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True Value of Wellness at The University of North Dakota

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THE VALUE OF WELLNESS AT THE UNIVERSITY OF NORTH DAKOTA
INDEPENDENT STUDY PROJECT

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MASTERS IN BUSINESS ADMINISTRATION
UNIVERSITY OF NORTH DAKOTA

COMPLETED MAY 1, 2006

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INTRODUCTION

As new wellness and recreation centers are being built throughout the United States, many people are trying to determine the value that these facilities and their associated programs have on the students who participate. There have been several claims that universities benefit from increased recruitment and retention rates because of these facilities and programs. While that may be true, this study is an attempt to determine the value of the wellness and recreation opportunities at the University of North Dakota (UND). While many faculty and staff members utilize the services of the Wellness Center at the University of North Dakota, this study focuses on students.

The purpose of this study is to:
1. Determine the value and contribution of wellness to the lives of participants at the University of North Dakota
2. Document the buying power of wellness participants at the University of North Dakota
3. Compare behaviors related to participation in recreational activities of UND students to students throughout the country
4. Provide a baseline measure so that the impact of the new Student Wellness Center can be later determined

The University of North Dakota Wellness Center is building a new facility on campus and will have new programs associated with its operation; therefore, the timing of this survey allows for a baseline measure to be taken. This survey will show the behaviors, habits, and attitudes of University of North Dakota students before the new facility is operational. This will allow for a future study to be administered and the data compared, in order to accurately determine the impact of this new facility and its associated programs on University of North Dakota students.

While the study asks questions related to several factors, not all of them were analyzed for this study. Those that were analyzed include:

Factors contributing to the satisfaction and success of students
Happiness with college life
Benefits of participation in wellness and recreational programming
Buying power of UND students

Contributors to the study

There were several people who were involved in this study. The principal investigator was Amanda Anderson, who completed the project as a requirement for her Masters degree in Business Administration. It was completed under the advisement of Dr. Susan Nelson, with assistance from Dr. Laurie Betting, Dr. Edward Simanton, and Jean Chen. The NIRSA organization and Kerr & Downs Research were instrumental in allowing this project to happen.

BACKGROUND INFORMATION

In 2002, a study was released by the National Intramural and Recreational Sports Association (NIRSA) and Kerr & Downs Research, entitled "Value of Recreational Sports on College Campuses." This study was conducted at sixteen colleges and universities and was administered to over 2,600 students. Survey respondents were categorized by usage of recreational sports, services, and programs. For purposes of the study, participation in recreational sports was defined as involvement in organized recreational teams and league sports, fitness classes, workout center programs, exercise, sports clubs, outdoor recreation, and other recreation services and facilities (Kerr & Downs 3). The following lists the types of users and their definitions (Kerr & Downs 9):

Heavy users – students who participated in recreational sports programs and activities at least 25 times per month. They comprised 21% of the sample.

Light users – students who participated in recreational sports programs and activities up to 25 times per month. They comprised 54% of the sample.

Non-users – students who did not participate in recreational sports programs and activities. They comprised 25% of the sample.

Upon completion of the study, "The NIRSA study found that participation in recreational sports programs and activities is correlated with overall college satisfaction and success. Participation in recreational sports is an important determinant of overall college satisfaction and success. While some determinants of satisfaction and success in college were more critical than recreational sports (such as academic courses, professors, job/graduate school prospects, housing and transportation), this study, nonetheless, reinforced what other limited research on this issue has found: namely that participation in recreational sports is a key determinant of satisfaction and success in college" (Kerr & Downs, 9). The following are additional conclusions from the NIRSA study (9-10):

- Heavy users of campus recreational sports programs and activities were happier than light users and non users
- Students who participated in recreational sports programs and activities identified recreational sports as one of the key determinants of college satisfaction and success
- Among all students, recreational sports programs and activities ranked higher than internships, cultural activities, part-time or full time work, student clubs and organizations, shopping, entertainment, restaurant options in the community, chance to study abroad, community service opportunities, watching varsity sports, participating in varsity sports and sororities/fraternities as determinants of college satisfaction and success
- Heavy users of recreational sports programs and activities were similar to other students in the importance they placed in quality and range of courses, quality of professors and graduate school/job prospects as determinants of college satisfaction and success.

- Heavy users simply were happier than other students and found recreational sports programs and activities to be more important in determining the overall value of their college experiences.
- Students who participated heavily in college recreational sports programs and activities were more socially oriented than other students
- Heavy users of recreational sports programs and activities rated diversity of the student population as a more important determinant of their college satisfaction and success than did other students.

While the NIRSA study also examined the differences between students at private versus public institutions and at schools of various sizes, the University of North Dakota study only surveyed UND students. Therefore, there is no comparison of these factors. In addition, the University of North Dakota is unique in the sense that it offers a variety of wellness programming. While many schools around the country refer to their fitness and recreation services, the University of North Dakota has a commitment to multidimensional wellness. Wellness programming includes those programs and services related to Environmental, Emotional, Social, Occupational/Vocational, Spiritual, Physical, and Intellectual wellness as well as recreational sports and typical fitness programming.

It was important to conduct this survey at the University of North Dakota for several reasons. The University of North Dakota Wellness Center is building a new facility on campus and will have new programs associated with its operation; therefore, the timing of this survey allows for a baseline measure to be taken. This survey will show the behaviors, habits, and attitudes of University of North Dakota students before the new facility is operational. This will allow for a future study to be administered and the information compared, in order to accurately determine the impact of this new facility and its associated programs on University of North Dakota students. In addition, this survey allows for UND to compare the way in which its students are impacted by wellness services to the way in which students at other colleges and universities are impacted by their similar programming.

METHODOLOGY

Survey

This study was conducted on the campus of the University of North Dakota, in Grand Forks. It used a survey instrument that was adapted from the instrument used in "Value of Recreational Sports on College Campuses." This new survey instrument, which was administered to all University of North Dakota students, was administered online. The survey instruments from both studies are attached in Appendix I. The data collected was automatically entered into an access database, which was then transferred to excel and to SPSS for analysis.

In cooperation with the ITSS department at UND, emails were sent to all University of North Dakota students via their U-mail accounts. All UND students are required to check their U-mail accounts on a regular basis, as this is the primary means of communication from the university. The first email was sent on October 17th 2005 and contained a letter from Dr. Robert Boyd, Vice President, Student and Outreach Services, communicating the importance of the survey and asking students to participate. This email also contained a link to the survey and information about the incentive prize, which was a $200 gift card to the Barnes & Noble Bookstore, to be given to one randomly selected respondent. A second email was sent on October 31st as a reminder about the survey. Again, a letter from Dr. Boyd was sent in this email with similar information about the survey. It also informed students that the survey would be closed on November 14th. A copy of these letters can be found in Appendix II.

In early November it was determined that all graduate students holding a graduate assistantship position were considered by the university as faculty or staff, not as students. Therefore, they did not receive the emails that went to students. A list of graduate students with graduate assistantship positions was received from the Graduate School at UND so that both emails could be sent to these students as well. Although it was planned that the survey would close on November 14th, the deadline was extended to the end of November so that this new group of graduate students would have adequate time to respond to the survey.

In order to offer an incentive prize, participants were asked to provide their names and contact information at the end of the survey. They were notified that this information was not tied to their responses. After closing the survey, the list of respondent names were edited so that no name was input more than once, allowing all participants an equal chance at the incentive prize. All names were copied into excel with a number assigned to each. Then a random number was selected from excel, and the winner was notified.

There were some slight changes in the survey instruments. The NIRSA study used fewer factors for college satisfaction and success. This study separated any factors that were combined in the NIRSA survey. For example, "course content and range of courses" was separated to become two separate factors; "course content" and "range of courses." Because RecSports has been in place at UND for many years, and the Wellness Center is a new operation, these were listed as separate factors.

Data

Outliers were removed from the data for various reasons. Descriptive statistics were run and provided some basic information. A summary of this is shown in appendix III. After this was completed, additional modifications were made to the data.

There were several respondents who left many or all of the questions unanswered. Because the list of respondent names had several duplicates, it can be assumed that some of the survey respondents took the survey multiple times, without answering the questions, in an effort to increase their chances at receiving the incentive prize. The data set was copied to excel, where a "countif" function determined the number of unanswered questions. The cases that had more than 75 unanswered questions were deleted from the data set in SPSS. The deleted ID numbers are shown in Appendix IV. After these cases were removed, there were a total of 2,204 survey respondents, which is a response rate of approximately 17%.

Several of the questions in the NIRSA study used a likert scale of one through ten, and in an effort to remain consistent with the scales, the same system was used in this study. However, for ease of reporting the responses, the data was recoded into a likert scale of one through five. They were recoded in the manner shown in the table below and were labeled with a "1-5" to show those factors that were recoded to a scale of one through five. However, when compared to several of the charts from the NIRSA study, the likert scales of 1-10 were used, again for ease of comparison.

Scale of 1-10	Scale of 1-5
1,2	1
3,4	2
5,6	3
7,8	4
9,10	5

Table 1: Recoded Likert Scale

Grade Point Average (GPA) was also recoded in this study. In order to more effectively analyze the data, GPA results were recoded in the manner shown in the table on the next page. It should be noted that all GPAs that were shown as a zero were recoded to be missing data. It is unlikely that any student has a GPA of zero.

Response	GPA Code
0	Missing data
0.1-1	1

5

1.1-2	2
2.1-3	3
3.1-4	4

Table 2: Recoded GPA

User type was an important factor in this survey, because it is used to compare and contrast the responses in order to determine differences based on how involved students are in the wellness and recreation programs and services at the University of North Dakota. The same criteria as the NIRSA study were used to define heavy, light, and non-users at UND. Question six is a three part question, asking students to enter the number of days in the last 30 days that they "work out" at or utilize the services of the Wellness Center, participate in informal recreation at UND (open gym, open swim, lifetime sports), and play or practice RecSports sports or club sports. These numbers were then added together and were categorized in the manner shown below.

Sum of responses in Question #6	User type
0	Non-user
1-24	Light user
25+	Heavy

Table 3: User type

Because there were only 32 law students and 4 medical students who participated in the survey, these two categories for "year in school" were combined with graduate students, to form a post-graduate category. This revised version of year in school was used for all analysis within this study.

PROFILE

In order to determine the validity of the sample surveyed, the gender, race/ethnicity, and year in school of the survey respondents were compared to the profile of the campus population. Information on UND's student body profile was obtained from www.und.edu/profile (April 29, 2006). The greatest discrepancies lie in gender and in the race/ethnicity categories. More females than males responded to the survey; however there is still a valid sample size of over ten percent of the male population. In regards to the ethnicity/race, less than ten percent of the black student population responded to the survey, but at least 10% of all other groups responded and can be considered a valid sample. Although white students are not represented in the charts, they comprise 93% of the survey respondents, which is equal to the percentage of white students on the campus. The charts below show the comparison of survey respondents and the population.
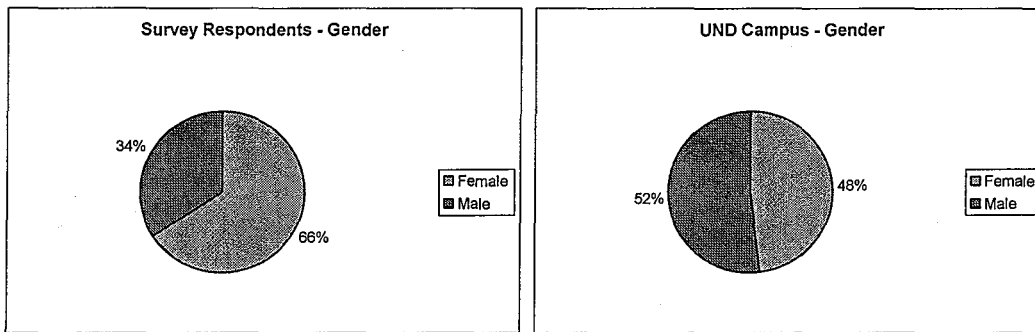
Figure 1: Gender profile
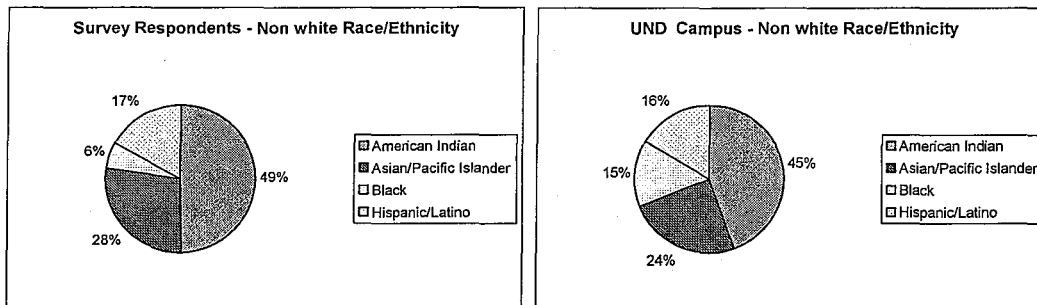
Figure 2: Race/Ethnicity profile
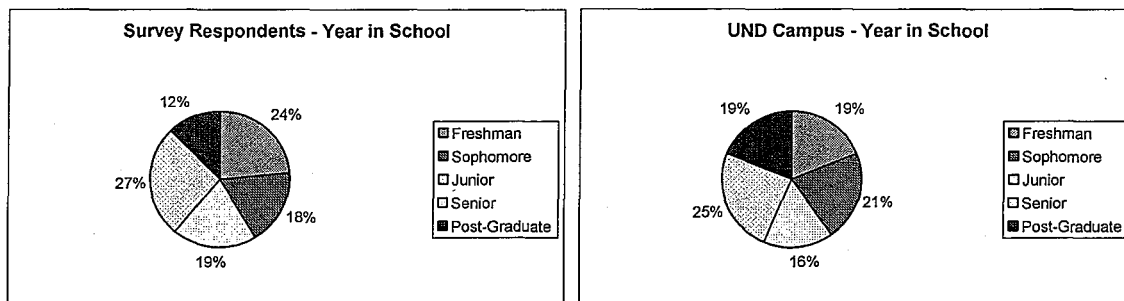
Figure 3: Year in school profile

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The following chart shows the breakdown of user groups that responded to the survey, and is compared with the percentage of each user group that respondent to the NIRSA study. There are more non-users who responded to the study at the University of North Dakota than who responded to the NIRSA study.

