ABSTRACT

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MOBILIZING MARYLAND: A LOOK INTO
THE VOTING TENDENCIES OF STUDENTS
AT THE UNIVERSITY OF MARYLAND

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Team VOTE-CP, Voice of the Electorate – Collegiate Participation, studied voting

behaviors of undergraduate students at the University of Maryland. The team conducted

focus groups and campus-wide surveys to gather information about barriers to voting as

well as students' history and motivations for voting. The resulting quantitative data

helped determine a mobilization tactic that focused on distributing candidate information

and absentee ballots during the 2008 Presidential Election to treatment and control

groups. Statistically non-significant data gives no concrete indication of the tactic's

effectiveness; however, the data from the experiment will provide information and

recommendations to aid in further research regarding youth voting and to increase voter

turnout at the University of Maryland and other universities in the future.

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STUDENTS AT THE UNIVERSITY OF MARYLAND

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Dedication

The research team would like to dedicate its thesis to the Millennial Generation. We are the future.

Acknowledgements

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Chapter 1: Introduction

On July 1, 1971, the United States Congress passed the 26th Amendment, which granted 18- 20-year-old citizens the right to vote. Prior to the passage of this bill, 18 to 20 year-old citizens could fight in wars, but could not cast a ballot to choose their representatives in Congress. Although young citizens 21 years of age and older could already vote, this legislation marked a monumental moment for American youth: the new Amendment increased the number of youth eligible to vote. Young citizens will grow up to represent and contribute to the future of the country. It is important for them to participate in the political process by electing officials who represent them and to express opinions on decisions that will affect the well being of their nation. Citizens who vote in one election are more likely to continue to vote in future elections, so if youth voters become engaged early, they will most likely continue in the political process (Young Voter Strategies 7).

Figure 1.1: Voter Turnout in Presidential Years

Source: CPS November Voting and Registration Supplements, 1972 to 2004.
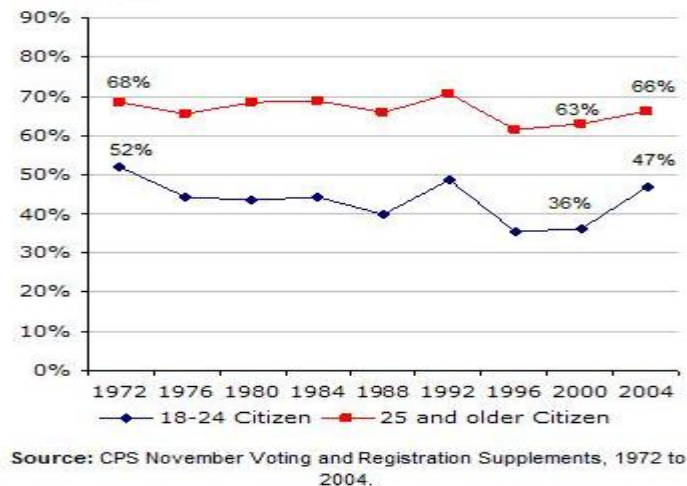
When the research team set out to begin this study, team members noted that voter nonparticipation among youth ages 18- 24 was a major problem in the United States (Bennet 50). The graph in Figure 1.1, from the Center for Information and Research on Civic Learning and Engagement (CIRCLE) compare the voter turnout rates of citizens ages 18- 24-year-olds with that of those who are 25 and older from 1972- 2004. Both graphs display a similar theme; in both instances, voting rates are lower for 18- 24-year-olds than for voters 25 years and older. For example, in 2004, the 18- 24-year-old turnout rate was about 47% whereas the 25+ year-old turnout rate approached 66%. Despite lower rates in the past, the 2004 Presidential election showed voting among youth ages 18- 24 increased by 11 percentage points from 2000, but there is still much room for improvement (Lopez et al. 2). When citizens vote for their representatives in government, they are expressing their opinions of not only the candidate, but also of the candidate's views on various issues, ideals for the country, and for the future. A candidate's political stances on issues such as funding for education, homeland security, and health care directly affect youth. These issues affect the well being of the nation and affect the path the country takes. As mentioned before, the youth are the future citizens in the country and thus, they should participate in making sure that policies are headed in the direction they think will most benefit them.

As previously mentioned, most Americans reach the minimum voting age during their last year of high school or their first year in college. Some citizens drop-out, or reach the age of 18 before or after this time. During the researchers' last year in high school and first year in college, in 2005 and 2006 respectively, the members of VOTE-CP noticed that many of their peers were simply not engaged in the voting process. The

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team members found that many of their classmates and friends did not vote and were disinclined to do so. These observations were alarming, especially considering that the proximity of University of Maryland to Washington, D.C. is a common reason that students attend this university. Washington, D.C. is home to the United States Government, where policies are made, officials work, and issues are decided. Students seek out many government opportunities in the capital, but exercising civic duty was not as common. Also, the team came across some individuals who were very politically active on campus. It was interesting to see how students with similar backgrounds could differ so much in thought process when it came to voting. VOTE-CP wanted to learn the motivations that caused this discrepancy.

In 2008, the nation saw the youth voting rates increase. Data from the election was collected through exit poll numbers as well as Census Bureau numbers. It is important to note that both of the sources are independent and do not always yield the same results. While it is important to realize that all youth turnout numbers are estimates, CIRCLE's November 7, 2008 press release reported, based on exit poll data, that 2008 turnout results were potentially higher than in 1992, which until then had been the highest rate since 1972 ("Youth Turnout Rate Rises to at Least 52%" 1). In 1972, 52% of 18- 24-year-old citizens voted in the Presidential election (Lopez et al. 1). CIRCLE's release also stated 47% of this demographic voted in 2004, but in 2008 increased back up to about 52%, with about a 5 percentage point change since the previous election. According to CIRCLE, the increase in youth voting accounted for at least 60% of the overall increase in the number of votes. This suggests that the youth were mobilized more than any other age group in the 2008 Presidential election.

While CIRCLE examines trends and data from youth across the United States, team VOTE-CP wanted to focus on a specific group of citizens that were easily accessible. Leading up to the 2008 election, VOTE-CP looked into the voting tendencies of students, ages 18- 24, at the University of Maryland, College Park in order to determine if students voted and if there were any ways to mobilize more students to register and vote. Specifically, the research team focused on the factors that motivated students to vote and various voter mobilization tactics that were effective with increasing student turnout. After determining the most common motivations and tactics, the team developed a get-out-the-vote effort in hopes of encouraging more students to vote during the 2008 Presidential election. The following research questions guided the study:

1. What are the voting patterns of the 18- 24 year age bracket at the University of Maryland- do undergraduates vote?

2. If students choose to vote, what are their reasons for voting?

3. If students choose not to vote, what are the reasons for not voting?

4. Can a get-out-the-vote tactic be implemented on campus to encourage voter turnout at the University of Maryland?

5. Can this tactic be adapted and implemented to increase youth voting throughout the United States?

The research questions were developed based on the hypothesis that many students on campus did not vote, but that there would emerge, after conducting this research, a way to mobilize them. In order to begin answering these central research questions, after researching various methods already used to mobilize young people to vote, the team created its own three-phase methodology to test. First, focus groups were

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conducted with University of Maryland undergraduates. These groups explored the voting behaviors of the students to determine what motivated them to vote or not vote. Based on the information gathered from these focus groups, the team created a survey to administer to the larger campus population. The results of the survey served as quantitative support to confirm that the themes from the focus groups indeed applied to the campus at large. These results then led to a get-out-the-vote effort that the team developed and tested on campus during Fall 2008, just in time for the November election. After implementing the tactic in three phases, the team measured the effectiveness of the get-out-the-vote effort to determine its success. The methodology is further discussed in Chapter 3.

As previously mentioned, the team instituted a get-out-the-vote tactic which was developed based on the responses gathered from the focus groups and surveys. This tactic involved handing out information on candidates and on the absentee balloting process to students, in order to determine if provision of these materials would mobilize student voters. After implanting the tactic, the team analyzed the results to find that the mobilization tactic did not have a statistically significant impact on mobilizing students in the test groups. Further results and discussion can be found in Chapters 4 and 5.

While many studies on youth voting have been conducted in the United States, the team's research is original because it focuses on an area that has not specifically been looked into, providing new and fresh information to the field. The team created its methodology specifically for the University of Maryland. The research study focuses solely on the sample of students at the University, and the tactic that the team implemented in the third phase of the research was based on the attitudes and motivations

shared with them by their original sample. The team chose to specifically target the University of Maryland student population by developing survey questions and a mobilization tactic based on the students' opinions. Also, the team itself is comprised of college students. As a group of students conducting research on their peers, the research team offers a unique perspective on the research. As discussed further in the literature review, the team wanted to use peer-to-peer contact methods when researching, as students would be more likely to respond to other students than faculty, staff, or other individuals who take on positions of authority, or to individuals to whom they had no connection.

Throughout the research process, the team looked into past research methods and considered various mobilization tactics that could potentially be used at the University of Maryland. In particular, the team looked for research that corresponded to mobilizing college students. This literature review was used to inform the team's study; however, past research methods were not repeated, but rather were extended upon to cater specifically to University of Maryland students.

It is also important to note that the election year is incredibly important to the study. The 2008 Presidential election was an exciting one in that it was the first election in which an African American was nominated for the Presidential position from a major party. The fact that a woman was chosen as a major party's Vice Presidential candidate also piqued interest in the election for many voters. These and other factors external to the study thus had a great effect on the behaviors of voters.

Over the course of the study, the research team faced many limitations that affected the progress of research, including access to human and financial resources. The

team is comprised of just four members, which limited capacity and ability to access

untapped resources. With only four members, reaching out to 25,000 undergraduates was

difficult. Also, VOTE-CP faced budget constraints as the team primarily relied on the

Gemstone Program for financial support. This limited the scope of the study, as the

sample sizes and mobilization tactic depended on the number of focus groups and

surveys the team could afford to create. With greater resources, both human and

financial, the team may have been able to reach out to more students. They also could

have provided more incentives to study participants. For example, pizza and soda was

offered to all students involved in focus groups. But with more money, the team could

have provided a better incentive to draw more students to the study.

In the third phase of the study, the sample was made up of students in the

Gemstone Program at the University of Maryland. The reasons for electing to use

Gemstone as the study's test group are further outlined in Chapter 3. Gemstone students

do not necessarily constitute a representative sample of the University's undergraduate

population, since the program is comprised of the highest-achieving incoming students in

the Honors Program at the University. While the team would have liked to use a test

group that represented the university's entire student body, the selection of Gemstone as

the test group, though necessary, represent a limitation on the results of the study. The

data is still useful however, as the students in the Gemstone Program represent a sample

of students at the University of Maryland. They come from varied backgrounds, majors,

and states, but are all enrolled at the university. Despite the fact that this isn't necessarily

a representative cross-section of students, as a sample of the student body they still

provide insight into the university population.

The University of Maryland is the only campus on which the team conducted research, so another limitation to the study is the setting. Initially, the team hoped to conduct similar studies at a number of different college and university campuses, so as to obtain results that would better reflect the country's population at large. With more time and financial resources, the study could be adapted to more campuses across the country. When the results of this study are analyzed, they can only be applied to the undergraduate population at the University of Maryland. However, the findings pertaining to the University of Maryland can be used to raise questions, inform future research, and even make recommendations to this and other universities for mobilizing students for future elections.

The research team hopes to share its findings with other universities and interested groups around the United States. While the issue of student voting is broad and complex, the team was able to narrow down general voting behaviors of college students and reasons as to why students do or do not vote.

Chapter 2: Literature Review

Existing research in the field of youth voting helped establish background information and the rationale for this original research project. Existing data on youth voting helped define the scope of the national problem, and also suggested potential effective tactics to encourage students to vote. Such tactics included incorporating technology into mobilization efforts, face-to-face canvassing, and phone calls. These tactics may be useful in increasing voting on the University of Maryland campus as well as at other college campuses across the country (Lopez & Grayson 1). Information on students' attitudes towards voting was vital in preparing focus group questions and determining which specific factors were most important and influential on campus. The articles on past successful and unsuccessful mobilization tactics helped to determine the intervention used for this research project. The following information gathered in the literature review is organized into several categories:

- general trends in youth voting

- youth attitudes about political engagement

- college students' voting trends and attitudes

- the registration and voting process

- mobilization tactics to increase registration and turnout

- experiences on the University of Maryland campus

- learning from other campuses

- and finally the 2008 election

2.1 General Youth Voting Trends

2.1.1 Generally Low and Declining Rates of Youth Voter Turn-out

The voting rates among 18 to 24 year olds have generally declined with each

presidential election since the first available figures in 1972, according to the data from

the U.S. Census Bureau. The exceptions to the decline in voting rates were a small

increase in the 1992 election, a larger increase in 2004, and an even larger increase in

2008 (according to exit poll data). Youth voting rates, however, lag behind those of older

demographics by nearly 20 percentage points (Lopez et al. 4).

2.1.2 Difficulty in Reporting Valid Results

The decline in the youth vote has been studied extensively, but it has always been

difficult for researchers to precisely measure the turnout rates of this demographic. Age

is not recorded on any official voter counts (except in North Carolina), and all estimates

of the voting numbers from any particular demographic, including the youth

demographic, are based primarily on surveys (exit polls and Census surveys). While

surveys can be accurate, their validity depends largely upon the honesty of participants

and can vary when different methodologies are used (Lopez et al. 3).

2.1.3 Voting Early Translates To Voting Later

Research shows that "initial mobilization makes for repeat voters" (Young Voter

Strategies 7). In fact, a study by David Nickerson in 2004 found that "if you get a person

to vote in one election, they will be 29 percent more likely to vote in the next election"

(Young Voter Strategies 7). Also, turnout likelihood increases with life experience and

educational achievement however, young people are likely to skip their first couple of

eligible elections (Vandenbroek 6). If a citizen begins voting at 18, she or he is more

likely to be a repeat voter and perhaps a lifetime participant; voting early translates to

voting later.

2.1.4 Defining Characteristics of the Millennial Generation

18- to 24-year-olds are often categorized as "young people" and therefore

perceived in a certain way. However, research has shown that not all "young people" are

alike; as each individual is different, so is each generation. Today's young people have

different attitudes, values and beliefs than the youth of the Baby Boomer generation (born

in the 40's- 50's) and of Generation X (born in the 60's-70's). The article, "The

Millennial Pendulum; A New Generation of Voters and the Prospects for a Political

Realignment" published in February 2009, outlines the trends and defining characteristics

of the youngest voter generation to date, the Millennials. The Millennial generation

consists of those young people coming of age to vote in the 2000's, the current 18- to 29

year-old age bracket. The study shows "a dramatic shift in young Americans. They are

more liberal, more Democratic, more tolerant of others and more trusting of American

Institutions than their elders. It appears that we are witnessing a 'cohort change' in this

new generation" (Levine, Flanagan & Gallay 15).

2.1.4.1 Stereotype of Young Voter Apathy

Historically, youth voters have been stereotyped and stigmatized as cynical, lazy

and apathetic. In the video, "*The Latest Generation*," several prominent researchers

discuss the idea of the 'Millennium Pendulum,' comparing the last young generation,

Generation X, those coming of age in the late 80's and early 90's, with Millennials

(Howe et al.). Many pundits, like Chris Matthews or Brian Williams, and older citizens

have implied that the youth could not be counted on to come out and vote and portrayed

them in an unflattering light, saying that youth were irresponsible or calling them a lost

cause ("Luke Russert on the Youth Vote"). However, the "Millennium Pendulum"

research and the turnout and participation of youth across the country have shattered these labels and misnomers.

2.1.4.2 Positive Portrayal and Outlook of Millennials
    "The Millennial Pendulum", in conjunction with the New America Foundation, found that the Millennial generation is the most positive, progressive, liberal and democratic age group yet. Findings show that the Millennial generation is far more communal and cohesive than previous generations—the individuals in the generation identify better as part of the group than previous generations have. The Millennial generation is more community oriented with involvement in community service and increased attachment to family and family values (Levine et al.16).

2.2 General Youth Attitudes and Trends in Civic Engagement
    As with any other generation, young people today have their own attitudes and perceptions of the world around them. Since these unique attitudes can affect young peoples' voting behavior, some studies attempt to describe some the major themes that are often common throughout the demographic.

2.2.1 Low Party Identification
    Overall, younger voters "exhibit low interest in politics, weak party identification and low probability to turn out in elections" (Vandenbroek 2). One study pointed out that "strong party identifiers exhibit the highest turnout rates" (Vandenbroek 3). Yet, adults under thirty-five are significantly more likely than other age groups to self-identify as independents (Vandenbroek 5). Therefore many young people may be apathetic because they do not identify with any particular party.

2.2.2 Apathy

      Apathy is a state of uncaring or indifference, or lack of emotional investment. Disinterest towards voting is a factor that may play a role in low rates of voter turnout. Many get-out-the-vote efforts are thus geared towards getting more young people excited about voting, but it is a difficult task to accomplish since opting to vote is highly dependent on personal viewpoints. If a voter is passionate about a candidate, then the individual is more likely to cast a ballot (Vandenbroek 15) . Strong feelings supporting a candidate are not the only contributors to voting; In fact, research has shown that feeling very strongly against a candidate also increases an individual's likelihood to vote (Vandenbroek 15).

2.2.3 Trust In Government

      Young people's confidence in government is a difficult factor to gauge. A report by CIRCLE in 2006 on the "Civic and Political Health of the Nation" asserts that "young people have lost trust in government" based on the "big drop in confidence since 2002" (Lopez et al. 4). This study also shows that in 2002 "young Americans appeared to be highly favorable toward government... about two-thirds of people between the ages of 15 and 25 felt that government should do more to solve problems" and this was consistent in 2006 (Lopez et al. 21). The Millennial Pendulum Research shows that confidence in government shifts over time in every age group, for example increased trust during the Reagan years, decreasing with the Bush administration and rising again in the Clinton administration. (Levine et al. 12). However, it is important to note that young people are more 'trusting' than their adult counterparts overall. "Today's young people place unusually high confidence in several major institutions, including business, Congress, and labor unions. They are more confident about these institutions than average

Americans are today, and more confident than two important earlier cohorts were when *they* were young" (Levine et al. 13).

2.2.4 Focus On Community Service Rather Than Voting

Young people's decreasing interest in politics, shown by the declining rates of youth voter turnout from 52 percent in 1972 to 36 percent in 2000 and 47 percent in 2004, has been contrasted with an increase in the rate of community service in the same age bracket of 18 to 24 year olds (Lopez, Kirby, Sagoff & Herbst; Levine et al. 15). Young people today are more likely to participate in community service than young people 30 years ago, with rates of involvement rising from around 20-25 percent in 1976 to 30-35 percent in 2004 (Levine et al. 15). It is also important to note that college students are more likely to engage in community service than their non-college attending peers, with engagement increasing with level of education, (Lopez & Elrod, 1). This relationship between the declining youth voter turnout and rising community service involvement has been termed as the "scissor effect." It is theorized that young people believe that other avenues of civic engagement are more effective than voting, which has led to an increase in community involvement activities such as volunteer work (Longo 2).

2.2.5 Youth Interest in Politics

A study by the Cooperative Institutional Research Program published in 2009, showed that current college freshmen had higher levels of political engagement than students in previous years. In 2008, 35.6 percent of freshmen interviewed stated that they had discussed politics on a frequent basis, an all-time high since the annual survey began in 1966. 2008 also had the highest percentage for college freshmen who said that they

"frequently or occasionally had discussed politics in election years" since 1988 with a high of 85.9 percent (Marklein 9).

2.3 College Students' Voting Trends and Attitudes

The term "youth" in much of the previously discussed research refers to young people both in college and not in college. Studies have indicated differences in voter turnout between college students and non-college youth. Since 1984, young people who have never attended college have consistently been less likely to vote than those who have had at least some college (Lopez and Elrod 5). Therefore, many research studies have tried to determine why college students, specifically, tend to be more engaged than their non-college attending peers.

2.3.1 College Correlated with Voting

Research has shown that attending college is positively correlated with youth voting (Jarvis, Montoya, & Mulvoy 3). One theory is that access to political knowledge and factors that encourage civic engagement are embedded in the campus community. For example, at the University of Maryland, there are many political organizations and clubs and events that encourage students to learn about the candidates. During the 2008 Presidential election, there were even debate and election-night watch events for the entire student body.

2.3.2 College Students Compared To Non-College Attending Youth

In the article, "College Attendance and Civic Engagement among 18 to 25 Year Olds," by Mark Hugo Lopez and Brent A. Elrod, the authors examined the civic engagement behaviors of youth both in and out of college. This research examined aspects such as community service, volunteering, voting behaviors and electoral

participation of young people, both in and out of school, and compared the results across

the activities. This analysis demonstrated that college graduates and current college

students were more involved across the board than their non-college counterparts.

However there were some areas such as protest activities, in which those who did not

attend college were more likely to involved. Also, gender differences existed; for

example, young female college graduates outscored their male counterparts on nearly

every measure, and also seemed to surpass almost all other groups on many of the

variables. However, young men who did not attend college tended to be more involved

than the women in their community.

This research gives perspective on the young college student population compared

to the rest of the age demographic that does not attend school, and shows both the

differences and the similarities. It is especially important to consider in relation to the

VOTE-CP study because the project focuses on college students rather than all young

people.

2.3.3 Students, Mobilization, and the Voting Process

College Students in the 2004 Election, by Richard Niemi and Michael Hanmer,

was the "first national, post-election study focused on college student registration and

turnout in a presidential election" (1). The researchers conducted 1,200 phone interviews

with youth from across the nation who were enrolled in college during November 2004.

The study found that record numbers of mobilization efforts were in effect to reach youth

leading up to the 2004 Presidential Election. The researchers reached many conclusions

about the participation, behaviors, and attitudes of young voters.

First, the researchers concluded that "mobilization was high" and that "college groups played a role in getting students registered." The study found that a majority of mobilization interactions were made through on-campus organizations that contacted students through personal face-to-face interaction, phone, email, and mail. The subjects also responded that they themselves helped mobilize other students, with about 62 percent responding that they had contacted peers to encourage them to vote.

The study also found that political parties were active in mobilization efforts on campuses across the country, especially in battle ground states. Despite obstacles in contacting the college student population, which tend to be mobile and less accessible than older populations, 47 percent of students said that they had been contacted by a political party before the election. In battleground states, these numbers were as high as 57 percent, compared to 41 percent in non-battleground states.

Niemi and Hamner found that college students nationwide are more frequently registered to vote at their home address. Of those registered, over two thirds, 67 percent, are registered at home and 78 percent of them preferred to be registered there. Similar results were found by Maryland Votes, a group that studied the University of Maryland, in the 2004 election.

Two noteworthy findings from the after-election interviews involved student confidence in the voting process but significant concern about the counting of the votes in light of the 2000 election recount. The student feedback from the interviews also showed that college student voters supported candidate John Kerry over George W. Bush, 56 percent to 43 percent.

The important conclusion from this research is that students are active and engaged in the election process, they care about issues, and talk about politics on a regular basis. The important lesson for future researchers to take away from the 2004 survey is that college students can be mobilized and can be a viable resource to explore (Niemi and Hanmer 7).

2.4 Registration and Voting Process

2.4.1 Ease of Voting Process

Students' perceptions surrounding the difficulty and inconvenience of voting may have an effect on voter turnout. A study published by CIRCLE shows that making voting easier leads to higher voter turnout. Tactics such as Election Day registration, unrestricted absentee voting and mail-balloting showed to have a statistical significant impact on the youth turnout rates (Fitzgerald 16). States with less restrictive voting procedures tend to have more young voters. This was an issue on the University of Maryland campus during the 2006 midterm elections. Due to a shortage in polling machines, the polls at the Adele H. Stamp Student Union experienced very long lines. Some students waited up to three hours just to cast their ballot. Many students left without voting in order to attend classes or because of other previous commitments. Had procedures been more organized, the voter turnout on the campus might have been higher.

2.4.2 Obstacles to Student Voting

Long lines to vote are not a problem faced only on the University of Maryland campus; they seem common on other campuses as well (Powell 1-2). In addition to long lines, college students across the country face other difficulties when trying to vote.

