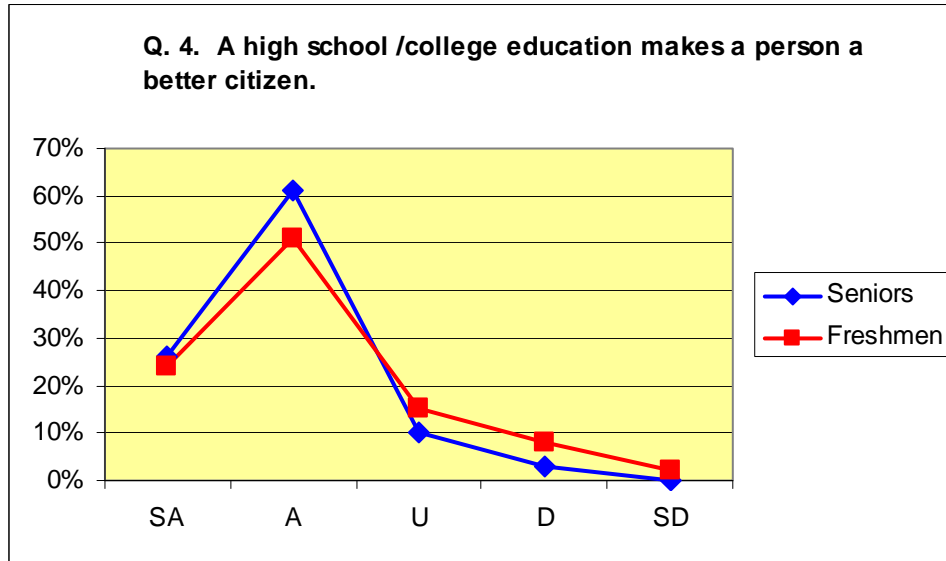


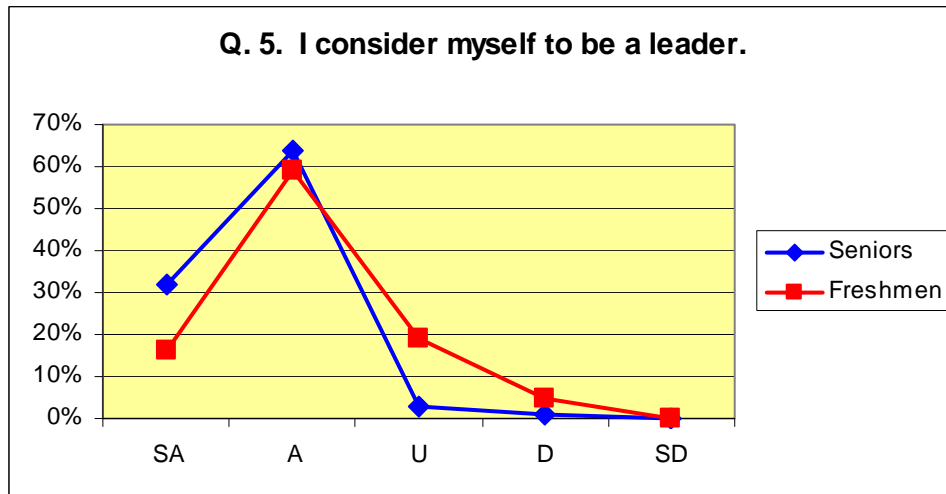
Comparison of 2004 Freshman and 2008 Senior Global Citizenship Surveys
 (Senior surveys given Summer 2007, Fall 2007, and Spring 2008; Senior data include information from transfer students who did not take the survey as entering freshmen)

Freshmen: 1,744
 Seniors: 1,359

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



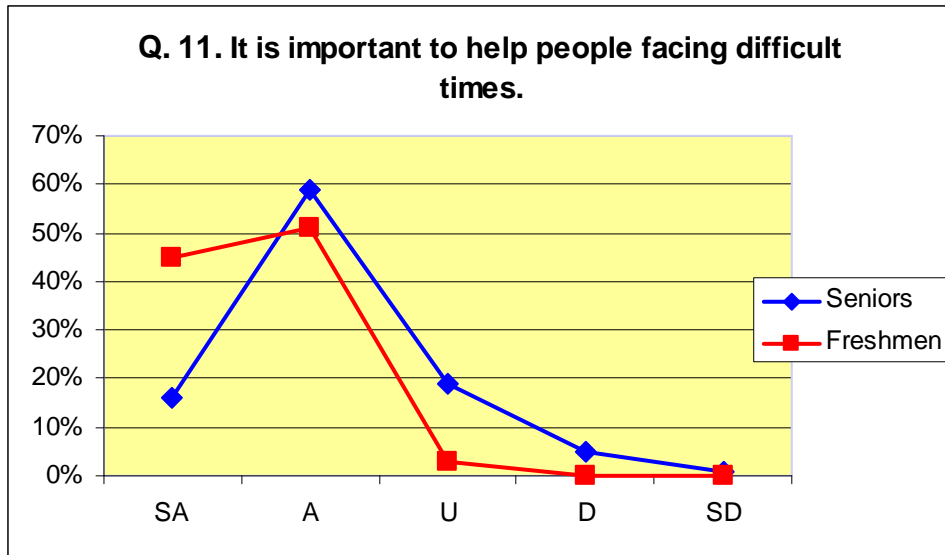
SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree



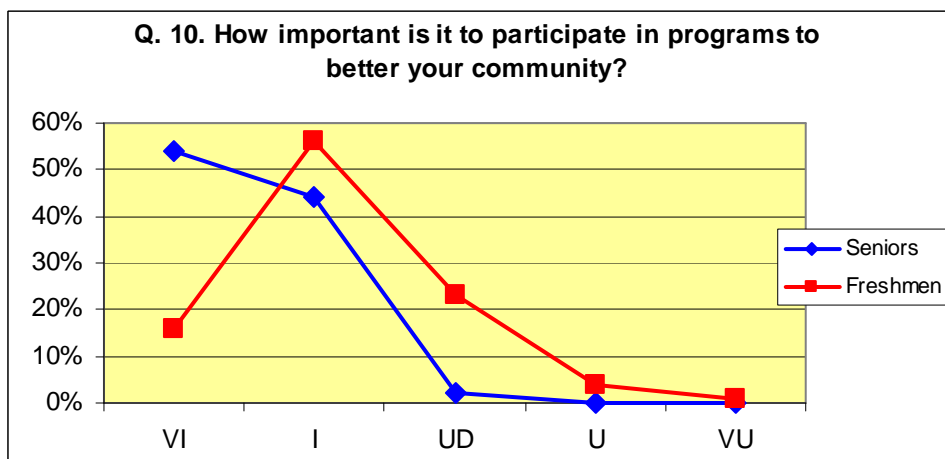
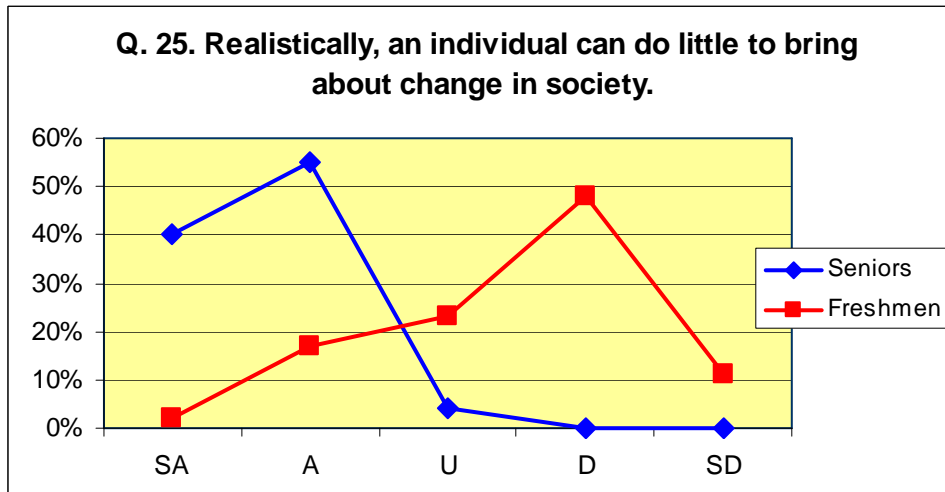
SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree

The trajectory for both above graphs remains very similar from freshman to senior years. The majority of both groups agree that education can help make people better citizens. A large majority of both cohorts also consider themselves to be leaders with slightly more seniors choosing the strongly agree and agree options than freshmen.

The next chart also shows that our students confidence in themselves grows throughout their college years. With 23% of freshmen indicating a strong confidence in their abilities compared to 75% of seniors.



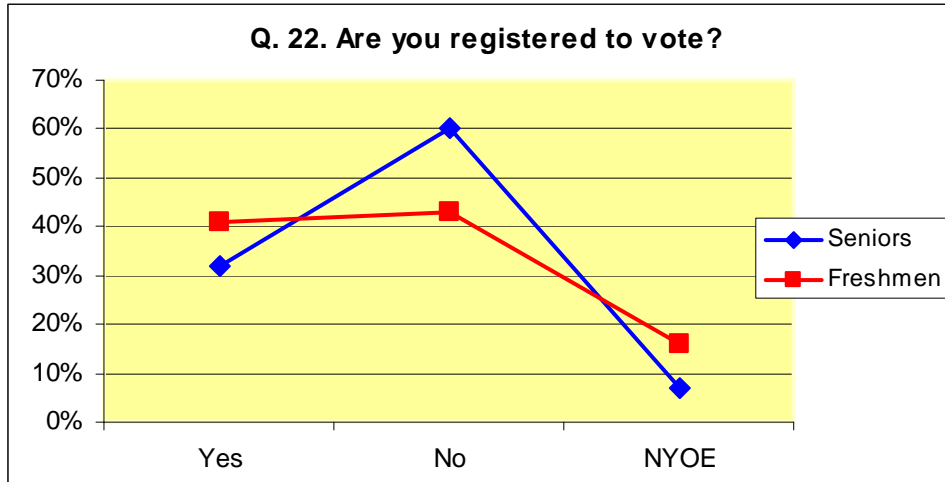
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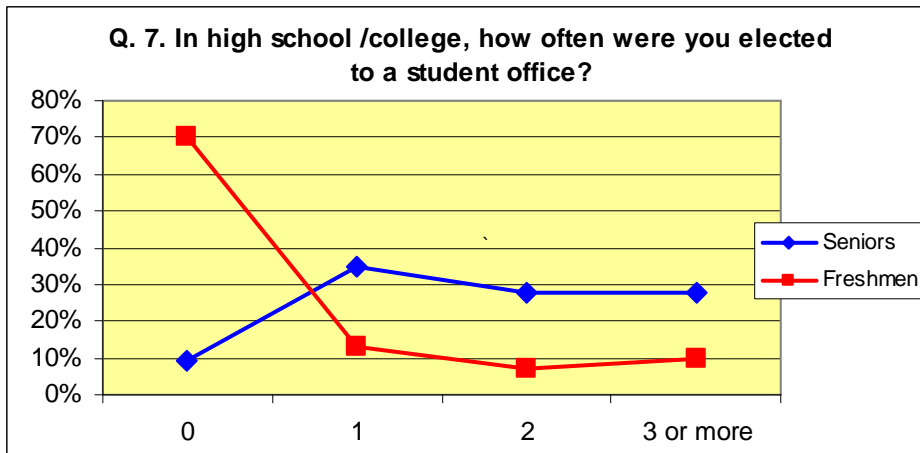
VI = very important; I = important; UD = undecided; U = unimportant; VU = very unimportant

