

“Do you even vote, bro?”: An Analysis of Political Engagement on UNCA’S Campus

Kimani Anderson
Political Science and Sociology
The University of North Carolina Asheville
One University Heights
Asheville, NC 28804 USA

Faculty Advisor: Ashley Moraguez

Abstract

Literature on political engagement suggest that age, education, and the cost of voting cause varying levels of political engagement across society. This paper, however, seeks to point out the flaw in this argument by asserting that the type of education a person receives is the leading contributor to levels of engagement. More specifically, the argument of this paper is that social science majors are more politically engaged than their peers because their curriculum contains a civic education component. After surveying 688 students on The University of North Carolina-Asheville campus, the preliminary data suggest that this is in fact true in many but not all cases.

1. Introduction

In 2016 political scholars everywhere thought that young voters would secure the Democratic nomination for Bernie Sanders. For the first time millennials out-numbered Baby Boomers, and Bernie was viewed as the cool grandpa who understood millennials and could save them from neglectful parents. So how did Hillary Clinton win the Democratic nomination? In part, this was because young voters just did not turn out to vote! This generalization is not meant to discredit the large portion of young voters that did perform their civic duty, however this does suggest that political engagement is uneven among this demographic. What explains the variation in political engagement of young voters/citizens? In particular, what explains such variation on UNC Asheville’s campus? The argument of this paper is that students’ academic majors influence their level of engagement; more specifically, that social science students should have higher levels of political engagement than their peers. To test these arguments a survey was sent to 688 UNCA students which yielded ample support for the aforementioned arguments.

The University of North Carolina at Asheville has very politically engaged and informed faculty and students regardless of the department they are from. This is more than likely the result of the liberal arts curriculum and is reflected in UNCA’s National Study for Learning, Voting, and Engagement Campus Report. This report produces campus-specific reports on engagement after each election. According to the report, UNCA manages to have higher voting rate averages than other undergraduate institutions in 2012 and 2016. While it is clear that UNCA students as a whole are somewhat active in terms of politics, there are some components of the report that raise questions. One such component is that there is not uniform engagement across all departments. This means that students across all departments on campus are not engaging at the same rate. This might not seem alarming at first, but further review revealed that some departments have up to 10% more engagement than others. This raises the question of whether or not such unevenness extends to political engagement beyond voting.

In what follows, the literature associated with factors that contribute to young voters’ turnout is discussed. This is followed by the theory on why social science students should be more politically engaged than their peers, which I argue can be attributed to the specific content of their courses. Then, the methodological approach to the study and

survey design is introduced. Finally, regression analysis is used to identify factors that explain the variation in political engagement. The paper is concluded with a discussion of the implications of the study.

2. Literature

Previous research suggests that students, especially those age 18-25, have not been exposed to political activity in their short lives. At ages 18-25, students are focused on things like dating, school, their future, and partying. These students lack the social capital and knowledge gained from education on the subject of politics to involve themselves in the area. Researchers have argued that education breeds democratic behavior and education on college campuses can come in the form of civic education. According to Torney-Purta “Schools achieve the best results in fostering civic engagement when they rigorously teach civic content and *skills...*”¹². In the same vein, Glenn and Grimes hypothesize that political interest typically increases from young adulthood to old age. Glenn and Grimes support this hypothesis using 23 Gallup polls to investigate reported voter turnout of white persons at each ten-year age level in each presidential election from 1944 through 1964. From this data Glenn and Grimes found that older voters are more likely to vote than young voters because they don't have as many outside distractions. For many voters the cost of voting is simply too high. To apply for an ID requires travel and money, to travel to and from polls if you do not own a vehicle cost money and time, even for those students who might own a vehicle the conflict with class schedules might be a deterrent. For the young voter it's just not feasible to get out and vote regularly. Or as Glenn and Grimes would put it: “Immediate personal problems and various demands upon the time and energy of the young adult tend to distract him from politics”⁶. According to researchers older citizens are more likely to vote for three main reasons: 1) Mobility, which is the idea that older voters are not moving as frequently so there is no need to change address or re-register to vote, etc., 2) Time, which is the idea that older citizens ironically have the luxury of time they are not forced to squeeze in voting during work or school hours, it is at their leisure, and 3) Last but not least, Social Security for people that are retired. This is perhaps the most important, as they have to protect their interest which for many comes in the form of social security.

