POLITICAL IDENTITY OF FIRST-YEAR COLLEGE STUDENTS: AN ANALYSIS OF STUDENT CHARACTERISTICS USING COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP) DATA

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This quantitative study utilized secondary self-reported data from the 2008 administration of the Cooperative Institutional Research Program (CIRP) Freshman Survey from two Texas public universities to investigate the pre-college demographic, academic, attitude, behavioral, and familial factors that may relate to students' self-reported political identities. The study design was correlational regarding the relationship of the demographic, academic, attitude, behavioral, and familial independent variables to the dependent variable of the students' political identities. ANOVA main effects for the independent variables were calculated, and statistical significance required the $p < .05$ level.

The statistically significant demographic factors were native English-speaking status; enrollment status; citizenship status; religious preference; and race. The statistically significant academic factor was intended major. The statistically significant attitude factors were opinions regarding social issues such as criminal rights; abortion rights; the death penalty; the legalization of marijuana; homosexual relationships and same-sex marriage; racial discrimination; income taxes; affirmative action; military spending and voluntary military service; gun control; the environment; national health care; immigration; personal success; political dissent; and free speech. Other statistically significant attitude factors related to personal goals of making artistic and scientific contributions; being politically influential and politically knowledgeable; raising

a family; participating in environmental programs and community action programs; developing a life purpose; promoting racial understanding; and promoting cultural understanding. The statistically significant behavioral factors were the frequency with which students participated in activities such as attending religious services; smoking; feeling overwhelmed or depressed; playing a musical instrument; discussing politics; and being involved in political campaigns. Other statistically significant behavioral factors were the frequency with which students participated in critical thinking activities such as using logical arguments to support their opinions; seeking alternative solutions to problems; researching scientific articles; exploring topics of personal interest; and accepting mistakes. The statistically significant familial factors were the religious preferences of the students' fathers and mothers.

The results can give insight into the political characteristics of the students with whom student affairs professionals work. They can be used to inform the planning and implementation of educational programs that aid in students' political identity development.

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CHAPTER 1

INTRODUCTION

The 2008 presidential race was a topic in the spotlight for much of the two-year-long campaign season that led up to the general election in November. Coverage of the debates, primary elections, and the general election comprised a significant amount of content on broadcast television and cable news networks, with thousands of hours of airtime dedicated to the presidential election (Center for Media and Public Affairs, 2008; Pew Research Center's Project for Excellence in Journalism, 2008). Print media coverage also had a wide reach, with 31% of voters indicating they learned about the 2008 election by reading their local daily newspaper. The Internet was another avenue to reach voters from which 24% of voters reported that they used the Internet as an election news source (Pew Research Center for the People & the Press, 2008). Media time was not just dedicated to the news; both the Republican and Democratic parties used television, print, and online media as part of their campaigns and voter mobilization efforts (Patterson, 2008).

Coverage of the 2008 presidential election looked at the voters themselves as well as the campaigns. One subset of voters, in particular, were people between the ages of 18 and 29. They were the focus of attention for media outlets and campaigns alike. For instance, television has been shown to be an effective tool in motivating young people to vote (Green & Vavreck, 2006). Likewise, political communication via the Internet can be useful in educating young voters about issues and mobilizing them to vote (Lupia & Baird, 2003; Tolbert & MacNeal, 2003). Social networking Web sites such as Facebook and MySpace, coupled with campaign videos and other online

sources, played a key role in reaching young people, through which 42% of voters in this age group have reported using the Internet as a source of election information (Pew Research Center for the People & the Press, 2008). Such youth voter mobilization efforts have had a positive effect on the voter turnout of this age group for the past three presidential elections. Voter turnout for people between the ages of 18 and 29 totaled 52% for the 2008 presidential election, compared to 48% in 2004, and 41% in 2000 (The Center for Information & Research on Civic Learning and Engagement [CIRCLE], 2008).

The voting preferences for people in the 18 to 29 year age group were studied during the 2008 election cycle. Two-thirds of this group voted for the Obama/Biden ticket, whereas only one-third voted for the McCain/Palin ticket (Tufts University, 2008). The state of the U.S. economy was a key topic for voters in this group, with 61% indicating it was their most important voting issue, followed by the Iraq war, healthcare, and American energy policy (Tufts University, 2008).

Data collected by the Higher Education Research Institute (Pryor, Hurtado, DeAngelo, Sharkness, Romero, Korn, & Tran, 2009) have shown the political preferences of incoming first-year students. Many of these students likely voted for the first time in 2008. While 31% of incoming first-year students have self-identified as politically liberal, 43.3% have identified themselves as politically middle-of-the road. Further, 20.7% identified themselves as politically conservative (Pryor et al., 2009). Although this information brands young people's political identifications, it does not fully explain how they may come to form their political views in the first place, at a time when young people are more politically engaged than they were in previous years. What are

the factors that can have an impact on students' political views? Sadly, there is little research in the student affairs literature that addresses political identity and political engagement (Haskell, Fleming, & Quirolgico, 2005). This study analyzed the dependent variable of students' self-reported pre-college political identities against independent variables that represent demographic, academic, attitude, behavioral, and familial information reported by the students. Consequently, student affairs professionals will be able to utilize the results of this study to gain a better sense of the incoming students with whom they will work.

Purpose of the Study

The purpose of this study was to investigate the pre-college demographic, academic, attitude, behavioral, and familial factors that may relate to students' self-reported political identities. This study utilized the Cooperative Institutional Research Program (CIRP) Freshman Survey for data on the incoming first-year students who completed survey in 2008 at two public institutions in the state of Texas. While results from the CIRP Freshman Survey are reported annually in publications such as the *Chronicle of Higher Education*, the data reported represent normed response frequencies. This study expands upon the reported norms by mining CIRP data to assess students' pre-college political identities in relation to demographic, academic, attitude, behavioral, and familial factors.

Significance of the Study

Because the factors that relate to students' political views are brought to light, student affairs units may be better equipped to initiate and implement programs and services to aid students' personal, professional, and educational development. Political

identity is a facet of development that relates to the education of the whole student. However, little research has been conducted regarding political identity within the student affairs literature (Haskell, et al., 2005). The results of this study may help institutions to implement programs that aid in students' political development and engagement as they move through their pre-college experiences to their on-campus experiences. This study highlights the demographic, academic, attitude, behavioral, and familial factors that can contribute to the political identity of students. The results of this study may be useful for creating new educational opportunities for institutions and student affairs units.

The study may assist student affairs professionals' ability to more deeply understand the political identity of the students with whom they work, and will help researchers to investigate new areas of student development. The application of student development theory to practice can help student affairs professionals to understand the developmental challenges college students face (Evans, Forney, & DiBrito, 1998). These theories aim to illustrate the various ways in which the college experience affects students: culturally, intellectually, morally, physically, sexually, socially, and spiritually (Rodgers, 1990). Framing political identity within this context highlights the political dimension of the student experience.

Theoretical Framework

This study utilized Astin's (1993) input-environment-output model as a theoretical framework for assessing elements of the student experience. Input elements were represented by data relating to students' pre-college demographic, academic, attitude, behavioral, and familial characteristics as indicated on the Freshman Survey. The input

element served as the focus of this study and informed the research questions and design. The environment element, addressed in discussion, related to the programs and opportunities student affairs professionals may be able to create for students based on the results of this study. The output element, addressed in discussion as well, related to the students' characteristics after they have experienced these programs. Although the environment and output elements were not represented in the data collected for this study, the study findings may highlight opportunities for program development that relate to these elements. Therefore, the environment and output elements are addressed in Chapter 5.

Research Questions

The following research questions will direct this study:

1. Which demographic independent variables have a statistically significant relationship to the dependent variable of students' self-reported political identity?
2. Which academic independent variables have a statistically significant relationship to the dependent variable of students' self-reported political identity?
3. Which attitude independent variables have a statistically significant relationship to the dependent variable of students' self-reported political identity?
4. Which behavioral independent variables have a statistically significant relationship to the dependent variable of students' self-reported political identity?
5. Which familial independent variables have a statistically significant relationship to the dependent variable of students' self-reported political identity?

Definitions

Academic factors. The collection of variables on the CIRP Freshman Survey related to students' average letter grade in high school; the type of high school from which students graduated, including public, public charter, public magnet, private religious/parochial, private independent college preparatory, and home school; whether students have taken courses at any other institution, such as a university, four-year college, two-year college, technical, vocational, or business school, since leaving high school; the highest degree students intend to obtain; the highest degree students intend to obtain at the specific institution administering the survey; the racial composition of the high school last attended; the racial composition of the childhood neighborhood; the student's probable major; and the student's probable occupation (HERI, 2008a). These will serve as independent variables for this study.

Attitude factors. The collection of variables on the CIRP Freshman Survey related to whether students agree or disagree with a series of opinion statements and personal goal statements (HERI, 2008a). The opinion statements relate to variables that measure the degree to which students agree with the issues of the rights of criminals; abortion; the death penalty; the legalization of marijuana; homosexuality; racial discrimination; the ability of a person to bring about social change; income taxes; same-sex marriage; affirmative action in college admissions; federal military spending; gun control; voluntary military participation; environmental pollution; nationalized health care; the education of undocumented immigrants; success in American society; dissent in politics; the right of colleges to ban controversial speakers; the consideration of students' socioeconomic status in college admissions; tax increases to reduce the

national deficit; and global warming as a government priority (HERI, 2008a). The personal goal statements relate to variables that measure the degree to which students desire to become accomplished in the performing arts; become an authority in their field of study; be recognized for making a contribution to their field of study; have political influence; have social influence; raise a family; be financially secure; help others; make a contribution to science; create original writings or artistic works; be successful in their own business; be involved in environmental concerns; develop a life purpose; participate in community programs; promote racial understanding; keep abreast of political news; be a leader in the community; understand different cultures and countries; and adopt environmentally sound practices (HERI, 2008a). These will serve as independent variables for this study.

Behavioral factors. The collection of variables on the CIRP Freshman Survey relate to the frequency with which the students engaged in a series of personal and school-related activities within the past year, as well as the frequency with which the students utilized critical thinking skills within the past year (HERI, 2008a). The activity statements relate to the frequency with which the students attended religious services; felt bored in class; participated in political protests; tutored someone; studied with others; visited a teacher at home; smoked; drank beer; drank wine or hard liquor; felt stress because of a busy schedule; had feelings of depression; did volunteer work; played music; asked a teacher for advice; voted in a student election; socialized with a person of a different race or ethnicity; was late to class; used the Internet for research, homework, news, or blogging; participated in service-learning for a course; talked about religion; talked about politics; and worked for a political campaign (HERI, 2008a). The

critical thinking statements relate to the frequency with which the students asked questions in class; supported their opinions with logic; sought solutions to problems and shared those solutions with other people; edited their papers to improve their writing; critically assessed information they received; took risks for the benefit of a high return; sought scientific resources; researched topics on their own when it was not a course requirement; accepted mistakes as part of learning; sought feedback on class work; and took notes during class (HERI, 2008a). These will serve as independent variables for this study.

Demographic factors. The collection of variables on the CIRP Freshman Survey related to the student's gender; age; English as his or her native language; enrollment status (part-time or full-time); citizenship status; whether or not the student has a physical and/or a learning disability; estimated family income; the student's current religious preference; and the student's race (HERI, 2008a). These will serve as independent variables for this study.

Familial factors. The collection of variables on the CIRP Freshman Survey related to the students' parental status, including one or both deceased, both alive but divorced or living apart, both alive and living with each other; the religious preferences of both parents; the highest level of formal education obtained by students' parents; and the career or occupation of both parents (HERI, 2008a). These will serve as independent variables for this study.

Political identity. The variable on the on the CIRP Freshman Survey related to how the student characterizes his or her political views, according to far right,

conservative, middle-of-the-road, liberal, or far left (HERI, 2008a). This will serve as the dependent variable for this study.

Assumptions

The following were assumed:

1. The information self-reported by the students who participated in the CIRP Freshman Survey was truthful.

2. The students received adequate information to respond to the survey questions accurately.

Limitations

A limitation of this study is that it focused on only one year of data collected for the CIRP Freshman Survey. Another limitation is that the instrument was administered to incoming first-year students, so the results are not generalizable to students who have completed their first year of college or who have progressed beyond the first year of college, nor are they generalizable to students attending community colleges. Another limitation is that the data were self-reported. A final limitation is that results are generalizable only to students at the institutions that participated in this study.

Delimitations

This study is delimited to the information self-reported by students on the 2008 administration of the CIRP Freshman Survey. The study is delimited to data collected from incoming first-year students at the institutions that participated in this study. A third delimitation is that the study focused only on demographic, academic, attitude, behavioral, and familial self-reported information related to the input element of the I-E-O framework.

CHAPTER 2

REVIEW OF THE LITERATURE

In this chapter, five strands of literature are reviewed to examine the factors that can impact the political identities of college students. Political identity is an emergent area of research within the field of political science that is rooted in identity development theory (Muhlberger, 2005). The first strand of literature explores the natures of political identity and political engagement in American culture. The development of political identity and its relationship to political engagement are examined.

Since this study focused on students who began college in 2008, the second strand of literature relates to the Millennial Generation, or Millennials. This group, considered to be people born between 1982 and 2002 (Howe & Strauss, 2000), captures the population of this study. The unique characteristics and values of Millennials can be reflected in their political views.

The third strand of literature examines the relationship between civic, or political, education and the moral development of college students. The values-based nature of political education lends itself to the development of students' senses of ethics (Boyte, 2008), which can affect how they define their political beliefs. As colleges and universities create opportunities for students to develop their moral reasoning skills both inside and outside the classroom, political education can play a critical role in this development by illustrating how personal ethics can impact their political views.

The theoretical framework for this study is Astin's (1993) input-environment-output model. Although the data used in this study relate solely to the input element, a review of the literature relating to the environment and output elements provides context

for student affairs professionals as they consider ways to aid in the development of students' political identities and informs the discussion. The fourth strand of literature focuses on the college experience. These experience, or environment, factors have demonstrated impacts on students' development (Pascarella & Terenzini, 2005). Since the results of this study will enable student affairs professionals to create environments that influence students' political development, the ways in which college can impact students' attitudes and values are explored. The fifth strand of literature addresses student outcomes, or outputs. Students' moral development is often cited as a key college output (Erwin, 1990). Students' citizenship development can be seen as another output that results from experiencing the college environment. Since the results of this study can be used by student affairs practitioners to implement programs that facilitate this development, the notion of political identity and political engagement as desirable college outputs is discussed.

Political Identity and Political Engagement

Political identity is a concept that can be defined in different ways. Rubin and Feeley (2008) defined political identity as a reflection of "people's individual commitments in the political realm, their sense of who they are and where they belong" (p. 167). In this context, political identity is a personal belief, one that characterizes a person's unique point of view about political issues.

By contrast, Beer (2008) likened political identity to "various kinds of aggregates, such as friendship, family, tribe, each of which is characterized by some specific form of behavior" (p. 194). In this context, political identity is based on a cohort, one that characterizes a group's points of view about political issues as a set of social norms.

Perhaps the most common definition of political identity concerns the notion of political party identification as a function of both individual and group concerns (Hajnal & Lee, 2006). Campbell, Converse, Miller, and Stokes (1960) related party identification to an individual's personal psychological affinity for belonging to a group, in this case, a political party. Here, "the strength and direction of party identification are facts of central importance in accounting for attitude and behavior" (Campbell et al., 1960, p. 121). In this context, the personal idea of political identity works in concert with the group-oriented idea.

Models of Political Identity

As the definitions of political identity are varied, so too are the models that have been used to illustrate it. While some models are more common than others, they each serve to explain the ways in which people can self-identify.

The linear model of political identity is perhaps the most traditional and the one familiar to most people (The Institute for Humane Studies, 2008). Campbell et al. (1960) characterized this model as a Likert-scaled continuum that ranges from strong Democrat to strong Republican, or left to right (see Figure 1). This continuum was originally developed through a research project called the American National Election Study in 1952, which sought to explain the respondents' affinities for and attachments to certain political parties (Campbell et al., 1960). Hajnal and Lee (2006) studied this model further and described weak Democrats and Republicans as "those individuals who identify with these corresponding parties but whose identification is not strong" (p. 9), and described leaning Democrats and Republicans as "those individuals who choose to identify as an Independent … but are willing to acknowledge a partisan bent"

(p. 9). Pure Independents are placed in the middle of the continuum (Hajnal & Lee, 2006).

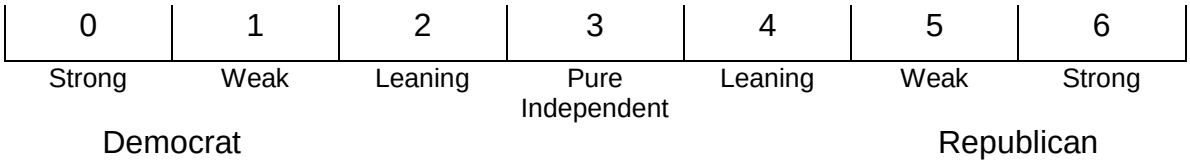

Figure 1. The linear model of political identity. This model is used to explain the strength and direction of a person's political identity.

Political theorists have studied alternative ways to describe political identity that go beyond the traditional linear model. Coughlin and Lockhart (1998) proposed a grid-based model that takes into account the roles of one's personal values and beliefs in the development of one's political point of view. This model is based on Douglas' (1982) grid-group theory, which seeks to explain a person's social patterns in relation to his or her individual behavior, or the grid dimension, as well as to the extent to which he or she is affiliated with others, or the group dimension (Coughlin & Lockhart, 1998; Grendstad, 2003). Instead of the traditional left-right model, the grid model incorporates a four-item typology with the following categories of political identity:

Egalitarianism. Egalitarianism is defined as the belief that equality is based on results or conditions (Thompson, Ellis, & Wildavsky, 1990).

Individualism. Individualism is defined as the belief that equality is based on the availability of opportunity (Thompson, Ellis, & Wildavsky, 1990).

Hierarchy. Hierarchy is defined as the belief that equality is based on procedures and policies (Thompson, Ellis, & Wildavsky, 1990).

Fatalism. Fatalism is defined as the belief that equality does not exist (Thompson, Ellis, & Wildavsky, 1990).

Coughlin and Lockhart (1998) noted that the categories of the grid-group typology reflect the degree to which a person accepts external influences on their political beliefs, as well as the degree to which a person is open to identifying with a particular group. Coughlin and Lockhart posited that the grid-group typology can be used to explain a person's political identity, but that it also "[has] demonstrable utility for distinguishing actual ways of life across a broad range of social applications" (p. 36). Grendstad (1990) noted that each of the grid-group categories, or ways of life, could be found to some extent in all societies, constituting a sort of multiculturalism that can reflect and influence social norms. In this context, grid-group theory can explain what people in a society, or a political group, believe and want, which can then influence policy changes (Lockhart & Wildavsky, 1997).

Another model that has attracted attention is illustrated in the Nolan (1971) chart. Originally developed by one of the founding members of the Libertarian party, the Nolan chart describes political identity as a function of the importance a person places on personal values, or social freedom, and economic values, or economic freedom (Collet, 2000). Like the grid model, the Nolan chart uses a four-item typology with the following categories of political identity:

Liberal. Liberal, or left-wing, beliefs are defined as those that favor social freedom over economic freedom (Trounstine, 2008).

Libertarian. Libertarian beliefs are defined as those that favor both social and economic freedom (Trounstine, 2008).

Conservative. Conservative, or right-wing, beliefs are defined as those that favor economic freedom over social freedom (Trounstine, 2008).

Populist. Populist beliefs are defined as those that favor neither social nor economic freedom (Trounstine, 2008).

This model has gained popularity in recent years on the Internet, with the creation of an online political quiz developed by the Advocates for Self-Government, a non-profit, Libertarian-based organization (California State University, 2008). This ten-item quiz is based on the Nolan chart and has been recommended for use by political science instructors to help students define their political identities. Also, the quiz has been used to encourage classroom discussions about the nature of political identity as well as about the potential for research bias, as it was developed and administered by a partisan organization (Korey, 2008). Still, the quiz and the Nolan chart are cited as ways to describe American political identity in a manner that is broader and that reflects a more diverse range of opinions than the traditional linear model (Lawrence, 1999).

The grid-group model and the Nolan chart offer broader ways to explain political identity, but they do not correspond to the framework used on the CIRP Freshman Survey. The Freshman Survey utilizes a framework that is similar to the traditional linear model defined by Campbell et al. (1960). It characterizes the categories of political identity as far left, liberal, middle-of-the-road, conservative, or far right (HERI, 2008a). While the grid model and the Nolan chart are used in some research applications, the linear model will guide this study.

Political Identity and Social Identity

Some researchers believe there is a connection between a person's political identity and his or her social identity. For instance, Muhlberger (2005) argued that the development of a political identity has inherent ties to a person's identity as a citizen and his or her role as part of a greater community. It is this citizen identity that contributes to a person's deeper understanding of political issues.

Similarly, Westheimer and Kahne (2004) developed a typology to describe the levels of citizen identity, including political concerns, through which a person may move. This typology includes the following categories:

Personally responsible citizen. The personally responsible citizen is defined as one who understands the importance of acting responsibly within his or her community. This type of citizen works, pays taxes, obeys laws, and believes that a good citizen demonstrates honesty and good character.

Participatory citizen. The participatory citizen is defined as one who is an active member of community organizations. This type of citizen educates himself or herself on ways to mobilize community efforts, ways to work with government agencies, and believes that a good citizen should be an active participant or leader within community groups.

Justice-oriented citizen. The justice-oriented citizen is defined as one who thinks critically about political, social, and economic issues in order to delve more deeply into their root causes. This type of citizen is concerned with creating change to alleviate injustice and believes that a good citizen should question the establishment and advocate for systemic change when injustice becomes a pattern.

Of these citizen types, Westheimer and Kahne (2004) noted that the personally responsible citizen is the most common type, whereas the justice-oriented citizen is the least common type. However, they also noted that it is possible for one to experience all three citizen types, although this may create a sense of internal conflict.

Huddy (2001) also acknowledged a connection between political identity and social identity. However, Huddy noted that "social identity theory has had less impact on political psychology than it might have had otherwise because of various shortcomings and omissions in its research program" (p. 128), such as variations across identity choices and strengths, as well as the subjective nature of defining identities. Regardless, Huddy argued, the study of political identity vis a vis social identity should be better embraced in the research.

Political Identity and Political Engagement

Scholars have noted the link between political identity and political engagement through the study of political psychology. Further, they have highlighted the importance of encouraging political engagement among students. Stone and Schaffner (1988) defined political psychology as the relationship between a political system and the thoughts and behaviors of the people who belong to it, or in this context, the relationship between a person's political identity and his or her level of political engagement. Levin (2000) defined this idea further, describing political psychology as,

> Psychological processes [including] cognitive processes such as beliefs, knowledge structures, and memories; emotional processes such as feelings, desires, and motivations; and a person's identity in terms of self-concept and personality characteristics … [p]olitical behavior refers to any activity that seems

to arise out of political concerns, or that has important political consequences. (p. 604)

Levin (2000) noted that the study of political psychology, incorporating both psychological process and political behavior, can be used in undergraduate instruction to encourage critical thinking about political engagement. To gauge the levels of political engagement within college students, Keeter, Zukin, Andolina, and Jenkins (2002) developed a typology of core indicators. These indicators include:

Civic indicators. Civic indicators include experience with community problem solving; participation in regular volunteer work with groups and agencies not affiliated with electoral activities; active membership in local or national organizations; participation in fundraising runs, walks, and bicycle rides; and participation in other fundraising activities for charity.

Electoral indicators. Electoral indicators include regular voting participation in local and national elections; direct persuasion of others to vote either for or against particular parties or candidates; display of campaign materials and paraphernalia, such as banners and buttons; monetary contributions to political campaigns; and participation in volunteer work for political parties or individual candidates.

Indicators of political voice. Indicators of political voice include contacting or visiting government officials; contacting print and broadcast media to express one's opinions; participating in protests and demonstrations; utilizing written and e-mail petitions to express political or social opinions; boycotting certain products to protest companies or manufacturing conditions; buying products to support companies that

represent certain political or social values; and canvassing for a particular organization or political candidate.

Researchers in the fields of political science and student development advocate for encouraging political engagement among students. Bennett and Bennett (2001) suggested that political science faculty "take account of the divided social and political viewpoints that students will bring to their classes … [and] to pay attention to what incoming students say about how they spent time in their final year of secondary school" (pp. 298-299) as a way to explore political identity and opportunities for the students to engage politically. Likewise, Kuh and Gonyea (2005) noted the prevalence of students having serious conversations about politics with one another, and how the campus culture can impact how frequently students of dissimilar beliefs and backgrounds may have these discussions. These types of interactions play a role in the students' college experience, which can have an effect on their political beliefs.

The Millennial Generation

According to the Howe and Strauss (2000) generational schema, the Millennial Generation is composed in 2009 of those people between the ages of 7 and 27. Researchers have outlined various activities and experiences that are unique hallmarks of those who compose this group. Howe and Strauss outlined seven characteristics of the Millennial Generation that are often cited in the literature:

Achieving. Ramey (2008) stated that Millennials are oriented to achievement, both academically and professionally. Millennial students have high expectations of themselves and expect to be held accountable for their performance, as long as the process is seen as fair and equitable (DeBard, 2004; Elam et al., 2007). The value

placed on equity is reflected in Millennials' commitment to fairness in society, which can have an effect on their ethical and political beliefs (Sax, 2004).

Confident. Positive reinforcement from their parents and other authority figures has given Millennials a sense of confidence in their abilities (Howe & Strauss, 2000; Ramey, 2008). With this support, Millennial students have learned to have strong work ethics and have been encouraged to be successful (Elam et al., 2007). This sense of confidence leads Millennials to feel optimistic about the future, which could be reflected in their attitudes about society and politics (Elam et al., 2007).

Conventional. Ramey (2008) noted that the Millennial generation "appears to place great value on moral issues and is concerned with apparent moral decline in this country" (p. 37). Sandfort and Haworth (2006) found that Millennials consider their personal senses of spirituality to be more important than the religious preferences of their parents, and that this focus on morality could motivate their political beliefs as well as their spiritual beliefs.

Pressured. Sandfort and Haworth (2006) noted that Millennial students face a great deal of pressure to perform well academically in high school in order to give them a competitive edge in college admissions. These high expectations are also related to extracurricular activities, including student organization involvement and volunteer work (Sandfort & Haworth, 2006). Participation in these activities can influence Millennials' beliefs about society, politics, and social change (Sax, 2004).

Sheltered. Millennial students, like previous generations, have experienced world events that impacted their lives. The Columbine High School shootings of 1999 and the terrorist attacks of September 11, 2001, were especially catastrophic and influential,

since they brought on policy changes designed to protect schools in the event of another incident (Ramey, 2008). Millennials tend to have close relationships with their parents and identify with their parents' beliefs and values, which could influence their own political points of view (Oblinger, 2003).

Special. Millennials have often been told that they are special, and that they will be responsible for the future success of the country (Howe & Strauss, 2000; Ramey, 2008). They have a sense of social responsibility, which is reflected in their desire to effect change in society (Ramey, 2008). This has contributed to a feeling among Millennials that political participation and activism is important (Sandfort & Haworth, 2006).

Team-oriented. Oblinger (2003) noted that Millennial students are accustomed to activities in which they work in groups and rely on teamwork and collaboration to accomplish a task. Likewise, Essinger (2006) found that an emphasis on group work through extracurricular activities led Millennials to apply the tenets of teamwork to classroom activities, whether or not the assignments were intended to be group-oriented. This orientation to collaboration drives Millennials' interest in organizing groups, which has applications in youth voting movements and political activism (Sandfort & Haworth, 2006).

Oblinger (2003) noted that another characteristic of the Millennial Generation is their fluency with technology. Growing up, Millennials have been taught using a combination of experiential learning activities and technology, influencing their learning preferences and styles once they arrive at college (Oblinger, 2003). Nicholas (2008) found that Millennial students, who are used to quick communication via text

messaging, cell phones, and instant messaging, have embraced online methods of instruction such as WebCT and podcasting. This type of technology-based communication has been used outside the classroom to educate Millennials about political issues and mobilizing them to vote (Lupia & Baird, 2003; Tolbert & MacNeal, 2003).

DeBard (2004), Howe and Strauss (2003), and the National Center for Education Statistics (2000) found that another important characteristic of the Millennial Generation is that it is the most racially and ethnically diverse generation in American history. Oblinger (2003) found that one in five Millennial students have at least one immigrant parent. Interestingly, while Millennials are a diverse group, it is this diversity that may make them less cognizant of diversity issues, such as racial discrimination, than were previous generations (Elam et al., 2007). They may be dismissive of these issues because diversity is so commonplace that it has become a non-issue (Howe & Strauss, 2000; O'Reilly & Vella-Zarb, 2000).

Ideological Characteristics of the Millennial Generation

Sandfort and Haworth (2006) noted that Millennial students have unique views about family. Millennials are aware of non-traditional family units, such as single-parent households, blended families, children raised by grandparents or other family members, adopted children, and gay parents: the stereotypical nuclear family is no longer typical (Sandfort & Haworth, 2006). Further, many Millennials value marriage and family, but others think that the prevalence of divorce adversely affects their view of marriage (Ramey, 2008; Sandfort & Haworth, 2006).

Due in part to their orientation to achievement, Millennial students place much importance on education (DeBard, 2004). In fact, this drive to achieve can lead some Millennials to overestimate how much education they need for a proposed career path (DeBard, 2004). Horn, Chen, and Chapman (2003) noted that Millennials expect to invest financially in their education, and that they also expect their parents and the government to reciprocate that investment.

Millennial students also think service to the community is important. The National and Community Service Act, enacted in 1990, established a new agency called the Commission on National and Community Service and charged it with supporting four "streams of service" (National and Community Service Act, 1990):

1. Service-learning programs for school-aged youth.
2. Higher education service-learning programs.
3. Conservation and youth service corps.
4. National service demonstration models.

This legislation made funding for academic service-learning activities available for elementary schools and high schools, as well as community colleges and universities (National and Community Service Act, 1990). Millennial students, then, have had experience with volunteer work and service-learning even before they come to college (Sax, 2003). The impact of this involvement can be seen in the amount of participation once Millennials come to college: over 4 million students at community colleges and universities nationwide participate in service-learning activities every year (Schoenfeld, 2004). Participation in these activities can influence Millennials' opinions about social policies, which may affect their political preferences (Sax, 2004).

Elam et al. (2007) noted that Millennials are generally optimistic about the future. As noted before, Millennials have a sense of social responsibility and a desire to effect social change in the future (Ramey, 2008). Sandfort and Haworth (2006) found that in the future, Millennials,

> Wanted good jobs, financial stability and meaningful relationships … [and] viewed themselves as fully capable of obtaining these goals as well as possessing the drive to make society and life in general better. A hesitation existed, however, which kept their aspirations rather pragmatic: most were fearful of reaching too high and wanting too much. (p. 19)

Millennials, Generation X, and the Baby Boomers

As the Millennials have been the focus of much research, so too have previous generations. Generation X and the Baby Boomers are other generations that share some similarities and some key differences with the Millennial Generation. Strange (2004) described Generation X, or Gen-X, as those people born between 1961 and 1981. Many “Gen-Xers” experienced family upbringings that included working parents, necessitating day care and “latchkey” experiences (Murray, 1997). During this time, America’s divorce rate tripled (Murray, 1997). As a result, Cannon (1991) described Generation X as being the most culturally independent of any generation in American history.

Like Millennials, members of Generation X experienced their share of significant historical events that shaped their outlooks, such as the beginning of the AIDS epidemic, protests in Tiananmen Square, the stock market crash, the Exxon Valdez oil spill, and the explosion of the Challenger space shuttle (Oblinger, 2003). However,

unlike their Millennial counterparts, Gen-Xers tend to have a skepticism about their abilities to effect social change (Murray, 1997). Howe and Strauss (1992) even noted that Generation X is viewed as “a symbol of an America in decline” (p.11) by previous generations.

Howe and Strauss (1992) described the Baby Boomers as those people born between 1943 and 1960. Parents of Baby Boomers had lived through the Great Depression and World War II, and so felt the need to provide stability and structure for their children (Dychtwald, 1999). Baby Boomers rebelled against the strict rules of their families once they arrived at college and adopted pessimistic, and sometimes apathetic, views about the world (Howe & Strauss, 1992). They also rebelled against the religious beliefs of their parents in favor of more individual views (Drumheller, 2005).

Like Generation X and the Millennial Generation, Baby Boomers experienced many defining moments, such as the Vietnam War, the civil rights movement, and Watergate (Oblinger, 2003). They experienced the emergence of television as a communication medium as well as the boom of the automobile and housing industries (Dychtwald, 1999). With retirement age for Baby Boomers looming in the near future, the number of people over the age of 65 is expected to increase from 12% to 20% between 2010 and 2030 (Keister & Deeb-Sossa, 2001).

Political participation trends among the generations have been tracked by researchers. Keeter et al. (2002) reported that 83% of Baby Boomers are registered to vote, compared to 70% of Gen-Xers and 60% of Millennials. Baby Boomers are also more likely to make campaign contributions, display campaign paraphernalia, and volunteer their time to political groups than are Gen-Xers or Millennials (Keeter et al.,

2002). Likewise, political identity trends among the generations have been studied. Alwin (1998) noted that Baby Boomers tend to identify as politically liberal. By contrast, Halstead (1999) reported that 44% of Gen-Xers identified as politically independent, and Pryor et al. (2009) found that 43% of Millennials identify as politically moderate. Each generation's unique set of experiences seems to have shaped their respective political points of view (Keeter et al., 2002).

Political Education and Moral Development

The values-based nature of civic, or political, education lends itself to the development of students' sense of ethics (Boyte, 2008). As colleges and universities create opportunities for students to develop their moral reasoning skills, political education can play a critical role in this development. These activities can affect the ways in which students assess political concerns and make political decisions.

King (1997) stated that "[h]elping students develop the integrity and strength of character that prepare them for leadership may be one of the most challenging – and important – goals of higher education" (p. 87). To that end, intentional values-based political education is seen as key to the holistic and comprehensive development of college students (Blackhurst & Foster, 2003; King, 1997).

Patrick (2000) outlined four components of political education that aim to teach students the values of citizenship in a democratic society. These components are:

Basic knowledge. Knowledge about citizenship and the functions of a democratic government includes the basic principles of democracy; the history of democracy and related societal tensions; the roles of citizens within the society; and the cultural, political, economic, and social aspects of democracy.

Cognitive skill development. The development of the cognitive skills of citizenship includes critical thinking about political and social events; assessment and development of stances on social issues; instruction on decision-making in the public realm; and learning ways to effect positive social and political change.

Participatory skill development. The development of the participatory skills of citizenship includes interaction with others to investigate common interests; following current events; discussion of public policy; and learning ways to initiate and implement public policy decisions and changes.

Implementation of skills. The implementation of citizenship within a democratic society includes the promotion of the general well-being of the community; understanding and respecting the dignity and rights afforded to every person; active participation in social and political efforts; and practicing and promoting the tenets of good citizenship.

King (1997) noted that the varied backgrounds with which students enter college may sometimes be at odds with the expectations set forth for them when they arrive on campus. Values-based political education, which relates to character education, can create rich opportunities for students to explore the ways in which they can reconcile their previous experiences with the reality of college, as well as with the future expectations that will be placed on them as they enter society after college (King, 1997).

Moral Development of College Students

Evans et al. (1998) noted that the study of student development theory can help educators understand the developmental challenges of college students, and can help institutions to implement techniques and programs that aid in students' personal growth.

The goal is to educate the whole student through a holistic approach by placing equal importance on academic growth and personal growth (Wolf-Wendel & Ruel, 1999), which includes the development of the students' moral and ethical reasoning. Here, three widely regarded theories of students' moral development will be explored.

The theory of intellectual and ethical development developed by Perry (1968) concerns the various ways in which a student's personal experiences influence his or her intellectual and moral development. Such development is measured on a continuum consisting of different positions:

Basic duality. At this point in a student's development, he or she perceives situations in a dichotomous fashion: there is one correct answer and one incorrect answer. A student at this position would focus on learning the "correct" solution.

Multiplicity prelegitimate. At this stage, a student begins to realize that gray areas can exist among the black and white. He or she may equate this way of thinking to uncertainty purposely spurred by authority figures to promote learning.

Multiplicity legitimate but subordinate. Here, a student can better understand differing points of view. The student will learn the basic steps in formulating opinions and arguments on his or her own, instead of seeking one concrete answer.

Multiplicity coordinate. At this point in a student's development, he or she not only understands other points of view, but can begin to see them as acceptable and valid.

Relativism subordinate. At this stage, a student will accept the opinions of others, but will also begin to understand that there are some situations for which no solutions exist. He or she will also begin to realize that there are very few absolutes.

Relativism. Here, the student will learn to identify the context of a given situation, and can conceptualize the role context plays in decision making. He or she will actively seek new ideas and opinions from others.

Commitment foreseen. At this point in a student's development, he or she will prepare for future life and career commitments. The student will feel mature enough to contemplate "growing up."

Evolving commitments. At this stage, the student learns about the repercussions of his or her decisions, and understands the role of personal responsibility and accountability in his or her development.

Another theory that can guide students' moral development was developed by Kohlberg (1976), which points to moral reasoning as the key component of a student's ethical behavior. This model describes six stages of moral development grouped into three distinct levels:

Level I: Preconventional. At this level, a student is not as concerned with the effects of his or her behavior on others, but rather on the benefits of his or her behavior for him or herself. This level is comprised of two stages: heteronomous morality, or the obeying of rules for the sake of avoiding punishment; and individualistic morality, or the obeying of rules for personal gain.

Level II: Conventional. At this level, a student perceives him or herself as part of a group or society that can be affected by his or her actions. The two stages of this level are: interpersonally normative morality, or the student's fulfillment of the expectations others have for him or her; and social system morality, or the obeying of rules due to a sense of obligation.

Level III: Postconventional/Principled: Here, a student formulates his or her own belief system, and makes decision based on those personal values. This level's two stages are: social welfare morality, or the evaluation of principles based on their effects on human rights; and morality based on universal ethical principles, or the seeking and consideration of others' points of view.

While not traditionally classified as a moral development theory, Kolb's (1981) theory of experiential learning can be applied in this context. Kolb describes learning and moral development as a four-stage process through which students learn through personal experience and experimentation:

Concrete experience (CE). In the first stage, a student will participate or react to a situation and observe the effects of his or her action. This is done without much thought to the process involved, but rather focuses on the cause-effect relationship.

Reflective observation (RO). In this phase, a student will evaluate his or her involvement in a situation. The student will be able to identify what has happened, including subtle events that may have influenced the situation.