As freshmen, 45% of our students strongly agreed that is important to help people facing difficult times; as seniors only 16% of the students choose this answer. Only two percent of the freshmen strongly agreed that it was realistic that a person could do little to make a change in society whereas 40% of the seniors chose this answer. Strong agreement did increase from

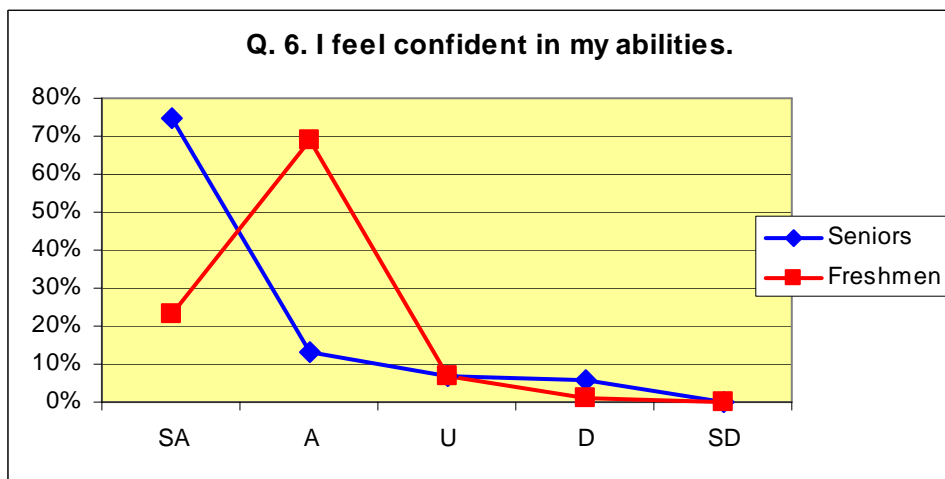
freshman to senior year in the importance of participating in programs to better one's community with 16% of freshmen strongly agreeing compared to 54% of seniors.



NYOE = Not Yet Old Enough



Not surprisingly, the percentage of students changed from freshman to senior year with 70% of freshmen indicating that they had never been elected to a student office to 9% of seniors. Thirty-five percent of seniors indicated to holding one office while at Eastern, 28% held 2 and 28% indicated holding three or more offices.

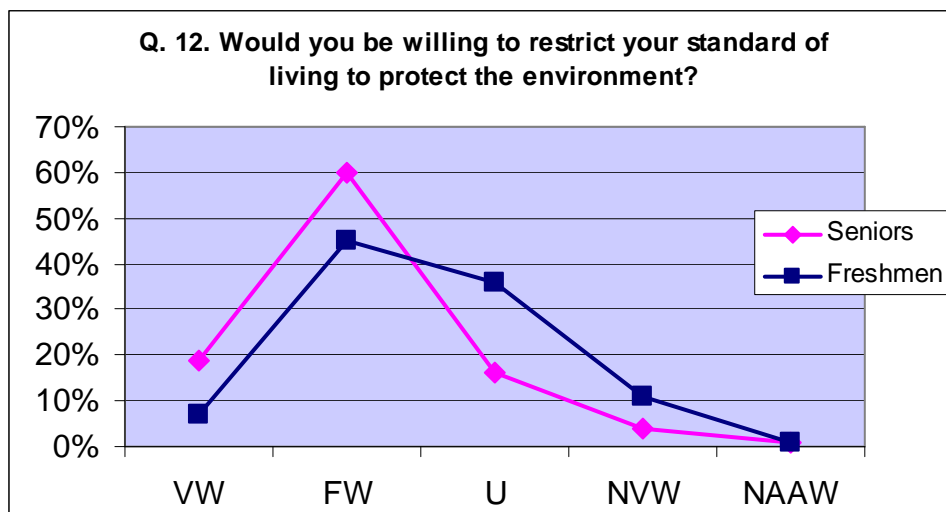


SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree

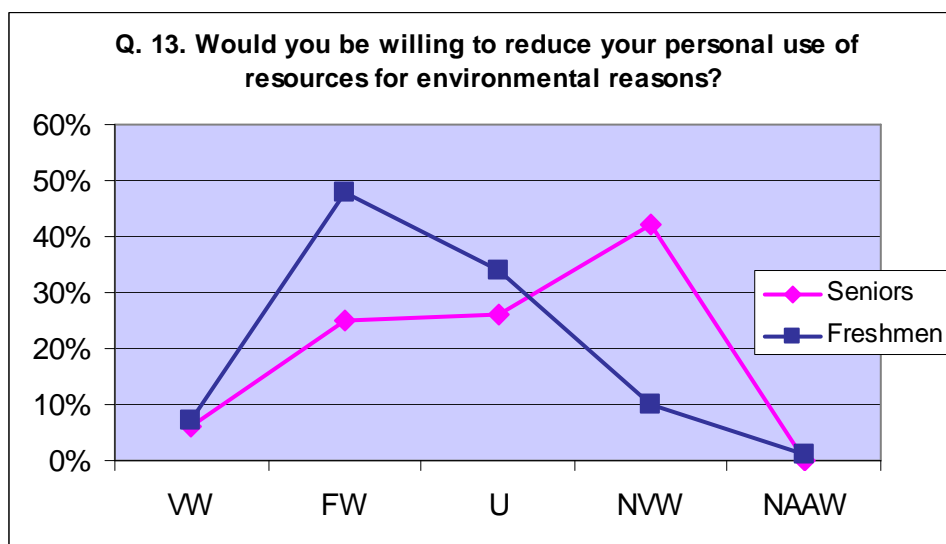
Objective: Comprehend world-shaping forces and events

The first two charts below concern questions of environmental concern. The first chart shows that 19% of the seniors surveyed indicated that they were very willing to restrict their standard of living in order to protect the environment while 60% were fairly willing. As freshmen only 7% were very willing and 45% fairly willing to experience restrictions to help the environment. Changes in society's knowledge of the effects on global warming in the last four years may account for this difference.