With this in mind, it seems fitting that the elderly population in Glenn and Grimes study were more politically charged because they have gained the skills and knowledge necessary to becoming politically engaged through education, are closer to social or political networks, and have practiced democratic behaviors as a result of their education.

Past research has also looked at voter turnout rates as a means of measuring political engagement and has attributed turnout to a similar factors such as, age, education, cost of voting, and civic engagement. Adler and Goggin argue that “Civic engagement refers to the ways in which citizens participate in the life of a community in order to improve conditions for others or to help shape the community’s future”¹. There are a variety of different ways researchers have defined civic engagement ranging from social change to political involvement. Holding the political involvement theory to be true, Maribeth Guarino hypothesized that college students are most likely to vote when those students are engaged on campus because the civic engagement on campus carries over into political engagement through habitual actions. Believing that the activities were indirectly political, Guarino invited 4,353 students to participate in a survey on their engagement, 255 responded, and Guarino found that the data collected from the survey did not necessarily support the hypothesis. Bogard, Sheinhardt, and Clarke had a similar hypothesis with similar results. Bogard, Sheinhardt, and Clarke argued that age and lack of social capital played a role in low voter turnouts, as well. While the social capital idea can be tied into education the age of constituents is its own distinct category with a separate hypothesis. According to Bogard, Sheinhardt, and Clarke because students are just coming of age, figuring out themselves and their views, traditional college students age 18-25 do not yield high voter turnout results. And from Kirlin it can be concluded that “young people have to experience membership in local groups, organizations, and institutions to practice the *skills* that citizens in a democracy need”¹¹.

3. Theory

Political engagement is the participation in acts that are both directly and indirectly political. In layman's terms, this includes actions that affect change and or representation in a local, state, national or international community and are relevant to politics at one of those four levels. As such, political engagement encompasses many things and is not limited to: signing a petition, joining a political party, forming a grassroots organization, and voting in any form of election. Much like how there are a variety of different ways to be politically engaged, there are a variety of factors

that influence levels of political engagement. Of these factors, education is perhaps the one factor that has the largest influence on political engagement.

Research finds that the more educated one is, the more engaged they are likely to be. If we are looking at a college campus, and more specifically UNCA, this means that there should be uniform levels of political engagement regardless of major or department because everyone is equally educated. However, political participation is not constant across a student body; education levels cannot explain such variation. Therefore this variation must be the result of civic education, which is defined as knowledge on self-governing duties and activities as it relates to one's community. Civic education is the type of education that inspires people to perform acts that directly affect the community that an individual is a part of. As such social science students should be more engaged because they enroll in courses that directly deal with the social, political, and economic aspects of everyday life. Social science students have civic engagement embedded into the curriculum. This is not to suggest that students in other fields are not engaged; however, students in other disciplines do not have classroom material that is geared towards the social, political, and economic aspects of everyday life.

In fact, review of course descriptions from introductory level courses chosen at random from every department that fell under the umbrella of the social sciences and randomly selected course from departments that fell under the umbrella of the natural sciences or humanities on the UNCA class schedule for 2019, revealed that only social science courses contained a civic education component based on course descriptions. A civic engagement component means that the wording in the course description directly suggests that this course contributes to students' broader understanding of societal structure. The UNCA website also very explicitly says what constitutes a social science, humanities/arts, and natural science; there are 12 programs under the umbrella of social sciences according to UNCA, and 10 of those programs have introductory courses that contain a civic education component. This is compared to the natural sciences that have 10 programs of which only Environmental studies introductory courses contained a civic education component. The Humanities and Arts have about 8 programs, and only one of those introductory courses has an explicit focus on civic education. To provide an example of what civic education would look like in the classroom, a randomly selected description of an introductory class from a course in the social science department is provided. It reads "Political science 220- An introduction to the basic dynamics of American politics, including the forces that shape political behavior and institutions." The introductory descriptions are usually the least convoluted and best at capturing the essence of a discipline in a simple way so it is easier to determine whether or not a course has a civic education component from their descriptions. However, when looking at more advanced courses, the difference between disciplines is also apparent. The social sciences have courses such as POLS 374: U.S. Elections, a class centered around getting students to vote while making sure they understand the rationale behind voting. And, only in a social science department is there a class like SOC 374: Class, Power and Inequality, in which students learn the importance of class, status, party and revolution as relates to people affecting change in their society. These courses suggest that the social science curriculum, and its emphasis on civic education, results in higher levels of political engagement. It is possible that students who are already politically engaged are more likely to pick social science classes, of course, but the classes they take likely reinforce civic education and are likely to increase levels of engagement.