Abstract conceptualization (AC). Here, a student will gain an understanding of both the process and the outcomes of the situation. The student will recognize how changes in the process can affect the results.

Active experimentation (AE). In the final stage, a student will be able to generalize their experience to formulate a unique "theory" that can be applied to other situations. The student can use the new knowledge gained through the experience and anticipate the need for it in the future.

Student development theories such as these can help student affairs practitioners better understand the developmental challenges that face the students with whom they work (Evans et al., 1998). Wolf-Wendel and Ruel (1999) noted that a holistic approach to student development, including the development of students' moral and ethical reasoning skills, is a critical component of student affairs practice. By participating in programs based on a framework of moral development theory, students can learn about ethical decision making and can apply these principles to political decision making.

Values-Based Political Education and Moral Development

The implementation of values-based political education in a college setting can take on a variety of forms. Boyte (1993) likened character education to leadership development for public life, stating,

> The civic challenge is not so much to generate ever larger number of experts, to find moral consensus, or to develop capacities for emotional self-revelation and social bonding as it is to design conceptual frameworks and cultivate the public leadership skills that allow people to work productively with others, whether or not they like or agree with each other. (p. 765)

In this context, a student's public leadership skills are rooted in his or her moral reasoning skills, since he or she will have developed a sense of personal ethics that will guide the way he or she works with other people (Boyte, 1993). King (1997) suggested institution-wide avenues for providing values-based political education, such as programming during new student orientation, residence hall programming, the

development and dissemination of community standards and expectations, and incorporation of character education coursework into the general education curriculum.

Similarly, Dalton (1997) framed several components of character education that can be implemented inside and outside the classroom. These ideas are commonly utilized at colleges and universities to address the need to provide avenues for developing students' moral reasoning skills:

1. The creation of an institutional mission statement that reflects the core values of the institution.

2. The creation of a general education curriculum that connects to the institutional mission and core values through stated learning outcomes.

3. The adoption of an academic honor code for students.

4. The implementation of a code of student rights and responsibilities to which students will be held accountable.

5. The adoption of a student statement affirming that they will abide by the expectations to which they will be held as part of the institutional community.

6. The development of opportunities and incentives for volunteer work and service-learning.

7. The creation of an environment that is welcoming to students.

8. The implementation of programs that acclimate new students to the mission and values of the institution.

9. The creation of governance structures that allow students to take active roles within them.

10. The creation of a campus culture that holds the institution's leaders to the same high standards as the students are held.

11. The adoption of recognition programs that acknowledge students who serve as good role models for the institution's values.

12. The implementation of programs that help develop students' spirituality.

13. The creation of intentional opportunities for students to discuss personal values and moral issues.

Gastil and Dillard (1999) highlighted possibilities for values-based political education in formal instruction related to political decision-making, in leadership development activities, and in the study of reflective listening and critical thinking in the field of speech and communication. Ehrlich (1999) cited service-learning activities that link purposeful community service with academic content as another means of providing character education, stating "that serving and acting in one's community is powerful training for democratic citizenship" (p. 245).

The College Environment

Strange (1996) outlined four elements that comprise the college environment. Carter and McClellan (2000) noted these elements could be used by student affairs professionals as a way to conceptualize the interaction between students and the environment of a campus. These elements include (Strange, 1996):

Physical structure. The physical environment of a campus is complex. This element includes such items as design aesthetics, accessibility of buildings and walkways, weather, noise, artwork, and signage.

Human aggregate. The human aggregate, or the campus personality, can affect how students perceive and interact with the college environment.

Organizational structure. The organizational structures of institutions and their individual departments can affect the policies, procedures, and the flow of communication for students, faculty, and staff.

Constructed environments. The life experiences students have before they come to college can affect their perceptions of the college environment. These perceptions become reality in the students' frames of reference.

Pascarella and Terenzini (1991) highlighted four conditions, or institutional roles, that provide a context for student learning. Kuh (2000) stated that these conditions are "key concepts with which student affairs professionals must be familiar in order to understand and shape learning environments" (p. 51). The four conditions are:

Engagement in educationally purposeful activities. Students' learning can be enhanced if they engage in academic, co-curricular, and interpersonal activities that relate to specific learning outcomes.

Support for campus life. Students' learning can be positively impacted if the institution's mission and programming reflect a commitment to providing avenues for students to be involved in curricular and co-curricular opportunities on campus.

Integration of academic and social programs. Students' learning can be improved if curricular and co-curricular activities complement one another and serve the institution's learning outcomes, mission, and values.

Personal connection to the campus. Students' learning can be enhanced if they feel they are valued members of the campus community.

Kuh (2000) stated that understanding the effects of campus environments on students should be of importance to student affairs practitioners. The impact of college environments on students is dependent on institutional characteristics and cultures. Student affairs professionals can provide better services and programs for students if they can first understand how the college environment can "promote or inhibit students' engagement with learning and personal development opportunities" (p. 52). In the context of political identity development, student affairs practitioners can become familiar with research on college environments and how students' attitudes and values can be influenced by the college experience.

Research on College Environments

The college environment has been shown to have an effect on students' development. Carter and McClellan (2000) noted that,

> Not only does the collegiate environment account for the experience of the student, but the student also brings a set of experiences and expectations that they use to interpret their environment. The student also becomes part of the environment, thus influencing the experiences of other students. (p. 239)

Early research on the college environment can be traced to Lewin (1936), who explained student behavior as a function of the interaction between the student and the environment. Murray (1938) described the college environment as a combination of the personal characteristics, or needs, of the students and the environmental characteristics, or press, of the institution. Pace and Stern (1958) used this framework to develop their College Characteristics Index model, stating that "college cultures may

be seen as a complex of environmental press which, in turn, may be related to a corresponding complex of personal needs" (p. 269).

Later research highlighted specific aspects of the college environment. Social influences on college environments became a focus for some researchers. Astin and Holland (1961) based their Environmental Assessment Technique on the idea "that a major portion of environmental forces is transmitted through other people" (p. 308). Academic impacts on the college environment were also examined. Gamson (1966) noted that academic programs and departments could influence students' interests and abilities.

Other research focused on comprehensive syntheses of previous studies. Feldman and Newcomb (1969) based their research on the total environment and the many sub-environments that can be found at an institution. Feldman and Newcomb (1969) found that the differences among students upon their initial entrance to an institution were of primary importance in the study of environmental impact. Pascarella and Terenzini (1991, 2005) based their research on several factors, including student change during the college years; change attributable to college attendance; the impact of institutional type on student change; the effects of different experiences on students at the same institution; conditional effects of the environment on student change; and the long-term effects of college.

Changes in Attitudes and Values During College

Astin (1993b) and Pascarella and Terenzini (2005) found that students shifted to a more liberal point of view between their freshman and senior years. Students developed a view of religion that was more personal than dogmatic, and exhibited an

increased tolerance for religious views different from their own (Pascarella & Terenzini, 2005). Astin (1993b) found that students became more cognizant about gender issues and more supportive of equality between genders.

Students' attitudes about racial issues are affected by the college environment. Pascarella and Terenzini (2005) found that students experienced gains in cultural awareness between their freshman and senior years. Students also experienced gains in their acceptance of racial diversity (Pascarella & Terenzini, 2005). Milem (1994) found that students viewed racism as a persistent problem, and that racial understanding should be an important social value.

The value students place on education is influenced by college. Wilder, Midkiff, Dunkerly, and Skelton (1996) found a statistically significant change in students' educational values between their freshman and senior years. Pascarella and Terenzini (2005) noted that students came to value the intrinsic rewards of education over the future monetary gains that are associated with college completion. Astin (1993b) found that seniors viewed being very well-off financially less important than they did as freshmen.

Students' sociopolitical points of view are affected by the college experience, relating to their overall shift to a liberal point of view during college (Astin, 1993b). Pascarella and Terenzini (2005) noted a statistically significant increase in students' likelihood to vote in elections between their freshman and senior years. Ingels, Curtin, Kaufman, Alt, & Chen (2002) found that students showed increases in their levels of political participation through campaign work and communication with elected officials after being exposed to the college environment.

Assessing the College Environment

Many methods for assessing the college environment exist. Centra (1972) outlined a typology for these different forms of assessment. The categories are:

Perceptual assessments. These assessments measure students' perceptions of institutional values and activities.

Student self-reports. These assessments utilize students' self-reported information about their demographic characteristics, involvement in campus activities, and personal goals.

Objective institutional data. These assessments rely on data reported by institutions, such as enrollment, average standardized test scores, and student-faculty ratios.

There are several instruments that have been used by student affairs professionals to measure the effects of the college environment on students. The following instruments have been commonly used and have been shown to be reliable and valid (Keating, 1974):

College Characteristics Index. Developed by Pace and Stern (1958), the College Characteristics Index measures the impact of the college environment on the dimensions of personal needs and environmental press. The instrument asks students to give true/false responses to a series of 300 statements. The responses are then associated with 30 variables relating to characteristics such as achievement, deference, dominance, energy, impulsiveness, order, pragmatism, and understanding.

College and University Environment Scales. Pace (1969) developed the College and University Environment Scales, or CUES, to measure students' perceptions of

institutional factors. The instrument asks students to give true/false responses to a series of 160 statements. The responses are then associated with 7 variables relating to practicality, community, awareness, propriety, scholarship, campus morale, quality of teaching and faculty-student relationships.

Environmental Assessment Technique. Astin and Holland (1961) developed the Environmental Assessment Technique, or EAT, to measure 8 variables of a college environment. These variables include institution size; intelligence of the student body; students' realistic orientation; students' intellectual orientation; students' social orientation; students' conventional orientation; students' enterprising orientation; and students' artistic orientation. Data for this instrument can be collected by using information published elsewhere by an institution.

Survey of Student Opinions. Developed by the American College Testing Program (2009), the Survey of Student Opinions measures students' perceptions of their institution's environment. Students are asked to rate the importance of and their satisfaction with the institution's programs and services. In addition to the instrument's standard questions, schools have the option to include up to 30 institution-specific questions.

This study used data about students' pre-college characteristics, or inputs, relating to their political identity. Student affairs professionals can use the results of this study to develop political education components to programming efforts that contribute to the college environment. This is addressed further in Chapter 5.

Citizenship as a College Outcome

Students' moral development is often cited as a key college outcome (Erwin, 1990). Students' citizenship development is another outcome that results from experiencing the college environment. Political identity and political engagement can be considered desirable college outcomes related to citizenship development. Understanding the nature of citizenship development provides a theoretical and programmatic context for student affairs practitioners as they develop learning opportunities for students.

Citizenship Development

Modern higher education's role in developing students' citizenship skills can be traced to the nineteenth century (Sax, 2004). Morse (1989) noted "early American colleges considered responsible citizenship part of their mission as they developed learned gentlemen capable of providing informed leadership for the new country" (p. 1). The prevalence of citizenship education decreased in the late nineteenth century as institutions responded to society's shift toward industrialization, but returned to the forefront in the early twentieth century as part of institutions' focus on general education (Morse, 1989; Sax, 2004).

A prominent advocate of citizenship education in higher education was John Dewey (Lucas, 2006). Although his works were first published in the late 1800s, Dewey's views on ethics instruction and societal concerns are important components of modern citizenship development education (Jacoby, 1996; Eyler & Giles, 1999; Schoenfeld, 2004). As Ehrlich (1999) stated,

> It is Dewey's vision of education in the service of a democratic society that informs … civic education; a vision of an education that prepares students to develop and enter interactive, collaborative societies in which the process of deciding how to solve a problem is understood to be as important as acting to solve the problem itself. (p. 246)

Morse (1989) noted that institutions have both the ability and the responsibility to define the concept of responsible citizenship. Institutions can do this effectively by assessing the campus environment in order to decide how best to incorporate citizenship education into the curriculum (Morse, 1989). Some areas in which institutions can implement citizenship education include:

1. Academic programs focused on cultural traditions and classical education.
2. Community-based experiential education programs, such as service-learning courses.
3. Leadership development programs with a focus on the ethics of personal leadership.
4. Citizenship components to general education curricula.
5. Educational programs with a focus on the ethics of community or public leadership.
6. Other programs, such as study abroad or professional education, that focus on global perspectives of citizenship.

These citizenship development programs are similar to the curricular and co-curricular character, or political, education programs recommended by researchers such as Boyte (1993) and Dalton (1997). Many programs of this nature could be facilitated or

implemented by student affairs divisions, as suggested by King's (1997) recommendations for values-based character and political development programming.

Political Components of Citizenship Development

Dudley and Gitelson (2002) noted the relationship between political education and citizenship development, stating "political knowledge is a necessary precondition to civic engagement" (p. 178). Hollander and Longo (2008) found that today's college students are actually eager to learn more about politics and participate in activities associated with citizenship development. This presents a fruitful opportunity for institutions to develop programs that resonate with students' desire to learn about political participation. As Hollander and Longo (2008) stated,

> Students are not apathetic, but colleges and universities need to do more to tap into their interest in a different kind of politics by developing more opportunities for students to create a public life that is more open, participatory, relational, and inclusive. (p. 1)

Political development programs can be implemented in a variety of ways. Kiesa et al. (2007) noted that students find value in political dialogue and debate "that is serious and authentic, involves diverse views, but is free of manipulation and 'spin'" (p. 32). Academic departments and student affairs units could assess the political interests of students and create discussion groups and other programs that engage the students in meaningful, thoughtful conversations about the issues (Hollander and Longo, 2008).

Dudley and Gitelson (2002) pointed to service-learning as another way to connect political development to citizenship development. Eyler and Giles (1999) noted that social awareness and responsibility are key tenets of service-learning, as students

learn about social concerns and problems through their service experiences, and often develop a sense of responsibility and a call to action to solve those problems. Schoenfeld (2004) cited service-learning's emphasis on critical thinking and reflection as ways for students to learn skills that can be transferred to various areas of their lives. Students assess themselves by determining their personal skills and interests, and also assess the service project and criteria for success; at the end of the service experience, students reflect on the impact their participation had on themselves and on the community. Service-learning activities can help students learn about social and political issues, and can also help them think critically about their personal beliefs and values regarding those issues (Dudley and Gitelson, 2002).

The institutionalization of political education and citizenship development activities is paramount to the success of these programs (Hollander & Longo, 2008). Sufficient resources and support for political development activities sends the message that an institution values educating its students to be active, well informed participants within their society once they graduate. Colby, Beaumont, Ehrlich, and Corngold (2007) underscored the importance of institutional support, stating,

> Colleges and universities do not have to sacrifice attention to other important goals of academic learning to increase student political engagement, since high-quality education for political understanding and engagement does not conflict with those goals. (p. 3)

Academic affairs units and student affairs units can work together to generate the institutional support needed for political development activities (Hollander and Longo,

2008). Colby et al. (2007) noted the benefit of garnering this support: students' gains in political knowledge, motivation, and identity result from participation in these programs.

Theoretical Framework

The theoretical framework for this study is Astin's (1993) input-environment-output, or I-E-O, model. This model was developed by Astin (1993a) as a way to assess the following elements in a higher education setting:

1. Inputs, or the students' characteristics at the point of their initial entry into an educational experience.

2. Environment, or the programs, policies, and people to which students are exposed during their educational experiences.

3. Outputs, or the students' characteristics after being exposed to the collegiate experience.

In the context of this study, the elements of the I-E-O model are represented as follows:

1. Inputs refer to the students' pre-college characteristics as indicated on the Freshman Survey, which include demographic, academic, attitude, behavioral, and familial factors that the students possess as they enter the institution. These serve as independent variables of this study. The data used in this study relates solely to the input element.

2. Environment refers to the political development programs and opportunities student affairs professionals can create for students based on the results of this study.

3. Outputs refer to the students' characteristics after they have experienced the political development programs and opportunities.

Since the Freshman Survey measures students' pre-college demographic, academic, attitude, behavioral, and familial characteristics, only the input element is represented in the data. The environment and output elements are not represented in the data used for this study, but the findings may emphasize considerations and opportunities related to these elements that can assist student affairs professionals with program development. Therefore, the environment and output elements are discussed in Chapter 5.

Summary

The majority of research regarding political identity exists in the fields of political science and social psychology, while very little exists in the student development literature. Some student development-oriented research about political engagement has been conducted, but students' political identity has not been fully explored. This study contributes to the research on political identity in the context of student development.

By contrast, research on the Millennial Generation is prevalent in the student development literature. Studies on the demographic characteristics, habits, beliefs, and trends of Millennials have been conducted for more than a decade. Such research has been applied in many student affairs areas, such as career development, new student orientation, residence life, service-learning, and leadership development. Since Millennials comprise the population of this study, the results add insight to the political characteristics of this generation with whom student affairs professionals work.

Research on values-based civic education and moral development is also well represented in the student development literature. Moral development theory has long directed character education activities in student affairs practice. As civic engagement

and political participation increase within the college population, their impact on students' development of moral reasoning skills should be reflected in future research.

The effects of campus environments on students are important to student affairs practice. Student affairs professionals can provide better services and programs for students if they can first understand how the college environment can elicit changes in students' attitudes and values. Although the data collected for this study will not directly relate to the college environment, the results may be used when considering future program development.

The development of citizenship skills is an outcome, or output, that results from students' experiences in the college environment. Political identity and future political engagement are outputs related to citizenship development that researchers have found to be important institutional learning objectives. While the data collected for this study relate to students' pre-college characteristics, the emphasis on citizenship and political engagement during college will persist in this increasingly global society. Therefore, there is an opportunity for academic affairs units and student affairs units to work together to create political development activities that will benefit students. The results of this study can serve as a springboard for the planning and implementation of such programs.

CHAPTER 3

PROCEDURES FOR THE COLLECTION AND ANALYSIS OF DATA

The following sections outline the research design, the sampling technique used in this study, the instrument used to collect the data, and the statistical procedures used to analyze the research questions.

Design

The study design was correlational (Gall, Gall, & Borg, 2003) regarding the relationship of the demographic, academic, attitude, behavioral, and familial factors to the dependent variable of the students' political views. Secondary self-reported data collected from the 2008 administration of the Cooperative Institutional Research Program (CIRP) Freshman Survey were used.

Sample

The sample was drawn from the population of incoming first-year students (N = 3,558) who participated in the 2008 administration of the CIRP Freshman Survey at two public institutions in Texas. For this study, the recommended effect size of $r = 0.2$ for a small effect was used (Maxwell & Delaney, 2004). With a power of 0.7 and $\alpha = 0.05$, the minimum total sample size was 616 (Gall, Gall, & Borg, 2003). A random sample of 1,000 students was taken from the available data (Hinkle, Wiersma, & Jurs, 2003).

Instrument

The Cooperative Institutional Research Program (CIRP) Freshman Survey was the instrument used in this study. The Freshman Survey was developed in 1966 by the American Council on Education, and has been administered by the Higher Education Research Institute (HERI) at the University of California, Los Angeles, since 1973

(Astin, 1993). The Freshman Survey is a 40-item instrument that measures the characteristics of incoming first-year students, such as their demographic characteristics, the behaviors they established in high school, their levels of academic preparedness, the decisions that influenced their choice of college, their expectations of the college experience, their previous interactions with peers and faculty, their attitudes and aspirations, and their financial concerns regarding college (HERI, 2009). Participating institutions have the option to include an additional 20 items at the end of the instrument to collect institution-specific data (HERI).

HERI (2006) reports that the Freshman Survey instrument is reliable and valid. A majority of the questions on the instrument have been shown to yield consistent, stable results over the years it has been administered (HERI, 2006). Sampling error is minimized due to the large number of institutions that are repeat participants; also, HERI stratifies and weights the data by gender and by institutional type (HERI, 2006). Luo and Jamieson-Drake (2005) reported the following reliability coefficients for the Freshman Survey:

1. Items indicating interest in political concerns: $\alpha = 0.79$
2. Items indicating self-confidence: $\alpha = 0.79$
3. Items indicating artistic ability: $\alpha = 0.73$
4. Items indicating academic achievement: $\alpha = 0.62$
5. Items indicating career success: $\alpha = 0.69$
6. Items indicating hedonistic behavior: $\alpha = 0.64$
7. Items indicating interest in social concerns: $\alpha = 0.64$
8. Items indicating a lack of commitment to higher education: $\alpha = 0.50$

Variables Derived From the Instrument

To provide a way to organize the independent variables, a typology was developed to group the variables based on the subject matter of each question on the survey (see Table 1). The typology identified five categories into which the questions and their corresponding independent variables were classified. The variables within each factor were treated as the independent variables for this study. A full list of the categories, survey questions, corresponding independent variables, and response options is included in Appendix A. Demographic characteristics were represented as frequencies to provide information about the sample.

The independent variables for this study were organized into five categories: demographic, academic, attitude, behavioral, and familial. The demographic category contained 9 independent variables. The academic category contained 9 independent variables. The attitude category contained 42 independent variables. The behavioral category contained 37 independent variables. The familial category contained 7 independent variables. The dependent variable for this study was the students' political identity, characterized as far right, conservative, middle-of-the-road, liberal, or far left.

Table 1

Categories and Corresponding Survey Questions

Factor	Corresponding Survey Questions	Variable/Response Type
Demographic	1: Your sex	Categorical
	2: How old will you be on December 31 of this year?	Ordinal
	3: Is English your native language?	Categorical
	5: Are you enrolled (or enrolling) as a part-time student or full-time student?	Categorical
	16: Citizenship status	Categorical
	21: Do you have a disability?	Categorical
	23: What is your best estimate of your parents' total income last year?	Categorical
	25: Current religious preference of student	Categorical
	35: Are you (race)	Categorical
Academic	7: What was your average grade in high school?	Ordinal
	9: From what kind of high school did you graduate?	Categorical
	11: Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution?	Categorical
	19: What is the highest academic degree that you intend to obtain? (two variables)	Ordinal
	20: What was the racial composition of the high school you last attended and the neighborhood where you grew up?	Categorical
	31: Student's probable occupation	Categorical
	37: Student's probable major	Categorical
Attitude	33: Student opinion statements	Ordinal
	38: Indicate the importance to you personally of (goal statements)	Ordinal
Behavioral	26: Indicate which activities you did during the past year	Ordinal
	30: How often in the past year did you?	Ordinal
Familial	17: Are your parents (marital status)	Categorical
	25: Current religious preference of father and mother	Categorical
	29: What is the highest level of formal education obtained by your parents?	Ordinal
	31: Career or occupation of father and mother	Categorical

Procedures

HERI (2009) collected the data used in this analysis between March 2008 and October 2008. Participating institutions were asked to return completed surveys to the HERI processing center by late September 2008 in order to receive an expedited report of results. Participating institutions submitted their completed surveys to the HERI processing center by the middle of October 2008 and had their campus' results included in HERI's annual report of national norms (HERI, 2009).

Four public institutions in Texas participated in the 2008 administration of the CIRP Freshman Survey. These institutions were contacted between September 2009 and October 2009 to earn permission to use their raw data for this study. Of the four institutions, two granted permission and supplied their raw data.

Institutional Review Board Permission Procedures

Application for permission to conduct this study was made to the Institutional Review Board (IRB) at the University of North Texas in the summer of 2009. Since this study utilized secondary data, exemption from further review was granted. Personally identifiable data were not included in the datasets, so exemption from the informed consent requirement was granted. The online training course administered by the National Institutes of Health, *Protecting Human Research Participants,* was completed in March 2009. The completion certificate was submitted as an addendum to the application as required by the IRB.

Data Analysis

The data were analyzed using PASW version 18.0. Demographic characteristics were represented as frequencies to provide information about the sample. The demographic indicators for this study were gender, age, college enrollment status, citizenship status, disability status, estimated family income, current religious preference, and race. Response frequencies for the dependent variable of students' political identity were calculated.

ANOVA main effects for each of the independent variables contained within each of the five factors were calculated. Statistical significance was a priori determined as being below $\alpha = .05$ (Hinkle et al, 2003). Cross tabulations for each statistically significant ANOVA were used for post hoc analysis. The phi and Cramer's *v* values of each statistically significant ANOVA were calculated to determine the strength of the association, or the effect size, between the independent variables and the dependent variable (Healey, 2008). Phi and Cramer's *v* values between 0.00 and 0.10 are considered to have a small effect size; values between 0.11 and 0.30 are said to have a medium effect size, and values greater than 0.30 are considered to have a large effect size (Steele, 2006).

CHAPTER 4

PRESENTATION OF THE DATA

The purpose of this study was to investigate the pre-college demographic, academic, attitude, behavioral, and familial factors that may relate to students' self-reported political identities. The dependent variable was characterized as far right, conservative, middle-of-the-road, liberal, or far left. The demographic factor category contained 9 independent variables. The academic factor category contained 9 independent variables. The attitude factor category contained 42 independent variables. The behavioral factor category contained 37 independent variables. The familial factor category contained 7 independent variables.

The demographic factor category included variables for the students' gender, age, English-speaking status, enrollment status, citizenship status, disability status, family income, religious preference, and race. The academic factor category included variables for the students' high school grade point average, the type of high school from which they graduated, previous enrollment status, degree aspirations, racial composition of the high school from which they graduated, racial composition of the neighborhood in which they grew up, probable major, and probable career choice. The attitude factor category included variables measuring whether students agreed or disagreed with a series of opinion statements and personal goal statements. The behavioral factor category included variables measuring the frequency with which the students engaged in a series of personal and school-related activities within the past year as well as the frequency with which the students utilized critical thinking skills within the past year. The familial factor category included variables for the parents'

marital status, the religious preferences of both parents, the highest level of formal education obtained by both parents, and the occupations of both parents.

A random sample of 1,000 students was retrieved from the available data (N = 3,558). Demographic data were reported as frequencies. ANOVA main effects for the independent variables contained within each factor are provided in a series of tables. Statistical significance was a priori determined as being below $\alpha = .05$. Cross tabulations for each statistically significant ANOVA were used for post hoc analysis.

Demographic Data for the Sample

The demographic indicators for this study were gender, age, college enrollment status, citizenship status, disability status, estimated family income, current religious preference, and race. The first demographic indicator for this study was gender. Males composed 47.2% of the sample, and 52.6% identified themselves as female. Only two students (0.2%) did not respond to this question. Table 2 provides a summary of the gender breakdown.

Table 2

Sample Response Summary by Gender

Gender	Frequency	Percent
Male	472	47.2
Female	526	52.6
No Response	2	0.2
Total	1,000	100.0

For age, 16 students (1.6%) reported their age as 17 years at the time they took the survey. The majority of the 622 students (62.2%) indicated their age as 18 years, while 306 students (30.6%) reported their age as 19 years, and 24 students (2.4%) reported their age as 20 years at the time they took the survey. Just 32 students (3.2%) indicated their age as over 21 years, and one student (0.1%) did not respond to this question. Table 3 shows the sample's ages.

Table 3

Sample Response Summary by Age

Age in Years	Frequency	Percent
17	16	1.6
18	622	62.2
19	306	30.6
20	24	2.4
21-24	26	2.6
25-29	4	0.4
30-39	1	0.1
No Response	1	0.1
Total	1,000	100.0

For college enrollment status, 18 students (1.8%) indicated the intention to enroll on a part-time basis. 979 students (97.9%) indicated the intention to enroll on a full-time basis, and three students (0.3%) did not respond to this question. Table 4 explains enrollment status.

Table 4

Sample Response Summary by College Enrollment Status

Enrollment	Frequency	Percent
Part-Time	18	1.8
Full-Time	979	97.9
No Response	3	0.3
Total	1,000	100.0

The next demographic indicator for this study was citizenship status. United States citizens composed 97.1% of the sample. Another 12 students (1.2%) reported their citizenship status as permanent residents with green cards, but 15 students (1.5%) indicated they are neither United States citizens nor permanent residents. Two students (0.2%) did not respond to this question. Table 5 addresses citizenship status.

Table 5

Sample Response Summary by Citizenship Status

Citizen Status	Frequency	Percent
U.S. Citizen	971	97.1
Permanent Resident (Green Card)	12	1.2
Neither	15	1.5
No Response	2	0.2
Total	1,000	100.0

The fifth demographic indicator for this study is disability status, for which 933 students (93.3%) reported they do not have a physical nor a learning disability. Four students (0.4%) indicated they have a hearing disability. One student (0.1%) reported having a speech disability. Three students (0.3%) indicated they have an orthopedic disability. Just 26 students (2.6%) reported they have a learning disability, while 13 students (1.3%) indicated they are partially sighted or blind. Seven students (0.7%) reported having a health-related disability. Ten students (1.0%) indicated they have another disability for which there was no response option, and three students (0.3%) did not respond to this question. Table 6 summarizes disability status.

Table 6

Sample Response Summary by Disability Status

Disability Status	Frequency	Percent
None	933	93.3
Hearing	4	0.4
Speech	1	0.1
Orthopedic	3	0.3
Learning Disability	26	2.6
Partially Sighted or Blind	13	1.3
Health-Related	7	0.7
Other	10	1.0
No Response	3	0.3
Total	1,000	100.0

The next demographic indicator for this study is estimated family income, for which only 3.2% of the students reported their estimated family income as less than $10,000 per year and only 3.3% indicated their estimated family income as between $10,000 to $14,999 per year. Another 2.9% reported their estimated family income as between $15,000 to $19,999 per year, while 4.5% indicated their estimated family income as between $20,000 to $24,999 per year. For 28 students (2.8%), their estimated family income was between $25,000 to $29,999 per year. Another 7.2% indicated their estimated family income as between $30,000 to $39,999 per year, and 8.6% reported their estimated family income as between $40,000 to $49,999 per year. For 85 students (8.5%), their estimated family income was between $50,000 to $59,999 per year, and for 98 students (9.8%), their estimated family income was between $60,000 to $74,999 per year. Another 14.9% indicated their estimated family income as between $75,000 to $99,999 per year, and 14.6% reported their estimated family income as between $100,000 to $149,999 per year. For 57 students (5.7%), their estimated family income was between $150,000 to $199,999 per year, and for 28 students (2.8%), their estimated family income was between $200,000 to $249,999 per year. Finally, 48 students (4.8%) indicated their estimated family income as $250,000 or more, and 64 students (6.4%) did not respond to this question. Table 7 details the income categories reported by the students completing the survey.

Table 7

Sample Response Summary by Estimated Family Income

Income	Frequency	Percent
Less than $10,000	32	3.2
$10,000 to 14,999	33	3.3
$15,000 to 19,999	29	2.9
$20,000 to 24,999	45	4.5
$25,000 to 29,999	28	2.8
$30,000 to 39,999	72	7.2
$40,000 to 49,999	86	8.6
$50,000 to 59,999	85	8.5
$60,000 to 74,999	98	9.8
$75,000 to 99,999	149	14.9
$100,000 to 149,999	146	14.6
$150,000 to 199,999	57	5.7
$200,000 to 249,999	28	2.8
$250,000 or more	48	4.8
No Response	64	6.4
Total	1,000	100.0

The seventh demographic indicator for this study was students' current religious preference. Baptist students comprised 19.2% of the sample (192 students), while 1.2% (12 students) indicated their religious preference as Buddhist and 5.1% (51 students) reported their religious preference as Church of Christ. Eastern Orthodox students represented just 0.1% (one student) of the sample; 0.9% (9 students) reported their religious preference as Episcopalian, and 0.1% (one student) indicated their religious preference as Hindu. Only 0.2% (two students) reported their religious preference as

Jewish, and 0.4% (four students) indicated their religious preference as Mormon. Lutheran students comprised 2.7% (27 students) of the sample, while 6.3% (63 students) indicated their religious preference as Methodist. Just 0.7% (7 students) reported their religious preference as Muslim, and 1.9% (19 students) indicated their religious preference as Presbyterian. Roman Catholics represented the largest percentage of the sample at 21.8% (218 students). Only 0.3% (3 students) indicated their religious preference as Seventh Day Adventist, and 0.5% (5 students) reported their religious preference as United Church of Christ/Congregational. Finally, 15.2% (152 students) indicated their religious preference as another Christian denomination for which there was no response option, 3.6% (36 students) indicated their religious preference as another denomination for which there was no response option, and 16.7% (167 students) indicated they have no religious preference. Only 3.1% (31 students) did not respond to this question. Table 8 summarizes the students' current religious preferences.

Table 8

Sample Response Summary by Current Religious Preference

Response	Frequency	Percent
Baptist	192	19.2
Buddhist	12	1.2
Church of Christ	51	5.1
Eastern Orthodox	1	.1
Episcopalian	9	.9
Hindu	1	.1
Jewish	2	.2
LDS (Mormon)	4	.4
Lutheran	27	2.7
Methodist	63	6.3
Muslim	7	.7
Presbyterian	19	1.9
Roman Catholic	218	21.8
Seventh Day Adventist	3	.3
United Church of Christ/Congregational	5	.5
Other Christian	152	15.2
Other Religion	36	3.6
No Preference	167	16.7
No Response	31	3.1
Total	1,000	100.0

The final demographic indicator for this study was race, for which 547 students (54.7%) identified as White/Caucasian. Another 78 students (7.8%) identified as African American/Black, while only 3 students (0.3%) identified as American Indian/Alaska Native and 28 students (2.8%) identified as Asian American/Asian. Just 2 students (0.2%) identified as Native Hawaiian/Pacific Islander. Another 147 students (14.7%) identified as Mexican American/Chicano, while 9 students (0.9%) identified as Puerto Rican and 39 students (3.9%) identified as Other Latino. Just 36 students (3.6%) identified as Other, and 98 students (9.8%) identified as Mixed Race. Only 13 students (1.3%) did not respond. Table 9 details race.

Table 9

Sample Response Summary by Race

Response	Frequency	Percent
White/Caucasian	547	54.7
African American/Black	78	7.8
American Indian/Alaska Native	3	0.3
Asian American/Asian	28	2.8
Native Hawaiian/Pacific Islander	2	0.2
Mexican American/Chicano	147	14.7
Puerto Rican	9	0.9
Other Latino	39	3.9
Other	36	3.6
Mixed Race	98	9.8
No Response	13	1.3
Total	1,000	100.0

Response Frequencies for the Dependent Variable

The dependent variable for this study was students' political identity, which was characterized as far right, conservative, middle-of-the-road, liberal, or far left. Only 19 students (1.9%) identified as far right, while 200 students (20.0%) identified as conservative. The largest proportion, 432 students (43.2%), identified as middle-of-the-road. Finally, 274 students (27.4%) identified as liberal, and 30 students (3.0%) identified as far left. Just 45 students (4.5%) did not respond. Table 10 summarizes the response frequencies for the political identity dependent variable.

Table 10

Response Frequencies for the Dependent Variable of Political Identity

Political Identity	Frequency	Percent
Far Right	19	1.9
Conservative	200	20.0
Middle-of-the-Road	432	43.2
Liberal	274	27.4
Far Left	30	3.0
No Response	45	4.5
Total	1,000	100.0

Results for the Research Questions

Results for Demographic Factors

The first research question for this study is, "Which demographic independent variables have a statistically significant relationship to the dependent variable of

students' political identity?" ANOVA main effects for the nine independent variables contained within the demographic factor category were calculated. Statistical significance required the $p < .05$ level. A post-hoc analysis using cross tabulations was performed for each of the statistically significant ANOVA tables. The phi and Cramer's *v* values for each of the statistically significant independent variables were also calculated as part of each cross tabulation analysis.

Of the independent variables in this category, five had a statistically significant relationship to the dependent variable: native English-speaking status ($p = .047$); enrollment status ($p = .004$); citizenship status ($p = .028$); the student's current religious preference ($p = .0001$), and race ($p = .0001$). Four independent variables in the demographic factors category did not have a statistically significant relationship to the dependent variable. Table 11 provides all the *p*-values for this set of ANOVAs. The specific results for each cross tabulation for the demographic variables are presented in Appendix B.

Table 11

ANOVA Main Effects for Demographic Factors and Political View Dependent Variable

Independent Variable	*p*
Your sex	.105
How old will you be on December 31 of this year?	.965
Is English your native language?	.047*
Are you enrolled (or enrolling) as a part-time student or full-time student?	.004*
Citizenship status	.028*
Do you have a disability?	.462
What is your best estimate of your parents' total income last year?	.322
Current religious preference of student	.0001*
Are you (race)	.0001*

Note. * $p < .05$

Native English-speaking status. Native English-speaking status yielded a statistically significant ANOVA result ($p = .047$). The phi and Cramer's *v* values both equaled 0.086. Of those students who indicated they were native English speakers, 2.0% identified as far right, 21.6% identified as conservative, 44.8% identified as middle-of-the-road, 28.5% identified as liberal, and 3.0% identified as far left. Of those students who indicated they were not native English speakers, 1.6% identified as far right, 8.1% identified as conservative, 53.2% identified as middle-of-the-road, 32.3% identified as liberal, and 4.8% identified as far left. See Appendix B, Table B.1.

Of those students who identified as far right, 94.7% were native English speakers, and 5.3% were not. Of those students who identified as conservative, 97.5% were native English speakers, and 2.5% were not. Of those students who identified as middle-of-the-road, 92.3% were native English speakers, and 7.7% were not. Of those students who identified as liberal, 92.7% were native English speakers, and 7.3% were not. Of those students who identified as far left, 90.0% were native English speakers, and 10.0% were not. See Appendix B, Table B.2.

Enrollment status. Enrollment status had a statistically significant result (p = .004). The phi and Cramer's v values both equaled 0.137. Of those students who indicated they were enrolling part-time, 5.6% identified as far right, 0.0% identified as conservative, 33.3% identified as middle-of-the-road, 44.4% identified as liberal, and 16.7% identified as far left. Of those students who indicated they were enrolling full-time, 1.8% identified as far right, 21.3% identified as conservative, 45.6% identified as middle-of-the-road, 28.4% identified as liberal, and 2.9% identified as far left. See Appendix B, Table B.3.

Of those students who identified as far right, 5.6% intended to enroll part-time, and 94.4% intended to enroll full-time. Of those students who identified as conservative, 0.0% intended to enroll part-time, and 100.0% intended to enroll full-time. Of those students who identified as middle-of-the-road, 1.4% intended to enroll part-time, and 98.6% intended to enroll full-time. Of those students who identified as liberal, 2.9% intended to enroll part-time, and 97.1% intended to enroll full-time. Of those students who identified as far left, 10.0% intended to enroll part-time, and 90.0% intended to enroll full-time. See Appendix B, Table B.4.

Citizenship status. Citizenship status yielded a statistically significant result (p = .028). The phi value was 0.117 and the Cramer's v values was 0.083. Of those students who indicated they were United States citizens, 1.9% identified as far right, 21.3% identified as conservative, 45.6% identified as middle-of-the-road, 28.0% identified as liberal, and 3.1% identified as far left. Of those students who indicated they were permanent residents of the United States, 8.3% identified as far right, 8.3% identified as conservative, 33.3% identified as middle-of-the-road, 50.0% identified as liberal, and 0.0% identified as far left. Of those students who indicated they were neither citizens nor permanent residents of the United States, 0.0% identified as far right, 0.0% identified as conservative, 38.5% identified as middle-of-the-road, 53.8% identified as liberal, and 7.7% identified as far left. See Appendix B, Table B.5.

