



2024 AMERICAN COLLEGE STUDENT FREEDOM, PROGRESS AND FLOURISHING SURVEY

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The Sheila and Robert Challey Institute for Global Innovation and Growth aims to advance understanding in the areas of innovation, trade, institutions, and human potential to identify policies and solutions for the betterment of society.

Introduction

The American College Student Freedom, Progress, and Flourishing Survey is an annual survey conducted by the Sheila and Robert Challey Institute for Global Innovation and Growth (in collaboration with College Pulse). The annual survey assesses student perceptions about viewpoint diversity and campus freedom; human progress and beliefs about the future; student attitudes toward capitalism and socialism; and how college is influencing their views. Special sections this year also examine student views related to the Israel-Hamas war and appropriate ways to express opinions, and the ethical uses of artificial intelligence and its future role in society. This report presents the results of the 2024 survey.

American colleges and universities play a vital role in shaping future political, cultural, and business leaders. However, there are growing concerns among the American public regarding the current state and direction of higher education and its influence on society. Recent surveys have begun to identify important challenges on college campuses related to free speech and tolerance of diverse viewpoints. To build on this understanding, we initiated an annual survey in 2021 to explore how students' experiences in higher education influence their thoughts about the current and future state of the world and their place in it. The results from previous surveys can be found [here](#).

This year, the survey is divided into five sections. The first section examines student perceptions of viewpoint diversity in the classroom, as well as student attitudes toward regulating speech in the classroom and on campus. The second section examines student perceptions of how their college education is shaping their views on the world, the United States, their futures, and their ability to contribute to society. The third section examines students' views on capitalism and socialism and the ways that these views have been shaped by the college experience. A fourth section, added this year, looks at student views related to the Israel-Hamas war and the appropriate ways to voice opinions. Finally, with the rapid growth of artificial intelligence as a tool that can be used to assist students with school work, we examine student views regarding the ethical use of artificial intelligence (AI) in a university setting.

Summaries and results for each section can be found by clicking the links below.

[**Section 1: Campus Free Speech and Viewpoint Diversity**](#)

[**Section 2: Human Progress, Attitudes about the Future, and National Pride**](#)

[**Section 3: Capitalism and Socialism**](#)

[**Section 4: The Israel-Hamas War – Appropriate Ways to Express Opinions**](#)

[**Section 5: Ethical Use of Artificial Intelligence in the Classroom and What Does AI Mean for the Future?**](#)

Methodology

The Sheila and Robert Challey Institute for Global Innovation and Growth, in collaboration with College Pulse, conducted a nationally representative survey of undergraduate students currently attending four-year colleges or universities in the United States. The survey was conducted between May 16th, 2024 and May 24th, 2024.

The sample was drawn from College Pulse's American College Student Panel™, which includes over 850,000 verified students representing more than 1500 different colleges and universities in all 50 states. Panel members are recruited by a number of methods to help ensure diversity in the panel population, including web advertising, permission-based email campaigns, and partnerships with university organizations. To reduce the effects of any non-response bias, a post-stratification adjustment was applied based on demographic distributions of the four-year undergraduate population, derived from the 2017 Current Population Survey (CPS), the 2016 National Postsecondary Student Aid Study (NPSAS), and the 2019-20 Integrated Postsecondary Education Data System (IPEDS). The post-stratification weight rebalanced the sample based on the following benchmarks: gender, race and ethnicity, class year, voter registration and financial aid status. The sample weighting was accomplished using an iterative proportional fitting (IPF) process that simultaneously balances the distributions of all variables. Weights were trimmed to prevent individual interviews from having too much influence on the final results.

The margin of error for this survey ranges from +/- 2.1 percentage points for the full sample to +/- 6.6 percentage points for answers for gender of unknown/other. In a few questions, where the number of respondents is limited based on their response to a previous question (for example, students are only asked whether they will continue protesting about the Israel-Hamas war if they have already protested), the margin of error is larger. Margins of error are typically calculated on probability-based samples and are not technically correct for non-probability online samples. We supply them here to provide a general assessment of error ranges that may be associated with the data.

The sample consists of 2,159 undergraduate students currently enrolled in four-year U.S. colleges and universities. Participants represent 466 colleges/universities across the U.S. The sample is 65 percent female, 28 percent male, and 8 percent other/non-identified. It is 46 percent white, 21 percent Asian, 15 percent Hispanic/Latino, 7 percent black, 6 percent two or more races, 2 percent Middle Eastern, less than 1 percent American Indian, less than 1 percent Native Hawaiian, 2 percent reporting other/prefer not to say. Roughly 68 percent of participants are attending public colleges, and 32 percent are attending private colleges. Concerning political ideology, 51 percent report being slightly, somewhat, or very liberal; 26 percent report being slightly, somewhat, or very conservative; and 23 percent report being neither liberal nor conservative (independent) or not having thought much about politics (apolitical).

Our survey focuses on a range of issues that are potentially influenced by political ideology. Therefore, in addition to reporting results for all students, we report them categorized into three groups: liberal/liberal leaning (students who identify as slightly, somewhat, or very liberal), conservative/conservative leaning (students who identify as slightly, somewhat, or very conservative), and independent/apolitical (students who identify as not liberal or conservative or not having thought much about politics.)

Section 1: Campus Free Speech and Viewpoint Diversity

Given growing concerns about free speech and the lack of viewpoint diversity in higher education, we asked students a range of questions regarding their attitudes and experiences navigating diverse viewpoints and potentially controversial or sensitive topics. These questions assessed student comfort level in sharing opinions on controversial or sensitive topics in class and their attitudes toward preventing or reporting others for speech that could be viewed as controversial or offensive.

We report these attitudes overall, by political ideology, and by gender. Moreover, we examine changes in these attitudes over the four years that we have conducted the survey.

Universities aim to enhance students' critical thinking skills and advance scientific knowledge, so academic freedom and the ability to engage in a competition of ideas are essential to their missions. Our overall results suggest that higher education may not be as open to unpopular and controversial views as one might expect.

Although a majority of students feel at least somewhat comfortable sharing their opinions on controversial or sensitive topics in class, 42 percent say they are comfortable sharing their opinions because they think their views align with most other students and professors. For those students, their comfort level in sharing their opinions is not necessarily an indicator of a climate open to diverse views.

Further, while most students are not in favor of disinviting speakers, dropping readings that make students feel uncomfortable, or dropping discussion topics that make students feel uncomfortable, sizeable proportions of students favor doing so. In terms of student attitudes on whether professors should be reported to the university, 71 percent are in favor of reporting professors for saying something deemed offensive and 62 percent are in favor of reporting professors for stating opinions or facts related to affirmative action, police shootings, sex/gender, vaccines, or guns. 56 percent are in favor of reporting students who say something that other students deem offensive.

When exploring student attitudes by political ideology and by gender, we find significant differences. Liberal students, female students, and students with gender of unknown/other are generally less tolerant of different viewpoints than other students. In comparing students with different political ideologies, liberal students are more in favor of withdrawing speaker invitations, more in favor of dropping readings and discussion topics that make students feel uncomfortable, and more in favor of reporting professors and other students who say something deemed offensive in comparison to conservative students. Female students and those with gender of unknown/other are also more in favor of disinviting campus speakers, dropping readings and class discussion topics that make students feel uncomfortable, and reporting professors and other students that are deemed offensive in comparison to male students.

Finally, while there have been some changes in student tolerance of different points of view over time, the changes have not been large.

Individual questions and responses are presented below.

A Majority of Students are Comfortable Sharing Opinions on Controversial Topics in Class

Most of the students surveyed (70 percent) say they feel at least somewhat comfortable sharing their opinions on controversial or sensitive topics in class. The remaining 30 percent are not comfortable sharing such opinions.



Figure 1: 70 percent of students are "somewhat comfortable" or "very comfortable" sharing their opinions on controversial or sensitive topics in class

Although most students feel at least somewhat comfortable sharing their opinions on controversial or sensitive topics in class, there are significant differences among students with different political ideologies. 76 percent of liberal students are at least somewhat comfortable sharing their opinions, while 60 percent and 68 percent of conservative and independent students feel comfortable sharing their opinions, respectively.

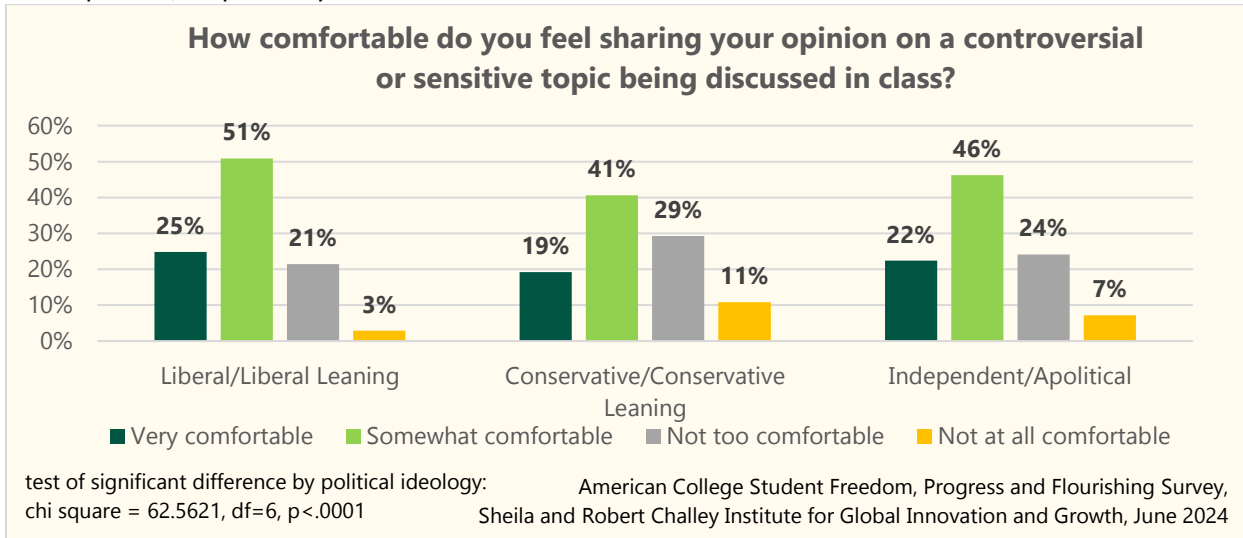


Figure 2: There are significant differences between liberal, conservative, and independent students in their comfort level in sharing opinions on controversial or sensitive topics

Similarly, there are significant differences in comfort level sharing opinions on controversial or sensitive topics in class based on gender. Female students feel less comfortable sharing their opinions (66 percent) than male students (74 percent) and others (75 percent).

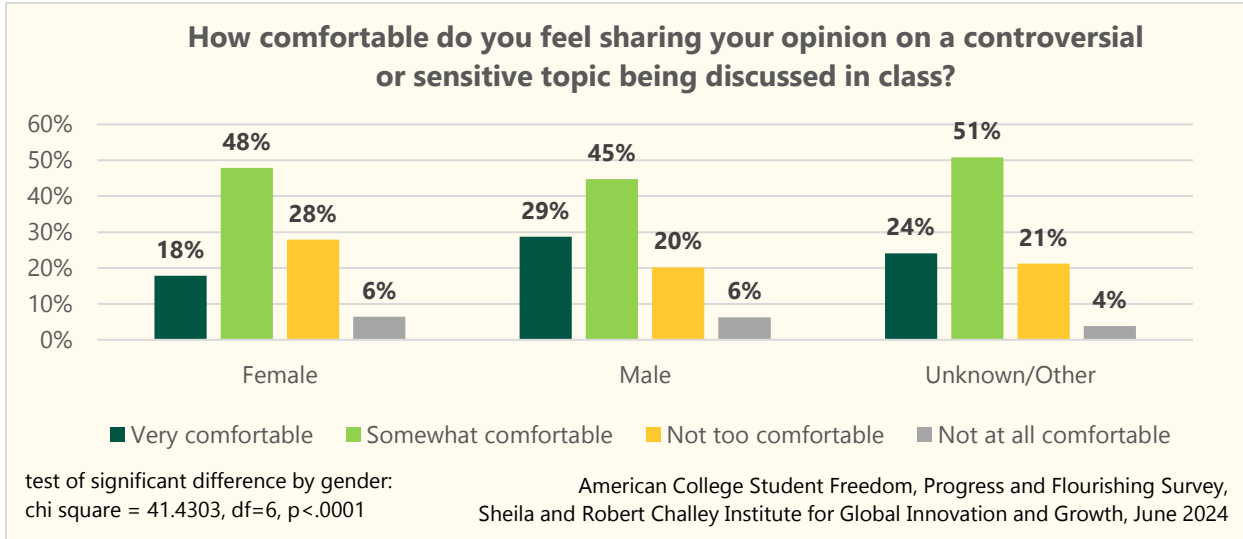


Figure 3: There are significant differences in comfort level in sharing opinions on controversial or sensitive topics by gender

When comparing the 2023 and 2024 survey results, the comfort level of students in sharing their opinions on controversial or sensitive topics being discussed in class is unchanged.

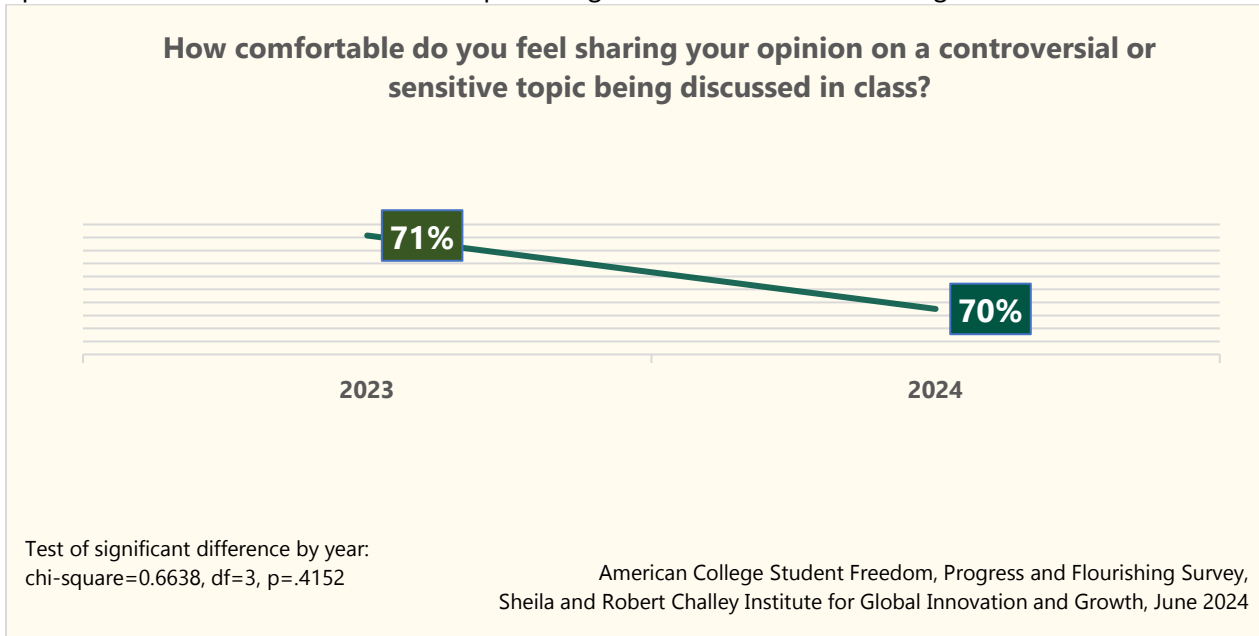


Figure 4: Student comfort level in sharing opinions on controversial or sensitive topics in class is nearly identical in 2023 and 2024.

Similarly, when looking at students who have different political ideologies, their comfort levels in sharing opinions on controversial or sensitive topics in class does not vary significantly between 2023 and 2024.

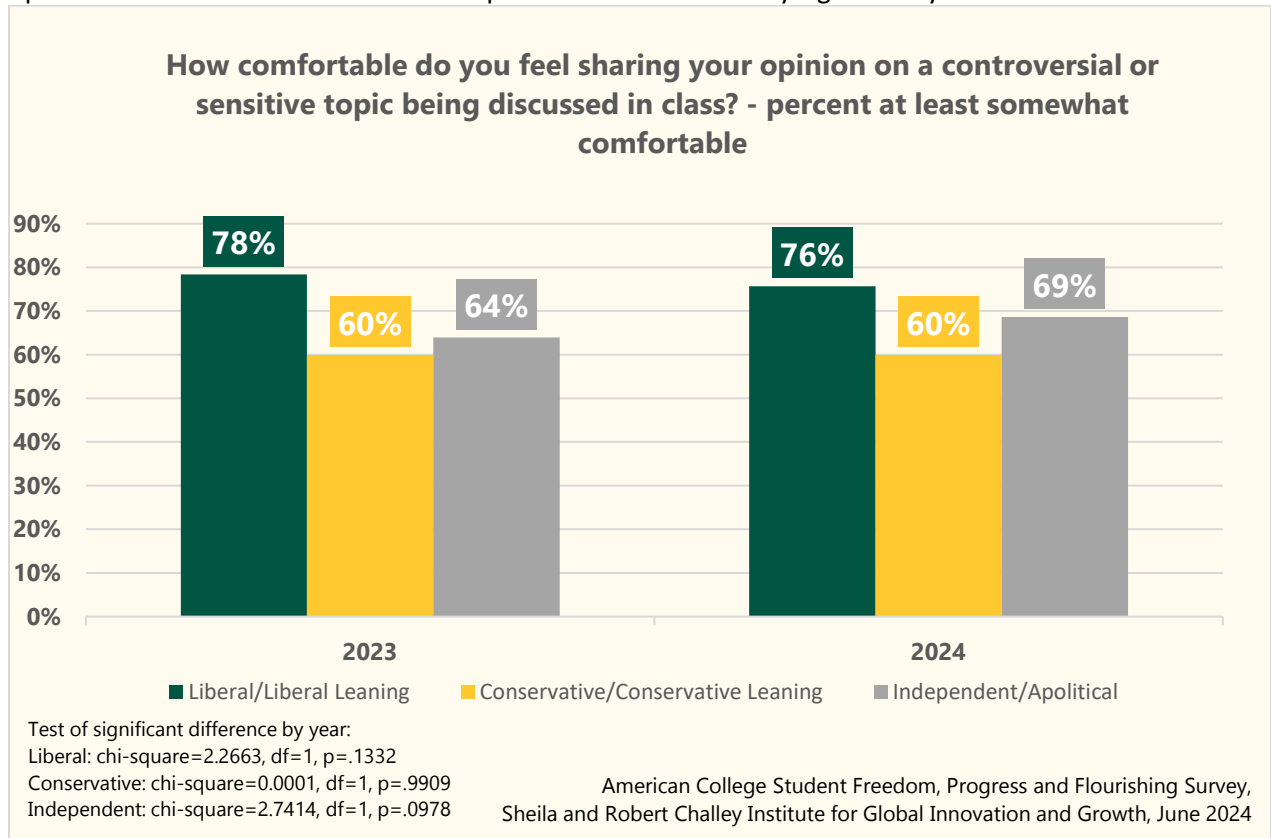


Figure 5: Comparison of comfort level in sharing opinions on controversial or sensitive topics in class by year for students with different political views

Over Forty Percent of Students Who Are Comfortable Sharing Opinions on Controversial or Sensitive Topics in Class Are Comfortable Because Their Views Align with Others.

Among the students comfortable sharing their opinions on controversial or sensitive topics in class (1,505), 42 percent are comfortable because they believe their views align with most other students and professors. Most of the remaining students who are comfortable sharing their opinions on such topics (54 percent) feel comfortable, even if other students and their professor strongly disagree with them. Four percent of students list other reasons ranging from being “strong-minded” to believing they have the “correct” opinion.



Figure 6: Students who are comfortable sharing opinions on controversial or sensitive topics are nearly evenly split on being comfortable because others agree and being comfortable regardless of what others think

There are significant differences between students with different political ideologies in the reasons that they feel comfortable sharing their opinions on such topics. 50 percent of liberal students comfortable sharing their opinions on controversial or sensitive topics are comfortable because they believe professors and other students agree with them. In contrast, only 35 percent of conservative students who feel comfortable sharing opinions on such topics are comfortable because they believe others agree with them. For independent students, the percent who are comfortable because they think others agree with them is 31 percent.

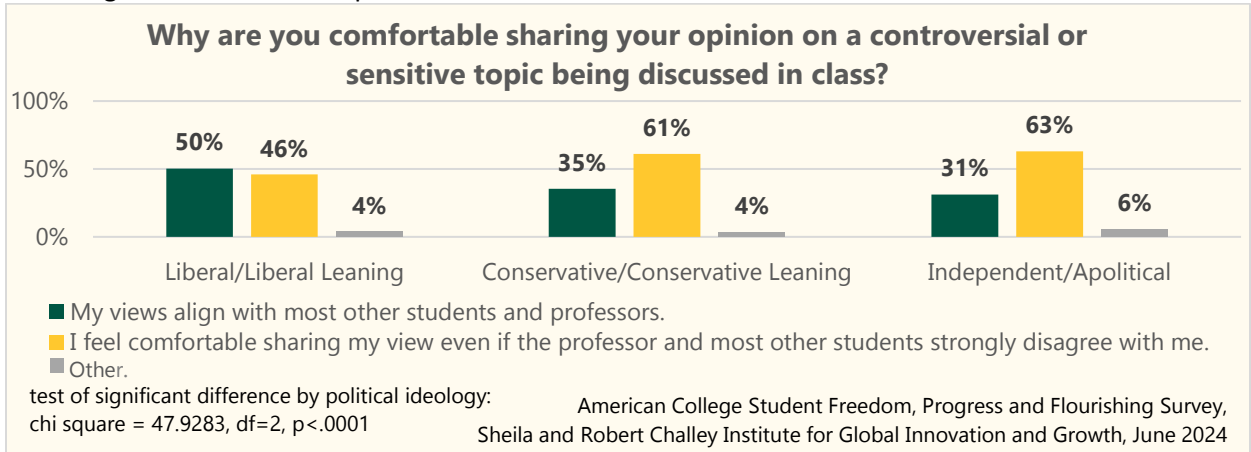


Figure 7: For students who are comfortable sharing opinions on controversial or sensitive topics, those with liberal views are more likely to be comfortable because their views align with others.

There are also significant differences in why students who say they are comfortable sharing their opinions are comfortable based on gender. Female and unknown/other students are more likely to feel comfortable sharing their opinions on controversial or sensitive topics because they feel their views align with others (46 percent and 45 percent, respectively) than male students (37 percent).

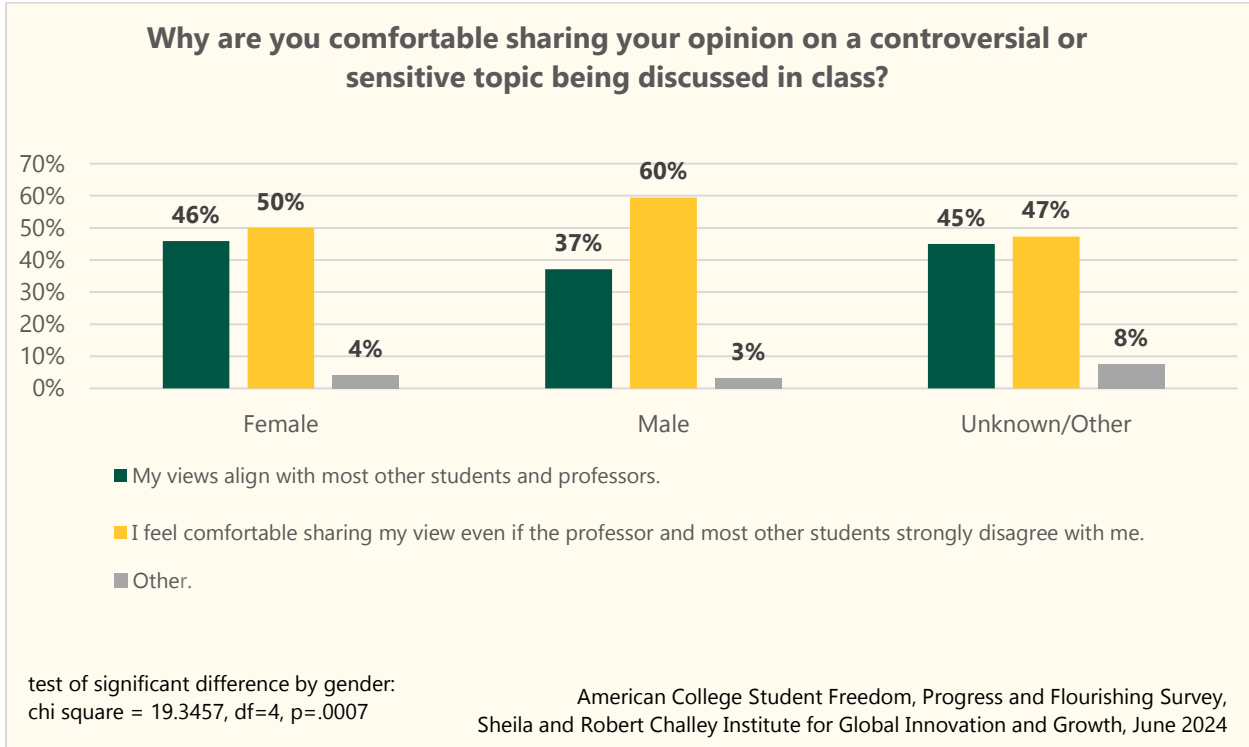


Figure 8: For students who are comfortable sharing opinions on controversial or sensitive topics, females and those whose gender is unknown/other are more likely to be comfortable because their views align with others.

While a similar question was asked in our 2023 survey, it is not directly comparable. The 2023 survey did not allow students to add their own answer for why they feel comfortable sharing their opinions. Nonetheless, a similar percentage (47 percent) said they are comfortable sharing their opinion because they believe their views align with most other students.

Students Who Are Not Comfortable Sharing their Opinion on Controversial or Sensitive Topics in Class Are Most Concerned About the Opinions of Other Students

When students who are uncomfortable sharing their opinions on controversial or sensitive topics in class were asked why they weren't comfortable, 52 percent said they were worried their opinion would be considered unacceptable by other students. Another 25 percent and 14 percent, respectively, were worried about their reputation and that their opinion would be considered unacceptable by their professor. 9 percent listed other, many saying they're worried about all three things and others sharing concerns ranging from social anxiety to concerns that speaking up would affect their grades or scholarships.



Figure 9: Reasons students are not comfortable sharing their opinion on controversial or sensitive topics in class

Liberal and conservative students have similar reasons for not being comfortable sharing their opinions in class, while independent students place a higher weight on concerns about their reputation.

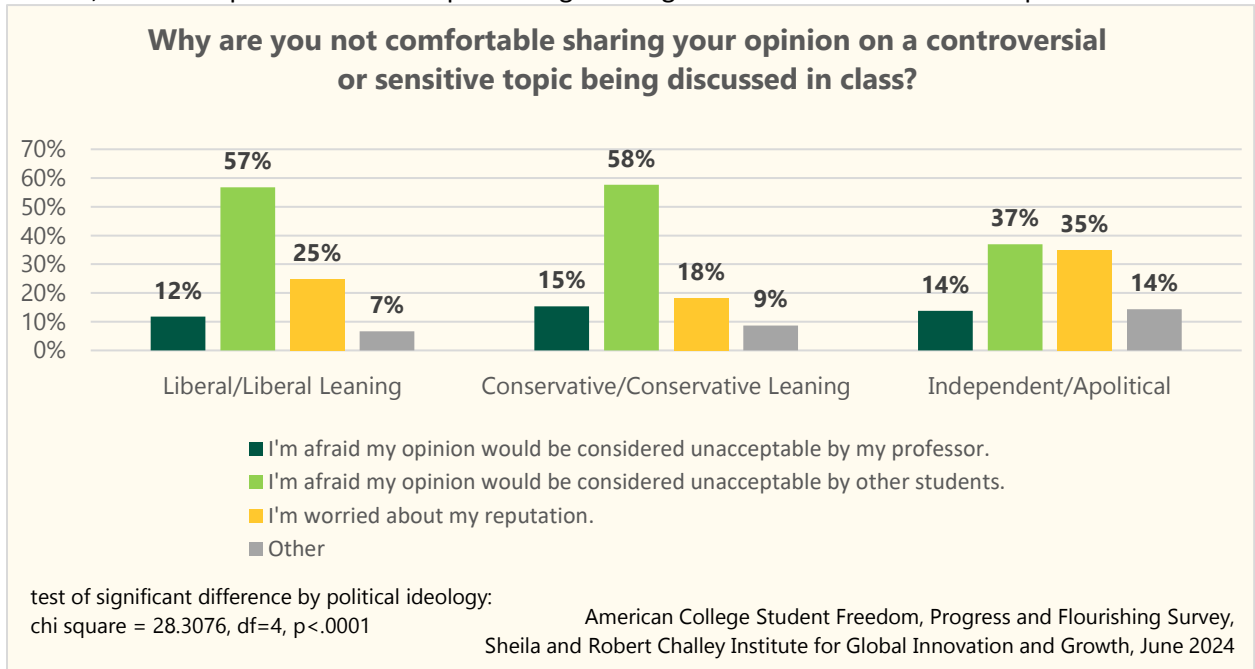


Figure 10: Conservative and liberal students rank the reasons for not being comfortable sharing opinions on controversial or sensitive topics in class very similarly.

The reasons for not being comfortable sharing opinions on controversial or sensitive topics in class do not vary significantly by gender. Although males tend to rank concerns about their reputation higher than females or unknown/other, the differences are only significant at the 9 percent level.

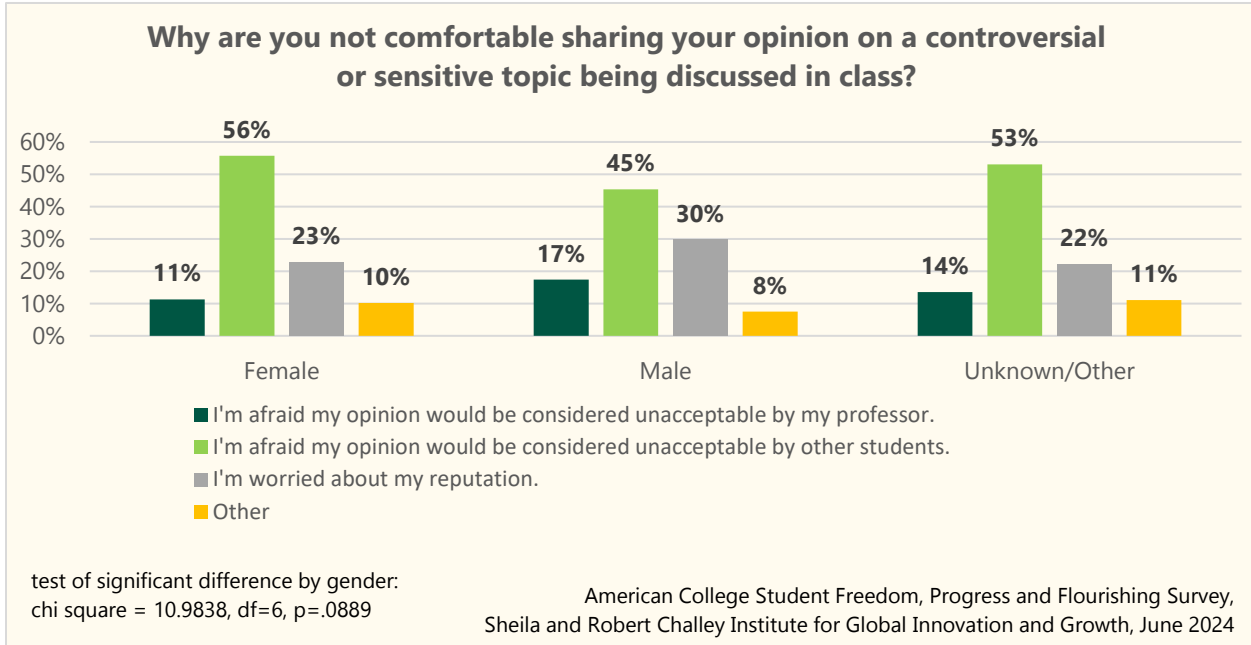


Figure 11: Gender differences in reasons for not being comfortable sharing opinions on controversial or sensitive topics in class are only significant at the 9 percent level.

As with the previous question, a similar question was asked in our 2023 survey. However, it is not directly comparable since the 2023 survey allowed students to check multiple reasons for not being comfortable sharing their opinions on controversial or sensitive topics and did not allow students to identify their own reason for not being comfortable sharing their opinions. Nonetheless, just as in this year's survey, students listed the concern over their opinion being considered unacceptable by other students as their top reason in 2023.

Nearly One-Third of Students Say Controversial Speakers' Invitations Should Be Withdrawn

Although a majority of students believe universities should not withdraw the invitations of speakers when many students disagree with their views, 32 percent think universities should withdraw the invitation.



Figure 12: 68 percent of students say universities should not withdraw invitations to controversial speakers.

Student attitudes about disinviting controversial speakers vary widely among students with different political views. 40 percent of liberal students believe that speakers who hold views that many students disagree with should be disinvited, compared to 20 percent of conservative students and 31 percent of independent students who think so.

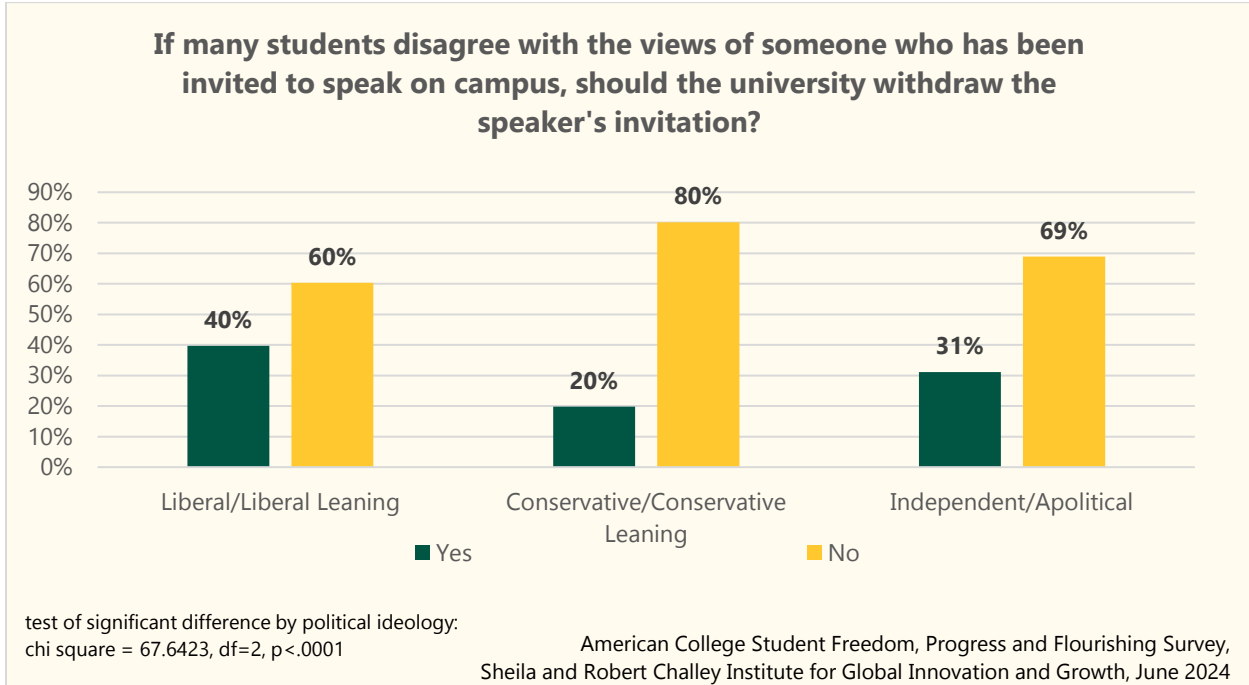


Figure 13: There are significant differences among students with different political ideologies about whether controversial speakers should be disinvited.

There are also large differences by gender in attitudes about whether controversial speakers should be disinvited from campus. Female students and unknown/others are more likely to be in favor of disinviting speakers than many students disagree with in comparison to male students.

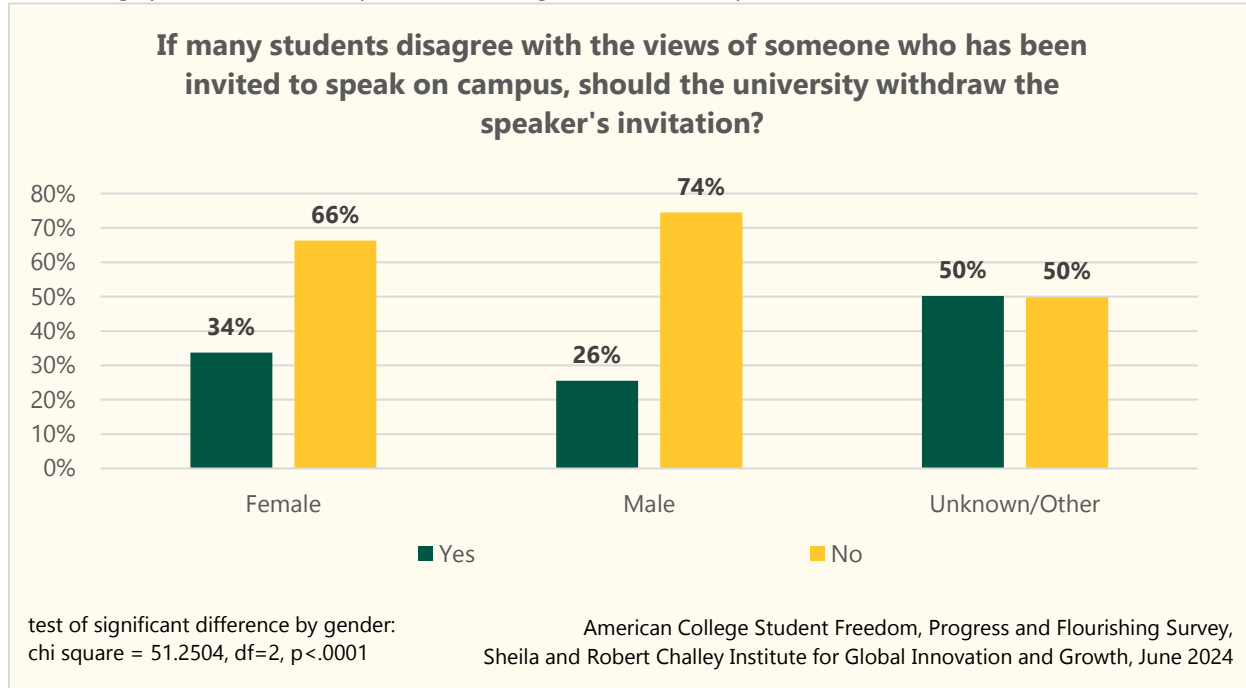


Figure 14: Student attitudes about disinviting controversial speakers vary significantly by gender.

Since we launched our first survey in 2021, the percentage of students who favor disinviting controversial speakers has remained relatively constant, with roughly one-third being in favor of withdrawing invitations.

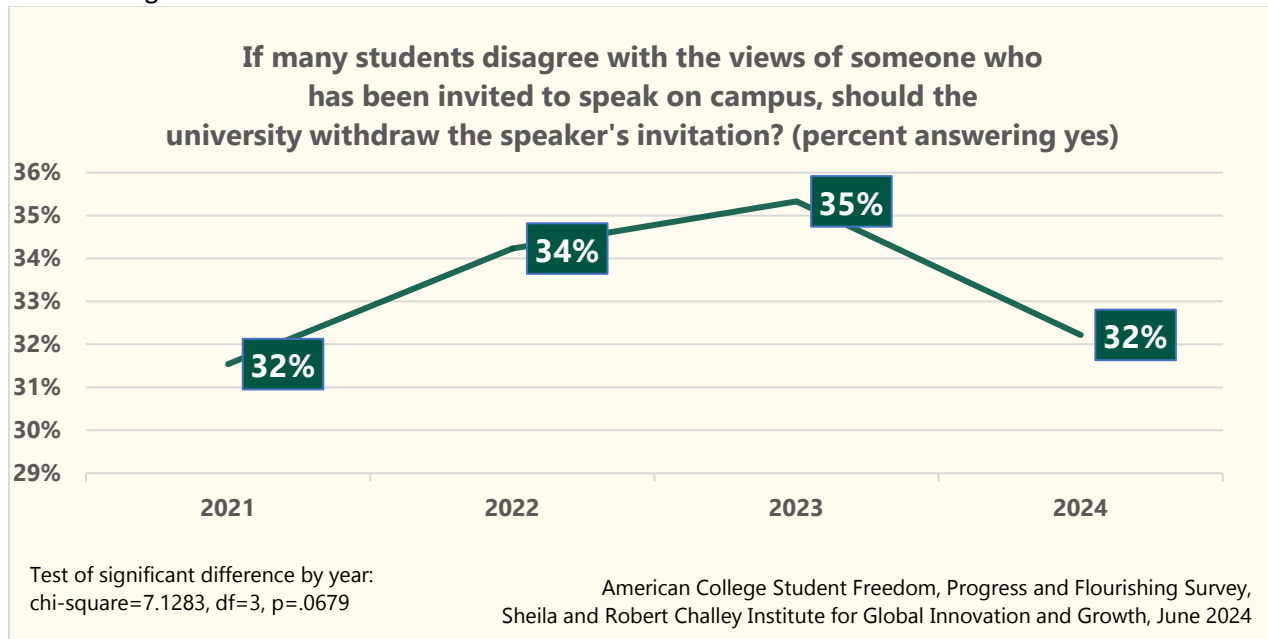


Figure 15: Roughly one-third of students surveyed have been in favor of disinviting controversial speakers since 2021.

For students with different political ideologies, the percentages in favor of disinviting controversial speakers have remained relatively constant over time. With the exception of a significant increase in the percentage of independent students in favor of disinviting controversial speakers since 2021, students haven't significantly changed their opinions on whether controversial speakers should be disinvited.

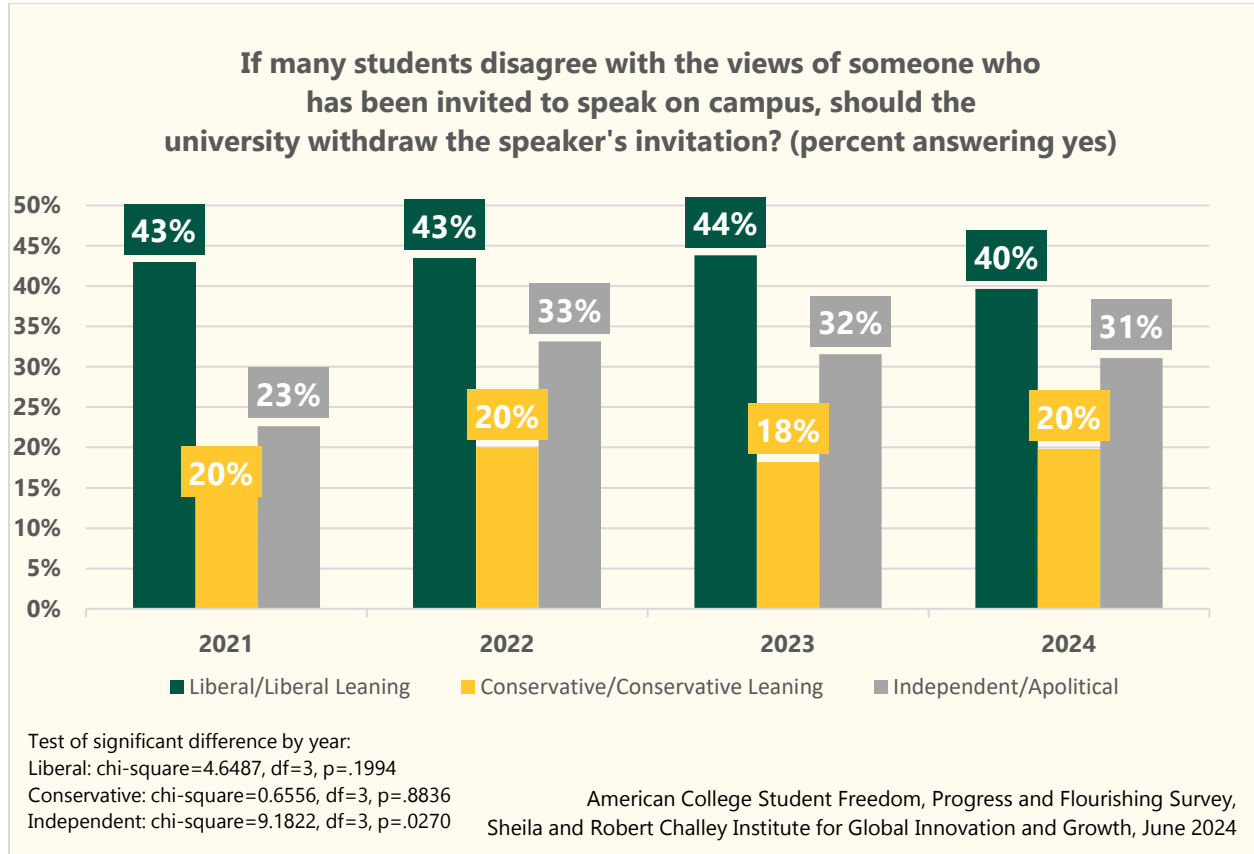


Figure 16: Since 2021, only independent students have significantly changed their opinion on whether controversial speakers should be disinvited.

More than One-Third of Students Say Professors Should Drop Readings That Make Students Feel Uncomfortable

Although a majority of students (66 percent) believe that professors should not drop readings that make students feel uncomfortable, 34 percent are in favor of dropping such readings.

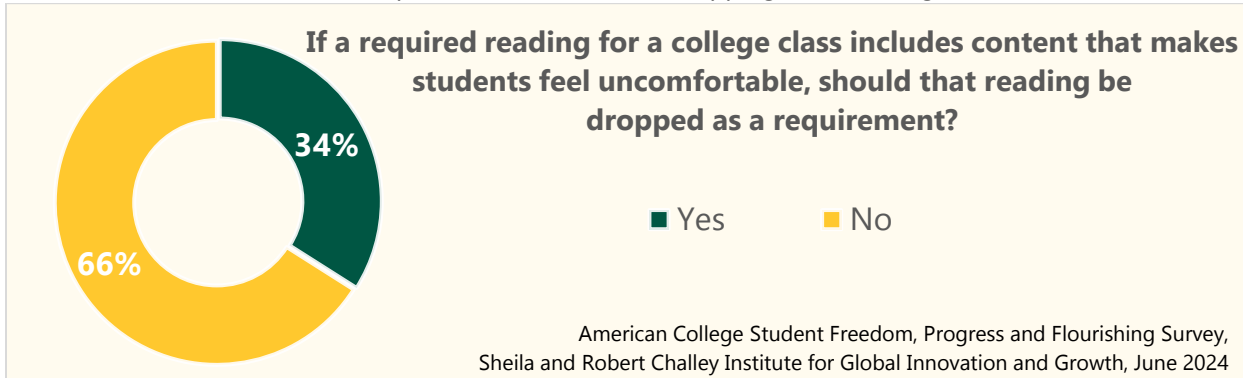


Figure 17: 34 percent of students are in favor of dropping class readings that make students feel uncomfortable.

As with views on dropping readings that many students disagree with, there are significant differences among students with different political ideologies in their opinions on whether readings should be dropped because they make students uncomfortable. 36 percent of liberal and independent students think a reading should be dropped if it makes students feel uncomfortable, compared to 28 percent of conservative students who do.

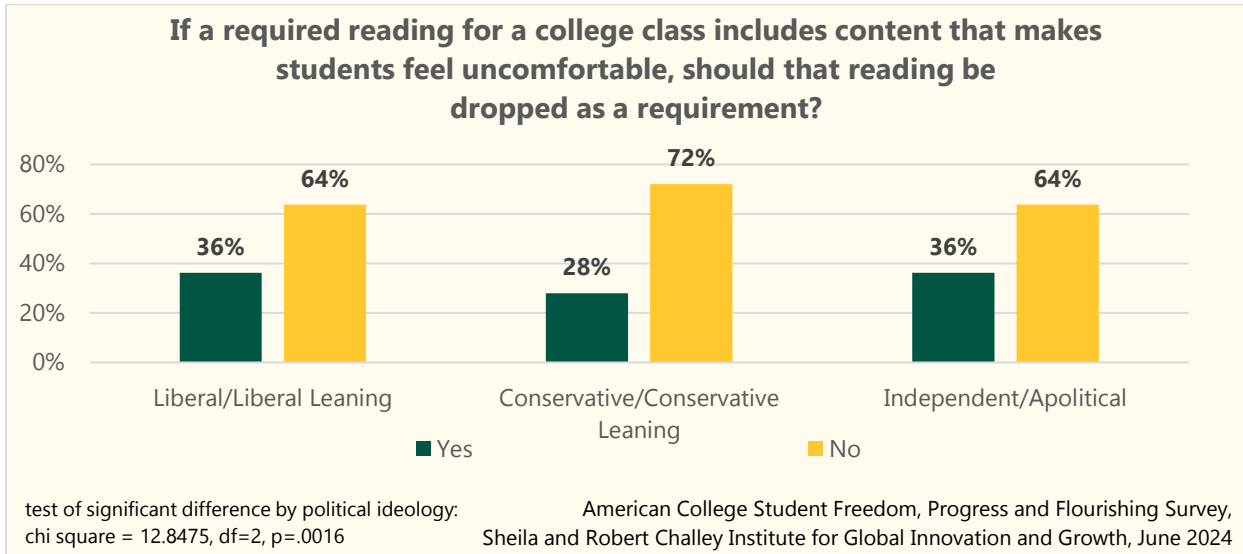


Figure 18: 36 percent of liberal and independent students think a reading that makes students feel uncomfortable should be dropped, while 28 percent of conservative students do.

There are also significant differences by gender on beliefs about whether readings that make students uncomfortable should be dropped. Female and unknown/other students are more in favor of dropping readings that make students uncomfortable than male students.

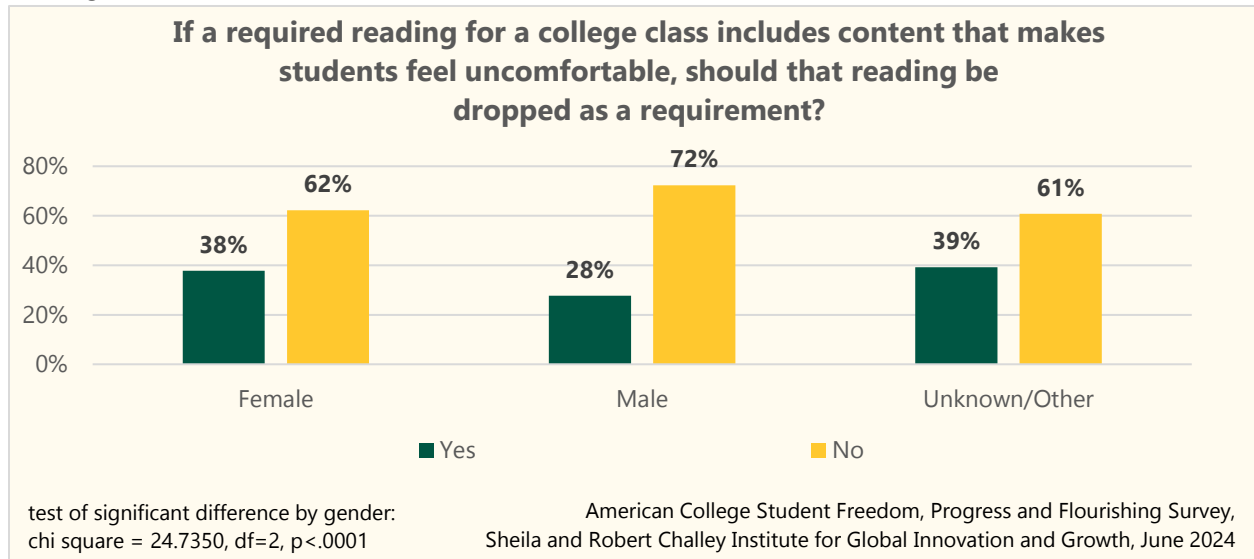


Figure 19: Significant differences in opinions on whether readings that make students uncomfortable should be dropped exist by gender.

After a significant increase in the percentage of students who were in favor of dropping readings that make them uncomfortable in 2022 and 2023, the percentage has significantly dropped this year (back to 2021 levels).

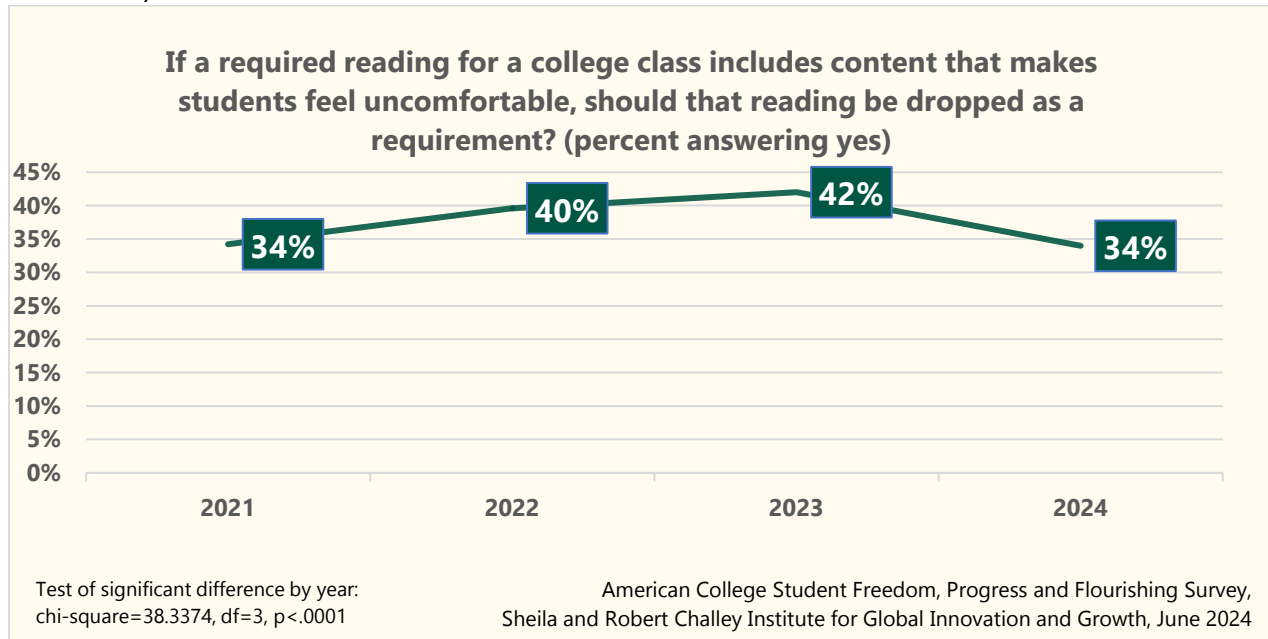


Figure 20: Percent of students in favor of dropping readings that make students feel uncomfortable over time.

Among students with different political ideologies, the biggest decline in the percent in favor of dropping readings has been among liberal students. Over time, significant changes in the percent of students in favor of dropping readings have occurred for both liberal and conservative students.

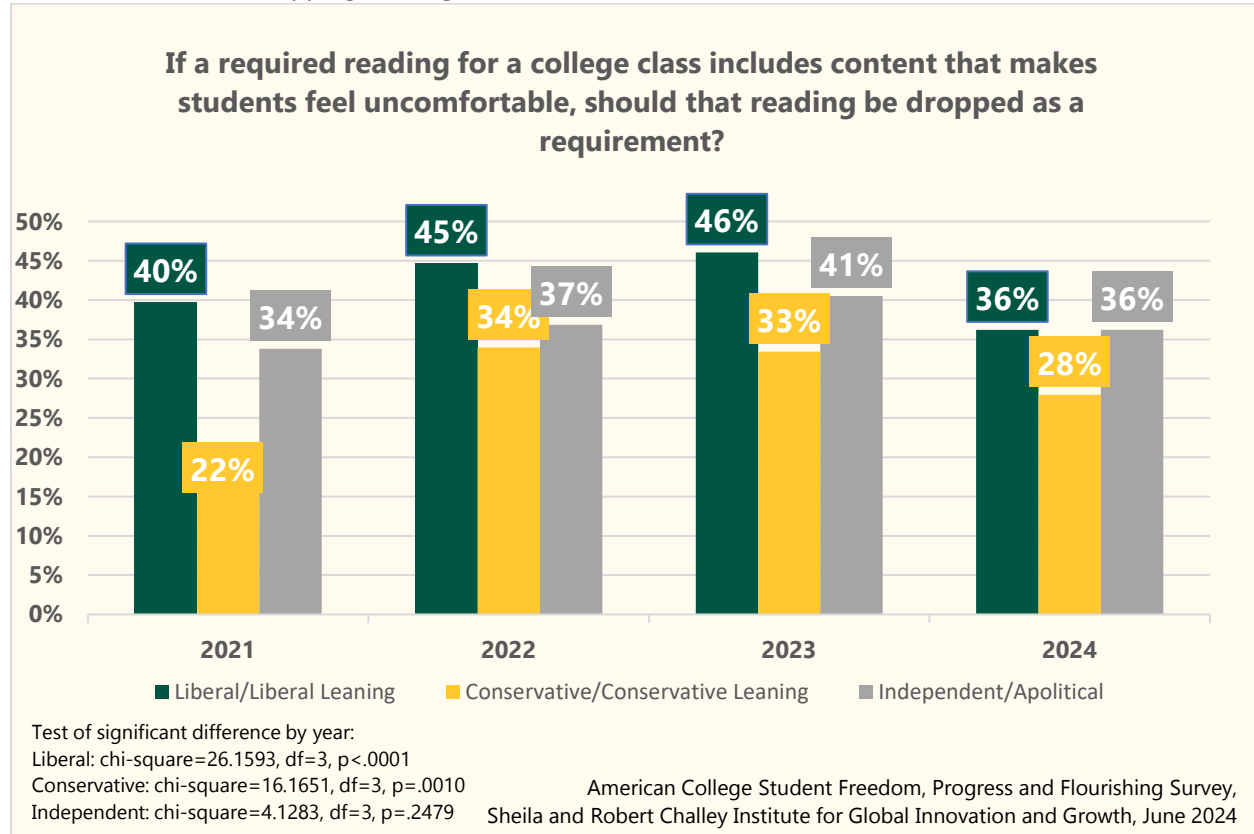


Figure 21: Percent of students in favor of dropping readings that make students uncomfortable over time (by political ideology).

Nearly Three-Quarters of Students Are Not in Favor of Dropping a Class Discussion Topic if it Makes Students Feel Uncomfortable

73 percent of students believe that a class discussion topic should not be dropped because it makes students feel uncomfortable.



Figure 22: A majority of students do not think a course topic should be dropped due to it making students feel uncomfortable.

Independent and liberal students are more in favor of dropping discussion topics that make students feel uncomfortable in comparison to conservative students.

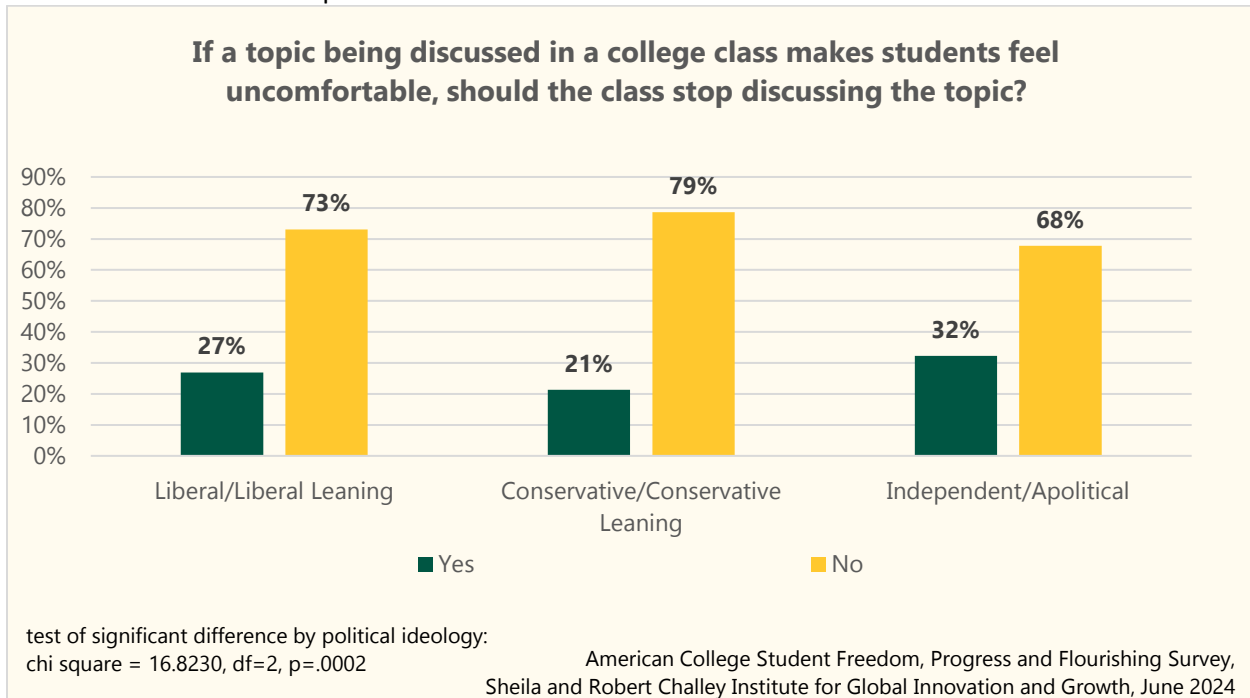


Figure 23: There are significant differences by political ideology in beliefs about whether discussion topics that make students feel uncomfortable should be dropped.

Students who state gender as unknown/other and female students are more likely to be in favor of dropping discussion topics that make students feel uncomfortable than male students.

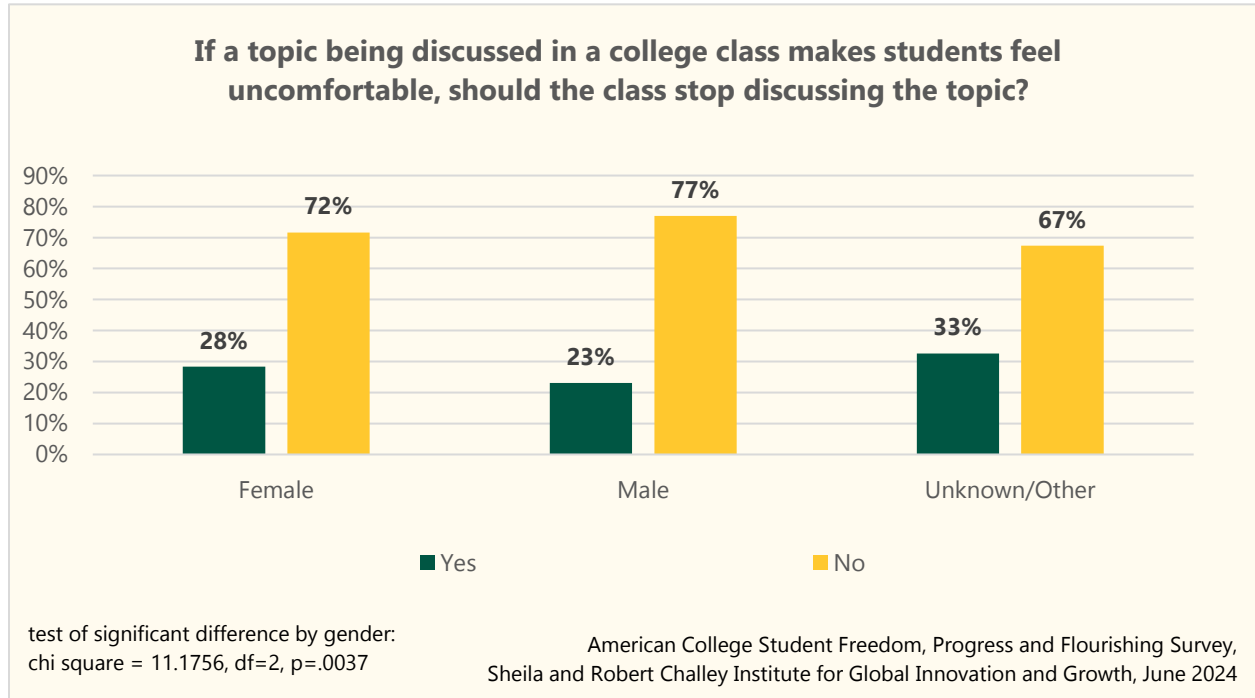


Figure 24: Unknown/other and female students are more in favor of dropping discussion topics that make students uncomfortable than male students.

While there have been changes in the percent of students who are in favor of dropping discussion topics that make students feel uncomfortable over time, at least 25 percent of students surveyed have consistently been in favor of doing so.

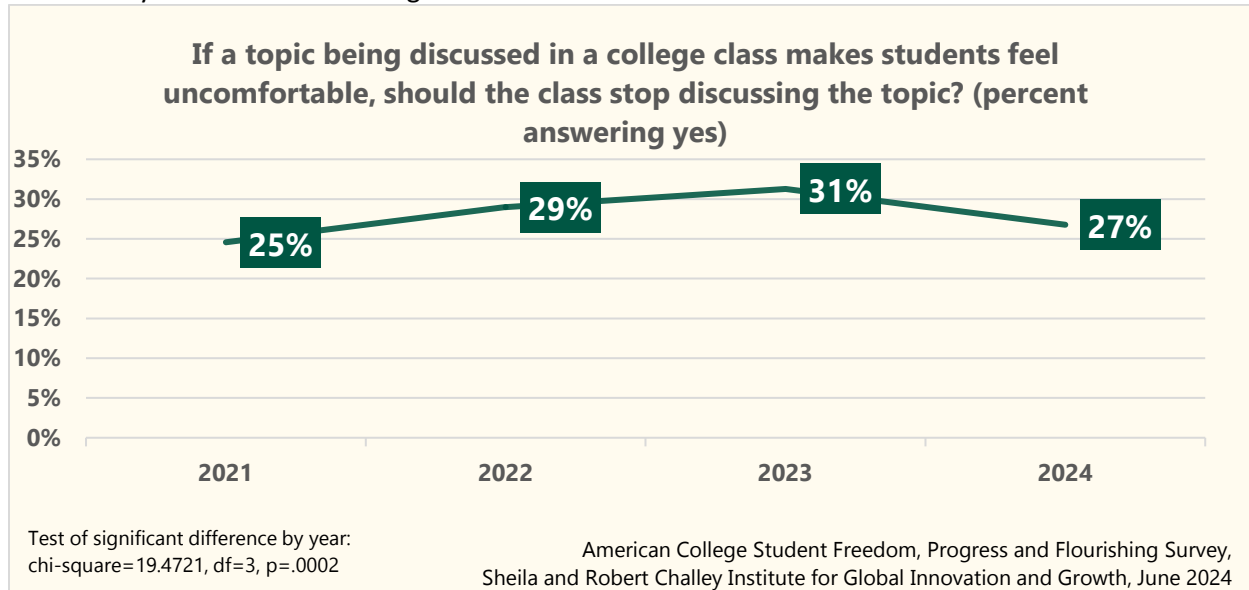


Figure 25: Percent of students in favor of dropping discussion topics that make students feel uncomfortable over time.

Among students with different political ideologies, there have been significant changes in conservative and independent student opinions on whether discussion topics that make students uncomfortable should be dropped. Both have become more in favor of dropping such discussion topics since 2021, though they've become less in favor of doing so since last year.

