Political Science Project 2012

Department of History and Political Science

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Abstract

The main objective of this paper is to present the trends that the service learning team discovered when analyzing the collection of entrance and exit surveys taken by students in the Political Science and International Relations majors. Frequency counts were used to analyze the data; the survey answers were categorized and then analyzed based on the percentages of students responses. This paper will provide the Department of History and Political Science at PLNU with the conclusions drawn from the data given in this survey-format.

Introduction

The following report is a collection of the trends identified by the service learning team regarding the differences and similarities between the entrance and exit surveys taken by students in the Political Science and International Relations majors at PLNU. The first section contains the summary for the entrance data that highlights any oddities or noticeable qualities shared by the students at the time of taking the first survey. The second section contains the summary for the exit data that highlights each section of the survey and notes the trends seen in student responses. The third section contains a comparison between the entrance and exit data. Following the conclusion there is an appendix which shows how the data was categorized, shows some summaries on how each section was counted so the data could be properly analyzed, and shows some cross tabulations highlighting points of interest between students with 8 or more semesters versus those students with less than 8.

Entrance Data Summary

The entrance data was analyzed to give a foundation on which the analysis could be based. The entrance data is a bit more comprehensive than the exit data with 34 students surveyed, 17 of which are declared Political Science majors and 17 of which are declared International Relations majors. The majority of the Political Science students surveyed have one or more semesters at PLNU, with only 3 students who have attended 0 semesters. This trend is also the same with International Relations majors, with only 6 students who have attended 0 semesters.

When comparing courses completed, most students who have attended more than one semester at PLNU have taken at least one POL course: POL 101, POL 165, POL 230, POL 290. One International Relations major did not take any of these courses. Half of the students in each of the majors have taken HIS 110.

The most inspiring experience for each group is an event or project with 6 students each. Coming in second in the Political Science major is a specific class, with 5 students, and for International Relations major, teacher with 4 students. 32 of the 34 students in both majors say they do watch political television, with the total averaging above 2.5 hours a week. The majority of the Political Science majors, 8, do not have a favorite movie or type of TV program, 6 of the International Relations majors also do not have a favorite movie or type of TV program. The next highest category of favorite type of TV shows for both majors is the news, 3 from the Political Science majors and 6 from the International Relations majors.

In regards to choosing the major, the most common reason for choosing a Political Science major is a split between an interest in the subject matter, and for a better understanding of politics, with 4 students in each category. For International Relations majors their choice was based on an interest in international affairs, with 7 students choosing this category. Social justice was a high ranking category for both groups when choosing their major, with 4 Political Science majors, and 3 International Relations majors.

As far as future use of their degrees goes, the only students surveyed were the International Relations majors. The category with the highest number of student responses is non-profit, NGO work, with 5 students out of the 17 choosing this category. The next most common category is a split between getting into some type of law and doing nothing with their major, with 3 students per category. Political Science majors seem to have a strong desire to attend graduate school. 11 of 17 indicated that they will definitely attend graduate school. International Relations majors seem to be more on the fence in regards to graduate school, with 6 saying the will definitely attend, and 8 stating maybe they will

attend.

  Out of the 34 students surveyed, only 4 have not traveled outside of the United States. 19 of the students travelled to a different continent. The Political Science students know more languages than do the majority of International Relations majors. Only 4 of the 17 Political Science majors claim to know only English, while 9 of the International Relations majors know only English. When looking at both groups, the most commonly known second language is Spanish with a total of 13 students knowing this language.

  None of the students surveyed declared an appreciation of politics that was lower than a 3. In fact, all of the Political Science majors reported a 4 or a 5; the only 3's in response to politics come from 4 of the International Relations majors. Also, all students had an appreciation for the field of Political Science, reporting a 3 or higher. The majority of the students from both majors have a high appreciation for this field, with 12 Political Science majors reporting a 5, and 10 International Relations majors reporting a 5. When entering into the Political Science major, 13 of the students had a better understanding of global structure as well as a better understanding of American political structure. While International Relations majors have a better understanding of global structure (12) but their understanding of the American political structure is lacking, with scores all over the board.