Of those students who identified as far right, 94.7% were United States citizens, 5.3% were permanent residents, and 0.0% were neither citizens nor permanent residents. Of those students who identified as conservative, 99.5% were United States citizens, 0.5% were permanent residents, and 0.0% were neither citizens nor permanent residents. Of those students who identified as middle-of-the-road, 97.9% were United States citizens, 0.9% were permanent residents, and 1.2% were neither citizens nor permanent residents. Of those students who identified as liberal, 95.2% were United States citizens, 2.2% were permanent residents, and 2.6% were neither citizens nor permanent residents. Of those students who identified as far left, 96.7% were United States citizens, 0.0% were permanent residents, and 3.3% were neither citizens nor permanent residents. See Appendix B, Table B.6.

Student's current religious preference. Religious preference had a statistically significant result of $p = .0001$. The phi value was 0.189 and the Cramer's v value was 0.210. Of those students who indicated they were Baptist, 1.6% identified as far right, 34.4% identified as conservative, 45.7% identified as middle-of-the-road, 17.2% identified as liberal, and 1.1% identified as far left. Of those students who indicated they were Buddhist, 0.0% identified as far right, 8.3% identified as conservative, 25.0% identified as middle-of-the-road, 58.3% identified as liberal, and 8.3% identified as far left. Of those students who indicated they were Church of Christ, 6.3% identified as far right, 22.9% identified as conservative, 54.2% identified as middle-of-the-road, 14.6% identified as liberal, and 2.1% identified as far left. Of those students who indicated they were Eastern Orthodox, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those students who indicated they were Episcopalian, none identified as far right, conservative, or far left; 44.4% identified as middle-of-the-road and 55.6% identified as liberal. Of those students who indicated they were Hindu, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those students who indicated they were Jewish, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those students who indicated they were Mormon, none identified as far right or far left; 25.0% identified as conservative, 50.0% identified as middle-of-the-road, and 25.0% identified as liberal. Of those students who indicated they were Lutheran, 0.0% identified as far right, 22.2% identified as conservative, 59.3% identified as middle-of-the-road, 14.8% identified as liberal, and 3.7% identified as far left. Of those students who indicated they were Methodist, 4.8% identified as far right, 33.9% identified as

conservative, 41.9% identified as middle-of-the-road, 19.4% identified as liberal, and 0.0% identified as far left. Of those students who indicated they were Muslim, none identified as far right, conservative, or far left; 57.1% identified as middle-of-the-road and 42.9% identified as liberal. Of those students who indicated they were Presbyterian, none identified as far right or far left; 21.1% identified as conservative, 52.6% identified as middle-of-the-road, and 26.3% identified as liberal. Of those students who indicated they were Roman Catholic, 1.4% identified as far right, 20.3% identified as conservative, 49.3% identified as middle-of-the-road, 26.1% identified as liberal, and 2.9% identified as far left. Of those students who indicated they were Seventh Day Adventist, none identified as far right, conservative, or far left; 33.3% identified as middle-of-the-road and 66.7% identified as liberal. Of those students who indicated they were United Church of Christ/Congregational, none identified as far right, conservative, or far left; 40.0% identified as middle-of-the-road and 60.0% identified as liberal. Of those students who indicated they were of another Christian denomination for which there was no response option, 2.7% identified as far right, 24.0% identified as conservative, 43.2% identified as middle-of-the-road, 40.0% identified as liberal, and 2.7% identified as far left. Of those students who indicated they were of another religion for which there was no response option, 0.0% identified as far right, 8.6% identified as conservative, 48.6% identified as middle-of-the-road, 40.0% identified as liberal, and 7.0% identified as far left. Of those students who indicated they had no religious preference, 1.9% identified as far right, 6.3% identified as conservative, 38.0% identified as middle-of-the-road, 46.8% identified as liberal, and 7.0% identified as far left. See Appendix B, Table B.7.

Of those students who identified as far right, 15.8% were Baptist, 15.8% were Church of Christ, 15.8% were Methodist, 15.8% were Roman Catholic, 21.1% were of another Christian denomination for which there was no response option, and 15.8% had no religious preference. Of those students who identified as conservative, 32.3% were Baptist, 0.5% were Buddhist, 5.6% were Church of Christ, 0.5% were Mormon, 3.0% were Lutheran, 10.6% were Methodist, 21.2% were Roman Catholic, 17.7% were of another Christian denomination for which there was no response option, 1.5% were of another religion for which there was no response option, and 5.1% had no religious preference. Of those students who identified as middle-of-the-road, 20.2% were Baptist, 0.7% were Buddhist, 6.2% were Church of Christ, 1.0% were Episcopalian, 0.5% were Mormon, 3.8% were Lutheran, 6.2% were Methodist, 1.0% were Muslim, 2.4% were Presbyterian, 24.2% were Roman Catholic, 0.2% were Seventh Day Adventist, 0.5% were United Church of Christ/Congregational, 15.0% were of another Christian denomination for which there was no response option, 4.0% were of another religion for which there was no response option, and 14.3% had no religious preference. Of those students who identified as liberal, 12.0% were Baptist, 2.6% were Buddhist, 2.6% were Church of Christ, 0.4% were Eastern Orthodox, 1.9% were Episcopalian, 0.4% were Hindu, 0.7% were Jewish, 0.4% were Mormon, 1.5% were Lutheran, 4.5% were Methodist, 1.1% were Muslim, 1.9% were Presbyterian, 20.2% were Roman Catholic, 0.7% were Seventh Day Adventist, 1.1% were United Church of Christ/Congregational, 15.0% were of another Christian denomination for which there was no response option, 5.2% were of another religion for which there was no response option, and 27.7% had no religious preference. Of those students who identified as far left, 7.4% were Baptist,

3.7% were Buddhist, 3.7% were Church of Christ, 3.7% were Lutheran, 22.2% were Roman Catholic, 14.8% were of another Christian denomination for which there was no response option, 3.7% were of another religion for which there was no response option, and 40.7% had no religious preference. See Appendix B, Table B.8.

Race. Race yielded a statistically significant result (p = .0001). The phi value was 0.281 and the Cramer's v value was 0.140. Of those students who indicated they were White/Caucasian, 2.1% identified as far right, 26.2% identified as conservative, 45.1% identified as middle-of-the-road, 23.8% identified as liberal, and 2.8% identified as far left. Of those students who indicated they were African American/Black, 1.3% identified as far right, 9.3% identified as conservative, 44.0% identified as middle-of-the-road, 42.7% identified as liberal, and 2.7% identified as far left. Of those students who indicated they were American Indian/Alaska Native, none identified as far right, conservative, liberal, or far left; 100.0% identified as middle-of-the-road. Of those students who indicated they were Asian American/Asian, none identified as far right or far left; 3.6% identified as conservative, 50.0% identified as middle-of-the-road, and 46.4% identified as liberal. Of those students who indicated they were Native Hawaiian/Pacific Islander, 50.0% identified as far right, 50.0% identified as middle-of-the-road, and none identified as conservative, liberal, or far left. Of those students who indicated they were Mexican American/Chicano, 2.1% identified as far right, 20.6% identified as conservative, 41.8% identified as middle-of-the-road, 29.8% identified as liberal, and 5.7% identified as far left. Of those students who indicated they were Puerto Rican, none identified as far right or far left; 11.1% identified as conservative, 66.7% identified as middle-of-the-road, and 22.2% identified as liberal. Of those students who

indicated they were another Latino race for which there was no response option, 2.8% identified as far right, 11.1% identified as conservative, 41.7% identified as middle-of-the-road, 38.9% identified as liberal, and 5.6% identified as far left. Of those students who indicated they were another race for which there was no response option, 3.6% identified as far right, 7.1% identified as conservative, 57.1% identified as middle-of-the-road, 28.6% identified as liberal, and 3.6% identified as far left. Of those students who indicated they were Mixed Race, 1.1% identified as far right, 15.8% identified as conservative, 45.3% identified as middle-of-the-road, 35.8% identified as liberal, and 2.1% identified as far left. See Appendix B, Table B.9.

Of those students who identified as far right, 57.9% were White/Caucasian, 5.3% were African American/Black, 5.3% were Native Hawaiian/Pacific Islander, 15.8% were Mexican American/Chicano, 5.3% were another Latino race for which there was no response option, 5.3% were another race for which there was no response option, and 5.3% were Mixed Race. Of those students who identified as conservative, 70.2% were White/Caucasian, 3.5% were African American/Black, 0.5% were Asian American/Asian, 14.6% were Mexican American/Chicano, 0.5% were Puerto Rican, 2.0% were another Latino race for which there was no response option, 1.0% were another race for which there was no response option, and 7.6% were Mixed Race. Of those students who identified as middle-of-the-road, 55.7% were White/Caucasian, 7.7% were African American/Black, 0.7% were American Indian/Alaska Native, 3.3% were Asian American/Asian, 0.2% were Native Hawaiian/Pacific Islander, 13.8% were Mexican American/Chicano, 1.4% were Puerto Rican, 3.5% were another Latino race for which there was no response option, 3.7% were another race for which there was no

response option, and 10.0% were Mixed Race. Of those students who identified as liberal, 46.5% were White/Caucasian, 11.8% were African American/Black, 4.8% were Asian American/Asian, 15.5% were Mexican American/Chicano, 0.7% were Puerto Rican, 5.2% were another Latino race for which there was no response option, 3.0% were another race for which there was no response option, and 12.5% were Mixed Race. Of those students who identified as far left, 50.0% were White/Caucasian, 6.7% were African American/Black, 26.7% were Mexican American/Chicano, 6.7% were another Latino race for which there was no response option, 3.3% were another race for which there was no response option, and 6.7% were Mixed Race. See Appendix B, Table B.10.

Results for Academic Factors

The second research question for this study is, "Which academic independent variables have a statistically significant relationship to the dependent variable of students' political identity?" ANOVA main effects for the 9 independent variables contained within the academic factor category were calculated. The statistical significance required for each ANOVA was $p < .05$. A post-hoc analysis using cross tabulations was performed for each of the statistically significant ANOVA tables. The phi and Cramer's *v* values for each of the statistically significant independent variables were also calculated as part of each cross tabulation analysis. Of the independent variables in this category, only the variable of student's probable major had a statistically significant relationship to the dependent variable.

Eight independent variables in the academic factors category did not have a statistically significant relationship to the dependent variable. The type of high school

from which the student graduated neared statistical significance (p = .068). Table 12 provides all the p-values for this set of ANOVAs. The specific results for each cross tabulation for the academic variables are presented in Appendix B.

Table 12

ANOVA Main Effects for Academic Factors and the Political View Dependent Variable

Label	Corresponding Survey Question	*p*
HSGPA	What was your average grade in high school?	.083
HSTYPE	From what kind of high school did you graduate?	.068
OTHRCOLL	Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution?	.070
DEGASP08	What is the highest academic degree that you intend to obtain?	.408
HIDEGHRE	What is the highest academic degree that you intend to obtain at this institution?	.287
RACESCHL	What was the racial composition of the high school you last attended?	.636
RACENEIB	What was the racial composition of the neighborhood where you grew up?	.113
MAJOR08	Student's probable major	.001*
CAREER08	Student's probable occupation	.410

*Note. * $p < .05$*

The student's probable major yielded a statistically significant result (p = .001). The phi value was 0.643 and the Cramer's v value was 0.322. The CIRP instrument categorizes majors into ten fields of study. Cross tabulations were computed separately based on the following fields:

1. Arts and Humanities

2. Biological Science

3. Business

4. Education

5. Engineering

6. Physical Science

7. Professional

8. Social Science

9. Technical

10. Other Fields

Arts and humanities. Of those students who intended to major in fine and applied art, 2.0% identified as far right, 14.0% identified as conservative, 42.0% identified as middle-of-the-road, 38.0% identified as liberal, and 4.0% identified as far left. Of those students who intended to major in English language and literature, 0.0% identified as far right, 12.5% identified as conservative, 25.0% identified as middle-of-the-road, 56.3% identified as liberal, and 6.3% identified as far left. Of those students who intended to major in history, 14.3% identified as far right, 14.3% identified as conservative, 57.1% identified as middle-of-the-road, 0.0% identified as liberal, and 14.3% identified as far left. Of those students who intended to major in journalism, 0.0% identified as far right, 9.7% identified as conservative, 35.5% identified as middle-of-the-road, 51.6% identified as liberal, and 3.2% identified as far left. Of those students who intended to major in language and literature, 0.0% identified as far right, 33.3% identified as conservative, 33.3% identified as middle-of-the-road, 33.3% identified as liberal, and 0.0% identified

as far left. Of those students who intended to major in music, 0.0% identified as far right, 20.5% identified as conservative, 28.2% identified as middle-of-the-road, 48.7% identified as liberal, and 2.6% identified as far left. Of those students who intended to major in philosophy, none identified as far right, conservative, or middle-of-the-road; 33.3% identified as liberal and 66.7% identified as far left. Of those students who intended to major in speech, none identified as far right, liberal, or far left; 50.0% identified as conservative and 50.0% identified as middle-of-the-road. Of those students who intended to major in theater or drama, 0.0% identified as far right, 12.5% identified as conservative, 50.0% identified as middle-of-the-road, 37.5% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in another arts and humanities field for which there was no response option, 3.1% identified as far right, 18.8% identified as conservative, 56.3% identified as middle-of-the-road, 15.6% identified as liberal, and 6.3% identified as far left. See Appendix B, Table B.11.

Of those students who identified as far right, 5.9% intended to major in fine and applied art, 5.9% intended to major in history, and 5.9% intended to major in another arts and humanities field for which there was no response option. Of those students to identified as conservative, 3.6% intended to major in fine and applied art, 1.0% intended to major in English language and literature, 0.5% intended to major in history, 1.6% intended to major in journalism, 0.5% intended to major in language and literature, 4.2% intended to major in music, 0.5% intended to major in speech, 0.5% intended to major in theater or drama, and 3.1% intended to major in another arts and humanities field for which there was no response option. Of those students who identified as middle-of-the-road, 5.0% intended to major in fine and applied art, 1.0% intended to major in English

language and literature, 1.0% intended to major in history, 2.6% intended to major in journalism, 0.2% intended to major in language and literature, 2.6% intended to major in music, 0.2% intended to major in speech, 1.0% intended to major in theater or drama, and 4.3% intended to major in another arts and humanities field for which there was no response option. Of those students who identified as liberal, 7.3% intended to major in fine and applied art, 3.4% intended to major in English language and literature, 6.1% intended to major in journalism, 0.4% intended to major in language and literature, 7.3% intended to major in music, 0.4% intended to major in philosophy, 1.1% intended to major in theater or drama, and 1.9% intended to major in another arts and humanities field for which there was no response option. Of those students who identified as far left, 6.9% intended to major in fine and applied art, 3.4% intended to major in English language and literature, 3.4% intended to major in history, 3.4% intended to major in journalism, 3.4% intended to major in music, 6.9% intended to major in philosophy, and 6.9% intended to major in another arts and humanities field for which there was no response option. See Appendix B, Table B.12.

Biological science. Of those students who intended to major in biology, 0.0% identified as far right, 31.7% identified as conservative, 39.0% identified as middle-of-the-road, 26.8% identified as liberal, and 2.4% identified as far left. Of those students who intended to major in biochemistry or biophysics, 0.0% identified as far right, 33.3% identified as conservative, 16.7% identified as middle-of-the-road, 50.0% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in environmental science, none identified as far right, conservative, liberal, or far left; 100.0% identified as middle-of-the-road. Of those students who intended to major in

marine science, none identified as far right, conservative, or far left; 50.0% identified as middle-of-the-road and 50.0% identified as liberal. Of those students who intended to major in microbiology or bacteriology, none identified as far right, conservative, middle-of-the-road, or liberal; 100.0% identified as far left. Of those students who intended to major in zoology, none identified as far right, conservative, or liberal; 50.0% identified as middle-of-the-road and 50.0% identified as far left. Of those students who intended to major in another biological science for which there was no response option, none identified as far right, conservative, liberal, or far left; 100.0% identified as middle-of-the-road. See Appendix B, Table B.13.

Of those students who identified as far right, none intended to major in any of the biological science fields. Of those students who identified as conservative, 6.8% intended to major in biology and 1.0% intended to major in biochemistry or biophysics. Of those students who identified as middle-of-the-road, 3.8% intended to major in biology, 0.2% intended to major in biochemistry or biophysics, 0.5% intended to major in environmental science, 0.2% intended to major in marine science, 0.2% intended to major in zoology, and 1.0% intended to major in another biological science for which there was no response option. Of those students who identified as liberal, 4.2% intended to major in biology, 1.1% intended to major in biochemistry or biophysics, and 0.4% intended to major in marine science. Of those students who identified as far left, 3.4% intended to major in biology, 3.4% intended to major in microbiology or bacteriology, and 3.4% intended to major in zoology. See Appendix B, Table B.14.

Business. Of those students who intended to major in accounting, 5.9% identified as far right, 29.4% identified as conservative, 52.9% identified as middle-of-the-road,

11.8% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in business administration, 4.5% identified as far right, 31.8% identified as conservative, 38.6% identified as middle-of-the-road, 22.7% identified as liberal, and 2.3% identified as far left. Of those students who intended to major in finance, 0.0% identified as far right, 28.6% identified as conservative, 42.9% identified as middle-of-the-road, 21.4% identified as liberal, and 7.1% identified as far left. Of those students who intended to major in international business, 0.0% identified as far right, 28.6% identified as conservative, 28.6% identified as middle-of-the-road, 28.6% identified as liberal, and 14.3% identified as far left. Of those students who intended to major in marketing, 6.7% identified as far right, 13.3% identified as conservative, 43.3% identified as middle-of-the-road, 36.7% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in management, 0.0% identified as far right, 10.0% identified as conservative, 66.7% identified as middle-of-the-road, 23.3% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in another business field for which there was no response option, 0.0% identified as far right, 30.0% identified as conservative, 30.0% identified as middle-of-the-road, 30.0% identified as liberal, and 10.0% identified as far left. See Appendix B, Table B.15.

Of those students who identified as far right, 5.9% intended to major in accounting, 11.8% intended to major in business administration, and 11.8% intended to major in marketing. Of those students who identified as conservative, 2.6% intended to major in accounting, 7.3% intended to major in business administration, 2.1% intended to major in finance, 1.0% intended to major in international business, 2.1% intended to major in marketing, 1.6% intended to major in management, and 1.6% intended to

major in another business field for which there was no response option. Of those students who identified as middle-of-the-road, 2.2% intended to major in accounting, 4.1% intended to major in business administration, 1.4% intended to major in finance, 0.5% intended to major in international business, 3.1% intended to major in marketing, 4.8% intended to major in management, and 0.7% intended to major in another business field for which there was no response option. Of those students who identified as liberal, 0.8% intended to major in accounting, 3.8% intended to major in business administration, 1.1% intended to major in finance, 0.8% intended to major in international business, 4.2% intended to major in marketing, 2.7% intended to major in management, and 1.1% intended to major in another business field for which there was no response option. Of those students who identified as far left, 3.4% intended to major in business administration, 3.4% intended to major in finance, 3.4% intended to major in international business, and 3.4% intended to major in another business field for which there was no response option. See Appendix B, Table B.16.

Education. Of those students who intended to major in business education, none identified as far right, conservative, or far left; 50.0% identified as middle-of-the road and 50.0% identified as liberal. Of those students who intended to major in elementary education, 0.0% identified as far right, 31.8% identified as conservative, 40.9% identified as middle-of-the-road, 22.7% identified as liberal, and 4.5% identified as far left. Of those students who intended to major in music or art education, none identified as far right, liberal, or far left; 55.6% identified as conservative and 44.4% identified as middle-of-the-road. Of those students who intended to major in physical education or recreation, 0.0% identified as far right, 10.0% identified as conservative, 70.0%

identified as middle-of-the-road, 10.0% identified as liberal, and 10.0% identified as far left. Of those students who intended to major in secondary education, 0.0% identified as far right, 14.3% identified as conservative, 42.9% identified as middle-of-the-road, 42.9% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in special education, none identified as far right, middle-of-the-road, liberal, or far left; 100.0% identified as conservative. Of those students who intended to major in another education, field for which there was no response option, none identified as far right, conservative, or far left; 50.0% identified as middle-of-the-road and 50.0% identified as liberal. See Appendix B, Table B.17.

Of those students who identified as far right, none intended to major in any of the education fields. Of those students who identified as far left, 7.3% intended to major in business education, 2.6% intended to major in music or art education, 0.5% intended to major in physical education or recreation, 1.0% intended to major in secondary education, and 0.5% intended to major in special education. Of those students who identified as middle-of-the-road, 0.2% intended to major in business education, 4.3% intended to major in elementary education, 1.0% intended to major in music or art education, 1.7% intended to major in physical education or recreation, 1.4% intended to major in secondary education, and 0.2% intended to major in another education field for which there was no response option. Of those students who identified as liberal, 0.4% intended to major in business education, 3.8% intended to major in elementary education, 0.4% intended to major in physical education or recreation, 2.3% intended to major in secondary education, and 0.4% intended to major in another education field for which there was no response option. Of those students who identified as far left, 6.9%

intended to major in elementary education and 3.4% intended to major in physical education or recreation. See Appendix B, Table B.18.

Engineering. Of those students who intended to major in civil engineering, 0.0% identified as far right, 20.0% identified as conservative, 70.0% identified as middle-of-the-road, 10.0% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in chemical engineering, 0.0% identified as far right, 9.1% identified as conservative, 36.4% identified as middle-of-the-road, 54.5% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in computer engineering, 0.0% identified as far right, 19.0% identified as conservative, 61.9% identified as middle-of-the-road, 19.0% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in electrical or electronic engineering, 0.0% identified as far right, 37.5% identified as conservative, 25.0% identified as middle-of-the-road, 25.0% identified as liberal, and 12.5% identified as far left. Of those students who intended to major in industrial engineering, 25.0% identified as far right, 50.0% identified as conservative, 25.0% identified as middle-of-the-road, 0.0% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in mechanical engineering, 3.4% identified as far right, 20.7% identified as conservative, 55.2% identified as middle-of-the-road, 17.2% identified as liberal, and 3.4% identified as far left. Of those students who intended to major in another engineering field for which there was no response option, 0.0% identified as far right, 7.7% identified as conservative, 84.6% identified as middle-of-the-road, 7.7% identified as liberal, and 0.0% identified as far left. See Appendix B, Table B.19.

Of those students who identified as far right, 5.9% intended to major in industrial engineering and 5.9% intended to major in mechanical engineering. Of those students who identified as conservative, 1.0% intended to major in civil engineering, 0.5% intended to major in chemical engineering, 2.1% intended to major in computer engineering, 1.6% intended to major in electrical or electronic engineering, 1.0% intended to major in industrial engineering, 3.1% intended to major in mechanical engineering, and 0.5% intended to major in another engineering field for which there was no response option. Of those students who identified as middle-of-the-road, 1.7% intended to major in civil engineering, 1.0% intended to major in chemical engineering, 3.1% intended to major in computer engineering, 0.5% intended to major in electrical or electronic engineering, 0.2% intended to major in industrial engineering, 3.8% intended to major in mechanical engineering, and 2.6% intended to major in another engineering field for which there was no response option. Of those students who identified as liberal, 0.4% intended to major in civil engineering, 2.3% intended to major in chemical engineering, 1.5% intended to major in computer engineering, 0.8% intended to major in electrical or electronic engineering, 1.9% intended to major in mechanical engineering, and 0.4% intended to major in another engineering field for which there was no response option. Of those students who identified as far left, 3.4% intended to major in electrical or electronic engineering and 3.4% intended to major in mechanical engineering. See Appendix B, Table B.20.

Physical science. Of those students who intended to major in astronomy, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those students who intended to major in atmospheric science, none identified

as far right, conservative, middle-of-the-road, or liberal; 100.0% identified as far left. Of those students who intended to major in chemistry, 0.0% identified as far right, 50.0% identified as conservative, 25.0% identified as middle-of-the-road, 25.0% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in earth science, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those students who intended to major in mathematics, 0.0% identified as far right, 20.0% identified as conservative, 40.0% identified as middle-of-the-road, 20.0% identified as liberal, and 20.0% identified as far left. Of those students who intended to major in physics, none identified as far right, liberal, or far left; 50.0% identified as conservative and 50.0% identified as middle-of-the-road. See Appendix B, Table B.21.

Of those students who identified as far right, none intended to major in any of the physical science fields. Of those students who identified as conservative, 1.0% intended to major in chemistry, 0.5% intended to major in mathematics, and 0.5% intended to major in physics. Of those students who identified as middle-of-the-road, 0.2% intended to major in chemistry, 0.5% intended to major in mathematics, and 0.2% intended to major in physics. Of those students who identified as liberal, 0.4% intended to major in astronomy, 0.4% intended to major in chemistry, 0.4% intended to major in earth science, and 0.4% intended to major in mathematics. Of those students who identified as far left, 3.4% intended to major in atmospheric science and 3.4% intended to major in mathematics. See Appendix B, Table B.22.

Professional. Of those students who intended to major in architecture or urban planning, none identified as far right, conservative, or far left; 66.7% identified as

middle-of-the-road and 33.3% identified as liberal. Of those students who intended to major in family and consumer sciences, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those students who intended to major in health technology (medical, dental, or laboratory), 0.0% identified as far right, 14.3% identified as conservative, 28.6% identified as middle-of-the-road, 57.1% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in medicine, dentistry, or veterinary medicine, 7.4% identified as far right, 11.1% identified as conservative, 37.0% identified as middle-of-the-road, 44.4% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in nursing, 0.0% identified as far right, 14.3% identified as conservative, 57.1% identified as middle-of-the-road, 28.6% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in pharmacy, 0.0% identified as far right, 23.1% identified as conservative, 38.5% identified as middle-of-the-road, 38.5% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in therapy (occupational, physical or speech), 0.0% identified as far right, 17.4% identified as conservative, 65.2% identified as middle-of-the-road, 17.4% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in another professional field for which there was no response option, 0.0% identified as far right, 42.9% identified as conservative, 42.9% identified as middle-of-the-road, 14.3% identified as liberal, and 0.0% identified as far left. See Appendix B, Table B.23.

Of those students who identified as far right, 11.8% intended to major in medicine, dentistry, or veterinary medicine. Of those students who identified as conservative, 0.5% intended to major in health technology, 1.6% intended to major in

medicine, dentistry, or veterinary medicine, 1.0% intended to major in nursing, 1.6% intended to major in pharmacy, 2.1% intended to major in therapy, and 1.6% intended to major in another professional field for which there was no response option. Of those students who identified as middle-of-the-road, 0.5% intended to major in architecture or urban planning, 0.5% intended to major in health technology, 2.4% intended to major in medicine, dentistry, or veterinary medicine, 1.9% intended to major in nursing, 1.2% intended to major in pharmacy, 3.6% intended to major in therapy, and 0.7% intended to major in another professional field for which there was no response option. Of those students who identified as liberal, 0.4% intended to major in architecture or urban planning, 0.4% intended to major in family and consumer sciences, 1.5% intended to major in health technology, 4.6% intended to major in medicine, dentistry, or veterinary medicine, 1.5% intended to major in nursing, 1.9% intended to major in pharmacy, 1.5% intended to major in therapy, and 0.4% intended to major in another professional field for which there was no response option. Of those students who identified as far left, none intended to major in any of the professional fields. See Appendix B, Table B.24.

Social science. Of those students who intended to major in anthropology, none identified as far right, conservative, liberal, or far left; 100.0% identified as middle-of-the-road. Of those students who intended to major in economics, none identified as far right, conservative, or far left; 50.0% identified as middle-of-the-road and 50.0% identified as liberal. Of those students who intended to major in ethnic studies, none identified as far right, conservative, liberal, or far left; 100.0% identified as middle-of-the-road. Of those students who intended to major in political science, 0.0% identified as far right, 33.3% identified as conservative, 13.3% identified as middle-of-the-road, 40.0% identified as

liberal, and 13.3% identified as far left. Of those students who intended to major in psychology, 0.0% identified as far right, 26.2% identified as conservative, 33.3% identified as middle-of-the-road, 40.5% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in social work, 0.0% identified as far right, 25.0% identified as conservative, 50.0% identified as middle-of-the-road, 25.0% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in sociology, none identified as far right, conservative, or far left; 20.0% identified as middle-of-the-road and 80.0% identified as liberal. Of those students who intended to major in another social science field for which there was no response option, none identified as far right, conservative, or far left; 33.3% identified as middle-of-the-road and 66.7% identified as liberal. See Appendix B, Table B.25.

Of those students who identified as far right, none intended to major in any of the social science fields. Of those students who identified as conservative, 2.6% intended to major in political science, 5.7% intended to major in psychology, and 0.5% intended to major in social work. Of those students who identified as middle-of-the-road, 0.2% intended to major in anthropology, 0.2% intended to major in economics, 0.2% intended to major in ethnic studies, 0.5% intended to major in political science, 3.4% intended to major in psychology, 0.5% intended to major in social work, 0.2% intended to major in sociology, and 0.2% intended to major in another social science field for which there was no response option. Of those students who identified as liberal, 0.4% intended to major in economics, 2.3% intended to major in political science, 6.5% intended to major in psychology, 0.4% intended to major in social work, 1.5% intended to major in

sociology, and 0.8% intended to major in another social science field for which there was no response option. See Appendix B, Table B.26.

Technical. Of those students who intended to major in data processing or computer programming, 0.0% identified as far right, 14.3% identified as conservative, 42.9% identified as middle-of-the-road, 42.9% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in drafting or design, none identified as far right, conservative, liberal, or far left; 100.0% identified as middle-of-the-road. See Appendix B, Table B.27.

Of those students who identified as far right, none intended to major in either of the technical fields. Of those students who identified as conservative, 0.5% intended to major in data processing or computer programming. Of those students who identified as middle-of-the-road, 0.7% intended to major in data processing or computer programming and 0.5% intended to major in drafting or design. Of those students who identified as liberal, 1.1% intended to major in data processing or computer programming. Of those students who identified as far left, none intended to major in either of the technical fields. See Appendix B, Table B.28.

Other fields. Of those students who intended to major in agriculture, 5.3% identified as far right, 10.5% identified as conservative, 63.2% identified as middle-of-the-road, 15.8% identified as liberal, and 5.3% identified as far left. Of those students who intended to major in communications, 5.6% identified as far right, 11.1% identified as conservative, 55.6% identified as middle-of-the-road, 16.7% identified as liberal, and 11.1% identified as far left. Of those students who intended to major in computer science, 0.0% identified as far right, 44.4% identified as conservative, 33.3% identified

as middle-of-the-road, 22.2% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in kinesiology, 5.6% identified as far right, 38.9% identified as conservative, 50.0% identified as middle-of-the-road, 5.6% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in law enforcement, 7.7% identified as far right, 38.5% identified as conservative, 38.5% identified as middle-of-the-road, 15.4% identified as liberal, and 0.0% identified as far left. Of those students who intended to major in another field for which there was no response option, 0.0% identified as far right, 13.0% identified as conservative, 52.2% identified as middle-of-the-road, 34.8% identified as liberal, and 0.0% identified as far left. Of those students who were undecided about a major, 2.2% identified as far right, 19.6% identified as conservative, 60.9% identified as middle-of-the-road, 17.4% identified as liberal, and 0.0% identified as far left. See Appendix B, Table B.29.

Of those students who identified as far right, 5.9% intended to major in agriculture, 5.9% intended to major in communications, 5.9% intended to major in kinesiology, 5.9% intended to major in law enforcement, and 5.9% were undecided about a major. Of those students who identified as conservative, 1.0% intended to major in agriculture, 1.0% intended to major in communications, 2.1% intended to major in computer science, 3.6% intended to major in kinesiology, 2.6% intended to major in law enforcement, 1.6% intended to major in another field for which there was no response option, and 4.7% were undecided about a major. Of those students who identified as middle-of-the-road, 2.9% intended to major in agriculture, 2.4% intended to major in communications, 0.7% intended to major in computer science, 2.2% intended to major in kinesiology, 1.2% intended to major in law enforcement, 2.9% intended to major in

another field for which there was no response option, and 6.7% were undecided about a major. Of those students who identified as liberal, 1.1% intended to major in agriculture, 1.1% intended to major in communications, 0.8% intended to major in computer science, 0.4% intended to major in kinesiology, 0.8% intended to major in law enforcement, 3.1% intended to major in another field for which there was no response option, and 3.1% were undecided about a major. Of those students who identified as far left, 3.4% intended to major in agriculture and 6.9% intended to major in communications. See Appendix B, Table B.30.

Results for Attitude Factors

The third research question for this study is, "Which attitude independent variables have a statistically significant relationship to the dependent variable of students' political identity?" ANOVA main effects for the 42 independent variables contained within the attitude factor category were calculated. The statistical significance required for each ANOVA was $p < .05$. A post-hoc analysis using cross tabulations was performed for each of the statistically significant ANOVA tables. The phi and Cramer's *v* values for each of the statistically significant independent variables were also calculated as part of each cross tabulation analysis. For the independent variables in this category, 31 yielded statistically significant ANOVAs when tested against the dependent variable.

The first subset of independent variables in the attitude factor category was comprised of opinion statements for which the students indicated the level to which they agreed. Of the 22 independent variables in the set of opinion statements, 18 yielded a statistically significant ANOVA. The first of the three nonsignificant independent variables was, "Realistically, an individual can do little to bring about changes in our

society.” The second nonsignificant variable was, “The federal government should raise taxes to reduce the deficit.” The third variable, “Students from disadvantaged social backgrounds should be given preferential treatment in college admissions,” neared significance with the result of $p = .051$. Table 13 provides all the p-values for this subset of ANOVAs. The specific results for each cross tabulation for the attitude variables are presented in Appendix B.

Table 13

ANOVA Main Effects for Attitude (Opinion Statements) Factors and the Political View Dependent Variable

Corresponding Survey Question	Sig.
There is too much concern in the courts for the rights of criminals.	.004*
Abortion should be legal.	.000*
The death penalty should be abolished.	.000*
Marijuana should be legalized.	.000*
It is important to have laws prohibiting homosexual relationships.	.000*
Racial discrimination is no longer a major problem in America.	.000*
Realistically, an individual can do little to bring about changes in our society.	.866
Wealthy people should pay a larger share of taxes than they do now.	.000*
Same-sex couples should have the right to legal marital status.	.000*
Affirmative action in college admissions should be abolished.	.017*
Federal military spending should be increased.	.000*
The federal government should do more to control the sale of handguns.	.000*
Only volunteers should serve in the armed forces.	.000*
The federal government is not doing enough to control environmental pollution.	.000*
A national health care plan is needed to cover everybody's medical costs.	.000*
Undocumented immigrants should be denied access to public education.	.000*
Through hard work, everybody can succeed in American society.	.000*
Dissent is a critical component of the political process.	.035*
Colleges have the right to ban extreme speakers from campus.	.001*
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.	.051
The federal government should raise taxes to reduce the deficit.	.097
Addressing global warming should be a federal priority.	.000*

Note. * $p < .05$

Criminal rights. The statement, “There is too much concern in the courts for the rights of criminals” had a statistically significant result (p = .004). The phi value was 0.220 and the Cramer’s v value was 0.127. Of those students who disagreed strongly with this statement, 5.8% identified as far right, 15.1% identified as conservative, 29.1% identified as middle-of-the-road, 43.0% identified as liberal, and 7.0% identified as far left. Of those students who disagreed somewhat with this statement, 1.5% identified as far right, 19.2% identified as conservative, 44.2% identified as middle-of-the-road, 32.3% identified as liberal, and 2.7% identified as far left. Of those students who agreed somewhat with this statement, 1.2% identified as far right, 20.1% identified as conservative, 51.1% identified as middle-of-the-road, 25.2% identified as liberal, and 2.4% identified as far left. Of those students who agreed strongly with this statement, 3.0% identified as far right, 32.7% identified as conservative, 41.6% identified as middle-of-the-road, 17.8% identified as liberal, and 5.0% identified as far left. See Appendix B, Table B.31.

Of those students who identified as far right, 27.8% disagreed strongly with this statement, 27.8% disagreed somewhat, 27.8% agreed somewhat, and 16.7% agreed strongly. Of those students who identified as conservative, 6.8% disagreed strongly with this statement, 32.8% disagreed somewhat, 43.2% agreed somewhat, and 17.2% agreed strongly. Of those students who identified as middle-of-the-road, 5.9% disagreed strongly with this statement, 34.3% disagreed somewhat, 49.9% agreed somewhat, and 9.9% agreed strongly. Of those students who identified as liberal, 14.0% disagreed strongly with this statement, 40.0% disagreed somewhat, 39.2% agreed somewhat, and 6.8% agreed strongly. Of those students who identified as far left, 20.0% disagreed

strongly with this statement, 30.0% disagreed somewhat, 33.3% agreed somewhat, and 16.7% agreed strongly. See Appendix B, Table B.32.

Abortion rights. The statement, “Abortion should be legal” had a statistically significant result (p = .0001). The phi value was 0.341 and the Cramer’s v value was 0.197. Of those students who disagreed strongly with this statement, 3.7% identified as far right, 36.8% identified as conservative, 41.7% identified as middle-of-the-road, 16.1% identified as liberal, and 1.7% identified as far left. Of those students who disagreed somewhat with this statement, 2.3% identified as far right, 20.5% identified as conservative, 50.7% identified as middle-of-the-road, 23.3% identified as liberal, and 3.2% identified as far left. Of those students who agreed somewhat with this statement, 0.7% identified as far right, 15.3% identified as conservative, 49.8% identified as middle-of-the-road, 32.4% identified as liberal, and 1.7% identified as far left. Of those students who agreed strongly with this statement, 1.0% identified as far right, 10.4% identified as conservative, 35.2% identified as middle-of-the-road, 46.1% identified as liberal, and 7.3% identified as far left. See Appendix B, Table B.33.

Of those students who identified as far right, 50.0% disagreed strongly with this statement, 27.8% disagreed somewhat, 11.1% agreed somewhat, and 11.1% agreed strongly. Of those students who identified as conservative, 44.9% disagreed strongly with this statement, 22.7% disagreed somewhat, 22.2% agreed somewhat, and 10.1% agreed strongly. Of those students who identified as middle-of-the-road, 23.9% disagreed strongly with this statement, 26.2% disagreed somewhat, 33.8% agreed somewhat, and 16.1% agreed strongly. Of those students who identified as liberal, 14.3% disagreed strongly with this statement, 18.8% disagreed somewhat, 34.2%

agreed somewhat, and 32.7% agreed strongly. Of those students who identified as far left, 13.3% disagreed strongly with this statement, 23.3% disagreed somewhat, 16.7% agreed somewhat, and 46.7% agreed strongly. See Appendix B, Table B.34.