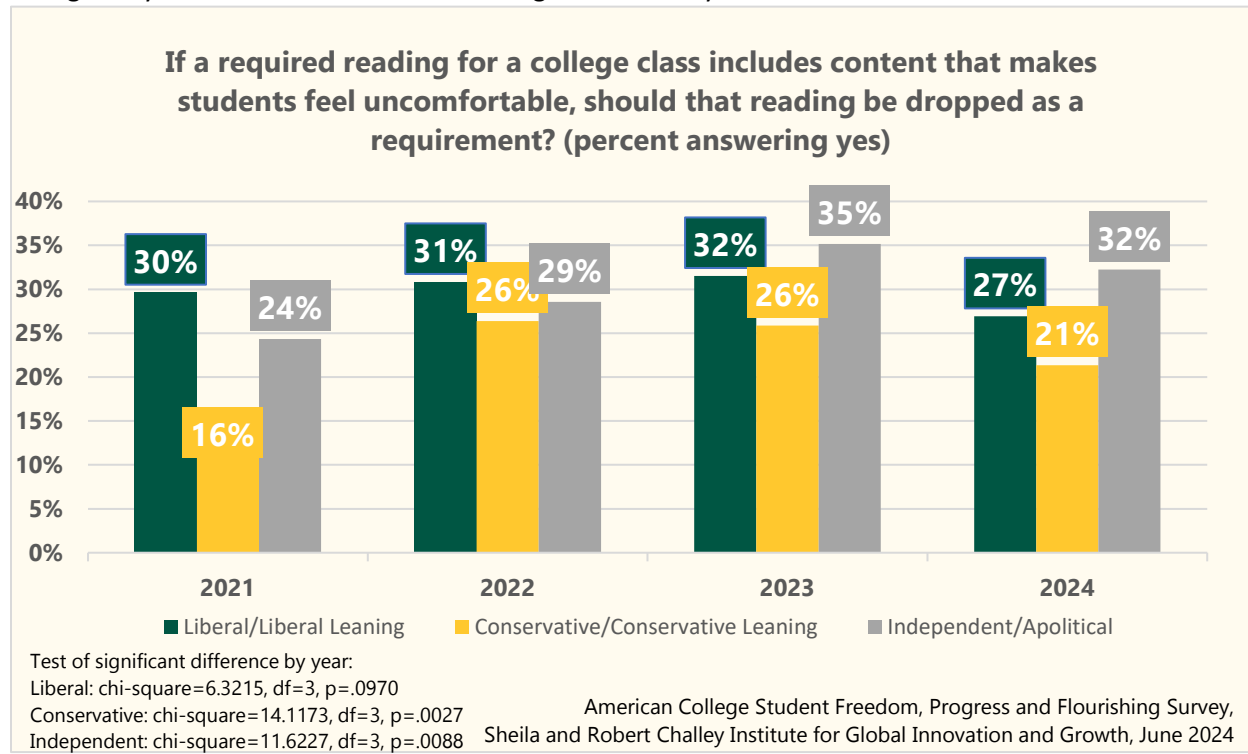


Figure 26: Percent of students in favor of dropping class discussion that make students uncomfortable by political ideology.

Seventy-One Percent of Students Say Professors Should be Reported for Making Comments That Students Find Offensive

Nearly three-quarters of the students surveyed are in favor of reporting professors (or instructors) to the university if they say something that students find offensive.

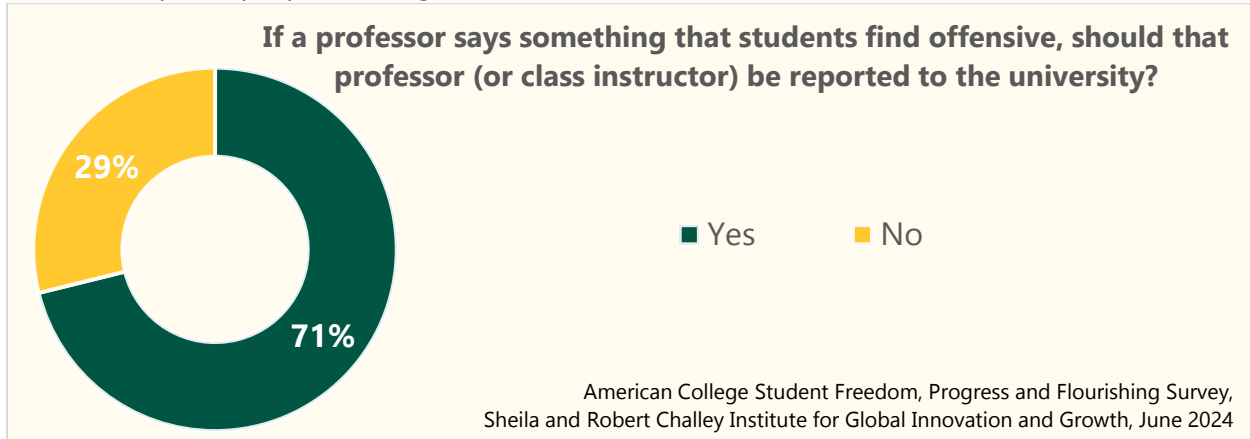


Figure 27: 71 percent of students believe a professor should be reported to the university for saying something students deem offensive.

There are large and statistically significant differences among students with different political ideologies on whether professors who say something that students deem offensive should be reported to the university. 82 percent of liberal students think professors should be reported to the university for saying something deemed offensive compared to 52 percent of conservative students who think so.

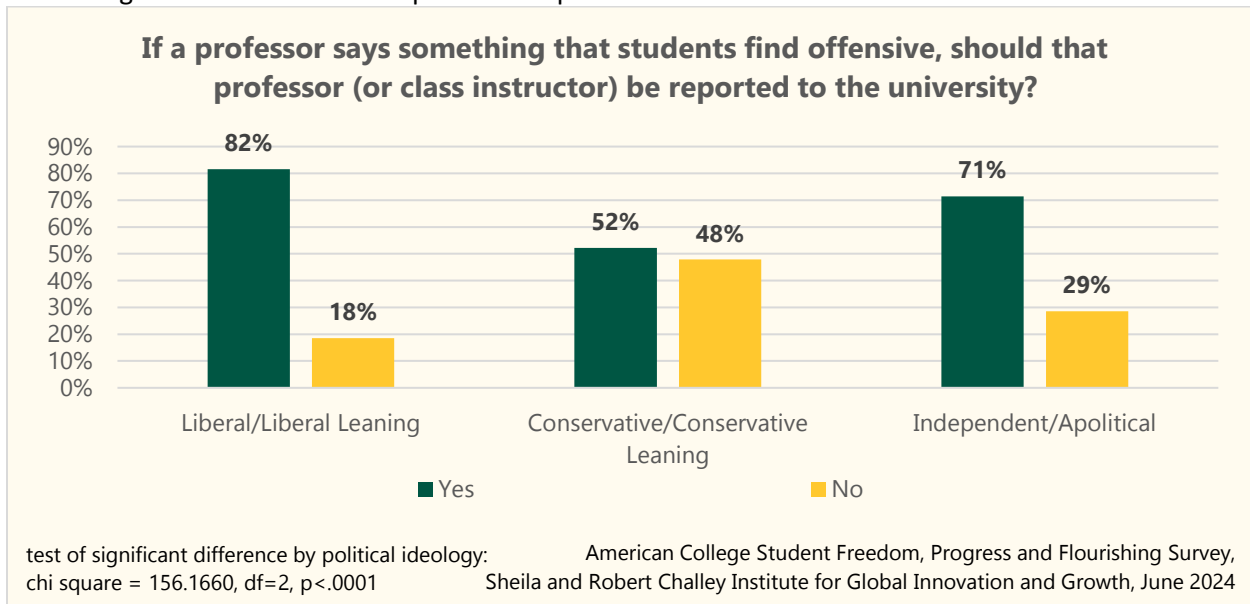


Figure 28: Significant differences exist among students with different political ideologies on whether professors should be reported for saying something students find offensive.

Similarly, there are large and statistically significant differences by gender on beliefs about whether a professor who says something students deem offensive should be reported. 79 percent of female students and unknown/others are in favor of reporting professors for saying something deemed offensive compared to 59 percent of male students who think so.

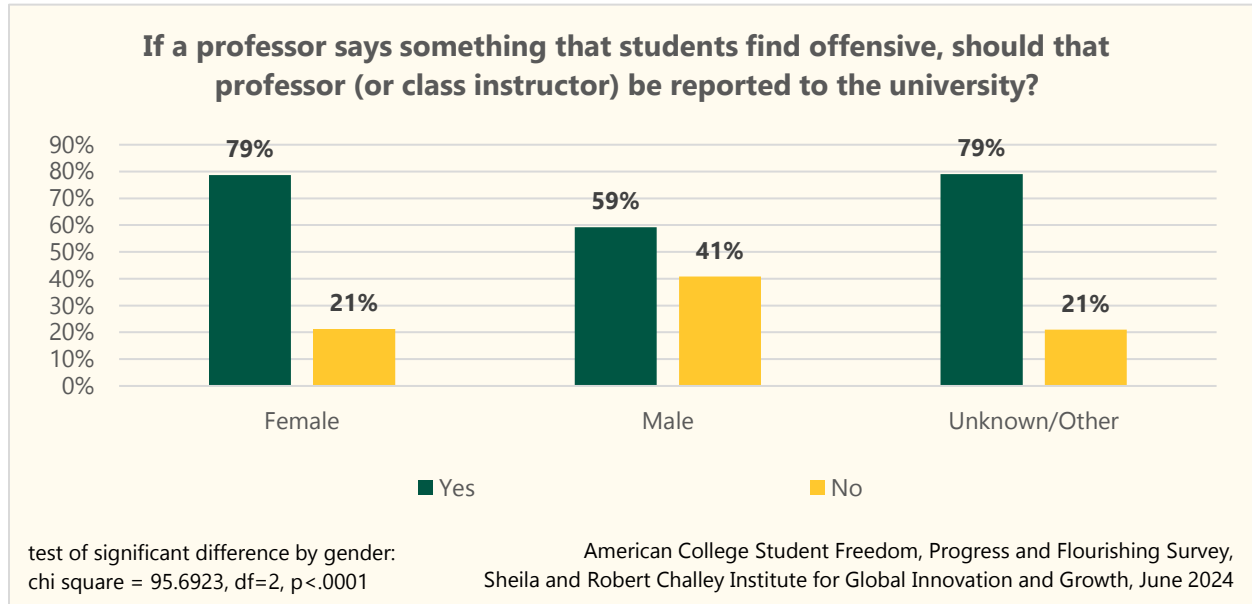


Figure 29: Percent of students in favor of reporting professors for saying something deemed offensive varies by gender.

Despite statistically significant changes over time in the percent of students being in favor of reporting professors for saying something deemed offensive, more than two-thirds of students surveyed have consistently been in favor of reporting professors for saying something deemed offensive since 2021.

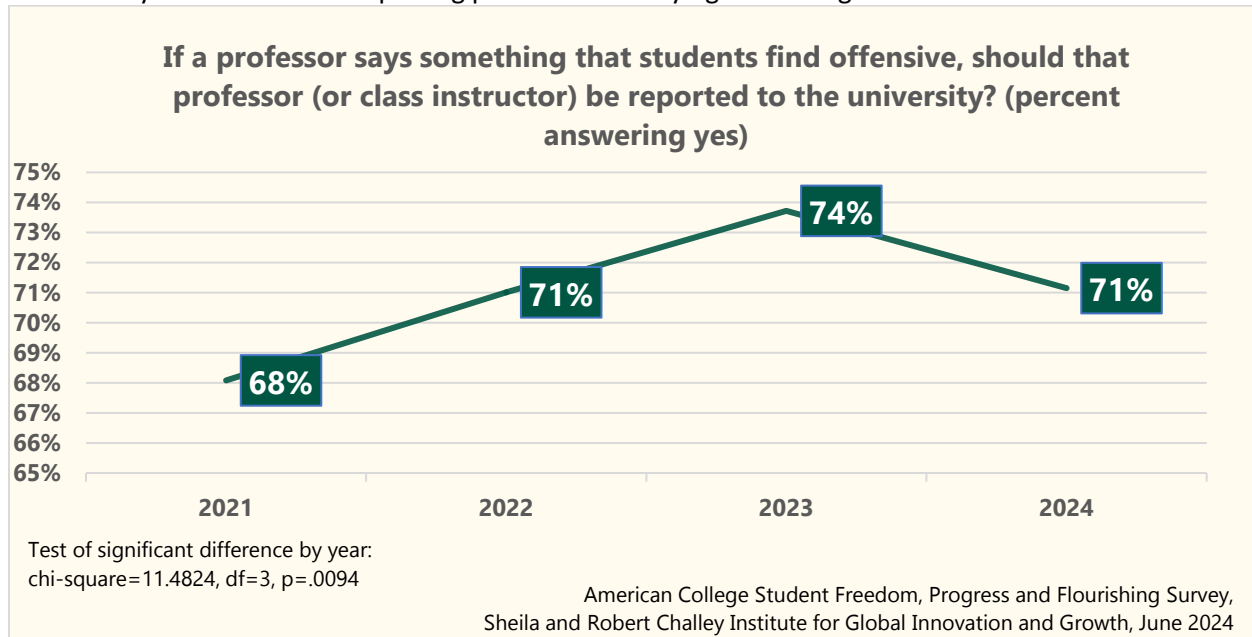


Figure 30: More than two-thirds of students have been in favor of reporting professors for saying something deemed offensive since 2021.

Among students with different political ideologies, conservative and independent students have significantly changed their opinion on whether professors who say something deemed offensive should be reported. In particular, conservative students are more in favor of reporting such professors than they were in 2021.

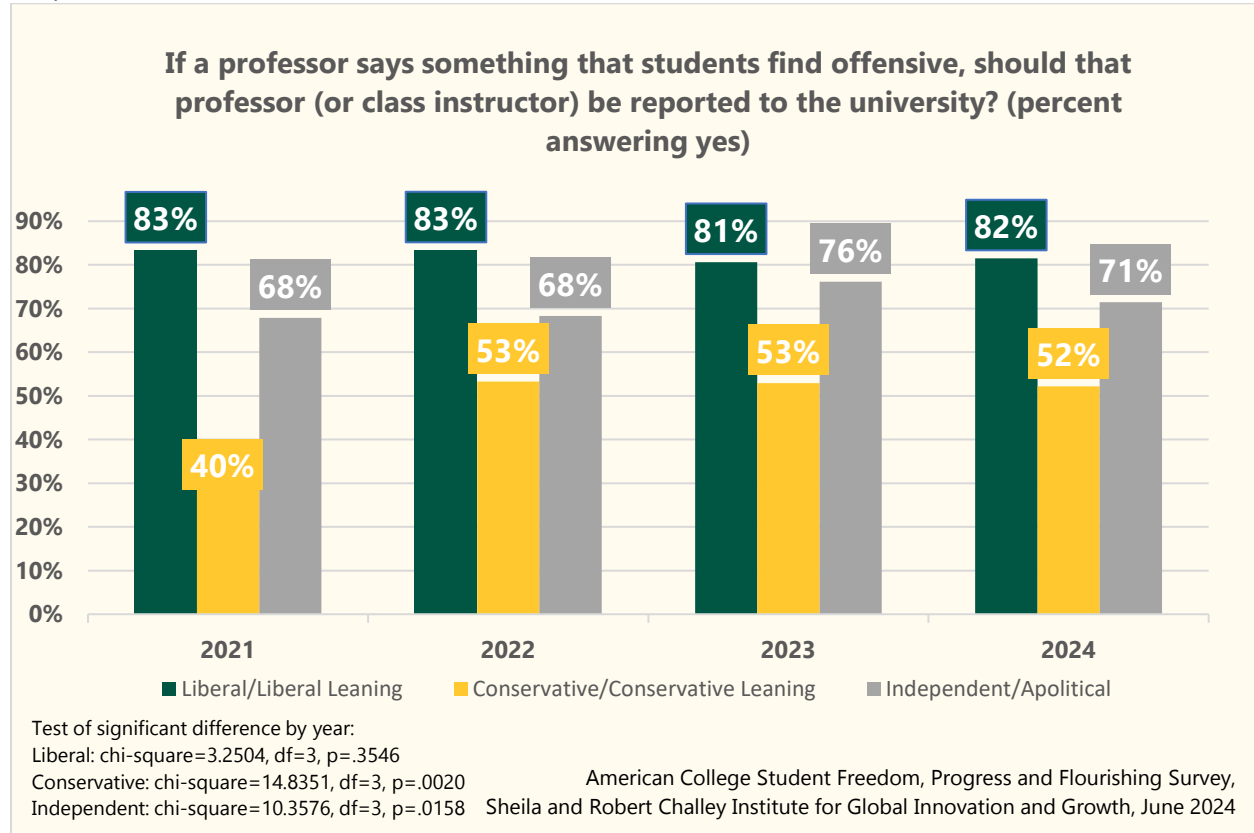


Figure 31: Conservative and independent students are more in favor of reporting professors for saying something deemed offensive than they were in 2021.

Many Students Believe Professors Should be Reported for Opinions they Find to be Offensive

In an attempt to identify whether students are in favor of reporting professors for stating opinions and/or facts that students may disagree with, or whether they are only in favor of reporting professors for things like racial slurs, sexual harassment, and personal attacks, we asked students who answered “yes” to the previous question, which of the following statements professors should be reported for:

- Statement 1: “It is clear that Affirmative Action is doing more harm than good, and should be eliminated.”
- Statement 2: “If you look at the data, there is no evidence of anti-black bias in police shootings.”
- Statement 3: “Owning a gun is the right of every U.S. citizen.”
- Statement 4: “Biological sex is a scientific fact. There are two sexes, male and female.”
- Statement 5: “Requiring vaccination for COVID is an assault on individual freedom.”
- Statement 6: “Those who want to eliminate Affirmative Action are perpetuating white privilege.”
- Statement 7: “It is clear that we have a problem with racist police in the U.S. shooting unarmed black men.”
- Statement 8: “A civilized society doesn’t need guns.”
- Statement 9: “There are a wide variety of sexes. Sex is not binary.”
- Statement 10: “Not getting vaccinated for COVID is irresponsible and inconsiderate to others.”
- “Other, please specify.”

33 percent of all students (46 percent of those who think professors should be reported for saying something offensive) believe that professors should be reported for Statement 2. 25 percent of all students (35 percent of those who think professors should be reported for saying something offensive) believe professors should be reported for Statement 5. 21 percent and 19 percent of all students think that professors should be reported for Statement 4 and Statement 1, respectively. Smaller percentages believe that professors should be reported for the other statements. 16 percent of students responding to this question (11 percent of all students) chose “other” for this question. In specifying reasons for “other” responses included racial slurs, sexual harassment, and personal attacks.

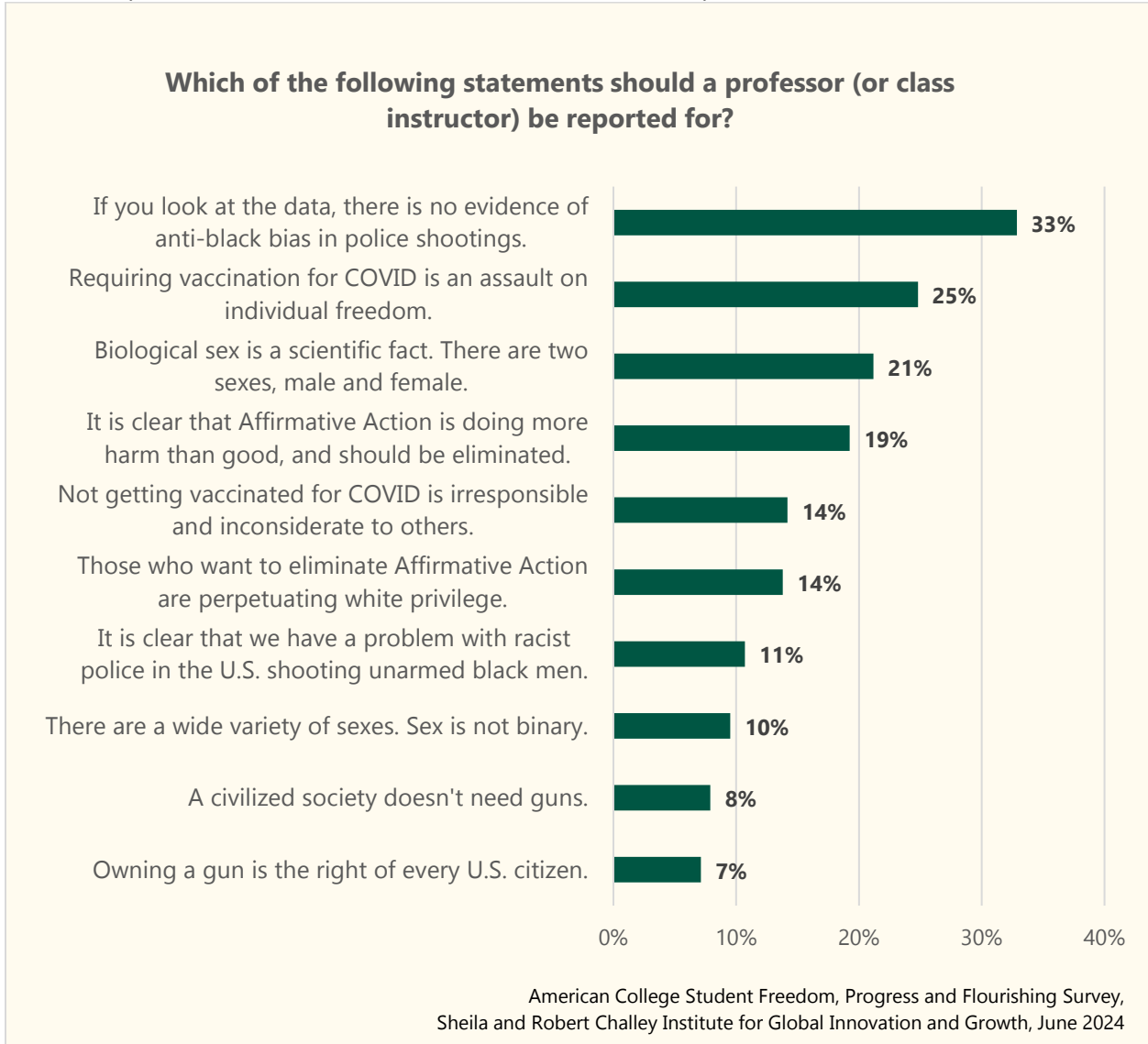


Figure 32: Percent of all students who believe professors should be reported for these statements (total answering divided by the full sample of 2,159.)

Not surprisingly, liberal students are more likely to be in favor of reporting professors for more conservative leaning statements in comparison to reporting them for more liberal leaning statements. Although conservative students are less likely to be in favor of reporting professors on most issues, their likelihood of being in favor of reporting relative to liberal students is higher for more liberal leaning statements.

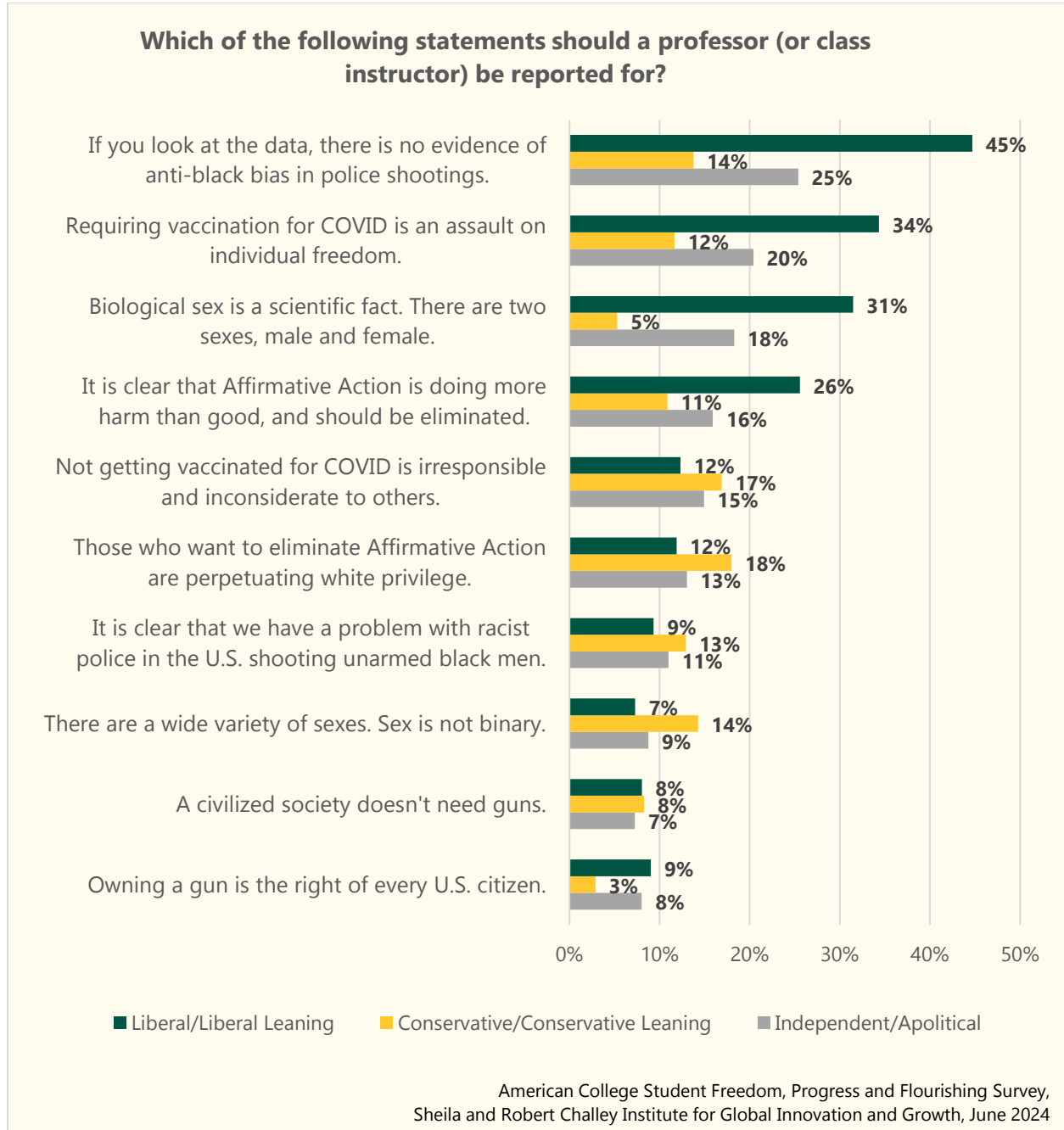


Figure 33: Percent of all liberal, conservative, and independent students who are in favor of reporting professors for various statements.

Female and unknown/other students are more in favor of reporting professors for almost all statements of opinion or fact in comparison to male students.

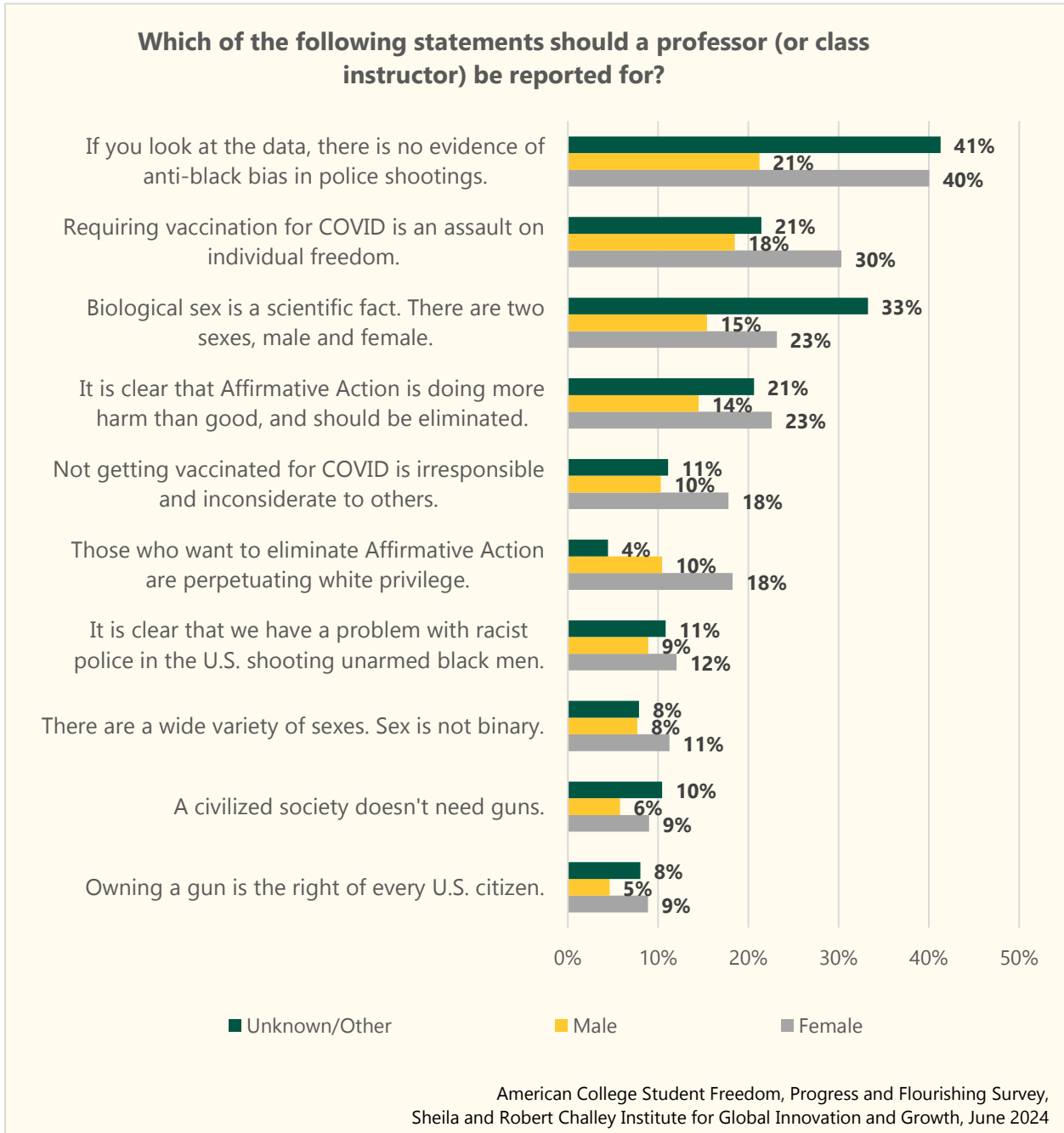


Figure 34: Percent of female, male, and unknown/other students in favor of reporting professors for various statements of opinion or fact.

More than 60 Percent of Students Are in Favor of Reporting Professors for Disfavored Opinions or Facts

62 percent of all students are in favor of reporting professors for stating one of the 10 opinions or facts above (excluding the other category.) These opinions or facts deal with affirmative action, police shootings, guns, sex/gender, or vaccines.

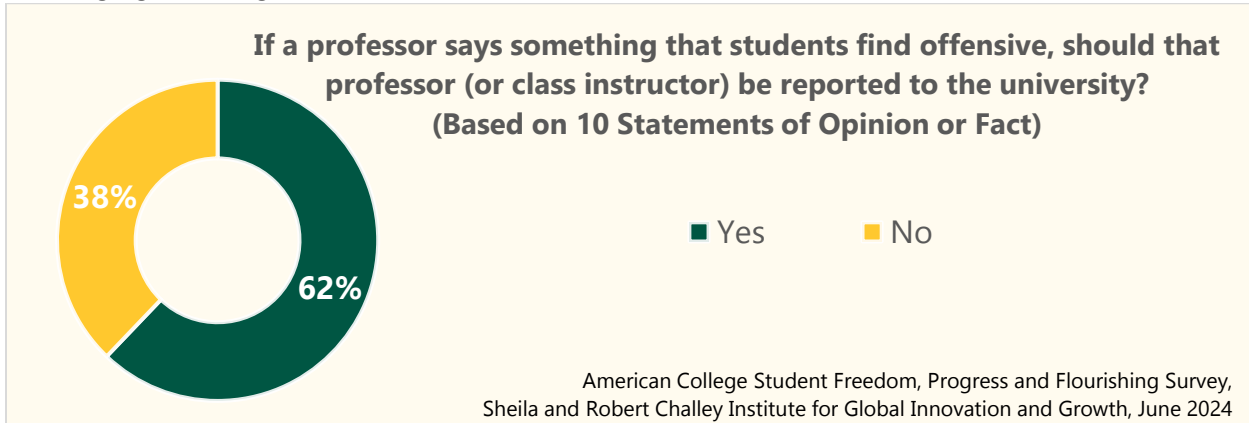


Figure 35: 62 percent of students believe a professor should be reported to the university for making a statement on affirmative action, police shootings, guns, sex/gender, or vaccines.

Student opinions on whether professors should be reported for these statements vary widely across political ideologies. 74 percent of liberal students believe professors should be reported for one or more of these statements, compared to 59 percent of independent students, and 44 percent of conservative students.

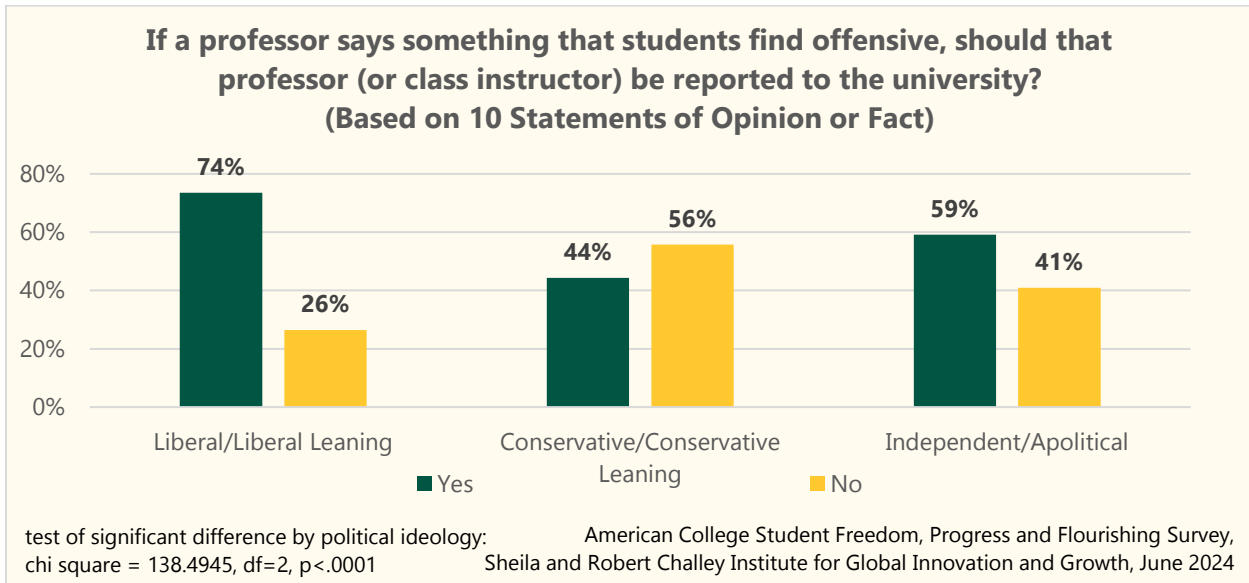


Figure 36: Significant differences exist among students with different political ideologies in whether they believe professors should be reported for statements related to affirmative action, police shootings, guns, sex/gender, and vaccines.

Similarly, student opinions on whether professors should be reported for these statements are significantly different by gender. 71 percent of female and 66 percent of unknown/other students are in favor of reporting professors for one of these statements compared to 49 percent of male students.

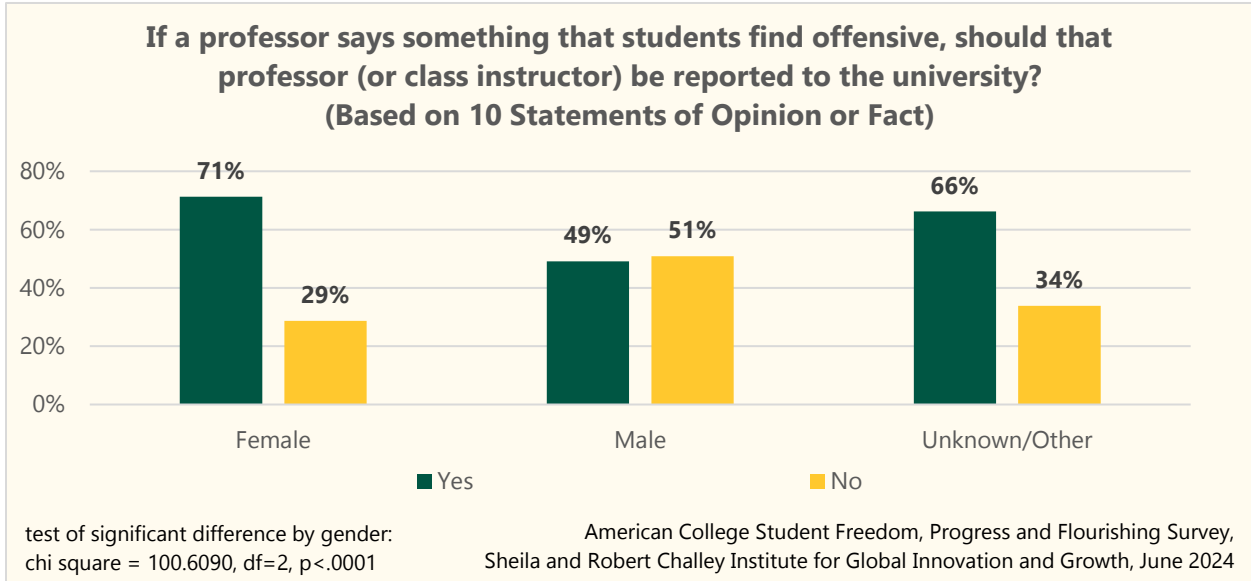


Figure 37: There are significant differences by gender on student opinions of whether a professor should be reported for one of these statements of opinion or fact.

The percent of students in favor of reporting professors for one of these statements of opinion or fact dropped from 65 percent last year to 62 percent this year.

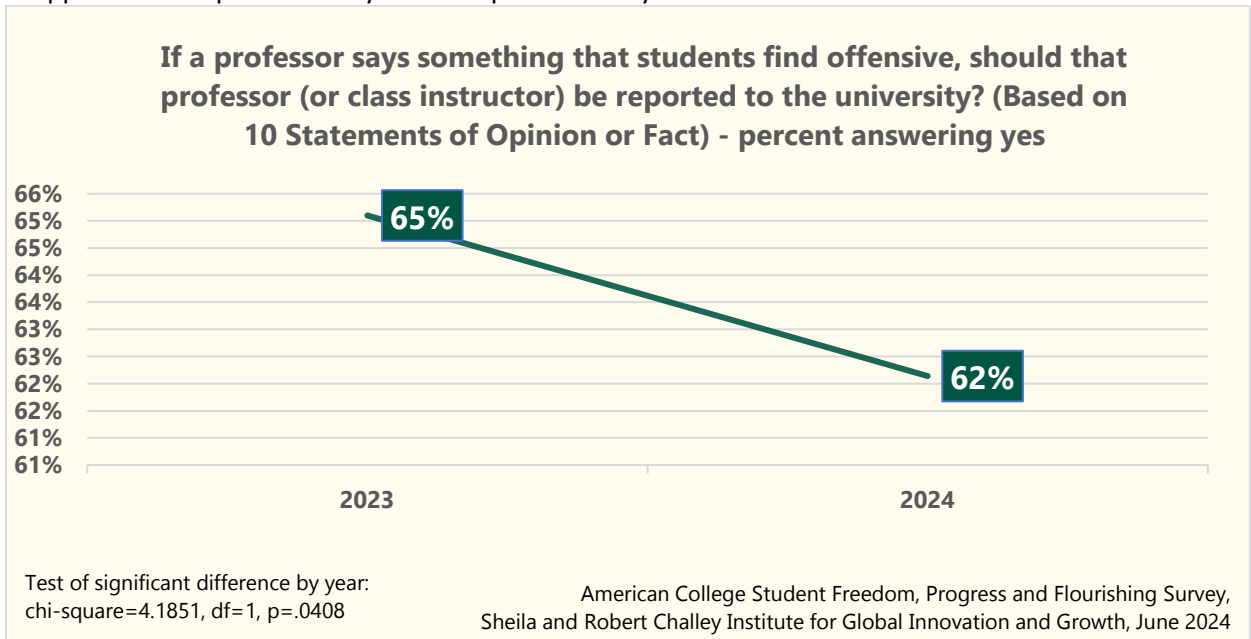


Figure 38: Percent of students in favor of reporting professors for statements on police shootings, affirmative action, vaccines, sex/gender, and guns.

For students with different political ideologies, none of the changes from last year in the percentages of students who are in favor of reporting professors for one of these statements of opinion or fact are significant.

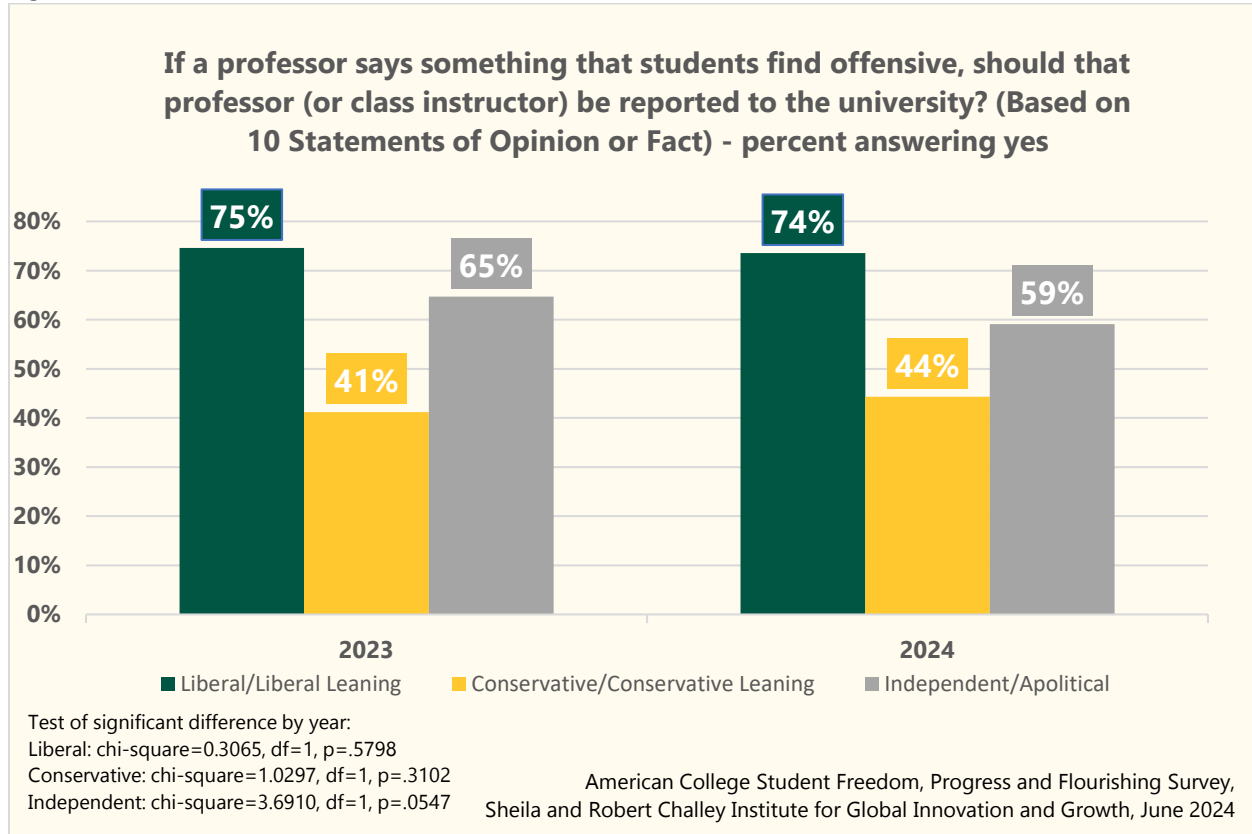


Figure 39: 2023 and 2024 percentages of students with different political ideologies who are in favor of reporting professors for statements about police shootings, affirmative action, sex/gender, vaccines, and guns.

A Majority of Students Say a Student Should be Reported for Saying Something Other Students Find Offensive

A majority of students (56 percent) are in favor of reporting students who say something that other students find offensive.

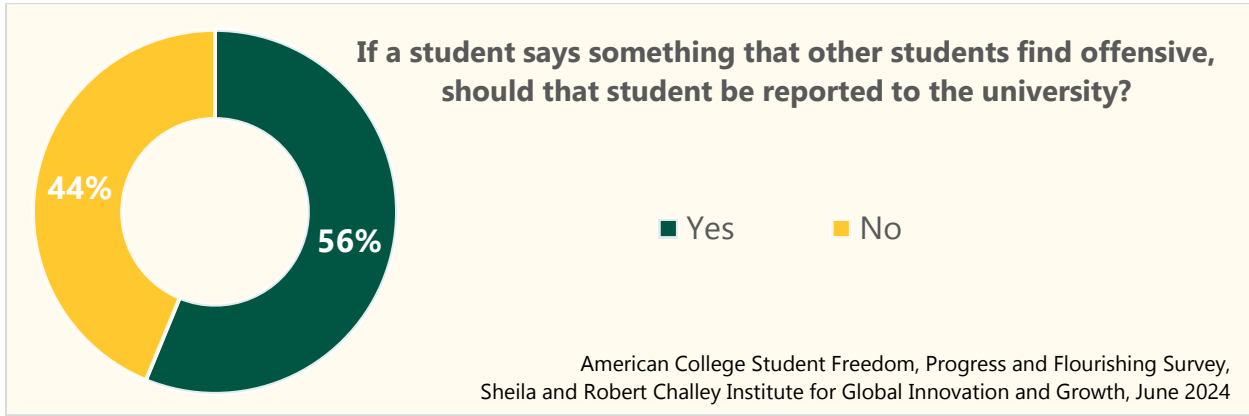


Figure 40: 56 percent of students believe another student should be reported for saying something that is deemed offensive.

As with attitudes toward reporting professors for saying something deemed offensive, there are large and statistically significant differences in how students with different political ideologies feel about reporting other students who say something deemed offensive. 63 percent of liberal students are in favor of reporting other students, compared to 42 percent of conservative students.

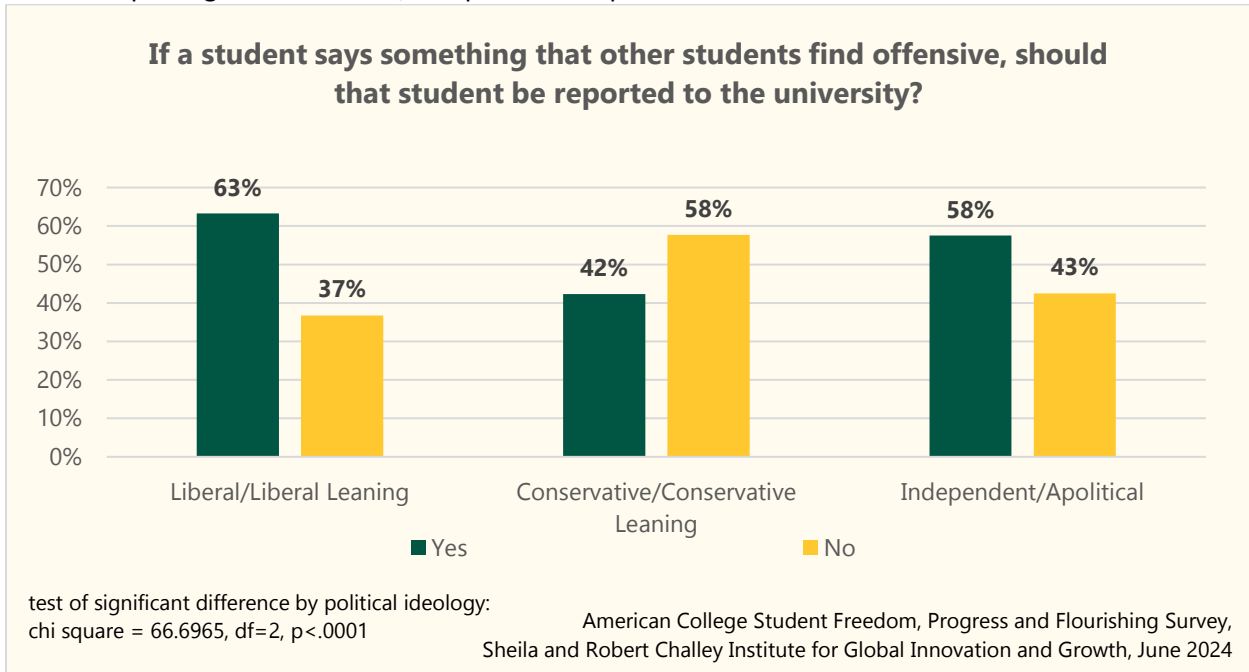


Figure 41: Students with different political ideologies have different views about reporting students who say something deemed offensive.

There are also large and significant differences in attitudes toward reporting other students by gender. Unknown/other and female students are much more in favor of reporting other students saying something deemed offensive in comparison to male students.

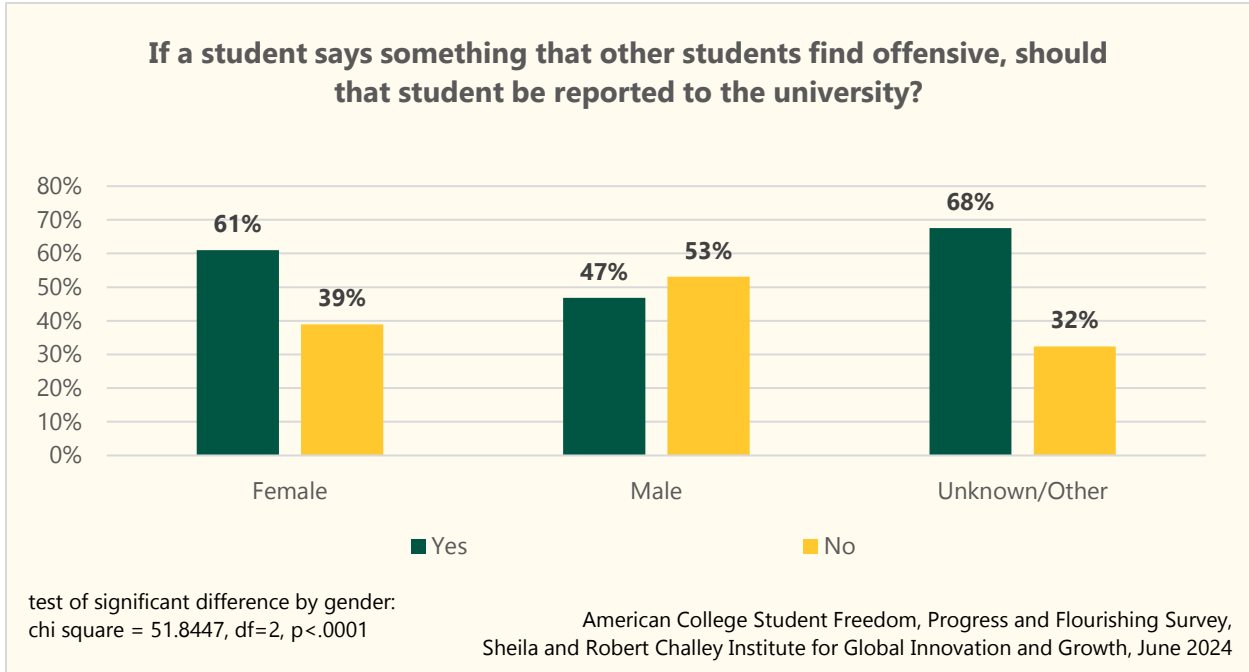


Figure 42: Female, male, and unknown/other students have different opinions on whether students who say something deemed offensive should be reported.

There has been a significant decrease in the percent of students in favor of reporting other students over time. Nonetheless, the majority are still in favor of reporting other students deemed to say something offensive.

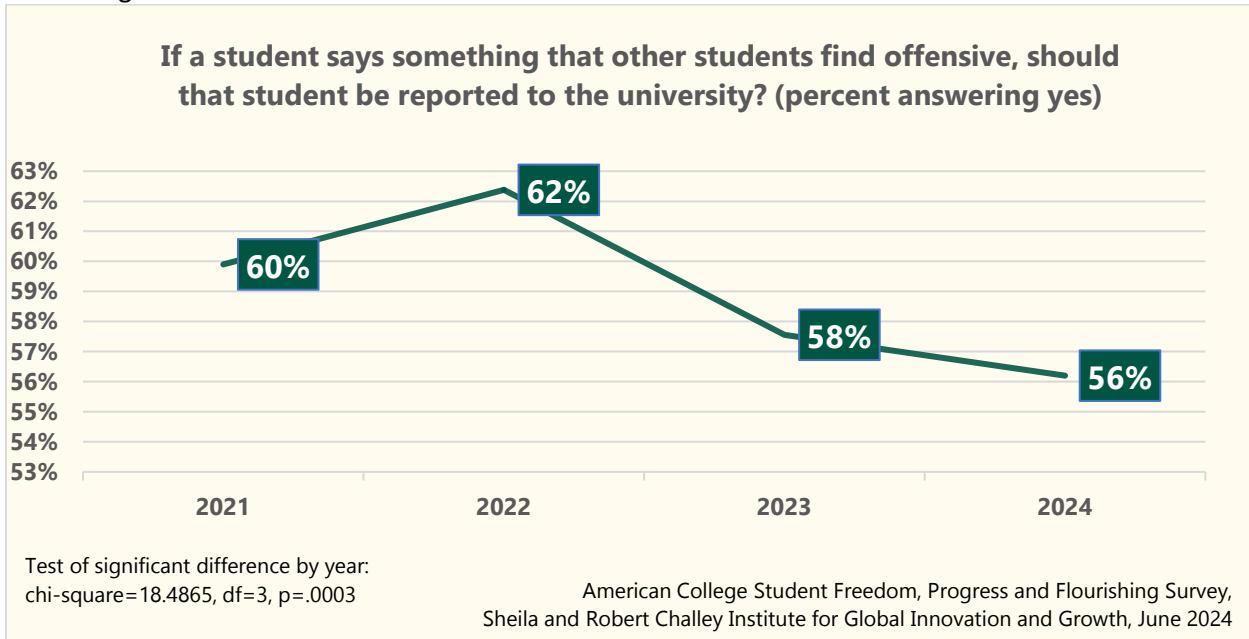


Figure 43: Percent of students in favor of reporting other students who say something deemed offensive over time.

The significant drop in the percentage of students in favor of reporting other students who say something deemed offensive has been driven by a statistically significant drop in the percentage of liberal students who are in favor of reporting such students.

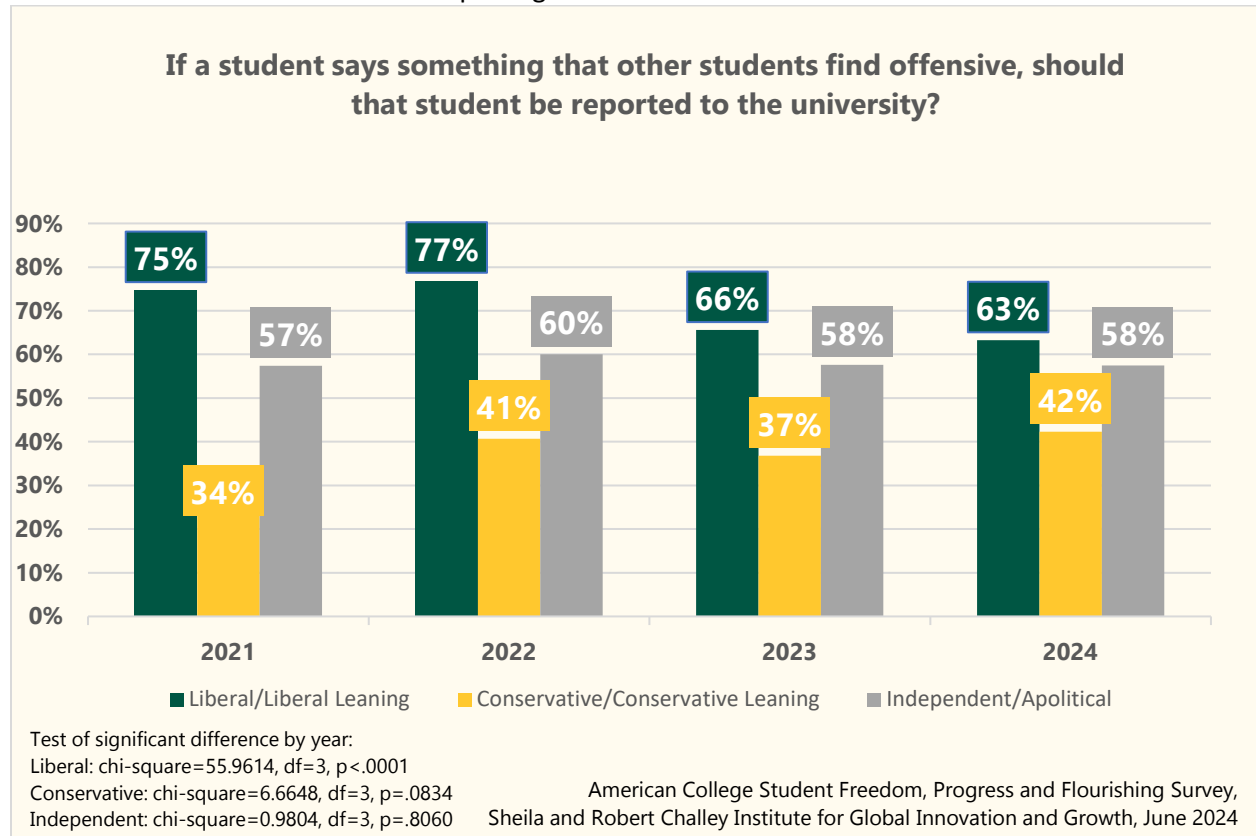


Figure 44: The percentage of liberal students in favor of reporting other students who say something deemed offensive has significantly decreased over time.

Section 2: Human Progress, Attitudes About the Future, and National Pride

According to a wide range of indicators (e.g., life expectancy, income, access to food, and access to education), life is getting better for people all over the world. Yet, surveys suggest growing pessimism in the U.S. about the present and future of our society, and perhaps especially among younger generations. Thus, we asked students a range of questions about their perceptions of the world and U.S. progress, reasons for the progress or lack thereof, their optimism about the future and their ability to make a difference in the world, and their pride in being American. These answers are also reported by political ideology, gender, and over time.

Less than half of students believe that the world (46 percent) and the U.S. (44 percent) have improved over the last 50 years in terms of life expectancy, poverty/per capita income, and literacy/education level. The reasons for progress or the lack thereof are split among those who think the world/U.S. have gotten better and those who think they have gotten worse. While the top answer for the world's improvement or decline is economic freedom or not enough economic freedom (53 percent of those who think the world has improved and 40 percent who think the world has gotten worse), a larger percentage of students who think the world has gotten worse (38 percent) attribute the decline to not enough government than the percent of those who think the world has improved (32 percent) attributing it to government. For those who think the U.S. has gotten better, 59 percent attribute it to a dynamic marketplace, while 51 percent of those who think the U.S. has gotten worse attribute it to not enough government.

Few students are optimistic about the future of the world (29 percent) and the future of the U.S. (26 percent). On the other hand, a majority of students are optimistic about their own future (57 percent) and their ability to make a difference in the world (50 percent). 64 percent of students (of those who are U.S. citizens) report being proud to be American.

In exploring differences by political ideology, liberal students are more likely to think the world has improved, more likely to attribute any improvement or decline in the world to increased or not enough government, more likely to attribute improvements or declines in the U.S. to increased or not enough government, and less proud to be American in comparison to conservative students. There are also differences by gender, with male students more likely to think the world has improved, more optimistic about the future of the world, more likely to think the U.S. has improved, more likely to attribute any perceived decline in the U.S. to too much regulation, and more optimistic about the future of the U.S. in comparison to female and unknown/other students. Students with unknown/other gender are less likely to attribute any improvement in the U.S. to a dynamic marketplace, less optimistic about their own future, less optimistic about their ability to make a difference in the world, and less proud to be American in comparison to female and male students.

There have been some significant changes in student perceptions in this area since 2021. More students are optimistic about their ability to make a difference in the world and are proud to be American than in 2021. Conservative and liberal students feel more optimistic about their ability to make a difference in the world, while liberal students are more proud to be American than they were in 2021 (40 percent said they were proud in 2021 compared to 52 percent today).

Individual questions and responses are presented below.

Less Than Half of Students Say the World Has Gotten Better Over the Last 50 Years

Only 46 percent of students believe that based on what they have learned in college the world has gotten better in terms of extreme poverty, life expectancy, hunger, and literacy over the last 50 years.

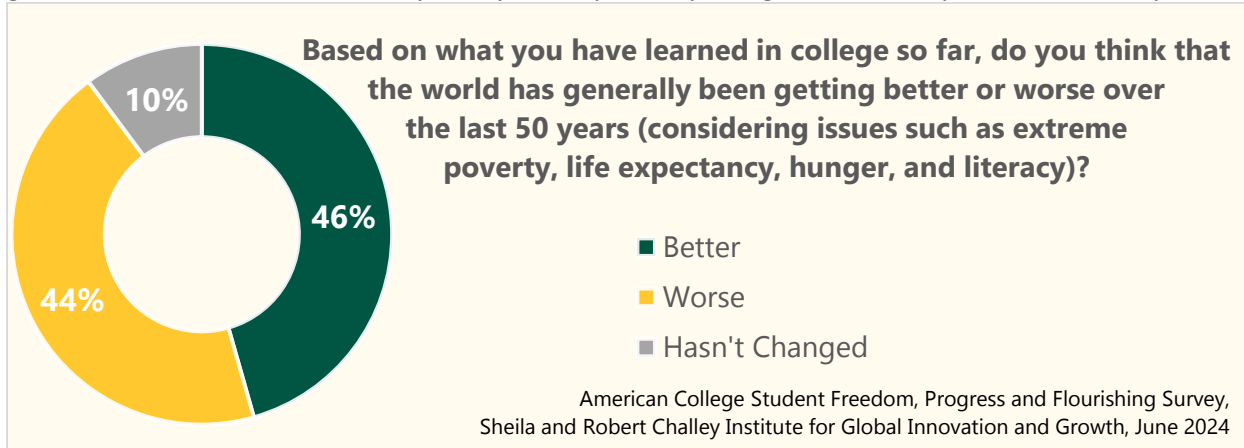


Figure 45: Less than half of students believe the world has improved over the last 50 years in terms of extreme poverty, life expectancy, hunger, and literacy.

Beliefs on whether the world has gotten better, worse, or remained unchanged over the last 50 years vary significantly by political ideology. Liberal students are more likely to believe the world has gotten better in comparison to conservative or independent students.

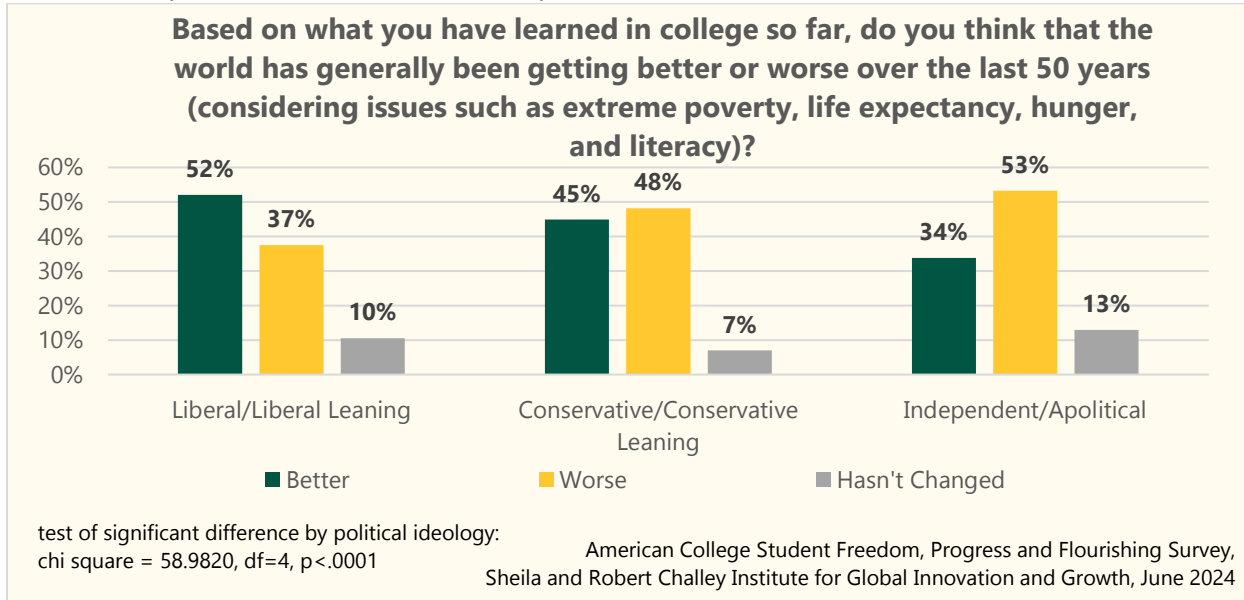


Figure 46: Student views on how the world has changed over the last 50 years vary by political ideology.

Views on whether the world has improved over the last 50 years also vary based on gender. Male students and unknown/other students are more likely to believe the world has improved over the last 50 years in comparison to female students.

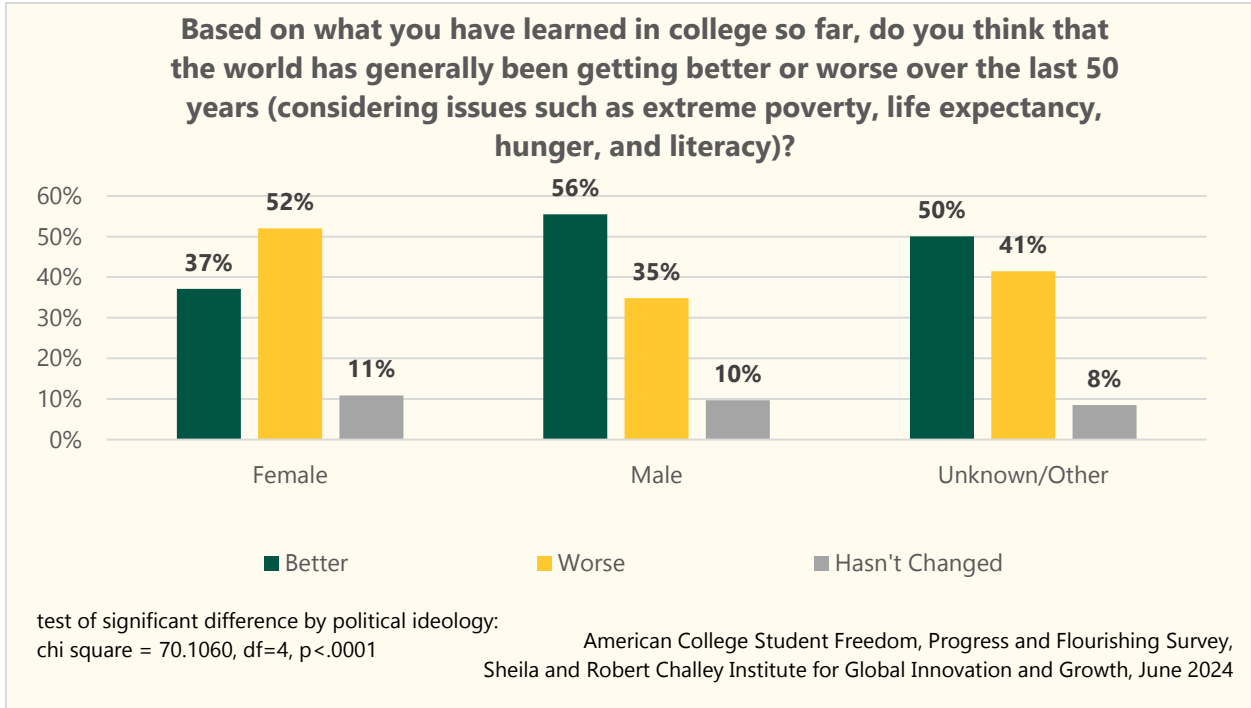


Figure 47: A smaller percentage of female students think the world has improved over the last 50 years in comparison to others.

The percentage of students who think the world has improved over the last 50 years and the percent who think it has gotten worse has increased.