4. Method/Research Design

In order to test the hypothesized relationship between social science education and political engagement, UNCA students were surveyed about their academics and engagement. Student participation in the survey was random, anonymous, and voluntary. Furthermore, all students were made aware that the survey was being used to gather information about political engagement on UNCA's campus. More importantly, students were notified that the information provided by the survey would be used in a senior thesis project. Students received the survey link over email and 688 of 3,800 responded. The survey contained twenty-six original questions, nineteen of which could be answered with a yes or no and seven that offered a range of responses having to do with frequency of activities, such as how often students volunteered off campus. The unit of analysis here is the UNCA student. The primary independent variable is whether the student is a social science major or not, and the dependent variable is political engagement, which could be measured one of several ways. I chose to measure and test political engagement in five different ways:

1. Whether a student is registered to vote or not- coded as a 1 for registered, 0 otherwise
2. Whether a student voted in the 2018 election- coded as a 1 for yes, 0 otherwise
3. Whether a student volunteers for a political cause of not - coded as a 1 if so, 0 otherwise
4. Whether a student is involved in student government- coded as a 1 for yes, 0 for not
5. Whether a student identifies as a member of political party- coded 1 for yes, 0 for not.

These indicators were chosen because they capture a wide variety of ways that a student could be politically engaged. The expectation is that the social science majors should be more likely to engage in each. The survey data revealed that an overwhelming majority of students were registered to vote; 637 students indicated that they were registered to vote. Five hundred and seventy eight students responded that they were planning to or did vote in the 2018 election. For the political volunteering variable, 78 students reported that they were political volunteers and 588 reported they were not. In regards to involvement in SGA, 18 people responded affirmatively. Shockingly, however, was that 326 students reported being members of a political party; a majority of students did not.

The independent variable was similarly coded as a dummy variable, social science majors coded as a 1 and 0 otherwise. The control variables in the analysis are race, ethnicity and whether or not students identified as women/females or not, all of which were coded as dummy variables. Age was also included as a control. One major factor that was indicated by the responses was that many adolescent voters/political participants did in fact have high levels of engagement/turnout, which dispels the argument made by past researchers that young people were not invested in politics. Responses indicate that 18 year olds were among the highest respondents to the survey at 147 students, followed by 20 year olds at 129, 19 year olds at 120, and 21 year olds at 98. To further prove this point, students across ages 18-21 who were members of political parties were counted; there were 170 eighteen year olds who indicated that they were members of a political party and the number decreased as the ages increased.

The most surprising thing the survey revealed was the number of respondents by race. According to the US Department of Education, UNCA is 80% white, 1% American Indian/Alaska Native, 2% Asian, 4% Black, 3% Hispanic, 4% Multiracial. This is almost identical to the statistics in the Figure A below, providing evidence that the data is an accurate reflection of the UNCA student body.

