

De Anza College Office of Institutional Research and Planning

To: Mallory Newell

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Subject: Community Engagement Survey Demographic Breakouts

Table 1a. Community Engagement Activities - Full/Part-time Students

	Prior to College				After College				Difference	
	Part-time		Full-time		Part-time		Full-time		PT	FT
	N	%	N	%	N	%	N	%	%	%
1a. Joined a group or organization	205	59%	264	63%	116	34%	188	44%	-25%	-19%
1b. Held a leadership role in an organization or club	128	37%	161	38%	60	18%	84	20%	-19%	-18%
1c. Obtained news regularly (through Internet, television, newspaper, radio, etc.)	285	83%	334	79%	272	80%	335	79%	-3%	0%
1d. Discussed politics regularly	131	38%	157	37%	152	44%	189	45%	6%	8%
1e. Worked without pay in your community to help others	232	67%	283	68%	165	49%	214	50%	-18%	-18%
1f. Worked without pay in your community to help others as part of a class requirement	106	31%	182	43%	90	26%	160	38%	-5%	-5%
1g. Worked on a local, state, or national campaign	50	15%	45	11%	39	11%	51	12%	-4%	1%
1h. Attended a march, rally, protest, or boycott	99	29%	89	21%	66	19%	64	15%	-10%	-6%
1i. Signed a petition	211	61%	248	59%	197	58%	265	63%	-3%	4%
1j. Raised awareness about an issue, campaign, party, or group	135	39%	143	34%	111	33%	151	36%	-6%	2%
1k. Raised money for a campaign, party, or group	124	36%	130	31%	64	19%	76	18%	-17%	-13%
1l. Persuaded others to vote for a particular candidate or party	77	22%	76	18%	64	19%	67	16%	-3%	-2%
1m. Contacted public officials or the media (through Facebook, Twitter, email, phone, letter, etc.)	88	26%	99	23%	95	28%	90	21%	2%	-2%
1n. Registered to vote	218	63%	205	49%	159	46%	181	43%	-17%	-6%
1o. Voted in a student election	142	42%	201	48%	71	21%	107	25%	-21%	-23%
1p. Voted in a local, state or federal election	193	56%	153	36%	151	45%	137	32%	-11%	-4%

Note: Yes responses

- Both part-time and full time students show a reduced rate of engagement after entering college compared to prior to college in all questions with the exception of 1c, 1d, 1g, 1i, 1j, and 1m.
- In particular, the greatest decrease in rates of engagement occur in questions 1a, 1b, 1e, 1h, 1k, 1n, 1o, and 1p.
- Prior to college, part-time students show higher rates of engagement in all questions with the exception of 1a, 1b, 1e, 1f, and 1o.

- However, after entering college, full-time students show slightly higher rates of engagement compared to part-time students. This was true of all questions with the exception of 1c, 1h, 1k, 1l, 1m, 1n, and 1p.

Table 1b. Community Engagement Ability - Full/Part-time Students

	Part-time		Full-time	
	N	%	N	%
3a. Converse productively about controversial issues with someone whose background or views are different than my own	170	49%	271	64%
3b. Have my views challenged by others	159	46%	277	65%
3c. Understand people from other cultures, races, or ethnicities	243	72%	330	79%
3d. Work with others to make a difference in our community	144	42%	219	52%
3e. Voice my opinions on campus, at work, or in my community	146	43%	213	51%

Note: Yes responses

- Full-time students show higher rates of engagement in all community engagement ability questions.

Table 1c. Community Engagement Beliefs - Full/Part-time Students

	Part-time		Full-time	
	N	%	N	%
4a. I can learn a lot through my involvement in community or campus causes	196	57%	257	61%
4b. I am just one person and my actions cannot change	56	16%	90	21%
4c. I have the tools to seek out information about social or political events to develop an informed position on the issue	199	58%	280	67%
4c. I have the tools to seek out information about social or political events to develop an informed position on the issue	216	63%	298	71%
4e. I can be a part of something bigger than myself to effect change	223	65%	309	73%

Note: Yes responses

- Full-time students show higher rates of engagement in all community engagement beliefs questions.

Table 1d. Community Engagement Contribution - Full/Part-time Students

	Part-time		Full-time	
	N	%	N	%
5a. As part of the campus community	149	43%	218	52%
5b. As part of a community outside this college	228	66%	269	64%
5c. As someone who values helping others	303	89%	375	89%
5d. As an individual with limited impact on what happens in this country	139	40%	163	39%
5e. As someone who has something to offer the world	272	78%	335	79%
5f. As someone who has a voice	257	74%	324	77%

Note: Yes responses

- Part-time and full-time students are split almost evenly between rates of engagement in all community engagement contribution questions.

