



2022 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. The survey assesses student perceptions about viewpoint diversity and campus freedom; human progress and beliefs about the future; and student attitudes toward entrepreneurship, capitalism and socialism, and how college is influencing their views. This report presents the results of the 2022 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](#).

Survey results are divided into three 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' entrepreneurial beliefs and goals, as well as their views on capitalism and socialism and the ways that these views have been shaped by the college experience.

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: Economics and Entrepreneurship](#)

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 April 29 - May 4, 2022. The sample was drawn from College Pulse's Undergraduate Student Panel, which includes more than 400,000 verified students representing more than 1,000 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. The margin of error for this survey is +/- 2.5%.

The sample consists of 2,000 undergraduate students currently enrolled in four-year U.S. colleges and universities. Participants represent 130 colleges/universities across the U.S. The sample is 63 percent female, 29 percent male, and 8 percent other/non-identified. It is 44 percent white, 25 percent Asian, 11 percent Hispanic/Latino, 7.5 percent two or more races, seven percent black, two percent Middle Eastern, one percent American Indian, less than one

percent Native Hawaiian, and two percent reporting other. Roughly 69 percent of participants are attending public colleges, and 31 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 perceptions of the climate surrounding viewpoint diversity, as well as their own attitudes toward preventing or reporting others for speech that could be viewed as controversial or offensive.

As universities aim to enhance students' critical thinking skills and advance scientific knowledge, academic freedom and an ability to engage in a competition of ideas are essential to their missions. Student views of the classroom and university climate regarding viewpoint diversity suggest higher education may not be as open to unpopular and controversial views as one might expect.

A majority of students perceive a climate that is generally open to sharing of controversial or unpopular ideas in the classroom. However, there are disparities in this perception among students with different political ideologies. In general, students with a conservative political ideology are less likely to perceive a classroom climate that is open to diverse points of view. Moreover, although a majority of students perceive a climate of open inquiry, there remain large numbers of students who do not.

A majority of students perceive a climate that is open to sharing of controversial or unpopular ideas in the classroom. However, many of those same students are in favor of reporting professors or fellow students who make comments they deem to be offensive.

Student attitudes related to dropping controversial readings and discussions in class or uninviting speakers suggest a general openness to a wide range of ideas. A majority of students are not in favor of dropping controversial topics or uninviting speakers, but a sizable minority of students do favor censorship regarding controversial topics or viewpoints that many students disagree with.

Individual questions and responses are presented below.

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

Most students (75 percent) in our survey say they feel at least somewhat comfortable sharing their opinions on controversial or sensitive topics in class. A minority (25 percent) of students are not comfortable sharing such opinions.

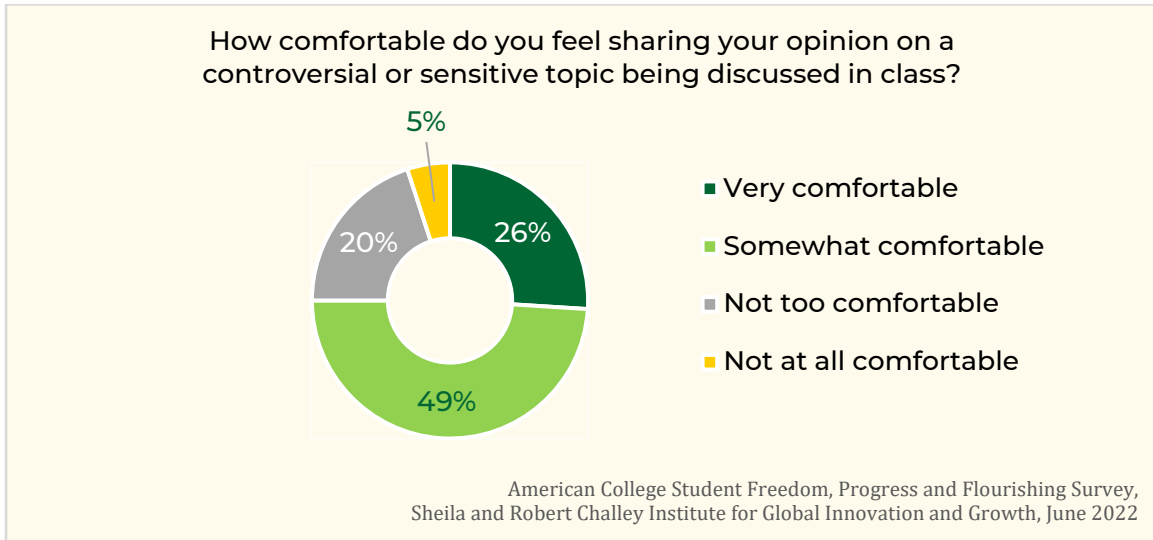


Figure 1: 75 percent of students are “somewhat comfortable” or “very comfortable” sharing controversial opinions in class.

Although most students feel at least somewhat comfortable sharing their opinions on controversial or sensitive topics in class, there are significant differences between students with different political ideologies. In particular, liberal students are the most comfortable and conservative students are the least comfortable sharing their opinions in class. However, across political groups, the majority of students feel at least somewhat comfortable sharing their opinions on controversial or sensitive topics.

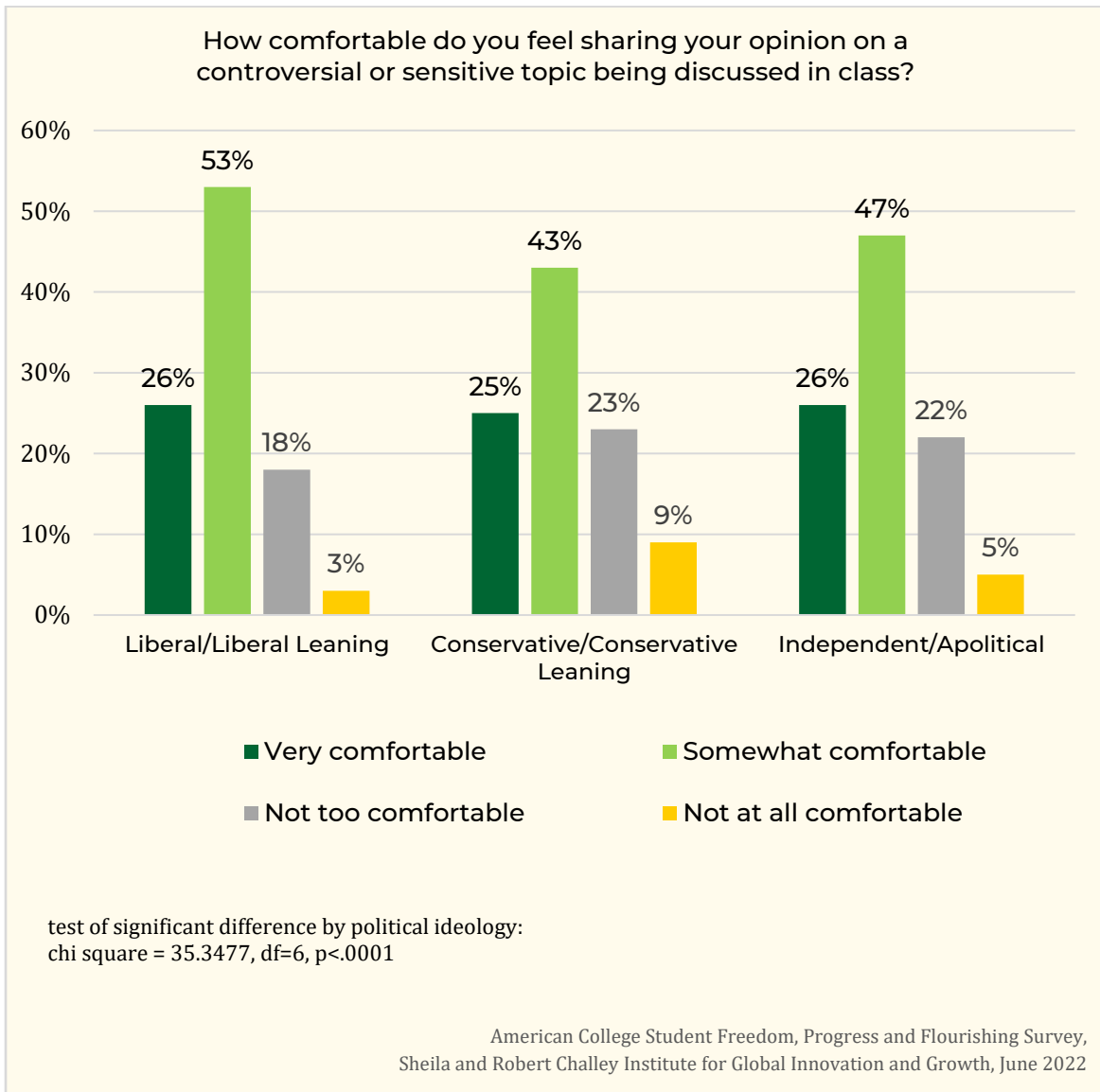


Figure 2: Significant differences between liberal, conservative, and independent students exist on feeling comfortable sharing controversial opinions in class.

A Majority of Students Say Professors Create a Classroom Climate that Allows Diverse Views.

Most students (85 percent) believe professors create a classroom climate where people with diverse views feel comfortable sharing their opinions.

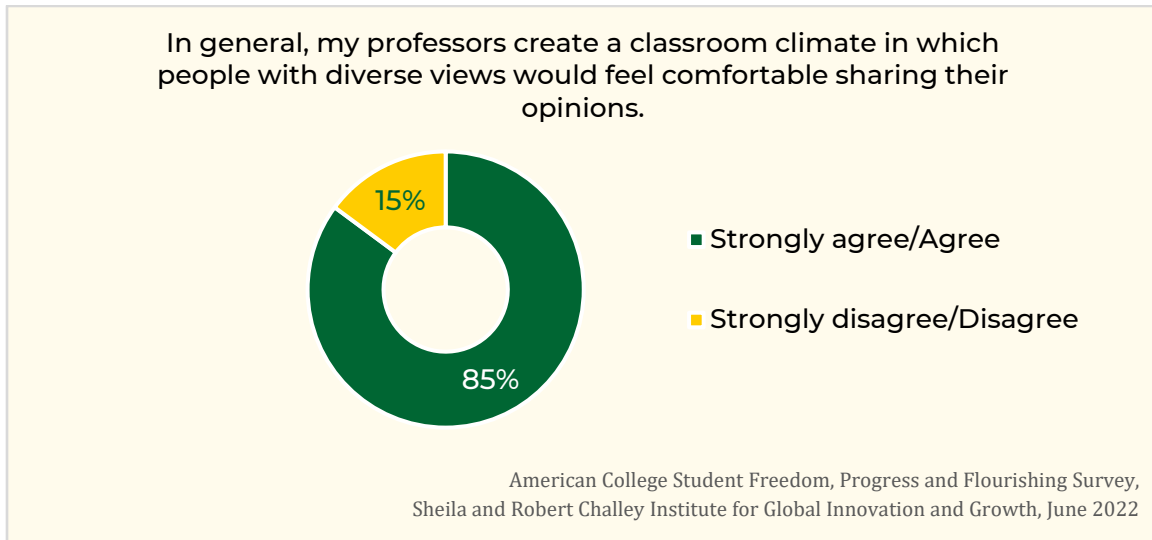


Figure 3: 85 percent of students believe professors create a climate that allows diverse views.

Although most students believe their professors create a classroom climate in which people with diverse views would feel comfortable sharing their opinions, there are differences in the way classroom climate is viewed by students with differing political ideologies. A very small number (9 percent) of students with liberal views believe the classroom climate is not supportive of diverse views, but this number is much higher (25 percent) among conservative students.

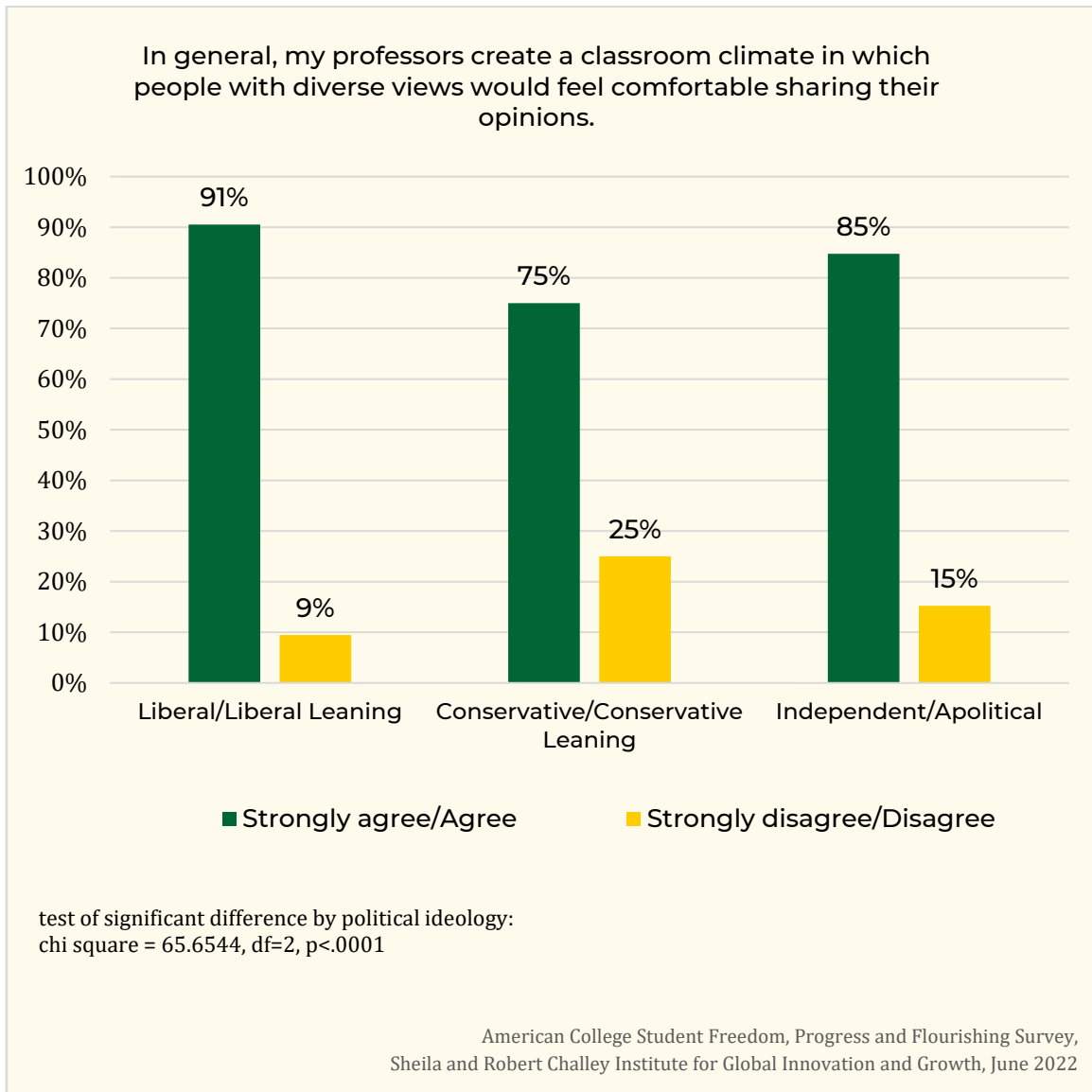


Figure 4: Liberal, conservative, and independent students have significantly different perceptions of classroom climate.

A Majority of Students Say Professors Encourage Diverse Viewpoints and Perspectives.

Around 85 percent of students think professors encourage students to explore a wide variety of viewpoints and perspectives.

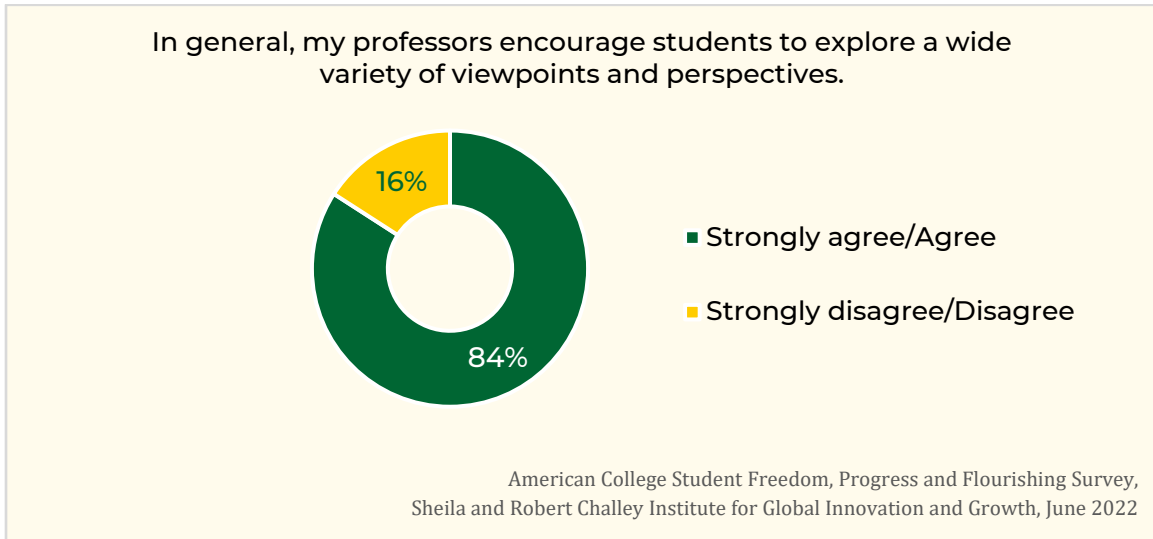


Figure 5: 84 percent of students believe professors encourage a wide variety of viewpoints and perspectives.

Almost 90 percent of liberal students believe professors encourage exploration of a wide variety of viewpoints and perspectives, while nearly 75 percent of conservative students think so.

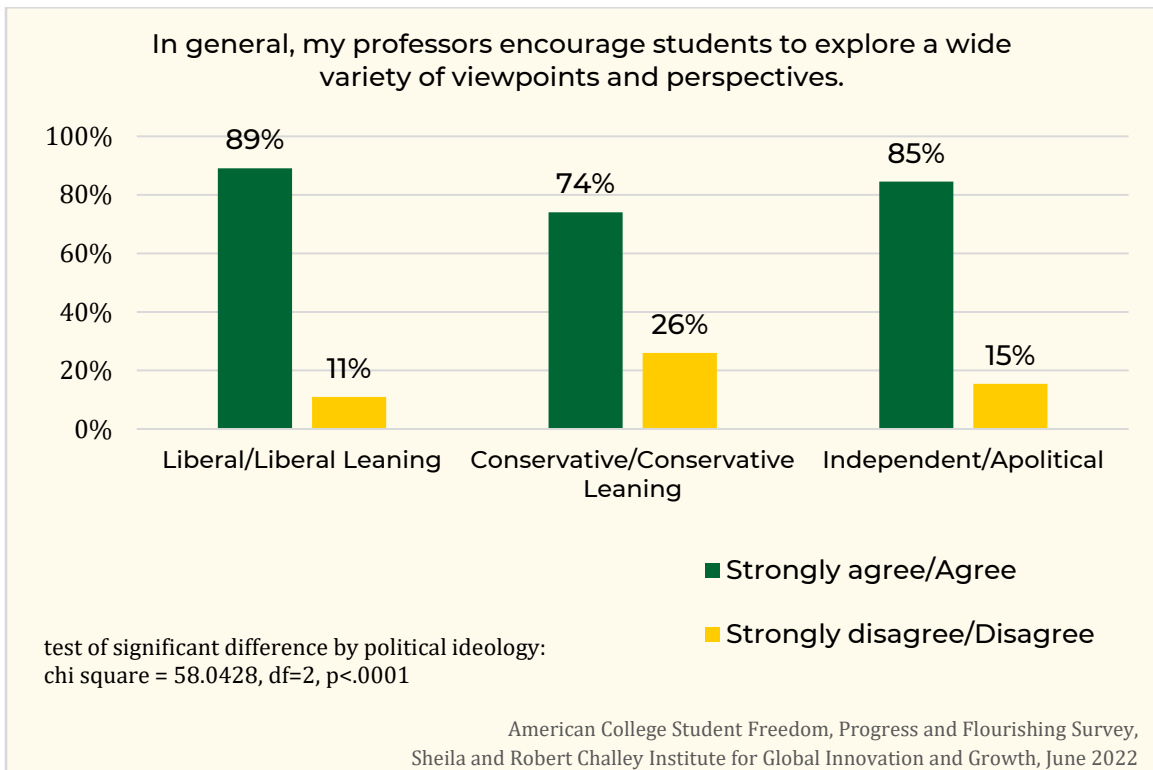


Figure 6: Student perceptions on whether professors encourage exploration of a wide variety of viewpoints and perspectives depend on political ideology.

A Majority of Students Say Unpopular Views are Welcome in the Classroom.

More than 70 percent of students believe professors create a classroom climate where people with unpopular views would feel comfortable sharing their opinions.

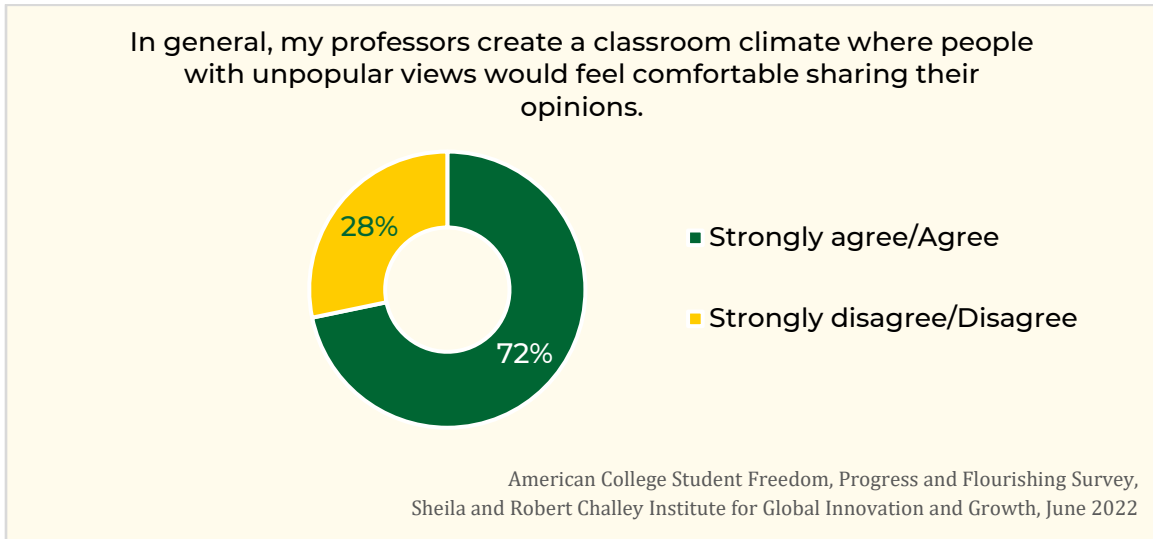


Figure 7: 72 percent of students believe professors create a climate where students are comfortable sharing unpopular views in the classroom.

Although 75 percent of students with liberal or independent political ideologies believe professors create a classroom climate where people with unpopular views would feel comfortable sharing their opinions, just over 60 percent of conservative students think so.

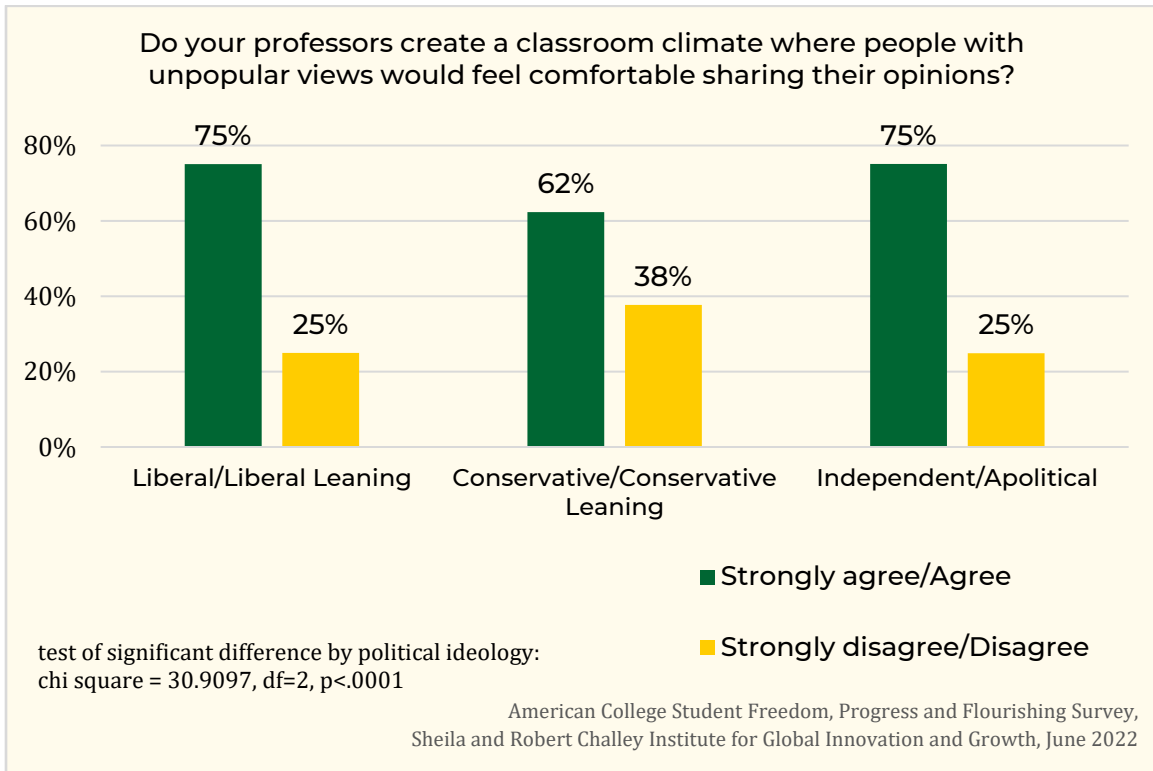


Figure 8: Liberal, conservative, and independent students have significantly different perceptions about whether students feel comfortable sharing unpopular views in the classroom.

Student Views Differ on How Often Professors Promote Political Views in the Classroom.

Only 15 percent of students report professors promote their own political views “very frequently” or “frequently” in the classroom. Another 33 percent say professors promote their own political views “occasionally,” while 52 percent say they promote them “rarely/very rarely” or “never.”

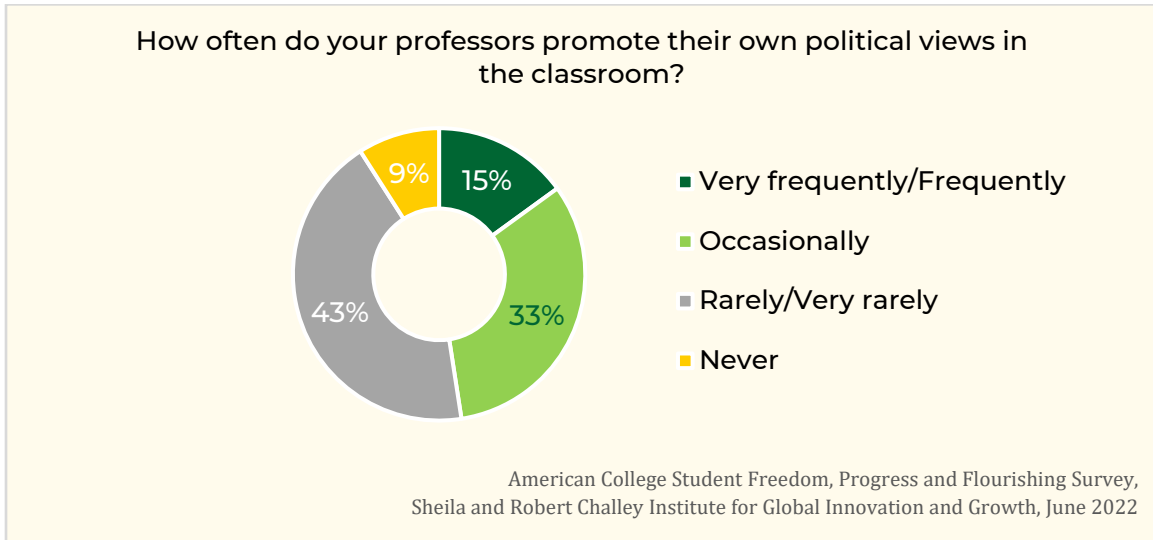


Figure 9: 15 percent of students say professors “frequently” promote their own political views in the classroom. A majority of students say professors “occasionally” or “rarely” do.

Students with conservative ideologies perceive their professors as promoting political views more frequently than students with liberal or independent political ideologies.

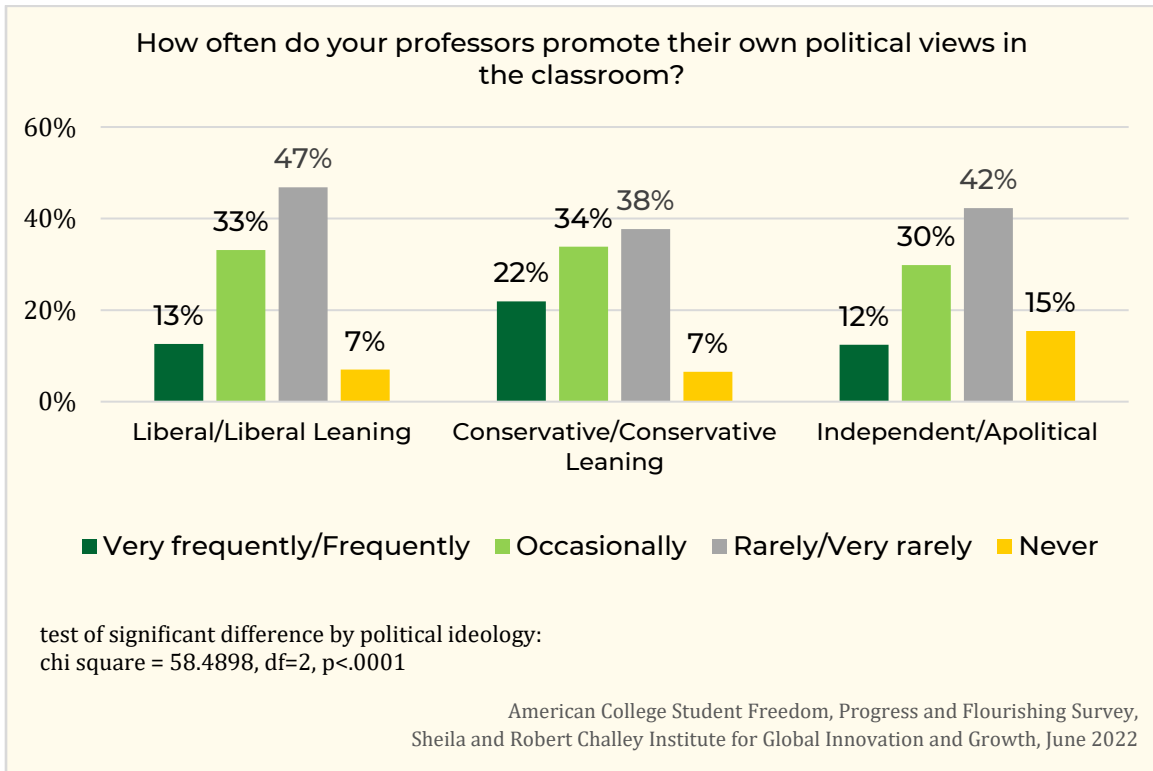


Figure 10: Students with different political ideologies have different perceptions of professors promoting their own political views in the classroom.

A Majority of Students Say Universities Should Not Disinvite Controversial Speakers.

A majority of students (64 percent) believe universities should not withdraw invitations to speakers when many students disagree with their views.

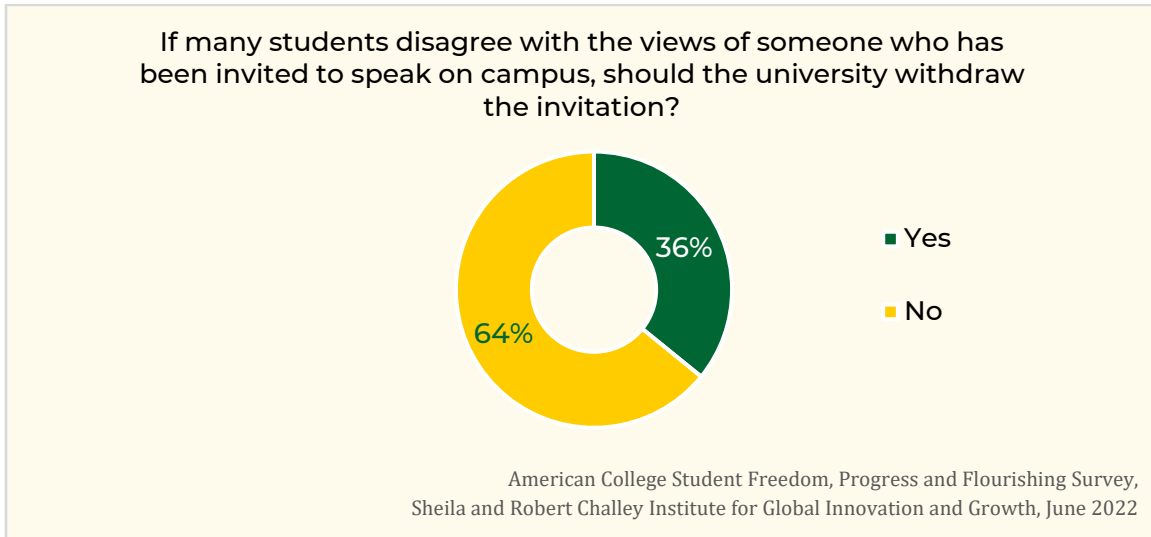


Figure 11: 64 percent of students say universities should not withdraw invitations to controversial speakers.