Survey Respondents - User type	Survey Respondents - User type
10% 42% 48% ☐ Heavy ☐ Light ☐ Non	25% 21% 54% ☐ Heavy ☐ Light ☐ Non
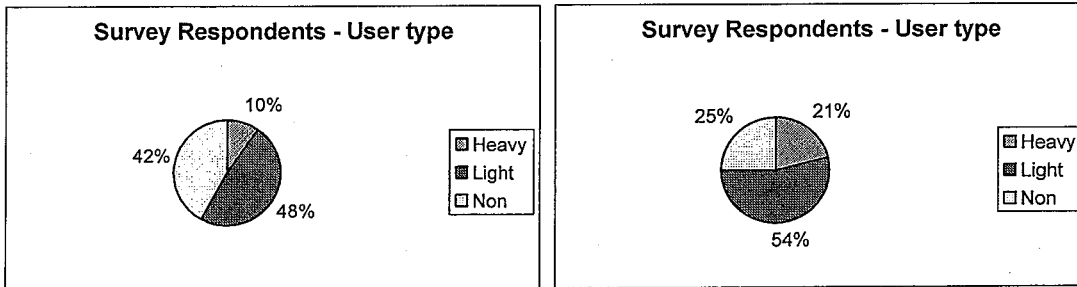
Figure 4: User type profile

Additional analysis was run on the data in an effort to draw conclusions about what influences:

Satisfaction and success of UND students
Happiness with college life
Benefits of participation in wellness activities
Buying power of UND students

Analysis included oneway ANOVA analyses and independent samples t-tests. For each of the above factors, an analysis was run to determine whether user type, GPA, gender, or year in school affected the factors. In discussing significance, those comparisons with a significance of 0.01 or less are referred to throughout this study as "very significant," while a significance level of 0.011 to 0.05 is considered "significant." Actual significance is shown in appendix V, and is highlighted for easy reference. "Very significant" is highlighted orange and "significant" is highlighted purple.

Satisfaction and Success

There are several factors that may be important to the satisfaction and success of college students. Those factors include:

Beauty of campus
Classrooms, labs, computer facilities, etc.
Community service opportunities
Course content
Range of courses
Cultural opportunities
Diversity of student boyd
Housing
Food options
Internships
Meeting new people
Participation in varsity sports
Part/full-time jobs
Prospects for job/graduate school after graduation
Quality of professors
Ability to interact with professors
Shopping, entertainment, etc. options
Social activities
Sorority/fraternity/social clubs
Student clubs/organizations
Study abroad
Transportation and parking options
Watch a variety of sports teams
Wellness center programming
RecSports (intramural) programming

By comparing the means of all students, it can be determined that Wellness programming is a key determinant of college satisfaction and success. The results were very similar to the results obtained from the NIRSA study. The two figures below compare the similarities between the results obtained from each study. The chart representing information from the NIRSA study was recreated based on information from page 21 of the report of that study.

Importance to college satisfaction and success
NIRSA study

Category	Value
Course content and range of courses	8.8
Quality of professors and ability to interact with them	8.7
Prospects for job/graduate school	8.5
Classrooms, labs, computer facilities, etc.	8.2
Meeting new and different people	8.1
Transportation and parking options	7.8
Internship	7.5
* Recreational sports and activities	7.5
Diversity of student body	7.5
Social activities	7.5
Beauty of the campus/community	7.5
Housing and food options	7.5
Cultural opportunities	7.3
Part-time/full-time job	6.9
Student clubs and organizations	6.4
Study abroad	6.3
Shopping, entertainment, restaurant, etc. options	6.3
Community service opportunities	6.1
Watch varsity sports teams	6
Participate in varsity sports	5.7
Sorority/fraternity/social clubs	5.5

Figure 5: Importance to college satisfaction and success - NIRSA study

Importance to college satisfaction and success
All Students

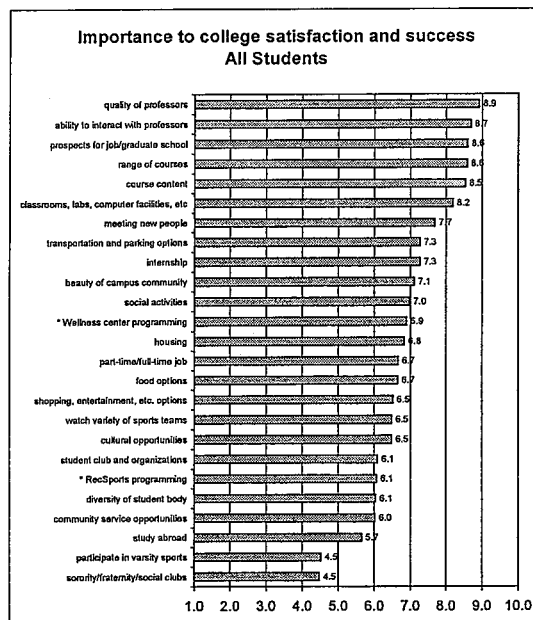| Category	Value
quality of professors	8.9
ability to interact with professors	8.7
prospects for job/graduate school	8.6
range of courses	8.6
course content	8.5
classrooms, labs, computer facilities, etc	8.2
meeting new people	7.7
transportation and parking options	7.3
internship	7.3
beauty of campus community	7.1
social activities	7.0
* Wellness center programming	6.9
housing	6.8
part-time/full-time job	6.7
food options	6.7
shopping, entertainment, etc. options	6.5
watch variety of sports teams	6.5
cultural opportunities	6.5
student club and organizations	6.1
* RecSports programming	6.1
diversity of student body	6.1
community service opportunities	6.0
study abroad	5.7
participate in varsity sports	4.5
sorority/fraternity/social clubs	4.5

Figure 6: Importance to college satisfaction and success - All UND students

Similar to the NIRSA study, UND students ranked wellness programming higher than part or full time job opportunities, shopping, entertainment, and restaurant options, watching a variety of sports teams, cultural opportunities, student club and organizations, community service opportunities, study abroad opportunities, participation in varsity sports, and social organizations. Internships were more important to UND students than to other students. Unlike students from the NIRSA study, UND students also ranked diversity of student body, student clubs and organizations, food options, and housing lower than Wellness programming.

A oneway ANOVA test was run on the above factors, comparing user types. This comparison of means determines if students of various user types give a significantly different answer to the importance of each of the above factors. Between user types, there was a significant difference in responses to the following:

> Beauty of campus
> Housing
> Food options
> Meeting new people
> Participation in varsity sports
> Shopping, entertainment, etc. options
> Social activities
> Sorority/fraternity/social clubs
> Student clubs/organizations
> Study abroad
> Watch a variety of sports teams
> Wellness center programming
> RecSports (intramural) programming

There was a very significant difference between non-users and light users, and a significant difference between non-users and heavy users when defining the importance of the beauty of campus and shopping and entertainment options. Both light and heavy users reported that they place a higher level of importance on these two factors as it relates to college satisfaction and success, than did non-users.

Non-users of recreation and wellness programs and services were very significantly different from light and heavy users in the areas of housing, food options, meeting new people, social activities, and study-abroad programs. Light and heavy users found these factors to be more important to their college satisfaction and success than did non-users.

Involvement on campus is increasingly important to the satisfaction and success of a college student as they become more active in wellness programming. There was a very significant difference between non-users and light and heavy users and a significant difference between light and non-users. Each user group, moving from non-user to heavy user, places a higher importance on sororities and fraternities, student organizations, and watching a variety of sports.

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Participation in varsity sports, wellness center programming, and RecSports programming are very significantly different for each user group. Students who are more active place a higher importance on each of these three factors.

Similarly to the NIRSA study, factors such as course content, range of courses, quality of professors, and the ability to interact with them, were the most important to college satisfaction and success for all user types. Overall, recreational sports and activities ranked higher in the NIRSA study than they did for UND students. However, heavy users at UND ranked RecSports and Wellness programming in the top ten of all factors. Light users ranked wellness programs in the top ten, but not RecSports. Non-users did not feel that either of these was in the top ten most important factors. These factors for each user group are ranked in order of importance in the charts on the following pages.

Importance to college satisfaction and success
Heavy users

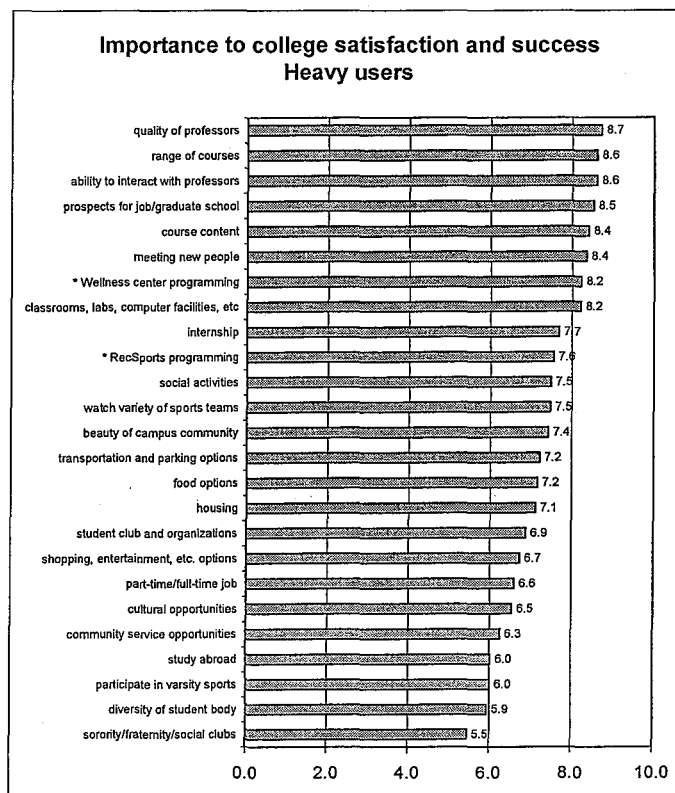| Factor	Value
quality of professors	8.7
range of courses	8.6
ability to interact with professors	8.6
prospects for job/graduate school	8.5
course content	8.4
meeting new people	8.4
* Wellness center programming	8.2
classrooms, labs, computer facilities, etc	8.2
internship	7.7
* RecSports programming	7.6
social activities	7.5
watch variety of sports teams	7.5
beauty of campus community	7.4
transportation and parking options	7.2
food options	7.2
housing	7.1
student club and organizations	6.9
shopping, entertainment, etc. options	6.7
part-time/full-time job	6.6
cultural opportunities	6.5
community service opportunities	6.3
study abroad	6.0
participate in varsity sports	6.0
diversity of student body	5.9
sorority/fraternity/social clubs	5.5

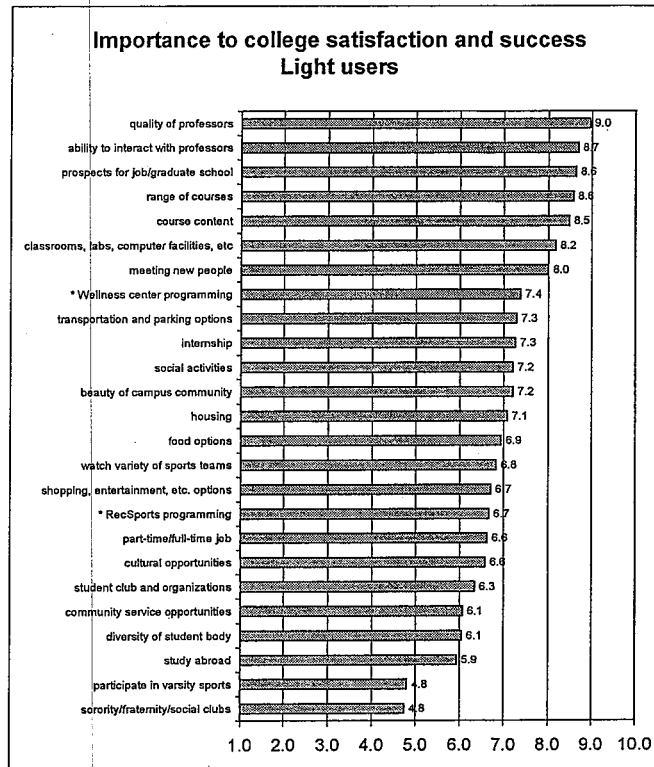Figure 7: Importance to college satisfaction and success - Heavy users