However, when asked how willing they would be to reduce personal use of resources, only 6% of seniors and 7% of freshmen were very willing to make this sacrifice. Forty-eight percent of freshmen were fairly willing to reduce their personal use of resources while only 25% of seniors were very willing.



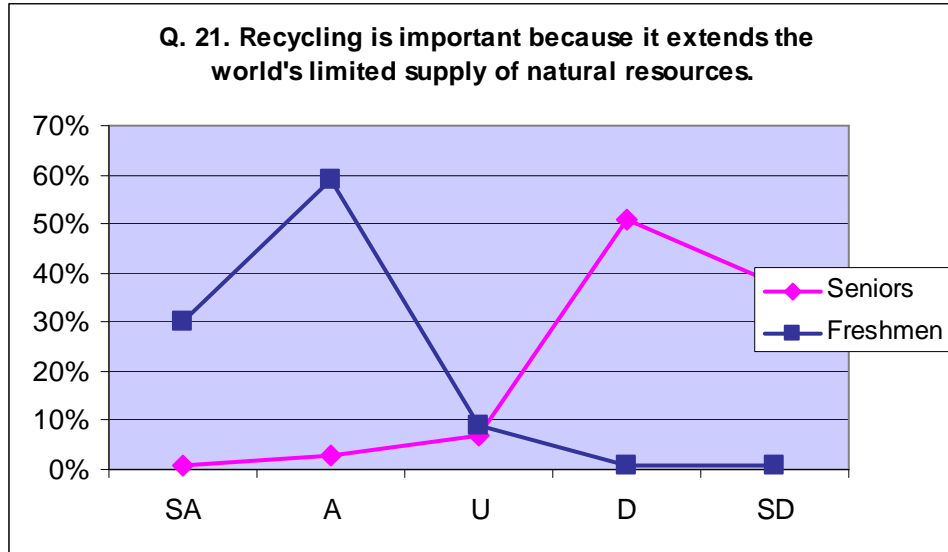
VW = very willing; FW = fairly willing; U = undecided; NVW = not very willing; NAAW = not at all willing



VW = very willing; FW = fairly willing; U = undecided; NVW = not very willing; NAAW = not at all willing

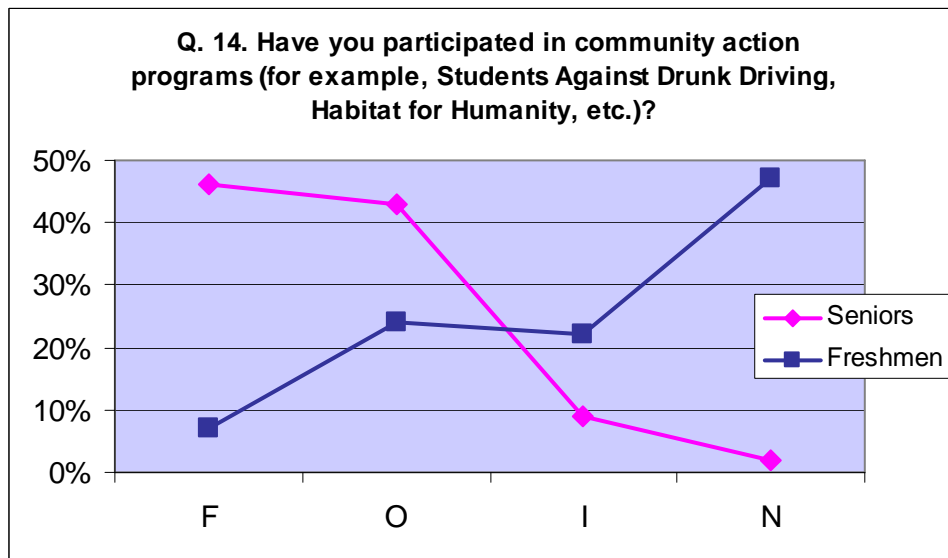
The chart below illustrates the responses to the two groups' views on recycling. Only 1% of the seniors strongly agreed that recycling is important because it extends the world's limited supply of natural

resources while 30% of the students strongly agreed as freshmen and 59% agreed. Fifty-one percent of the seniors disagreed with this statement and another 38% strongly disagreed.

