

2008 Freshman/2012 Senior Global Citizenship Surveys Executive Summary

See <http://www.eiu.edu/~assess/globaldata.php> for full report

Senior surveys were given Summer 2011, Fall 2011, and Spring 2012 through senior seminar courses; freshman surveys were administered at Debut during the summer 2008. Senior data include information from transfer students who did not take the survey as entering freshmen.

A	B	C	D	E
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Very Important	Important	Undecided	Unimportant	Very Unimportant
Very Willing	Fairly Willing	Undecided	Not Very Willing	Not At All Willing

Trends: Some items were answered similarly by freshmen and seniors; however, many items contained freshman responses that were more often “undecided” whereas seniors tended to have more responses in the “strong” opinion categories. Data below indicate the greatest shift between freshman and senior respondents.

Objective: Make civic and personal judgments that are informed, responsible, and ethical.

Item-Greatest Shift Between Freshmen/Seniors		+/-	Fr	Sr
5. I consider myself to be a leader	A	11%	19%	30%
6. I feel confident in my abilities	A	15%	26%	41%
11. It is important to help people facing difficult times	A	11%	47%	58%
28. How willing would you be to disagree publicly with your peers concerning an ethical decision or belief?	A	13%	21%	34%

Objective: Appreciate the diverse experiences and perspectives that shape human culture.

Item		+/-	Fr	Sr
15. How important is it to promote racial and ethnic understanding?	A	15%	33%	48%
16. How important is it to accept people from different cultures and backgrounds.	A	10%	59%	69%
27. It is important to stand up for one’s beliefs even if they are unpopular or in the minority.	A	10%	35%	45%

Objective: Comprehend world-shaping forces and events

Item		+/-	Fr	Sr
13. Would you be willing to reduce your personal use of resources for environmental reasons?	A	11%	10%	21%
19. Human rights is important global issue.	A	20%	40%	60%
20. It is very important to understand that what we do in the United States affects what happens in other parts of the world.	A	16%	38%	54%
21. Recycling is important because it extends the world’s supply of natural resources.	A	13%	39%	52%
23. What happens in other parts of the world is not of concern to me.	E	16%	25%	41%
24. It is important to become informed about political and social issues	A	15%	21%	36%

Objective: Understand historical events that have shaped world cultures.

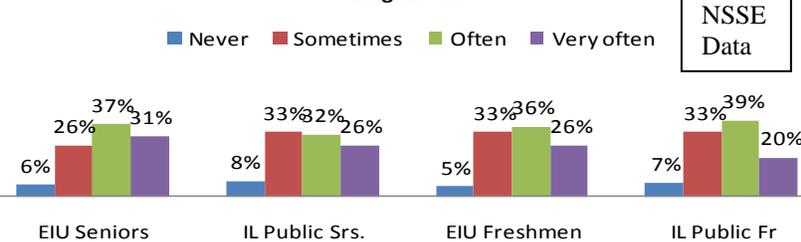
Item		+/-	Fr	Sr
17. An understanding of events in American history helps one function as a responsible citizen	A	15%	20%	35%
18. An knowledge of history is essential for comprehending world shaping events	A	11%	29%	40%

Many of the items WITHOUT measurable differences in responses required changes in actions rather than attitude:

- 29. How often do you read a newspaper or watch a news program?
- 9. How important is it to participate in programs to better your community?
- 7: In high school/college, how often were you elected to a student office?
- 14 Have you participated in community action programs?
- 25: How important is it to participate in programs to better your community?

The lack of differentiation in these, along with other questions that address personal decisions related to responsible citizenship indicate that EIU students do not engage at a higher level as seniors than they did as freshmen in certain expressions of responsible citizenship.

1. e. included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments



GLOBAL CITIZENSHIP COMMENTS

- No direct measure by University but the university-wide curriculum review should generate more complete definitions of goals and more university-wide recognition of options for incorporating those goals into instruction, which will allow more direct measures in the future.
- Difficult to tie this Learning Goal to specific curricular requirements, but this is now under review with CAA Learning Goals discussion.
- Currently 66% of EIU programs are assessing Global Citizenship, while 80% Critical Thinking, 83% Writing, and Speaking (68%)
 - Wide range of assessment by colleges; 27% of programs in COS assessed Global Citizenship last year, this increased to 50% this year. 72% of programs in CEPs are now assessing Global Citizenship. University Learning Goal with least assessment by programs, although highest rate in last 5 yrs---increased from 53% to 66% from last year to this year.
- What ASPECT OF GLOBAL CITIZENSHIP are programs adopting/assessing?
 - 3/33 (9%) programs have adopted “civic engagement”; 12/33 (36%) programs have adopted ethics or ethical responsibility or decision-making; 14/33 (42%) programs have adopted diverse cultures, diversity, and/or history; 8/33 (24%) have adopted our general university goal as written
 - The adoption is often college-specific as well. More programs in LCBAS have adopted ethics; more CEPs are using university definition, and more CAH are using culture/history.