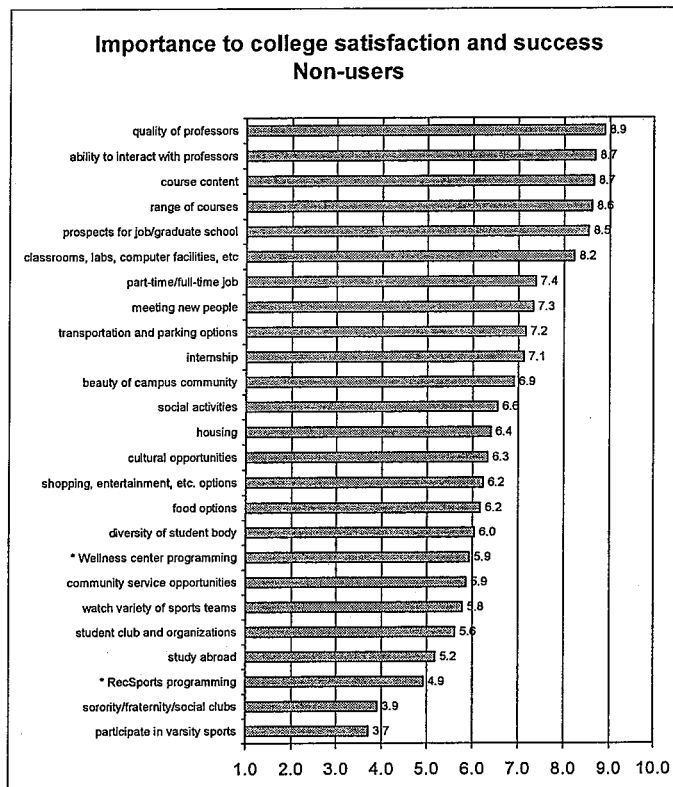**Figure 8: Importance to college satisfaction and success - Light users**

Figure 9: Importance to college satisfaction and success - Non-users

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A oneway ANOVA test was run to identify differences related to the GPA code of respondents. There was a very significant difference between groups for the following factors:

Course content
Range of courses
Participation in varsity sports
Prospects for job/graduate school after graduation
Quality of professors
Ability to interact with professors
Watch a variety of sports teams

There was a significant difference between groups for the importance of a part or full time job and for RecSports programming. For the factor related to the importance of course content, those with a GPA code of four were more likely to have a higher GPA than those with a two or a three. Range of courses was significantly more important for those with a four than those with a two and very significantly more important for those with a four than those with a three. Several of the other factors were also significant or very significant but are not relevant to this study. There was no significant correlation between GPA and the importance of Wellness Center or RecSports programming to the college experience.

By running an independent samples t-test, it was determined that there was a very significant difference between genders on several factors that determine the satisfaction and success of college students. Women who responded, placed greater importance on community service opportunities, course content, range of courses, cultural opportunities, diversity of student body, housing, internships, meeting new people, jobs, prospects for jobs/graduate school, quality of professors, ability to interact with professors, and studying abroad. However, men placed a greater importance than women on participation in varsity sports.

Through oneway ANOVA analysis, it can be determined that there are several very significant differences between each group according to year in school on each of the factors that determine college satisfaction and success. Food options and housing had the most significant differences for freshmen. Freshmen ranked these options higher than did members of other classes. Meeting new people, shopping/entertainment, social activities and participation in varsity sports was less important to those in post-graduate studies. Post graduates were also less concerned with Wellness Center programming as it relates to their satisfaction and success in college. However, freshmen found RecSports to be very significantly more important than did other classes. The ranked order of importance for each class is shown in the figures on the next pages.

Figure 10: Importance to college satisfaction and success – Freshmen

Figure 11: Importance to college satisfaction and success – Sophomores

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Importance to college satisfaction and success Juniors

Category	Value
quality of professors	8.9
ability to interact with professors	8.8
course content	8.6
range of courses	8.6
prospects for job/graduate school	8.5
classrooms, labs, computer facilities, etc	8.3
meeting new people	7.8
internship	7.4
transportation and parking options	7.4
beauty of campus community	7.2
* Wellness center programming	7.0
social activities	6.9
part-time/full-time job	6.9
watch variety of sports teams	6.5
housing	6.5
shopping, entertainment, etc. options	6.5
cultural opportunities	6.5
food options	6.4
student club and organizations	6.3
community service opportunities	6.2
* RecSports programming	6.2
diversity of student body	6.0
study abroad	5.8
sorority/fraternity/social clubs	4.6
participate in varsity sports	4.4

Figure 12: Importance to college satisfaction and success - Junior

Importance to college satisfaction and success Seniors

Category	Value
quality of professors	8.9
ability to interact with professors	8.7
range of courses	8.6
prospects for job/graduate school	8.6
course content	8.6
classrooms, labs, computer facilities, etc	8.3
meeting new people	7.7
transportation and parking options	7.4
internship	7.2
beauty of campus community	7.2
social activities	7.0
part-time/full-time job	6.9
housing	6.7
* Wellness center programming	6.6
shopping, entertainment, etc. options	6.6
cultural opportunities	6.5
food options	6.4
watch variety of sports teams	6.3
student club and organizations	6.2
diversity of student body	6.0
community service opportunities	5.9
* RecSports programming	5.7
study abroad	5.4
participate in varsity sports	4.3
sorority/fraternity/social clubs	4.0

Figure 13: Importance to college satisfaction and success – Seniors

Importance to college satisfaction and success
Post-Graduate

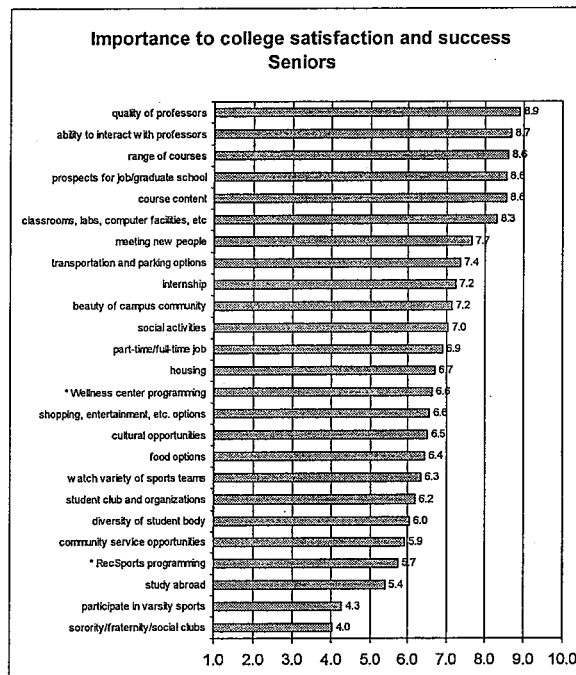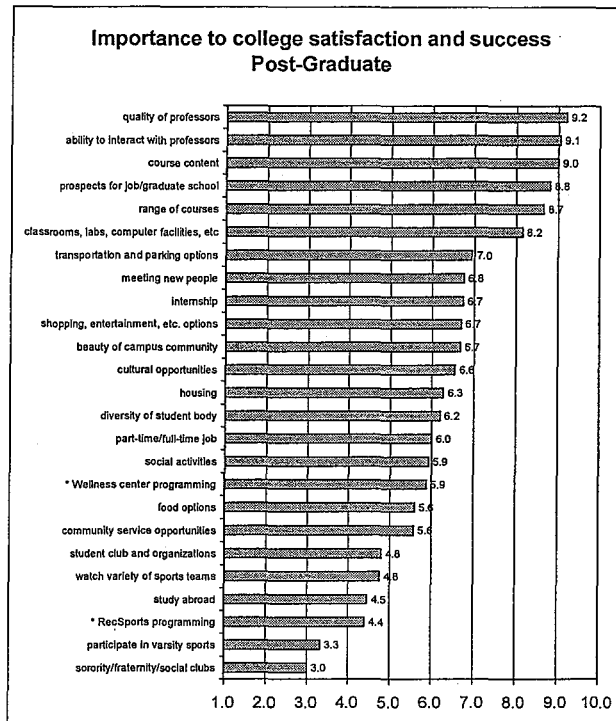| Category	Value
quality of professors	9.2
ability to interact with professors	9.1
course content	9.0
prospects for job/graduate school	8.8
range of courses	8.7
classrooms, labs, computer facilities, etc	8.2
transportation and parking options	7.0
meeting new people	6.8
internship	6.7
shopping, entertainment, etc. options	6.7
beauty of campus community	6.7
cultural opportunities	6.6
housing	6.3
diversity of student body	6.2
part-time/full-time job	6.0
social activities	5.9
* Wellness center programming	5.9
food options	5.6
community service opportunities	5.6
student club and organizations	4.8
watch variety of sports teams	4.8
study abroad	4.5
* RecSports programming	4.4
participate in varsity sports	3.3
sorority/fraternity/social clubs	3.0

Figure 14: Importance to college satisfaction and success - Post-Graduate

Happiness with college life

According to the NIRSA study, "Diener* developed a 5-item scale to measure happiness with life. This scale was adapted to a college environment and administered as part of the total questionnaire completed by students..." (Diener, from Kerr & Downs, 44). This study utilized the questions exactly as they were taken from the NIRSA study. Respondents were asked to rank each of the five items on a scale of one through ten, which was later recoded to a scale of one through five. The five items included:

> In most ways college life is close to my ideal.
> The conditions of my college life are excellent.
> I am satisfied with my college life.
> So far I have gotten the important things I want in my college life.
> If I could live my college life over, I would change almost nothing.

A oneway ANOVA test was run to determine that between the groups, there was a very significant difference for each of the items in this question. In all items, there was a very significant difference between non-users and light and heavy users, but an insignificant difference between light and heavy users. Light and heavy users are happier than non-users.

Again, oneway ANOVA testing shows that GPA was also a determinant of happiness. There was a significant difference between those who had a GPA code of 3 and those with a code of 4 on the statement "the conditions of my college life are excellent. There was a very significant difference between the 3s and 4s for the last three items on the happiness scale:

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I am satisfied with my college life.
So far I have gotten the important things I want in my college life.
If I could live my college life over, I would change almost nothing.

In each of these cases, those students with higher GPAs were happier than those with the lower GPAs. The independent sample t-test showed that there was not a significant difference between males and females on the happiness scale.

There was very little significance between groups when analyzing results based upon year in school. Seniors and freshmen had a significant difference between their mean scores, as it relates to regret. Freshmen were more likely to say that they would change almost nothing about their college life.

Scores for each of the five items related to happiness were averaged for each respondent to yield a total happiness score. This factor was then analyzed to determine the effect on overall happiness. Similar to the NIRSA study, heavy users were slightly happier than light users, who were very significantly happier than non-users. The chart comparing the data from the two studies is shown below (Kerr & Downs 44).
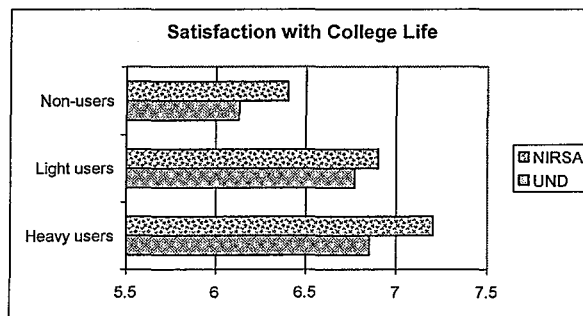

Figure 15: Satisfaction with college life - NIRSA and UND

There was no significant difference between years in school or gender, when analyzing the happiness score. There was a difference between those students who have a GPA code of three and those with a four. However, the greatest indicator of happiness according to this study was the user type. Active students are happier than inactive students.

Benefits of participation

There are several factors that are perceived as benefits to participation in recreational sports and wellness activities. In this survey, students were asked to indicate their level of agreement with the statement, "In your opinion, participation in recreation/fitness activities, intramural sports, and club sports in college..."
Helps build character
Helps me feel like I'm part of the college community
Helps me manage my time
Improves my ability to get along with diverse groups of people
Improves my leadership ability

Improves my overall emotional well being
Improves my overall happiness
Improves my self confidence
Is an important part of my learning experience
Is an important party of my social life
Reduces my stress and helps me handle my workload
Teaches me important team building skills

Oneway ANOVA tests show that there is a very significant difference between each user type for each of the factors listed above. Heavy users rated higher than light users, who also rated these factors higher than non-users. The responses generated through this study were similar to those in the NIRSA study. The order in which UND students agreed that these factors are benefits of participation varied slightly from the order they were listed in the NIRSA study; however, the general trends were very similar. This is shown in the figures on the next pages.
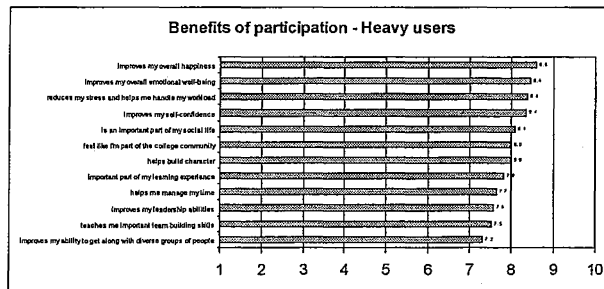

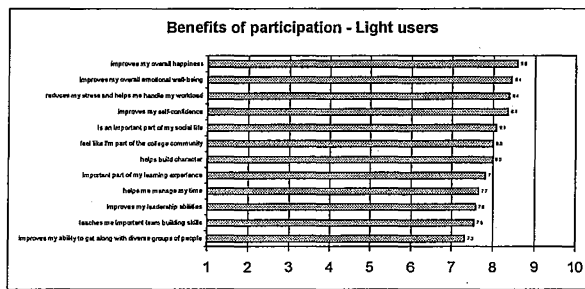**Figure 16: Benefits of participation - Heavy users**

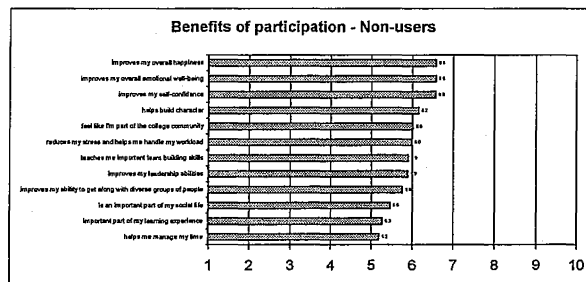**Figure 17: Benefits of participation - Light users**

Figure 18: Benefits of participation - Non users

A oneway ANOVA test showed that GPA does little to predict the response to these factors. There was a very significant difference between students who have a GPA code of three and those with a code of four when asked whether they agree that participation improves leadership ability.