Although most students are not in favor of withdrawing invitations to controversial speakers, there are significant differences among students with different political ideologies. Liberal students are more likely than conservative students to favor withdrawing invitations to controversial speakers.

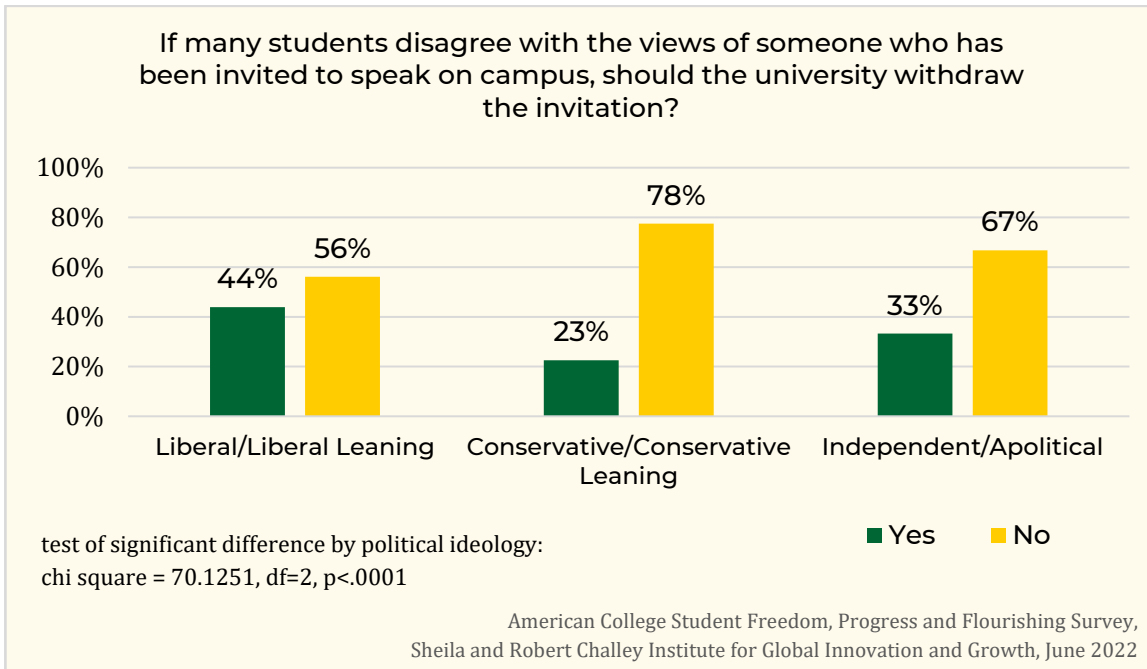


Figure 12: There are significant differences among students with different political ideologies about whether controversial speakers should be disinvited.

A Majority of Students Do Not Believe Professors Should Drop Readings that Students Strongly Disagree With.

Most students (69 percent) believe required course readings should not be dropped when students disagree with the reading’s views.

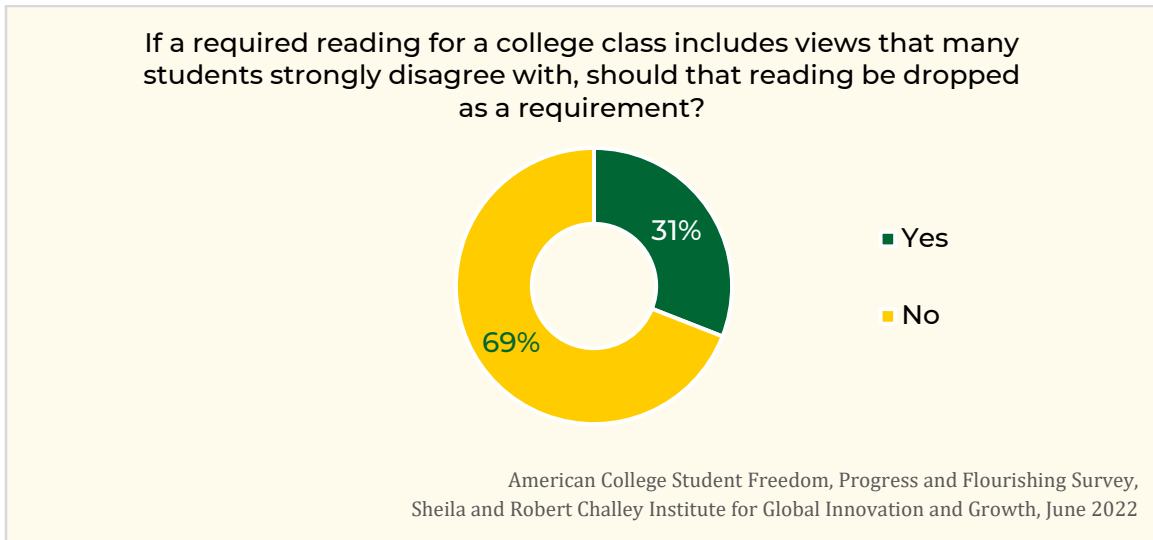


Figure 13: 69 percent of students do not think a college class should drop a required reading that many students strongly disagree with.

The belief that readings should not be dropped is widely shared among students with different political ideologies.

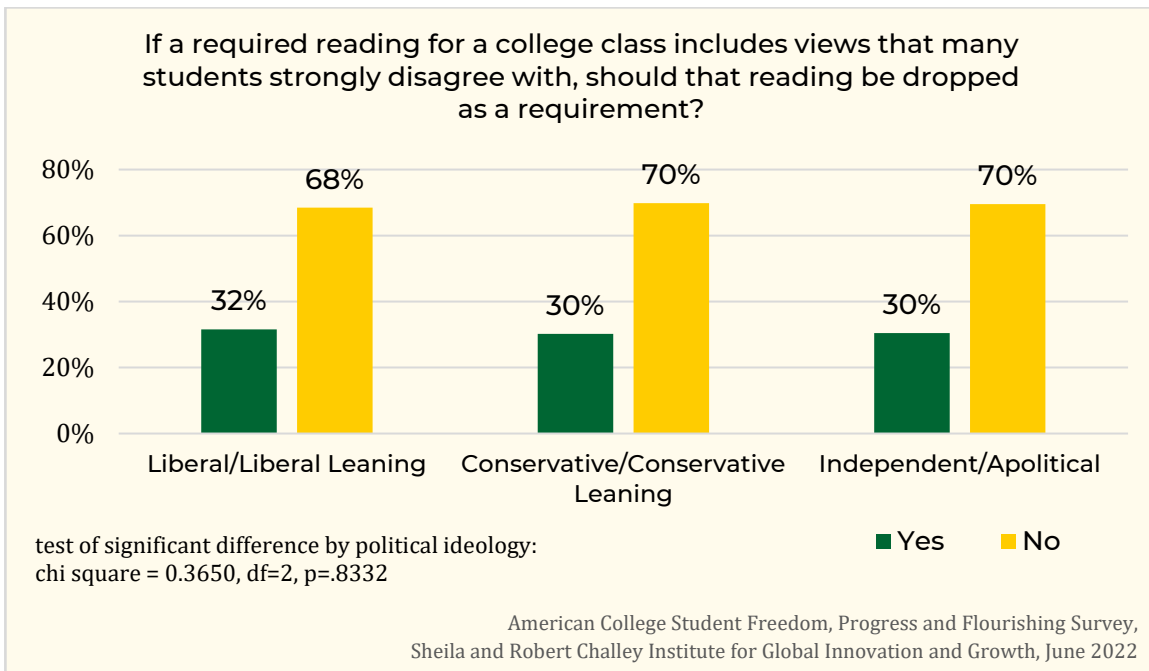


Figure 14: There is widespread agreement that college classes should not drop readings students disagree with.

A Majority of Students Say Professors Should Not Drop Readings that Make Students Uncomfortable.

A majority of students are not in favor of dropping course readings that make students uncomfortable. However, more students are in favor of dropping those readings than readings that many students disagree with (44 percent versus 31 percent).

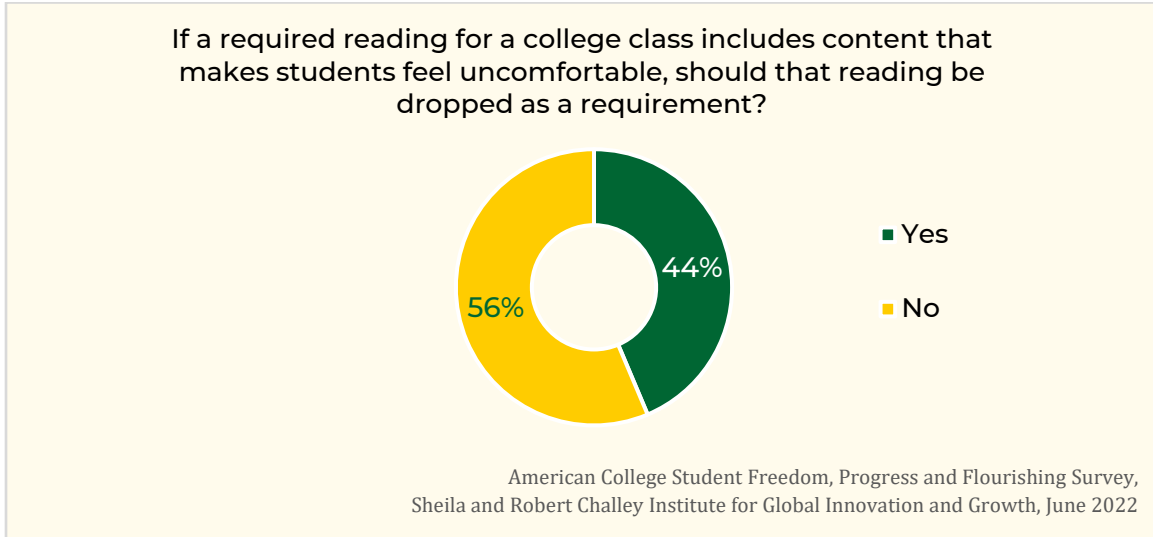


Figure 15: 56 percent of students do not think a college class should drop a required reading that makes students feel uncomfortable.

There are significant differences among students about whether readings that make students feel uncomfortable should be dropped. Among liberal students, 47 percent favor dropping such readings compared to 38 percent of conservative students.

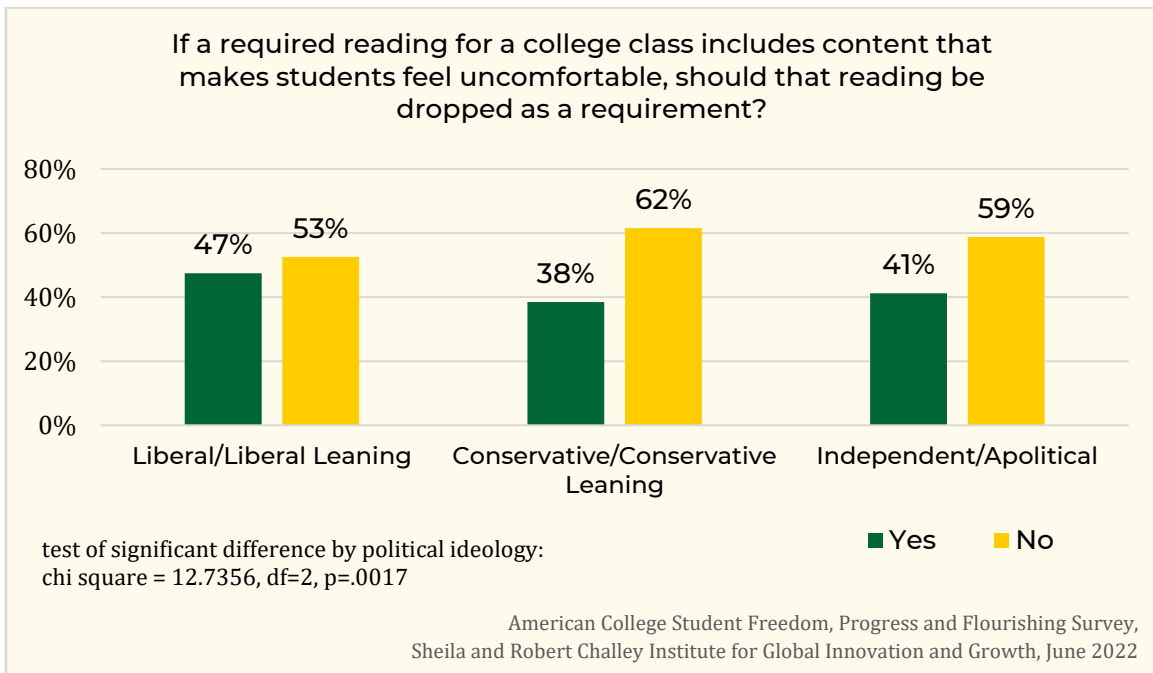


Figure 16: Students with different political ideologies have significantly different views about dropping readings that make students uncomfortable.

A Majority of Students Do Not Support Dropping Discussion Topics that Make Students Uncomfortable.

Most students (68 percent) are not in favor of dropping class discussion topics that make students feel uncomfortable.

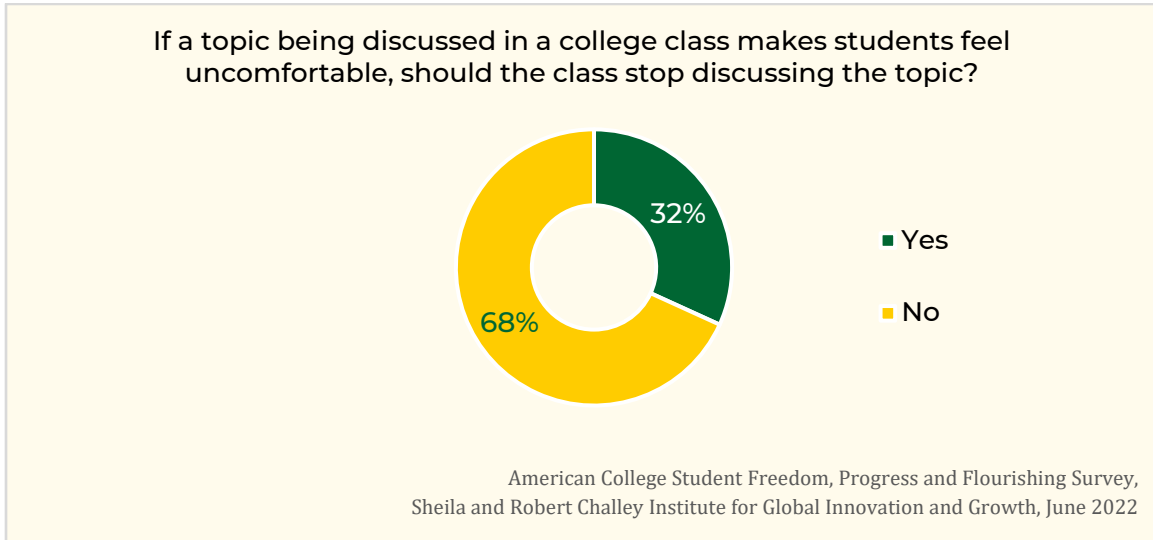


Figure 17: 68 percent of students say a class should not stop discussing a topic that makes students uncomfortable.

Across political groups, a similar percentage of student are not in favor of dropping uncomfortable discussion topics.

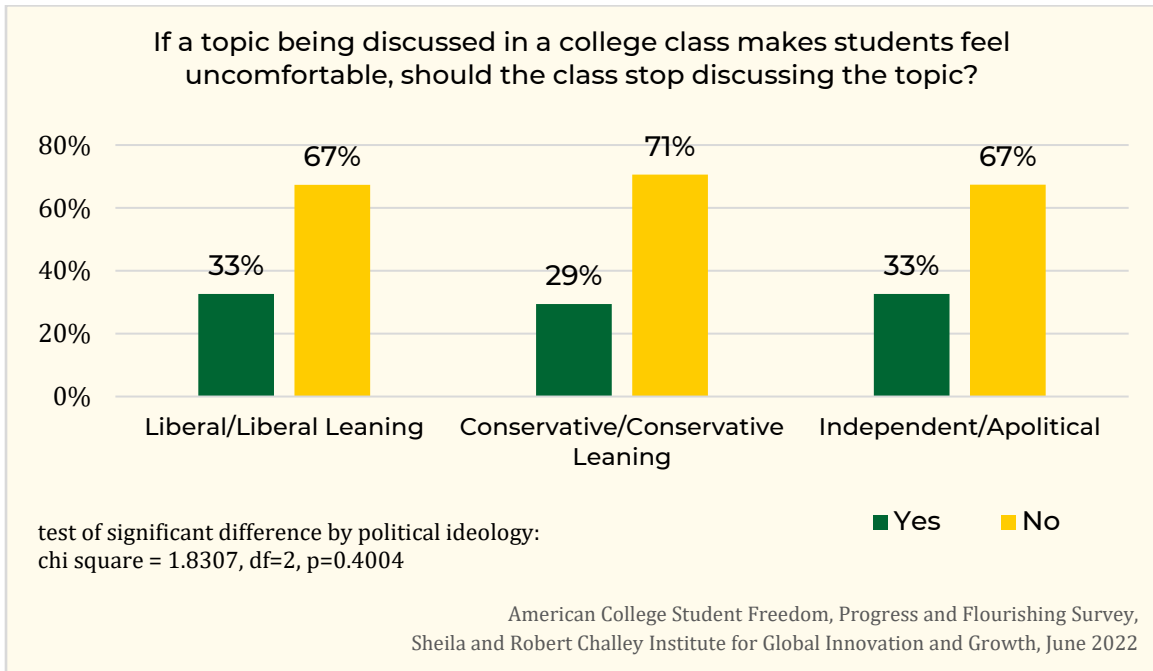


Figure 18: Most students are not in favor of dropping class discussion topics that make students uncomfortable.

A Majority of Students Say Professors Should Be Reported for Making Comments that Students Find Offensive.

Nearly three-fourths of students are in favor of reporting professors to the university if the professor says something students find offensive.

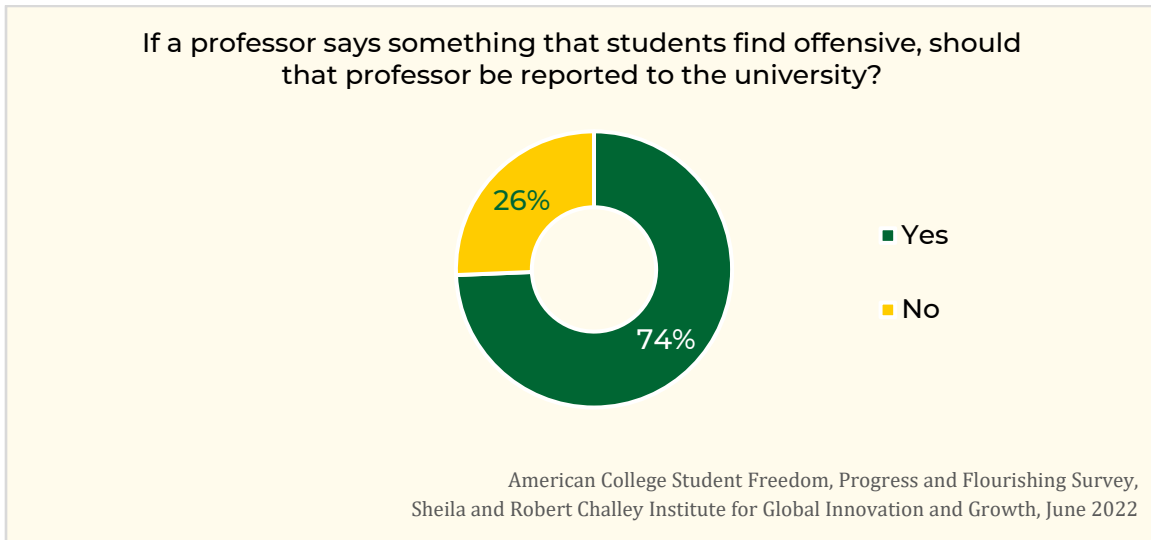


Figure 19: 74 percent of students believe a professor should be reported to the university for making an offensive comment.

There are large and statistically significant differences among students with different political ideologies about whether professors should be reported for making comments students find offensive. Liberal students (85 percent) are the most in favor of reporting professors, but a majority (56 percent) of conservative students also support reporting professors.

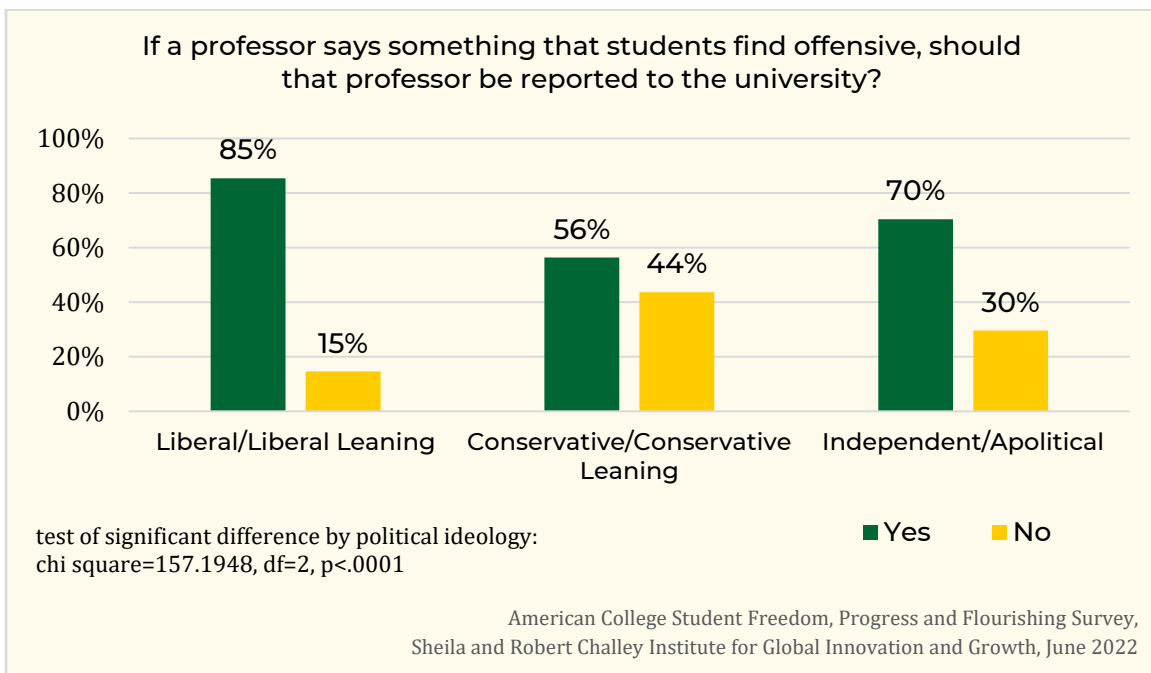


Figure 20: Significant differences exist among students with different political ideologies about whether professors should be reported for making offensive comments.

A Majority of Students Say a Student Should Be Reported for Making Comments that Other Students Find Offensive.

A majority of students (65 percent) are in favor of reporting students who make comments that other students find offensive.

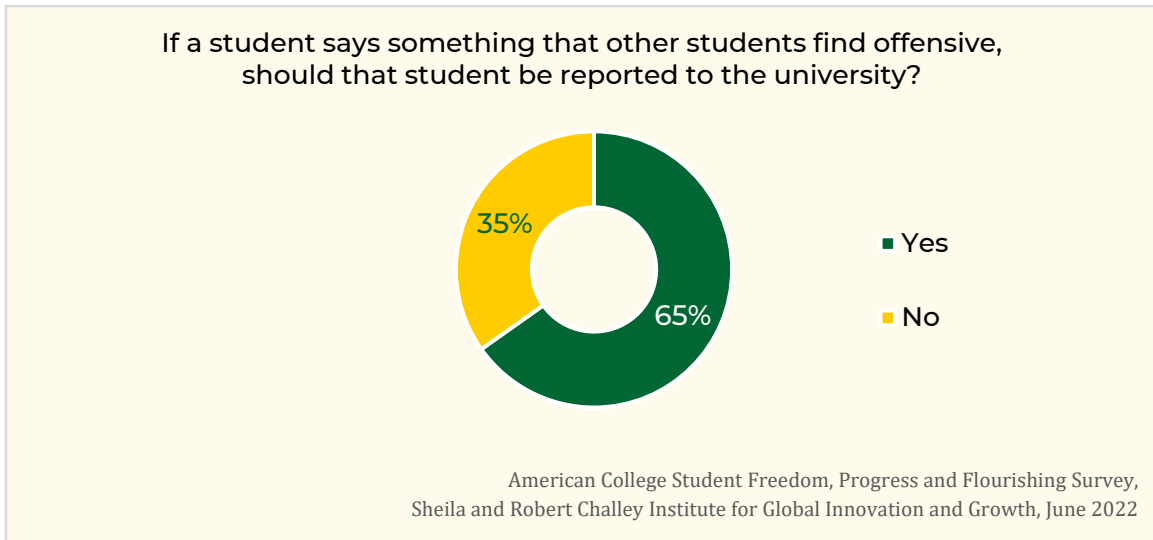


Figure 21: 65 percent of students believe a student should be reported to the university for making an offensive comment.

As with attitudes toward reporting professors, there are significant differences among students with different political ideologies about reporting students who make offensive comments. Over three-fourths of liberal students are in favor of reporting students compared to less than half of conservative students.

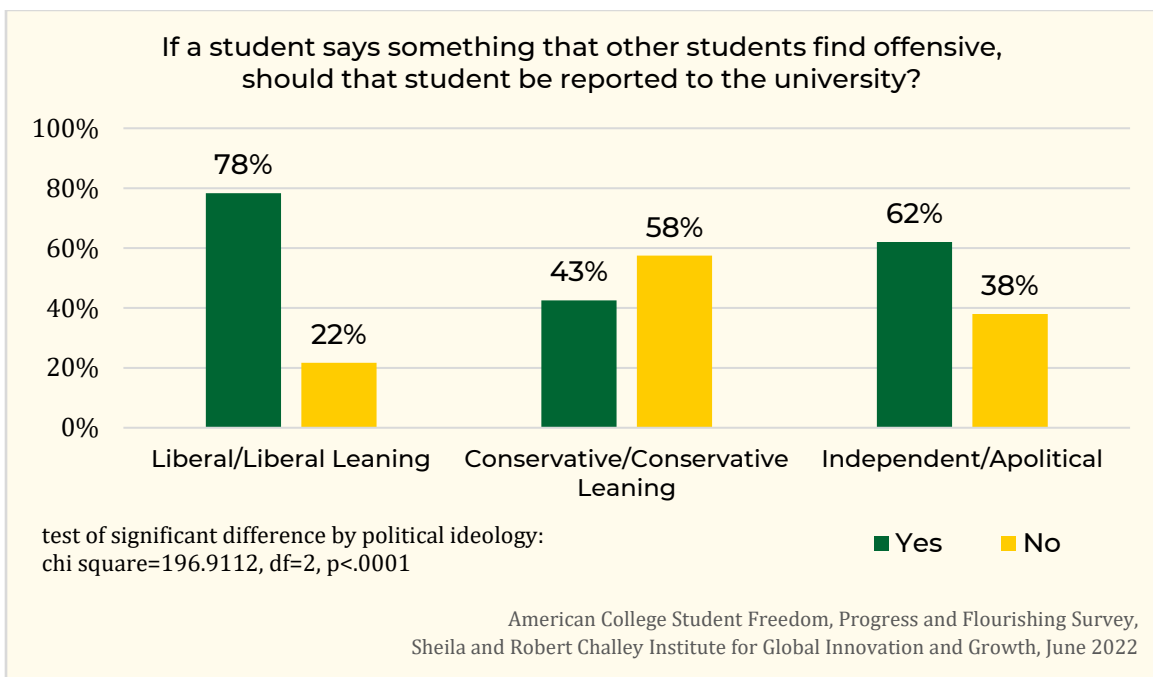


Figure 22: Students with different political ideologies have different views about reporting students who make offensive comments.

Students who report they are “not at all comfortable” sharing their opinions on controversial or sensitive topics in class are the least likely to be in favor of reporting other students for making comments deemed offensive.

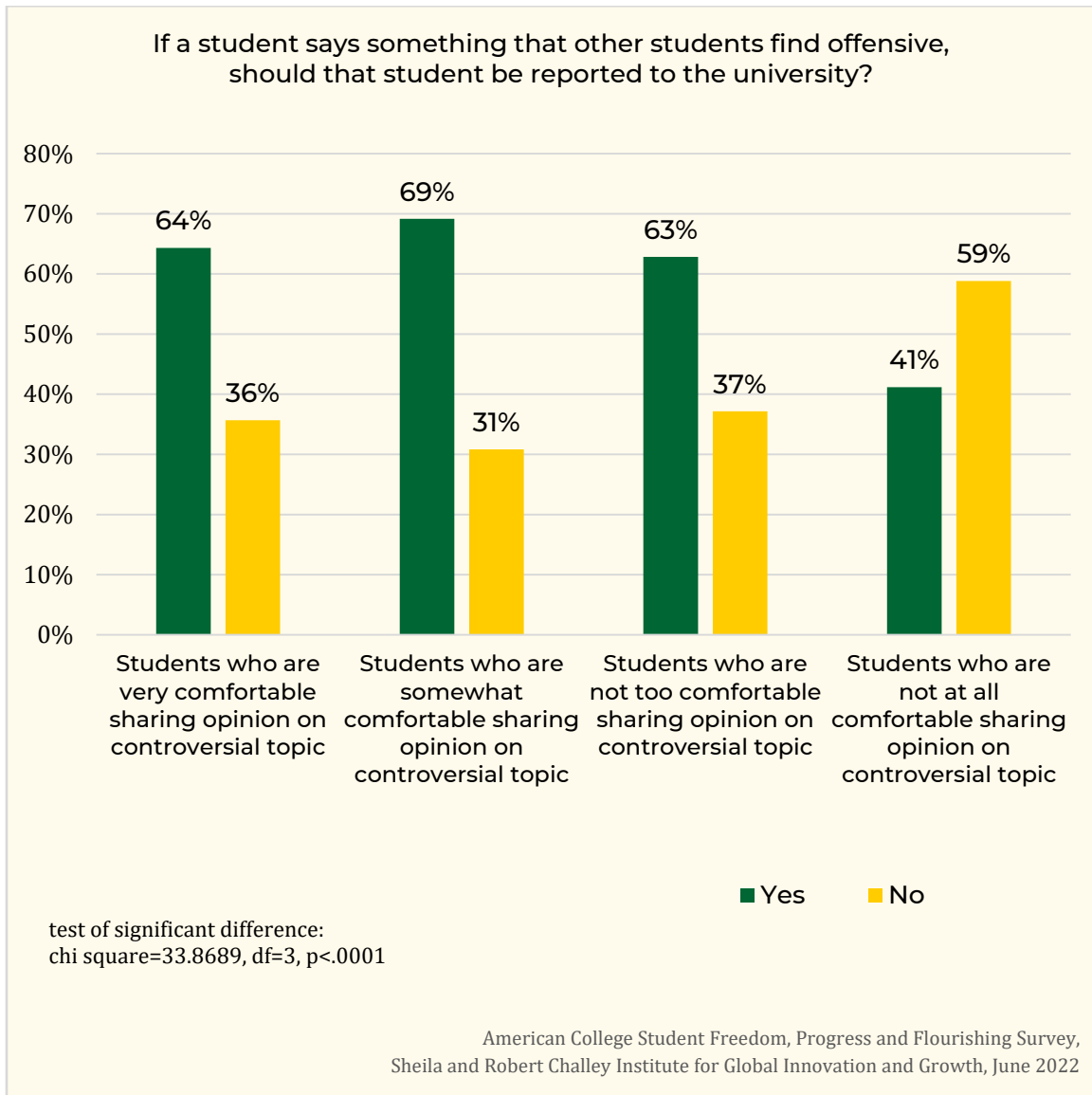


Figure 23: Student views on reporting other students for offensive comments differ significantly based on their comfort sharing controversial opinions in class.

Students who view the classroom climate to be receptive to diverse viewpoints are more likely to be in favor of reporting students who make comments considered offensive.

