



## National Study of Learning, Voting, and Engagement (NSLVE)

### Student Voting Rates for

### Rollins College

OPEID # 001515.00

Thank you for participating in the National Study of Learning, Voting, and Engagement conducted by CIRCLE at the Jonathan M. Tisch College of Citizenship and Public Service. Since NSLVE’s launch in January 2013, more than 260 campuses signed up to receive their student voting rates for 2012, providing CIRCLE with a solid foundation for growth and for national research on college and university student voting.

#### I. Your Institution’s Student Voter Registration and Voting Rates

<b>Total student enrollment</b>	<b>2,876</b>
<b>Ineligible to vote because too young</b>	<b>11</b>
<b>Number of students who registered</b>	<b>1,708</b>
<b>Number of students who voted</b>	<b>1,248</b>

The voting rate below reflects the proportion of your eligible students (US citizens age 18 and older) who actually voted in the 2012 federal election. To calculate that statistic, we need a count of your students who are citizens. Some campuses report *all* students, including those who are nonresident and resident aliens, in the enrollment records they provide to the National Student Clearinghouse (“Clearinghouse”). Some exclude nonresident aliens. Unfortunately, the Clearinghouse cannot tell us whether you include or exclude non-citizens. You need to determine this distinction and then decide which estimate is accurate for your campus:

	A. Enrollment <i>adjusted to reflect</i> an estimated number of nonresident aliens	B. Enrollment <i>NOT adjusted to reflect</i> an estimated number of nonresident aliens
<b>Registration rate</b>	<b>80.4%</b>	<b>76.2%</b>
<b>Voting rate</b>	<b>58.7%</b>	<b>55.7%</b>
<b>Rate of registered voters who voted</b>	<b>73.1%</b>	

For campuses including *all* students in their enrollment records, we use IPEDS data to estimate the proportion of students who are nonresident aliens and then subtract them from the Clearinghouse number of students eligible to vote. For campuses that submit only records for students who are citizens, no adjustment is necessary. For additional information about how data was collected and analyzed, see: [Campus Reports FAQ](#).

### How precise are the estimates?

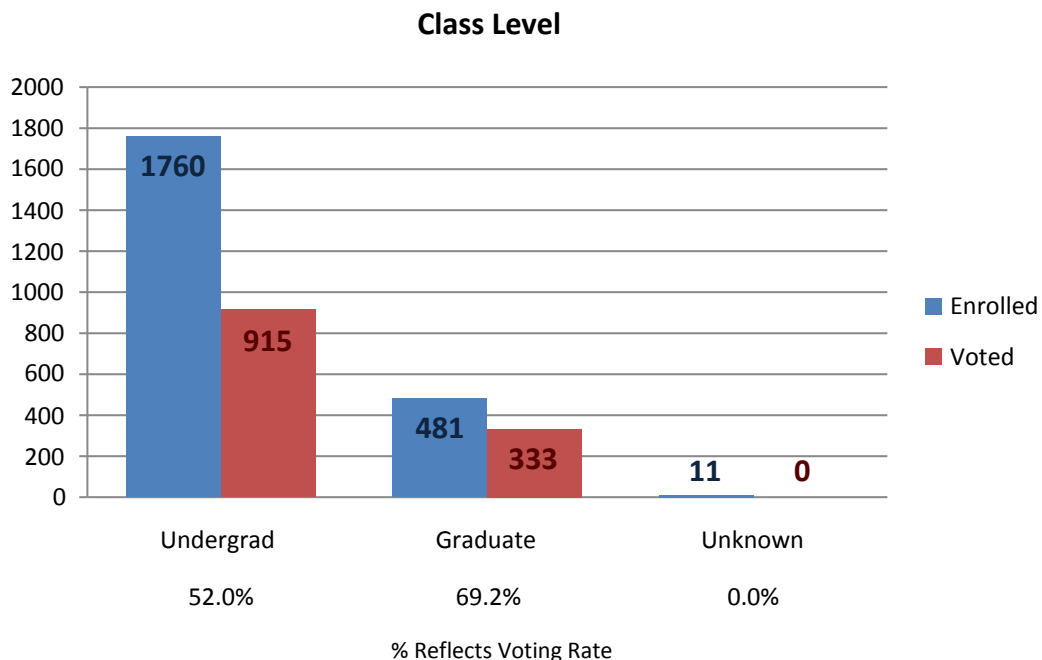
Catalist collects actual registration and voting records nationally. This data collection removes the usual sources of error that can arise from most other efforts to calculate voting rates: random sampling and reliance on people's reports of whether they voted. However, several sources of error are still possible:

