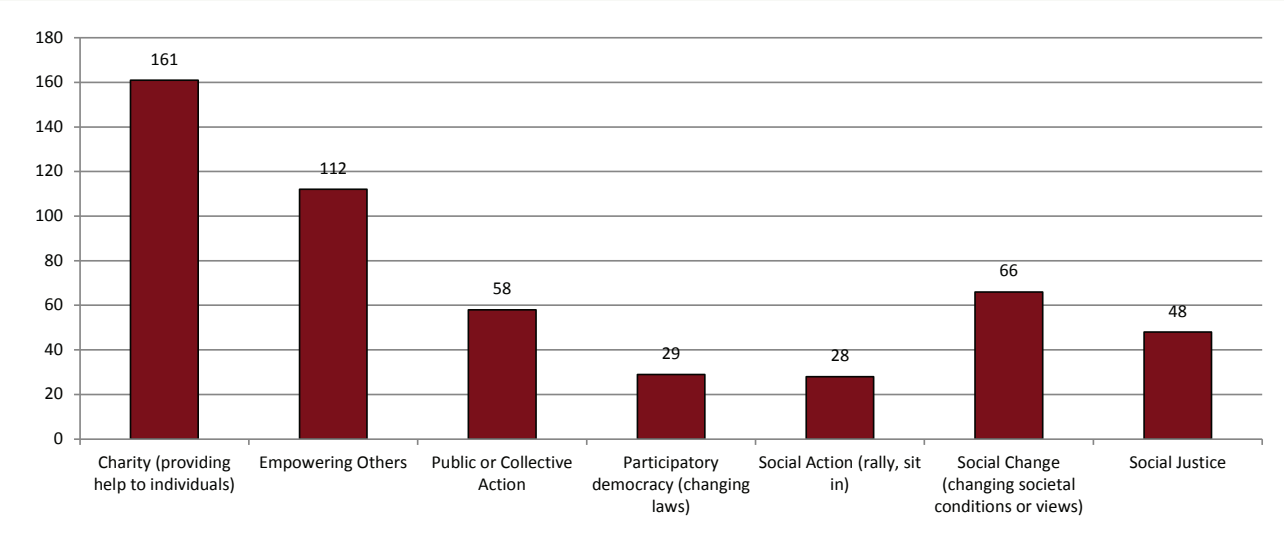

Figure 16. Student engagement in various community-focused issues or activities.

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 (78%).

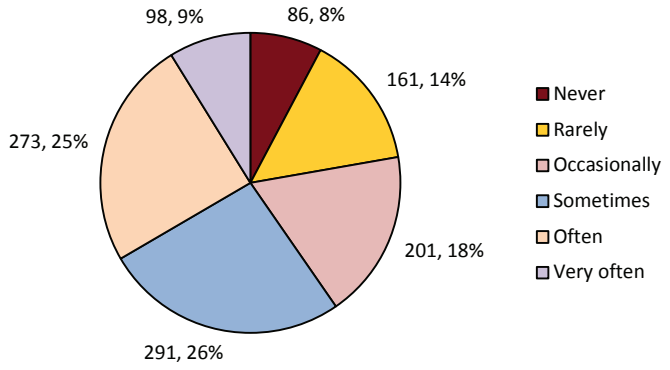

Figure 17. The frequency with which students have been asked to reflect on community or social issues as a shared responsibility in the classroom (*n* = 1,110).

"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 (79%).

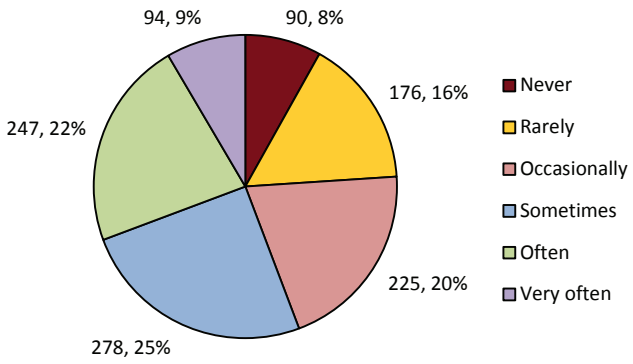

Figure 18. The frequency with which students have been asked to reflect on community or social issues as their responsibility in the classroom (*n* = 1,110).

"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 (57%).