  For both majors, the idea of social science research design seems to be lacking. 6 of the Political Science majors and 9 of the International Relations majors marked a 3 in this category. Finally, in regards to reading and writing comprehension, the majority of the students are in between, marking 3's and 4's.

  Next, the exit data will be analyzed.

Exit Data Summary

The data for graduating students were a bit more standardized across the board. Only 23 students were surveyed compared to the 34 surveyed at the beginning of their college careers. However, there are also a significant number of students who only attended PLNU for 4 semesters as a result of transferring from another college.

For the non-numerical responses there were some interesting answers. 15 of the students mentioned that they had entered PLNU as a Political Science major which included all of the transfer students. The most common reason for choosing the Political Science major was based on law or the actual Political Science subject matter. Most who switched into the major had a waning interest in their previous major's subject matter or had personal issues with the program or faculty. The majority of the students did not feel that they were as well prepared as other Political Science majors from other schools or those involved in the Capitals program. The responses for the Capitals program had significantly low scores. Most of the students watch the news, specifically BBC, and a large number watch the Daily Show.

The numerical portions of the survey were consistently high across the board. Appreciation for politics and the field of Political Science were very high with the majority picking 4s and 5s. Understanding of global and American political structures was also quite high with almost all 5s with a number of 4s (no 3s or less). Reading comprehension, research paper writing, and research design skills all scored quite high with mostly 4s and 5s. However, some students were apprehensive about graduate school or their professional life. The majority still had high scores (4s and 5s) but there were a number of lower scores.

These results show that the majority of students feel that they received the necessary training and education from the Political Science or International Relations programs. The only place a lack of confidence was shown was in their future prospects, which is understandable for any new graduate.

Next the entrance and exit summaries will be compared to highlight trends seen between these two data sets.

Trends Seen Between Entrance and Exit Data

The following figure highlights an average of all categories for both sets of Data, INS (entrance data in blue) and EXITS (exit data in red):
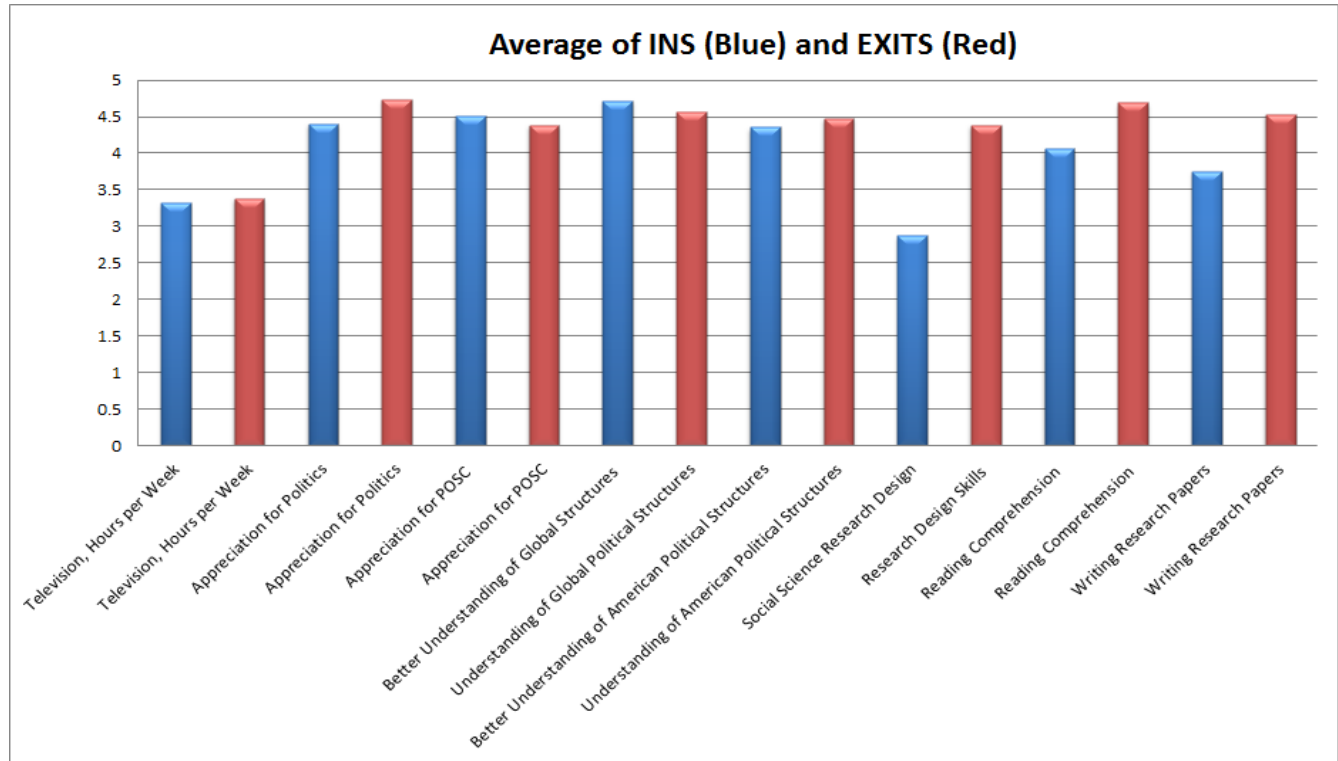
(Figure 1)

