Method

• All students received an email invitation to take the Campus-Wide Civic Engagement Survey from April 24th to May 16th

• Survey topics covered:
  • Food insecurity
  • Housing insecurity
  • Civic engagement behaviors
  • Club impact
  • Interest in running for government
  • Civic engagement efficacy
  • Campus climate around engagement
  • Barriers and benefits
  • Voting
  • GivePulse
  • Social issues of most concern
Demographics

• 26% (4,332) undergraduates participated (all undergraduates, N = 16,868)
• 68% (2,922) female participants
• 28% (658) identified as first generation (of participants with FAFSA information, n = 2,372)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>56%</td>
<td>2409</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>21%</td>
<td>931</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>10%</td>
<td>444</td>
</tr>
<tr>
<td>Black/African American</td>
<td>3%</td>
<td>122</td>
</tr>
<tr>
<td>Native Am./Alaska Native</td>
<td>1%</td>
<td>38</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>7%</td>
<td>297</td>
</tr>
<tr>
<td>Non-resident</td>
<td>1%</td>
<td>41</td>
</tr>
<tr>
<td>Unknown</td>
<td>1%</td>
<td>50</td>
</tr>
<tr>
<td>Grand Total</td>
<td>100%</td>
<td>4332</td>
</tr>
</tbody>
</table>
Undergraduate Food Insecurity

- Food insecurity was measured as selecting sometimes or often across five items.
- 22% (956) of all participants reported food insecurity.
- 26% (170 of 658) of first generation participants reported food insecurity.
- Black/African American (29%, 35 of 122), followed by Hispanic/Latinx/a/o (24%, 222 of 931) were most likely to report being food insecure.

Food Insecurity by Race, n = 4,332

- Black/African American: 29%
- Hispanic/Latinx: 24%
- Native American/Alaska Native: 24%
- Multi-ethnic: 24%
- Asian/Pacific Islander: 20%
- White/Caucasian: 21%
- Non-resident: 17%

22% of all students report food insecurity.
Undergraduates Reporting Food Insecurity by College

<table>
<thead>
<tr>
<th>College</th>
<th>% Food Insecure</th>
<th># Food Insecure</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Programs</td>
<td>26%</td>
<td>63</td>
<td>241</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>26%</td>
<td>205</td>
<td>790</td>
</tr>
<tr>
<td>Education</td>
<td>23%</td>
<td>77</td>
<td>332</td>
</tr>
<tr>
<td>Agriculture</td>
<td>23%</td>
<td>84</td>
<td>366</td>
</tr>
<tr>
<td>Engineering</td>
<td>22%</td>
<td>124</td>
<td>566</td>
</tr>
<tr>
<td>Journalism</td>
<td>22%</td>
<td>23</td>
<td>106</td>
</tr>
<tr>
<td>Business</td>
<td>21%</td>
<td>134</td>
<td>631</td>
</tr>
<tr>
<td>UNR MED</td>
<td>21%</td>
<td>14</td>
<td>68</td>
</tr>
<tr>
<td>Division of Health Sciences</td>
<td>20%</td>
<td>21</td>
<td>107</td>
</tr>
<tr>
<td>Community Health Sciences</td>
<td>19%</td>
<td>103</td>
<td>534</td>
</tr>
<tr>
<td>Science</td>
<td>19%</td>
<td>96</td>
<td>506</td>
</tr>
<tr>
<td>Nursing</td>
<td>19%</td>
<td>8</td>
<td>43</td>
</tr>
<tr>
<td>Non-degree</td>
<td>11%</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td>USAC</td>
<td>0%</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Grand Total</td>
<td>22%</td>
<td>956</td>
<td>4332</td>
</tr>
</tbody>
</table>

Pack Provisions

Almost half of participants are not aware of Pack Provisions.

Only 20% of participants know about Pack Provisions AND its location.

Using Pack Provisions

Overall, 36% of participants said they would not feel comfortable using Pack Provisions even if they needed it.

Of those who indicated food insecurity, 50% said they would use it and 50% said they would not be willing to use it.
Pack Provisions: Across Surveys

• 2016:
  • 23% of undergraduates report food insecurity
  • Are you the type of person who would use an emergency food pantry?
    • All undergraduate participants - 14% selected “yes”
    • Food insecure undergraduate participants – 21% selected “yes”

• 2018:
  • 22% of undergraduates report food insecurity
  • Would you use the food pantry (Pack Provisions)
    • All participants – 64% selected “I would use it if I needed it”
    • Food insecure participants – 50% selected “I would use it if I needed it”

Qualitative Responses

• Food insecure participants who reported they would not use Pack Provisions were asked “why?”
• 595 participants
• Top 3 write-in response categories
  • Others have greater need (29%, n =173)
  • Pride/shame/embarrassment (15%, n =92)
  • Social Stigma (15%, n = 87)
Housing Insecurity

The most common type of housing insecurity was difficulty paying rent followed by difficulties paying utilities.