- 1) A number of your students blocked their records from being used for any purpose, including research. If those students voted at a much lower or higher rate than your other students, that affects the voting rate. The number of records blocked for your campus was: **624**
- 2) We assume students who are not found at all in the Catalist database are non-voters unless they are not US citizens. It is possible these students voted yet Catalist simply failed to identify them using the name and address combinations supplied by the Clearinghouse. This outcome is considered a matching error. This type of error can result in your real voting rate being higher than we report. We are not able to estimate how many students might be missed in this way, but there is no reason to think that the no-match rate varies from campus to campus.
- 3) If your campus includes nonresident and resident aliens in its enrollment records shared with the Clearinghouse, we can only adjust your US citizen student population by using a different dataset, IPEDS, to estimate the number of students who are nonresident aliens (foreign nationals studying in the US). IPEDS and the Clearinghouse do not match perfectly. Further, we cannot adjust for resident aliens (non-US citizens living permanently in the US).

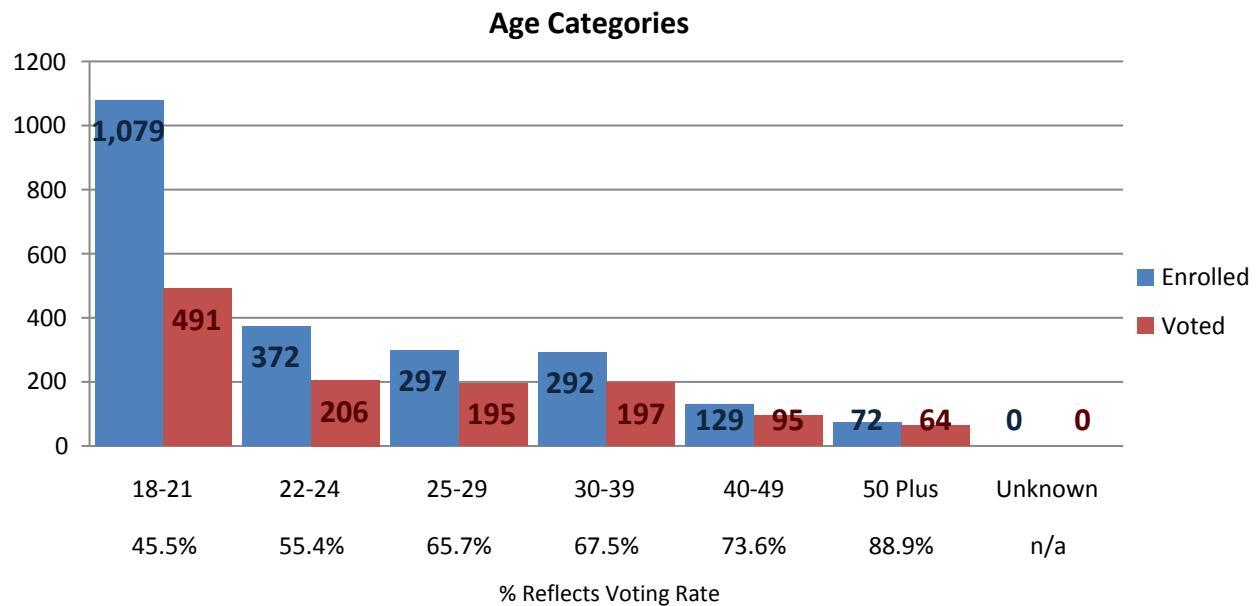
## II. Student Attributes

Note: In Sections II through IV of this report, which show voting rates for various categories of your students, we are not able to adjust the voting rates by removing non-resident aliens.