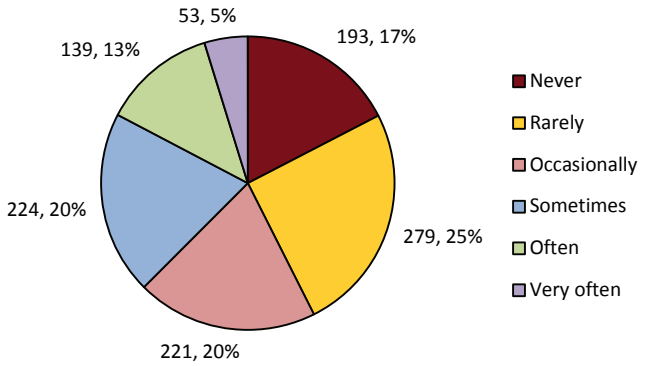

Figure 19. The frequency with which students have been asked to act on community or social issues in the classroom (*n* = 1,109).

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 (86%).

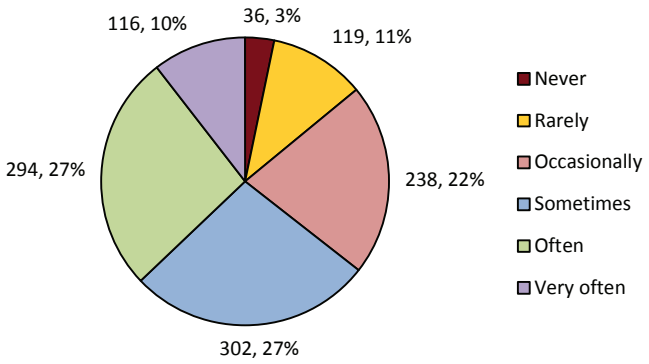

Figure 20. The frequency with which students have been asked to act on community or social issues (*n* = 1,105).

"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 (87%).

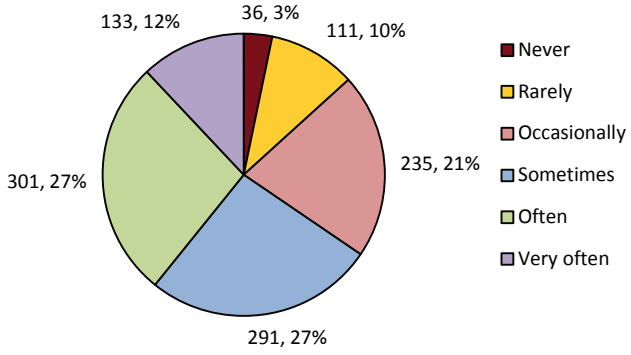

Figure 21. The frequency with which students have been asked to act on community or social issues (*n* = 1,107).

"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 (72%).

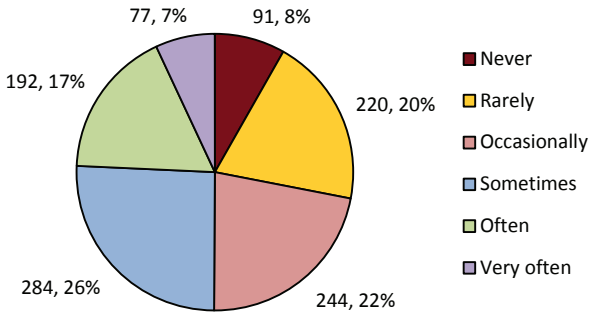

Figure 22. The frequency with which students have been asked to act on community or social issues (*n* = 1,108).

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.

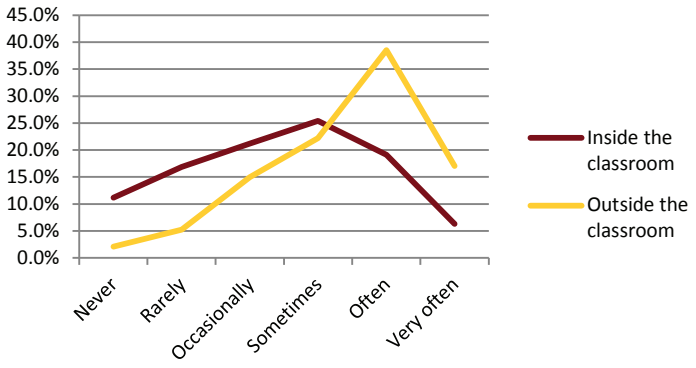

Figure 23. The frequency in which students have been asked to acknowledge personal differences in the classroom and in which they do so outside of the classroom (*n* = 1,110 and 1,109).

"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.