Figure 1 is an average of all rated categories. The rating scale is on a scale of 0-5, with no categories' average dropping below a rating of 2.5. The only category shown in figure 1 that does not have a scale from 0-5 is Television hours per week; this category could range in value based on what the student decided to mark in his/her survey. This graph will be the main tool used for the comparison of INS and EXITS. This data set was very limited, and those IN "students" may not be the same EXIT "students" so this data may not be the best choice to draw any conclusions between individual students.

Let us begin with figure 1 from left to right. Starting with Average TV in hours per week, students who are exiting Point Loma watch more television than those students entering Point Loma; the exact value is 3.31 for those entering compared to 3.38 for those exiting. This is not a big difference at all (4.8 minutes a week). There is nothing conclusive that can be drawn from this.

Appreciation for Politics and an Appreciation for Political Science students tend to have a greater appreciation for politics when leaving Point Loma compared to entering, while this is reversed

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for the field of Political Science. Students actually tend to have a lesser appreciation for the field of Political Science when exiting Point Loma. These differences vary by no more than 0.3 on a rating scale for both categories, so this is probably not significant.

For students' understanding of both global and American political structure, this differs from the paragraph above. Students entering Point Loma, on average feel they have a greater understanding of global political structure than do those students exiting Point Loma. But when it comes to American Political structure the opposite is the case. Students exiting Point Loma feel they have a better understanding of the political structure than do those students entering.

The greatest change in average rating/feeling of the categories above for INS and EXITS come in the next three categories: Research Design Skill, Reading Comprehension, and Writing Comprehension. For those students entering Point Loma, Research Design is their weakest category with an average rating of 2.87 this 'weak' category changes with those students exiting Point Loma, up to 4.39. This is the greatest difference of all categories which means that students feel they are improving. Reading and Writing Comprehension have about the same positive difference from those INS and EXITS surveyed; reading comprehension had a positive change of about 0.6, and Writing Comprehension having a positive change of about 0.8.

Conclusion

After comparing these two sets of data (entrance and exit), the conclusion is that on the whole students feel that they have become considerably more knowledgeable than they were when they first entered the major. The main point that needs to be highlighted is their confidence in their own ability compared to other students at other schools. Whether this is a confidence issue or an actual issue of education it is difficult to determine. However, on the whole, they believe they have improved dramatically as a direct result of their education at PLNU.

Please take a look at the following section for a more detailed/specific explanation as to how the team approached this project.

Appendix

How was the data categorized?

Due to the large variety found in the student's answers, the service learning team categorized the answers into multiple categories to better organize the data. These categories include: TV, Courses Completed, Majors, Graduate School, Languages, Countries Visited, Most Inspiring Experience, Reason for Choosing Major, Future Use of Degree, and Reasons for Changing into the Major. However, because of the high number of different "favorite TV shows" reported by those surveyed, the service learning team needed to categorize TV shows into five sub-categories that encompassed all of the shows chosen by the students. The list of TV shows was dropped down from 19 sub-categories to 5. This helped when observing trends between the entrance and exit data.