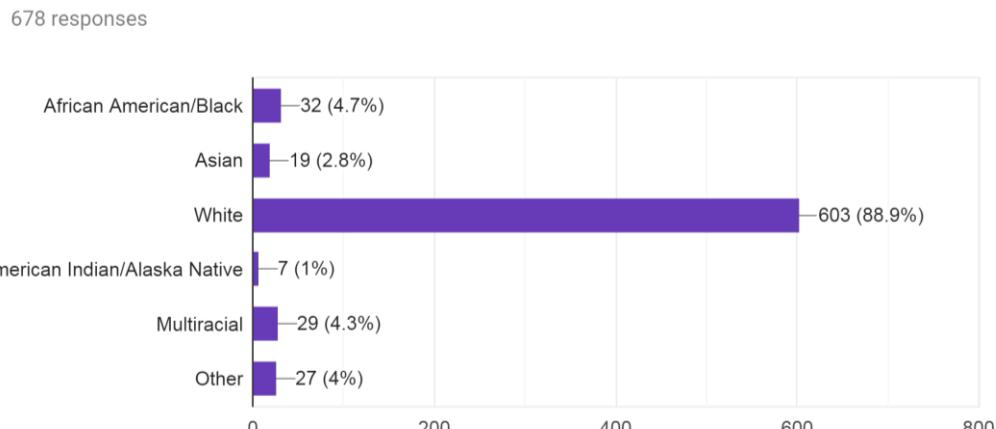


Figure A: Respondents by race

The table above highlights that 678 students responded to the question asking them to identify their race. It then offers a breakdown of respondents by race.

5. Analysis

To evaluate my arguments, cross-tabulations to assess whether social science majors are more likely to be politically engaged than their peers in other divisions are provided, and then supported by regression analysis.

5.1 Cross-Tabulations

As noted above, for a preliminary examination of the proposed hypotheses, cross-tabulations of the various political engagement variables broken down by major were counted. The first hypothesis proposed that social science students were more likely to be registered to vote than other students. Of the 204 social science students that participated in the survey 96% were registered to vote; whereas 95% of those students who were not social science majors were registered to vote. Table 1 provides the breakdown. While social science majors were more likely to be registered, all students who took the survey were very likely to be and a 1% difference is quite small.

A second hypothesis is that social science students are more likely to actually turn out to vote. Again, social science students trumped everyone else by having a 90% voter turnout rate as compared to everyone else who had an 85% turnout rate. A 5% difference in likeliness to vote is a big difference when it comes to voting because one vote or increase in votes can decide an election. Table 2 illustrates exactly that.

Table 1: Voter Registration by Discipline

Major	Yes	No	Total
Social Science	96%	4%	100%
Other	95%	5%	100%
Total	95%	5%	100%

This table highlights the amount of students registered to vote by major. It should be noted that 96% of social science majors registered to vote and 95% of non-social science students registered to vote.

Table 2: 2018 Voter Turnout by Discipline

Major	Yes	No	Total
Social Science	91%	9%	100%
Other	85%	15%	100%
Total	87%	13%	100%

This table highlights the amount of students that voted in the 2018 elections by major. In this table 90% of social science majors reported to have voted and 85% of non-social science students reported to have voted.

Also, social science students were more likely to volunteer politically. This was just measured by respondents saying yes or no to whether or not they did volunteer work and that volunteer work was somehow politically charged. Of the social science respondents, 18% said they volunteered politically while only 9% of non-social science students volunteered politically. These responses are shown in Table 3. A 10% difference is a large effect.

Furthermore, the hypothesis that social science students were more likely to be members of political parties was supported. Of the social science respondents 54% identified as members of a political party and 46% of non-social science students identified as members of a political party an 8% difference is relatively large here. The responses are shown in Table 4.

Table 3: Political Volunteer

Major	Yes	No	Total
Social Science	18%	82%	100%
Other	9%	91%	100%
Total	12%	88%	100%

This table highlights the amount of students who reported being political volunteers by major. According to this table 18% of social science majors reported being political volunteers and 9% non-social science students reported being political volunteers.

Table 4: Member of political party

Major	Yes	No	Total
Social Science	54%	46%	100%
Other	47%	53%	100%
Total	49%	51%	100%

This table highlights the amount of students who reported being members of a political party. In this table 54% of social science majors identify as being members of a political party and 46% of non-social science students identify as being members of a political party.

The last hypothesis was that that social science students were more likely to be involved in the student government association. As Table 5 illustrates, social science students were over two times more likely to be involved in SGA, as 4% of social science students were involved in SGA compared to 1.7% of non-social science students. Involvement in SGA is low here regardless of major.