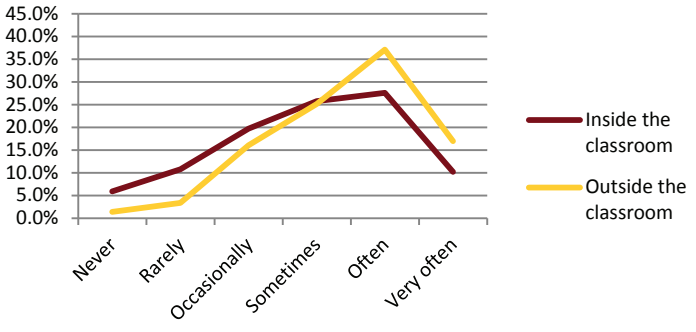

Figure 24. The frequency in which students have been asked to appreciate the world from someone else's perspective in the classroom and in which they do so outside of the classroom (*n* = 1,105 and 1,107).

"How often have you been asked to (or how often do you) interact with someone whose views 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.

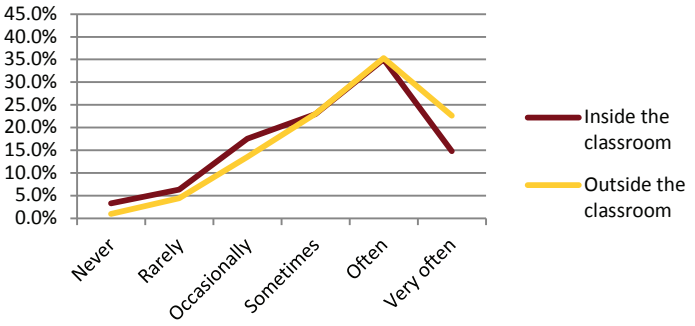

Figure 25. The frequency in which students have been asked to interact with someone whose views are different from their own inside of the classroom and in which they do so outside of the classroom (*n* = 1,110 and 1,109).

"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.

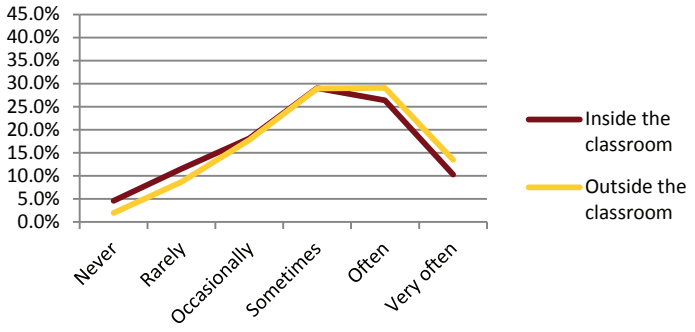

Figure 26. The frequency in which students have been asked to discuss and navigate controversial issues in the classroom and in which they do so outside of the classroom (*n* = 1,109 and 1,106).

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.

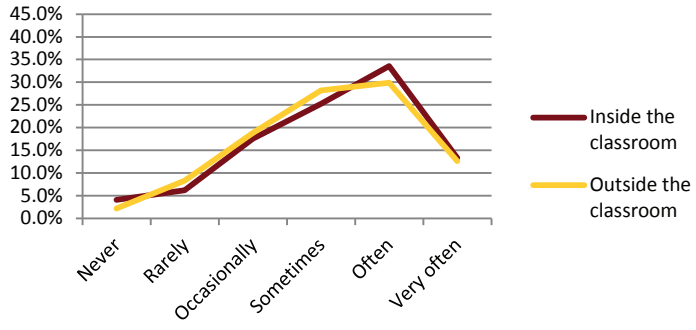

Figure 27. The frequency in which students have been asked to define an issue or challenge and identify possible solutions in the classroom and in which they do so outside of the classroom (n = 1,109 and 1,107).

"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.

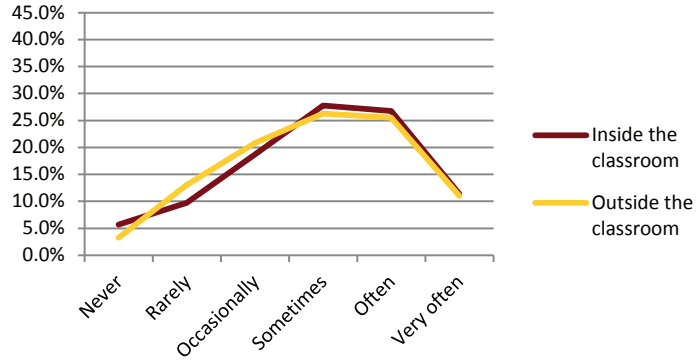

Figure 28. The frequency in which students have been asked to implement a solution to an issue or a challenge in the classroom and in which they do so outside of the classroom (*n* = 1,109 and 1,104).