Table 1e. Community Engagement Goals - Full/Part-time Students

	Part-time		Full-time	
	N	%	N	%
6a. Work with others to promote social or political change	180	52%	231	55%
6b. Become a leader in my place of work	211	61%	290	69%
6c. Help others who may not be as well off as myself	276	80%	353	83%
6d. Be an integral part of society	258	75%	303	72%

Note: Yes responses

- Full-time students show higher rates of engagement in all community engagement goals questions with the exception of question 6d.

Table 1f. Community Engagement Knowledge - Full/Part-time Students

	Part-time		Full-time	
	N	%	N	%
7a. Global issues	206	60%	289	68%
7b. National issues	208	60%	289	68%
7c. Issues facing my community	205	60%	276	65%

Note: Yes responses

- Full-time students show higher rates of engagement in all community engagement knowledge questions.

Table 1g. Community Engagement Electoral Knowledge - Full/Part-time Students

	Part-time		Full-time	
	N	%	N	%
8. What individual or group of individuals has the responsibility to make the final decision on whether a law is constitutional or not?	220	63%	244	58%
9. What day of the week are local, state, and federal elections held?	210	60%	217	51%
10. Which organization functions the most like the legislative branch in local governments?	261	75%	348	82%

Note: Yes responses

- Part-time students show higher rates of engagement in all community engagement electoral questions with the exception of question 10.

Table 2a. Community Engagement Activities – Gender

	Prior to College				After College				Difference	
	Women		Men		Women		Men		W	M
	N	%	N	%	N	%	N	%		
1a. Joined a group or organization	280	63%	184	59%	173	39%	128	41%	-24%	-18%
1b. Held a leadership role in an organization or club	174	39%	113	36%	88	20%	56	18%	-19%	-18%
1c. Obtained news regularly (through Internet, television, newspaper, radio, etc.)	354	79%	260	83%	345	78%	256	82%	-1%	-1%
1d. Discussed politics regularly	155	35%	130	41%	198	45%	141	45%	10%	4%
1e. Worked without pay in your community to help others	314	71%	194	62%	237	53%	141	45%	-18%	-17%
1f. Worked without pay in your community to help others as part of a class requirement	172	39%	115	37%	151	34%	99	31%	-5%	-6%
1g. Worked on a local, state, or national campaign	57	13%	37	12%	54	12%	37	12%	-1%	0%
1h. Attended a march, rally, protest, or boycott	117	26%	69	22%	78	18%	51	16%	-8%	-6%
1i. Signed a petition	269	60%	185	59%	271	62%	186	60%	2%	1%
1j. Raised awareness about an issue, campaign, party, or group	168	38%	108	34%	163	37%	99	32%	-1%	-2%
1k. Raised money for a campaign, party, or group	166	37%	87	28%	97	22%	44	14%	-15%	-14%
1l. Persuaded others to vote for a particular candidate or party	76	17%	75	24%	69	16%	62	20%	-1%	-4%
1m. Contacted public officials or the media (through Facebook, Twitter, email, phone, letter, etc.)	106	24%	77	25%	104	23%	78	25%	-1%	0%
1n. Registered to vote	243	54%	174	55%	190	43%	144	46%	-11%	-9%
1o. Voted in a student election	205	46%	134	43%	103	23%	74	24%	-23%	-19%
1p. Voted in a local, state or federal election	205	46%	137	43%	160	36%	123	39%	-10%	-4%

Note: Yes responses

- Both women and men show a decrease in rates of engagement after entering college in all community engagement activities questions with the exception of 1d, 1g, 1i, and 1m.
- In particular, there is a larger decrease in rates of engagement in questions 1a, 1b, 1e, 1k, 1n, 1o, and 1p.
- Neither gender shows an overall higher rate of engagement over the other in either category.

Table 2b. Community Engagement Ability – Gender

	Women		Men	
	N	%	N	%
3a. Converse productively about controversial issues with someone whose background or views are different than my own	250	56%	188	60%
3b. Have my views challenged by others	250	56%	182	58%
3c. Understand people from other cultures, races, or ethnicities	341	77%	230	74%
3d. Work with others to make a difference in our community	226	51%	137	44%
3e. Voice my opinions on campus, at work, or in my community	214	48%	142	46%

Note: Yes responses

- Women show slightly higher rates of engagement in half of the community engagement ability questions.

Table 2c. Community Engagement Beliefs – Gender

	Women		Men	
	N	%	N	%
4a. I can learn a lot through my involvement in community or campus causes	268	60%	180	58%
4b. I am just one person and my actions cannot change	73	16%	69	22%
4c. I have the tools to seek out information about social or political events to develop an informed position on the issue	282	63%	193	62%
4c. I have the tools to seek out information about social or political events to develop an informed position on the issue	301	67%	211	68%
4e. I can be a part of something bigger than myself to effect change	320	72%	209	67%

Note: Yes responses

- Women show slightly higher rates of engagement in half of the community engagement beliefs questions.