83 participants indicated that in the past 6 months they sometimes or often did not have a home.

Food Insecurity and Housing Insecurity

Across all but one item, more than half of participants endorsing a housing insecurity items also reported food insecurity.

## Housing Insecurity, n = 4,160

<table>
<thead>
<tr>
<th>Condition</th>
<th>Housing insecure (not food insecure)</th>
<th>Housing insecure &amp; food insecure</th>
<th>All Housing Insecure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty paying rent</td>
<td>741 (18%)</td>
<td>528 (13%)</td>
<td>1269 (30%)</td>
</tr>
<tr>
<td>Didn’t pay full amount of rent</td>
<td>123 (3%)</td>
<td>154 (4%)</td>
<td>277 (7%)</td>
</tr>
<tr>
<td>Didn’t pay full amount of utilities</td>
<td>168 (4%)</td>
<td>198 (5%)</td>
<td>366 (9%)</td>
</tr>
<tr>
<td>Stayed at someone else’s house/apartment due to financial difficulties</td>
<td>143 (3%)</td>
<td>164 (4%)</td>
<td>307 (7%)</td>
</tr>
<tr>
<td>Didn’t know where you’d sleep at night</td>
<td>40 (1%)</td>
<td>80 (2%)</td>
<td>120 (3%)</td>
</tr>
<tr>
<td>Didn’t have a home</td>
<td>31 (1%)</td>
<td>52 (1%)</td>
<td>83 (2%)</td>
</tr>
</tbody>
</table>

Housing Insecure: Didn’t Have a Home by College

The majority of individuals reporting the most severe type of housing insecurity (not having a home) are from the college of Liberal Arts (however, this is the college with the most respondents, 756).

Overall, all colleges/programs reported 1%-3% housing insecurity (except Nursing that had 0 participants reporting housing insecurity).

Types of Civic Engagement Behaviors

Over half of participants reported participating in Governance & Policy, Engaged Scholarship and Activism as a student at UNR.

Proportion Participating in Civic Engagement by Type as a Student, n = 4,332

- Governance & Policy: 69%
- Engaged Scholarship: 66%
- Private Activism: 63%
- Public Activism: 53%
- Community Service: 46%
- Philanthropy: 45%
- Illegal Activism: 4%

Top Behaviors in Categories: As a Student

• Governance & Policy (7 items)
  • Signed a petition - 54%
  • Voted in a local, state, or national election 44%
  • Contacted a public official – 18%

• Engaged Scholarship (4 items)
  • Educated yourself about conditions (outside of the classroom) – 57%
  • Discussed conditions with strangers (outside of the classroom) – 40%
  • Chose a career path to improve conditions or worked for an organization that is changing conditions – 34%

• Community Service (1 item)
  • Volunteered for a community service organization – 46%

Top Behaviors in Categories: As a Student, Part 2

• **Philanthropy** (2 items)
  - Donated your own money to a community service organization or charity – 37%
  - Collected donations or raised money for a community organization/charity – 25%

• **Activism Public** (4 items)
  - Tried to get your family and friends to change their behavior to improve conditions – 37%
  - Expressed opinion(s) on social media about current “conditions” issues and events – 30%
  - Participated in a public rally, march, peaceful protest, or demonstration to support a cause – 18%

• **Activism Private** (4 items)
  - Purchased a product or service because it benefited a cause – 49%
  - Changed personal behavior to improve conditions – 45%
  - Boycotted a product or service to improve conditions – 25%

Civic Engagement Over Time

Increases from before to current
- Governance & Policy
- Engaged Scholarship
- Private Activism
- Public Activism

Less intention to engage in all behaviors in the future

![Civic Engagement Over Time](chart)

Percent Participating in Civic Engagement by Type Over Time, n = 4,332

Change in Future Behaviors

Aggregated reports show increased endorsement of conducting behaviors in the future in 2018 when compared to 2016.