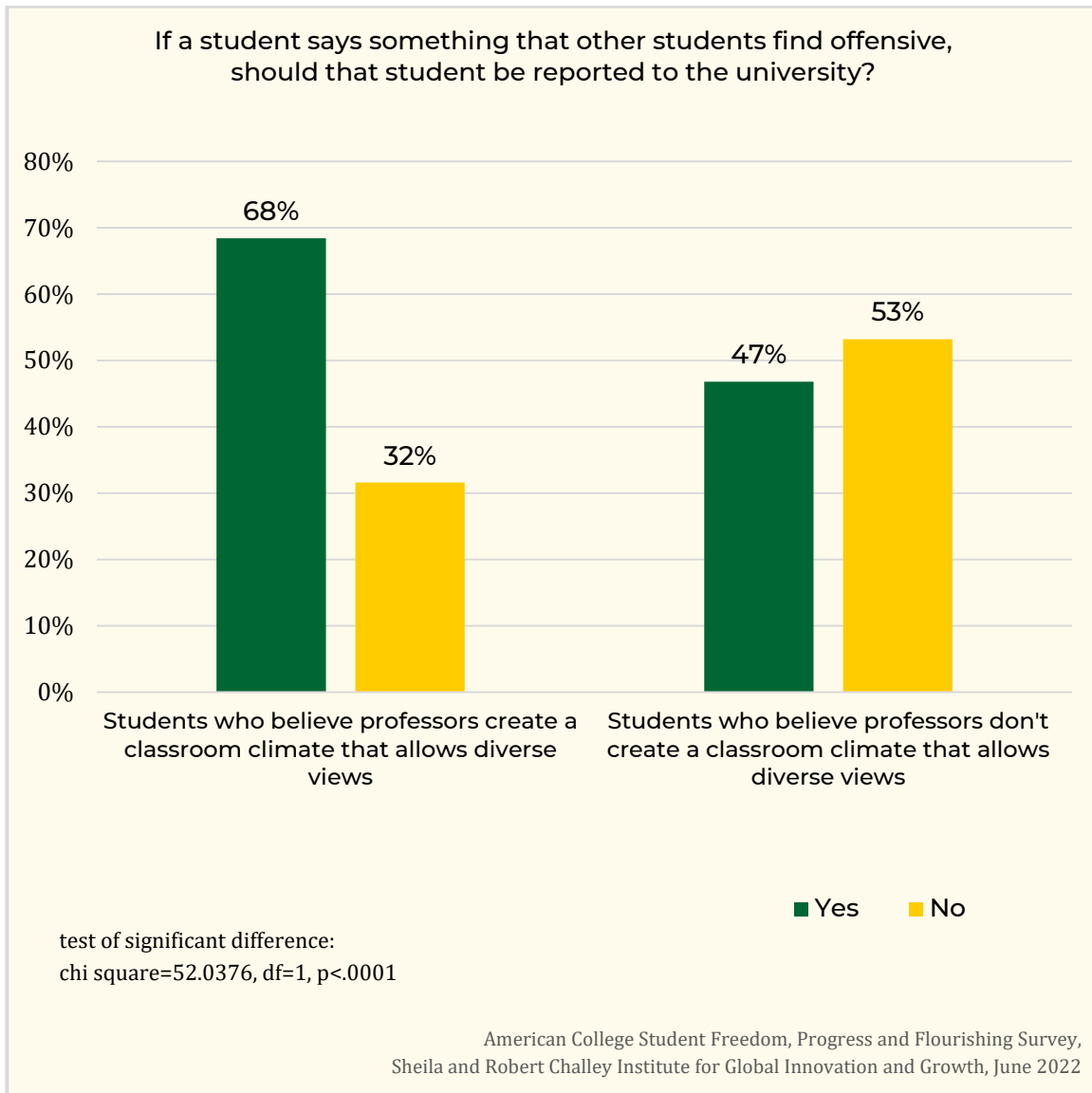


Figure 24: Student views on reporting other students for offensive comments differ significantly based on their views of classroom openness to diverse viewpoints.

Students who believe professors create a classroom climate that welcomes unpopular views are more likely to favor reporting students who make comments considered offensive.

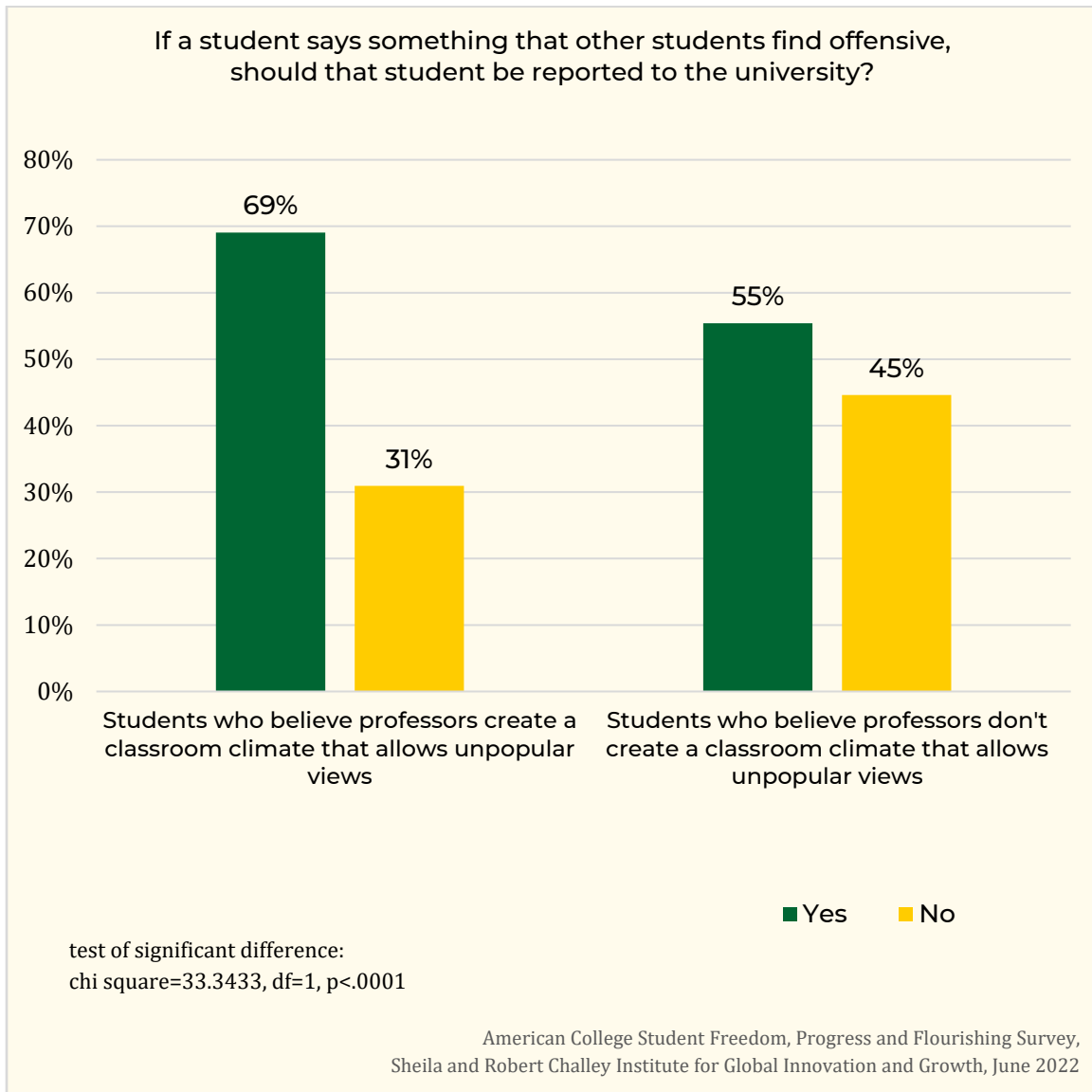


Figure 25: Student views on reporting other students for offensive comments differ significantly based on their views of classroom openness to unpopular opinions.

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, access to education), life is getting better for people all over the world. Yet, surveys suggest there is 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 how they think their college education is influencing their understanding of the state of the world and the U.S., shaping their attitudes about the future, and preparing them to make a difference in the world. We also asked them whether or not they are proud to be American.

A majority of students believe their college education is helping them develop more accurate views of the world and the U.S., but there are disparities in this perception among students with different political ideologies. In general, students with a more conservative political ideology are less likely to perceive their college education as helping them develop more accurate views.

Students are divided in their beliefs concerning human progress in the U.S. and around the world. In general, based on what they have learned in college, liberals are less likely than conservatives to think the world has been getting better over the last 50 years; a minority of liberal students and only half of conservative students believe the world has been improving. Liberal students are also less likely than conservative students to think life in the U.S. has been getting better over the last 50 years; a minority of liberal students and slight majority (51 percent) of conservative students believe life in the U.S. has been improving. In addition, conservative students are more optimistic about the future of the world than liberal students. Nonetheless, optimism about the future of the world is a minority position among both groups. Concerning optimism about the future of the U.S., conservative students are roughly evenly divided while a majority of liberal students are pessimistic about the future of the U.S., based on what they have learned in college.

This divide between students extends to more self-focused beliefs. Just over half of conservative students and just under half of liberal students report that what they have learned in college has made them more optimistic about their own future and their ability to make a difference in the world.

On national pride, about half of students are proud to be American. However, we see large differences between political groups, with a large majority of conservatives and a minority of liberal students being proud to be American.

Individual questions and responses are presented below.

A Majority of Students Say College is Helping Them Develop a More Accurate View of the World.

Most students (76 percent) believe their college education is helping them develop a more accurate view of the state of the world.

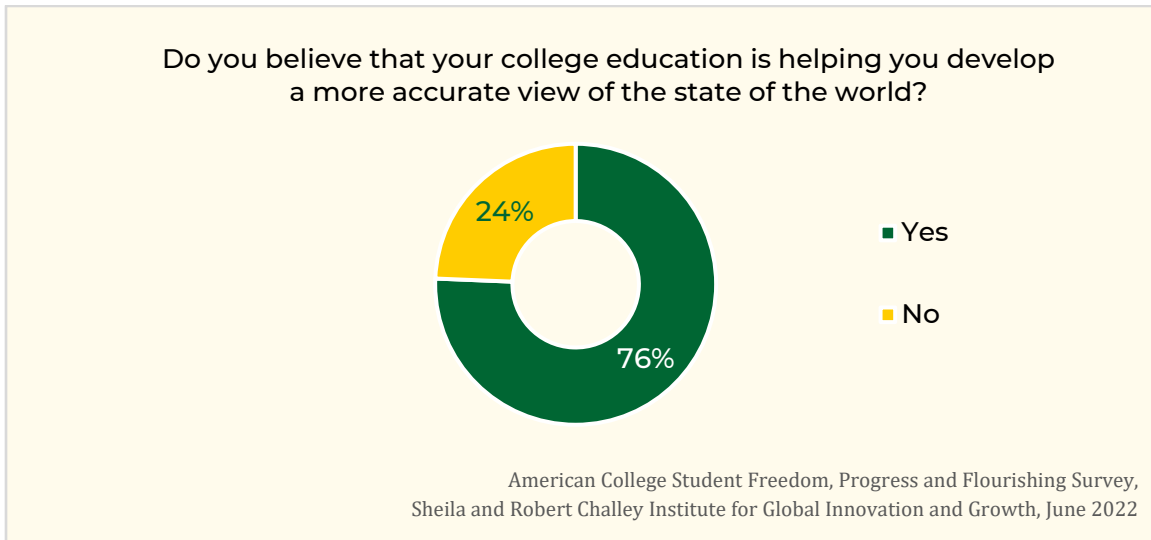


Figure 26: 76 percent of students believe their college education is giving them a more accurate view of the world.

The percentages of students who believe their college education is giving them a more accurate view of the world vary widely across different political groups. Conservative students are less likely to believe their college education has improved the accuracy of their worldview compared to independent or liberal students.

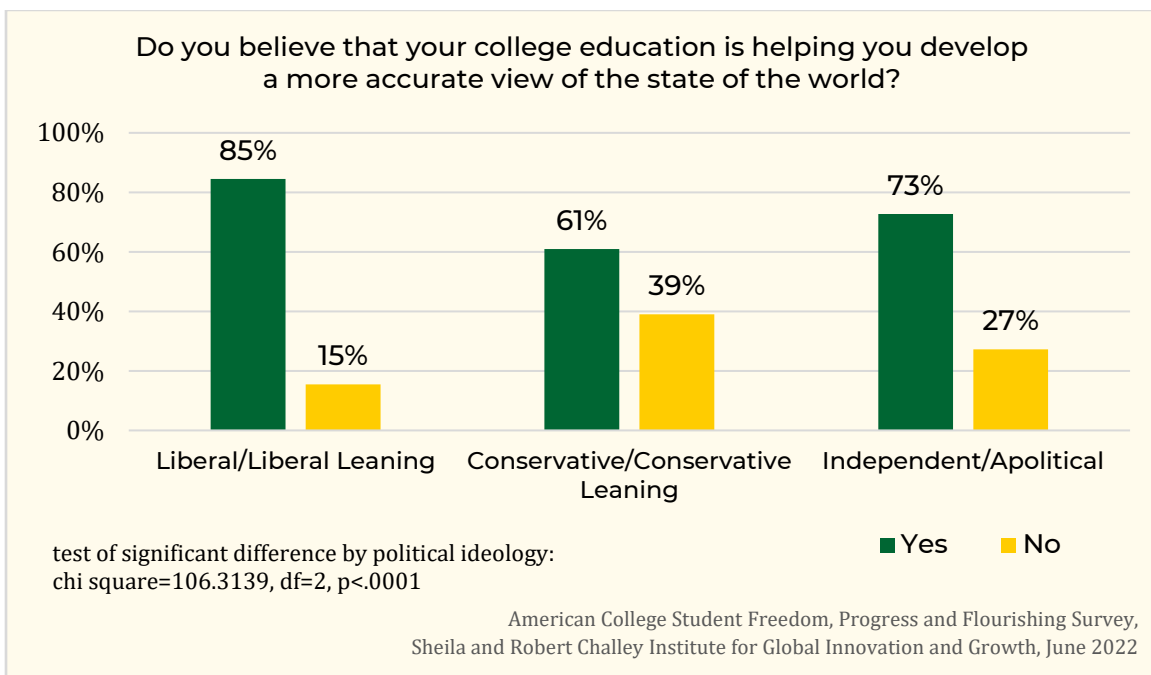


Figure 27: Significant differences exist between students with different political ideologies about whether college education is giving them a more accurate worldview.

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

Based on what they have learned in college, less than half of students believe the world has been getting better in terms of poverty, life expectancy, hunger, and literacy over the past 50 years.

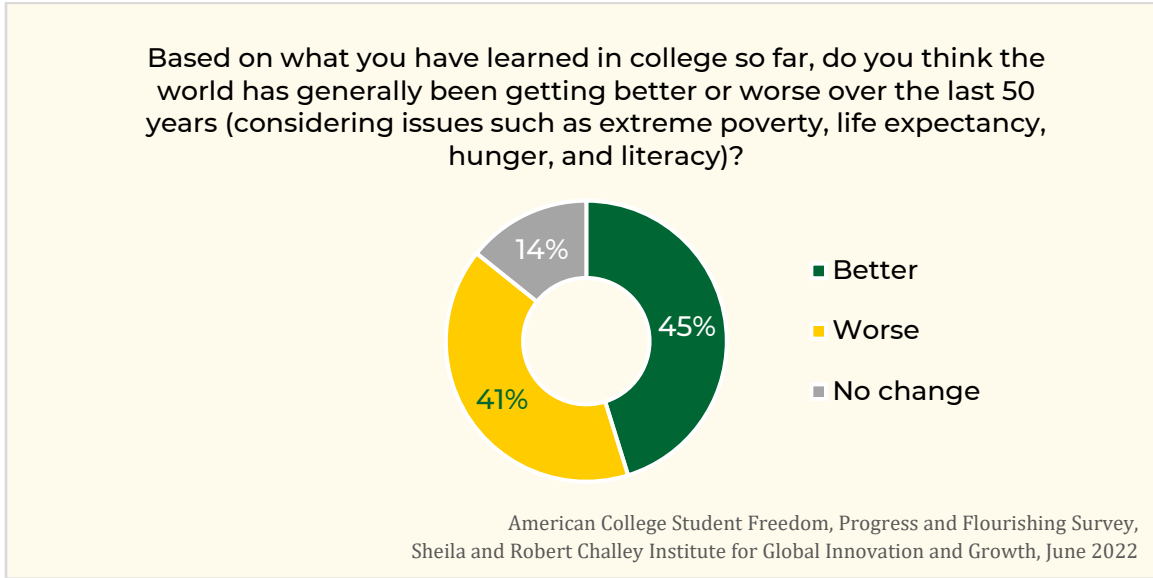


Figure 28: 45 percent of students believe the world has been getting better over the last 50 years.

Conservative students are more likely than liberal and independent students to report that, based on what they have learned in college, they believe the world has been getting better over the last 50 years.

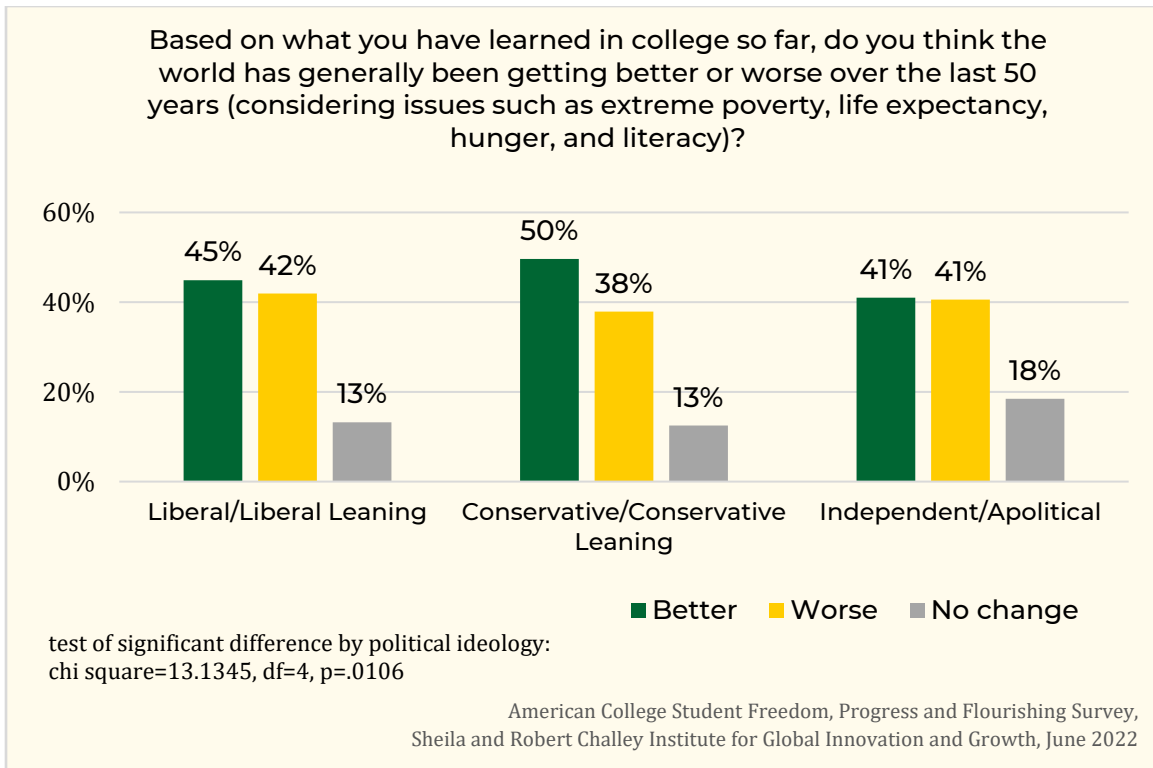


Figure 29: Based on what they have learned in college so far, a minority of students believe the world has improved over the last 50 years.

About a Quarter of Students are Optimistic About the Future of the World.

Based on what they have learned in college, only 27 percent of students are optimistic about the future of the world. Nearly 40 percent are pessimistic about the future of the world.

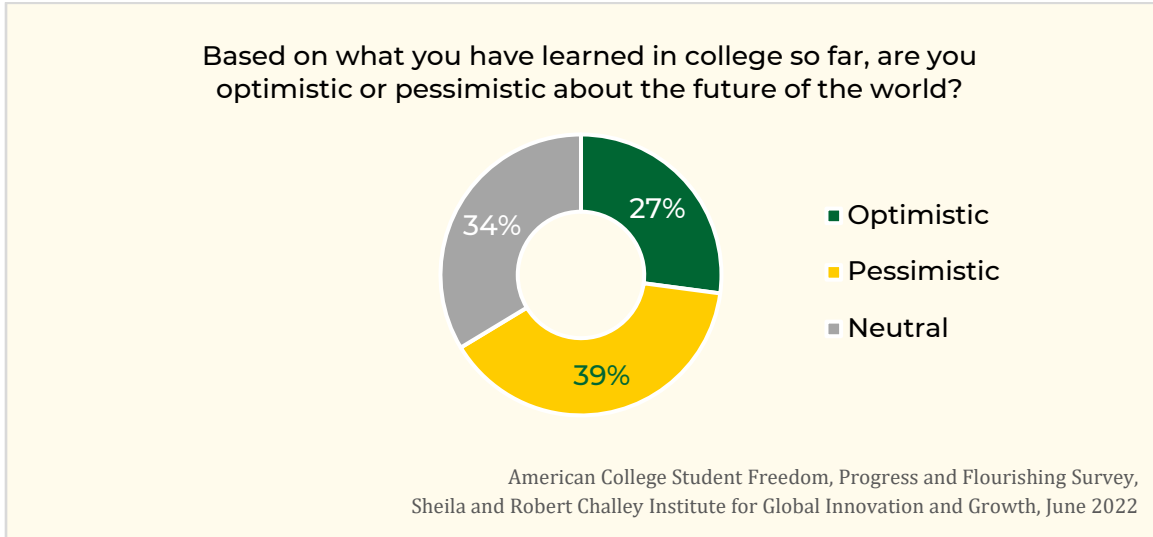


Figure 30: 27 percent of students are optimistic about the future of the world.

Liberal students are the most pessimistic about the future of the world, based on what they have learned in college so far, whereas conservative students are evenly divided between pessimism, optimism, and neutral views about the future of the world.

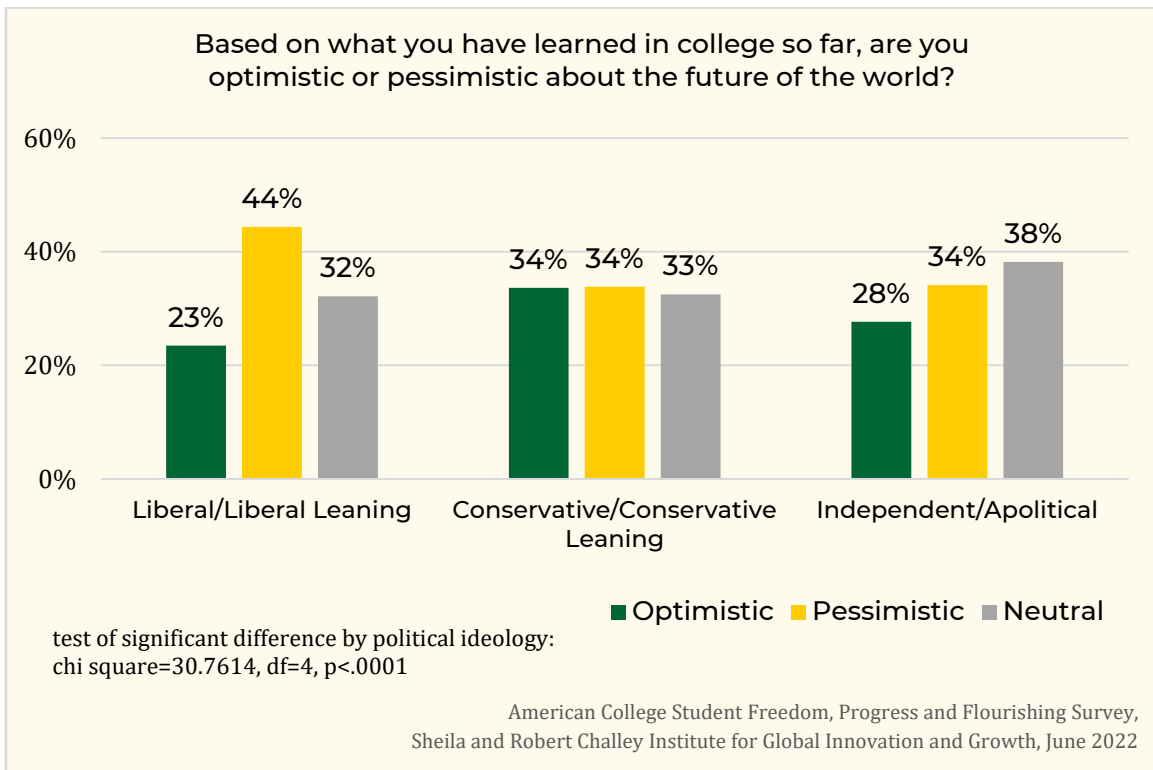


Figure 31: Most students report having pessimistic or neutral views about the world’s future.

A Majority of Students Say Professors Inspire Them to Feel Optimistic About the Future of the World.

Although only 29 percent of students say their professors “frequently” inspire them to feel optimistic about the future of the world, almost half say their professors do so “occasionally.”

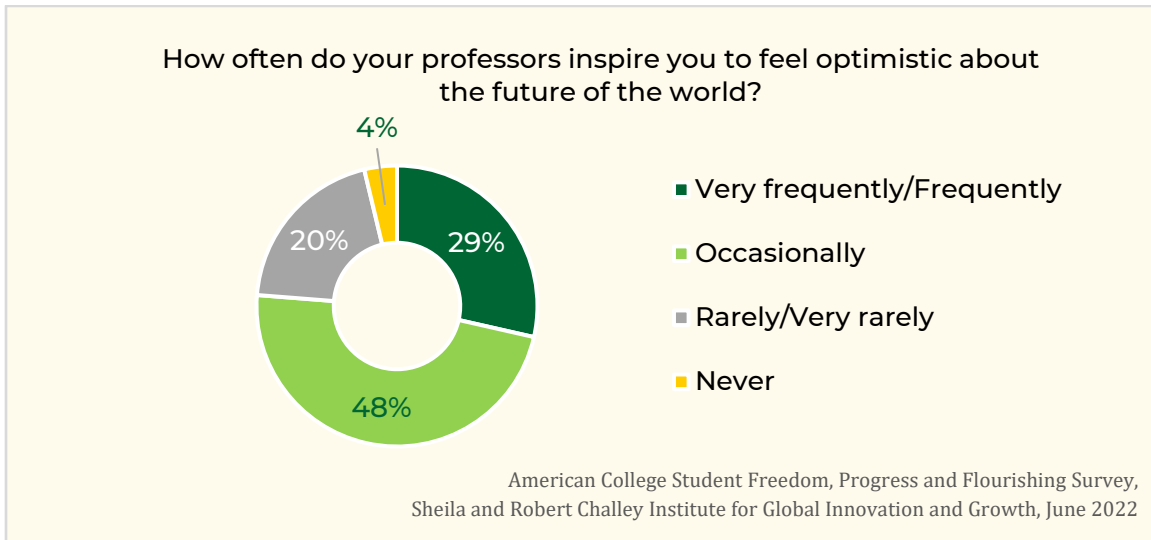


Figure 32: 77 percent of students say their professors inspire them to feel optimistic about the future of the world at least occasionally.

There is broad agreement among students of different political ideologies concerning the frequency in which their professors inspire them to feel optimistic about the future of the world.

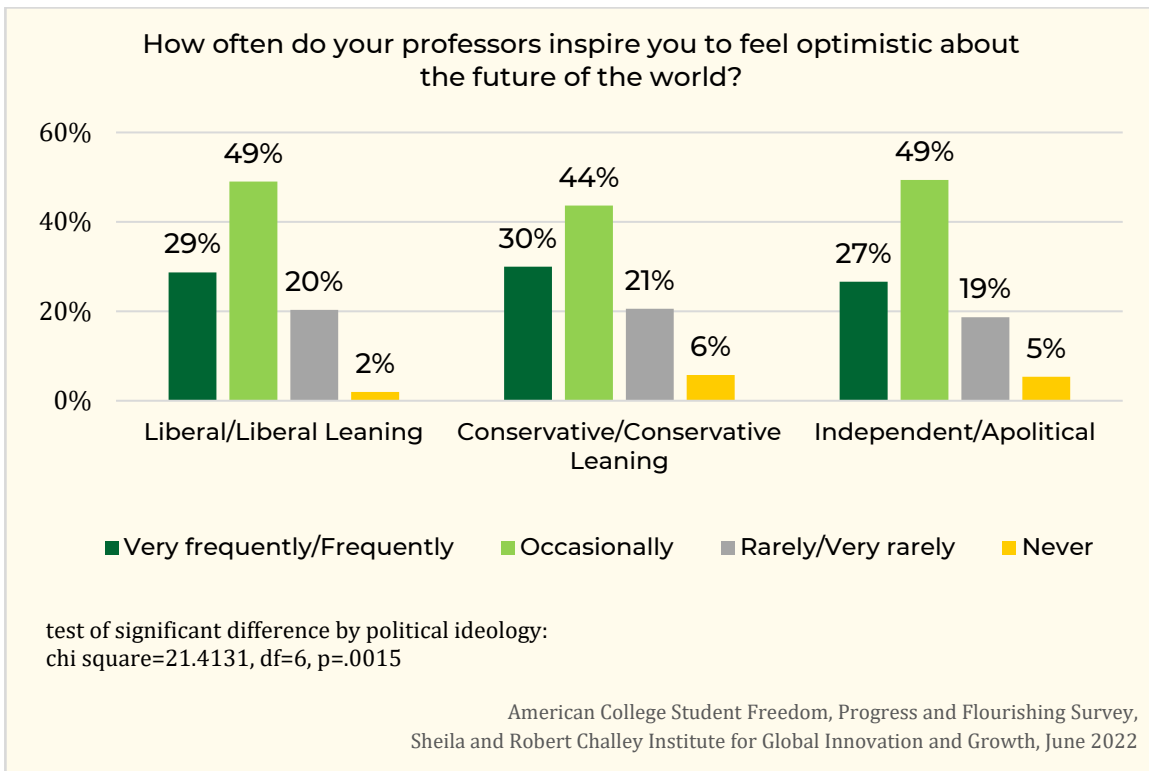


Figure 33: Over a quarter of students with varying political ideologies say their professors inspire them to feel optimistic about the future of the world “frequently.”

A Majority of Students Say College Has Helped Them Develop a More Accurate View of the U.S.

Just as a majority of students believe their college education is helping them develop a more accurate picture of the world, nearly 75 percent say college is helping them develop a more accurate view of the U.S.

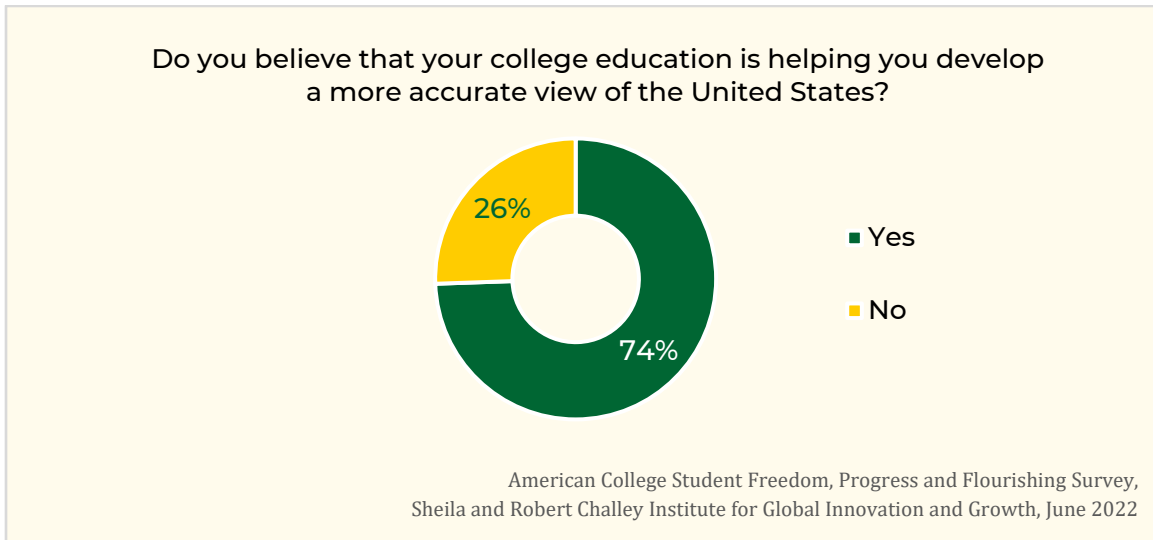


Figure 34: 74 percent of students believe their college education is helping them develop a more accurate view of the U.S.

There are significant differences in this view based on political ideology, with 83 percent of liberal students and 70 percent of independent students believing that college is giving them a more accurate picture of the U.S., while only 62 percent of conservative students report this belief.