Death penalty. The statement, “The death penalty should be abolished” had a statistically significant result (p = .0001). The phi value was 0.289 and the Cramer’s v value was 0.167. Of those students who disagreed strongly with this statement, 4.3% identified as far right, 30.7% identified as conservative, 41.6% identified as middle-of-the-road, 20.5% identified as liberal, and 2.8% identified as far left. Of those students who disagreed somewhat with this statement, 0.6% identified as far right, 18.6% identified as conservative, 51.0% identified as middle-of-the-road, 26.8% identified as liberal, and 3.1% identified as far left. Of those students who agreed somewhat with this statement, 0.0% identified as far right, 12.1% identified as conservative, 44.8% identified as middle-of-the-road, 40.0% identified as liberal, and 3.0% identified as far left. Of those students who agreed strongly with this statement, 2.1% identified as far right, 8.3% identified as conservative, 37.5% identified as middle-of-the-road, 46.9% identified as liberal, and 5.2% identified as far left. See Appendix B, Table B.35.

Of those students who identified as far right, 77.8% disagreed strongly with this statement, 11.1% disagreed somewhat, 0.0% agreed somewhat, and 11.1% agreed strongly. Of those students who identified as conservative, 51.3% disagreed strongly with this statement, 34.2% disagreed somewhat, 10.4% agreed somewhat, and 4.1% agreed strongly. Of those students who identified as middle-of-the-road, 31.5% disagreed strongly with this statement, 42.6% disagreed somewhat, 17.4% agreed somewhat, and 8.5% agreed strongly. Of those students who identified as liberal, 24.3%

disagreed strongly with this statement, 34.9% disagreed somewhat, 24.3% agreed somewhat, and 16.5% agreed strongly. Of those students who identified as far left, 30.0% disagreed strongly with this statement, 36.7% disagreed somewhat, 16.7% agreed somewhat, and 16.7% agreed strongly. See Appendix B, Table B.36.

Legalization of marijuana. The statement, “Marijuana should be legalized” had a statistically significant result (p = .0001). The phi value was 0.252 and the Cramer’s v value was 0.145. Of those students who disagreed strongly with this statement, 3.0% identified as far right, 29.6% identified as conservative, 43.4% identified as middle-of-the-road, 22.4% identified as liberal, and 1.6% identified as far left. Of those students who disagreed somewhat with this statement, 1.5% identified as far right, 20.4% identified as conservative, 49.1% identified as middle-of-the-road, 27.5% identified as liberal, and 1.5% identified as far left. Of those students who agreed somewhat with this statement, 1.2% identified as far right, 14.9% identified as conservative, 48.8% identified as middle-of-the-road, 30.6% identified as liberal, and 4.5% identified as far left. Of those students who agreed strongly with this statement, 1.6% identified as far right, 10.5% identified as conservative, 35.5% identified as middle-of-the-road, 44.4% identified as liberal, and 8.1% identified as far left. See Appendix B, Table B.37.

Of those students who identified as far right, 50.0% disagreed strongly with this statement, 22.2% disagreed somewhat, 16.7% agreed somewhat, and 11.1% agreed strongly. Of those students who identified as conservative, 46.6% disagreed strongly with this statement, 28.0% disagreed somewhat, 18.7% agreed somewhat, and 6.7% agreed strongly. Of those students who identified as middle-of-the-road, 31.1% disagreed strongly with this statement, 30.7% disagreed somewhat, 27.8% agreed

somewhat, and 10.4% agreed strongly. Of those students who identified as liberal, 25.2% disagreed strongly with this statement, 27.0% disagreed somewhat, 27.4% agreed somewhat, and 20.4% agreed strongly. Of those students who identified as far left, 16.7% disagreed strongly with this statement, 13.3% disagreed somewhat, 36.7% agreed somewhat, and 33.3% agreed strongly. See Appendix B, Table B.38.

Homosexual relationships. The statement, "It is important to have laws prohibiting homosexual relationships" had a statistically significant result (p = .0001). The phi value was 0.356 and the Cramer's v value was 0.206. Of those students who disagreed strongly with this statement, 1.4% identified as far right, 10.2% identified as conservative, 41.7% identified as middle-of-the-road, 43.1% identified as liberal, and 3.6% identified as far left. Of those students who disagreed somewhat with this statement, 2.1% identified as far right, 23.0% identified as conservative, 53.3% identified as middle-of-the-road, 18.8% identified as liberal, and 2.8% identified as far left. Of those students who agreed somewhat with this statement, 1.5% identified as far right, 32.8% identified as conservative, 47.0% identified as middle-of-the-road, 15.7% identified as liberal, and 3.0% identified as far left. Of those students who agreed strongly with this statement, 3.3% identified as far right, 43.5% identified as conservative, 34.8% identified as middle-of-the-road, 15.2% identified as liberal, and 3.3% identified as far left. See Appendix B, Table B.39.

Of those students who identified as far right, 35.3% disagreed strongly with this statement, 35.3% disagreed somewhat, 1.5% agreed somewhat, and 17.6% agreed strongly. Of those students who identified as conservative, 22.3% disagreed strongly with this statement, 34.2% disagreed somewhat, 32.8% agreed somewhat, and 20.7%

agreed strongly. Of those students who identified as middle-of-the-road, 41.4% disagreed strongly with this statement, 36.2% disagreed somewhat, 14.9% agreed somewhat, and 7.6% agreed strongly. Of those students who identified as liberal, 67.0% disagreed strongly with this statement, 20.0% disagreed somewhat, 7.8% agreed somewhat, and 5.2% agreed strongly. Of those students who identified as far left, 50.0% disagreed strongly with this statement, 26.7% disagreed somewhat, 13.3% agreed somewhat, and 10.0% agreed strongly. See Appendix B, Table B.40.

Racial discrimination. The statement, "Racial discrimination is no longer a major problem in America" had a statistically significant result (p = .0001). The phi value was 0.208 and the Cramer's v value was 0.120. Of those students who disagreed strongly with this statement, 0.6% identified as far right, 17.4% identified as conservative, 44.8% identified as middle-of-the-road, 32.5% identified as liberal, and 4.7% identified as far left. Of those students who disagreed somewhat with this statement, 2.4% identified as far right, 20.9% identified as conservative, 43.8% identified as middle-of-the-road, 31.3% identified as liberal, and 1.6% identified as far left. Of those students who agreed somewhat with this statement, 2.5% identified as far right, 25.9% identified as conservative, 51.9% identified as middle-of-the-road, 17.9% identified as liberal, and 1.9% identified as far left. Of those students who agreed strongly with this statement, 3.0% identified as far right, 21.2% identified as conservative, 39.4% identified as middle-of-the-road, 21.2% identified as liberal, and 15.2% identified as far left. See Appendix B, Table B.41.

Of those students who identified as far right, 11.8% disagreed strongly with this statement, 58.8% disagreed somewhat, 23.5% agreed somewhat, and 5.9% agreed

strongly. Of those students who identified as conservative, 28.5% disagreed strongly with this statement, 46.1% disagreed somewhat, 21.8% agreed somewhat, and 3.6% agreed strongly. Of those students who identified as middle-of-the-road, 33.4% disagreed strongly with this statement, 43.8% disagreed somewhat, 19.8% agreed somewhat, and 3.1% agreed strongly. Of those students who identified as liberal, 37.9% disagreed strongly with this statement, 48.9% disagreed somewhat, 10.7% agreed somewhat, and 2.6% agreed strongly. Of those students who identified as far left, 50.0% disagreed strongly with this statement, 23.3% disagreed somewhat, 10.0% agreed somewhat, and 16.7% agreed strongly. See Appendix B, Table B.42.

Taxes. The statement, "Wealthy people should pay a larger share of taxes than they do now" had a statistically significant result (p = .0001). The phi value was 0.258 and the Cramer's v value was 0.149. Of those students who disagreed strongly with this statement, 4.6% identified as far right, 37.6% identified as conservative, 39.4% identified as middle-of-the-road, 17.4% identified as liberal, and 0.9% identified as far left. Of those students who disagreed somewhat with this statement, 1.7% identified as far right, 26.1% identified as conservative, 46.5% identified as middle-of-the-road, 23.1% identified as liberal, and 2.6% identified as far left. Of those students who agreed somewhat with this statement, 1.7% identified as far right, 14.2% identified as conservative, 47.4% identified as middle-of-the-road, 33.8% identified as liberal, and 2.8% identified as far left. Of those students who agreed strongly with this statement, 0.6% identified as far right, 13.3% identified as conservative, 42.4% identified as middle-of-the-road, 37.0% identified as liberal, and 6.7% identified as far left. See Appendix B, Table B.43.

Of those students who identified as far right, 29.4% disagreed strongly with this statement, 29.4% disagreed somewhat, 35.3% agreed somewhat, and 5.9% agreed strongly. Of those students who identified as conservative, 21.4% disagreed strongly with this statement, 41.1% disagreed somewhat, 26.0% agreed somewhat, and 11.5% agreed strongly. Of those students who identified as middle-of-the-road, 10.2% disagreed strongly with this statement, 33.5% disagreed somewhat, 39.7% agreed somewhat, and 16.6% agreed strongly. Of those students who identified as liberal, 7.1% disagreed strongly with this statement, 26.0% disagreed somewhat, 44.2% agreed somewhat, and 22.7% agreed strongly. Of those students who identified as far left, 3.3% disagreed strongly with this statement, 26.7% disagreed somewhat, 33.3% agreed somewhat, and 36.7% agreed strongly. See Appendix B, Table B.44.

Same-sex marriage. The statement, “Same-sex couples should have the right to legal marital status” had a statistically significant result (p = .0001). The phi value was 0.425 and the Cramer’s v value was 0.245. Of those students who disagreed strongly with this statement, 3.5% identified as far right, 44.7% identified as conservative, 39.4% identified as middle-of-the-road, 9.4% identified as liberal, and 2.9% identified as far left. Of those students who disagreed somewhat with this statement, 1.5% identified as far right, 28.6% identified as conservative, 50.0% identified as middle-of-the-road, 16.8% identified as liberal, and 3.1% identified as far left. Of those students who agreed somewhat with this statement, 2.3% identified as far right, 14.2% identified as conservative, 51.9% identified as middle-of-the-road, 29.2% identified as liberal, and 2.3% identified as far left. Of those students who agreed strongly with this statement, 1.0% identified as far right, 7.5% identified as conservative, 39.3% identified as middle-

of-the-road, 48.1% identified as liberal, and 4.2% identified as far left. See Appendix B, Table B.45.

Of those students who identified as far right, 33.3% disagreed strongly with this statement, 16.7% disagreed somewhat, 33.3% agreed somewhat, and 16.7% agreed strongly. Of those students who identified as conservative, 39.6% disagreed strongly with this statement, 29.2% disagreed somewhat, 19.3% agreed somewhat, and 12.0% agreed strongly. Of those students who identified as middle-of-the-road, 15.9% disagreed strongly with this statement, 23.3% disagreed somewhat, 32.1% agreed somewhat, and 28.7% agreed strongly. Of those students who identified as liberal, 5.9% disagreed strongly with this statement, 12.1% disagreed somewhat, 27.8% agreed somewhat, and 54.2% agreed strongly. Of those students who identified as far left, 16.7% disagreed strongly with this statement, 20.0% disagreed somewhat, 20.0% agreed somewhat, and 43.3% agreed strongly. See Appendix B, Table B.46.

Affirmative action in college admissions. The statement, “Affirmative action in college admissions should be abolished” had a statistically significant result (p = .017). The phi value was 0.158 and the Cramer’s v value was 0.091. Of those students who disagreed strongly with this statement, 1.4% identified as far right, 18.9% identified as conservative, 36.5% identified as middle-of-the-road, 36.5% identified as liberal, and 6.8% identified as far left. Of those students who disagreed somewhat with this statement, 2.5% identified as far right, 20.2% identified as conservative, 46.7% identified as middle-of-the-road, 28.3% identified as liberal, and 2.3% identified as far left. Of those students who agreed somewhat with this statement, 0.8% identified as far right, 17.3% identified as conservative, 47.3% identified as middle-of-the-road, 31.2%

identified as liberal, and 3.5% identified as far left. Of those students who agreed strongly with this statement, 1.6% identified as far right, 31.3% identified as conservative, 40.6% identified as middle-of-the-road, 21.9% identified as liberal, and 4.7% identified as far left. See Appendix B, Table B.47.

Of those students who identified as far right, 33.3% disagreed strongly with this statement, 16.7% disagreed somewhat, 33.3% agreed somewhat, and 16.7% agreed strongly. Of those students who identified as conservative, 39.6% disagreed strongly with this statement, 29.2% disagreed somewhat, 19.3% agreed somewhat, and 12.0% agreed strongly. Of those students who identified as middle-of-the-road, 15.9% disagreed strongly with this statement, 23.3% disagreed somewhat, 32.1% agreed somewhat, and 28.7% agreed strongly. Of those students who identified as liberal, 5.9% disagreed strongly with this statement, 12.1% disagreed somewhat, 27.8% agreed somewhat, and 54.2% agreed strongly. Of those students who identified as far left, 16.7% disagreed strongly with this statement, 20.0% disagreed somewhat, 20.0% agreed somewhat, and 43.3% agreed strongly. See Appendix B, Table B.48.

Federal military spending. The statement, “Federal military spending should be increased” had a statistically significant result (p = .0001). The phi value was 0.303 and the Cramer’s v value was 0.175. Of those students who disagreed strongly with this statement, 0.6% identified as far right, 8.8% identified as conservative, 39.0% identified as middle-of-the-road, 47.2% identified as liberal, and 4.4% identified as far left. Of those students who disagreed somewhat with this statement, 2.0% identified as far right, 16.7% identified as conservative, 47.8% identified as middle-of-the-road, 30.9% identified as liberal, and 2.6% identified as far left. Of those students who agreed

somewhat with this statement, 0.8% identified as far right, 33.1% identified as conservative, 48.1% identified as middle-of-the-road, 15.1% identified as liberal, and 2.9% identified as far left. Of those students who agreed strongly with this statement, 4.6% identified as far right, 32.3% identified as conservative, 32.3% identified as middle-of-the-road, 24.6% identified as liberal, and 6.2% identified as far left. See Appendix B, Table B.49.

Of those students who identified as far right, 6.7% disagreed strongly with this statement, 60.0% disagreed somewhat, 13.3% agreed somewhat, and 20.0% agreed strongly. Of those students who identified as conservative, 7.3% disagreed strongly with this statement, 40.3% disagreed somewhat, 41.4% agreed somewhat, and 11.0% agreed strongly. Of those students who identified as middle-of-the-road, 14.8% disagreed strongly with this statement, 52.6% disagreed somewhat, 27.5% agreed somewhat, and 5.0% agreed strongly. Of those students who identified as liberal, 27.9% disagreed strongly with this statement, 52.8% disagreed somewhat, 13.4% agreed somewhat, and 5.9% agreed strongly. Of those students who identified as far left, 23.3% disagreed strongly with this statement, 40.0% disagreed somewhat, 23.3% agreed somewhat, and 13.3% agreed strongly. See Appendix B, Table B.50.

Gun control. The statement, “The federal government should do more to control the sale of handguns” had a statistically significant result of $p = .000$. The phi value was 0.238 and the Cramer’s *v* value was 0.138. Of those students who disagreed strongly with this statement, 6.1% identified as far right, 34.3% identified as conservative, 39.4% identified as middle-of-the-road, 15.2% identified as liberal, and 5.1% identified as far left. Of those students who disagreed somewhat with this statement, 2.1% identified as

far right, 24.5% identified as conservative, 48.5% identified as middle-of-the-road, 23.6% identified as liberal, and 1.3% identified as far left. Of those students who agreed somewhat with this statement, 1.2% identified as far right, 18.2% identified as conservative, 46.2% identified as middle-of-the-road, 31.2% identified as liberal, and 3.1% identified as far left. Of those students who agreed strongly with this statement, 0.6% identified as far right, 12.8% identified as conservative, 42.5% identified as middle-of-the-road, 39.1% identified as liberal, and 5.0% identified as far left. See Appendix B, Table B.51.

Of those students who identified as far right, 35.3% disagreed strongly with this statement, 29.4% disagreed somewhat, 29.4% agreed somewhat, and 5.9% agreed strongly. Of those students who identified as conservative, 18.0% disagreed strongly with this statement, 30.2% disagreed somewhat, 39.7% agreed somewhat, and 20.5% agreed strongly. Of those students who identified as middle-of-the-road, 9.3% disagreed strongly with this statement, 27.0% disagreed somewhat, 45.6% agreed somewhat, and 42.5% agreed strongly. Of those students who identified as liberal, 5.6% disagreed strongly with this statement, 20.4% disagreed somewhat, 48.0% agreed somewhat, and 26.0% agreed strongly. Of those students who identified as far left, 16.7% disagreed strongly with this statement, 10.0% disagreed somewhat, 43.3% agreed somewhat, and 30.0% agreed strongly. See Appendix B, Table B.52.

Voluntary military service. The statement, “Only volunteers should serve in the armed forces” had a statistically significant result (p = .0001). The phi value was 0.176 and the Cramer’s v value was 0.102. Of those students who disagreed strongly with this statement, 2.2% identified as far right, 22.5% identified as conservative, 48.3%

identified as middle-of-the-road, 24.7% identified as liberal, and 2.2% identified as far left. Of those students who disagreed somewhat with this statement, 2.4% identified as far right, 22.5% identified as conservative, 48.6% identified as middle-of-the-road, 23.3% identified as liberal, and 3.2% identified as far left. Of those students who agreed somewhat with this statement, 2.1% identified as far right, 19.9% identified as conservative, 48.2% identified as middle-of-the-road, 28.3% identified as liberal, and 1.5% identified as far left. Of those students who agreed strongly with this statement, 0.8% identified as far right, 18.8% identified as conservative, 36.8% identified as middle-of-the-road, 38.1% identified as liberal, and 6.1% identified as far left. See Appendix B, Table B.53.

Of those students who identified as far right, 11.8% disagreed strongly with this statement, 35.3% disagreed somewhat, 41.2% agreed somewhat, and 11.8% agreed strongly. Of those students who identified as conservative, 10.6% disagreed strongly with this statement, 30.2% disagreed somewhat, 35.4% agreed somewhat, and 23.8% agreed strongly. Of those students who identified as middle-of-the-road, 10.3% disagreed strongly with this statement, 29.4% disagreed somewhat, 38.7% agreed somewhat, and 21.7% agreed strongly. Of those students who identified as liberal, 8.1% disagreed strongly with this statement, 21.9% disagreed somewhat, 35.2% agreed somewhat, and 34.8% agreed strongly. Of those students who identified as far left, 6.7% disagreed strongly with this statement, 26.7% disagreed somewhat, 16.7% agreed somewhat, and 50.0% agreed strongly. See Appendix B, Table B.54.

Government control of environmental pollution. The statement, “The federal government is not doing enough to control environmental pollution” had a statistically

significant result (p = .0001). The phi value was 0.343 and the Cramer's v value was 0.198. Of those students who disagreed strongly with this statement, 6.7% identified as far right, 28.9% identified as conservative, 48.9% identified as middle-of-the-road, 13.3% identified as liberal, and 2.2% identified as far left. Of those students who disagreed somewhat with this statement, 2.0% identified as far right, 39.0% identified as conservative, 38.5% identified as middle-of-the-road, 18.5% identified as liberal, and 2.0% identified as far left. Of those students who agreed somewhat with this statement, 1.4% identified as far right, 18.7% identified as conservative, 49.4% identified as middle-of-the-road, 28.6% identified as liberal, and 1.9% identified as far left. Of those students who agreed strongly with this statement, 1.6% identified as far right, 6.5% identified as conservative, 43.5% identified as middle-of-the-road, 41.5% identified as liberal, and 6.9% identified as far left. See Appendix B, Table B.55.

Of those students who identified as far right, 17.6% disagreed strongly with this statement, 23.5% disagreed somewhat, 35.3% agreed somewhat, and 23.5% agreed strongly. Of those students who identified as conservative, 7.0% disagreed strongly with this statement, 41.7% disagreed somewhat, 42.8% agreed somewhat, and 8.6% agreed strongly. Of those students who identified as middle-of-the-road, 5.3% disagreed strongly with this statement, 18.4% disagreed somewhat, 50.5% agreed somewhat, and 25.8% agreed strongly. Of those students who identified as liberal, 2.2% disagreed strongly with this statement, 13.8% disagreed somewhat, 45.5% agreed somewhat, and 38.4% agreed strongly. Of those students who identified as far left, 3.3% disagreed strongly with this statement, 13.3% disagreed somewhat, 26.7% agreed somewhat, and 56.7% agreed strongly. See Appendix B, Table B.56.

National health care. The statement, “A national health care plan is needed to cover everybody’s medical costs” had a statistically significant result (p = .0001). The phi value was 0.334 and the Cramer’s v value was 0.193. Of those students who disagreed strongly with this statement, 2.9% identified as far right, 49.0% identified as conservative, 39.4% identified as middle-of-the-road, 7.7% identified as liberal, and 1.0% identified as far left. Of those students who disagreed somewhat with this statement, 3.0% identified as far right, 25.0% identified as conservative, 47.0% identified as middle-of-the-road, 23.7% identified as liberal, and 1.3% identified as far left. Of those students who agreed somewhat with this statement, 1.1% identified as far right, 16.0% identified as conservative, 46.6% identified as middle-of-the-road, 33.3% identified as liberal, and 3.0% identified as far left. Of those students who agreed strongly with this statement, 1.4% identified as far right, 16.0% identified as conservative, 44.2% identified as middle-of-the-road, 37.3% identified as liberal, and 6.9% identified as far left. See Appendix B, Table B.57.

Of those students who identified as far right, 17.6% disagreed strongly with this statement, 41.2% disagreed somewhat, 23.5% agreed somewhat, and 17.6% agreed strongly. Of those students who identified as conservative, 26.8% disagreed strongly with this statement, 30.5% disagreed somewhat, 31.1% agreed somewhat, and 11.6% agreed strongly. Of those students who identified as middle-of-the-road, 9.8% disagreed strongly with this statement, 26.1% disagreed somewhat, 41.1% agreed somewhat, and 23.0% agreed strongly. Of those students who identified as liberal, 3.0% disagreed strongly with this statement, 20.6% disagreed somewhat, 46.1% agreed somewhat, and 30.3% agreed strongly. Of those students who identified as far left, 3.3% disagreed

strongly with this statement, 10.0% disagreed somewhat, 36.7% agreed somewhat, and 50.0% agreed strongly. See Appendix B, Table B.58.

Public education for undocumented immigrants. The statement, “Undocumented immigrants should be denied access to public education” had a statistically significant result (p = .0001). The phi value was 0.235 and the Cramer’s v value was 0.136. Of those students who disagreed strongly with this statement, 2.2% identified as far right, 13.3% identified as conservative, 37.2% identified as middle-of-the-road, 39.4% identified as liberal, and 7.8% identified as far left. Of those students who disagreed somewhat with this statement, 1.4% identified as far right, 17.7% identified as conservative, 48.4% identified as middle-of-the-road, 20.7% identified as liberal, and 1.8% identified as far left. Of those students who agreed somewhat with this statement, 1.2% identified as far right, 20.9% identified as conservative, 46.6% identified as middle-of-the-road, 28.5% identified as liberal, and 2.8% identified as far left. Of those students who agreed strongly with this statement, 2.9% identified as far right, 30.6% identified as conservative, 46.1% identified as middle-of-the-road, 18.4% identified as liberal, and 1.9% identified as far left. See Appendix B, Table B.59.

Of those students who identified as far right, 23.5% disagreed strongly with this statement, 23.5% disagreed somewhat, 17.6% agreed somewhat, and 35.3% agreed strongly. Of those students who identified as conservative, 12.7% disagreed strongly with this statement, 26.5% disagreed somewhat, 27.5% agreed somewhat, and 33.3% agreed strongly. Of those students who identified as middle-of-the-road, 16.1% disagreed strongly with this statement, 33.3% disagreed somewhat, 28.0% agreed somewhat, and 22.9% agreed strongly. Of those students who identified as liberal,

26.6% disagreed strongly with this statement, 32.6% disagreed somewhat, 26.6% agreed somewhat, and 14.2% agreed strongly. Of those students who identified as far left, 46.7% disagreed strongly with this statement, 16.7% disagreed somewhat, 23.3% agreed somewhat, and 13.3% agreed strongly. See Appendix B, Table B.60.

Personal success. The statement, “Through hard work, everybody can succeed in American society” had a statistically significant result (p = .0001). The phi value was 0.236 and the Cramer’s v value was 0.137. Of those students who disagreed strongly with this statement, 0.0% identified as far right, 14.7% identified as conservative, 44.1% identified as middle-of-the-road, 23.5% identified as liberal, and 17.6% identified as far left. Of those students who disagreed somewhat with this statement, 1.5% identified as far right, 16.3% identified as conservative, 45.9% identified as middle-of-the-road, 30.4% identified as liberal, and 5.9% identified as far left. Of those students who agreed somewhat with this statement, 1.7% identified as far right, 16.2% identified as conservative, 43.6% identified as middle-of-the-road, 35.5% identified as liberal, and 2.9% identified as far left. Of those students who agreed strongly with this statement, 2.5% identified as far right, 26.2% identified as conservative, 46.4% identified as middle-of-the-road, 23.5% identified as liberal, and 1.5% identified as far left. See Appendix B, Table B.61.

Of those students who identified as far right, 0.0% disagreed strongly with this statement, 11.1% disagreed somewhat, 33.3% agreed somewhat, and 55.6% agreed strongly. Of those students who identified as conservative, 2.6% disagreed strongly with this statement, 11.6% disagreed somewhat, 29.6% agreed somewhat, and 56.1% agreed strongly. Of those students who identified as middle-of-the-road, 3.6% disagreed

strongly with this statement, 14.9% disagreed somewhat, 36.3% agreed somewhat, and 45.2% agreed strongly. Of those students who identified as liberal, 3.0% disagreed strongly with this statement, 15.4% disagreed somewhat, 46.1% agreed somewhat, and 35.6% agreed strongly. Of those students who identified as far left, 20.0% disagreed strongly with this statement, 26.7% disagreed somewhat, 33.3% agreed somewhat, and 20.0% agreed strongly. See Appendix B, Table B.62.

Political dissent. The statement, "Dissent is a critical component of the political process had a statistically significant result (p = .035). The phi value was 0.168 and the Cramer's v value was 0.097. Of those students who disagreed strongly with this statement, 2.8% identified as far right, 27.8% identified as conservative, 27.8% identified as middle-of-the-road, 36.1% identified as liberal, and 5.6% identified as far left. Of those students who disagreed somewhat with this statement, 2.8% identified as far right, 20.1% identified as conservative, 46.1% identified as middle-of-the-road, 28.8% identified as liberal, and 2.2% identified as far left. Of those students who agreed somewhat with this statement, 1.0% identified as far right, 20.7% identified as conservative, 47.2% identified as middle-of-the-road, 28.2% identified as liberal, and 2.9% identified as far left. Of those students who agreed strongly with this statement, 0.0% identified as far right, 12.3% identified as conservative, 46.2% identified as middle-of-the-road, 30.8% identified as liberal, and 10.8% identified as far left. See Appendix B, Table B.63.

Of those students who identified as far right, 6.7% disagreed strongly with this statement, 66.7% disagreed somewhat, 26.7% agreed somewhat, and 0.0% agreed strongly. Of those students who identified as conservative, 5.7% disagreed strongly with

this statement, 41.1% disagreed somewhat, 48.6% agreed somewhat, and 4.6% agreed strongly. Of those students who identified as middle-of-the-road, 2.5% disagreed strongly with this statement, 41.4% disagreed somewhat, 48.6% agreed somewhat, and 7.5% agreed strongly. Of those students who identified as liberal, 5.2% disagreed strongly with this statement, 40.9% disagreed somewhat, 46.0% agreed somewhat, and 7.9% agreed strongly. Of those students who identified as far left, 6.9% disagreed strongly with this statement, 27.6% disagreed somewhat, 41.4% agreed somewhat, and 24.1% agreed strongly. See Appendix B, Table B.64.

Free speech on campus. The statement, “Colleges have the right to ban extreme speakers from campus” had a statistically significant result (p = .001). The phi value was 0.169 and the Cramer’s v value was 0.097. Of those students who disagreed strongly with this statement, 1.9% identified as far right, 17.7% identified as conservative, 37.8% identified as middle-of-the-road, 37.8% identified as liberal, and 4.8% identified as far left. Of those students who disagreed somewhat with this statement, 1.2% identified as far right, 17.2% identified as conservative, 48.7% identified as middle-of-the-road, 29.4% identified as liberal, and 3.5% identified as far left. Of those students who agreed somewhat with this statement, 1.8% identified as far right, 25.9% identified as conservative, 46.0% identified as middle-of-the-road, 24.5% identified as liberal, and 1.8% identified as far left. Of those students who agreed strongly with this statement, 3.8% identified as far right, 22.5% identified as conservative, 50.0% identified as middle-of-the-road, 21.3% identified as liberal, and 2.5% identified as far left. See Appendix B, Table B.65.

Of those students who identified as far right, 25.0% disagreed strongly with this statement, 25.0% disagreed somewhat, 31.3% agreed somewhat, and 18.8% agreed strongly. Of those students who identified as conservative, 20.0% disagreed strongly with this statement, 31.9% disagreed somewhat, 38.4% agreed somewhat, and 9.7% agreed strongly. Of those students who identified as middle-of-the-road, 19.2% disagreed strongly with this statement, 40.5% disagreed somewhat, 30.6% agreed somewhat, and 9.7% agreed strongly. Of those students who identified as liberal, 29.9% disagreed strongly with this statement, 38.3% disagreed somewhat, 25.4% agreed somewhat, and 6.4% agreed strongly. Of those students who identified as far left, 34.5% disagreed strongly with this statement, 41.4% disagreed somewhat, 17.2% agreed somewhat, and 6.9% agreed strongly. See Appendix B, Table B.66.

Global warming. The statement, “Addressing global warming should be a federal priority” had a statistically significant result (p = .0001). The phi value was 0.358 and the Cramer’s v value was 0.207. Of those students who disagreed strongly with this statement, 4.4% identified as far right, 49.5% identified as conservative, 29.7% identified as middle-of-the-road, 12.1% identified as liberal, and 4.4% identified as far left. Of those students who disagreed somewhat with this statement, 1.5% identified as far right, 26.4% identified as conservative, 46.7% identified as middle-of-the-road, 22.8% identified as liberal, and 2.5% identified as far left. Of those students who agreed somewhat with this statement, 1.0% identified as far right, 18.1% identified as conservative, 51.8% identified as middle-of-the-road, 27.5% identified as liberal, and 1.6% identified as far left. Of those students who agreed strongly with this statement, 2.5% identified as far right, 7.9% identified as conservative, 39.7% identified as middle-

of-the-road, 43.8% identified as liberal, and 6.2% identified as far left. See Appendix B, Table B.67.

Of those students who identified as far right, 25.0% disagreed strongly with this statement, 25.0% disagreed somewhat, 31.3% agreed somewhat, and 18.8% agreed strongly. Of those students who identified as conservative, 20.0% disagreed strongly with this statement, 31.9% disagreed somewhat, 38.4% agreed somewhat, and 9.7% agreed strongly. Of those students who identified as middle-of-the-road, 19.2% disagreed strongly with this statement, 40.5% disagreed somewhat, 30.6% agreed somewhat, and 9.7% agreed strongly. Of those students who identified as liberal, 29.9% disagreed strongly with this statement, 38.3% disagreed somewhat, 25.4% agreed somewhat, and 6.4% agreed strongly. Of those students who identified as far left, 34.5% disagreed strongly with this statement, 41.4% disagreed somewhat, 17.2% agreed somewhat, and 6.9% agreed strongly. See Appendix B, Table B.68.

The second subset of independent variables in the attitude factor category was comprised of goal statements for which the students indicated how important each was to them. Of the 20 independent variables in this subset, 13 had statistically significant ANOVAs. The first of 7 nonsignificant variables was, “Becoming an authority in my field.” The second nonsignificant variable was, “Obtaining recognition from my colleagues for contributions to my special field.” The third nonsignificant variable was, “Influencing social values.” The fourth nonsignificant variable was, “Being very well off financially.” The fifth nonsignificant variable was, “Helping others who are in difficulty.” The sixth nonsignificant variable was, “Becoming successful in a business of my own.” The final nonsignificant variable was, “Becoming a community leader.” Table 14

provides all the *p*-values for this subset of ANOVAs. The specific results for each cross tabulation for the attitude variables are presented in Appendix B.

Table 14

ANOVA Main Effects for Attitude (Goal Statements) Factors and the Political View Dependent Variable

Independent Variable	*p*
Becoming accomplished in one of the performing arts	.026*
Becoming an authority in my field	.702
Obtaining recognition from my colleagues for contributions to my special field	.312
Influencing the political structure	.010*
Influencing social values	.069
Raising a family	.001*
Being very well off financially	.066
Helping others who are in difficulty	.055
Making a theoretical contribution to science	.032*
Writing original works	.000*
Creating artistic work	.002*
Becoming successful in a business of my own	.117
Becoming involved in programs to clean up the environment	.000*
Developing a meaningful philosophy of life	.000*
Participating in a community action program	.023*
Helping to promote racial understanding	.000*
Keeping up to date with political affairs	.013*
Becoming a community leader	.653
Improving my understanding of other countries and cultures	.000*
Adopting "green" practices to protect the environment	.000*

Note. * $p < .05$

Performing arts. The statement, “Indicate the importance of: Becoming accomplished in one of the performing arts” had a statistically significant result (p = .026). The phi value was 0.124 and the Cramer’s v value was 0.072. Of those students who indicated this goal was not important, 2.4% identified as far right, 22.1% identified as conservative, 47.2% identified as middle-of-the-road, 25.7% identified as liberal, and 2.6% identified as far left. Of those students who indicated this goal was somewhat important, 1.7% identified as far right, 16.7% identified as conservative, 45.3% identified as middle-of-the-road, 33.3% identified as liberal, and 3.0% identified as far left. Of those students who indicated this goal was very important, 0.0% identified as far right, 24.2% identified as conservative, 43.2% identified as middle-of-the-road, 29.5% identified as liberal, and 3.2% identified as far left. Of those students indicated this goal was essential, 1.0% identified as far right, 18.1% identified as conservative, 41.0% identified as middle-of-the-road, 34.3% identified as liberal, and 5.7% identified as far left. See Appendix B, Table B.69.

Of those students who identified as far right, 70.6% felt this goal was not important, 23.5% felt this goal was somewhat important, 0.0% felt this goal was very important, and 5.9% felt this goal was essential. Of those students who identified as conservative, 57.6% felt this goal was not important, 20.4% felt this goal was somewhat important, 12.0% felt this goal was very important, and 9.9% felt this goal was essential. Of those students who identified as middle-of-the-road, 55.3% felt this goal was not important, 24.9% felt this goal was somewhat important, 9.6% felt this goal was very important, and 10.1% felt this goal was essential. Of those students who identified as liberal, 47.4% felt this goal was not important, 28.9% felt this goal was somewhat

important, 10.4% felt this goal was very important, and 13.3% felt this goal was essential. Of those students who identified as far left, 44.8% felt this goal was not important, 24.1% felt this goal was somewhat important, 10.3% felt this goal was very important, and 20.7% felt this goal was essential. See Appendix B, Table B.70.

Influencing the political structure. The statement, “Indicate the importance of: Influencing the political structure” had a statistically significant result (p = .010). The phi value was 0.180 and the Cramer’s v value was 0.104. Of those students who indicated this goal was not important, 1.6% identified as far right, 22.9% identified as conservative, 51.1% identified as middle-of-the-road, 22.9% identified as liberal, and 1.6% identified as far left. Of those students who indicated this goal was somewhat important, 1.5% identified as far right, 19.3% identified as conservative, 46.6% identified as middle-of-the-road, 29.1% identified as liberal, and 3.4% identified as far left. Of those students who indicated this goal was very important, 3.8% identified as far right, 17.9% identified as conservative, 40.4% identified as middle-of-the-road, 33.3% identified as liberal, and 4.5% identified as far left. Of those students indicated this goal was essential, 1.4% identified as far right, 21.1% identified as conservative, 26.8% identified as middle-of-the-road, 45.1% identified as liberal, and 5.6% identified as far left. See Appendix B, Table B.71.

Of those students who identified as far right, 27.8% felt this goal was not important, 33.3% felt this goal was somewhat important, 33.3% felt this goal was very important, and 5.6% felt this goal was essential. Of those students who identified as conservative, 37.9% felt this goal was not important, 39.5% felt this goal was somewhat important, 14.7% felt this goal was very important, and 7.9% felt this goal was essential.

Of those students who identified as middle-of-the-road, 38.0% felt this goal was not important, 42.7% felt this goal was somewhat important, 14.9% felt this goal was very important, and 4.5% felt this goal was essential. Of those students who identified as liberal, 26.8% felt this goal was not important, 42.0% felt this goal was somewhat important, 19.3% felt this goal was very important, and 11.9% felt this goal was essential. Of those students who identified as far left, 17.2% felt this goal was not important, 44.8% felt this goal was somewhat important, 24.1% felt this goal was very important, and 13.8% felt this goal was essential. See Appendix B, Table B.72.

Raising a family. The statement, “Indicate the importance of: Raising a family” had a statistically significant result (p = .001). The phi value was 0.170 and the Cramer’s v value was 0.098. Of those students who indicated this goal was not important, 1.2% identified as far right, 18.3% identified as conservative, 41.5% identified as middle-of-the-road, 29.3% identified as liberal, and 9.8% identified as far left. Of those students who indicated this goal was somewhat important, 0.6% identified as far right, 16.5% identified as conservative, 45.9% identified as middle-of-the-road, 33.5% identified as liberal, and 3.5% identified as far left. Of those students who indicated this goal was very important, 2.0% identified as far right, 18.0% identified as conservative, 46.7% identified as middle-of-the-road, 30.7% identified as liberal, and 2.6% identified as far left. Of those students indicated this goal was essential, 2.7% identified as far right, 25.3% identified as conservative, 44.9% identified as middle-of-the-road, 25.3% identified as liberal, and 1.9% identified as far left. See Appendix B, Table B.73.