In these surveys there were a large number of countries visited and so these were categorized by continents visited. This reduced the number of countries from 36 to a total of six continents visited.

Count frequency for Entrance data.

In order to properly count the variables we used frequency tabs to show how the answers were distributed. In the following figures, the column header "Frequency" is just the raw count of how many times the variable comes up. The "Percent" header is related to the whole set, and this includes invalid responses such as blank entries. The "Valid Percent" header is the more reliable percentage to use because it excludes invalid responses. To illustrate how the percentages work look at figure 2. In response to the survey question "What was the most inspiring experience in becoming a POL Major" 2 students said book/film. Since there were 34 total responses the percent is calculated by dividing the frequency by the total responses. In the case of responses to book/film that would be 2 divided by 34 which is .0588 or 5.9%. This is the same value that is in the "Percent" column and "Valid Percent" since there were no invalid responses to this particular question.

Most_inspiring_Expirence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Book/Film	2	5.9	5.9	5.9
	Celebrities	2	5.9	5.9	11.8
	Class	7	20.6	20.6	32.4
	Event/Project	12	35.3	35.3	67.6
	None	4	11.8	11.8	79.4
	Teacher	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

(Figure 2)

What stands out in figure 2 is that Event/Project is the biggest reason for students getting into the major (35.3%). While a class or teacher is a combined 41.2% of the total distribution.

Television

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	4	11.8	11.8	11.8
	yes	30	88.2	88.2	100.0
	Total	34	100.0	100.0	

(Figure 3)

Television_hours_per_week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	4	11.8	11.8	11.8
	2.00	21	61.8	61.8	73.5
	3.00	3	8.8	8.8	82.4
	4.00	2	5.9	5.9	88.2
	5.00	1	2.9	2.9	91.2
	7.00	1	2.9	2.9	94.1
	8.00	1	2.9	2.9	97.1
	10.00	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

(Figure 4)

While most students (88.2%) watch television the majority do not watch very much. In fact, of the students that watch television 87% watch less than 4 hours per week.

Favorite_Program_or_Film

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Documentary	3	8.8	8.8	8.8
	movie	3	8.8	8.8	17.6
	News	9	26.5	26.5	44.1
	News Program	5	14.7	14.7	58.8
	none	14	41.2	41.2	100.0
	Total	34	100.0	100.0	

(Figure 5)

The majority of the students did not have a favorite category of TV program, but for those who did have a favorite most viewed the news.

Reason_for_choosing_major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	become teacher	2	5.9	5.9	5.9
	Better understanding of politics/current evernts	5	14.7	14.7	20.6
	change social norms	1	2.9	2.9	23.5
	interest in international affairs	7	20.6	20.6	44.1
	Intrest in Law	4	11.8	11.8	55.9
	Intrest in subject	6	17.6	17.6	73.5
	military	2	5.9	5.9	79.4
	social justice, missionary work, world changing	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

(Figure 6)

The distribution in figure 6 is interesting and diverse. The 7 students that where interested in international affairs all became International studies majors. Figure 6 also shows that a variety of reasons bring students into the major.

Graduate_school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely	17	50.0	50.0	50.0
	Don't Know	2	5.9	5.9	55.9
	Have No Desire	3	8.8	8.8	64.7
	Maybe	12	35.3	35.3	100.0
	Total	34	100.0	100.0	

(Figure 7)

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The graduate school response, seen in figure 7, is on a scale of 1 to 4. 1 meaning the student is definitely planning on attending grad school, 2 means possibly, and 3 means don't know and 4 correlates to having no desire. Figure 7 shows that 85% of students entering the major have a desire to attend grad school.

Traveled_abroad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	6	17.6	17.6	17.6
	yes	28	82.4	82.4	100.0
	Total	34	100.0	100.0	

(Figure 8)

Traveled_where

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asia	3	8.8	8.8	8.8
	Europe	3	8.8	8.8	17.6
	More than one continent	13	38.2	38.2	55.9
	none	6	17.6	17.6	73.5
	North America, outside of USA	9	26.5	26.5	100.0
	Total	34	100.0	100.0	

(Figure 9)

The previous two tables, figures 9 and 10, show the number of students that have traveled to a different country. At the time of this survey 82.4 percent of students had been to a foreign county. Of the students that had been abroad 46.4% have been to multiple Continents. It should be noted that Mexico was a big destination for most students who traveled to North America.