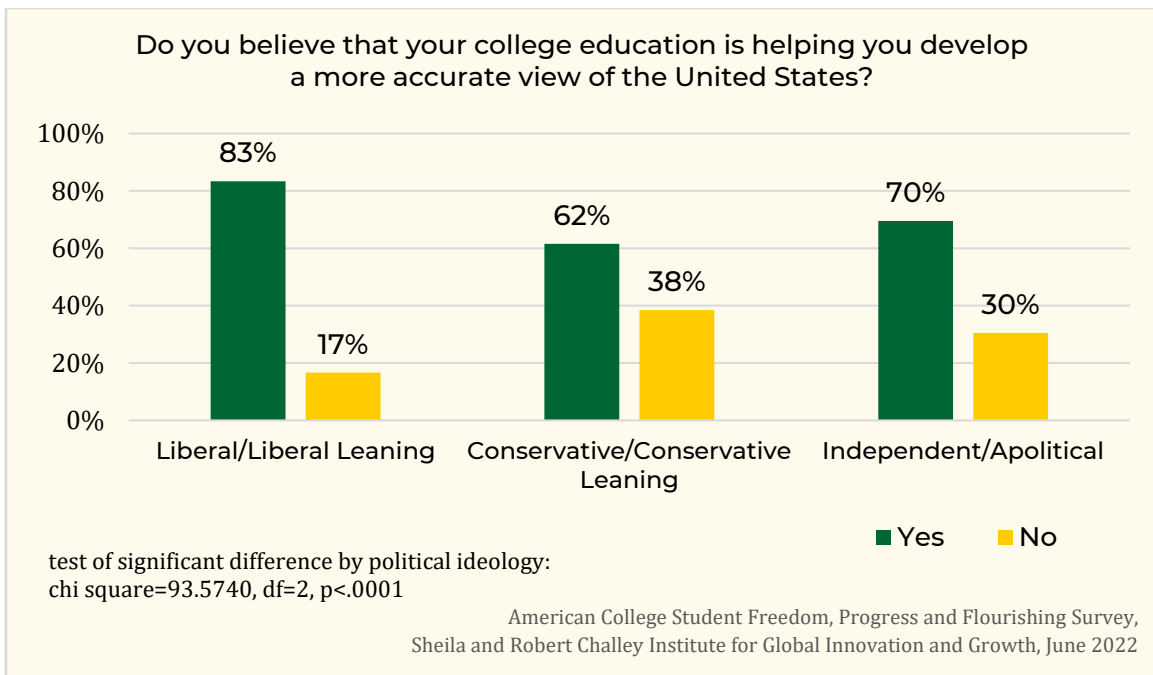


Figure 35: Liberal and independent students are more likely than conservative students to believe their college education is helping them develop a more accurate view of the U.S.

Few Students Say College Has Given Them a More Positive View of the U.S.

Sixteen percent of students say their classes and other academic activities in college have given them a more positive view of the U.S., while 41 percent say they have given them a more negative view of the U.S.

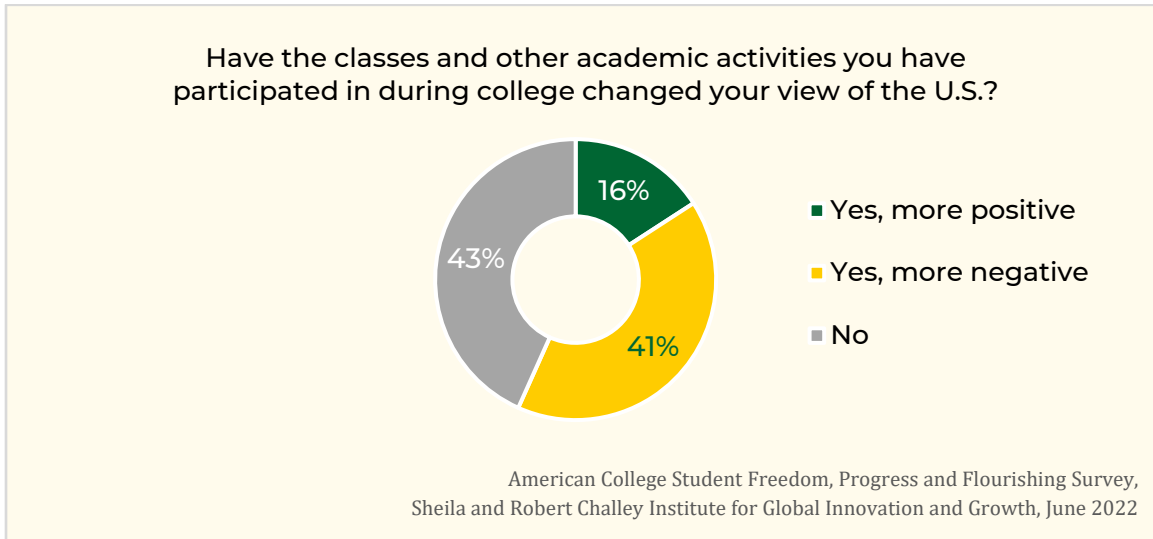


Figure 36: 16 percent of students say college has given them a more positive view of the U.S.

Although more students say college has given them a negative view of the U.S. than a positive view, there are significant differences among students with different political ideologies.

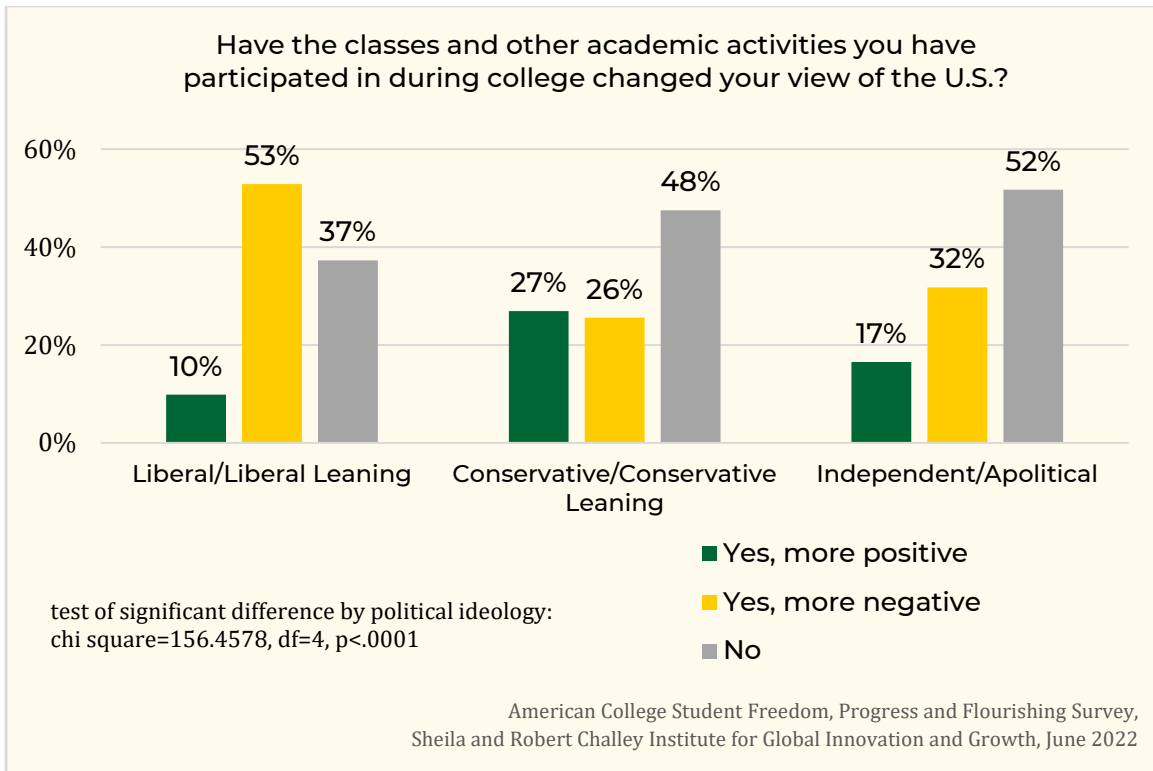


Figure 37: Larger percentages of liberal students report that college has given them a more negative view of the U.S. in comparison to conservative and independent students.

Student Views Differ About Whether Life Has Improved in the U.S. Over the Last 50 Years.

Forty-two percent of students say, based on what they have learned in college, life in the U.S. has been getting better over the past 50 years. Forty-four percent say it has been getting worse.

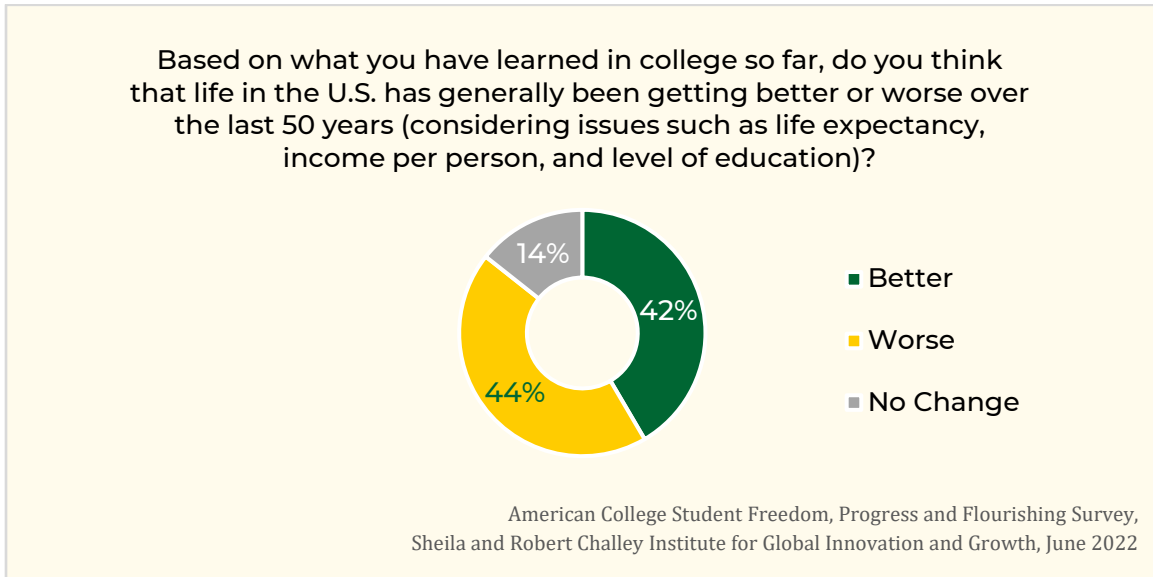


Figure 38: 42 percent of students say that life in the U.S. has been getting better over the last 50 years.

While a slight majority of conservative students believe life in the U.S. has been getting better over the past 50 years, a minority of liberal and independent students share this view. Nearly half of liberal students believe life has been getting worse in the U.S. over the past 50 years, based on what they have learned in college so far.

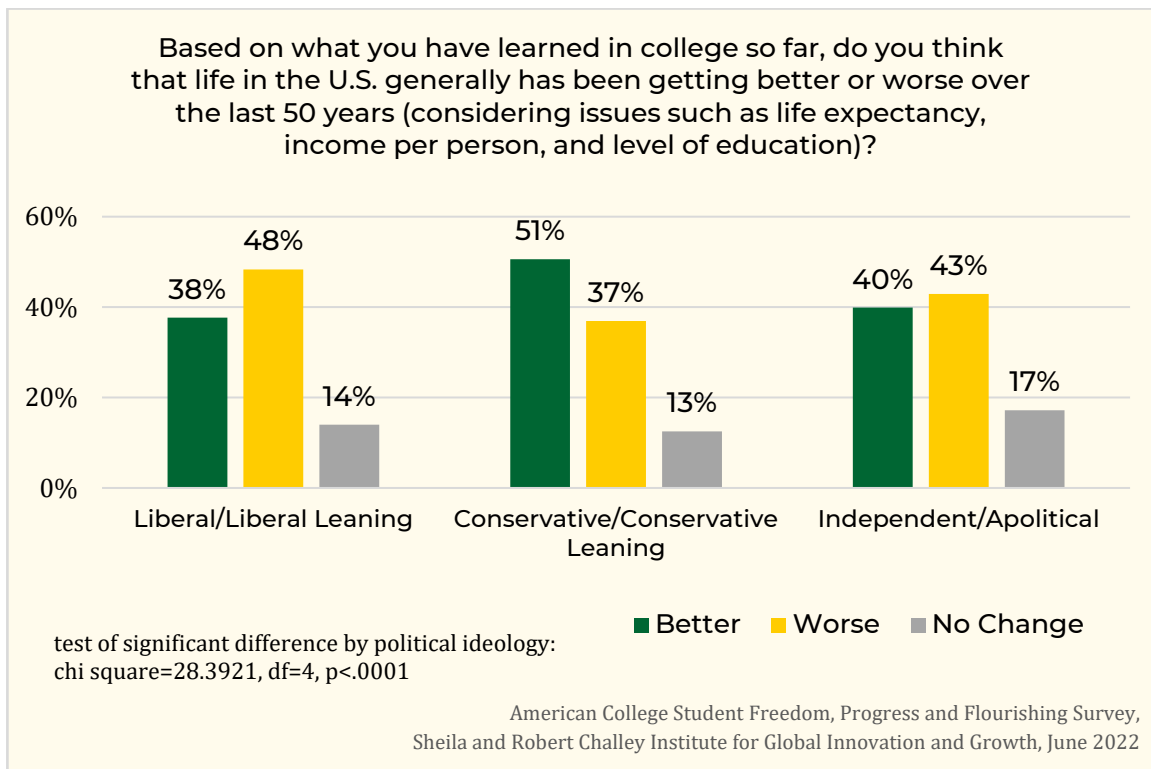


Figure 39: Significant differences exist among students with different political ideologies on whether life has been getting better in the U.S. over the last 50 years.

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

Based on what students have learned in college so far, 46 percent of students are pessimistic about the future of the U.S. and 24 percent report being optimistic.

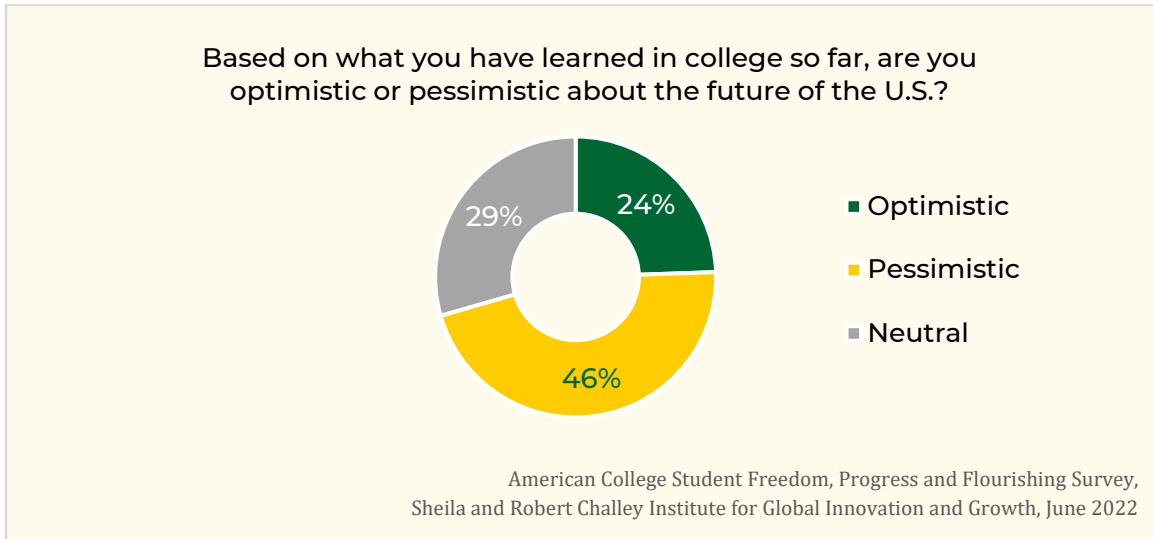


Figure 40: 24 percent of students are optimistic about the future of the U.S.

There are significant differences among students with varying political ideologies regarding their optimism about the future of the U.S. A majority of liberal students have a pessimistic view of the future of the U.S.

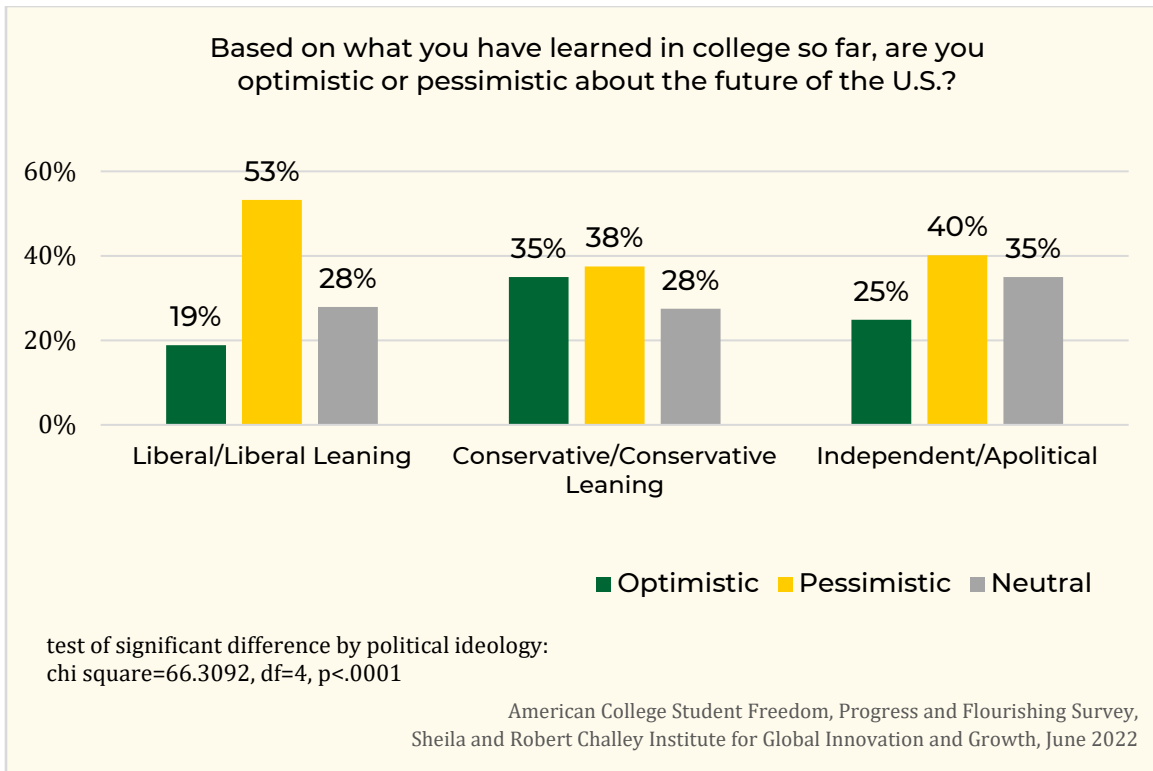


Figure 41: There are significant differences in optimism about the U.S. among students with different political views.

A Majority of Students Say Professors Inspire Them to Feel Optimistic About the Future of the U.S.

Sixty-five percent of students say their professors inspire them to feel optimistic about the future of the U.S. at least occasionally.

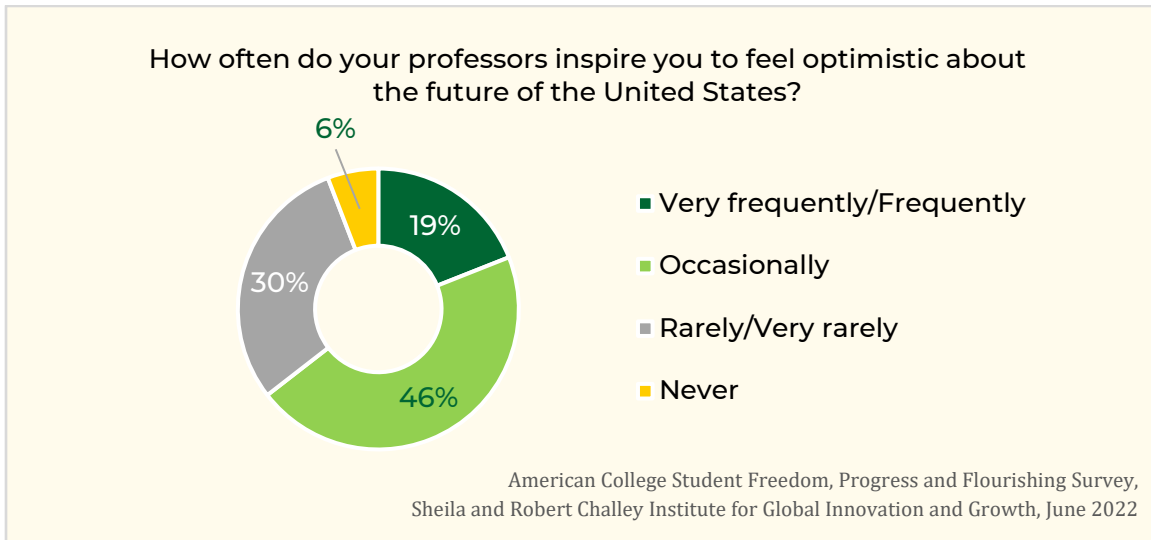


Figure 42: 65 percent of students say their professors inspire them to feel optimistic about the future of the U.S. at least occasionally.

More than 60 percent of liberal, conservative, and independent students say professors inspire them to feel optimistic about the future of the U.S. at least occasionally.

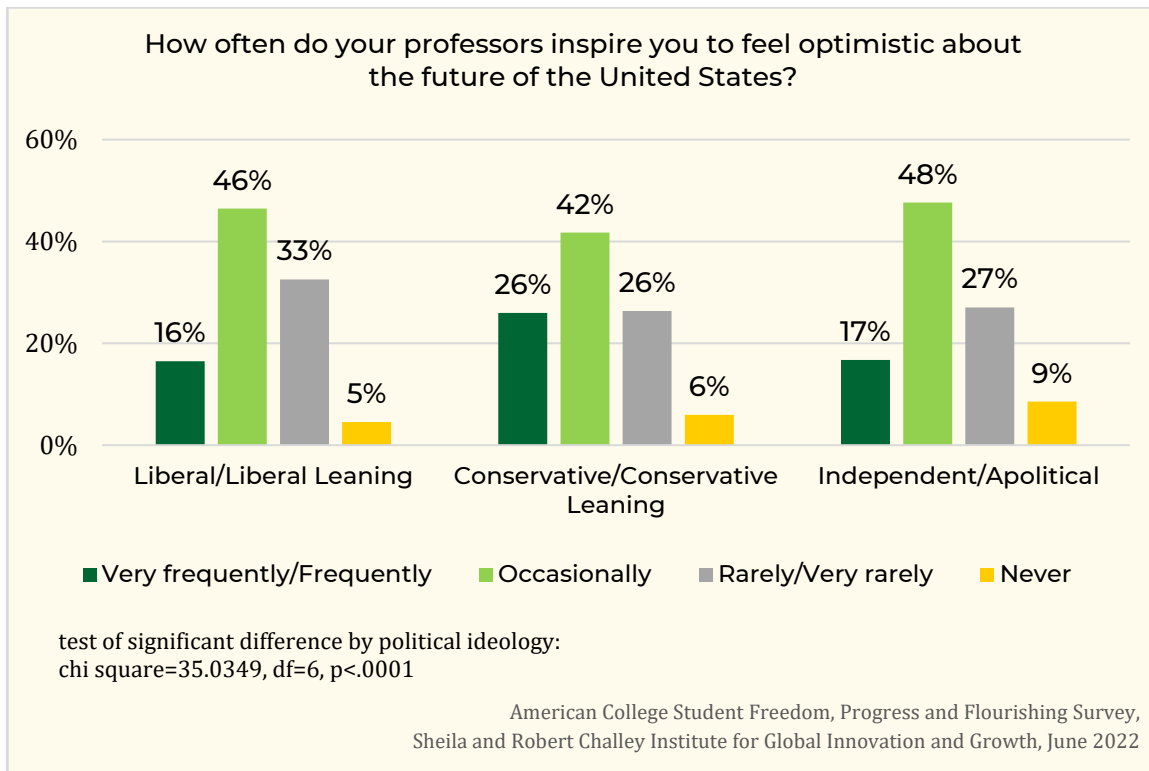


Figure 43: There are significant differences among students with different political ideologies regarding how often they say professors inspire them to feel optimistic about the future of the U.S.

About Half of Students Say They are Optimistic About Their Future.

Forty-eight percent of students say they are optimistic about their own future based on what they have learned in college, while the remaining 52 percent are pessimistic or neutral about their future.

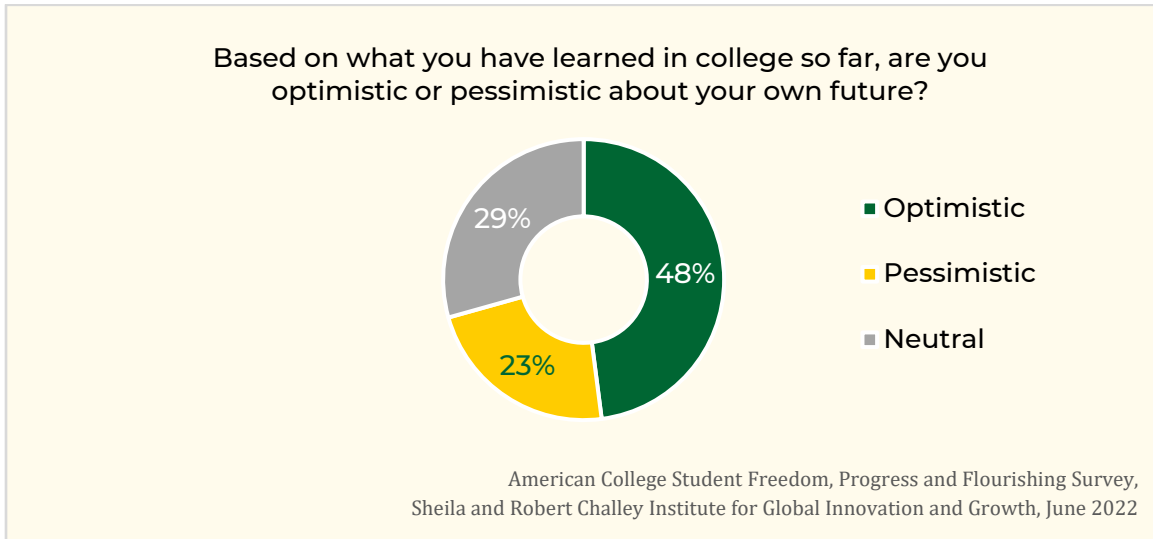


Figure 44: 48 percent of students are optimistic about their future, based on what they have learned in college.

Students' optimism toward their futures varies significantly among students with different political ideologies. Conservative students are the most optimistic.

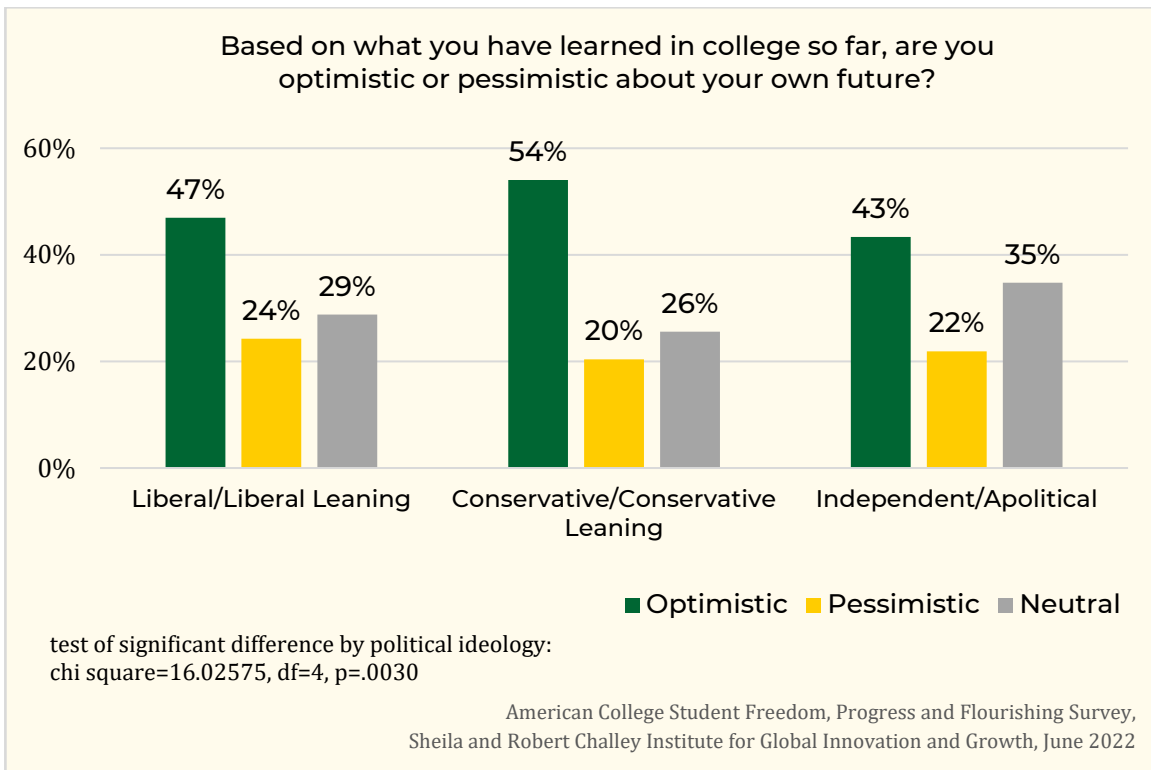


Figure 45: About half of all students report feeling optimistic about their future.

About a Quarter of Students Do Not Believe They are Able to Make a Difference in the World.

Based on their college learning experience, less than half of students are optimistic about their ability to make a difference in the world.

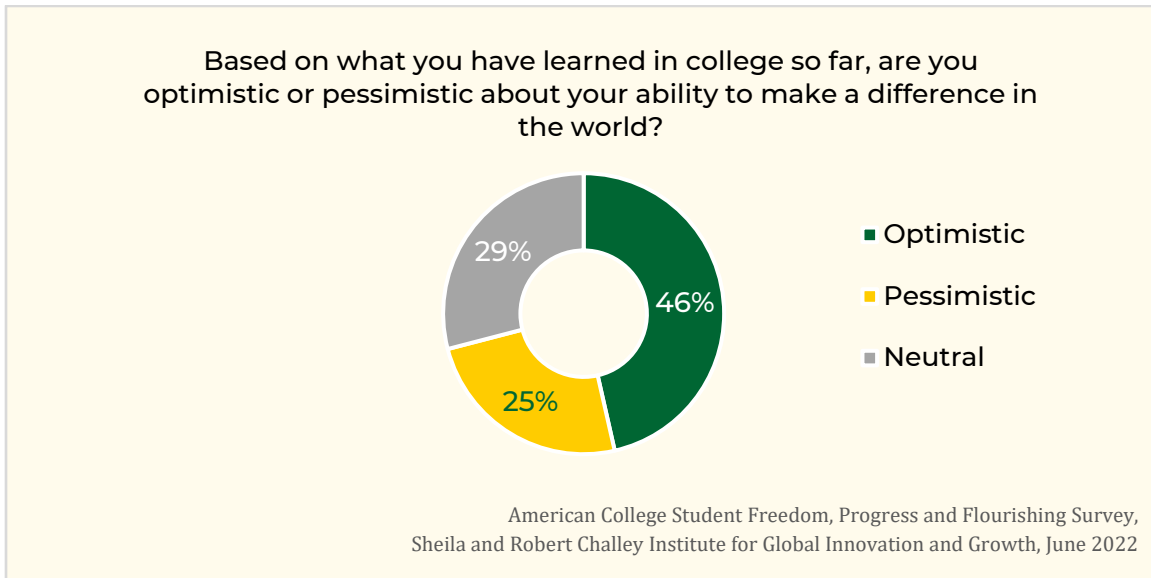


Figure 46: 46 percent of students are optimistic about their ability to make a difference in the world.

Students' optimism about their ability to make a difference in the world varies significantly among students with different political ideologies. Conservative students are the only group in which a majority are optimistic about their ability to make a difference in the world.