Of those students who identified as far right, 5.6% felt this goal was not important, 5.6% felt this goal was somewhat important, 33.3% felt this goal was very

important, and 55.6% felt this goal was essential. Of those students who identified as conservative, 7.8% felt this goal was not important, 14.5% felt this goal was somewhat important, 28.5% felt this goal was very important, and 49.2% felt this goal was essential. Of those students who identified as middle-of-the-road, 8.0% felt this goal was not important, 18.4% felt this goal was somewhat important, 33.7% felt this goal was very important, and 39.9% felt this goal was essential. Of those students who identified as liberal, 8.9% felt this goal was not important, 21.1% felt this goal was somewhat important, 34.8% felt this goal was very important, and 35.2% felt this goal was essential. Of those students who identified as far left, 27.6% felt this goal was not important, 20.7% felt this goal was somewhat important, 27.6% felt this goal was very important, and 24.1% felt this goal was essential. See Appendix B, Table B.74.

Scientific contributions. The statement, “Indicate the importance of: Making a theoretical contribution to science” had a statistically significant result (p = .032). The phi value was 0.148 and the Cramer’s v value was 0.085. Of those students who indicated this goal was not important, 2.2% identified as far right, 21.3% identified as conservative, 47.1% identified as middle-of-the-road, 27.3% identified as liberal, and 2.2% identified as far left. Of those students who indicated this goal was somewhat important, 2.2% identified as far right, 23.0% identified as conservative, 42.1% identified as middle-of-the-road, 29.9% identified as liberal, and 2.9% identified as far left. Of those students who indicated this goal was very important, 0.8% identified as far right, 11.8% identified as conservative, 51.2% identified as middle-of-the-road, 32.3% identified as liberal, and 3.9% identified as far left. Of those students indicated this goal was essential, 1.6% identified as far right, 20.3% identified as conservative, 37.5%

identified as middle-of-the-road, 31.3% identified as liberal, and 9.4% identified as far left. See Appendix B, Table B.75.

Of those students who identified as far right, 55.6% felt this goal was not important, 33.3% felt this goal was somewhat important, 5,6% felt this goal was very important, and 5.6% felt this goal was essential. Of those students who identified as conservative, 51.6% felt this goal was not important, 33.7% felt this goal was somewhat important, 7.9% felt this goal was very important, and 6.8% felt this goal was essential. Of those students who identified as middle-of-the-road, 51.3% felt this goal was not important, 27.7% felt this goal was somewhat important, 15.4% felt this goal was very important, and 5.7% felt this goal was essential. Of those students who identified as liberal, 46.7% felt this goal was not important, 30.7% felt this goal was somewhat important, 15.2% felt this goal was very important, and 7.4% felt this goal was essential. Of those students who identified as far left, 34.5% felt this goal was not important, 27.6% felt this goal was somewhat important, 17.2% felt this goal was very important, and 20.7% felt this goal was essential. See Appendix B, Table B.76.

Writing original works. The statement, “Indicate the importance of: Writing original works” had a statistically significant result (p = .0001). The phi value was 0.212 and the Cramer’s v value was 0.122. Of those students who indicated this goal was not important, 2.7% identified as far right, 24.8% identified as conservative, 48.1% identified as middle-of-the-road, 22.7% identified as liberal, and 1.7% identified as far left. Of those students who indicated this goal was somewhat important, 1.2% identified as far right, 17.7% identified as conservative, 46.1% identified as middle-of-the-road, 31.5% identified as liberal, and 3.5% identified as far left. Of those students who indicated this

goal was very important, 0.9% identified as far right, 15.3% identified as conservative, 37.8% identified as middle-of-the-road, 40.5% identified as liberal, and 5.4% identified as far left. Of those students indicated this goal was essential, 1.1% identified as far right, 12.6% identified as conservative, 37.9% identified as middle-of-the-road, 41.4% identified as liberal, and 6.9% identified as far left. See Appendix B, Table B.77.

Of those students who identified as far right, 72.2% felt this goal was not important, 16.7% felt this goal was somewhat important, 5,6% felt this goal was very important, and 5.6% felt this goal was essential. Of those students who identified as conservative, 62.0% felt this goal was not important, 23.4% felt this goal was somewhat important, 8.9% felt this goal was very important, and 5.7% felt this goal was essential. Of those students who identified as middle-of-the-road, 54.6% felt this goal was not important, 27.7% felt this goal was somewhat important, 9.9% felt this goal was very important, and 7.8% felt this goal was essential. Of those students who identified as liberal, 40.4% felt this goal was not important, 29.6% felt this goal was somewhat important, 16.7% felt this goal was very important, and 13.3% felt this goal was essential. Of those students who identified as far left, 27.6% felt this goal was not important, 31.0% felt this goal was somewhat important, 20.7% felt this goal was very important, and 20.7% felt this goal was essential. See Appendix B, Table B.78.

Artistic work. The statement, “Indicate the importance of: Creating artistic work” had a statistically significant result (p = .002). The phi value was 0.152 and the Cramer’s v value was 0.088. Of those students who indicated this goal was not important, 2.1% identified as far right, 24.2% identified as conservative, 45.8% identified as middle-of-the-road, 25.6% identified as liberal, and 2.3% identified as far left. Of those students

who indicated this goal was somewhat important, 1.7% identified as far right, 21.1% identified as conservative, 42.7% identified as middle-of-the-road, 29.7% identified as liberal, and 4.7% identified as far left. Of those students who indicated this goal was very important, 2.6% identified as far right, 13.7% identified as conservative, 48.7% identified as middle-of-the-road, 31.6% identified as liberal, and 3.4% identified as far left. Of those students indicated this goal was essential, 1.0% identified as far right, 10.6% identified as conservative, 46.2% identified as middle-of-the-road, 39.4% identified as liberal, and 2.9% identified as far left. See Appendix B, Table B.79.

Of those students who identified as far right, 55.6% felt this goal was not important, 22.2% felt this goal was somewhat important, 16.7% felt this goal was very important, and 5.6% felt this goal was essential. Of those students who identified as conservative, 60.2% felt this goal was not important, 25.7% felt this goal was somewhat important, 8.4% felt this goal was very important, and 5.8% felt this goal was essential. Of those students who identified as middle-of-the-road, 51.7% felt this goal was not important, 23.5% felt this goal was somewhat important, 13.5% felt this goal was very important, and 11.4% felt this goal was essential. Of those students who identified as liberal, 45.4% felt this goal was not important, 25.7% felt this goal was somewhat important, 13.8% felt this goal was very important, and 15.2% felt this goal was essential. Of those students who identified as far left, 37.9% felt this goal was not important, 37.9% felt this goal was somewhat important, 13.8% felt this goal was very important, and 10.3% felt this goal was essential. See Appendix B, Table B.80.

Involvement in environmental programs. The statement, “Indicate the importance of: Becoming involved in programs to clean up the environment” had a statistically

significant result (p = .0001). The phi value was 0.229 and the Cramer's v value was 0.132. Of those students who indicated this goal was not important, 2.6% identified as far right, 30.2% identified as conservative, 43.4% identified as middle-of-the-road, 21.3% identified as liberal, and 2.6% identified as far left. Of those students who indicated this goal was somewhat important, 1.0% identified as far right, 21.1% identified as conservative, 47.7% identified as middle-of-the-road, 27.8% identified as liberal, and 2.4% identified as far left. Of those students who indicated this goal was very important, 2.1% identified as far right, 11.8% identified as conservative, 46.7% identified as middle-of-the-road, 35.9% identified as liberal, and 3.6% identified as far left. Of those students indicated this goal was essential, 4.8% identified as far right, 10.7% identified as conservative, 35.7% identified as middle-of-the-road, 41.7% identified as liberal, and 7.1% identified as far left. See Appendix B, Table B.81.

Of those students who identified as far right, 33.3% felt this goal was not important, 22.2% felt this goal was somewhat important, 22.2% felt this goal was very important, and 22.2% felt this goal was essential. Of those students who identified as conservative, 37.4% felt this goal was not important, 45.8% felt this goal was somewhat important, 12.1% felt this goal was very important, and 4.7% felt this goal was essential. Of those students who identified as middle-of-the-road, 24.3% felt this goal was not important, 46.9% felt this goal was somewhat important, 21.7% felt this goal was very important, and 7.1% felt this goal was essential. Of those students who identified as liberal, 18.5% felt this goal was not important, 42.6% felt this goal was somewhat important, 25.9% felt this goal was very important, and 13.0% felt this goal was essential. Of those students who identified as far left, 20.7% felt this goal was not

important, 34.5% felt this goal was somewhat important, 24.1% felt this goal was very important, and 20.7% felt this goal was essential. See Appendix B, Table B.82.

Philosophy of life. The statement, “Indicate the importance of: Developing a meaningful philosophy of life” had a statistically significant result (p = .0001). The phi value was 0.201 and the Cramer’s v value was 0.116. Of those students who indicated this goal was not important, 3.1% identified as far right, 25.6% identified as conservative, 50.6% identified as middle-of-the-road, 18.1% identified as liberal, and 2.5% identified as far left. Of those students who indicated this goal was somewhat important, 1.4% identified as far right, 24.7% identified as conservative, 48.1% identified as middle-of-the-road, 23.7% identified as liberal, and 2.1% identified as far left. Of those students who indicated this goal was very important, 1.7% identified as far right, 17.9% identified as conservative, 43.2% identified as middle-of-the-road, 33.8% identified as liberal, and 3.4% identified as far left. Of those students indicated this goal was essential, 2.2% identified as far right, 13.3% identified as conservative, 39.4% identified as middle-of-the-road, 40.0% identified as liberal, and 5.0% identified as far left. See Appendix B, Table B.83.

Of those students who identified as far right, 27.8% felt this goal was not important, 22.2% felt this goal was somewhat important, 27.8% felt this goal was very important, and 22.2% felt this goal was essential. Of those students who identified as conservative, 21.6% felt this goal was not important, 37.9% felt this goal was somewhat important, 27.9% felt this goal was very important, and 12.6% felt this goal was essential. Of those students who identified as middle-of-the-road, 19.3% felt this goal was not important, 33.3% felt this goal was somewhat important, 30.5% felt this goal

was very important, and 16.9% felt this goal was essential. Of those students who identified as liberal, 10.7% felt this goal was not important, 25.6% felt this goal was somewhat important, 37.0% felt this goal was very important, and 26.7% felt this goal was essential. Of those students who identified as far left, 13.8% felt this goal was not important, 20.7% felt this goal was somewhat important, 34.5% felt this goal was very important, and 31.0% felt this goal was essential. See Appendix B, Table B.84.

Involvement in community action programs. The statement, "Indicate the importance of: Participating in a community action program" had a statistically significant result (p = .023). The phi value was 0.148 and the Cramer's v value was 0.086. Of those students who indicated this goal was not important, 2.0% identified as far right, 24.5% identified as conservative, 48.5% identified as middle-of-the-road, 22.5% identified as liberal, and 2.5% identified as far left. Of those students who indicated this goal was somewhat important, 1.8% identified as far right, 22.2% identified as conservative, 43.7% identified as middle-of-the-road, 29.5% identified as liberal, and 2.9% identified as far left. Of those students who indicated this goal was very important, 2.8% identified as far right, 12.6% identified as conservative, 47.9% identified as middle-of-the-road, 33.5% identified as liberal, and 3.3% identified as far left. Of those students indicated this goal was essential, 0.0% identified as far right, 22.4% identified as conservative, 37.9% identified as middle-of-the-road, 32.8% identified as liberal, and 6.9% identified as far left. See Appendix B, Table B.85.

Of those students who identified as far right, 22.2% felt this goal was not important, 44.4% felt this goal was somewhat important, 33.3% felt this goal was very important, and 0.0% felt this goal was essential. Of those students who identified as

conservative, 26.3% felt this goal was not important, 52.6% felt this goal was somewhat important, 14.2% felt this goal was very important, and 6.8% felt this goal was essential. Of those students who identified as middle-of-the-road, 23.5% felt this goal was not important, 46.8% felt this goal was somewhat important, 24.5% felt this goal was very important, and 5.2% felt this goal was essential. Of those students who identified as liberal, 17.0% felt this goal was not important, 49.3% felt this goal was somewhat important, 26.7% felt this goal was very important, and 7.0% felt this goal was essential. Of those students who identified as far left, 17.2% felt this goal was not important, 44.8% felt this goal was somewhat important, 24.1% felt this goal was very important, and 13.8% felt this goal was essential. See Appendix B, Table B.86.

Racial understanding. The statement, “Indicate the importance of: Helping to promote racial understanding” had a statistically significant result (p = .0001). The phi value was 0.237 and the Cramer’s v value was 0.137. Of those students who indicated this goal was not important, 3.7% identified as far right, 31.4% identified as conservative, 46.3% identified as middle-of-the-road, 16.0% identified as liberal, and 2.7% identified as far left. Of those students who indicated this goal was somewhat important, 1.4% identified as far right, 21.6% identified as conservative, 48.3% identified as middle-of-the-road, 26.1% identified as liberal, and 2.5% identified as far left. Of those students who indicated this goal was very important, 1.7% identified as far right, 12.5% identified as conservative, 44.1% identified as middle-of-the-road, 37.5% identified as liberal, and 4.2% identified as far left. Of those students indicated this goal was essential, 1.0% identified as far right, 18.8% identified as conservative, 36.5%

identified as middle-of-the-road, 40.6% identified as liberal, and 3.1% identified as far left. See Appendix B, Table B.87.

Of those students who identified as far right, 38.9% felt this goal was not important, 27.8% felt this goal was somewhat important, 27.8% felt this goal was very important, and 5.6% felt this goal was essential. Of those students who identified as conservative, 31.1% felt this goal was not important, 40.5% felt this goal was somewhat important, 18.9% felt this goal was very important, and 9.5% felt this goal was essential. Of those students who identified as middle-of-the-road, 20.7% felt this goal was not important, 40.9% felt this goal was somewhat important, 30.2% felt this goal was very important, and 8.3% felt this goal was essential. Of those students who identified as liberal, 11.1% felt this goal was not important, 34.4% felt this goal was somewhat important, 40.0% felt this goal was very important, and 14.4% felt this goal was essential. Of those students who identified as far left, 17.2% felt this goal was not important, 31.0% felt this goal was somewhat important, 41.4% felt this goal was very important, and 10.3% felt this goal was essential. See Appendix B, Table B.88.

Political affairs. The statement, “Indicate the importance of: Keeping up to date with political affairs” had a statistically significant result (p = .013). The phi value was 0.196 and the Cramer’s v value was 0.113. Of those students who indicated this goal was not important, 2.6% identified as far right, 21.5% identified as conservative, 51.8% identified as middle-of-the-road, 22.5% identified as liberal, and 1.6% identified as far left. Of those students who indicated this goal was somewhat important, 0.8% identified as far right, 21.7% identified as conservative, 50.0% identified as middle-of-the-road, 25.0% identified as liberal, and 2.5% identified as far left. Of those students who

indicated this goal was very important, 2.6% identified as far right, 17.4% identified as conservative, 39.6% identified as middle-of-the-road, 37.0% identified as liberal, and 3.3% identified as far left. Of those students indicated this goal was essential, 2.8% identified as far right, 22.6% identified as conservative, 32.1% identified as middle-of-the-road, 34.9% identified as liberal, and 7.5% identified as far left. See Appendix B, Table B.89.

Of those students who identified as far right, 27.8% felt this goal was not important, 16.7% felt this goal was somewhat important, 38.9% felt this goal was very important, and 16.7% felt this goal was essential. Of those students who identified as conservative, 21.6% felt this goal was not important, 41.1% felt this goal was somewhat important, 24.7% felt this goal was very important, and 12.6% felt this goal was essential. Of those students who identified as middle-of-the-road, 23.6% felt this goal was not important, 42.9% felt this goal was somewhat important, 25.5% felt this goal was very important, and 8.1% felt this goal was essential. Of those students who identified as liberal, 15.9% felt this goal was not important, 33.3% felt this goal was somewhat important, 37.0% felt this goal was very important, and 13.7% felt this goal was essential. Of those students who identified as far left, 10.3% felt this goal was not important, 31.0% felt this goal was somewhat important, 31.0% felt this goal was very important, and 27.6% felt this goal was essential. See Appendix B, Table B.90.

Cultural understanding. The statement, “Indicate the importance of: Improving my understanding of other countries and cultures” had a statistically significant result (p = .0001). The phi value was 0.192 and the Cramer’s v value was 0.111. Of those students who indicated this goal was not important, 1.6% identified as far right, 27.8% identified

as conservative, 50.0% identified as middle-of-the-road, 18.3% identified as liberal, and 2.4% identified as far left. Of those students who indicated this goal was somewhat important, 2.1% identified as far right, 24.8% identified as conservative, 46.0% identified as middle-of-the-road, 24.2% identified as liberal, and 2.9% identified as far left. Of those students who indicated this goal was very important, 2.3% identified as far right, 16.8% identified as conservative, 44.5% identified as middle-of-the-road, 33.9% identified as liberal, and 2.6% identified as far left. Of those students indicated this goal was essential, 1.3% identified as far right, 11.8% identified as conservative, 42.1% identified as middle-of-the-road, 39.5% identified as liberal, and 5.3% identified as far left. See Appendix B, Table B.91.

Of those students who identified as far right, 11.1% felt this goal was not important, 38.9% felt this goal was somewhat important, 38.9% felt this goal was very important, and 11.1% felt this goal was essential. Of those students who identified as conservative, 18.5% felt this goal was not important, 44.4% felt this goal was somewhat important, 27.5% felt this goal was very important, and 9.5% felt this goal was essential. Of those students who identified as middle-of-the-road, 15.0% felt this goal was not important, 37.1% felt this goal was somewhat important, 32.8% felt this goal was very important, and 15.2% felt this goal was essential. Of those students who identified as liberal, 8.5% felt this goal was not important, 30.4% felt this goal was somewhat important, 38.9% felt this goal was very important, and 22.2% felt this goal was essential. Of those students who identified as far left, 10.3% felt this goal was not important, 34.5% felt this goal was somewhat important, 27.6% felt this goal was very important, and 27.6% felt this goal was essential. See Appendix B, Table B.92.

Adopting "green" practices. The statement, "Indicate the importance of: Adopting 'green' practices to protect the environment" had a statistically significant result (p = .0001). The phi value was 0.279 and the Cramer's v value was 0.161. Of those students who indicated this goal was not important, 4.2% identified as far right, 35.7% identified as conservative, 44.8% identified as middle-of-the-road, 11.9% identified as liberal, and 3.5% identified as far left. Of those students who indicated this goal was somewhat important, 0.9% identified as far right, 24.2% identified as conservative, 45.1% identified as middle-of-the-road, 27.8% identified as liberal, and 2.1% identified as far left. Of those students who indicated this goal was very important, 1.0% identified as far right, 14.5% identified as conservative, 49.0% identified as middle-of-the-road, 32.8% identified as liberal, and 2.7% identified as far left. Of those students indicated this goal was essential, 3.9% identified as far right, 9.7% identified as conservative, 40.0% identified as middle-of-the-road, 40.6% identified as liberal, and 5.8% identified as far left. See Appendix B, Table B.93.

Of those students who identified as far right, 33.3% felt this goal was not important, 16.7% felt this goal was somewhat important, 16.7% felt this goal was very important, and 33.3% felt this goal was essential. Of those students who identified as conservative, 26.8% felt this goal was not important, 42.6% felt this goal was somewhat important, 22.6% felt this goal was very important, and 7.9% felt this goal was essential. Of those students who identified as middle-of-the-road, 15.2% felt this goal was not important, 35.8% felt this goal was somewhat important, 34.4% felt this goal was very important, and 14.7% felt this goal was essential. Of those students who identified as liberal, 6.3% felt this goal was not important, 34.4% felt this goal was somewhat

important, 35.9% felt this goal was very important, and 23.3% felt this goal was essential. Of those students who identified as far left, 17.2% felt this goal was not important, 24.1% felt this goal was somewhat important, 27.6% felt this goal was very important, and 31.0% felt this goal was essential. See Appendix B, Table B.94.

Results for Behavioral Factors

The fourth research question for this study is, "Which behavioral independent variables have a statistically significant relationship to the dependent variable of students' political identity?" ANOVA main effects for the 37 independent variables contained within the behavioral factor category were calculated. The statistical significance required for each ANOVA was $p < .05$. A post-hoc analysis using cross tabulations was performed for each of the statistically significant ANOVA tables. The phi and Cramer's *v* values for each of the statistically significant independent variables were also calculated as part of each cross tabulation analysis. Of the independent variables in this category, 12 had a statistically significant relationship when tested against the dependent variable.

The first subset of independent variables in the behavioral factor category was comprised of activities for which the students indicated their participation during the previous year. Of the 25 independent variables in this subset, 7 yielded a statistically significant ANOVA. Table 15 provides all the *p*-values for this subset of ANOVAs. The specific results for each cross tabulation for the behavioral variables are presented in Appendix B.

Eighteen independent variables in this subset did not have statistical significance. The first nonsignificant variable was, "Was bored in class." The second

nonsignificant variable was, “Participated in political demonstrations.” The third nonsignificant variable was, “Tutored another student.” The fourth nonsignificant variable was, “Studied with other students.” The fifth nonsignificant variable was, “Was a guest in a teacher’s home.” The sixth nonsignificant variable was, “Drank beer.” The seventh nonsignificant variable was, “Drank wine or liquor.” The eighth nonsignificant variable was, “Performed volunteer work.” The ninth nonsignificant variable was, “Asked a teacher for advice after class.” The tenth nonsignificant variable was, “Voted in a student election.” The eleventh nonsignificant variable was, “Socialized with someone of another racial/ethnic group.” The twelfth nonsignificant variable was, “Came late to class.” The thirteenth nonsignificant variable was, “Used the Internet: For research or homework.” The fourteenth nonsignificant variable was, “Used the Internet: To read news sites.” The fifteenth nonsignificant variable was, “Used the Internet: To read blogs.” The sixteenth nonsignificant variable was, “Used the Internet: To blog.” The seventeenth nonsignificant variable was, “Performed community service as part of a class.” The final nonsignificant variable was, “Discussed religion.”

Table 15

ANOVA Main Effects for Behavioral (Previous Year's Activities) Factors and the Political View Dependent Variable

Independent Variable	*p*
Attended a religious service	.000*
Was bored in class	.375
Participated in political demonstrations	.060
Tutored another student	.328
Studied with other students	.815
Was a guest in a teacher's home	.573
Smoked cigarettes	.000*
Drank beer	.634
Drank wine or liquor	.265
Felt overwhelmed by all I had to do	.008*
Felt depressed	.008*
Performed volunteer work	.781
Played a musical instrument	.045*
Asked a teacher for advice after class	.152
Voted in a student election	.370
Socialized with someone of another racial/ethnic group	.627
Came late to class	.727
Used the Internet: For research or homework	.212
Used the Internet: To read news sites	.525
Used the Internet: To read blogs	.586
Used the Internet: To blog	.796
Performed community service as part of a class	.704
Discussed religion	.603
Discussed politics	.011*
Worked on a local, state or national political campaign	.021*

Note. * $p < .05$

Attendance at religious services. The statement, “Attended a religious service” had a statistically significant result (p = .0001). The phi value was 0.233 and the Cramer’s v value was 0.164. Of those students who indicated they did not attend religious services at all, 2.9% identified as far right, 8.3% identified as conservative, 44.6% identified as middle-of-the-road, 38.7% identified as liberal, and 5.4% identified as far left. Of those students who indicated they occasionally attended religious services, 1.1% identified as far right, 19.8% identified as conservative, 45.6% identified as middle-of-the-road, 30.3% identified as liberal, and 3.2% identified as far left. Of those students who indicated they frequently attended religious services, 1.9% identified as far right, 29.7% identified as conservative, 45.0% identified as middle-of-the-road, 21.7% identified as liberal, and 1.7% identified as far left. See Appendix B, Table B.95.

Of those students who identified as far right, 35.3% indicated they did not attend religious services at all, 23.5% indicated they attended occasionally, and 41.2% indicated they attended frequently. Of those students who identified as conservative, 8.5% indicated they did not attend religious services at all, 37.7% indicated they attended occasionally, and 53.8% indicated they attended frequently. Of those students who identified as middle-of-the-road, 21.4% indicated they did not attend religious services at all, 40.6% indicated they attended occasionally, and 38.0% indicated they attended frequently. Of those students who identified as liberal, 29.0% indicated they did not attend religious services at all, 42.3% indicated they attended occasionally, and 28.7% indicated they attended frequently. Of those students who identified as far left, 37.9% indicated they did not attend religious services at all, 41.4% indicated they

attended occasionally, and 20.7% indicated they attended frequently. See Appendix B, Table B.96.

Cigarette use. The statement, “Smoked cigarettes” had a statistically significant result (p = .0001). The phi value was 0.171 and the Cramer’s v value was 0.121. Of those students who indicated they did not smoke at all, 1.9% identified as far right, 23.5% identified as conservative, 46.8% identified as middle-of-the-road, 25.3% identified as liberal, and 2.6% identified as far left. Of those students who indicated they occasionally smoked, 1.8% identified as far right, 13.5% identified as conservative, 45.4% identified as middle-of-the-road, 33.7% identified as liberal, and 5.5% identified as far left. Of those students who indicated they frequently smoked, 1.3% identified as far right, 15.2% identified as conservative, 34.2% identified as middle-of-the-road, 46.8% identified as liberal, and 2.5% identified as far left. See Appendix B, Table B.97.

Of those students who identified as far right, 76.5% indicated they did not smoke at all, 17.6% indicated they smoked occasionally, and 5.9% indicated they smoked frequently. Of those students who identified as conservative, 82.8% indicated they did not smoke at all, 11.1% indicated they smoked occasionally, and 6.1% indicated they smoked frequently. Of those students who identified as middle-of-the-road, 76.4% indicated they did not smoke at all, 17.3% indicated they smoked occasionally, and 6.3% indicated they smoked frequently. Of those students who identified as liberal, 65.8% indicated they did not smoke at all, 20.4% indicated they smoked occasionally, and 13.8% indicated they smoked frequently. Of those students who identified as far left, 62.1% indicated they did not smoke at all, 31.0% indicated they smoked occasionally, and 6.9% indicated they smoked frequently. See Appendix B, Table B.98.

Feeling overwhelmed. The statement, “Felt overwhelmed by all I had to do” had a statistically significant result (p = .008). The phi value was 0.114 and the Cramer’s v value was 0.081. Of those students who indicated they did not feel overwhelmed at all, 3.6% identified as far right, 26.4 % identified as conservative, 47.1% identified as middle-of-the-road, 21.4% identified as liberal, and 1.4% identified as far left. Of those students who indicated they occasionally felt overwhelmed, 1.3% identified as far right, 21.4% identified as conservative, 44.2% identified as middle-of-the-road, 29.4% identified as liberal, and 3.6% identified as far left. Of those students who indicated they frequently felt overwhelmed, 1.8% identified as far right, 17.4% identified as conservative, 46.6% identified as middle-of-the-road, 31.3% identified as liberal, and 2.8% identified as far left. See Appendix B, Table B.99.

Of those students who identified as far right, 29.4% indicated they did not feel overwhelmed at all, 41.2% indicated they occasionally felt overwhelmed, and 29.4% indicated they frequently felt overwhelmed. Of those students who identified as conservative, 18.7% indicated they did not feel overwhelmed at all, 56.6% indicated they occasionally felt overwhelmed, and 24.7% indicated they frequently felt overwhelmed. Of those students who identified as middle-of-the-road, 15.4% indicated they did not feel overwhelmed at all, 54.0% indicated they occasionally felt overwhelmed, and 30.6% indicated they frequently felt overwhelmed. Of those students who identified as liberal, 11.0% indicated they did not feel overwhelmed at all, 56.6% indicated they occasionally felt overwhelmed, and 32.4% indicated they frequently felt overwhelmed. Of those students who identified as far left, 6.9% indicated they did not

feel overwhelmed at all, 65.5% indicated they occasionally felt overwhelmed, and 27.6% indicated they frequently felt overwhelmed. See Appendix B, Table B.100.

Feelings of depression. The statement, “Felt depressed” had a statistically significant result (p = .008). The phi value was 0.127 and the Cramer’s v value was 0.090. Of those students who indicated they did not feel depressed at all, 2.1% identified as far right, 23.8% identified as conservative, 45.9% identified as middle-of-the-road, 26.0% identified as liberal, and 2.1% identified as far left. Of those students who indicated they occasionally felt depressed, 1.3% identified as far right, 18.3% identified as conservative, 45.4% identified as middle-of-the-road, 31.8% identified as liberal, and 3.3% identified as far left. Of those students who indicated they frequently felt depressed, 2.6% identified as far right, 18.4% identified as conservative, 39.5% identified as middle-of-the-road, 31.6% identified as liberal, and 7.9% identified as far left. See Appendix B, Table B.101.

Of those students who identified as far right, 58.8% indicated they did not feel depressed at all, 29.4% indicated they occasionally felt depressed, and 11.8% indicated they frequently felt depressed. Of those students who identified as conservative, 56.1% indicated they did not feel depressed at all, 36.9% indicated they occasionally felt depressed, and 7.1% indicated they frequently felt depressed. Of those students who identified as middle-of-the-road, 50.4% indicated they did not feel depressed at all, 42.6% indicated they occasionally felt depressed, and 7.1% indicated they frequently felt depressed. Of those students who identified as liberal, 44.5% indicated they did not feel depressed at all, 46.7% indicated they occasionally felt depressed, and 8.8% indicated they frequently felt depressed. Of those students who identified as far left,

34.5% indicated they did not feel depressed at all, 44.8% indicated they occasionally felt depressed, and 20.7% indicated they frequently felt depressed. See Appendix B, Table B.102.

Playing musical instruments. The statement, “Played a musical instrument” had a statistically significant result (p = .045). The phi value was 0.097 and the Cramer’s v value was 0.069. Of those students who indicated they did not play a musical instrument at all, 2.4% identified as far right, 21.9% identified as conservative, 46.8% identified as middle-of-the-road, 26.8% identified as liberal, and 2.1% identified as far left. Of those students who indicated they occasionally played a musical instrument, 1.6% identified as far right, 15.7% identified as conservative, 45.9% identified as middle-of-the-road, 32.4% identified as liberal, and 4.3% identified as far left. Of those students who indicated they frequently played a musical instrument, 1.4% identified as far right, 22.4% identified as conservative, 42.8% identified as middle-of-the-road, 29.7% identified as liberal, and 3.8% identified as far left. See Appendix B, Table B.103.

Of the students who identified as far right, 61.1% indicated they did not play a musical instrument at all, 16.7% indicated they played a musical instrument occasionally, and 22.2% indicated they played a musical instrument frequently. Of the students who identified as conservative, 52.0% indicated they did not play a musical instrument at all, 14.8% indicated they played a musical instrument occasionally, and 33.2% indicated they played a musical instrument frequently. Of the students who identified as middle-of-the-road, 51.1% indicated they did not play a musical instrument at all, 19.9% indicated they played a musical instrument occasionally, and 29.0% indicated they played a musical instrument frequently. Of the students who identified as

liberal, 46.1% indicated they did not play a musical instrument at all, 22.1% indicated they played a musical instrument occasionally, and 31.7% indicated they played a musical instrument frequently. Of the students who identified as far left, 34.5% indicated they did not play a musical instrument at all, 27.6% indicated they played a musical instrument occasionally, and 37.9% indicated they played a musical instrument frequently. See Appendix B, Table B.104.

Discussing politics. The statement, “Discussed politics” had a statistically significant result (p = .011). The phi value was 0.161 and the Cramer’s v value was 0.114. Of those students who indicated they did not discuss politics at all, 3.1% identified as far right, 23.3% identified as conservative, 55.8% identified as middle-of-the-road, 14.7% identified as liberal, and 3.1% identified as far left. Of those students who indicated they occasionally discussed politics, 1.9% identified as far right, 19.5% identified as conservative, 46.9% identified as middle-of-the-road, 29.2% identified as liberal, and 2.5% identified as far left. Of those students who indicated they frequently discussed politics, 1.2% identified as far right, 22.6% identified as conservative, 37.8% identified as middle-of-the-road, 34.4% identified as liberal, and 4.0% identified as far left. See Appendix B, Table B.105.

Of those students who identified as far right, 23.5% indicated they did not discuss politics at all, 52.9% indicated they discussed politics occasionally, and 23.5% indicated they discussed politics frequently. Of those students who identified as conservative, 15.2% indicated they did not discuss politics at all, 48.0% indicated they discussed politics occasionally, and 36.9% indicated they discussed politics frequently. Of those students who identified as middle-of-the-road, 17.1% indicated they did not discuss

politics at all, 54.0% indicated they discussed politics occasionally, and 28.9% indicated they discussed politics frequently. Of those students who identified as liberal, 7.0% indicated they did not discuss politics at all, 52.2% indicated they discussed politics occasionally, and 40.8% indicated they discussed politics frequently. Of those students who identified as far left, 13.8% indicated they did not discuss politics at all, 41.4% indicated they discussed politics occasionally, and 44.8% indicated they discussed politics frequently. See Appendix B, Table B.106.

Involvement in political campaigns. The statement, "Worked on a local, state or national political campaign" had a statistically significant result (p = .021). The phi value was 0.145 and the Cramer's v value was 0.102. Of those students who indicated they were not involved in a campaign at all, 1.9% identified as far right, 21.0% identified as conservative, 46.5% identified as middle-of-the-road, 27.9% identified as liberal, and 2.6% identified as far left. Of those students who indicated they were occasionally involved in a campaign, 0.0% identified as far right, 26.9% identified as conservative, 30.8% identified as middle-of-the-road, 34.6% identified as liberal, and 7.7% identified as far left. Of those students who indicated they were frequently involved in a campaign, 0.0% identified as far right, 4.8% identified as conservative, 42.9% identified as middle-of-the-road, 47.6% identified as liberal, and 4.8% identified as far left. See Appendix B, Table B.107.

Of those students who identified as far right, 100.0% were not involved in a campaign at all, 0.0% were involved in a campaign occasionally, and 0.0% were involved in a campaign frequently. Of those students who identified as conservative, 88.8% were not involved in a campaign at all, 26.9% were involved in a campaign

occasionally, and 4.8% were involved in a campaign frequently. Of those students who identified as middle-of-the-road, 92.2% were not involved in a campaign at all, 5.7% were involved in a campaign occasionally, and 2.1% were involved in a campaign frequently. Of those students who identified as liberal, 86.3% were not involved in a campaign at all, 10.0% were involved in a campaign occasionally, and 3.7% were involved in a campaign frequently. Of those students who identified as far left, 75.9% were not involved in a campaign at all, 20.7% were involved in a campaign occasionally, and 3.4% were involved in a campaign frequently. See Appendix B, Table B.108.

The second subset of independent variables in the behavioral factor category asked students to indicate the frequency of their participation in a series of activities. Of the 12 independent variables in this subset, 5 yielded a statistically significant ANOVA. Table 16 provides all the *p*-values for this subset of ANOVAs. The specific results for each cross tabulation for the behavioral variables are presented in Appendix B.

Seven independent variables in this subset did not have statistical significance. The first nonsignificant variable was, “Ask questions in class.” The second nonsignificant variable was, “Seek solutions to problems and explain them to others.” The third nonsignificant variable was, “Revise your papers to improve your writing.” The fourth nonsignificant variable was, “Evaluate the quality or reliability of information you received.” The fifth nonsignificant variable was, “Take a risk because you feel you have more to gain.” The sixth nonsignificant variable was, “Seek feedback on your academic work.” The final nonsignificant variable was, “Take notes during class.” See Table 16.

Table 16

ANOVA Main Effects for Behavioral (Activity Frequency) Factors and the Political View Dependent Variable

Independent Variable	*p*
Ask questions in class	.929
Support your opinions with a logical argument	.020*
Seek solutions to problems and explain them to others	.919
Revise your papers to improve your writing	.760
Evaluate the quality or reliability of information you received	.501
Take a risk because you feel you have more to gain	.417
Seek alternative solutions to a problem	.043*
Look up scientific research articles and resources	.017*
Explore topics on your own, even though it was not required for a class	.000*
Accept mistakes as part of the learning process	.007*
Seek feedback on your academic work	.483
Take notes during class	.887

Note. * $p < .05$

Use of logical arguments. The statement, “Support your opinions with a logical argument” had a statistically significant result (p = .020). The phi value was 0.142 and the Cramer’s v value was 0.101. Of those students who indicated they did not use logical arguments at all, 8.3% identified as far right, 19.4% identified as conservative, 52.8% identified as middle-of-the-road, 19.4% identified as liberal, and 0.0% identified as far left. Of those students who indicated they occasionally used logical arguments, 2.5% identified as far right, 21.5% identified as conservative, 48.0% identified as

middle-of-the-road, 24.5% identified as liberal, and 3.5% identified as far left. Of those students who indicated they frequently used logical arguments, 1.2% identified as far right, 20.5% identified as conservative, 42.5% identified as middle-of-the-road, 32.7% identified as liberal, and 3.1% identified as far left. See Appendix B, Table B.109.

Of those students who identified as far right, 15.8% indicated they did not use logical arguments at all, 52.6% indicated they used logical arguments occasionally, and 31.6% indicated they used logical arguments frequently. Of those students who identified as conservative, 3.6% indicated they did not use logical arguments at all, 43.4% indicated they used logical arguments occasionally, and 53.1% indicated they used logical arguments frequently. Of those students who identified as middle-of-the-road, 4.5% indicated they did not use logical arguments at all, 44.7% indicated they used logical arguments occasionally, and 50.8% indicated they used logical arguments frequently. Of those students who identified as liberal, 2.6% indicated they did not use logical arguments at all, 35.9% indicated they used logical arguments occasionally, and 61.5% indicated they used logical arguments frequently. Of those students who identified as far left, 0.0% indicated they did not use logical arguments at all, 46.7% indicated they used logical arguments occasionally, and 53.3% indicated they used logical arguments frequently. See Appendix B, Table B.110.

Alternative solutions to problems. The statement, “Seek alternative solutions to a problem” had a statistically significant result (p = .043). The phi value was 0.123 and the Cramer’s v value was 0.087. Of those students who indicated they did not seek alternative solutions at all, 11.8% identified as far right, 29.4% identified as conservative, 47.1% identified as middle-of-the-road, 5.9% identified as liberal, and

5.9% identified as far left. Of those students who indicated they occasionally sought alternative solutions, 2.0% identified as far right, 22.1% identified as conservative, 44.6% identified as middle-of-the-road, 28.2% identified as liberal, and 3.2% identified as far left. Of those students who indicated they frequently sought alternative solutions, 1.7% identified as far right, 19.1% identified as conservative, 45.4% identified as middle-of-the-road, 30.9% identified as liberal, and 2.9% identified as far left. See Appendix B, Table B.111.