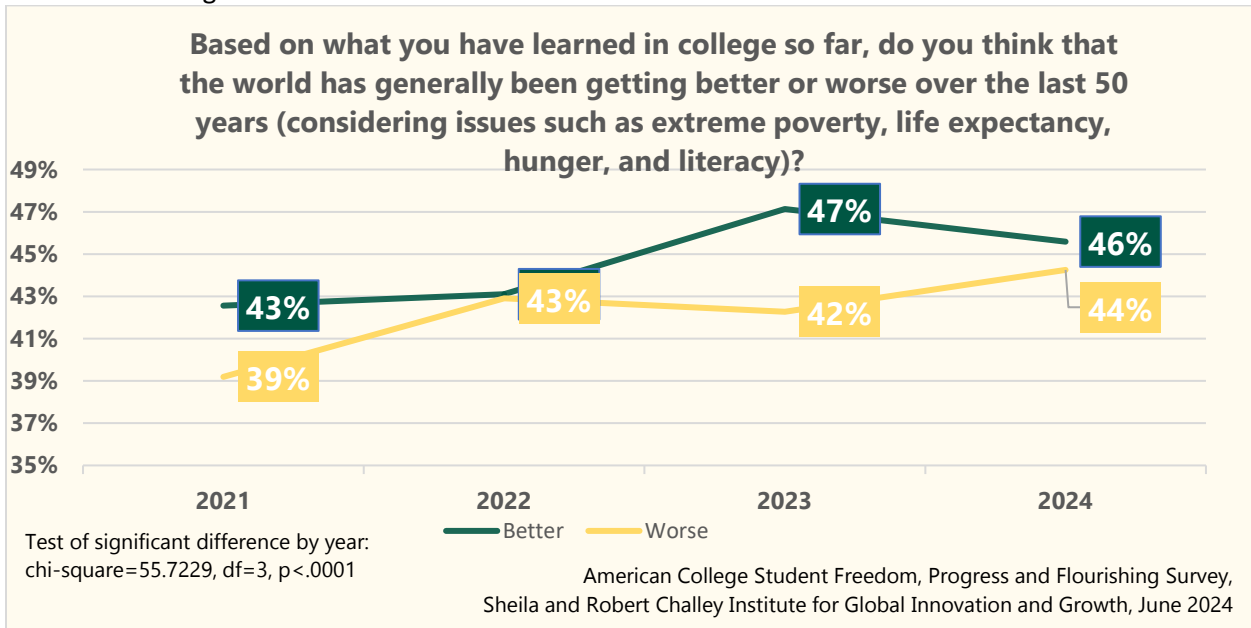


Figure 48: Changes in percentages of students who think the world has improved and declined over the last 50 years.

There has been a large increase in the percentage of liberal students who believe the world has improved over the last 50 years, and a decline in the percentage of independent students who think the world has improved.

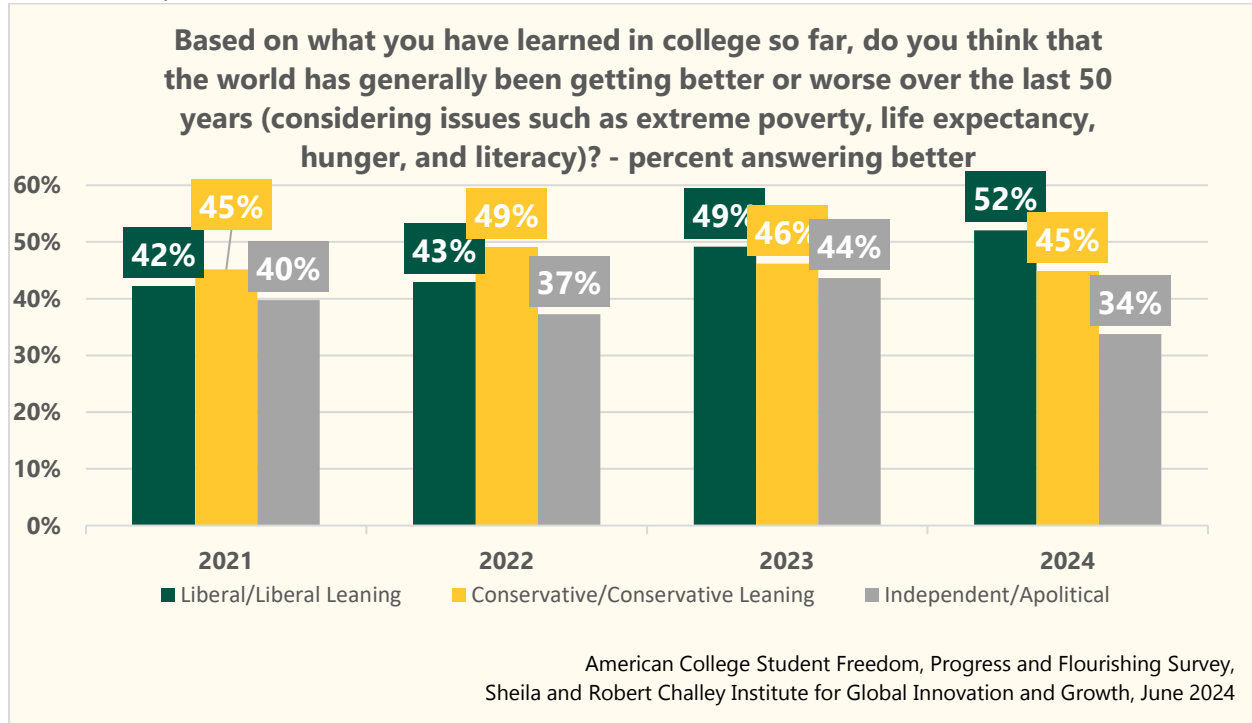


Figure 49: The percent of liberal students who think the world has improved over the last 50 years has increased by 10 percentage points since 2021.

There have also been large increases in the percentage of conservative and independent students who believe the world has declined over the last 50 years.

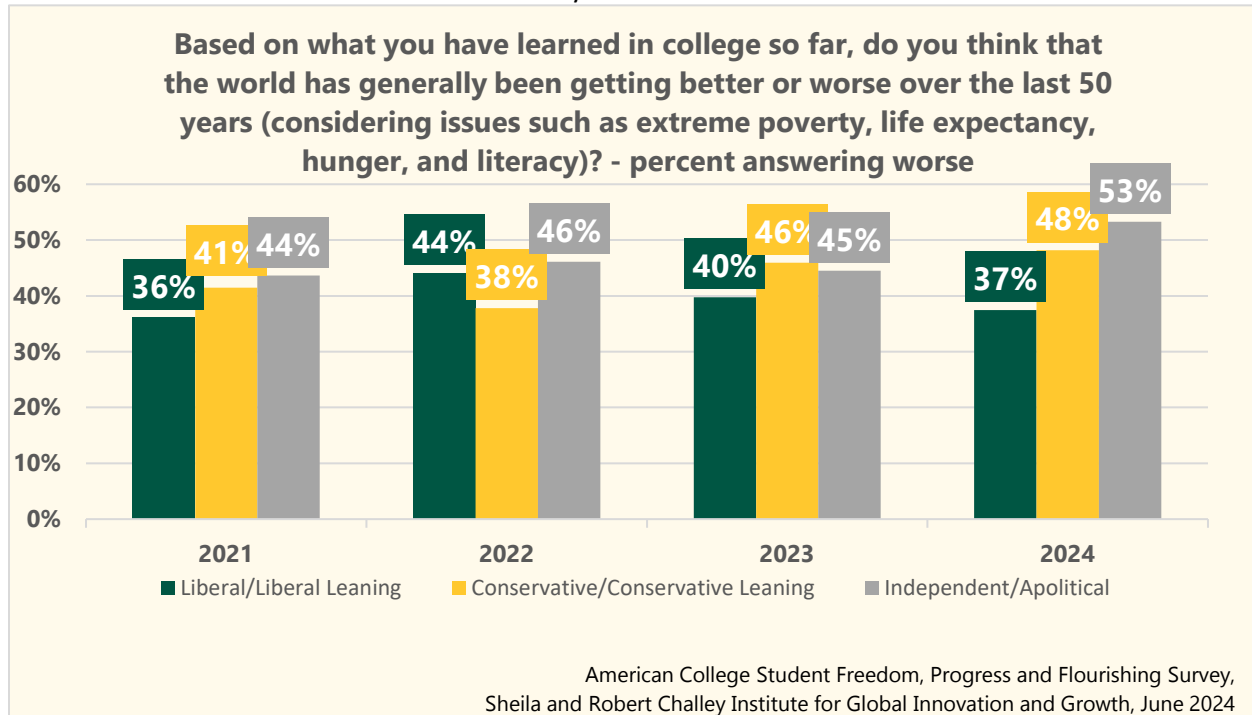


Figure 50: Changes in the percent of students who think the world has gotten worse by political ideology

For Students Who Believe the World Has Improved Over the Last 50 Years, 53 Percent Believe It Is Due to Increased Economic and Political Freedom

When students who believe the world has improved were asked whether it was because of increased economic and political freedom, because of increased rules and regulations, or some other reason, 53 percent said it was due to increased freedom. 32 percent attributed it to increased government rules, regulation, and abilities to redistribute resources. 15 percent attributed it to neither, many stating technological advancement and some stating more openness (liberalism).



Figure 51: 53 percent of students who believe the world has improved attribute it to increased freedom, while 32 percent attribute it to increased government rules.

For students who believe the world has improved over the last 50 years, although there are some significant differences in attributing the improvement to various reasons among students with different political ideologies, the top reason among all political ideologies is increased economic and political freedom. 50 percent of liberal and independent students attribute the improvement to increased economic and political freedom, while 61 percent of conservative students attribute it to increased economic and political freedom.

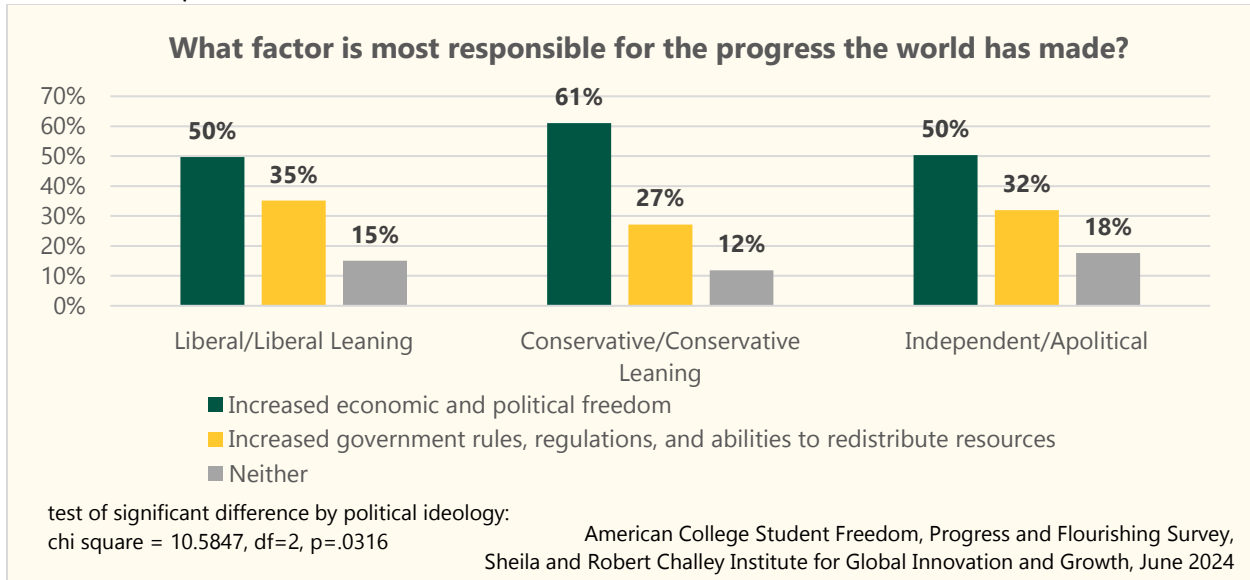


Figure 52: Among students who think the world has improved, a majority in every political ideology agree that increased economic and political freedom is responsible.

There are no statistically significant differences among gender in attributing the reason for the world’s improvement, among those who think the world has improved over the last 50 years.

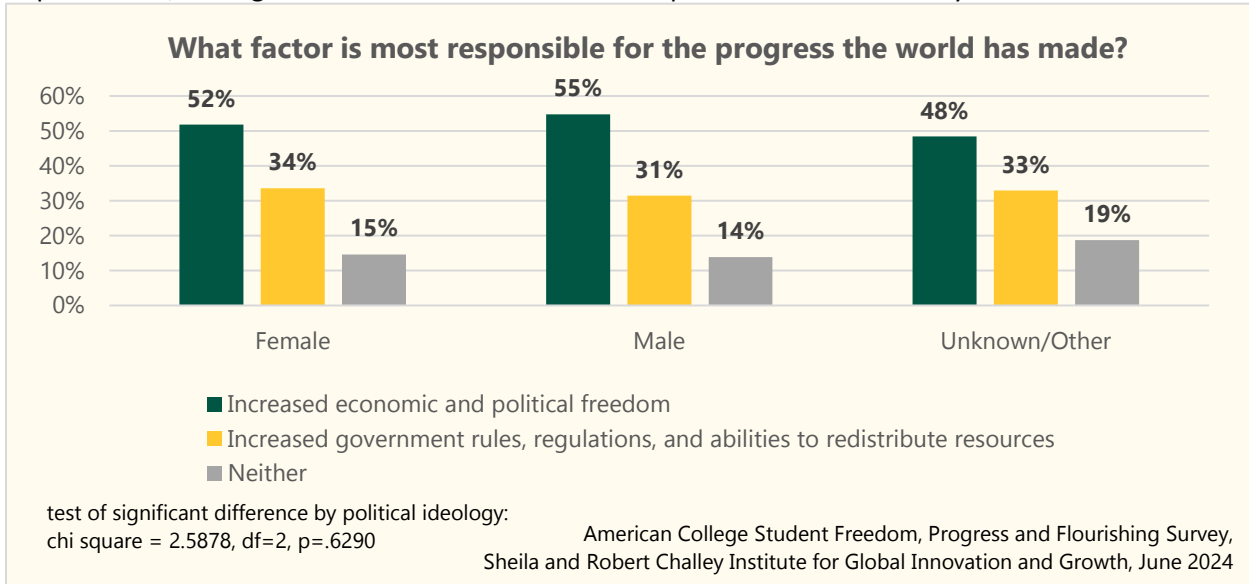


Figure 53: Female, male, and unknown/other students have similar views on why the world has improved.

While we asked a similar question in our 2023 survey, the results cannot be directly compared. Last year’s survey did not give students the option of stating their own reason why the world has improved. However, the results are similar with 46 percent stating increased freedom and 30 percent stating increased government as reasons for the improvement last year, compared to 53 percent and 32 percent believing the improvement was due to increased freedom and increased government, respectively, this year.

For Students Who Think the World Has Declined Over the Last 50 Years, 40 Percent Believe It Is Because There is Not Enough Economic and Political Freedom.

Among students who believe the world has gotten worse over the last 50 years, 40 percent attribute the decline to not enough economic and political freedom, and 38 percent attribute it to not enough government rules. 22 percent attribute it to a variety of factors, including inadequate leaders, capitalism, greed, climate change, divisiveness, corruption, a change in values, and other things.



Figure 54: 40 percent of students who believe the world has gotten worse attribute it to a lack of economic and political freedom and 38 percent attribute it to a lack of government rules.

There are significant differences in attribution for a perceived decline in the world among students with different political ideologies. 47 percent of liberal students attribute the perceived decline to not enough government rules compared to 30 percent of conservative students. 47 percent of conservative students attribute the perceived decline to not enough economic and political freedom compared to 34 percent of liberal students.

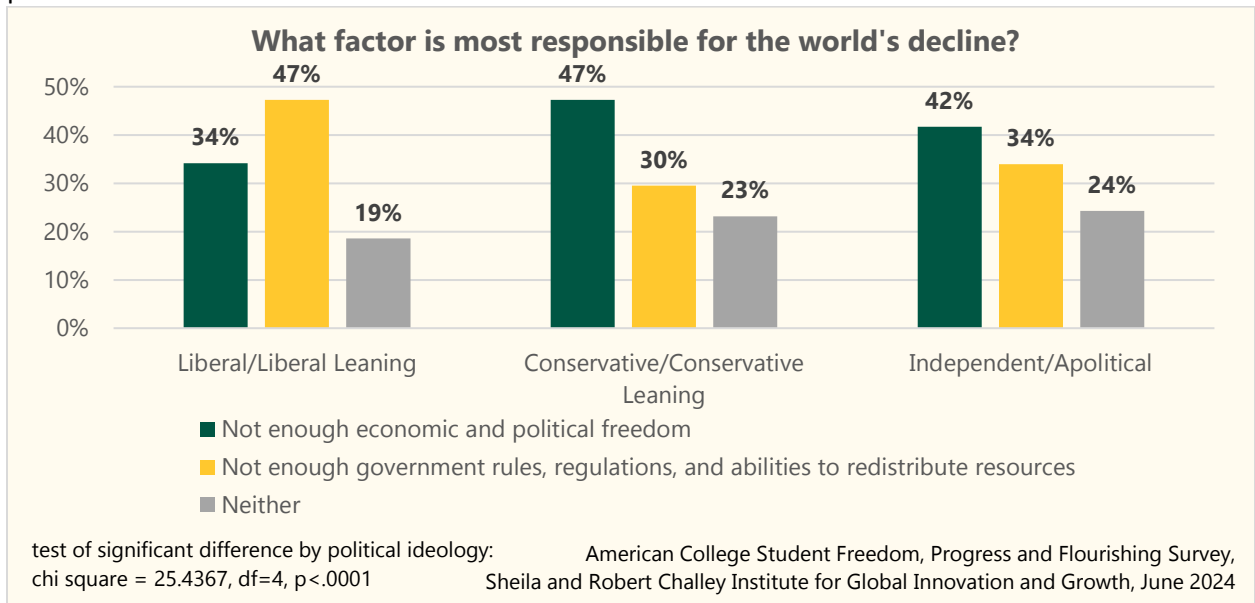


Figure 55: There are significant differences in attribution for the perceived decline among students with different political ideologies.

Among students who think the world has declined over the last 50 years, attribution for the decline does not vary significantly by gender.

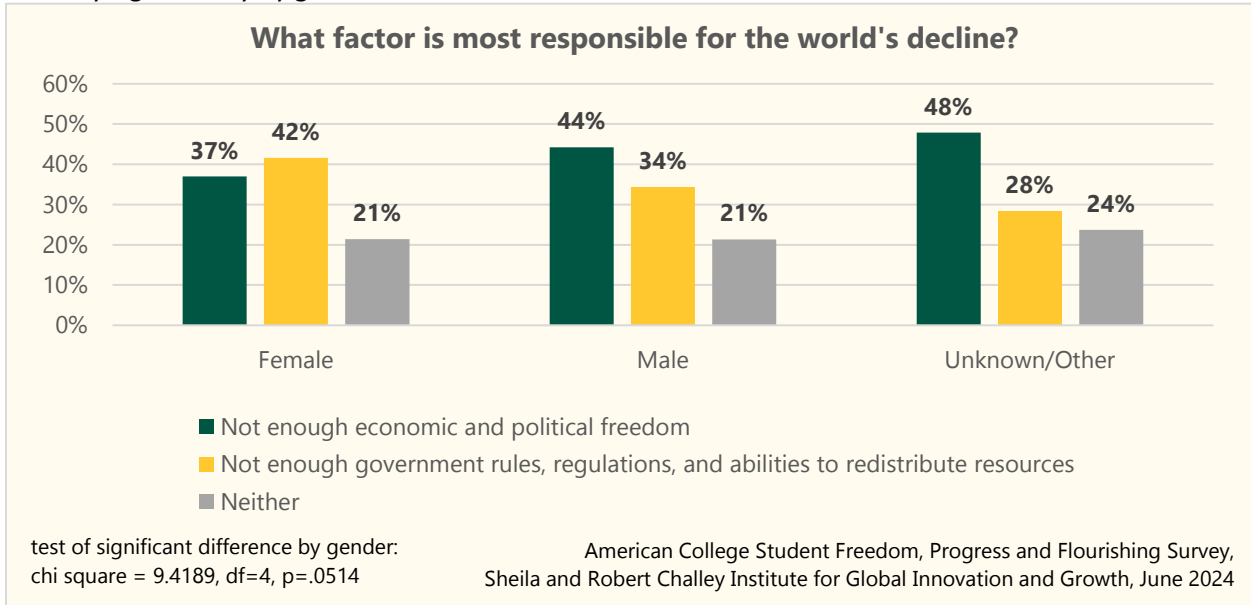


Figure 56: There are not significant differences in attribution for the perceived decline in the world by gender.

As with the previous question, we cannot directly compare the results for this question with the 2023 survey. Last year, we did not give students the option of stating their own reason for the perceived decline. Last year, 27 percent of students attributed the decline to not enough freedom and 36 percent attributed it to not enough government rules. The increased percentage in both of them this year may have been the result of asking them to identify a reason if they chose “neither.”

A Minority of Students Are Optimistic About the Future of the World

Based on what they have learned in college, 29 percent of students are optimistic about the future of the world, 37 percent are pessimistic, and 34 percent have a neutral view.

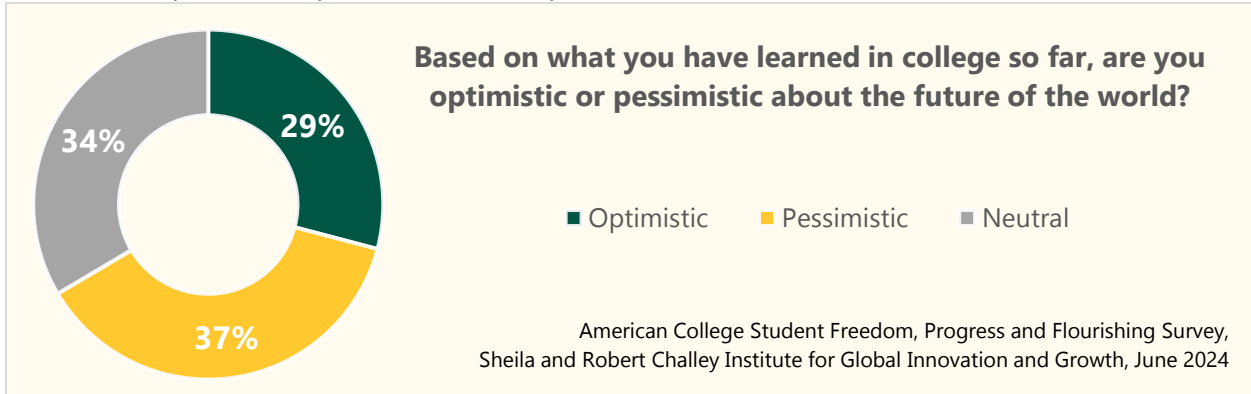


Figure 57: 29 percent of students are optimistic about the future of the world, while 37 percent are pessimistic.

Similar percentages of students with different political ideologies are optimistic and pessimistic about the future of the world, though independent students are more neutral about the future of the world in comparison to the other two.

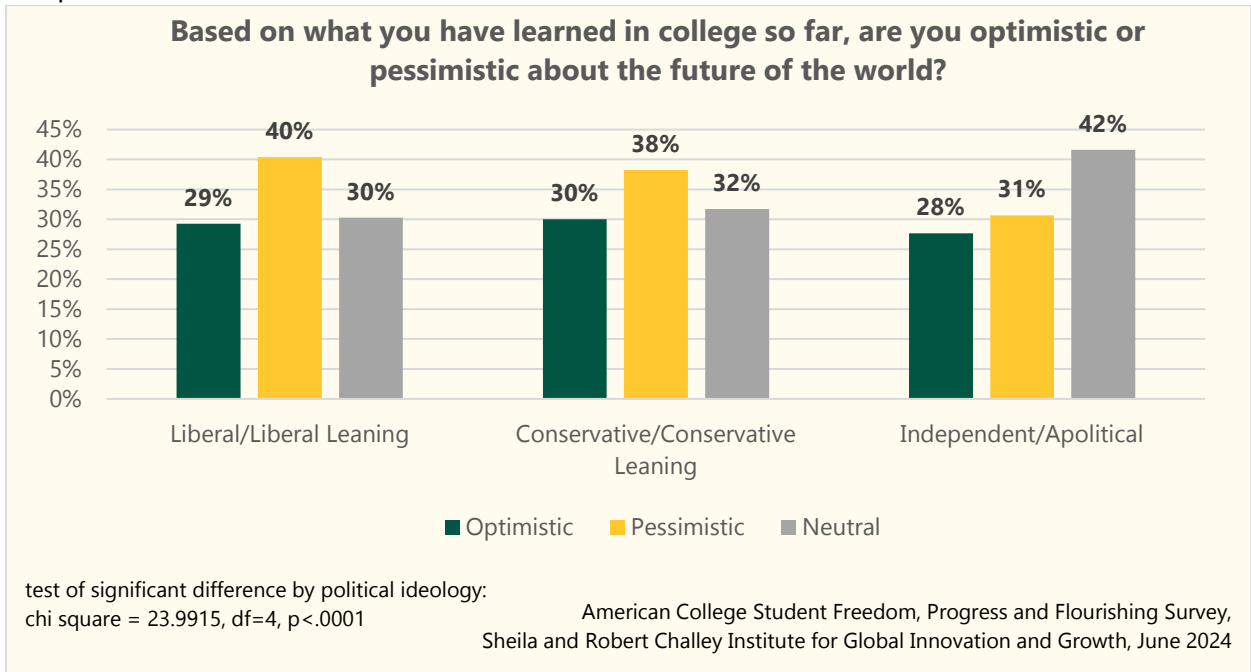


Figure 58: A majority of students are pessimistic or neutral about the future of the world, regardless of their political ideology.

A larger percentage of male students are optimistic about the future of the world than female or unknown/other students.

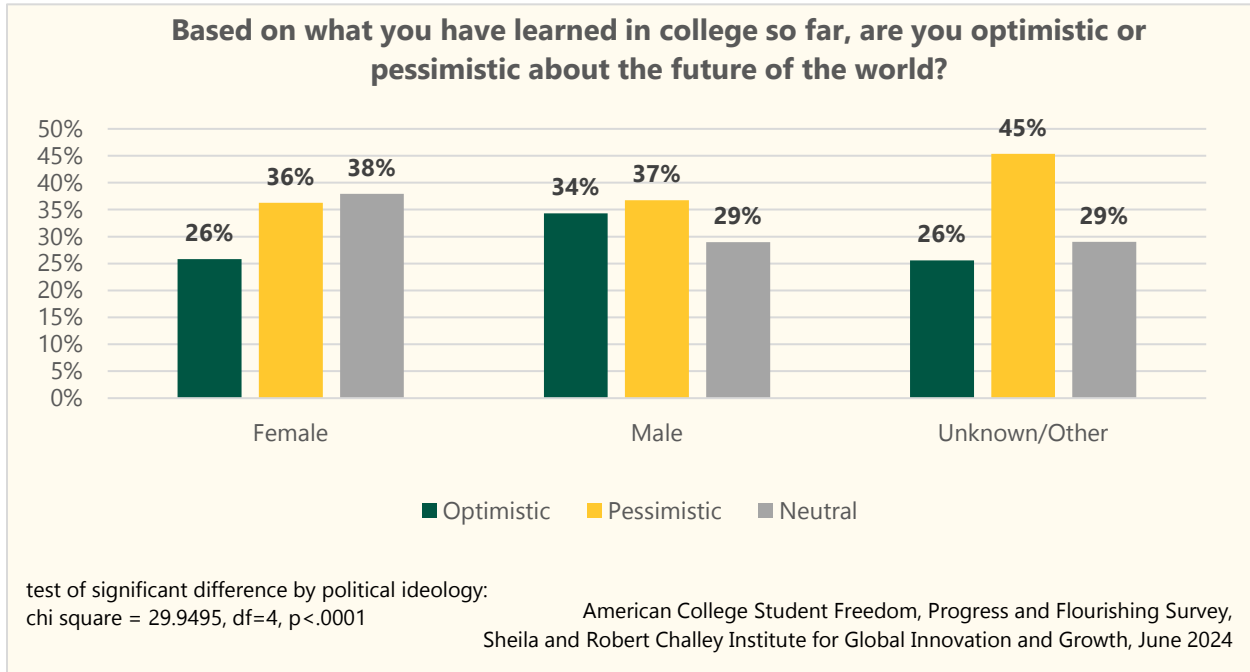


Figure 59: Male students are more optimistic about the future of the world than other students.

The percentage of students who are optimistic about the world’s future has increased somewhat, but remained low.

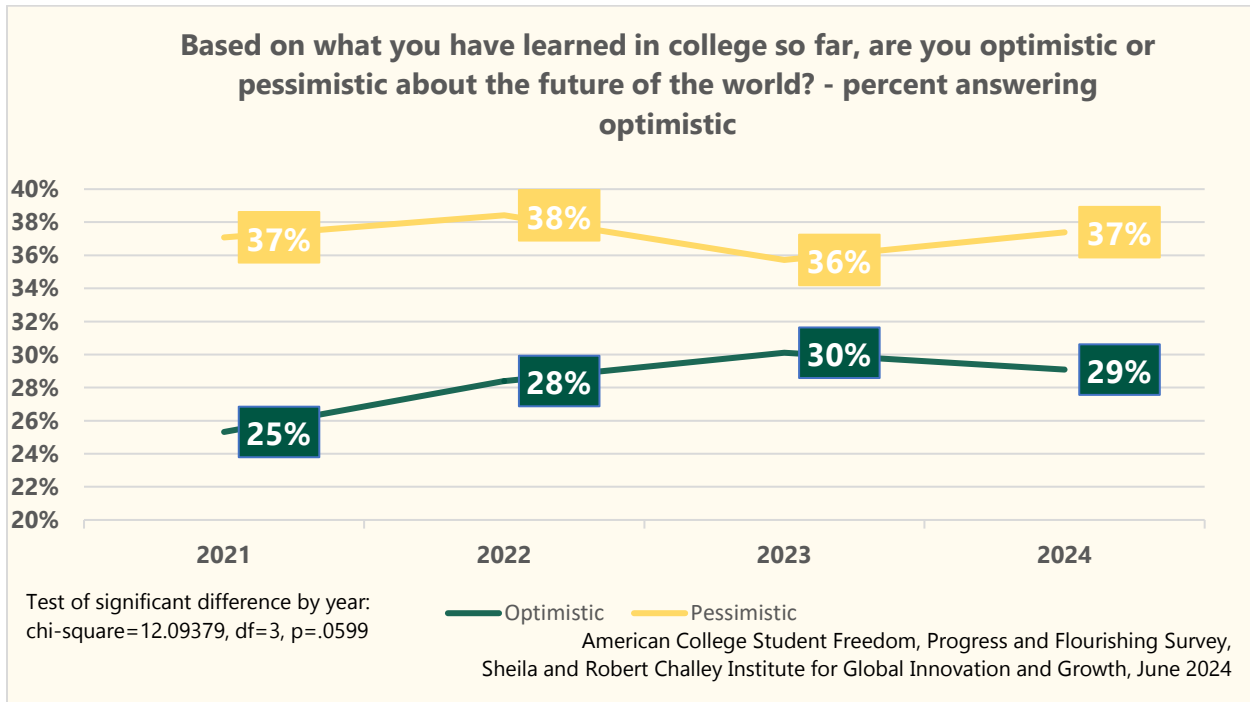


Figure 60: Few students have been optimistic about the future of the world since 2021.

There has been a large increase in the percent of conservative students who are optimistic about the future of the world since 2021. 21 percent were optimistic about the future of the world in 2021 compared to 30 percent today.

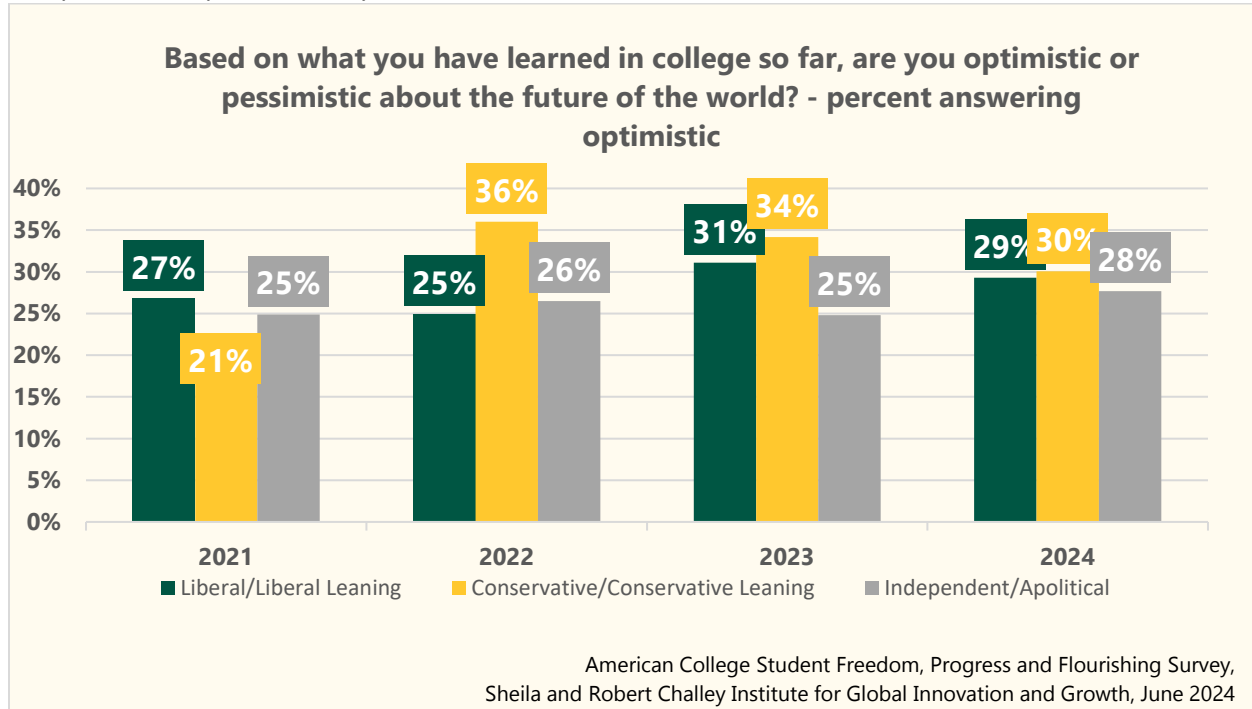


Figure 61: Student optimism about the future of the world for students with different ideologies over time.

Fewer conservative students are pessimistic about the future of the world compared to 2021. In 2021, 44 percent of conservative students were pessimistic about the future of the world compared to 38 percent today.

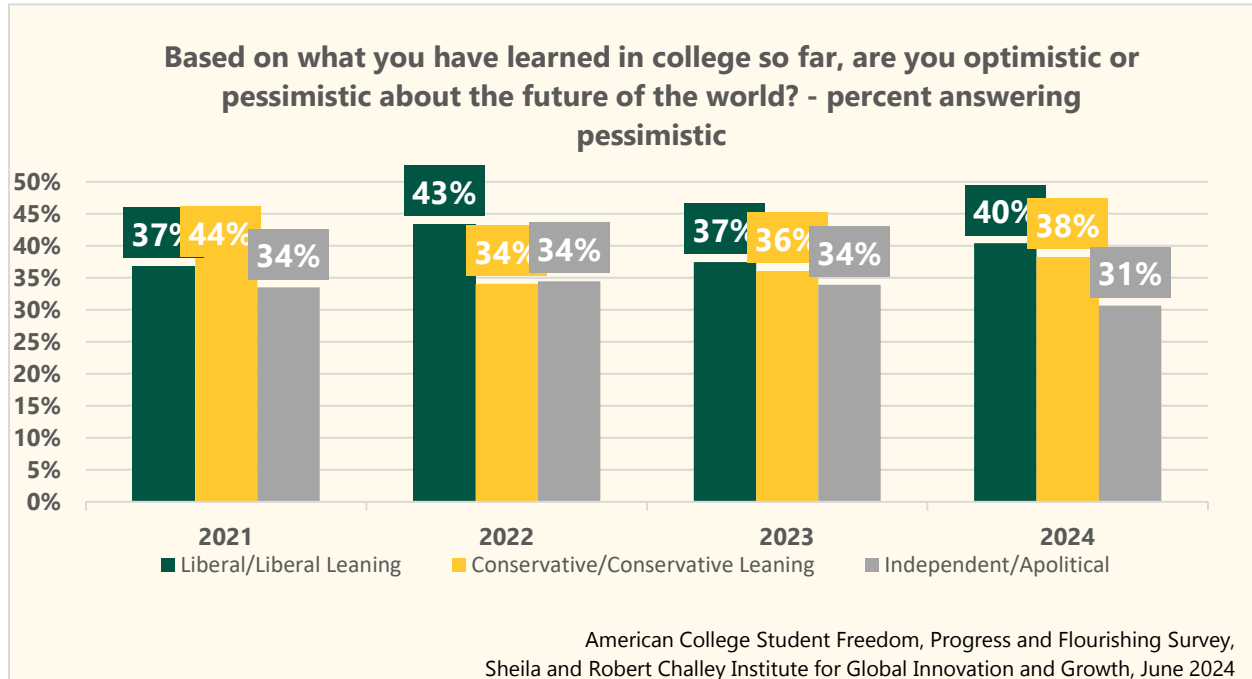


Figure 62: Student pessimism about the future of the world for students with different ideologies over time.

56 Percent of Students Believe that Life in the U.S. Has Gotten Worse or Stayed the Same Over the Last 50 Years

Based on what they have learned in college, 44 percent of students believe life has improved in the U.S. over the last 50 years, considering life expectancy, income per person, and education level. 46 percent of students think it has gotten worse, and another 10 percent say it has not changed.

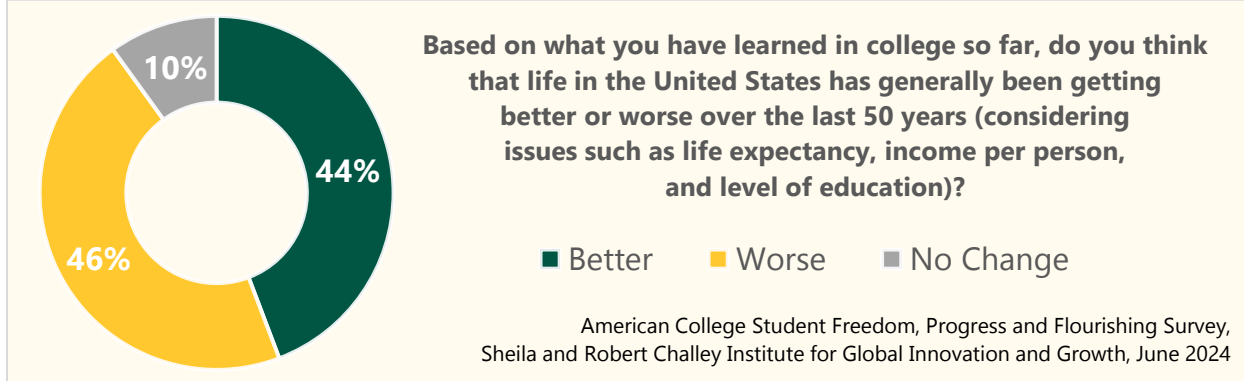


Figure 63: 44 percent of students think life has gotten better in the U.S. over the last 50 years, while 46 percent say it has gotten worse.

Liberal and conservative students (46 percent) are more likely to believe the U.S. has improved over the last 50 years than independent (38 percent) students.

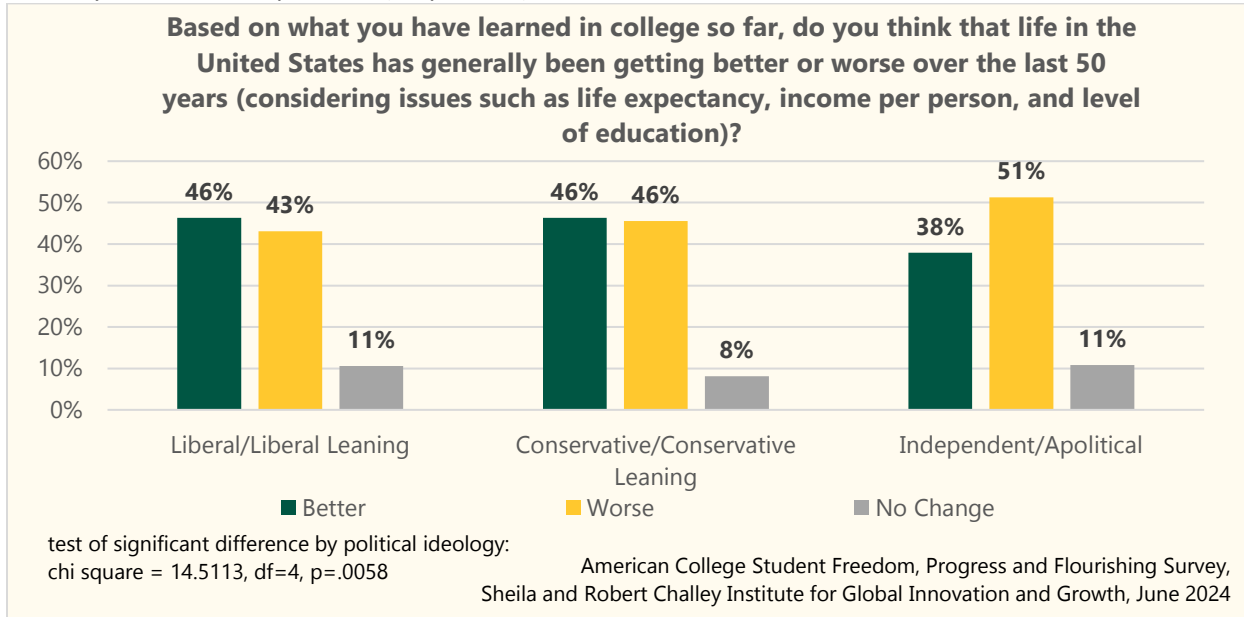


Figure 64: There are differences among students with different political ideologies on perceptions about whether the U.S. has improved over the last 50 years.

There is a significant difference in the percentage of male (51 percent), unknown/other (43 percent), and female (39 percent) students who believe the U.S. has improved over the last 50 years.

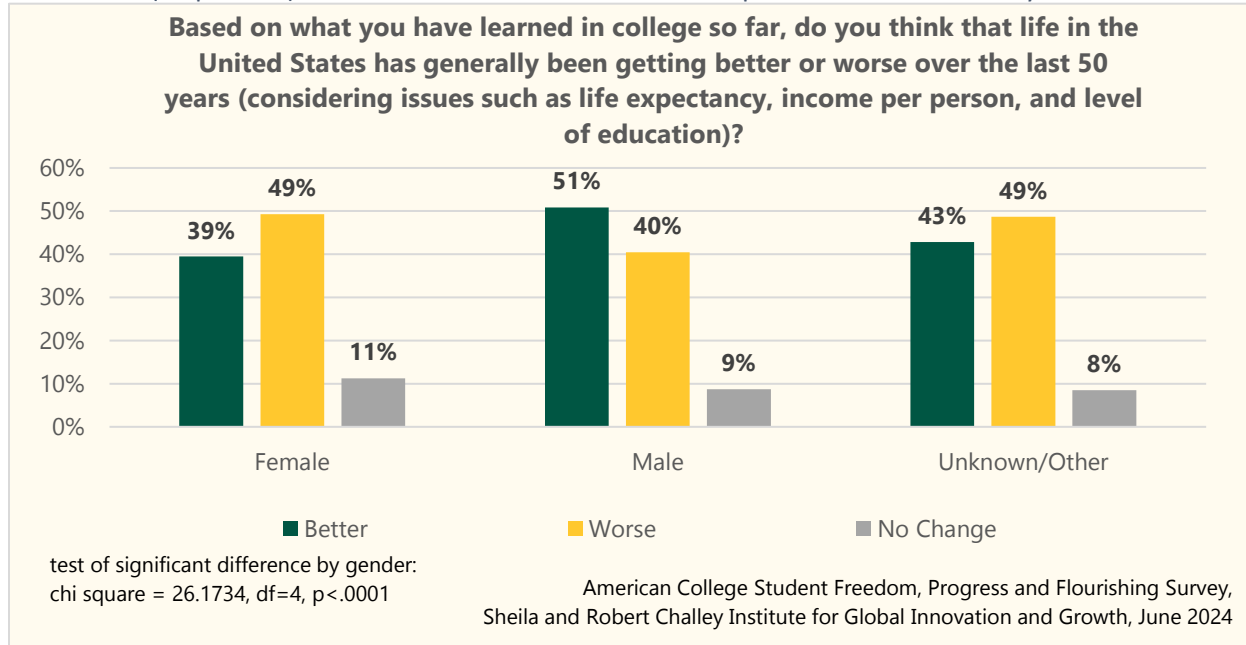


Figure 65: A larger percentage of male students think the world has improved over the last 50 years in comparison to unknown/other and female students.

There have been increases in the percentage of students who think the U.S. has improved and declined over the last 50 years since 2021, with less students thinking it hasn't changed.

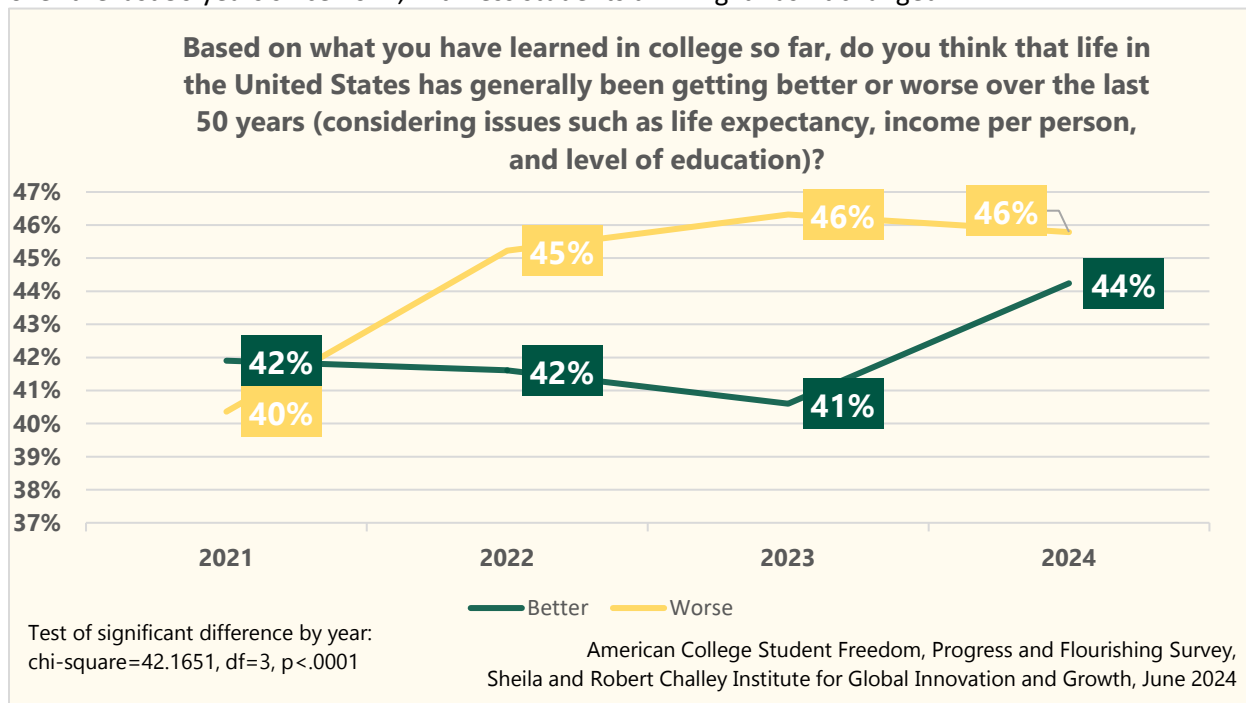


Figure 66: Changes in the percent of students who believe the U.S. has improved and declined over the last 50 years.

While there are some changes in percentages of students of different political ideologies believing the U.S. has gotten better or gotten worse over the last 50 years, they reflect fewer students saying it hasn't changed over the last 50 years.

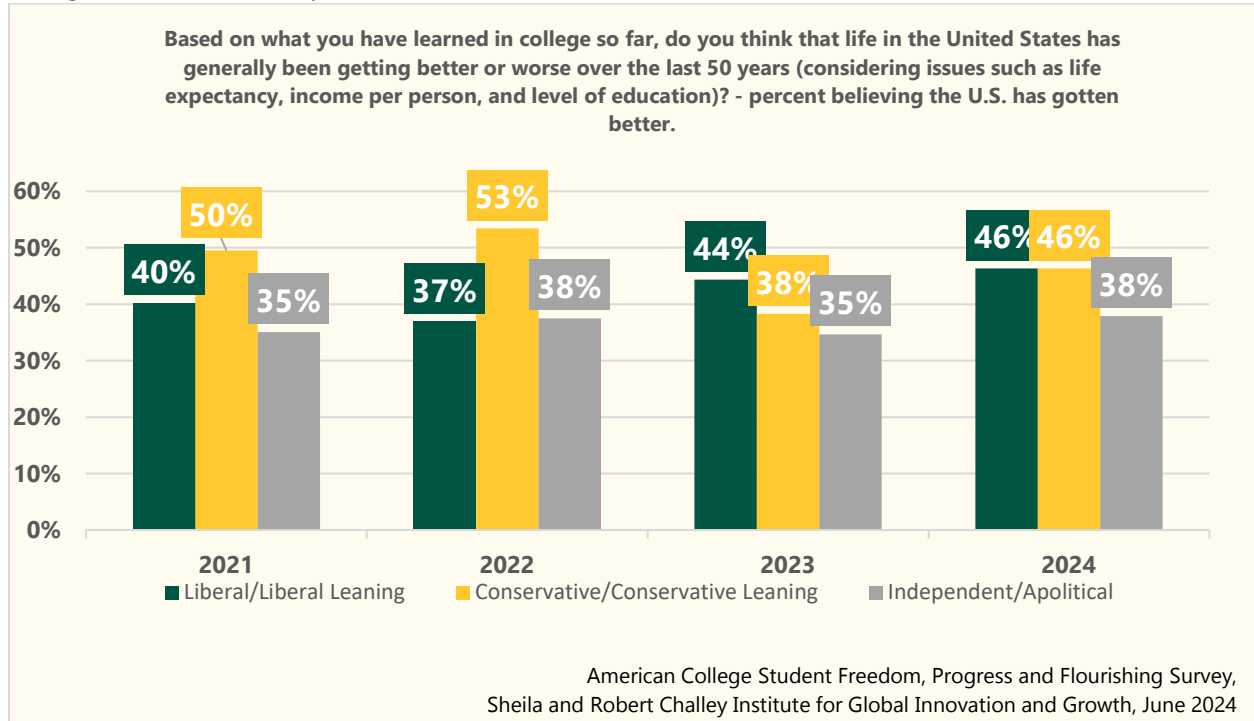


Figure 67: Percent of students believing the U.S. has improved over the last 50 years by political ideology.

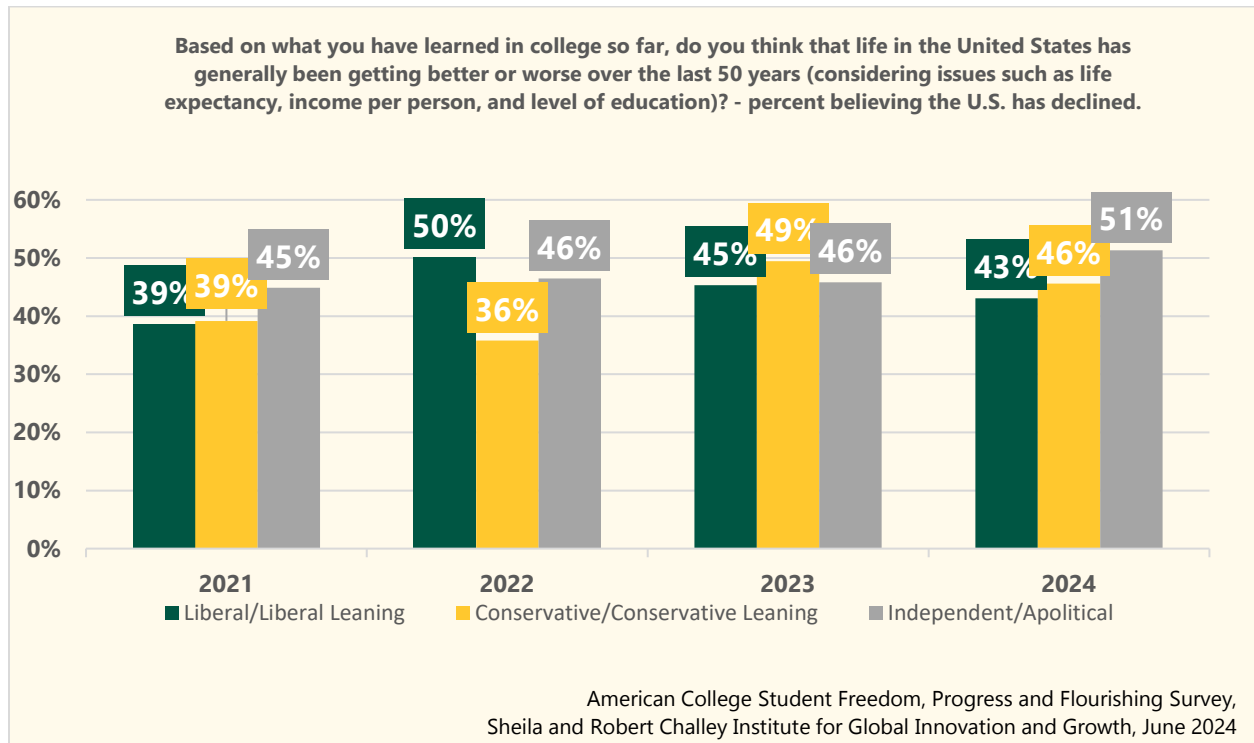


Figure 68: Percent of students believing the U.S. has declined over the last 50 years by political ideology.

For Students Who Think the U.S. Has Improved Over the Last 50 Years, Over Half Believe It Is Because of a Dynamic Marketplace

59 percent of students who think the U.S. has improved over the last 50 years believe the reason is because of a dynamic marketplace where entrepreneurs and others innovate to solve problems. 30 percent think it is because of increased government programs to redistribute resources. 11 percent attribute it to other things, including technology, education, civil rights, and others.



Figure 69: 59 percent of students who think the U.S. has improved attribute it to a dynamic marketplace.

There are large differences among students with different political ideologies in attributing the improvement in the U.S. over the last 50 years for those students who think it has improved. Conservative students (79 percent) are more likely to believe it is because of a dynamic marketplace in comparison to independent (57 percent) and liberal (49 percent) students, while liberal students (40 percent) are more likely to believe it is because of increased government redistribution programs in comparison to independent (27 percent) and conservative (13 percent) students.

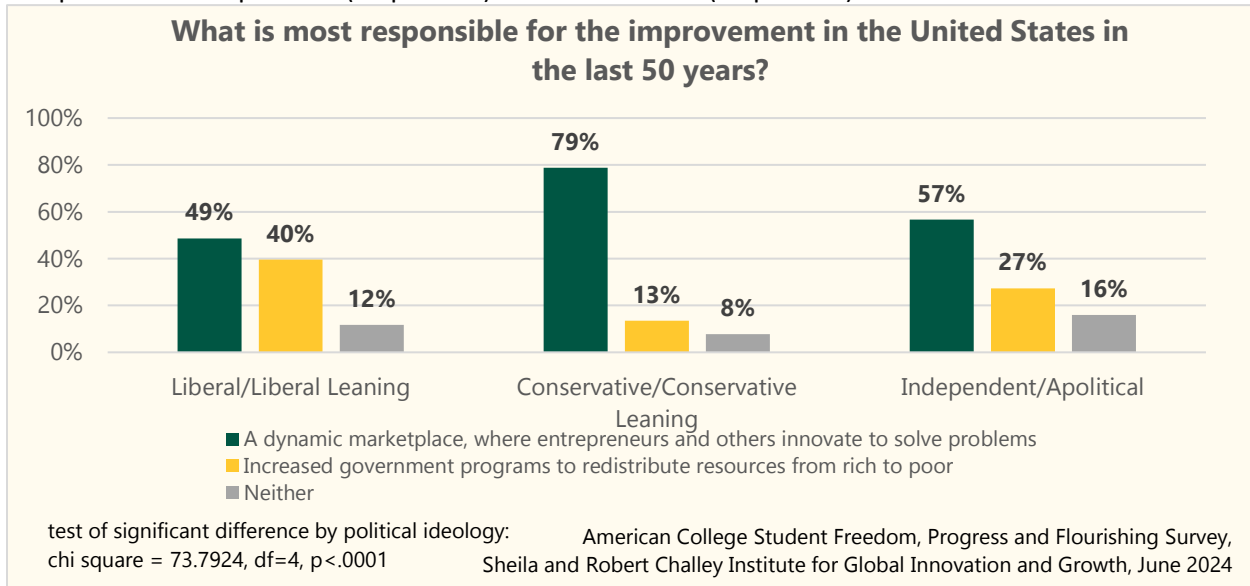


Figure 70: There are large differences among students with different political ideologies in attributing U.S. improvement.

While females and males have similar attributions for the improvement in the U.S., their attribution is different from unknown/others who are less likely to attribute the improvement to dynamism.

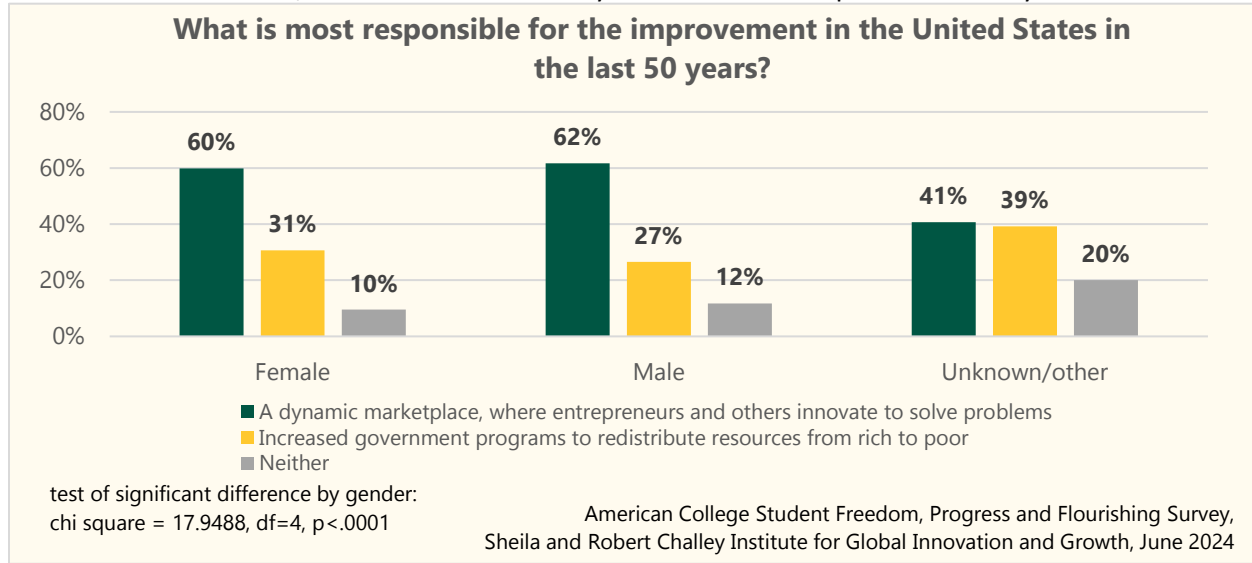


Figure 71: Attribution of the perceived improvement in the U.S. by gender.

Student answers to this question cannot be directly compared to last year since that year’s survey did not give students the option to include their own reason for the improvement. Nonetheless, for students who thought the U.S. had improved over the last 50 years they were more likely to attribute the improvement to a dynamic marketplace than to increased government programs last year. This qualitative result is the same this year.

For Students Who Think the U.S. Has Declined Over the Last 50 Years, Over Half Believe It Is Because There Are Not Enough Government Programs

For students who believe the U.S. has declined over the last 50 years, 51 percent believe it is because there are not enough government programs to ensure resources are used wisely. 31 percent think it is because too many regulations have restricted innovators from solving problems. 18 percent attribute it to other factors, including government, capitalism, greed, corruption, a change in values, and others.

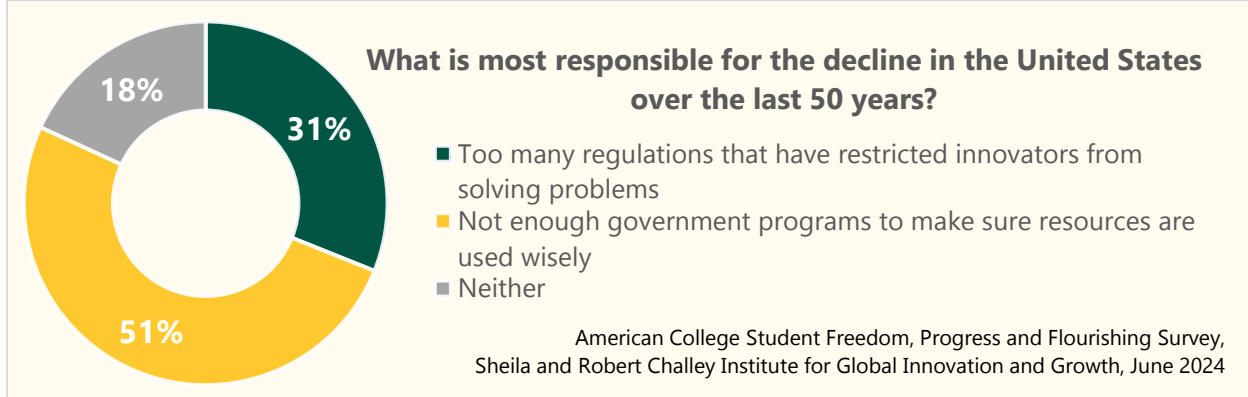


Figure 72: 51 percent of students attribute a perceived decline in the U.S. to not enough government programs.

There are large differences among students with different political views in attributing a perceived decline in the U.S. 63 percent of liberal students who think the U.S. has declined attribute it to not enough government programs, while 51 percent of independent students and 30 percent of conservative students attribute the perceived decline to a lack of government programs. On the other hand, 48 percent of conservative students attribute the perceived decline to too many regulations in comparison to 29 percent of independent students and 23 percent of liberal students.

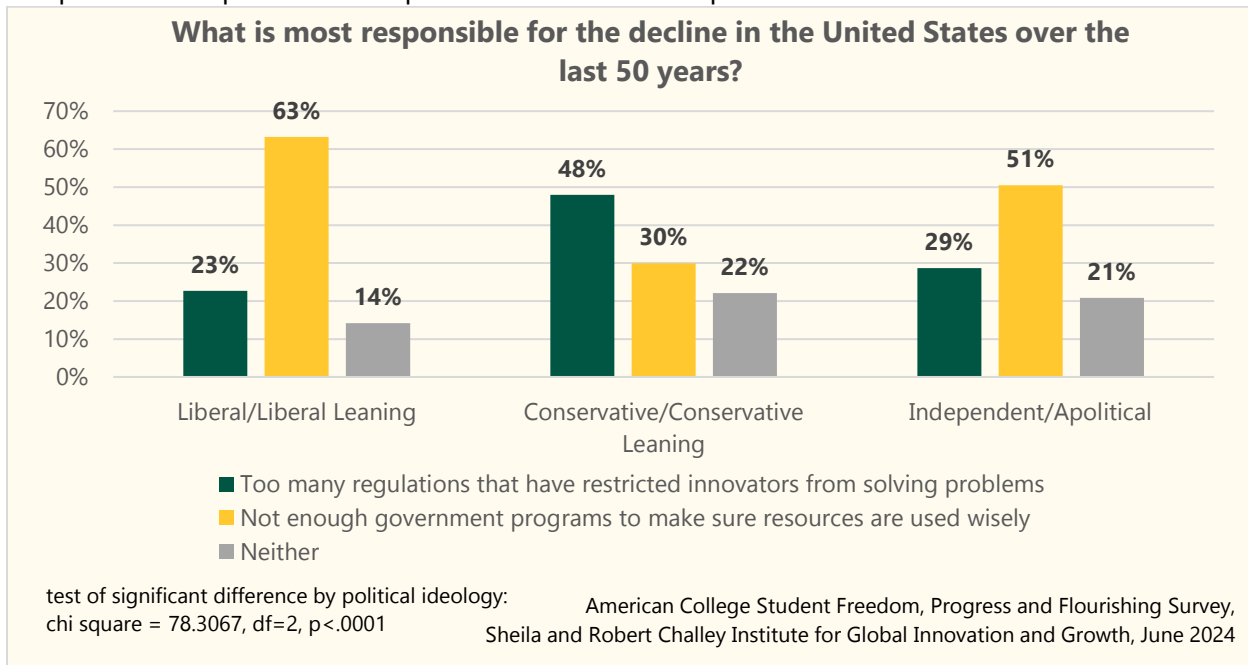


Figure 73: Large differences among students with different political views exist in attributing a perceived decline in the U.S.

There are also differences by gender in the attribution of the perceived decline of the U.S. over the last 50 years. Female students (57 percent) and unknown/other students (51 percent) are more likely to attribute the perceived decline to not enough government programs than male students (40 percent).

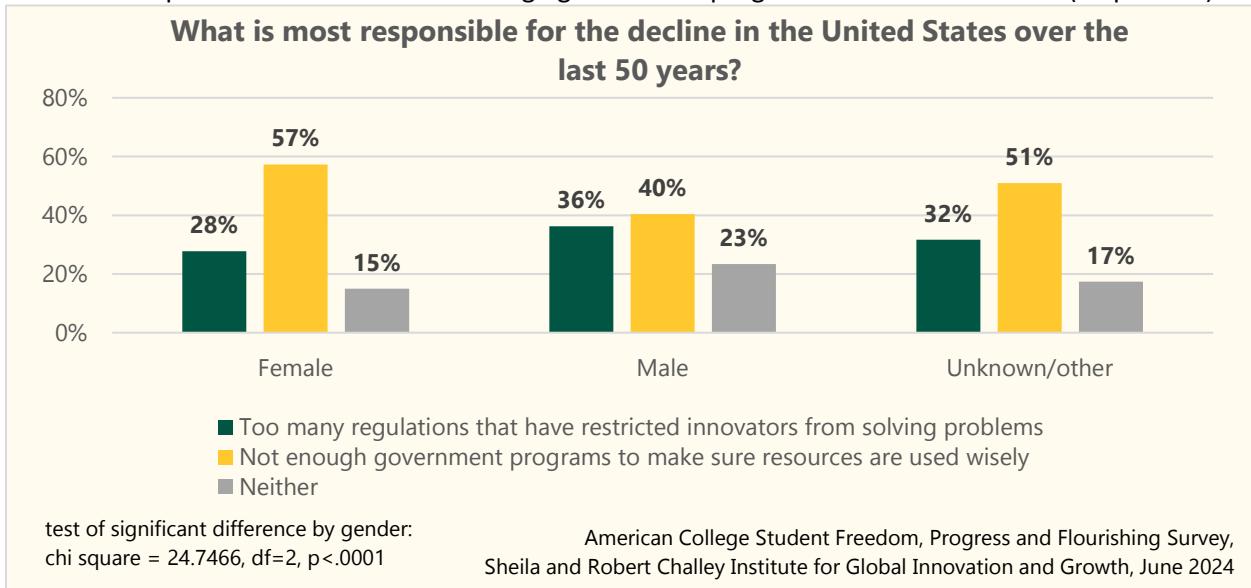


Figure 74: Differences in attribution of the perceived U.S. decline by gender.

While this answer cannot be directly compared to last year’s answer for a similar question since we didn’t give students the option to give their own reason for the perceived decline, the qualitative result is similar. Last year 53 percent of students attributed the perceived decline to not enough government programs, while 20 percent attributed it to too much regulation.

More than a Quarter of Students Are Optimistic About the Future of the U.S.

Based on what they have learned in college, 26 percent of students say they are optimistic about the future of the U.S. 46 percent are pessimistic about the future of the U.S., and 28 percent neutral.

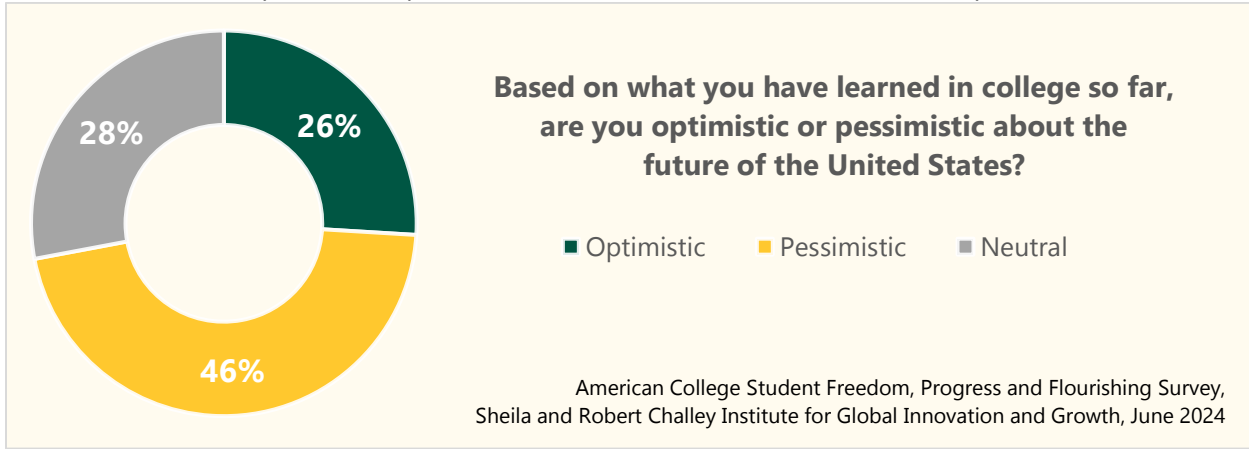


Figure 75: 26 percent of students are optimistic about the future of the U.S., while 46 percent are pessimistic.