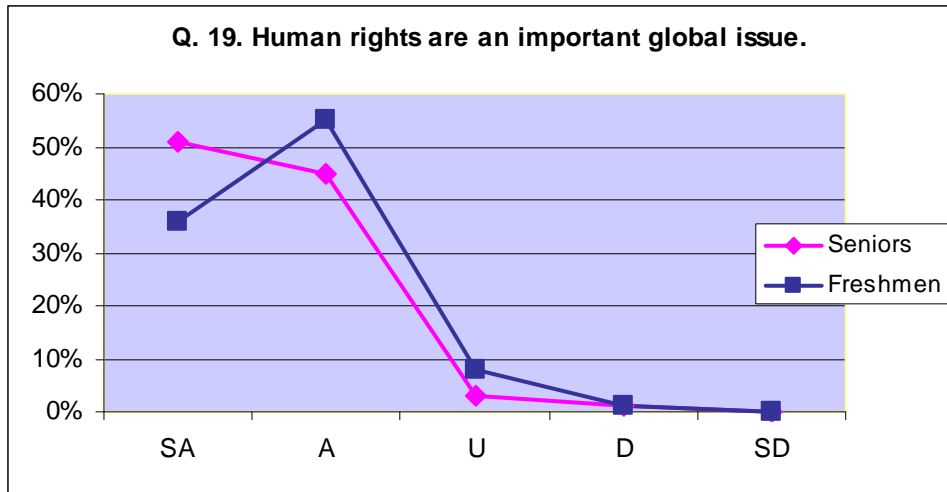


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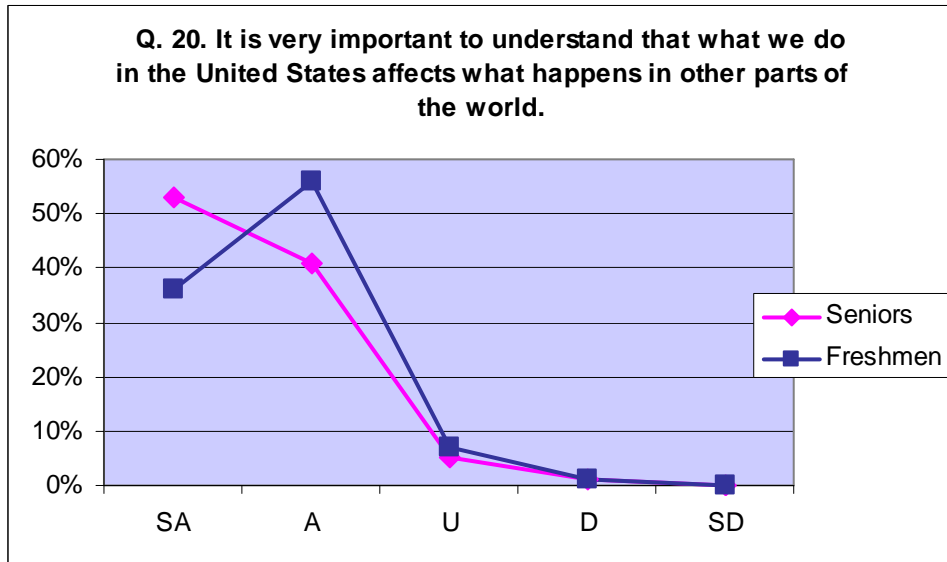
The chart below illustrates how different the answers were between the two groups for the community action programs question. Forty-six percent of seniors indicated that they had frequently participated in community action programs while only 7% of freshmen had. Forty-seven percent of the freshmen indicated that they had never participated in such a program while only 2% of the seniors gave this response. This difference may be a result of the numerous opportunities for involvement on Eastern's campus and the push for service learning in the academic area.



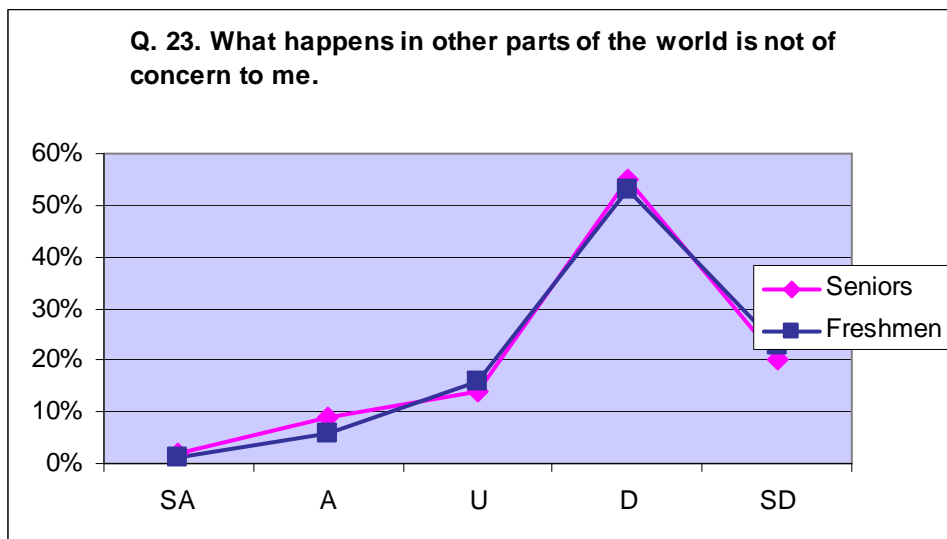
F = frequently; O = occasionally; I = infrequently; N = never



SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree

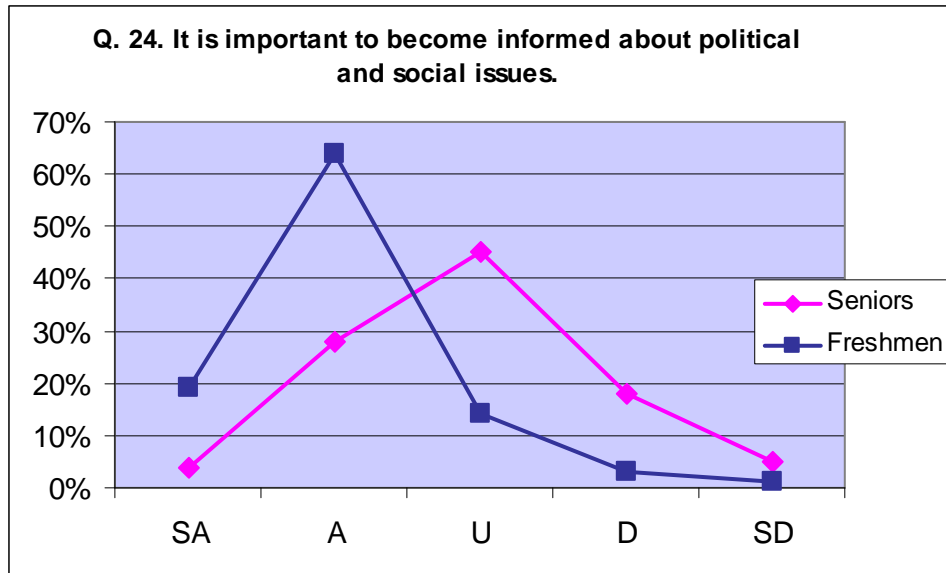


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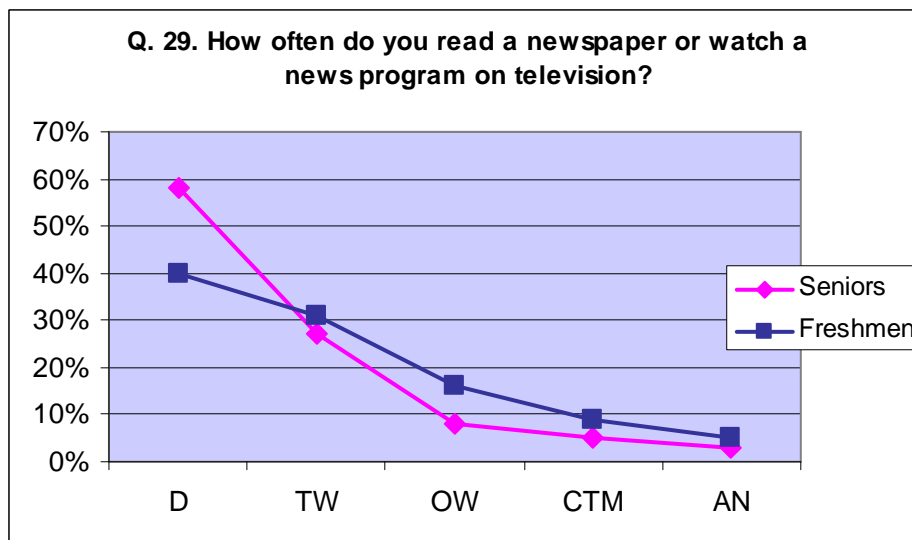


SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree

Question 24 asks students how important it is to be informed about political and social issues while question 29 asks how often they read a newspaper or watch a news program on television. Four percent of the seniors strongly agreed that it was important to be informed whereas 19% of these students found being informed to be important as freshmen. However, 58% of the seniors said that they read a paper or watched the news daily while only 40% of the freshman had this habit.

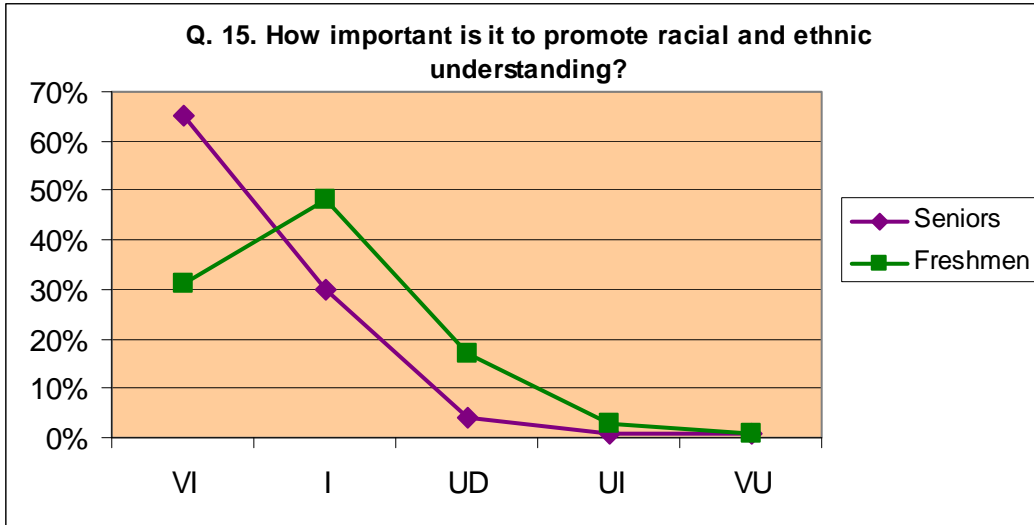


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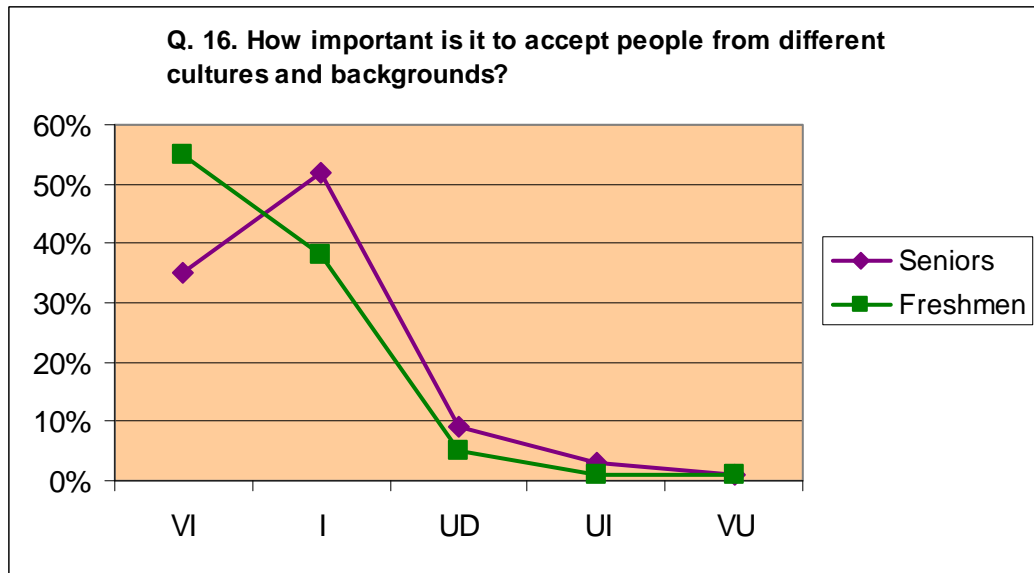