Of those students who identified as far right, 10.5% indicated they did not seek alternative solutions at all, 52.6% indicated they sought alternative solutions occasionally, and 36.8% indicated they sought alternative solutions frequently. Of those students who identified as conservative, 2.6% indicated they did not seek alternative solutions at all, 57.1% indicated they sought alternative solutions occasionally, and 40.3% indicated they sought alternative solutions frequently. Of those students who identified as middle-of-the-road, 1.9% indicated they did not seek alternative solutions at all, 53.6% indicated they sought alternative solutions occasionally, and 44.5% indicated they sought alternative solutions frequently. Of those students who identified as liberal, 0.4% indicated they did not seek alternative solutions at all, 52.6% indicated they sought alternative solutions occasionally, and 47.1% indicated they sought alternative solutions frequently. Of those students who identified as far left, 3.4% indicated they did not seek alternative solutions at all, 55.2% indicated they sought alternative solutions occasionally, and 41.4% indicated they sought alternative solutions frequently. See Appendix B, Table B.112.

Use of scientific research. The statement, “Look up scientific research articles and resources” had a statistically significant result (p = .017). The phi value was 0.167 and the Cramer’s v value was 0.118. Of those students who indicated they did not use scientific research at all, 3.7% identified as far right, 22.4% identified as conservative, 49.6% identified as middle-of-the-road, 20.5% identified as liberal, and 3.7% identified as far left. Of those students who indicated they occasionally used scientific research, 0.6% identified as far right, 21.0% identified as conservative, 44.4% identified as middle-of-the-road, 31.3% identified as liberal, and 2.6% identified as far left. Of those students who indicated they frequently used scientific research, 3.5% identified as far right, 18.8% identified as conservative, 37.6% identified as middle-of-the-road, 36.5% identified as liberal, and 3.5% identified as far left. See Appendix B, Table B.113.

Of those students who identified as far right, 52.6% indicated they did not use scientific research at all, 15.8% indicated they used scientific research occasionally, and 31.6% indicated they used scientific research frequently. Of those students who identified as conservative, 30.6% indicated they did not use scientific research at all, 53.1% indicated they used scientific research occasionally, and 16.3% indicated they used scientific research frequently. Of those students who identified as middle-of-the-road, 31.9% indicated they did not use scientific research at all, 52.8% indicated they used scientific research occasionally, and 15.3% indicated they used scientific research frequently. Of those students who identified as liberal, 20.2% indicated they did not use scientific research at all, 57.0% indicated they used scientific research occasionally, and 22.8% indicated they used scientific research frequently. Of those students who identified as far left, 34.5% indicated they did not use scientific research at all, 44.8%

indicated they used scientific research occasionally, and 20.7% indicated they used scientific research frequently. See Appendix B, Table B.114.

Research for personal interest. The statement, “Explore topics on your own, even though it was not required for a class” had a statistically significant result (p = .0001). The phi value was 0.158 and the Cramer’s v value was 0.111. Of those students who indicated they did not research at all, 2.1% identified as far right, 30.0% identified as conservative, 46.4% identified as middle-of-the-road, 20.0% identified as liberal, and 1.4% identified as far left. Of those students who indicated they occasionally researched, 2.0% identified as far right, 19.8% identified as conservative, 47.8% identified as middle-of-the-road, 28.1% identified as liberal, and 2.4% identified as far left. Of those students who indicated they frequently researched, 2.1% identified as far right, 18.6% identified as conservative, 39.3% identified as middle-of-the-road, 34.8% identified as liberal, and 5.2% identified as far left. See Appendix B, Table B.115.

Of those students who identified as far right, 15.8% did not research at all, 52.6% research occasionally, and 31.6% researched frequently. Of those students who identified as conservative, 21.4% did not research at all, 51.0% research occasionally, and 27.6% researched frequently. Of those students who identified as middle-of-the-road, 15.4% did not research at all, 57.5% research occasionally, and 27.1% researched frequently. Of those students who identified as liberal, 10.3% did not research at all, 52.4% research occasionally, and 37.3% researched frequently. Of those students who identified as far left, 6.9% did not research at all, 41.4% research occasionally, and 51.7% researched frequently. See Appendix B, Table B.116.

Accepting mistakes. The statement, “Accept mistakes as part of the learning process” had a statistically significant result (p = .007). The phi value was 0.144 and the Cramer’s v value was 0.102. Of those students who indicated they did not accept mistakes at all, 12.5% identified as far right, 31.3% identified as conservative, 37.5% identified as middle-of-the-road, 18.8% identified as liberal, and 0.0% identified as far left. Of those students who indicated they occasionally accepted mistakes, 1.4% identified as far right, 24.3% identified as conservative, 45.5% identified as middle-of-the-road, 26.1% identified as liberal, and 2.7% identified as far left. Of those students who indicated they frequently accepted mistakes, 2.3% identified as far right, 17.7% identified as conservative, 44.8% identified as middle-of-the-road, 31.7% identified as liberal, and 3.5% identified as far left. See Appendix B, Table B.117.

Of those students who identified as far right, 10.5% indicated they did not accept mistakes at all, 31.6% indicated they occasionally accepted mistakes, and 57.9% indicated they frequently accepted mistakes. Of those students who identified as conservative, 2.6% indicated they did not accept mistakes at all, 54.1% indicated they occasionally accepted mistakes, and 43.4% indicated they frequently accepted mistakes. Of those students who identified as middle-of-the-road, 1.4% indicated they did not accept mistakes at all, 47.4% indicated they occasionally accepted mistakes, and 51.2% indicated they frequently accepted mistakes. Of those students who identified as liberal, 1.1% indicated they did not accept mistakes at all, 42.4% indicated they occasionally accepted mistakes, and 56.5% indicated they frequently accepted mistakes. Of those students who identified as far left, 0.0% indicated they did not accept

mistakes at all, 41.4% indicated they occasionally accepted mistakes, and 58.6% indicated they frequently accepted mistakes. See Appendix B, Table B.118.

Results for Familial Factors

The final research question for this study is, “Which familial independent variables have a statistically significant relationship to the dependent variable of students’ political identity?” ANOVA main effects for the 7 independent variables contained within the familial factor category were calculated. The statistical significance required for each ANOVA was $p < .05$. A post-hoc analysis using cross tabulations was performed for each of the statistically significant ANOVA tables. The phi and Cramer’s *v* values for each of the statistically significant independent variables were also calculated as part of each cross tabulation analysis. Of the independent variables in this category, 2 had a statistically significant ANOVA when tested against the dependent variable.

Five independent variables in the familial factors category did not have a statistical significance. The first nonsignificant variable was parental marital status. The second nonsignificant variable was the level of education of the student’s father. The third nonsignificant variable was the level of education of the student’s mother. The fourth nonsignificant variable was the occupation of the student’s father. The final nonsignificant variable was the occupation of the student’s mother. Table 17 provides all the *p*-values for this set of ANOVAs. The specific results for each cross tabulation for the familial variables are presented in Appendix B.

Table 17

ANOVA Main Effects for Familial Factors and the Political View Dependent Variable

Independent Variable	*p*
Parents' marital status	.308
Father's religious preference	.000*
Mother's religious preference	.001*
Father's level of education	.064
Mother's level of education	.810
Father's occupation	.095
Mother's occupation	.102

*Note. * p < .05*

Father's religious preference. The religious preference of the student's father had a statistically significant result (p = .0001). The phi value was 0.337 and the Cramer's v value was 0.168. Of those students who indicated their fathers were Baptist, 2.6% identified as far right, 31.1% identified as conservative, 46.3% identified as middle-of-the-road, 17.9% identified as liberal, and 2.1% identified as far left. Of those students who indicated their fathers were Buddhist, 0.0% identified as far right, 9.1% identified as conservative, 27.3% identified as middle-of-the-road, 63.6% identified as liberal, and 0.0% identified as far left. Of those students who indicated their fathers were Church of Christ, 4.5% identified as far right, 22.7% identified as conservative, 50.0% identified as middle-of-the-road, 20.5% identified as liberal, and 2.3% identified as far left. Of those students who indicated their fathers were Eastern Orthodox, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those

students who indicated their fathers were Episcopalian, none identified as far right, conservative, or far left; 50.0% identified as middle-of-the-road and 50.0% identified as liberal. Of those students who indicated their fathers were Hindu, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those students who indicated their fathers were Jewish, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those students who indicated their fathers were Mormon, none identified as far right, conservative, liberal, or far left; 100.0% identified as middle-of-the-road. Of those students who indicated their fathers were Lutheran, 0.0% identified as far right, 16.1% identified as conservative, 51.6% identified as middle-of-the-road, 29.0% identified as liberal, and 3.2% identified as far left. Of those students who indicated their fathers were Methodist, 2.7% identified as far right, 31.1% identified as conservative, 33.8% identified as middle-of-the-road, 28.4% identified as liberal, and 4.1% identified as far left. Of those students who indicated their fathers were Muslim, none identified as far right, conservative, or far left; 50.0% identified as middle-of-the-road and 50.0% identified as liberal. Of those students who indicated their fathers were Presbyterian, none identified as far right or far left; 27.3% identified as conservative, 45.5% identified as middle-of-the-road, and 27.3% identified as liberal. Of those students who indicated their fathers were Roman Catholic, 0.9% identified as far right, 17.1% identified as conservative, 48.1% identified as middle-of-the-road, 29.6% identified as liberal, and 4.2% identified as far left. Of those students who indicated their fathers were Seventh Day Adventist, none identified as far right or far left; 20.0% identified as conservative, 40.0% identified as middle-of-the-road, and 40.0% identified as liberal. Of those

students who indicated their fathers were United Church of Christ/Congregational, none identified as conservative or far left; 20.0% identified as far right, 20.0% identified as middle-of-the-road and 60.0% identified as liberal. Of those students who indicated their fathers were of another Christian denomination for which there was no response option, 1.8% identified as far right, 25.0% identified as conservative, 45.5% identified as middle-of-the-road, 23.2% identified as liberal, and 4.5% identified as far left. Of those students who indicated their fathers were of another religion for which there was no response option, 0.0% identified as far right, 14.3% identified as conservative, 42.9% identified as middle-of-the-road, 38.1% identified as liberal, and 4.8% identified as far left. Of those students who indicated their fathers had no religious preference, 1.9% identified as far right, 8.6% identified as conservative, 45.7% identified as middle-of-the-road, 40.0% identified as liberal, and 3.8% identified as far left. See Appendix B, Table B.119.

Of those students who identified as far right, the fathers' religious preferences were 31.3% Baptist, 12.5% Church of Christ, 12.5% Methodist, 12.5% Roman Catholic, 6.3% United Church of Christ/Congregational, 12.5% another Christian religion for which there was no response option, and 12.5% no religious preference. Of those students who identified as conservative, the fathers' religious preferences were 32.4% Baptist, 0.5% Buddhist, 5.5% Church of Christ, 2.7% Lutheran, 12.6% Methodist, 3.3% Presbyterian, 20.3% Roman Catholic, 0.5% Seventh Day Adventist, 15.4% another Christian religion for which there was no response option, 1.6% another religion for which there was no response option, and 4.9% no religious preference. Of those students who identified as middle-of-the-road, the fathers' religious preferences were

22.6% Baptist, 0.8% Buddhist, 5.6% Church of Christ, 1.0% Episcopalian, 0.5% Mormon, 4.1% Lutheran, 6.4% Methodist, 1.3% Muslim, 2.6% Presbyterian, 26.7% Roman Catholic, 0.5% Seventh Day Adventist, 0.3% United Church of Christ/Congregational,1 3.1% another Christian religion for which there was no response option, 2.3% another religion for which there was no response option, and 12.5% no religious preference. Of those students who identified as liberal, the fathers' religious preferences were 13.8% Baptist, 2.8% Buddhist, 3.6% Church of Christ, 0.4% Eastern Orthodox, 1.6% Episcopalian, 0.4% Hindu, 2.0% Jewish, 3.6% Lutheran, 8.5% Methodist, 2.0% Muslim, 2.4% Presbyterian, 25.9% Roman Catholic, 0.8% Seventh Day Adventist, 1.2% United Church of Christ/Congregational, 10.5% another Christian religion for which there was no response option, 3.2% another religion for which there was no response option, and 17.0% no religious preference. Of those students who identified as far left, the fathers' religious preferences were 14.3% Baptist, 3.6% Church of Christ, 3.6% Lutheran, 10.7% Methodist, 32.1% Roman Catholic, 17.9% another Christian religion for which there was no response option, 3.6% another religion for which there was no response option, and 14.3% no religious preference. See Appendix B, Table B.120.

Mother's religious preference. The religious preference of the student's mother had a statistically significant result (p = .001). The phi value was 0.292 and the Cramer's v value was 0.146. Of those students who indicated their mothers were Baptist, 2.0% identified as far right, 30.1% identified as conservative, 48.5% identified as middle-of-the-road, 17.9% identified as liberal, and 1.5% identified as far left. Of those students who indicated their mothers were Buddhist, 0.0% identified as far right, 11.1% identified

as conservative, 22.2% identified as middle-of-the-road, 66.7% identified as liberal, and 0.0% identified as far left. Of those students who indicated their mothers were Church of Christ, 3.4% identified as far right, 16.9% identified as conservative, 55.9% identified as middle-of-the-road, 22.0% identified as liberal, and 1.7% identified as far left. Of those students who indicated their mothers were Eastern Orthodox, none identified as far right, conservative, or far left; 50.0% identified as middle-of-the-road and 50.0% identified as liberal. Of those students who indicated their mothers were Episcopalian, none identified as far right, conservative, or far left; 38.5% identified as middle-of-the-road and 61.5% identified as liberal. Of those students who indicated their mothers were Hindu, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those students who indicated their mothers were Jewish, none identified as far right, conservative, middle-of-the-road, or far left; 100.0% identified as liberal. Of those students who indicated their mothers were Mormon, none identified as far right, conservative, liberal, or far left; 100.0% identified as middle-of-the-road. Of those students who indicated their mothers were Lutheran, 0.0% identified as far right, 18.8% identified as conservative, 53.1% identified as middle-of-the-road, 25.0% identified as liberal, and 3.1% identified as far left. Of those students who indicated their mothers were Methodist, 3.7% identified as far right, 27.2% identified as conservative, 37.0% identified as middle-of-the-road, 27.2% identified as liberal, and 4.9% identified as far left. Of those students who indicated their mothers were Muslim, none identified as far right, conservative, or far left; 66.7% identified as middle-of-the-road and 33.3% identified as liberal. Of those students who indicated their mothers were Presbyterian, 0.0% identified as far right, 20.8% identified as conservative, 45.8% identified as

middle-of-the-road, 29.8% identified as liberal, and 4.2% identified as far left. Of those students who indicated their mothers were Roman Catholic, 1.3% identified as far right, 18.7% identified as conservative, 46.7% identified as middle-of-the-road, 29.8% identified as liberal, and 3.6% identified as far left. Of those students who indicated their mothers were Seventh Day Adventist, none identified as far right, conservative, or far left; 50.0% identified as middle-of-the-road and 50.0% identified as liberal. Of those students who indicated their mothers were United Church of Christ/Congregational, none identified as far right, conservative, or far left; 25.0% identified as middle-of-the-road and 75.0% identified as liberal. Of those students who indicated their mothers were of another Christian denomination for which there was no response option, 1.6% identified as far right, 22.7% identified as conservative, 39.8% identified as middle-of-the-road, 32.0% identified as liberal, and 3.9% identified as far left. Of those students who indicated their mothers were of another religion for which there was no response option, 0.0% identified as far right, 11.5% identified as conservative, 46.2% identified as middle-of-the-road, 38.5% identified as liberal, and 3.8% identified as far left. Of those students who indicated their mothers had no religious preference, 3.0% identified as far right, 13.4% identified as conservative, 40.3% identified as middle-of-the-road, 37.3% identified as liberal, and 6.0% identified as far left. See Appendix B, Table B.121.

Of those students who identified as far right, the mothers' religious preferences were 25.0% Baptist, 12.5% were Church of Christ, 18.8% were Methodist, 18.8% were Roman Catholic, 12.5% were another Christian religion for which there was no response option, and 12.5% had no religious preference. Of those students who identified as conservative, the mothers' religious preferences were 31.7% Baptist, 0.5%

Buddhist, 5.4% Church of Christ, 3.2% Lutheran, 11.8% Methodist, 2.7% Presbyterian, 22.6% Roman Catholic, 15.6% another Christian religion for which there was no response option, 1.6% another religion for which there was no response option, and 4.8% had no religious preference. Of those students who identified as middle-of-the-road, the mothers' religious preferences were 23.8% Baptist, 0.5% Buddhist, 8.3% Church of Christ, 0.3% Eastern Orthodox, 1.3% Episcopalian, 0.5% Mormon, 4.3% Lutheran, 7.5% Methodist, 1.5% Muslim, 2.8% Presbyterian, 26.3% Roman Catholic, 0.5% Seventh Day Adventist, 0.3% United Church of Christ/Congregational, 12.8% another Christian religion for which there was no response option, 3.0% another religion for which there was no response option, and 6.8% had no religious preference. Of those students who identified as liberal, the mothers' religious preferences were 13.8% Baptist, 2.4% Buddhist, 5.1% Church of Christ, 0.4% Eastern Orthodox, 3.1% Episcopalian, 0.4% Hindu, 0.8% Jewish, 3.1% Lutheran, 8.7% Methodist, 1.2% Muslim, 2.8% Presbyterian, 26.4% Roman Catholic, 0.8% Seventh Day Adventist, 1.2% United Church of Christ/Congregational, 16.1% another Christian religion for which there was no response option, 3.9% another religion for which there was no response option, and 9.8% had no religious preference. Of those students who identified as far left, the mothers' religious preferences were 10.7% Baptist, 3.6% Church of Christ, 3.6% Lutheran, 14.3% Methodist, 3.6% Presbyterian, 28.6% Roman Catholic, 17.9% another Christian religion for which there was no response option, 3.6% another religion for which there was no response option, and 14.3% had no religious preference. See Appendix B, Table B.122.

CHAPTER 5

SUMMARY OF FINDINGS, DISCUSSION, AND RECOMMENDATIONS

Findings for the Demographic Indicators and the Dependent Variable

Demographic data about the sample were collected to illustrate the characteristics of the incoming first-year class that began college in the fall semester of 2008. The demographic indicators for this study were the students' gender, age, college enrollment status, citizenship status, disability status, estimated family income, current religious preference, and race. Frequency data about the students' political views were also collected to describe the dependent variable of political identity.

A majority of the students in the sample (52.6%) were female. Nearly two-thirds of the students in the sample (62.2%) were 18 years old. Almost all of the students in the sample (97.9%) intended to enroll at their institution full-time. Most of the students in the sample (97.1%) were United States citizens. Likewise, most of the students in the sample (93.3%) did not have a disability. A majority of the students in the sample (54.7%) identified as White/Caucasian.

Estimated family income was more widely varied than the above demographic indicators: 16.7% of students in the sample estimated their family income as less than $30,000 per year, compared to 24.3% of students who estimated their family income as between $30,000 and $59,999 per year. Further, 24.7% of students in the sample estimated their family income as between $60,000 and $99,999 per year, and 27.9% estimated their family income as over $100,000 per year.

Religious preferences were also varied. While no one religion represented a majority of the sample, 74.4% of students belonged to a Christian denomination. 5.8%

of the students in the sample belonged to a non-Christian religion, and 16.7% had no religious preference.

For the dependent variable of political identity, students were asked to characterize their political views in terms of far right, conservative, middle-of-the-road, liberal, and far left. 21.9% of the students in the sample identified as either far right or conservative. 43.2% of the students in the sample identified as middle-of-the-road. 30.4% of the students in the sample identified as either liberal or far left.

Findings for the Independent Variables

The independent variables for this study were organized into five categories, or factors: demographic, academic, attitude, behavioral, and familial. Of the 9 independent variables in the demographic category, 5 had a statistically significant relationship to the dependent variable. Of the 9 independent variables in the academic category, 1 had a statistically significant relationship to the dependent variable. Of the 42 independent variables in the attitude category, 31 had a statistically significant relationship to the dependent variable. Of the 37 independent variables in the behavioral category, 12 had a statistically significant relationship to the dependent variable. Of the 7 independent variables in the familial category, 2 had a statistically significant relationship to the dependent variable.

Demographic Factors

Native English-speaking status. The results suggest that native English speakers were more likely to identify as middle-of-the-road, liberal, or conservative than far left or far right. Non-native English speakers were more likely to identify as middle-of-the-road or liberal than conservative, far left, or far right. The results also suggest that native

English-speakers were more likely to identify as conservative or far right than were non-native English speakers, and that non-native English speakers were more likely to identify as middle-of-the-road, liberal, or far left than were native English speakers.

Enrollment status. The findings suggest that part-time students were more likely to identify as liberal, middle-of-the-road, or far left than far right or conservative. Full-time students were more likely to identify as middle-of-the-road, liberal, or conservative than far left or far right. The findings also suggest that part-time students were more likely to identify as liberal, far left or far right than were full-time students, and that full-time students were more likely to identify as middle-of-the-road or conservative than were part-time students.

Citizenship status. The results suggest that United States citizens were more likely to identify as middle-of-the-road, liberal, or conservative than far left or far right. Permanent residents were more likely to identify as liberal or middle-of-the-road than far right, conservative, or far left. Students who are neither United States citizens nor permanent residents were more likely to identify as liberal or middle-of-the-road than far right, conservative, or far left. The results also suggest that United States citizens were more likely to identify as middle-of-the-road or conservative than were permanent residents or non-citizens/residents, and that permanent residents and non-citizens/residents were more likely to identify as liberal than are United States citizens.

Current religious preference. The findings suggest that Baptist students were more likely to identify as middle-of-the-road or conservative than they are liberal, far right, or far left. Buddhist students were more likely to identify as liberal or middle-of-the-road than they are conservative, far left, or far right. Church of Christ students were

more likely to identify as middle-of-the-road or conservative than they are liberal, far right, or far left. Eastern Orthodox students were more likely to identify as liberal than they are far right, conservative, middle-of-the-road, or far left. Episcopalian students were more likely to identify as liberal or middle-of-the-road than they are far right, conservative, or far left. Hindu students were more likely to identify as liberal than they are far right, conservative, middle-of-the-road, or far left. Jewish students were more likely to identify as liberal than they are far right, conservative, middle-of-the-road, or far left. Mormon students were more likely to identify as middle-of-the-road than they are conservative, liberal, far right, or far left. Lutheran students were more likely to identify as middle-of-the-road or conservative than they are liberal, far right, or far left. Methodist students were more likely to identify as middle-of-the-road or conservative than they are liberal, far right, or far left. Presbyterian students were more likely to identify as middle-of-the-road than they are liberal, conservative, far right, or far left. Roman Catholic students were more likely to identify as middle-of-the-road than they are liberal, conservative, far right, or far left. Seventh-Day Adventist students were more likely to identify as liberal or middle-of-the-road than they are far right, conservative, or far left. United Church of Christ/Congregational students were more likely to identify as liberal or middle-of-the-road than they are far right, conservative, or far left. Students of another Christian religion for which there were no response options were more likely to identify as middle-of-the road, liberal, or conservative than they are far right or far left. Students of another religion for which there were no response options were more likely to identify as middle-of-the road or liberal than they are conservative, far right or far left.

Students with no religious preference were more likely to identify as liberal or middle-of-the-road than they are far left, conservative, or far right.

The findings also suggest that students who indicated they were Baptist, Church of Christ, Methodist, Roman Catholic, of another Christian religion for which there was no response option, or who had no religious preference were more likely than others to identify as far right. Baptist and Roman Catholic students were more likely than others to identify as conservative. Students who indicated they were Roman Catholic, Baptist, or who had no religious preference were more likely than others to identify as middle-of-the-road. Those who indicated they had no religious preference or were Roman Catholic were more likely than others to identify as liberal. Students who indicated they had no religious preference were more likely than others to identify as far left.

Race. The results suggest that students who indicated they were White or Caucasian were more likely to identify as middle-of-the-road, conservative, or liberal than far left or far right. African American or Black students were more likely to identify as middle-of-the-road or liberal than conservative, far left, or far right. Those who indicated they were American Indian or Alaska Native were more likely to identify as middle-of-the-road than far right, conservative, liberal, or far left. Asian American or Asian students were more likely to identify as middle-of-the-road or liberal than conservative, far right, or far left. Students who indicated they were Native Hawaiian or Pacific Islander were more likely to identify as far right or middle-of-the-road than conservative, liberal, or far left. Mexican American or Chicano students were more likely to identify as middle-of-the-road, liberal, or conservative than far left or far right. Puerto Rican students were more likely to identify as middle-of-the-road than liberal,

conservative, far right, or far left. Students who indicated they were of another Latino race for which there was no response option were more likely to identify as middle-of-the-road or liberal than conservative, far left, or far right. Those who indicated they were of another race for which there was no response option were more likely to identify as middle-of-the-road or liberal than conservative, far right, or far left. Mixed Race students were more likely to identify as middle-of-the-road or liberal than conservative, far right, or far left.

The results also suggest that students who indicated they were White/Caucasian or Mexican American/Chicano were more likely than others to identify as far right. White/Caucasian and Mexican American/Chicano students were more likely than others to identify as conservative. Those who indicated they were White/Caucasian, Mexican American/Chicano, and Mixed Race were more likely than others to identify as middle-of-the-road. White/Caucasian, Mexican American/Chicano, Mixed Race, or African American/Black students were more likely than others to identify as liberal. Students who indicated they were White/Caucasian or Mexican American/Chicano were more likely than others to identify as far left.

Academic Factors

Only one academic independent variable, the student's probable major, had a statistically significant relationship to the dependent variable. The results for this independent variable will be discussed using the major field categories on the CIRP instrument.

Arts and humanities. Students who intended to major in an arts and humanities field were more likely to identify as middle-of-the-road, liberal, or far left than far right or

conservative. Fine and applied art majors were most likely to identify as middle-of-the-road or liberal. English language and literature majors were most likely to identify as liberal middle-of-the-road. History majors were most likely to identify as middle-of-the-road. Journalism majors were most likely to identify as liberal or middle-of-the-road. Language and literature majors were most likely to identify as conservative, middle-of-the-road, or liberal. Music majors were most likely to identify as liberal. Philosophy majors were most likely to identify as far left or liberal. Speech majors were most likely to identify as conservative or middle-of-the-road. Theater or drama majors were most likely to identify as middle-of-the-road or liberal. Those who indicated another arts and humanities field as their intended major were most likely to identify as middle-of-the-road.

Biological science. Students who intended to major in a biological science field were more likely to identify as conservative, middle-of-the-road, or liberal than far right or far left. Biology majors were most likely to identify as middle-of-the-road, conservative, or liberal. Biochemistry or biophysics majors were most likely to identify as liberal. Environmental science majors were most likely to identify as middle-of-the-road. Marine science majors were most likely to identify as middle-of-the-road or liberal. Microbiology or bacteriology majors were most likely to identify as far left. Zoology majors were most likely to identify as middle-of-the-road or far left. Those who indicated another biological science field as their intended major were most likely to identify as middle-of-the-road.

Business. Students who intended to major in a business field were more likely to identify as conservative, middle-of-the-road, or liberal than far right or far left.

Accounting majors were most likely to identify as middle-of-the-road. Business administration majors were most likely to identify as middle-of-the-road or conservative. Finance majors were most likely to identify as middle-of-the-road. International business majors were most likely to identify as conservative, middle-of-the-road, or liberal. Marketing majors were most likely to identify as middle-of-the-road or liberal. Management majors were most likely to identify as middle-of-the-road or liberal. Those who indicated another business field as their intended major were most likely to identify as conservative, middle-of-the-road, or liberal.

Education. Students who intended to major in an education field were more likely to identify as conservative, middle-of-the-road, or liberal than far right or far left. Business education majors were most likely to identify as middle-of-the-road or liberal. Elementary education majors were most likely to identify as middle-of-the-road or conservative. Music or art education majors were most likely to identify as conservative or middle-of-the-road. Physical education or recreation majors were most likely to identify as middle-of-the-road. Secondary education majors were most likely to identify as middle-of-the-road or liberal. Special education majors were most likely to identify as conservative. Those who indicated another education field as their intended major were most likely to identify as middle-of-the-road or liberal.

Engineering. Students who intended to major in an engineering field were more likely to identify as conservative, middle-of-the-road, or liberal than far right or far left. Civil engineering majors were most likely to identify as middle-of-the-road. Chemical engineering majors were most likely to identify as liberal. Computer engineering majors were most likely to identify as middle-of-the-road. Electrical or electronic engineering

majors were most likely to identify as conservative. Industrial engineering majors were most likely to identify as conservative. Mechanical engineering majors were most likely to identify as middle-of-the-road. Those who indicated another engineering field as their intended major were most likely to identify as middle-of-the-road.

Physical science. Students who intended to major in a physical science field were more likely to identify as conservative, middle-of-the-road, liberal, or far left than far right. Astronomy majors were most likely to identify as liberal. Atmospheric science majors were most likely to identify as far left. Chemistry majors were most likely to identify as conservative. Earth science majors were most likely to identify as liberal. Mathematics majors were most likely to identify as middle-of-the-road. Physics majors were most likely to identify as conservative or middle-of-the-road.

Professional. Students who intended to major in a professional field were more likely to identify as conservative, middle-of-the-road, or liberal than far right or far left. Architecture or urban planning majors were most likely to identify as middle-of-the-road. Family and consumer science majors were most likely to identify as liberal. Health technology majors were most likely to identify as liberal. Medicine, dentistry, or veterinary medicine majors were most likely to identify as liberal or middle-of-the-road. Nursing majors were most likely to identify as middle-of-the-road. Pharmacy majors were most likely to identify as middle-of-the-road or liberal. Therapy majors were most likely to identify as middle-of-the-road. Those who indicated another professional field as their intended major were most likely to identify as conservative or middle-of-the-road.

Social science. Students who intended to major in a social science field were more likely to identify as conservative, middle-of-the-road, or liberal than far right or far left. Anthropology majors were most likely to identify as middle-of-the-road. Economics majors were most likely to identify as middle-of-the-road or liberal. Ethnic studies majors were most likely to identify as middle-of-the-road. Political science majors were most likely to identify as liberal or conservative. Psychology majors were most likely to identify as liberal or middle-of-the-road. Social work majors were most likely to identify as middle-of-the-road. Sociology majors were most likely to identify as liberal. Those who indicated another social science field as their intended major were most likely to identify as liberal.

Technical. Students who intended to major in a technical field were more likely to identify as conservative, middle-of-the-road, or liberal than far right or far left. Data processing or computer programming majors were most likely to identify as middle-of-the-road or liberal. Drafting or design majors were most likely to identify as middle-of-the-road.

Other fields. Students who intended to major in another field were more likely to identify as far right, conservative, middle-of-the-road, or liberal than far left. Agriculture majors were most likely to identify as middle-of-the-road. Communications majors were most likely to identify as middle-of-the-road. Computer science majors were most likely to identify as conservative. Kinesiology majors were most likely to identify as middle-of-the-road. Law enforcement majors were most likely to identify as conservative or middle-of-the-road. Students who indicated another field for which there was no response option as their intended major were most likely to identify as middle-of-the-

road. Those who indicated they were undecided about their intended major were most likely to identify as middle-of-the-road.

Attitude Factors

The independent variables in the attitude factors category were organized into two subsets. The first subset was comprised of opinion statements for which the students indicated the level to which they agreed. Of the 22 independent variables in this subset, 18 had a statistically significant relationship to the dependent variable. The second subset was comprised of goal statements for which the students indicated how important each was to them. Of the 20 independent variables in this subset, 13 had a statistically significant relationship to the dependent variable.

Opinion statements. The results suggest that students who agreed that there is too much concern about criminals' rights in the judicial system were most likely to identify as conservative or middle-of-the-road, and those who disagreed were most likely to identify as middle-of-the-road or liberal. Students who agreed that abortion should be legal were most likely to identify as liberal or middle-of-the-road, and those who disagreed were most likely to identify as middle-of-the-road or conservative. Those who agreed that the death penalty should be abolished were most likely to identify as liberal or middle-of-the-road, and those who disagreed were most likely to identify as middle-of-the-road or conservative. Students who agreed that marijuana should be legalized were most likely to identify as liberal or middle-of-the-road, and those who disagreed were most likely to identify as middle-of-the-road or conservative. Those who agreed that homosexual relationships should be prohibited by law were most likely to

identify as conservative or middle-of-the-road, and those who disagreed were most likely to identify as middle-of-the-road or liberal.

Students who agreed that racial discrimination is no longer a problem in America were most likely to identify as middle-of-the-road, and those who disagreed were most likely to identify as middle-of-the-road or liberal. Those who agreed that taxes should be increased for wealthy people were most likely to identify as conservative or middle-of-the-road or liberal, and those who disagreed were most likely to identify as middle-of-the-road or conservative. Students who agreed that same-sex marriage should be legal were most likely to identify as middle-of-the-road or liberal, and those who disagreed were most likely to identify as middle-of-the-road or conservative. Those who agreed that affirmative action in college admissions should be abolished were most likely to identify as middle-of-the-road or liberal; those who disagreed were also most likely to identify as middle-of-the-road or liberal. Students who agreed that federal military spending should be increased were most likely to identify as middle-of-the-road or conservative, and those who disagreed were most likely to identify as middle-of-the-road or liberal.

Students who agreed that the government should increase gun control were most likely to identify as middle-of-the-road or liberal, and those who disagreed were most likely to identify as middle-of-the-road or conservative. Those who agreed that military service should be voluntary were most likely to identify as liberal or middle-of-the-road, and those who disagreed were most likely to identify as conservative, middle-of-the-road, or liberal. Students who agreed that the government is not doing enough to control environmental pollution were most likely to identify as liberal or middle-of-the-

road, and those who disagreed were most likely to identify as middle-of-the-road or conservative. Those who agreed that a national health care plan is needed were most likely to identify as liberal or middle-of-the-road, and those who disagreed were most likely to identify as conservative middle-of-the-road. Students who agreed that undocumented immigrants should not be eligible for public education were most likely to identify as conservative or middle-of-the-road, and those who disagreed were most likely to identify as middle-of-the-road or liberal.

Students who agreed that personal success in American society can be gained through hard work were most likely to identify as middle-of-the-road or liberal; those who disagreed were also most likely to identify as middle-of-the-road or liberal. Those who agreed that political dissent is necessary were most likely to identify as middle-of-the-road or liberal; those who disagreed were also most likely to identify as middle-of-the-road or liberal. Students who agreed that colleges have the right to ban extreme speakers on campus were most likely to identify as conservative or middle-of-the-road, and those who disagreed were most likely to identify as middle-of-the-road or liberal. Those who agreed that global warming should be a government priority were most likely to identify as liberal or middle-of-the-road, and those who disagreed were most likely to identify as middle-of-the-road or conservative.

Goal statements. The results suggest that students who stated that becoming accomplished in the performing arts was very important or essential were most likely to identify as middle-of-the-road or liberal; those who stated that it was somewhat important or not important were also most likely to identify as middle-of-the-road or liberal. Students who stated that influencing the political structure was very important or

essential were most likely to identify as middle-of-the-road or liberal; those who stated that it was somewhat important or not important were also most likely to identify as middle-of-the-road or liberal. Those who stated that raising a family was essential were most likely to identify as conservative, middle-of-the-road or liberal; those who stated that it was very important, somewhat important, or not important were most likely to identify as middle-of-the-road or liberal.

Students who stated that making a theoretical contribution to science was very important or essential were most likely to identify as middle-of-the-road or liberal; those who stated that it was somewhat important or not important were also most likely to identify as middle-of-the-road or liberal. Those who stated that writing original works was very important or essential were most likely to identify as liberal or middle-of-the-road; those who stated that it was somewhat important were also most likely to identify as middle-of-the-road or liberal, and those who stated it was not important were most likely to identify as middle-of-the-road or conservative. Students who stated that creating artistic work was very important or essential were most likely to identify as middle-of-the-road or liberal; those who stated it was somewhat important or not important were also most likely to identify as middle-of-the-road or liberal.

Students who stated that involvement in environmental programs was very important or essential were most likely to identify as middle-of-the-road or liberal; those who stated it was somewhat important were also most likely to identify as middle-of-the-road or liberal, and those who stated it was not important were most likely to identify as middle-of-the-road or conservative. Those who stated that developing a meaningful philosophy of life was very important or essential were most likely to identify as middle-

of-the-road or liberal; those who stated it was somewhat important or not important were most likely to identify as middle-of-the-road or conservative. Students who stated that participating in a community action program was very important or essential were most likely to identify as middle-of-the-road or liberal; those who stated it was somewhat important were also most likely to identify as middle-of-the-road or liberal, and those who stated it was not important were most likely to identify as middle-of-the-road or conservative.

Students who stated that helping to promote racial understanding was very important or essential were most likely to identify as middle-of-the-road or liberal; those who stated it was somewhat important were also most likely to identify as middle-of-the-road or liberal, and those who stated that it was not important were most likely to identify as middle-of-the-road or conservative. Those who stated that keeping updated on political affairs was very important or essential were most likely to identify as middle-of-the-road or liberal; those who stated it was somewhat important or not important were also most likely to identify as middle-of-the-road or liberal. Students who stated that improving their understanding of other countries and cultures was very important or essential were most likely to identify as middle-of-the-road or liberal; those who stated it was somewhat important or not important were most likely to identify as middle-of-the-road or conservative. Those who stated that adopting “green” practices was very important or essential were most likely to identify as middle-of-the-road or liberal; those who stated it was somewhat important were also most likely to identify as middle-of-the-road or liberal, and those who stated it was not important were most likely to identify as middle-of-the-road or conservative.

Behavioral Factors

Of the independent variables in this category, 12 had a statistically significant relationship to the dependent variable. The first subset of independent variables in this category was comprised of activities for which the students indicated their participation during the previous year. Of the 25 independent variables in this subset, 7 had a statistically significant relationship to the dependent variable. The second subset of independent variables in the behavioral factor category asked students to indicate the frequency of their participation in a series of critical thinking activities. Of the 12 independent variables in this subset, 5 had a statistically significant relationship to the dependent variable.

Activity participation. The results suggest that students who indicated they frequently attended religious services were most likely to identify as middle-of-the-road or conservative; those who indicated they occasionally attended religious services were most likely to identify as middle-of-the-road or liberal, and those who indicated they did not attend religious services at all were also most likely to identify as middle-of-the-road or liberal. Those who indicated they frequently smoked cigarettes were most likely to identify as liberal or middle-of-the-road; those who indicated they occasionally smoked cigarettes were most likely to identify as middle-of-the-road or liberal, and those who indicated they did not smoke cigarettes at all were also most likely to identify as middle-of-the-road or liberal. Students who indicated they frequently felt overwhelmed by what they had to do were most likely to identify as middle-of-the-road or liberal; those who indicated they occasionally felt overwhelmed were most likely to identify as middle-of-the-road or liberal, and those who indicated they did not feel overwhelmed at all were

most likely to identify as middle-of-the-road or conservative. Those who indicated they frequently felt depressed were most likely to identify as middle-of-the-road or liberal; those who indicated they occasionally felt depressed were most likely to identify as middle-of-the-road or liberal, and those who indicated they did not feel depressed at all were also most likely to identify as middle-of-the-road or liberal. Students who indicated they frequently played a musical instrument were most likely to identify as middle-of-the-road or liberal; those who indicated they occasionally played a musical instrument were most likely to identify as middle-of-the-road or liberal, and those who indicated they did not play a musical instrument at all were also most likely to identify as middle-of-the-road or liberal. Those who indicated they frequently discussed politics were most likely to identify as middle-of-the-road or liberal; those who indicated they occasionally discussed politics were most likely to identify as middle-of-the-road or liberal, and those who indicated they did not discuss politics at all were most likely to identify as middle-of-the-road or conservative. Students who indicated they frequently worked on a political campaign were most likely to identify as liberal or middle-of-the-road; those who indicated they occasionally worked on a campaign were most likely to identify as liberal or middle-of-the-road, and those who indicated they did not work on a campaign at all were most likely to identify as middle-of-the-road or liberal.