Table 2d. Community Engagement Contribution – Gender

	Women		Men	
	N	%	N	%
5a. As part of the campus community	220	49%	147	47%
5b. As part of a community outside this college	290	65%	202	65%
5c. As someone who values helping others	408	91%	265	86%
5d. As an individual with limited impact on what happens in this country	157	35%	140	45%
5e. As someone who has something to offer the world	363	81%	240	77%
5f. As someone who has a voice	348	78%	229	73%

Note: Yes responses

- Women show higher rates of engagement in all community engagement contribution questions with the exception of 5b and 5d.

Table 2e. Community Engagement Goals – Gender

	Women		Men	
	N	%	N	%
6a. Work with others to promote social or political change	255	57%	154	49%
6b. Become a leader in my place of work	299	67%	200	63%
6c. Help others who may not be as well off as myself	386	86%	237	76%
6d. Be an integral part of society	334	75%	223	71%

Note: Yes responses

- Women show higher rates of engagement in all community engagement goals questions.

Table 2f. Community Engagement Knowledge – Gender

	Women		Men	
	N	%	N	%
7a. Global issues	289	65%	203	65%
7b. National issues	287	64%	207	66%
7c. Issues facing my community	286	64%	192	62%

Note: Yes responses

- Neither gender shows an overall higher rate of engagement over the other.

Table 2g. Community Engagement Electoral Knowledge – Gender

	Women		Men	
	N	%	N	%
8. What individual or group of individuals has the responsibility to make the final decision on whether a law is constitutional or not?	264	59%	196	62%
9. What day of the week are local, state, and federal elections held?	254	57%	169	54%
10. Which organization functions the most like the legislative branch in local governments?	346	77%	256	81%

Note: Yes responses

- Men show slightly higher rates of engagement in all community engagement electoral knowledge questions with the exception of question 8.

Table 3a. Community Engagement Activities - On-Campus

	Prior to College				After College				Difference	
	Working		Non-Working		Working		Non-Working		W %	N %
	N	%	N	%	N	%	N	%		
1a. Joined a group or organization	41	63%	384	61%	36	55%	236	38%	-8%	-23%
1b. Held a leadership role in an organization or club	26	39%	239	38%	19	28%	108	17%	-11%	-21%
1c. Obtained news regularly (through Internet, television, newspaper, radio, etc.)	52	79%	507	81%	50	76%	497	80%	-3%	-1%
1d. Discussed politics regularly	30	45%	232	37%	40	60%	266	43%	15%	6%
1e. Worked without pay in your community to help others	38	59%	427	68%	33	51%	305	49%	-8%	-19%
1f. Worked without pay in your community to help others as part of a class requirement	18	27%	237	38%	24	36%	204	32%	9%	-6%
1g. Worked on a local, state, or national campaign	4	6%	79	13%	13	20%	72	12%	14%	-1%
1h. Attended a march, rally, protest, or boycott	12	18%	158	25%	17	25%	100	16%	7%	-9%
1i. Signed a petition	32	48%	386	61%	40	62%	381	61%	14%	0%
1j. Raised awareness about an issue, campaign, party, or group	23	34%	230	37%	30	45%	206	33%	11%	-4%
1k. Raised money for a campaign, party, or group	21	32%	214	34%	20	30%	107	17%	-2%	-17%
1l. Persuaded others to vote for a particular candidate or party	16	24%	120	19%	18	27%	97	16%	3%	-3%
1m. Contacted public officials or the media (through Facebook, Twitter, email, phone, letter, etc.)	22	33%	147	23%	25	38%	140	22%	5%	-1%
1n. Registered to vote	37	55%	344	55%	35	52%	273	44%	-3%	-11%
1o. Voted in a student election	27	41%	283	45%	20	30%	142	23%	-11%	-22%
1p. Voted in a local, state or federal election	30	45%	280	45%	31	46%	227	36%	1%	-9%

Note: Yes responses for on-campus working students (compared to non-working students)

- Non-working students show a larger decrease in engagement after entering college across the board in all of the community engagement activities questions.
- The largest increase in engagement occurred in questions 1d, 1g, 1i, and 1j.
- The largest decrease in engagement occurred in questions 1b, 1k, 1n, and 1o.
- Non-working students have slightly higher rates of engagement prior to college in all questions with the exception of 1a, 1b, 1d, 1l, and 1m.
- However, working students show higher rates of engagement after entering college in all questions with the exception of question 1c.

Table 3b. Community Engagement Ability - On-Campus

	Working		Non-Working	
	N	%	N	%
3a. Converse productively about controversial issues with someone whose background or views are different than my own	36	54%	355	56%
3b. Have my views challenged by others	40	60%	357	57%
3c. Understand people from other cultures, races, or ethnicities	49	73%	468	76%
3d. Work with others to make a difference in our community	38	58%	283	45%
3e. Voice my opinions on campus, at work, or in my community	38	58%	281	45%

Note: Yes responses for on-campus working students (compared to non-working students)

- Working students show higher rates of engagement in all community engagement ability questions with the exception of 3a and 3c.