Some obstacles that students face include vague residency laws that can be confusing or misleading. For example, the article discusses an incident that occurred at Virginia Tech, located in Blacksburg. Officials in Blacksburg released information that implied students risked losing their scholarships and their insurance coverage under their parents if they registered to vote in Blacksburg. This misleading information prevented many students from registering on-campus. Also, photo-ID laws make it difficult for students to vote. As one student stated, "If I have a Georgia driver's license, but I attend Ohio State University, they won't let me use my Georgia ID, even though I have the legal right to vote in Ohio because I've lived there for more than 30 days and I contribute to the tax base there" (Powell 2). One school has overcome this problem through another way. At Oberlin College in Ohio, every student receives a utility bill reflecting utilities they already paid for with their tuition so that they could use this documentation as proof of residency when either registering to vote or voting (Powell 1-2).

Another reason for low turnout rates among young people is residential mobility – young people are constantly moving and this "social disruption leads to lack of community entanglements and difficulty in registration" (Vandenbroek 6). Furthermore, "young people tend to invest their energies on 'inward' pursuits, namely building a career and finding a spouse, rather than 'outward' considerations such as political involvement" (Vandenbroek 6).

2.5 Registration and Turnout Tactics

Many different registration and turnout tactics have been implemented and tested over time. The following matrices are a summary of some of the studies of registration and young voter mobilization. Figure 2.1 organizes research by their partisan or non-

partisan nature. Figure 2.2 shows the breakdown of cost per new vote in an election.

Figure 2.3 shows the quantified impact of various methods of mobilization.

2.5.1 *Themes of Successful Turnout Tactics*

The studies discussed in figures 2.1, 2.2, and 2.3 present some of the most

effective mobilization methods and the central themes to consider in youth voting

research. For example, many of the effective tactics required person-to-person

contact. Person-to-Person contact is one of the most important themes to note in

mobilization research because it can make the difference between a person voting or not

voting.

The research indicates that both partisan and non-partisan efforts can increase

voter turnout, so it is relevant to examine each of them. The research also shows that

several of the most significant turnout increases result from policy-level changes,

including election-day registration, voting by mail, and non-partisan informative mailings

in conjunction with extended poll hours. While partisan outreach efforts and top-down

government legislation are not turnout methods that can be implemented by researchers,

it is still to beneficial to understand the reasons behind the successful turnout increases.

Figure 2.1: Partisan and Non-Partisan Efforts

Partisan and Non-Partisan Efforts	Partisan	Non-Partisan
Mail	- To Indian-Americans: $40 plus overhead per vote, one per 91 contacts (Trivedi 2005, as cited in Young Voter Strategies) - To Latinos: $100-$150 per vote, with minimal impact; results barely quantifiable (Ramirez 2005, as cited in Young Voter Strategies) - $200 per vote, one per 600 recipients (Gerber 2004, as cited in Young Voter Strategies) - In VA,2005, had no impact (Malchow 2005, as cited in Young Voter Strategies) $200 per vote, one vote per 600 recipients (Green and Gerber 2004, as cited in Young Voter Strategies)	- In VA in 2005, had no impact on turnout (Malchow 2005, as cited in Young Voter Strategies) - Mailed Sample ballots led to 7 percent increase among 18-24 year old registered voters, 4 percent increase among registrants w/o high school diplomas. Mailed polling place info led to 3 percent increase in those w/o high school diplomas. Mailing both sets of info plus extending polling hours led to 10 percent increase in 2000 among 18-24 year olds. (Wolfinger, Highton, and Mullin 2004) - Absentee Ballot Request Mailers get $15.65 per vote, $8 per vote under age 30. One vote per 21 contacts (Mann forthcoming, as cited in Young Voter Strategies)
Leaflets	- $14 plus overhead per additional vote; one additional vote per 66 contacts (Green and Gerber 2004, as cited in Young Voter Strategies)	- One vote per 200 contacts, $43 plus overhead per vote (Gerber and Green 2000, as cited in Young Voter Strategies)
Door-to-door canvassing	- Requires in-person contact; one additional vote per 13 attempts,$10.40 per vote (Arceneaux 2006, as cited in Young Voter Strategies)	- Requires talking to someone in the household; $19 plus overhead per additional vote, one vote per 14 contacts. (Green and Gerber, 2004, as cited in Young Voter Strategies)
Phone Outreach	- Election-day reminder calls turned out one per 20 contacts; $11.61 per vote (Green 2004, as cited in Young Voter Strategies) - Volunteer Phone Banks: additional votes cost $26 plus overhead each, with one successful vote per 26 contacts (Nickerson 2006, as cited in Young Voter Strategies) - Volunteer Phone banks: $26 per vote, one additional vote per 29 contacts (Nickerson 2005, Nickerson, Friedrichs, and King 2006, as cited in Young Voter Strategies) - Bilingual Volunteer Phone Banks: $22 per additional vote, one per 22 contacts (Ramirez 2005, as cited in Young Voter Strategies) - Bilingual Volunteer Student Phone Banks: $27 per vote, one per 45 contacts (Wong, 2005, as cited in Young Voter Strategies) - Professional Phone Banks: $10.50 per vote, assuming contact is made with 50 percent of attempts, which was overall average (Arceneaux 2006, as cited in Young Voter Strategies) - Robocalls (Automated Phone Banks): $275 per vote, one vote per 2800 people (Ramirez 2005, as cited in Young Voter Strategies)	-
Outreach Efforts	-	- Youth focus from local party groups: those groups who reported sharp youth focus also reported: very successful programs, 14 percent, not at all successful, 12 percent. Most reported moderate success. Higher levels reported by Republicans than Democrats. Self-report data. (Shea and Green 2007)
Pledge Cards	- With two types of pledge cards, with sentence prompts and without sentence prompts (prompting for a reason to vote). The cards were mailed back to them just before the elections; completed sentence prompts made voting more likely, and the prompt was a bigger predictor than demographic factors (Burgess et al 2000).	-
Presence at Polls	-	- Party presence at the polls garnered one new voter per 15, but still being analyzed (Adonizio forthcoming, as cited in Young Voter Strategies)
Election day Efforts--policy	-	- Election Day Registration: increases youth turnout by 14 percent in presidential, 4 percent in midterm elections (Fitzgerald 2003, as cited in Young Voter Strategies) - Allowing voting by mail—only in Oregon. Higher youth turnout by 40 percent during presidential, but this could be attributed to factors unique to Oregon. (Fitzgerald 2003, as cited in Young Voter Strategies) - Unrestricted absentee voting: 4 percent higher youth turnout in midterm congressional elections (Fitzgerald 2003, as cited in Young Voter Strategies)

Figure 2.2: Breakdown of Cost per New Vote in an Election

Cost	$0-25 per additional vote: low cost	$25-$50: moderate cost	$100+: high cost
Mail	- Nonpartisan Absentee Ballot Request Mailers get $15.65 per vote, $8 per vote under age 30. One vote per 21 contacts (Mann forthcoming, as cited in Young Voter Strategies)	- Partisan mail to Indian-Americans: $40 plus overhead per vote, one per 91 contacts (Trivedi 2005, as cited in Young Voter Strategies)	- Partisan mail to Latinos: $100-$150 per vote, with minimal impact; results barely quantifiable (Ramirez 2005, as cited in Young Voter Strategies) - Partisan mail cost $200 per vote, one per 600 recipients (Gerber 2004, as cited in Young Voter Strategies)
Leaflets	- Partisan leaflets: $14 plus overhead per additional vote; one additional vote per 66 contacts (Green and Gerber 2004, as cited in Young Voter Strategies)	- Non-partisan leaflets: one vote per 200 contacts, $43 plus overhead per vote (Gerber and Green 2000, as cited in Young Voter Strategies)	-
Door-to-door canvassing	- Partisan Door-to-door canvassing: Requires in-person contact; one additional vote per 13 attempts,$10.40 per vote (Arceneaux 2006) - Non-partisan Door-to-door canvassing: Requires talking to someone in the household; $19 plus overhead per additional vote, one vote per 14 contacts. (Green and Gerber 2004, as cited in Young Voter Strategies)	-	-
Phone Outreach	- Election-day reminder calls turned out one per 20 contacts; $11.61 per vote (Green 2004, as cited in Young Voter Strategies) - Partisan Bilingual Volunteer Phone Banks: $22 per additional vote, one per 22 contacts (Ramirez 2005, as cited in Young Voter Strategies) - Partisan Professional Phone Banks: $10.50 per vote, assuming contact is made with 50 percent of attempts, which was overall average (Arceneaux 2006, as cited in Young Voter Strategies)	- Partisan Volunteer Phone Banks: additional votes cost $26 plus overhead each, with one successful vote per 26 contacts (Nickerson 2006, as cited in Young Voter Strategies) - Partisan Volunteer Phone banks: $26 per vote, one additional vote per 29 contacts (Nickerson 2005, Nickerson, Friedrichs, and King 2006, as cited in Young Voter Strategies) - Partisan Bilingual Volunteer Student Phone Banks: $27 per vote, one per 45 contacts (Wong, 2005, as cited in Young Voter Strategies)	- Robocalls (Automated Phone Banks): $275 per vote, one vote per 2800 people (Ramirez 2005, as cited in Young Voter Strategies)

Note: No studies were found that fell in the $50-$100 per vote range

Figure 2.3: Quantified Impact of Various Methods of Mobilization

No quantifiable impact	Less than 1 percent	1 percent up to 4 percent	4 percent up to 10 percent	10 percent +
- Partisan Mail To Latinos: $100-$150 per vote, with minimal impact; results barely quantifiable (Ramirez 2005, as cited in Young Voter Strategies) - Partisan and Non-partisan Mail In VA,2005, had no impact (Malchow 2005, as cited in Young Voter Strategies)	- Robocalls: $275 per vote, one vote per 2800 people (Ramirez 2005, as cited in Young Voter Strategies) (0.3 percent) - Partisan Mail $200 per vote, one per 600 recipients (Gerber 2004, as cited in Young Voter Strategies) (0.167 percent) - Partisan Mail $200 per vote, one per 600 recipients (Gerber 2004, as cited in Young Voter Strategies)	- Partisan Mail To Indian-Americans: $40 plus overhead per vote, one per 91 contacts (Trivedi 2005, as cited in Young Voter Strategies) (1.1 percent) - Partisan leaflets: $14 plus overhead per additional vote; one additional vote per 66 contacts (Green and Gerber, 2004, as cited in Young Voter Strategies) (1.5 percent) - Partisan Bilingual Student Volunteer Phone Banks: $27 per vote, one per 45 contacts (Wong 2005, as cited in Young Voter Strategies) (2.22 percent) - Partisan Volunteer Phone Banks: $26 plus overhead, one per 26 contacts (Nickerson 2006, as cited in Young Voter Strategies) (3.8 percent) - Partisan Volunteer Phone Banks: $26 per vote, One per 29 contacts (Nickerson 2005, as cited in Young Voter Strategies), (Nickerson, Friedrichs, and King 2006, as cited in Young Voter Strategies) (3.4 percent) - Mailed polling place info led to 3 percent increase in those w/o high school diplomas in 2000 among 18-24 year olds. (Wolfinger, Highton, and Mullin 2004)	- Partisan Bilingual Volunteer Phone Banks: $22 per vote, one per 22 contacts (Ramirez 2005, as cited in Young Voter Strategies) (4.5 percent) - Nonpartisan Absentee Ballot Request Mailers get $15.65 per vote, $8 per vote under age 30. One vote per 21 contacts (Mann forthcoming, as cited in Young Voter Strategies) (4.7 percent) - Non-partisan mail: Mailed Sample ballots led to 7 percent increase among 18-24 year old registered voters, 4 percent increase among registrants w/o high school diplomas (Wolfinger, Highton, and Mullin 2004) - Election-day reminder calls turned out one per 20 contacts; $11.61 per vote (Green 2004, as cited in Young Voter Strategies)(5 percent) - Party presence at the polls garnered one new voter per 15, but still being analyzed (Adonizio forthcoming, as cited in Young Voter Strategies)(6.7 percent) - Election Day Registration: increases youth turnout by 4 percent in midterm elections (Fitzgerald 2003, as cited in Young Voter Strategies) - Unrestricted absentee voting: 4 percent higher youth turnout in midterm congressional elections (Fitzgerald 2003, as cited in Young Voter Strategies)	- Election Day Registration: increases youth turnout by 14 percent in presidential elections (Fitzgerald 2003, as cited in Young Voter Strategies) - Allowing voting by mail—only in Oregon. Higher youth turnout by 40 percent during presidential, but this could be attributed to factors unique to Oregon. (Fitzgerald 2003, as cited in Young Voter Strategies) - Non-partisan mail: Mailed Sample ballots and polling place information (both sets) PLUS extending polling hours led to 10 percent increase in 2000 among 18-24 year olds. (Wolfinger, Highton, and Mullin 2004) - Youth focus from local party groups: those groups who reported sharp youth focus also reported: very successful programs, 14 percent, not at all successful, 12 percent. Most reported moderate success. Higher levels reported by Republicans than Democrats. Self-report data. (Shea and Green 2007)

2.5.2 Registration Effect on Turnout

The New Voters Project is a nonpartisan effort to register young people launched by the Student Public Interest Research Groups (PIRG) in 2003. The New Voters Project attempts various tactics to reach out to the youth. The group developed a nonpartisan network of over 1000 partners across the nation, including MTV's Rock the Vote, Campus Compact, and Project Vote, and held many registration drives in different areas. On college campuses, the New Voters Project worked with the college presidents and student governing bodies to make the voter registration process visible and accessible. By including voter registration in activities like freshmen orientation and in frequented places like dining halls, they registered almost 197,000 students on campuses in six states. To reach out to the youth who were not on college campuses, the New Voters Project held registration drives in malls, at sporting events, and at festivals. Finally, the group also visited high schools to register graduating seniors. The high school outreach program alone registered 15,000 students (Smith et. al 173).

After creating its database of registered voters, the New Voters Project contacted young voters via telephone and door-to-door. Since voting among youth in 2004 increased by 11 percentage points, the New Voters Project deemed their tactics successful. In 2008, the group had the goal of increasing turnout of 18 to 24 year old voters by five percentage points in swing states during the election cycle. To reach their goal, the New Voters Project registered 340,000 youth and contacted 529,000 young registered voters about going to the polls three weeks before Election Day. This demonstrates that these tactics are important to consider because a major step in increasing the youth vote is first increasing the youth registration. If a student is not registered, they will not be able to vote. Also, when targeting youth, both students and

non-students, focusing on the locations where they are likely to be is an easy way to establish contact with them.

2.5.3 Technology

Technology, specifically the advent of global communication through cell phones, computers and the internet has revolutionized the way the world lives and is a central aspect of daily life for many people. Therefore, it is important to study the role it plays in the election process and youth voting. Technology has not only changed the way elections and campaigns are run but also the way that people, especially young people, access information about politics (Hesseldahl, MacMillan, and Kharif). While there is much more research to be conducted on this topic, technology is a crucial component of youth voting research.

2.5.3.1 Computers and the Internet

The internet provides an immense amount of information at the touch of a button. Candidates have their own official websites where one can find factual information on their stances on issues. Blogs are also popular as they allow people to write their own opinions. E-voting, or voting over the internet, could potentially increase voter turnout (Feldmann). Finally, there are also many social networks such as Facebook, MySpace, Twitter, and Xanga.

2.5.3.2 Social Networking Sites

Social networking sites are web pages that large groups of people can access to share information and interact with friends. Sites such as Facebook and Myspace market themselves as 'a social utility that connect people with friends and others who work, study and live around them'. The article "*The Political Impact of Facebook: Evidence from the 2006 Midterm Elections and 2008 Nomination Contest*" by Christine Williams

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and Girish Jeff Gulati examined the impact Facebook had on the election outcomes in 2006 and 2008. The study focused on "the relationship between candidates' number of Facebook supporters and their vote shares in these contests" (Williams and Gulati 2).

While the effects of social networking sites like Facebook are still new and largely unknown, there have been some significant findings to predict strong correlations between online support and real results in the elections. For instance, "in 2006, the candidates' Facebook support had a significant effect on their final vote shares" (Williams and Gulati, 2).

One creative way of reaching out to the youth was through applications like virtual campaign buttons. For example, a Massachusetts high school student put a virtual "'I support Obama' button on his Facebook page, and within 24 hours, 400 other students had followed suit" (Carlin 6).

In 2008, Facebook seemed to have an even bigger impact in the election process and results. "The results… seem to indicate that Facebook matters even more than candidate visits and television ad buys... and there is a very strong and highly significant relationship between actual vote share and Facebook support among 18-24 year olds" (Williams and Gulati 14).

The conclusion of the study found that social networking sites like Facebook have a significant impact on the election process and outcome. Facebook users' shows of online support matched their actual turnout for candidates. At the very least, the study concluded that Facebook support correlates with actual support, especially among the 18-29 year-old age bracket. This is especially noteworthy and important "particularly for the youngest age cohort, which in 2008 shows signs of upending historical patterns and

conventional wisdom about its political participation" (Williams and Gulati 2) with record-breaking turn-out.

2.5.3.3 Informative CD's

Another tactic that incorporated the use of technology distributed informative CDs to test subjects. In one study, a representative sample of California youth aged 16-29 received such informative CDs, containing information about the candidates and the election. Two versions of the CDs were used – the "adult" version, in which the information was delivered in a more formal manner, and the "youth" version which was more interactive, with puzzles and quizzes. Both CDs were successful in increasing voter turnout, and the youth version was even more successful than the adult version. The use of technology was effective in reaching out to a computer-savvy generation (Iyengar and Jackman 3). Although this study was not specifically targeted towards college students, most college students are adept with the use of such technology, so making use of a similar tactic may be especially helpful in educating the particular group of 18 to 24 year olds.

2.5.3.4 Text Messaging

For the 2008 election, text messaging via cell phones played a role in mobilizing young voters. A study showed that "voter turnout in 2006 increased 4 percent when people received voting reminders via text messages. Simple, to-the-point messages yielded a 5 percent increase" (Carlin 8). However, more impressive was the cost of text messaging. The success of phone banks and text messaging was similar, but the cost was enormously different. Phone banks cost about $20 per vote while text messages were only $1.56 per vote (Carlin 8).

2.5.4 Personalized Contact

Many mobilization tactics that have been successful have utilized personal

contact, meaning direct person to person contact, whether it is face-to-face interactions or

phone conversations.

2.5.4.1 Importance of Personal Connection

It is important to differentiate personal contact from personal connection. While

simple peer to peer contact is helpful, it is not as beneficial as a significant, meaningful

personal connection. A meaningful interaction will have more of an impact than a brief

encounter. In the study, *Getting out the Vote among Asian American Young People and*

Adults in Los Angeles County: A Field Experiment, researchers contacted participants by

phone or by mail to remind them of the upcoming election. The study focused on one

specific racial group in one specific area - Asian Americans in Los Angeles County. The

study showed the importance of personal connection; the researchers and the participants

were all Asian-American and evidence suggested that the perception of a bond or

likeness in personal contact was extremely vital to the success of the mobilization effort.

The results of the study indicated that the youth had a greater increased turnout than older

voters, but the results were not statistically significant, so the study concluded that the

phone and mail tactics were not successful in this case. However even though this tactic

was not considered successful or specifically directed to college students, the study still

provided information that may useful when considering different mobilization tactics.

2.5.4.2 Quality of Contact More Important Than Content of Message

Researchers Donald Green and Alan Gerber of Yale University conducted many

studies on youth voting over the years. One report, "*Young Voter Mobilization Tactics*"

published by CIRCLE and Young Voter Strategies presents a compilation of several of

Green and Gerber's studies, along with other researchers' mobilization tactic studies. As

discussed previously in this chapter, a common theme in effective mobilization is

personalized contact. Researchers tested different methods including automated phone

calls and direct mail and found that they were not effective in turning out young voters.

Instead, the most effective method in mobilizing a new voter was "an in-person door

knock by a peer" and the second most effective method was the use of "phone banks with

longer, chattier phone scripts or volunteers making the calls" (Young Voter Strategies 5).

Essentially, the personal and interactive tactics were more effective in turning out young

voters. Different messages were tested to see which was more effective, but it was found

that the context of the message did not make a difference. Rather it was the quality of the

contact that made a significant difference in mobilizing the voter, not the content.

Personal contact and interaction are the most effective elements in successfully turning

out young voters.

2.5.5 Get-Out-The-Vote Canvassing

Canvassing is consistently used by campaigns, political parties, and community

groups as a way to increase voter turnout. Donald Green and Alan Gerber of Yale

University conducted a study during the 2000 election cycle to see whether such

canvassing methods are effective. Through randomized field experimentation, the

research team developed a methodology by which to gauge the effectiveness of such

tactics in youth-oriented GOTV campaigns.

Overall, these experiments suggest that mobilization campaigns impel young

citizens to vote. For some young voters, nonpartisan contact is more influential than

partisan contact. While the act of contact itself is most important, the issue of trust in the message also plays a part. Youth recognize that the election is important, but due to the cyclical nature of electoral politics, they are historically detached from the process. Nonpartisan GOTV campaigns can serve to mediate some of these issues.

2.5.5.1 Phone Canvassing

Phone and text messaging efforts have some effectiveness in mobilizing young voters depending on the quality of contact. Personal and interactive tactics are more effective in turning out young voters. "Phonebanks with longer, chattier phone scripts or volunteers making the calls" are the second most effective method in mobilizing young voters (Young Voter Strategies 5). The quality of the contact makes a significant difference in mobilizing the voter, not the actual message. Different messages have been tested to see which were more effective, and it was found that the context of the message did not make a difference.

The timing of the phone call did make a difference. Reminder calls made on Election Day turned out one vote for every 20 contacts. The cost of the tactic was $11.61 per vote (Young Voter Strategies 19). Phone calls made by volunteer phone banks before the election turned out one vote for every 26 contacts. The cost of this phone call was $26 per vote (Young Voter Strategies 14). Based on this study, one can conclude that Election Day phone calls are more effective and cheaper than volunteer phone bank calls made before the election.

Automated phone calls were not as effective in turning out young voters, most likely because of their impersonal nature which research has been found to be the most

important element of contact. "Robo-calls", or automated phone banks, only turned out one vote for every 2,800 contacts and the tactic was very expensive, at $275 per vote (Young Voter Strategies 15). The sites selected for this study were all large public university campuses and the surrounding neighborhoods. The focus was on registered voters aged 18 to 30 in these areas. Specifically, there were several sites used for phone canvassing. At all sites, canvassing facilities were set up during the week before the election to make calls, and volunteers were given an orientation of how to work through their call list, what questions to expect, and how to record the results of each call.

When phone canvassing, there are a number of issues that a group can run into. First, the fact that not all individuals assigned to the treatment groups will be reachable by phone must be considered. Simply comparing the observed difference in turnout rates between those assigned to treatment and control groups is termed in this study as the "intent-to-treat effect.' If every person in the treatment group was contacted, the intent-to-treat effect would match up with the actual treatment effect. However, since in practice contact rates to the treatment group were actually less than 100 percent, the actual treatment effect in practice must be calculated based on the actual observed contact rate (Green and Gerber 6).

In the study, Green and Gerber used different a number of different test sites to test slightly different tactics. At all of the test sites, the test group included individuals who were registered to vote by student groups on the local college campuses. At several of the test sites, additional test subjects were obtained by purchasing lists of contact information from vendors. The reason behind these distinct test groups was to see if

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previous contact had an impact on the success of outreach efforts. It was observed that

contact rates were lower when reaching out to individuals on the purchased list.

For phone calls, personal contact and interaction are the most effective elements

in successfully turning out young voters. There are some limitations to keep in mind

though. For phone calls, it must be considered that not all individuals will be reachable

by phone. The individual may not have a phone, or may not answer his or her phone.

Leaving a message may not have the same effect as speaking directly with the individual.

2.5.5.2 Eleventh-Hour Push

An 'Eleventh-Hour Push' is the term for a last minute drive or get-out-the-vote

effort. These interventions are literally, down to the wire attempts to mobilize voters in

the final hours before an election. "In 2001, Republicans put the idea to a test in several

special congressional elections, and the extra money and time devoted to door-knocking

produced instant results. So the G.O.P. expanded the effort in 2002, then applied it to

presidential politics in 2004. The party's mammoth "72-Hour Project" — named for the

final weekend of the campaign, when G.O.P. volunteers made literally millions of

personal pitches — helped George W. Bush become the first candidate since 1988 to win

a majority of the popular vote" (Von Drehle 2).

