

**Eastern Illinois University  
Freshman Citizenship Survey  
Summer 2020 Report**

Students were given this survey when they came to campus for orientation in the summer. Surveys were conducted in one of the campus computer labs. Students cannot be identified; all information is self-reported.

**380 participants**

**Demographics**

**Ethnicity**

- 1% Asian/Pacific Islander
- 16% Black /Non-Hispanic
- 9% Hispanic
- 70% White/Non-Hispanic
- 5% Bi-racial/Multi-racial

99% US citizens; 1% non-US citizens

**Gender**

- 71% Female
- 28% Male
- 2% Transgender

**Geographic background**

- 15% Urban
- 31% Suburban
- 53% Rural/small town

Which statement best describes the community in which you were raised? (check only one)

- 58% Most people were of the same race/ethnicity.
- 11% There were two distinct racial/ethnic groups.
- 31% The community was multiracial and ethnically diverse.

**Voting Habits**

Are you registered to vote?

- 54% Yes, I'm registered to vote
- 33% No, I'm 18 or older, but I am not registered to vote
- 13% No, I'm not yet old enough

Which of the following statements best describes your voting habits?

- <1% I only vote in school elections.
- 9% I only vote in national elections
- 36% I vote in Local/State/National elections
- 16% I vote in school and Local/State/National elections
- 38% I do not vote

Politically, do you consider yourself:

- 6% Very liberal
- 20% Liberal
- 21% Moderate
- 11% Conservative
- 2% Very conservative
- 36% I do not know
- 2% None of the above

**Political and Social Involvement Scale**  
**(Wabash National Study of Liberal Arts Education)**

General Instructions: For each question below, circle the number corresponding to the response that most closely indicates what you think or feel. There is neither a right nor wrong answer to any question. Please do your best to provide complete information. Your identity and responses will be held in strict confidence.

10. How important to you personally is each of the following?	Not Important	Somewhat Important	Very Important	Essential
A. Becoming a community leader	13%	44%	34%	9%
B. Becoming involved in activities that preserve and enrich the environment	2%	34%	46%	18%
C. Helping others who are in difficulty	1%	17%	48%	34%
D. Keeping up to date with political affairs	18%	43%	24%	15%
E. Developing a meaningful philosophy of life	5%	30%	42%	24%
F. Helping to promote racial understanding	2%	19%	39%	39%
G. Influencing the political structure	24%	36%	32%	8%
H. Integrating spirituality into my life	21%	32%	28%	19%
I. Volunteering in my community	3%	31%	42%	25%

**Miville-Guzman Universality-Diversity Scale-Short Form, (M-GUDS-S)**

The following items are statements using several terms that are defined below for you. Please refer to these definitions throughout the rest of the questionnaire.

**Culture** refers to the beliefs, values, traditions, ways of behaving, and language of any social group. A social group may be racial, ethnic, religious, etc.

**Race or racial background** refers to a sub-group of people possessing common physical or genetic characteristics. Examples include White, Black, American Indian, etc.

**Ethnicity or ethnic group** refers to a specific social group sharing a unique cultural heritage (e.g., customs, beliefs, language, etc.). Two people can be of the same race (i.e., White), but from different ethnic groups (e.g., Irish-American, Italian-American, etc.).

**Country** refers to groups that have been politically defined; people from these groups belong to the same government (e.g., France, Ethiopia, United States). People of different races (White, Black, Asian) or ethnicities (Italian, Japanese) can be from the same country (United States).

**Instructions:** Please indicate how descriptive each statement is of you by circling the number corresponding to your response. This is not a test, so there are neither right nor wrong, good nor bad answers.

11. Indicate how descriptive each statement is of you by circling the number corresponding to your response.	Strongly Disagree	Disagree	Disagree a Little Bit	Agree a Little Bit	Agree	Strongly Agree
A. I would like to join an organization that emphasizes getting to know people from different countries.	1%	5%	8%	35%	41%	9%
B. Persons with disabilities can teach me things I could not learn elsewhere.	<1%	2%	3%	21%	52%	22%
C. Getting to know someone of another race is generally an uncomfortable experience for me.	55%	32%	6%	5%	1%	1%
D. I would like to go to events that feature music, food, or traditions from other countries.	1%	1%	5%	19%	38%	36%
E. I can best understand someone after I get to know how he/she is both similar to and different from me.	<1%	1%	4%	21%	50%	23%
F. I am only at ease with people of my race.	63%	26%	5%	4%	1%	1%
G. I often listen to music of other cultures.	7%	15%	16%	23%	21%	18%
H. Knowing how a person differs from me greatly enhances our friendship.	1%	3%	10%	32%	38%	16%
I. It's really hard for me to feel close to a person from another race.	65%	27%	5%	3%	<1%	<1%
J. I am interested in learning about the many cultures that have existed in this world.	1%	2%	5%	23%	41%	28%
K. In getting to know someone, I like knowing both how he/she differs from me and is similar to me.	1%	1%	6%	24%	46%	23%
L. It is very important that a friend agrees with me on most issues.	8%	24%	25%	28%	12%	2%
M. I attend events where I might get to know people from different racial backgrounds.	2%	5%	14%	33%	33%	13%
N. Knowing about the different experiences of other people helps me understand my own problems better.	1%	1%	5%	28%	44%	22%
O. I often feel irritated by persons of a different race.	74%	20%	3%	2%	1%	1%

## References

Fuertes, J. N., Miville, M. L., Mohr, J. J., Sedlacek, W. E., & Gretchen, D. (2000). Factor structure and short form of the Miville-Guzman Universality-Diversity Scale. *Measurement and Evaluation in Counseling and Development*, 33, 157–169.

Miville, M. L., Gelso, C. J., Pannu, R., Liu, W., Touradji, P., Holloway, P., et al. (1999). Appreciating similarities and valuing differences: The Miville-Guzman Universality-Diversity Scale. *Journal of Counseling Psychology*, 46(3), 291–307.