Table 3c. Community Engagement Beliefs - On-Campus

	Working		Non-Working	
	N	%	N	%
4a. I can learn a lot through my involvement in community or campus causes	42	65%	359	58%
4b. I am just one person and my actions cannot change	13	20%	123	20%
4c. I have the tools to seek out information about social or political events to develop an informed position on the issue	42	66%	385	62%
4c. I have the tools to seek out information about social or political events to develop an informed position on the issue	45	68%	411	66%
4e. I can be a part of something bigger than myself to effect change	49	74%	425	68%

Note: Yes responses for on-campus working students (compared to non-working students)

- Working students show higher rates of engagement in all community engagement beliefs questions with the exception of 4b, where they show the same rate of engagement as non-working students.

Table 3d. Community Engagement Contribution - On-Campus

	Working		Non-Working	
	N	%	N	%
5a. As part of the campus community	45	68%	285	45%
5b. As part of a community outside this college	42	65%	401	64%
5c. As someone who values helping others	59	91%	547	88%
5d. As an individual with limited impact on what happens in this country	19	29%	259	41%
5e. As someone who has something to offer the world	55	83%	483	77%
5f. As someone who has a voice	51	77%	464	74%

Note: Yes responses for on-campus working students (compared to non-working students)

- Working students show higher rates of engagement in all community engagement contribution questions with the exception of 5d.

Table 3e. Community Engagement Goals - On-Campus

	Working		Non-Working	
	N	%	N	%
6a. Work with others to promote social or political change	43	64%	320	51%
6b. Become a leader in my place of work	51	76%	395	63%
6c. Help others who may not be as well off as myself	56	85%	505	81%
6d. Be an integral part of society	50	76%	450	72%

Note: Yes responses for on-campus working students (compared to non-working students)

- Working students show higher rates of engagement in all community engagement goals questions.

Table 3f. Community Engagement Knowledge - On-Campus

	Working		Non-Working	
	N	%	N	%
7a. Global issues	43	64%	395	63%
7b. National issues	39	58%	405	65%
7c. Issues facing my community	43	64%	390	63%

Note: Yes responses for on-campus working students (compared to non-working students)

- Working students show higher rates of engagement in all community engagement knowledge questions with the exception of 7b.

Table 3g. Community Engagement Electoral Knowledge - On-Campus

	Working		Non-Working	
	N	%	N	%
8. What individual or group of individuals has the responsibility to make the final decision on whether a law is constitutional or not?	41	61%	374	59%
9. What day of the week are local, state, and federal elections held?	31	46%	353	56%
10. Which organization functions the most like the legislative branch in local governments?	53	79%	497	79%

Note: Yes responses for on-campus working students (compared to non-working students)

- Neither working nor non-working students show an overall higher rate of engagement over the other in community engagement electoral knowledge questions.

Table 4a. Community Engagement Activities - Primary/non-Primary English

	Prior to College				After College				Difference	
	Non-English		English		Non-English		English		Non-En	Eng
	N	%	N	%	N	%	N	%	%	%
1a. Joined a group or organization	136	55%	330	64%	101	41%	201	39%	-14%	-25%
1b. Held a leadership role in an organization or club	71	29%	215	42%	44	18%	99	19%	-11%	-23%
1c. Obtained news regularly (through Internet, television, newspaper, radio, etc.)	195	80%	423	82%	195	79%	411	80%	-1%	-2%
1d. Discussed politics regularly	70	29%	220	43%	83	34%	258	50%	5%	7%
1e. Worked without pay in your community to help others	155	63%	358	70%	118	48%	261	51%	-15%	-19%
1f. Worked without pay in your community to help others as part of a class requirement	93	38%	196	38%	80	33%	170	33%	-5%	-5%
1g. Worked on a local, state, or national campaign	28	11%	68	13%	19	8%	71	14%	-3%	1%
1h. Attended a march, rally, protest, or boycott	48	20%	139	27%	33	13%	97	19%	-7%	-8%
1i. Signed a petition	110	45%	348	67%	121	50%	341	66%	5%	-1%
1j. Raised awareness about an issue, campaign, party, or group	69	28%	208	40%	69	28%	194	38%	0%	-2%
1k. Raised money for a campaign, party, or group	80	33%	175	34%	43	18%	98	19%	-15%	-15%
1l. Persuaded others to vote for a particular candidate or party	35	14%	118	23%	31	13%	99	19%	-1%	-4%
1m. Contacted public officials or the media (through Facebook, Twitter, email, phone, letter, etc.)	59	24%	127	25%	52	21%	130	25%	-3%	0%
1n. Registered to vote	92	37%	330	64%	70	28%	269	52%	-9%	-12%
1o. Voted in a student election	97	39%	244	48%	49	20%	129	25%	-19%	-23%
1p. Voted in a local, state or federal election	63	26%	283	55%	46	19%	241	47%	-7%	-8%

Note: Yes responses for primary English speaking students compared to non-primary English speaking students

- There was a decrease for both primary and non-primary English speaking students in all community engagement activities questions with the exception of 1d after entering college.
- Primary English speaking students show a larger decrease compared to non-primary English speaking students for all questions with the exception of 1f, 1g, 1k, and 1m.
- Primary English speaking students show a larger rate of engagement prior to entering college in all questions with the exception of 1f, where they showed the same level of engagement.
- Primary English speaking students also show a higher rate of engagement after entering college for all questions except for 1a and 1f.