"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.

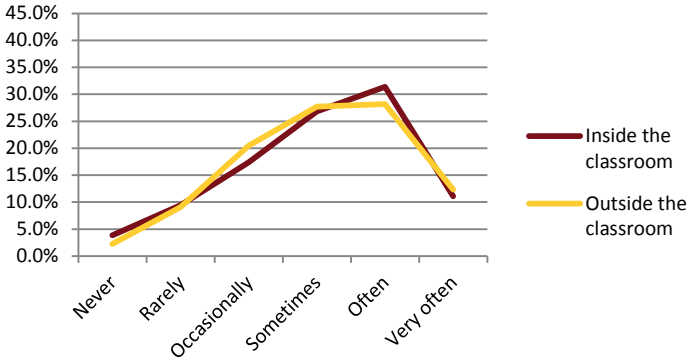

Figure 29. The frequency in which students have been asked to reflect upon the solution of an issue or challenge in the classroom and in which they do so outside of the classroom (n = 1,111 and 1,104).

"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.

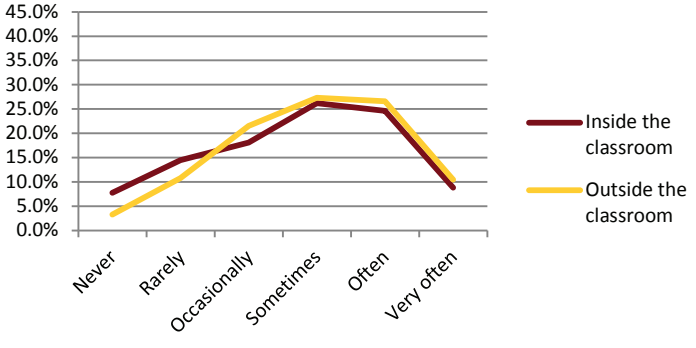

Figure 30. The frequency in which students have been asked to reflect on community of social issues as a shared responsibility in the classroom in which they do so outside of the classroom (*n* = 1,110 and 1,105).

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.

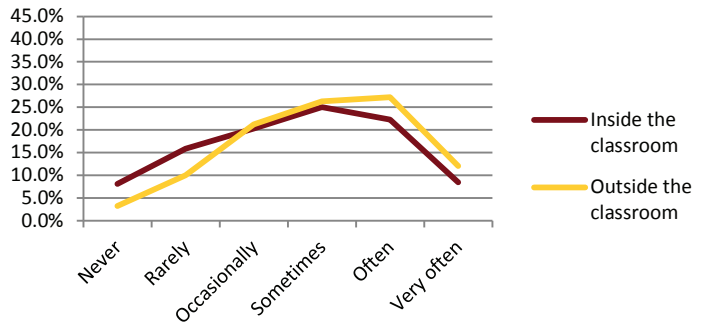

Figure 31. The frequency in which students have been asked to reflect on their responsibility for community or social issues in the classroom and in which they do so outside of the classroom (*n* = 1,110 and 1,107).

"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.

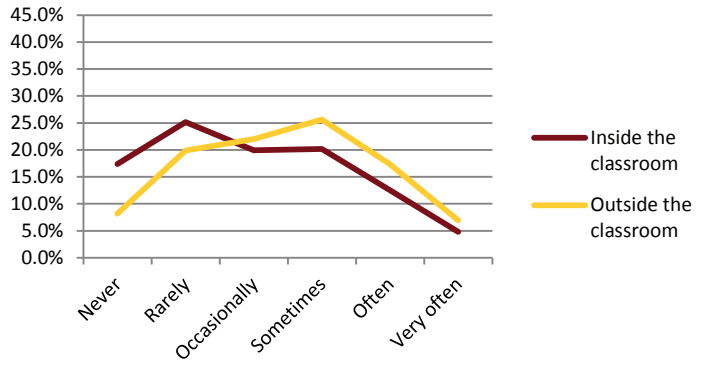

Figure 32. The frequency in which students have been asked to act on community or social issues in the classroom and in which they do so outside of the classroom (n = 1,109 and 1,108).

