

- Ninety-five percent (95%) of all college students say the issue of free speech is important to them, including 70% who say it is “very important.”
- By a 51% to 36% margin, students favor their school having speech codes to regulate speech for students and faculty.
  - Liberal students are more likely to favor speech codes than conservative students, 51% to 44%, respectively.
- Eight in ten believe that freedom of speech should either be less limited (38%) on college campuses or there should be no difference (43%) compared to society at large. Just 16% say freedom of speech should be more limited.
- When students were asked to identify the amendment that deals with free speech, 68% correctly cited the First Amendment. One in three (32%) incorrectly listed another amendment.
- The majority (52%) said that the First Amendment DOES NOT make an exemption for hate speech and that all speech is protected under the First Amendment. One in three (35%) say that hate speech IS NOT protected under the First Amendment.
- By a 73% to 21% margin, students say the First Amendment is an important amendment that needs to be followed and respected rather than an outdated amendment that can no longer be applied in today’s society and should be changed.
  - Liberal students are more likely than conservative students to say the First Amendment is outdated, 30% to 10%, respectively.
- When given a choice, just one in ten (10%) say colleges, universities and government should regulate free speech more. A slight plurality (46%) says free speech is important, but there should be exceptions to every rule and 42% support freedom of speech in all cases.
- Seven in ten (72%) say their college or university should be doing more to promote policies that increase diversity of opinions in the classroom and on campus.
- Almost nine in ten (87%) agree that there is education value in listening to and understanding views and opinions that they may disagree with and are different than their own.
- Forty-nine percent (49%) say they have often felt intimidated to share beliefs that differ than their **professors**, including 14% who said “frequently” and 35% who said “sometimes.”
- Exactly half (50%) say they have often felt intimidated to share beliefs that differ than their **classmates**, including 16% who said “frequently” and 34% who said “sometimes.”
- The majority of students (53%) says their professors have often used class time to express their own views, including 14% who say “frequently” and 38% who say “sometimes.”
- By a nearly two to one margin, students said their school is generally more tolerant of liberal ideas and beliefs than conservative ideas and beliefs, 37% to 20%. Thirty-six percent (36%) said their school was equally tolerant of both.
  - Private school students are more likely than public school students to say their school is more tolerant of liberal ideas, 43% to 35%, respectively.
- Greater than six in ten (63%) say political correctness on college campuses is either a “big problem” (19%) or “somewhat of a problem” (44%).
- Fifty-five percent (55%) of students say they are aware of “trigger warnings” and 63% would favor their professors using them, while 23% would oppose.
- Students are divided on the Boycott Divestment and Sanction of Israel, 36% favor to 36% oppose. A notable 29% were undecided.
- Political Party: 42% Democrat, 26% Republican, 29% Independent
- Ideology: 44% liberal, 32% moderate, 20% conservative
- Race/Ethnicity: 54% white, 15% African American, 14% Hispanic/Latino, 8% Asian, 7% One or More

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## **Methodology**

McLaughlin & Associates conducted a national survey of 800 undergraduate students from September 19<sup>th</sup> to 28<sup>th</sup>, 2015. All interviews were conducted online and respondents were carefully selected and screened from a nationwide representative platform of individuals who elect to participate in online surveys.

Data for this survey have been stratified by age, race, sex and geography using the National Center for Education Statistics 2014 Report to reflect the actual demographic composition of undergraduate students in the United States.

Because the sample is based on those who initially self-selected for participation rather than a probability sample, no estimates of sampling error can be calculated. All surveys may be subject to multiple sources of error, including, but not limited to sampling error, coverage error and measurement error.

However, a confidence interval of 95% was calculated in order to produce an error estimate of +/- 3.4% for the 800 respondents. This error estimate should be taken into consideration in much the same way that analysis of probability polls takes into account the margin of sampling error. The error estimate increases for cross-tabulations. Totals may not add up to exactly 100% due to rounding.