Table 4b. Community Engagement Ability - Primary/non-Primary English

	Non-English		English	
	N	%	N	%
3a. Converse productively about controversial issues with someone whose background or views are different than my own	145	58%	294	57%
3b. Have my views challenged by others	135	54%	299	58%
3c. Understand people from other cultures, races, or ethnicities	199	81%	371	73%
3d. Work with others to make a difference in our community	137	56%	224	44%
3e. Voice my opinions on campus, at work, or in my community	103	42%	254	50%

Note: Yes responses for primary English speaking students compared to non-primary English speaking students

- Non-primary English speaking students show a higher rate of engagement in all community engagement ability questions with the exception of 3b and 3e.

Table 4c. Community Engagement Beliefs - Primary/non-Primary English

	Non-English		English	
	N	%	N	%
4a. I can learn a lot through my involvement in community or campus causes	166	67%	283	55%
4b. I am just one person and my actions cannot change	54	22%	91	18%
4c. I have the tools to seek out information about social or political events to develop an informed position on the issue	142	58%	335	65%
4c. I have the tools to seek out information about social or political events to develop an informed position on the issue	174	71%	339	66%
4e. I can be a part of something bigger than myself to effect change	166	67%	364	70%

Note: Yes responses for primary English speaking students compared to non-primary English speaking students

- Non-primary English speaking students show a higher rate of engagement in all community engagement beliefs questions with the exception of 4c and 4e.

Table 4d. Community Engagement Contribution - Primary/non-Primary English

	Non-English		English	
	N	%	N	%
5a. As part of the campus community	148	60%	218	42%
5b. As part of a community outside this college	142	57%	350	68%
5c. As someone who values helping others	213	87%	461	90%
5d. As an individual with limited impact on what happens in this country	98	40%	201	39%
5e. As someone who has something to offer the world	182	73%	421	81%
5f. As someone who has a voice	178	72%	398	77%

Note: Yes responses for primary English speaking students compared to non-primary English speaking students

- Primary English speaking students show a higher rate of engagement in all community engagement contribution questions with the exception of 5a and 5d.

Table 4e. Community Engagement Goals - Primary/non- Primary English

	Non-English		English	
	N	%	N	%
6a. Work with others to promote social or political change	129	52%	280	54%
6b. Become a leader in my place of work	148	60%	352	68%
6c. Help others who may not be as well off as myself	199	80%	425	83%
6d. Be an integral part of society	171	70%	387	75%

Note: Yes responses for primary English speaking students compared to non-primary English speaking students

- Primary English speaking students show a higher rate of engagement in all community engagement goals questions.

Table 4f. Community Engagement Knowledge - Primary/non-Primary English

	Non-English		English	
	N	%	N	%
7a. Global issues	168	68%	323	63%
7b. National issues	161	65%	332	64%
7c. Issues facing my community	168	68%	310	60%

Note: Yes responses for primary English speaking students compared to non-primary English speaking students

- Non-primary English speaking students show a higher rate of engagement in all community engagement knowledge questions.

Table 4g. Community Engagement Electoral Knowledge - Primary/non-Primary English

	Non-English		English	
	N	%	N	%
8. What individual or group of individuals has the responsibility to make the final decision on whether a law is constitutional or not?	120	48%	341	66%
9. What day of the week are local, state, and federal elections held?	121	49%	304	59%
10. Which organization functions the most like the legislative branch in local governments?	179	72%	426	82%

Note: Yes responses for primary English speaking students compared to non-primary English speaking students

- Primary English speaking students show a higher rate of engagement in all community engagement electoral knowledge questions.