Several of the experiments demonstrated strong indications that an eleventh-hour

mobilization campaign had profound effects on voter turnout among youth, but at other

test sites, the effects were much less pronounced (Green and Gerber 14). At some sites,

the student-generated list had a greater turnout rate than the vendor-supplied list, and at

other sites, the opposite was true. Overall, however, it is clear from the study that it is

possible to mobilize young voters.

2.5.5.3 Mail Canvassing

Mail canvassing is a tactic sometimes used by get-out-the-vote efforts to reach

potential voters through mass mailings, by sending information randomly or personally to

group of people. Mail canvassing was studied in a number of mobilization outreach

efforts with a variety of results. Mail canvassing includes both partisan and non-partisan

efforts, with candidate messages, voter registration information, absentee ballot

applications, etc. Overall, the conclusion seems to be that these mailings are minimally

effective in turning out new voters, and the rate of success is low and the cost is high.

Existing literature points out that turnout yields fell between as many as one vote per 21

contacts (Mann forthcoming, as cited in Young Voter Strategies) ranging to as little as

one vote per 600 contacts (Gerber 2004, as cited in Young Voter Strategies). In addition,

the cost of these efforts ranged from as little as eight dollars a vote to as much as 200

dollars a vote. Given the high cost, low rates of successful turnout and minimal impact, it

is difficult to say if the mail canvassing approach to mobilization is an effective or

worthwhile effort.

2.5.5.4 Door-To-Door Canvassing

Door-to-door canvassing has been found to be an effective method in turning out

young voters (Young Voter Strategies 10). This tactic "increases turnout by an average

of 8.5 percentage-points" (Green and Gerber 2). Green and Gerber conducted individual-

level canvassing experiments in Oregon. They assigned volunteers lists of individuals

and sent them to neighborhoods to talk to specific individuals, and measured the turnout

of those specific individuals. The individuals in this test group were from the previously

used lists who did not provide a contact phone number on their registration cards. These

groups were stratified into the vendor list subjects and the student-generated list subjects. For the vendor-generated list, contact showed a significant increase in turnout rates. For the student-generate sample, there was a move in the predicted direction, but it was not statistically significant (Green and Gerber 18).

Green and Gerber also conducted street-level canvassing experiments at several test sites. In street-level canvassing, an area is randomly broken up into treatment and control groups, by street. The unit of analysis is the street, so average turnout rates of all houses on a street are the measured effect. However, because of the scope limitations of this method, statistical significance was difficult to attain. The results of these experiments were difficult to accurately evaluate because the results can be measured by the individual or by the block and then analyzed in various ways. Overall, the test sites differed, but when the different measurements and methods of analysis were combined, Green and Gerber found that the actual treatment effects were around 8 percent, with a relatively large margin of error, but these findings are consistent with previous studies (Green and Gerber 20).

Door-to-door canvassing has the additional benefit in that the other persons living with the voter are affected, also known as the "spillover" effect. Research shows that "adults living with voters in the treatment group (those that are contacted) vote at significantly higher rates than adults living with voters in the control group (those that are not contacted)" (Green and Gerber 2). In this particular study by Green and Gerber, the researchers found that door-to-door canvassing produced one vote for every 12 contacts; it cost $24 per vote. However, when considering the spillover effect, the cost of the vote was roughly $12 (Green and Gerber 27).

However, door-to-door canvassing has limitations because it requires a great deal of organization and labor as well as person-to-person contact. Face to face canvassing campaigns, because of the natural limits placed upon them, generally represent very small statistical power. The typical canvassing campaign covers fewer than 300 streets, and assigning a small portion of those to a control group prevents the researcher from drawing precise conclusions about the size of the effect (Green and Gerber 16).

2.5.5.5 Success of Canvassing Efforts

Green and Gerber's experimental results show that mobilization campaigns work and have the potential to substantially increase youth turnout. By their conservative estimates, phone contact with registered voters causes a 5 percent increase in turnout, and face-to-face mobilization has an effect of 8.5 percent. Based on these same results, such contact has direct results upon the individual subjects, but also has some carryover into others in the subject's household who were exposed to the campaign in any one of a variety of ways.

2.5.5.6 Cost Per Vote

The researchers also found that these mobilization tactics were also relatively cost effective. Within the study, 20 successful contacts translated into one additional vote. If a campaign worker was hired for $10 per hour to make 10 contacts per hour, this translated into $20 per vote. For face-to-face canvassing, 12 contacts produced one additional vote. With a worker making 5 contacts per hour at $10 per hour, which translated to $24 per vote if considering the direct contact, but when considering the spillover into the household the cost improves to roughly $12 per vote (Green and Gerber 27). To translate these costs to the college-age population of approximately 5 million

adults, an increase of 500,000 votes could be affected with an expenditure of $6 million

to $10 million (Green and Gerber 27). While this is no small sum of money, it does total

only a fraction of the money spent on the average Congressional campaign.

2.5.6 Other Tactics
2.5.6.1 Unique Or Non-Traditional Mobilization Efforts

Another piece of literature that is important to note is *Young Voter Mobilization*

Projects in 2004 by Daniel Shea and John Green. Many new programs to increase the

youth vote emerged in 2004 in response to the low youth turnout rates in the

controversial 2000 presidential election. Many of these programs were built upon

existing ones, but there were a handful of new initiatives. For example, "Redeem the

Vote," a Christian initiative, put together tours of rock groups. The lyrics of the songs

encouraged young people to vote, and by election day, 42,000 youth had registered to

vote through the "Redeem the Vote" website (Green et al. 184).

2.5.6.2 Media Influence
The media also has a powerful effect on young people's perceptions of the

government. Although certain media broadcasts, such as the news, try to present

information impartially, it is impossible to present without any bias at all, and there is a

chance that the audience could receive partial information (Bennet 50).

2.5.6.3 Celebrity Influence
Using prominent people to get the message out was another popular tactic. The

group Citizen Change was an effort by Sean "P. Diddy" Combs, a popular rapper. By

using the slogan, "Vote or Die!," Combs wished to convey the importance of voting to

his young fans. Combs elicited the support of fellow celebrities as well, including rapper

50 Cent and actor Leonardo DiCaprio. He also attended both the Democratic National

Convention and the Republican National Convention in 2004 as a way to entice young

viewers to stay engaged in current events (Green et. al 187).

2.5.6.4 Pop Culture Influence

Other tactics used during the 2004 election tied in popular television shows,

popular hangouts for young people (such as movie theaters), and organized activities on

college campuses (Green et al. 190). For example, groups targeted philanthropic youth

projects to try to get young citizens registered and excited to vote. Many of these

programs were successful in grabbing the youth attention. By embedding the importance

of voting into activities in which youth were previously involved, more and more young

people internalize the importance of voting.

2.6 Efforts At the University of Maryland

2.6.1 SGA Efforts

At the University of Maryland, College Park, different organizations and groups

such as the Student Government Association, or SGA, and Maryland Votes have targeted

student registration and voting on campus. In the fall of 2007, the SGA implemented a

number of creative efforts to encourage students on campus to vote. First, the officers

worked with resident life to place voter registration forms on the beds of every freshmen

residence hall to facilitate convenient registration. In the small local election, the SGA

also acquired vans to provide transportation to the polls for the on-campus community.

While these efforts were backed by the best intentions, those involved in the initiative

reported indifferent responses from students. The SGA worked with local and state

legislators and also made many efforts to work along with the greater student population

to engage youth in the voting process.

2.6.2 Maryland Votes

Another organization at UMD that has worked closely with students on campus is Maryland Votes. Maryland Votes put together extensive registration drives on campus complete with control and treatment groups in which they visited freshman English 101 classes. The subjects were the broke into five groups receiving either no contact, a text message, a generic email, a personalized email or all of the above. The experiment found that students who received a class presentation were 18 percent more likely to be registered and students who were contacted with a follow-up message were 10 percent more likely to vote. These results were exciting and encouraging to see, however obstacles in the analysis of the project prevented the group from publishing final conclusions. The main challenge to the final evaluation of the results was that the data was collected through exit polls and therefore less reliable because it was self-reported. The Maryland Votes team initially planned to consult the official Maryland Voter File to analyze their results but inconsistencies in the file did not allow them to do so (Maryland Votes).

2.7 Learning from Other Campuses

On March 7 – 9th, 2008, Team VOTE-CP had a special opportunity to attend The IMPACT Conference: National Student Conference on Service, Advocacy, and Social Action held in Boston, MA.   The team shared its experiences, stories, and resources on youth voting with students, professors, and nonprofit professionals from all around the country.

2.7.1 Conference Forums

At the conference, the team attended many forums and workshops targeted toward youth voting. The team confirmed from others that one of the best ways to mobilize the youth is through peer-to-peer contact. Much of the previous research also points to this method. Another successful way to reach students was by using the Internet. The leaders of the forum pointed out that with college registries and Facebook, a university has its own voter file. Next, breaking down barriers encourages students to vote. Specifically, voting advocates need to approach students, rather than wait for students to come to them to register, learn about candidates, and obtain more information on where and how to vote.

One interesting issue that the team learned was the fact that youth seem to be turning out at higher rates for the 2008 Primary Election than they have in previous years. The panelists accredited this increase to one specific effort by candidates—more candidates hired youth vote staff early in the process. Another factor for mobilization efforts is sustainability. The speakers emphasized that in order to keep youth engagement levels high, it is necessary to make civic participation a part of American life again. It was also important to keep young people involved in a fun and relevant way. In order to do this, the panelists discussed a number of tactics that they have witnessed. One of the popular issues in 2008 was Election Day registration. However, as this was a large-scale public policy that must be implemented on a state-by-state basis, it did not serve as an effective way to mobilize youth at the moment.

Young people are affected by a variety of issues, including jobs, healthcare, the economy, and the war. But many people have problems figuring out how to get involved,

and some ideas that were brought up included creating social situations under which political and civic issues can be addressed. One panelist cited groups such as *Drinking Liberally and Reading Liberally*, part of the Living Liberally network, which brings together like-minded individuals for bar nights, book tours, and other social gatherings where participants relax and discuss issues that appeal to them. Similarly, the use of political networking events could help get youth involved, as well. The most important point that was stressed by the panelists was that such events had to become intrinsic parts of everyday life. They could not just be something people did once every couple of years. Finally, the panelists discussed the idea of partnering with other groups to create interest in voting. Specifically, they mentioned the use of student governments and campus group coalitions, and the integration of civics with cultural engagement as ways to get college students more involved. By partnering with such groups, it is possible to maintain student involvement in a fun and relevant way.

2.7.2 Team-Led Workshop

At the conference, the team led a workshop to an audience comprised of students from various schools, as well as university administrators and nonprofit professionals interested in youth voting. During the workshop, the team shared some of the results from its focus groups and survey development, as well as tactics that have been implemented at Maryland. In response, many of the other students shared similar tactics, and in many cases, different tactics implemented at their school.

One student from New Jersey, who attended a school of about 1,600 students said the best way to reach students at his university was by tabling at the popular places on campus, including dining halls and the student center. At Ithaca University, the president

of the student body led a marching parade to the polls with students joining along the way. The president also wrote an editorial in the school newspaper to encourage voting. Students at Ithaca tabled several weeks before the November 2007 election and also posted registration deadlines for each state to account for out-of-state students. In order to reach commuter students, the student government held "Food for Thought" where they provided pizza and led student-facilitated discussion about current issues. Many professors also attended this event at lunchtime, and it was a great tactic to bring commuters to the center of campus. Finally, students walked around the dorms with their laptops and registered people right then and there.

At a school in Florida, students came up with a "Meet the Candidate" event. Students from all parties came to represent their candidates and talk about issues. The point of the event was to provide knowledge on what each candidate supported. The turnout was great and many students even registered at the event. This Florida school also took advantage of Resident Assistants in each dorm. Students worked to construct packets full of candidate, voting, and registration information that Resident Assistants posted in the hallways and the bathrooms on their floor.

Many of the students that attended the session were from much smaller schools than Maryland. Some common tactics they all shared included online conferences held by students, combining many small organizations into one large coalition to create a larger get-out-the-vote effort, and personal contacts in the form of dorm-storming. Many of the tactics discussed were already attempted Maryland, but it was still important to keep in mind that the size of the school had major influence on which tactics were successful.

A popular topic of discussion was that of using Facebook to reach students. A social network, students agreed that Facebook has the ability to reach thousands of students. Groups can post events, pictures, and other information regarding candidates and get-out-the-vote events on campus. Used frequently at Maryland, the team also learned that Facebook was a common tactics among schools across the country.

2.8 The 2008 Election

The 2008 Presidential Election was very high-profile. The youth voter turnout rates increased and according to CIRCLE, preliminary estimates based on exit polls showed that about 23 million young Americans under the age of 30 voted in the 2008 election. The youth voter turnout rates were between 52 percent and 53 percent, 4 to 5 percentage points higher than the rates in 2004 ("Youth Turnout Rate Rises").

The 2008 election held particularly broad appeal. The key issues in the election related to everyone in the voting base—the economy, jobs, healthcare, and the US's wars overseas, to name a few. For the first time in recent history, people were excited about the election. They felt a connection with the candidates, and they felt like they could make a difference. To some extent, this was due to the identities of the candidates themselves. Starting over a year before the primary election, campaigns for many strong candidates drew in supporters, and people were very passionate about the candidates they supported. After the primaries, the two major parties' candidates for President and Vice President—Senator John McCain and Governor Sarah Palin for the Republican Party, and then-Senator Barack Obama and Senator Joe Biden for the Democratic Party—each drew both passionate support and passionate disapproval. This created an atmosphere of excitement around the election, which in turn drew more people into the process. For

further evidence, consider the President Barack Obama's inauguration festivities. The

ceremony, parade, and evening balls drew record-breaking numbers of visitors and

attendees to Washington, D.C. on January 20, 2009. The simple fact that U.S. voters as a

whole were more drawn in by this particular election translates into higher voter turnout

rates.

In a special joint-report titled "*Young Voter Registration and Turnout Trends*,"

CIRCLE and Rock the Vote detailed the trends and statistics of the youth vote leading up

to the 2008 election. The youth vote increased throughout the past several election

cycles, and increased across all demographics within the youth bloc. The report stated

that "evidence suggests that young people are paying attention to [the 2008] election

cycle at levels that are much higher than past elections and as high as their adult

counterparts" (Marcelo et al 2008). It is commonly believed that more engaging election

cycles draw more people into the political process, both through casual attention to the

process and through participation. The higher levels of youth participation in 2008 may

be attributed to the context of the 2008 election, including contested races, highly debated

ballot initiatives, and the prominence of issues that the youth care about. Youth have

emphasized the importance of the economy and the war in Iraq. Also, higher levels of

youth participation can be attributed to get-out-the-vote tactics and registration

campaigns that are increasingly targeting citizens aged 18 to 29.

Many youth voting organizations were hopeful for a large youth voter turnout in

the November 2008 election, and "signs indicate that the candidates who successfully

mobilize young voters this year will be the candidates on the victory podium come

November" (Marcelo et al 2008). Looking back after the election, President Barack

Obama's campaign strategy of reaching out to youth early on in his campaign may have been very helpful to his winning the election. **"Obama's outreach to students didn't spring from some starry-eyed principle... he made them a genuine priority. After his rallies in towns across the state, he met backstage with student leaders from the area — a privilege most campaigns reserve for local VIPs and fund raisers. He also hired as his youth-vote coordinator Hans Riemer, a veteran of Rock the Vote"** (Von Drehle 2)

The youth in America largely identify with the Democratic Party over the Republican Party. In 2008, 45 percent of voters aged 18 to 29 identified with the Democratic Party, and 26 percent identified with the Republican Party (Keeter, Horowitz & Tyson 1). These numbers have changed since 2000, when party identification was divided nearly evenly. Researchers predict that young voters tend to be Democratic because as a whole because they are more culturally diverse and more secular in their religious orientation than youth in the past (Levine 15). The group shows a greater support of high government involvement, greater opposition to the war in Iraq, less social conservatism, and a Democratic Party affiliation. Also, younger voters were more likely to volunteer for the Democratic Party and to encourage others to vote for Obama. The youth even surpassed the other age groups in attending a campaign event. 28 percent of young voters did so in the battleground states, and these numbers were far more than among the other age groups (Keeter et al. 1). The Obama campaign was more aggressive about contacting the youth than the McCain campaign. 25 percent of 18- to 29-year-olds stated that someone from the Obama campaign contacted them in person or by phone about voting, and only 13 percent were contacted by the McCain campaign, as displayed in the following table (Keeter et al. 1).

Some research has cast the 2008 election in a slightly different light. Turnout numbers and engagement levels are not universally viewed as quite as high as some the discourse indicates. Some experts report that, rather than a 4-5 percent increase in turnout among youth, there was only a 2.1 percent increase in the turnout for 18- to 29-year-olds from 2004 to 2008 (McDonald). This may indicate that the nature of the 2008 election itself may not have influenced voters as much as anticipated.

Get Out the (Young) Vote			
	Contacted by...		
	Obama	McCain	Gap
National	%	%	
18-29	25	13	+12
30-44	24	15	+9
45-64	28	21	+7
65+	25	24	+1
Pennsylvania			
18-29	54	30	+24
30-44	47	39	+8
45-64	51	40	+11
65+	48	47	+1
Ohio			
18-29	43	31	+12
30-44	43	34	+9
45-64	44	39	+5
65+	40	38	+2
Florida			
18-29	32	16	+16
30-44	24	17	+7
45-64	29	22	+7
65+	27	24	+3
Nevada			
18-29	61	26	+35
30-44	47	25	+22
45-64	48	29	+19
65+	47	38	+9
N. Carolina			
18-29	46	29	+17
30-44	31	20	+11
45-64	33	27	+6
65+	29	29	0
Missouri			
18-29	36	20	+16
30-44	42	31	+11
45-64	47	33	+14
65+	50	53	-3
Indiana			
18-29	45	15	+30
30-44	34	17	+17
45-64	35	27	+8
65+	35	32	+3
Virginia			
18-29	44	29	+15
30-44	46	33	+13
45-64	54	45	+9
65+	55	45	+10
Iowa			
18-29	45	24	+21
30-44	44	33	+11
45-64	42	30	+12
65+	34	32	+2

Source: Exit polls conducted by NBC News.

Figure 2.4: Get Out the Vote Efforts by Obama and McCain

The 2008 Presidential Election was different from the past elections. Election campaigns and the voting processes have become more technologically advanced. In the past, voting was generally a private affair, but in 2008, people posted photographs and videos of their experiences on the internet. Social media networks, like Twitter and Facebook, also publicized individuals' views about politics, the election, who they were voting for, issues, and frustrations while voting. The election campaigns and the voting processes were much more publicized in this election than they had been before (Hesseldahl, MacMillan & Kharif 1).

2.9 Conclusion

Acquiring information from past research on student's attitudes helped to create questions for focus groups and surveys to better target research goals. By studying other researchers' results, the team was able to learn the successful aspects of other research, and avoid unsuccessful interventions, such as mass mailings or automated phone banks. The tactics implemented by other groups and campuses pointed to successful tactics that involve peer-to-peer personalized contact and use of information and social interaction on the internet.

Much research has been done about college students and their attitudes regarding politics and different educational and mobilization tactics. However, little research has been targeted toward the University of Maryland undergraduate students, aside from the research by Maryland Votes. After reviewing the literature available, the team developed a three-phase methodology targeting our campus. The research was specifically centered on University of Maryland students – why they did or did not vote, and effective mobilization tactics specific to the campus population.

Chapter 3: Methodology

In order to answer the five research questions, the team decided to use a mixed-methods design to collect data. Both qualitative and quantitative methods were useful in answering different research questions of the study. In order to learn more about current voting motivations and behaviors, VOTE-CP held focus groups with University of Maryland undergraduates. Next, the data was translated from the focus groups into a survey administered to a larger population of students that focused more on different tactics that could encourage students to vote. Finally, the results from survey helped to create an original mobilization tactic that the team tested during the 2008 Presidential election. The methodology allowed VOTE-CP to delve into the research questions in order to provide conclusions and recommendations to the University in regards to mobilizing students on campus. The following chart summarizes which of the three phases each of the five research questions address.

Figure 3.1: Research Questions and Corresponding Phases

Research Questions	Phase
1. What are the voting patterns of the 18-24 year age bracket at the University of Maryland- do undergraduate students vote?	Focus Groups, Campus Wide Survey
2. If students choose to vote, what are their reasons?	Focus Groups, Campus Wide Survey
3. If students choose not to vote, what are the reasons for not voting?	Focus Groups, Campus Wide Survey
4. Can a get-out-vote tactic be implemented on campus to encourage voter turnout at the University of Maryland?	Focus Groups, Campus Wide Survey, Mobilization Tactic
5. Can this tactic be adapted and implemented to increase youth voting throughout the United States?	Mobilization Tactic

3.1 Research Timeline

The nature of the project made it very sensitive to timing. The timeline of the research project helped the team prepare for the 2008 Presidential election during the fall semester of the team's senior year. The following figure illustrates when the team met major milestones throughout the three years of research. Figure 3.2 also highlights the three phases of the research project.

Figure 3.2: Research Timeline

Year	Semester	Month	Activity	Activity
2007	Spring	Jan	Thesis Proposal Writing	Focus Group Protocol Develpment
		Feb		
		Mar	Submit IRB Approval for Focus Groups	
		Apr	Thesis Proposal	
		May	Received IRB Approval for Focus Groups	
		Jun		
	Fall	Jul		
		Aug	Developed Focus Groups Protocol	Received Random List of Students from Registrar
		Sep		
		Oct	Conducted Focus Groups	
		Nov	Junior Colloquia	Survey Development
		Dec		
2008	Spring	Jan	Submitted and Received IRB Approval for Addendum	
		Feb		
		Mar	Administered Survey and Analyzed Results	
		Apr		Developed Mobilization Tactic
		May	Thesis Development	
		Jun		
	Fall	Jul	Submitted IRB Addendum for Tactic	
		Aug	Received IRB Addendum Approval	
		Sep	Mobilization Tactic Implementation – Entry Surveys and Information Distribution	
		Oct		
		Nov	Mobilization Tactic – Exit Surveys	
		Dec	Data Analysis	Thesis Writing

Figure 3.3: Timeline of Phases

3.2 Phase 1: Focus Groups

The focus groups, the first phase of the methodology, were used to gather information on student's feelings, perspectives, and behaviors surrounding elections and the electoral process. In order to hold focus groups, the team submitted an application to the IRB outlining the protocol and study that they planned to conduct. This first phase of the methodology allowed them to begin answering the first three research questions.

The target subject group consisted of 18 to 24 year old students enrolled at the University of Maryland. In order to select participants, the team contacted the University of Maryland Registrar's Office to obtain a randomly selected list of 1,000 undergraduate students' email addresses. Rather than contacting every student at the University – both undergraduate and graduate - the team opted for only undergraduate students because they were not able specify an age criterion to the Registrar. Since VOTE-CP only wanted to speak with those aged 18 to 24, the team decided the likelihood of obtaining that age criteria would be highest among undergraduate students instead of both undergraduate and graduate students, since most undergraduates are between the ages of 18 and 24, whereas graduate students can either fall within this age range or be much older.

After receiving the list of names and email addresses, the team sent out an email to the 1,000 students. The email message explained that VOTE-CP was looking for students aged 18 to 24 to spend 50 minutes to come talk to the team about their ideas on college students and public affairs. In order to participate, students simply had to reply to the email and indicate which focus group they wanted to participate in. On the day before the focus groups, the team sent a reminder email to each student who had signed up, to verify participation. The team emphasized the age criteria since they were not completely certain that all students receiving the emails fell in that age bracket. The email also included a message that the team would provide pizza and soda as compensation for participation. Students could choose from a set of dates and times, which were all after 4 P.M. but no later than 7 P.M., and the focus groups took place in centrally located classroom buildings along McKeldin Mall, the center hub of Maryland's campus. The text of these emails can be found in Appendix A.

In total, the team held three focus groups. Two of the focus groups had eight students and one had four. All focus groups included students from different school years and ages, and consisted of at least one male and one female.

The team created a focus group protocol to maximize discussion. During each focus group, two members of the team served as facilitators. The team created the protocol to cover multiple topic areas as well as follow-up questions within each topic to help guide discussion. The focus group protocol can be found in Appendix C. The two team members who were not facilitating took notes of the discussion. During the discussion, the facilitators and the students referred to one another with the pseudonyms to maintain confidentiality. In accordance with IRB rules, participants were required to

read and sign a consent form that explained the purpose, goals, and risks of our study. All three focus groups were audio-recorded in order to enable transcription. Differences among facilitators' styles were controlled through training all the team members together and preparing a script to be followed.