According to the independent samples t-test, males were very significantly more likely to agree that participation is an important part of their social lives, than are females. Males were also significantly more likely to agree that participation is an important part of their learning experience.

Through oneway ANOVA analysis, it can be determined that year in school also plays an important role in defining the perceived benefits of participation in wellness and recreation programming. There was a very significant difference between all groups. Post-graduates and freshmen were most significantly different from the other groups for all factors. Post-graduates were more likely to assign a lower score to the perceived benefits. Between the groups, there was little difference to the order in which students agree with the benefits. However, the means of the responses given by freshmen scored closer to an eight, and the means of the post-graduate students centered around a six. This is shown in the figures below.
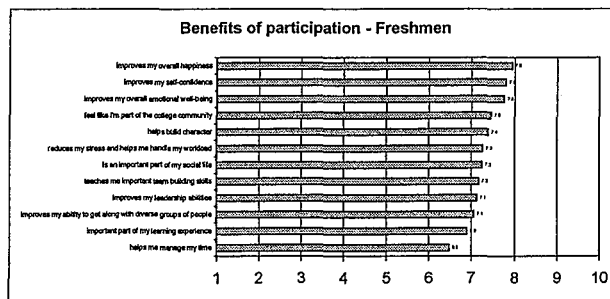
Figure 19: Benefits of participation – Freshmen
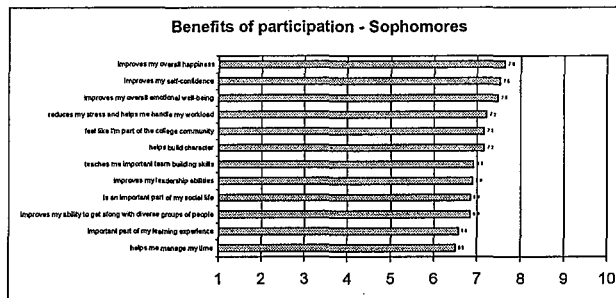
Figure 20: Benefits of participation – Sophomores

Benefits of participation - Juniors
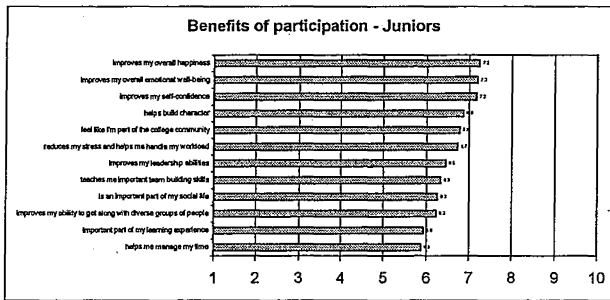
Figure 21: Benefits of participation – Juniors

Benefits of participation - Seniors
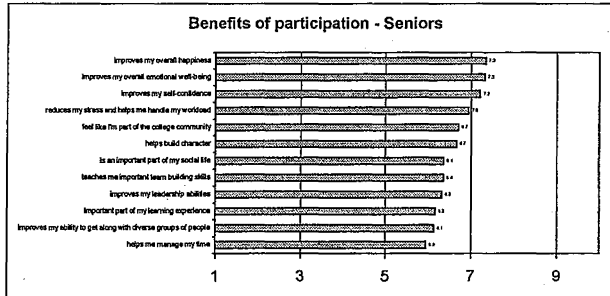
Figure 22: Benefits of participation – Seniors

Benefits of participation - Post-Graduate
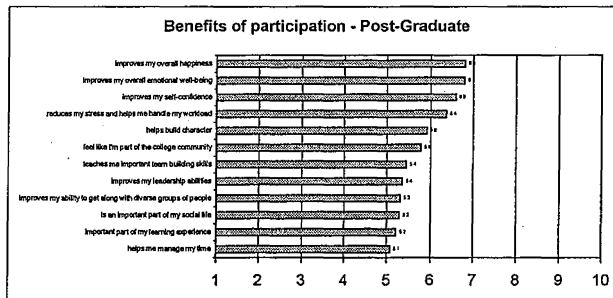
Figure 23: Benefits of participation - Post Graduate

Expenditures

Students were also asked to disclose information regarding their personal expenditures. They indicated their level of spending in various categories over the past 30 days. Expenditure levels ranged from zero to over $500. Categories of expenditures were:

> Alcohol, cigarette expenditure
> Athletic apparel/clothes
> Athletic equipment
> Athletic shoes
> Bottled water
> Cars (gas, repair, etc)
> Clothes, shoes (excluding athletic apparel)
> Computers, pagers, CD burners, PDAs, cell phones
> Food (grocery stores, convenience stores, etc.)
> Household items

Personal care, toiletries
Restaurants
Soft drinks, sport drinks
Sporting events, concerts, clubs, etc
Travel/vacation
TVs, radios, stereos
Videos, movies, DVD, CDs, headsets, etc.
Vitamins, health supplements, health food

A oneway ANOVA test showed that there is a significant difference between groups for the level of monthly expenditures on technology (computers, pagers, cell phones, etc). It also shows a very significant difference between groups on the following factors:

Athletic apparel/clothes
Athletic equipment
Athletic shoes
Cars (gas, repair, etc)
Food (grocery stores, convenience stores, etc.)
Household items
Personal care, toiletries
Restaurants
Soft drinks, sport drinks
Sporting events, concerts, clubs, etc
Vitamins, health supplements, health food

The post hoc tests for this analysis show very significant differences in all of the following. Heavy users spend more than light users, who spend more than non-users in athletic apparel/clothes and athletic equipment. Heavy users spend more on athletic shoes and vitamins and supplements than do light and non-users.

Non-users spend more money on cars, food, household items, and personal care items than do light and heavy users. Non-users spend more money on soft drinks and sport drinks than do light users. Non-users also spend more on restaurants than do light users, which is very significant, but spend a significant amount more than do heavy users. Non-users spend significantly less on sporting events and concerts than light and heavy users do. The mean scores of expenditures based on user type are shown in the figures below.

Buying Power - Heavy users

Category	Value
food (grocery stores, convenience stores, etc.)	3.4
cars (gas, repair, etc.)	3.35
clothes, shoes (excluding athletic apparel)	2.83
restaurants	2.51
personal care, toiletries	1.94
athletic apparel/clothes expenditure	1.94
household items	1.91
sporting events, concerts, clubs, etc	1.73
computers, pagers, CD burners, PDAs, cell phones	1.56
alcohol, cigarette expenditure	1.46
travel/vacation	1.27
soft drinks, sport drinks	1.27
videos, movies, DVD, CDs, headsets, etc	1.16
vitamins, health supplements, health food	1.15
bottled water	1.12
athletic shoes	1
athletic equipment	
TVs, radios, stereos	

Figure 24: Buying Power - Heavy users

Buying Power - Light users

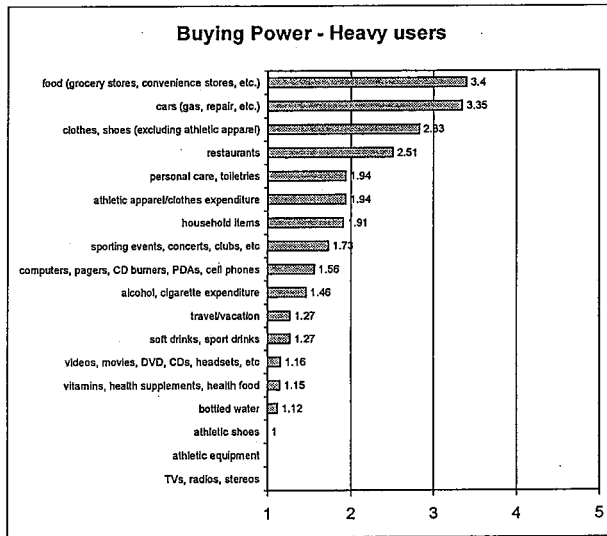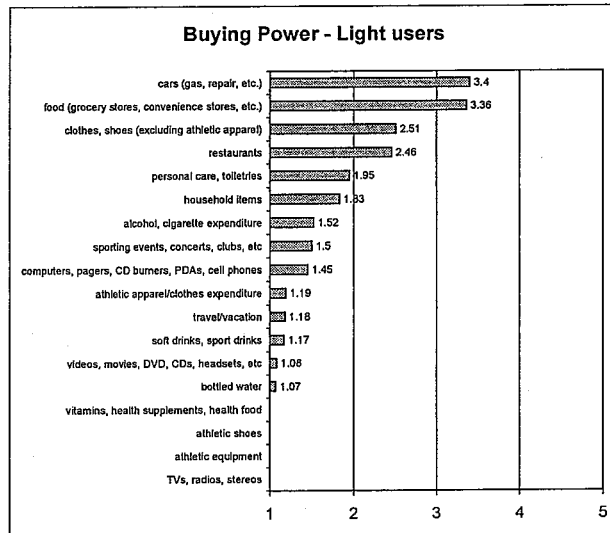| Category	Value
cars (gas, repair, etc.)	3.4
food (grocery stores, convenience stores, etc.)	3.36
clothes, shoes (excluding athletic apparel)	2.51
restaurants	2.46
personal care, toiletries	1.95
household items	1.83
alcohol, cigarette expenditure	1.52
sporting events, concerts, clubs, etc	1.5
computers, pagers, CD burners, PDAs, cell phones	1.45
athletic apparel/clothes expenditure	1.19
travel/vacation	1.18
soft drinks, sport drinks	1.17
videos, movies, DVD, CDs, headsets, etc	1.08
bottled water	1.07
vitamins, health supplements, health food	
athletic shoes	
athletic equipment	
TVs, radios, stereos	

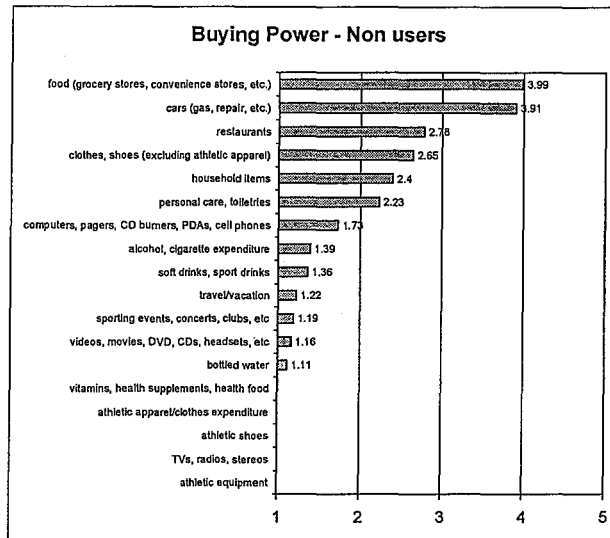Figure 25: Buying Power - Light users

Figure 26: Buying Power - Non users

Again, the oneway ANOVA test shows that GPA has little influence over the spending habits of students. Students with a GPA code of three are very significantly likely to spend more money on alcohol and cigarettes than those with a GPA code of four. Those with a GPA of four are very significantly likely to spend more money on soft drinks and sport drinks than those who have a 3.

Finally, the difference in spending habits between males and females is determined by examining the independent samples t-test results. There was a very significant difference between males and females for each of the following:

> Athletic equipment
> Bottled water
> Clothes and shoes (excluding athletic apparel)
> Personal care items and toiletries
> Sport drinks
> Sporting events
> Travel
> TVs, radios, stereos
> Videos movies, DVD CDs headsets

Males were more likely to spend more money on athletic equipment, sports drinks and soft drinks, sporting events, travel, TVs, radios, and stereos, and videos, movies, DVDs, CDs, and headsets. Females were more likely to spend more money on bottled water, clothes, and personal care items.