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other_language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	French	2	5.9	5.9	5.9
	German	2	5.9	5.9	11.8
	Japanese	1	2.9	2.9	14.7
	none	13	38.2	38.2	52.9
	Russian	1	2.9	2.9	55.9
	Spanish	13	38.2	38.2	94.1
	Tagalog	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

(Figure 10)

A large portion of students (61.8%) speak another language besides English. The highest proportion of students speaks Spanish.

This final section is based on a scale of 1 (not at all) to 5 (very much). A 0 represents a blank response and 6 means N/A. In the following figures, the questions have shortened. The original question (e.g. how it is in the survey) will precede the table.

I have a deep appreciation for politics:

Appreciation_for_politics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	12	35.3	35.3	35.3
	Some	4	11.8	11.8	47.1
	Very Much	18	52.9	52.9	100.0
	Total	34	100.0	100.0	

(Figure 11)

I have a deep appreciation for the field of Political Science / international studies (depending on major):

Appreciation_for_field_of_POSC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	6	17.6	17.6	17.6
	N/A	1	2.9	2.9	20.6
	Some	5	14.7	14.7	35.3
	Very Much	22	64.7	64.7	100.0
	Total	34	100.0	100.0	

(Figure 12)

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I wish to have a better understanding of global political structures:

Better_understanding_of_global_structures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	7	20.6	20.6	20.6
	N/A	1	2.9	2.9	23.5
	Some	1	2.9	2.9	26.5
	Very Much	25	73.5	73.5	100.0
	Total	34	100.0	100.0	

(Figure 13)

I wish to have a better understanding of American political structures:

Better_understanding_of_American_political_structures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	10	29.4	29.4	29.4
	N/A	2	5.9	5.9	35.3
	Not Much	2	5.9	5.9	41.2
	Some	3	8.8	8.8	50.0
	Very Much	17	50.0	50.0	100.0
	Total	34	100.0	100.0	

(Figure 14)

I understand what a good social science research design is:

Social_Science_research_design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	7	20.6	20.6	20.6
	N/A	1	2.9	2.9	23.5
	Not At A	3	8.8	8.8	32.4
	Not Much	7	20.6	20.6	52.9
	Some	15	44.1	44.1	97.1
	Very Muc	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

(Figure 15)

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I feel that I have good reading comprehension skills:

Reading_Comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	17	50.0	50.0	50.0
	N/A	1	2.9	2.9	52.9
	Not At Al	1	2.9	2.9	55.9
	Some	5	14.7	14.7	70.6
	Very Much	10	29.4	29.4	100.0
	Total	34	100.0	100.0	

(Figure 16)

I feel well trained in writing research papers:

Writing_research_papers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	12	35.3	35.3	35.3
	N/A	1	2.9	2.9	38.2
	Not Much	3	8.8	8.8	47.1
	Some	10	29.4	29.4	76.5
	Very Much	8	23.5	23.5	100.0
	Total	34	100.0	100.0	

(Figure 17)

Count frequency for Exit data.

The following diagrams are counts and distributions of all exit surveys (they are called Cross-tabulations in SPSS). There were a total of 23 surveys that were taken into account. For each of the following figures, the far left of the diagram has the variable "eight or more semesters as a POL major at PLNU". We split this variable into two categories to find counts; semesters as a POL major greater than 7.5 and semesters as a POL major less than 7.5 semesters. The columns represent the possible values for the given variable. The heading tells what variable is going to be counted with respect to how many semesters are spent as a POL major at PLNU.