Topics covered in the focus groups included history of family voting patterns, whether the right to vote is a responsibility or a privilege, and political attitudes toward politicians and the government. The notes and audio recordings helped the team evaluate common themes throughout the focus groups.

During analysis of focus group responses, the team was careful to take into consideration that participants may see some "social desirability" of particular answers. In addition, responses were viewed as perceptions and opinions, rather than fact, especially when participants addressed subjects beyond their own experiences. This is because many of the questions posed were based on experiences rather than fact. Furthermore, students were surrounded by peers and may have felt the need to reply a certain way because of the social setting in which they discussed issues. The team also reviewed the notes and audio recordings to identify group dynamics, such as whether particular individuals dominated the conversation, or if some students seemed to previously know each other, as such dynamics may have an influence on how participants responded to questions. The research team made sure to keep all of these factors in mind when analyzing the focus groups for trends, to ensure that the surveys were developed in response to issues that seemed to relate to the most students possible. Focus group findings and results can be found in Chapter 4.

3.3 Phase 2: Campus-Wide Survey

The next phase of the mixed-method design was a campus-wide survey. The team's goal was to learn more about the voting behaviors of the larger population of the University, using the focus group findings as a guide. In addition to obtain information about the behaviors of more students at UMD, the survey was developed to aid in answering the fourth research question.

From the focus groups, the team learned that some students did not vote simply because they were not registered to do so. The team also learned that students register in different places – some use their home address, some use their campus address, etc. Translated for the survey, the survey included questions to gauge the extent to which such trends extended throughout the campus, such as, "Are you registered to vote in the US?" Focus groups had also revealed that many students never voted because they did not have the opportunity due to ineligibility. In order to gauge prior voting experience, the survey asked students in which, if any, elections they had voted.

In the focus groups, students had discussed various tactics they encountered that encouraged them to register to vote. Honing in on this discussion, the team considered which of these tactics seemed effective and which did not. Furthermore, students shared various tactics they would like to see in the future. To learn if a broader population felt the same way, the next section of the survey described various methods used to encourage students to vote. The methods that were commonly discussed in the focus groups included, but were not limited to, text messages and email reminders on the day of the election. Subjects in the focus groups mentioned these methods and claimed they would take advantage of them. The survey then posed "I would be more likely to vote

if…" and asked students rate the efficacy of these methods on a scaled continuum. Finally, the survey listed many deterrents to voting, as discussed in the focus groups. The survey ended with questions asking for students' demographic information. A full copy of the survey can be found in Appendix D.

Using key themes from the focus groups, the team fielded the survey in Spring 2008. In order to distribute the survey, the team used various methods to reach the student population.

3.3.1 Distribution: Classroom Visits

For one week, the team visited selected classes – these classes were chosen because they contained a mix of class years (i.e. not just freshmen, or just sophomores, etc), and because they were large classes which professors gave us approval to visit. These classes included Introduction to Finance and Banking and Financial Institutions. Between these two classes, the team reached sophomores, juniors, and seniors. Approximately 50% of the paper surveys were filled out by students in these classesThe team hoped to visit more, but it was difficult for some professors to allow the distribution of the survey because it would take a few minutes out of vital class time.

3.3.2 Distribution: Canvassing

In the initial days of surveying, the team noted that respondents were disproportionately likely to be upperclassmen. To maintain, as best as possible, the representativeness of the surveyed population, the team actively sought out freshmen and sophomores to complete the survey. In addition to classes, the team visited two residence halls occupied by freshmen and sophomores and stood outside of the North Campus

Diner on two evenings, which is where the majority of on-campus freshmen and sophomores eat dinner. In canvassing, the research team elected to target areas where they would reach large numbers of freshmen and sophomores.

3.3.3 Distribution: Online Survey

In addition to a paper survey, the team created an online survey. The online survey mirrored the paper survey; the questions and answer choices were identical and in were posed the exact same order. The team used the survey host Survey Monkey (www.surveymonkey.com) to administer the survey. The primary contact method for online surveys was through the University's student body list-serv, for which the team filled out a form that was approved by the Office of the President. The entire undergraduate population received the listserv messages via email; on average about two emails were sent a week on the listserv for a total of three weeks. The email contained a simple 2-sentence message to encourage students to click on a web link that would take them directly to the survey. In addition to the student body list-serv, the team utilized smaller list-servs including the University Honors Program, the Gemstone Program, the R.H. Smith School of Business, and Maryland Images Tour Guide Group. Because these list- servs were more tailored to a particular group of people, the team realized that if a high proportion of these students took the survey, results face the possibility of being skewed. Upon analyzing results, the team did find that a larger proportion of those who took the on-line survey were indeed Honors and Gemstone students. This fact was taken into account when analyzing results; the team realized that results could not fully be attributed to the entire student population since so many in the sample were a part of the Honors and Gemstone Program.

The online survey was active for two months. Students who took the paper copy of the survey were encouraged to refrain from taking it online and vice versa. However, the team was unable to fully control duplicates, although the likelihood of students doing the survey twice is quite low.

To encourage more students to take the survey, VOTE-CP offered a small incentive that one participant, chosen at random, would win. If participants who took the paper survey wanted to be entered in the drawing, the team asked them to write their name and email address on a different piece of paper. Those who took the survey online could enter their name and email address online. All names were entered in an Excel file separate from the rest of the survey results, and using a random number generator, a winner was selected.

The team's initial hope was to receive a 10% response rate from the surveys. With an undergraduate population of about 25,000 students, this means that the team was aiming for about 2,500 survey responses. Although the team did not reach their goal in receiving a 10% response rate, it was still a large number of students that completed the survey. Overall, the team received 163 paper surveys and 785 online surveys for a total of 943 eligible surveys to be used in the research. These results can be found in Chapter 4.

As with any survey or questionnaire, there are benefits and disadvantages for choosing that certain method of research. An advantage the team faced is that the survey was simple in design. A series of questions was posed to willing participants, summarized their responses with statistics, and drew inferences about that particular population from the responses. The team was able to ask many different questions on the

survey in order to cover a range of topics about voting to inform the research. One of the

biggest potential issues with the survey include the fact that team was relying on self-

reported data. The subjects could be telling the team what they believed to be true or

what they thought the team wanted to hear. Students may not have taken to time to fully

think about a response before answering, or some facts could have been misrepresented.

Also, when creating the survey, the team faced the possible risk of developing questions

that were too general and only minimally appropriate for all subjects.

3.4 Phase 3: The Mobilization Tactic

From the survey results, VOTE-CP gained a better understanding of the voting

attitudes and behaviors of a broader sample of students at the University of Maryland.

From this information, the team determined an appropriate voter turnout tactic. In testing

the tactics that students claimed would mobilize them, the team sought to find out

whether voting rates would actually increase. The team created an experiment using the

tactic to answer the fourth research question. The following figure illustrates the third

phase of the methodology:

Figure 3.4: Third Phase of Methodology
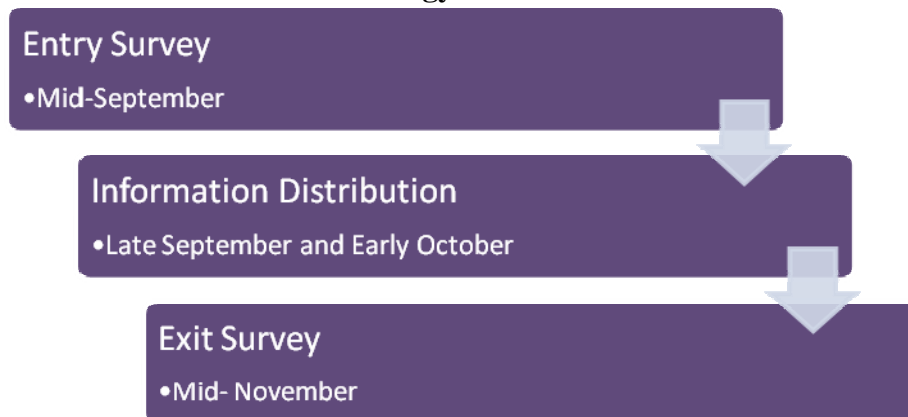
Of the 943 students that completed the survey, 820 of them are registered to vote

in the United States. However, of the 820 students registered to vote, 618 of them are

registered at home. From both focus groups and surveys, the team learned that absentee ballots are a good example of an obstacle in the voting process, partially because different states have different deadlines for both registration and voting. There may be problems associated with receiving ballots on time as well ("Civil Rights Groups Sue"). Considering that the majority of students who are registered are registered at home, the team decided that it might be informative and useful for students to receive information about absentee ballots.

Along with absentee ballot information, another trend the team noted in the survey was that when students were asked about whom or what could encourage them to vote, the most popular response was "*knowing more information about candidates and issues would influence my decision to vote*." On a scale from 1 to 5, with 1 indicating "disagree" and 5 indicating "agree," this answer choice received an average of 3.13 on the paper surveys and 4.47 on the online surveys. While this is a large difference between online and paper surveys, this response still received the highest rating of all potential tactics on both survey methods, which indicates that many students feel strongly about knowing more information about the candidates. Using this data, the team decided on a mobilization tactic that would include giving students information on how to apply for an absentee ballot as well as information on candidates and issues.

After considering the resources, funds, and capacity, VOTE-CP settled on an idea that they thought would be the most effective in testing their theories. The team decided to provide absentee ballot information to students according to the state in which they are registered before the registration deadline and test whether or not our information is something they would use if they decided to vote in the November election. Similarly,

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the team wanted to test another group of students by giving them a simple candidate information sheet and test if that sheet encouraged them to vote. A candidate information sheet was created using five major candidates' websites and their stances on specific issues. Candidate websites were used because the team believed these sites would accurately portray what the candidate truly believed without third-party interference.

3.4.1 Experiment Sample

The team decided to work with students in the Gemstone Program for their research. Gemstone keeps close tabs on all students in the program – they are easily accessible. The team could also rely on the students to participate in all three phases of testing since the team knew where they could be found.

The University of Maryland's Gemstone program was founded in 1995 to provide students with the opportunity to work and do research across many disciplines and to grow their teamwork skills.

Today, there are approximately 500 to 550 students across all four years of the Gemstone program, and it has found its niche within the larger University. Each spring, after the University has concluded its admissions process, the Gemstone staff begins their admissions process. Each year, the University Honors Program invites the top-performing students admitted to the University to the program. From this pool of candidates, the Gemstone program ranks students according to their high school GPAs, both weighted and un-weighted, as well as their performance on the Verbal and Math sections of the SAT reasoning test. The program filters out students who responded negatively on the so-called "Gemstone question" on their application to the University. This question asks students whether they would be interested in engaging in multi-

disciplinary team research over their four years at the university, without mentioning the program's name. After adjusting the list to exclude students answering "no" to this question, the Gemstone staff takes a combination of the applicant's GPA and SAT, termed the "total score," and invites about the top 1/3 of the students who had been invited to Honors. The staff adjusts their lowest-threshold "total score" to try and maintain a representative balance of students across colleges. However, the program's population is generally skewed towards students in engineering, life sciences, chemistry, mathematics, and computer science.

Each year approximately 1,000 students are invited to the Gemstone program out of the total number admitted to the University. The Gemstone staff aims for a yield of approximately 19.5%, or about 195 students matriculating each year.

Generally, over the course of four years, there is a dropout rate from the program of approximately 40% of the students, with the majority leaving before the start of the second year. The program as a whole has about 500 to 550 students from all four years, with each class year separated into 12 to 14 teams of approximately 8 to 14 students.

The Gemstone staff provided VOTE-CP with Gemstone students' contact information that included students' names and email addresses. Each sophomore, junior, and senior in the Gemstone program is placed in a research team within his or her same year, so Gemstone provided team-based lists. Freshmen students are all required to enroll in the introductory class, GEMS100, and the team contacted students through these class sections.

To contact the freshmen and sophomores in the program, VOTE-CP went to the Gemstone classes in which those years still met. For the juniors and seniors, the team attended their group meetings.

3.4.2 Data Collection Part #: Entry Survey

The first part of the tactic was an entry survey that focused on students' demographic information, voting registration status, intentions to vote in the elections, and polling locations. These surveys were distributed during the second week of September 2008. The survey also had one question in reference to absentee ballots: "*If you intend to vote by absentee ballot, have you requested your ballot*" with an answer choice option of "yes", "no", or "N/A". A follow-up question was, "*If you have not requested an absentee ballot, would you be likely to do so if you were given information on how to request a ballot?*" These questions were trying to gauge whether or not absentee ballot information would be utilized as the team perceived it to be, based on the focus groups and surveys. The survey also asked students to enter the names of their county and state and their 5-digit zip code that was used, or intended to use, to register to vote. This information would ensure that the students in the groups that were to receive absentee ballot information would receive the information about the correct state. To gauge the use of a candidate information sheet we asked the question, "*If you were provided with a quick reference sheet of candidate platform information, would you use it to make a decision on who to vote for?*"

Each member on the team split entry survey distribution and visited all students in one week and responses were recorded on an Excel spreadsheet. All data and surveys

were kept strictly confidential. Each entry survey was coded with a number so they could

be cross-referenced with the exit survey we planned to distribute later.

3.4.3 Data Collection Part #2: Information Distribution

The second phase of the testing was to visit the treatment teams again to distribute

either absentee ballot information or candidate information. The information was

distributed during late September and early October. Each class year was divided into

four treatment groups that received different information. The control group received no

additional information, one treatment group received absentee ballot application forms

for the county and/or state in which they registered to vote, one group received

information regarding candidates and their viewpoints on several issues, and one group

received information on both absentee ballots and candidates. The following graphic

illustrates the four treatment groups:

Figure 3.5: Four Treatment Groups
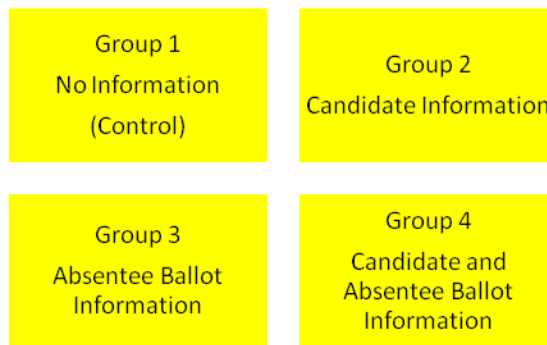
The issues included in the candidate information chart were chosen based on the

importance students ascribed to each issue in the focus groups in Fall 2007 and on the

surveys in Spring 2008. The information for the chart was gathered from non-partisan

websites as well as each candidate's own site and was compiled by the team. A copy of

this chart can be found in Appendix H.

3.4.4 Data Collection Part #: Exit Survey

After distributing this information and after the election in November 2008, the team members contacted the Gemstone students for the third and final visit. During the second and third weeks of November the team handed out exit surveys, each coded with the appropriate students' number from the entry survey to maintain consistency, asking students if they had voted or not, and whether the information that was distributed had been influential. Upon analysis of these results, the team was able to determine the effectiveness of the tactic by seeing how many students who received either candidate information or absentee ballot information indicated they were encouraged by the treatment.

The third phase, and the results that stemmed from it, allowed us to answer the fifth research question. By determining whether or not students actually utilized the information we provided them, conclusions can be drawn on the effectiveness of the tactic we tested. For the analysis and conclusions, please refer to Chapters 4 and 5.

Chapter 4: Results

Each phase of the methodology produced results for analysis. The focus groups produced qualitative results, the surveys produced quantitative results and the pre and post surveys from the implementation of the mobilization tactic then provided results that enabled the team to draw conclusions on the effectiveness of the tactic, and make recommendations.

4.1 Focus Group Results

The team extracted major themes from the students' discussions in the focus groups. Common themes included family background as a great influence on students' voting behavior, relevance of issues to students as a motivator, effective methods to approach or reach out to college students, and time and ease as inhibitors to students' voting.

Students were asked, "Growing up, what was your exposure to politics and voting?" In families where parents used to talk about politics and elections, students tended to be more engaged in the political process. Some students remembered going to the voting polls as a child with their parents, and it was assumed that they would vote later on. As one student said, "I listened to my parents talking, and now I am the same [political] party as them." The exposure to politics and voting as a child has a great influence on the student later on.

Students need to see the relevance of issues to themselves. Issues that students found important included the war in Iraq, textbook prices, and the economy. Students

wanted to see that the issues central to election campaigns were actually relevant to them as individuals, as students, and as citizens. Also, students felt that candidates often changed their stances on these issues. One participant stated, "Candidates change their ideas, [and] that may be why people do not trust them."

Most students agreed on a few ways to reach out to and motivate college students. First, students cited the internet as a great method of connection. All students have access to a computer and to the internet, and many students spend at least an hour on the internet daily. Also, students agreed that food was a good incentive to motivate college students to participate in various events. However, most students feared being inundated with reminders to vote. As one participant put it, there is a "fine line between reminding and becoming irritating."

Of the students who did not vote, many said that voting was simply too time-consuming. The 2006 voting process at the Stamp Student Union, the polling location for students living in University housing, was "ridiculous" and "voting machines [were] probably not a priority here." Another student stated that the "line was ridiculously long" and that she "did not care enough to wait for so long at that time." Students want to see an easier political process overall—more accessible information to candidates and easier methods to register and vote. One student said to "make the voting process easier, tell [students] where and when it is, [to] make it simple, easy for three year olds." They also found the entire process to be "antiquated" and "pre-technological." Students said that they would be more likely to vote if the lines at Stamp were shorter. Overall, students just want the entire process to be "very, very easy."

4.2 Survey Results

In order to reach as many students as possible, the team conducted surveys both online and on paper. All in all, 785 students completed the online survey and 163 students filled out paper surveys for a total of 943 students who completed a survey.

Some results from the surveys are included in the following tables.

Figure 4.1: How Students Rate the Importance of Voting

	Paper Surveys	Online Surveys
How important is voting to you? Scale: 1 = "Not Important", 5 = "Very Important"	3.89	4.18

Figure 4.2: Student Voter Registration

	Paper Surveys	Online Surveys
Registered to Vote in the US	75%	74%
Registered at Home	59%	57%
On-Campus School Address	12%	17%
Off-Campus School Address	3%	

Combining both paper and online survey responses, figure 4.3 below displays where those students who were registered actually registered to vote:

Figure 4.3: Where Students Registered to Vote

Motor Vehicle Administration, Post Office, Govt. Agency	39%
High School	24%
University of Maryland	15%
Other	9%

67

Those that indicated "other" filled in the various places they registered, which included

the Rock the Vote website, the county fair, or the by mailing in an application to the local

board of elections.

The paper and online surveys showed similar results for student feelings toward

get-out-the-vote efforts. The following table outlines the average rating for various

methods used to encourage students to vote. On a scale from 1 – 5, 1 indicates "unlikely"

and 5 indicates "likely".

Figure 4.4: Survey Results – Methods to Encourage Voting

Methods	**Paper**	**Online**
Incentives After Voting	3.27	3.44
Email Reminder on the day of election	3.12	3.35
Text Message	2.82	2.8
Public Service Announcement independent of candidates	2.76	3
Phone call the day of the election	2.75	2.65
TV Commercial by candidate	2.54	2.61
Celebrity Endorsement on importance of voting	2.2	2.09

The survey also touched on factors that would encourage students to vote. The

results are shown in Figure 4.5. On a scale from 1 – 5, 1 indicates "disagree" and 5

indicates "agree".

Figure 4.5: Survey Results - Factors Encouraging Students to Vote

	Paper	Online
Knowing more information about candidates and issues would influence my decision to vote.	3.13	4.47
I would take advantage of same-day registration to vote.	2.75	3.85
I would be more likely to vote if my family encouraged me to.	2.5	3.67
I would be more likely to vote if my friend encouraged me to.	2.24	3.49
I would be more likely to vote if a professor encouraged me to.	1.57	2.84
I would be more likely to vote if a celebrity with whom I am familiar hosted a special event on campus and emphasized the power of voting.	1.51	2.49
I would be more likely to vote if Gary Williams, Ralph Friedgen, Brenda Freese, or another coach at the University of Maryland encouraged me to.	1.15	1.99
I would be more likely to vote if President Mote encouraged me to.	1.09	2.12

Students in the focus groups indicated that there are resources that students either currently use or would like to use in the future in order to gain more knowledge about the voting process and the candidates. Overarching themes were extracted from this information and posed as questions in the survey. Figure 4.6 below lists average

responses, along a scale from 1 – 5, where 1 indicated "not likely" and 5 indicated

"likely".

Figure 4.6: Resources Used by Students

Resources	Paper	Online
Televised Debates	3.57	3.8
Internet site	3.32	3.6
Diamondback	3.04	3.17
Magazine Articles	2.97	3.14
Pamphlets	2.95	2.66
Online Debates	2.92	3.15
TV Ads focusing on candidates	2.89	2.57
TV Ads focusing on voting	2.82	2.52
Facebook Ads	2.55	2.11
Radio Commercial	2.49	2.3
Facebook groups	2.32	2.17
Facebook endorsements	2.22	1.97
My Space groups	1.57	1.37
My Space Ads	1.55	1.36
My Space endorsements	1.53	1.36

Another goal of the survey was to learn more about the reasons why students do

not vote. Students were asked to select all reasons why they did not vote. For both the

paper and online survey, 408 individuals, or 43.2%, of those surveyed responded that

they do not know enough about the candidates to make an informed decision. Only 107

students, or 11.3%, indicated they just do not care. During focus groups, many students

said that the lines at the Stamp Student Union were too long, which prevented them from

casting a ballot. On the survey, 172 students, or 18.2%, said the long lines prevented

them from voting. Also, since the majority of our respondents are registered at home,

193, or 20.4%, indicated that their home voting poll is too far away and that is why they

do not vote. A total of 276 students, or 29.2 %, said they always vote, while 123, or 13%,

of our survey subjects are not registered to vote. Figure 4.7 below displays these results.

Figure 4.7: Why Students Do Not Vote
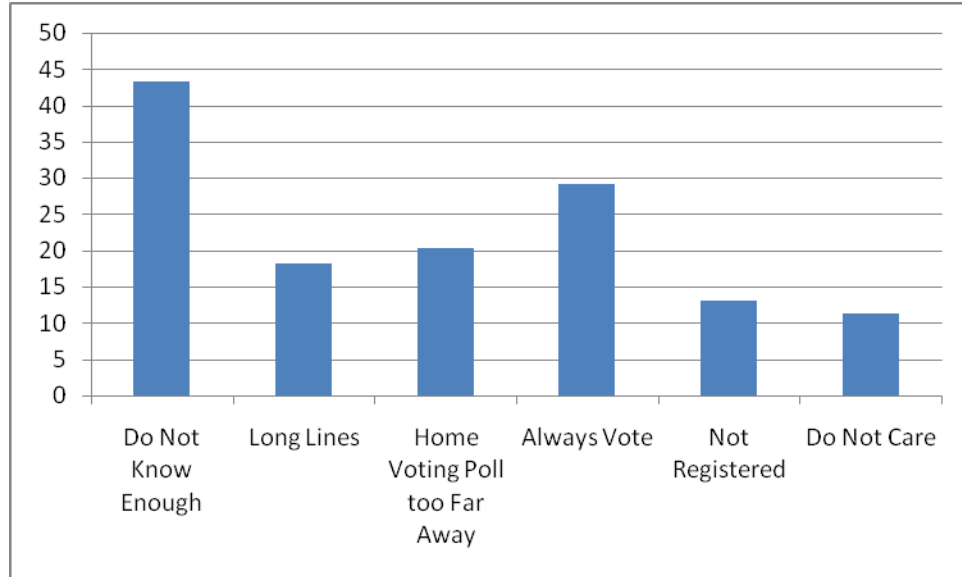
The following figure shows the breakdown of participants by class year.