Your students, broken down by undergraduate and graduate levels, voted at the following rates:



Your students, broken down in age groups, voted at the following rates:



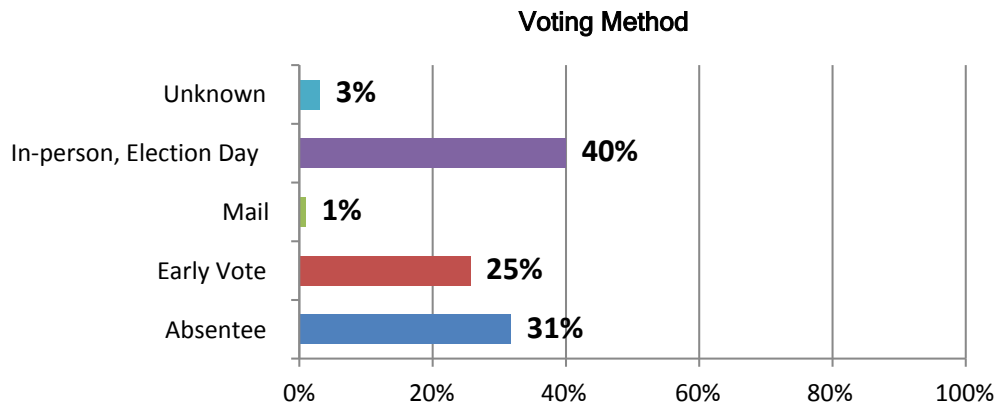
See Campus Reports FAQ for more information explaining how data was collected and analyzed. Some campuses provide the National Student Clearinghouse with information on race/ethnicity and gender. If you would like us to break down voting rates by social identity, then you will need to (1) supply it to the Clearinghouse and (2) submit a special authorization form permitting us to examine personally identifiable information. The authorization form can be accessed here: [NSLVE Authorization](#)

### III. Field of study

Combined Fields of Study "Families"	Enrolled	Voted	Turnout
Business, Management, Marketing, and Related Support	515	292	57%
Liberal Arts and Sciences, General Studies and Humanities	88	67	76%
Health Professions and Related Sciences, Knowledge and Skills	0	0	n/a
Biological and Biomedical Sciences	125	59	47%
Social Sciences	450	248	55%
Education	54	24	44%
Engineering	0	0	n/a
Psychology, Personal Awareness and Self-Improvement	268	161	60%
Visual and Performing Arts	173	109	63%
Communication, Journalism, and Related Program	195	103	53%
Multi/Interdisciplinary Studies	0	0	n/a
Humanities	148	84	57%
Computer and Information and Library Sciences	42	29	69%
Physical Sciences	68	25	37%
Professions	0	0	n/a
Trades	0	0	n/a
Mathematics and Statistics	28	10	36%
Parks and Recreation	0	0	n/a
Agriculture, Agriculture Operations, and Related Sciences	0	0	n/a
Technologies/Technicians	0	0	n/a

#### IV. Voting method

Of your students who voted, they used the following methods:



\*Note: If your campus has a high percentage of unknown voting method, this information is not reported by local officials.

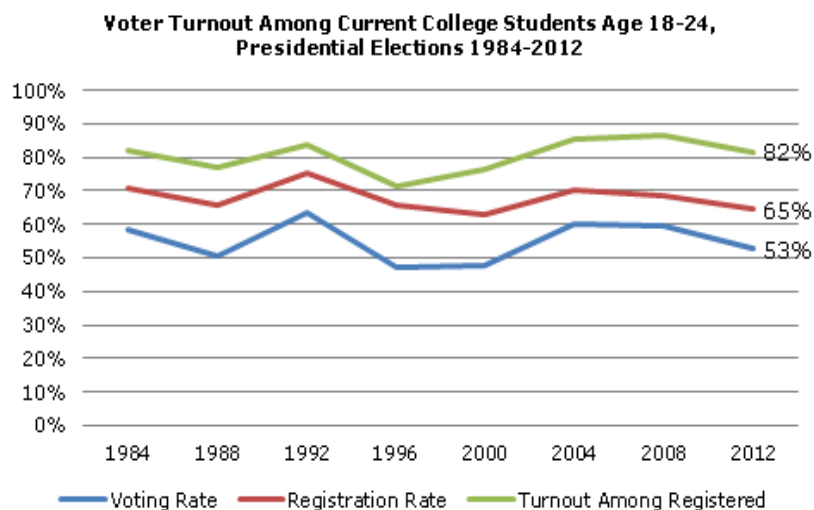
#### V. Peer Comparison

We promised you comparison data, but because the comparisons are likely to change as more campuses participate, we've opted to post the information on the NSLVE web page rather than include multiple comparisons in each report. You can access comparisons here: [Comparison Group](#)

On this page, you will find the range and average voting rate broken down by Carnegie Classification and affiliation with existing associations or consortia. Check the page periodically for updated information.