Discussion Questions

Aggregate responses to the discussion question remained similar from 2016 to 2018

ONLY PARTICIPANTS FROM BOTH SURVEYS – Yes, as a Nevada student

- Participated in a public rally, march, peaceful protest, or demonstration to support a cause: 118 (7%)
- Wrote a "letter to the editor" of a media source to express your opinion: 21 (1%)
- Expressed an opinion on social media about current "conditions" issues and events: 140 (9%)
- Blogged about current "conditions" and events: 54 (3%)
- Purchased a product or service because it benefited a cause: 181 (11%)
- Boycotted a product or service to improve "conditions.": 156 (10%)
- Changed your personal behavior to improve "conditions."
- Tried to get your family and friends to change their behavior to improve "conditions."

- New in 2018

- Voted in local, state, or national election: 303 (19%)
- Contacted a public official at any level of government to express your opinion: 141 (9%)
- Collected signatures on a political petition or registered new voters: 30 (2%)
- Signed a petition: 163 (10%)
- Contributed your own money to a political campaign or politician: 35 (2%)
- Collected donations or raised money for a community organization, charity, or political campaign: 154 (9%)
- Donated your own money to a community service organization or charity: 167 (10%)
- Volunteered for a community service organization: 190 (12%)
- Educated yourself about "conditions" (outside of the classroom): 189 (12%)
- Discussed "conditions" with strangers (outside of the classroom): 169 (10%)
- Conducted scholarly research to improve "conditions."
- Chose a career path to improve conditions or worked for an organization that is changing conditions: 126 (8%)

**TOTAL**: 1632 (100%)

Benefits

The top 7 benefits are listed in the figure

Most participants agreed that they participated in civic engagement for self-satisfaction reasons, followed by professional advancement reasons.

Average Agreement of Benefits of Civic Engagement,

\[ n = 3,578 \]

- Gives me a feeling of satisfaction: 3.3
- It helps me contribute to something I believe in: 3.2
- Makes me feel like a good person: 3.2
- It looks great on a CV or resume for work/graduate school: 3.1
- Gives me valuable experience for my professional career: 3.1
- Helps me make contacts for my professional career: 3.1
- I enjoy meeting new people: 3.1

Barriers

The top 7 barriers are listed in the figure

All averages remained on the disagreement end of the scale.

The top barriers tended to be about allocation of time and competing priorities.

Average Agreement of Barriers to Civic Engagement, n = 3,578

- Requires I take time off from work I do for pay: Disagree 1.5, Agree 2.8
- Takes me away from school work: Disagree 1.5, Agree 2.8
- I would have less free time: Disagree 1.5, Agree 2.7
- I would not know anyone there: Disagree 1.5, Agree 2.5
- Takes time away from my family: Disagree 1.5, Agree 2.5
- Takes time away from my friends: Disagree 1.5, Agree 2.4
- I would have less energy: Disagree 1.5, Agree 2.4

Club Involvement

Not quite half of participants in this survey identified as being part of a recognized club on campus.

Yes – 1,531
No – 1,943

Club Status on Civic Engagement

Those reporting they are in a club are more likely to report engaging in all types of civic engagement behaviors.

Give Pulse

- 715 undergraduate participants of the survey were found on GivePulse
  - 550 indicated they were part of a club
  - 165 indicated they were not part of a club
    - Some of these memberships are campus departments

Club Impact on Civic Engagement

Participants were significantly more likely to report participating in civic engagement after they joined a club at UNR

$p < .0000$

Average Rating of Civic Engagement Participation Before and After Joining a Club, $n = 1,520$

Have you volunteered?

• 66% of participants said they had volunteered as a student at UNR
  • 53% of those said they volunteered because they were part of an organization
    • Club – 65%
    • Fraternity or Sorority – 47%
    • Service Learning – 25%
    • Religious group – 14%

• But only 30% recorded their hours in GivePulse!

Reasons for NOT Using GivePulse

The vast majority of participants indicating they had volunteered but didn’t use GivePulse reported that they didn’t know about GivePulse.

Reasons for Not Using GivePulse to Track Volunteer Hours, n = 1,957

- Didn't know about GivePulse: 70%
- Didn't think about it: 13%
- Wasn't a requirement for my volunteering: 13%
- GivePulse is difficult to use: 3%

Voting

The majority of participants report being registered to vote.