Figure 4.8: Participants by Year
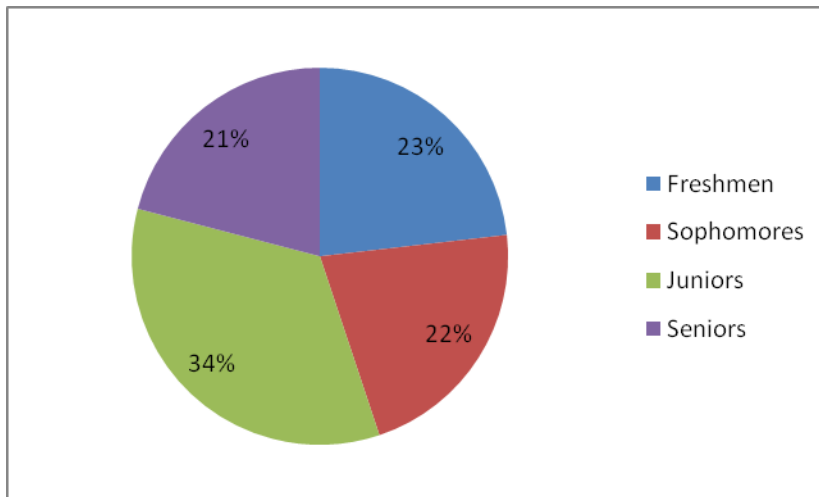
Of all survey respondents, 365 were male and 582 were female. This does not directly correspond to the university as a whole, which has a 1:1 ratio of male to female students ("Maryland by the Numbers").

Figure 4.9 below shows a breakdown of which schools and colleges within the University were represented by survey respondents.

Figure 4.9: Participation by School

School	Count
College of Behavioral and Social Sciences	200
Robert H. Smith School of Business	196
College of Arts and Humanities	165
College of Chemical and Life Sciences	153
A. James Clark School of Engineering	138
College of Computer, Mathematical and Physical Sciences	63
College of Agriculture and Natural Resources	33
Philip Merrill College of Journalism	26
College of Education	24
Other	19
School of Architecture, Planning, and Preservation	10
School of Public Health	10
School of Public Policy	1

4.3 Mobilization Tactic Results

The final phase of research was a mobilization tactic, or get-out-the-vote effort. The students surveyed in our final phase of research were from all four classes.

Figure 4.10: Breakdown of Students by Class
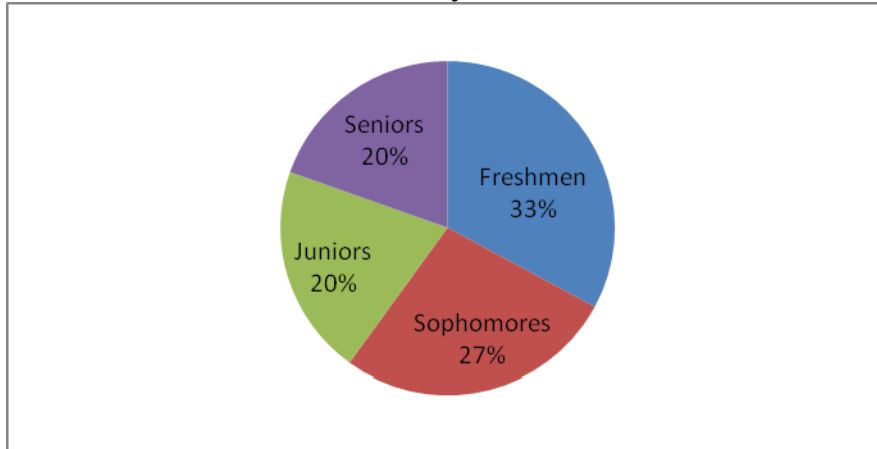
Although an equal number of students in each year would have been optimal, it is common that the older classes have fewer members as students choose not to continue in the Gemstone program, where we conducted our experiment.

As previously discussed in Chapter 3, the test sample was stratified into four separate groups. The following figure shows the breakdown of groups receiving their respective information.

Figure 4.11: Breakdown of Stratified Groups
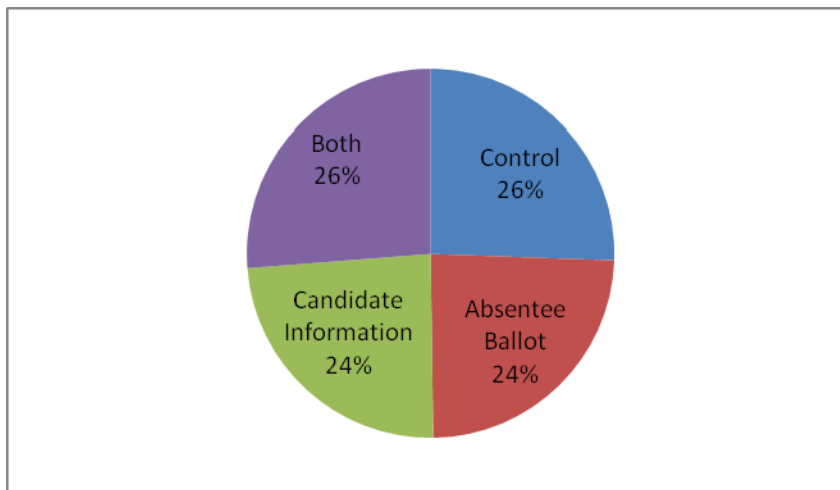
The research team assigned these groups as randomly as possibly while ensuring that the group sizes were of approximately equal size, both in total and in the number of

students in each group from each class year. The research team focused on the relative

changes in response between the entry and exit surveys.

The first question on the pre-survey asked students "*Are you registered to vote?*"

Figure 4.12 below displays the results. This large majority of registered seniors seem to

show an upward trend in the number of registered students with each passing year.

Students in lower classes are less likely to be registered to vote. Some underclassmen

may not be eligible to register due to their age, or some simply may not have had the

opportunity to register yet.

Figure 4.12: Students Registered to Vote

	Yes	No	Ineligible
Freshmen	75%	14%	11%
Sophomores	73%	22%	5%
Juniors	84%	n/a	n/a
Seniors	94%	n/a	n/a

On both surveys, students were asked if they were registered to vote. The figure

below shows student responses, stratified by test group, to the question, "*Are you*

registered to vote in the US?" on both the entry survey (rows) and exit survey (columns).

It is evident that, in each test group, there were students who reported that they were not

registered to vote in the entry survey, but that they were registered to vote in the exit

survey. This shows that over the two months that the testing was taking place, some

students were influenced to register to vote.

Figure 4.13: Cross tabulation- Are you registered to vote in the US? Frequencies Stratified by Test Group

	Entry Survey Response		Exit Survey: Are you registered to vote in the U.S.?			Total
			Yes	No	I am not eligible to register	
Control	Are you registered to vote in the US?	Yes	94	1	-	95
		No	6	6	-	12
		I am not eligible to register	-	-	7	7
	Total		**100**	**7**	**7**	**114**
Absentee	Are you registered to vote in the US?	Yes	94	-	-	94
		No	6	8	-	14
	Total		**100**	**8**	**-**	**108**
Candidate	Are you registered to vote in the US?	Yes	77	1	-	78
		No	17	7	-	24
		I am not eligible to register	-	-	4	4
	Total		**94**	**8**	**4**	**106**
Both	Are you registered to vote in the US?	Yes	88	-	-	88
		No	8	4	1	13
		I am not eligible to register	-	2	13	15
	Total		**96**	**6**	**14**	**116**

The second question on the survey asked students who were not yet registered, but were eligible to, if they intended to register. Excluding the students who were ineligible or previously registered, the results are displayed in figure 4.14. The downward trend across the class years may be attributed to the fact that older students who are willing to register had already done so in the past years after they had turned 18. Many freshmen are not yet able to register when they enter college, as the average age of our freshman year participants was 17.8 years-old at the beginning of the study (September 2008). Our data showed that seniors had the highest rates of registration, followed by juniors, freshmen and then sophomores. With 94% of the senior participants

registered to vote and 0 ineligible senior participants, this may explain why seniors have

lower intention rates than freshmen. Basically, many freshmen haven't had the

opportunity to register yet, but intend to before the election or when they come of age.

With each passing year, students have had more and more opportunities to register, and

those who have chosen not to, may have reasons for not doing so other than apathy,

inconvenience or lack of opportunity.

Figure 4.14: Intent to Register, if Eligible

Class	Yes
Freshmen	87%
Sophomores	79%
Juniors	77%
Seniors	75%

Another point of note is the 4th question on our survey, which read "*Do you intend

to vote in the upcoming election"?* Figure 4.15 displays the results.

Figure 4.15: Intent to Vote in Upcoming Election

	Yes	No	N/A
Freshmen	83%	6%	11%
Sophomores	83%	10%	7%
Juniors	91%	5%	4%
Seniors	93%	7%	0%

These statistics are especially meaningful given the harsh criticism of the youth

demographic over the years, and the stereotype that college students and young people

are apathetic and just do not care about politics or voting. It is easy to see from these

numbers that many youth are engaged and a majority of college students surveyed want

to be a part of the political process and care about voting.

Another factor that the research team considered was whether the students followed through on their intentions to vote. The figure below shows this information.

Figure 4.16: Did you vote in the November 2008 election? Frequencies Stratified by Test Group

		Did you vote in the November 2008 election?			Total
		Yes	No	N/A	
Test Group	Control	81	25	7	113
	Absentee	88	18	2	108
	Candidate	83	20	4	107
	Both	82	21	14	117
Total		**334**	**84**	**27**	**445**

Finally, the team compared the intentions of students in the entry survey, when they were asked whether they intended to vote in the November election and the exit survey, when they were asked whether they voted. The figure below shows students' responses to these questions. The columns demonstrate exit survey responses, and the rows demonstrate entry survey responses. The data shows that, for the most part, students who intended to vote did vote, and students who intended not to vote did not vote, but there were small numbers of students who initially intended not to vote and did vote, or vice versa.

Figure 4.17: Cross tabulation: Intent to vote vs. Reported voting, Frequencies Stratified by Test Group.

			Did you vote in the November 2008 election?			Total
			Yes	No	N/A	
Control	Do you intend to vote in the upcoming November 2008 election?	Yes	79	16	-	95
		No	1	9	1	11
		N/A	-	-	6	6
	Total		**80**	**25**	**7**	**112**
Absentee	Do you intend to vote in the upcoming November 2008 election?	Yes	87	14	2	103
		No	-	3	-	3
		N/A	1	1	-	2
	Total		**88**	**18**	**2**	**108**
Candidate	Do you intend to vote in the upcoming November 2008 election?	Yes	82	12	-	94
		No	1	6	1	8
		N/A	-	2	3	5
	Total		**83**	**20**	**4**	**107**
Both	Do you intend to vote in the upcoming November 2008 election?	Yes	81	13	-	94
		No	1	6	1	8
		N/A	-	2	13	15
	Total		**82**	**21**	**14**	**117**

The research team also considered test subjects' reported usage of the distributed information. As previously discussed, the control group did not receive any information, two of the groups received one type of information but not the other, and the third group received both the candidate information and the absentee ballot information. The figures below illustrate students' responses to whether they initially reported, on the entry survey, that they would use a given type of information. These answers are compared to students' responses when asked whether they used that information set.

Figure 4.18: Cross tabulation: Students reporting that they would use absentee ballot request information, and Students reporting using that information, Frequencies Stratified by Test Group

			Did you use this information to request an absentee ballot?			Total
			Yes	No	N/A	
Control	If you have not requested an absentee ballot, would you be likely to do so if you were given information on how to request a ballot	Yes	-	18	25	43
		No	-	2	6	8
		N/A	-	18	40	58
	Total			38	71	109
Absentee	If you have not requested an absentee ballot, would you be likely to do so if you were given information on how to request a ballot	Yes	10	21	4	35
		No	-	13	3	16
		N/A	-	34	21	55
	Total		10	68	28	106
Candidate	If you have not requested an absentee ballot, would you be likely to do so if you were given information on how to request a ballot	Yes	3	16	12	31
		No	-	5	2	7
		N/A	-	19	44	63
	Total		3	40	58	101
Both	If you have not requested an absentee ballot, would you be likely to do so if you were given information on how to request a ballot	Yes	5	23	10	38
		No	-	5	5	10
		N/A	2	31	30	63
	Total		7	59	45	111

Figure 4.19: Cross tabulation: Students reporting that they would use candidate information chart, and Students reporting using that information, Frequencies Stratified by Test Group.

			Did you use this information to help you decide which candidate to vote for?			Total
			Yes	No	N/A	
Control	If you were provided with a quick reference sheet of candidate platform information, would you use it to make a decision on who to vote for?	Yes	2	15	40	57
		No	-	14	26	40
		N/A	-	2	12	14
	Total		**2**	**31**	**78**	**111**
Absentee	If you were provided with a quick reference sheet of candidate platform information, would you use it to make a decision on who to vote for?	Yes	1	18	40	59
		No	1	8	22	31
		N/A	1	3	3	7
	Total		**3**	**29**	**65**	**97**
Candidate	If you were provided with a quick reference sheet of candidate platform information, would you use it to make a decision on who to vote for?	Yes	19	37	17	73
		No	2	16	2	20
		N/A	-	3	8	11
	Total		**21**	**56**	**27**	**104**
Both	If you were provided with a quick reference sheet of candidate platform information, would you use it to make a decision on who to vote for?	Yes	14	30	20	64
		No	2	17	9	28
		N/A	2	7	14	23
	Total		**18**	**54**	**43**	**115**

The last factor that the research team considered was the location where students chose to vote. Students were asked if they would vote (on the entry survey) and whether they voted (on the exit survey) by traveling to their polling location, voting by absentee, or whether they didn't vote. The first two figures below show the responses to these

questions. The third figure shows the counts of students whose answers to these two

questions matched.

Figure 4.20: Intended Voting Method, Frequencies by Stratified Test Group

		By what method do you intend to vote in the upcoming election?					Total
		I will travel to my designated polling location	I will vote by absentee ballot	I don't know yet	I don't intend to vote	N/A	
Test Group	Control	50	33	14	10	7	114
	Absentee	49	40	15	3	-	107
	Candidate	57	23	17	5	5	107
	Both	41	29	23	8	16	117
Total		**197**	**125**	**69**	**26**	**28**	**445**

Figure 4.21: Method Used to Vote, Frequencies Stratified by Test Group

		By what method did you vote in the election?				Total
		I traveled to my designated polling location	I voted by absentee ballot	I did not vote	N/A	
Test Group	Control	51	31	19	13	114
	Absentee	50	39	13	5	107
	Candidate	58	24	20	5	107
	Both	48	34	17	18	117
Total		**207**	**128**	**69**	**41**	**445**

Figure 4.22: Intended Voting Method vs. Reported Voting Method, Frequencies Stratified by Test Group

		Did the two methods match?		Total
		Yes	No	
Test Group	Control	71	43	114
	Absentee	73	35	108
	Candidate	73	34	107
	Both	69	48	117
Total		**286**	**160**	**446**

In addition to considering the results of the tactic according to the randomly stratified groups, the researchers also felt it would be interesting to consider the results stratified by respondents' class year. As discussed in the literature review, there have been demonstrated correlations between age and likelihood to vote. In considering a microcosm of the population within the confines of the study, the research team sought to find whether similar trends existed in the test group.

Another important question presented to the participants that was especially significant when examining college student populations is "*Where are you registered, or where do you intend to register*?" With so many out-of-state or out-of-area students, location becomes a central issue in the voting research process. The results are shown in figure 4.23.

Figure 4.23: Where Students Are Registered

	Home	Campus	Off-Campus/Nearby
Freshmen	75%	10%	4%
Sophomores	58%	29%	2%
Juniors	65%	26%	3%
Seniors	77%	10%	9%

Especially for students who are registered off-campus, and sometimes out-of state or very far away, the decision needs to made: travel to the designated polling place, vote by absentee ballot, or don't vote at all. Figure 4.24 displays the results.

Figure 4.24: Venue of Voting

	Travel to Designated Polling Place	Vote by Absentee	Did not Vote	N/A
Freshmen	33%	32%	19%	16%
Sophomores	40%	26%	19%	15%
Juniors	58%	20%	14%	8%
Seniors	61%	27%	4%	8%

These numbers reflect a dilemma facing so many college students. If, during the school year, they live on or near campus, students can choose to register at school, or they can register at home, wherever that may be. For those who choose to register at home, they must decide if it is worth it to make the trip back home, despite the fact that most universities do not take off for Election Day, or whether they should vote absentee. The data shows an equal percentage of freshmen participants choosing to vote at the polls and by absentee ballot. Across class years, this percentage changes, with a majority of upperclassmen choosing to travel to their respective polling locations. This may be

because an increasing number of sophomores and juniors choose to register on campus

and therefore do not have to travel as far. However, the data also shows that students as a

whole, and seniors in particular, overwhelmingly prefer to register at home and travel to

their polling locations.

Of the students who indicated that they intended to vote by absentee ballot, most

had not yet requested a ballot.

Figure 4.25: Students Who Had Not Yet Requested Absentee Ballots by mid-September

Class	%
Freshmen	72%
Sophomores	73%
Juniors	82%
Seniors	70%

These statistics excluded all of the students who intended to vote by other means or

were ineligible. Therefore, the data shows that many students choosing absentee voting

had not yet applied or received their ballots.

Given the time-sensitive nature of absentee ballot voting, the team provided

information and state-specific applications to all interested students in the survey group.

In the preliminary surveys, students provided the county, state and zip code where they

registered to vote, in order to match each participant with the proper application. The

entry survey also included a question to students asking, *If you have not requested an

absentee ballot, would you be likely to do so if you were given information on how to

request a ballot?* The percentage of students from each class that answered "yes" is

displayed in figure 4.26 below.

Figure 4.26: Students Who Would Use Absentee Ballot Information

Class	Yes
Freshmen	85%
Sophomores	76%
Juniors	79%
Seniors	69%

When the students were asked if they had decided who to vote for, if they did intend to vote, the following table displays how many students by class indicated "yes":

Figure 4.27: Students Who Knew What Candidate They Would Vote For

Class	Yes
Freshmen	70%
Sophomores	70%
Juniors	68%
Seniors	70%

The survey also asked students if they would use a quick reference sheet of candidate platform information, and of those who intended to vote, the following table shows how many students in each class indicated "yes":

Figure 4.28: Students Who Would Use Candidate Information Sheet

Class	Yes
Freshmen	65%
Sophomores	68%
Juniors	68%
Seniors	69%

4.4 Exit Survey Results by Class Year

In the weeks following the 2008 presidential election, the team revisited each

Gemstone class to distribute exit surveys. The exit survey asked students if they voted in

the election and the following table displays the results of those students who indicated

on the entry survey that they were registered and actually did vote.

Figure 4.29: Students Who Were Registered and Did Vote

Class	Voted
Freshmen	83%
Sophomores	83%
Juniors	86%
Seniors	89%

The team also wanted to know what percentage of students indicated the intent to

register on their entry surveys and actually did register by the time of the exit survey.

Figure 4.30 displays the results.

Figure 4.30: Students Who Intended to Register and Did Register

Class	Yes
Freshmen	68%
Sophomores	77%
Juniors	44%
Seniors	100%

With respect to the treatment study, the overall conclusion from the results seems to be that the absentee ballot and candidate information outreach tactics were ineffective and unsuccessful. Overall, the students in the treatment groups were unlikely to use the information provided and many did not even remember they were given any information at all. For example, 50% of each class year should have received an absentee ballot application and 50% of each class year should have received candidate platform information. However, the following tables indicate that less than half of students who received absentee ballot or candidate information responded that they did.

Figure 4.31: Students Who Recognized Absentee Ballot Information

Class	Recognized Information
Freshmen	31%
Sophomores	34%
Juniors	30%
Seniors	34%

Figure 4.32: Students Who Recognized Candidate Information

Class	Recognized Information
Freshmen	45%
Sophomores	47%
Juniors	31%
Seniors	24%

These percentages are rather low and indicate that the majority of the students who received the information prior to the exit survey did not realize or remember it.

With regards to the absentee ballot information, while half the participants should have received applications, the percentage of students in each class that actually used the information is low.

Figure 4.33: Students Who Used Absentee Ballot Information

Class	Used Absentee Ballot Information
Freshmen	5%
Sophomores	4%
Juniors	5%
Seniors	4%

Similarly, while half the classes visited were given candidate platform information sheets, very few students indicated on their exit survey that they used it.

Figure 4.34: Students Who Used Candidate Information

Class	Used Candidate Information
Freshmen	14%
Sophomores	11%
Juniors	6%
Seniors	7%

Overall, this seems to give the impression that the treatments did not make an impact on the students' decision to vote. Therefore, the team can conclude that the third phase of the methodology, the mobilization tactic, was not effective in mobilizing students. There are, however, many variables to consider when analyzing why, which will be discussed in Chapter 5.

4.5 Statistical Analysis

Statistical analysis was performed with the results from the entry and exit surveys. Dr. Kei Kawashima-Ginsberg, the lead researcher at CIRCLE, performed a general log-linear analysis with the team's raw data, and assisted the team with Chi-square analysis. Log-linear analysis examines the relationship between variables to see if there is deviance from the expected results whereas Chi square analysis examines the differences between the variables.

4.5.1 Statistical Power Calculation

A statistical power calculation was conducted with the help of Dr. Eric Slud, a professor in the mathematics department, who is also affiliated with the statistics program at the University of Maryland, College Park. A statistical power calculation shows the probability of finding a statistical difference, if there is one to be found. The calculation determines the probability by using the differences between two populations, in this case, between the sample sizes of two treatment groups. So, for one question, there are six different pairs that can be compared for the four treatment groups. The two populations are compared to determine the probability of getting a statistically significant difference in the results when considering the sizes of the populations. The percentages of the two treatment groups, as well as the sample sizes of the two groups are inputted into the

calculator. While there is no fixed power value that determines the certainty of statistical significance, the higher the statistical power is, the more likely it is to receive a statistically significant result. All statistical powers for each pair of treatment groups were calculated using a two-tailed, two sample test using percentage values and each power was calculated with a 95 percent confidence interval. An online statistical power calculator from DSS Research (www.dssresearch.com) was used to determine the powers.

For the question of "did you vote in the November 2008 election?" the statistical powers were calculated for the percentages of those who voted in each pair of test groups. The percentages of those who voted, of those eligible to vote, is 76.4 percent in the control group, 83.0 percent in the absentee group, 80.6 percent in the candidate group, and 79.6 percent in the both group, the group that received both absentee ballot information and candidate information. For the statistical power of the control group and the absentee group, the following numbers were inputted into the statistical power calculator: the percentage of the control group of those who voted, 76.4 percent, the percentage of the absentee group, 83.0 percent, and the sizes of each sample, 106 students in each sample. The statistical powers for all pairs of treatment groups, for all questions, were calculated in the same manner. The statistical powers for those who replied that they did vote in the election are as follow:

Figure 4.35: Statistical Power for "Did you vote in the November 2008 election?"

Pair of Treatment Groups	Statistical Power
Control, Absentee	22.2%
Control, Candidate	11.4%
Control, Both	8.6%
Absentee, Candidate	7.4%
Absentee, Both	9.7%
Candidate, Both	5.4%

In calculating the statistical power of test groups, the voting rates of individual group and the size of that group are compared to each of the other test groups, two groups at a time. For each of the pairs of treatment groups, the statistical powers are low, ranging from 5.4 percent to 22.2 percent. These low statistical powers show that there is little probability that the results would be statistically significant. Had the sample sizes been larger, even the small differences in voting rates between the groups would have been more likely to be statistically significant. When considering the differences in voting rates between the groups, the small sample sizes must be taken into consideration, given the results of the statistical sample calculator.

Next, the statistical powers were calculated for the percentages of those who had voted by absentee ballot for the question "by what method did you vote in the election?" The percentages of those who voted by absentee ballot in each group are: 37.8 percent in the control group, 43.8 percent in the absentee group, 29.3 percent in the candidate group, and 41.5 percent in the both group.

Figure 4.36: Statistical Power for "By what method did you vote in the election?"

Pair of Treatment Groups	Statistical Power
Control, Absentee	12.5%
Control, Candidate	21.0%
Control, Both	7.7%
Absentee, Candidate	50.2%
Absentee, Both	6.1%
Candidate, Both	37.1%

The statistical powers for each pair of treatment groups are not high enough to be likely to signify significance. The distribution of absentee ballot information would most likely not sway any particular group to vote via absentee ballot in significantly higher numbers. These differences in a larger sample size or larger differences in the team's sample size may have been significant.

Lastly, statistical powers were calculated for the question "did you use this information (candidate platform information) to help you decide which candidate to vote for?" Of the students who thought they had received a reference chart, 6.1 percent of the control group, 9.4 percent of the absentee group, 27.3 percent of the candidate group, and 25 percent of the both group, responded yes, they did use the information to help them decide which candidate to vote for.

Figure 4.37: Statistical Power for "Did you use this information (candidate platform information) to help you decide which candidate to vote for?"