Table 5a. Community Engagement Activities – Income

		Prior to College		After College		Dif
		Count	Percent	Count	Percent	%
1a. Joined a group or organization						
	Less than 60,000	204	59%	143	42%	-17%
	Greater than 60,000	195	64%	124	41%	-23%
1b. Held a leadership role in an organization or club						
	Less than 60,000	126	36%	72	21%	-15%
	Greater than 60,000	121	40%	54	18%	-22%
1c. Obtained news regularly (through Internet, television, newspaper, radio, etc.)						
	Less than 60,000	273	79%	267	78%	-1%
	Greater than 60,000	250	83%	245	81%	-2%
1d. Discussed politics regularly						
	Less than 60,000	123	36%	156	45%	9%
	Greater than 60,000	132	44%	148	49%	5%
1e. Worked without pay in your community to help others						
	Less than 60,000	225	66%	175	51%	-15%
	Greater than 60,000	218	72%	155	51%	-21%
1f. Worked without pay in your community to help others as part of a class requirement						
	Less than 60,000	120	35%	122	35%	0%
	Greater than 60,000	131	43%	93	31%	-12%
1g. Worked on a local, state, or national campaign						
	Less than 60,000	46	13%	40	12%	-1%
	Greater than 60,000	40	13%	47	16%	3%
1h. Attended a march, rally, protest, or boycott						
	Less than 60,000	83	24%	62	18%	-6%
	Greater than 60,000	85	28%	56	18%	-10%
1i. Signed a petition						
	Less than 60,000	194	56%	207	61%	5%
	Greater than 60,000	194	64%	193	64%	0%
1j. Raised awareness about an issue, campaign, party, or group						
	Less than 60,000	124	36%	125	36%	0%
	Greater than 60,000	117	38%	106	35%	-3%
1k. Raised money for a campaign, party, or group						
	Less than 60,000	113	33%	65	19%	-14%
	Greater than 60,000	110	36%	62	20%	-16%
1l. Persuaded others to vote for a particular candidate or party						
	Less than 60,000	67	20%	63	18%	-2%
	Greater than 60,000	72	24%	56	18%	-6%

1m. Contacted public officials or the media (through Facebook, Twitter, email, phone, letter, etc.)						
	Less than 60,000	88	26%	100	29%	3%
	Greater than 60,000	74	24%	67	22%	-2%
1n. Registered to vote						
	Less than 60,000	186	54%	162	47%	-7%
	Greater than 60,000	171	56%	133	44%	-12%
1o. Voted in a student election						
	Less than 60,000	138	40%	83	24%	-16%
	Greater than 60,000	155	51%	78	26%	-25%
1p. Voted in a local, state or federal election						
	Less than 60,000	148	43%	124	36%	-7%
	Greater than 60,000	144	48%	120	40%	-8%

Note: Yes responses.

- Both income groups show a decrease in engagement rate after entering college in all community engagement activities questions with the exception of 1g, 1i, and 1m.
- Students with incomes greater than 60,000 show a larger decrease in engagement in all questions with the exception of 1g.
- Students with incomes greater than 60,000 show higher rates of engagement prior to entering college in all questions with the exception of 1g and 1m.
- Both income groups were similar in engagement rates after entering college.

Table 5b. Community Engagement Ability – Income

	Count	Percent
3a. Converse productively about controversial issues with someone whose background or views are different than my own		
Less than 60,000	208	60%
Greater than 60,000	169	56%
3b. Have my views challenged by others		
Less than 60,000	197	56%
Greater than 60,000	181	60%
3c. Understand people from other cultures, races, or ethnicities		
Less than 60,000	270	78%
Greater than 60,000	219	73%
3d. Work with others to make a difference in our community		
Less than 60,000	176	51%
Greater than 60,000	139	46%
3e. Voice my opinions on campus, at work, or in my community		
Less than 60,000	160	47%
Greater than 60,000	155	51%

Note: Yes responses.

- Students with incomes less than 60,000 show higher rates of engagement in all questions with the exception of 3b and 3e.

Table 5c. Community Engagement Beliefs – Income

	Count	Percent
4a. I can learn a lot through my involvement in community or campus causes		
Less than 60,000	229	66%
Greater than 60,000	162	54%
4b. I am just one person and my actions cannot change our government or social system		
Less than 60,000	68	20%
Greater than 60,000	52	17%
4c. I have the tools to seek out information about social or political events to develop an informed position on the issue		
Less than 60,000	220	64%
Greater than 60,000	200	66%
4d. I have the tools to communicate with someone whose views are different than my own		
Less than 60,000	246	71%
Greater than 60,000	201	67%
4e. I can be a part of something bigger than myself to effect change		
Less than 60,000	251	72%
Greater than 60,000	208	69%

Note: Yes responses.

- Students with incomes less than 60,000 show higher rates of engagement in all questions with the exception of 4c.

Table 5d. Community Engagement Contribution – Income

	Count	Percent
5a. As part of the campus community		
Less than 60,000	182	52%
Greater than 60,000	132	44%
5b. As part of a community outside this college		
Less than 60,000	226	66%
Greater than 60,000	199	65%
5c. As someone who values helping others		
Less than 60,000	306	89%
Greater than 60,000	272	91%
5d. As an individual with limited impact on what happens in this country		
Less than 60,000	144	42%
Greater than 60,000	112	37%
5e. As someone who has something to offer the world		
Less than 60,000	275	79%
Greater than 60,000	244	81%
5f. As someone who has a voice		
Less than 60,000	266	77%
Greater than 60,000	235	77%

Note: Yes responses.

- Both groups show similar rates of engagement in all community engagement contribution questions.