Civic Engagement

"I feel like I have a good understanding of political issues facing this country."

The majority of students agree with the statement that they have a good understanding of political issues in the U.S. (76%).

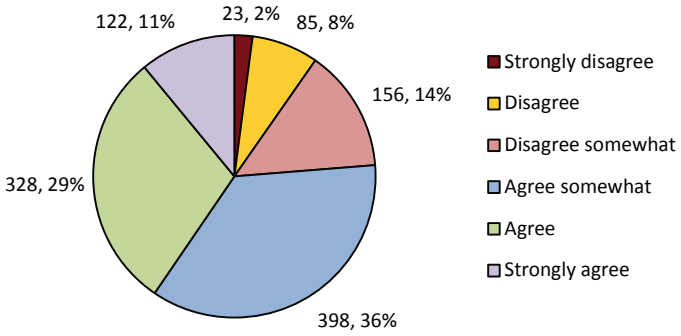

Figure 33. The frequency in which students have followed news about the United States (*n* = 1,112).

"I believe I have a role to play in the political process."

The majority of students report believing that they have a role to play in the political process (75%).

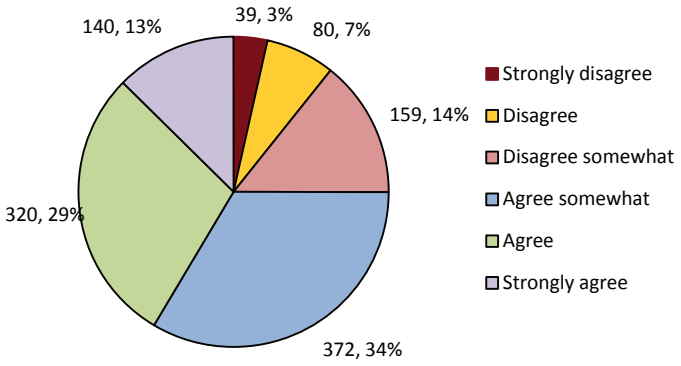

Figure 34. The frequency in which students have followed news about countries outside of the United States (*n* = 1,110).

Civic Engagement

"When policy issues are being discussed, I usually have something to say."

The majority of students agree with the statement that they usually have something to say when policy issues are being discussed (68%).

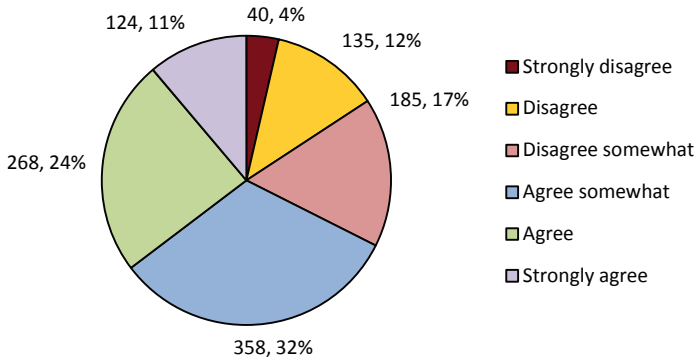

Figure 35. The frequency in which students have followed news about the United States (*n* = 1,110).

"I think I am better informed about politics and government than most people."

More than a half of the students think that they are better informed about politics and government than most people (58%).

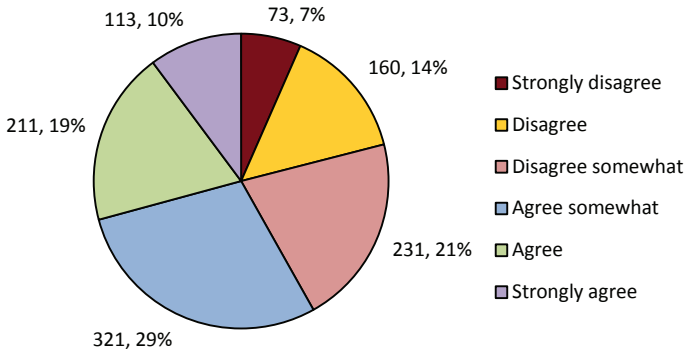

Figure 36. The frequency in which students have followed news about countries outside of the United States (*n* = 1,109).

"I consider myself well qualified to participate in the political process."

The majority of students consider themselves qualified to participate in the political process (69%).