Pair of Treatment Groups	Statistical Power
Control, Absentee	7.9%
Control, Candidate	75.9%
Control, Both	66.0%
Absentee, Candidate	54.5%
Absentee, Both	43.9%
Candidate, Both	6.1%

The statistical powers for some of these values are higher, namely the value of 75.9 percent for the control group and candidate group. Thus, there is a 75.9 percent probability of having a statistically significantly greater number of those in the candidate group that would use the candidate information than those in the control group.

Overall, the statistical power calculator shows a low probability that the results would be statistically significant with our small sample sizes. Having larger sample sizes would have increased the statistical power; however, the team's sample sizes were limited by the practicality of the mobilization tactic and the need for repeated contact.

4.5.2 Randomness of Test Groups

The team conducted a Chi square analysis to determine if the four test groups were, indeed, randomly selected. First, the team conducted the analysis on the breakdown of male and female students in each test group. For this test, which had a critical value of 0.05, the p-value was 0.7073. This means that there was no statistically significant difference between the test groups—in terms of sex, the groups were random.

4.5.3 Log Linear Analysis

Upon analysis, Dr. Kawashima-Ginsberg found that the log-linear analysis showed that the differences in voting rates between the control group and the treatment groups were not statistically significant. The p- value between the control group and the three experimental groups combined of those who voted in the election of 0.285 is greater than a p-value of 0.05, meaning that the results were not statistically significant, even with a 5 percent margin of error. This means that the research team cannot conclude with 95 percent confidence that the differences across the test groups were not due to chance. The Pearson Chi Square value was 1.479, which was less than the critical value of 7.815. The null hypothesis of our study was that there was no difference between the voting rates of the control group and of the experimental groups. Because the Chi Squared value was less than the critical value, we can accept the null hypothesis. The log-linear analysis results showed an odds ratio of 0.75 for the control group. When using data demonstrating statistically significant differences, the odds ratio shows the implications of that significance. For example, a similar odds ratio of 0.75 would indicate that the control group was 25% less likely to vote in the 2008 Presidential Election. However, when, as in this case, the data is statistically non-significant, the odds ratio is inconsistent across samples. That is, since the variations in the data may be due to chance, there is no indication that the variations between test groups will be the same upon repetition of the experiment.

Also, the differences in the methods of voting (such as traveling to their designated polling location or voting by absentee ballot) between the control group and the variable groups were not statistically significant. For the analysis of voting methods, the p- values of the log-linear analysis were 0.582, 0.531, and 0.863, which are all greater

than 0.05, indicating the statistical non-significance. The Pearson Chi Square value was 6.342, which was less than the critical value of 12.592, again meaning that the null hypothesis must be accepted. The null hypothesis is that there is no difference in the method of voting between the control group and the experimental groups. Overall, statistical analysis showed that the results were not statistically significant for either voting or not voting or the method of voting between the control group and experimental groups.

Chapter 5: Discussion

Many conclusions can be drawn from the analysis of these results. In this section, the team discusses variables that influence the team's research, major trends found in the focus groups and surveys, results of the mobilization tactic, and future recommendations. Each phase of the methodology provided the team with qualitative and quantitative data that was used to provide recommendations to state legislators, college campuses, youth and youth voting organizations, and future researchers on the topic of youth voting.

5.1 Confounding Variables

Many variables affected the outcome of our research. Due to these confounding variables, it is impossible for the research team to definitively declare a successful or unsuccessful result to this study.

A student's access to important resources may affect whether or not they vote. In order to be an informed and responsible voter, a student must have access to registration, information about the candidates and their responsibilities, and access to polling places. Factors that may contribute to the accessibility of these things include socioeconomic status and personal motivation (Cranor 1). An individual's access to these resources can depend upon whether or not that individual has the luxury of the additional income necessary to pay for the cost of transportation to a polling place, or whether or not that individual can afford to take time off from work to vote. Also, the individual's personal interest will determine his resolve to inform himself on the candidates, issues, and the basic process of voting.

Another confounding variable is a student's background, including familial influence and community influence. Some students come from families that encourage

political participation, whereas other families may place less emphasis on civic engagement. Different communities place varying emphasis on the importance of civic engagement, which may be reflected in the student's voting patterns. For example, certain schools may place more emphasis on voting, while others may not touch on the subject at all. Basic knowledge of the structure of government, the voting process itself, and knowledge of the particular positions that are up for election are confounding variables as well. A greater understanding of the governmental structure and the responsibilities that a particular elected official holds may affect whether or not a student chooses to vote for someone running for that office.

Also, the high-profile 2008 election and the candidates' campaigning strategies leading up to the election are variables that affect the study. The 2008 election was a very high-profile election with much media attention. The media attention garnered more interest from the general population, and more people were engaged in the 2008 election than in previous ones. Leading up to the 2008 election, candidates targeted the youth more than before. Candidates used new methods to contact potential supporters, such as emails, Facebook, and text messaging. The publicity of the 2008 election and the candidates' campaigning strategies that were increased towards the youth acted as confounding variables to our study.

5.2 Focus Groups and Surveys

The major topics that were expressed by the students in the focus groups included registration and voting, the inconvenience of voting, disengagement of students, mobility of students, and absentee ballot and candidate information issues. For the most part, the major themes expressed in the focus groups supported the ideas that the research team

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expected to hear based on personal experiences and existing literature. These themes in the focus groups were also generally supported by the students' responses in the surveys.

5.2.1 Registration

Students expressed a preference to register to vote at their home or permanent address, rather than their address at school, for a number of reasons. The data shows that seniors in particular, overwhelmingly prefer to register at home and travel to their polling locations. The seniors' preference to register at home could be influenced by access to transportation, as upperclassmen are more likely to have vehicles on campus and have the option of driving home to vote. For undergraduate students as a whole, some students came from historically borderline or "swing" states and felt that their vote was worth more in their home state. Other students remaining registered at home because of their ties to home. In some cases, students had more personal attachment to, and an interest in, the issues surrounding their home locales than they did with the city or town in which they attend college. The survey results confirmed the results of the focus groups. Even with the larger sample size, more students tended to be registered to vote at home than on or near campus. However, most groups undertaking registration efforts on campus encourage students to register on campus. This indicated that students are choosing to register at home and stay registered there.

5.2.2 Voting

Overall, most of the students expressed that they had the inclination to vote. Each individual cited different reasons, but several points of interest to the research team were raised. Some students voted because they felt it gave them a say in politics, even if that

say was nominal. Other students voted because the experience gave them a sense of pride—one student said that she loved getting the "I Voted" sticker that is handed out at the polls, and others fervently agreed. Other students voted because they saw it as an important right to exercise. Students often cited upbringings as integral to their inclination to vote, by mentioning what their parents do.

5.2.3 Inconvenience

In every focus group, students were very eager to discuss factors that discouraged college students from voting. Some students did not vote, and the students that did brought up the fact that even though they vote, they had friends who did not. Inconvenience was cited as a key reason that college students did not vote. The students expressed frustration with the situation and system of voting on campus. In the 2006 midterm election, the University's polling location at the Stamp Student Union had only four polling machines to serve the thousands of students registered to vote at that location. This resulted in long lines at the polls, which was a huge inconvenience to students. Students tried to vote before, after, or in between classes, but found themselves unable to do so because of these long lines. Students tend to have rather inflexible schedules. At the University of Maryland, Election Day is not a holiday from school - classes and extra-curricular activities are still in session. No matter what is going on, students are still required to go to class at a certain time each day, the dining hall hours do not change, and some students have to catch busses to get home. These inconveniences have a great impact on students.

Another issue that prevented students from voting was transportation. As previously discussed, students often choose to stay registered at their home when they

feel strong ties to that area. But students also enjoy the experience of voting, so they

sometimes prefer not to vote by absentee. In this case, transportation becomes an issue.

Many students, especially first and second year students, do not have access to cars when

they are on campus, and in some areas, public transportation is not reliable. If students

are unable to reach their polling locations in a convenient way, they will not vote. At the

University of Maryland, the Student Government Association (SGA) has tried to combat

this by offering a shuttle service between the Stamp Student Union and the polling

locations for students living off campus in the city of College Park. However, students

underutilize this service. Some students in the focus groups were not even aware that

such services were offered. But students, both those who knew about these services and

those who did not, tended to agree on one point: get-out-the-vote efforts undertaken by

the university needed to be better publicized. One student said that registration efforts

exist on campus, but that he had heard of one only by chance, because a friend of his was

going to register, and that this is the only reason he himself was registered to vote. With

better publicizing of these efforts, students agreed, more students on campus would vote.

5.2.4 Disengagement

As previously discussed, the majority of students who participated in the focus

groups were interested in voting in one way or another. However, there was one student

in particular who provided a very interesting dissident voice—he did not and chose not to

vote. Conventional voting literature would dismiss this student as being apathetic and

civically disengaged, but this was not the case. This student was very informed about all

of the issues, about the procedures surrounding voting, and about the candidates. But he

chose to express himself by refraining from voting. He explained that he grew up in

inner city Baltimore, and that he did not see any evidence of the government helping the people in his community. He felt that he had not seen voting produce anything good, and that the exercise was thus pointless. In order for him to become interested in voting, he said, he would need to see a change in the system, at the local, state, and federal levels, to make voting more relevant to him. This particular student represents an important demographic that is overlooked in the traditional literature—students who are well-informed, but make the decision not to vote. In this particular student's case, the change needed to get him to vote is not something that the research team could pursue, but again, this is a point that is essential that future researchers make note of.

Overall, student respondents expressed that voting was important to them. Apathy was not particularly an issue among the respondents. It is possible that this is because the respondents largely self-selected. While the invitation to complete the team's survey was sent to the entire population of the university, students chose whether to attend the focus group or complete the survey themselves. It may have been that students who elected to attend the focus group or complete the survey happened to be more interested in the issues at hand. But even if this is the case, the results still speak to the possibility that, contrary to much of the information that the team previously read, low student turnout rates were not, in fact, due to student apathy.

5.2.5 Mobility

Past research has shown that students are very mobile and move around a lot; they lack a permanent address (Von Drehle 3). Some move around from place to place, sometimes with few or no strong family or personal ties to one particular location. Young people often do not own property, and in some cases, do not have to pay taxes.

However, in contrast to the literature, students at Maryland expressed that they did not find mobility to be a deterrent to voting.

As an example of mobility issues, consider a hypothetical student from the state of Maryland. The student grew up in Maryland, went to school in Maryland, and his parents still live and work in Maryland, where they contribute to the tax base. The student's permanent address is, therefore, in Maryland, and the student holds a Maryland driver's license. But then this student decided to attend college in Iowa. Even though the student lives in Iowa for at least 9 months out of the year, he does not have a government-issued form of identification to attest to this fact. As a student living in the dorms or renting an apartment near campus, he probably does not receive utility bills in his name. This type of situation leads to issues for young people when it comes to voting. Legally, since the student lives in Iowa most of the year, he is allowed to register to vote in Iowa. But if he is asked for identification in order to prove his residency, such as a driver's license issued from the state of Iowa, he does not have it. In some instances, students do not even know that they can register at their school. Some students that the research team talked to, especially freshman and sophomore students, were surprised to learn that they could register with their University address. In some cases, candidates encourage such misconceptions.

In the lead-up to the 2008 Iowa caucuses, the campaigns of Senators Hillary Clinton and Christopher Dodd publicly and privately distributed information suggesting that students who were not originally from Iowa should not caucus in Iowa (Adler). This is somewhat misleading, as students may feel discouraged from participating in the voting process. Young voters may also feel the candidates are trying to disenfranchise them

from the process. Additionally, as mentioned before, since, as literature suggests, young

people in general are more mobile than older age groups, they sometimes do not change

the address on their voter registration to match these moves. In some states, enforcement

is such that the individual will be kept from voting because they are unable to verify that

the live at the address with which they are registered to vote. This mobility is one of the

classic barriers to voting that most literature refers to in reference to young people.

However, in the focus groups that the team conducted, students did not cite mobility

as a factor that kept them from voting. In fact, one member of the research team shared

an experience that she found intriguing. She was registered to vote at an on-campus

address, in a dorm she lived in her second year in college. When she went to vote in the

primary elections as a senior, she found that she was still registered in that old dorm, but

was still allowed to vote. In the general election in November, when asked to confirm

her address, she simply stated the name of the dorm and was told that this was sufficient.

This anecdote relates the experiences that the team has heard from many of their peers.

Students do not change their registration location each year when they move around to

different housing locations on or around campus. As such, it is evident that the focus in

literature on youth mobility does not fully translate to the experiences of students at the

University of Maryland.

5.2.6 Absentee Ballot Issues

The team found that students wanted to know more about the process of

requesting and using absentee ballots. The absentee ballot application process can be a

difficult obstacle for young voters to overcome. Although many students intend to vote

absentee, they have not taken the necessary steps to do so. Deadlines also pose a

challenge to those who wish to vote absentee, because students may not know the

deadlines and may submit the applications too late. If a voter wants to use an absentee

ballot, they must request one early and complete the preliminary steps in a timely fashion

to be able to do so. Because every state has a different deadline for when the ballot

should be requested, students often missed out on receiving one. Also, students who

received the ballot claimed that they never mailed the ballot in because they simply did

not have a postage stamp to do so. The combination of these factors indicated that one

potential way to increase the number of students who vote would be to help students vote

via absentee ballot.

5.2.7 Lack of Candidate Information

Another common theme was that students habitually did not vote because they

felt that they did not know enough about the candidates and their stances on the issues.

As research shows, "53 percent [of youth aged 15- to 25-] are unable to name the

Republican Party as the more conservative party" (Lopez et al. 2006, 24). Young people

lack knowledge about politics and candidates, and students in both the focus groups and

surveys expressed that they would like candidate information in an accessible, easy-to-

read manner. Students in the focus groups mentioned that they would like "an easy

explanation of what the issues are" and that "information [that is] all in one place is

good." Based on all of these issues, the group saw that another potential way to increase

student voter turnout would be to provide students with easy access to information on the

candidates.

5.3 Mobilization Tactic

The research team chose to distribute both candidate and issue information and absentee ballot information to the test subjects in the study. When survey administration was completed, the team found that the number of students who said they would utilize the information was lower than anticipated. Based on the students that said they would use the information, the team thought the distribution of information would prove to be useful. However, the students used the information in even lower numbers than they had suggested in the surveys.

Throughout the study, the team focused on the idea that personal contact with potential voters is key in increasing turnout (Green and Gerber 2004). However, due to the nature of the study, personal contact, though repeated, was short-lived and occasional. Thus, the team believes that even higher levels of personal contact would be helpful in making this particular tactic a more successful way to increase turnout.

For the distribution of information, the team found that student recognition of receipt of this information was low. Everyone in a particular test group received the prescribed information sets. Yet students in the test groups did not all recognize that they received the information they were given by the research team, and some students reported receiving information when they were not given any. This constitutes an issue of self-reporting. Self-reporting represents a significant bias in much of the literature on voting. Because of inaccessibility of voter records, many studies use exit polls to count turnout as well as to track which candidates were voted for. A similar bias is relevant in this study. It is difficult to conclude that the information was not used since students did

not recognize receipt of it. It is possible that test subjects used the given information without recognizing that it was related to this study.

In addition to self-reporting, the data was confounded by students adding to or amending the multiple-choice responses. Some added conditions to their responses, such as that they may use the information if they knew it was from a reputable source. The addition of such responses forced the entry to be deemed invalid when performing statistical analysis.

The point raised by students creating such conditions is also interesting: perhaps mobilization tactics are more effective if they come from those with that are deemed trustworthy by young voters. This idea brings rise to more questions, most notably, who exactly do young voters trust? In 2006, 47 percent of youth aged 15 to 25 said that the "government is almost always wasteful and inefficient," an increase from only 29 percent in 2002 (Lopez et al. 2006, 23). Also in 2006, 63 percent of youth in the same age bracket stated that the "government should do more to solve problems" (Lopez et al. 2006, 22). There is an apparent need for increased trust in the government. Another issue that came up was the credibility of the information on candidates and issues that was distributed. Several students in each test group noted on their entry surveys that their decision to use the information would be based on the credibility of the source of the information. Literature suggested that peer-to-peer contact was an effective tactic to mobilize students, but this may depend on the tactic put to use and the perceived trustworthiness or credibility of those initiating contact.

Some students also indicated that they would use the information if it presented certain issues of interest to them including the war in Iraq and abortion. Responses from

the focus groups and survey guided selection of issues to include on the candidate information sheet, but there is still a vast array of other topics that students care about.

Another response that students shared was that they used information partially, or in addition to other resources. This suggests that students may have needed more than what was provided as it was simply not enough information with which to make an informed decision. While only a small number of the sample actually amended their responses on the survey, there was still no way to code these responses into our data analysis, and the team was forced to declare them invalid. This may either slightly underestimate or overestimate the intended use and actual use of the resources provided.

Another issue that came up was that the candidate information handed out was not always perceived as non-partisan. Some students wrote in editorial comments that implied that they would be hesitant to trust information that the team distributed. The team made the decision to respond to the survey respondents' expressed desire for more information on candidates. The team used information from candidates' websites as well as other non-partisan informational websites to compile a non-partisan chart of information to try and provide this resource in an accessible fashion. Perhaps however, this was not the best method to compile information, considering that it was not distributed or created by an authority figure such as a major news source. Some students may not have deemed the chart as trustworthy, according to their comments. Providing students with absentee ballot information had the purpose of informing as well as encouraging them to vote. However, it is possible that students who received candidate information felt that we were trying to influence which candidate they would vote for.

Although this was not the intent, this misperception may have influenced students' decisions to use the information sheet.

Based on the mobilization tactic analysis, the team concluded that on a college campus, it is very important to focus on absentee ballot information. Many students just do not know how to apply for the ballot and this may have prevented them from voting. Each state, as well as the District of Columbia, has a different form that must be filled out. Each state also has a different deadline for the form. These different deadlines are important to highlight, as the team learned in the third phase of our study. When exit surveys were conducted, some students who had received state-specific absentee ballot forms claimed that the information the team provided was helpful for them in obtaining a form by the deadline. Had it not been for the team's tactic, the students would not have been aware of the deadline for their state-specific form.

While candidate information is still important to share with students, especially those who claim not to vote because they do not know the candidates' platforms, the team concluded that absentee ballot information can affect whether or not a student votes whereas candidate information may be perceived as trying to influence who they will vote for. This study was focused on actually mobilizing students to vote. Candidate information may be helpful in increasing student turnout in other informational forms, such as through informational CD's or perhaps a chart created by a credible source. However, the informational chart in the team's tactic was not effective. The chart was not compiled by or distributed by a perceived "expert," and this may have detracted from the chart's effectiveness. In the future, it might be effective to repeat a similar test using an informative chart that has the backing of a well-known, trusted source.

The statistical analysis showed that the results were not statistically significant, meaning that there were no differences among the voting rates between the control group and the experimental groups. Also, there were no differences in the method of voting between the control group and experimental groups. However, there was a slight variation among the control group and the experimental groups in voting rates. Perhaps further research, using a larger pool of participants, might be one way to clarify whether the tactics that the team used could possibly be effective.

The research team chose to consider the responses stratified by class year in addition to the test group. The team wondered if the trends seen in the larger population—higher engagement in voting among older demographics—would hold true at this micro level. It was found that across most questions, juniors and seniors were more likely to be engaged and more likely to follow through on their intentions about voting than freshmen and sophomores were.

5.4 2008 Election

In the case of the 2008 election, students do, in fact, vote. In 2008, CIRCLE estimates that the turnout rate for 18- to 29-year-olds increased to about 52-53%, indicating that youth engagement in the election is on the rise. While this number comprises the 18-to 29-year-old demographic and this study focuses on undergraduate students aged 18-24, the anecdotes and trends the team came across in the literature review aligns with the focus groups and survey results and suggests that a similar trend holds within the undergraduate population. There are a number of factors that may have contributed to this rise in turnout (CIRCLE).

When talking with students in the focus groups, it was apparent that when people are more engaged in the election, they vote. Many students claimed that they were excited to vote in 2008 because they felt more in touch with the candidates. As discussed in the literature review, the 2008 election was a peculiar case as far as the media is concerned. For the first time, Web 2.0 technologies and social media played a considerable role in the election (Hesseldahl et al.). People were generally more engaged in this election than they have been in prior ones; the election was very highly publicized and received much attention from the mass media. Also, presidential candidates reached out to the youth much more—in fact, both major party candidates hired youth vote coordinators early in the campaign cycle (Von Drehle 2). It is very difficult to gauge how effective our tactic would be in a different election in which people are more or less engaged. It is also difficult to measure what increase in turnout was due to our tactic and what was due to the election itself.

Mobilization tactics used in the 2008 election by the candidates should be examined since this election saw an increase in youth voter turnouts. For example, Obama's campaign team texted voters on the day of the election and candidates from many of the parties showed up to campaign on college campuses. These various tactics should be examined when brainstorming effective ways to mobilize the youth.

5.5 Recommendations

Based on the research over the past three years, the team would like to make several recommendations to state legislators, University of Maryland and other college campuses, youth organizations, and future research teams.

5.5.1 Recommendations to State Legislators

As previously discussed, youth place high value on ease in the voting process. In the focus groups and campus-wide surveys, many of the things participants cited as deterrents to voting were policy-level issues. For example, many students were discouraged by long lines at the polls on election days. Such long lines indicate a need for more election judges and more voting machines at the various polling locations. Another example is the difficulty of traveling to the polls for many students who do not have cars on campus, or who choose to vote in a home state that is far away. While state and federal laws provide employees the guarantee that they will be given a sufficient amount of paid leave to allow them to travel to the polls and vote, no such system exists for students. Students are often forced to miss class if they want to vote.

The system and rules surrounding absentee balloting varies from county to county and state to state. One student involved in the research team's mobilization tactic related her frustrations with the system to the team member surveying her. This student, who is a registered voter in Ohio, requested her absentee ballot well before the deadline, but her absentee ballot did not come until after several days after the election, rendering it useless. Many of the students that the research team talked to cited similar frustrations.

Students also expressed interest in same-day registration. In some cases, students do not know where they are registered, or even in some extreme cases, if they are registered at all. Allowing same-day registration would likely increase voter turnout, not just among students and non-college youth but in the population at large. In the discourse surrounding how to improve voting, e-voting, or voting over the internet, is also cited as a potential way to increase turnout (Feldmann).

All of these examples represent issues faced by students in the voting process.

State legislators should consider changes the rules surrounding the voting process so as

to address some or all of these issues. Doing so would likely aid in increasing not just the

youth vote, but also voting rates of older demographics.

5.5.2 Recommendations to College Campuses

College and university administrators and student governing bodies should

increasing the publicity of their get-out–the-vote-efforts. This efforts may include

registration drives and transportation to polling locations, as previously discussed. If

students are more aware of the existence of various efforts, they are more likely to

respond to them. With so many events and activities taking place on campus, it is

difficult for students to remember them all. But if administrators are successful in

reaching out to students, students will be more responsive. When the Student

Government Association and Office of Academic Affairs at the University of Maryland

offered to transport students in golf carts around the campus in order to vote in the local

county election, very few students we talked with were aware of this tactic – the

university did a poor job in advertising the rides. When this tactic was mentioned in the

focus groups, those students who were not already aware of the student government's

initiative thought it was a great idea. If they had known about it, they would have

utilized them.

An example of a well-advertised initiative is the "Election Night 2008 at

Maryland" watch party. Held at the student union, the Student Government hosted

hundreds of students who all gathered together to engage in the election results. The

university advertised this event through a variety of methods including posters,

Facebook, and in the Diamondback, the school newspaper. The huge turnout can be

attributed not only to a high level of interest by the students, but also to the fact that they

were aware of the event. Publicity is key and with more awareness surrounding various tactics, the University will see a larger response rate. Students just need to be aware of what events are going on in order for them to attend them.

In this research study, the team also found that more seniors and juniors were likely to be registered to vote and actually vote as compared to freshmen and sophomores. This piece of information is important for the University to consider as they decide which sectors of the campus population to focus attention on. In the focus groups and surveys, it was evident that juniors and seniors have had more opportunities to register, as they have been around campus longer and for the most part over the age of 18 for a longer period of time. Also, more juniors and seniors were more likely to travel home to vote if they were registered at home, and this is due to the fact that more upperclassmen have cars on campus during the school year than underclassmen do. This sector is also more likely to live off-campus or in an apartment, and therefore has a more concrete address instead of the freshmen and sophomores who live in dorms. Therefore, it may be beneficial for more efforts to be directed at the younger population in college.