Table 5e. Community Engagement Goals – Income

	Count	Percent
6a. Work with others to promote social or political change		
Less than 60,000	200	58%
Greater than 60,000	161	53%
6b. Become a leader in my place of work		
Less than 60,000	231	66%
Greater than 60,000	203	67%
6c. Help others who may not be as well off as myself		
Less than 60,000	294	85%
Greater than 60,000	247	81%
6d. Be an integral part of society		
Less than 60,000	264	77%
Greater than 60,000	227	75%

Note: Yes responses.

- Students with incomes less than 60,000 show higher rates of engagement in all community engagement goals questions with the exception of 6b.

Table 5f. Community Engagement Knowledge – Income

		Count	Percent
7a. Global issues			
	Less than 60,000	232	67%
	Greater than 60,000	203	67%
7b. National issues			
	Less than 60,000	231	67%
	Greater than 60,000	200	66%
7c. Issues facing my community			
	Less than 60,000	234	68%
	Greater than 60,000	185	61%

Note: Yes responses.

- Students with incomes less than 60,000 show higher rates of engagement in all community engagement knowledge questions with the exception of 7a.

Table 5g. Community Engagement Electoral Knowledge – Income

		Count	Percent
8. What individual or group of individuals has the responsibility to make the final decision on whether a law is constitutional or not?			
	Less than 60,000	189	54%
	Greater than 60,000	203	67%
9. What day of the week are local, state, and federal elections held?			
	Less than 60,000	202	58%
	Greater than 60,000	167	55%
10. Which organization functions the most like the legislative branch in local governments?			
	Less than 60,000	268	77%
	Greater than 60,000	254	83%

Note: Yes responses.

- Students with incomes greater than 60,000 show higher rates of engagement in all community engagement electoral knowledge questions with the exception of question 9.

Table 6a. Community Engagement Activities - Ethnicity

	African American		Hispanic		Asian		White	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1a. Joined a group or organization								
Prior to College	13	57%	63	52%	140	60%	165	68%
After College	12	52%	42	35%	103	44%	87	36%
Percent Difference		-5%		-17%		-16%		-32%
1b. Held a leadership role in an organization or club								
Prior to College	8	36%	36	30%	87	37%	107	45%
After College	3	17%	17	14%	48	21%	45	19%
Percent Difference		-19%		-16%		-16%		-26%
1c. Obtained news regularly (through Internet, television, newspaper, radio, etc.)								
Prior to College	19	83%	93	78%	190	81%	205	85%
After College	20	87%	94	79%	184	79%	206	86%
Percent Difference		4%		1%		-2%		1%
1d. Discussed politics regularly								
Prior to College	4	18%	42	35%	61	26%	128	53%
After College	9	39%	55	45%	77	33%	131	54%
Percent Difference		21%		10%		7%		1%
1e. Worked without pay in your community to help others								
Prior to College	16	73%	77	64%	157	68%	162	67%
After College	13	57%	52	43%	114	49%	118	49%
Percent Difference		-16%		-21%		-19%		-18%
to help others as part of a class requirement								
Prior to College	8	35%	46	38%	102	44%	71	30%
After College	9	39%	41	34%	84	36%	69	29%
Percent Difference		4%		-4%		-8%		-1%
1g. Worked on a local, state, or national campaign								
Prior to College	5	22%	11	9%	24	10%	35	15%
After College	4	17%	16	13%	27	12%	28	12%
Percent Difference		-5%		4%		2%		-3%
1h. Attended a march, rally, protest, or boycott								
Prior to College	4	17%	30	25%	41	18%	69	29%
After College	7	30%	25	21%	34	15%	41	17%
Percent Difference		13%		-4%		-3%		-12%

1i. Signed a petition									
	Prior to College	15	65%	68	56%	118	50%	176	73%
	After College	17	74%	75	64%	122	53%	164	68%
	Percent Difference		9%		8%		3%		-5%
1j. Raised awareness about an issue, campaign, party, or group									
	Prior to College	7	30%	40	33%	74	32%	98	41%
	After College	9	39%	39	32%	72	31%	95	40%
	Percent Difference		9%		-1%		-1%		-1%
1k. Raised money for a campaign, party, or group									
	Prior to College	4	18%	33	28%	88	38%	76	32%
	After College	6	26%	21	17%	48	21%	41	17%
	Percent Difference		8%		-11%		-17%		-15%
1l. Persuaded others to vote for a particular candidate or party									
	Prior to College	7	32%	24	20%	29	12%	65	27%
	After College	4	17%	22	18%	31	13%	54	23%
	Percent Difference		-15%		-2%		1%		-4%
1m. Contacted public officials or the media (through Facebook, Twitter, email, phone, letter, etc.)									
	Prior to College	6	26%	24	20%	52	22%	78	33%
	After College	7	30%	28	24%	49	21%	70	29%
	Percent Difference		4%		4%		-1%		-4%
1n. Registered to vote									
	Prior to College	18	78%	68	56%	87	37%	166	69%
	After College	13	57%	66	55%	78	33%	118	49%
	Percent Difference		-21%		-1%		-4%		-20%
1o. Voted in a student election									
	Prior to College	12	55%	51	43%	110	47%	100	42%
	After College	5	22%	25	21%	60	26%	56	24%
	Percent Difference		-33%		-22%		-21%		-18%
1p. Voted in a local, state or federal election									
	Prior to College	16	70%	54	45%	57	24%	158	66%
	After College	11	48%	45	38%	56	24%	124	52%
	Percent Difference		-22%		-7%		0%		-14%

Note: Yes responses.