No difference between first generation and traditional participants

83% of registered voters are registered in Nevada

Are you registered to vote?, n = 3,518

- Yes: 80%
- No: 16%
- Not sure: 4%

Registered to Vote

2016
n = 2,635

2018
n = 3,518

## Registered to Vote by Race

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Registered (%)</th>
<th>Registered Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>82%</td>
<td>1985</td>
</tr>
<tr>
<td>Hispanic/Latino/a/x</td>
<td>78%</td>
<td>758</td>
</tr>
<tr>
<td>Black/African American</td>
<td>83%</td>
<td>84</td>
</tr>
<tr>
<td>Alaskan Native/Native Am.</td>
<td>89%</td>
<td>27</td>
</tr>
<tr>
<td>Asian</td>
<td>72%</td>
<td>330</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>89%</td>
<td>18</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>83%</td>
<td>246</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>80%</strong></td>
<td><strong>3448</strong></td>
</tr>
</tbody>
</table>

Have Voted in...

Student Elections

- Yes: 58%
- No: 42%

Local, State, or National Elections

- Yes: 63%
- No: 37%

### Intention to Vote in Midterm Election by Race

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>64%</td>
<td>1982</td>
</tr>
<tr>
<td>Hispanic/Latino/a/x</td>
<td>56%</td>
<td>753</td>
</tr>
<tr>
<td>Black/African American</td>
<td>60%</td>
<td>84</td>
</tr>
<tr>
<td>Alaskan Native/Native Am.</td>
<td>59%</td>
<td>27</td>
</tr>
<tr>
<td>Asian</td>
<td>51%</td>
<td>329</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>44%</td>
<td>18</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>64%</td>
<td>245</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>61%</strong></td>
<td><strong>3438</strong></td>
</tr>
</tbody>
</table>

Barriers to Voting

Over half of participants reported not knowing enough about the issues as their biggest barrier to voting.

[Bar chart showing the percentages of participants reporting various barriers to voting:

- Enough about the issues: 57%
- How to use an absentee ballot: 28%
- Where to vote: 16%
- How to register if I live in the residence hall: 11%
- How to register to vote: 9%
- If I’m eligible: 7%

I Don’t Know..., n = 3,462]
Interest in Running for Office

The majority of participants had no interest in running for office.

Club officer was the position for which participants were most likely to endorse.

136 participants indicated a lot of interest in running for student government.

150 participants indicated a lot of interest in running for a local, state, or national office.
Topics of Interest for PDI Event, n = 3,518

- Mental Health: 63%
- Gun Legislation: 49%
- Equal Pay: 49%
- Health Insurance/Care: 49%
- Environmental Regulation: 46%
- Abortion: 43%
- Civil Rights: 43%
- Free Speech: 42%
- Immigration Policy: 42%
- Opioid Epidemic: 35%
- Law Enforcement Oversight: 34%
- LGBTQI Legislation: 33%
- National Security: 29%
- Federal Education Legislation: 29%
- Tax Reform: 26%
- Religious Protections: 21%
- Federal Economic Intervention: 18%
Skip Logic

• Participants were directed to one of three paths in the survey
  • Confidence to make a difference
  • Campus Climate
  • Locations of learning

I can make a difference

Most participants agreed they could use their time and skills to help others and improve the community.

Participants tended to disagree that their contribution would not make a difference and that community problems were too big to be changed.

Campus Climate Concerning Different Perspectives, n = 1,030

- Out-of-class activities help students explore diverse perspectives: 83%
- Faculty help students think through new and challenging ideas: 78%
- This campus helps students appreciate the value of an informed citizen: 77%
- This campus helps students recognize the importance of taking the perspective of others seriously: 69%
- Faculty teach about the importance of diverse viewpoints: 66%
- This campus has high expectations for students to take the perspectives of others seriously, especially those with whom they disagree: 65%
- Students are respectful when discussing controversial issues: 59%
- It is safe to hold unpopular viewpoint on this campus: 59%
- This campus does not take the opinions of under-represented students seriously: 40%
- Faculty don't know enough about diverse viewpoints to effectively encourage discussion and debate: 36%
Campus Climate by Race

• All Climate questions were examined by race.

• The only one item differed between white and non-white participants.
  • This campus does not take the opinions of under-represented students seriously.
    • White participants more strongly disagreed (-.46) than non-white participants who only slightly disagreed (-.01).
Learning Locations

Participants indicated that class followed by social media were the primary locations of learning about people and groups who improve society.

*Categories are not mutually exclusive

Participants indicated that class followed by social media were the primary locations of learning about things that need to be changed.

*Categories are not mutually exclusive

Participants indicated that class followed by social media were the primary locations to discuss current events.

*Categories are not mutually exclusive

Participants indicated that class followed by social media were the primary locations to learn how to connect classroom ideas with real world problems.

*Categories are not mutually exclusive