5.5.3 Recommendations to Youth and Youth Voting Organizations

To other youth and youth voting organizations that are interested in this topic, or other related topics, this research raises several points to consider. First, students were very receptive to talking to us person-to-person. This supported the belief that peer-to-peer contact is important. However, as we will discuss with regards to future researchers, technology also plays an important role in effectively reaching out to students. Youth voting organizations should weigh the potential benefits of each method in deciding how to try and reach out to youth.

Youth voting organizations should also consider the size of their intended programs when deciding how to reach out to youth. In other words, it is essential to consider the size of the organization, the particulars of the population being targeted, and the intended result of the outreach. The organization must weigh how much face-to-face contact it can offer against the benefits of that contact, how large the population being targeted is and whether that population will respond better to face-to-face or technology-driven contact, and how the intended result may be affected by these, as well as other, factors. The research team cannot definitively say that one particular method is best— each is beneficial under different circumstances—and each should be considered on a case-by-case basis.

5.5.4 Recommendations to Researchers

The team also has several recommendations on topics that would be beneficial to researchers studying the youth vote. Technology was not tested for in this research, but after using various methods to reach out to students, the team speculates that certain methods were more effective than others as seen through their experience. In the focus groups, email was used as the outreach mechanism to elicit participants. The accessibility to youth offered by technology was essential to the success of our focus group and survey efforts. When it came time to administer the tactic, though, the team elected to make the entire endeavor paper-based. The team made this choice because based on all of the literature and the feedback of students in the focus groups and the surveys, the value of face-to-face and more importantly, peer-to-peer contact, in get-out-the-vote efforts was something that had been emphasized and could not be ignored.

In the end, however, there is some value in using technology in get-out-the-vote efforts. In the research team's case, the team had much higher responses in the online survey than the paper survey. Due to the team's limited time and manpower, it would have been difficult for the team to get the same number of paper surveys as they received online. People today, and more importantly young people, are very accessible via technology. College students use their cell phones and computers constantly, so they are used to taking in information and staying in contact with others in this fashion. Also, a large-scale face-to-face get-out-the-vote effort would require an immense amount of capacity to establish the necessary contact. Not all research teams, including this one, have such resources at their disposal. Technology-driven efforts can reach larger numbers of people with less manpower. It took the team much more time to reach students with a paper survey than with the online version. While the use of technology in the focus groups and surveys and the face-to-face emphasis in the intervention cannot be directly compared to each other or to text message- or email-based interventions, the team did notice that technology represents a valuable resource whose impact on youth and implications in research have not yet been fully explored. As such, future researchers should strongly consider the use of technology in get-out-the-vote efforts when planning their research.

In designing future research efforts, the team recommends taking a number of things into account while determining sample size. The end goal of the study must be considered. When the goal is to find a generalized trend in a large population, having a large sample size will be beneficial. However, if the goal is to find specific information

such as the effectiveness of peer-to-peer contact, then a smaller sample size might be more useful.

In some cases, larger-scale efforts can find more definitive results related to youth voting. This recommendation is based on the response rates for the focus group invitations as compared to the survey invitations. For the focus groups the team reached out to 1,000 students and had a participation rate of just below two percent. For the surveys 25,000 students were contacted and had a participation rate of almost four percent. While there are likely other factors that influenced this difference, larger efforts have the potential to be more definitively successful in attracting more participants. However, an important thing the team learned was that in some cases a smaller sample population can be advantageous. The team had a small sample to work with during the mobilization tactic, which allowed for more contact with the students. If a larger population had been considered, it would have been more difficult to reach the students and keep track of each phase of the tactic.

Optimally, a research team would be able to use high levels of contact with a large sample size to obtain very concrete results. However, this may not always be possible—large sample sizes and personal contact can be mutually exclusive. A sound recommendation to researchers is therefore to efficiently plan the study and choose an appropriate sample size. Larger samples are not inherently better—however, if the results are to be applied to the larger population, the sample size should be planned accordingly.

Appendices

Table of Appendices:

Appendix A: Research Timeline

Year	Season	Month		
2007	**Spring**	**Apr**	Final Thesis Due Thesis Proposal Writing Graduation	Focus Group Protocol Development
		May	Graduation	Development
		Jun	Submit IRB Approval for Focus Groups	
		Apr	Thesis Proposal	
		May	Received IRB Approval for Focus Groups	
		Jun		
	Fall	**Jul**		
		Aug	Develop Focus Groups Protocol	Received Random List of Students from Registrar
		Sep		
		Oct	Conducted Focus Groups	
		Nov	Junior Colloquia	Survey Development
		Dec		
2008	**Spring**	**Jan**	Submitted and Received IRB Approval for Addendum	
		Feb		
		Mar	Administer Survey and Analyze Results	
		Apr		Develop Mobilization Tactic
		May	Thesis Development	
		Jun		
	Fall	**Jul**	Submitted IRB Addendum for Tactic	
		Aug	Received IRB Addendum Approval	
		Sep	Mobilization Tactic Implementation – Entry Surveys and Information Distribution	
		Oct		
		Nov	Mobilization Tactic – Exit Surveys	
		Dec	Tactic Data Analysis	Write Thesis
2009	**Spring**	**Jan**		
		Feb		
		Mar	Draft Thesis Due; Thesis Defense	

Appendix B: Focus Groups Recruitment Emails

The research team has included the two emails it used to recruit students for its focus groups. The first, more formal email, was sent initially, and received a moderate level of response. The second, more informal, email, was sent to the same students nearly a week later, and also received a moderate level or response.

Dear Student,

This is Team VOTE-CP, The Voice of the Electorate - Collegiate Participation. We are an undergraduate research team at the University of Maryland. Our group is conducting research on public affairs and college students, like you! Please give us your input by participating in one of our 50-minute focus group discussions. We will be conducting focus groups on:

Monday, October 15th at 4:00 PM
Monday, October 15th at 6:00 PM
Tuesday, October 16th at 5:00 PM
Wednesday, October 17th at 6:00 PM
Thursday, October 18th at 5:00 PM

Please respond to votecp@umd.edu with your name and the time slot(s) of your choice. If you can make more than one, tell us which ones in the order you prefer. We are looking for students of all cultural, religious, ethnic, and political backgrounds to offer their opinions in a round-table discussion. Dinner will be offered at all sessions. Thank you for your consideration.

Sincerely,

VOTE-CP

Subject: Free food for your opinions!

Hey!

You've been selected to tell us what you think! Come get free food and talk to other students in a relaxed environment.

Choose from one of the following dates and times:

Monday, October 15, 4:00-4:50 PM, in 1224 Jimenez Hall
Monday, October 15, 6:00-6:50 PM, in 3203 Jimenez Hall
Tuesday, October 16, 5:00-5:50 PM, in 1120 Jimenez Hall
Wednesday, October 17, 6:00-6:50 PM, in 2207 Jimenez Hall
Thursday, October 18, 5:00-5:50 PM, in 1120 Jimenez Hall

We promise that we're legit. We have University approval. Sign up by replying to votecp@umd.edu with your name and preferred session(s). This is a great opportunity! Bring a friend if you want—just e-mail us their information, too.

Get excited!

-Team Vote-CP

Appendix C: Focus Group Protocol

VOTE-CP Focus Groups
Fall 2007

Materials Needed:

-paper
-pencils
-markers
-audio recorder
-pizza & drinks
-plates, cups, etc

Team Roles in Each Focus Group:

1. Moderator
2. Notetaker/help moderating.
3. Notetaker
4. Misc. Person (take care of all other things – food, help make sure ppl have paper, etc.)

INTRODUCTIONS (approx. 8 minutes)

Purpose of the Focus Groups

-We're Team VOTE-CP (Team introduces themselves). We are an undergraduate
research team in the Gemstone program on campus studying voting patterns among youth
here at the University of Maryland.
-We formed our group about a year and a half ago and developed this topic because we're
interested in understanding youth voting.
-We'll be using these discussions as a way to develop a survey that will be distributed to
the greater population of the university. We want to tailor the survey to university
students rather than assuming what they will answer, so that's where your responses
today come in. Your answers will be completely confidential, so we are asking you to be
completely honest with us.

Bureaucratic Stuff

In order to conduct these focus groups on campus, we have approval from the University
of Maryland Institutional Review Board. Essentially, what IRB does is approves research
to be done on campus or the research campus folks are doing off-campus. They are there
to protect you. As a result of our desire to do ethical research and what the IRB has
asked us to do, there are a bunch of ways we will protect your confidentiality.

-   First, we will be audio-recording the discussion today. We won't be attaching
    any of your personal information to what is on the tape, except your voice—it's

just so that we can make sure that we're accurately transcribing your ideas. We will be collecting your names for tracking purposes only, and only members of the research team will see them. To ensure confidentiality, we will be using fake names once we start recording.

- We also want to remind you that what happens in this room stays in this room. It's like Vegas in here. What happens here, stays here. If you talk about this afterwards, please don't refer to anyone using their real or fake names or any distinguishing characteristics.

- In front of you there's a consent form. This is the only place we need your real name. If you haven't yet, please read the form through. WAIT IF NECESSARY FOR ALL TO READ THE FORM. Just so that we are all on the same page, what this form says is: You are 18, you know this is research and you know the purpose of the research, you know this is voluntary and you can leave at any time. If you do want/need to leave the focus group at any time, that's fine. We just want you to tell one of us. Does anyone have any questions about the consent form?

- If there are no other questions and you would like to stay, please sign and date the consent form and pass it to me (the moderator).

- Once you're done, please choose a fake name and write it on the name tent. This is the name that we will all use to refer to you in the discussion. Make sure that you can see everyone's names and that everyone can see yours.

- Any other questions?

Next, we have a few ground rules, for the sake of a respectful discussion.
- Step up, step back: if you know you talk a lot say your piece and wait for others ot speak before adding more. If you're a quiet person, try to push yourself to chime in. We want to hear from everyone.
- There are no right or wrong answers in this discussion and everyone's experience is valid. We can discuss ideas and discuss actions, but don't attack anyone.
- Don't talk while others are talking and don't talk over people, wait for them to finish what they're saying.
- Does anyone else have any ground rules to add to this list?
- Remember, this is a discussion, not a debate.

If there are no other questions, we're going to start the audio recorder now. Remember, even if you know someone's real name, use their fake one in here.

SECTION ONE (approx. 6-8 minutes)

Our first activity will be a word-association. I will read out a series of words and would like you to write down whatever comes to mind when I say each of them. I'll give you

30 seconds after each word. Remember, we're not looking for dictionary definitions—
we want to know what you think of when you hear these words.
- Civic Duty
- Government
- Voting

Ok, now we're going to go around the room and have everyone tell us what they wrote
for each word. Please also explain why you wrote what you wrote.

SECTION TWO (6-8 minutes, try to get info here and move on quickly)

- Growing up, what was your exposure to politics and voting?
    o FOLLOW-UP QUESTIONS (IF NEEDED):
    o Do your parents or family talk about voting or who they are going to vote for?
    o Do you remember your parents teaching you about politics? Voting? Can you tell us about a time when this happened.
    o If your parents did vote, did you ever accompany them to the polls? What was that like for you? What do you remember about it?
    o In school, what were you exposed to related to politics or voting?
    o Is there something that you can point to that is a reason for your parents or family participating in politics/voting or choosing not to?
- What are your attitudes towards the voting process?
    o FOLLOW-UP QUESTIONS (IF NEEDED):
    o How do politics influence your thoughts on voting?
    o Do you follow the news?
    o If you are registered to vote, where are you registered and why did you choose to register there? If you are not registered, what has prevented you from doing so?
    o What do you know about voting here on campus?
    o How do you think voting should be dealt with on campus?

SECTION THREE (25 minutes)

- What encourages or hinders you from voting?
    o Do you talk about voting with your friends? Do your friends vote?
    o Do you think that commercials and ads work to encourage young people to vote? Why or why not?
    o What messages do you think make you more likely to vote? (ex. Vote or Die)
    o Does it matter to you WHO is encouraging you to vote? For example, would it matter if it was your friend, President Mote, your professor, or some musician on MTV?
    o Have you ever gotten a phone call, an email or a text message encouraging you to vote? If so, how did that affect you? What do you think about being contacted in these ways? On Facebook?

- Where you contact by anyone about the 2006 election, specifically? If so, what was your reaction?
  - o Who contacted you?
  - o How?
- If you voted in the last election, why did you vote?
  - o How and where did you vote?
  - o Where there any influences (people, things, ideas) that made you choose to vote, specifically in the last election?
- If you did not vote in the last election, why not? What would get you to vote?
  - o Did you try to vote?
  - o Did you encounter any obstacles to voting? If so, what were they?
  - o Could the University of Maryland do anything to get you to vote?
  - o Could the state of Maryland do anything to get you to vote?

Other additional encouraging questions?
- What role do the specific candidates play? Political parties? The nature of the election?
- If it's a more heated election, are you more likely to vote?
- Are you following the current races?
  - o Why? How?
- Are there issues that are important to you, that you care about more than others?

Appendix D: Phase 2- Survey

1. How important is voting to you?

   Not Important   1   2   3   4   5

   Important

2. Are you registered to vote in the U.S.?
   1. Yes
   2. No
   3. I am not eligible to register

If you answered (b) or (c) above, please skip to question 6.

3. Under what address are you registered to vote?
   1. School- on campus
   2. School- off campus
   3. Home
   4. Other: please specify

      _____

4. How did you register to vote?
   1. In my high school
   2. Post Office/MVA/Other government agency
   3. When I moved in at the University of Maryland
   4. Other: please specify

      _____

5. Please indicate which elections you have voted in.
   1. 2004 (Presidential)
   2. 2006 (Midterm and/or MD Gubernatorial)
   3. 2007 (College Park City Council or other local)

6. Each of the following methods is used to encourage people to vote. Please evaluate how these methods would influence your likelihood to vote.

	Likely			Unlikely	
Text Message Reminder	3	4	5	1	2
Phone call the day of the election	3	4	5	1	2
Email Reminder on the day of election	3	4	5	1	2
Public Service Announcement independent of candidates	3	4	5	1	2
TV Commercial by candidate	3	4	5	1	2
Celebrity Endorsement on important of voting	3	4	5	1	2
Incentives After Voting	3	4	5	1	2

7. I would take advantage of same-day registration to vote.

   Agree   1   2   3   4   5   Disagree

8. I would be more likely to vote if a professor encouraged me to.

   Agree   1   2   3   4   5   Disagree

9. I would be more likely to vote if my family encouraged me to.

   Agree   1   2   3   4   5   Disagree

10. I would be more likely to vote if my friend encouraged me to.
     Agree   1   2   3   4   5   Disagree

11. I would be more likely to vote if President Mote encouraged me to.
     Agree   1   2   3   4   5   Disagree

12. I would be more likely to vote if Gary Williams, Ralph Friedgen, Brenda Freese, or another coach at the University of Maryland encouraged me to.
     Agree   1   2   3   4   5   Disagree

13. I would be more likely to vote if a celebrity with whom I am familiar hosted a special event on campus and emphasized the power of voting.
     Agree   1   2   3   4   5   Disagree

14. Knowing more information about candidates and issues would influence my decision to vote.
     Agree   1   2   3   4   5   Disagree

15. The following are resources that could be used to supply information about the election, the candidates, and the issues. How likely are you to use one of the following resources to gather information about the election, the candidates, and the issues.

	Not Likely				Likely
Diamondback	1	2	3	4	5
TV Ads focusing on candidates	1	2	3	4	5
TV Ads focusing on voting	1	2	3	4	5
Televised Debates	1	2	3	4	5
Online Debates	1	2	3	4	5
Pamphlets	1	2	3	4	5
Internet site	1	2	3	4	5
Facebook groups	1	2	3	4	5
Facebook Ads	1	2	3	4	5
Facebook endorsements	1	2	3	4	5
My Space groups	1	2	3	4	5
My Space Ads	1	2	3	4	5
My Space endorsements	1	2	3	4	5
Radio Commercial	1	2	3	4	5
Magazine Articles	1	2	3	4	5
Other	1	2	3	4	5

(Please Specify)_____

16. If there are things that deter you from voting, what would you say deters you from voting? (Circle all that apply)
   1. I just do not care
   2. I do not know anything about the candidates
   3. Voting polls are too far away
   4. Lines are too long
   5. I am too busy
   6. I do not know how
   7. I'm not registered
   8. I always vote
   9. Other (Please specify)_____

DEMOGRAPHIC INFORMATION

17. Sex?   1. Male   2. Female

18. Year in School

1. Freshman   2. Sophomore   3. Junior   4. Senior

5. Other (please specify) _____

19. What is(are) your major(s)?
    1. A. James Clark School of Engineering
    2. College of Agriculture and Natural Resources
    3. School of Architecture, Planning, and Preservation
    4. College of Arts and Humanities
    5. College of Behavioral and Social Sciences
    6. College of Chemical and Life Sciences
    7. College of Computer, Mathematical and Physical Sciences
    8. College of Education
    9. College of Information Studies
    10. Philip Merrill College of Journalism
    11. Robert H. Smith School of Business
    12. School of Public Health
    13. School of Public Policy
    14. Other (Please Specify) _____

20. What is your current cumulative GPA?
    1. 3.5 – 4.0   2. 3.0 – 3.5   3. 2.5 – 2.9   4. 2.0 – 2.5   5. less than 2.0

21. How old are you? _____ years old

22. Ethnicity
    1. Caucasian   2. African American
    3. Asian   4. Hispanic
    5. Other _____

Appendix E: Phase 3- Entry Survey

Please complete the following brief survey about your plans to vote in the general election this November.

1. Are you registered to vote in the U.S.? Please circle your answer.
    1. Yes
    2. No
    3. I am not eligible to register.

2. If you are not yet registered, do you intend to register?
    1. Yes
    2. No
    3. I am not eligible to register.
    4. N/A- I am already registered.

3. Where are you registered, or, if you are not yet registered, where do you intend to register?
    1. School- on campus
    2. School- off campus
    3. Home
    4. Other: please specify _____
    5. N/A- I don't intend to register

4. Please provide the county, state, and 5 digit zip code you used or intend to use to register to vote:

    County: _____

    State: _____

    Zip: __ ___ ___ ___ ___

5. Do you intend to vote in the upcoming November 2008 election? Please circle.
    1. Yes
    2. No
    3. N/A

6. By what method do you intend to vote in the upcoming election?
    1. I will travel to my designated polling location
    2. I will vote by absentee ballot.
    3. I don't know yet
    4. I don't intend to vote.
    5. N/A

7. If you intend to vote by absentee ballot, have you requested your ballot yet?

1. Yes
2. No
3. N/A

8. If you have not requested an absentee ballot, would you be likely to do so if you were given information on how to request a ballot?
    1. Yes
    2. No
    3. N/A

9. If you intend to vote in this election, have you decided who you will vote for?
    1. Yes
    2. No
    3. N/A

10. If you answered "Yes" in #9 above, in the space below please tell us what resources you used to make this decision.

_____
_____

_____
_____

_____
_____

_____
_____

11. If you were provided with a quick reference sheet of candidate platform information, would you use it to make a decision on who to vote for?
    1. Yes
    2. No
    3. N/A

DEMOGRAPHIC INFORMATION
12. Sex   1. Male   2. Female

13. Year in School (Circle One)
    1. Freshman   2. Sophomore   3. Junior   4. Senior
    5. Other (please specify) _____

14. In what school or college at UMD are you a student? (Circle One)
    1. A. James Clark School of Engineering
    2. College of Agriculture and Natural Resources

3. School of Architecture, Planning, and Preservation
4. College of Arts and Humanities
5. College of Behavioral and Social Sciences
6. College of Chemical and Life Sciences
7. College of Computer, Mathematical and Physical Sciences
8. College of Education
9. College of Information Studies
10. Philip Merrill College of Journalism
11. Robert H. Smith School of Business
12. School of Public Health
13. School of Public Policy
14. Letters and Sciences/Undeclared
15. Other (Please Specify) _____

15. What is your current cumulative GPA? (Circle One)

1. 3.5 – 4.0   2. 3.0 – 3.5   3. 2.5 – 2.9   4. 2.0 – 2.5   5. less than 2.0

16. How old are you? _____ years old

17. What is your race?
    1. White/Caucasian   2. Black/African American
    3. Asian/Pacific Islander   4. Hispanic
    5. Native American   6. Other/Mixed Race

Appendix F: Sample Absentee Ballot Request Forms

District of Columbia Board of Elections and Ethics
441 4th Street, NW Ste 250N
Washington, DC 20001

Application for Mail Absentee Ballot

Please Print Clearly and Fill Out Completely

Your Name: _____ Date of Birth _____

Address Where You Live: _____ Zip Code: _____

Where We Should Send Ballot (if different) _____

_____ Zip Code: _____

YOUR REASON FOR REQUESTING THE ABSENTEE BALLOT (Title 3 DCMR § 715.2):

☐ Temporarily outside the District of Columbia   ☐ Physical Handicap or Disability

☐ Will be hospitalized on election day   ☐ Incarcerated but not on a felony conviction

☐ Uniformed or Overseas citizen   ☐ Temporary or Permanent Illness

☐ Board employee   ☐ Sequestered for Jury Duty

☐ Confined to an institution but not judicially declared incompetent   ☐ Religious reasons

Mark all elections for which you need an Absentee Ballot

☐Presidential Primary   ☐September Primary   ☐November General   ☐Special

WARNING: Any person who is convicted of violating the absentee ballot law is subject to a fine of up to $10,000, to imprisonment for up to 5 years, or both (D.C. Official Code § 1-1001.14).

Your Signature: _____
(You must sign here to receive a ballot.)   If you are unable to sign, you must make a mark and complete the other side of this application.

Your application must be <u>received</u> at least 7 days before the election.

Mail to: DC BOARD OF ELECTIONS AND ETHICS
441 – 4th STREET, NW, SUITE 250N - WASHINGTON, DC 20001

Office Use Only

Voter ID Number _____ PTY _____ WARD _____ Pct. _____ SMD _____

☐Application Accepted   ☐Denied—Reason _____ Reviewed by: _____

VG_ABS2008

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OFFICIAL
ELECTION MAIL

Place
Stamp
Here

County Board of Elections

Fold ⇧   Fold ⇧

ABSENTEE BALLOT APPLICATION FOR MARYLAND VOTERS

IMPORTANT: Complete and sign this application. Mail application promptly to your board of elections.

IMPORTANT NOTE: If you complete and submit this form, you must affirm on the oath that is returned with your voted ballot that you "will be absent or unable to vote in person in the election." If you will not be absent or are able to vote in person in the election, you should not complete and submit this form and should plan on voting at your polling place on election day.

Please send me an absentee ballot for the upcoming: ☐ Primary Election   ☐ General Election   ☐ Both Elections

PRINT NAME AND ADDRESS AS REGISTERED:

Last Name _____ First _____ Middle _____

No./Street _____ Apt: _____

City _____ State _____ Zip _____

Date of Birth _____ Party Affiliation _____ Phone No. _____

MAILING ADDRESS, IF DIFFERENT FOR PRIMARY ELECTION:

No./Street _____ Apt: _____

City _____ State _____ Zip _____

☐ Check here if this is your new legal residence. If it is, did you change residences   ☐ before or   ☐ after January 22, 2008?

MAILING ADDRESS, IF DIFFERENT FOR GENERAL ELECTION:

No./Street _____ Apt: _____

City _____ State _____ Zip _____

☐ Check here if this is your new legal residence. If it is, did you change residences   ☐ before or   ☐ after October 14, 2008?

NOTE: Provide the mailing address at which mail reaches you most promptly. If this address changes prior to any election, you must notify the board of elections to assure receipt of your ballot.

WARNING: Any person who is convicted of violating the absentee voting law is subject to a fine of up to $1,000, imprisonment for up to 2 years, or both. (Election Law Article, Section 9-312, Annotated Code of Maryland)

Signature of Voter _____ Date _____

CERTIFICATE OF ASSISTANCE

Under penalty of perjury, I hereby certify that the voter named above, who requires assistance because of disability or inability to read or write, authorized me to complete this application for him/her. If the voter was unable to sign this application, I have printed the voter's name on the Signature of Voter line, followed by my initials.