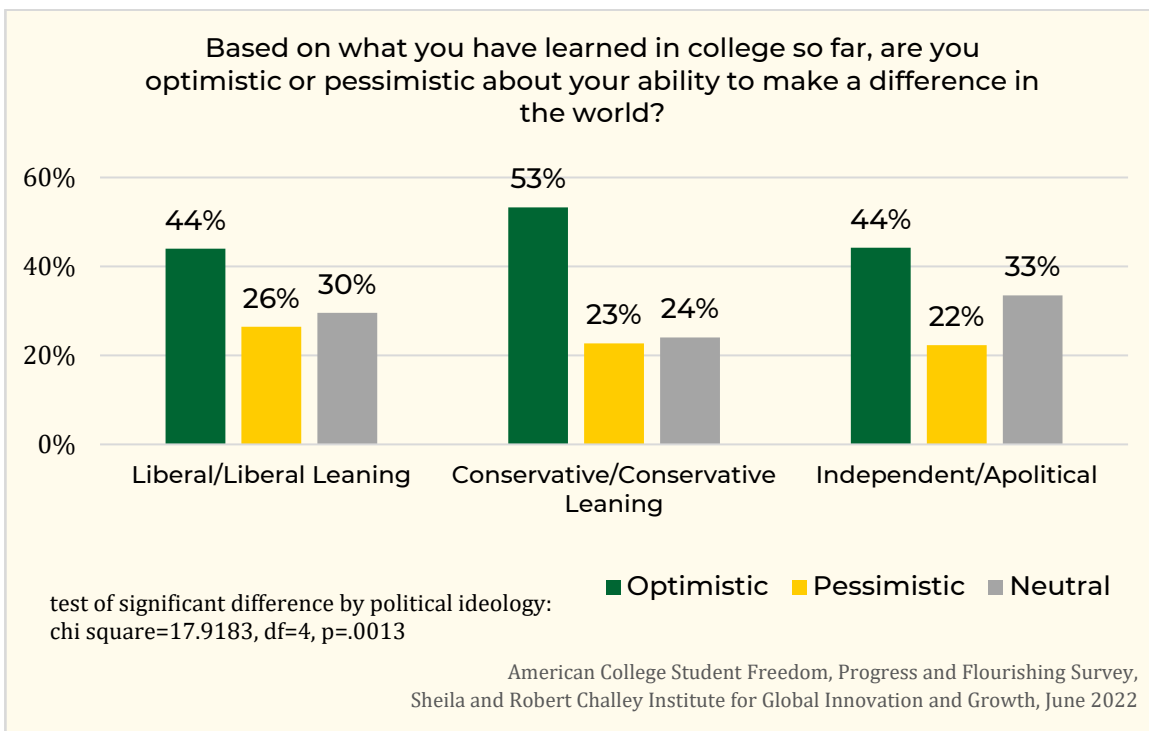


Figure 47: There are significant differences among students with different political views regarding their ability to make a difference in the world.

A Slight Majority of Students are Proud to Be American.

Among students who are U.S. citizens, about 56 percent say they are very or somewhat proud to be American, while 44 percent say they are not.

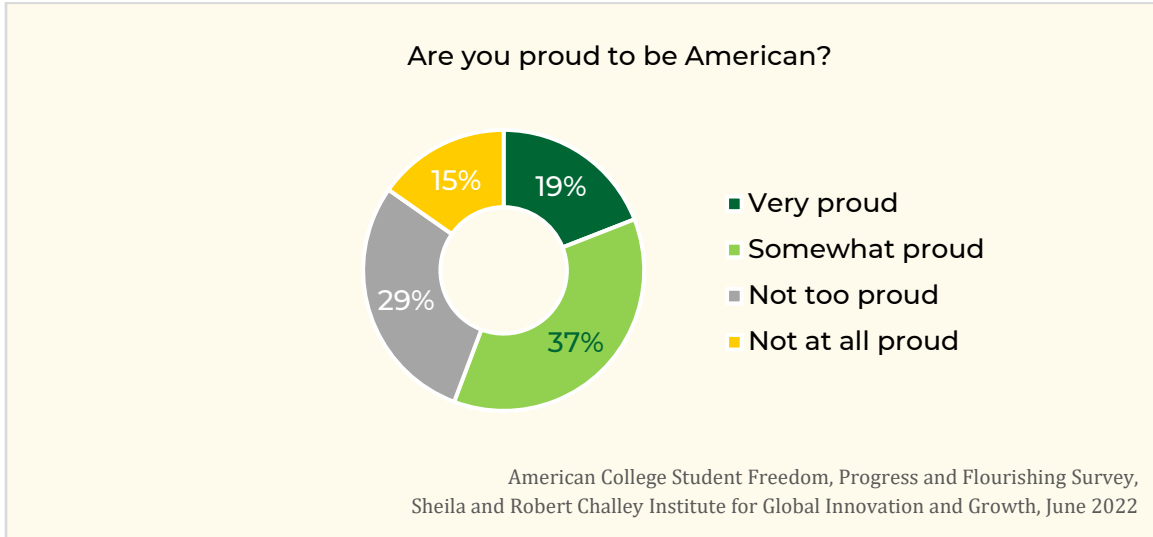


Figure 48: Among U.S. citizens, 56 percent of students say they are proud to be American.

Students with different political ideologies show different levels of national pride. Whereas most conservative student are proud to be American, a minority of liberal students share that view.

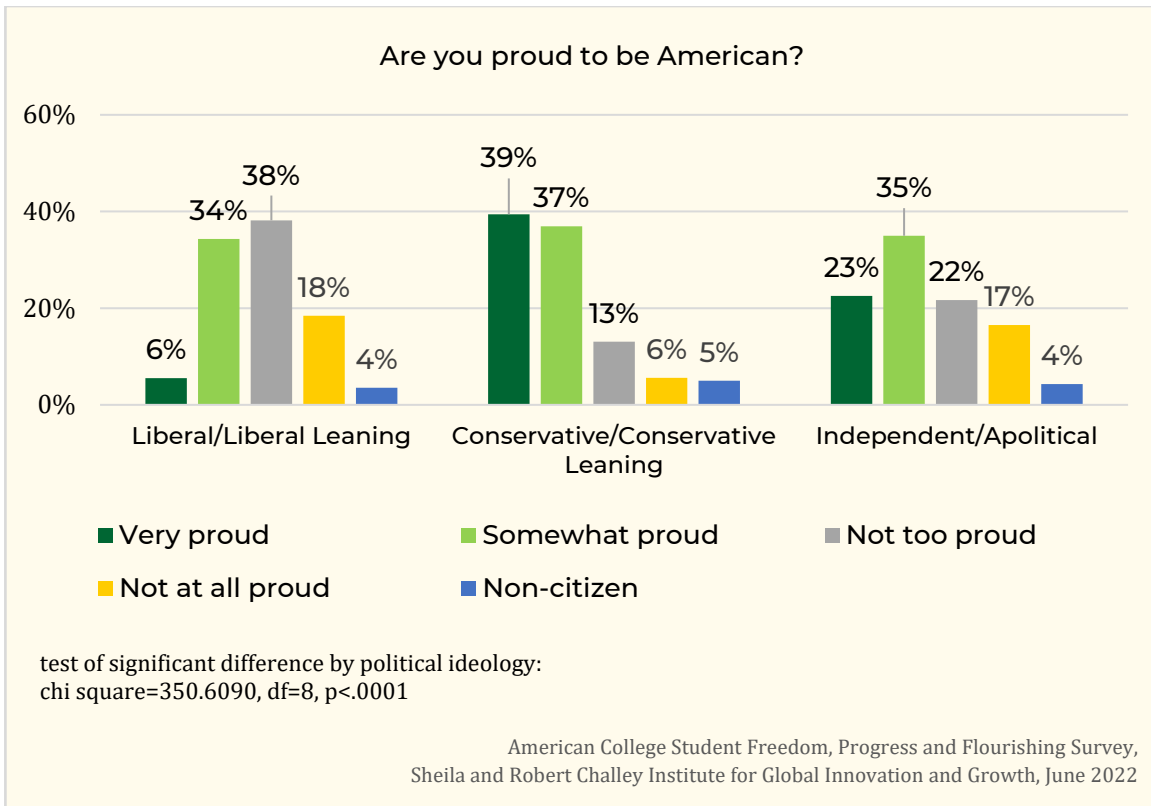


Figure 49: Liberal, conservative, and independent students show significant differences in whether or not they are proud to be American.

Section 3: Economics and Entrepreneurship

Economics and entrepreneurship are important dimensions of individual and societal flourishing, so we asked students a range of questions connecting their college experiences to their broader economic worldviews and entrepreneurial beliefs. 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; (4) whether each system can solve important societal problems; and (5) the influence of professors on their views.

Most students do not plan to start their own businesses, regardless of political ideology. However, conservative students are the most likely to have entrepreneurial plans. Students also report their college classes and other college activities have not inspired them to start a business, though conservatives are more likely than liberals to report being inspired. A slight majority of conservative students and a minority of liberal students say their college classes or other college activities have helped them develop the skills necessary to successfully start a business.

When presented with two different definitions of capitalism—one reflecting free market, laissez-faire policies and one describing cronyism—nearly half of students selected the free market definition. However, there were significant differences among different political groups. A majority of conservative students selected a free market definition, but liberal students were roughly evenly divided between a free market and cronyism definition. Most students do not view capitalism positively, but there are large differences between political groups. Half of conservative students report having a positive view of capitalism, while this number drops below 10 percent for liberals. Moreover, these numbers vary based on a student's definition of capitalism. Among conservatives who selected the free market definition, nearly 70 percent have a positive view of capitalism. For liberals, the number remains much lower but does increase to almost 20 percent for those who use a free market definition. Very few students in any political group view capitalism positively if they selected the cronyism definition. The only group of students in which a majority believe capitalism can help solve big challenges is conservative students who use a free market definition of capitalism.

A majority of students say their college classes and activities have not changed their view of capitalism. However, among those who reported that college has changed their view, the change was more likely to be an increased negative view of capitalism than an increased positive view of capitalism.

When presented with two definitions of socialism, students were slightly more likely to select the definition focused on redistribution and active government than a definition of central planning and the collective ownership of goods. Once again, however, responses varied between political groups. Liberal students are slightly more likely to define socialism as heavy redistribution and active government, while conservative students are slightly more likely to define socialism as central planning and the collective ownership of property. A minority of students in every political group have a positive view of socialism, but liberal students are more likely to have a positive view of socialism than conservative students. Moreover, like capitalism, these numbers vary as a function of how students define socialism. For those who define socialism as heavy redistribution and active government, 52 percent of liberals and 15 percent of conservatives view it positively. Among those who define socialism as central planning and the collective ownership of property, the number of students with positive views drops to 27 percent among liberals and 13 percent among conservatives. Regardless of which definition they selected, most liberal students believe socialism can help solve big problems. In contrast, most conservative students do not believe socialism can help solve these problems.

A majority of students report their college classes and activities have not changed their view of socialism. However, among those who reported that college has changed their view, the change was more likely to be an increased positive view among liberal students and increased negative view among conservative students.

A majority of students across political groups agree that at least a few of their professors have expressed their views on capitalism and socialism. These students indicate that a majority of the time these views are unfavorable toward capitalism and favorable toward socialism.

Individual questions and responses are presented below.

Few Students Have Plans to Start Their Own Business.

A majority of students (78 percent) do not currently have plans to start their own business.

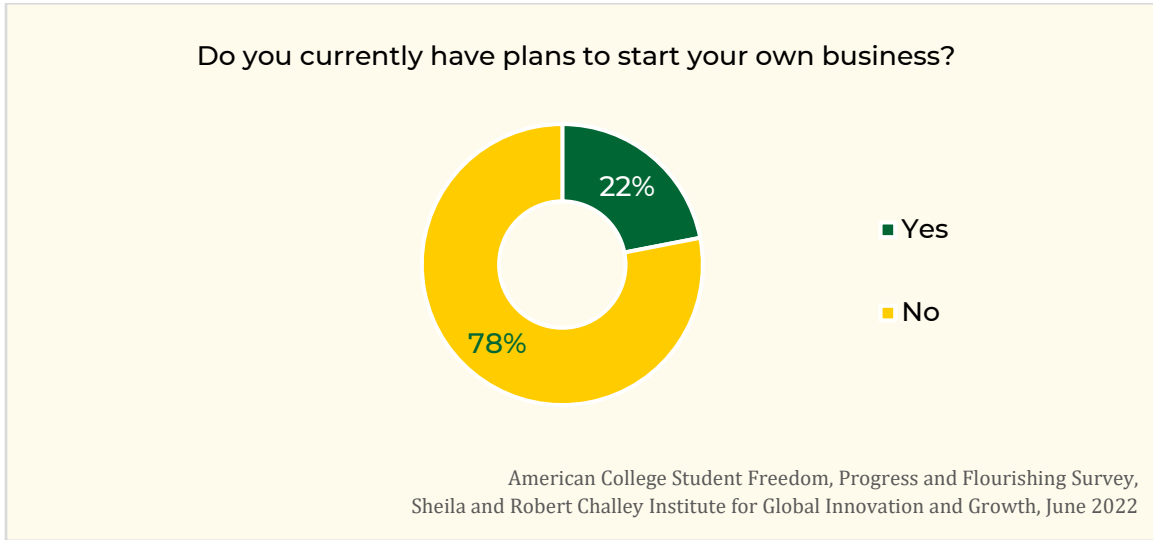


Figure 50: 22 percent of students currently have plans to start their own business.

Most students do not have plans to start their own business, regardless of their political ideology. However, conservative students are more likely to have entrepreneurial ambitions than liberal students.

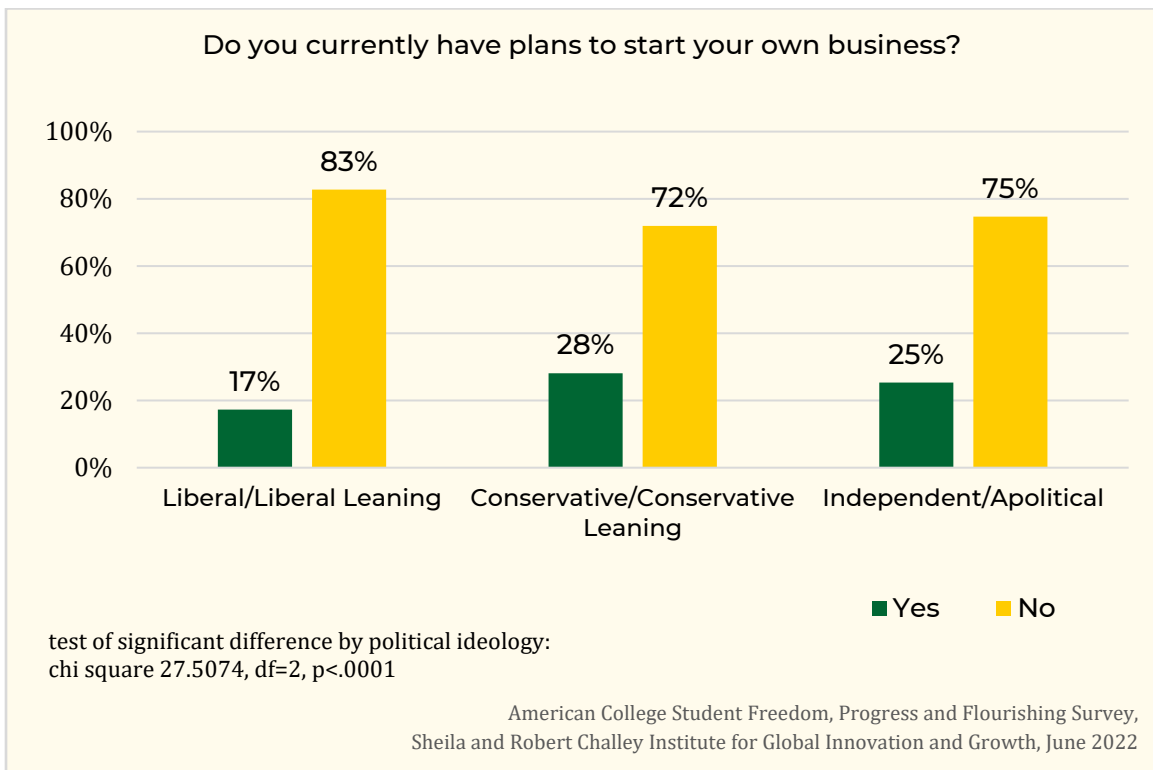


Figure 51: At least 80 percent of liberal, conservative, and politically independent students do not have plans to start their own business.

A Quarter of Students Say College Has Inspired Them to Consider Starting a Business.

Less than one-third of students say college classes or other college activities have inspired them to consider starting their own business.

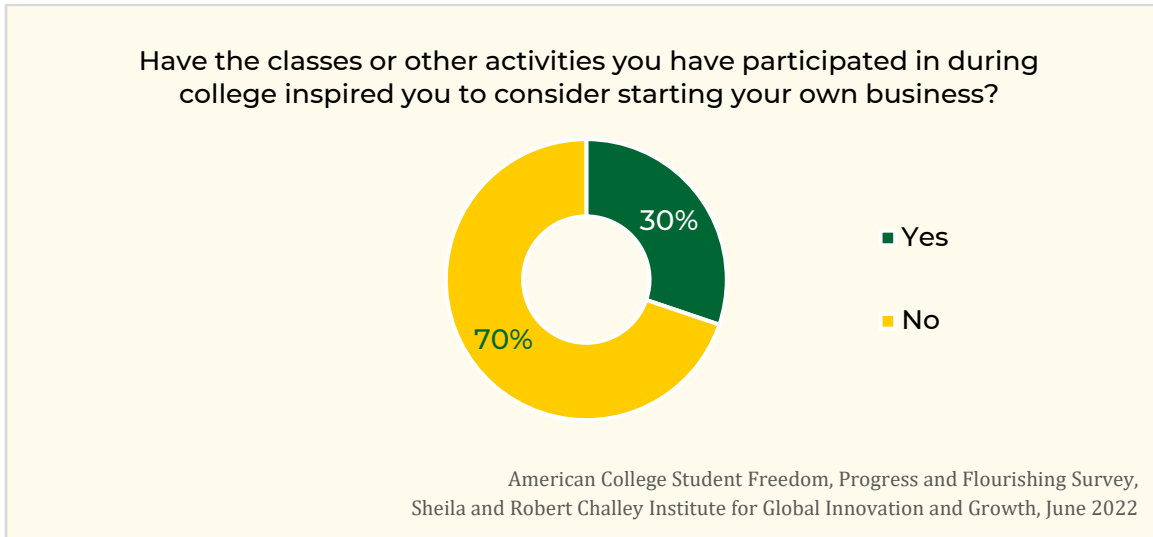


Figure 52: 30 percent of students say college classes or other activities have inspired them to consider starting their own business.

There are significant differences among students with different political ideologies in terms of whether their college classes or other activities have inspired them to consider starting their own business. Conservative students are more likely than liberal or independent students to report they have been inspired to consider starting their own business.

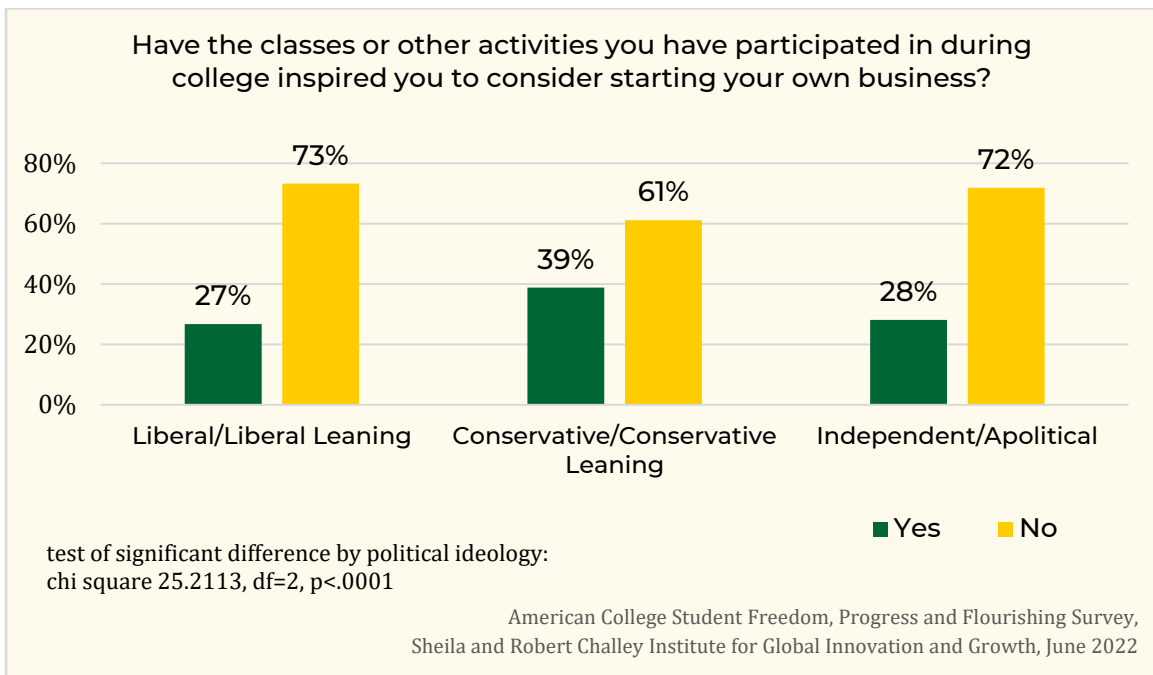


Figure 53: Significant differences exist between students with different political views regarding inspiration to start a business.

A Majority of Students Say College Has Not Helped Them Develop the Necessary Skills to Start a Business.

Less than half of students say their college classes or other college activities have helped them develop the skills necessary to successfully start a business.

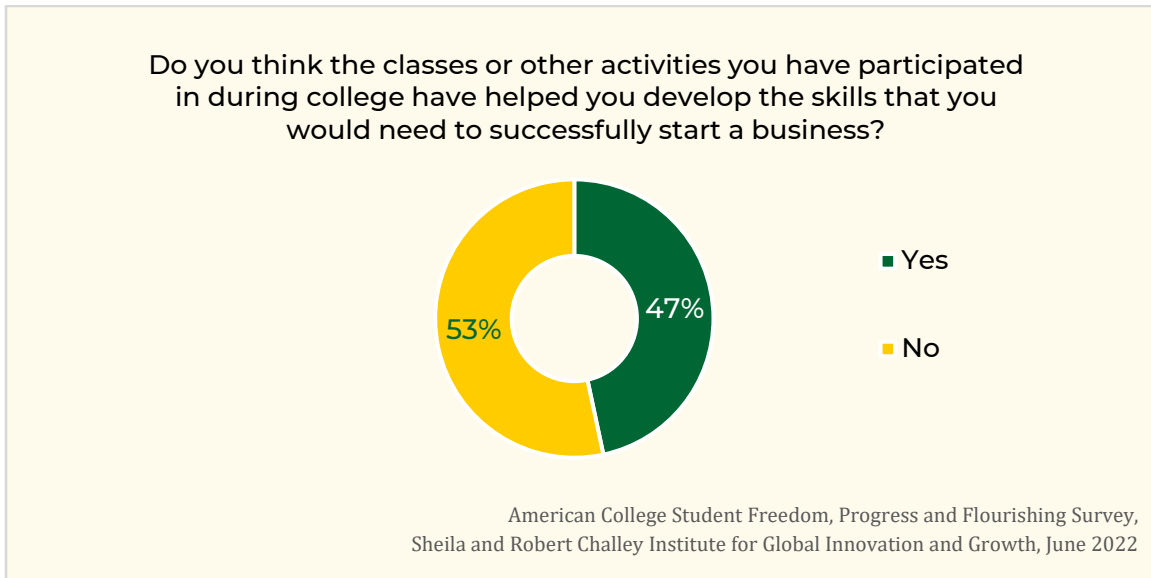


Figure 54: 47 percent of students say their college classes or other college activities have helped them develop the skills needed to start a successful business.

Conservative students are the most likely to think their college classes or other college activities have helped them develop the skills needed to successfully start a business.

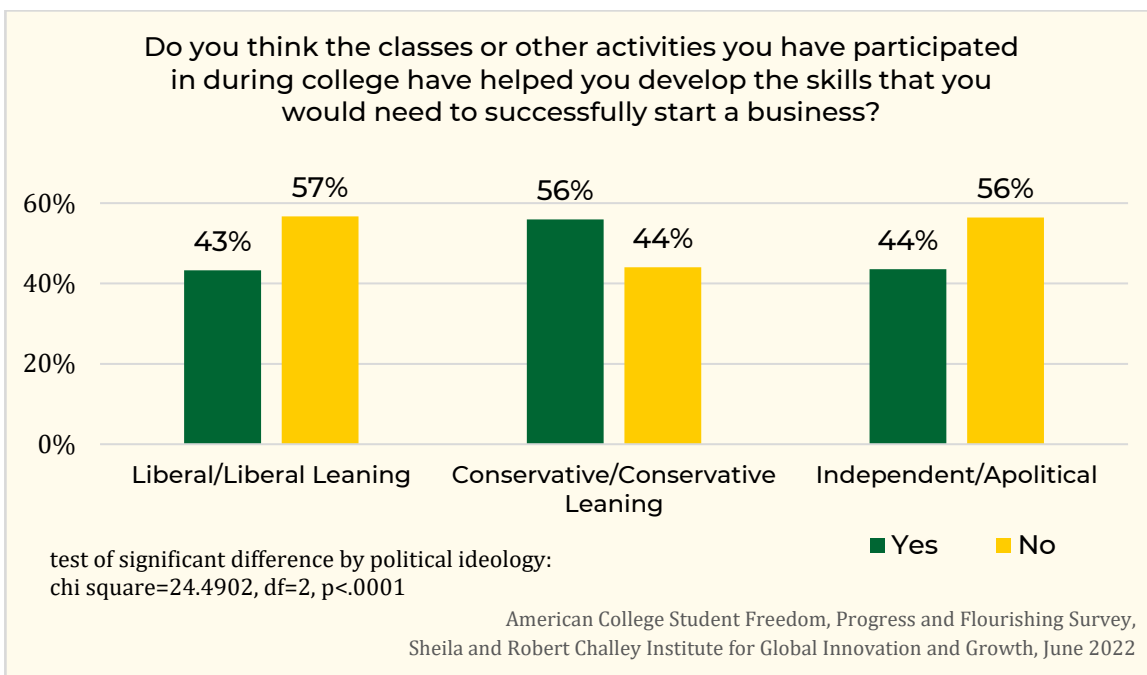


Figure 55: There are significant differences among students with different political ideologies concerning their beliefs about whether college classes or other activities have helped them develop the necessary skills to start a business.

Student Views Differ on Defining Capitalism.

When presented with two definitions of capitalism, 49 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). Conversely, 36 percent of students define capitalism as a system where corporations utilize the power of the state and political connections to favor them over competitors (cronyism). Fifteen percent of students indicated being unsure of how to define capitalism.

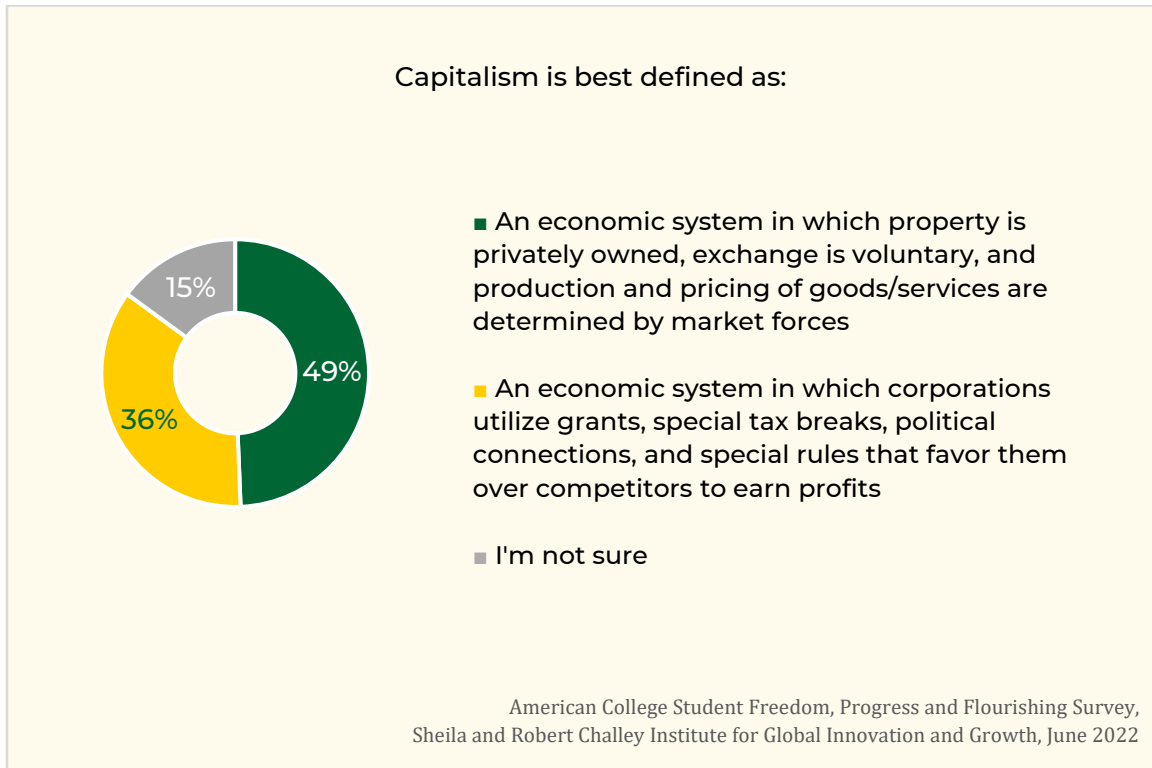


Figure 56: 49 percent of students use a free market definition to describe capitalism.

Significant differences exist among students with different political ideologies in how they define capitalism. Conservative students are much more likely to define capitalism as a free market system, while liberal students are more evenly divided between a free market and cronyism definition.

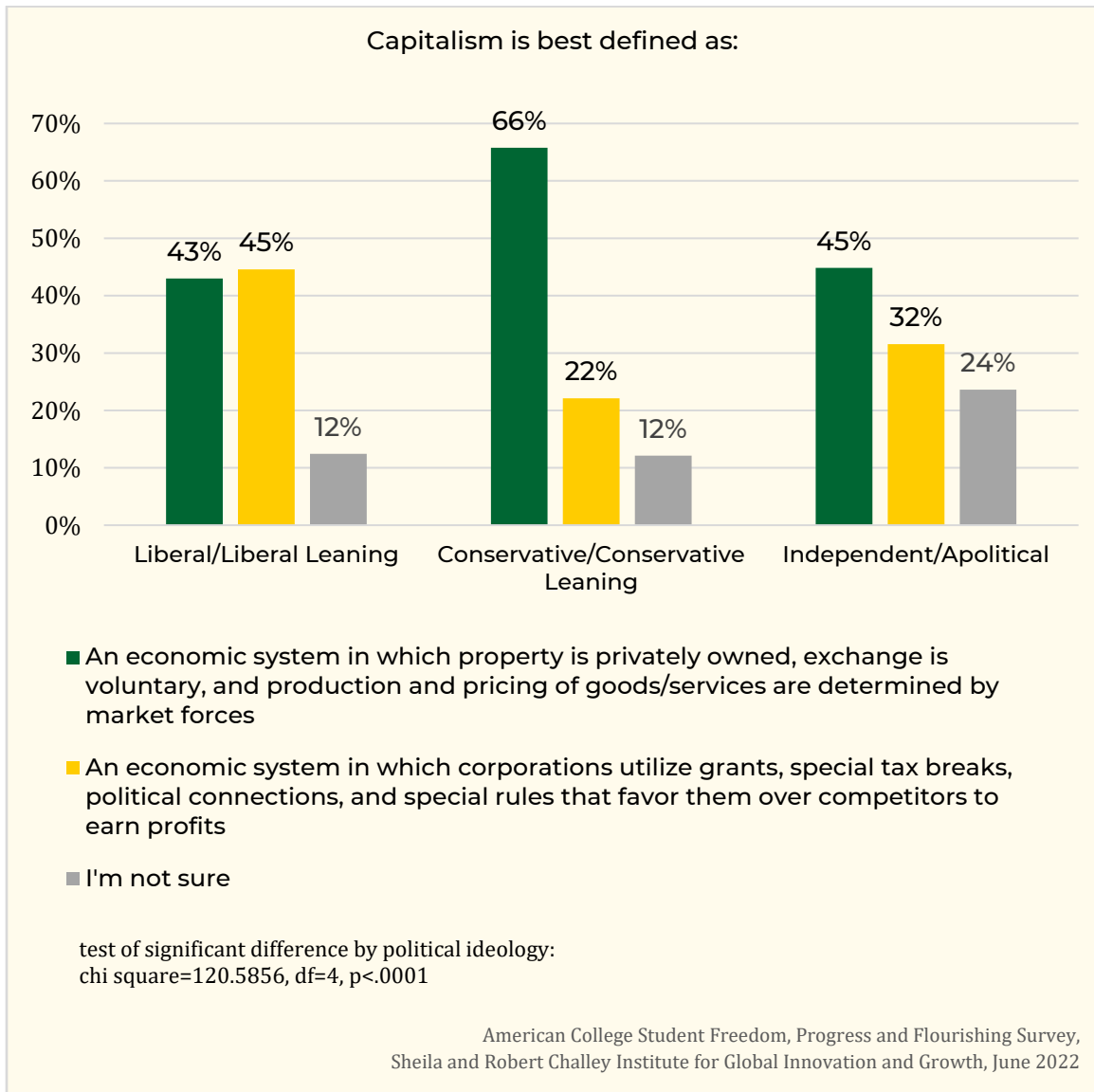


Figure 57: Students with different political ideologies show significant differences in how they define capitalism.