Table 5: Involved in SGA

Major	Yes	No	Total
Social Science	5%	95%	100%
Other	1%	99%	100%
Total	3%	97%	100%

This table highlights the amount of students who reported being involved in Student Government Association. In this last table 5% of social science majors reported to have been involved in SGA and 1% of non-social science majors reported being involved in SGA.

6. Regression Analysis

For the same hypotheses, a set of regressions was run, each with a different dependent variable to capture the different dimensions of political engagement. Each regression includes all control variables, as well as the independent variable of interest. In the first analysis, shown in Table 6, the dependent variable was whether or not a student was registered

to vote. The coefficient on major/division is positive, suggesting that social science majors are more likely to be registered, as hypothesized. However the size of the effect is small, seeing as how there is less than a 0.19% change in the probability of being registered to vote based on whether or not a student is a social science major (coded for 1) or not (coded for 0). Also the p-value is not below .05, meaning that this is not statistically significant and the confidence interval quantitative estimate includes zero ($-0.03206 < \mu < 0.035866$). The coefficients on age, academic year, and race are all positive suggesting that registration rates increase with age and standing at school and are higher for white students. However, none of these effects were statistically distinguishable from zero. In contrast, the other controls have negative coefficients suggesting that Latinx, cisgender, and female identifying students are less likely to be registered to vote. These results are also not statistically significant.

Table 6: Registered to vote

Variable	Coefficients	Standard Error	P-value
Intercept	0.959146	0.041694	<0.05
Division/Major	0.001903	0.017296	0.912418
Age	0.000254	0.001521	0.86741
Academic Year	0.004339	0.007296	0.552207
Race	0.005563	0.022857	0.807795
Latinx	-0.02229	0.032372	0.491329
Identify as female/Woman	-0.00048	0.018088	0.978641
Cisgender	-0.02529	0.025477	0.321143

Regressions testing the effects of dependent variables and control variables on student's likelihood to be registered to vote. There is support for the hypothesis that social science students are more likely to be registered to vote.

In the second analysis, shown in Table 7, the dependent variable was whether or not a student voted in 2018. The coefficient on major/division is positive, suggesting that social science majors are more likely to vote, as hypothesized. However the size of the effect is relatively small, seeing as how there is only a 4.47% change in the probability of voting based on whether or not a student is a social science major (coded for 1) or not (coded for 0). Also the p-value is not below .05, meaning that this is not statistically significant and the confidence interval quantitative estimate includes zero ($-0.01188 < \mu < 0.101405$). The coefficients on age, academic year, Identify as female/Woman and race are all positive suggesting that likeliness to vote increase with age and standing at school and are higher for white students and women. However, none of these effects were statistically distinguishable from zero. In contrast, academic year has a p-value that is below .05 thus making it statistically significant; this means that as students advance in college, they are more likely to vote. The Latinx and cisgender variables had negative coefficients meaning these students are less likely to vote.

Table 7: Voted in 2018

Variable	Coefficients	Standard Error	P-value
Intercept	0.724572	0.06954	1.25E-23
Division/Major	0.044761	0.028847	0.121232
Age	0.001769	0.002537	0.48591
Academic Year	0.028102	0.012168	0.021231
Race	0.04657	0.038122	0.222298
Latinx	-0.0581	0.053991	0.282292
Identify as female/Woman	0.020291	0.030167	0.50143
Cisgender	-0.03535	0.042491	0.405774

Regressions testing the effects of dependent variables and control variables on student's likelihood to have voted in 2018. There is support for the hypothesis that social science students are more likely to have voted in 2018.