Critical thinking activities. The results suggest that students who stated they frequently supported their opinions with logical arguments were most likely to identify as middle-of-the-road or liberal; those who stated they did so occasionally were most likely to identify as middle-of-the-road or liberal, and those who stated they did not do so at all were most likely to identify as middle-of-the-road. Students who stated they frequently

sought alternative solutions to a problem were most likely to identify as middle-of-the-road or liberal; those who stated they did so occasionally were most likely to identify as middle-of-the-road or liberal, and those who stated they did not do so at all were most likely to identify as middle-of-the-road or conservative. Those who stated they frequently looked up scientific research articles and resources were most likely to identify as middle-of-the-road or liberal; those who stated they did so occasionally were most likely to identify as middle-of-the-road or liberal, and those who stated they did not do so at all were most likely to identify as middle-of-the-road or conservative. Students who stated they frequently explored topics on their own even if it was not a class requirement were most likely to identify as middle-of-the-road or liberal; those who stated they did so occasionally were most likely to identify as middle-of-the-road or liberal, and those who stated they did not do so at all were most likely to identify as middle-of-the-road conservative. Those who stated they frequently accepted mistakes as part of the learning process were most likely to identify as middle-of-the-road or liberal; those who stated they did so occasionally were most likely to identify as middle-of-the-road or liberal, and those who stated they did not do so at all were most likely to identify as middle-of-the-road or conservative.

Familial Factors

Father's religious preference. The results suggest that students whose fathers are Baptist were most likely to identify as middle-of-the-road or conservative. Students whose fathers are Buddhist were most likely to identify as liberal or middle-of-the-road. Those whose fathers are Church of Christ were most likely to identify as middle-of-the-road. Students whose fathers are Eastern Orthodox were most likely to identify as

liberal. Those whose fathers are Episcopalian were most likely to identify as middle-of-the-road or liberal. Students whose fathers are Hindu were most likely to identify as liberal. Those whose fathers are Jewish were most likely to identify as liberal. Students whose fathers are Mormon or Lutheran were most likely to identify as middle-of-the-road. Those whose fathers are Methodist were most likely to identify as middle-of-the-road or conservative. Students whose fathers are Muslim were most likely to identify as middle-of-the-road or liberal. Those whose fathers are Presbyterian or Roman Catholic were most likely to identify as middle-of-the-road. Students whose fathers are Seventh Day Adventist were most likely to identify as middle-of-the-road or liberal. Those whose fathers are United Church of Christ were most likely to identify as liberal. Students whose fathers are of another Christian religion for which there was no response option were most likely to identify as middle-of-the-road. Those whose fathers are of another religion for which there was no response option were most likely to identify as middle-of-the-road or liberal. Students whose fathers have no religious preference were most likely to identify as middle-of-the-road or liberal.

The results also suggest that students who indicated their fathers are Baptist, Church of Christ, Methodist, Roman Catholic, of another Christian religion for which there was no response option, or who had no religious preference were more likely than others to identify as far right. Those who indicated their fathers are Baptist, Roman Catholic, of another Christian religion for which there was no response option, or Methodist were more likely than others to identify as conservative. Students who indicated their fathers are Roman Catholic or Baptist were more likely than others to identify as middle-of-the-road. Students who indicated their fathers are Roman Catholic

or had no religious preference were more likely than others to identify as liberal. Those who indicated their fathers are Roman Catholic, of another Christian religion for which there was no response option, or who had no religious preference were more likely than others to identify as far left.

Mother's religious preference. The results suggest that students whose mothers are Baptist were most likely to identify as middle-of-the-road or conservative. Students whose mothers are Buddhist were most likely to identify as liberal. Those whose mothers are Church of Christ were most likely to identify as middle-of-the-road. Students whose mothers are Eastern Orthodox were most likely to identify as middle-of-the-road or liberal. Students whose mothers are Episcopalian, Hindu, or Jewish were most likely to identify as liberal. Students whose mothers are Mormon, Lutheran, Methodist, Muslim, Presbyterian, or Roman Catholic were most likely to identify as middle-of-the-road. Those whose mothers are Seventh Day Adventist were most likely to identify as liberal or middle-of-the-road. Students whose mothers are United Church of Christ were most likely to identify as liberal. Those whose mothers are of another Christian religion for which there was no response option were most likely to identify as middle-of-the-road or liberal. Students whose mothers are of another religion for which there was no response option were most likely to identify as middle-of-the-road or liberal. Students whose mothers had no religious preference were most likely to identify as middle-of-the-road or liberal.

The results also suggest that students whose mothers are Baptist, Roman Catholic, or Methodist were more likely than others to identify as far right. Those whose mothers are Baptist, Roman Catholic, or of another Christian religion for which there

was no response option were more likely than others to identify as conservative. Students whose mothers are Roman Catholic or Baptist were more likely than others to identify as middle-of-the-road. Students whose mothers are Roman Catholic or of another Christian religion for which there was no response option were more likely than others to identify as liberal. Those whose mothers are Roman Catholic, of another Christian religion for which there was no response option, or who had no religious preference were more likely than others to identify as far left.

Discussion and Conclusions

The main objective of this study was to investigate the pre-college demographic, academic, attitude, behavioral, and familial factors that may relate to students' political identities. The input element of Astin's (1993) input-environment-output model was the focus of this study. The results of this study suggest that some of these input factors do have an association to students' self-reported political identity as they entered their freshman year of college.

Of the demographic factors in this study, native English-speaking status, enrollment status, citizenship status, religious preference, and race were found to have a relationship to how students identified politically. However, the effect sizes for these variables were small, except for the race variable, which approached a medium effect size. This suggests that factors related to ethnicity, country of origin, religion, or culture (namely native English-speaking status, citizenship status, religious preference, and race) are more strongly associated with political identity than other demographic factors. Previous research on political identity formation has linked political identity to both a individual's point of view regarding political issues and to shared values or norms of

affinity groups with which a person is associated (Beer, 2008; Rubin & Feeley, 2008; Hajnal & Lee, 2006; Campbell et al, 1960). The results of this study support the conclusions of such previous research, as the findings suggest a relationship between students' political identity and certain individual and group demographic characteristics.

Of the academic factors in this study, only intended major was found to have a relationship to students' political identity. This variable had a large effect size. This suggests that there is a strong association between choice of major and political identity, and that students who are drawn to particular majors may also be likely to identify with a particular political identity. No previous research regarding political identity and choice of academic major was found when compiling the literature review for this study. This may represent a research opportunity to further investigate the link between field of study and students' political identity.

Of the attitude factors in this study, opinions regarding social issues such as criminal rights, abortion rights, the death penalty, the legalization of marijuana, homosexual relationships and rights, racial discrimination, income taxes, affirmative action, military spending and service, gun control, the environment, health care, immigration, personal success, political dissent, and free speech were found to have a relationship to political identity. Most of the social issue-related variables neared or met medium effect sizes, but some (namely affirmative action, military service, political dissent, and free speech) had small effect sizes. This suggests that opinions about some social issues are more strongly associated to political identity than are others. Previous research has indicated that the development of opinions about social and political issues can affect students' political decision-making abilities and processes,

and therefore can affect how they may identify politically (Patrick, 2000; Gastil & Dillard, 1999). The results of this study support the conclusions of such previous research, as the findings show a relationship between students' political identity and their opinions about social issues.

Personal goals regarding artistic and scientific contributions, being politically influential and knowledgeable, raising a family, participating in environmental and community action programs, developing a life purpose, and promoting racial and cultural understanding were related to political identity. Most of the goal-related variables had small effect sizes, but one (adopting sound environmental practices) neared a medium effect size. This suggests that most personal goals do not have a strong association with political identity, although associations do exist. Previous research has indicated that students of the Millennial generation, the age group represented in this study, feel a sense of social responsibility, a desire to effect future changes in society, and a need for stable and meaningful interpersonal relationships (Ramey, 2008; Sandfort & Haworth, 2006; Howe & Strauss, 2000), which could affect how they make political decisions. The results of this study support the conclusions of such previous research, as the findings indicated a relationship between students' political identity and their propensity toward the goals of social change, social responsibility, and meaningful personal purpose.

Of the behavioral factors in this study, the frequency with which students participated in activities such as attending religious services, smoking, feeling overwhelmed or depressed, playing a musical instrument, and discussing or being involved in politics had a relationship to how the students identified politically. Most of

the variables had small effect sizes, although one (attending religious services) approached a medium effect size. This suggests that most activities do not have a strong association with political identity, although associations do exist. Little previous research regarding political identity and activity participation was found when compiling the literature review for this study. However, there is some previous research linking political identity to discussion about and involvement in politics (Kuh & Gonyea, 2005; Muhlberger, 2005), which is supported by the results of this study. This may represent a research opportunity to further study the relationship between activity participation and students' political identity.

The frequency with which students participated in critical thinking activities such as using logical arguments to support their opinions, seeking alternative solutions to problems, researching topics, and accepting mistakes showed a relationship to political identity. All of these variables had a small effect size. This suggests that critical thinking activities do not have a strong association with political identity, although associations do exist. Previous research has indicated a relationship between critical thinking skills and the development of political identity (Boyte, 2008; Westheimer & Kahne, 2004; Blackhurst & Foster, 2003; Keeter et al, 2002; Levin, 2000; Patrick, 2000; Gastil & Dillard, 1999; King, 1997). The results of this study support the conclusions of such previous research, as the findings indicated a relationship between students' use of critical thinking techniques and political identity.

Of the familial factors in this study, only the religious preferences of the students' fathers and mothers were found to have a relationship to the students' political identity. Father's religious preference had a medium effect size, and mother's religious

preference neared a medium effect size. This suggests that there is a moderate association between parental religious preference and students' political identity, and that students raised around the influence of particular religious beliefs may be likely to identify with particular political identities. Previous research has indicated that students in this age group tend to value their personal senses of spirituality more than the religious preferences of their parents, which may have an impact on their political beliefs (Sandfort & Haworth, 2006). Previous research has also indicated that Millennial students tend to be very close to their parents and identify with their parents' beliefs and values, which could impact their political identity (Oblinger, 2003). The results of this study support the conclusions of such previous research, as the findings suggested a relationship between parental religious preferences and students' political identity.

The independent variables and dependent variable represented the input element of Astin's (1993) input-environment-output model. Students' pre-college demographic, academic, attitude, behavioral, and familial factors were the focus of this study. The findings related to these inputs can be used to address institutional concerns regarding the college environment and student outcomes.

Previous research has indicated that the opinions, experiences, and expectations with which a student enters college have an effect on how that student perceives the college environment (Carter & McClellan, 2000; Feldman & Newcomb, 1969; Pace & Stern, 1958; Murray, 1938). Other previous research has indicated how students experience changes in their attitudes and values during college (Pascarella & Terenzini, 2005; Wilder et al, 1996; Milem, 1994; Astin, 1993b). While this study's results are focused on input factors, they supplement the conclusions of such previous research on

college environments. Understanding students' pre-college characteristics and their relationship to political identity can assist student affairs professionals in developing political education programs that contribute to the college environment. Additional insight could be gained by studying changes in students' political attitudes and values as they move through their college experience, focusing on the environmental factors that may have had an impact and using input-oriented data as a baseline for comparison.

Previous research has indicated that the development of students' citizenship skills is a desirable college outcome, or output (Lucas, 2006; Sax, 2004; Schoenfeld, 2004; Eyler & Giles, 1999; Jacoby, 1996; Morse, 1989) with a link to political identity. Other research has found that students are interested in activities that educate and engage them politically, which presents a program development opportunity for institutions (Hollander & Longo, 2008; Kiesa et al, 2007; Dudley & Gitelson, 2002). Though the findings of this study are related to input factors, they supplement the conclusions of such previous research on college outcomes by informing political and citizenship education program initiatives. Studying students' pre-college characteristics and their association with political identity can provide student affairs practitioners with a benchmark of students' attitudes and experiences. More information can be gathered by studying changes in students' citizenship skills and political attitudes as a result of their participation in such programming and comparing those changes to initial input-focused data.

Recommendations for Future Research

This study focused on four-year public institutions. Future research could be conducted utilizing data from private institutions to investigate whether differences exist between students at public schools and students at private schools. Data from two-year institutions could also be analyzed to determine whether differences exist between students at four-year institutions and students at two-year institutions.

Institutions located in the state of Texas were the focus of this study. Future research could be conducted utilizing the national dataset from CIRP to determine whether the results are consistent among students across the United States. Also, analysis based on geographical regions could be performed to determine whether differences exist among students in different parts of the country.

This study used data collected during the 2008 election year. A longitudinal study utilizing data from previous election years could be conducted. This could determine whether differences exist among election years. A longitudinal study utilizing all years of CIRP data could also be conducted to analyze changes or trends across generational lines.

The findings of this study suggested a strong association between students' choice of academic major and political identity. However, no previous research regarding this relationship was found when compiling the literature review for this study. Future research could address the association between field of study and political identity more deeply.

Students' participation in different activities and political identity were shown to have an association in the findings of this study. However, little previous research

regarding this relationship was found when compiling the literature review for this study. Future research could address the relationship between behavior and political identity more thoroughly.

This study utilized data from two institutions. Increasing the number of institutional participants would allow for a larger dataset. Therefore, a larger sample could be taken, which may have an effect on the statistical significance of some of the independent variables.

Individual institutions could utilize this study's methodology with their own data. This could provide the faculty and staff of an institution with a "snapshot" of an incoming first-year class. This type of research could also be conducted longitudinally with previous years' data to identify changes or trends within the students at an institution.

APPENDIX A

2008 CIRP FRESHMAN SURVEY

INDEPENDENT VARIABLES GROUPED BY FACTORS

Demographic Factors		
Question	Response Options	Variable
1. Your sex:	1=Male; 2 = Female	SEX
2. How old will you be on December 31 of this year?	1=16 or younger; 2=17; 3=18; 4=19; 5=20; 6=21 to 24; 7=25 to 29; 8=30 to 39; 9=40 to 54; 10=55 or older	AGE
3. Is English your native language?	1=No; 2=Yes	NATENGSP
5. Are you enrolled (or enrolling) as a:	1=Part-time student; 2=Full-time student	FULLSTAT
16. Citizenship status	1=Neither; 2=Permanent resident (green card); 3=U.S. citizen	CITIZEN
21. Do you have a disability?	1=None; 2=Hearing; 3=Speech; 4=Orthopedic; 5=Learning Disability; 6=Partially Sighted or Blind; 7=Health-Related; 8=Other	DISABALL
23. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes.	1=Less than $10,000; 2=$10,000 to 14,999; 3=$15,000 to 19,999; 4=$20,000 to 24,999; 5=$25,000 to 29,999; 6=$30,000 to 39,999; 7=$40,000 to 49,999; 8=$50,000 to 59,999; 9=$60,000 to 74,999; 10=$75,000 to 99,999; 11=$100,000 to 149,999; 12=$150,000 to 199,999; 13=$200,000 to 249,999	INCOME
25. Current religious preference:	1=Baptist; 2=Buddhist; 3=Church of Christ; 4=Eastern Orthodox; 5=Episcopalian; 6=Hindu; 7=Jewish; 8=LDS (Mormon); 9=Lutheran; 10=Methodist; 11=Muslim; 12=Presbyterian; 13=Quaker; 14=Roman Catholic; 15=Seventh Day Adventist; 16=United Church of Christ/ Congregational; 17=Other Christian; 18=Other Religion; 19=None	RELIG08
35. Are you (race):	1=White/Caucasian; 2=African American/Black; 3=American Indian/Alaska Native; 4=Asian American/Asian; 5=Native Hawaiian/Pacific Islander; 6=Mexican American/Chicano; 7=Puerto Rican; 8=Other Latino; 9=Other; 10=Mixed Race	RACEALL

Academic Factors		
Question	Response Options	Variable
7. What was your average grade in high school?	1=D; 2=C; 3=C+; 4=B-; 5=B; 6=B+; 7=A-; 8=A or A+	HSGPA
9. From what kind of high school did you graduate?	1=Public school (not charter or magnet); 2=Public charter school; 3=Public magnet school; 4=Private religious/parochial school; 5=Private independent college-prep school; 6=Home school	HSTYPE
11. Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution?	1=No; 2=Yes	OTHRCOLL
19A & 19B. What is the highest academic degree that you intend to obtain?	1=None; 2=Voc. Cert.; 3=Associate (A.A. or equivalent); 4=Bachelor's degree (B.A., B.S., etc.); 5=Master's degree (M.A., M.S., etc.); 6=Ph.D. or Ed.D.; 7=M.D., D.O., D.D.S., D.V.M.; 8=J.D.; 9=B.D. or M.DIV.(Divinity); 10=Other	DEGASP08: Highest planned HIDEGHRE: Highest planned at this college

20. What was the racial composition of the high school you last attended and the neighborhood where you grew up?	1=Completely non-White; 2=Mostly non-White; 3=Roughly half non-White; 4=Mostly White; 5=Completely White	RACESCHL: High school I last attended RACENEIB: Neighborhood where I grew up
31. Career or occupation of	1=Accountant or actuary; 2=Actor or entertainer; 3=Architect or urban planner; 4=Artist; 5=Business (clerical); 6=Business executive (management, administrator); 7=Business owner or proprietor; 8=Business salesperson or buyer; 9=Clergy (minister, priest); 10=Clergy (other religious); 11=Clinical psychologist; 12=College administrator/staff; 13=College teacher; 14=Computer programmer or analyst; 15=Conservationist or forester; 16=Dentist (including orthodontist); 17=Dietitian or nutritionist; 18=Engineer; 19=Farmer or rancher; 20=Foreign service worker (including diplomat); 21=Homemaker (full-time); 22=Interior decorator (including designer); 23=Lab technician or hygienist; 24=Law enforcement officer; 25=Lawyer (attorney) or judge; 26=Military service (career); 27=Musician (performer, composer); 28=Nurse; 29=Optometrist; 30=Pharmacist; 31=Physician; 32=Policymaker/Government; 33=School counselor; 34=School principal or superintendent; 35=Scientific researcher; 36=Social, welfare, or recreation worker; 37=Therapist (physical, occupational, speech); 38=Teacher or administrator (elementary); 39=Teacher or administrator (secondary); 40=Veterinarian; 41=Writer or journalist; 42=Skilled trades; 43=Laborer (unskilled); 44=Semi-skilled worker; 45=Unemployed; 46=Other; 47=Undecided [student only]	CAREER08: Student (probable)
37. Student's Probable Major	1=Art, fine/applied; 2=English (language/literature); 3=History; 4=Journalism; 5=Language & Literature (except English); 6=Music; 7=Philosophy; 8=Speech; 9=Theater/Drama; 10=Theology/Religion; 11=Oth. Arts & Humanities; 12=Biology (gen.); 13=Biochemistry or Biophysics; 14=Botany; 15=Env. Sci.; 16=Marine (Life) Sci.; 17=Microbiology/Bacteriology; 18=Zoology; 19=Oth. Biological Sci.; 20=Accounting; 21=Business Admin.(gen.); 22=Finance; 23=Int'l Business; 24=Mktg; 25=Mgmt.; 26=Secretarial Studies; 27=Oth. Business; 28=Business Ed.; 29=Elementary Ed.; 30=Music/Art Ed.; 31=Physical Ed./Recreation; 32=Secondary Ed.; 33=Special Ed.; 34=Oth. Ed.; 35=Aeronautical or Astronautical Eng.; 36=Civil Eng.; 37=Chemical Eng.; 38=Computer Eng.; 39=Electrical or Electronic Eng.; 40=Industrial Eng.; 41=Mechanical Eng.; 42=Oth. Eng.; 43=Astronomy; 44=Atmospheric Sci. (inc Meteorology); 45=Chemistry; 46=Earth Sci.; 47=Marine Sci. (inc Oceanography); 48=Mathematics; 49=Physics; 50=Oth. Physical Sci.; 51=Architecture/Urban Planning; 52=Family & Consumer Sci; 53=Health Technology (medical/dental/laboratory); 54=Library or Archival Sci.; 55=Medicine, Dentistry, Vet. Medicine; 56=Nursing; 57=Pharm.; 58=Therapy (occ./phys./speech); 59=Oth. Professional; 60=Anthropology; 61=Econ; 62=Ethnic Studies; 63=Geography; 64=Poli Sci. (gov't./int'l relations); 65=Psych.; 66=Pub. Policy; 67=Social Wk; 68=Sociology; 69=Women's Studies; 70=Oth. Social Sci.; 71=Bldg. Trades; 72=Data Processing/Comp. Prog.; 73=Drafting/Design; 74=Electronics; 75=Mechanics; 76=Oth. Tech.; 77=Ag.; 78=Comm.; 79=Comp. Sci.; 80=Forestry; 81=Kinesiology; 82=Law Enf.; 83=Mil. Sci.; 84=Oth. Field; 85=Undecided.	MAJOR08

Attitude Factors		
Question	Variable	Response Options
33. Student Opinions	VIEW0801: There is too much concern in the courts for the rights of criminals VIEW0802: Abortion should be legal VIEW0803: The death penalty should be abolished VIEW0804: Marijuana should be legalized VIEW0805: It is important to have laws prohibiting homosexual relationships VIEW0806: Racial discrimination is no longer a major problem in America VIEW0807: Realistically, an individual can do little to bring about changes in our society VIEW0808: Wealthy people should pay a larger share of taxes than they do now VIEW0809: Same-sex couples should have the right to legal marital status VIEW0810: Affirmative action in college admissions should be abolished VIEW0811: Federal military spending should be increased VIEW0812: The federal government should do more to control the sale of handguns VIEW0813: Only volunteers should serve in the armed forces VIEW0814: The federal government is not doing enough to control environmental pollution VIEW0815: A national health care plan is needed to cover everybody's medical costs VIEW0816: Undocumented immigrants should be denied access to public education VIEW0817: Through hard work, everybody can succeed in American society VIEW0818: Dissent is a critical component of the political process VIEW0819: Colleges have the right to ban extreme speakers from campus VIEW0820: Students from disadvantaged social backgrounds should be given preferential treatment in college admissions VIEW0821: The federal government should raise taxes to reduce the deficit VIEW0822: Addressing global warming should be a federal priority	1=Disagree strongly 2=Disagree somewhat 3=Agree somewhat 4=Agree strongly
38. Indicate the importance to you personally of:	GOAL0801: Becoming accomplished in one of the performing arts GOAL0802: Becoming an authority in my field GOAL0803: Obtaining recognition from my colleagues for contributions to my special field GOAL0804:Influencing the political structure GOAL0805: Influencing social values GOAL0806: Raising a family GOAL0807: Being very well off financially GOAL0808: Helping others who are in difficulty GOAL0809: Making theoretical contribution to science GOAL0810: Writing original works GOAL0811: Creating artistic work GOAL0812: Becoming successful in business of own GOAL0813: Becoming involved in programs to clean up the environment GOAL0814: Developing meaningful philosophy of life GOAL0815: Participating in community action program GOAL0816: Helping to promote racial understanding GOAL0817: Keeping up to date with political affairs GOAL0818: Becoming a community leader GOAL0819: Improving my understanding of other countries and cultures GOAL0820: Adopting "green" practices to protect the environment	1=Not important 2=Somewhat important 3=Very important 4=Essential

Behavioral Factors		
Question	Variable	Response Options
26. Indicate which activities you did during the past year	ACT0801: Attended a religious service ACT0802: Was bored in class ACT0803: Participated in political demonstrations ACT0804: Tutored another student ACT0805: Studied with other students ACT0806: Was a guest in a teacher's home ACT0807: Smoked cigarettes ACT0808: Drank beer ACT0809: Drank wine or liquor ACT0810: Felt overwhelmed by all I had to do ACT0811: Felt depressed ACT0812: Performed volunteer work ACT0813: Played a musical instrument ACT0814: Asked a teacher for advice after class ACT0815: Voted in a student election ACT0816: Socialized with someone of another racial/ethnic group ACT0817: Came late to class ACT0818: Used the Internet: For research or homework ACT0819: Used the Internet: To read news sites ACT0820: Used the Internet: To read blogs ACT0821: Used the Internet: To blog ACT0822: Performed community service as part of a class ACT0823: Discussed religion ACT0824: Discussed politics ACT0825: Worked on a local, state or national political campaign	1=Not at all 2=Occasionally 3=Frequently
30. How often in the past year did you?	MNDHAB01: Ask questions in class MNDHAB02: Support your opinions with a logical argument MNDHAB03: Seek solutions to problems and explain them to others MNDHAB04: Revise your papers to improve your writing MNDHAB05: Evaluate the quality or reliability of information you received MNDHAB06: Take a risk because you feel you have more to gain MNDHAB07: Seek alternative solutions to a problem MNDHAB08: Look up scientific research articles and resources MNDHAB09: Explore topics on your own, even though it was not required for a class MNDHAB10: Accept mistakes as part of the learning process MNDHAB11: Seek feedback on your academic work MNDHAB12: Take notes during class	1=Not at all 2=Occasionally 3=Frequently

Familial Factors		
Question	Response Options	Variable
17. Are your parents?	1=One or both deceased; 2=Both alive, divorced or living apart; 3=Both alive and living with each other	PARSTAT
25. Current religious preference:	1=Baptist; 2=Buddhist; 3=Church of Christ; 4=Eastern Orthodox; 5=Episcopalian; 6=Hindu; 7=Jewish; 8=LDS (Mormon); 9=Lutheran; 10=Methodist; 11=Muslim; 12=Presbyterian; 13=Quaker; 14=Roman Catholic; 15=Seventh Day Adventist; 16=United Church of Christ/ Congregational; 17=Other Christian; 18=Other Religion; 19=None	FRELIG: Father MRELIG: Mother
29. What is the highest level of formal education obtained by your parents?	1=Grammar school or less; 2=Some high school; 3=High school graduate; 4=Postsecondary school other than college; 5=Some college; 6=College degree; 7=Some graduate school; 8=Graduate degree	FATHEDUC: Father MOTHEDUC: Mother
31. Career or occupation of	1=Accountant or actuary; 2=Actor or entertainer; 3=Architect or urban planner; 4=Artist; 5=Business (clerical); 6=Business executive (management, administrator); 7=Business owner or proprietor; 8=Business salesperson or buyer; 9=Clergy (minister, priest); 10=Clergy (other religious); 11=Clinical psychologist; 12=College administrator/staff; 13=College teacher; 14=Computer programmer or analyst; 15=Conservationist or forester; 16=Dentist (including orthodontist); 17=Dietitian or nutritionist; 18=Engineer; 19=Farmer or rancher; 20=Foreign service worker (including diplomat); 21=Homemaker (full-time); 22=Interior decorator (including designer); 23=Lab technician or hygienist; 24=Law enforcement officer; 25=Lawyer (attorney) or judge; 26=Military service (career); 27=Musician (performer, composer); 28=Nurse; 29=Optometrist; 30=Pharmacist; 31=Physician; 32=Policymaker/Government; 33=School counselor; 34=School principal or superintendent; 35=Scientific researcher; 36=Social, welfare, or recreation worker; 37=Therapist (physical, occupational, speech); 38=Teacher or administrator (elementary); 39=Teacher or administrator (secondary); 40=Veterinarian; 41=Writer or journalist; 42=Skilled trades; 43=Laborer (unskilled); 44=Semi-skilled worker; 45=Unemployed; 46=Other; 47=Undecided [student only]	CAREER08: Student (probable) FCAREERD: Father MCAREERD: Mother

APPENDIX B

POST-HOC ANALYSIS CROSS TABULATION TABLES

Table B.1

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Native English-Speaking Status Responses

	Percentage Within Native English-Speaking Status				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Yes	2.0	21.6	44.8	28.5	3.0
No	1.6	8.1	53.2	32.3	4.8

Table B.2

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Native English-Speaking Students and Non-Native English-Speaking Students Within Each Political View

	Percentage Within Political View	
Response	Native English-Speaking	Non-Native English Speaking
Far Right	94.7	5.3
Conservative	97.5	2.5
Middle-of-the-Road	92.3	7.7
Liberal	92.7	7.3
Far Left	90.0	10.0

Table B.3

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Enrollment Status Responses

	Percentage Within Enrollment Status				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Part-Time Student	5.6	0.0	33.3	44.4	16.7
Full-Time Student	1.8	21.3	45.6	28.4	2.9

Table B.4

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Part-Time Students and Full-Time Students Within Each Political View

	Percentage Within Political View	
Response	Part-Time	Full-Time
Far Right	5.6	94.4
Conservative	0.0	100.0
Middle-of-the-Road	1.4	98.6
Liberal	2.9	97.1
Far Left	10.0	90.0

Table B.5

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Citizenship Status Responses

	Percentage Within Citizen Status				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
U.S. Citizen	1.9	21.3	45.6	28.0	3.1
Permanent Resident	8.3	8.3	33.3	50.0	0.0
Neither	0.0	0.0	38.5	53.8	7.7

Table B.6

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of United States Citizens, Permanent Residents, and Non-Citizens/Permanent Residents Within Each Political View

	Percentage Within Political View		
Response	U.S. Citizen	Permanent Resident	Neither
Far Right	94.7	5.3	0.0
Conservative	99.5	0.5	0.0
Middle-of-the-Road	97.9	0.9	1.2
Liberal	95.2	2.2	2.6
Far Left	96.7	0.0	3.3

Table B.7

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Current Religious Preference Responses

	Percentage Within Current Religious Preference				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Baptist	1.6	34.4	45.7	17.2	1.1
Buddhist	0.0	8.3	25.0	58.3	8.3
Church of Christ	6.3	22.9	54.2	14.6	2.1
Eastern Orthodox	0.0	0.0	0.0	100.0	0.0
Episcopalian	0.0	0.0	44.4	55.6	0.0
Hindu	0.0	0.0	0.0	100.0	0.0
Jewish	0.0	0.0	0.0	100.0	0.0
LDS (Mormon)	0.0	25.0	50.0	25.0	0.0
Lutheran	0.0	22.2	59.3	14.8	3.7
Methodist	4.8	33.9	41.9	19.4	0.0
Muslim	0.0	0.0	57.1	42.9	0.0
Presbyterian	0.0	21.1	52.6	26.3	0.0
Roman Catholic	1.4	20.3	49.3	26.1	2.9
Seventh Day Adventist	0.0	0.0	33.3	66.7	0.0
United Church of Christ/Congregational	0.0	0.0	40.0	60.0	0.0
Other Christian	2.7	24.0	43.2	27.4	2.7
Other Religion	0.0	8.6	48.6	40.0	2.9
No Preference	1.9	6.3	38.0	46.8	7.0

Table B.8

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Religious Preferences Within Each Political View

	Percentage Within Political View								
Response	Baptist	Buddhist	Church of Christ	Eastern Orthodox	Episcopalian	Hindu	Jewish	LDS (Mormon)	Lutheran
Far Right	15.8	0.0	15.8	0.0	0.0	0.0	0.0	0.0	0.0
Conservative	32.3	0.5	5.6	0.0	0.0	0.0	0.0	0.5	3.0
Middle-of-the-Road	20.2	0.7	6.2	0.0	1.0	0.0	0.0	0.5	3.8
Liberal	12.0	2.6	2.6	0.4	1.9	0.4	0.7	0.4	1.5
Far Left	7.4	3.7	3.7	0.0	0.0	0.0	0.0	0.0	3.7

	Percentage Within Political View								
Response	Methodist	Muslim	Presbyterian	Roman Catholic	Seventh Day Adventist	United Church of Christ	Other Christian	Other Religion	No Preference
Far Right	15.8	0.0	0.0	15.8	0.0	0.0	21.1	0.0	15.8
Conservative	10.6	0.0	2.0	21.2	0.0	0.0	17.7	1.5	5.1
Middle-of-the-Road	6.2	1.0	2.4	24.2	0.2	0.5	15.0	4.0	14.3
Liberal	4.5	1.1	1.9	20.2	0.7	1.1	15.0	5.2	27.7
Far Left	0.0	0.0	0.0	22.2	0.0	0.0	14.8	3.7	40.7

Table B.9

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Race Responses

	Percentage Within Race				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
White/Caucasian	2.1	26.2	45.1	23.8	2.8
African American/Black	1.3	9.3	44.0	42.7	2.7
American Indian/Alaska Native	0.0	0.0	100.0	0.0	0.0
Asian American/Asian	0.0	3.6	50.0	46.4	0.0
Native Hawaiian/Pacific Islander	50.0	0.0	50.0	0.0	0.0
Mexican American/Chicano	2.1	20.6	41.8	29.8	5.7
Puerto Rican	0.0	11.1	66.7	22.2	0.0
Other Latino	2.8	11.1	41.7	38.9	5.6
Other	3.6	7.1	57.1	28.6	3.6
Mixed Race	1.1	15.8	45.3	35.8	2.1

Table B.10

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Race Responses Within Each Political View

Response	White/ Caucasian	African American/ Black	American Indian/ Alaska Native	Asian American/ Asian	Native Hawaiian/ Pacific Islander	Mexican American/ Chicano	Puerto Rican	Other Latino	Other	Mixed Race
Far Right	57.9	5.3	0.0	0.0	5.3	15.8	0.0	5.3	5.3	5.3
Conservative	70.2	3.5	0.0	0.5	0.0	14.6	0.5	2.0	1.0	7.6
Middle-of-the-Road	55.7	7.7	0.7	3.3	0.2	13.8	1.4	3.5	3.7	10.0
Liberal	46.5	11.8	0.0	4.8	0.0	15.5	0.7	5.2	3.0	12.5
Far Left	50.0	6.7	0.0	0.0	0.0	26.7	0.0	6.7	3.3	6.7

Table B.11

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Arts and Humanities Majors

	Percentage Within Probable Major				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Art, fine and applied	2.0	14.0	42.0	38.0	4.0
English (language and literature)	0.0	12.5	25.0	56.3	6.3
History	14.3	14.3	57.1	0.0	14.3
Journalism	0.0	9.7	35.5	51.6	3.2
Language & Literature	0.0	33.3	33.3	33.3	0.0
Music	0.0	20.5	28.2	48.7	2.6
philosophy	0.0	0.0	0.0	33.3	66.7
Speech	0.0	50.0	50.0	0.0	0.0
Theater or Drama	0.0	12.5	50.0	37.5	0.0
Other	3.1	18.8	56.3	15.6	6.3

Table B.12

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Arts and Humanities Majors Within Each Political View

Response	Art, fine and applied	English language and literature	History	Journalism	Language and Literature	Music	philosophy	Speech	Theater or Drama	Other
Far Right	5.9	0.0	5.9	0.0	0.0	0.0	0.0	0.0	0.0	5.9
Conservative	3.6	1.0	0.5	1.6	0.5	4.2	0.0	0.5	0.5	3.1
Middle-of-the-Road	5.0	1.0	1.0	2.6	0.2	2.6	0.0	0.2	1.0	4.3
Liberal	7.3	3.4	0.0	6.1	0.4	7.3	0.4	0.0	1.1	1.9
Far Left	6.9	3.4	3.4	3.4	0.0	3.4	6.9	0.0	0.0	6.9

Table B.13

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Biological Science Majors

	Percentage Within Probable Major				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Biology (general)	0.0	31.7	39.0	26.8	2.4
Biochemistry or Biophysics	0.0	33.3	16.7	50.0	0.0
Environmental Science	0.0	0.0	100.0	0.0	0.0
Marine (Life) Science	0.0	0.0	50.0	50.0	0.0
Microbiology or Bacteriology	0.0	0.0	0.0	0.0	100.0
Zoology	0.0	0.0	50.0	0.0	50.0
Other	0.0	0.0	100.0	0.0	0.0

Table B.14

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Biological Science Majors Within Each Political View

	Percentage Within Political View						
Response	Biology (general)	Biochemistry or Biophysics	Environmental Science	Marine Science	Microbiology or Bacteriology	Zoology	Other
Far Right	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Conservative	6.8	1.0	0.0	0.0	0.0	0.0	0.0
Middle-of-the-Road	3.8	0.2	0.5	0.2	0.0	0.2	1.0
Liberal	4.2	1.1	0.0	0.4	0.0	0.0	0.0
Far Left	3.4	0.0	0.0	0.0	3.4	3.4	0.0

Table B.15

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Business Majors

	Percentage Within Probable Major				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Accounting	5.9	29.4	52.9	11.8	0.0
Business Admin.	4.5	31.8	38.6	22.7	2.3
Finance	0.0	28.6	42.9	21.4	7.1
International Business	0.0	28.6	28.6	28.6	14.3
Marketing	6.7	13.3	43.3	36.7	0.0
Management	0.0	10.0	66.7	23.3	0.0
Other	0.0	30.0	30.0	30.0	10.0

Table B.16

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Business Majors Within Each Political View

	Percentage Within Political View						
Response	Accounting	Business Admin.	Finance	International Business	Marketing	Management	Other
Far Right	5.9	11.8	0.0	0.0	11.8	0.0	0.0
Conservative	2.6	7.3	2.1	1.0	2.1	1.6	1.6
Middle-of-the-Road	2.2	4.1	1.4	0.5	3.1	4.8	0.7
Liberal	0.8	3.8	1.1	0.8	4.2	2.7	1.1
Far Left	0.0	3.4	3.4	3.4	0.0	0.0	3.4

Table B.17

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Education Majors

	Percentage Within Probable Major				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Business Education	0.0	0.0	50.0	50.0	0.0
Elementary Education	0.0	31.8	40.9	22.7	4.5
Music or Art Education	0.0	55.6	44.4	0.0	0.0
Physical Education or Recreation	0.0	10.0	70.0	10.0	10.0
Secondary Education	0.0	14.3	42.9	42.9	0.0
Special Education	0.0	100.0	0.0	0.0	0.0
Other	0.0	0.0	50.0	50.0	0.0

Table B.18

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Education Majors Within Each Political View