About a Quarter of Students Have a Positive View of Capitalism.

Based on their definition of capitalism, 23 percent of students have a positive view, 38 percent have a negative view, and 39 percent have neutral views of capitalism.

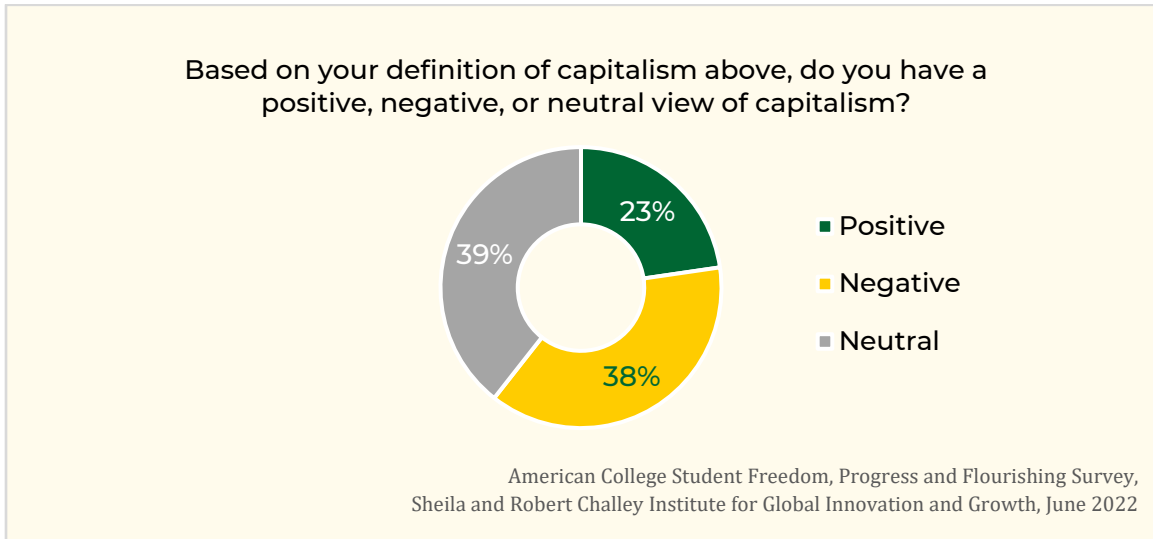


Figure 58: 23 percent of students have a positive view of capitalism as they define it.

Half of conservative students have a positive view of capitalism, compared to 21 percent of independent students and nine percent of liberal students.

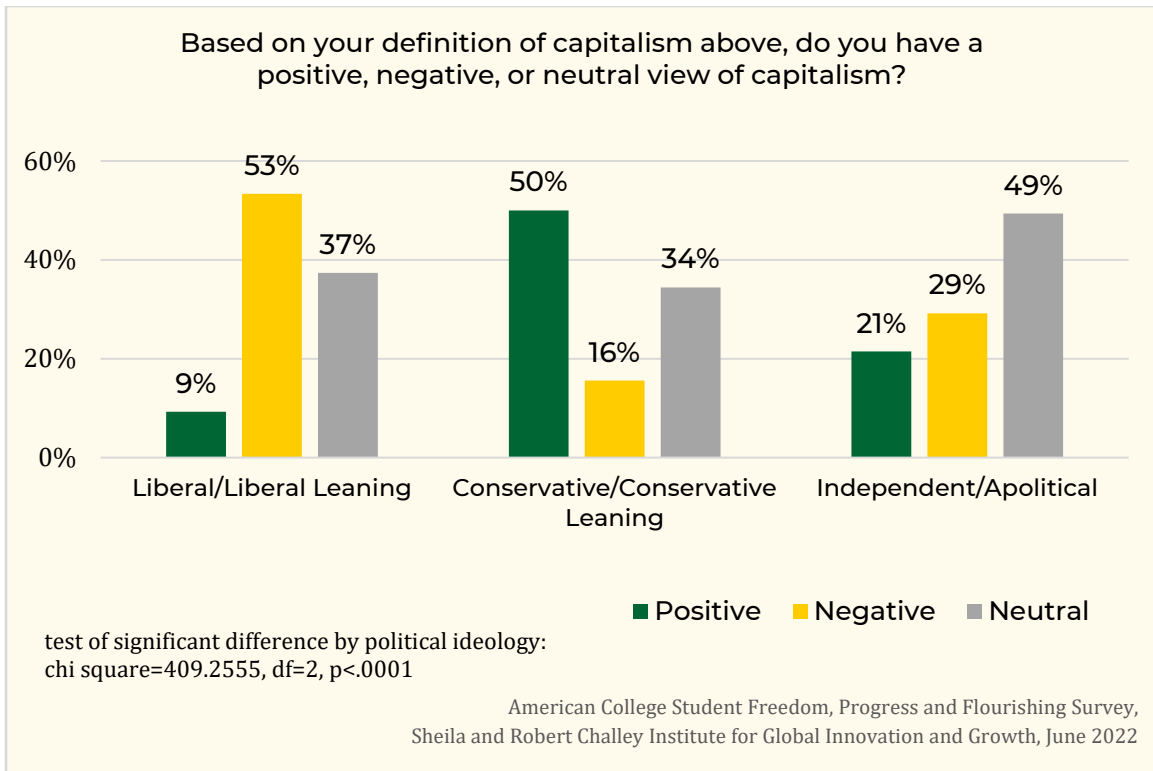


Figure 59: Significant differences exist in views toward capitalism among students with different political ideologies.

Among students who selected the free market definition of capitalism, 40 percent have a favorable view. On the other hand, 19 percent have a negative view and 41 percent have a neutral view.

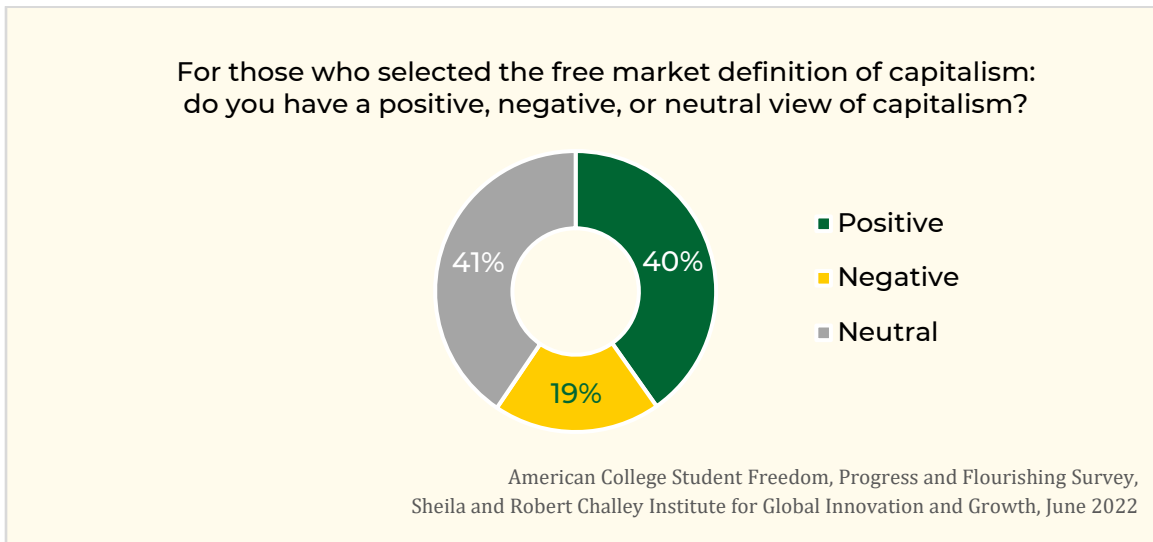


Figure 60: Among students who define capitalism as a free market system, 40 percent have a positive view of capitalism.

There are large and significant differences among students with different political views regarding their views of free market capitalism. For students who defined capitalism as a free market system, 68 percent of conservative students have a positive view of capitalism compared to 40 percent of independent students and 19 percent of liberal students.

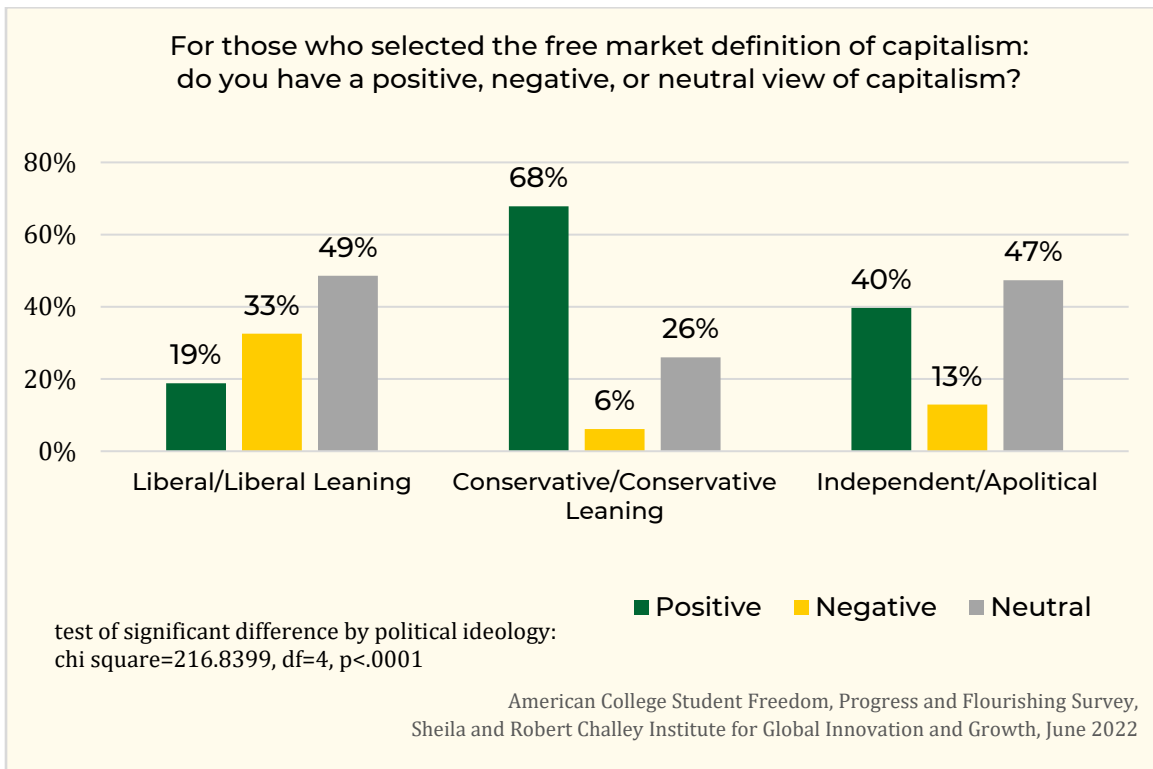


Figure 61: Views toward free market capitalism show significant differences among students with different political ideologies.

Among students who selected the cronyism definition of capitalism, 70 percent have a negative view of capitalism, while six percent have a positive view and 25 percent have neutral views.

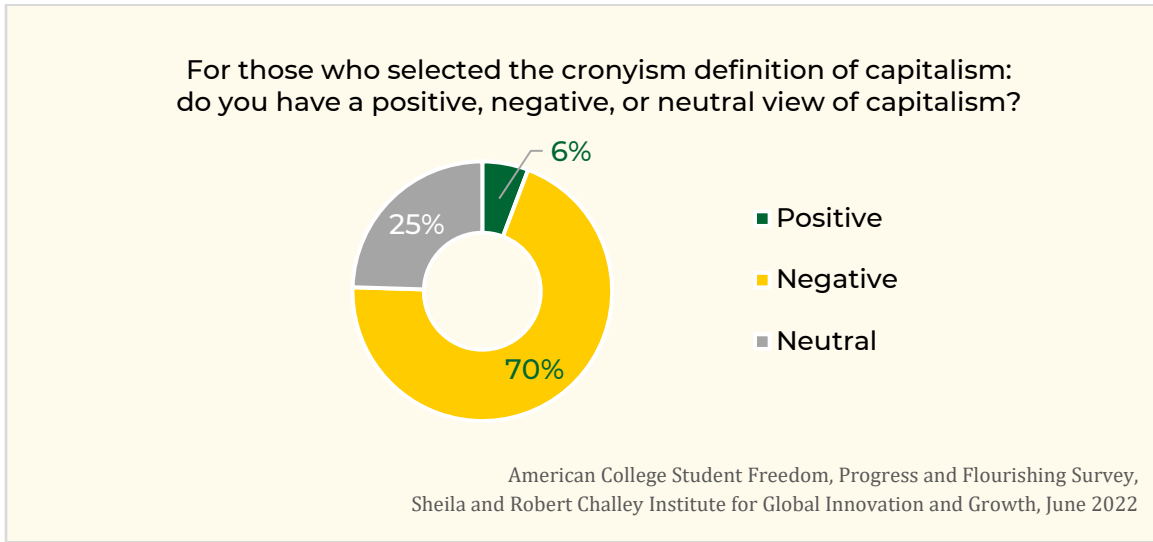


Figure 62: Among students who identify capitalism with cronyism, 70 percent have a negative view of capitalism.

Significant differences in opinions of cronyism exist among students with different political views. Two percent of liberal students who define capitalism as cronyism have a favorable view of capitalism, compared to 18 percent of conservatives and eight percent of independent students.

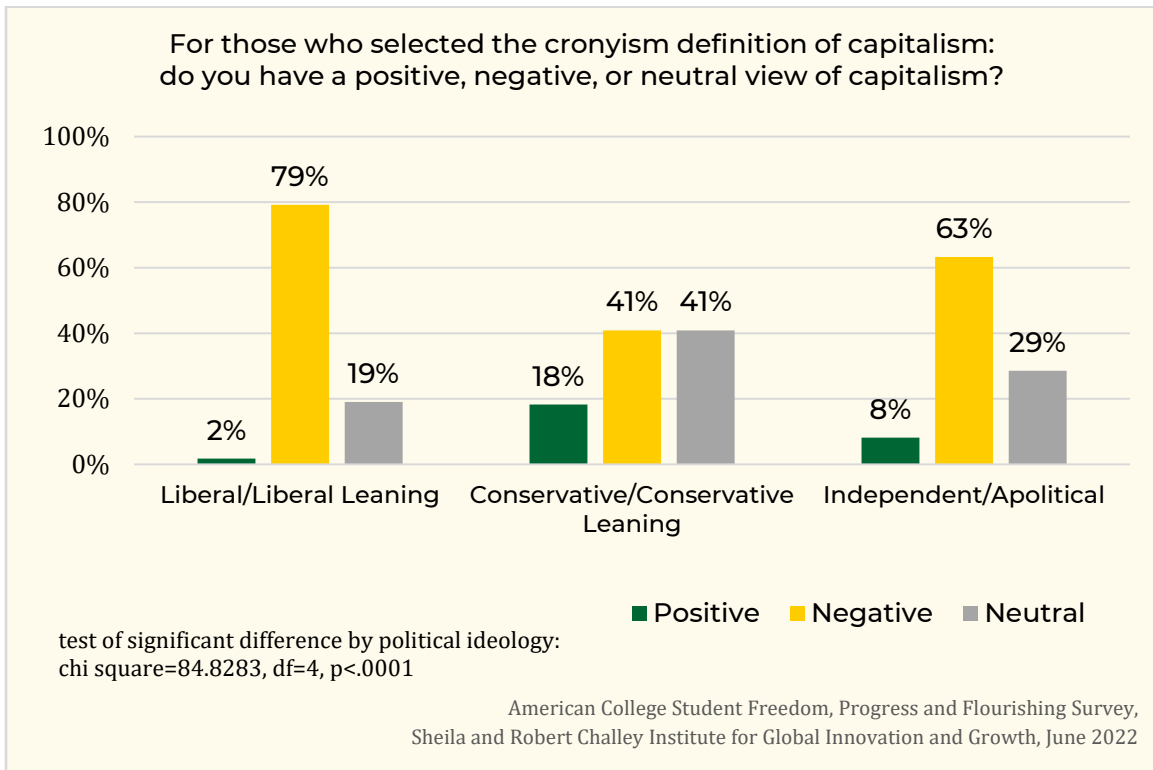


Figure 63: Views toward crony capitalism show significant differences among students with different political ideologies.

A Minority of Students Believe Capitalism Can Solve Major Global Problems.

Nearly half of students (47 percent) disagree with the idea that capitalism can help solve major challenges such as climate change and poverty, while only 23 percent agree it can help solve such problems.

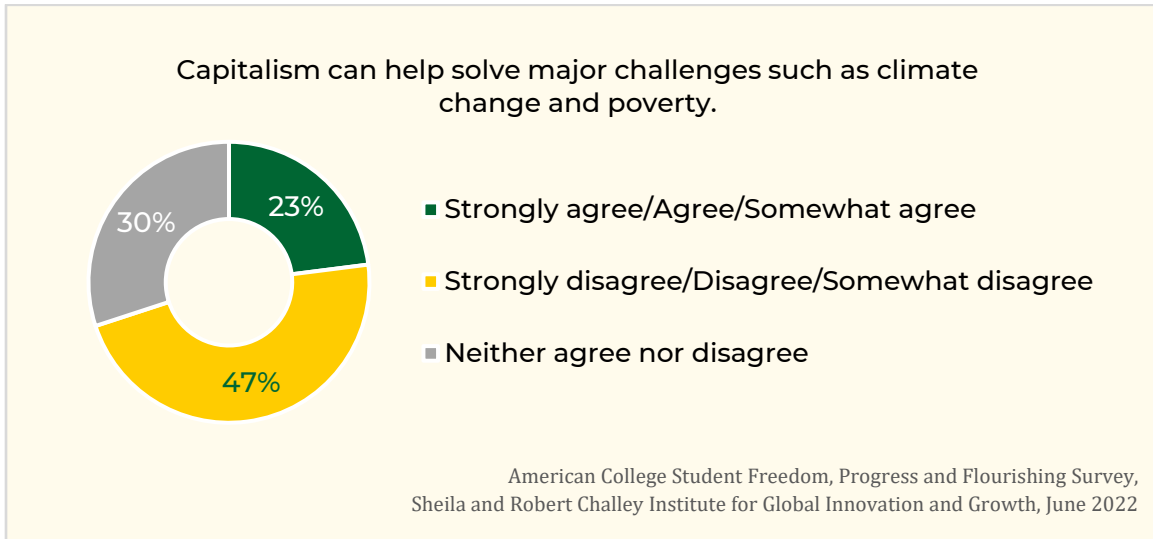


Figure 64: 23 percent of students believe capitalism can help solve major challenges.

Students of different political groups show significant differences in this belief, with 40 percent of conservative students believing capitalism can help solve major challenges and 21 percent of independent and 15 percent of liberal students sharing this belief.

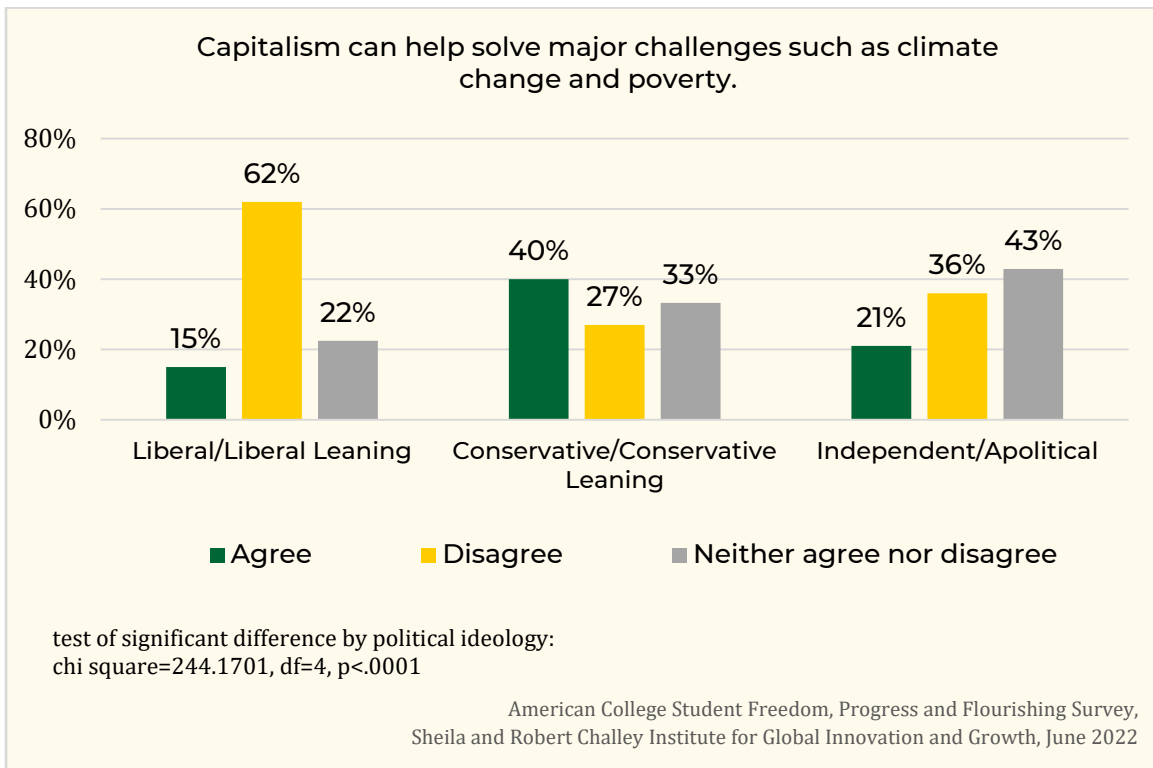


Figure 65: Significant differences exist among students with different political ideologies about capitalism’s ability to solve major challenges.

Among students who selected the free market definition of capitalism, 35 percent believe capitalism can help solve major challenges, while 39 percent believe it cannot and 27 percent are neutral.

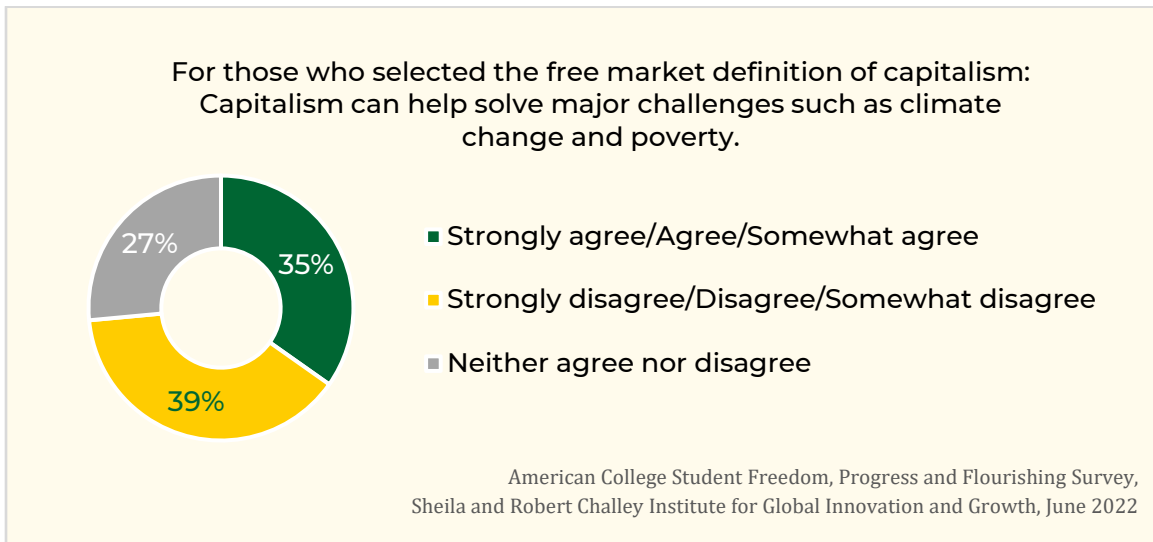


Figure 66: Among students who define capitalism as a free market system, 35 percent agree that it can help solve major challenges.

Significant differences exist among students with different political views in whether they think free market capitalism can help solve major challenges. A slight majority of conservative students (52 percent) think it can help solve major challenges, compared to 36 percent of independents and 21 percent of liberal students.

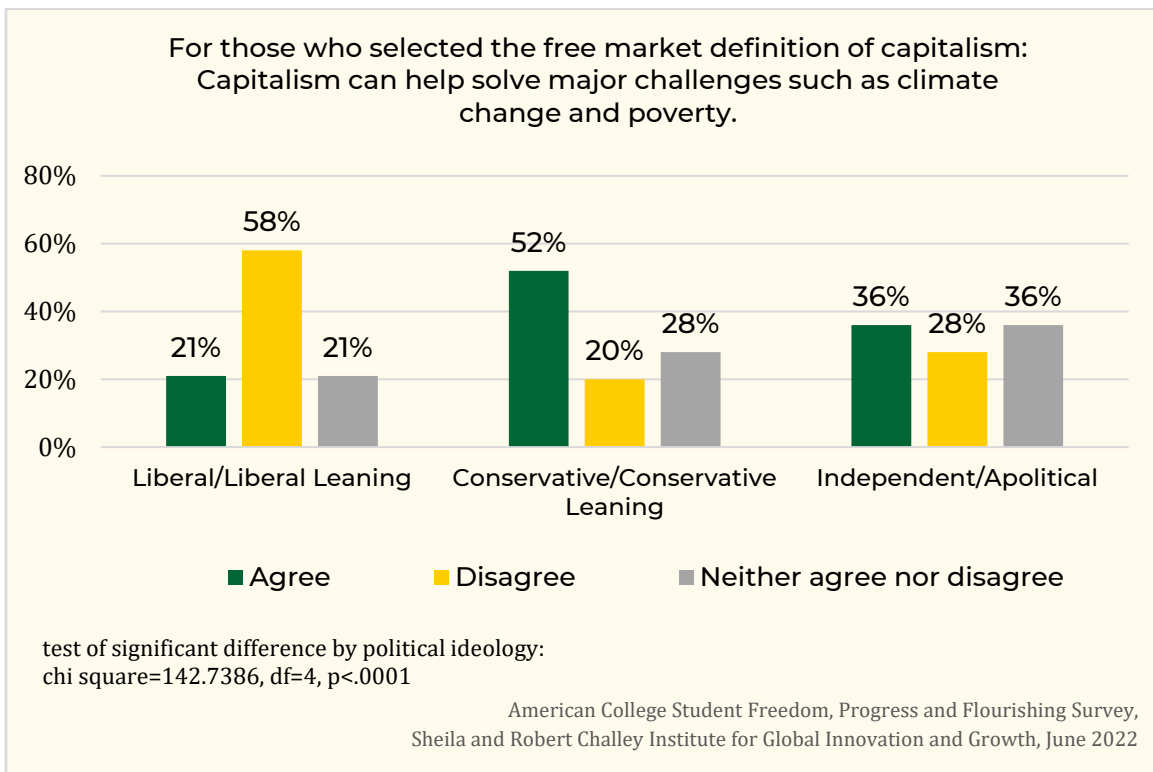


Figure 67: Significant differences exist among students with different political ideologies about capitalism's ability to solve major challenges.

Among students who identified capitalism with cronyism, only 11 percent believe it can help solve major challenges. This compares to 66 percent who believe it cannot and 22 percent who are neutral.

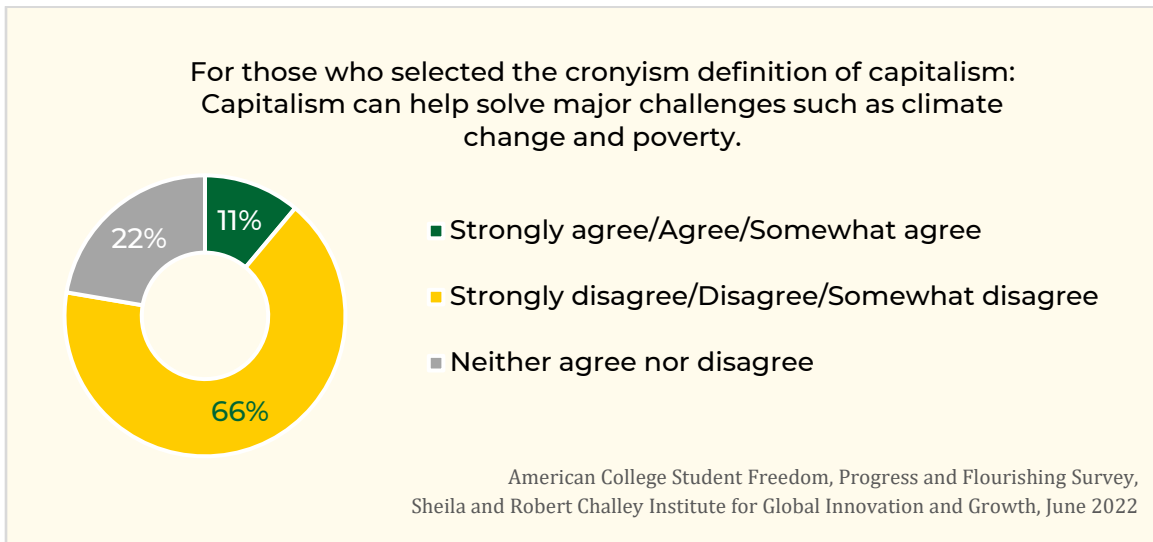


Figure 68: Among students who define capitalism as a system of cronyism, 11 percent think it can help solve major challenges.

Regardless of political ideology, most students do not believe crony capitalism can help solve major challenges.

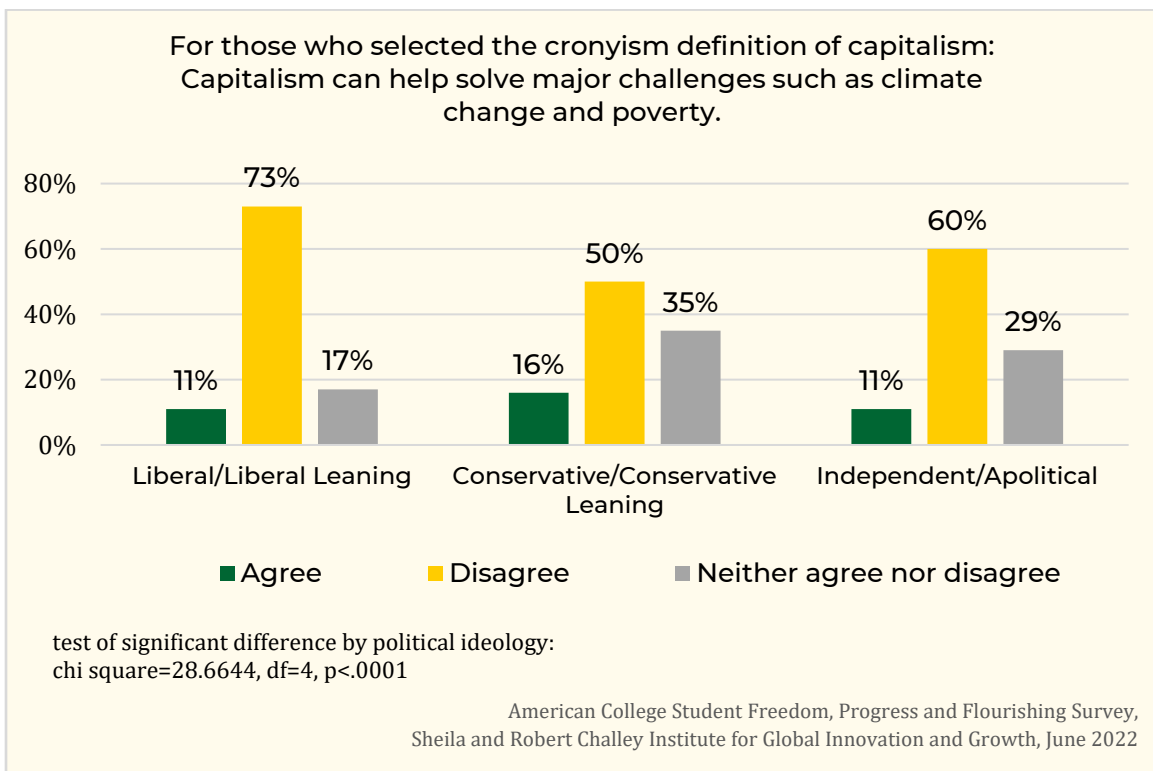


Figure 69: Most liberal, conservative, and politically independent students do not believe crony capitalism can help solve major challenges.

Few Students Say College Has Given Them a More Positive View of Capitalism.

Although 55 percent of students say college classes and other college activities have not changed their view of capitalism, a large number say they have. Of those, students are more likely to say college has given them a more negative view of capitalism than a more positive view.