The next analysis, shown in Table 8, examines the relationship between major and whether or not a student volunteered politically, controlling for other factors. Major had a positive effect on student's likeliness to volunteer politically, which is consistent with the hypothesis. The size of the effect is large. If you are a social science major, you are 8% more likely to volunteer politically. Also the p-value is .002 which is below .05 and the confidence interval does contain 0 ($0.029444 < \mu < 0.136216$), so it is statistically significant, lending strong support to my argument. Academic year and cisgender also had a positive coefficient meaning that likeliness to volunteer politically increased with academic year and identifying as cisgender. The p-value for both was greater than .05 and thus not significant. In contrast, the coefficients on age, race, Latinx, and identify as female/woman were negative with p-values over .05 suggesting that these students are less likely to volunteer politically and are not statistically significant. In the fourth analysis, shown in Table 9, the dependent variable was whether or not a student was a member of a political party. Major had a positive effect on students aligning with political parties. The size of the effect is fairly large because if you are a social science major you are 7% more likely to be a member of a political party, which is consistent with the hypothesis. However, the p-value is not below .05 and our confidence interval includes zero ($-0.01274 < \mu < 0.155318$), meaning that this is not statistically significant. The coefficients on age, academic year, race and Identify as female/Woman are all positive suggesting that likeliness to join a political party increase with age, standing at school and are higher for white students and student who identify as women. However, none of these effects were statistically distinguishable from zero. In contrast, the other controls have negative coefficients suggesting that Latinx and cisgender students are less likely to be members of a political party. These results are also not statistically significant.

Table 8: Political Volunteer

Variable	Coefficients	Standard Error	P-value
Intercept	0.048535	0.065539	0.459232
Division/Major	0.08283	0.027188	0.002408
Age	-0.00136	0.002391	0.570911
Academic Year	0.025975	0.011468	0.023845
Race	-0.00555	0.035929	0.877393
Latinx	-0.06429	0.050885	0.206908
Identify as female/Woman	-0.0144	0.028432	0.612579
Cisgender	0.024174	0.040047	0.546296

Regressions testing the effects of dependent variables and control variables on student's likelihood to volunteer politically. There is support for the hypothesis that social science students are more likely to volunteer politically.

Table 9: Member of political party

Variable	Coefficients	Standard Error	P-value
Intercept	0.318912	0.103159	0.002076
Division/Major	0.071288	0.042794	0.096222
Age	0.002022	0.003764	0.591355
Academic Year	0.018554	0.018051	0.304406
Race	0.089934	0.056553	0.112255
Latinx	-0.03357	0.080093	0.675295
Identify as female/Woman	0.030048	0.044752	0.502183
Cisgender	-0.04137	0.063034	0.511835

Regressions testing the effects of dependent variables and control variables on student's likelihood to be members of a political party. There is support for the hypothesis that social science students are more likely to be members of a political party.

In the final regression analysis, shown in Table 10, the dependent variable was whether or not a student was involved in SGA. Major also had a positive effect on student's involvement in SGA. The size of the effect is small but it is consistent with the hypothesis. If you are a social science major you are 3% more likely to be involved in SGA. The p-value is below .05 and our confidence interval does not include zero, meaning that it is statistically significant. The coefficients academic year and Identify as female/Woman are also positive suggesting that involvement in SGA increase with standing at school and are higher for female students. However, none of these effects were statistically

distinguishable from zero. The other controls have negative coefficients suggesting that Latinx, cisgender, older students and white students are less likely to be involved in SGA; only Latinx was statistically significant.

Table 10: Involved in SGA

Variable	Coefficients	Standard Error	P-value
Intercept	0.120841	0.032141	0.000185
Division/Major	0.030294	0.013333	0.023407
Age	-0.00171	0.001173	0.146106
Academic Year	0.001432	0.005624	0.799045
Race	-0.07463	0.01762	2.6E-05
Latinx	-0.05822	0.024955	0.019948
Identify as female/Woman	0.007507	0.013943	0.590491
Cisgender	-0.00982	0.019639	0.617072

Regressions testing the effects of dependent variables and control variables on student's likelihood to be involved in SGA. There is support for the hypothesis that social science students are more likely to be involved in SGA.

As hypothesized, the social science major variable had a positive effect on all forms of political engagement examined. This lends strong support for my arguments. However, it is worth noting that the results were only statistically significant for the political volunteer and SGA involvement analyses.