The first section of cross tabulations is taken from the survey the students took. The students were asked to rate their own abilities on the following criteria. The scale was from 1 to 5 with 1 being the lowest and 5 being the highest. If no students answered a certain value then it does not show up in

the column header. 3 is a good example of this because a few students answered with a 3 for some of the questions, but not all, such is the case of "Understanding of global political structures". A 6 means the question did not pertain to them or they just did not answer.

eight_or_More_semsters_as_POLMajor_at_PLNU * Appreciation_for_politics Crosstabulation

Count

		Appreciation_for_politics			Total
		Much	Some	Very Much	
eight_or_More_semsters_as_POLMajor_at_PLNU	semesters<7.5	3	0	12	15
	semesters>7.5	1	1	6	8
Total		4	1	18	23

(Figure 18)

eight_or_More_semsters_as_POLMajor_at_PLNU * Appreciation_for_field_of_POSC Crosstabulation

Count

		Appreciation_for_field_of_POSC				Total
		Much	N/A	Some	Very Much	
eight_or_More_semsters_as_POLMajor_at_PLNU	semesters<7.5	3	1	0	11	15
	semesters>7.5	2	0	2	4	8
Total		5	1	2	15	23

(Figure) 19)

eight_or_More_semsters_as_POLMajor_at_PLNU * Research_design_skills Crosstabulation

Count

		Research_design_skills			Total
		Much	Some	Very Much	
eight_or_More_semsters_as_POLMajor_at_PLNU	semesters<7.5	8	0	7	15
	semesters>7.5	2	2	4	8
Total		10	2	11	23

(Figure 20)

eight_or_More_semsters_as_POLMajor_at_PLNU * Understanding_of_global_political_structures Crosstabulation

Count

		Understanding_of_global_political_structures			Total
		Much	N/A	Very Much	
eight_or_More_semsters_as_POLMajor_at_PLNU	semesters<7.5	4	0	11	15
	semesters>7.5	1	1	6	8
Total		5	1	17	23

(Figure 21)

eight_or_More_semsters_as_POLMajor_at_PLNU * Understanding_of_American_political_system Crosstabulation

Count

		Understanding_of_American_political_system		Total
		Much	Very Much	
eight_or_More_semsters_as_POLMajor_at_PLNU	semesters<7.5	10	5	15
	semesters>7.5	2	6	8
Total		12	11	23

(Figure 22)

A blank in the following column headers means that no answer was available because this upcoming portion was only asked in certain years.

eight_or_More_semsters_as_POLMajor_at_PLNU * Reading_comprehension Crosstabulation

Count

		Reading_comprehension				Total
			Five	Four	Three	
eight_or_More_semsters_as_POLMajor_at_PLNU	semesters<7.5	7	6	2	0	15
	semesters>7.5	3	4	0	1	8
Total		10	10	2	1	23

(Figure 23)

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eight_or_More_semsters_as_POLMajor_at_PLNU * Research_paper_writing
Crosstabulation

Count

| | | | Research_paper_writing | | Total |
				Five	Four	
eight_or_More_semsters_as_POLMajor_at_PLNU	semesters<7.5	7	4	4	15
	semesters>7.5	3	3	2	8
Total		10	7	6	23

(Figure 24)

We used frequency tabs to show how the answers were distributed in the following figures. The column header "Frequency" is just the raw count of how many times the variable comes up. The "Percent" header is related to the whole set, and this includes invalid responses such as blank entries. The "Valid Percent" header is the more reliable percentage to use, because it excludes invalid responses. To illustrate how the percentage works look at figure 25.

In response to the survey question "how many semesters at PLNU" 15 students said 8 semesters. Since there were 23 total responses the percent is calculated by dividing the frequency by the total responses. In the case of responses to those who answered 8 semesters that would be 15 divided by 23 which is .652 or 65.2%. This is the same value that is in the "Percent" column and "Valid Percent" since there were no invalid responses to this particular question.

TotalSemestersatPLNU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Eight	15	65.2	65.2	65.2
	Four	4	17.4	17.4	82.6
	Nine	1	4.3	4.3	87.0
	Seven	2	8.7	8.7	95.7
	Six	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

(Figure 25)

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TotalSemestersasPOLMajor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Eight	7	30.4	30.4	30.4
	Five	1	4.3	4.3	34.8
	Four	4	17.4	17.4	52.2
	Nine	1	4.3	4.3	56.5
	Seven	6	26.1	26.1	82.6
	Six	4	17.4	17.4	100.0
	Total	23	100.0	100.0	

(Figure 26)

Figure 27 shows how we separated the first section. From the table it is clear why semester>7.5 = 8 total students because it is the sum of 8 semesters plus 9 semesters is 7+1.