Whether students have liberal, conservative, or independent political views, more than 40 percent are pessimistic about the future of the U.S. Less than 30 percent are optimistic about the future of the U.S. in each political group.

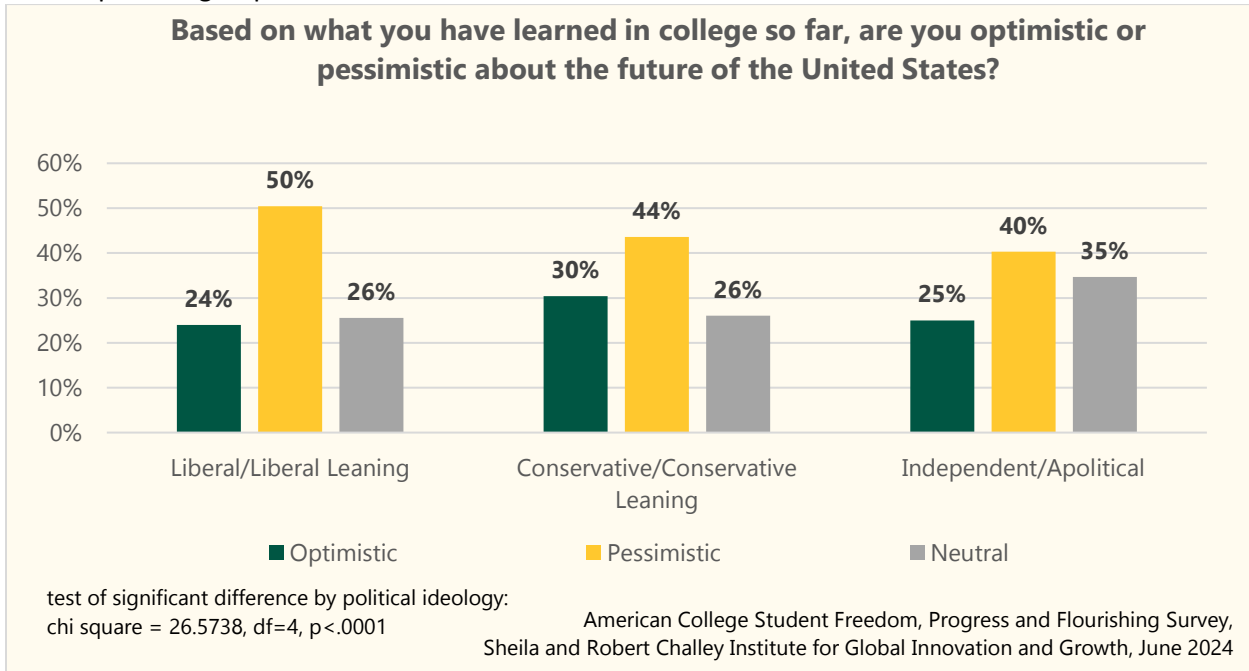


Figure 76: A majority of students are pessimistic or neutral about the future of the U.S.

Although most students are pessimistic or neutral about the future of the U.S., male students (32 percent) are more optimistic than female (22 percent) or unknown/other (19 percent) students.

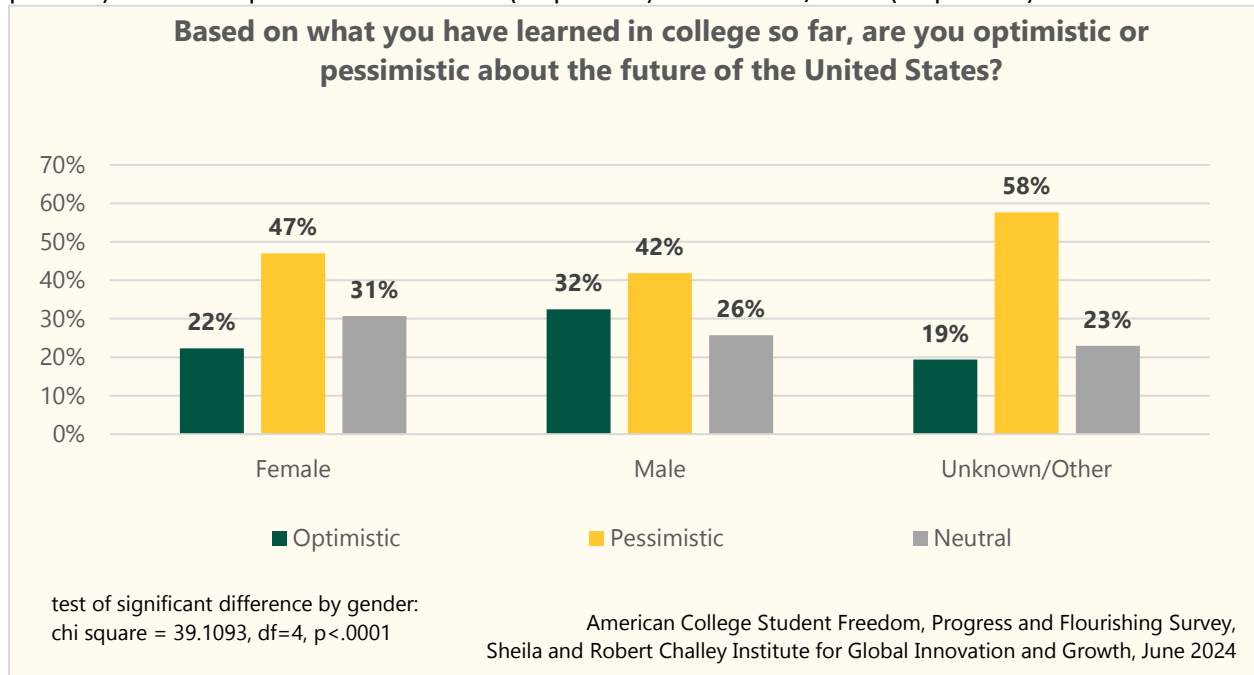


Figure 77: Differences in optimism about the future of the U.S. by gender.

There has been an increase in student optimism and pessimism about the future of the U.S. since 2021.

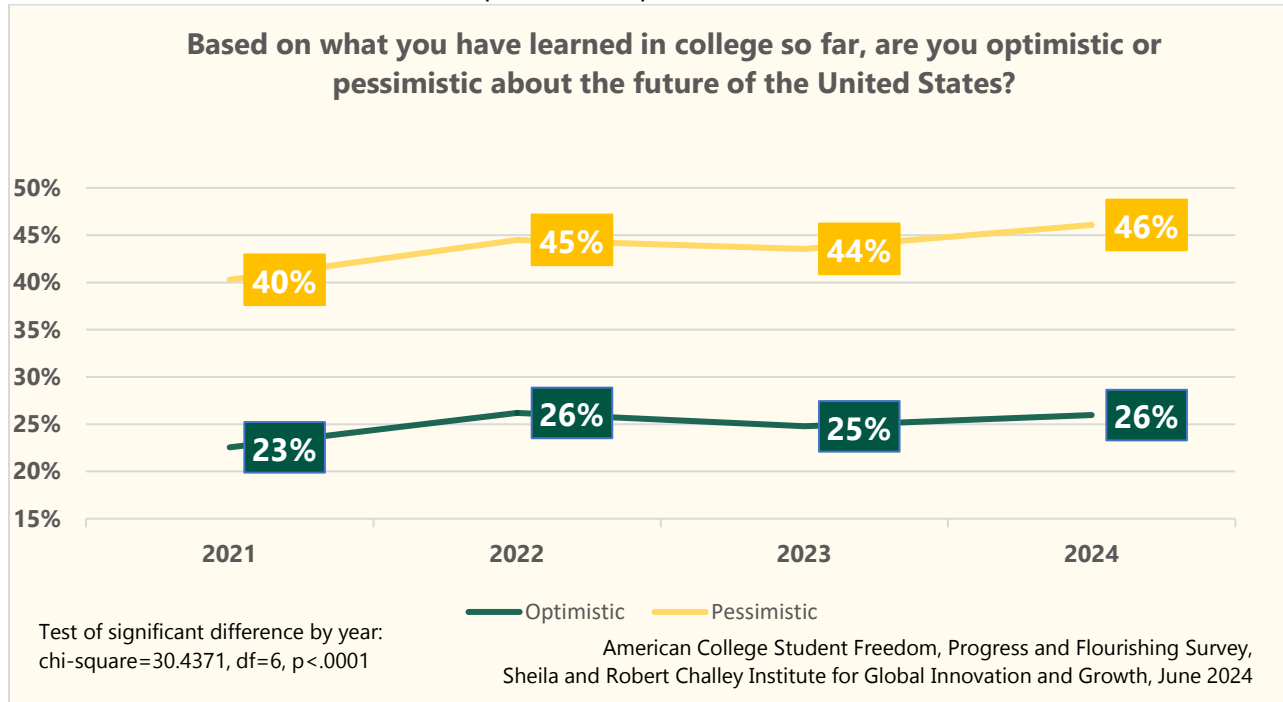


Figure 78: Student optimism and pessimism about the future of the U.S. has increased since 2021.

While more liberal, conservative, and independent students say they are optimistic about the future of the U.S. than in 2021, there are also more liberal and independent students who say they are more pessimistic about the future of the U.S. than in 2021. For the most part, there are fewer students with a neutral view about the future of the U.S.

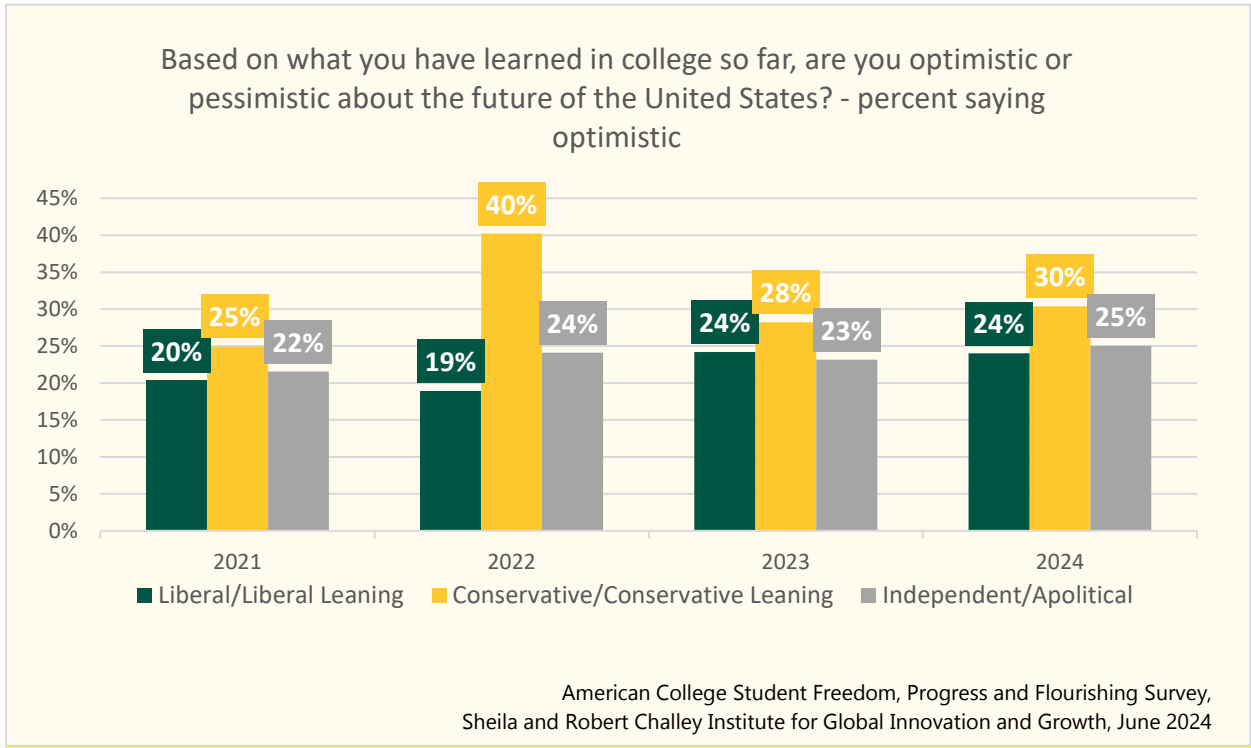


Figure 79: Student optimism about the future of the U.S. by political ideology over time.

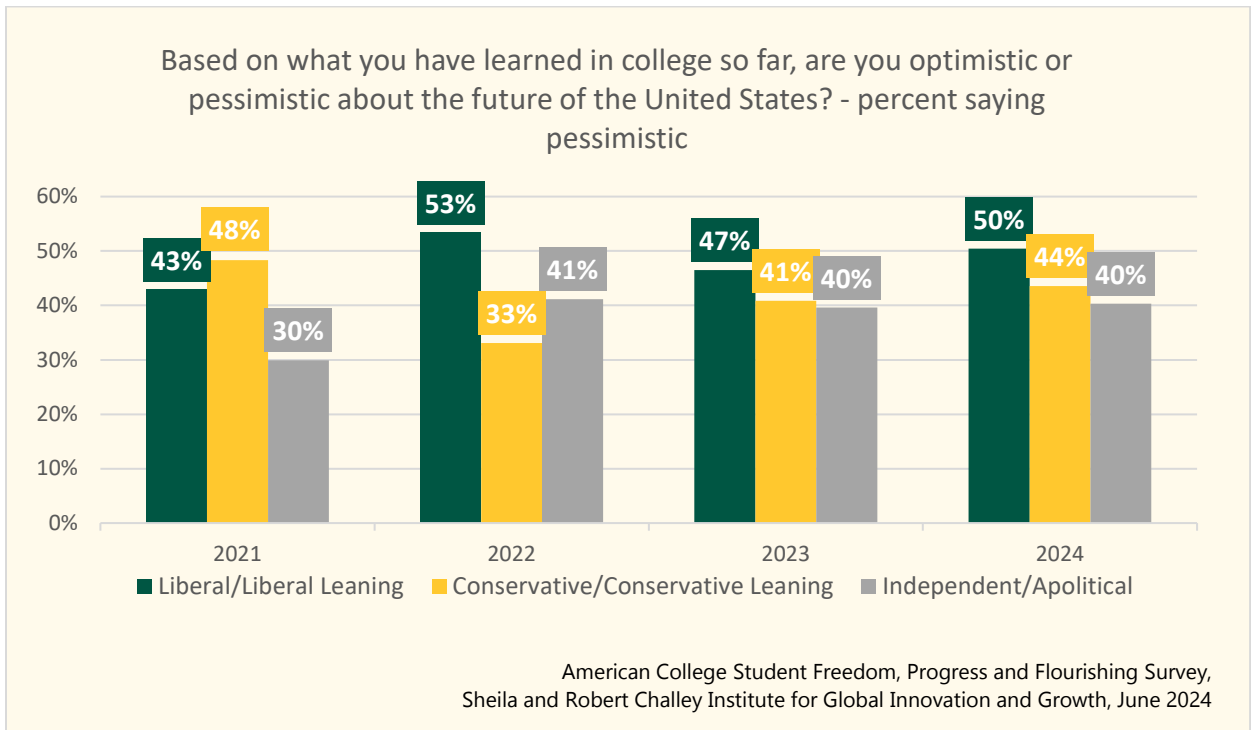


Figure 80: Student pessimism about the future of the U.S. by political ideology over time.

More than Half of Students Are Optimistic About Their Own Future

Based on what students have learned in college, 57 percent say they are optimistic about their own future, while 21 percent are pessimistic about their own future, and 22 percent are neutral.

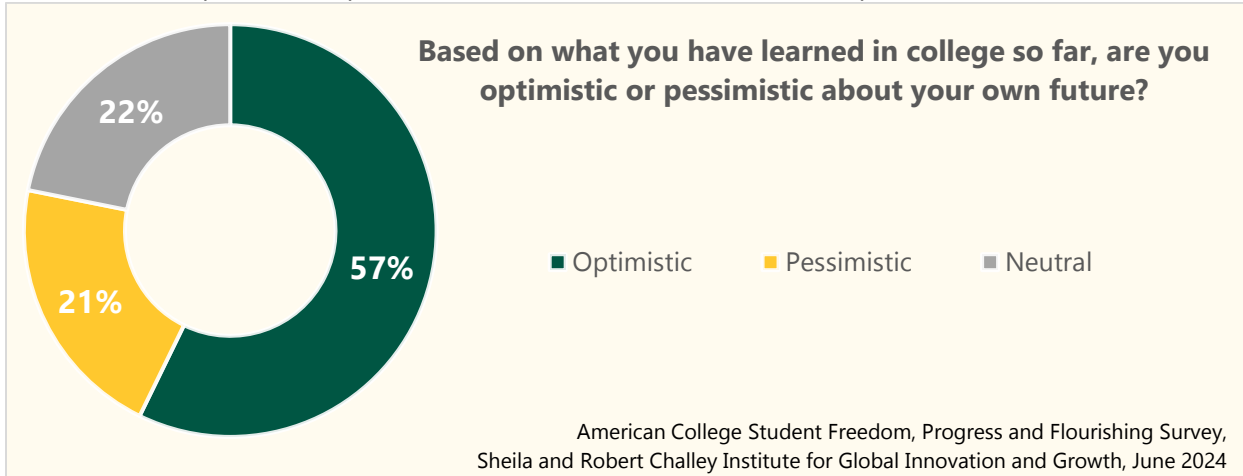


Figure 81: 57 percent of students are optimistic about their own future.

Significant differences in optimism about their own futures exist between students with different political ideologies. 65 percent of conservative students are optimistic about their own future, compared to 57 percent of liberal students and 49 percent of independent students.

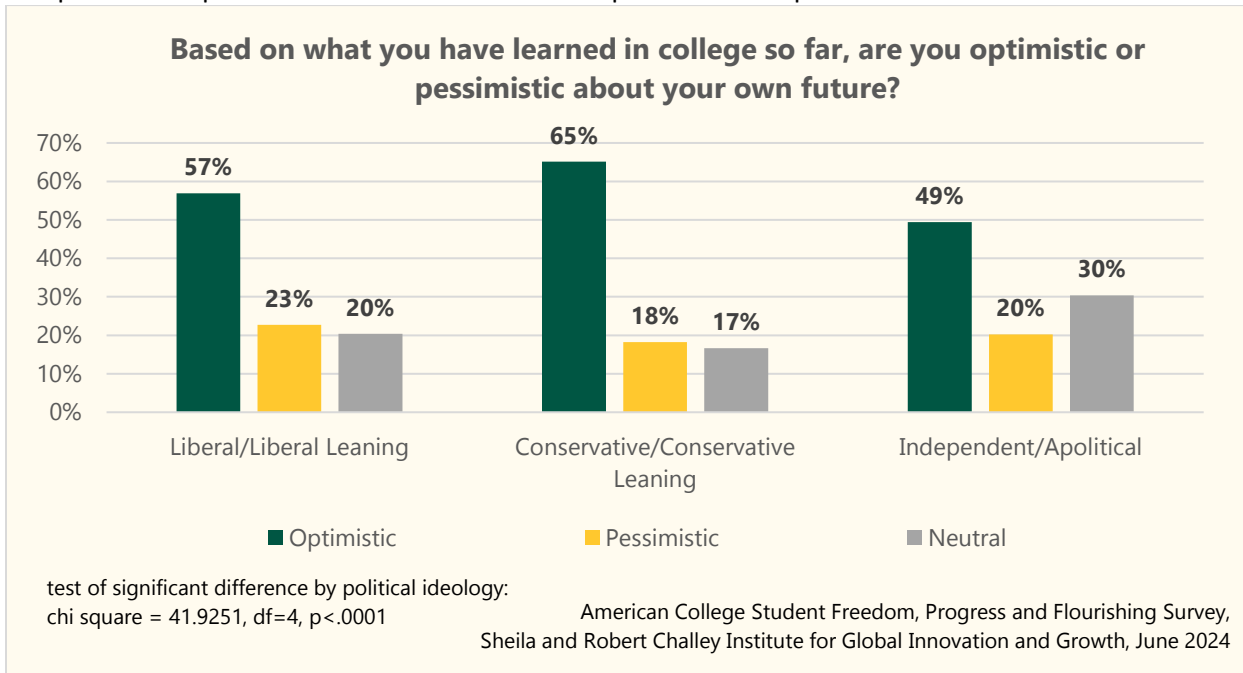


Figure 82: There are significant differences in optimism about their own futures for students with different political ideologies.

Female (58 percent) and male (62 percent) students are more optimistic about their own future in comparison to unknown/other (35 percent) students.

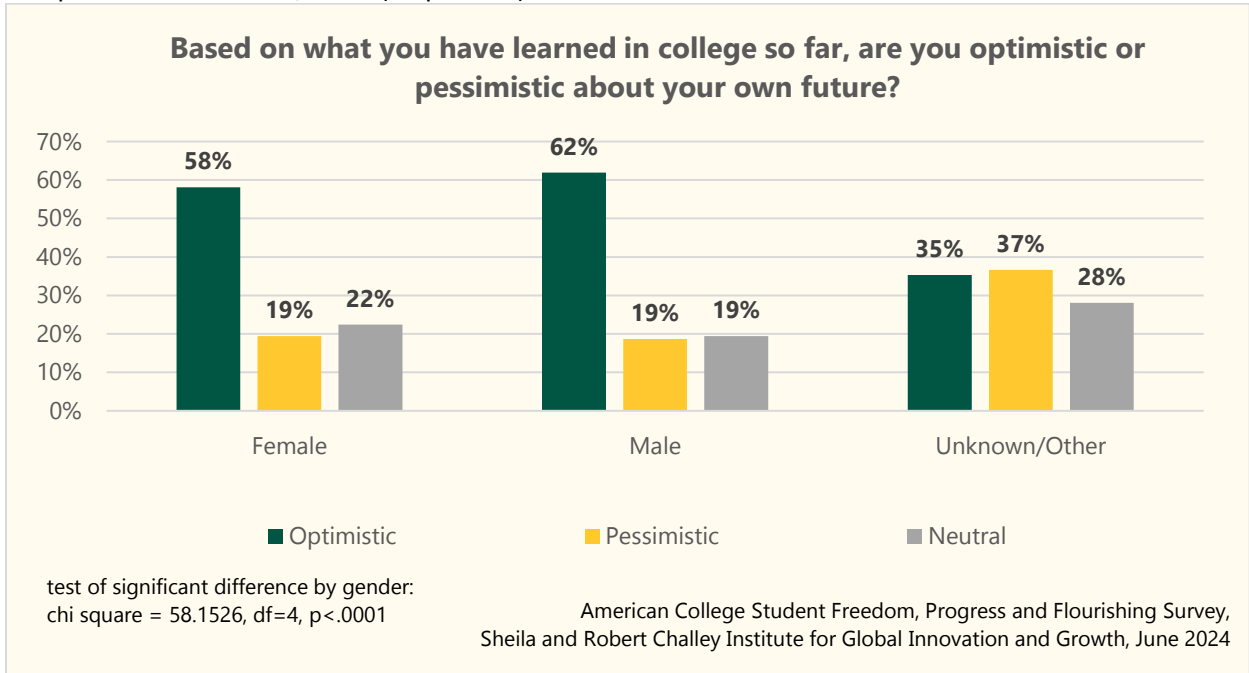


Figure 83: Differences in optimism about own future by gender.

There has been a change in student optimism about their own futures over time. While 53 percent were optimistic in 2021, the level of optimism dropped to 51 percent in 2022, before increasing to 57 percent this year.

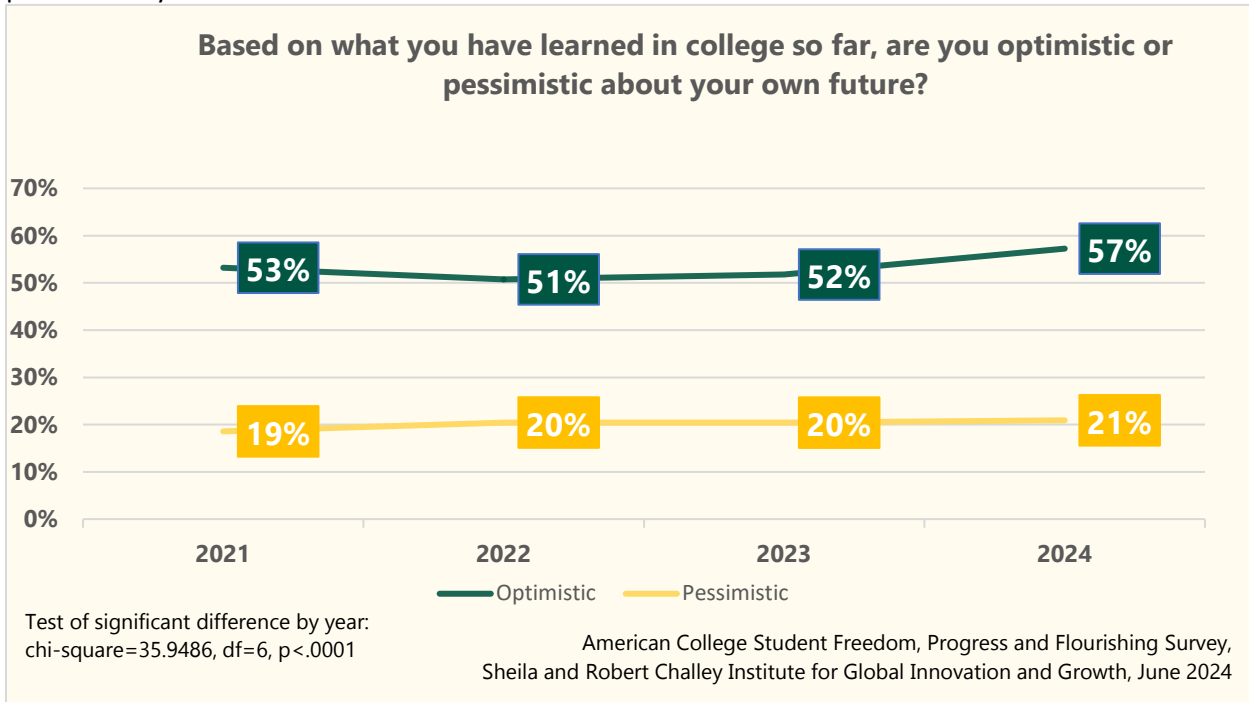


Figure 84: Student optimism and pessimism about their own futures over time.

The percent optimistic about their own future has increased for liberal students and conservative students, but the percent pessimistic about their own future has also increased for liberal students. For independent students, the percent optimistic has declined and the percent pessimistic has increased.

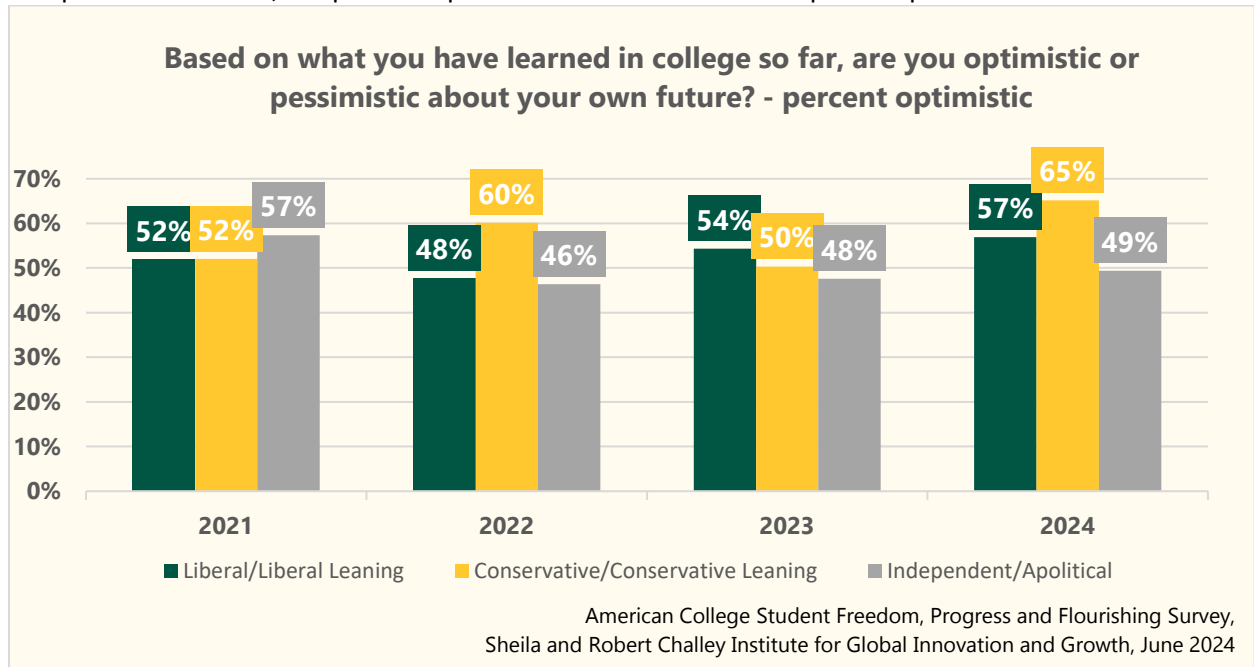


Figure 85: Optimism about own future by political ideology over time.

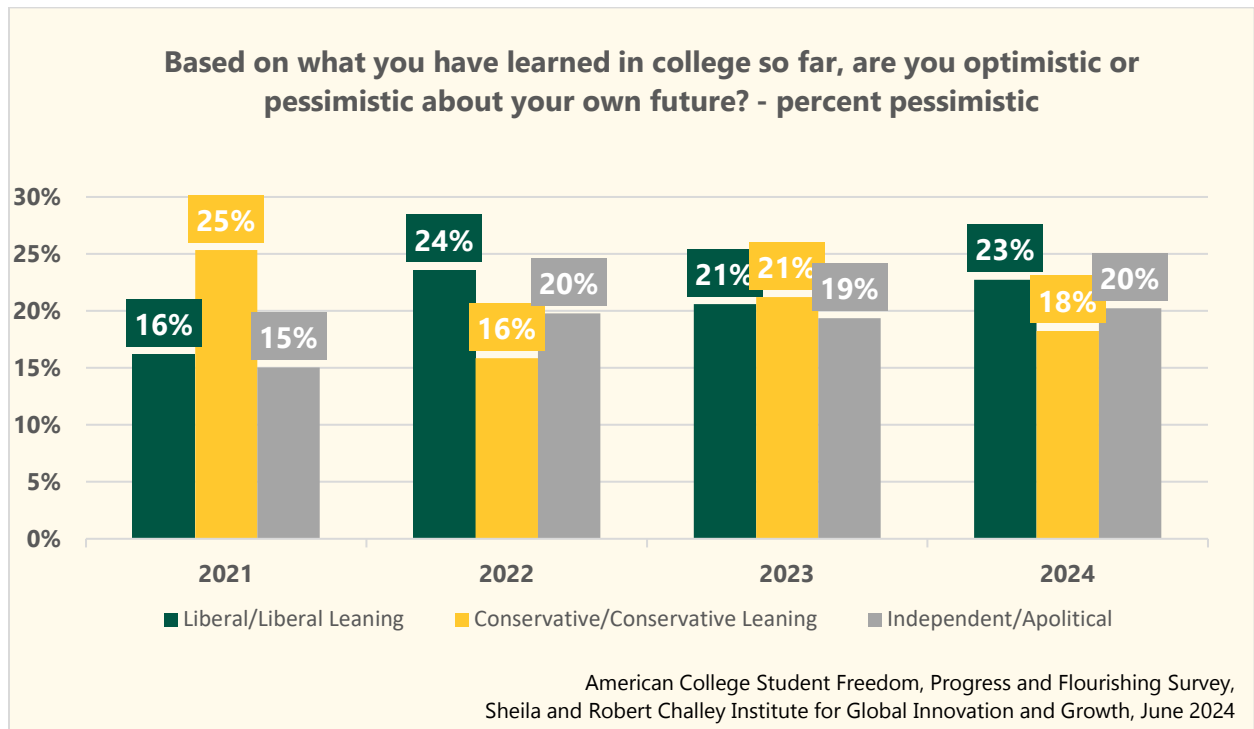


Figure 86: Pessimism about own future by political ideology over time.

Half of Students Are Optimistic About Their Ability to Make a Difference in the World

Based on what students have learned in college so far, the percent who are optimistic about their ability to make a difference in the world is 50 percent, compared to 23 percent who are pessimistic.

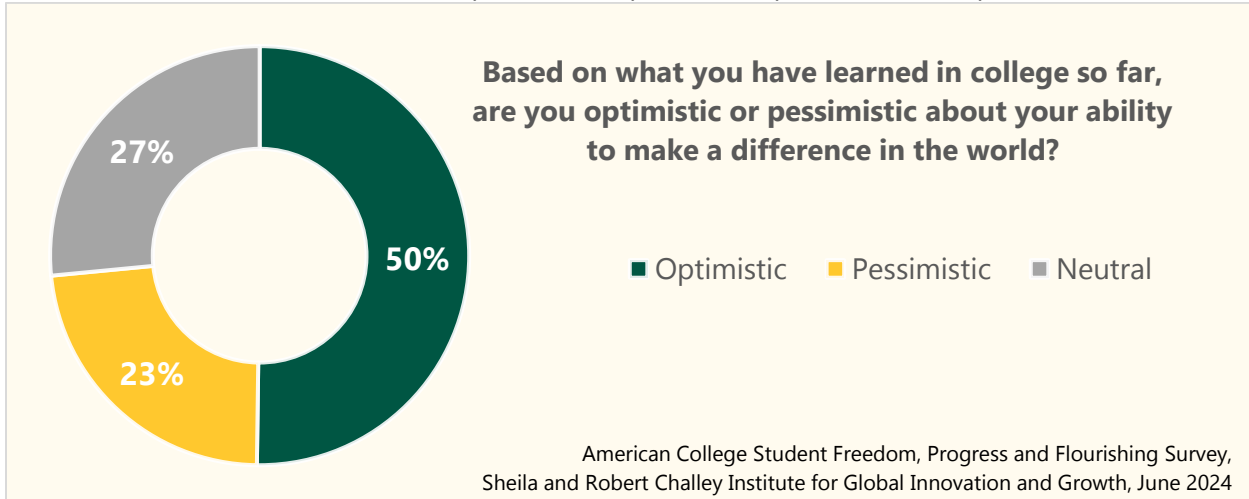


Figure 87: Half of students are optimistic about their ability to make a difference in the world.

Just over half of conservative and liberal students are optimistic in their own ability to make a difference in the world, compared to 41 percent of independent students.

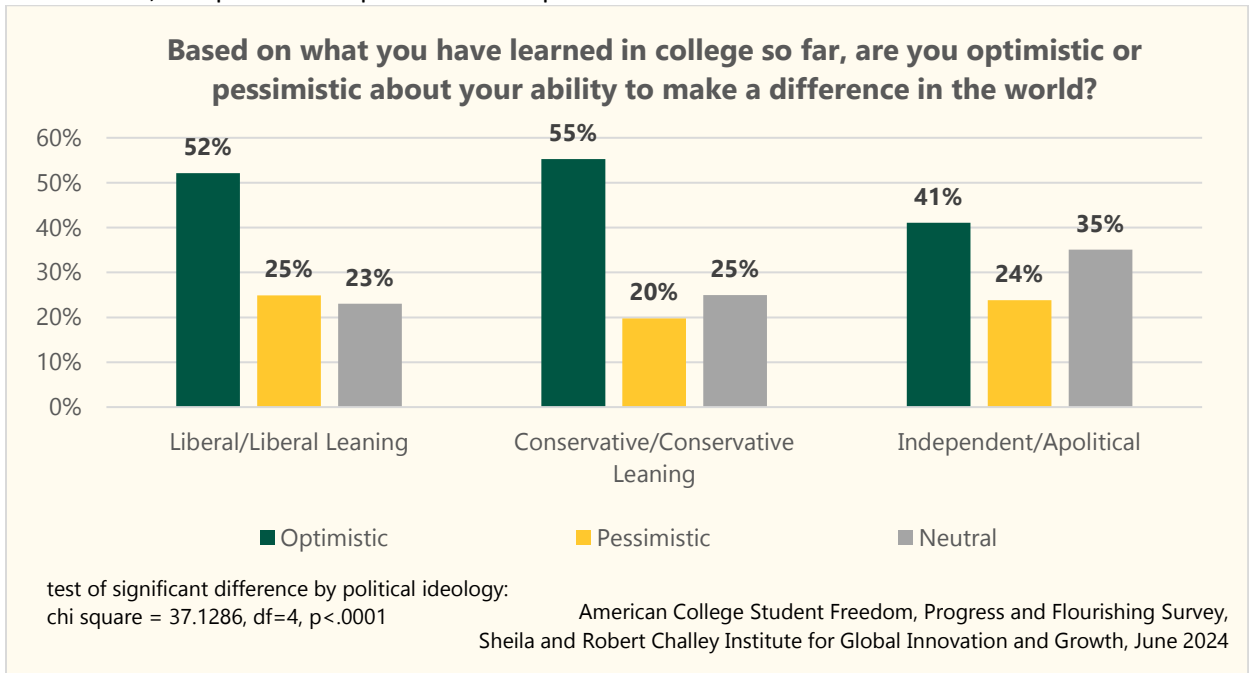


Figure 88: Over half of liberal and conservative students are optimistic about their ability to make a difference in the world, while 41 percent of independent students are.

51 percent of female and male students are optimistic about their ability to make a difference in the world, compared to 40 percent of unknown/other students who are optimistic about their ability to make a difference in the world.

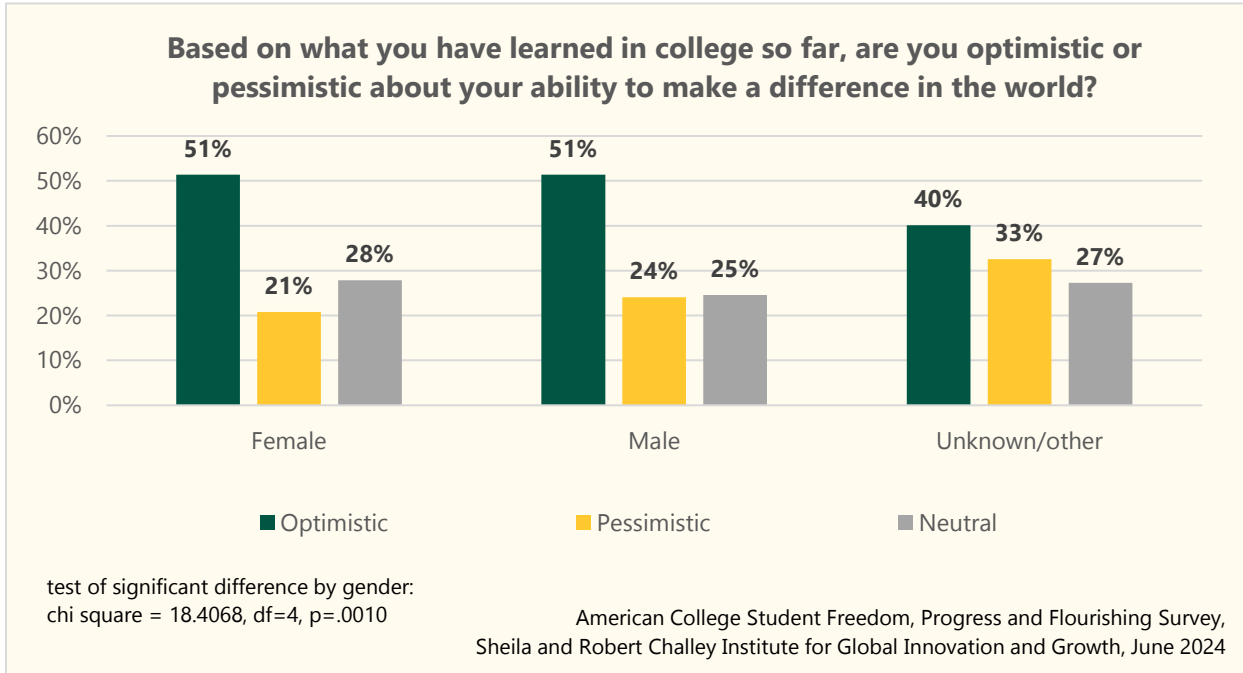


Figure 89: Differences in optimism in ability to make a difference by gender.

Over time, students' optimism about their ability to make a difference in the world over time has significantly increased.

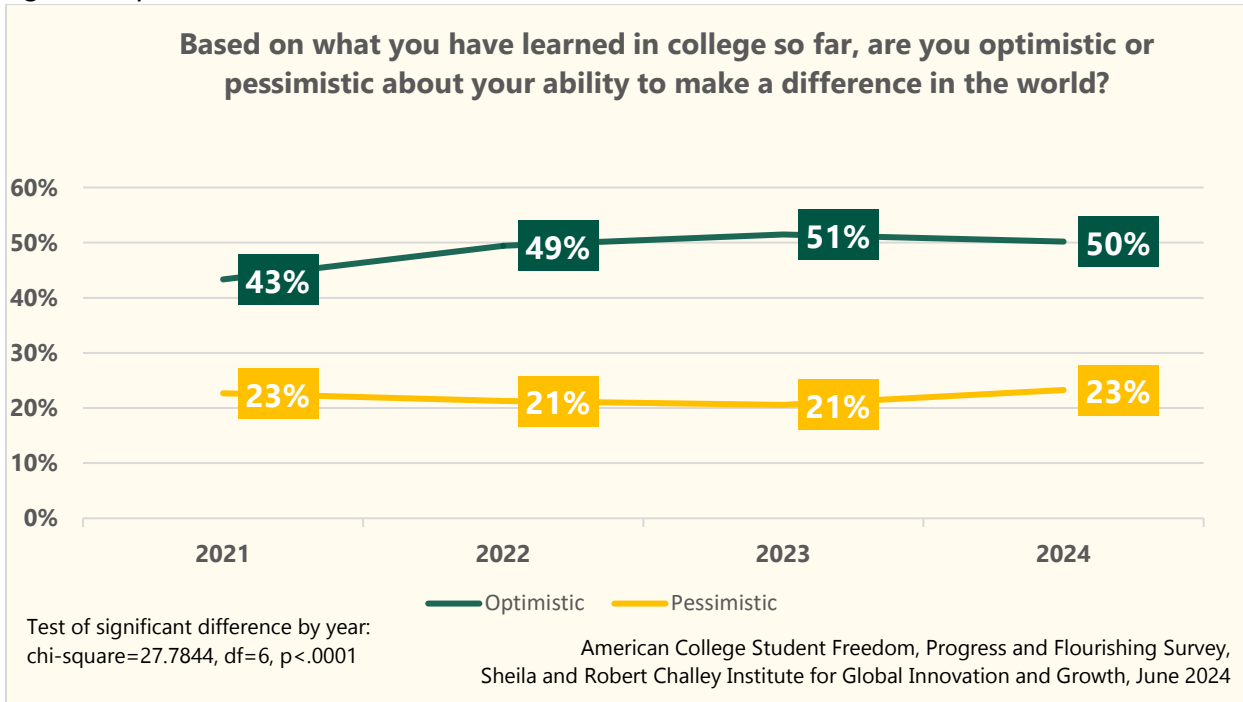


Figure 90: Students are more optimistic about their ability to make a difference in the world in comparison to 2021.

Conservative and liberal students have become significantly more optimistic about their ability to make a difference in the world since 2021.

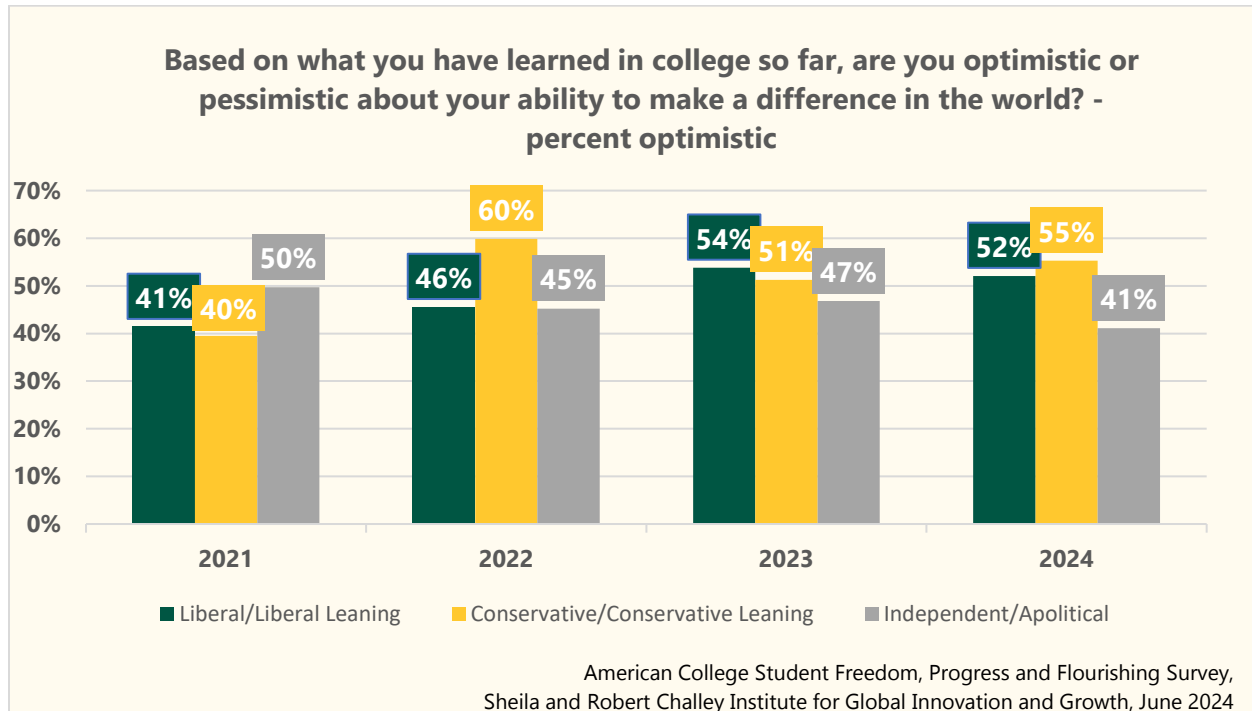


Figure 91: Change in optimism about an ability to make a difference by political ideology over time.

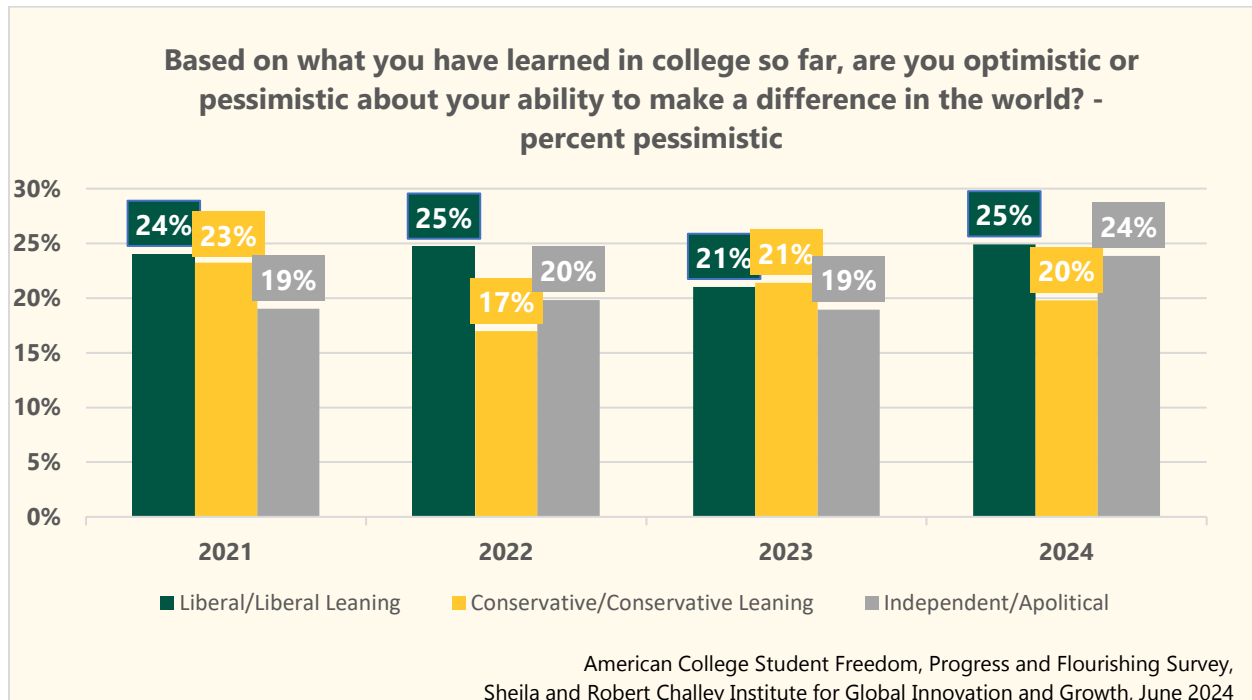


Figure 92: Change in pessimism about an ability to make a difference by political ideology over time.

Nearly Two-Thirds of Students Are Proud to Be American

Among students who are U.S. citizens, 23 percent of students are very proud to be American and another 41 percent are somewhat proud to be American. In contrast, 27 percent say they are not too proud and 9 percent not at all proud to be American.

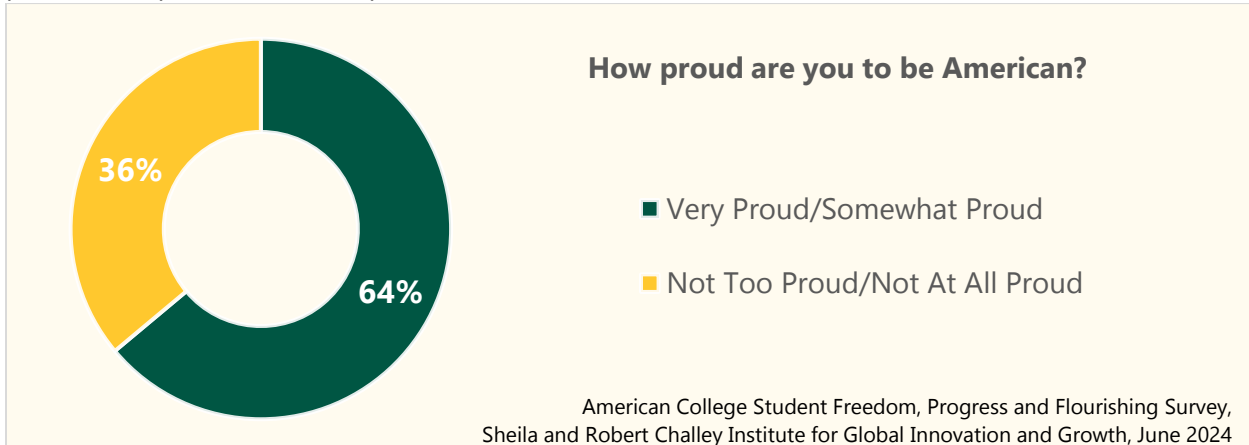


Figure 93: 64 percent of students say they are proud to be American.

These percentages vary widely by students with different political views. Only 11 percent and 41 percent of liberal students say they are very proud and somewhat proud to be American, respectively. By comparison, 48 percent and 39 percent of conservative students say they are very proud and somewhat proud to be American, respectively. 20 percent and 42 percent of independent students say they are very proud and somewhat proud to be American, respectively.

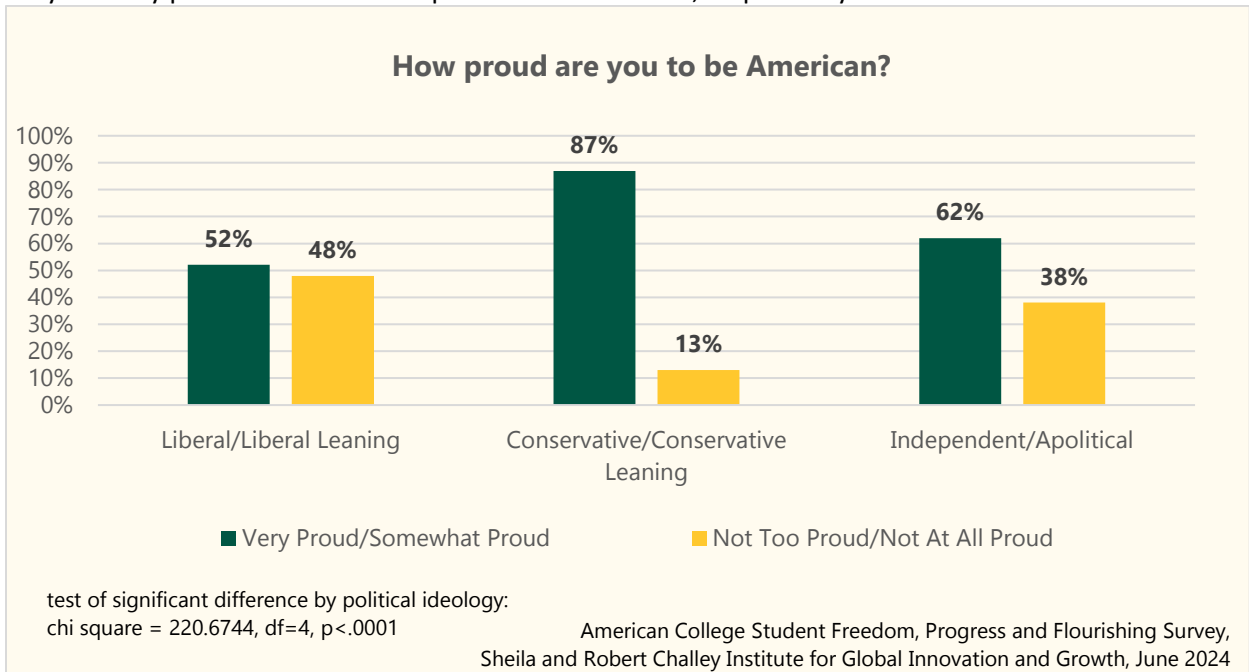


Figure 94: Students with different political views vary widely on their pride in being American.

19 percent and 45 percent of female students are very proud and somewhat proud to be American, respectively. 32 percent and 40 percent of male students are very proud and somewhat proud to be American, while 11 percent and 22 percent of unknown/other students are proud to be American. The percent who are not at all proud to be American is 8 percent for female and male students, and 22 percent for unknown/other students.

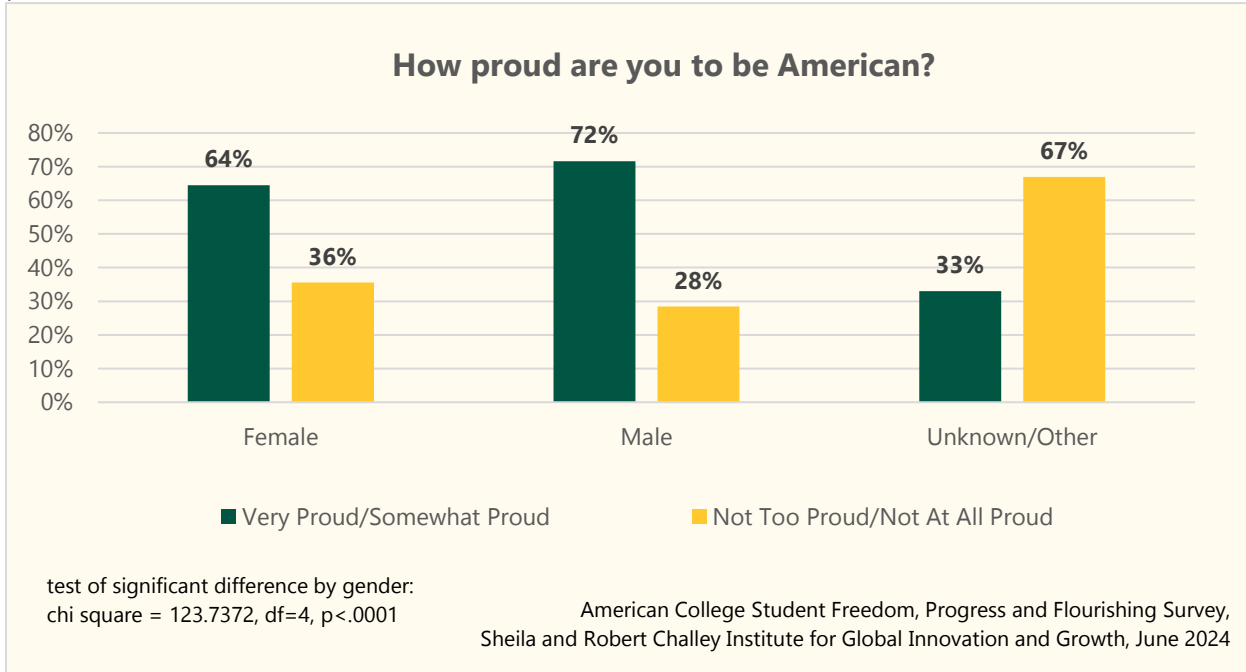


Figure 95: Percent of students who are proud to be American by gender.

There has been a significant increase in the percentage of students saying they are proud to be American over time.

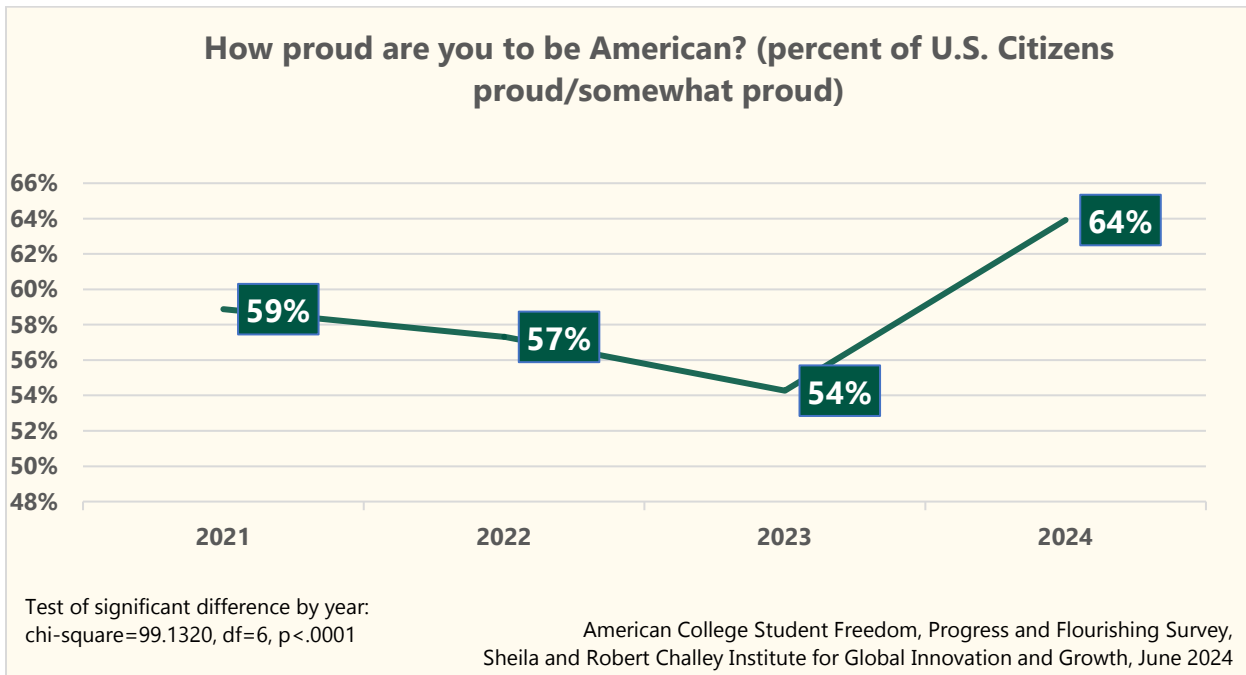


Figure 96: The percent of students who say they are proud to be American over time.

There have been significant changes in being proud to be American for students with different ideologies over time. Notably, the percent of liberal students who are proud to be American has increased from 40 percent in 2021 to 52 percent today.

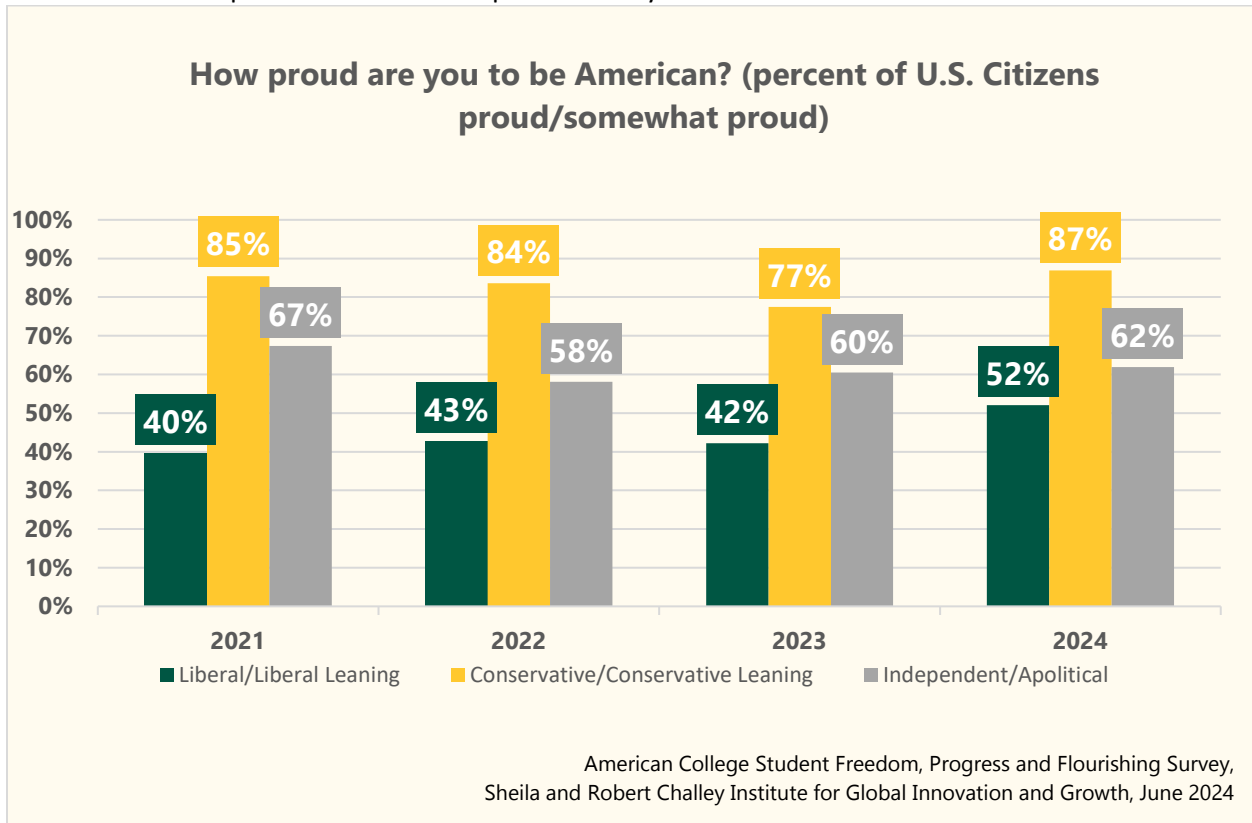


Figure 97: Percent of students who are proud to be American by political ideology over time.

Section 3: Capitalism and Socialism

Since economic systems play a central role in influencing economic opportunity and overall societal prosperity, we asked students a variety of questions related to their views on capitalism and socialism, including: (1) how they define each system; (2) their attitudes toward capitalism and socialism; (3) how their attitudes have changed; and (5) the influence of professors on their views.

When presented with two different definitions of capitalism—one reflecting free market capitalism and one describing cronyism—over half of the students selected the free market definition, though a large percent (37 percent) confuse cronyism with capitalism. Most students do not view capitalism positively (with only 27 percent having a positive view of capitalism), but their views on capitalism vary widely depending on how they define it. For students that define capitalism as free market capitalism, twice as many have a positive view as a negative view (36 percent versus 18 percent), while nearly four times as many students defining capitalism as cronyism have a negative view (55 percent versus 15 percent).

When presented with two definitions of socialism, students were more likely to select the definition focused on redistribution and active government (56 percent) than the definition of central planning and the collective ownership of goods (41 percent). Only 25 percent of students have a positive view of socialism, though their opinion of socialism varies as a function of how they define it. For those who define socialism as heavy redistribution and active government, 33 percent have a positive view and 20 percent have a negative view of socialism. In contrast, for those who define socialism as central planning and the collective ownership of property, 14 percent have a positive view and 46 percent have a negative view of socialism.

Although a majority of students say that college hasn't influenced their opinion of capitalism, for those that have, twice as many report that college has given them a more negative opinion of capitalism (26 percent overall) as report that college has given them a more positive opinion of capitalism (13 percent overall). For socialism, 16 percent of students report that college has given them a more positive opinion of socialism and 16 percent report that college has given them a more negative opinion of socialism.

Students report that if professors share their opinions on capitalism and socialism, they are more often positive toward socialism and negative toward capitalism. 26 percent of students say that professors have expressed unfavorable views of capitalism, 21 percent have expressed favorable views, 21 percent say professors have expressed positive views of socialism, and 18 percent have expressed negative views.

There are significant differences in views of capitalism and socialism by political ideology. Conservative students are more likely to define capitalism as free market capitalism, to have a positive view of capitalism, to define socialism as central planning, and to have a negative view of socialism in comparison to liberal and independent students.

There are also significant differences in views of capitalism and socialism by gender. Male students are more likely to define capitalism as free market capitalism, to have a positive view of capitalism, to define socialism as central planning, and to have a negative view of socialism in comparison to female and unknown/other students.

Important changes in views of capitalism and socialism have occurred since our initial survey in 2021. There has been a significant increase in the percentage of students defining capitalism as free market capitalism, in the percent who say college has given them a more favorable view of capitalism, and in the percent who say professors have expressed favorable views toward capitalism (for those who report that

professors have expressed views toward capitalism), while there has been a significant decline in the percent who view capitalism unfavorably, who say college has given them a more positive view of socialism, and in the percent who say professors have expressed favorable views toward socialism (for those who report that professors have expressed views toward socialism).

Many of these changes over time have been largely due to changes in liberal student views. There have been significant increases in the percent of liberal students who define capitalism as free market capitalism, who have a positive view of capitalism, who say that college has given them a more positive view of capitalism, and who say professors have expressed favorable views of capitalism (for those reporting that professors have expressed views), while there have been significant declines in the percent of liberal students who say that college has given them a more positive view of socialism and who say that professors have expressed favorable views toward socialism (for those reporting that professors have expressed views).

Individual questions and responses are presented below.

More Than Half of Students Define Capitalism as Free Market Capitalism

When presented with two different definitions of capitalism, 59 percent of students define capitalism as a system where property is privately owned, exchange is voluntary, and production and pricing of goods/services are determined by market forces (free market). 37 percent of students define capitalism as an economic system in which corporations utilize grants, special tax breaks, political connections, and special rules that favor them over competitors to earn profits (cronyism). 4 percent say other, with definitions ranging from a combination of both of the other two definitions to greed and exploitation.

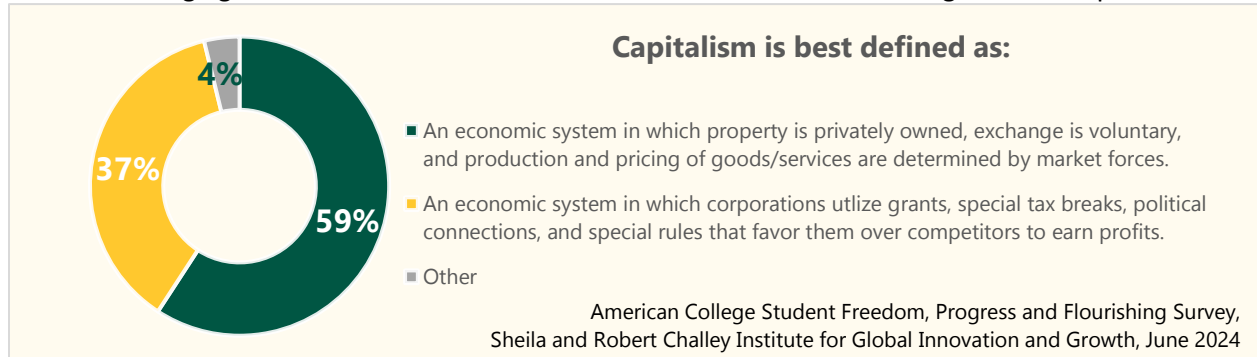


Figure 98: 59 percent of students define capitalism as free market capitalism.