	Percentage Within Political View						
Response	Business Education	Elementary Education	Music or Art Education	Physical Education or Recreation	Secondary Education	Special Education	Other
Far Right	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Conservative	0.0	7.3	2.6	0.5	1.0	0.5	0.0
Middle-of-the-Road	0.2	4.3	1.0	1.7	1.4	0.0	0.2
Liberal	0.4	3.8	0.0	0.4	2.3	0.0	0.4
Far Left	0.0	6.9	0.0	3.4	0.0	0.0	0.0

Table B.19

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Engineering Majors

	Percentage Within Probable Major				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Civil Engineering	0.0	20.0	70.0	10.0	0.0
Chemical Engineering	0.0	9.1	36.4	54.5	0.0
Computer Engineering	0.0	19.0	61.9	19.0	0.0
Electrical or Electronic Engineering	0.0	37.5	25.0	25.0	12.5
Industrial Engineering	25.0	50.0	25.0	0.0	0.0
Mechanical Engineering	3.4	20.7	55.2	17.2	3.4
Other	0.0	7.7	84.6	7.7	0.0

Table B.20

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Engineering Majors Within Each Political View

	Percentage Within Political View						
Response	Civil Eng.	Chemical Eng.	Computer Eng.	Electrical/ Electronic Eng.	Industrial Eng.	Mechanical Eng.	Other
Far Right	0.0	0.0	0.0	0.0	5.9	5.9	0.0
Conservative	1.0	0.5	2.1	1.6	1.0	3.1	0.5
Middle-of-the-Road	1.7	1.0	3.1	0.5	0.2	3.8	2.6
Liberal	0.4	2.3	1.5	0.8	0.0	1.9	0.4
Far Left	0.0	0.0	0.0	3.4	0.0	3.4	0.0

Table B.21

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Physical Science Majors

	Percentage Within Probable Major				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Astronomy	0.0	0.0	0.0	100.0	0.0
Atmospheric Science	0.0	0.0	0.0	0.0	100.0
Chemistry	0.0	50.0	25.0	25.0	0.0
Earth Science	0.0	0.0	0.0	100.0	0.0
Mathematics	0.0	20.0	40.0	20.0	20.0
Physics	0.0	50.0	50.0	0.0	0.0

Table B.22

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Physical Science Majors Within Each Political View

	Percentage Within Political View					
Response	Astronomy	Atmospheric Science	Chemistry	Earth Science	Mathematics	Physics
Far Right	0.0	0.0	0.0	0.0	0.0	0.0
Conservative	0.0	0.0	1.0	0.0	0.5	0.5
Middle-of-the-Road	0.0	0.0	0.2	0.0	0.5	0.2
Liberal	0.4	0.0	0.4	0.4	0.4	0.0
Far Left	0.0	3.4	0.0	0.0	3.4	0.0

Table B.23

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Professional Majors

	Percentage Within Probable Major				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Architecture or Urban Planning	0.0	0.0	66.7	33.3	0.0
Family & Consumer Sciences	0.0	0.0	0.0	100.0	0.0
Health Technology	0.0	14.3	28.6	57.1	0.0
Medicine, Dentistry, Veterinary Medicine	7.4	11.1	37.0	44.4	0.0
Nursing	0.0	14.3	57.1	28.6	0.0
Pharmacy	0.0	23.1	38.5	38.5	0.0
Therapy	0.0	17.4	65.2	17.4	0.0
Other	0.0	42.9	42.9	14.3	0.0

Table B.24

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Professional Majors Within Each Political View

	Percentage Within Political View							
Response	Architecture/ Urban Planning	Family/ Consumer Sciences	Health Tech.	Medicine, Dentistry, Veterinary Medicine	Nursing	Pharmacy	Therapy	Other
Far Right	0.0	0.0	0.0	11.8	0.0	0.0	0.0	0.0
Conservative	0.0	0.0	0.5	1.6	1.0	1.6	2.1	1.6
Middle-of-the-Road	0.5	0.0	0.5	2.4	1.9	1.2	3.6	0.7
Liberal	0.4	0.4	1.5	4.6	1.5	1.9	1.5	0.4
Far Left	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table B.25

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Social Science Majors

	Percentage Within Probable Major				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Anthropology	0.0	0.0	100.0	0.0	0.0
Economics	0.0	0.0	50.0	50.0	0.0
Ethnic Studies	0.0	0.0	100.0	0.0	0.0
Political Science	0.0	33.3	13.3	40.0	13.3
Psychology	0.0	26.2	33.3	40.5	0.0
Social Work	0.0	25.0	50.0	25.0	0.0
Sociology	0.0	0.0	20.0	80.0	0.0
Other	0.0	0.0	33.3	66.7	0.0

Table B.26

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Social Science Majors Within Each Political View

	Percentage Within Political View							
Response	Anthropology	Economics	Ethnic Studies	Political Science	Psychology	Social Work	Sociology	Other
Far Right	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Conservative	0.0	0.0	0.0	2.6	5.7	0.5	0.0	0.0
Middle-of-the-Road	0.2	0.2	0.2	0.5	3.4	0.5	0.2	0.2
Liberal	0.0	0.4	0.0	2.3	6.5	0.4	1.5	0.8
Far Left	0.0	0.0	0.0	6.9	0.0	0.0	0.0	0.0

Table B.27

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Technical Majors

	Percentage Within Probable Major				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Data Processing or Computer Programming	0.0	14.3	42.9	42.9	0.0
Drafting or Design	0.0	0.0	100.0	0.0	0.0

Table B.28

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Technical Majors Within Each Political View

	Percentage Within Political View	
Response	Data Processing or Computer Programming	Drafting or Design
Far Right	0.0	0.0
Conservative	0.5	0.0
Middle-of-the-Road	0.7	0.5
Liberal	1.1	0.0
Far Left	0.0	0.0

Table B.29

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Other Field Majors

	Percentage Within Probable Major				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Agriculture	5.3	10.5	63.2	15.8	5.3
Communications	5.6	11.1	55.6	16.7	11.1
Computer Science	0.0	44.4	33.3	22.2	0.0
Kinesiology	5.6	38.9	50.0	5.6	0.0
Law Enforcement	7.7	38.5	38.5	15.4	0.0
Other Field	0.0	13.0	52.2	34.8	0.0
Undecided	2.2	19.6	60.9	17.4	0.0

Table B.30

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Other Field Majors Within Each Political View

	Percentage Within Political View						
Response	Agriculture	Communications	Comp. Sci.	Kinesiology	Law Enf.	Other Field	Undecided
Far Right	5.9	5.9	0.0	5.9	5.9	0.0	5.9
Conservative	1.0	1.0	2.1	3.6	2.6	1.6	4.7
Middle-of-the-Road	2.9	2.4	0.7	2.2	1.2	2.9	6.7
Liberal	1.1	1.1	0.8	0.4	0.8	3.1	3.1
Far Left	3.4	6.9	0.0	0.0	0.0	0.0	0.0

Table B.31

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "There is Too Much Concern in the Courts for the Rights of Criminals"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	5.8	15.1	29.1	43.0	7.0
Disagree somewhat	1.5	19.2	44.2	32.3	2.7
Agree somewhat	1.2	20.1	51.1	25.2	2.4
Agree strongly	3.0	32.7	41.6	17.8	5.0

Table B.32

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "There is Too Much Concern in the Courts for the Rights of Criminals" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	27.8	27.8	27.8	16.7
Conservative	6.8	32.8	43.2	17.2
Middle-of-the-road	5.9	34.3	49.9	9.9
Liberal	14.0	40.0	39.2	6.8
Far Left	20.0	30.0	33.3	16.7

Table B.33

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Abortion Should Be Legal"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	3.7	36.8	41.7	16.1	1.7
Disagree somewhat	2.3	20.5	50.7	23.3	3.2
Agree somewhat	0.7	15.3	49.8	32.4	1.7
Agree strongly	1.0	10.4	35.2	46.1	7.3

Table B.34

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Abortion Should Be Legal" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	50.0	27.8	11.1	11.1
Conservative	44.9	22.7	22.2	10.1
Middle-of-the-road	23.9	26.2	33.8	16.1
Liberal	14.3	18.8	34.2	32.7
Far Left	13.3	23.3	16.7	46.7

Table B.35

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "The Death Penalty Should Be Abolished"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	4.3	30.7	41.6	20.5	2.8
Disagree somewhat	0.6	18.6	51.0	26.8	3.1
Agree somewhat	0.0	12.1	44.8	40.0	3.0
Agree strongly	2.1	8.3	37.5	46.9	5.2

Table B.36

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "The Death Penalty Should Be Abolished" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	77.8	11.1	0.0	11.1
Conservative	51.3	34.2	10.4	4.1
Middle-of-the-road	31.5	42.6	17.4	8.5
Liberal	24.3	34.9	24.3	16.5
Far Left	30.0	36.7	16.5	16.7

Table B.37

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Marijuana Should Be Legalized"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	3.0	29.6	43.4	22.4	1.6
Disagree somewhat	1.5	20.4	49.1	27.5	1.5
Agree somewhat	1.2	14.9	48.8	30.6	4.5
Agree strongly	1.6	10.5	35.5	44.4	8.1

Table B.38

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Marijuana Should Be Legalized" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	50.0	22.2	16.7	11.1
Conservative	46.6	28.0	18.7	6.7
Middle-of-the-road	31.1	30.7	27.8	10.4
Liberal	25.2	27.0	27.4	20.4
Far Left	16.7	13.3	36.7	33.3

Table B.39

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "It is Important to Have Laws Prohibiting Homosexual Relationships"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	1.4	10.2	41.7	43.1	3.6
Disagree somewhat	2.1	23.0	53.3	18.8	2.8
Agree somewhat	1.5	32.8	47.0	15.7	3.0
Agree strongly	3.3	43.5	34.8	15.2	3.3

Table B.40

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "It is Important to Have Laws Prohibiting Homosexual Relationships" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	35.3	35.3	1.5	17.6
Conservative	22.3	34.2	32.8	20.7
Middle-of-the-road	41.4	36.2	14.9	7.6
Liberal	67.0	20.0	7.8	5.2
Far Left	50.0	26.7	13.3	10.0

Table B.41

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Racial Discrimination is No Longer a Major Problem in America"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	0.6	17.4	44.8	32.5	4.7
Disagree somewhat	2.4	20.9	43.8	31.3	1.6
Agree somewhat	2.5	25.9	51.9	17.9	1.9
Agree strongly	3.0	21.2	39.4	21.2	15.2

Table B.42

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Racial Discrimination is No Longer a Major Problem in America" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	11.8	58.8	23.5	5.9
Conservative	28.5	46.1	21.8	3.6
Middle-of-the-road	33.4	43.8	19.8	3.1
Liberal	37.9	48.9	10.7	2.6
Far Left	50.0	23.3	10.0	16.7

Table B.43

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Wealthy People Should Pay a Larger Share of Taxes Than They Do Now"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	4.6	37.6	39.4	17.4	0.9
Disagree somewhat	1.7	26.1	46.5	23.1	2.6
Agree somewhat	1.7	14.2	47.4	33.8	2.8
Agree strongly	0.6	13.3	42.4	37.0	6.7

Table B.44

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Wealthy People Should Pay a Larger Share of Taxes Than They Do Now" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	29.4	29.4	35.3	5.9
Conservative	21.4	41.1	26.0	11.5
Middle-of-the-road	10.2	33.5	39.7	16.6
Liberal	7.1	26.0	44.2	22.7
Far Left	3.3	26.7	33.3	36.7

Table B.45

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Same-Sex Couples Should Have the Right to Legal Marital Status"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	3.5	44.7	39.4	9.4	2.9
Disagree somewhat	1.5	28.6	50.0	16.8	3.1
Agree somewhat	2.3	14.2	51.9	29.2	2.3
Agree strongly	1.0	7.5	39.3	48.1	4.2

Table B.46

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Same-Sex Couples Should Have the Right to Legal Marital Status" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	33.3	16.7	33.3	16.7
Conservative	39.6	29.2	19.3	12.0
Middle-of-the-road	15.9	23.3	32.1	28.7
Liberal	5.9	12.1	27.8	54.2
Far Left	16.7	20.0	20.0	43.3

Table B.47

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Affirmative Action in College Admissions Should Be Abolished"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	1.4	18.9	36.5	36.5	6.8
Disagree somewhat	2.5	20.2	46.7	28.3	2.3
Agree somewhat	0.8	17.3	47.3	31.2	3.5
Agree strongly	1.6	31.3	40.6	21.9	4.7

Table B.48

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Affirmative Action in College Admissions Should Be Abolished" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	6.3	68.8	12.5	12.5
Conservative	7.4	47.3	23.9	21.3
Middle-of-the-road	6.6	50.5	30.1	12.7
Liberal	10.3	47.9	31.0	10.7
Far Left	16.7	33.3	30.0	20.0

Table B.49

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Federal Military Spending Should Be Increased"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	0.6	8.8	39.0	47.2	4.4
Disagree somewhat	2.0	16.7	47.8	30.9	2.6
Agree somewhat	0.8	33.1	48.1	15.1	2.9
Agree strongly	4.6	32.3	32.3	24.6	6.2

Table B.50

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Federal Military Spending Should Be Increased" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	6.7	60.0	13.3	20.0
Conservative	7.3	40.3	41.4	11.0
Middle-of-the-road	14.8	52.6	27.5	5.0
Liberal	27.9	52.8	13.4	5.9
Far Left	23.3	40.0	23.3	13.3

Table B.51

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "The Federal Government Should Do More to Control the Sale of Handguns"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	6.1	34.3	39.4	15.2	5.1
Disagree somewhat	2.1	24.5	48.5	23.6	1.3
Agree somewhat	1.2	18.2	46.2	31.2	3.1
Agree strongly	0.6	12.8	42.5	39.1	5.0

Table B.52

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "The Federal Government Should Do More to Control the Sale of Handguns" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	35.3	29.4	29.4	5.9
Conservative	18.0	30.2	39.7	20.5
Middle-of-the-road	9.3	27.0	45.6	42.5
Liberal	5.6	20.4	48.0	26.0
Far Left	16.7	10.0	43.3	30.0

Table B.53

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Only Volunteers Should Serve in the Armed Forces"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	2.2	22.5	48.3	24.7	2.2
Disagree somewhat	2.4	22.5	48.6	23.3	3.2
Agree somewhat	2.1	19.9	48.2	28.3	1.5
Agree strongly	0.8	18.2	36.8	38.1	6.1

Table B.54

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Only Volunteers Should Serve in the Armed Forces" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	11.8	35.3	41.2	11.8
Conservative	10.6	30.2	35.4	23.8
Middle-of-the-road	10.3	29.4	38.7	21.7
Liberal	8.1	21.9	35.2	34.8
Far Left	6.7	26.7	16.7	50.0

Table B.55

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "The Federal Government is Not Doing Enough to Control Environmental Pollution"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	6.7	28.9	48.9	13.3	2.2
Disagree somewhat	2.0	39.0	38.5	18.5	2.0
Agree somewhat	1.4	18.7	49.4	28.6	1.9
Agree strongly	1.6	6.5	43.5	41.5	6.9

Table B.56

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "The Federal Government is Not Doing Enough to Control Environmental Pollution" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	17.6	23.5	35.3	23.5
Conservative	7.0	41.7	42.8	8.6
Middle-of-the-road	5.3	18.4	50.5	25.8
Liberal	2.2	13.8	45.5	38.4
Far Left	3.3	13.3	26.7	56.7

Table B.57

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "A National Health Care Plan is Needed to Cover Everybody's Medical Costs"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	2.9	49.0	39.4	7.7	1.0
Disagree somewhat	3.0	25.0	47.0	23.7	1.3
Agree somewhat	1.1	16.0	46.6	33.3	3.0
Agree strongly	1.4	16.0	44.2	37.3	6.9

Table B.58

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "A National Health Care Plan is Needed to Cover Everybody's Medical Costs" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	17.6	41.2	23.5	17.6
Conservative	26.8	30.5	31.1	11.6
Middle-of-the-road	9.8	26.1	41.1	23.0
Liberal	3.0	20.6	46.1	30.3
Far Left	3.3	10.0	36.7	50.0

Table B.59

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Undocumented Immigrants Should Be Denied Access to Public Education"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	2.2	13.3	37.2	39.4	7.8
Disagree somewhat	1.4	17.7	48.4	20.7	1.8
Agree somewhat	1.2	20.9	46.6	28.5	2.8
Agree strongly	2.9	30.6	46.1	18.4	1.9

Table B.60

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Undocumented Immigrants Should Be Denied Access to Public Education" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	23.5	23.5	17.6	35.3
Conservative	12.7	26.5	27.5	33.3
Middle-of-the-road	16.1	33.0	28.0	22.9
Liberal	26.6	32.6	26.6	14.2
Far Left	46.7	16.7	23.3	13.3

Table B.61

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Through Hard Work, Everybody Can Succeed in American Society"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	0.0	14.7	44.1	23.5	17.6
Disagree somewhat	1.5	16.3	45.9	30.4	5.9
Agree somewhat	1.7	16.2	43.6	35.5	2.9
Agree strongly	2.5	26.2	46.4	23.5	1.5

Table B.62

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Through Hard Work, Everybody Can Succeed in American Society" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	0.0	11.1	33.3	55.6
Conservative	2.6	11.6	29.6	56.1
Middle-of-the-road	3.6	14.9	36.3	45.2
Liberal	3.0	15.4	46.1	35.6
Far Left	20.0	26.7	33.3	20.0

Table B.63

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Dissent is a Critical Component of the Political Process"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	2.8	27.8	27.8	36.1	5.6
Disagree somewhat	2.8	20.1	46.1	28.8	2.2
Agree somewhat	1.0	20.7	47.2	28.2	2.9
Agree strongly	0.0	12.3	46.2	30.8	10.8

Table B.64

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Dissent is a Critical Component of the Political Process" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	6.7	66.7	26.7	0.0
Conservative	5.7	41.1	486.	4.6
Middle-of-the-road	2.5	41.4	48.6	7.5
Liberal	5.2	40.9	46.0	7.9
Far Left	6.9	27.6	41.4	24.1

Table B.65

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Colleges Have the Right to Ban Extreme Speakers from Campus"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	1.9	17.7	37.8	37.8	4.8
Disagree somewhat	1.2	17.2	48.7	29.4	3.5
Agree somewhat	1.8	25.9	46.0	24.5	1.8
Agree strongly	3.8	22.5	50.0	21.3	2.5

Table B.66

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Colleges Have the Right to Ban Extreme Speakers from Campus" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	25.0	25.0	31.3	18.8
Conservative	20.0	31.9	38.4	9.7
Middle-of-the-road	19.2	40.5	30.6	9.7
Liberal	29.9	38.3	25.4	6.4
Far Left	34.5	41.4	17.2	6.9

Table B.67

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Addressing Global Warming Should Be a Federal Priority"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Disagree strongly	4.4	49.5	29.7	12.1	4.4
Disagree somewhat	1.5	26.4	46.7	22.8	2.5
Agree somewhat	1.0	18.1	51.8	27.5	1.6
Agree strongly	2.5	7.9	39.7	43.8	6.2

Table B.68

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Addressing Global Warming Should Be a Federal Priority" Within Each Political View

	Percentage Within Political View			
Response	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Far Right	23.5	17.6	23.5	35.3
Conservative	24.3	28.1	37.3	10.3
Middle-of-the-road	6.5	22.3	47.9	23.2
Liberal	4.1	16.9	39.3	39.7
Far Left	13.3	16.7	20.0	50.0

Table B.69

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Becoming Accomplished in One of the Performing Arts"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	2.4	22.1	47.2	25.7	2.6
Somewhat important	1.7	16.7	45.3	33.3	3.0
Very important	0.0	24.2	43.2	29.5	3.2
Essential	1.0	18.1	41.0	34.3	5.7

Table B.70

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Becoming Accomplished in One of the Performing Arts" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	70.6	23.5	0.0	5.9
Conservative	57.6	20.4	12.0	9.9
Middle-of-the-road	55.3	24.9	9.6	10.1
Liberal	47.4	28.9	10.4	13.3
Far Left	44.8	24.1	10.3	20.7

Table B.71

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Influencing the Political Structure"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	1.6	22.9	51.1	22.9	1.6
Somewhat important	1.5	19.3	46.6	29.1	3.4
Very important	3.8	17.9	40.4	33.3	4.5
Essential	1.4	21.1	26.8	45.1	5.6

Table B.72

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Influencing the Political Structure" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	27.8	33.3	33.3	5.6
Conservative	37.9	39.5	14.7	7.9
Middle-of-the-road	38.0	42.7	14.9	4.5
Liberal	26.8	42.0	19.3	11.9
Far Left	17.2	44.8	24.1	13.8

Table B.73

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Raising a Family"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	1.2	18.3	41.5	29.3	9.8
Somewhat important	0.6	16.5	45.9	33.5	3.5
Very important	2.0	18.0	46.7	30.7	2.6
Essential	2.7	25.3	44.9	25.3	1.9

Table B.74

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Raising a Family" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	5.6	5.6	33.3	55.6
Conservative	7.8	14.5	28.5	49.2
Middle-of-the-road	8.0	18.4	33.7	39.9
Liberal	8.9	21.1	34.8	35.2
Far Left	27.6	20.7	27.6	24.1

Table B.75

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Making a Theoretical Contribution to Science"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	2.2	21.3	47.1	27.3	2.2
Somewhat important	2.2	23.0	42.1	29.9	2.9
Very important	0.8	11.8	51.2	32.3	3.9
Essential	1.6	20.3	37.5	31.3	9.4

Table B.76

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Making a Theoretical Contribution to Science" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	55.6	33.3	5.6	5.6
Conservative	51.6	33.7	7.9	6.8
Middle-of-the-road	51.3	27.7	15.4	5.7
Liberal	46.7	30.7	15.2	7.4
Far Left	34.5	27.6	17.2	20.7

Table B.77

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Writing Original Works"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	2.7	24.8	48.1	22.7	1.7
Somewhat important	1.2	17.7	46.1	31.5	3.5
Very important	0.9	15.3	37.8	40.5	5.4
Essential	1.1	12.6	37.9	41.4	6.9

Table B.78

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Writing Original Works" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	72.2	16.7	5.6	5.6
Conservative	62.0	23.4	8.9	5.7
Middle-of-the-road	54.6	27.7	9.9	7.8
Liberal	40.4	29.6	16.7	13.3
Far Left	27.6	31.0	20.7	20.7

Table B.79

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Creating Artistic Work"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	2.1	24.2	45.8	25.6	2.3
Somewhat important	1.7	21.1	42.7	29.7	4.7
Very important	2.6	13.7	48.7	31.6	3.4
Essential	1.0	10.6	46.2	39.4	2.9

Table B.80

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Creating Artistic Work" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	55.6	22.2	16.7	5.6
Conservative	60.2	25.7	8.4	5.8
Middle-of-the-road	51.7	23.5	13.5	11.4
Liberal	45.4	25.7	13.8	15.2
Far Left	37.9	37.9	13.8	10.3

Table B.81

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Becoming Involved in Programs to Clean Up the Environment"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	2.6	30.2	43.4	21.3	2.6
Somewhat important	1.0	21.1	47.7	27.8	2.4
Very important	2.1	11.8	46.7	35.9	3.6
Essential	4.8	10.7	35.7	41.7	7.1

Table B.82

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Becoming Involved in Programs to Clean Up the Environment" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	33.3	22.2	22.2	22.2
Conservative	37.4	45.8	12.1	4.7
Middle-of-the-road	24.3	46.9	21.7	7.1
Liberal	18.5	42.6	25.9	13.0
Far Left	20.7	34.5	24.1	20.7

Table B.83

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Developing a Meaningful philosophy of Life"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	3.1	25.6	50.6	18.1	2.5
Somewhat important	1.4	24.7	48.1	23.7	2.1
Very important	1.7	17.9	43.2	33.8	3.4
Essential	2.2	13.3	39.4	40.0	5.0

Table B.84

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Developing a Meaningful philosophy of Life" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	27.8	22.2	27.8	22.2
Conservative	21.6	37.9	27.9	12.6
Middle-of-the-road	19.3	33.3	30.5	16.9
Liberal	10.7	25.6	37.0	26.7
Far Left	13.8	20.7	34.5	31.0

Table B.85

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Participating in a Community Action Program"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	2.0	24.5	48.5	22.5	2.5
Somewhat important	1.8	22.2	43.7	29.5	2.9
Very important	2.8	12.6	47.9	33.5	3.3
Essential	0.0	22.4	37.9	32.8	6.9

Table B.86

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Participating in a Community Action Program" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	22.2	44.4	33.3	0.0
Conservative	26.3	52.6	14.2	6.8
Middle-of-the-road	23.5	46.8	24.5	5.2
Liberal	17.0	49.3	26.7	7.0
Far Left	17.2	44.8	24.1	13.8

Table B.87

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Helping to Promote Racial Understanding"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	3.7	31.4	46.3	16.0	2.7
Somewhat important	1.4	21.6	48.3	26.1	2.5
Very important	1.7	12.5	44.1	37.5	4.2
Essential	1.0	18.8	36.5	40.6	3.1

Table B.88

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Helping to Promote Racial Understanding" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	38.9	27.8	27.8	5.6
Conservative	31.1	40.5	18.9	9.5
Middle-of-the-road	20.7	40.9	30.2	8.3
Liberal	11.1	34.4	40.0	14.4
Far Left	17.2	31.0	41.4	10.3

Table B.89

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Keeping Up to Date with Political Affairs"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	2.6	21.5	51.8	22.5	1.6
Somewhat important	0.8	21.7	50.0	25.0	2.5
Very important	2.6	17.4	39.6	37.0	3.3
Essential	2.8	22.6	32.1	34.9	7.5

Table B.90

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Keeping Up to Date with Political Affairs" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	27.8	16.7	38.9	16.7
Conservative	21.6	41.1	24.7	12.6
Middle-of-the-road	23.6	42.9	25.5	8.1
Liberal	15.9	33.3	37.0	13.7
Far Left	10.3	31.0	31.0	27.6

Table B.91

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Improving My Understanding of Other Countries and Cultures"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	1.6	27.8	50.0	18.3	2.4
Somewhat important	2.1	24.8	46.0	24.2	2.9
Very important	2.3	16.8	44.5	33.9	2.6
Essential	1.3	11.8	42.1	39.5	5.3

Table B.92

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Improving My Understanding of Other Countries and Cultures" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	11.1	38.9	38.9	11.1
Conservative	18.5	44.4	27.5	9.5
Middle-of-the-road	15.0	37.1	32.8	15.2
Liberal	8.5	30.4	38.9	22.2
Far Left	10.3	34.5	27.6	27.6

Table B.93

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Adopting 'Green' Practices to Protect the Environment"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not important	4.2	35.7	44.8	11.9	3.5
Somewhat important	0.9	24.2	45.1	27.8	2.1
Very important	1.0	14.5	49.0	32.8	2.7
Essential	3.9	9.7	40.0	40.6	5.8

Table B.94

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Adopting 'Green' Practices to Protect the Environment" Within Each Political View

	Percentage Within Political View			
Response	Not Important	Somewhat Important	Very Important	Essential
Far Right	33.3	16.7	16.7	33.3
Conservative	26.8	42.6	22.6	7.9
Middle-of-the-road	15.2	35.8	34.4	14.7
Liberal	6.3	34.4	35.9	23.3
Far Left	17.2	24.1	27.6	31.0

Table B.95

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Attended Religious Services"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	2.9	8.3	44.6	38.7	5.4
Occasionally	1.1	19.8	45.6	30.3	3.2
Frequently	1.9	29.7	45.0	21.7	1.7

Table B.96

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Attended Religious Services" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	35.3	23.5	41.2
Conservative	8.5	37.7	53.8
Middle-of-the-road	21.4	40.6	38.0
Liberal	29.0	42.3	28.7
Far Left	37.9	41.4	20.7

Table B.97

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Smoked Cigarettes"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	1.9	23.5	46.8	25.3	2.6
Occasionally	1.8	13.5	45.4	33.7	5.5
Frequently	1.3	15.2	34.2	46.8	2.5

Table B.98

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Smoked Cigarettes" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	76.5	17.6	5.9
Conservative	82.8	11.1	6.1
Middle-of-the-road	76.4	17.3	6.3
Liberal	65.8	20.4	13.8
Far Left	62.1	31.0	6.9

Table B.99

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Felt Overwhelmed By All I Had to Do"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	3.6	26.4	47.1	21.4	1.4
Occasionally	1.3	21.4	44.2	29.4	3.6
Frequently	1.8	17.4	46.6	31.3	2.8

Table B.100

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Felt Overwhelmed By All I Had to Do" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	29.4	41.2	29.4
Conservative	18.7	56.6	24.7
Middle-of-the-road	15.4	54.0	30.6
Liberal	11.0	56.6	32.4
Far Left	6.9	65.5	27.6

Table B.101

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Felt Depressed"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	2.1	23.8	45.9	26.0	2.1
Occasionally	1.3	18.3	45.4	31.8	3.3
Frequently	2.6	18.4	39.5	31.6	7.9

Table B.102

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Felt Depressed" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	58.8	29.4	11.8
Conservative	56.1	36.9	7.1
Middle-of-the-road	50.4	42.6	7.1
Liberal	44.5	46.7	8.8
Far Left	34.5	44.8	20.7

Table B.103

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Played a Musical Instrument"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	2.4	21.9	46.8	26.8	2.1
Occasionally	1.6	15.7	45.9	32.4	4.3
Frequently	1.4	22.4	42.8	29.7	3.8

Table B.104

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Played a Musical Instrument" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	61.6	16.7	22.2
Conservative	52.0	14.8	33.2
Middle-of-the-road	51.5	19.9	29.0
Liberal	46.1	22.1	31.7
Far Left	34.5	27.6	37.9

Table B.105

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Discussed Politics"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	3.1	23.3	55.8	14.7	3.1
Occasionally	1.9	19.5	46.9	29.2	2.5
Frequently	1.2	22.6	37.8	34.4	4.0

Table B.106

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Discussed Politics" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	23.5	52.9	23.5
Conservative	15.2	48.0	36.9
Middle-of-the-road	17.1	54.0	28.9
Liberal	7.0	52.2	40.8
Far Left	13.8	41.4	44.8

Table B.107

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Worked on a Local, State, or National Political Campaign"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	1.9	21.0	46.5	27.9	2.6
Occasionally	0.0	26.9	30.8	34.6	7.7
Frequently	0.0	4.8	42.9	47.6	4.8

Table B.108

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Worked on a Local, State, or National Political Campaign" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	100.0	0.0	0.0
Conservative	88.8	26.9	4.8
Middle-of-the-road	92.2	5.7	2.1
Liberal	86.3	10.0	3.7
Far Left	75.9	20.7	3.4

Table B.109

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Support Your Opinions With a Logical Argument"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	8.3	19.4	52.8	19.4	0.0
Occasionally	2.5	21.5	48.0	24.5	3.5
Frequently	1.2	20.5	42.5	32.7	3.1

Table B.110

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Support Your Opinions With a Logical Argument" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	15.8	52.6	31.6
Conservative	3.6	43.4	53.1
Middle-of-the-road	4.5	44.7	50.8
Liberal	2.6	35.9	61.5
Far Left	0.0	46.7	53.3

Table B.111

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Seek Alternative Solutions to a Problem"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	11.8	29.4	47.1	5.9	5.9
Occasionally	2.0	22.1	44.6	28.2	3.2
Frequently	1.7	19.1	45.4	30.9	2.9

Table B.112

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Seek Alternative Solutions to a Problem" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	10.5	52.6	36.8
Conservative	2.6	57.1	40.3
Middle-of-the-road	1.9	53.6	44.5
Liberal	0.4	52.6	47.1
Far Left	3.4	55.2	41.4

Table B.113

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Look Up Scientific Research Articles and Resources"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	3.7	22.4	49.6	20.5	3.7
Occasionally	0.6	21.0	44.4	31.3	2.6
Frequently	3.5	18.8	37.6	36.5	3.5

Table B.114

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Look Up Scientific Research Articles and Resources" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	52.6	15.8	31.6
Conservative	30.6	53.1	16.3
Middle-of-the-road	31.9	52.8	15.3
Liberal	20.2	57.0	22.8
Far Left	34.5	44.8	20.7

Table B.115

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Explore Topics on Your Own, Even Though It Was Not Required for a Class"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	2.1	30.0	46.4	20.0	1.4
Occasionally	2.0	19.8	47.8	28.1	2.4
Frequently	2.1	18.6	39.3	34.8	5.2

Table B.116

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Explore Topics on Your Own, Even Though It Was Not Required for a Class" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	15.8	52.6	31.6
Conservative	21.4	51.0	27.6
Middle-of-the-road	15.4	57.5	27.1
Liberal	10.3	52.4	37.3
Far Left	6.9	41.4	51.7

Table B.117

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Responses to "Accept Mistakes as Part of the Learning Process"

	Percentage Within Response				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Not at all	12.5	31.3	37.5	18.8	0.0
Occasionally	1.4	24.3	45.5	26.1	2.7
Frequently	2.3	17.7	44.8	31.7	3.5

Table B.118

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Responses to "Accept Mistakes as Part of the Learning Process" Within Each Political View

	Response Within Political View		
Response	Not at All	Occasionally	Frequently
Far Right	10.5	31.6	57.9
Conservative	2.6	54.1	43.4
Middle-of-the-road	1.4	47.4	51.2
Liberal	1.1	42.4	56.5
Far Left	0.0	41.4	58.6

Table B.119

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Father's Religious Preference Responses

	Percentage Within Current Religious Preference				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Baptist	2.6	31.1	46.3	17.9	2.1
Buddhist	0.0	9.1	27.3	63.6	0.0
Church of Christ	4.5	22.7	50.0	20.5	2.3
Eastern Orthodox	0.0	0.0	0.0	100.0	0.0
Episcopalian	0.0	0.0	50.0	50.0	0.0
Hindu	0.0	0.0	0.0	100.0	0.0
Jewish	0.0	0.0	0.0	100.0	0.0
LDS (Mormon)	0.0	0.0	100.0	0.0	0.0
Lutheran	0.0	16.1	51.6	29.0	3.2
Methodist	2.7	31.1	33.8	28.4	4.1
Muslim	0.0	0.0	50.0	50.0	0.0
Presbyterian	0.0	27.3	45.5	27.3	0.0
Roman Catholic	0.9	17.1	48.1	29.6	4.2
Seventh Day Adventist	0.0	20.0	40.0	40.0	0.0
United Church of Christ/Congregational	20.0	0.0	20.0	60.0	0.0
Other Christian	1.8	25.0	45.5	23.2	4.5
Other Religion	0.0	14.3	42.9	38.1	4.8
No Preference	1.9	8.6	45.7	40.0	3.8

Table B.120

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Father's Religious Preferences Within Each Political View

	Percentage Within Political View								
Response	Baptist	Buddhist	Church of Christ	Eastern Orthodox	Episcopalian	Hindu	Jewish	LDS (Mormon)	Lutheran
Far Right	31.3	0.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0
Conservative	32.4	0.5	5.5	0.0	0.0	0.0	0.0	0.0	2.7
Middle-of-the-Road	22.6	0.8	5.6	0.0	1.0	0.0	0.0	0.5	4.1
Liberal	13.8	2.8	3.6	0.4	1.6	0.4	2.0	0.0	3.6
Far Left	14.3	0.0	3.6	0.0	0.0	0.0	0.0	0.0	3.6

	Percentage Within Political View								
Response	Methodist	Muslim	Presbyterian	Roman Catholic	Seventh Day Adventist	United Church of Christ	Other Christian	Other Religion	No Preference
Far Right	12.5	0.0	0.0	12.5	0.0	6.3	12.5	0.0	12.5
Conservative	12.6	0.0	3.3	20.3	0.5	0.0	15.4	1.6	4.9
Middle-of-the-Road	6.4	1.3	2.6	26.7	0.5	0.3	13.1	2.3	12.3
Liberal	8.5	2.0	2.4	25.9	0.8	1.2	10.5	3.2	17.0
Far Left	10.7	0.0	0.0	32.1	0.0	0.0	17.9	3.6	14.3

Table B.121

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Each Political View Within Mother's Religious Preference Responses

	Percentage Within Current Religious Preference				
Response	Far Right	Conservative	Middle-of-the-Road	Liberal	Far Left
Baptist	2.0	30.1	48.5	17.9	1.5
Buddhist	0.0	11.1	22.2	66.7	0.0
Church of Christ	3.4	16.9	55.9	22.0	1.7
Eastern Orthodox	0.0	0.0	50.0	50.0	0.0
Episcopalian	0.0	0.0	38.5	61.5	0.0
Hindu	0.0	0.0	0.0	100.0	0.0
Jewish	0.0	0.0	0.0	100.0	0.0
LDS (Mormon)	0.0	0.0	100.0	0.0	0.0
Lutheran	0.0	18.8	53.1	25.0	3.1
Methodist	3.7	27.2	37.0	27.2	4.9
Muslim	0.0	0.0	66.7	33.3	0.0
Presbyterian	0.0	20.8	45.8	29.2	4.2
Roman Catholic	1.3	18.7	46.7	29.8	3.6
Seventh Day Adventist	0.0	0.0	50.0	50.0	0.0
United Church of Christ/Congregational	0.0	0.0	25.0	75.0	0.0
Other Christian	1.6	22.7	39.8	32.0	3.9
Other Religion	0.0	11.5	46.2	38.5	3.8
No Preference	3.0	13.4	40.3	37.3	6.0

Table B.122

Post-Hoc Analysis: Cross Tabulations Illustrating Percentage of Mother's Religious Preferences Within Each Political View

	Percentage Within Political View								
Response	Baptist	Buddhist	Church of Christ	Eastern Orthodox	Episcopalian	Hindu	Jewish	LDS (Mormon)	Lutheran
Far Right	25.0	0.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0
Conservative	31.7	0.5	5.4	0.0	0.0	0.0	0.0	0.0	3.2
Middle-of-the-Road	23.8	0.5	8.3	0.3	1.3	0.0	0.0	0.5	4.3
Liberal	13.8	2.4	5.1	0.4	3.1	0.4	0.8	0.0	3.1
Far Left	10.7	0.0	3.6	0.0	0.0	0.0	0.0	0.0	3.6

	Percentage Within Political View								
Response	Methodist	Muslim	Presbyterian	Roman Catholic	Seventh Day Adventist	United Church of Christ	Other Christian	Other Religion	No Preference
Far Right	18.8	0.0	0.0	18.8	0.0	0.0	12.5	0.0	12.5
Conservative	11.8	0.0	2.7	22.6	0.0	0.0	15.6	1.6	4.8
Middle-of-the-Road	7.5	1.5	2.8	26.3	0.5	0.3	12.8	3.0	6.8
Liberal	8.7	1.2	2.8	26.4	0.8	1.2	16.1	3.9	9.8
Far Left	14.3	0.0	3.6	28.6	0.0	0.0	17.9	3.6	14.3

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