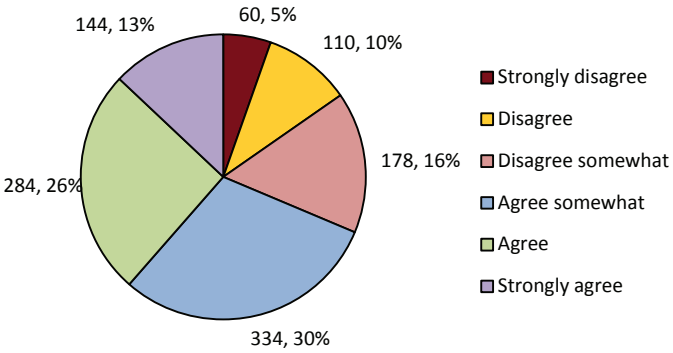

Figure 37. The frequency in which students have followed the news about global politics and diplomacy (*n* = 1,110).

2010-2013 Data Comparison

Involvement in community Service

Comparison of 2010-2013 data shows that students' engagement and participation remain high. The table below summarizes students' participation in community service in 2010, 2012 and 2013.

Involvement in Community Service (percentage of students)	2010	2012	2013
Participated in community service	55	55	27
Spent at least one hour per week performing community service	50	53	51
Spent 50 or more hours on service for the last academic year	21	44	24
Agree that opportunities for service are important to them	75	75	75
Agree that opportunities to connect their academic work with community-based experience are important	86	85	84
Agree that their participation in service influenced their desire to continue community-focused activities after they graduate	79	76	63

Community-focused experiences

The top three areas for community-focused experiences in which students participate remained the same for 2010 and 2012, with the majority of student reporting participation in **volunteer or community service** (n=472 for 2010 and n=491 for 2012); **internship or clinical practicum** (n=171 for 2010 and n=306 for 2012); and **academic field study** (n=99 for 2010 and n=177 for 2012). In 2013 the top three areas for community-focused experiences were **internship or clinical practicum** (n=213), **study abroad and other internationally-based experience** (n=159), and **academic field study** (n=121).

Issue Areas

Top five issue areas of focus where students conducted community service are hunger, health, education, childcare, and mentoring.

Areas in which students volunteer (number of students)		
2010	2012	2013
Hunger (243)	Hunger (265)	Health (200)
Health (204)	Health (204)	Education (173)
Mentoring (155)	Education (168)	Childcare (143)
Childcare (154)	Childcare (153)	Hunger (125)
Education (150)	Mentoring (140)	Poverty (105)

In 2010, 2012, and 2013 students reported that the number one reason for getting involved in community service was to become a better citizen and community participant.

Feed my Starving Children and Habitat for Humanity are the two organizations in which students reported conducting service most often in 2010, 2012, and 2013.

**The SERU survey was not administered at the University of Minnesota in 2011.*

Appendix A

Areas of Focus of Community Service	
Agriculture/nutrition	52
Animal welfare	24
Arts, community/public arts	54
Child care	143
Civil rights/human rights	75
Disability issues	63
Diversity/multiculturalism	75
Economic development	25
Education (pre-K - 12)	173
Environment/sustainability issues	70
Health	200
Higher education	42
Housing/homelessness	84
Hunger	125
Immigrants/migrant worker rights	23
International issues	23
Mental health	39
Mentoring	98
Poverty	105
Senior/elder services	36
Sexual assault	15
Social justice	63
Substance abuse	7
Tutoring	87
Women's issues	36
Other	41

Appendix B

Courses in Which Students Indicated Performing Service Learning

AHS 2300	ID 3591 (2)
AHS 1602	MIL 3302
BIOL 2301 (3)	NURS 4800
BIOL 1806	OLPD 3306
CFAN 1101 (2)	PHIL 1004W
CHIC 1275	PHIL 3307
CHIC 3275	PSTL 1006
CHIC 3374	PSTL 1211 (4)
CHIC 4275	PSTL 1525W (2)
CPSY 4993	PSY 3902W (2)
DH 4125W	SLHS 3402W (5)
EDHD 3001/3002 (2)	SLS 3001 (3)
ENGL 1501W (2)	SMGT 3501 (2)
ENGL 3505	SMGT 3501H
ENGL 3741 (2)	SOC 4966W (6)
ESPM 3011W (2)	SPAN 3404 (3)
FSCN 3612 (2)	SPAN 3401 (5)
FSOS 2101	SW 2501W
FSOS 3104	SW 3702 (2)
FSOS 4296	YOST 2101
HCOL 3801H	YOST 4196
HIST 3990	

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