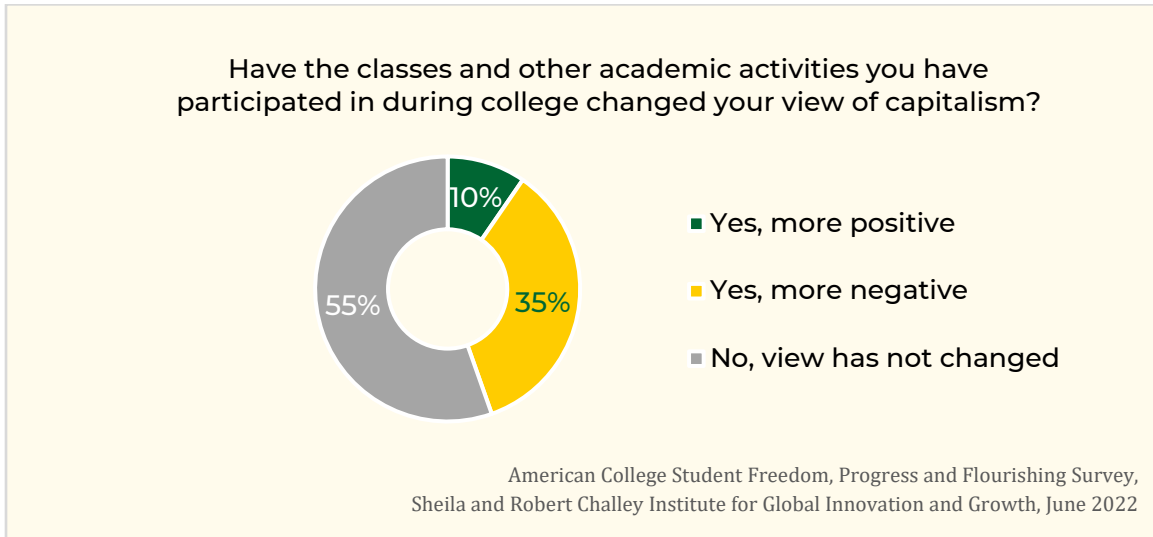


Figure 70: 35 percent of students say college classes and other activities have given them a more negative view of capitalism.

Liberal students are more likely than conservative or independent students to say their views have changed. Moreover, liberal students are more likely to report a change that has become more negative.

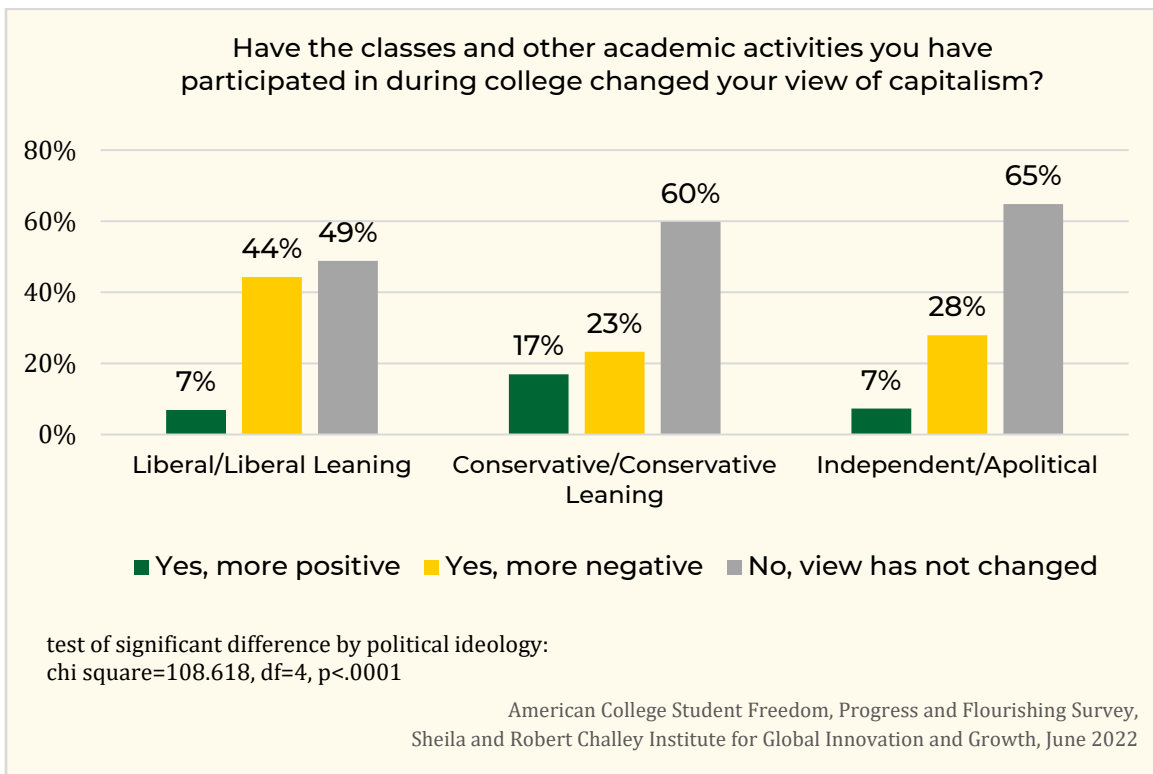


Figure 71: Significant differences exist among students with different political ideologies about how college has impacted their views toward capitalism.

Student Views Differ on Defining Socialism.

When presented with two definitions of socialism, 44 percent of students define socialism as an economic system with active government involvement and policies that ensure an equitable distribution of resources (redistribution). Conversely, 37 percent of students define socialism as an economic system involving central planning and the collective ownership of goods and property (central planning). Nineteen percent of students report being unsure about how to define socialism.

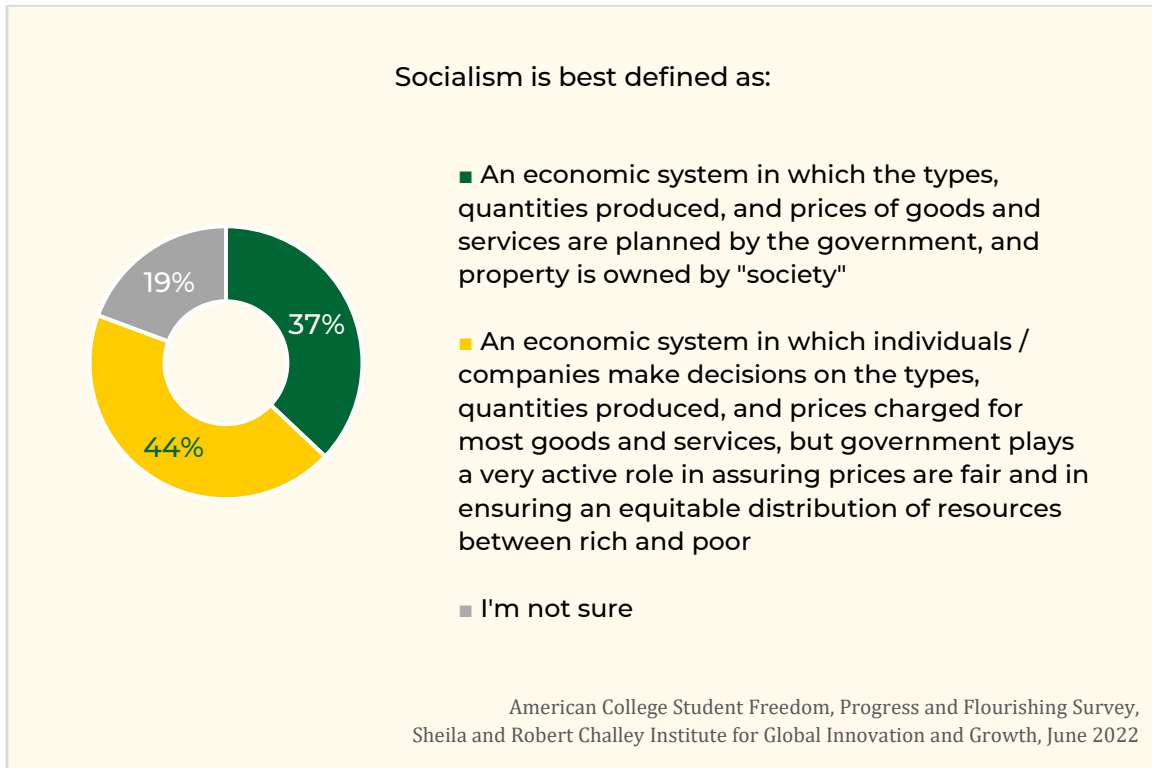


Figure 72: 44 percent of students define socialism as redistribution and an active government.

Students of different political groups show significant differences in how they define socialism. A slight majority of liberal students (52 percent) define socialism as an economic system of redistribution, while a slight majority of conservative students (51 percent) selected the definition associated with central planning. Independent students are roughly evenly divided.

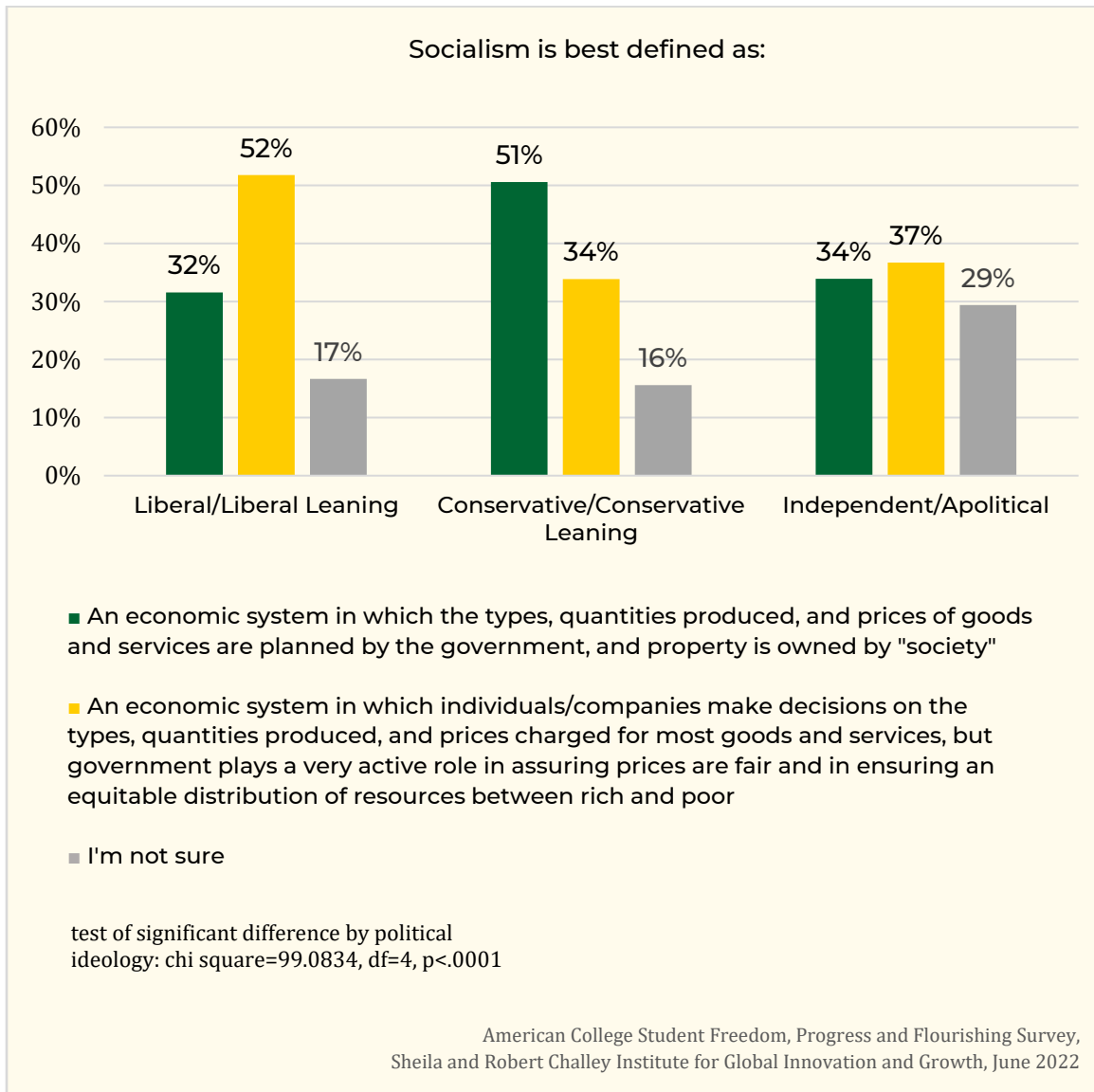


Figure 73: Significant differences exist among students with different political views in the way they define socialism.

About One-Quarter of Students Have a Positive View of Socialism.

Based on their definition of socialism, 27 percent of college students have a positive view of socialism, 28 percent have a negative, and the remaining 45 percent report a neutral view of socialism.

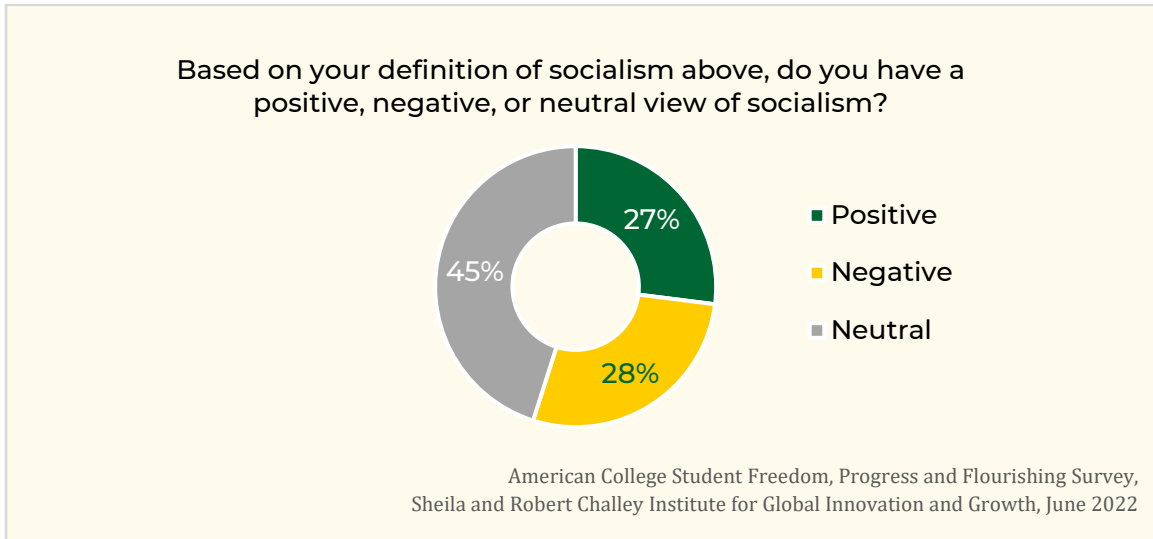


Figure 74: 27 percent of students report a positive view of socialism.

Significant differences among students with varying political views exist regarding their views of socialism. Thirty-seven percent of liberal students and 21 percent of independent students have a positive view of socialism, compared to 12 percent of conservative students.

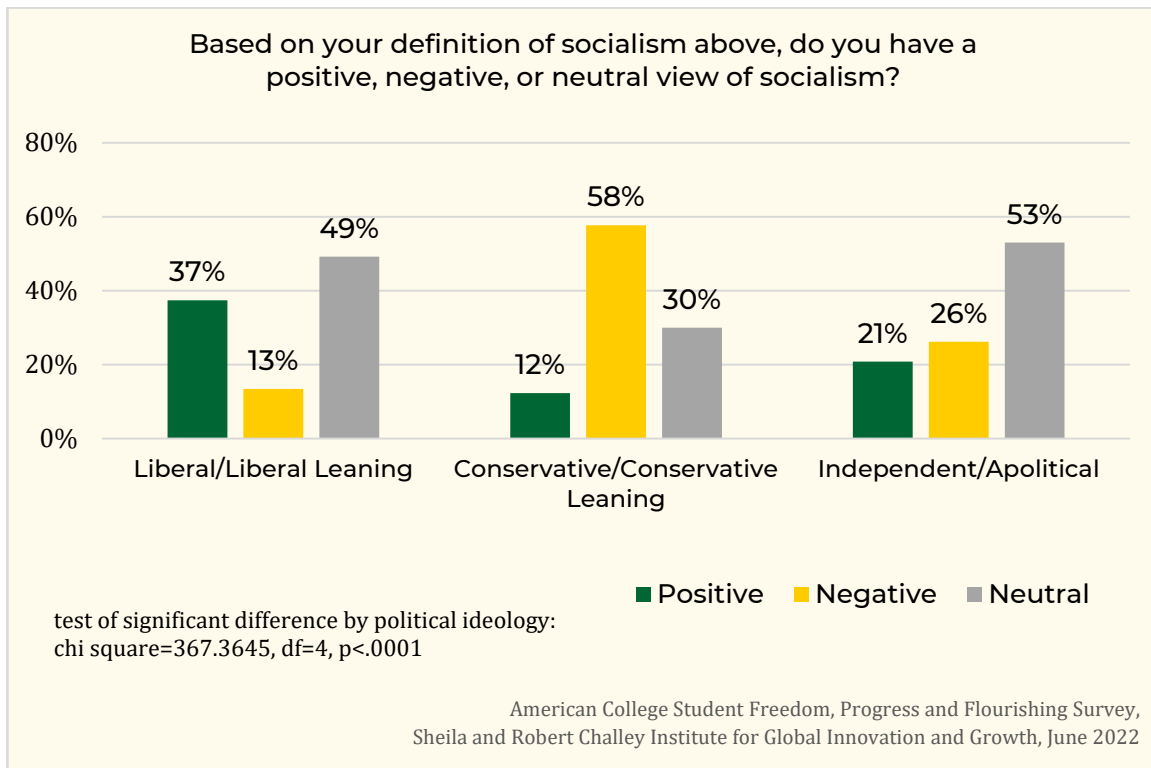


Figure 75: Significant differences exist among students with different ideologies in how they view socialism.

Among students who identified socialism with central planning, 20 percent have a positive view of socialism, while 46 percent have a negative view, and 34 percent have a neutral view.

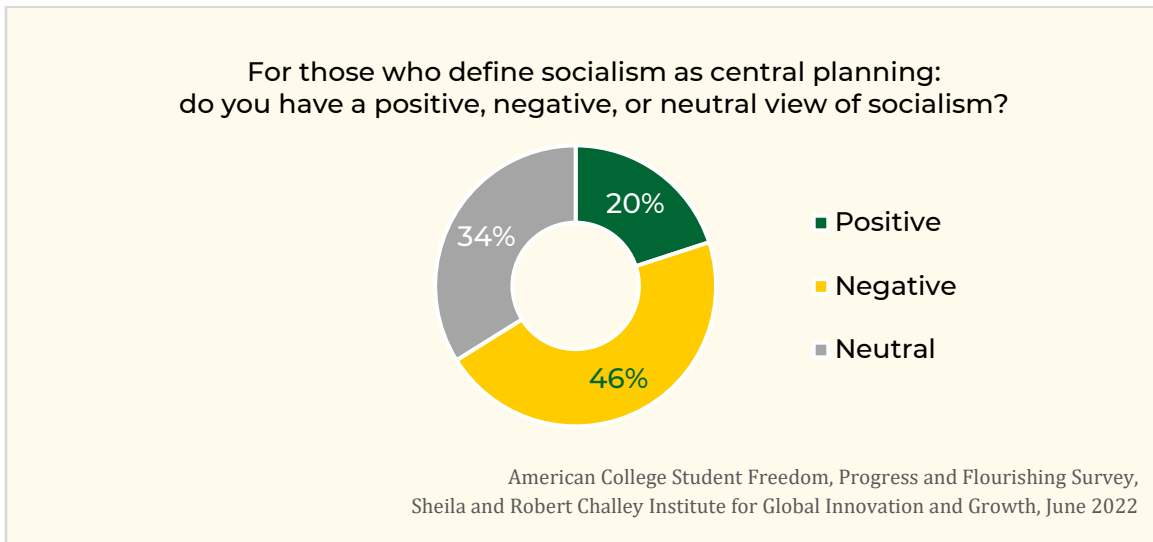


Figure 76: Among students who define socialism as a system of central planning, 20 percent have a positive view of socialism.

Students of different political groups show significant differences in how they view this type of socialism. A large majority of conservative students (75 percent) have a negative view of this type of socialism, compared to 48 percent of independent students and 22 percent of liberal students.

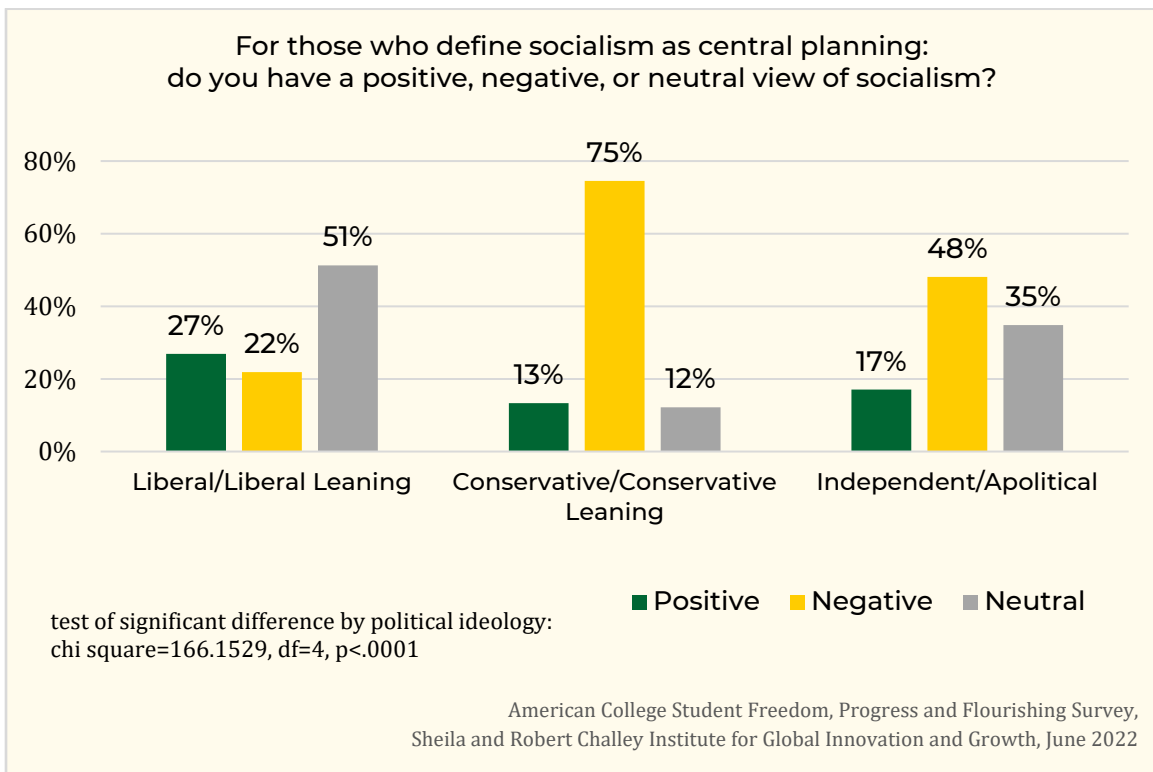


Figure 77: Significant differences exist among students with different political ideologies in how they view central planning socialism.

Among students who define socialism as redistribution and active government, 41 percent have a positive view of socialism, while 20 percent have a negative view of socialism, and 39 percent have a neutral view of socialism.

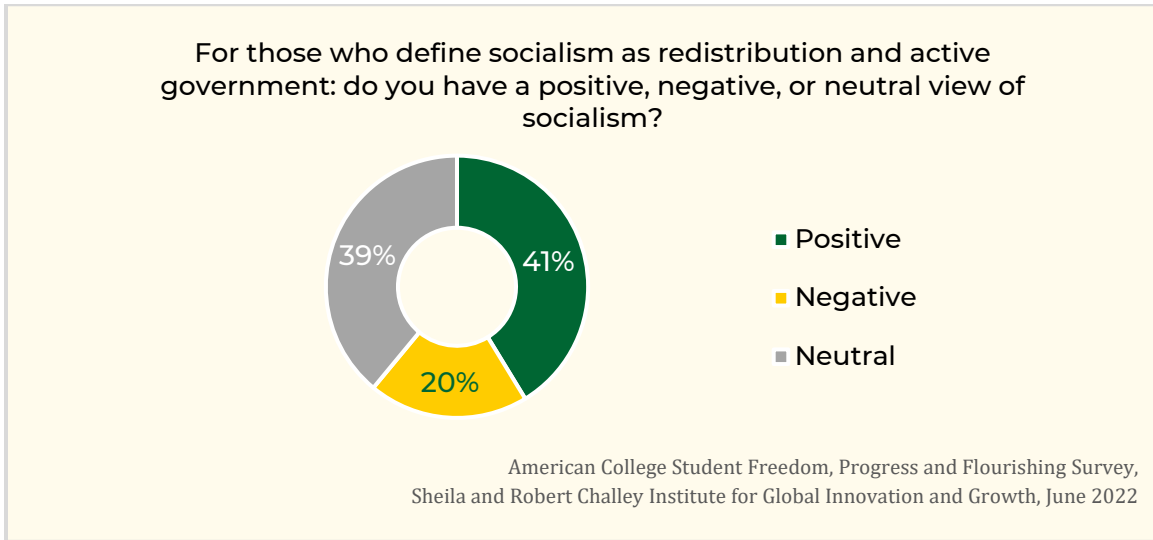


Figure 78: Among students who define socialism as a system of redistribution and active government, 41 percent have a positive view of socialism.

There are significant differences among students with different political views in their attitudes toward socialism. For those who selected the definition associated with redistribution and active government, 52 percent of liberal students have a positive view of socialism compared to 36 percent of independent students and 15 percent of conservative students.

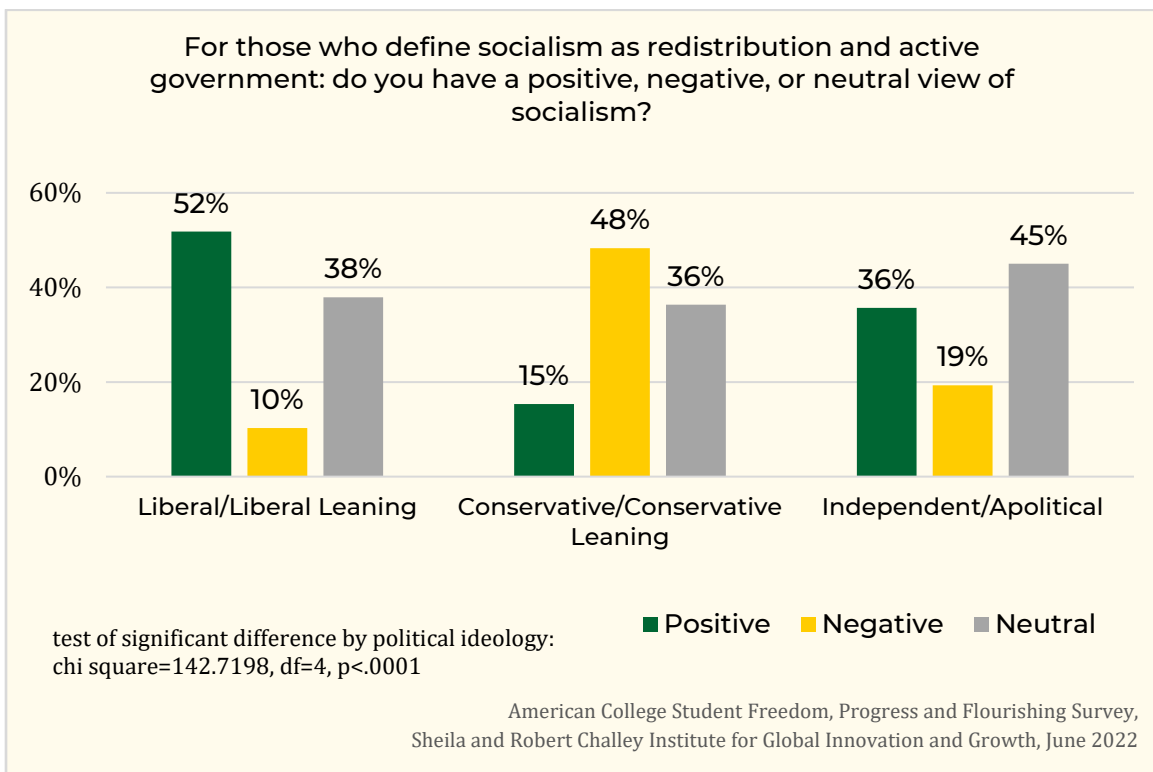


Figure 79: Significant differences exist among students with different political ideologies in how they view redistribution socialism.

Over One-Third of Students Believe Socialism Can Solve Major Challenges.

Thirty-six percent of students agree socialism can help solve major challenges, while 26 percent disagree, and 37 percent are neutral.

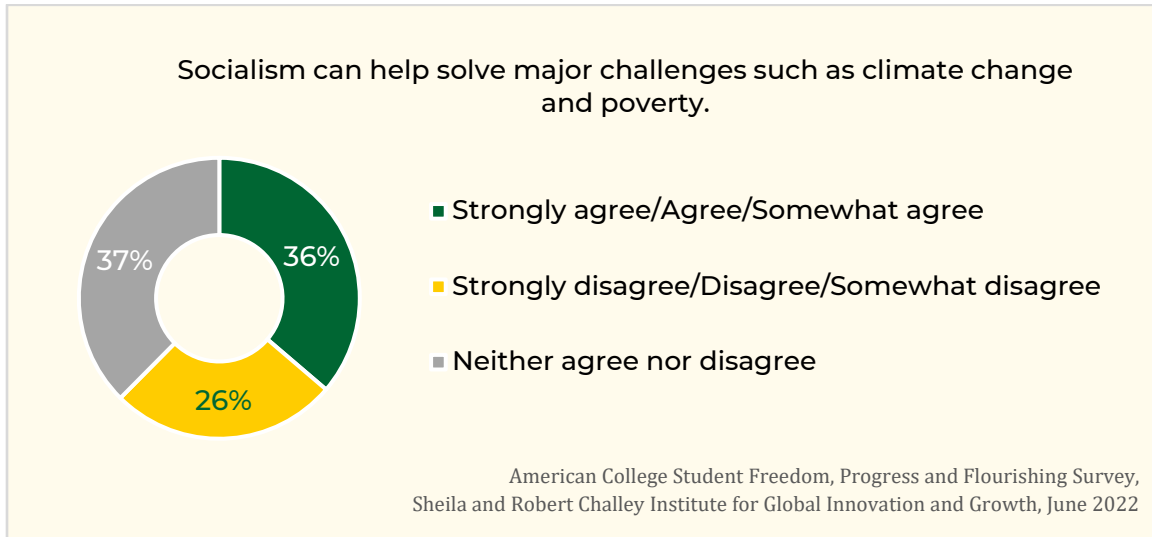


Figure 80: 36 percent of students believe socialism (as they define it) can help solve major challenges.

There are large and significant differences among students with different political views about whether socialism can help solve major challenges. A slight majority of liberal students (51 percent) think socialism can help solve major challenges, compared to a slight majority of conservative students (51 percent) who disagree.

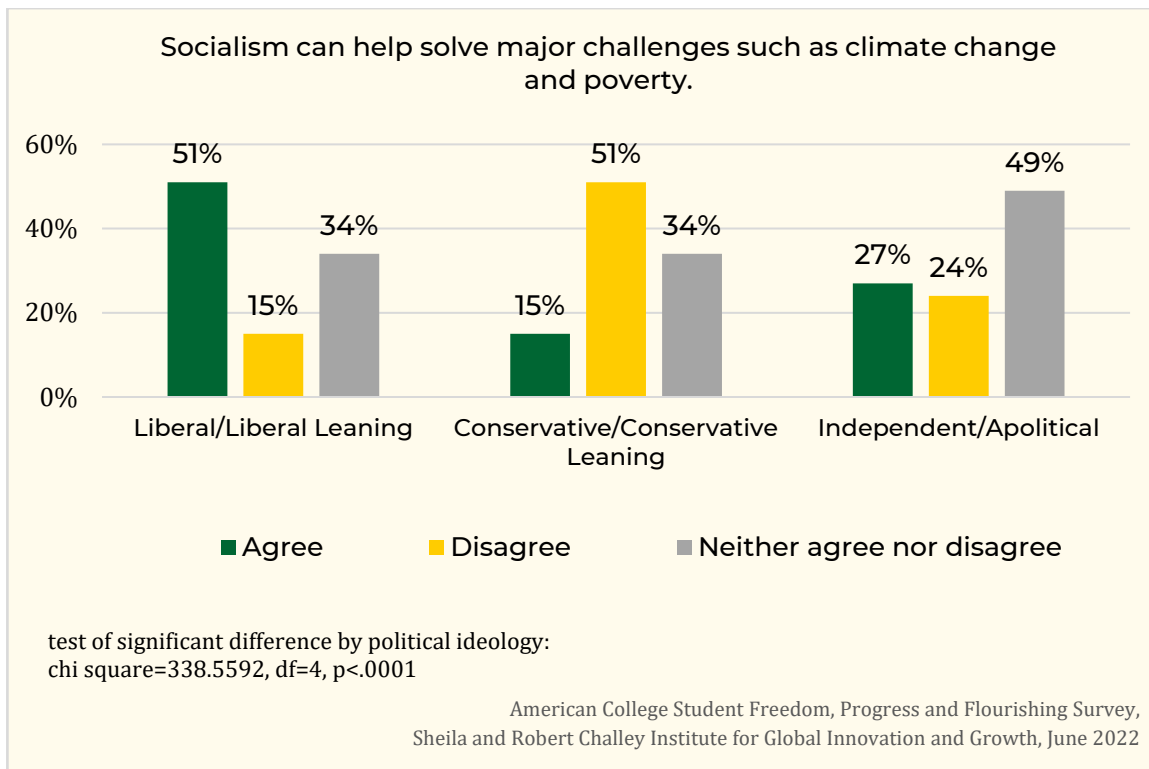


Figure 81: Significant differences exist among students with different political views in their evaluation of whether socialism can help solve major challenges.