There is a very significant difference between groups when these expenditures are analyzed based on year in school. By performing a oneway ANOVA analysis, it can be seen that freshman spend less money than other groups on cars, food, household items, personal care items, and restaurants. Freshmen and sophomores spend less money on alcohol and cigarettes than do other groups. Post-graduate students spend more money on restaurants and travel than other groups. The means are shown in the charts below.
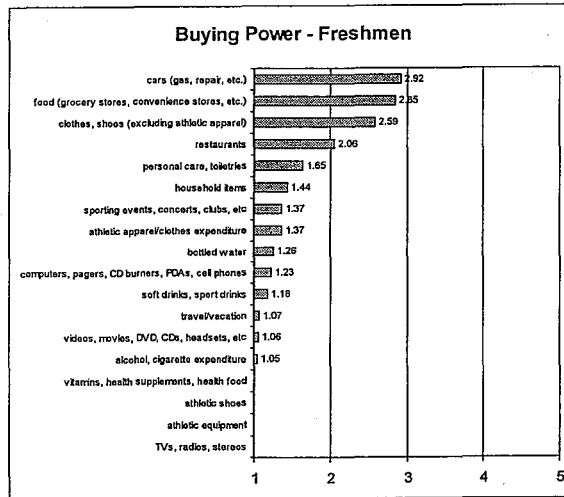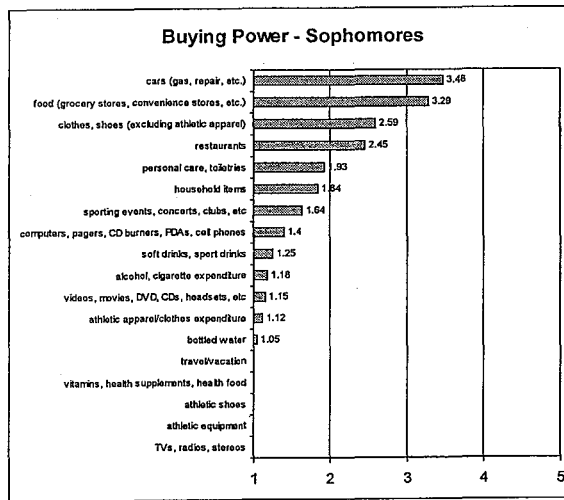
Buying Power - Freshmen

Category	Value
cars (gas, repair, etc.)	2.92
food (grocery stores, convenience stores, etc.)	2.85
clothes, shoes (excluding athletic apparel)	2.59
restaurants	2.06
personal care, toiletries	1.65
household items	1.44
sporting events, concerts, clubs, etc	1.37
athletic apparel/clothes expenditure	1.37
bottled water	1.26
computers, pagers, CD burners, PDAs, cell phones	1.23
soft drinks, sport drinks	1.18
travel/vacation	1.07
videos, movies, DVD, CDs, headsets, etc	1.06
alcohol, cigarette expenditure	1.05
vitamins, health supplements, health food	
athletic shoes	
athletic equipment	
TVs, radios, stereos	

Figure 27: Buying power – Freshmen

Buying Power - Sophomores

Category	Value
cars (gas, repair, etc.)	3.48
food (grocery stores, convenience stores, etc.)	3.29
clothes, shoes (excluding athletic apparel)	2.59
restaurants	2.45
personal care, toiletries	1.93
household items	1.84
sporting events, concerts, clubs, etc	1.64
computers, pagers, CD burners, PDAs, cell phones	1.4
soft drinks, sport drinks	1.25
alcohol, cigarette expenditure	1.18
videos, movies, DVD, CDs, headsets, etc	1.15
athletic apparel/clothes expenditure	1.12
bottled water	1.05
travel/vacation	
vitamins, health supplements, health food	
athletic shoes	
athletic equipment	
TVs, radios, stereos	

Figure 28: Buying power – Sophomores

Buying Power - Juniors

Category	Value
cars (gas, repair, etc.)	3.73
food (grocery stores, convenience stores, etc.)	3.72
restaurants	2.72
clothes, shoes (excluding athletic apparel)	2.47
household items	2.11
personal care, toiletries	2.06
computers, pagers, CD burners, PDAs, cell phones	1.58
alcohol, cigarette expenditure	1.54
sporting events, concerts, clubs, etc	1.45
soft drinks, sport drinks	1.22
videos, movies, DVD, CDs, headsets, etc	1.1
travel/vacation	1.08
athletic apparel/clothes expenditure	1.08
bottled water	
vitamins, health supplements, health food	
athletic shoes	
athletic equipment	
TVs, radios, stereos	

Figure 29: Buying power – Juniors

Buying Power - Seniors

Category	Value
cars (gas, repair, etc.)	3.73
food (grocery stores, convenience stores, etc.)	3.72
restaurants	2.72
clothes, shoes (excluding athletic apparel)	2.47
household items	2.11
personal care, toiletries	2.06
computers, pagers, CD burners, PDAs, cell phones	1.58
alcohol, cigarette expenditure	1.54
sporting events, concerts, clubs, etc	1.45
soft drinks, sport drinks	1.22
videos, movies, DVD, CDs, headsets, etc	1.1
travel/vacation	1.08
athletic apparel/clothes expenditure	1.08
bottled water	
vitamins, health supplements, health food	
athletic shoes	
athletic equipment	
TVs, radios, stereos	

Figure 30: Buying power – Seniors

Buying Power - Post-Graduate

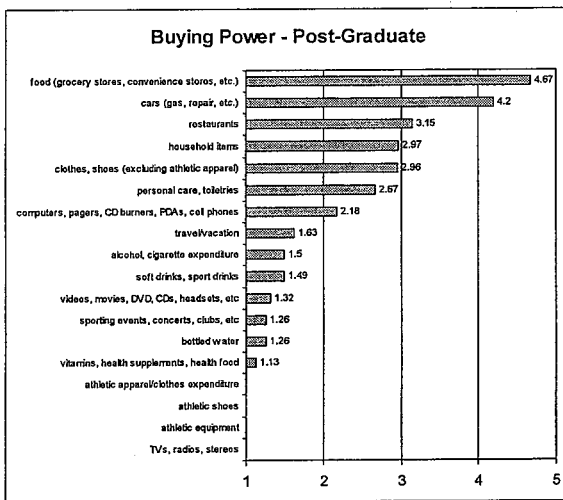| Category	Value
food (grocery stores, convenience stores, etc.)	4.67
cars (gas, repair, etc.)	4.2
restaurants	3.15
household items	2.97
clothes, shoes (excluding athletic apparel)	2.96
personal care, toiletries	2.57
computers, pagers, CD burners, PDAs, cell phones	2.18
travel/vacation	1.63
alcohol, cigarette expenditure	1.5
soft drinks, sport drinks	1.49
videos, movies, DVD, CDs, headsets, etc	1.32
sporting events, concerts, clubs, etc	1.26
bottled water	1.26
vitamins, health supplements, health food	1.13
athletic apparel/clothes expenditure	
athletic shoes	
athletic equipment	
TVs, radios, stereos	

Figure 31: Buying power – Post-Graduate

LIMITATIONS

Due to the development of the online survey instrument, two of the factors in question one are not reliable. The factors regarding parking and transportation were inadvertently coded so that the respondent was unable to select a response for both questions. They were only able to answer one of them. Therefore, the response to both of these questions is not reliable.

The survey was developed using Microsoft Front Page. This program does not write web sites in international code. Therefore, it was often difficult for those using Macintosh computers to view or respond to the survey. The administrators contact information was provided and those who sent an email stating that there was difficulty were asked to use an on-campus computer so that Internet Explorer could be used. This browser was more effective because it is also a Microsoft product, resulting in greater compatibility. Because Internet Explorer is the primary internet browser on the University of North Dakota campus, it is not anticipated that significantly different results would have been given, had Macintosh users been able to appropriately access the survey. However, it can be assumed that additional responses would have been received had this not been an issue.

Finally, there were twice as many females as males who responded to the survey. According to a report published on the UND web site, there were almost equal numbers of males and females on the campus during the third week of school in the fall semester (<http://www.und.edu/dept/datacol/thirdwk/Fall05_3wk/Headcntsbyinstunit.pdf> April 29, 2006). There were 6,235 females (48%)and 6,719 males (52%). Using these numbers, 22.7% of females at UND responded to the survey, while only 10.9% of males responded to the survey. This response rate is disproportionate for males and females, but because there was a response rate of at least ten percent for each gender, the responses can be considered valid.

CONCLUSIONS

Of all of the information found from this study, there are many similarities between UND students and other students nation-wide. The conclusions of the NIRSA study, which were presented at the beginning of this document are compared to the findings of this study in the following paragraphs.

The NIRSA study determined that students who participated in recreational programs considered those programs to be a key determinant of college satisfaction and success (Kerr & Downs, 9). This was also true of UND students. Overall, most of the factors that are related to determining success and satisfaction of college students were similar to that in the NIRSA study.

The NIRSA study claimed that "students who participated heavily in college recreational sports programs and activities were more socially oriented than other students" (Kerr & Downs, 9). This was also true of UND students. Non-users rated social activities, involvement in organizations, and meeting new people lower than heavy and light users rated the same factors.

Again, the NIRSA study and this study are similar in that heavy users of recreational sports and wellness programming were similar to other students in the importance they placed in quality and range of courses, quality of professors and graduate school/job prospects as determinants of college satisfaction and success. There was no significant difference between user groups for these factors.

One significant difference between the two studies is that heavy users at UND did not rate diversity of the student population as a more important determinant of their college satisfaction and success than did other students. There was no significant difference between heavy users and light or non-users in this study.

According to this study, UND freshmen are more interested in wellness and RecSports than are other classes. More research would be needed in order to determine whether this is because they were introduced to these programs before coming to UND or if it is because they were introduced to them when they got to campus. Because the Wellness Center is relatively new at UND, there has been more conversation and attention surrounding its operation than there may have been in the past, when older students arrived on campus. Either way, if the Wellness Center is able to focus its efforts on helping freshmen to build healthy habits when they arrive on campus, they stand a better chance of creating a more active campus.

The NIRSA study showed that heavy and light users of recreational facilities are happier than those students who do not utilize the same services and programs. One of the most significant findings of this study is that UND students showed the same results. Active students are happier than inactive students. Further research could identify to what extent happiness plays a role in student retention.

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Kerr& Downs Research, "2002 Value of Recreational Sports on College
   Campuses." National Intramural-Recreational sports Association.

2005-2006 Student Body Profile. UND Office of University Relations. University
   of North Dakota. April 29, 2006 <www.und.edu/profile>.
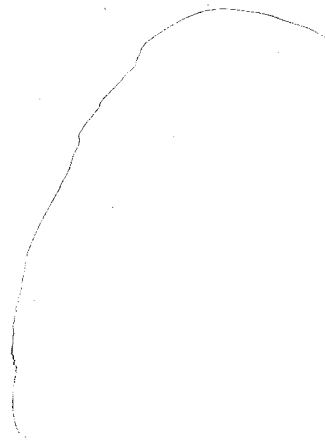
APPENDIX I: SURVEY INSTRUMENTS

THE UNIVERSITY OF NORTH DAKOTA

COLLEGE SATISFACTION:

Using a 10 point scale where **10 is the highest importance** and **1 is the lowest importance**, assign a number to each of the following: **(DK=don't know)**

1. Please indicate how important each is to your overall satisfaction and success during college.

	DK	1	2	3	4	5	6	7	8	9	10
Beauty of the campus/community	○	○	○	○	○	○	○	○	○	○	○
Classrooms, labs, computer facilities, etc.	○	○	○	○	○	○	○	○	○	○	○
Community service opportunities	○	○	○	○	○	○	○	○	○	○	○
Course content	○	○	○	○	○	○	○	○	○	○	○
Range of courses	○	○	○	○	○	○	○	○	○	○	○
Cultural opportunities	○	○	○	○	○	○	○	○	○	○	○
Diversity of student body	○	○	○	○	○	○	○	○	○	○	○
Housing	○	○	○	○	○	○	○	○	○	○	○
Food options	○	○	○	○	○	○	○	○	○	○	○
Internship	○	○	○	○	○	○	○	○	○	○	○
Meeting new people	○	○	○	○	○	○	○	○	○	○	○
Participate in varsity sports (UND Athletics)	○	○	○	○	○	○	○	○	○	○	○
Part-time/full-time job	○	○	○	○	○	○	○	○	○	○	○
Prospects for job/graduate school	○	○	○	○	○	○	○	○	○	○	○
Quality of professors	○	○	○	○	○	○	○	○	○	○	○
Ability to interact with professors	○	○	○	○	○	○	○	○	○	○	○
Shopping, entertainment, etc. options	○	○	○	○	○	○	○	○	○	○	○
Social activities	○	○	○	○	○	○	○	○	○	○	○
Sorority/fraternity/social clubs	○	○	○	○	○	○	○	○	○	○	○

	DK	1	2	3	4	5	6	7	8	9	10
Student club and organizations	○	○	○	○	○	○	○	○	○	○	○
Study abroad	○	○	○	○	○	○	○	○	○	○	○
Transportation options	○	○	○	○	○	○	○	○	○	○	○
Parking options	○	○	○	○	○	○	○	○	○	○	○
Watch variety of sports teams	○	○	○	○	○	○	○	○	○	○	○
Wellness Center programming	○	○	○	○	○	○	○	○	○	○	○
RecSports (Intramural) programming	○	○	○	○	○	○	○	○	○	○	○
Other: _____	○	○	○	○	○	○	○	○	○	○	○

Using a 10 point scale where **10 is the highest level of agreement** and **1 is the lowest level of agreement**, assign a number to each of the following: **(DK=don't know)**

2.   **Please indicate your level of agreement by choosing a number 1 through 10 for each of the following:**

In your opinion, the University of North Dakota should spend more money on:

	DK	1	2	3	4	5	6	7	8	9	10
Campus organizations, clubs, and activities	○	○	○	○	○	○	○	○	○	○	○
Classrooms and buildings	○	○	○	○	○	○	○	○	○	○	○
Computers, labs, technology, etc.	○	○	○	○	○	○	○	○	○	○	○
Landscaping	○	○	○	○	○	○	○	○	○	○	○
Libraries and books	○	○	○	○	○	○	○	○	○	○	○
Professors	○	○	○	○	○	○	○	○	○	○	○
Recruiting students	○	○	○	○	○	○	○	○	○	○	○
Residence halls and housing	○	○	○	○	○	○	○	○	○	○	○
Varsity athletic programs	○	○	○	○	○	○	○	○	○	○	○
Wellness activities	○	○	○	○	○	○	○	○	○	○	○
RecSports (Intramural) activities	○	○	○	○	○	○	○	○	○	○	○
Outdoor RecSports (Intramural) facilities	○	○	○	○	○	○	○	○	○	○	○

3. **Please indicate your level of agreement with the following statements.**

DK   1   2   3   4   5   6   7   8   9   10

	DK	1	2	3	4	5	6	7	8	9	10
In most ways, my college life is close to my ideal.	○	○	○	○	○	○	○	○	○	○	○
The conditions of my college life are excellent.	○	○	○	○	○	○	○	○	○	○	○
I am satisfied with my college life.	○	○	○	○	○	○	○	○	○	○	○
So far, I have gotten the important things I want in my college life.	○	○	○	○	○	○	○	○	○	○	○
If I could live my college life over, I would change almost nothing.	○	○	○	○	○	○	○	○	○	○	○
College guidebooks and articles rating colleges should include specific ratings on a college's recreational activities and sports, student recreation centers and intramural club sports.	○	○	○	○	○	○	○	○	○	○	○

4. Please indicate your level of agreement with the following:

In your opinion, participation in recreation/fitness activities, intramural sports, and club sports in college

	DK	1	2	3	4	5	6	7	8	9	10
Helps build character	○	○	○	○	○	○	○	○	○	○	○
Helps me feel like I'm part of the college community	○	○	○	○	○	○	○	○	○	○	○
Helps me manage my time	○	○	○	○	○	○	○	○	○	○	○
Improves my ability to get along with diverse groups of people	○	○	○	○	○	○	○	○	○	○	○
Improves my leadership abilities.	○	○	○	○	○	○	○	○	○	○	○
Improves my overall emotional well-being	○	○	○	○	○	○	○	○	○	○	○
Improves my overall happiness	○	○	○	○	○	○	○	○	○	○	○
Improves my self-confidence	○	○	○	○	○	○	○	○	○	○	○
Is an important part of my learning experience at college	○	○	○	○	○	○	○	○	○	○	○
Is an important part of my social life at college	○	○	○	○	○	○	○	○	○	○	○
Reduces my stress and helps me handle my workload at college	○	○	○	○	○	○	○	○	○	○	○
Teaches me important team building skills	○	○	○	○	○	○	○	○	○	○	○

5. About what percentage of your total college expenses do you, personally, pay? (Exclude scholarships and money from parents, etc.)

○ Don't know   ○ 26-50%
○ 0%   ○ 51-75%
○ 1-25%   ○ 76-100%

6. In the past 30 days, how many times did you:

"Work out" at or utilize the services of the Wellness Center?	
Participate in informal recreation at UND (open gym, open swim, lifetime sports)	
Play or practice RecSports (Intramural) sports or club sports	

7. In the past 30 days, how many days did you:

Attend religious services	
Consume more than three alcoholic drinks in one day	
Use illegal drugs	
Smoke cigarettes	
Miss some school or work because you were sick	
Miss some school or work because of drinking or illegal drug hangovers	
Cheat on assignments or tests	

8. Personal Expenditures

Please mark the dollar range on the chart that best reflects how much you spent on each category over the last 30 days.

	$0	$1 to $10	$11 to $25	$26 to $50	$51 to $100	$101 to $200	$201 to $500	More than $500
Alcohol, cigarettes	○	○	○	○	○	○	○	○
Athletic apparel/clothes	○	○	○	○	○	○	○	○
Athletic equipment	○	○	○	○	○	○	○	○
Athletic shoes	○	○	○	○	○	○	○	○
Bottled water	○	○	○	○	○	○	○	○
Cars (gas, repair, etc.)	○	○	○	○	○	○	○	○
Clothes, shoes (excluding athletic clothes or athletic shoes)	○	○	○	○	○	○	○	○
Computers, pagers, CD burners, PDAs, cell phones	○	○	○	○	○	○	○	○

Computers, pagers, CD burners, PDAs, cell phones

Food (grocery stores, convenience stores, etc.)	○	○	○	○	◉	◉	○	○
Household items	○	○	○	○	◉	◉	○	○
Personal care, toiletries	○	○	○	○	◉	◉	○	○
Restaurants	○	○	○	○	◉	◉	○	○
Soft drinks, sport drinks	○	○	○	○	◉	◉	○	○
Sporting events, concerts, clubs, etc.	○	○	○	◉	◉	◉	○	○
Travel/vacation	○	○	○	○	◉	◉	○	○
TVs, radios, stereos	○	○	○	○	◉	◉	○	○
Videos, movies, DVDs, CDs, headsets, etc.	○	○	○	○	◉	◉	○	○
Vitamins, health supplements, health food	○	○	○	○	◉	◉	○	○

PERSONAL PROFILE:

Gender:

○ Male   ○ Female

Race or Ethnicity (check all that apply):

- ☐ American Indian or Alaska Native
- ☐ Black or African American
- ☐ Hispanic/Latino
- ☐ Native Hawaiian or Other Pacific Islander

- ☐ Asian
- ☐ White

Some other race:
....

Year in School: Select from list

College in which you are enrolled: Select from list

College GPA: _____ **ACT Score:** _____

SAT Score: _____

Please indicate where you live:

○ Off campus   ○ Greek housing

With parents/relatives ○ University housing

How many miles do you live from UND?

How many hours per week do you work?
Answer 0 if you are not employed.
How many credits are you taking this semester?

How many hours in the past 30 days did do community service?
How old are you?

Are you a member of any varsity sports teams this year? ○ No ○ Yes

Su

Please look over your responses to ensure that you answered correctly, then press Submit.

National College Survey

Instructions – Please use the *ANSWER SHEET* for **all** your responses. **Hand** your completed *ANSWER SHEET* to the interviewer. Thank you.

Definitions – *Recreational sports & activities* refers to all activities at the Student Recreation Center and activities at all other campus recreation areas, recreation/fitness classes, intramural sports and club sports.

A. Using a **10-point scale** where **10 is the highest** score and **1 is the lowest score**, assign a number to each of the following to indicate how important each is to your *overall satisfaction and success during college.*

For example, if studying abroad (e.g., in London) is a **very important** part of your overall satisfaction and success in college, you might **mark down an 8 or 9 or 10**. If being a member of student clubs and organizations is **not an important** part of your *overall college satisfaction and success*, then you might **mark down a 1 or 2 or 3**. Please mark a number next to each factor on the *ANSWER SHEET*. If you have *no experience* with a certain factor, **mark DK**. Mark **all** answers on the *ANSWER SHEET*.

Not at all   **Very**
Important   1   2   3   4   5   6   7   8   9   10 **Important**   **DK=Don't Know**

1. Internship
2. Quality of professors and ability to interact with them
3. Recreational sports and activities at the student rec center & other rec areas, intramural sports, fitness classes, club sports
4. Part time/full time job
5. Community service opportunities
6. Sorority/fraternity/social clubs
7. Student clubs and organizations
8. Study abroad
9. Watch varsity sports teams
10. Meeting new and different people
11. Social activities
12. Classrooms, labs, computer facilities, etc.
13. Beauty of the campus/community
14. Cultural opportunities
15. Housing and food options
16. Course content and range of courses
17. Transportation and parking options
18. Shopping, entertainment, restaurant, etc. options in the community
19. Participate in varsity sports teams
20. Diversity of student body
21. Prospects for job/graduate school
22. Other_____

B. Please indicate your level of agreement by marking a number from 1 to 10 on the *ANSWER SHEET* for each of the following: (mark **DK** for **Don't Know**)

Strongly   **Strongly**
Disagree 1   2   3   4   5   6   7   8   9   10 **Agree**   **DK=Don't Know**

In your opinion, your college should spend more money on:
23. Classrooms and buildings
24. Professors
25. Recreational sports activities, student recreation centers and other facilities
26. Recruiting students
27. Computers, labs, technology, etc.
28. Libraries and books
29. Campus organizations and clubs and activities
30. Varsity athletic programs
31. Dormitories and housing
32. Landscaping and campus beautification

C. Please indicate your level of agreement by writing a number from 1 to 10 on the *ANSWER SHEET* for each of the following (mark **DK** for **Don't Know**):

Strongly   **Strongly**
Disagree 1   2   3   4   5   6   7   8   9   10 **Agree**   **DK=Don't Know**

33. In most ways my college life is close to my ideal.
34. The conditions of my college life are excellent.
35. I am satisfied with my college life.
36. So far I have gotten the important things I want in my college life.
37. If I could live my college life over, I would change almost nothing.
38. College guidebooks and articles rating colleges should include specific ratings on a college's recreational activities & sports, student recreation centers and intramural club sports.

D. Please indicate your level of agreement by marking a number from 1 to 10 on the *ANSWER SHEET* for each of the following (mark **DK** for **Don't Know** or **NA** for **Not Applicable**):

Strongly   Strongly
Disagree 1   2   3   4   5   6   7   8   9   10 Agree   DK=Don't Know   NA =Not Applicable

In your opinion, participation in recreation/fitness activities, intramural sports & club sports in college

39. Improves my overall emotional well-being
40. Improves my overall happiness
41. Helps me feel like I'm part of the college community
42. Improves my leadership abilities
43. Improves my ability to get along with diverse groups of people
44. Is an important part of my learning experience at college
45. Is an important part of my social life at college
46. Helps build character
47. Teaches me important team building skills
48. Reduces my stress and helps me handle my workload at college
49. Helps me manage my time
50. Improves my self confidence

E. In the **past 30 days**, how many **times** did you: (Write **all** answers on the *ANSWER SHEET*)

51. "Work out" at or utilize the student recreation center
52. Participate in activities or sports at other campus recreational and sports areas/facilities
53. Play or practice intramural sports or club sports

F. In the **past 30 days**, how many **days** did you: (Write **all** answers on the *ANSWER SHEET*)

54. Attend religious services
55. Consume more than 3 alcoholic drinks in one day
56. Use illegal drugs
57. Smoke cigarettes
58. Miss some school or work because you were sick
59. Miss some school or work because of drinking or illegal drug hangovers
60. Cheat on assignments or tests

Personal Expenditures - From the dollar ranges below, mark the **box** on the *ANSWER SHEET* that best reflects how much **you spent** on **each category** over the **past 30 days**.

1. $0
2. $1 - $10
3. $11 - $25
4. $26 - $50
5. $51 - $100
6. $101 - $200
7. $201 - $500
8. More than $500

For example, if you spent $95 for **Athletic apparel/clothes** in the past month, mark the box beneath the $51 - $100 column next to "**61**" – Athletic apparel/clothes on the *ANSWER SHEET*.

Mark the appropriate box on the *ANSWER SHEET* for each spending category for questions 61 to 78.

61. Athletic apparel/clothes
62. Restaurants
63. Food (grocery stores, convenience stores, etc.)
64. Cars (gas, repair, etc.)
65. Athletic shoes
66. Clothes, shoes (excluding athletic clothes or athletic shoes)
67. Athletic equipment
68. Soft drinks, sports drinks
69. Personal care, toiletries
70. Vitamins, health supplements, health food
71. Bottled water
72. Household items
73. Videos, movies, DVDs, CDs, headsets, etc.
74. Sporting events, concerts, clubs, etc.
75. TVs, radios, stereos
76. Computers, pagers, CD burners, PDAs, cell phones
77. Travel/vacations
78. Alcohol, cigarettes

Personal Profile - Write all answers on the *ANSWER SHEET.*

79. How many **academic hours** are you taking this quarter/semester?

80. Which of the following best describes the college in which you are majoring?
    1. Liberal arts/humanities
    2. Physical sciences
    3. Social sciences
    4. Communications/Journalism
    5. Education
    6. Business
    7. Physical education
    8. Pre med/law or law/med school
    9. Performing/visual arts
    10. Health sciences
    11. Engineering
    12. Undecided
    13. Other_____

81. How many **miles** from the student recreation center do you live? **(ROUND UP)** **(99=Don't Know)**

82. About what **percentage** of your total college expenses do you, personally, pay? **(Exclude** scholarships and money from parents, etc.) **(DK=Don't Know)**
    1. 0%
    2. 1% – 25%
    3. 26% – 50%
    4. 51% – 75%
    5. 76% – 100%

83. Are you a:
    1. Freshman
    2. Sophomore
    3. Junior
    4. Senior
    5. Graduate student

84. Please write your **age** on the ANSWER SHEET.

85. Where do you live?
    1. On campus but not in a fraternity or sorority
    2. On campus in a sorority or fraternity
    3. Off campus
    4. With parents/relatives

86. On the ANSWER SHEET, write how many **hours you work a week** if you have a job? **(WRITE 0 IF NO JOB)**

87. Write your total SAT score on the ANSWER SHEET. **(WRITE 0 if you did not take it)**

88. Write your total ACT score on the ANSWER SHEET. **(WRITE 0 if you did not take it)**

89. Did you participate in any **varsity** sports at your college this year?
    1. Yes
    2. No

90. Please mark in the category on the ANSWER SHEET that reflects your gender.
    1. Female
    2. Male

91. Please mark in the number on the ANSWER SHEET that best reflects your race or ethnic background.
    1. African American/black
    2. American Indian
    3. Asian
    4. Caucasian/white
    5. Hispanic/Latino/Chicano
    6. Pacific Islander
    7. Other_____

92. Write on the ANSWER SHEET your best estimate of the number of hours in the **past 30 days** you worked with student service organizations or did community service.