There are significant differences in the way students with different political views define capitalism. Conservative students (75 percent) are more likely to define capitalism as free market capitalism in comparison to liberal (53 percent) or independent (54 percent) students. Liberal students (43 percent) are more likely to define capitalism as cronyism in comparison to independent (40 percent) or conservative (23 percent) students.

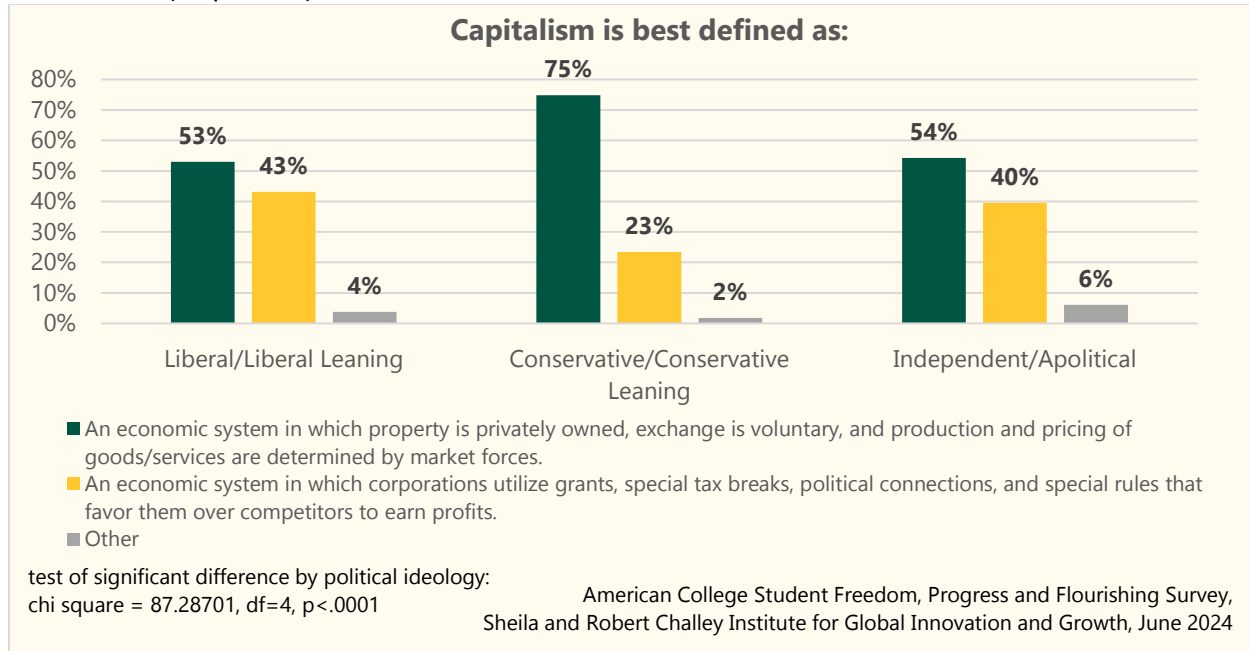


Figure 99: Significant differences in defining capitalism exist among students with different political views.

There are also significant differences in the definition of capitalism by gender. Male students (65 percent) are more likely to define capitalism as free market capitalism than female students (58 percent) and unknown/other students (45 percent).

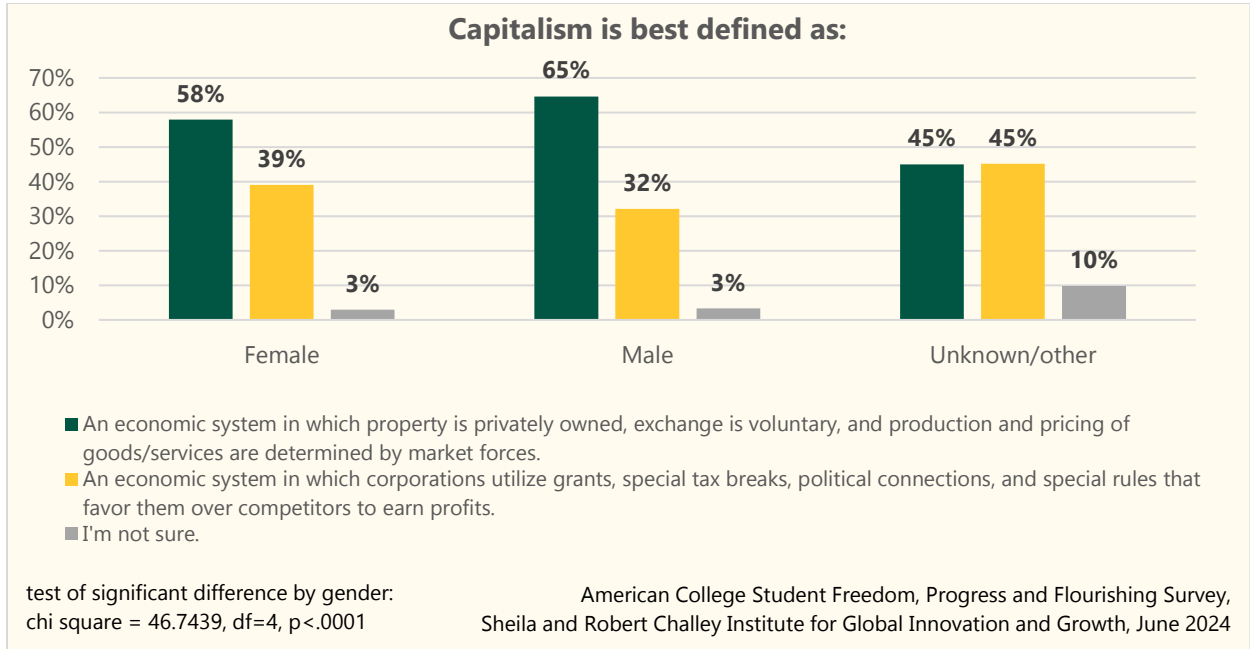


Figure 100: There are significant differences by gender in the definition of capitalism.

While a similar question has been asked in each of the previous years of the survey, previous versions did not give students the option of giving their own definition of capitalism. However, if we eliminate all answers of unsure or other from every year’s survey, we can make comparisons among percentages choosing free market capitalism for those who choose either free market capitalism or cronyism.

Since 2021, there has been a significant increase in the percentage of students choosing the free market definition among those who chose either the free market definition or the cronyism definition.

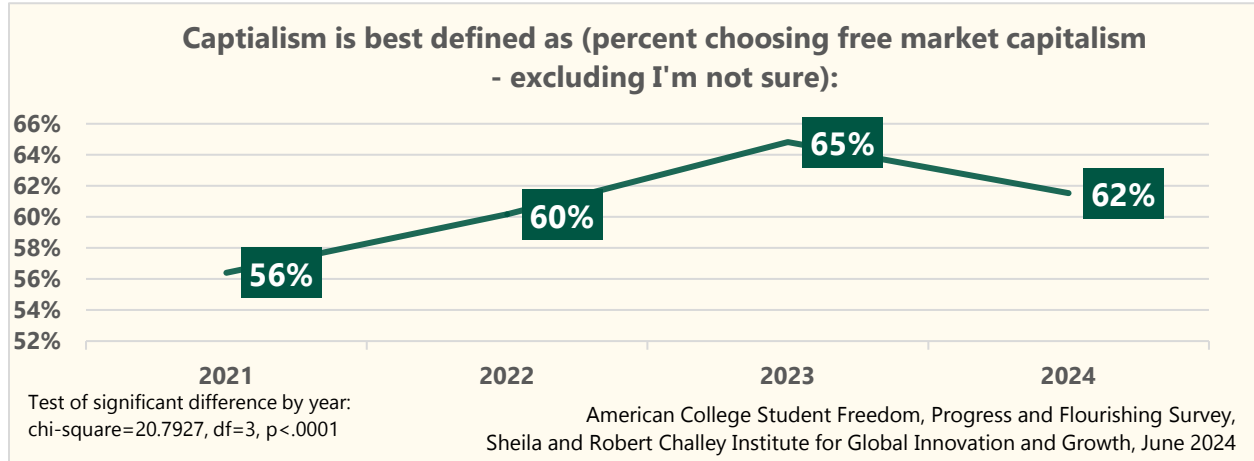


Figure 101: Percent of students choosing the free market definition of capitalism among those choosing one of the two given definitions.

This increase in the percentage of students choosing the free market definition is largely driven by an increase in liberal students choosing this definition. In 2021, 45 percent of liberal students that chose one of the two definitions chose the free market definition. This increased to 55 percent by 2024.

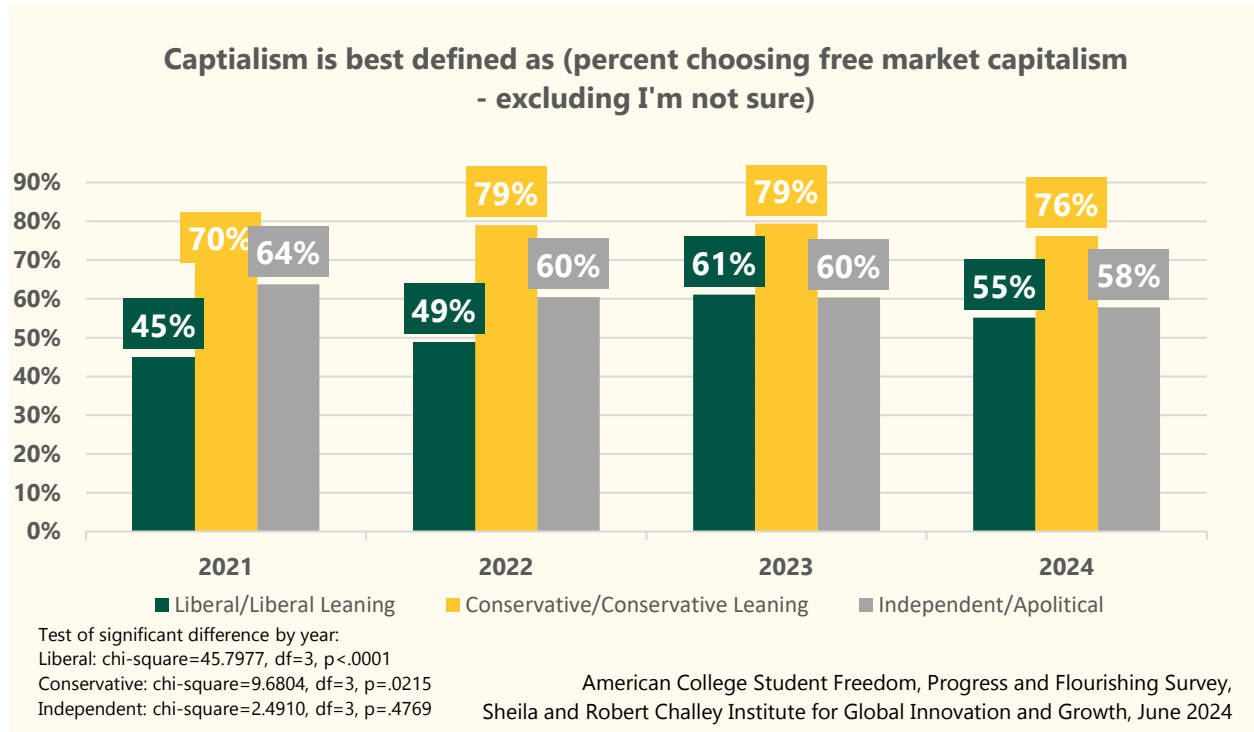


Figure 102: Percent of students choosing the free market definition of capitalism among those who chose one of the two given definitions - by political ideology over time.

Just Over a Quarter of Students Have a Positive View of Capitalism

Based on the definition of capitalism chosen by students, 27 percent have a positive view, 33 percent have a negative view, and 40 percent have a neutral view of capitalism.

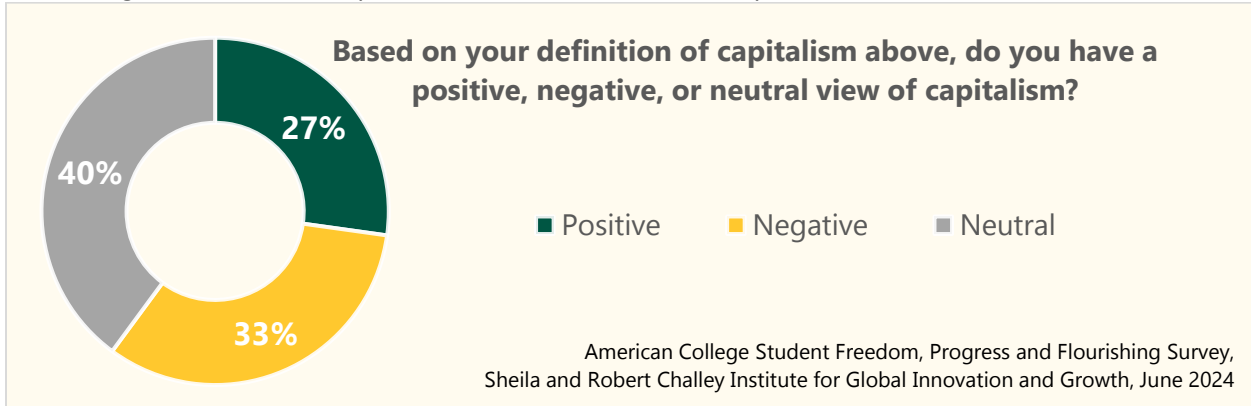


Figure 103: Based on their definition of capitalism, 27 percent of students have a positive view.

Over half of conservative students have a positive view of capitalism, compared to 17 percent of liberal students and 16 percent of independent students.

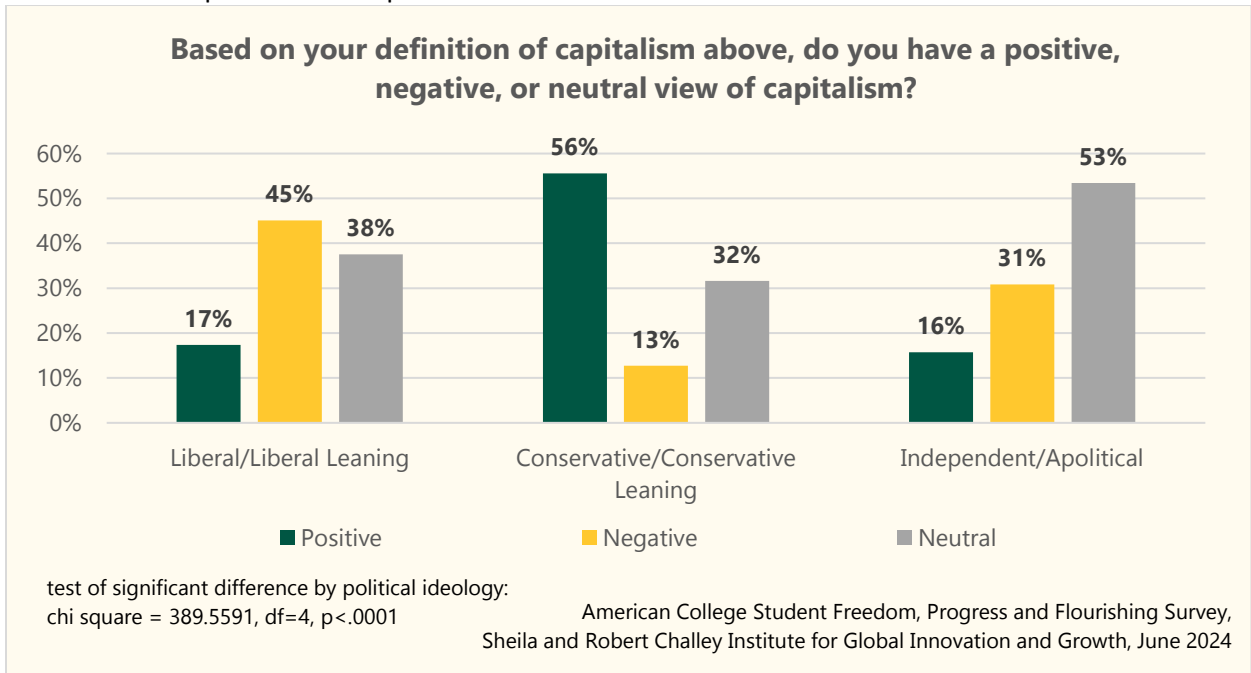


Figure 104: There are significant differences among students with different political ideologies on their attitudes toward capitalism.

There are also significant differences in favorability toward capitalism by gender. 38 percent of male students have a positive view of capitalism, compared to 22 percent of unknown/other students and 20 percent of female students.

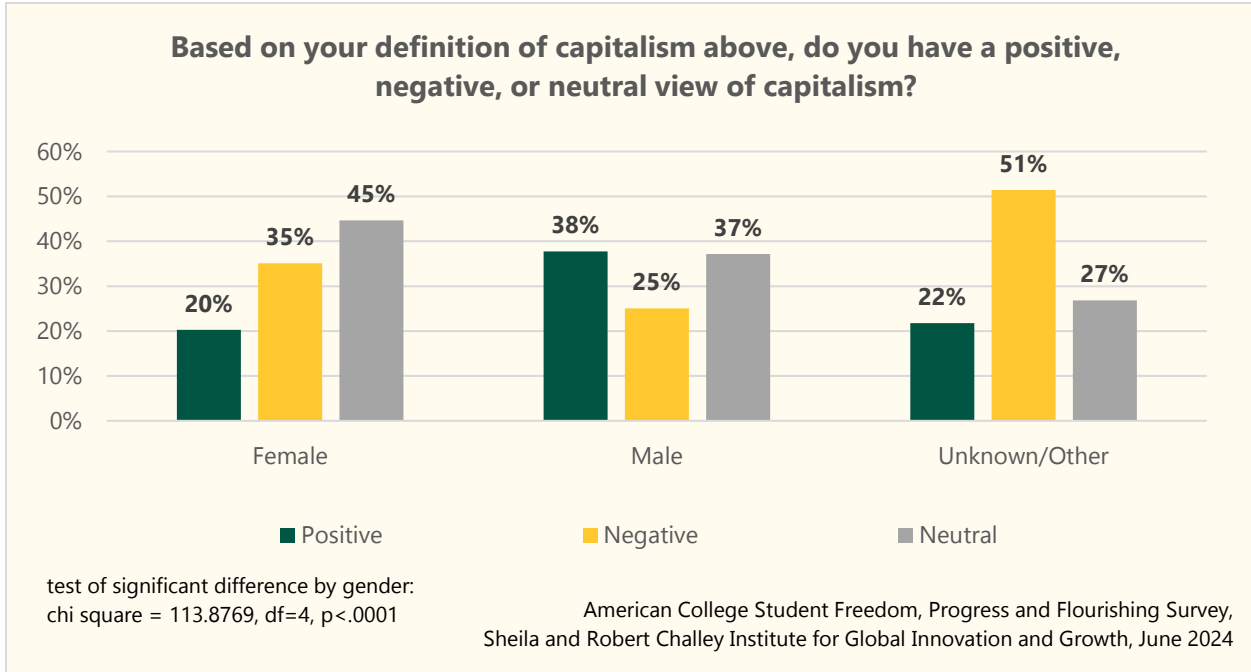


Figure 105: Significant differences in favorability toward capitalism exist by gender.

There has been a significant change in the percentages of students that have a favorable and unfavorable views of capitalism over time, with more students viewing it favorably and less viewing it unfavorably than in 2021. In 2021, 24 percent of students had a favorable view of capitalism and 40 percent unfavorable. Today, it is 27 percent favorable and 33 percent unfavorable.

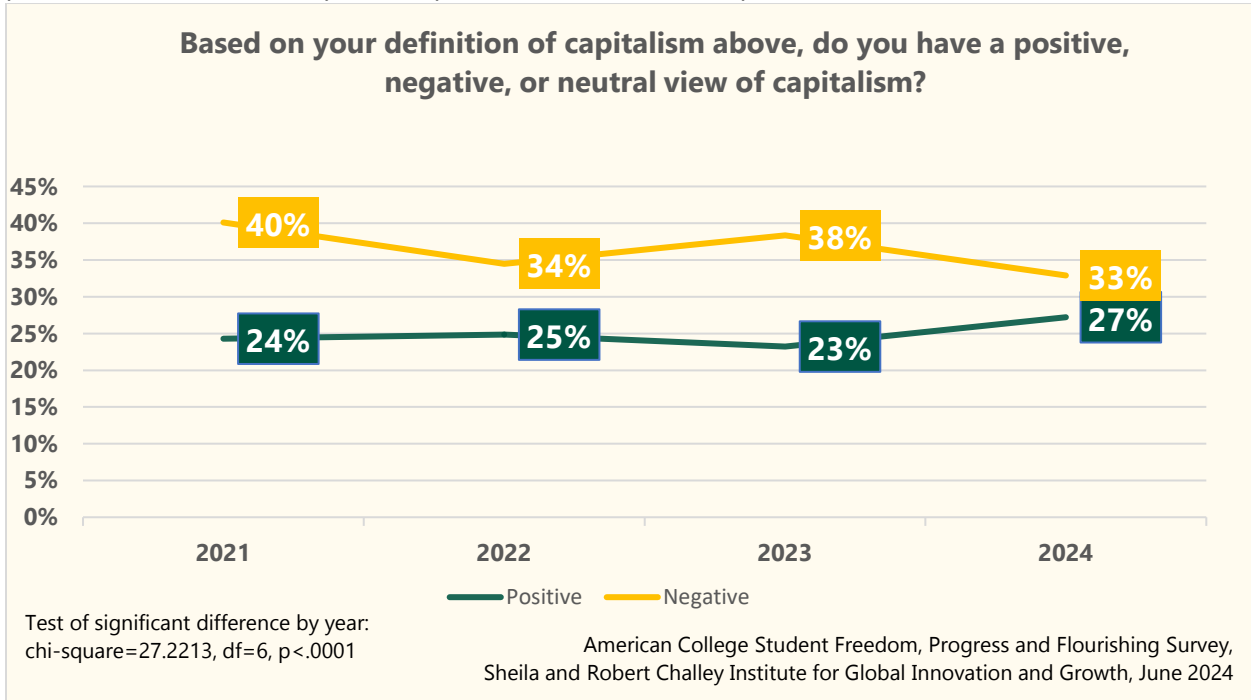


Figure 106: Changing student views on capitalism since 2021.

There has been a large increase in favorable views of capitalism by liberal students. In 2021, 10 percent of liberal students had a favorable view of capitalism compared to 17 percent in 2024.

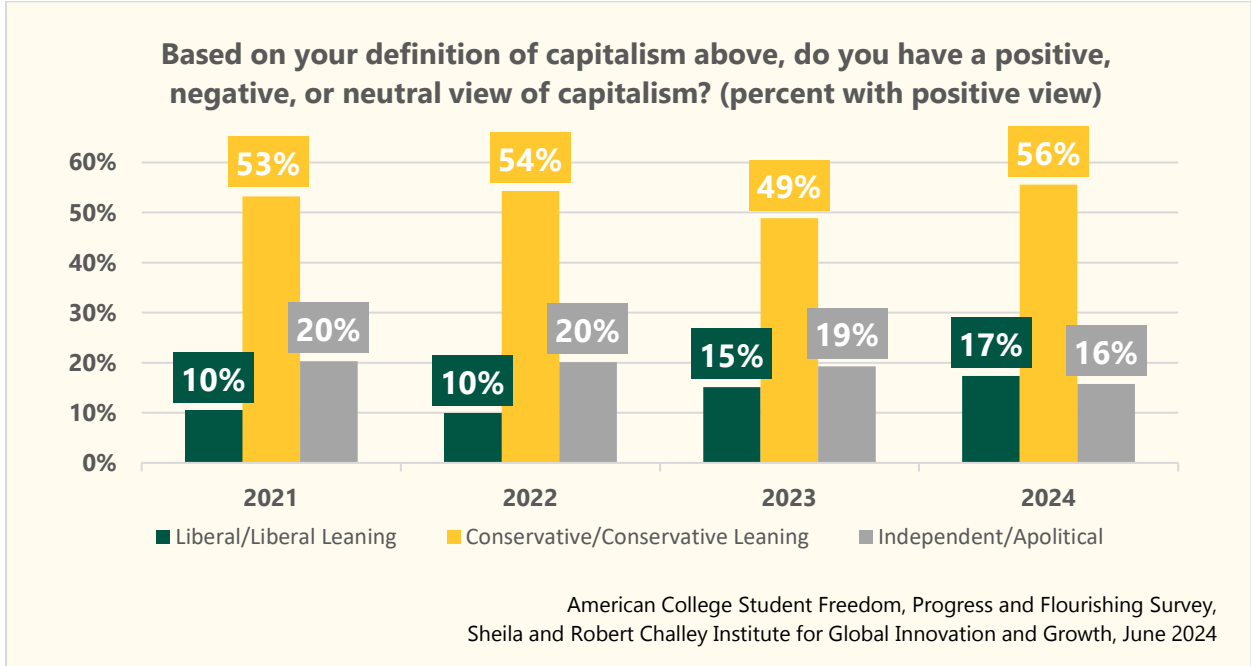


Figure 107: Students with a favorable view of capitalism by political ideology over time.

Coinciding with the big increase in the percentage of liberal students viewing capitalism favorably has been a big decrease in the percentage of liberal students viewing it unfavorably. 58 percent had a negative view of capitalism in 2021, and 45 percent have a negative view today.

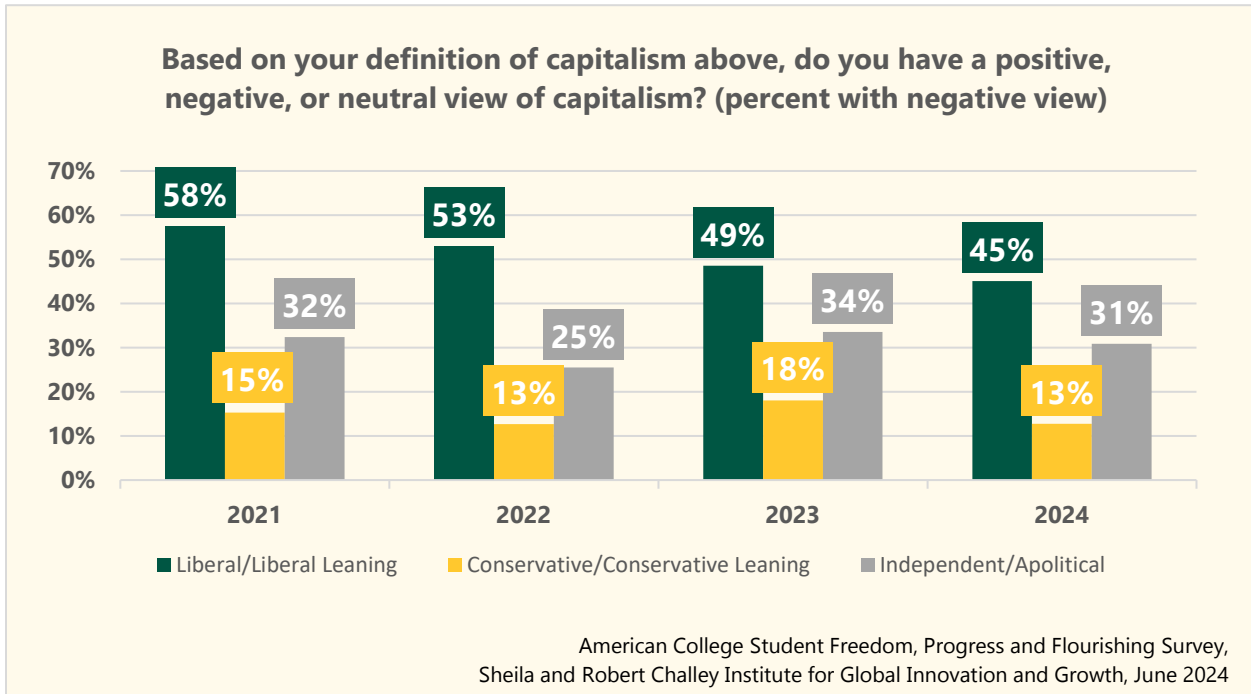


Figure 108: Students with an unfavorable view of capitalism by political ideology over time.

For Students Who Define Capitalism as Free Market Capitalism, 36 percent Have a Positive View of Capitalism

Among students who define capitalism as free market capitalism, 36 percent have a positive view, 18 percent have a negative view, and 46 percent have a neutral view of capitalism.

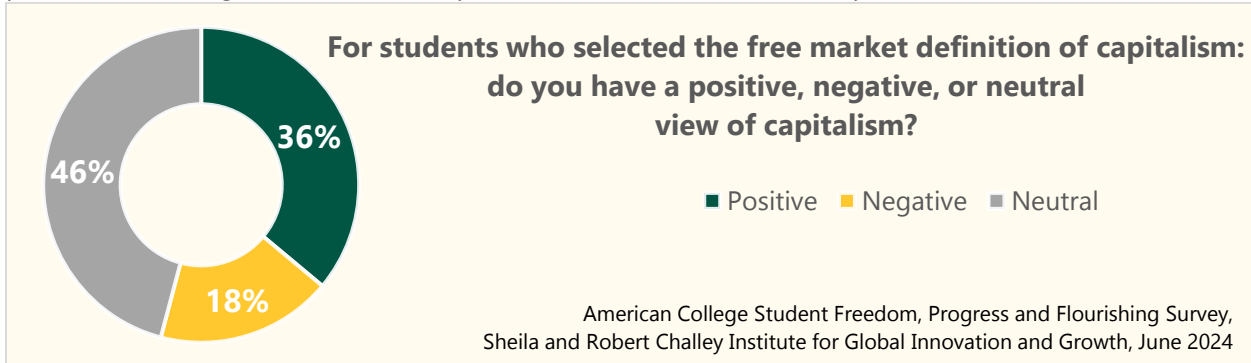


Figure 109: 36 percent of students defining capitalism as free market capitalism have a positive view of capitalism.

There are large and significant differences among students with different political views in their attitudes toward capitalism for those that define capitalism as free market capitalism. For students that define capitalism as free market capitalism, 63 percent of conservative students have a positive view of capitalism compared to 23 percent of independent students and 22 percent of liberal students.

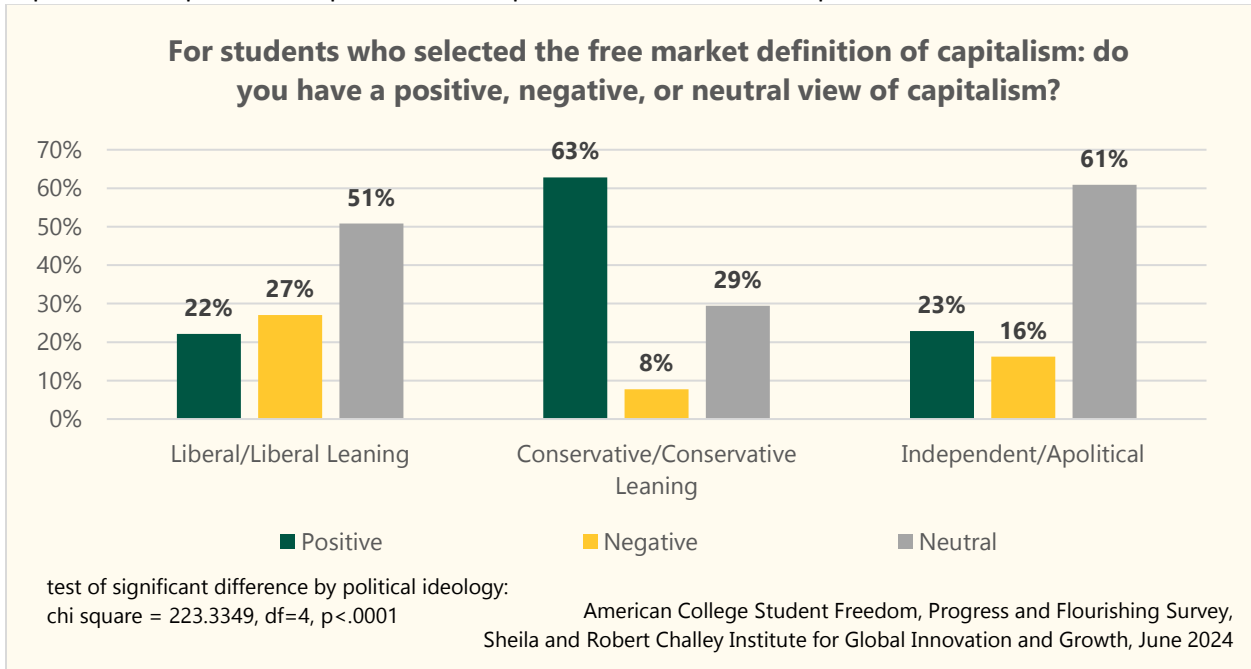


Figure 110: Significant differences between students with different political views exist on their attitudes toward capitalism for those that define capitalism as free market capitalism.

For Students Who Define Capitalism As Cronyism, 55 percent Have a Negative View

Among students who define capitalism as cronyism, 15 percent have a positive view. 55 percent of students view capitalism defined as cronyism negatively, while 30 percent have a neutral view.

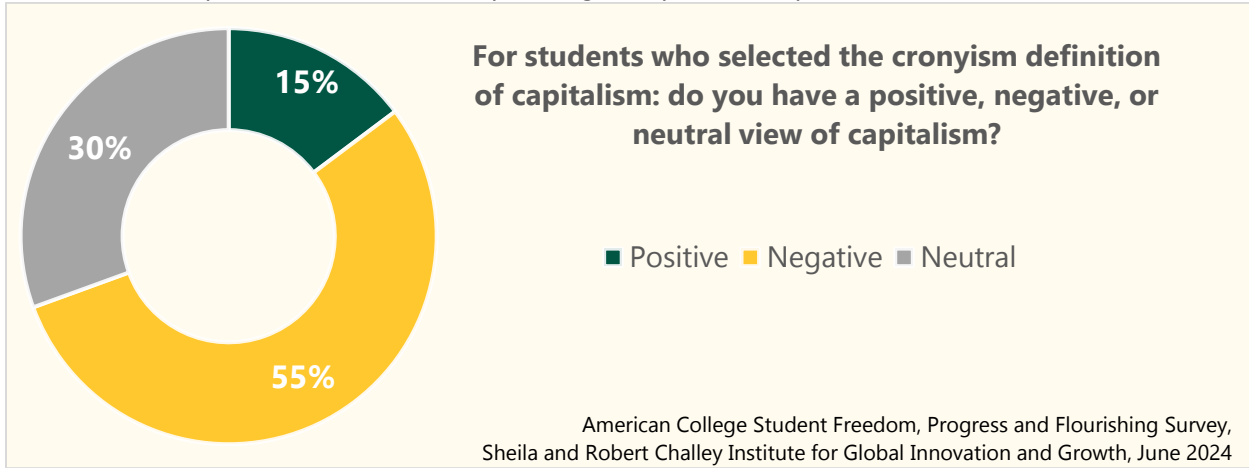


Figure 111: Most students who define capitalism as cronyism have a negative or neutral view of it.

There are significant differences among students with different political ideologies in whether they view capitalism defined as cronyism positively or negatively, with 34 percent of conservative students viewing it positively compared to 12 percent of liberal students and 7 percent of independent students.

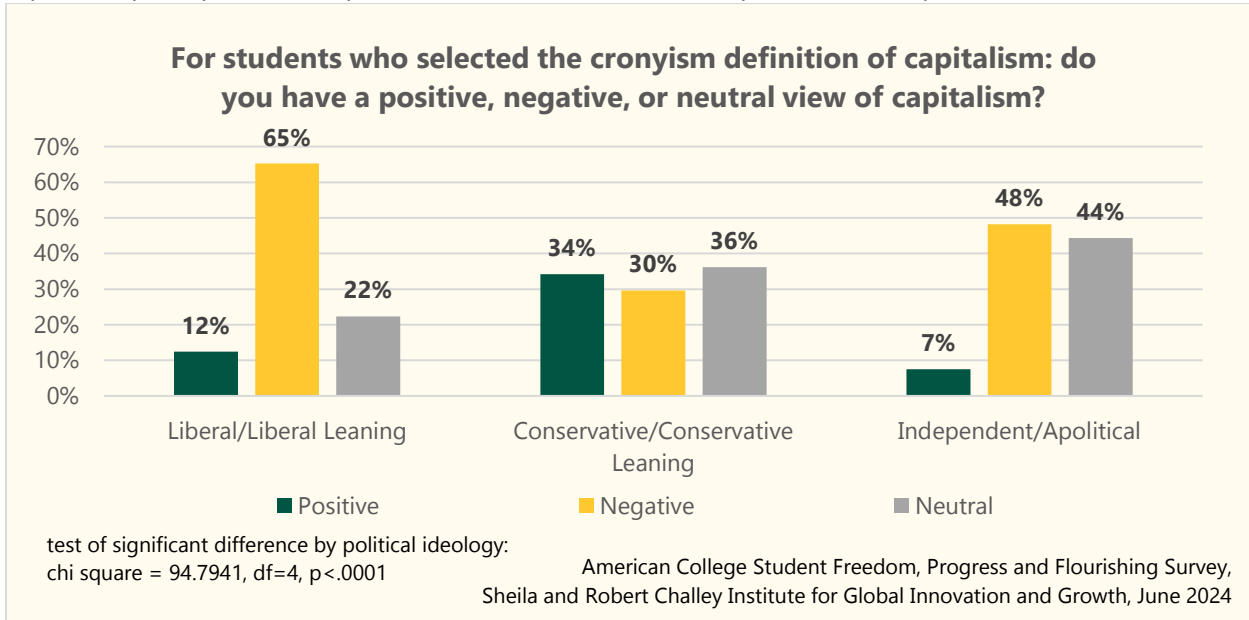


Figure 112: Significant differences exist on views of cronyism by political ideology, but most students have a negative or neutral view of cronyism.

13 Percent of Students Say College Has Given Them a More Positive View of Capitalism

Twice as many students report that college has given them a more negative view of capitalism than report that it has given them a more positive view. For 61 percent of students, their view has not changed.

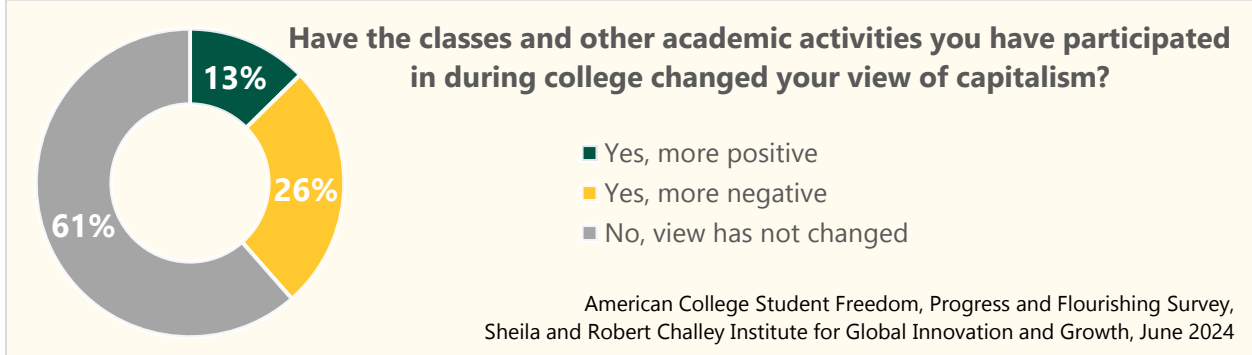


Figure 113: 13 percent of students say college has given them a more positive view of capitalism.

Students with liberal views (34 percent) are more likely to report that college has given them a more negative view of capitalism in comparison to independent (20 percent) and conservative (17 percent) students.

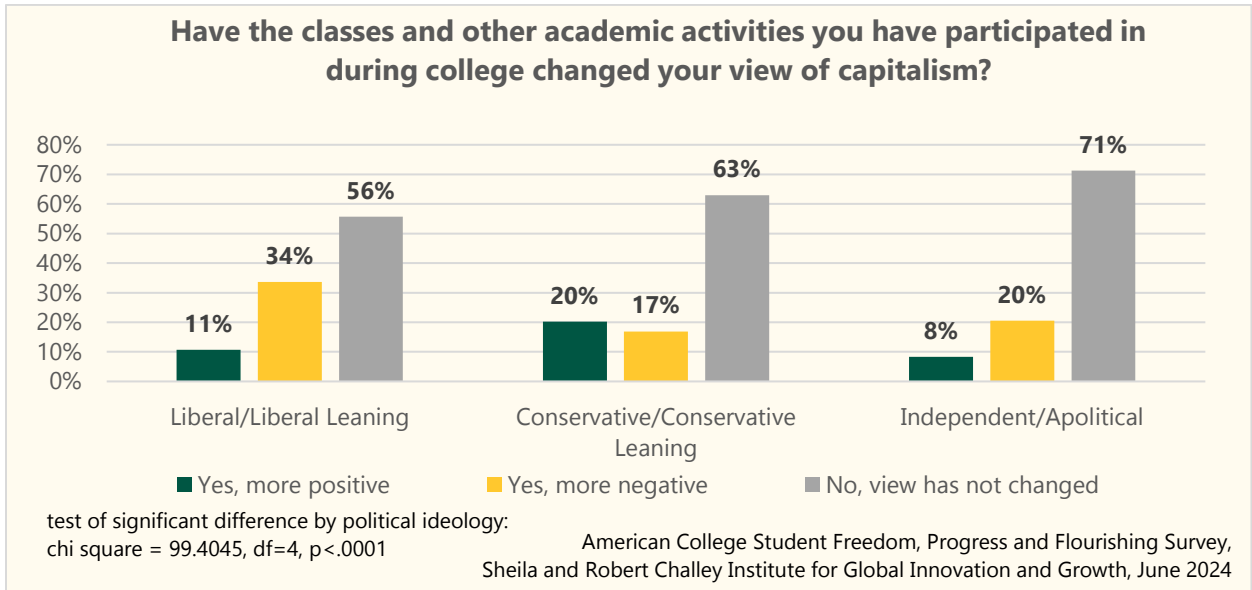


Figure 114: Significant differences among students with different political ideologies exist in how they perceive college has influenced their views on capitalism.

Although there are also differences by gender in their perceptions on how college has influenced their views on capitalism, less than 16 percent of students report that capitalism has given them a more positive view of capitalism for male, female, and unknown/other students.

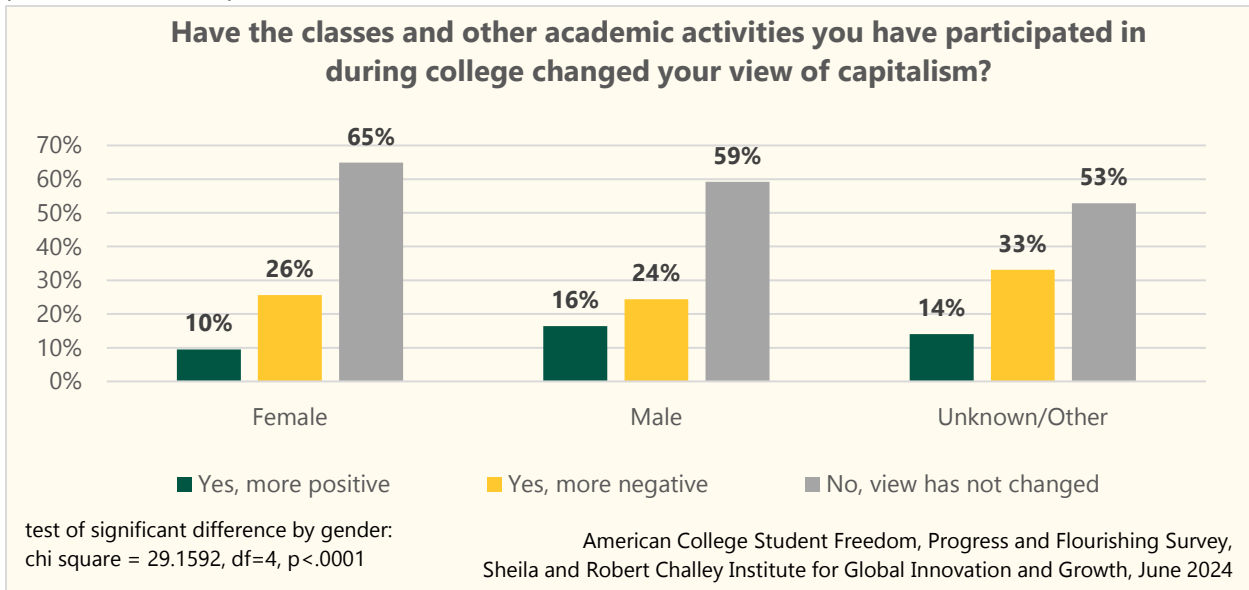


Figure 115: There is broad agreement that college has not given students a more positive view of capitalism.

Although few students say college has given them a more positive view of capitalism, the percent has increased over time, while the percent who say it has given them a more negative view has decreased.

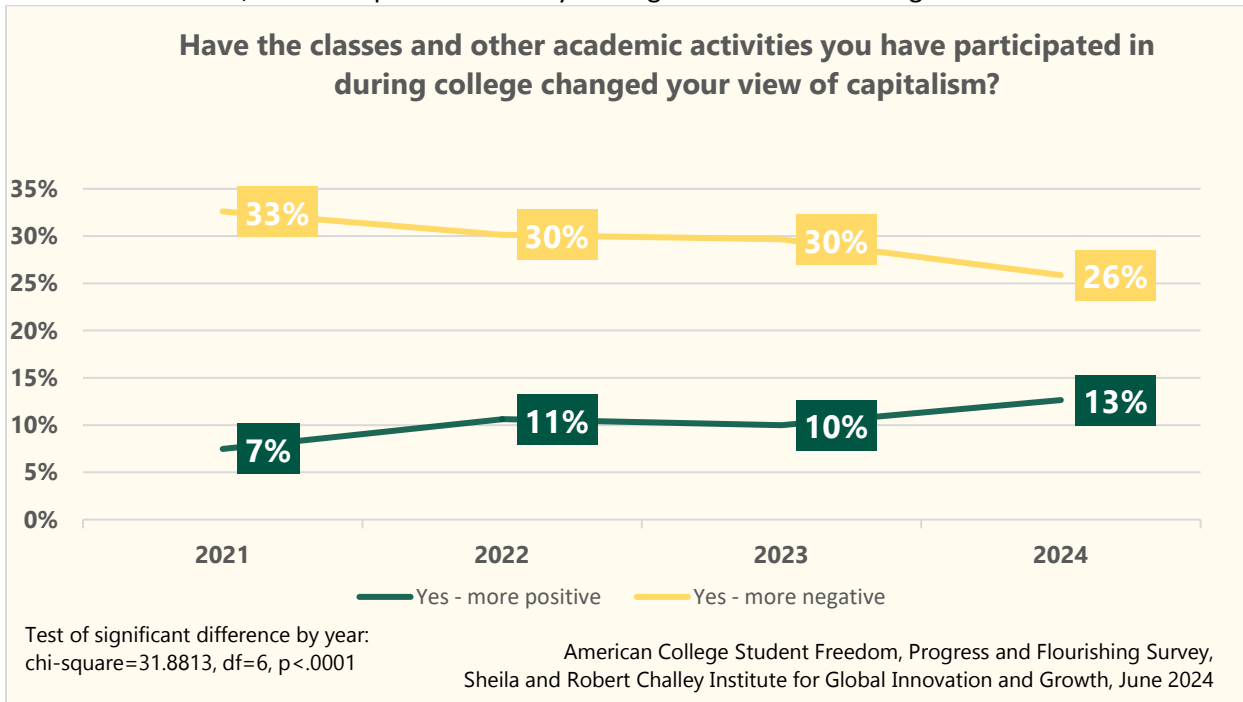


Figure 116: Percent of students who say college has given them more positive and negative views of capitalism over time.

There are large increases in the percentage of liberal and conservative students who say college has given them a more positive view of capitalism.

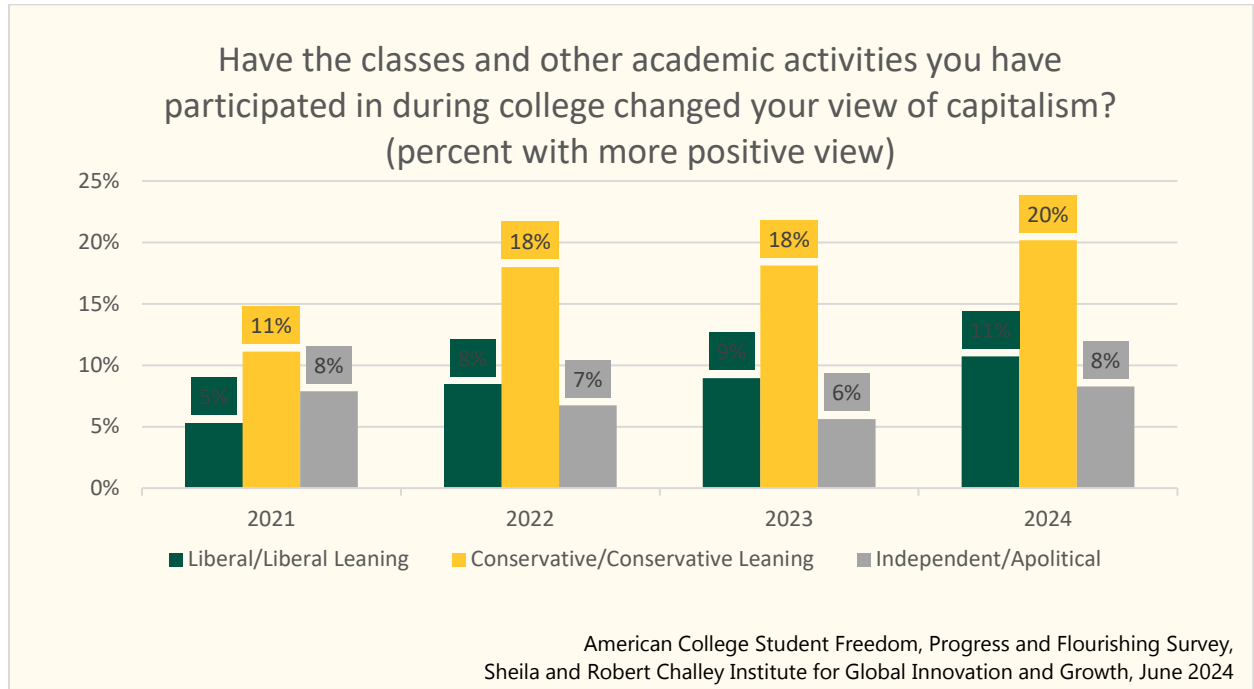


Figure 117: Changes in the percentage of students who report that college has given them a more positive view of capitalism by political ideology.

There is also a large decrease in the percentage of liberal students who say college has given them a more negative view of capitalism. In 2021, 45 percent of liberal students said that college has given them a more negative view of capitalism. In 2024, 34 percent of liberal students say that college has given them a more negative view of capitalism.

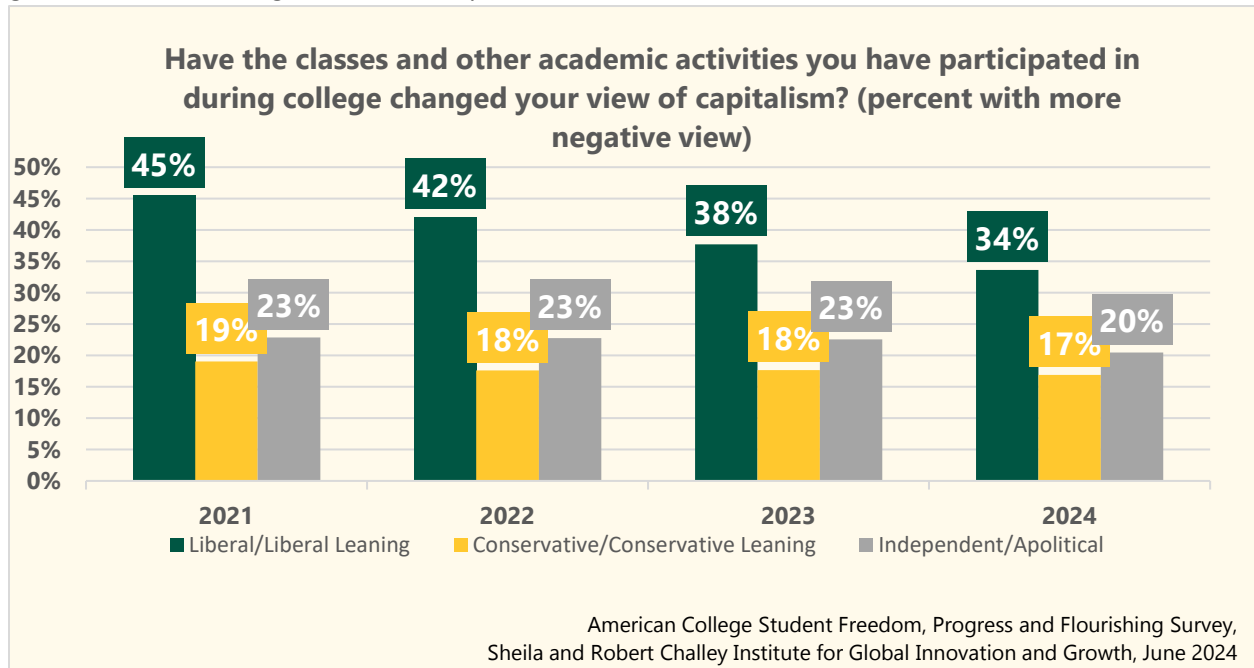


Figure 118: Changes in the percentage of students who report that college has given them a more negative view of capitalism by political ideology.

41 Percent of Students Define Socialism As Central Planning

When presented with two different definitions of socialism, 56 percent of students define socialism as an economic system with active government involvement and policies that ensure an equitable distribution of resources (redistribution), while 41 percent define it as an economic system involving central planning and collective ownership of goods and property (central planning). 3 percent of students choose another definition, with many saying they don't know or are not sure, and others saying things like workers own the means of production or a mixture of the other two definitions.

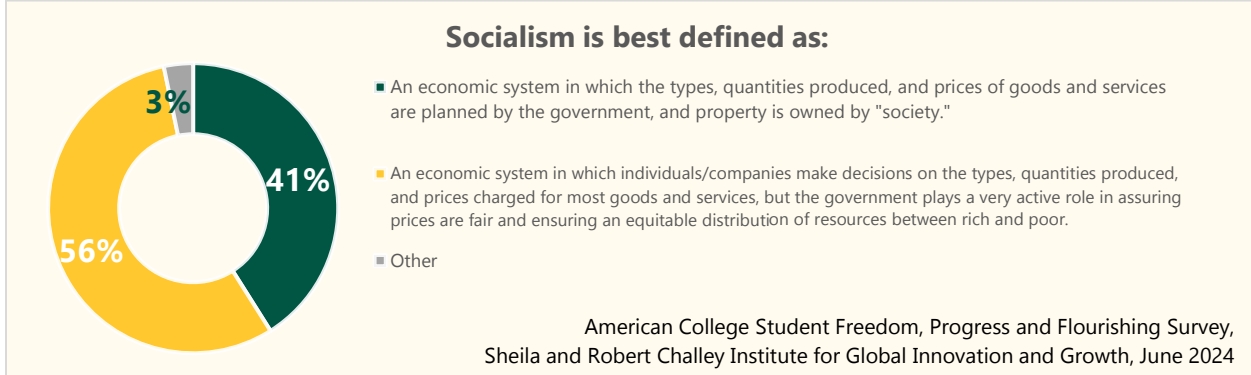


Figure 119: Students have differing definitions of socialism.

Students who have conservative political views (53 percent) are more likely to define socialism as central planning in comparison to independent (41 percent) and liberal (34 percent) students. Liberal students (65 percent) are more likely to define socialism as redistribution than independent (52 percent) and conservative (43 percent) students.

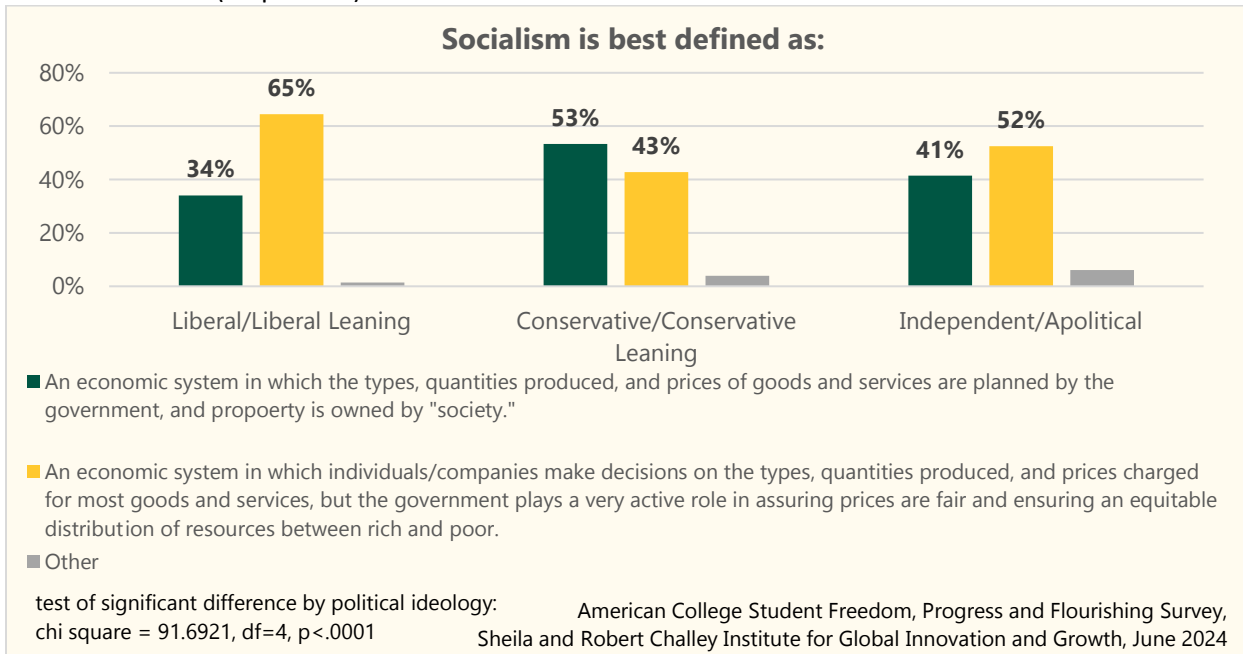


Figure 120: Students with different political views define socialism differently.

There are also some differences in how socialism is defined by gender. Male students (46 percent) are more likely to define socialism as central planning than female students (40 percent) and unknown/other students (28 percent).

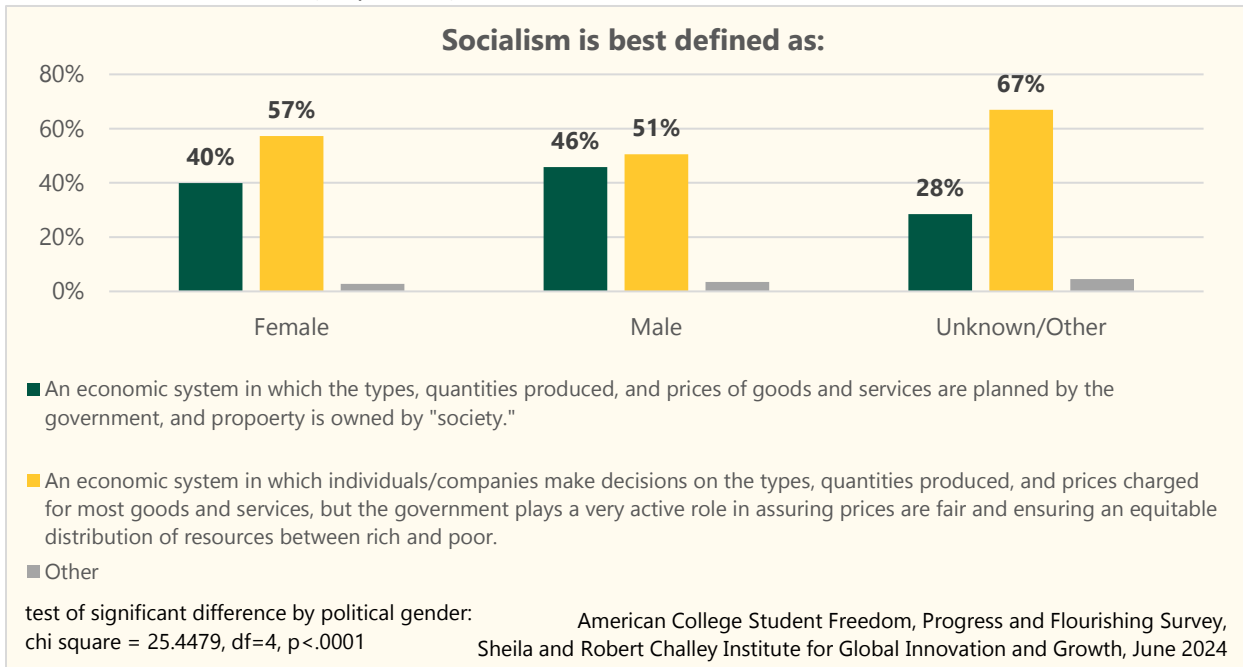


Figure 121: Definitions of socialism by gender.

A question on the definition of socialism has been asked in each of the previous years of the survey, but previous versions did not give students the option of giving their own definition. However, if we eliminate all answers of unsure or other from every year's survey, we can make comparisons among percentages choosing the central planning definition for those who choose either the central planning definition or the redistribution definition.

There has not been a statistically significant change in the percentage of students defining socialism as central planning over time.

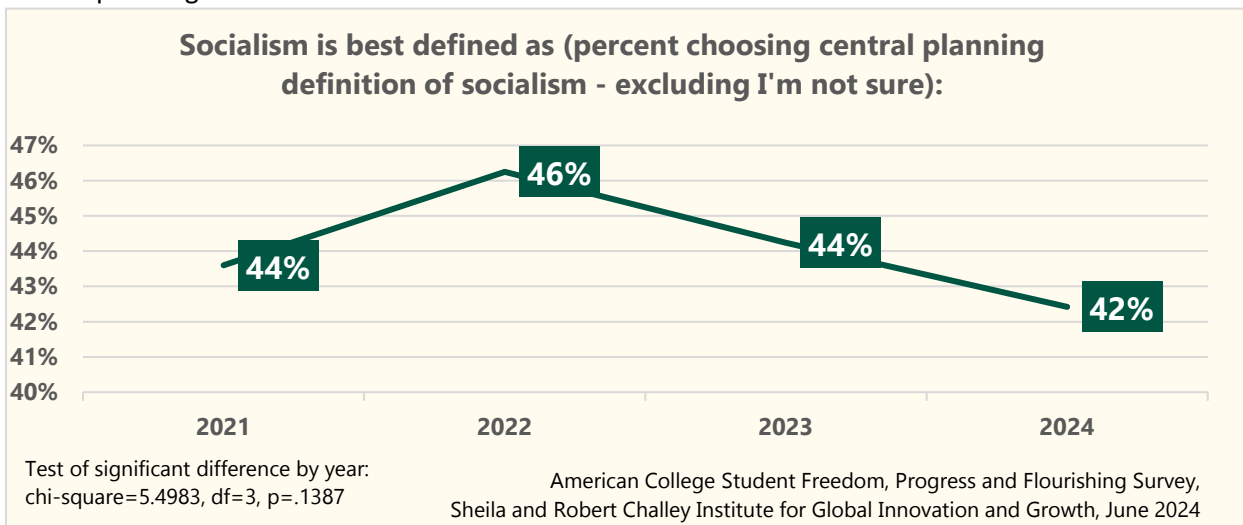


Figure 122: Percent of students defining socialism as central planning over time (among those who chose one of the two given definitions.)

Just as the percentage of students who chose the central planning definition of socialism (among those who chose one of the two given definitions) hasn't changed significantly since 2021, it hasn't changed significantly for students with any political ideology since 2021.

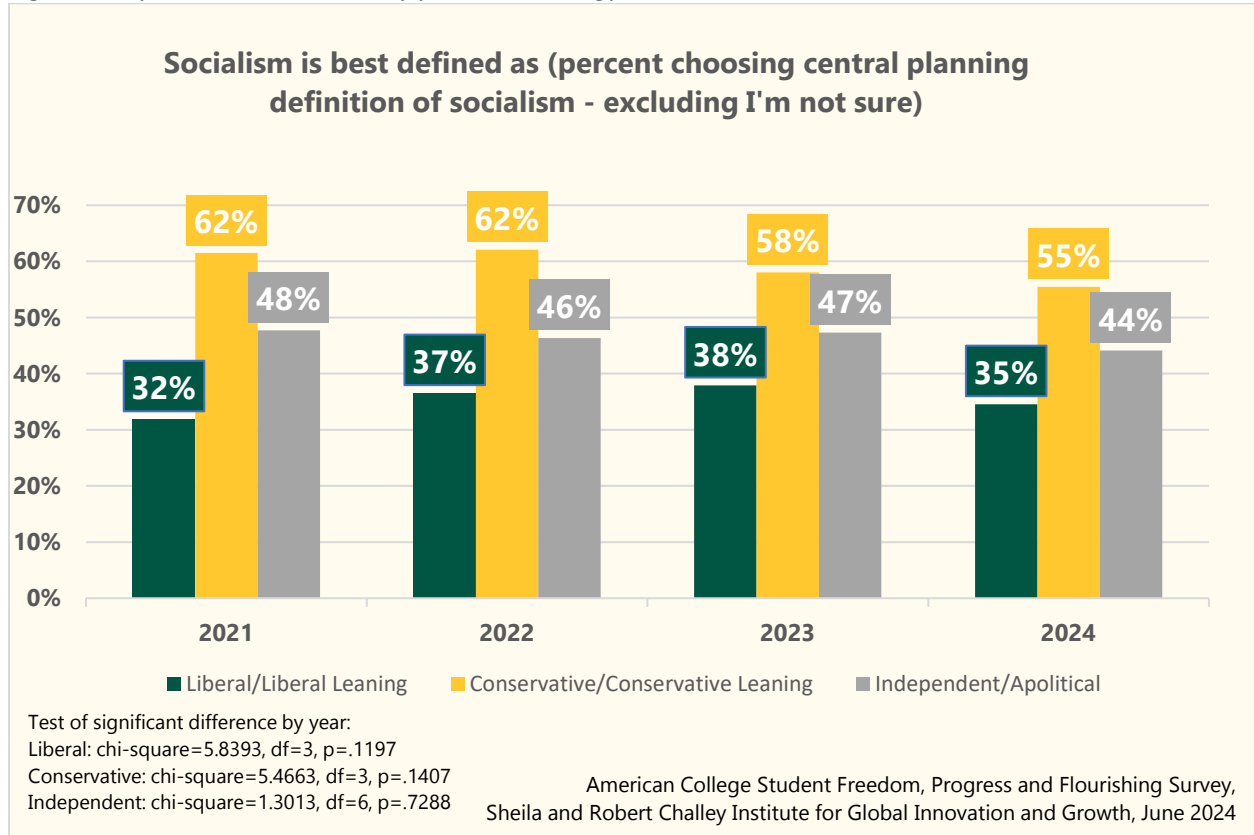


Figure 123: Percent of students defining socialism as central planning among those who chose one of the two given definitions - by political ideology over time.

One-Quarter of Students Have a Positive View of Socialism

Based on the definition of socialism students chose, 25 percent have a positive view of socialism and 31 percent have a negative view of socialism. For the first year in our survey, more students have a positive view of capitalism than a positive view of socialism, as 27 percent have a positive view of capitalism. However, more students (33 percent) have a negative view of capitalism than socialism.

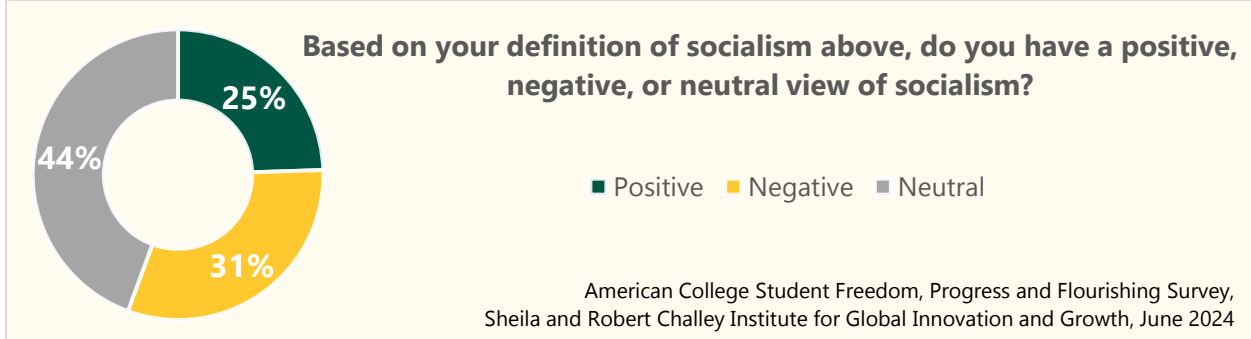


Figure 124: 25 percent of students have a positive view of socialism.