D = daily; TW = twice a week; OW = once a week; CTM = couple times a month; AN = almost never

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



VI = very important; I = important; UD = undecided; U = unimportant; VU = very unimportant

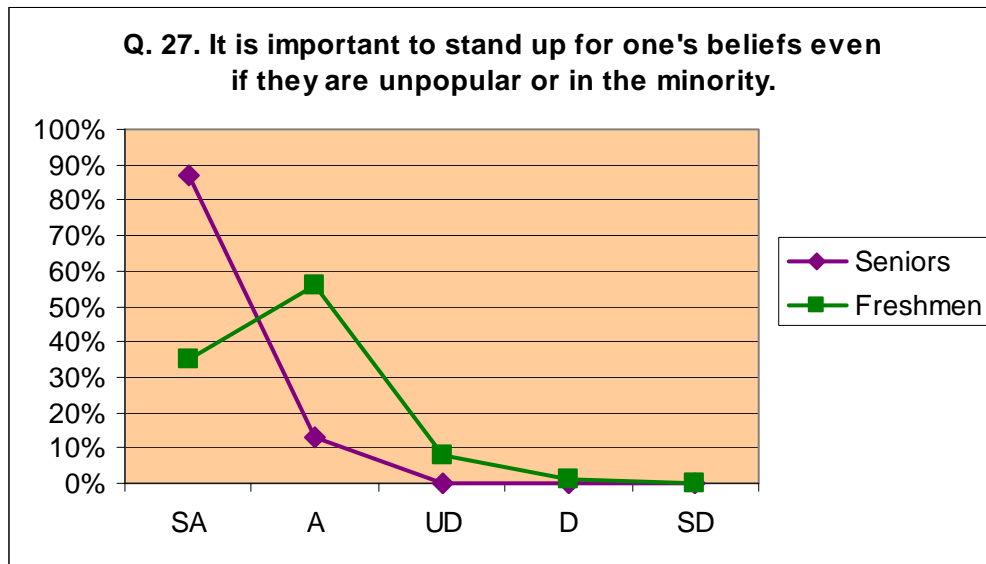


SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree

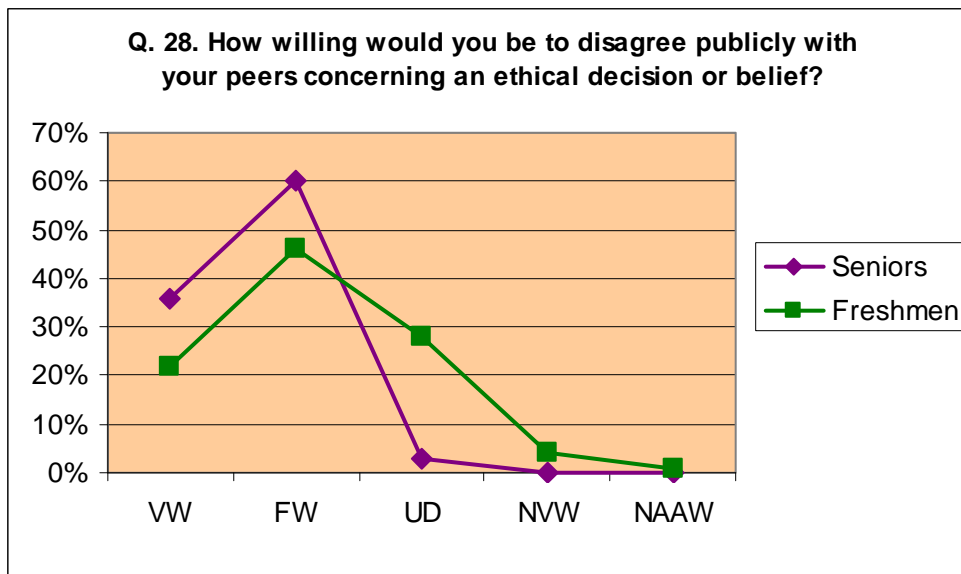
While it would be reasonable to assume that students would answer the above two questions in the same manner given the closeness of the ideas expressed, this is not the case with these two data sets. Sixty-five percent of the seniors said that it was very important to promote racial and ethnic understanding while fewer than half (31%) of the freshmen thought this was very important. However, fifty-five percent of freshmen said that it was important to accept people from different cultures while only 35% of seniors shared this sentiment.

The charts below may indicate the difference between believing in something in the abstract versus putting that belief to action. In the first chart, 87% of the seniors indicated that they strongly agreed that it was important to stand up for one's beliefs even if they were unpopular or in the minority. However, the data in the second chart shows the responses for the number of people willing to disagree publicly with their peers over an ethical decision. Thirty-six percent of the seniors indicated that they were very willing to stand such a stand.

As freshmen, fewer students (35%) indicated that they strongly agreed that it was important to stand up for one's beliefs whereas 22% indicated they would be willing to disagree publicly with their peers.