93. What is your overall grade point average at this college? (round to the nearest tenth – e.g., 2.9)

THANK YOU. Please **hand** this to the **interviewer.** *All responses will be CONFIDENTIAL.*

To be eligible for the $200 prize, please write your email address OR your telephone number IN THE BOX on the *ANSWER SHEET.*

APPENDIX II: LETTERS FROM DR. BOYD

Dear Students,

You have an opportunity to receive a $200 gift card to the Barnes and Noble Bookstore just for taking a short survey. You are being asked to participate in a study by the University of North Dakota Wellness Center. The purpose of this research study is to examine the perceived value of wellness programs and activities on University of North Dakota students' lives and to document the associated spending habits of these students. All information you provide will be kept confidential. To participate in the survey, please click on the link below:

https://med.nodak.edu/wellness/consent.asp

The Wellness Center will be using this information to make decisions about the programs and services offered. They will also use the information in order to identify local and national businesses that may provide an opportunity for sponsorship. The generation of funds from outside sources will allow student dollars to be spent on those programs and services that directly benefit the students.

If you are interested in helping the Wellness Center gather this important information, please click on the link above. After your answers to the survey questions have been submitted, you will be asked to provide your name and contact information; if you want to be eligible for the $200 gift card, you must enter this information. The requested information, however, is not linked to the rest of the survey - not entering information for the prize will have no impact on your responses to the rest of the survey. If you have any questions about this research project you may contact Amanda Anderson at amandaanderson@mail.und.nodak.edu or by calling (701) 777-0486.

Thank you for your consideration of this important project.

Sincerely,

Dr. Robert Boyd
Vice President - Student and Outreach Services
University of North Dakota

Dear Students,

Hopefully, you've had a chance to take the online survey regarding the value of Wellness at UND. By taking the survey, you are eligible for a $200 gift card to the Barnes and Noble Bookstore. If you have not yet taken the survey, it is available to you until October 14th by clicking on the link below:

https://med.nodak.edu/wellness/consent.asp

The purpose of this research study is to examine the perceived value of wellness programs and activities on University of North Dakota students' lives and to document the associated spending habits of these students. All information you provide will be kept confidential.

The Wellness Center will be using this information to make decisions about the programs and services offered. They will also use the information in order to identify local and national businesses that may provide an opportunity for sponsorship. The generation of funds from outside sources will allow student dollars to be spent on those programs and services that directly benefit the students.

If you are interested in helping the Wellness Center gather this important information, please click on the link below. After your answers to the survey questions have been submitted, you will be asked to provide your name and contact information; if you want to be eligible for the $200 prize, you must enter this information. The requested information, however, is not linked to the rest of the survey - not entering information for the prize will have no impact on your responses to the rest of the survey. If you have any questions about this research project you may contact Amanda Anderson at amandaanderson@mail.und.nodak.edu or by calling (701) 777-0486.

Thank you for your consideration of this important project.

Sincerely,

Dr. Robert Boyd
Vice President - Student and Outreach Services
University of North Dakota

APPENDIX III: DESCRIPTIVE STATISTICS

Frequencies for the nominal data were determined and are reported below. Data was coded to represent the information requested, and labels were assigned. The labels, rather than codes, are shown on the charts below.

Frequencies

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	737	33.1	34.2	34.2
	Female	1421	63.8	65.8	100.0
	Total	2158	96.8	100.0	
Missing	System	71	3.2		
Total		2229	100.0		

AmerInd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	79	3.5	100.0	100.0
Missing	System	2150	96.5		
Total		2229	100.0		

Asian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	39	1.7	100.0	100.0
Missing	System	2190	98.3		
Total		2229	100.0		

Blk

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	.4	100.0	100.0
Missing	System	2220	99.6		
Total		2229	100.0		

White

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2032	91.2	100.0	100.0
Missing	System	197	8.8		
Total		2229	100.0		

HisLat

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	27	1.2	100.0	100.0
Missing	System	2202	98.8		
Total		2229	100.0		

Hawaiian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	.2	100.0	100.0
Missing	System	2224	99.8		
Total		2229	100.0		

The categories for each race/ethnicity were taken from U.S. Census information. Respondents were able to check all that apply. Other responses included middle eastern and Eurpoean ethnicities. These responses are not included in the results reported above.

Year in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	53	2.4	2.4	2.4
	Freshman	510	22.9	23.0	25.4
	Sophomore	389	17.5	17.5	42.9
	Junior	418	18.8	18.8	61.7
	Senior	581	26.1	26.2	87.9
	Graduate	233	10.5	10.5	98.4
	Law	32	1.4	1.4	99.8
	Medical	4	.2	.2	100.0
	Total	2220	99.6	100.0	
Missing	System	9	.4		
Total		2229	100.0		

College enrolled in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	66	3.0	3.0	3.0
	Aerospace	216	9.7	9.7	12.7
	Arts and Science	510	22.9	23.0	35.7
	Business and Public Administration	333	14.9	15.0	50.7
	Education and HD	257	11.5	11.6	62.3
	Engineering and Mines	160	7.2	7.2	69.5
	Honors	10	.4	.5	69.9
	Law	45	2.0	2.0	71.9
	Medical	186	8.3	8.4	80.3
	Nursing	195	8.7	8.8	89.1
	Undeclared	242	10.9	10.9	100.0
	Total	2220	99.6	100.0	
Missing	System	9	.4		
Total		2229	100.0		

member of a varisty sport this year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1905	85.5	94.0	94.0
	Yes	121	5.4	6.0	100.0
	Total	2026	90.9	100.0	
Missing	System	203	9.1		
Total		2229	100.0		

Where you live

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Off campus	1070	48.0	50.8	50.8
	Parents/relatives	85	3.8	4.0	54.9
	Greek	86	3.9	4.1	59.0
	Campus Housing	864	38.8	41.0	100.0
	Total	2105	94.4	100.0	
Missing	System	124	5.6		
Total		2229	100.0		

percent of college expenses, personally paid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	144	6.5	7.0	7.0
	1-25%	441	19.8	21.5	28.5
	26-50%	252	11.3	12.3	40.8
	51-75%	321	14.4	15.6	56.4
	76-100%	895	40.2	43.6	100.0
	Total	2053	92.1	100.0	
Missing	System	176	7.9		
Total		2229	100.0		

Descriptive Statistics

The following is information reported on the questions in the survey that used a likert scale of one through ten. A response of ten represents the highest response to importance or level of agreement and a response of one represents the lowest level of importance or agreement.

Question 1: Please indicate how important each is to your overall satisfaction and success during college.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
beauty of campus community	2188	1.00	10.00	7.1024	1.8680
classrooms, labs, computer facilities, etc	2095	1.00	10.00	8.2038	1.5891
community service opportunities	2113	1.00	10.00	6.0274	2.2789
course content	2158	1.00	10.00	8.5408	1.4877
range of courses	2170	1.00	10.00	8.5839	1.5072
cultural opportunities	2115	1.00	10.00	6.4941	2.3963
diversity of student body	2144	1.00	10.00	6.0574	2.5199
housing	2077	1.00	10.00	6.8349	2.4753
food options	2122	1.00	10.00	6.6574	2.4864
internship	1986	1.00	10.00	7.2754	2.3343
meeting new people	2180	1.00	10.00	7.7670	2.1569
participate in varsity sports	1877	1.00	10.00	4.5194	3.0013
part-time/full-time job	2063	1.00	10.00	6.6752	2.4832
prospects for job/graduate school	2087	1.00	10.00	8.5903	1.7640
quality of professors	2189	1.00	10.00	8.9159	1.4889
ability to interact with professors	2176	1.00	10.00	8.6893	1.5751
shopping, entertainment, etc. options	2160	1.00	10.00	6.5171	2.3421
social activities	2137	1.00	10.00	6.9766	2.2151
sorority/fraternity/social clubs	1929	1.00	10.00	4.4697	2.9630
student club and organizations	2079	1.00	10.00	6.0919	2.4824
study abroad	1954	1.00	10.00	5.6499	2.8287
transportation and parking options	2153	1.00	10.00	7.2559	2.6187
watch variety of sports teams	2106	1.00	10.00	6.4801	2.7348
Wellness center programming	2066	1.00	10.00	6.9129	2.4458
RecSports (Intramural) programming	1977	1.00	10.00	6.0744	2.8284
Valid N (listwise)	1244				

Question 2: In your opinion, the University of North Dakota should spend more money on:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
campus orgs and activities	2070	1.00	10.00	5.3232	2.3900
classrooms and buildings	2071	1.00	10.00	7.1709	2.0735
computers, labs, technology	2135	1.00	10.00	7.4731	2.0943
landscaping	2130	1.00	10.00	4.9948	2.3171
libraries and books	2149	1.00	10.00	6.6049	2.3041
professors$	2148	1.00	10.00	7.4372	2.1563
recruiting students	2120	1.00	10.00	5.2910	2.3866
residence halls and housing	2051	1.00	10.00	6.7309	2.4488
varsity athletic programs	2044	1.00	10.00	4.7647	2.7159
Wellness activities	2092	1.00	10.00	6.2940	2.3786
RecSports activities	2028	1.00	10.00	5.2140	2.6054
outdoor RecSports facilities	2000	1.00	10.00	5.2330	2.6268
Valid N (listwise)	1604				

Question 3: Please indicate your level of agreement with the following statements.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
In most ways, my college life is close to my ideal	2170	1.00	10.00	6.7816	2.0327
The conditions of my college life are excellent.	2147	1.00	10.00	6.7825	2.0592
I am satisfied with my college life.	2129	1.00	10.00	7.2142	2.0591
So far, I have gotten the important things I want in my college life.	2144	1.00	10.00	6.9118	2.1186
...I would change almost nothing.	2117	1.00	10.00	5.6410	2.7056
Guidebooks should rate rec activities.	2006	1.00	10.00	5.7827	2.6331
Valid N (listwise)	1802				

Question 4: In your opinion, participation in recreation/fitness activities, intramural sports, and club sports in college...

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
helps build character	2006	1.00	10.00	6.8614	2.3021
feel like I'm part of the college community	1945	1.00	10.00	6.8632	2.4124
helps me manage my time	1924	1.00	10.00	6.0265	2.5882
improves my ability to get along with diverse groups of people	1958	1.00	10.00	6.3800	2.5041
improves my leadership abilities	1974	1.00	10.00	6.5117	2.4854
improves my overall emotional well-being	1993	1.00	10.00	7.3497	2.3305
improves my overall happiness	2004	1.00	10.00	7.4411	2.3630
improves my self-confidence	1984	1.00	10.00	7.3150	2.3719
important part of my learning experience	1989	1.00	10.00	6.2393	2.7405
is an important part of my social life	1999	1.00	10.00	6.4987	2.7838
reduces my stress and helps me handle my workload	1992	1.00	10.00	6.9458	2.6587
teaches me important team building skills	1967	1.00	10.00	6.5216	2.6194
Valid N (listwise)	1732				

Question 6: In the past 30 days, how many times did you:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
work out at or utilize the WC	2166	.00	38701.00	165.8658	2484.6284
participate in informal rec at UND	2151	.00	38640.00	91.2822	1855.8833
play or practice RS or club sports	2149	.00	38640.00	19.2476	833.5168
participation in WC, RS, informal Rec	2124	.00	77338.00	262.7134	3919.8591
Work out - no outliers	2156	.00	100.00	5.3206	7.8142
Informal rec - no outliers	2145	.00	40.00	1.6294	4.0526
RecSports - no outliers	2147	.00	60.00	1.1751	3.5569
User category up to 120 times per month	2112	.00	100.00	8.0546	11.1337
Valid N (listwise)	2112				

There were three parts to this question including, the number of times the respondent "worked out" at the Wellness center, participated in informal recreation, and played or practiced RecSports or club sports. There were some extreme responses included in the data, and those are reported in the chart above. The line titled "participation in WC, RS, and informal" reports the sum of the responses to three parts of this question. Because it is not possible to participate in these activities over 38,000 times in one month, a second analysis was run on these same factors, but each individual factor was capped at 120 times in one month. The sum of these factors was also capped at 120 times in one month. Using the new data, the descriptive statistics reported were more reasonable. These are shown in the last four rows of the chart above.

Question 7: In the past 30 days, how many days did you:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
attend religious services	2160	.00	38479.00	90.7745	1847.4077
consume more than three alcoholic drinks in one day	2159	.00	38668.00	109.8087	2027.9247
use illegal drugs	2155	.00	35.00	.2459	2.2637
smoke cigarettes	2154	.00	38640.00	38.1495	1173.6729
miss some school or work because you were sick	2151	.00	38637.00	54.4623	1436.3586
miss school or work because of hangover	2155	.00	25.00	.1828	.8998
cheat on assignments or tests	2150	.00	30.00	7.070E-02	.8280
Valid N (listwise)	2134				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Religion 7 - <=30	2155	.00	30.00	1.8019	2.9770
# of drinks - no outliers	2153	.00	30.00	2.7794	3.8798
illegal drugs - no outliers	2155	.00	30.00	.2436	2.2304
cigarettes - no outliers	2152	.00	30.00	2.2718	7.1669
Sick days - no outliers	2148	.00	30.00	.7959	1.9362
miss school or work because of hangover	2155	.00	25.00	.1828	.8998
cheat on assignments or tests	2150	.00	30.00	7.070E-02	.8280
Valid N (listwise)	2122				

Again, because of extreme outliers, the variables needed to be adjusted. Because this question was asking about the number of days out of the last 30, rather than the number of times, all reasonable data above 30 was changed to a response of 30. This question was intentionally left open ended so that answers

could later be categorized into the appropriate ranges if necessary. The first chart above shows the descriptive statistics before the extremes were removed and responses were recoded. The second chart shows the same information after the data was adjusted.