Liberal students (36 percent) are more likely to view socialism favorably in comparison to independent (16 percent) and conservative (11 percent) students, while conservative students (60 percent) are more likely to view it negatively compared to independent (26 percent) and liberal (18 percent) students.

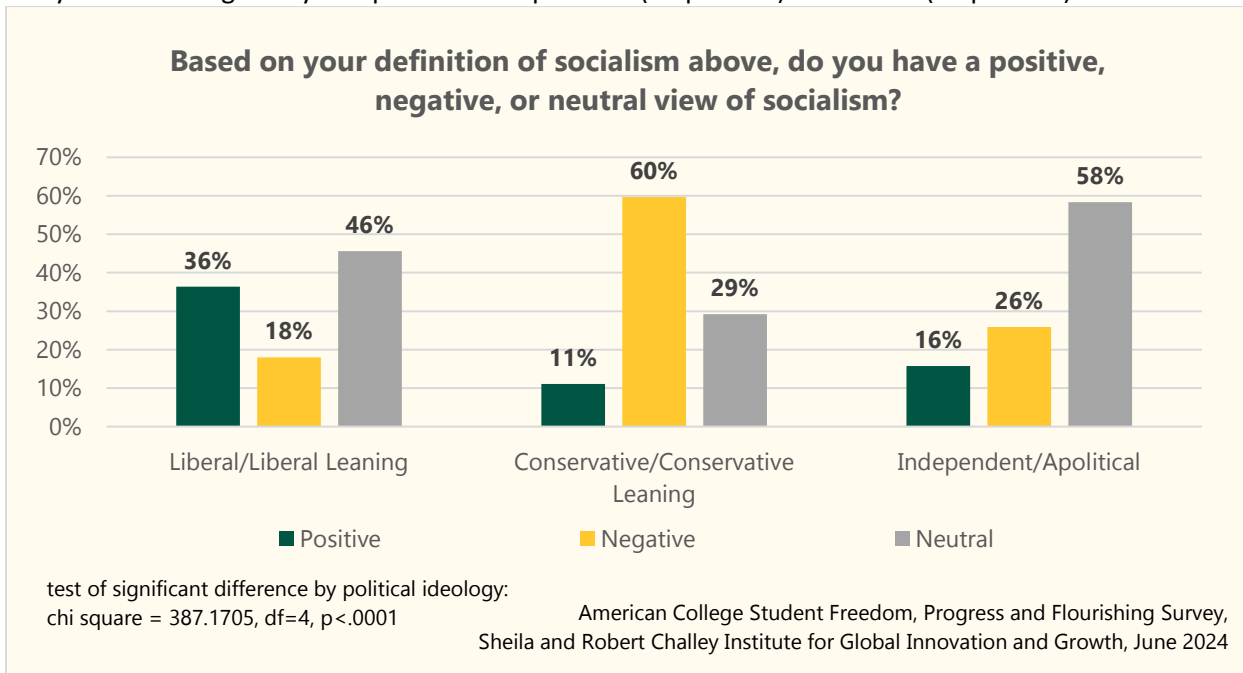


Figure 125: Liberal students view socialism more favorably than others.

Lower percentages of female (23 percent) and male (23 percent) students have a favorable view of socialism in comparison to unknown/other (39 percent) students.

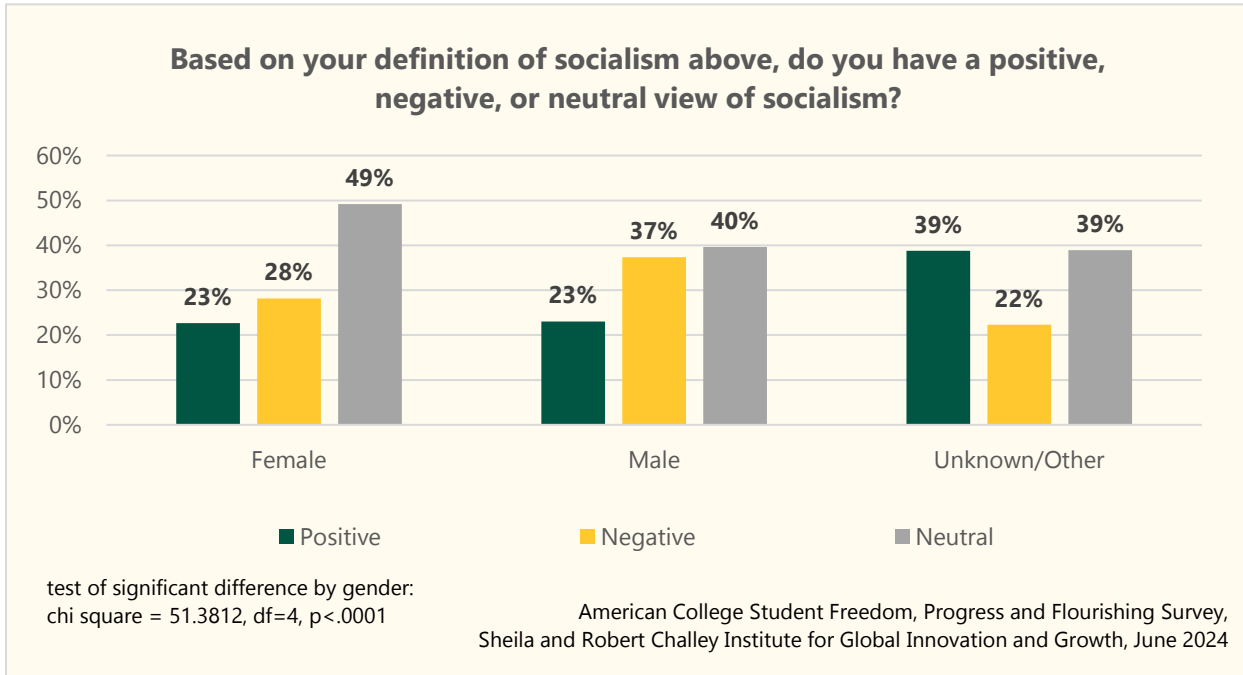


Figure 126: Percent of students with positive, negative, and neutral views of socialism by gender.

There has been a significant change in the way students view socialism over time, with more students feeling neutral. In 2021, 31 percent of students had a favorable view and 35 percent an unfavorable view of socialism. Today, 25 percent have a favorable view and 31 percent have an unfavorable view of socialism.

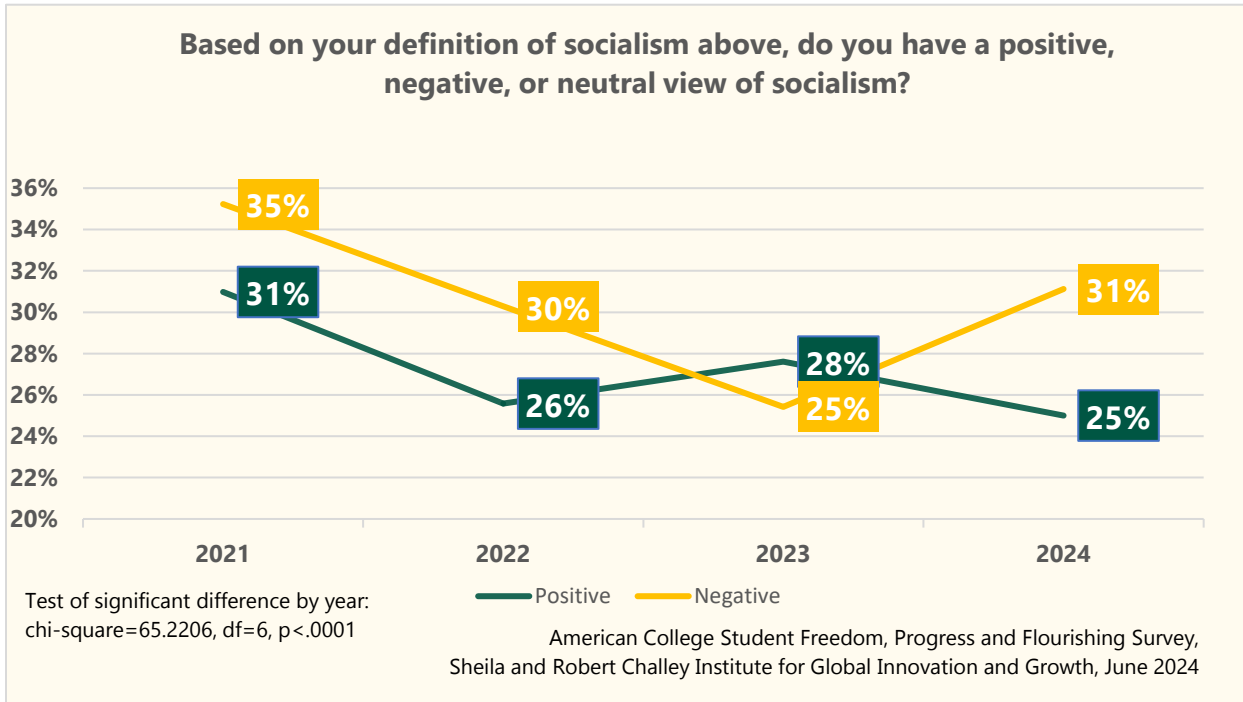


Figure 127: Percent of students with favorable and unfavorable views of socialism over time.

Both liberal and independent students have significantly changed their views on socialism since 2021. In 2021, 46 percent of liberal and 23 percent of independent students had favorable views toward socialism. Today, 36 percent of liberal and 16 percent of independent students have a positive view of socialism.

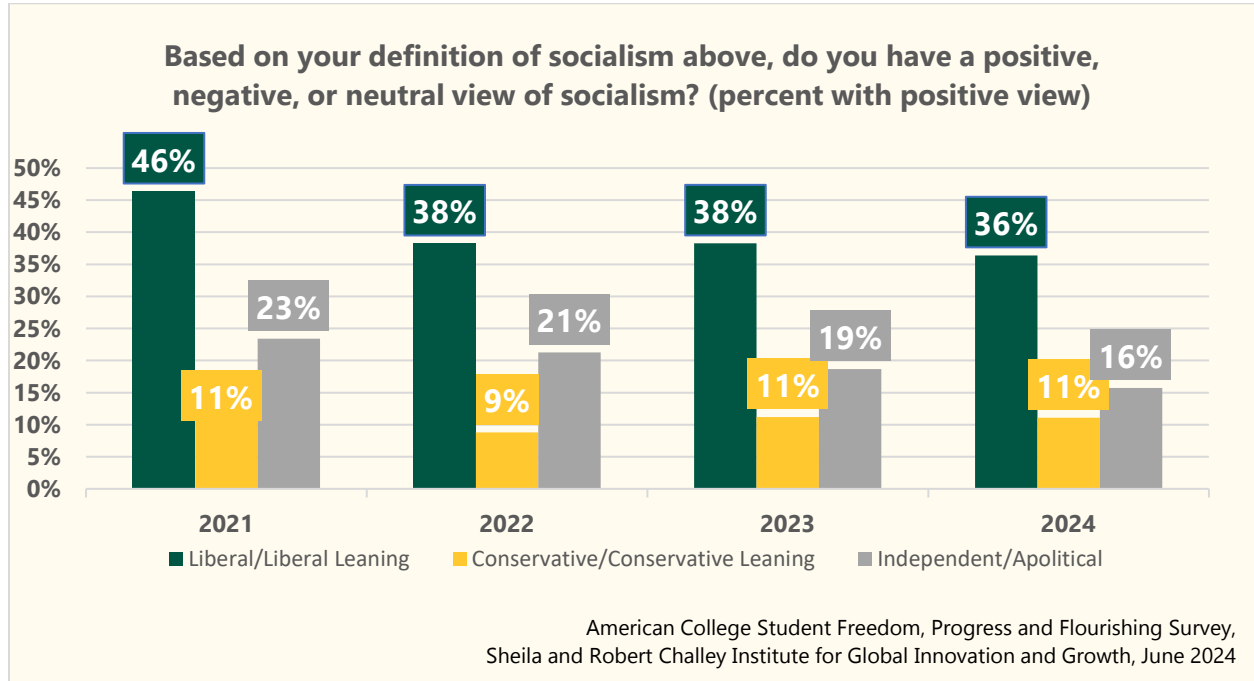


Figure 128: Changes in the percent of students who have a positive view of socialism by political ideology over time.

While the reduction in the percent of liberal students who have a positive view of socialism coincides with an increase in the percent with a negative view of socialism from 13 to 18 percent from 2021 to 2024, the reduction in the percent of independent students having a positive view of socialism also coincides with a reduction in the percent who have a negative view of socialism; that is, more independent students have a neutral view of socialism than in 2021.

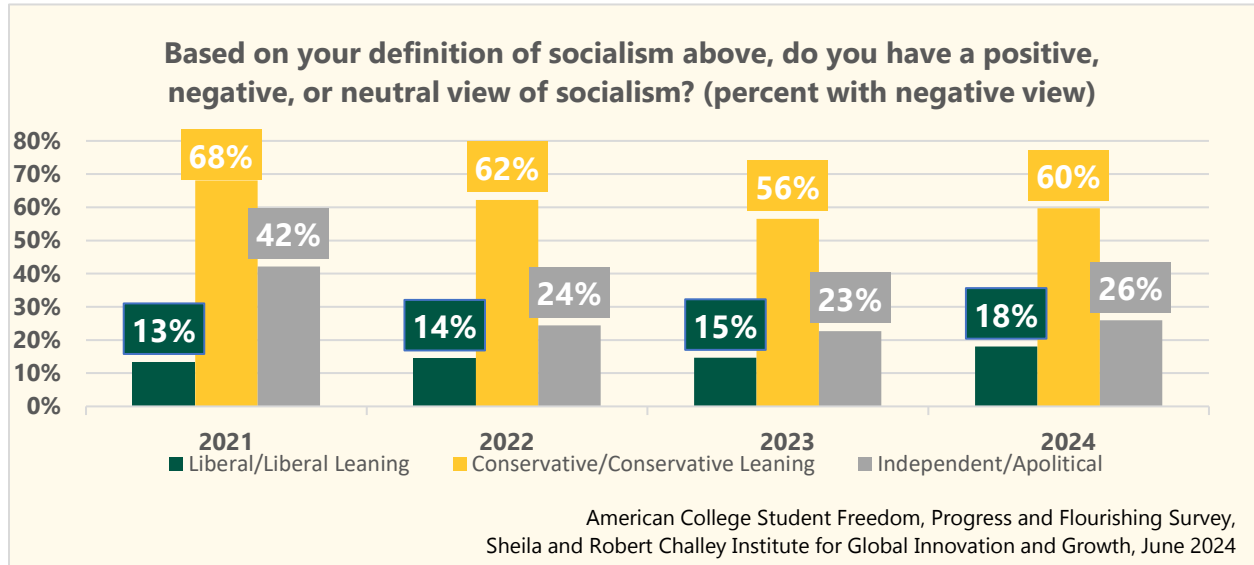


Figure 129: Changes in the percent of students with a negative view of socialism by political ideology over time.

For Students Who Define Socialism As Central Planning, 14 Percent Have a Positive View

Among students who define socialism as central planning, 14 percent have a positive view of socialism, 46 percent have a negative view, and 40 percent have a neutral view.

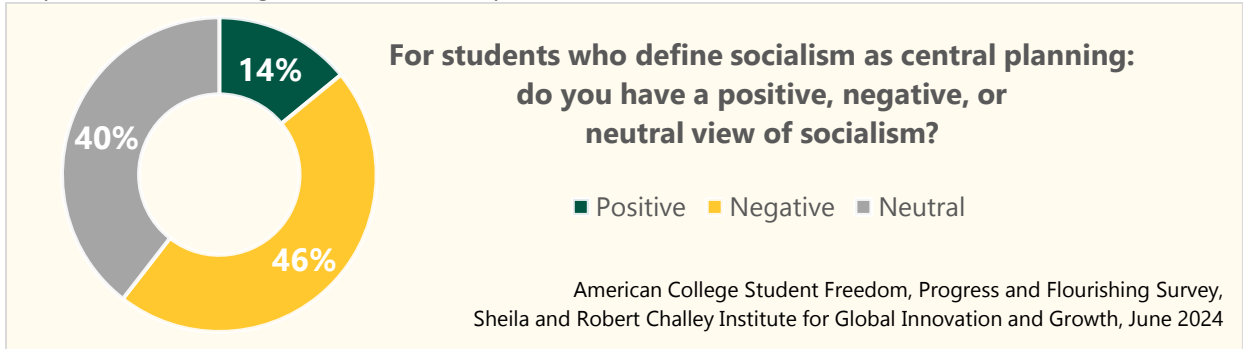


Figure 130: 14 percent of students who define socialism as central planning view it positively.

For students who define socialism as central planning, liberal students (20 percent) are more likely to view it favorably than independent (13 percent) and conservative (8 percent) students. Conservative students (73 percent) are more likely to view it negatively compared to independent (37 percent) and liberal (30 percent) students.

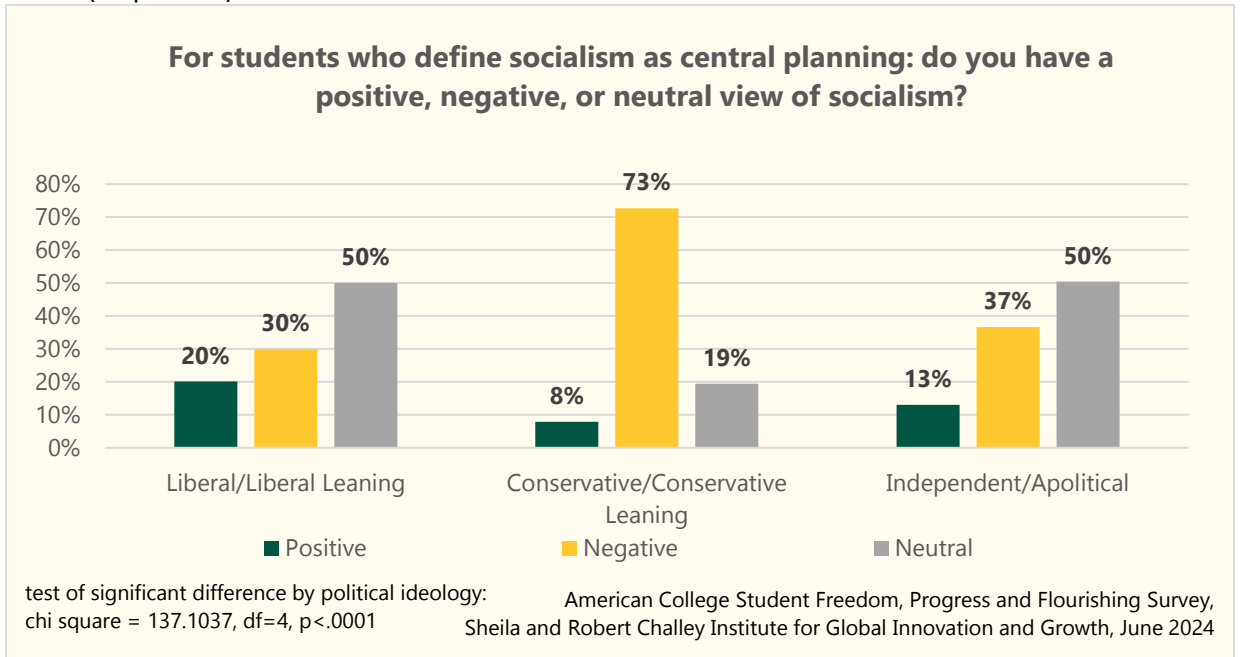


Figure 131: Among students who define socialism as central planning, students with different political views view it more or less favorably.

For Students Who Define Socialism As Redistribution and Active Government, 33 Percent Have a Positive View

Among students who define socialism as redistribution and active government, 33 percent have a positive view of socialism, 20 percent have a negative view of socialism, and 47 percent have a neutral view of socialism.



Figure 132: 33 percent of students who define socialism as redistribution and active government view it positively

For students who define socialism as redistribution and active government, there are significant differences among students with different political views in how they view socialism. Liberal students (45 percent) are more likely to view it favorably in comparison to independent (18 percent) and conservative (16 percent) students.

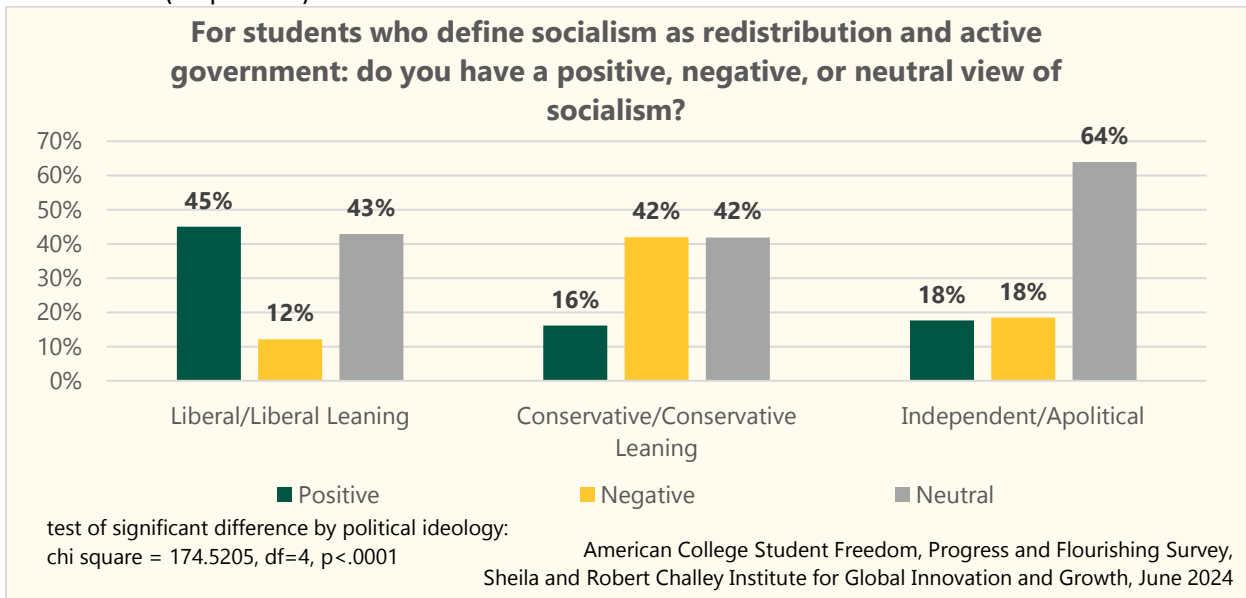


Figure 133: Significant differences among students with different political beliefs exist in their attitudes toward socialism for those that define it as redistribution and active government.

70 Percent of Students Express Confidence in Understanding the Principles Behind Capitalism and Socialism

18 percent of students say they are very confident in understanding the principles behind capitalism and socialism, and 52 percent say they are somewhat confident in their understanding. Only 5 percent say they are not confident at all in understanding the principles behind capitalism and socialism.



Figure 134: 70 percent of students say they are very confident or somewhat confident in their understanding of the principles behind capitalism and socialism.

Although there are statistically significant differences by political ideology in students expressing confidence in their understanding of the principles behind capitalism and socialism, in excess of 64 percent of students from any political ideology feel at least somewhat confident in their understanding of the principles behind capitalism and socialism.

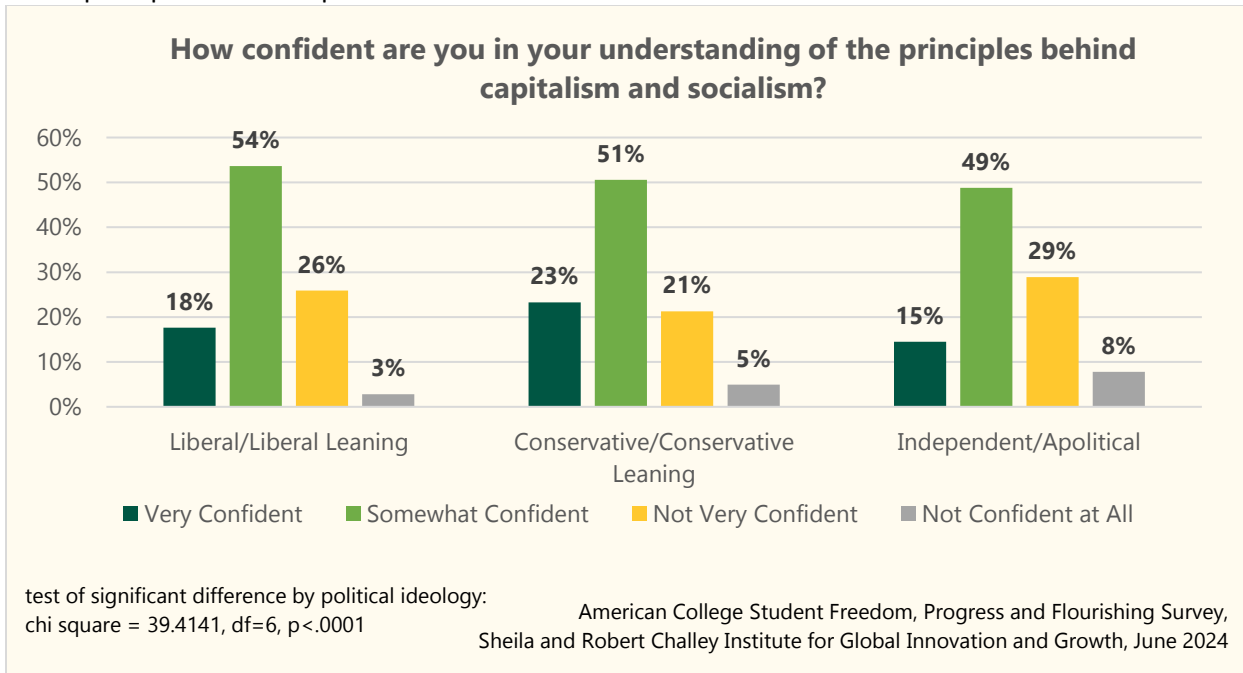


Figure 135: Confidence in understanding the principles behind capitalism and socialism by political ideology.

Male students are more likely to be very confident (27 percent) in understanding the principles behind capitalism and socialism than unknown/other students (20 percent) and female students (12 percent).

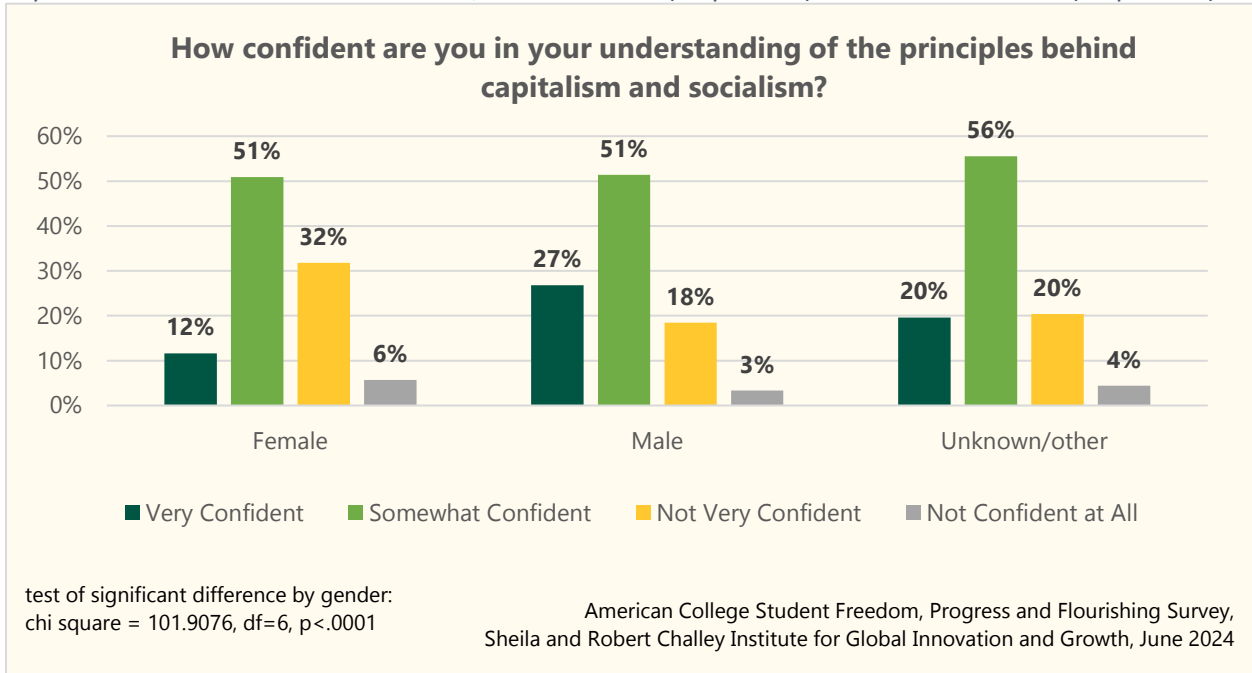


Figure 136: Confidence in understanding the principles behind capitalism and socialism by gender.

16 Percent of Students Say College Has Given Them a More Positive View of Socialism

16 percent of students say the classes and other activities they participated in during college gave them a more positive view of socialism, and 16 percent say they gave them a more negative view of socialism. 68 percent say college did not change their view of socialism.

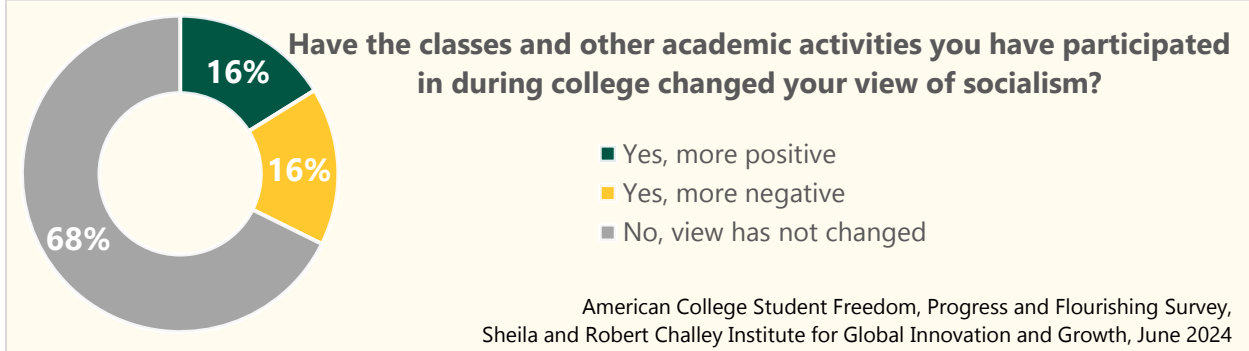


Figure 137: 16 percent of students say college has given them a more positive view of socialism.

Significant differences among students with different political views exist in their reporting of how college has changed their view of socialism. 22 percent of liberal students say college has given them a more favorable view of socialism, compared to 12 percent of independent and 10 percent of conservative students.

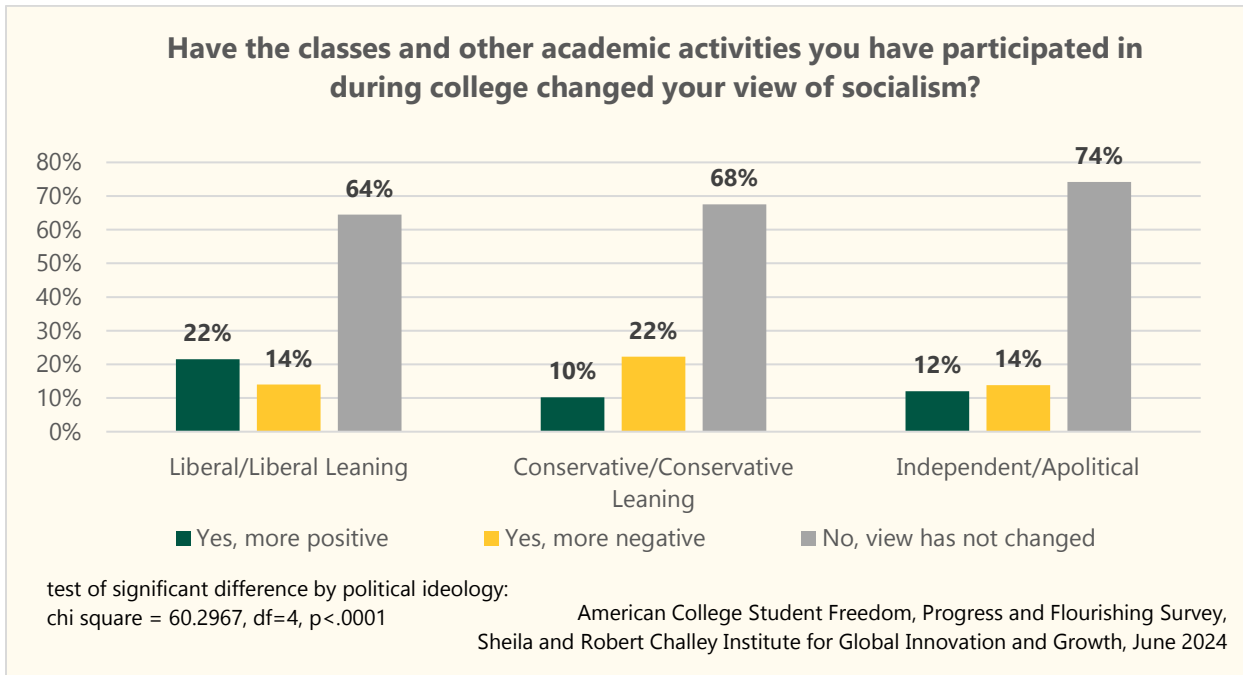


Figure 138: Students with different political beliefs report differences in the way college has influenced their view of socialism.

Although there are some significant differences in how college has changed student views of socialism by gender, the differences aren't as big as those by political ideology. 18 percent of male students report that college has given them a more positive view of socialism compared to 15 percent of female students and 14 percent of unknown/other students.

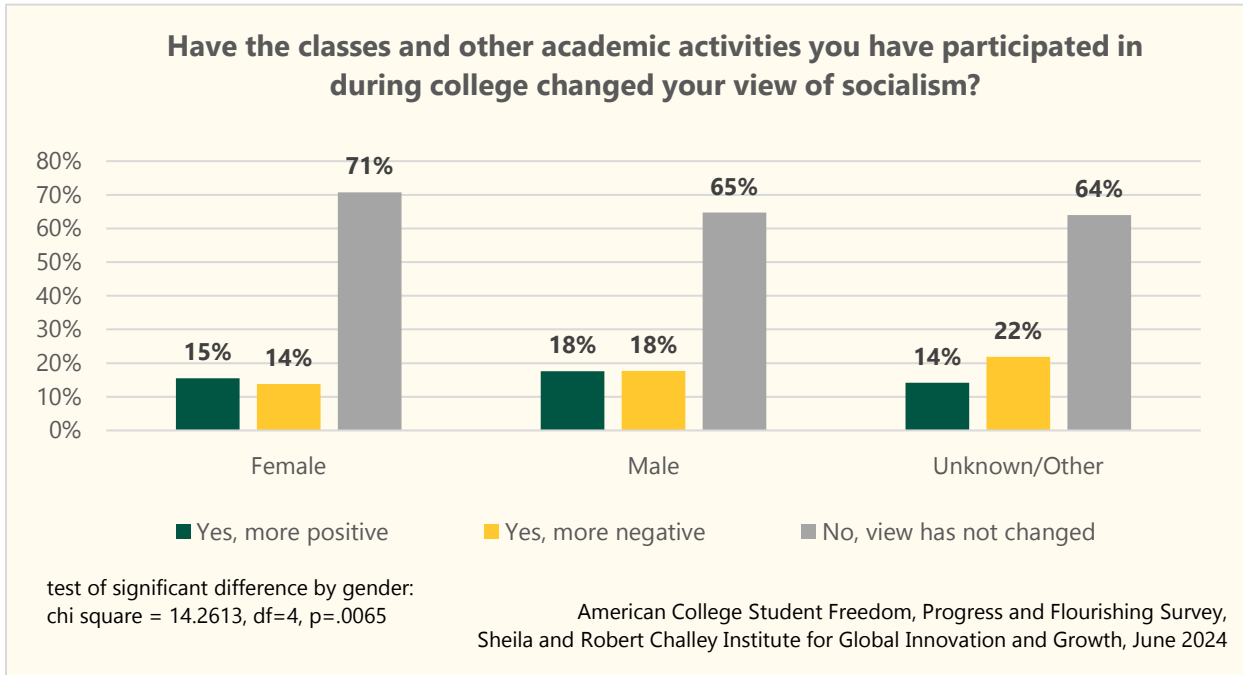


Figure 139: Perceptions of how college has changed views on socialism by gender.

There has been a significant decrease in the percentage of students who say college has given them a more positive view of socialism. In 2021, 22 percent of students said that college has given them a more positive view of socialism, compared to 16 percent in 2024.

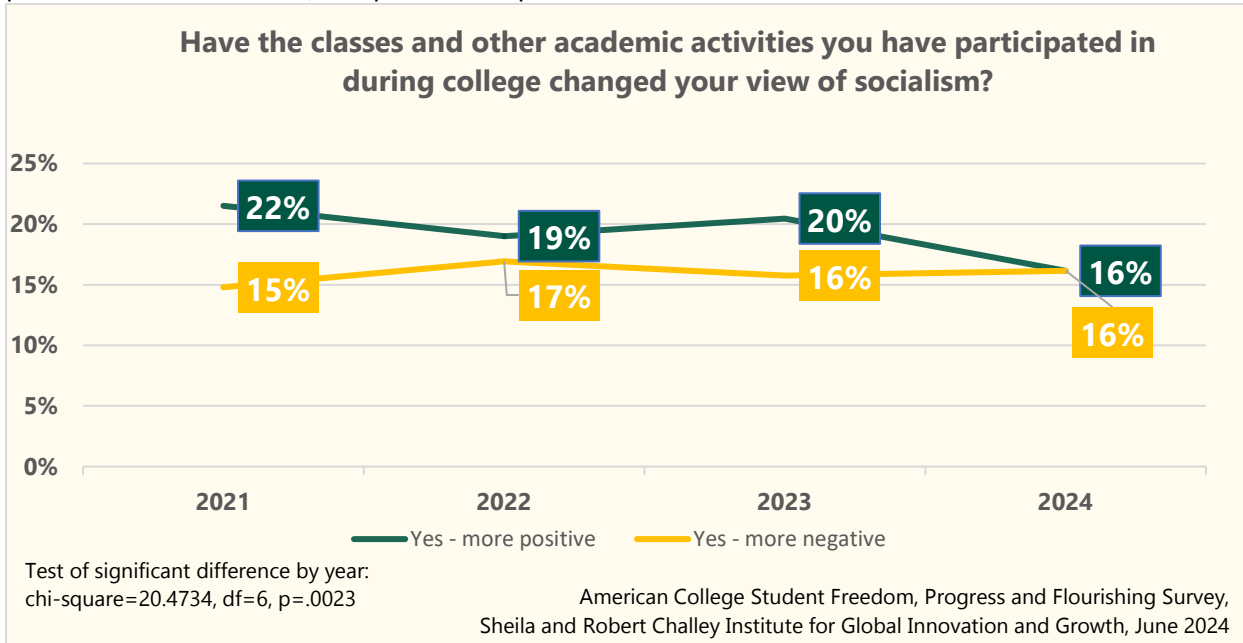


Figure 140: Percent of students who say college has given them more positive and negative views of socialism over time.

The drop in the percentage of students who say that college has given them a more positive view of socialism is largely the result of a drop in the percentage of liberal students who say college has given them a more positive view of socialism. In 2021, 34 percent of liberal students said college gave them a more positive view of socialism, compared to 22 percent in 2024.

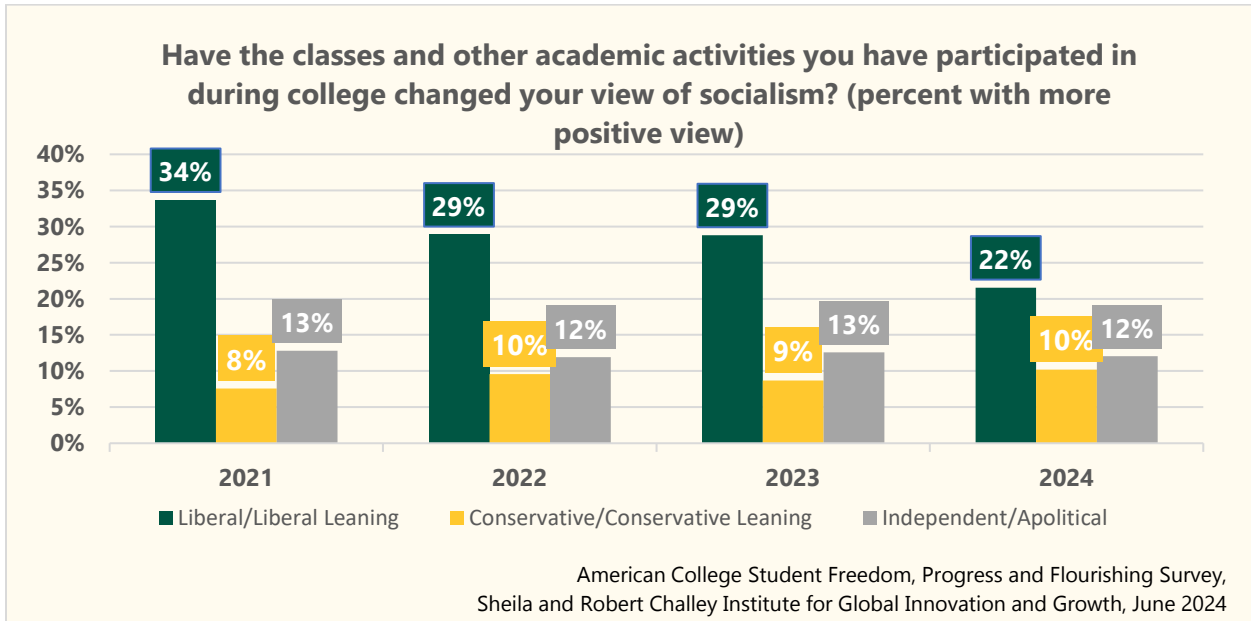


Figure 141: Percent of students who say college has given them a more favorable view of socialism - by political ideology over time.

Just as the percentage of liberal students who say that college has given them a more positive view of socialism dropped since 2021, the percent of liberal student who say college has given them a more negative view of socialism has increased from 8 percent in 2021 to 14 percent today.

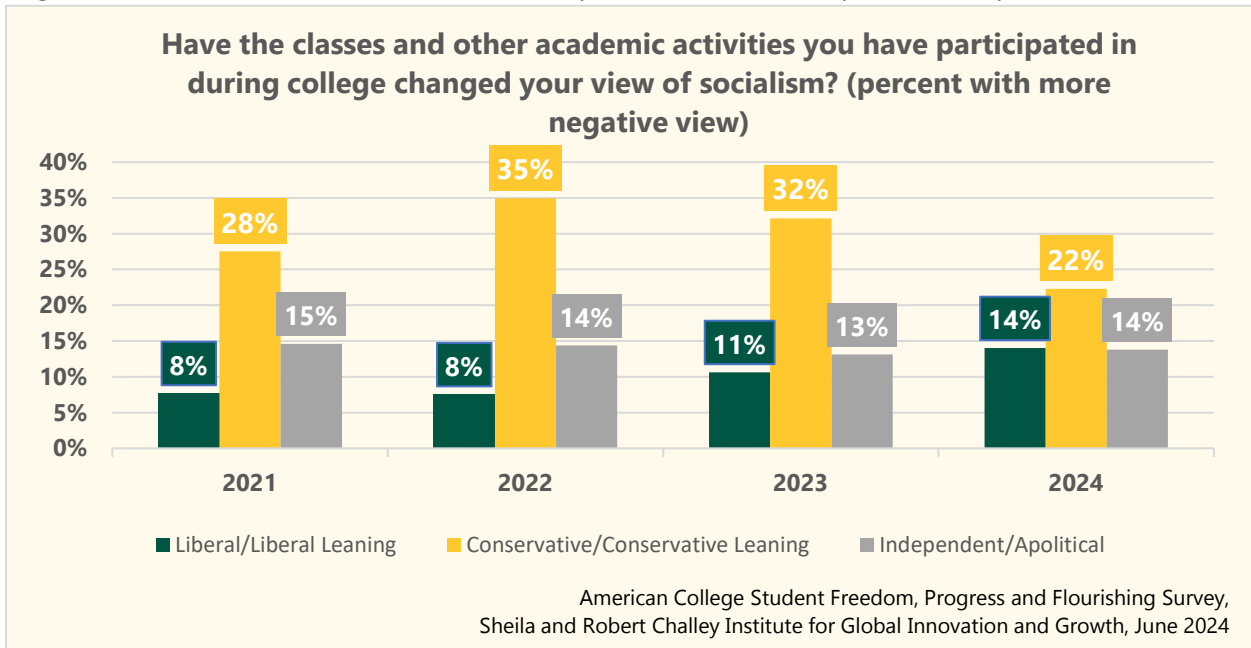


Figure 142: Percent of students who say college has given them a less favorable view of socialism - by political ideology over time.

Among Students Who Say Professors Have Expressed Their Views on Capitalism, Over Half Say It Has Been Negative

For students who say their professors have expressed their views on capitalism, 44 percent say the views have been favorable toward capitalism, while 56 percent say the views were unfavorable toward capitalism.



Figure 143: 56 percent of students who say their professors have expressed their views on capitalism say the views have been negative.

Conservative students are more likely to positively perceive professor comments toward capitalism (53 percent of those who say professors expressed views) than independent or liberal students (about 41 percent of those who say professors expressed views).

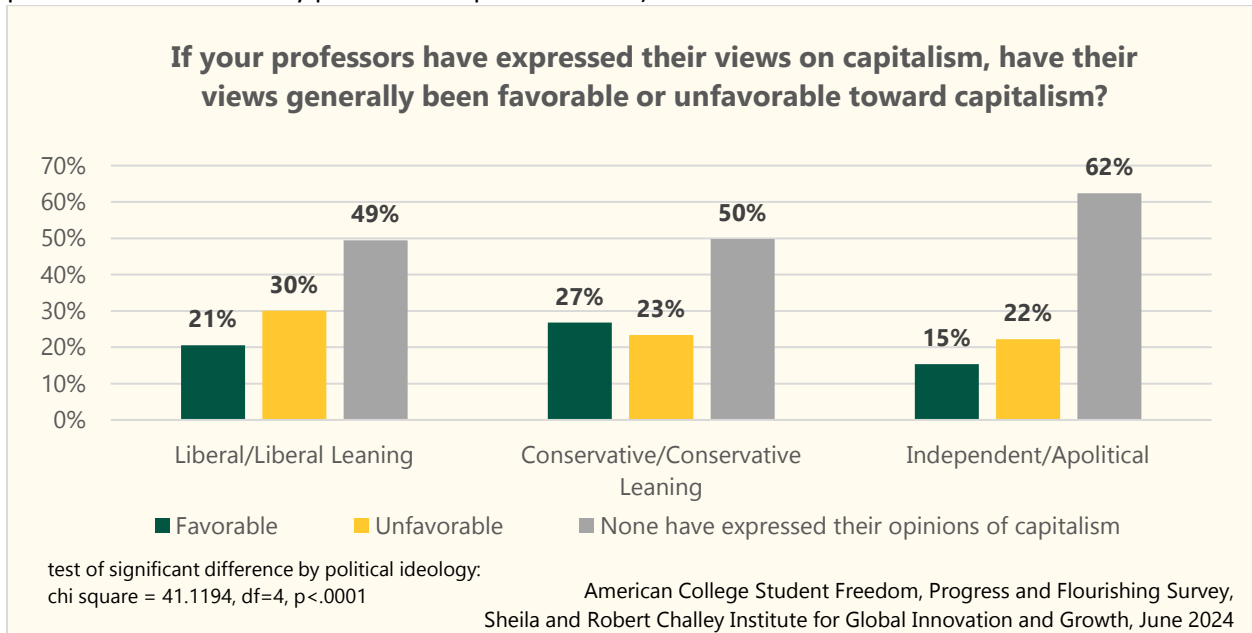


Figure 144: There are significant differences by political ideology in student perceptions of views expressed by professors on capitalism.

Among students who report that professors have expressed their views on capitalism, male students (49 percent) are more likely to report that the views have been positive than female students (41 percent) and unknown/other students (39 percent).

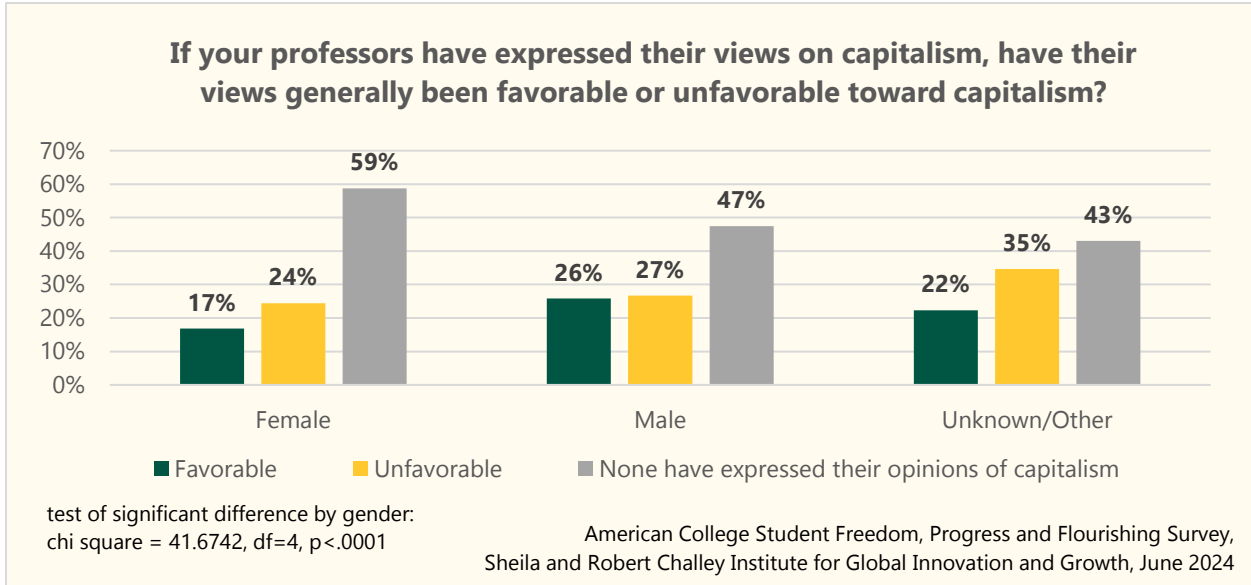


Figure 145: There are differences in student perceptions of professors' expressed views on capitalism by gender.

There has been a significant increase in the percent of students reporting that professors have expressed favorable views toward capitalism over time. For students saying that their professors have expressed views on capitalism, 33 percent said the views were favorable in 2021 compared to 44 percent in 2024.

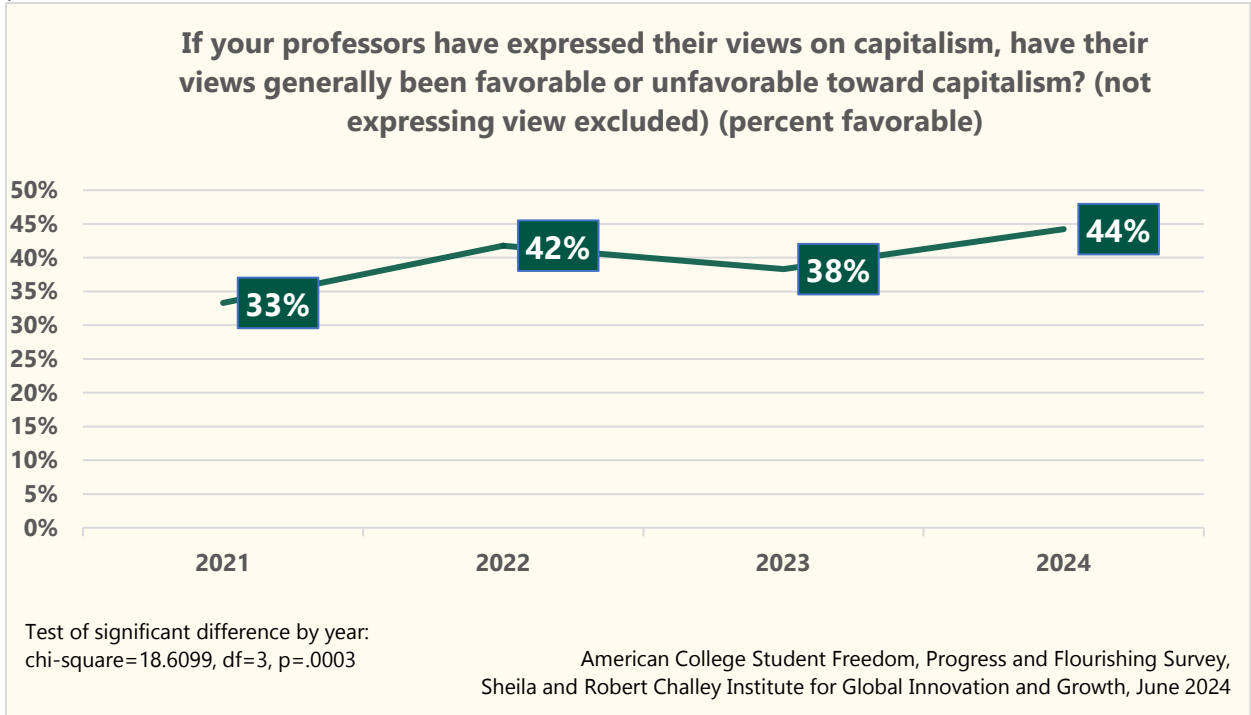


Figure 146: Percent of professor views expressed toward capitalism that have been perceived as favorable over time.

Since 2021, among students who say professors have expressed their views toward capitalism the percent of liberal students who report the views have been positive has increased from 24 percent to 41 percent. For conservative students, the percent has increased from 39 percent to 53 percent.

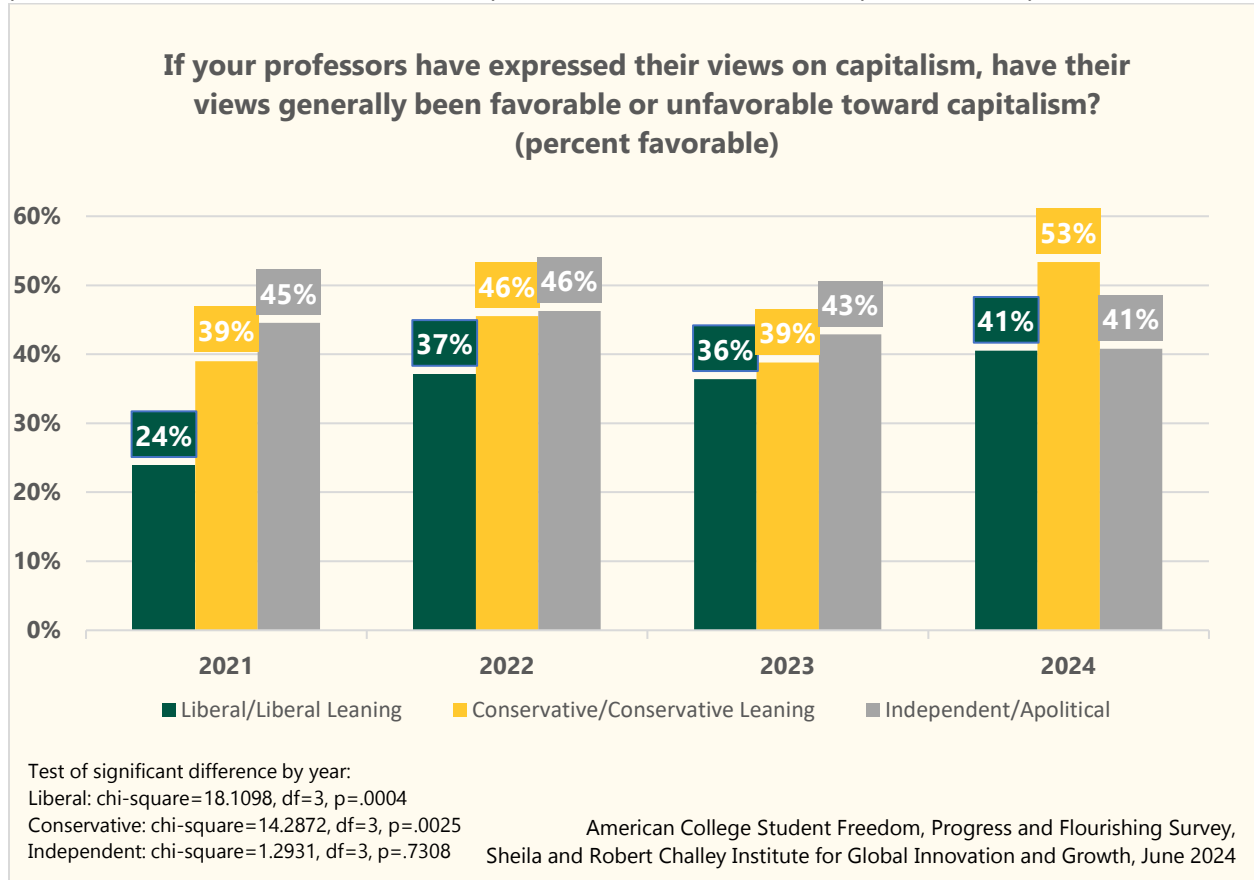


Figure 147: Student perceptions of the percent of professors' expressed views on capitalism that have been favorable - by political ideology over time.

For Students Who Report That Their Professors Have Expressed Their Views on Socialism, Over Half Say It Has Been Positive

Among students who say their professors have expressed their views on socialism, 54 percent say the views have been favorable and 46 percent say they have been unfavorable. This is the reverse of what students reported for professor views on capitalism (44 percent favorable).



Figure 148: 56 percent of students who say their professors have expressed their views on socialism say the views have been positive.

Among students with different political views there are some statistical differences in reporting of whether professor views were favorable or unfavorable toward socialism. However, with the exception of independent students, there is agreement that more professors have expressed a favorable opinion of socialism than an unfavorable opinion.

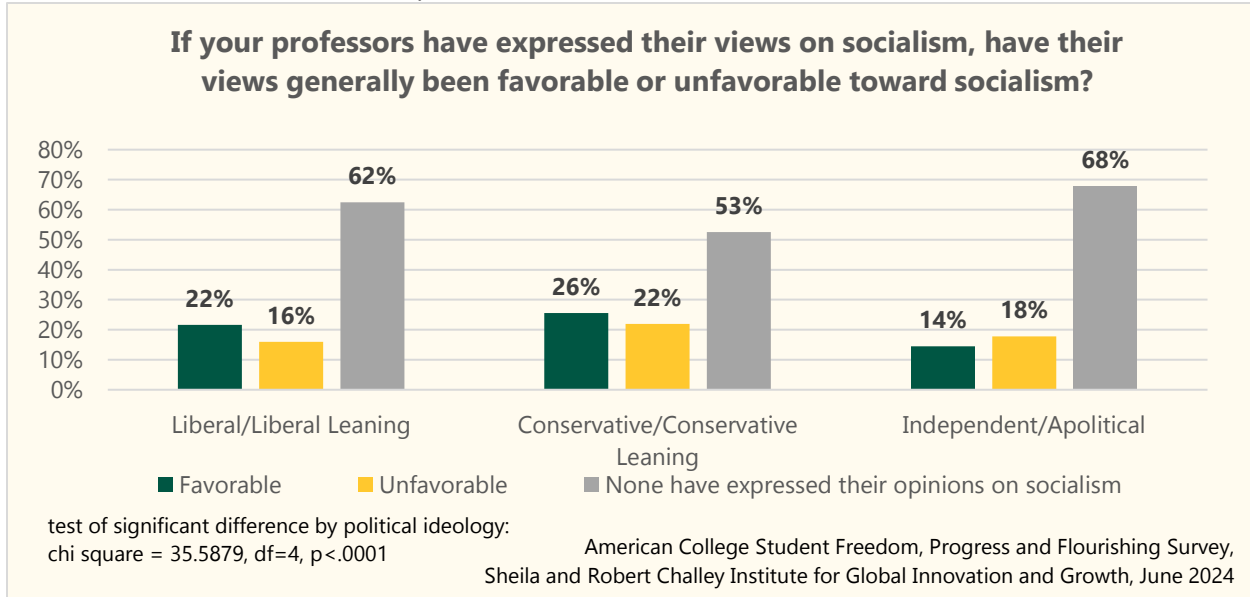


Figure 149: Students report that professor views toward socialism have been more favorable than unfavorable.

Among students who say their professors have expressed their opinions on socialism, female (50 percent) and male (53 percent) students are more likely to report that the views have been positive than unknown/other (39 percent) students.

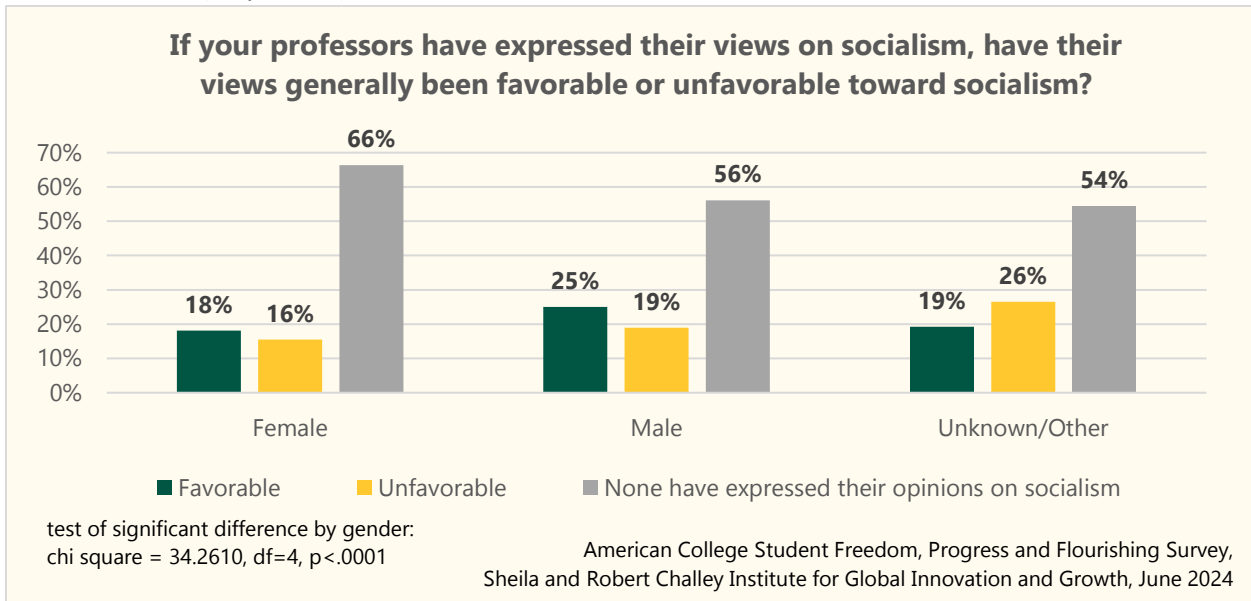


Figure 150: Student perception of expressed professor views toward socialism by gender.

Among students who say that professors have expressed their opinions on socialism, there has been a significant decrease in the percent who perceive those views to be favorable (this question was not asked in 2021).

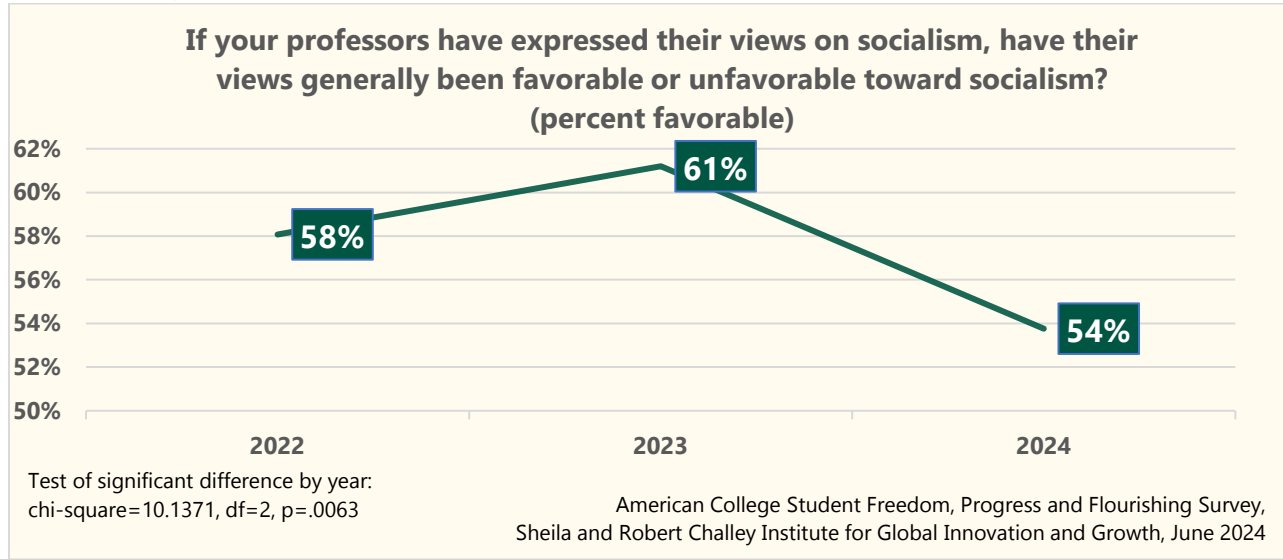


Figure 151: Perception of professors' expressed views toward socialism being favorable for students who say professors have expressed views.

Among students who say that professors have expressed opinions on socialism, there has been a significant decrease in the percent who perceive those views to be favorable among liberal students. Changes in reported percentages for conservative and independent students have not been statistically significant.

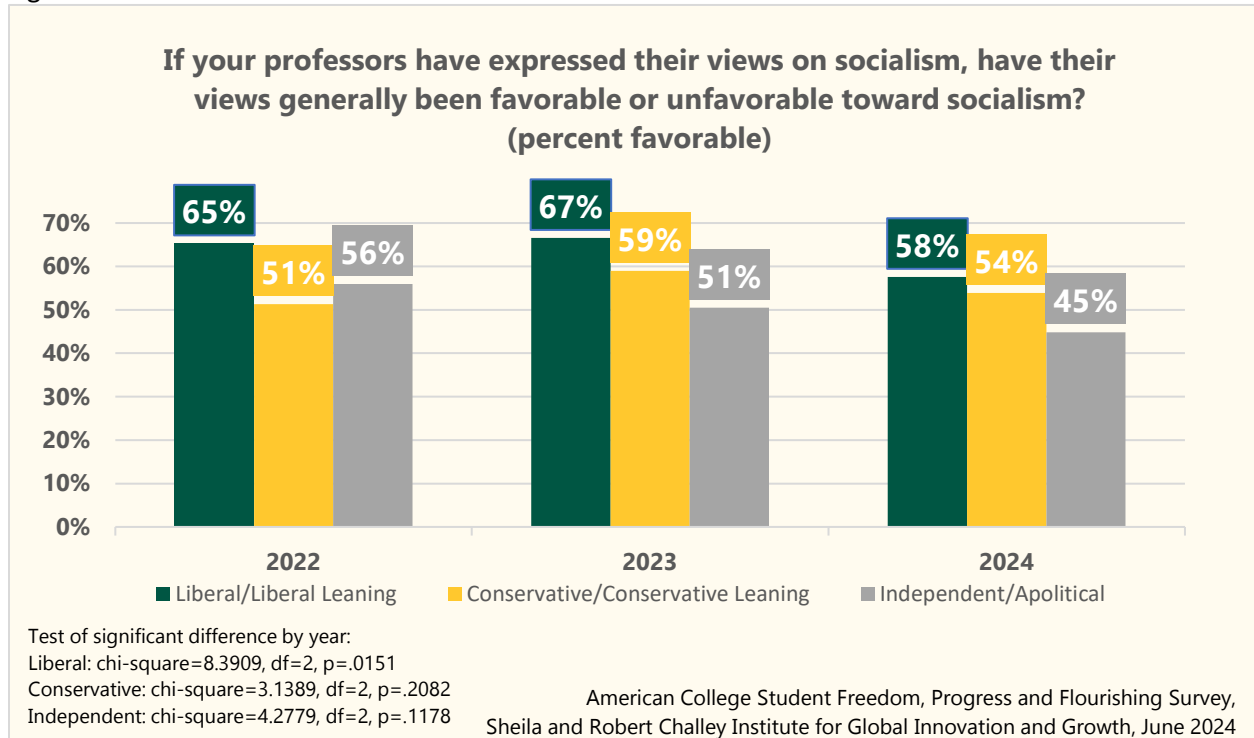


Figure 152: Students perceiving professor views toward socialism as being favorable for those saying professors have expressed views - by political ideology and year.