- There is a general decrease in rate of engagement after entering college for the community engagement activities questions 1a, 1b, 1e, 1k, 1n, 1o, and 1p.
- There are general increases in rate of engagement after entering college for questions 1d and 1i.

Table 6b. Community Engagement Ability – Ethnicity

	African American		Hispanic		Asian		White	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
3a. Converse productively about controversial issues with someone whose background or views are different than my own	17	74%	78	63%	122	52%	140	58%
3b. Have my views challenged by others	16	70%	71	58%	134	57%	142	58%
3c. Understand people from other cultures, races, or ethnicities	21	91%	94	76%	183	79%	164	69%
3d. Work with others to make a difference in our community	11	48%	63	51%	122	53%	93	39%
3e. Voice my opinions on campus, at work, or in my community	12	52%	47	39%	112	48%	117	49%

Note: Yes responses.

- African American students show higher rates of engagement in all community engagement ability questions with the exception of 3d, where Asian students show the highest rate of engagement.

Table 6c. Community Engagement Beliefs – Ethnicity

	African American		Hispanic		Asian		White	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
4a. I can learn a lot through my involvement in community or campus causes	10	48%	88	72%	146	63%	124	52%
4b. I am just one person and my actions cannot change our government or social system	4	18%	21	17%	54	23%	36	15%
4c. I have the tools to seek out information about social or political events to develop an informed position on the issue	15	68%	86	70%	137	59%	151	63%
4d. I have the tools to communicate with someone whose views are different than my own	17	77%	88	72%	147	64%	167	70%
4e. I can be a part of something bigger than myself to effect change	18	82%	94	76%	156	67%	160	67%

Note: Yes responses.

- African American students show higher rates of engagement in questions 4d and 4e.
- Hispanic students show higher rates of engagement in questions 4a and 4c.
- Asian students show higher rates of engagement in question 4b.

Table 6d. Community Engagement Contribution – Ethnicity

	African American		Hispanic		Asian		White	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
5a. As part of the campus community	12	52%	66	53%	130	56%	92	38%
5b. As part of a community outside this college	17	74%	74	60%	151	66%	164	67%
5c. As someone who values helping others	21	91%	114	93%	197	86%	215	91%
5d. As an individual with limited impact on what happens in this country	6	26%	47	38%	99	43%	91	37%
5e. As someone who has something to offer the world	19	83%	99	80%	172	74%	197	81%
5f. As someone who has a voice	19	83%	105	85%	161	70%	187	77%

Note: Yes responses.

- African American students show higher rates of engagement in questions 5b and 5e.
- Hispanic students show higher rates of engagement in questions 5c and 5f.
- Asian students show higher rates of engagement in questions 5a and 5d.

Table 6e. Community Engagement Goals – Ethnicity

	African American		Hispanic		Asian		White	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6a. Work with others to promote social or political change	12	52%	77	62%	119	51%	121	50%
6b. Become a leader in my place of work	18	78%	95	77%	137	59%	155	65%
6c. Help others who may not be as well off as myself	19	86%	110	89%	187	80%	193	80%
6d. Be an integral part of society	18	78%	102	82%	159	69%	179	74%

Note: Yes responses.

- African American students show higher rates of engagement in question 6b.
- Hispanic students show higher rates of engagement in questions 6a, 6c, and 6d.

Table 6f. Community Engagement Knowledge – Ethnicity

	African American		Hispanic		Asian		White	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
7a. Global issues	16	73%	84	69%	160	69%	150	63%
7b. National issues	16	70%	82	67%	159	69%	150	63%
7c. Issues facing my community	15	65%	81	66%	155	67%	148	62%

Note: Yes responses.

- African American students show higher rates of engagement in all community engagement knowledge questions.

Table 6g. Community Engagement Electoral Knowledge – Ethnicity

	African American		Hispanic		Asian		White	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
8. What individual or group of individuals has the responsibility to make the final decision on whether a law is constitutional or not?	13	57%	64	52%	121	52%	183	75%
9. What day of the week are local, state, and federal elections held?	18	78%	68	55%	96	41%	167	69%
10. Which organization functions the most like the legislative branch in local governments?	17	74%	98	79%	169	72%	217	89%

Note: Yes responses.

- African American students show higher rates of engagement in question 9.
- White students show higher rates of engagement in questions 8 and 10.