7. Conclusion

The present research has provided empirical evidence to illustrate that social science students are more engaged than their peers. For some of the dependent variables, the major didn't make much of a difference but all the coefficients were positive, indicating that social science students were more engaged. This means that the assumption that social science majors are more engaged specifically because of civic education may also be true. Further, if the goal of UNCA is to see more politically engaged students on campus, or to have a more uniform level of political engagement it might be best to embed civic education into other departments. The place where this would be most applicable is in the humanities department because it is the one area of study required by all students and where all disciplines overlap. Furthermore, social science faculty and students have been doing a good job of fostering a space of engagement through various programs on campus such as party to the polls, but it is on the same faculty and students to stress the importance of civic education and not just engagement events. Because the reinforced education is what leads to high engagement turnout rates. In addition to division and major having a positive effect on political engagement in the regression analysis, academic year also had a positive effect on political engagement in all cases. Adversely identifying as Latinx always had a negative effect.

For future research, I suggest administering a tighter survey. Originally, I had a total of 688 responses that had to be cut down to 666 because people were not answering the survey questions in ways that could be coded; some students did not take the survey questions, especially open-ended ones, seriously. For example for the open-ended gender question, one student wrote "I identify as an apache attack helicopter". For future research I think providing discrete options (such as Man, Woman, Other) for categories such as gender would cause less of a coding issue and eliminate the possibility of less desirable responses. Also, future researchers should be aware that literature on this topic is very limited both in terms of relevance and historical significance. Future research will further increase understanding of political engagement on UNCA's campus and identify other factors that contribute to political engagement. Research that uses a different means of data collection could yield other important findings.

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9. Appendix

1) Are you currently eligible to vote in the United States?

- Yes
- No

2) Are you registered to vote?

- Yes
- No(If no skip to question 6)

3) How often do you vote in primary elections?

- Always
- Usually
- Sometimes
- Never
- Other:

4) Did you vote in the 2016 presidential election?

- Yes
- No

5) Do you plan on voting/did you vote in the 2018 elections?

- Yes
- No

6) Have you ever donated to a political campaign?

- Yes
- No

7) Are you a member of a political party?

- Yes
- No

8) Do you volunteer off campus?

- Yes
- No

9) If yes, is the organization you volunteer with a political one?

- Yes
- Somewhat
- No

10) Have you ever done any community engagement or volunteer work in one of your classes?

- Yes
- No

Other:

11) If so, for which division?

- Natural Sciences
- Social Sciences
- Arts/Humanities

12) How often do you engage in community service?

- Daily
- Weekly
- Monthly
- Once a semester
- Once a year
- Never
- Other:

13) Under which division does your major fall? *

- Natural Sciences
- Social Sciences
- Arts/Humanities
- Other/Not Declared

14) How often do your professors talk about the importance of voting/political participation? *

- Always
- Often
- Occasionally
- Rarely
- Never
- Other:

15) If applicable in what type of classes do your professors talk about the importance of voting/political participation?

- Natural Sciences
- Social Sciences
- Arts/Humanities
- Other

16) How active are you in student organizations?

- Very active
- Somewhat active

- Not active
- Other:

17) What is the nature of the organization you are most involved with?

- Political
- Somewhat political
- Not political
- Other:

18) Do/did you vote or participate in the student government association elections on campus?

- Yes
- No

19) Are you involved in SGA?

- Yes
- No

20) How old are you?

21) What is your academic standing at UNCA?

- Freshman
- Sophomore
- Junior
- Senior

Other:

22) Race

- African American/Black
- Asian
- White
- American Indian/Alaska Native
- Multiracial
- Other

23) Are you Hispanic/Latinx?

- Yes
- No

24) Gender Identity

- Agender
- Androgynous
- Demigender
- Man
- Genderqueer
- Questioning
- Trans Man
- Trans Woman
- Woman
- Other:

25) How often do you watch the news?

- Option 1
- Weekly
- Monthly
- Once a semester
- Once a year
- Never
- Multiple times a day

26) How often do you read the news?

- Daily
- Weekly
- Monthly
- Once a semester
- Once a year
- Never
- Multiple times a day