Question 8: Personal Expenditures - Please mark the dollar range on the chart that best reflects how much you spent on each category over the last 30 days.

The scale was different from the likert scale of 1-10 in the other questions. The scale for this question and is shown on the next page.

Code	Response
0	$0
1	$1-10
2	$11-25
3	$26-50
4	$51-100
5	$101-200
6	$201-500
7	$501+

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
alcohol, cigarette expenditure	2168	.00	7.00	1.4649	1.5597
athletic apparel/clothes expenditure	2163	.00	7.00	1.1096	1.5221
athletic equipment	2162	.00	7.00	.4006	1.0797
athletic shoes	2171	.00	7.00	.5421	1.3259
bottled water	2161	.00	7.00	1.1106	1.0643
cars (gas, repair, etc.)	2165	.00	7.00	3.6139	1.7770
clothes, shoes (excluding athletic apparel)	2143	.00	7.00	2.6113	1.9351
computers, pagers, CD burners, PDAs, cell phones	2157	.00	7.00	1.5953	1.9886
food (grocery stores, convenience stores, etc.)	2155	.00	7.00	3.6413	1.4809
household items	2167	.00	7.00	2.0784	1.4850
personal care, toiletries	2161	.00	7.00	2.0666	1.1411
restaurants	2167	.00	7.00	2.6008	1.3657
soft drinks, sport drinks	2160	.00	7.00	1.2644	1.0304
sporting events, concerts, clubs, etc	2165	.00	7.00	1.4037	1.5126
travel/vacation	2155	.00	7.00	1.2186	1.9402
TVs, radios, stereos	2163	.00	7.00	.2890	.9719
videos, movies, DVD, CDs, headsets, etc	2159	.00	7.00	1.1394	1.3117
vitamins, health supplements, health food	2166	.00	7.00	.8800	1.2037
Valid N (listwise)	2018				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GPA	1700	.00	304.00	3.7632	10.7153
ACT	1653	.00	22000.00	39.9521	543.8857
GPA - no outliers	1696	.00	4.00	3.3183	.5306
ACT - no outliers	1649	.00	36.00	24.5693	4.1198
Valid N (listwise)	1308				

Again, responses are shown before and after the removal of extremes. Because the GPA is based on a scale of 4.0 and the maximum score on the ACT is 36, these numbers were used as the maximum response possible. All other responses were eliminated. There were few responses regarding SAT scores; therefore the information is not reported here.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Miles living from campus	1670	.00	38480.00	866.6202	5500.3913
# of hours worked per week	1976	.00	38706.00	995.2675	6064.1660
# of credits this semester	2033	.00	38640.00	33.3074	856.6651
hours of community service - past 30 days	2010	.00	38510.00	40.6090	1213.9567
Age	2023	.00	60.00	21.9303	5.2301
Valid N (listwise)	1503				

Before adjusting for extremes, the following information resulted from several of the demographic questions. Because the circumference of the Earth is less than 25,000 miles, it is not realistic to assume that students live that far from UND. After reviewing a scatterplot and frequency table of the responses, it was determined that the largest reasonable distance from UND could be 10,000 miles. Due to the availability of the internet and UND's increased partnerships with other countries, it is not unreasonable to believe that UND students could take the survey from half way around the Earth. Therefore, 10,000 miles is the highest response considered.

The same is true for the questions regarding the number of hours worked and community service hours completed. It is not reasonable to think that anyone could work more than 150 hours per week. Therefore, this is the maximum response allowed. Community service hours were reported for the last 30 days, and the maximum reasonable response was 50. Higher responses were removed. The maximum reasonable number of credits this semester was reported at 27. Responses greater than 30 were removed. After adjusting these numbers, the following descriptive statistics resulted.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Miles with no outliers	1635	.00	10000.00	63.7534	356.5128
# of hrs worked per week - no outliers	1925	.00	100.00	12.8158	13.3621
# of credits - no outliers	2032	.00	27.00	14.3081	3.4319
# hrs of comm serv - no outliers	2008	.00	50.00	2.3068	5.6705
Valid N (listwise)	1456				

Results by user type

In the national study completed by NIRSA and Kerr & Downs Research, users were categorized by the number of times they participated in recreational activities in the past 30 days. Those who did not participate were considered non-users. Those who participated 1-25 times over the past 30 days were

considered light users, and those who participated more than 25 times were considered to be heavy users. The same criteria were used to classify the respondents of this survey as well. The same information as reported above is now presented for each of the three user categories. The frequency statistics are presented below, and the descriptives for each user category can be found in Appendix III.

Non-users

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	237	26.7	27.1	27.1
	Female	638	72.0	72.9	100.0
	Total	875	98.8	100.0	
Missing	System	11	1.2		
Total		886	100.0		

AmerInd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	43	4.9	100.0	100.0
Missing	System	843	95.1		
Total		886	100.0		

Asian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	17	1.9	100.0	100.0
Missing	System	869	98.1		
Total		886	100.0		

Blk

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	.3	100.0	100.0
Missing	System	883	99.7		
Total		886	100.0		

White

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	814	91.9	100.0	100.0
Missing	System	72	8.1		
Total		886	100.0		

HisLat

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	1.5	100.0	100.0
Missing	System	873	98.5		
Total		886	100.0		

Hawaiian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	.3	100.0	100.0
Missing	System	883	99.7		
Total		886	100.0		

Year in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	10	1.1	1.1	1.1
	Freshman	142	16.0	16.0	17.2
	Sophomore	129	14.6	14.6	31.7
	Junior	172	19.4	19.4	51.1
	Senior	261	29.5	29.5	80.6
	Graduate	159	17.9	17.9	98.5
	Law	11	1.2	1.2	99.8
	Medical	2	.2	.2	100.0
	Total	886	100.0	100.0	

College enrolled in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	13	1.5	1.5	1.5
	Aerospace	69	7.8	7.8	9.3
	Arts and Science	232	26.2	26.2	35.4
	Business and Public Administration	142	16.0	16.0	51.5
	Education and HD	132	14.9	14.9	66.4
	Engineering and Mines	54	6.1	6.1	72.5
	Honors	3	.3	.3	72.8
	Law	15	1.7	1.7	74.5
	Medical	65	7.3	7.3	81.8
	Nursing	87	9.8	9.8	91.6
	Undeclared	74	8.4	8.4	100.0
	Total	886	100.0	100.0	

member of a varisty sport this year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	778	87.8	96.3	96.3
	Yes	30	3.4	3.7	100.0
	Total	808	91.2	100.0	
Missing	System	78	8.8		
Total		886	100.0		

Where you live

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Off campus	540	60.9	63.5	63.5
	Parents/relatives	54	6.1	6.4	69.9
	Greek	19	2.1	2.2	72.1
	Campus Housing	237	26.7	27.9	100.0
	Total	850	95.9	100.0	
Missing	System	36	4.1		
Total		886	100.0		

percent of college expenses, personally paid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	52	5.9	6.3	6.3
	1-25%	155	17.5	18.6	24.9
	26-50%	77	8.7	9.3	34.1
	51-75%	130	14.7	15.6	49.8
	76-100%	418	47.2	50.2	100.0
	Total	832	93.9	100.0	
Missing	System	54	6.1		
Total		886	100.0		

Light users

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	378	37.2	37.7	37.7
	Female	625	61.5	62.3	100.0
	Total	1003	98.6	100.0	
Missing	System	14	1.4		
Total		1017	100.0		

AmerInd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	26	2.6	100.0	100.0
Missing	System	991	97.4		
Total		1017	100.0		

Asian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	19	1.9	100.0	100.0
Missing	System	998	98.1		
Total		1017	100.0		

Blk

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	.5	100.0	100.0
Missing	System	1012	99.5		
Total		1017	100.0		

White

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	954	93.8	100.0	100.0
Missing	System	63	6.2		
Total		1017	100.0		

HisLat

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	1.1	100.0	100.0
Missing	System	1006	98.9		
Total		1017	100.0		

Hawaiian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.2	100.0	100.0
Missing	System	1015	99.8		
Total		1017	100.0		

Year in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	8	.8	.8	.8
	Freshman	272	26.7	26.7	27.5
	Sophomore	199	19.6	19.6	47.1
	Junior	196	19.3	19.3	66.4
	Senior	263	25.9	25.9	92.2
	Graduate	61	6.0	6.0	98.2
	Law	17	1.7	1.7	99.9
	Medical	1	.1	.1	100.0
	Total	1017	100.0	100.0	

College enrolled in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	15	1.5	1.5	1.5
	Aerospace	110	10.8	10.8	12.3
	Arts and Science	227	22.3	22.3	34.6
	Business and Public Administration	160	15.7	15.7	50.3
	Education and HD	97	9.5	9.5	59.9
	Engineering and Mines	79	7.8	7.8	67.6
	Honors	6	.6	.6	68.2
	Law	24	2.4	2.4	70.6
	Medical	88	8.7	8.7	79.3
	Nursing	84	8.3	8.3	87.5
	Undeclared	127	12.5	12.5	100.0
	Total	1017	100.0	100.0	

member of a varisty sport this year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	891	87.6	93.9	93.9
	Yes	58	5.7	6.1	100.0
	Total	949	93.3	100.0	
Missing	System	68	6.7		
Total		1017	100.0		

Where you live

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Off campus	417	41.0	42.5	42.5
	Parents/relatives	26	2.6	2.7	45.2
	Greek	46	4.5	4.7	49.8
	Campus Housing	492	48.4	50.2	100.0
	Total	981	96.5	100.0	
Missing	System	36	3.5		
Total		1017	100.0		

percent of college expenses, personally paid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	73	7.2	7.6	7.6
	1-25%	234	23.0	24.5	32.1
	26-50%	136	13.4	14.2	46.3
	51-75%	149	14.7	15.6	61.9
	76-100%	364	35.8	38.1	100.0
	Total	956	94.0	100.0	
Missing	System	61	6.0		
Total		1017	100.0		

Heavy users

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	91	43.8	44.8	44.8
	Female	112	53.8	55.2	100.0
	Total	203	97.6	100.0	
Missing	System	5	2.4		
Total		208	100.0		

AmerInd

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	2.9	100.0	100.0
Missing	System	202	97.1		
Total		208	100.0		

Asian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.0	100.0	100.0
Missing	System	206	99.0		
Total		208	100.0		

Blk

		Frequency	Percent
Missing	System	208	100.0

White

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	193	92.8	100.0	100.0
Missing	System	15	7.2		
Total		208	100.0		

HisLat

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.0	100.0	100.0
Missing	System	206	99.0		
Total		208	100.0		

Hawaiian

		Frequency	Percent
Missing	System	208	100.0

Year in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	4	1.9	1.9	1.9
	Freshman	68	32.7	32.7	34.6
	Sophomore	50	24.0	24.0	58.7
	Junior	34	16.3	16.3	75.0
	Senior	46	22.1	22.1	97.1
	Graduate	5	2.4	2.4	99.5
	Law	1	.5	.5	100.0
	Total	208	100.0	100.0	

College enrolled in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	5	2.4	2.4	2.4
	Aerospace	29	13.9	13.9	16.3
	Arts and Science	36	17.3	17.3	33.7
	Business and Public Administration	22	10.6	10.6	44.2
	Education and HD	20	9.6	9.6	53.8
	Engineering and Mines	22	10.6	10.6	64.4
	Honors	1	.5	.5	64.9
	Law	1	.5	.5	65.4
	Medical	27	13.0	13.0	78.4
	Nursing	20	9.6	9.6	88.0
	Undeclared	25	12.0	12.0	100.0
	Total	208	100.0	100.0	

member of a varisty sport this year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	172	82.7	88.2	88.2
	Yes	23	11.1	11.8	100.0
	Total	195	93.8	100.0	
Missing	System	13	6.3		
Total		208	100.0		

Where you live

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Off campus	85	40.9	42.5	42.5
	Parents/relatives	1	.5	.5	43.0
	Greek	18	8.7	9.0	52.0
	Campus Housing	96	46.2	48.0	100.0
	Total	200	96.2	100.0	
Missing	System	8	3.8		
Total		208	100.0		

percent of college expenses, personally paid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	15	7.2	8.1	8.1
	1-25%	37	17.8	20.0	28.1
	26-50%	27	13.0	14.6	42.7
	51-75%	29	13.9	15.7	58.4
	76-100%	77	37.0	41.6	100.0
	Total	185	88.9	100.0	
Missing	System	23	11.1		
Total		208	100.0		

APPENDIX IV: DELETED ID NUMBERS

Deleted ID numbers
18
311
341
396
474
495
497
552
560
579
600
601
681
753
922
1207
1247
1284
1384
1467
1604
1734
1974
2027
2047
2080

APPENDIX V: ANALYSIS RESULTS

See Dr. Susan Nelson for these.