Come_into_PLNU_as_POL_majoryesorno

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	8	34.8	34.8	34.8
	yes	15	65.2	65.2	100.0
	Total	23	100.0	100.0	

(Figure 27)

This next section was covered above in the cross tab section, but it is helpful to view the data in respect to all exit surveys.

Appreciation_for_politics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	4	17.4	17.4	17.4
	Some	1	4.3	4.3	21.7
	Very Much	18	78.3	78.3	100.0
	Total	23	100.0	100.0	

(Figure 28)

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Appreciation_for_field_of_POSC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	5	21.7	21.7	21.7
	N/A	1	4.3	4.3	26.1
	Some	2	8.7	8.7	34.8
	Very Much	15	65.2	65.2	100.0
	Total	23	100.0	100.0	

(Figure 29)

Research_design_skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	10	43.5	43.5	43.5
	Some	2	8.7	8.7	52.2
	Very Much	11	47.8	47.8	100.0
	Total	23	100.0	100.0	

(Figure 30)

Understanding_of_global_political_structures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	5	21.7	21.7	21.7
	N/A	1	4.3	4.3	26.1
	Very Much	17	73.9	73.9	100.0
	Total	23	100.0	100.0	

(Figure 31)

Understanding_of_American_political_system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	12	52.2	52.2	52.2
	Very Much	11	47.8	47.8	100.0
	Total	23	100.0	100.0	

(Figure 32)

Reading_comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	43.5	43.5	43.5
	Much	2	8.7	8.7	52.2
	Some	1	4.3	4.3	56.5
	Very Much	10	43.5	43.5	100.0
	Total	23	100.0	100.0	

(Figure 33)

Research_paper_writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	43.5	43.5	43.5
	Much	6	26.1	26.1	69.6
	Very Much	7	30.4	30.4	100.0
	Total	23	100.0	100.0	

(Figure 34)

Prepared_for_grad_school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much	7	30.4	30.4	30.4
	N/A	11	47.8	47.8	78.3
	Some	1	4.3	4.3	82.6
	Very Much	4	17.4	17.4	100.0
	Total	23	100.0	100.0	

(Figure 35)

Prepared_for_next_step_life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	17.4	17.4	17.4
	Much	4	17.4	17.4	34.8
	N/A	4	17.4	17.4	52.2
	Some	6	26.1	26.1	78.3
	Very Much	5	21.7	21.7	100.0
	Total	23	100.0	100.0	

(Figure 36)

Compared_to_POL_majors_from_other_schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More Prepared	8	34.8	34.8	34.8
	Much More Prepared	3	13.0	13.0	47.8
	N/A	5	21.7	21.7	69.6
	Similarly Prepared	7	30.4	30.4	100.0
	Total	23	100.0	100.0	

(Figure 37)

Compared_to_students_from_Capitals_program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Prepared	2	8.7	8.7	8.7
	More Prepared	7	30.4	30.4	39.1
	Much More Prepared	4	17.4	17.4	56.5
	N/A	2	8.7	8.7	65.2
	Similarly Prepared	8	34.8	34.8	100.0
	Total	23	100.0	100.0	

(Figure 38)

The following section looks at how much television and what programs students watched.

policial_programs_on_tv

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	43.5	43.5	43.5
	no	2	8.7	8.7	52.2
	yes	11	47.8	47.8	100.0
	Total	23	100.0	100.0	

(Figure 39)

Hours_per_week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	8.7	15.4	15.4
	1.00	2	8.7	15.4	30.8
	2.00	4	17.4	30.8	61.5
	4.00	1	4.3	7.7	69.2
	5.00	2	8.7	15.4	84.6
	8.00	1	4.3	7.7	92.3
	12.00	1	4.3	7.7	100.0
	Total	13	56.5	100.0	
Missing	System	10	43.5		
Total		23	100.0		

(Figure 40)

Favorite_political_program_or_film

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	43.5	43.5	43.5
	Documentary	2	8.7	8.7	52.2
	News	5	21.7	21.7	73.9
	News Program	2	8.7	8.7	82.6
	None	3	13.0	13.0	95.7
	Talk Radio	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

(Figure 41)