

Responsible Citizenship Learning Goal Executive Summary Freshmen and Senior Surveys Summer 2015 and AY16

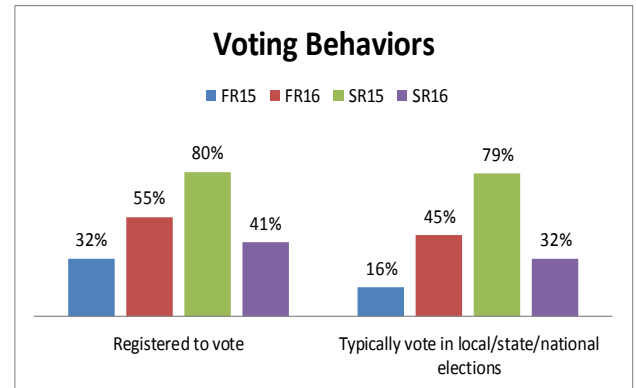
Responsible Citizenship is defined, in part, by students demonstrating the following four goals:

1. Engaging with diverse ideas, individuals, groups, and cultures.
2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
3. Participating formally and informally in civic life to better the public good.
4. Applying knowledge and skills to new and changing contexts within and beyond the classroom.

At Freshman Orientation in the summer, incoming freshmen are given the EIU Citizenship Survey, which consists of questions from the Political and Social Involvement portion of the Wabash National Study of Liberal Arts Education Survey and the Miville-Guzman Universality-Diversity Scale-Short Form (M-GUDS-S). Seniors are given the same survey in their Senior Seminar course. For further information on the Wabash National Study survey go to this link: <http://www.liberalarts.wabash.edu/study-instruments/>. Senior surveys are from SU15, FA15, and SP16.

Civic Engagement

In SU16, 33.4% of freshmen indicated they were old enough to register, but had not yet registered compared to 51% who had not yet registered in SU15. Our survey shows that 22.7% more freshmen were registered to vote in SU16 than the previous year, indicating the power of an election year to encourage newly eligible citizens to register. Registered voters at the senior level remained steady, however. The troubling data at the senior level is how few students actually vote after registering with only a third indicating they typically vote in any elections. The Center for Information Research on Civic Learning and Engagement (CIRCLE) estimates that 50% of eligible 18-29 year-olds voted in the 2016 presidential election.



The importance of the following actions were also rated by students. Numbers indicate ratings of “essential.”

	Becoming a community leader	Helping others who are in difficulty	Developing a meaningful philosophy of life
Freshman SU15	11%	31%	27%
Senior AY16	15%	41%	34%
+ / - % Change	+4%	+10%	+7%

Although more seniors rated becoming a community leader as essential than freshmen, this trait was of less importance than helping others in difficulty or developing a meaningful philosophy of life. However, seniors were more likely than freshmen to rate these latter traits as essential than freshmen.

Diversity

MGUDS asks students to rate diversity items from strongly agree to strongly disagree for a maximum possible score of 30.

	Diversity of Content	Relative Appreciation	Comfort with Diversity
Freshman SU 2015	21.43	23.44	24.22
Seniors AY 2016	21.29	23.16	23.85
+ / - % Change	-.14	-.28	-.87

Responsible citizenship in your classroom:

Class discussion and writing constructed responses in content areas may provide pedagogical opportunities to address the civics, ethics, and diversity issues across student experiences at EIU. It remains an important part of EIU’s mission to develop and graduate responsible citizens, so finding ways to discuss these topics and encourage student action can be part of your in-class and out-of-class interactions with individual students and groups. Using case studies, encouraging students to work together with diverse classmates, providing opportunities for engagement outside of the classroom can add to meaningful learning related to responsible citizenship.

Ethical reasoning is not yet assessed; CASL hopes to have data related to this goal in AY18. For the full survey responses related to civics and diversity, visit <http://www.eiu.edu/assess/globaldata.php>