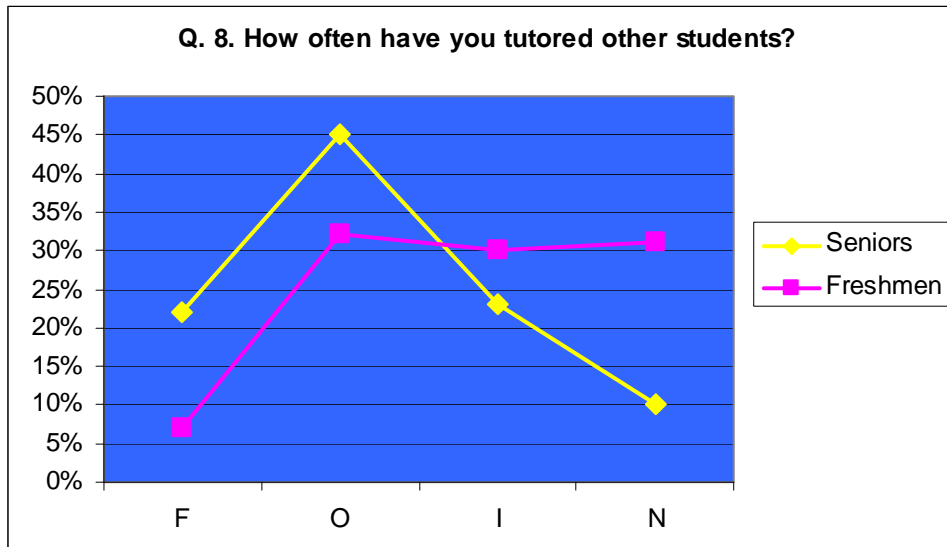


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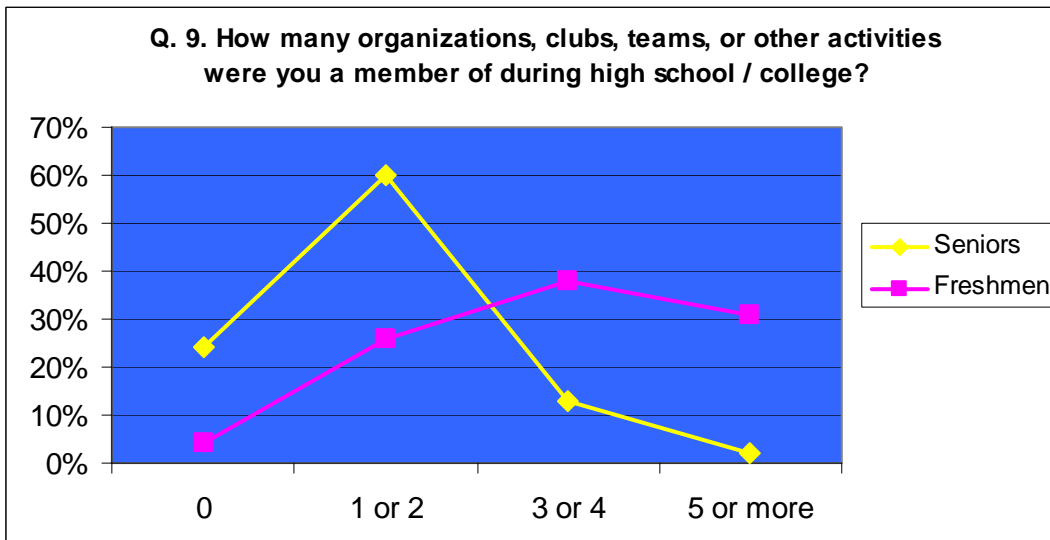


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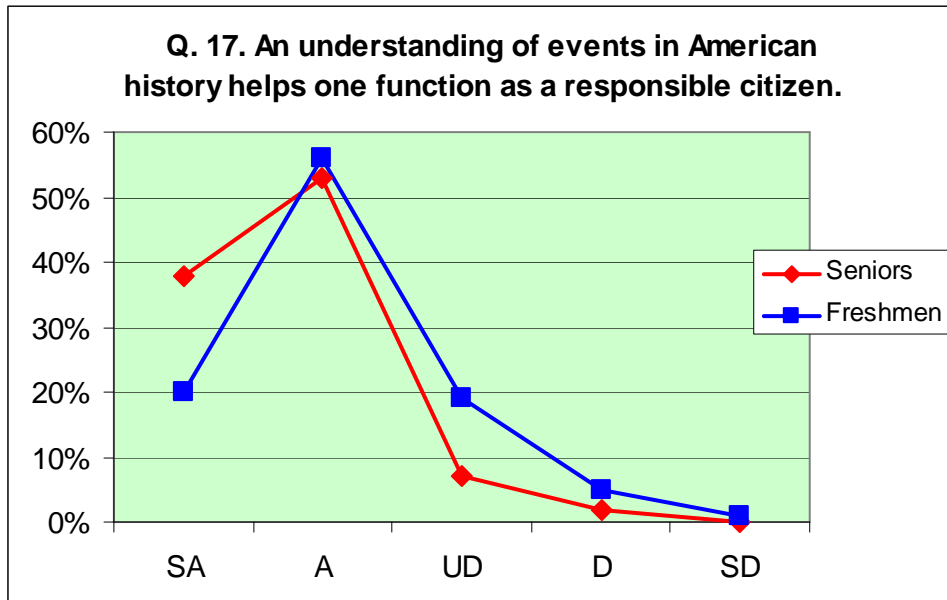
Objective: Accomplish tasks in groups.



F = frequently; O = occasionally; I = infrequently; N = never



Objective: Understand historical events that have shaped world cultures.



SA = strongly agree; A = agree; U = undecided; D = disagree; SD = strongly disagree