#### VI. Placing your numbers in context

Before NSLVE, college student voting could only be studied through student surveys, including the US Bureau of the Census' Current Population Survey (CPS). Relying on CPS data has some limitations. First, Census' measures of voting are self-reported: some people say that they voted when they did not. Second, the Census is a sample of the US population, and sampling always introduces some random error. Third, the Census does not ask individuals 25 and older whether they are currently enrolled in college. Bearing those caveats in mind, these are the voting and registration trends for current college students under age 25 since 1984, according to CPS:



## Other relevant voting facts (CIRCLE Staff, 2013):

- Age matters, and young people vote at far lower rates than older cohorts
- Young women have consistently been more likely to vote than young men. In 2012, the gender gap in voting was 7 percentage points (with women ahead).
- In 2012, youth voter voting was highest in battleground states, showing that youth respond to increased political activity and being asked to vote.
- Participation in the 2012 Presidential Election differed by race & ethnicity. Young African Americans voted at the highest rate among any racial or ethnic group in 2012, at a rate of 53.7%.
- Level of education matters; people with college degrees and some college vote at higher rates than their non-college peers.

## VII. What you can do with these numbers

Some campuses have asked what they might do to increase student political learning and engagement. We will be publishing more detailed recommendations and will notify all participating campuses when additional resources become available. In the meantime, however, you can take a closer look at a few specific activities on your campuses. Our recommendations are:

- Get political, not partisan. One challenge to political learning and engagement is fear on the part of the institution or individual faculty/staff members of claims of bias or indoctrination. Educators can provide students with a clear definition of “politics,” citing it as an activity that can be deliberative, open, and nonpartisan (Dalton & Crosby, 2008).
- Increase political learning and engagement across the curriculum for all majors. Students are more likely to be politically engaged if they feel a personal connection to what’s at stake. The best programs provide students with opportunities to engage in discussions about controversial public issues and opportunities to practice civil discourse and collaborative problem-solving.
- Ask. If you ask students to vote (or volunteer or any other form of civic and political engagement), they are more likely to participate (Graduate School of Political Management, 2006)
- Support experiential learning with political placements such as community organizing, working with candidates, and working on public issues.
- Increase student participation in diversity initiatives. Intergroup, cross-cultural interaction can foster lasting commitment to political participation (Kim, Anderson & Yamamura, 2008; Hurtado, S., 2005).
- Organize issue forums and other opportunities for political discourse and discussion to raise interest and commitment among students.
- Use residential halls as sites for teaching democracy (Weinberg, 2004).
- Students who are registered to vote are likely to vote (82%). Improving voter registration efforts on campus may help to increase voter turnout. Under the Higher Education Act (reauthorized 1998), colleges and universities are required to make a good faith effort to make voter registration materials widely available to students.

## VIII. Looking Ahead: NSLVE 2014 and 2016

We continue to recruit campuses to build a national database and provide more robust comparison groups. Please reach out to your peer institutions and request that they participate in NSLVE. We will continue to measure voting rates for 2012, and look forward to 2014 data.

We will be working with specific campuses, conducting case studies and site visits to explore (for those with unpredicted high rates) what works and (for those with unpredicted low rates) barriers to voting.

As the number of participating campuses grows, we will analyze voting based on geography, institutional mission, student populations served, and more. We'll be looking for additional comparison and publishing findings.

We are aware that this round took a long time, from the date campuses signed up to the date of this report. We are working to streamline and even automate some of the analytics. Long term, we hope that the time between signing up and receiving reports will be weeks, not months.

We welcome your suggestions for improving NSLVE and for using the data. Please send comments to [Nancy Thomas](#).

## References

CIRCLE Staff (2013) "The Youth Vote in 2012," CIRCLE Fact Sheet (Medford, MA: Center for Information and Research on Civic Learning and Engagement, 2013), at:

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