Section 4: The Israel-Hamas War – Appropriate Ways To Express Opinions

Since the attack of Israel by Hamas on October 7th, 2023 and the subsequent response by Israel, there have been campus protests across the U.S. and in other parts of the world. While some protests have been peaceful, others have included illiberal actions that are not part of free speech.

We surveyed students about (1) their attitudes toward peaceful protests and toward illiberal methods of protest, (2) their participation in a protest and intentions of protesting in the future, (3) their perceptions on knowledge of the issues behind the Israel-Hamas conflict, and (4) their opinion of who is right in the conflict.

Most students (89 percent) believe that students have a right to engage in peaceful protests related to the Israel-Hamas war. While large majorities also believe that students don't have a right to engage in illiberal actions to protest the Israel-Hamas war, there are notable exceptions. For example, 41 percent of students think it is okay to occupy buildings or stage "die-ins" to prevent normal activities from occurring on campus, 27 percent think students have a right to disrupt class, and 20 percent think it is okay to shout down a campus speaker who has come to campus to speak about the Israel-Hamas war. Smaller percentages think it is acceptable to block a speaker and others from entering an auditorium (14 percent) or to pull a fire alarm to force evacuation of an auditorium (8 percent) during a speech related to the Israel-Hamas war.

A small percentage of students (13 percent) say they have participated in a protest related to the Israel-Hamas war, but two-thirds of those plan to continue to protest after their college career is over.

21 percent of students say they are very well informed about the Israel-Hamas war, while another 42 percent say they are somewhat informed about the war. One third of students say they are at least somewhat comfortable discussing the Israel-Hamas conflict on campus, and 16 percent say they are very uncomfortable discussing it. About two-thirds of students say neither side is right in the Israel-Hamas war, with the remaining students roughly split on who is right.

There are significant differences in views related to protests based on political ideology, gender, and who students think is right in the conflict. Liberal (93 percent) and independent students (89 percent) are more likely to think students have a right to peaceful protests related to the Israel-Hamas war than conservative (80 percent) students. Liberal students are also significantly more likely to believe that illiberal actions to protest the Israel-Hamas war are acceptable. 55 percent of liberal students believe students have a right to occupy buildings and stage "die-ins" to prevent normal campus activities compared to 38 percent of independent students and 18 percent of conservative students. Liberal students are also more likely to believe students have a right to disrupt class (37 percent), shout down a speaker (26 percent), block a speaker and others from entering an auditorium (18 percent), and pull a fire-alarm to evacuate the auditorium (11 percent) than independent (23 percent, 16 percent, 8 percent, and 4 percent for these actions, respectively) and conservative students (11 percent, 15 percent, 10 percent, and 6 percent for these actions, respectively).

While there are no significant differences in student beliefs on peaceful protests by gender, there are for illiberal protest actions. Students with gender of unknown/other are more likely to say students have a right to occupy buildings or stage "die-ins" to prevent normal campus activities (61 percent), more likely to say students have a right to disrupt class (42 percent), more likely to say it is acceptable to shout down speakers (31 percent), more likely to say it is acceptable to block a speaker and others (22 percent), and more likely to say it is acceptable to pull a fire alarm (18 percent) in comparison to female (40 percent, 26

percent, 18 percent, 12 percent, and 6 percent for these actions, respectively) and male (36 percent, 24 percent, 20 percent, 14 percent, and 7 percent for these actions, respectively).

Student views on protests also vary by who students believe is right in the conflict. Students who think Israel is right are less likely to believe that students have a right to peaceful protests related to the war than students who think Hamas is right or neither side is right. They are also less likely to believe that illiberal protest actions are acceptable in comparison to students who think Hamas is right, with the exception of pulling a fire alarm to force evacuation of an auditorium. For students who think Israel is right in the conflict, the following percentages support various illiberal actions: 26 percent say students have a right to occupy buildings or stage “die-ins,” 19 percent say students have a right to disrupt class, 19 percent say it is acceptable to shout down a speaker, 13 percent say it is acceptable to block a speaker and others from entering an auditorium, and 15 percent say it is acceptable to pull a fire alarm to force evacuation. For students who think Hamas is right in the conflict, the following percentages support various illiberal actions: 72 percent say students have the right to occupy buildings or stage “die-ins,” 51 percent say students have the right to disrupt class, 37 percent say it is acceptable to shout down a speaker, 24 percent say it is acceptable to block a speaker and others from entering an auditorium, and 14 percent say it is acceptable to pull a fire alarm to force evacuation. For students that think neither is right, the following percentages support various illiberal actions: 36 percent say students have a right to occupy buildings or stage “die-ins,” 22 percent say students have a right to disrupt class, 16 percent say it is acceptable to shout down a speaker, 11 percent say it is acceptable to block a speaker and others from entering an auditorium, and 4 percent say it is acceptable to pull a fire alarm to force evacuation.

Individual questions and responses are presented below.

Almost 90 Percent of Students Say That Students Have a Right To Engage in Peaceful Protests Related to the Israel-Hamas War

When asked whether students have a right to engage in peaceful protests on campus related to the Israel-Hamas war, 89 percent said yes.

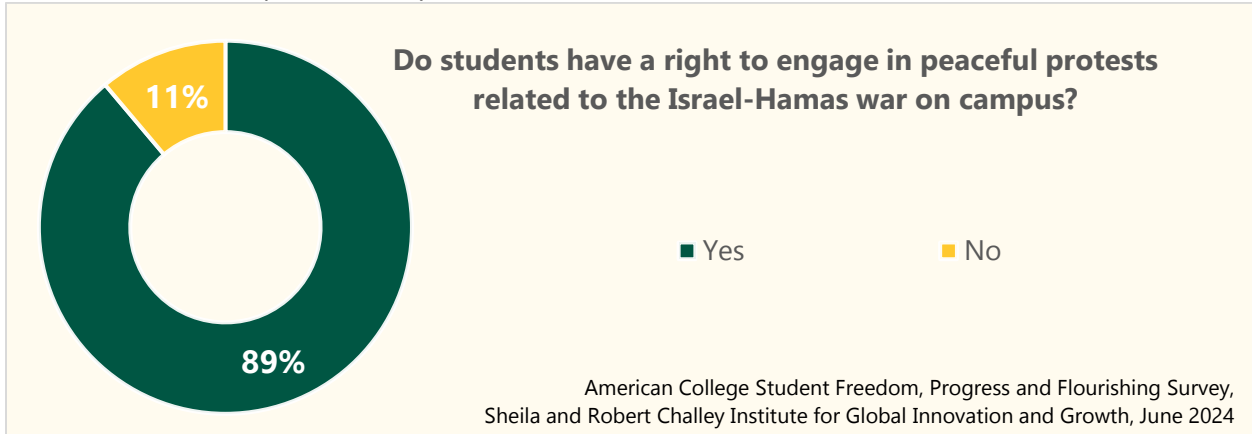


Figure 153: 89 percent of students say students have a right to engage in peaceful protests related to the Israel-Hamas war.

Liberal (93 percent) and independent (89 percent) students are more likely to believe that students have a right to peacefully protest the Israel-Hamas war on campus.

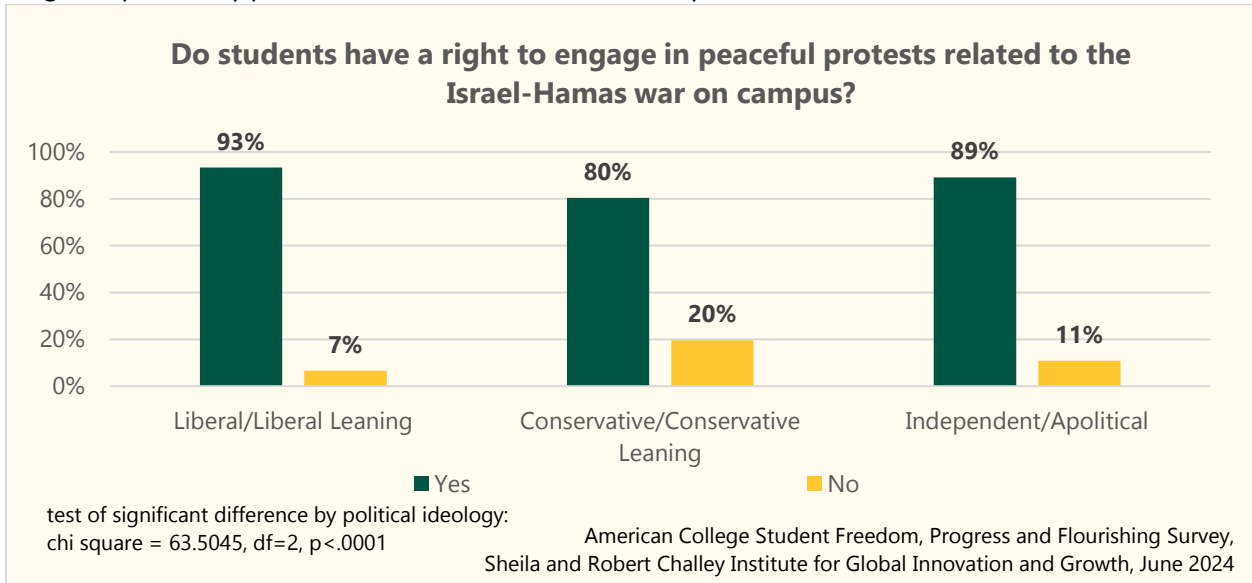


Figure 154: There are significant differences by political ideology in whether a peaceful protest related to the Israel-Hamas war is acceptable.

Beliefs about whether students have a right to peacefully protest on campus related to the Israel-Hamas war do not vary by gender.

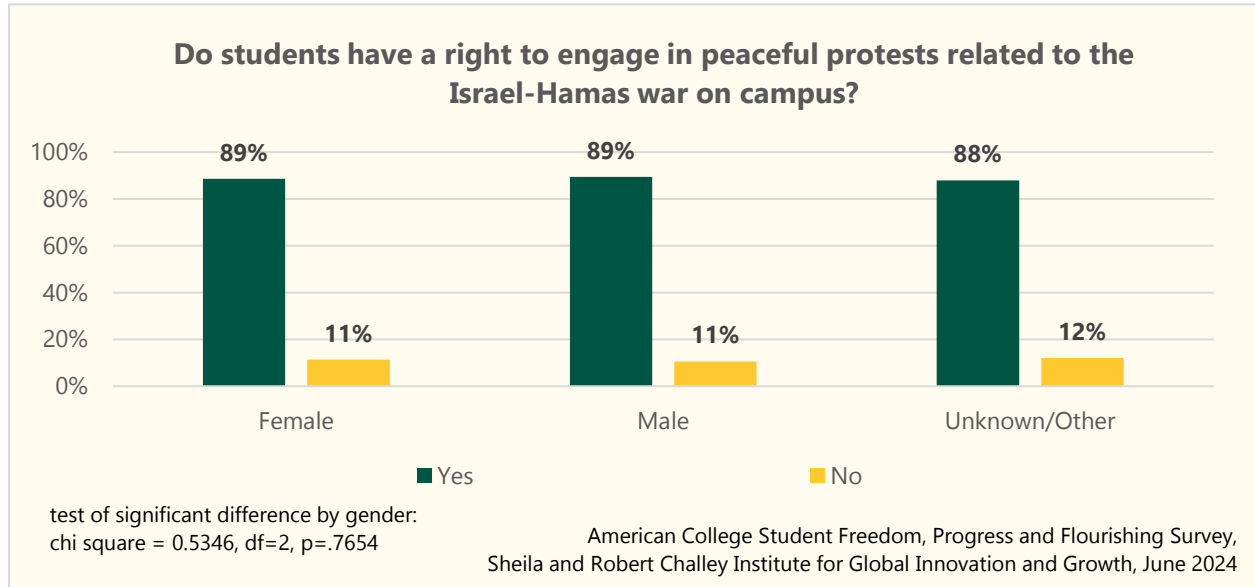


Figure 155: Most students (regardless of gender) believe students have a right to peacefully protest on campus related to the Israel-Hamas war.

More Than 40 Percent of Students Think They Have a Right To Take Actions That Prevent Normal Activities From Occurring on Campus in Order To Express Opinions on the Israel-Hamas War

41 percent of students say that they have a right to occupy buildings or stage “die-ins” to prevent normal activities from occurring on campus in order to raise awareness of issues related to the Israel-Hamas war.

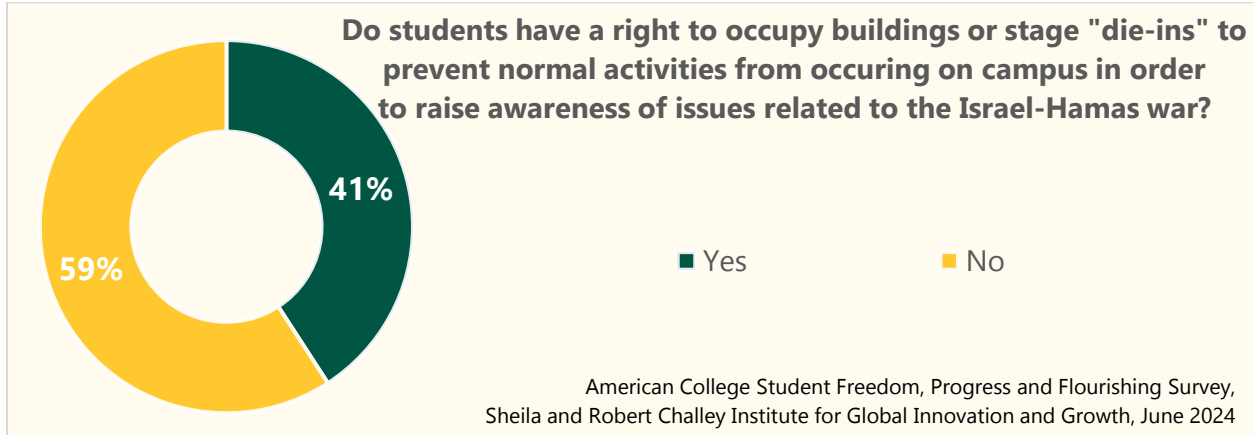


Figure 156: 41 percent of students believe they have the right to prevent normal activities from occurring on campus as related to the Israel-Hamas war.

There are significant differences in this belief by political ideology. Liberal students (55 percent) are much more likely to think such actions are justified than independent (38 percent) or conservative (18 percent) students.

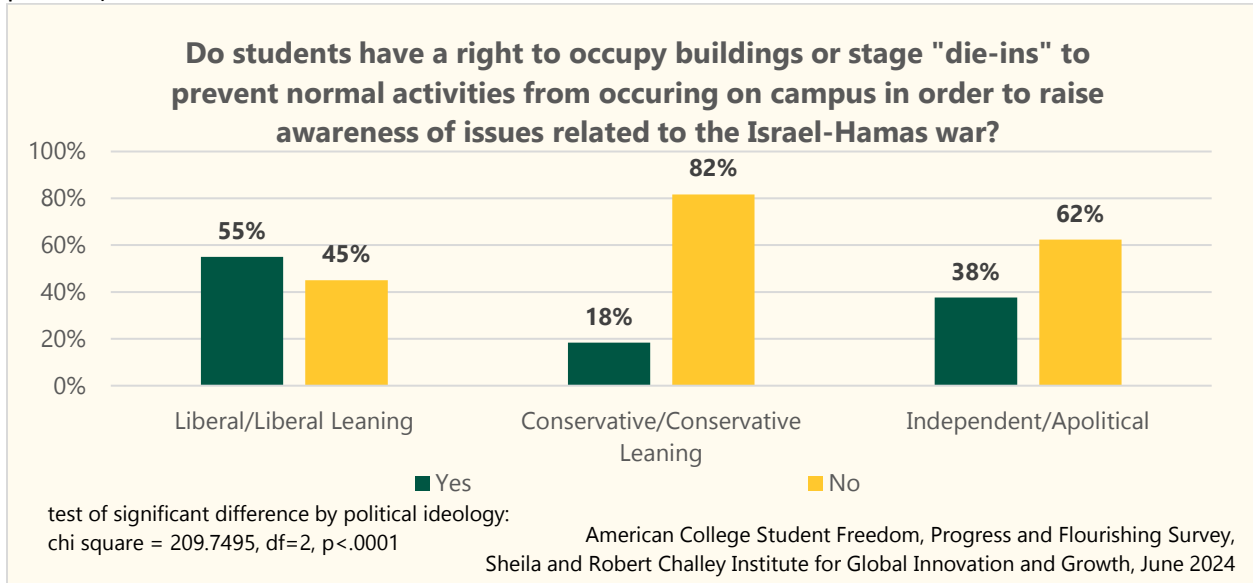


Figure 157: Significant differences by political ideology exist on beliefs of whether it is justified to disrupt normal campus operations in relation to the Israel-Hamas war.

There are also significant differences by gender, with unknown/other students (61 percent) much more likely to believe such actions are justified than female (41 percent) or male (36 percent) students.

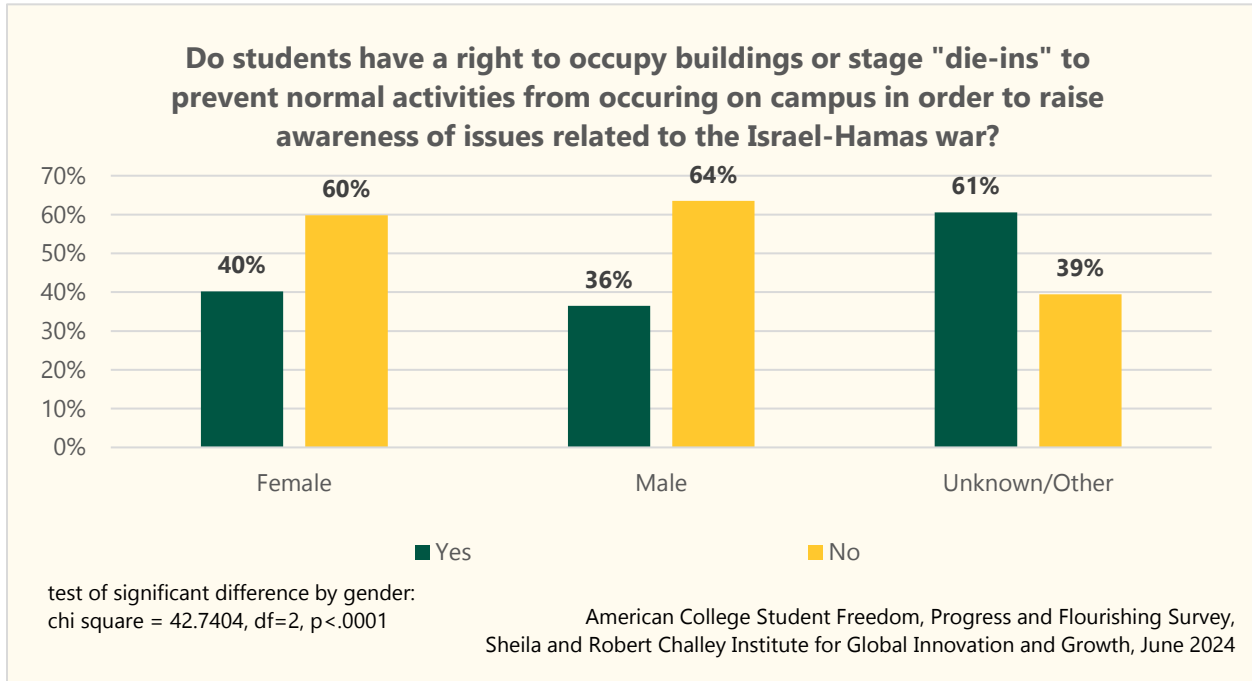


Figure 158: Significant differences by gender exist on beliefs of whether it is justified to disrupt normal campus operations in relation to the Israel-Hamas war.

More Than One-Quarter of Students Believe It Is Okay To Disrupt Class To Protest Issues Related to the Israel-Hamas War

27 percent of students say they have a right to disrupt class to protest issues related to the Israel-Hamas war.



Figure 159: 27 percent of students believe it is okay to disrupt class to protest issues related to the Israel-Hamas war.

Significant differences by political ideology exist in whether it is acceptable to disrupt class to protest issues related to the Israel-Hamas war. Liberal (37 percent) students are more likely to believe it is acceptable than independent (23 percent) or conservative (11 percent students).

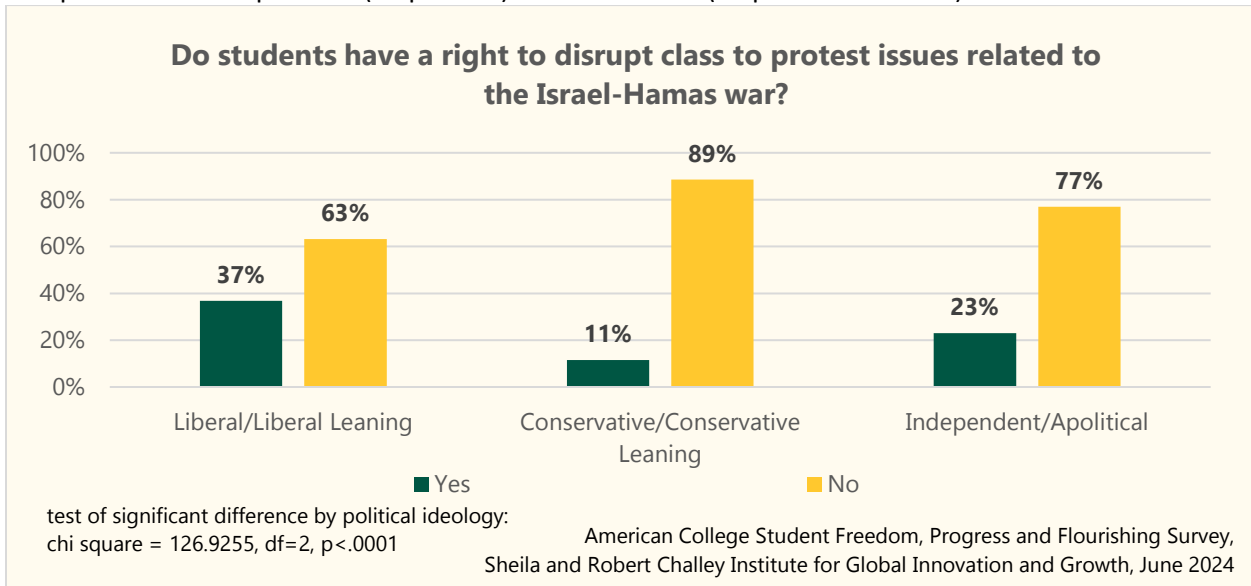


Figure 160: Student beliefs on whether it is acceptable to disrupt class to protest related to the Israel-Hamas war by political ideology.

Unknown/other students (42 percent) are more likely to believe it is acceptable to disrupt class to protest issues related to the Israel-Hamas war than female (26 percent) or male (24 percent) students.

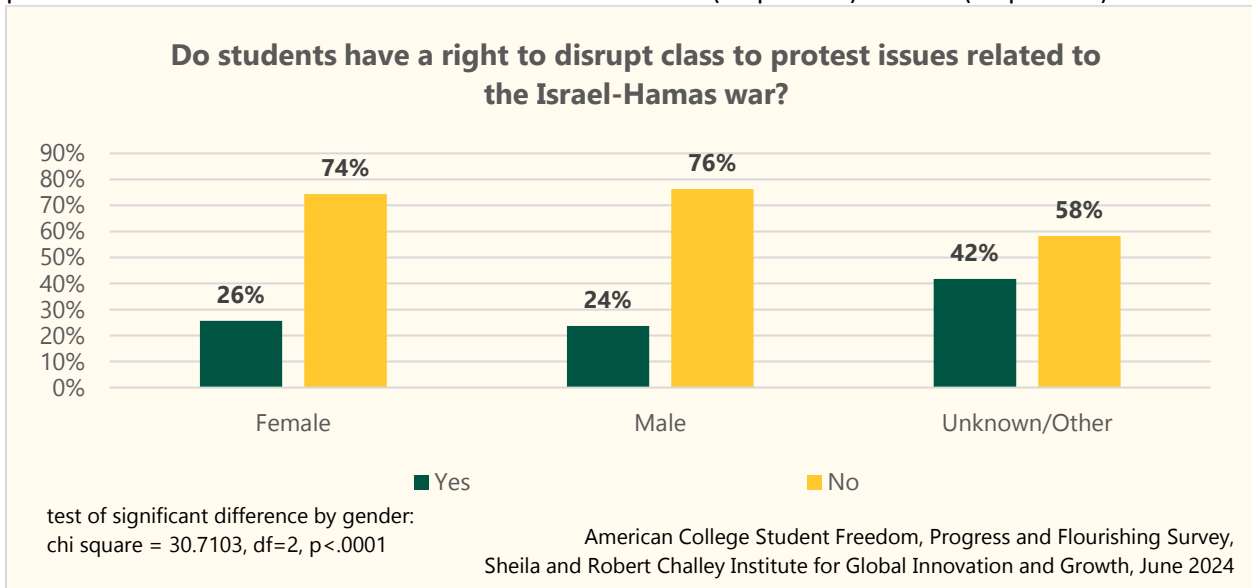


Figure 161: Student beliefs on whether it is acceptable to disrupt class to protest related to the Israel-Hamas war by gender.

80 Percent of Students Believe It Is Unacceptable To Shout Down a Speaker Who Comes to Campus To Speak About the Israel-Hamas War

Only two in ten students believe it is acceptable to shout down a speaker who comes to campus to talk about the Israel-Hamas war.



Figure 162: 80 percent of students say it is unacceptable to shout down.

Liberal students (26 percent) are more likely to think it is acceptable to shout down a campus speaker on the Israel-Hamas war in comparison to independent (16 percent) and conservative (15 percent) students.

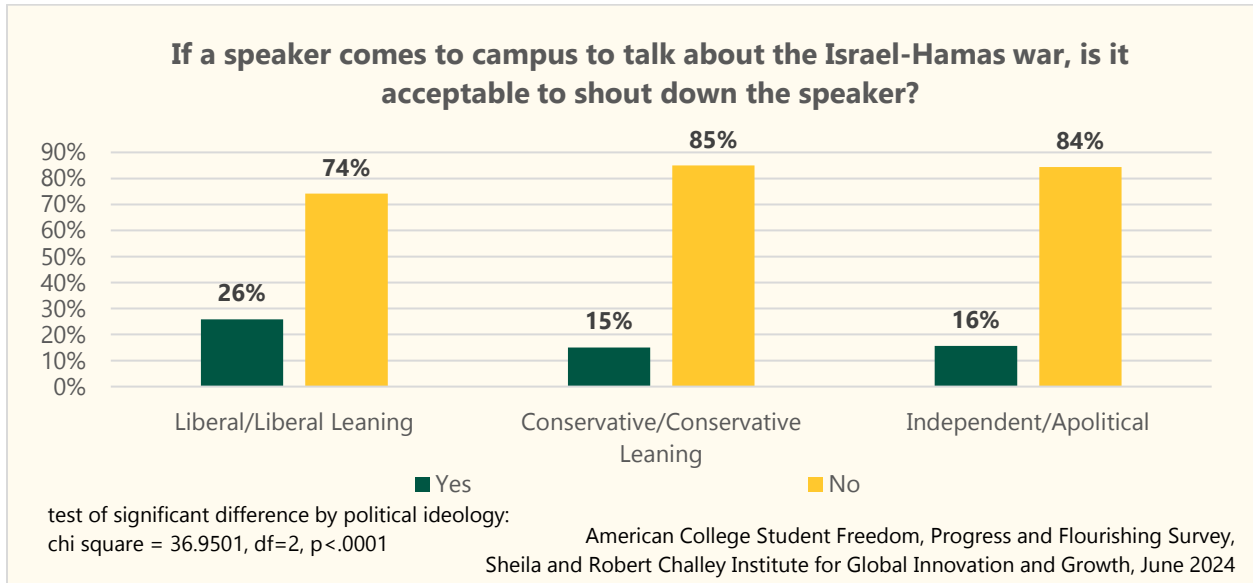


Figure 163: Significant differences by political ideology exist on beliefs about whether it is acceptable to shout down a campus speaker on the Israel-Hamas war.

Unknown/other students (31 percent) are more in favor of shouting down speakers related to the Israel-Hamas war than male (20 percent) and female (18 percent) students.

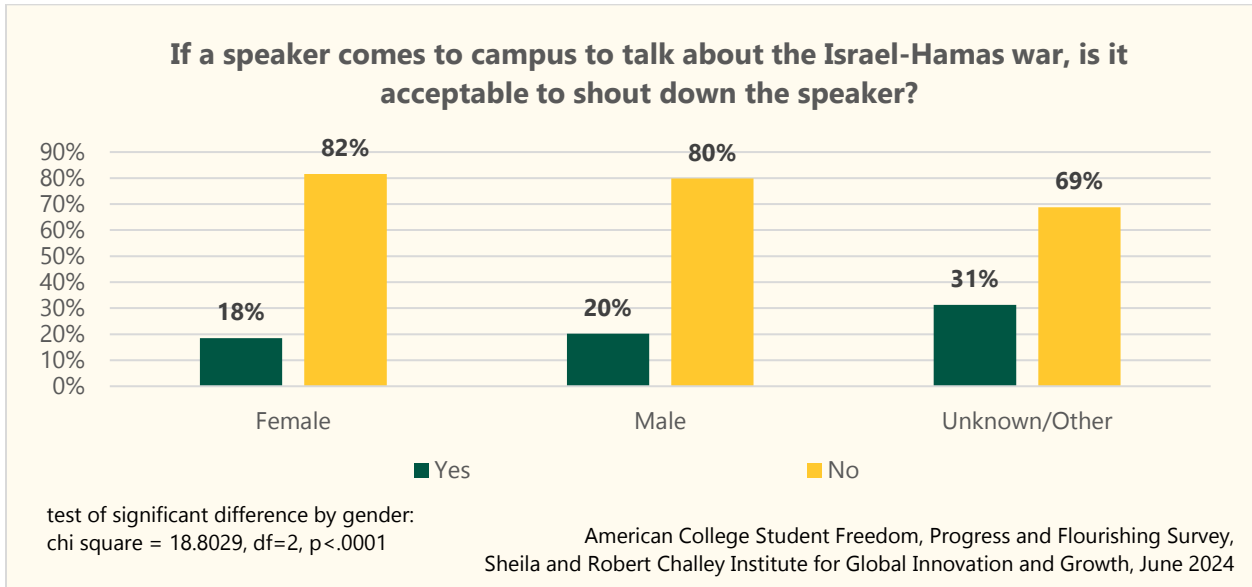


Figure 164: Significant differences by gender exist on beliefs about whether it is acceptable to shout down a campus speaker on the Israel-Hamas war.

14 Percent of Students Believe It Is Acceptable To Block a Speaker and Others From Entering an Auditorium To Hear a Speech About the Israel-Hamas War

Most students are not in favor of blocking a speaker and others from entering an auditorium when the speaker comes to campus to talk about the Israel-Hamas war. 86 percent of students say blocking the speaker and others from entering the auditorium is unacceptable.



Figure 165: 14 percent of students say it is acceptable to block a speaker and others from entering an auditorium when the speaker comes to campus to talk about the Israel-Hamas war.

Liberal students (18 percent) are more likely to believe it is acceptable to block a speaker and others from entering an auditorium when the speaker comes to talk about the Israel-Hamas war than conservative (10 percent) and independent (8 percent) students.

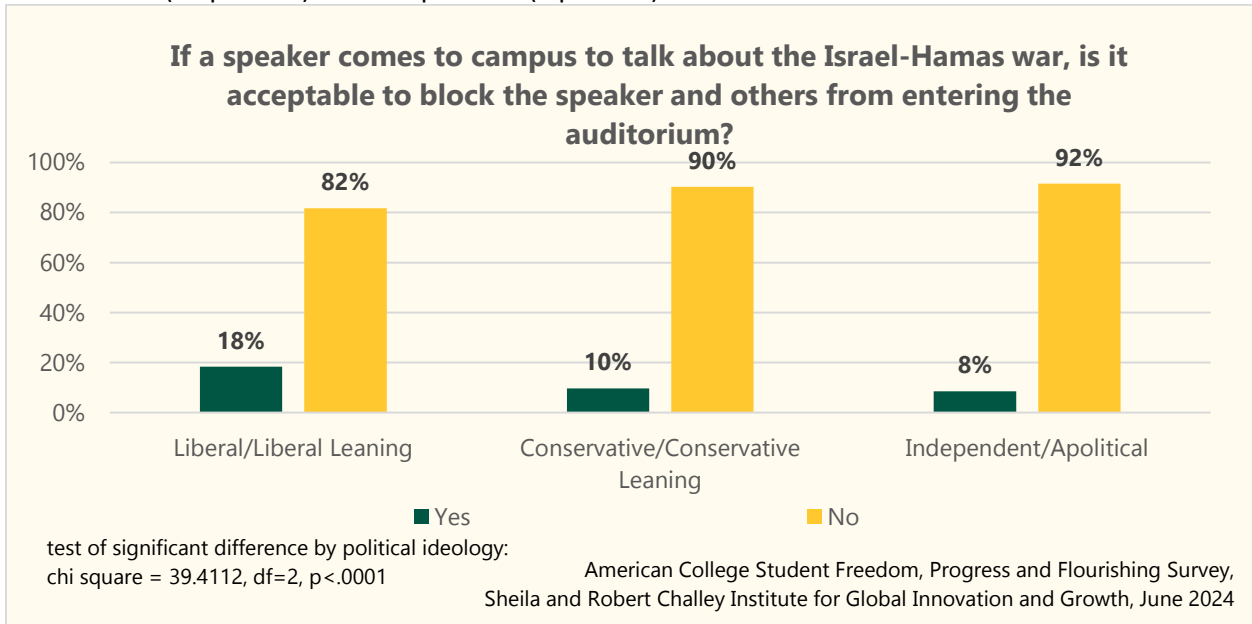


Figure 166: There are differences by political ideology in believing whether it is acceptable to block a speaker and others from entering an auditorium for an Israel-Hamas war related speech.

There is not much disagreement between female and male students on whether it is acceptable to block a speaker and others from entering an auditorium for a speech on the Israel-Hamas war; only 12 percent of female students and 14 percent of male students think it is acceptable. On the other hand, 22 percent of unknown/other students think it is acceptable.

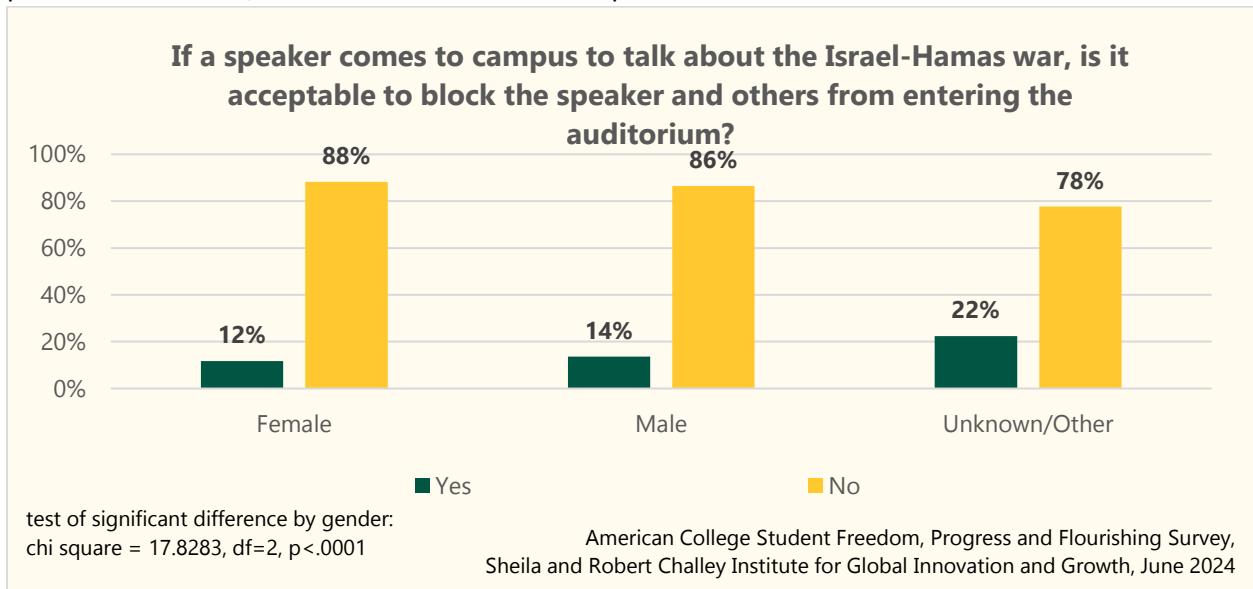


Figure 167: There are differences by gender in believing whether it is acceptable to block a speaker and others from entering an auditorium for an Israel-Hamas war related speech.

92 Percent of Students Say It Is Unacceptable To Pull a Fire Alarm To Force Evacuation of an Auditorium During a Speech About the Israel-Hamas War

Most students don't think it is acceptable to pull a fire alarm to force evacuation of an auditorium during a speech about the Israel-Hamas war. Only 8 percent believe it is acceptable.

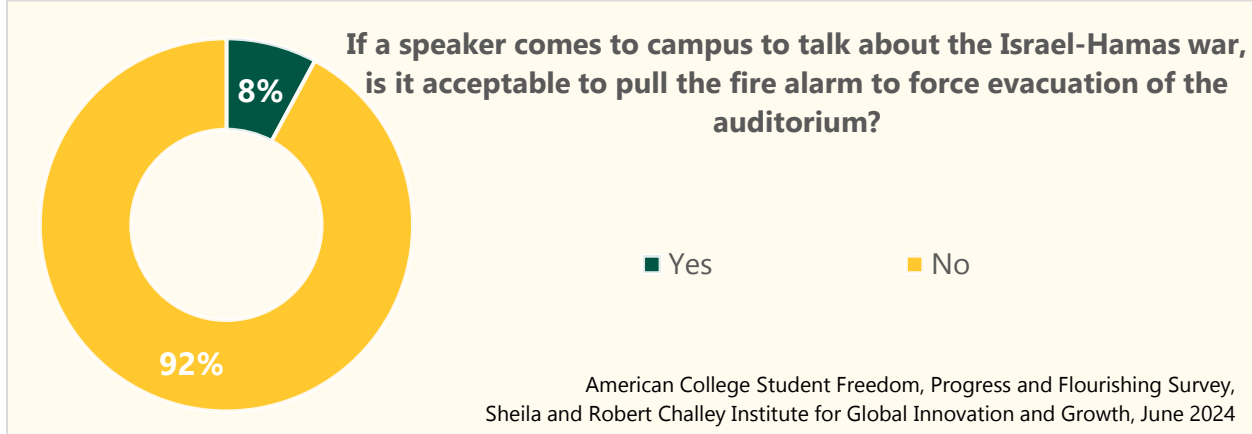


Figure 168: 8 percent of students think it is acceptable to pull a fire alarm to force evacuation of an auditorium during a speech about the Israel-Hamas war.

Although there are some significant differences among students with different political views in their assessment of whether it is acceptable to force evacuation of a speech about the Israel-Hamas war, 89 percent or more of students from any political ideology find such an action to be unacceptable.

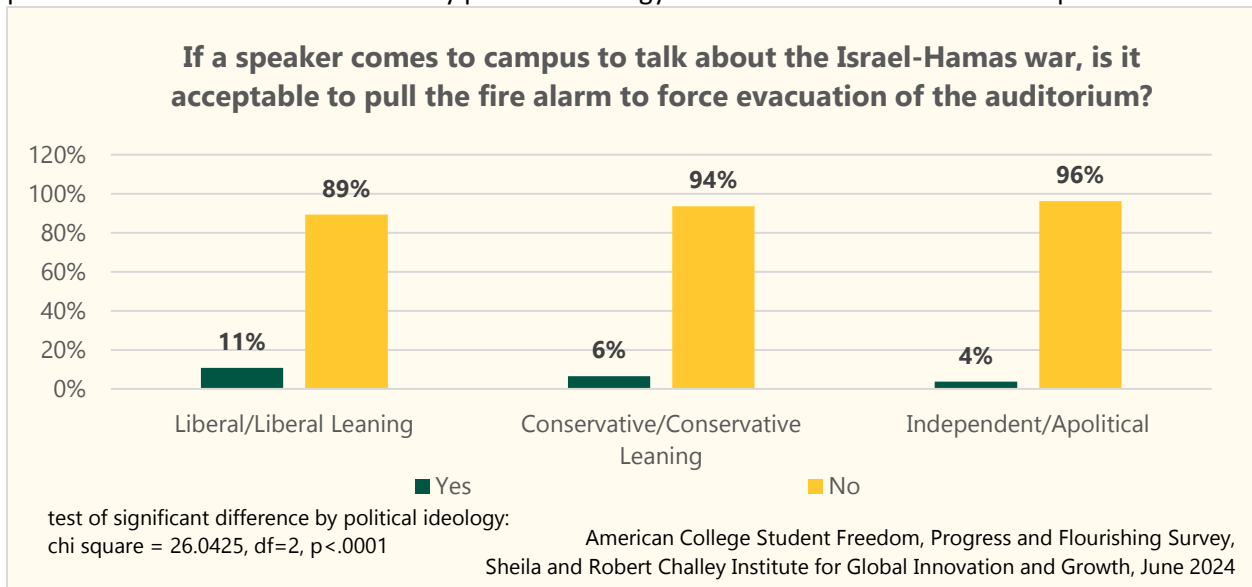


Figure 169: Student opinions by political ideology on whether it is acceptable to pull a fire alarm to evacuate an auditorium during a speech about the Israel-Hamas war.

Female (6 percent) and male (7 percent) students are much less likely to believe pulling the fire alarm to evacuate an auditorium during a speech about the Israel-Hamas war is acceptable than unknown/other (18 percent) students.

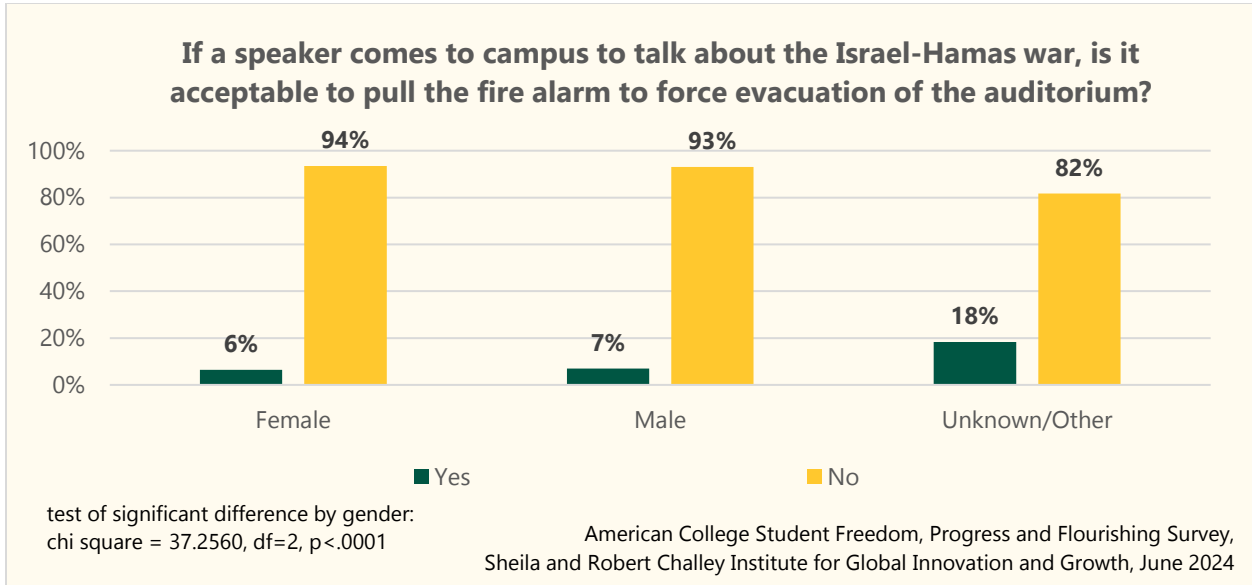


Figure 170: Student opinions by gender on whether it is acceptable to pull a fire alarm to evacuate an auditorium during a speech about the Israel-Hamas war.

13 Percent of Students Say They Have Participated in a Protest Related to the Israel-Hamas War

Most students say they have not participated in a protest related to the Israel-Hamas war, with only 13 percent reporting that they have.



Figure 171: 13 percent of students say they have participated in a protest related to the Israel-Hamas war.

A statistically significant difference in participation exists by political ideology, with 18 percent of liberal students reporting they have participated in such a protest compared to 10 percent of independent students and 8 percent of conservative students.

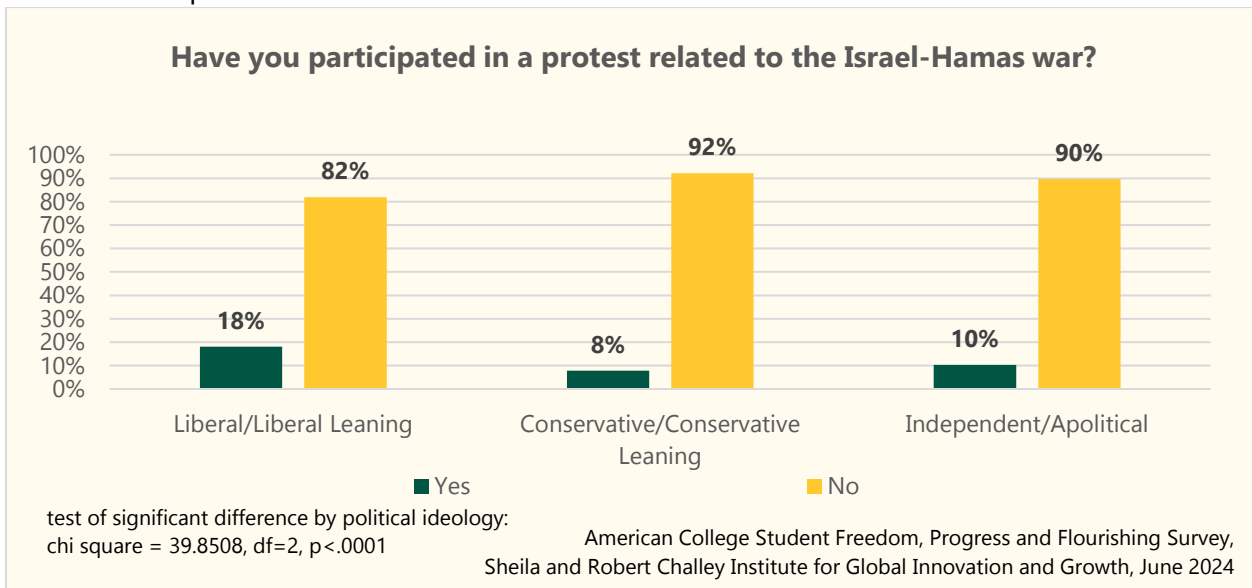


Figure 172: A higher percentage of liberal students report participating in a protest related to the Israel-Hamas war in comparison to independent and conservative students.

12 percent of female and male students report having participated in a protest related to the Israel-Hamas war in comparison to 25 percent of unknown/other students.

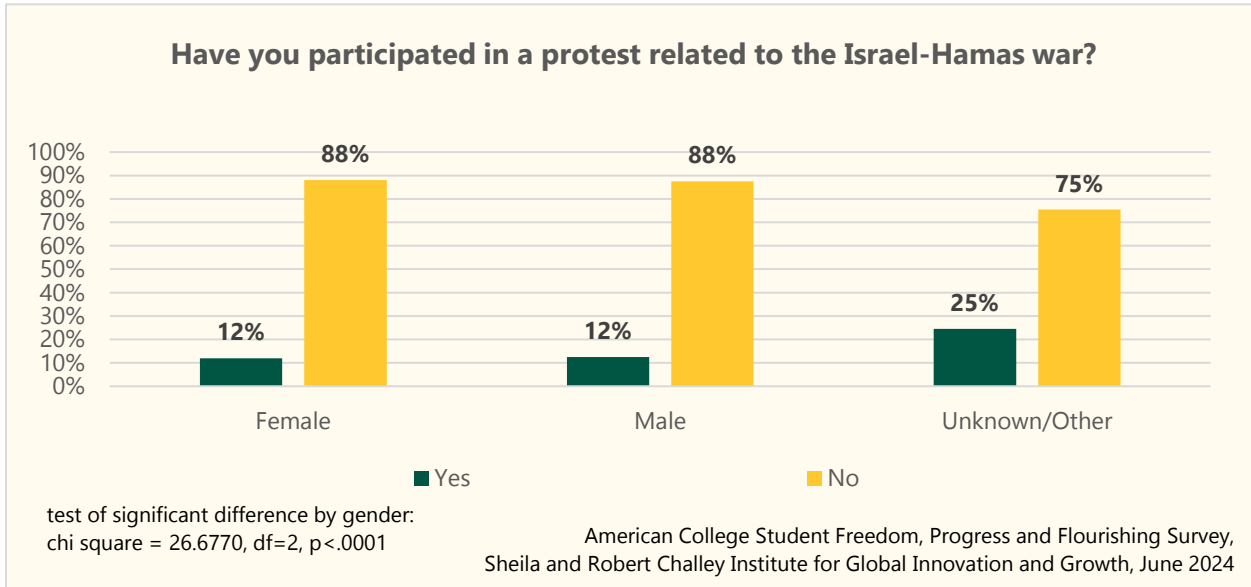


Figure 173: Participation in protests related to the Israel-Hamas war by gender.

Of the Students Who Have Participated in a Protest Related to the Israel-Hamas War (290 Students), 65 Percent Plan to Continue to Protest

Nearly two-thirds of the students who have participated in a protest related to the Israel-Hamas war plan to continue protesting after college. 16 percent don't plan on continuing to protest, and 19 percent are unsure.

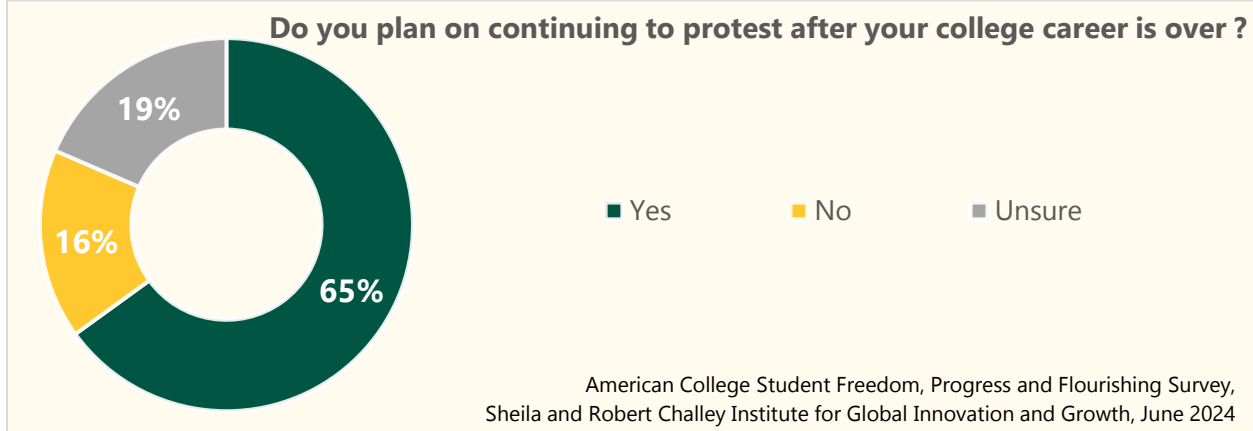


Figure 174: 65 percent of students who have participated in a protest related to the Israel-Hamas war plan to continue to do so after college.

There is a statistically significant difference by political ideology in whether students who have already participated in a protest plan to continue protesting after college. Liberal students (72 percent) are much more likely to say they plan on continuing to protest in comparison to independent (60 percent) or conservative (42 percent) students.

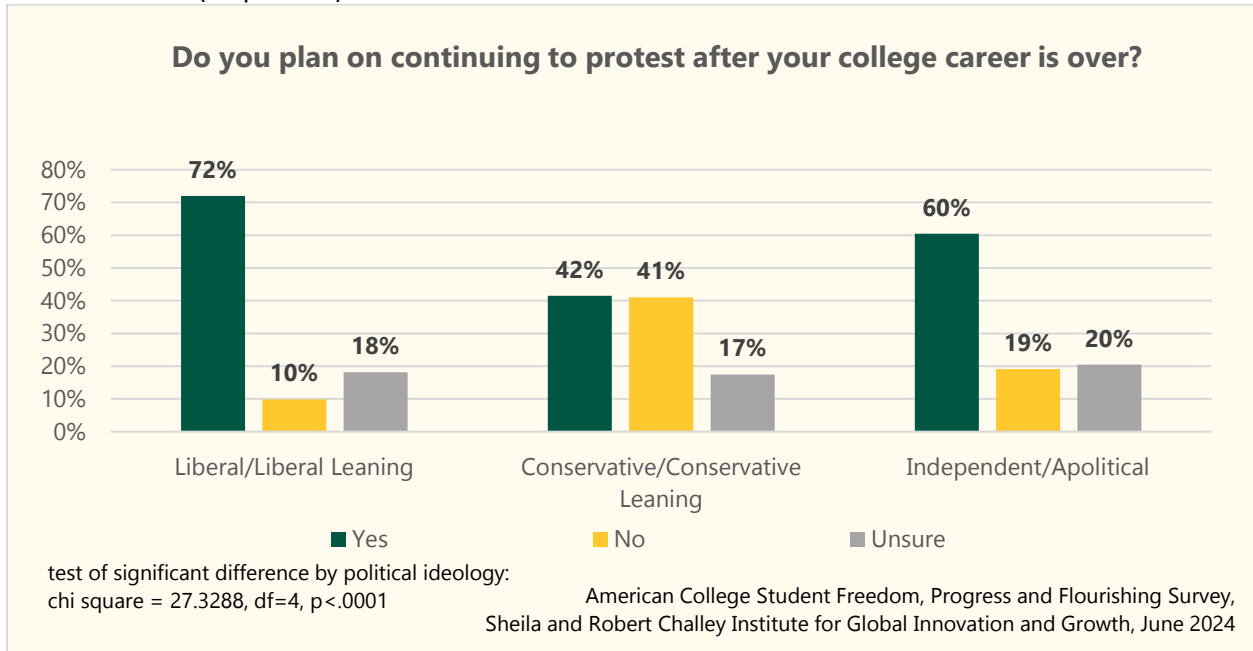


Figure 175: Plans to continue protesting for students who have already participated in a protest about the Israel-Hamas war - by political ideology.

There are significant differences in whether students plan to continue protesting by gender. Unknown/other students (84 percent) are more likely to say they will continue to protest than female (62 percent) and male (58 percent) students.

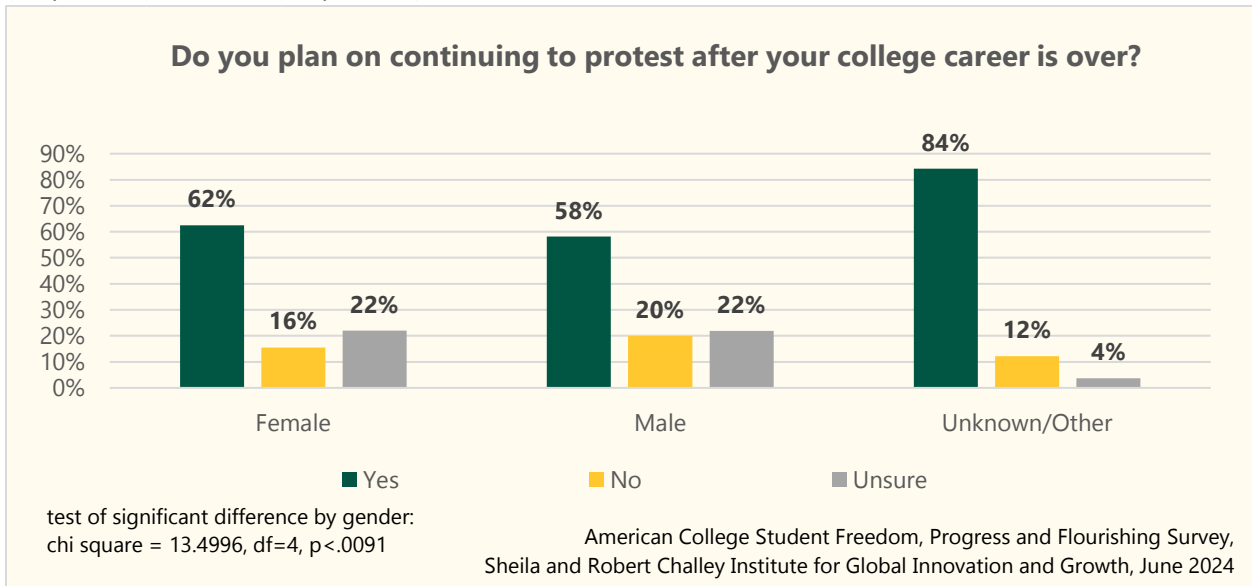


Figure 176: Plans to continue protesting for students who have already participated in a protest about the Israel-Hamas war - by gender.

Only 21 Percent of Students Say They Are Very Well Informed About the Israel-Hamas Conflict

21 percent of students say they are very well informed about the Israel-Hamas conflict, and another 42 percent say they are somewhat informed. 37 percent say they are not very well informed or not informed at all.

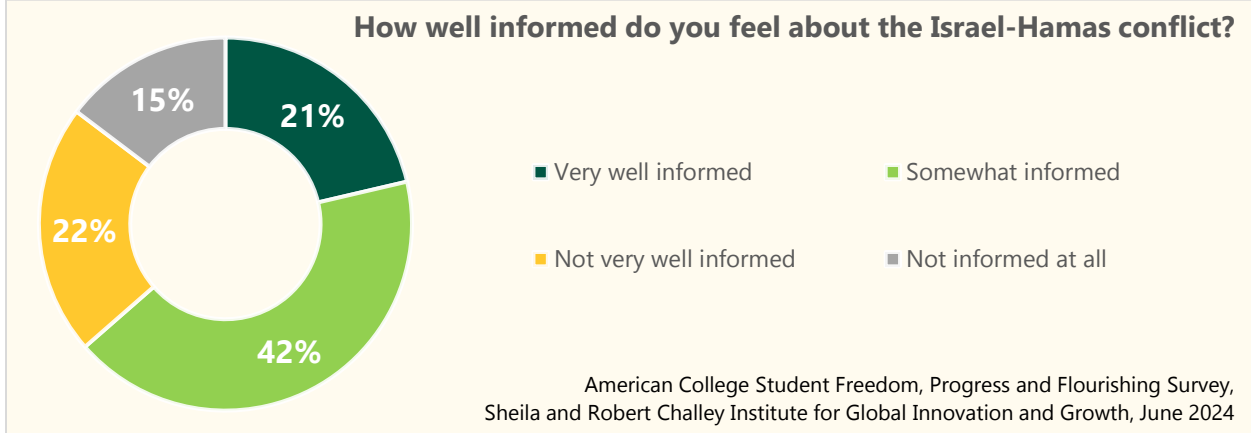


Figure 177: 63 percent of students say they are at least somewhat informed about the Israel-Hamas conflict.

72 percent of liberal students believe they are at least somewhat informed about the Israel-Hamas conflict, 61 percent of conservative students believe they are at least somewhat informed about it, and 48 percent of independent students believe they are at least somewhat informed.

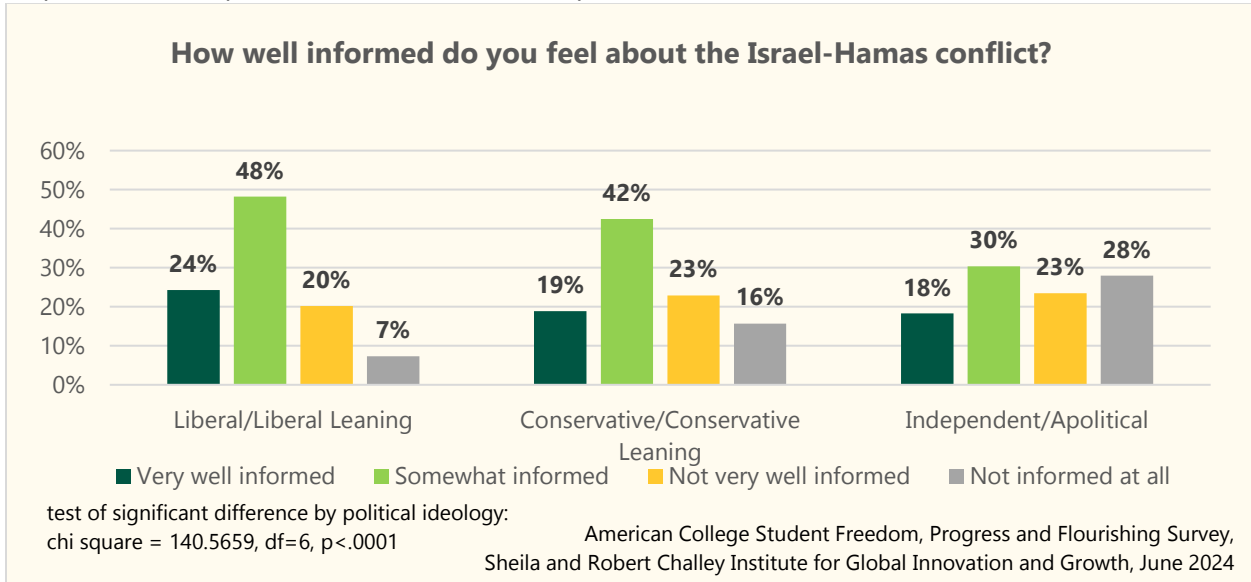


Figure 178: Student perceptions on how well informed they are about the Israel-Hamas conflict by political ideology.

Female students (57 percent) are less likely to believe that they are at least somewhat informed about the Israel-Hamas conflict than male students (70 percent) and unknown/other students (72 percent).

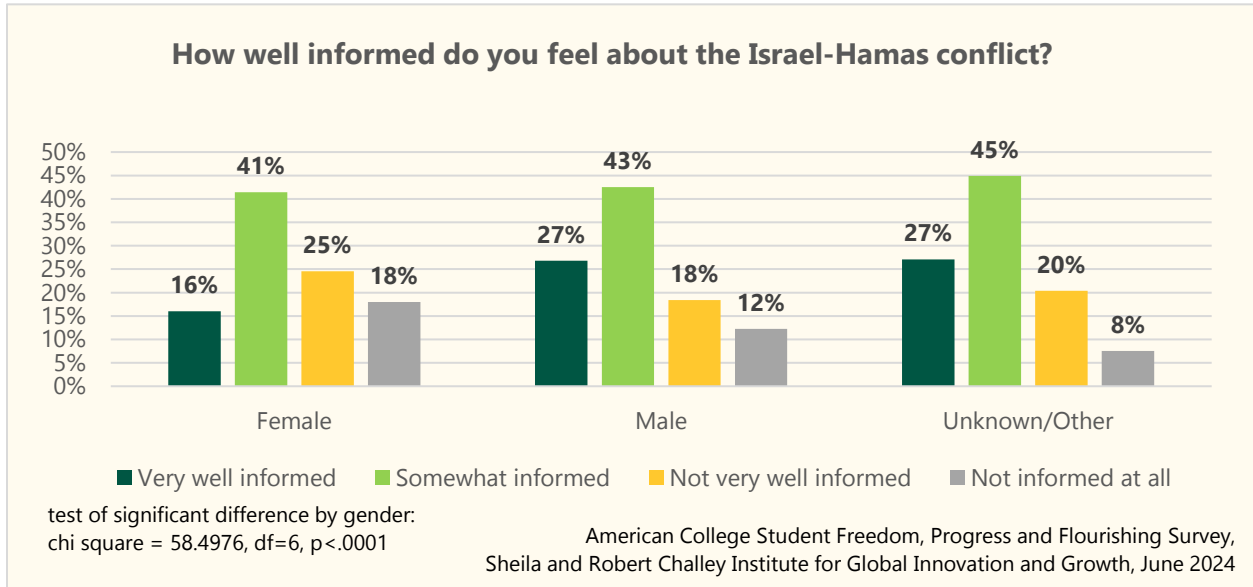


Figure 179: Student perceptions on how well informed they are about the Israel-Hamas conflict by gender.

About One-Third of Students Say They Are at Least Somewhat Comfortable Talking About the Israel-Hamas Conflict on Campus

12 percent of students say they are very comfortable discussing the Israel- Hamas conflict on campus, 23 percent say they are somewhat comfortable, 30 percent say neutral, 19 percent say they are somewhat uncomfortable, and 16 percent say they are very uncomfortable talking about the conflict on campus.

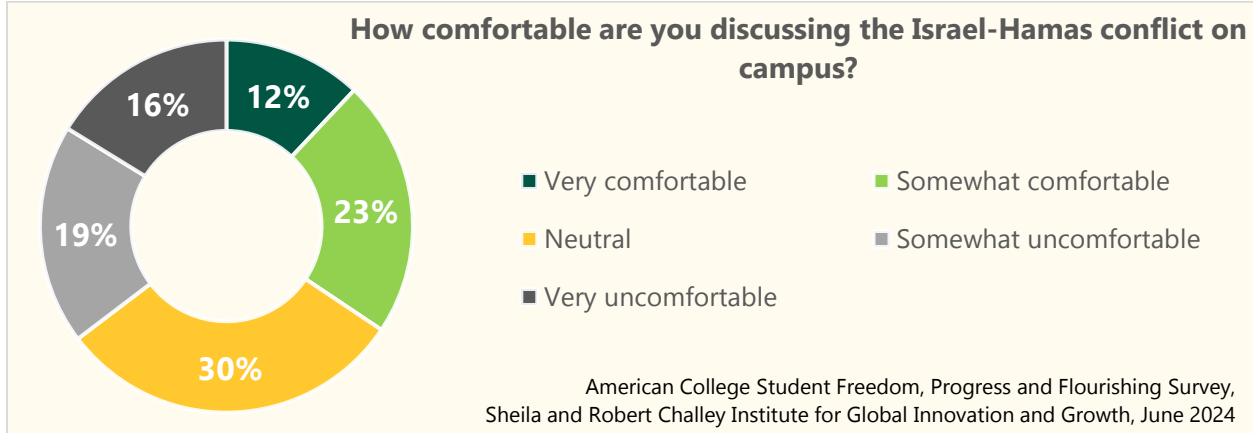


Figure 180: 35 percent of students say they are at least somewhat comfortable discussing the Israel-Hamas conflict on campus.

Liberal students are more comfortable discussing the Israel-Hamas conflict on campus than others. 42 percent of liberal students, 29 percent of conservative students, and 27 percent of independent students say they are at least somewhat comfortable discussing the conflict on campus.