Thirty percent of students who define socialism as central planning believe it can help solve major challenges, while 43 percent do not think it can help solve major challenges, and 28 percent are neutral.

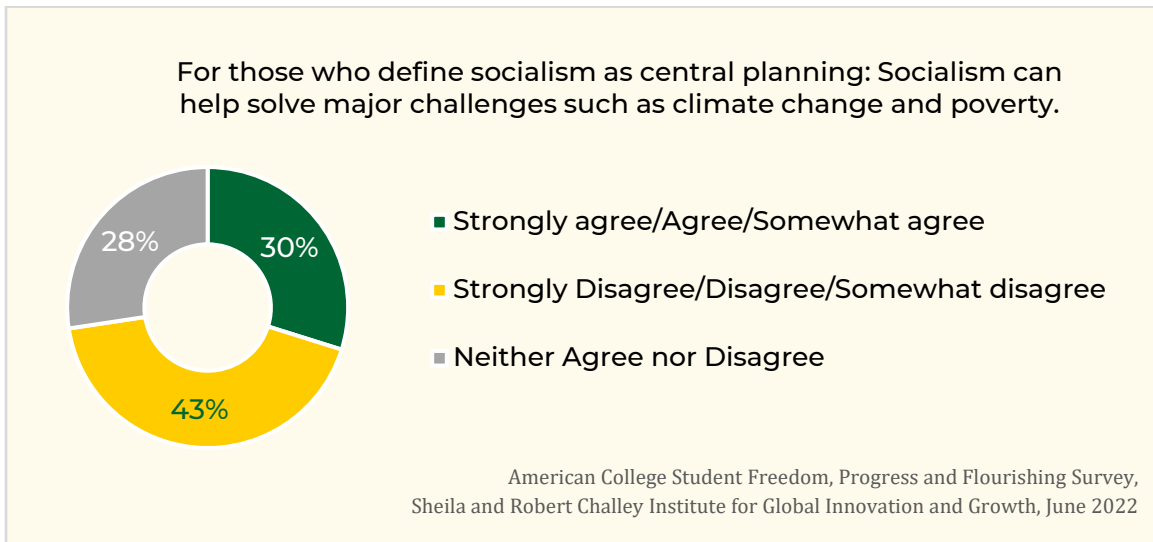


Figure 82: Among students who define socialism as a system of central planning, 30 percent believe it can help solve major challenges.

Among students who define socialism as a system of central planning, 48 percent of liberal students agree socialism can help solve major challenges, compared to 22 percent of independent students and 12 percent of conservative students.

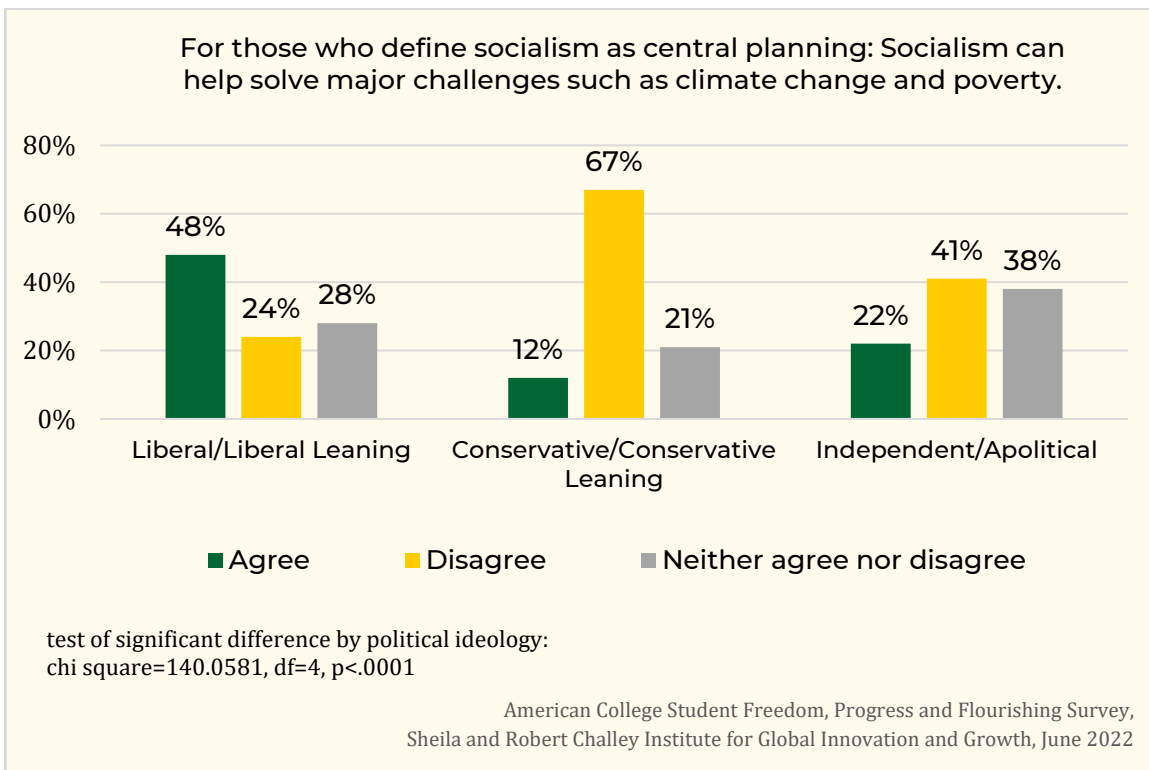


Figure 83: Significant differences exist among students with different political views in their evaluation of whether socialism can help solve major challenges.

Among students who define socialism as a system of redistribution and active government, 50 percent of students believe it can help solve major challenges, while 17 percent do not think it can help solve major challenges, and 32 percent are neutral.

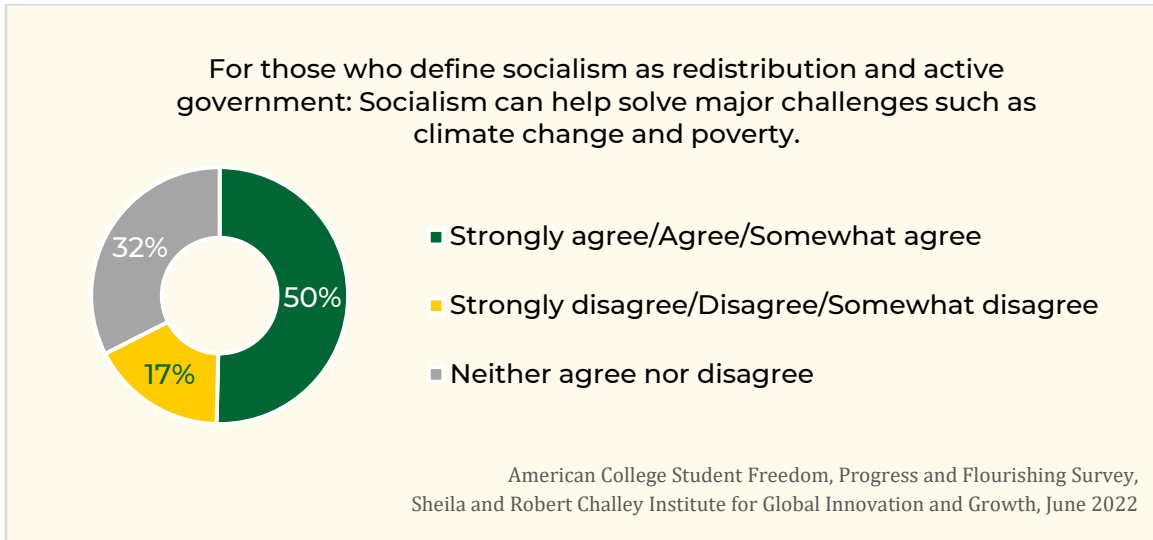


Figure 84: Among students who define socialism as a system of redistribution and active government, 50 percent of students agree it can help solve major challenges.

Significant differences among students with different political views exist in their assessment of whether this type of socialism can help solve major challenges. Most liberal students (63 percent) who define socialism as redistribution and active government believe it can help solve major challenges. In contrast, 44 percent of independent students and 19 percent of conservative students share this belief.

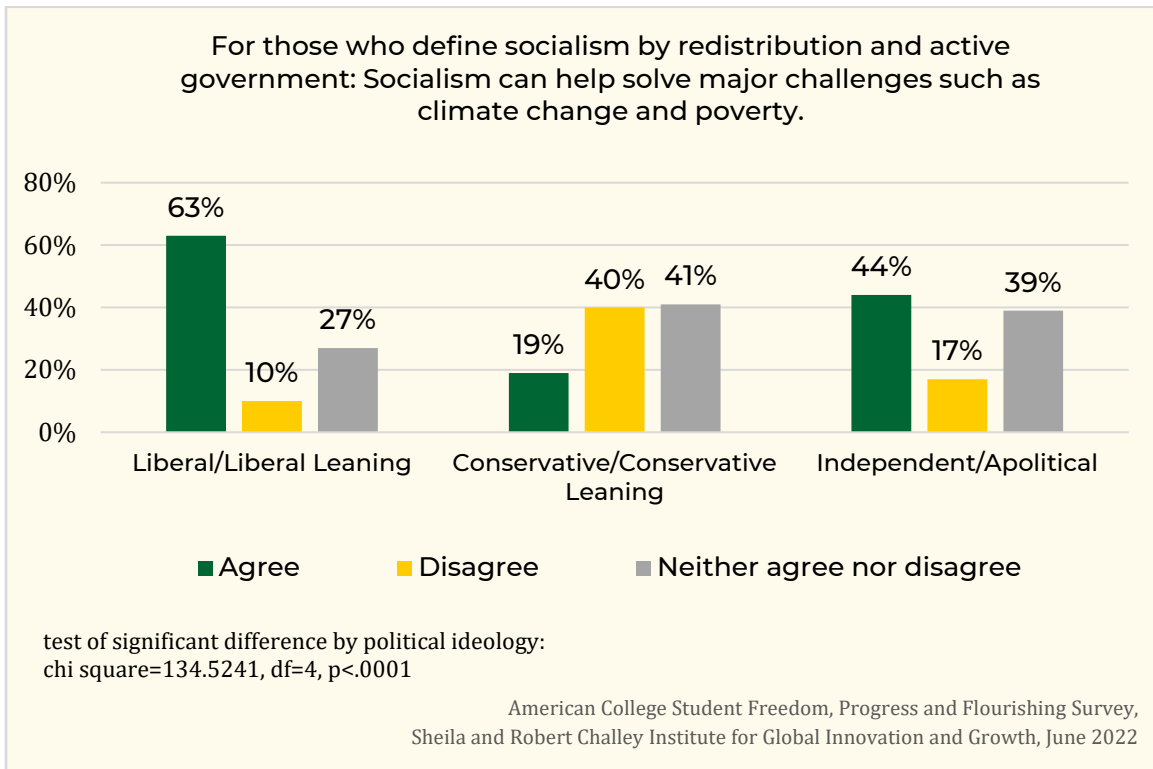


Figure 85: Significant differences exist among students with different political views in their evaluation of whether socialism can help solve major challenges.

About One in Five Students Say College Has Given Them a More Positive View of Socialism.

Although 62 percent of students say their view of socialism has not changed, 21 percent say classes and other college activities have made their view of socialism more positive, while 17 percent say they adopted a more negative view of socialism.

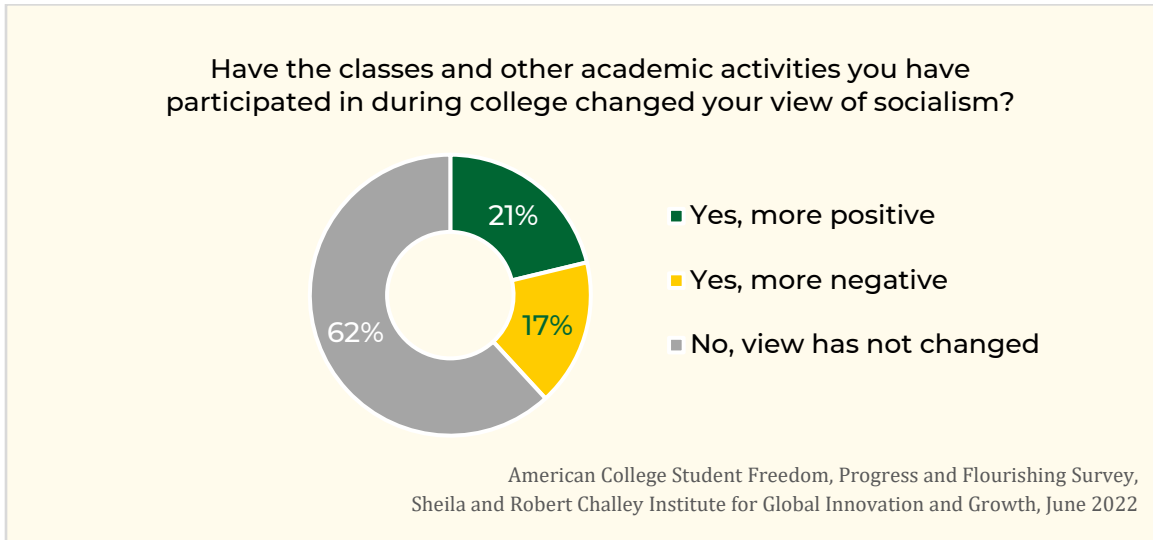


Figure 86: 21 percent of students say college classes and other activities have made their view of socialism more positive.

There are significant differences in the way college classes and other activities have changed students' views of socialism among students with different political views. Twenty-nine percent of liberal students say classes and other college activities have made their view of socialism more positive, compared to 15 percent of independent students and 12 percent of conservative students.

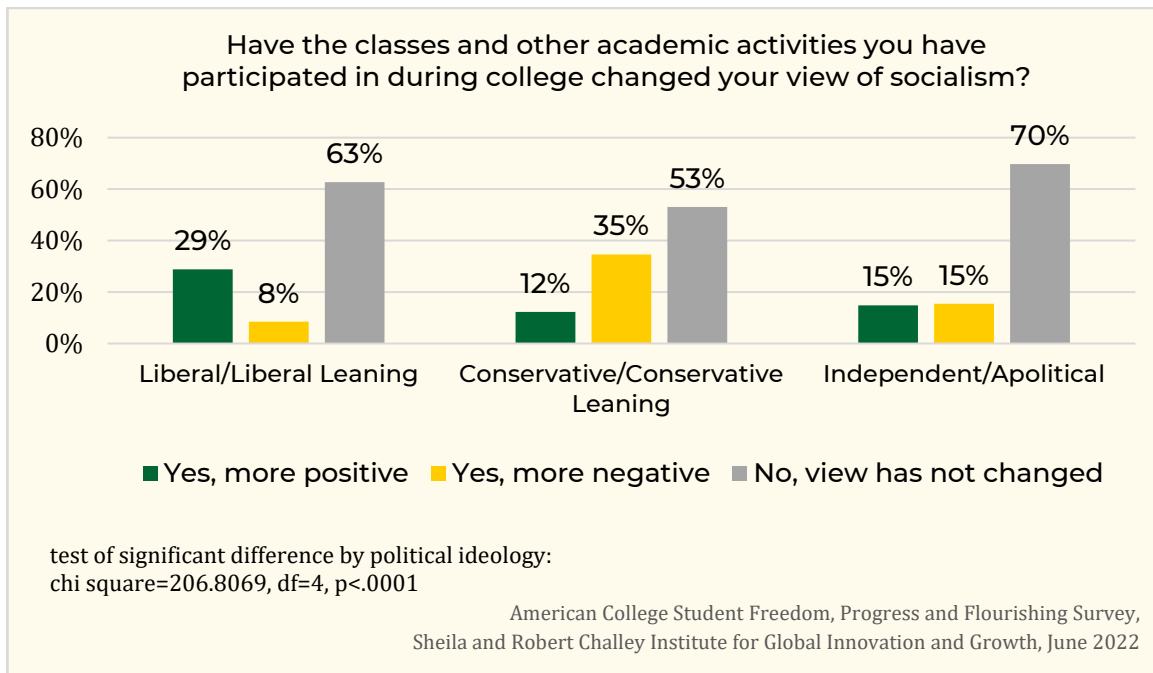


Figure 87: Significant differences exist among students with different political ideologies about how college has impacted their views toward socialism.

A Majority of Students Say Professors Express Their Views on Capitalism and Socialism.

While only 17 percent of students report that “many” or “most” professors have expressed their views on capitalism and socialism, another 47 percent report that “few” professors have.

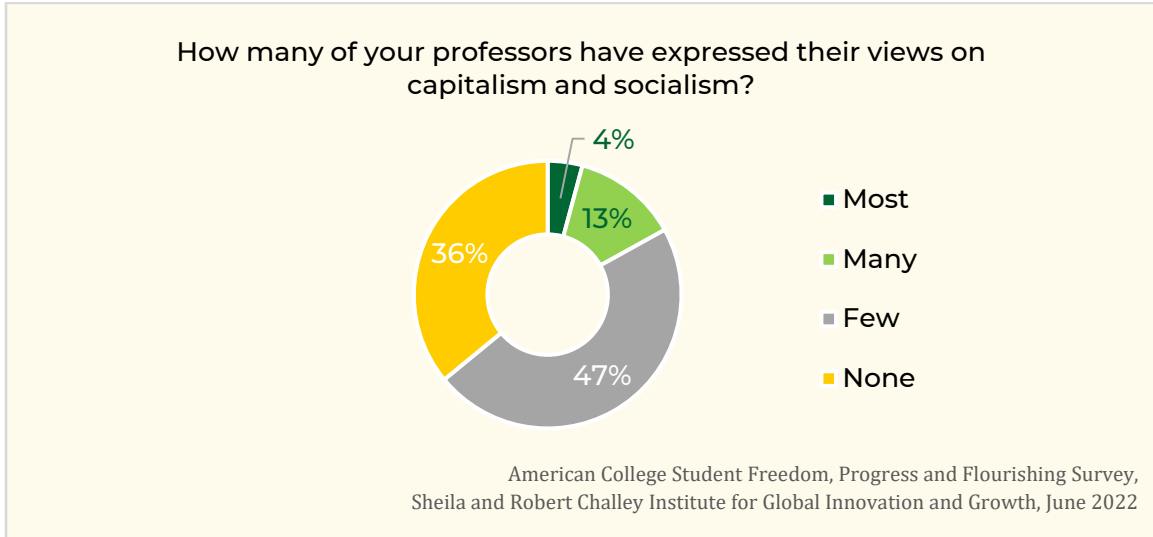


Figure 88: 64 percent of students report that at least a few of their professors have expressed their views on capitalism and socialism.

Students with conservative political views are more likely to report that “most” or “many” professors have expressed their views on capitalism and socialism.

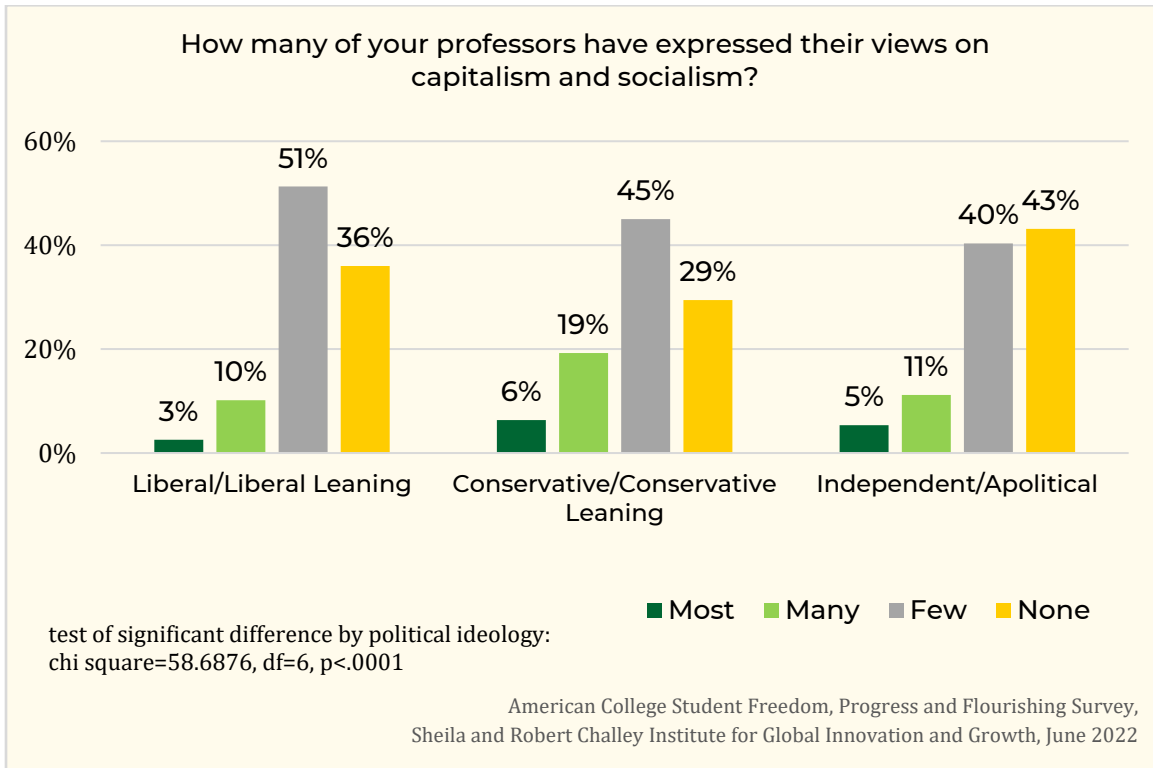


Figure 89: There is a significant different among students with different political ideologies in reporting the number of professors who have expressed their views on capitalism and socialism.

Among students who report that professors have expressed their views on capitalism, 38 percent say the views were favorable toward capitalism, while 62 percent say they were unfavorable.

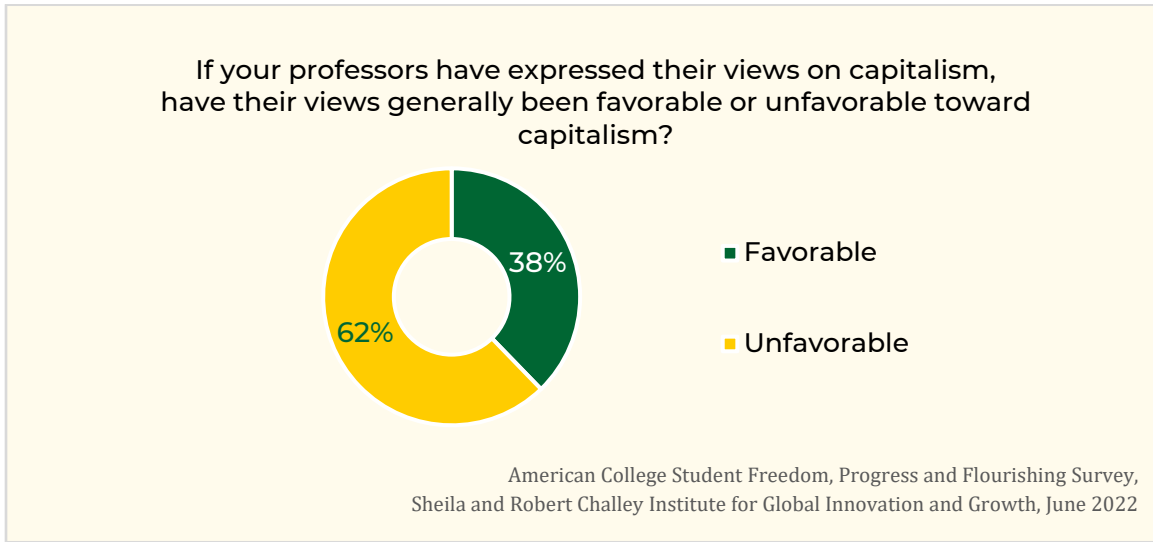


Figure 90: Among students whose professors have shared their views on capitalism, 62 percent said those views were unfavorable.

Students broadly agree that more professors have shared an unfavorable view toward capitalism than favorable, but there are some significant differences based on students' political ideologies.

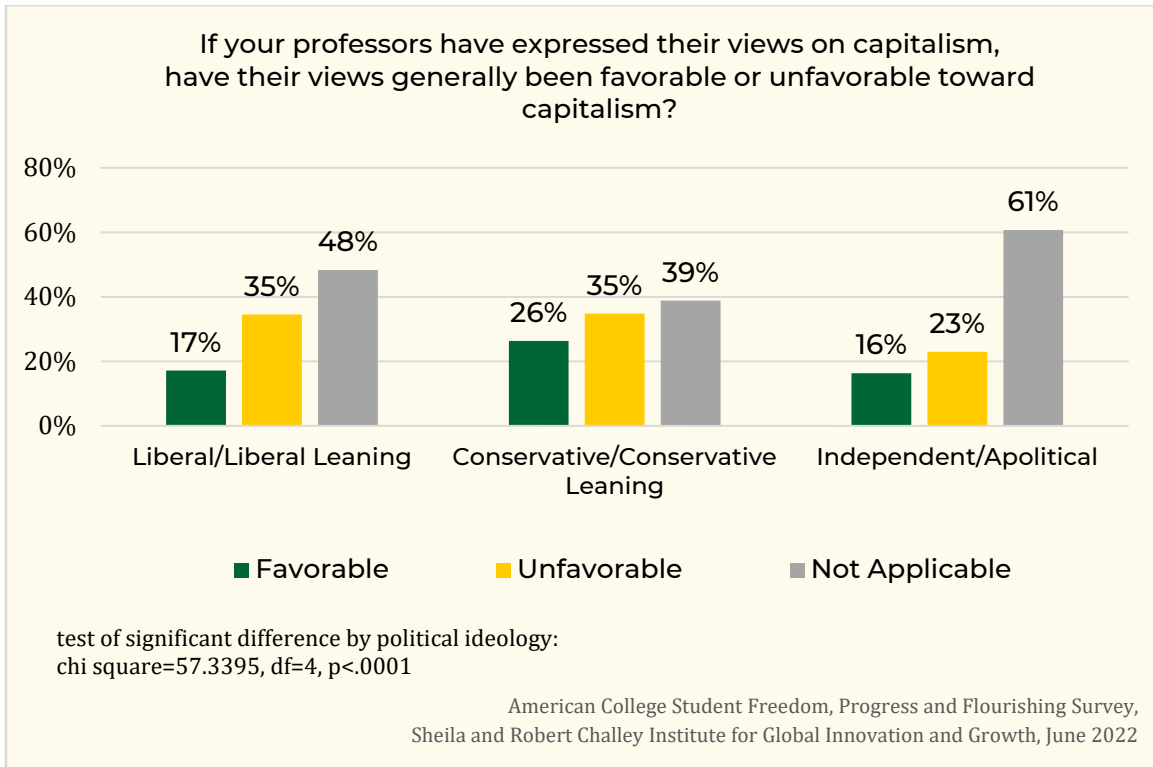


Figure 91: Across all political ideologies, more students report their professors expressing an unfavorable view of capitalism than a favorable view.

Among students who report that professors have expressed their views on socialism, 58 percent say the views were favorable toward socialism, while 42 percent say they were unfavorable.

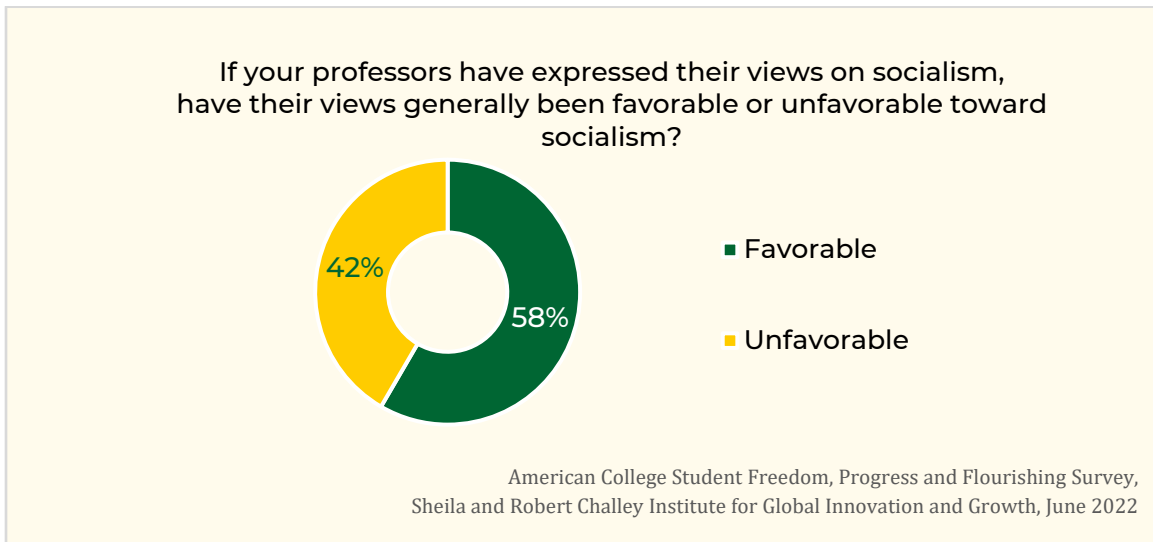


Figure 92: Among students whose professors have shared their views on socialism, 58 percent said those views were favorable.

Students broadly agree that more professors have shared a favorable view toward socialism than unfavorable, but there are some significant differences based on students' political ideologies.

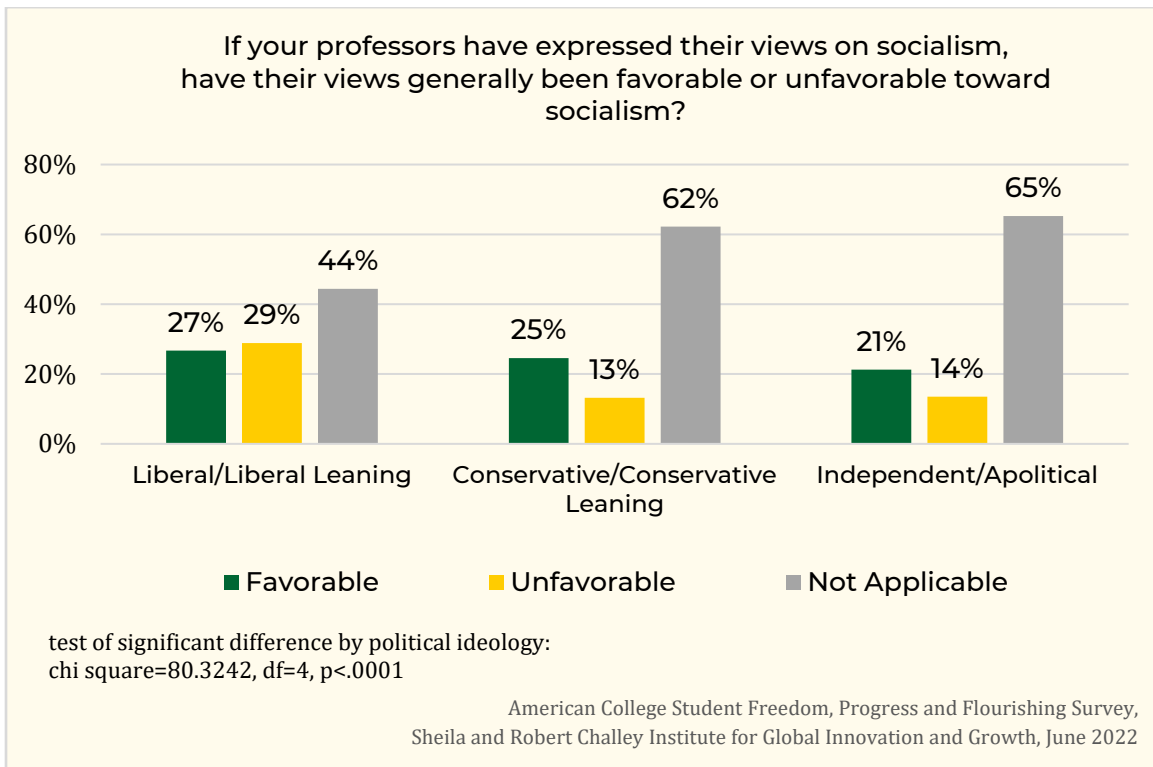


Figure 93: For the most part, more students report their professors expressing a favorable view of socialism than an unfavorable view.