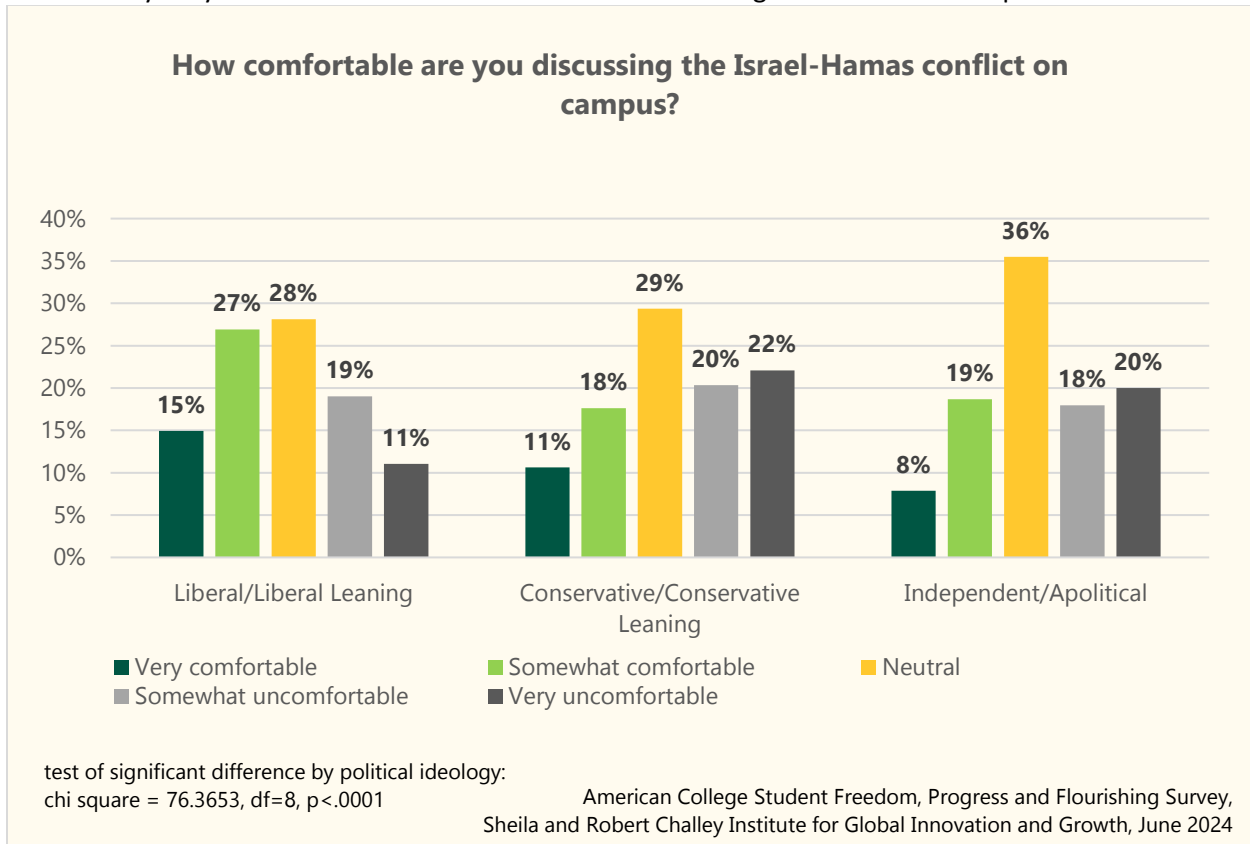


Figure 181: Comfort level in discussing the Israel-Hamas conflict varies by political ideology.

Unknown/other students are more comfortable discussing the Israel-Hamas conflict than male and female students. 47 percent of unknown other students say they are at least somewhat comfortable discussing the conflict compared to 39 percent of male students and 28 percent of female students.

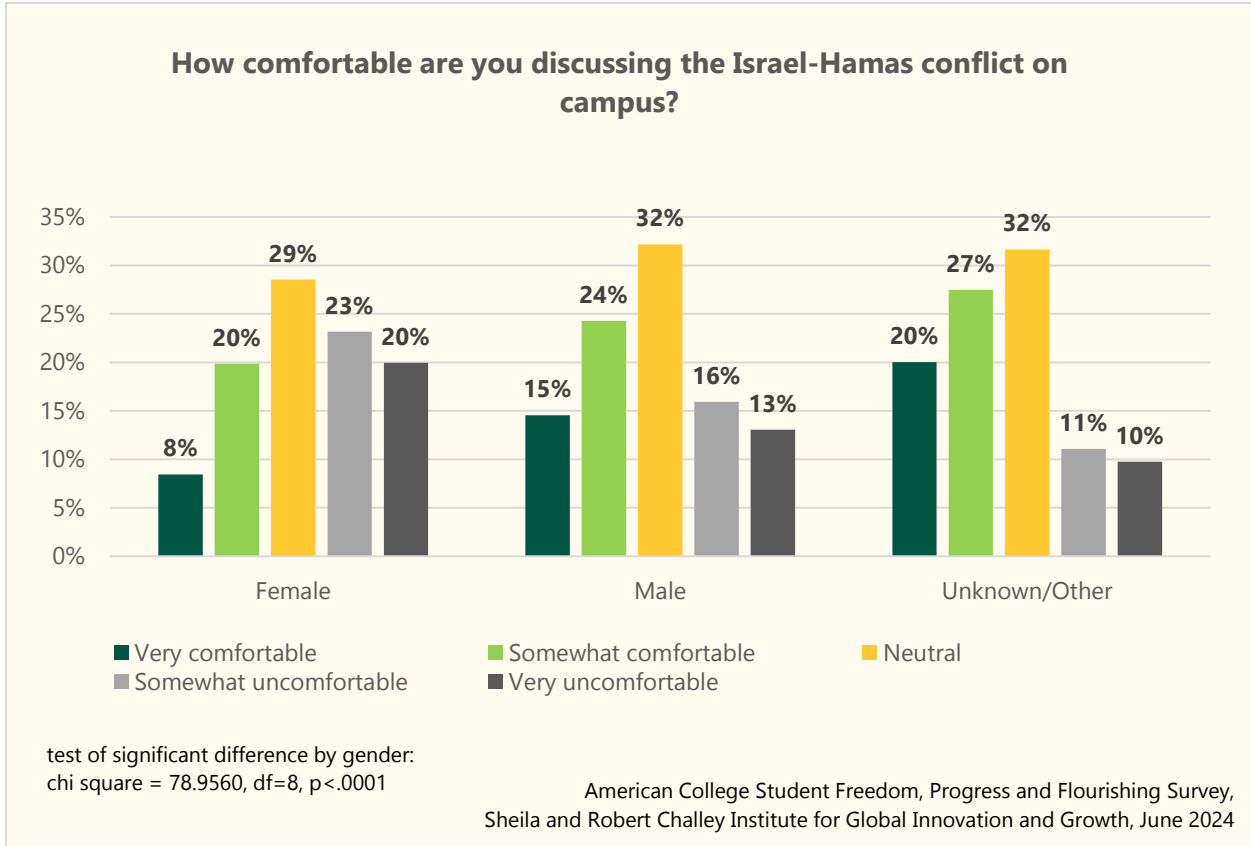


Figure 182: Comfort level in discussing the Israel-Hamas conflict varies by gender.

While Two-Thirds of Students Say Neither Side is Right in the Israel-Hamas War, the Remaining Students Are Roughly Evenly Split Between Israel and Hamas

16 percent of students believe Israel is right in the war, 18 percent believe Hamas is right, and the remaining 66 percent say neither side is right.

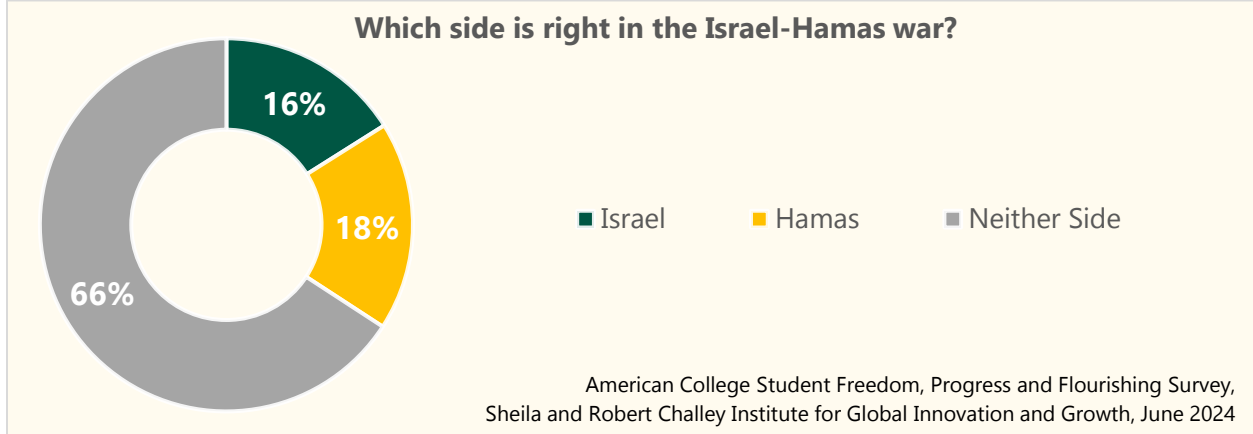


Figure 183: 16 percent and 18 percent of students believe Israel and Hamas, respectively, are right in the Israel-Hamas war.

There are large and significant differences by political ideology in who students think is right. 32 percent of conservative students think Israel is right, compared to 11 percent and 9 percent of liberal and independent students. 27 percent of liberal students believe Hamas is right, compared to 14 percent and 7 percent of independent students and conservative students respectively.

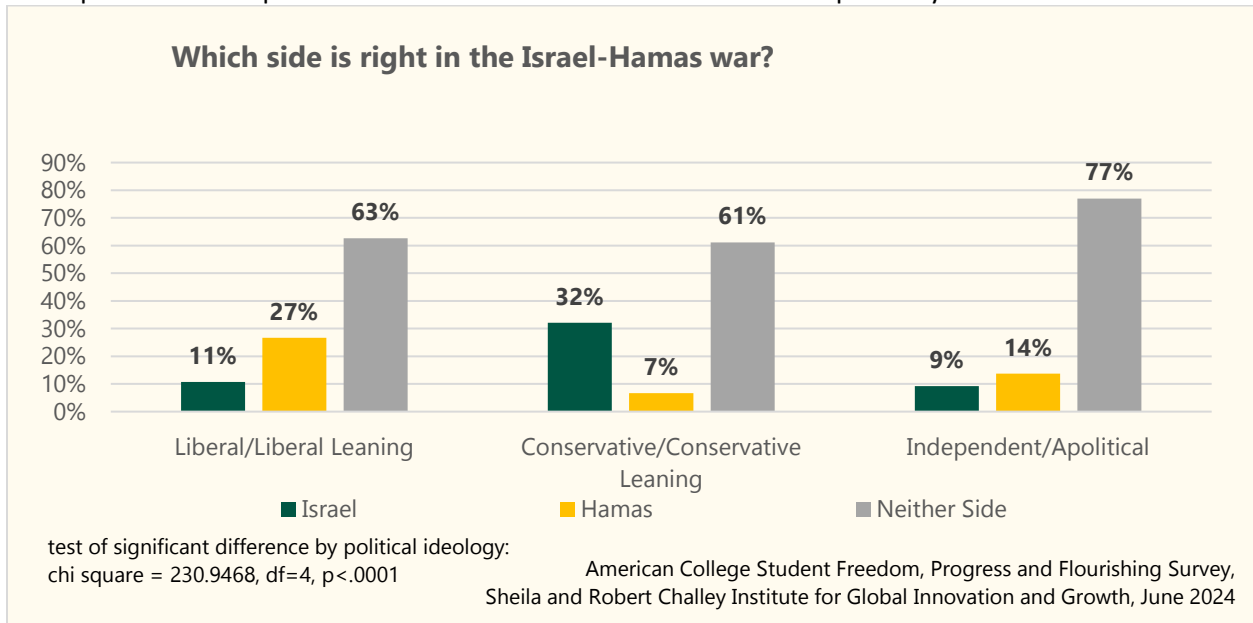


Figure 184: Beliefs in which side is right in the Israel-Hamas war by political ideology.

Male students (20 percent) are more likely to think Israel is right compared to female (14 percent) and unknown/other (13 percent) students, while unknown/other (31 percent) students are more likely to think Hamas is right than female (17 percent) and male (16 percent) students.

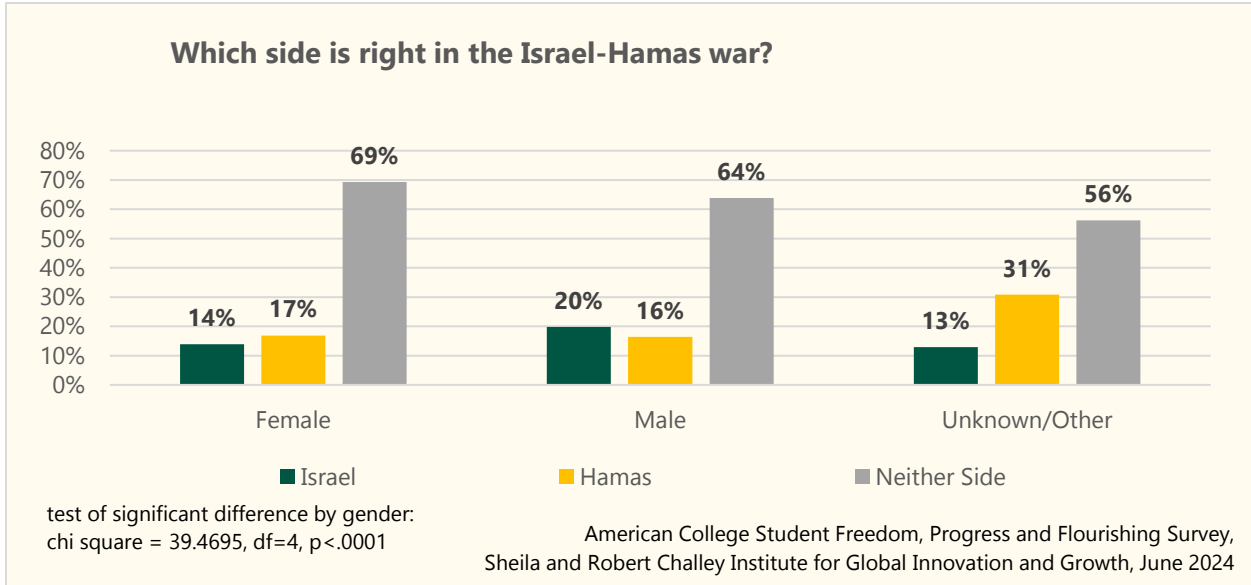


Figure 185: Beliefs in which side is right in the Israel-Hamas war by gender.

There Are Significant Differences in Student Attitudes About Protests and Other Issues Depending on Who Students Think is Right in the Israel-Hamas War

A significantly smaller percentage of students believe they have the right to peaceful protests about the war for those who think Israel is right (83 percent) than for those who think Hamas is right (90 percent) or neither side is right (90 percent).

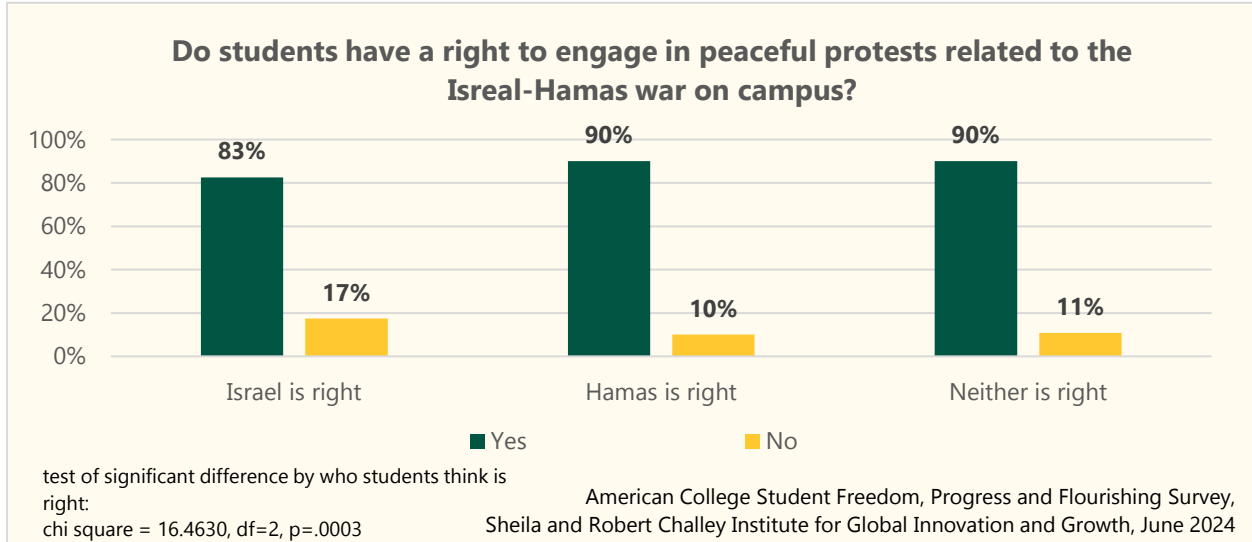


Figure 186: Student attitudes about peaceful protests depending on who they think is right in the Israel-Hamas war.

Students who think Hamas is right (72 percent) are much more likely to believe that students have the right to occupy buildings or stage “die-ins” to prevent normal activities from occurring on campus than those who think neither side is right (36 percent) and Israel is right (26 percent).

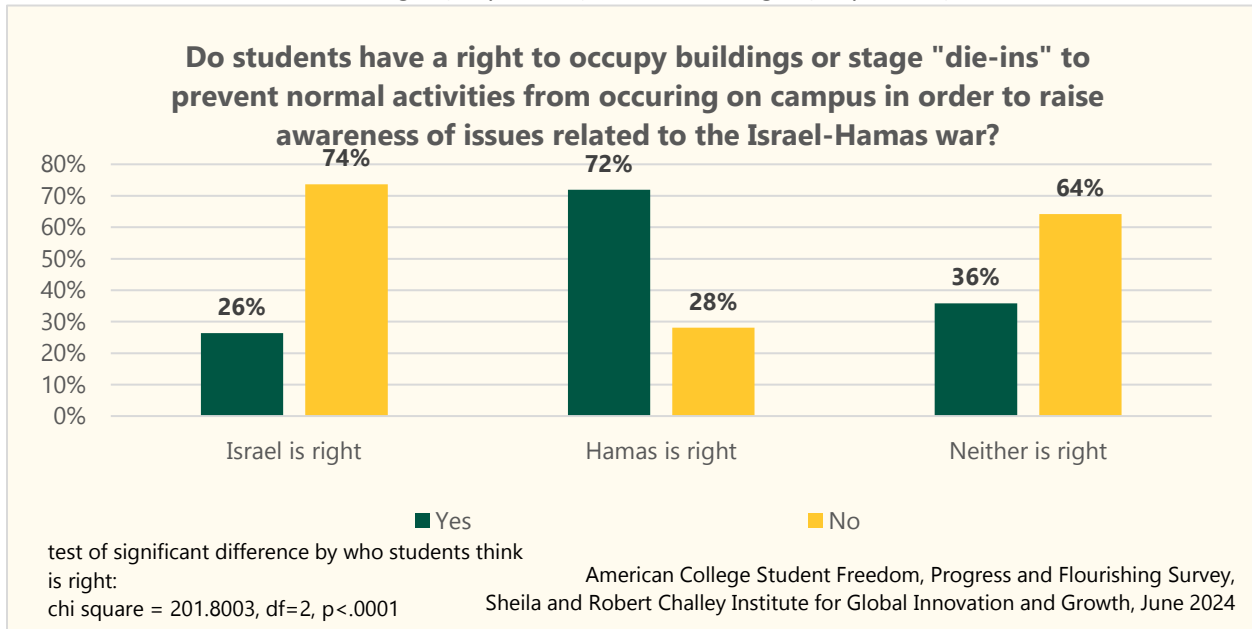


Figure 187: Student attitudes about actions to prevent normal activities on campus depending on who they think is right in the Israel-Hamas war.

Students who believe Hamas is right (51 percent) are more likely to believe disrupting class to protest issues related to the Israel-Hamas war is okay than students who believe neither side is right (22 percent) and those who believe Israel is right (19 percent).

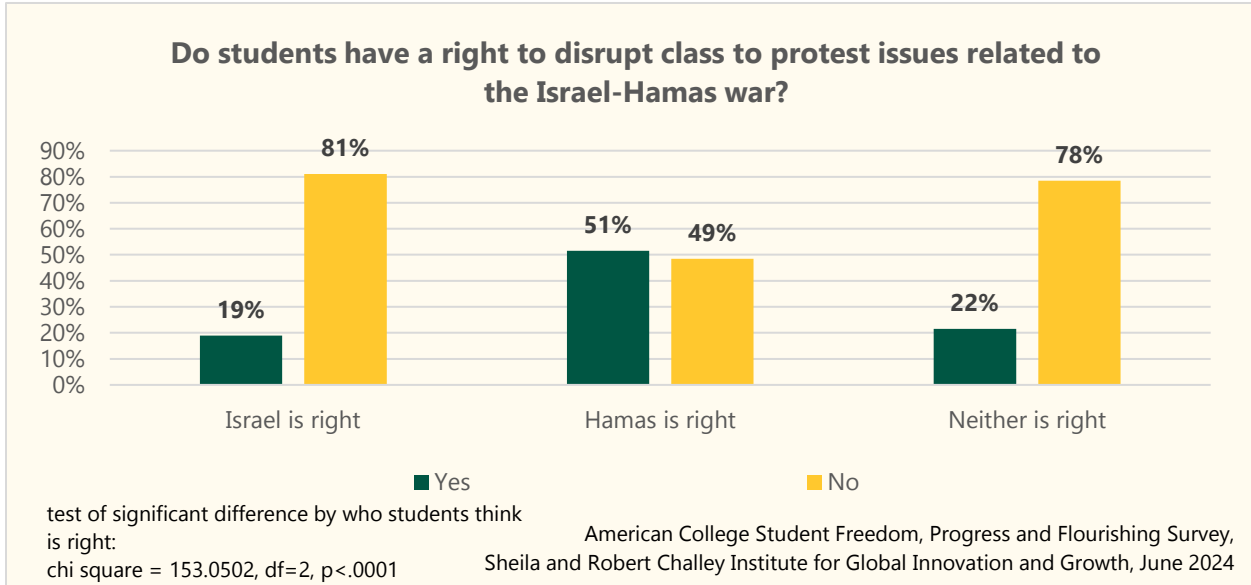


Figure 188: Student attitudes about disrupting class to protest depending on who they think is right in the Israel-Hamas war.

Students believing Hamas is right (37 percent) are more likely to be in favor of shouting down a speaker who comes to campus to talk about the Israel-Hamas war in comparison to students who think Israel is right (19 percent) and those who think neither side is right (16 percent).

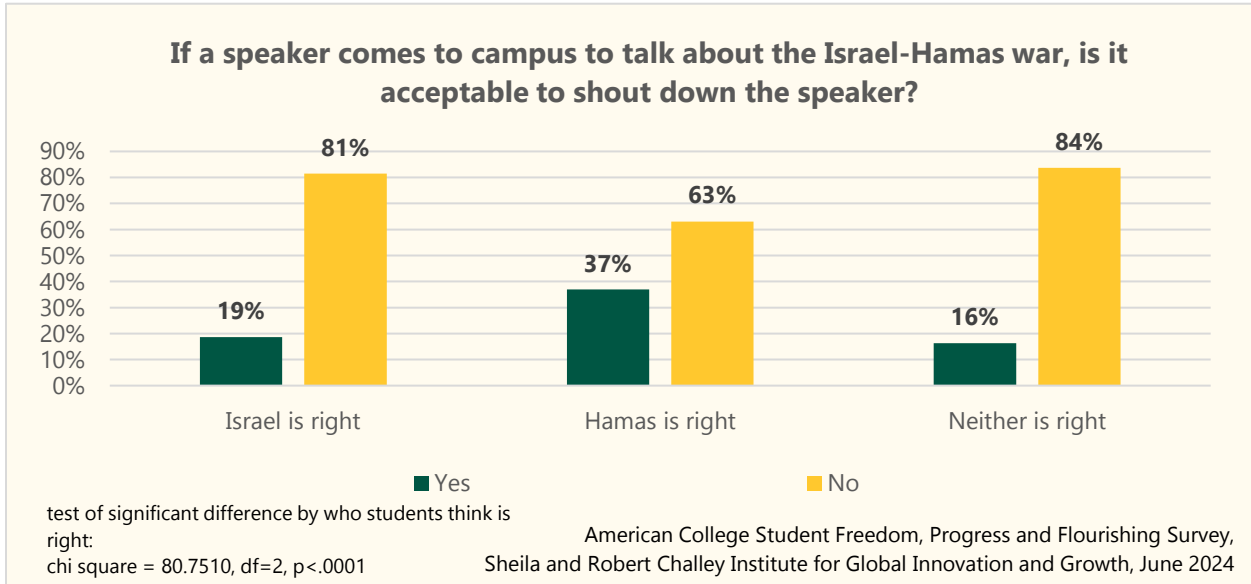


Figure 189: Student attitudes about shouting down a speaker depending on who they think is right in the Israel-Hamas war.

Students who think neither side is right (11 percent) and Israel is right (13 percent) are less likely to think blocking speakers and others from entering an auditorium is acceptable than students who think Hamas is right (24 percent).

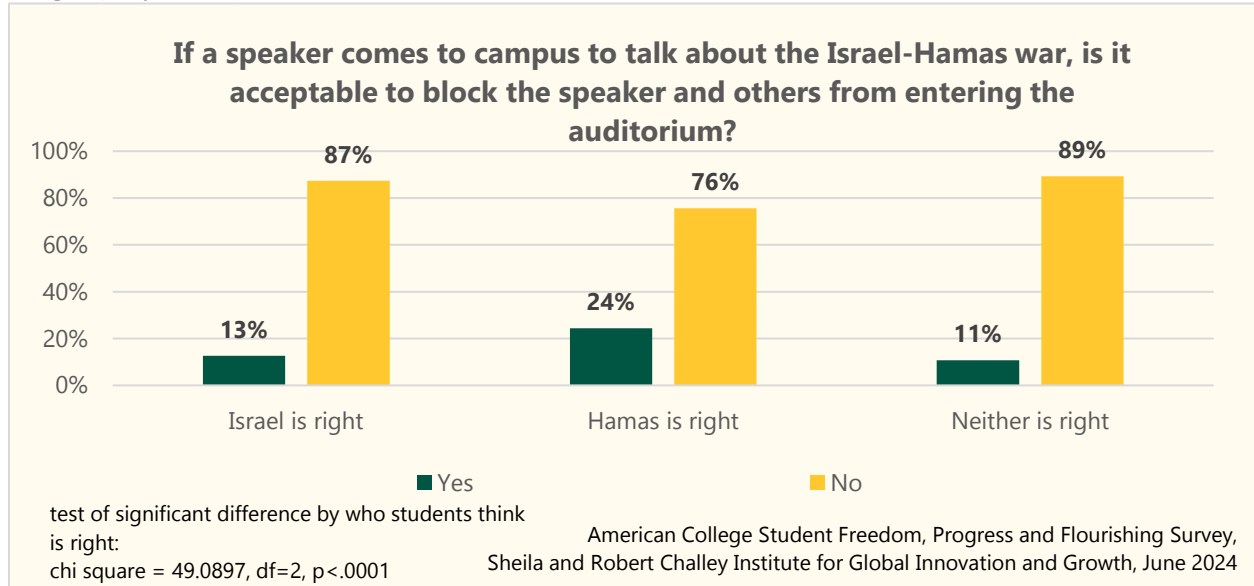


Figure 190: Student attitudes about blocking a speaker and others from an auditorium depending on who they think is right in the Israel-Hamas war.

Students who think neither side is right in the Israel-Hamas war (4 percent) are less likely to think pulling a fire alarm to evacuate an auditorium during a speech on the war is acceptable in comparison to students who think Israel is right (15 percent) and Hamas is right (14 percent).

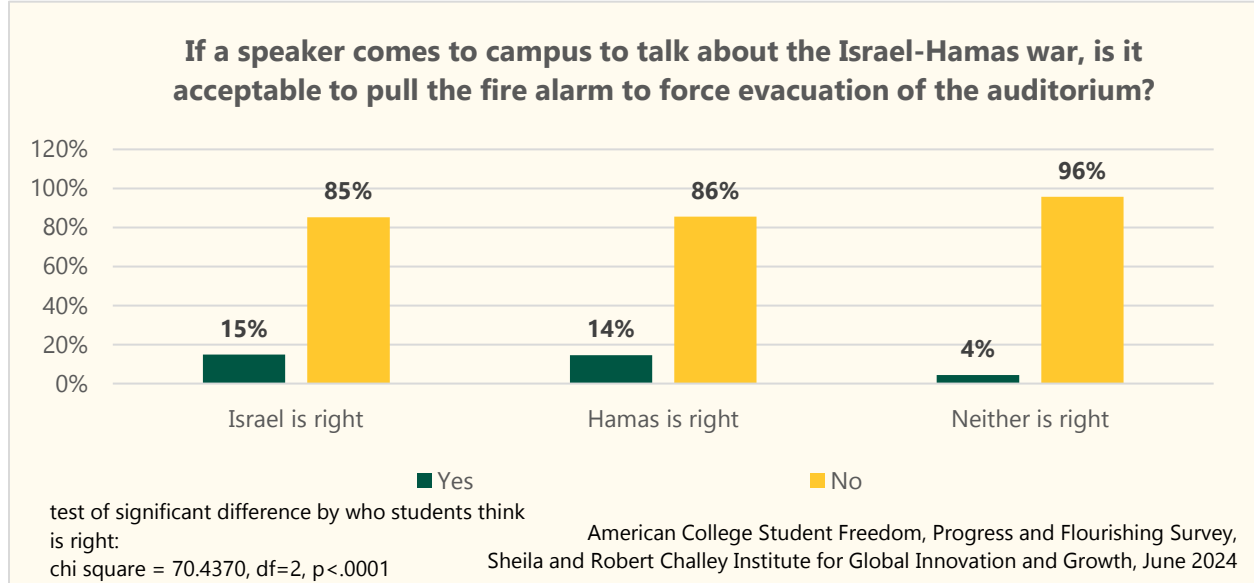


Figure 191: Student attitudes about pulling a fire alarm to evacuate an auditorium during a speech about the Israel-Hamas war depending on who they think is right in the Israel-Hamas war.

Significantly higher percentages of students believing Israel is right (22 percent) and Hamas is right (24 percent) have participated in a protest related to the Israel-Hamas war than those who believe neither side is right (8 percent).

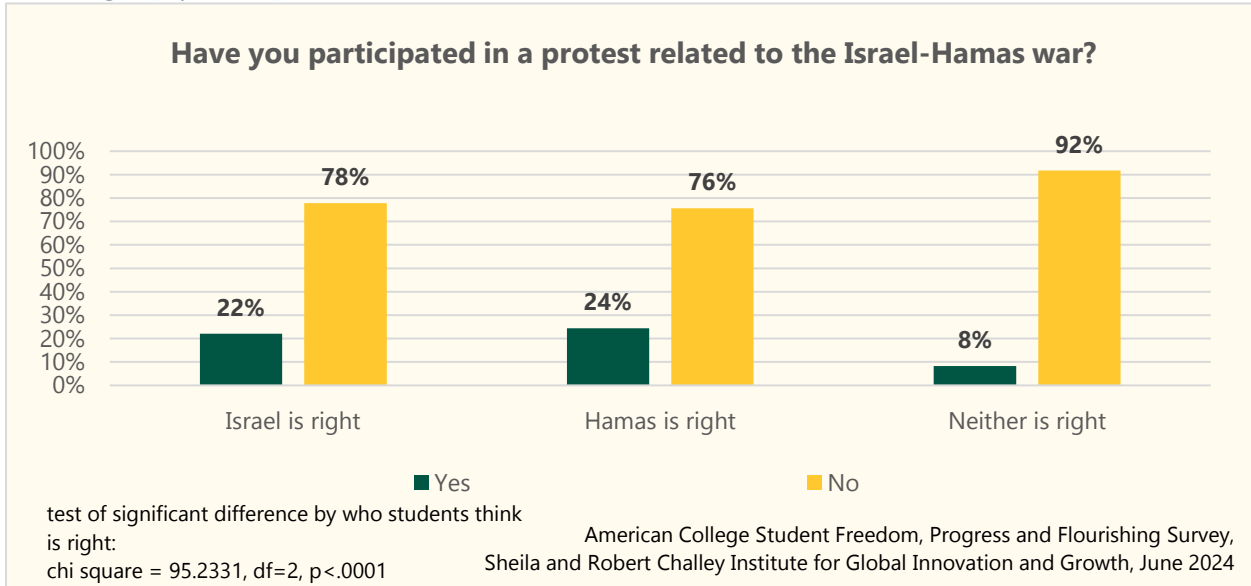


Figure 192: Percent of students who have participated in a protest related to the Israel-Hamas war depending on who they think is right.

Plans to protest after their college career is over don't vary significantly based on who students think is right.

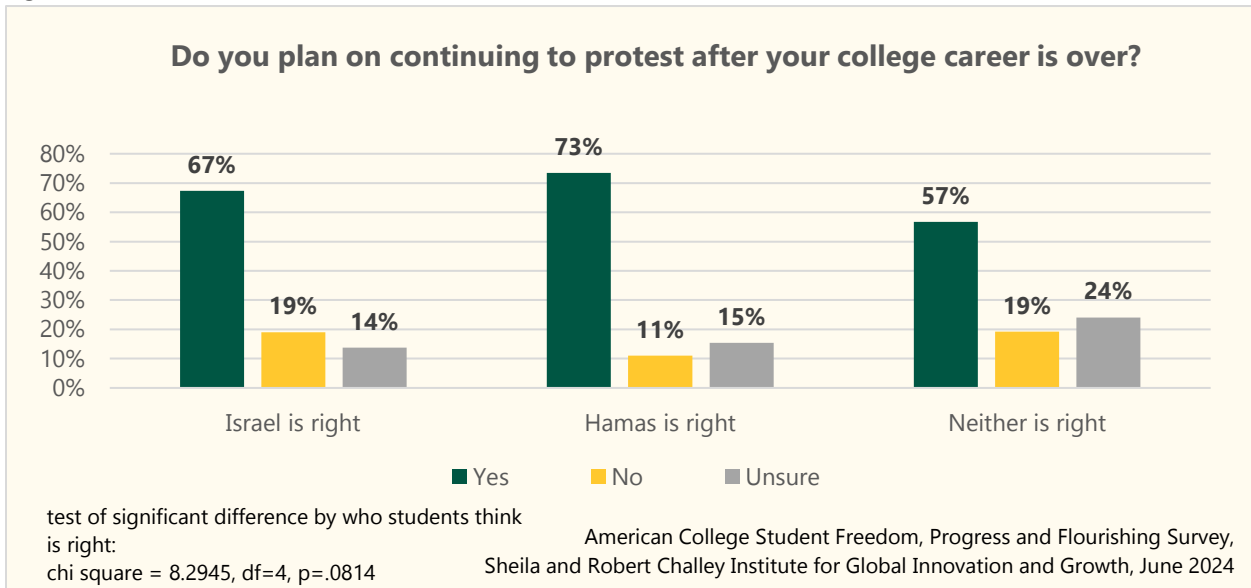


Figure 193: If students have already participated in a protest related to the Israel-Hamas war, the percent who plan to continue to protest - by who they think is right.

45 percent of students who believe Israel is right feel very well informed and 40 percent somewhat informed about the conflict, compared to 31 percent of students who think Hamas is right feeling very well informed and 52 percent somewhat informed about the conflict. For those who think neither side is right, 53 percent feel at least somewhat informed about the conflict.

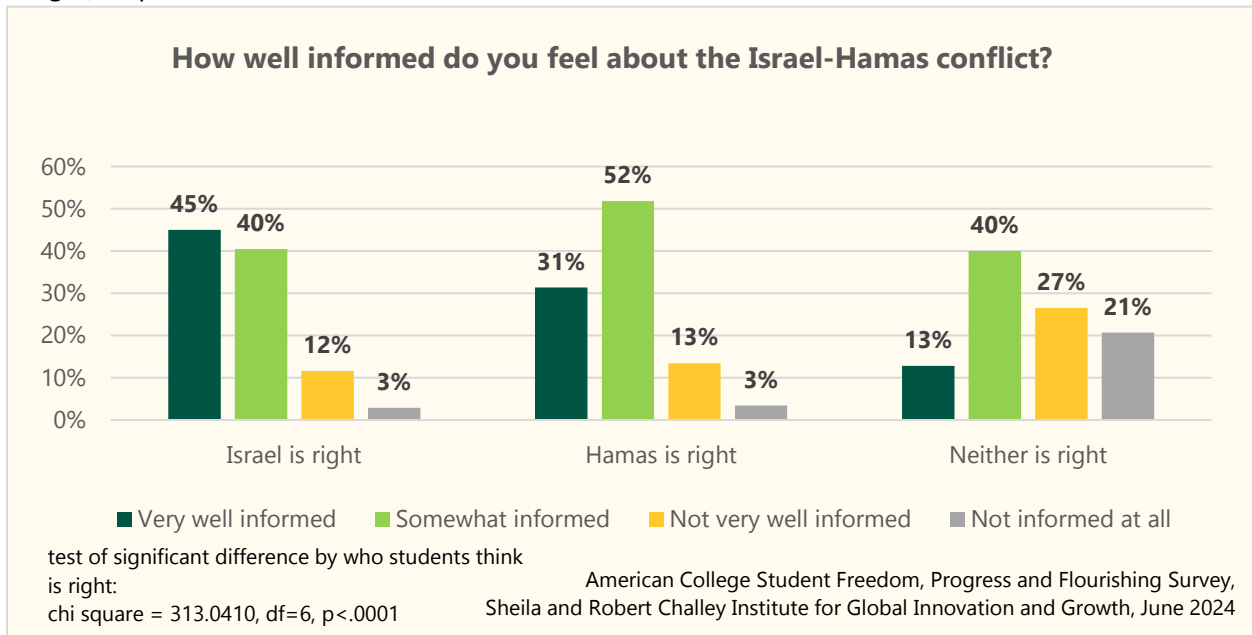


Figure 194: Student beliefs about how informed they are about the Israel-Hamas conflict depending on who they think is right.

Student comfort level in discussing the conflict also varies significantly by who students think is right. Students who think neither side is right are much less comfortable discussing the conflict.

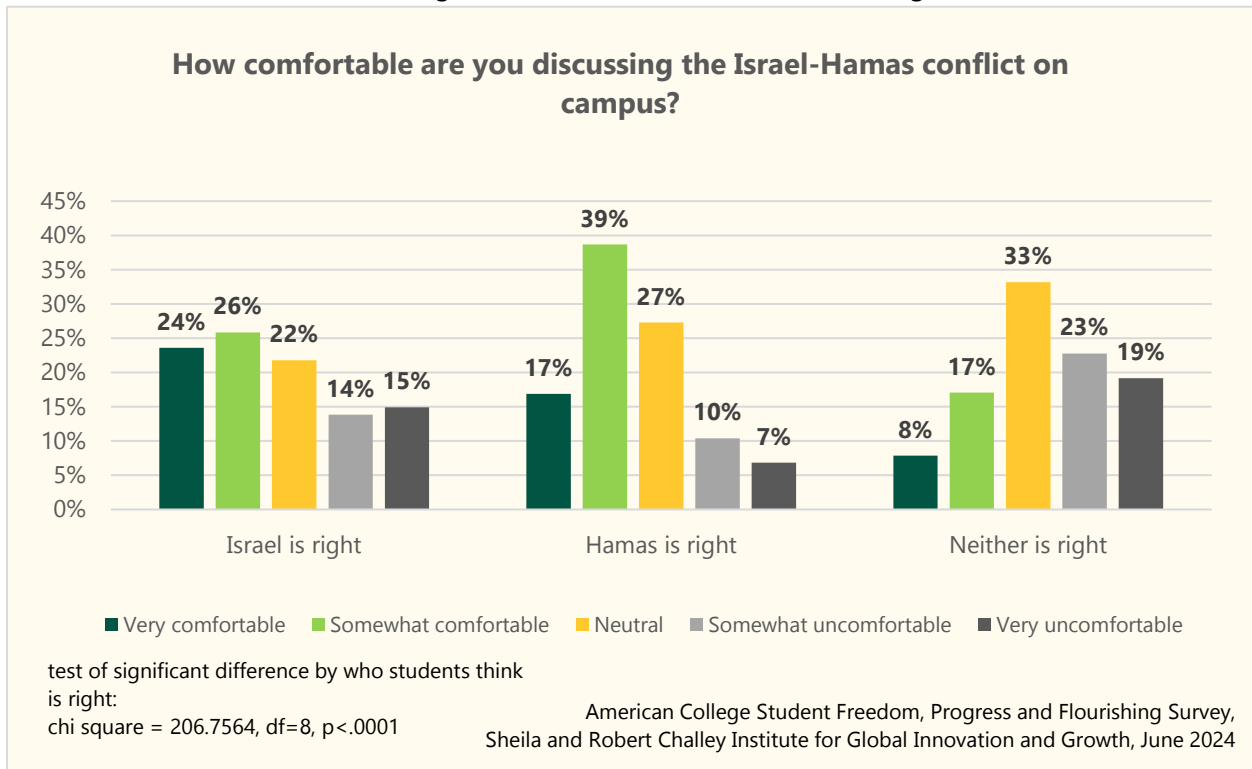


Figure 195: Student comfort level in discussing the Israel-Hamas conflict by who students think is right.

Section 5: Ethical Use of Artificial Intelligence in the Classroom and What Does AI Mean for the Future?

Since OpenAI launched ChatGPT in November of 2022, there has been a proliferation in the use of Artificial Intelligence among students in writing papers and completing other classroom assignments. There is concern among professors and others that students may use this technology to cheat in their studies, making it more difficult to assess student learning and enabling students to obtain degrees without achieving the accomplishments implied by the degree.

We asked students: (1) their opinions on the ethics of using artificial intelligence for various homework related activities, (2) about their own use of artificial intelligence related to class projects, and (3) their perception about what AI means for the future.

In general, students believe it is ethical to use AI as an aid in doing their homework (only 9 percent say it is not ethical in relation to university work.) However, students' assessment of what is ethical depends on the extent of help AI provides and the transparency in its use. A majority of students say it is ethical to use AI as a study tool to enhance learning, as a tool to generate examples, or as assistance on a homework project if using it is cited. However, most students do not think using AI to complete a take-home exam or write a term paper is ethical.

Nearly half of students have used AI to complete a homework project. They have used it for things like generating ideas and examples for writing a paper, checking answers, and assisting in completing a homework assignment while citing its use. Few students have used it to complete an entire homework assignment or write an entire paper.

Half of students think AI will be an important tool to spur productivity and generate future progress, one-third think it will take away millions of jobs, and 17 percent say "neither of these – it is all hype."

91 Percent of Students Say Using Artificial Intelligence for University Related Work is Ethical, but Attitudes Vary Based on the Activities It Is Used For

When asked about ethical uses of AI for university students, most say it is ethical for one or more activities, with only 9 percent saying it is not ethical to use at all. For things that might be considered assistance, the majority say it is ethical to use AI; 74 percent say it is ethical to use it as a study tool to help enhance learning, 66 percent say it is ethical to use it to generate ideas and examples, and 55 percent say it is ethical to use to assist on homework as long as students cite its use and what it is used for.

However, for things that might be considered having AI perform the entire task for you, most students say it is unethical. Five percent of students say it is ethical to use AI to complete a take-home exam, and four percent say it is ethical to use AI to write a term paper.

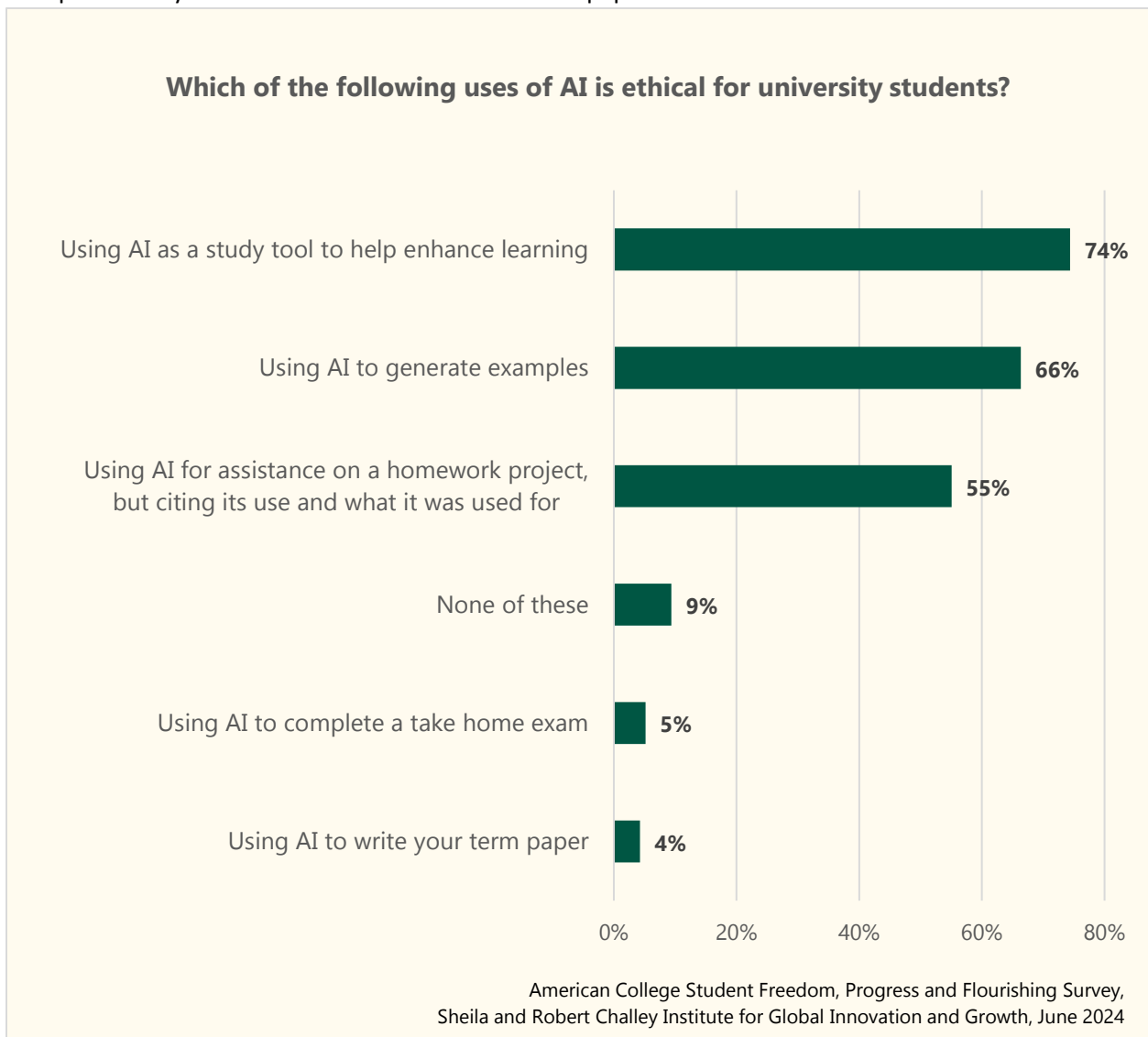


Figure 196: Percent of students who say it is ethical to use AI for various school related activities.

These attitudes don't vary a lot by gender, with 90 percent or more of female, male, and unknown/other students saying it is ethical to use AI for one of these types of university related work.

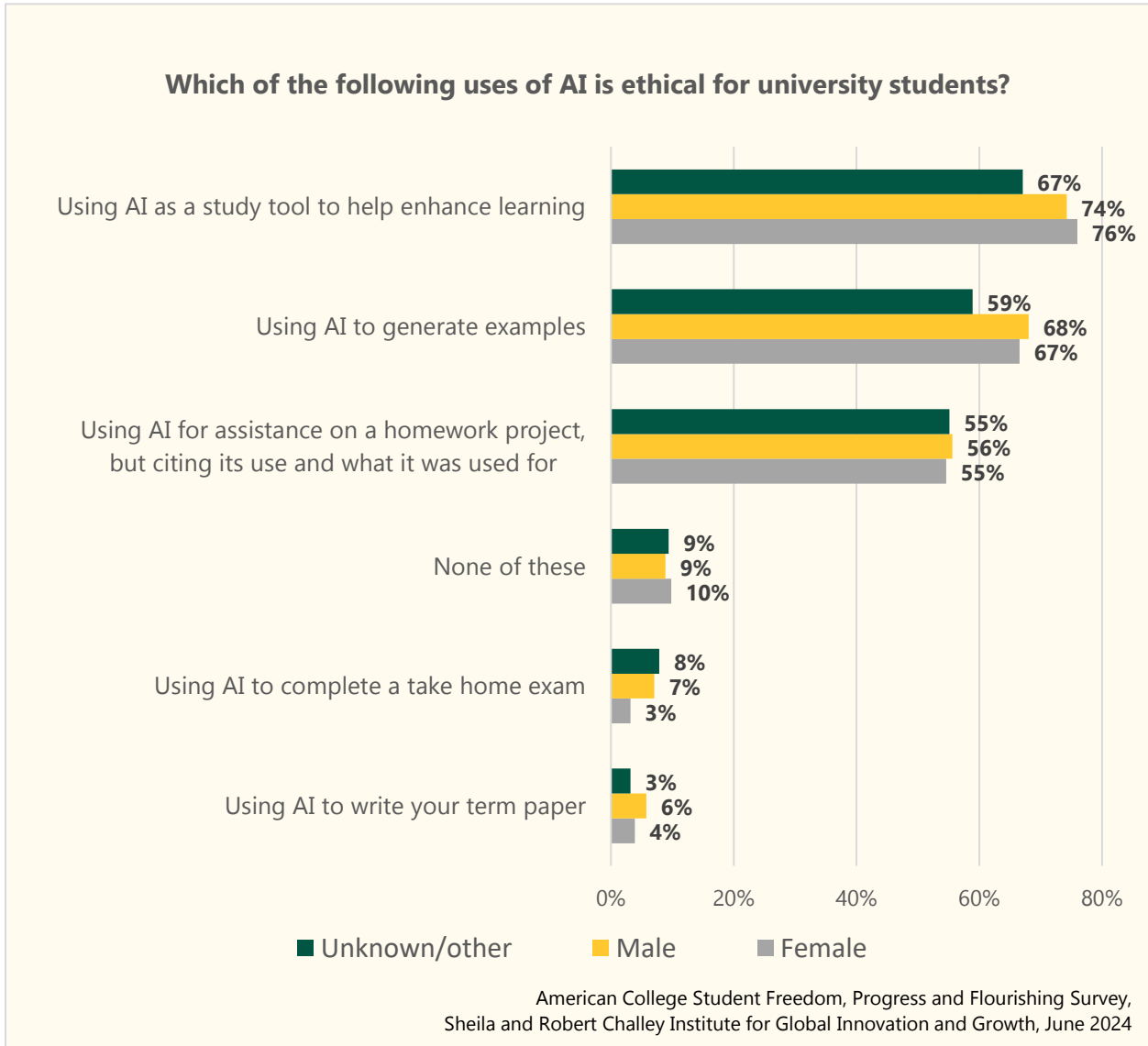


Figure 197: Percent of students who say it is ethical to use AI for various school related activities by gender.

Nearly Half of Students Say They Have Used AI to Complete a Homework Project

46 percent of students say they have used AI to complete a homework project.

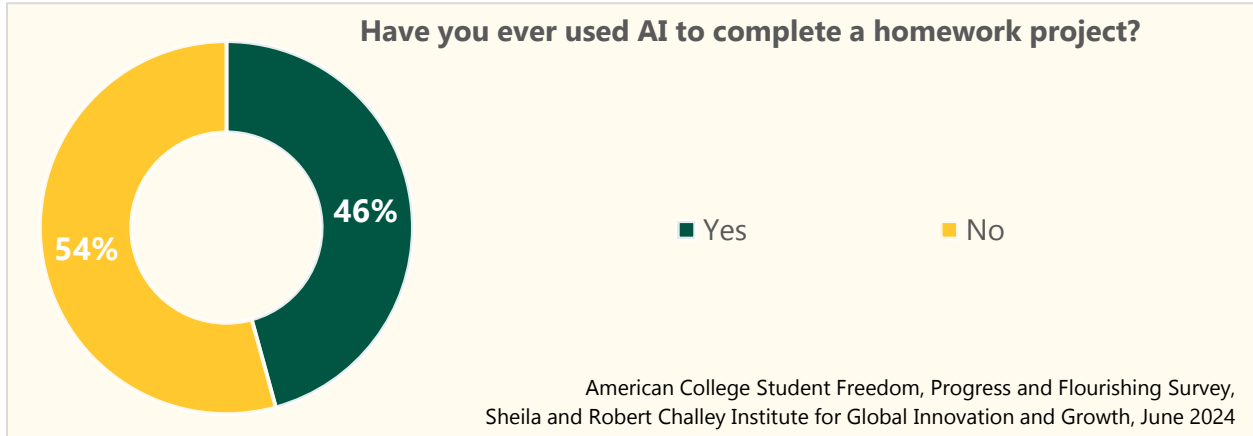


Figure 198: 46 percent of students say they have used AI to complete a homework project.

The percent of students who have used AI to complete a homework project doesn't vary significantly by gender. Nearly identical percentages of female, male, and unknown/other students have used AI to complete homework projects.

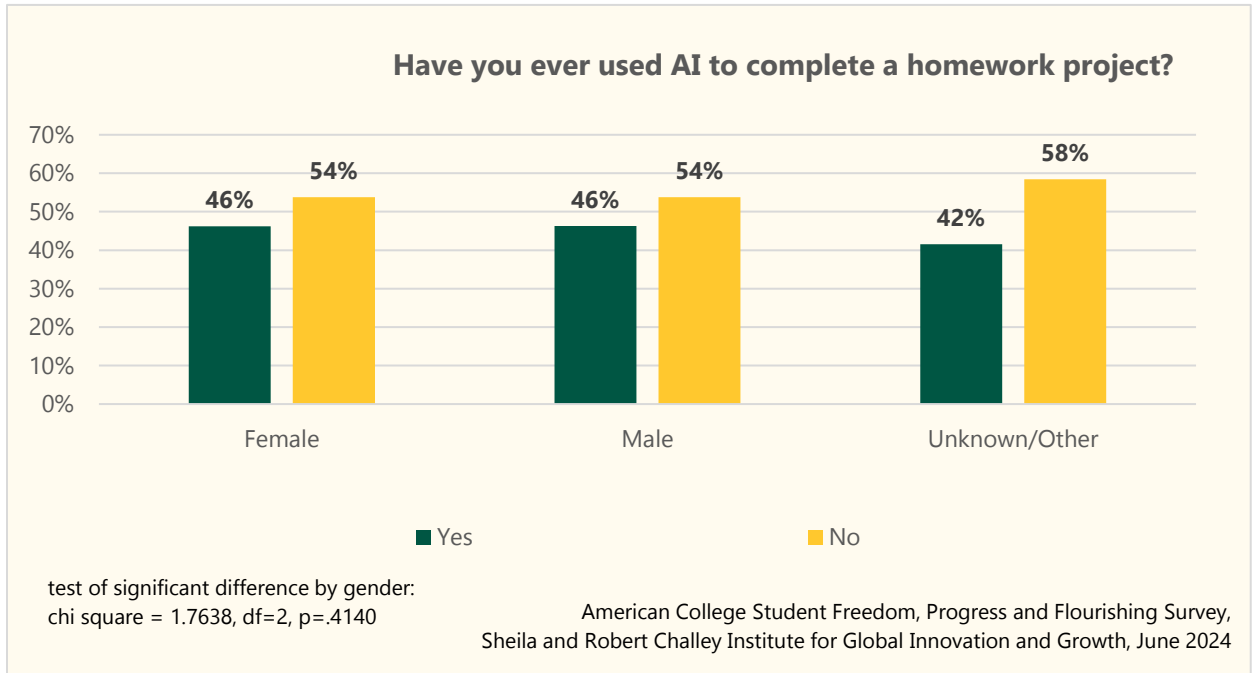


Figure 199: Percent of students using AI to complete a homework project does not vary significantly by gender.

Among students who have used AI to complete a homework project, most have used it for things that would be considered assistance. 76 percent of those who say they have used it (35 percent of all students) say it was used for ideas and examples in writing a paper, 57 percent (26 percent of all students) say they have used it to check answers, 37 percent (17 percent of all students) say they have used it for assistance, but cited its use, and 7 percent (3 percent of all students) have used it for other things like checking grammar, getting started, and understanding/learning a concept.

10 percent of students who say they have used AI (5 percent of all students) say they have used it for completing an entire homework assignment, and 5 percent (2 percent of all students) say they have used it to write their entire paper.

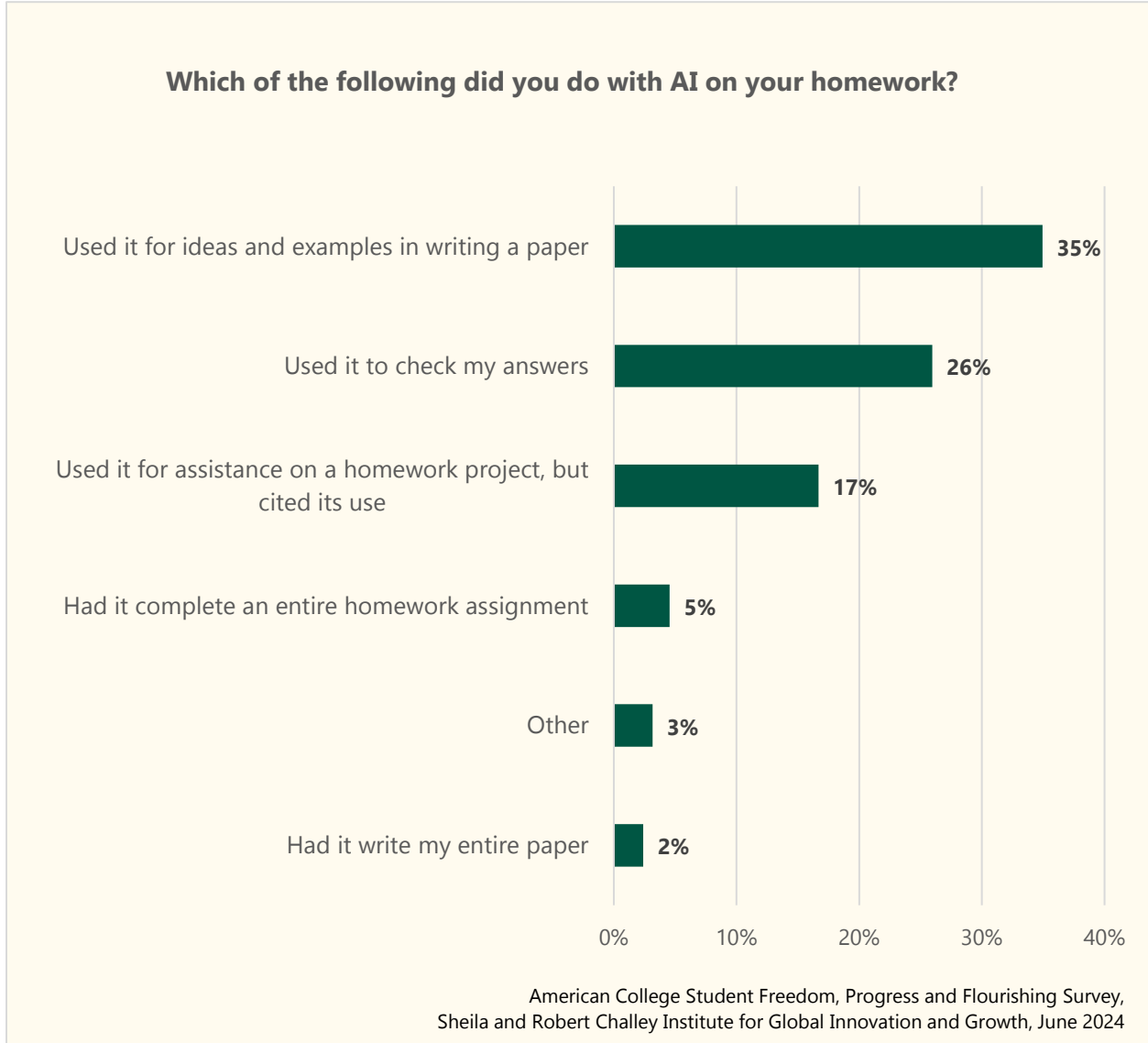


Figure 200: Percent of all students who have used AI for various activities in completing homework.

Half of Students Think That Artificial Intelligence Will Be an Important Tool To Spur Productivity and Generate Future Progress

When students are asked about the impact of AI on the future, most see it as a positive. 55 percent say it will spur productivity and generate future progress, 33 percent say it will take away millions of jobs and that we should worry about it, and 17 percent say neither of these – it is all hype.

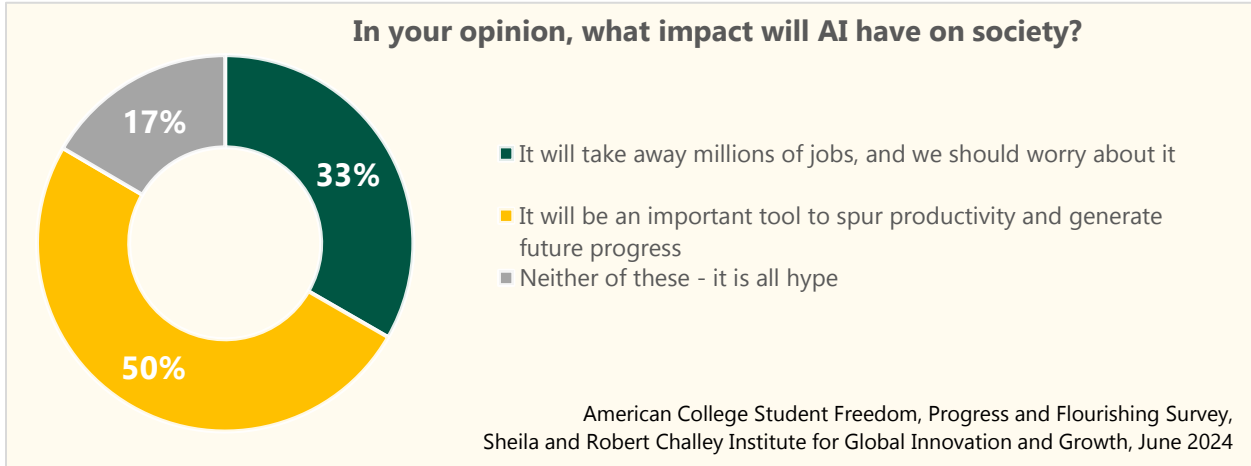


Figure 201: Student opinions about the impact of AI on society.

Liberal (54 percent) and conservative (49 percent) students are more likely to view AI as being positive for the future of productivity and progress than independent (44 percent) students. About one-third of liberal, conservative, and independent students see AI as a threat that will take away millions of jobs.

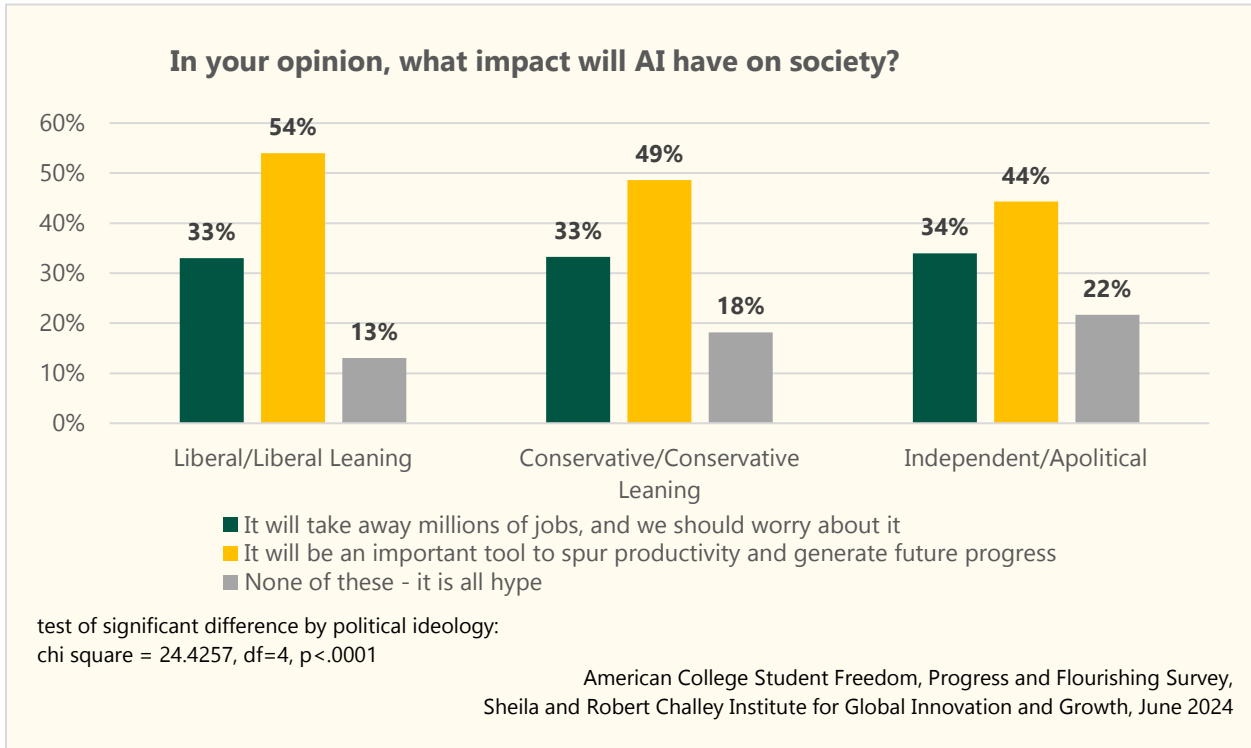


Figure 202: Views of the impact of AI on society by liberal, conservative, and independent students.

Male students (56 percent) are more likely to view AI as a positive that will spur productivity and progress than female students (47 percent) and unknown/other students (44 percent). Male students (29 percent) are also less likely to view AI as a threat than female students (36 percent) and unknown/other students (36 percent).

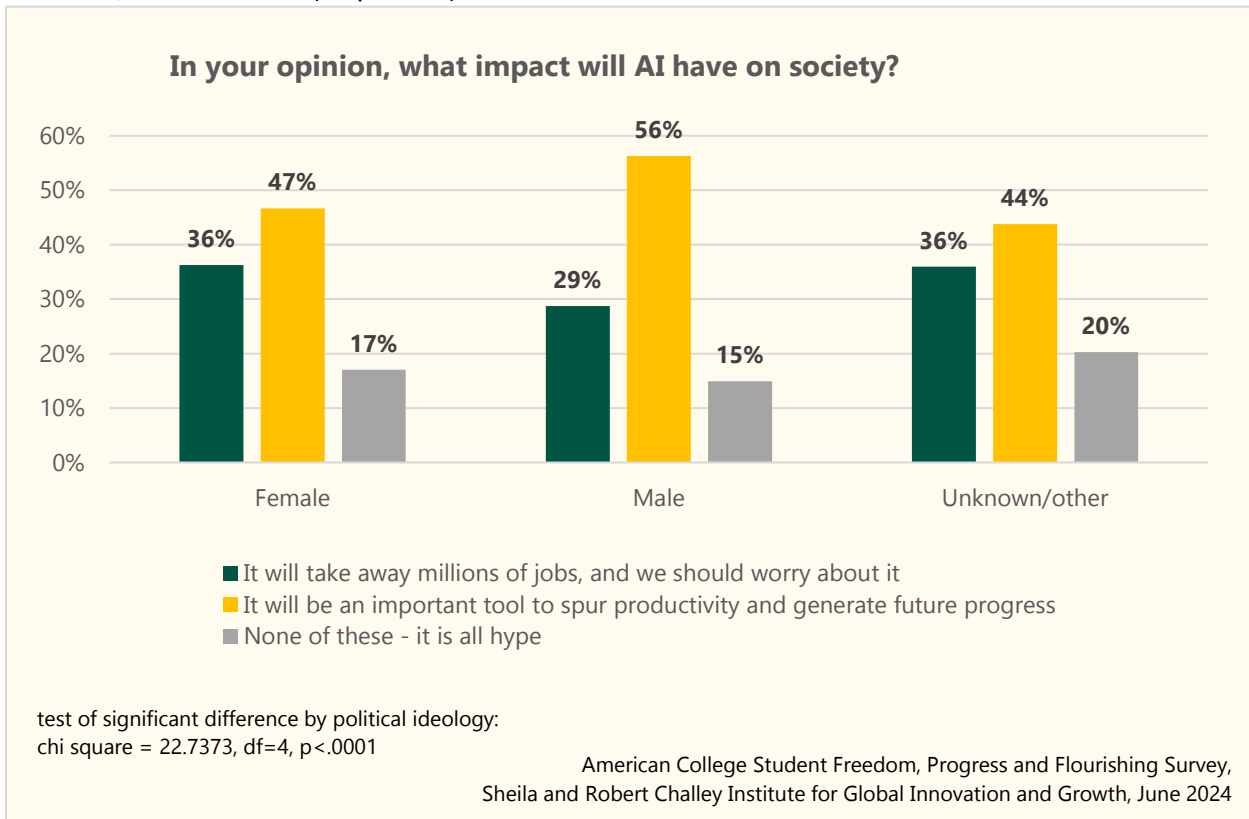


Figure 203: Views on the impact of AI on society by gender.