Signature of Assistant _____ Date _____

Printed Name of Assistant _____

Fold ⇩   Fold ⇩

INFORMATION ABOUT THE APPLICATION FOR ABSENTEE BALLOT

Important Note: If you complete and submit this form, you must affirm on the oath that is returned with your voted ballot that you "will be absent or unable to vote in person in the election." If you will not be absent or are able to vote in person in the election, you should not complete and submit this form and should plan on voting at your polling place on election day.

HOW TO VOTE BY ABSENTEE BALLOT

1. Complete this application and return it to the board of elections by the deadline.
2. The board of elections will issue you an absentee ballot, either by mail or in person, when it has received this completed application. Ballots are typically mailed approximately 3 weeks prior to the election.
3. Mark the absentee ballot and return it to the board of elections promptly.

Note: If you have already requested or voted an absentee ballot for this election or plan to vote at your polling place, it is not necessary to complete this application.

DEADLINE FOR RECEIPT OF COMPLETED APPLICATION

The board of elections must receive this completed application by:
1. 4:30 P.M. on the Tuesday before the election if this application is mailed.
2. 11:59 P.M. on the Tuesday before the election if this application is faxed.
After the deadline, a Late Application for Absentee Ballot must be completed in person at the board of elections.

HOW TO VOTE IF YOU NEED ASSISTANCE

1. If you need assistance to complete this application because of a disability or inability to read or write:
   - (a) You may receive assistance from any person other than a candidate on your ballot, your employer or an agent of your employer, or an officer or agent of your union.
   - (b) The person assisting you to fill in this application must complete the Certification of Assistance portion of the application. If you are unable to sign this application, the assistant should print your name on the Signature of Voter line, followed by his or her initials.
2. If you need to designate an individual to pick up and deliver your absentee ballot:
   - (a) Complete, with assistance if necessary, the Designation of Agent form provided by the board of elections. This form designates an individual to act as your agent and authorizes that individual to pick up and deliver your absentee ballot.
   - (b) The agent must be at least 18 years old and not a candidate on your ballot.
   - (c) The agent must sign, under penalty of perjury, an affidavit that the ballot was delivered to you, marked by you, sealed in an envelope in the agent's presence, and returned in person by the agent to the board of elections.

IDENTIFICATION REQUIREMENT

If "ID Required" is stamped on your return absentee ballot envelope, you will be required to submit identification with your absentee ballot.

LARGE TYPE APPLICATION AVAILABLE UPON REQUEST.

COUNTY BOARDS OF ELECTIONS

Allegany Co.
701 Kelly Road, Suite 213
Cumberland, MD 21502-3401
301-777-5931/301-777-2430 (fax)

Anne Arundel Co.
P.O. Box 490
Glen Burnie, MD 21060-0490
410-222-6600/410-222-6824 (fax)

Baltimore City
Benton Office Building,
Room 129
417 E. Fayette Street
Baltimore, MD 21202-3432
410-396-5550/410-727-1775 (fax)

Baltimore Co.
106 Bloomsbury Avenue
Catonsville, MD 21228
410-887-5700/410-887-0894 (fax)

Calvert Co.
P.O. Box 798
Prince Frederick, MD 20678-0798
410-535-2214/410-535-5009 (fax)
DC Line 301-855-1376

Caroline Co.
Health & Public Services Building
403 S. Seventh Street, Suite 247
Denton, MD 21629-1335
410-479-8145/410-479-5736 (fax)

Carroll Co.
300 South Center Street, Rm. 212
Westminster, MD 21157-5248
410-386-2080/410-876-3925 (fax)

Cecil Co.
200 Chesapeake Boulevard
Suite 1900
Elkton, MD 21921-6395
410-996-5310/410-996-5066 (fax)

Charles Co.
P.O. Box 908
La Plata, MD 20646-0908
301-934-8972/301-870-3167
301-934-6487 (fax)

Dorchester Co.
501 Court Lane, Room 105
P.O. Box 414
Cambridge, MD 21613-0414
410-228-2560/410-228-9635 (fax)

Frederick Co.
Winchester Hall
12 E. Church Street
Frederick, MD 21701-5447
301-600-8683/301-600-2344 (fax)

Garrett Co.
2008 Maryland Highway
Suite 1
Mtn. Lake Park, MD 21550-6349
301-334-6985/301-334-6988 (fax)

Harford Co.
133 Industry Lane
Forest Hill, MD 21050
410-638-3565/410-638-3310 (fax)

Howard Co.
Executive Park Building
8900 Columbia 100 Parkway
Columbia, MD 21045-2336
410-313-5820/410-313-5833 (fax)

Kent Co.
135 Dixon Drive
Chestertown, MD 21620-1141
410-778-0038/410-778-0265 (fax)

Montgomery Co.
P.O. Box 10159
Rockville, MD 20849-0159
240-777-8500/(fax) 240-777-8560
240-777-8590
TDD 800-735-2258

Prince George's Co.
16201 Trade Zone Avenue
Upper Marlboro, MD 20774
301-430-8020
301-430-8080 or 301-430-8081 (fax)
TDD 301-627-3352

Queen Anne's Co.
County Annex Building,
P.O. Box 274
Centreville, MD 21617-0274
410-758-0832/410-758-1119 (fax)

St. Mary's Co.
P.O. Box 197
Leonardtown, MD 20650-0197
301-475-7844 ext. 1610
301-475-4077 (fax)

Somerset Co.
P.O. Box 96
Princess Anne, MD 21853-0096
410-651-0767/410-651-5130 (fax)

Talbot Co.
P.O. Box 353
Easton, MD 21601-0353
410-770-8099/410-770-8078 (fax)

Washington Co.
35 W. Washington Street
Room 101
Hagerstown, MD 21740-4833
240-313-2050/240-313-2051 (fax)

Wicomico Co.
P.O. Box 4091
Salisbury, MD 21803-4091
410-548-4830/410-548-4849 (fax)

Worcester Co.
100 Belt Street
Snow Hill, MD 21863-1310
410-632-1320/410-632-3031 (fax)

SBE 09-301-1 Rev. 8/07

State Board of Elections • P.O. Box 6486 • Annapolis, MD 21401 • www.elections.state.md.us • 1-800-222-8683 • MD Relay Service: 1-800-735-2258

Commonwealth of Virginia

Absentee Ballot Application Form

INSTRUCTIONS | **Application for Absentee Ballot**

Complete all required information in Parts A-D, and Parts E/F, if applicable. Otherwise, your application cannot be processed.

TOP OF FORM
Complete the information at the top. You **must…**
· Be a registered voter in the locality where you are applying.
· Identify the election for which you are applying.

PART A
Check only one reason for applying to vote absentee. Enter the required information to support the reason. (This information **is required** by state law.) **Note:** "First time voters in Virginia" who registered to vote by mail **may vote by mail only if** the reason code in Part A is 1A, 2A, 6A, 6B, 6C, 6D or 7A.

PART B
Print the address where your absentee ballot is to be sent, if voting by mail. The ballot can only be sent to:
· The address where the voter will be while out of their county/city; or
· The address where the voter is temporarily confined due to an illness or disability; or
· The address where the voter is confined awaiting trial or having been convicted of a misdemeanor.
· A military or overseas voter (reasons 6A, 6B, 6C or 6D) located outside the continental U.S. (48 contiguous states and DC) may ask to receive their ballot by e-mail or fax.
· The ballot cannot be sent "in care of" any other person.

PART C
· Indicate if assistance **from another person** will be needed to vote the ballot due to the voter's disability, blindness or inability to read or write. If Yes is checked, an **Assistance Form** will be sent with the absentee ballot. The form, to be returned with the ballot, provides a legal safeguard for the voter and the assistant.

PART D
· **Absentee Voter:** Read the Statement in **Part D**. Then print your full name, **current legal** residence address, your social security number (last 4 digits required) and a daytime telephone number. **Sign your name.** Note: No witness is required to be present when you sign. A signature under a *power of attorney* cannot be accepted. **(Also see Part E.)**

PART E
· **Assistant: if the absentee voter is unable to sign** his/her name **due to a disability, blindness or inability to read or write**, the assistant must write on the voter's signature line: "Applicant Unable to Sign." **Assistant must complete and sign Part E.**

Assistant should also ensure that the rest of the application is complete.

PART F
· To remain a qualified voter, state law requires you to notify the General Registrar of a change in your name or address. Complete Part F and sign your name. (The change will not be effective during the 28 days before a general or primary election.)

ATTENTION VOTERS
Apply early! You can apply to vote absentee as early as one year before the election. You can apply in person at your city or county voter registration office or by sending a completed application by mail, fax, or a scanned copy. Ballots are available about 45 days before November elections and about 30 days before other elections.

If applying and voting by mail, allow enough time for your application to be processed and your ballot mailed to you. **The deadline for applying to vote absentee by mail is 5:00 PM the Tuesday before the election. Your voted ballot must be received by the Electoral Board before polls close on election day.**

The deadline for applying and casting your ballot in-person at your local voter registration office is the Saturday before the election.

Visit the State Board of Elections website,
http://www.sbe.virginia.gov for:
· Contact information for your local voter registration office
· Information about absentee voting
· The status of your absentee application (under Voter Information, Registration Status).

Toll Free 800 · 552 · 9745 (TTY 800 · 260 · 3466).

ATTENTION MILITARY AND OVERSEAS VOTERS
You are encouraged to use the Federal Post Card Application (FPCA) which also serves as a voter registration application. To obtain the FPCA form and information, visit http://www.fvap.gov. Submitting this Virginia Absentee Ballot Application form will be interpreted as a request by you to discontinue any pending FPCA. You can submit a new FPCA if you are eligible.

SBE-701 REV 7/08-B

List of Voter Registration Offices (General Registrar) as of 7/1/2008

Accomack County
PO Box 97
Accomac, VA 23301-0097
(757) 787 - 2935

Albemarle County
PMB 404 536 Pantops Center
Charlottesville, VA 22911
(434) 972 - 4173

Alexandria City
132 North Royal St, Ste. 100
Alexandria, VA 22314-3283
(703) 838 - 4050

Alleghany County
110 Rosedale Ave, Ste. D
Covington, VA 24426-1294
(540) 965 - 1690

Amelia County
PO Box 481
Amelia, VA 23002-0481
(804) 561 - 3460

Amherst County
PO Box 550
Amherst, VA 24521-0550
(434) 946 - 9315

Appomatox County
PO Box 8
Appomatox, VA 24522-0008
(434) 352 - 5302

Arlington County
2100 Clarendon Blvd, Ste. 320
Arlington, VA 22201-5400
(703) 228 - 3456

Augusta County
PO Box 590
Verona, VA 24482-0590
(540) 245 - 5656

Bath County
PO Box 157
Warm Springs, VA 24484-0157
(540) 839 - 7266

Bedford County
County Admin Building
122 East Main St, Ste. 204
Bedford, VA 24523-2000
(540) 586 - 7649

Bedford City
PO Box 807
Bedford, VA 24523-0807
(540) 587 - 6007

Bland County
PO Box 535
Bland, VA 24315-0535
(276) 688 - 4441

Botetourt County
PO Box 62
Fincastle, VA 24090-0062
(540) 473 - 8235

Bristol City
300 Lee St
Bristol, VA 24201-4327
(276) 645 - 7318

Brunswick County
100 Tobacco St, Rm. 103
Lawrenceville, VA 23868-1823
(434) 848 - 4414

Buchanan County
PO Box 975
Grundy, VA 24614-0975
(276) 935 - 6534

Buckingham County
PO Box 222
Buckingham, VA 23921-0222
(434) 969 - 4304

Buena Vista City
2039 Sycamore Ave
Buena Vista, VA 24416-3133
(540) 261 - 8605

Campbell County
PO Box 103
Rustburg, VA 24588-0103
(434) 332 - 9579

Caroline County
PO Box 304
Bowling Green, VA 22427-0304
(804) 633 - 9083

Carroll County
Governmental Center
605-3 Pine St, B 110
Hillsville, VA 24343-1404
(276) 730 - 3035

Charles City County
PO Box 146
Charles City, VA 23030-0146
(804) 652 - 4606

Charlotte County
PO Box 118
Charlotte CH, VA 23923-0118
(434) 542 - 5856

Charlottesville City
PO Box 911
Charlottesville, VA 22902-0911
(434) 970 - 3250

Chesapeake City
411 Cedar Rd
Chesapeake, VA 23322-5566
(757) 277 - 9797

Chesterfield County
PO Box 1690
Chesterfield, VA 23832-1690
(804) 748 - 1471

Clarke County
PO Box 555
Berryville, VA 22611-0555
(540) 955 - 5168

Colonial Heights City
PO Box 3401
Colonial Heights, VA 23834-9001
(804) 520 - 9277

Covington City
1011A North Rockbridge Ave
Covington, VA 24426-1534
(540) 965 - 6380

Craig County
PO Box 8
New Castle, VA 24127-0008
(540) 864 - 6190

Culpeper County
151 N Main St
Culpeper, VA 22701
(540) 825 - 0652

Cumberland County
PO Box 8
Cumberland, VA 23040-0008
(804) 492 - 4504

Danville City
515 Main St
Danville, VA 24541-1317
(434) 799 - 6560

Dickenson County
PO Box 1306
Clintwood, VA 24228-1306
(276) 926 - 1620

Dinwiddie County
PO Box 365
Dinwiddie, VA 23841-0365
(804) 469 - 4512

Emporia City
PO Box 1092
Emporia, VA 23847-1092
(434) 634 - 9533

Essex County
PO Box 1561
Tappahannock, VA 22560-1561
(804) 443 - 4611

Fairfax County
12000 Govt Ctr Pkwy, Ste. 323
Fairfax, VA 22035-0081
(703) 222 - 0776

Fairfax City
10455 Armstrong St
Sisson House
Fairfax, VA 22030-3640
(703) 385 - 7890

Falls Church City
300 Park Ave, Rm 101E
Falls Church, VA 22046-3332
(703) 248 - 5085

Fauquier County
32 Waterloo St, Ste. 207
Warrenton, VA 20186-3238
(540) 347 - 6972

Floyd County
100 East Main St, Rm. 302
Floyd, VA 24091-2101
(540) 745 - 9350

Fluvanna County
PO Box 44
Palmyra, VA 22963-0044
(434) 589 - 3593

Franklin County
70 East Court St, Ste. 302
Rocky Mount, VA 24151-1720
(540) 483 - 3025

Franklin City
PO Box 42
Franklin, VA 23851-0042
(757) 562 - 8545

Frederick County
107 North Kent St, Ste. 102
Winchester, VA 22601-5000
(540) 665 - 5660

Fredericksburg City
PO Box 7447
Fredericksburg, VA 22404-7447
(540) 372 - 1030

Galax City
PO Box 1045
Galax, VA 24333-1045
(276) 236 - 7509

Giles County
120 North Main St, Ste. 3
Pearisburg, VA 24134-1625
(540) 921 - 2802

Gloucester County
PO Box 208
Gloucester, VA 23061-0208
(804) 693 - 3659

Goochland County
PO Box 1013
Goochland, VA 23063-1013
(804) 556 - 5803

Grayson County
PO Box 449
Independence, VA 24348-0449
(276) 773 - 2842

Greene County
PO Box 341
Stanardsville, VA 22973-0341
(434) 985 - 5213

Greensville County
PO Box 1092
Emporia, VA 23847-1092
(434) 348 - 4228

Halifax County
PO Box 400
Halifax, VA 24558-0400
(434) 476 - 3322

Hampton City
1919 Commerce Dr, Ste. 280
Hampton, VA 23666
(757) 727 - 6218

Hanover County
PO Box 419
Hanover, VA 23069-0419
(804) 365 - 6080

Harrisonburg City
PO Box 20031
Harrisonburg, VA 22801
(540) 432 - 7707

Henrico County
PO Box 27032
Richmond, VA 23273-7032
(804) 501 - 4347

Henry County
PO Box 7
Collinsville, VA 24078-0007
(276) 638 - 5108

Highland County
PO Box 386
Monterey, VA 24465-0386
(540) 468 - 2013

Hopewell City
309 North 2nd Ave
Hopewell, VA 23860-2704
(804) 541 - 2232

Isle of Wight County
PO Box 77
Isle of Wight, VA 23397-0077
(757) 365 - 6230

James City County
PO Box 3567
Williamsburg, VA 23187-3567
(757) 253 - 6868

King & Queen County
PO Box 56
King & Queen CH, VA 23085-0056
(804) 785 - 5980

King George County
PO Box 1359
King George, VA 22485-1359
(540) 775 - 9186

King William County
PO Box 173
King William, VA 23086-0173
(804) 769 - 4952

Lancaster County
PO Box 159
Lancaster, VA 22503-0159
(804) 462 - 5277

Lee County
PO Box 363
Jonesville, VA 24263-0363
(276) 346 - 7780

Lexington City
PO Box 922
Lexington, VA 24450-0922
(540) 463 - 3706

Loudon County
801 Sycolin Rd, SE, Ste. 102
Leesburg, VA 20175-5686
(703) 777 - 0380

Louisa County
PO Box 220
Louisa, VA 23093-0220
(540) 967 - 3427

Lunenberg County
160 Courthouse Sq
Lunenberg, VA 23952-9999
(434) 696 - 3071

Lynchburg City
3236 Odd Fellows Rd
Lynchburg, VA 24501
(434) 847 - 1609

Madison County
PO Box 267
Madison, VA 22727-0267
(540) 948 - 6533

Manassas City
9025 Center St
Manassas, VA 20110-5403
(703) 257 - 8230

Manassas Park City
City Hall, 1 Park Center Ct
Manassas Park, VA 20111-2395
(703) 335 - 8806

Martinsville City
PO Box 1323
Martinsville, VA 24114-1323
(276) 403 - 5122

Mathews County
PO Box 328
Mathews, VA 23109-0328
(804) 725 - 3200

Mecklenburg County
PO Box 436
Boydton, VA 23917-0436
(434) 738 - 6191

Middlesex County
PO Box 358
Saluda, VA 23149-0358
(804) 758 - 4420

Montgomery County
755 Roanoke St, Ste. 1F
Christiansburg, VA 24073-3175
(540) 382 - 5741

Nelson County
PO Box 292
Lovingston, VA 22949-0292
(434) 263 - 4068

New Kent County
PO Box 128
New Kent, VA 23124-0128
(804) 966 - 9699

Newport News City
2400 Washington Ave
Newport News, VA 23607-4305
(757) 926 - 8683

Norfolk City
PO Box 1531
Norfolk, VA 23501-1531
(757) 664 - 4353

Northampton County
PO Box 510
Eastville, VA 23347-0510
(757) 678 - 0480

Northumberland County
PO Box 84
Heathsville, VA 22473-0084
(804) 580 - 4655

Norton City
PO Box 225
Norton, VA 24273-0225
(276) 679 - 1162

Nottoway County
PO Box 24
Nottoway, VA 23955-0024
(434) 645 - 8148

Orange County
146 Madison Rd, Ste. 204
Orange, VA 22960-1449
(540) 672 - 5262

Page County
117 South Court St
Luray, VA 22835-1289
(540) 743 - 3986

Patrick County
PO Box 635
Stuart, VA 24171-0635
(276) 694 - 7206

Petersburg City
PO Box 1031
Petersburg, VA 23804-1031
(804) 733 - 2380

Pittsylvania County
110 Old Chatham Elementary Ln
Chatham, VA 24531
(434) 432 - 7971

Poquoson City
500 City Hall Ave, Rm. 139
Poquoson, VA 23662-1996
(757) 868 - 3070

Portsmouth City
801 Crawford St,1st Fl
Portsmouth, VA 23704-3822
(757) 393 - 8644

Powhatan County
3834 Old Buckingham Rd, Ste. G
Powhatan, VA 23139-7051
(804) 598 - 5604

Prince Edward County
PO Box J
Farmville, VA 23901
(434) 392 - 4767

Prince George County
PO Box 34
Prince George, VA 23875-0034
(804) 722 - 8748

Prince William County
9250 Lee Ave
Manassas, VA 20110-5557
(703) 792 - 6470

Pulaski County
52 West Main St, Ste. 300
Pulaski, VA 24301-5045
(540) 980 - 2111

Radford City
106 Arlington Ave, Ste. A
Radford, VA 24141-1540
(540) 731 - 3639

Rappahannock County
PO Box 236
Washington, VA 22747-0236
(540) 675 - 5380

Richmond County
PO Box 1000
Warsaw, VA 22572-1000
(804) 333 - 4772

Richmond City
PO Box 61037
Richmond, VA 23261-1037
(804) 646 - 5950

Roanoke County
PO Box 20884
Roanoke, VA 24018-0089
(540) 772 - 7500

Roanoke City
PO Box 1095
Roanoke, VA 24005-1095
(540) 853 - 2281

Rockbridge County
1 East Washington St
Lexington, VA 24450-2528
(540) 463 - 7203

Rockingham County
PO Box 1252
Harrisonburg, VA 22803-1252
(540) 564 - 3055

Russell County
PO Box 383
Lebanon, VA 24266-0383
(276) 889 - 8006

Salem City
PO Box 203
Salem, VA 24153-0203
(540) 375 - 3034

Scott County
PO Box 1892
Gate City, VA 24251-3417
(276) 386 - 3843

Shenandoah County
600 North Main St, Ste. 103
Woodstock, VA 22664-1855
(540) 459 - 6195

Smyth County
121 Bagley Cir, Ste. 108
Marion, VA 24354
(276) 783 - 4511

Southampton County
PO Box 666
Courtland, VA 23837-0666
(757) 653 - 9280

Spotsylvania County
PO Box 133
Spotsylvania, VA 22553-0133
(540) 507 - 7380

Stafford County
PO Box 301
Stafford, VA 22555-0301
(540) 658 - 4000

Staunton City
PO Box 58
Staunton, VA 24402-0058
(540) 332 - 3840

Suffolk City
PO Box 1966
Suffolk, VA 23439-1966
(757) 514 - 7751

Surry County
PO Box 264
Surry, VA 23883-0264
(757) 294 - 5213

Sussex County
PO Box 1302
Sussex, VA 23884-0302
(434) 246 - 1047

Tazewell County
PO Box 201
Tazewell, VA 24651-0201
(276) 988 - 1305

Virginia Beach City
PO Box 6247
Virginia Beach, VA 23456-0247
(757) 385 - 8683

Warren County
220 North Commerce Ave,
Ste. 700
Front Royal, VA 22630
(540) 635 - 4327

Washington County
25552 Lee Hwy, Ste. 1
Abingdon, VA 24211-7466
(276) 676 - 6227

Waynesboro City
250 S. Wayne Ave, Ste 205
Waynesboro, VA 22980
(540) 942 - 6620

Westmoreland County
PO Box 354
Montross, VA 22520-0354
(804) 493 - 8898

Williamsburg City
PO Box 3538
Williamsburg, VA 23187-3538
(757) 220 - 6157

Winchester City
107 N. East Lane
Winchester, VA 22601-5045
(540) 545 - 7910

Wise County
PO Box 309
Wise, VA 24293-0309
(276) 328 - 8331

Wythe County
245 South Fourth St, Ste. 101
Wytheville, VA 24382-2598
(276) 223 - 6038

York County
PO Box 451
Yorktown, VA 23690-0451
(757) 890 - 3440

Precinct:	District:	Application number:	Reviewed by:
Received: ☐In person ☐By mail ☐By fax ☐Other	Application accepted: ☐YES ☐NO	Reason not accepted: _____	
Date received: M M / D D / Y Y Y Y	Ballot to be: ☐Mailed ☐E-mailed ☐Voted in person (*On machine*: ☐YES ☐NO)		

Commonwealth of Virginia

Absentee Ballot Application

Submit a separate form for each person and for each election. Must Complete Parts A through D (and E/F if applicable).

I am registered to vote in the County/City of: _____

I am applying to vote in: ☐General Election or Special Election ☐Democratic Primary ☐Republican Primary

To be held on: M M / D D / Y Y Y Y   Printed Last Name: _____

PART A	Under Virginia law a registered voter may qualify to vote absentee by completing one of the following statements.

> **Note:** First time voters who registered by mail may be ineligible to apply to vote absentee by mail. See Instructions.

→ **I will be absent on Election Day from the county/city in which I am registered to vote because of the following:**

☐ **1A** Student attending (name/address of school): _____

☐ **1B** Spouse of student attending (name/address of school): _____

☐ **1C** Business (name of employer or business): _____

☐ **1D** Personal business or vacation (place of travel–VA city/county or State or Country): _____

☐ **6A** Active duty Merchant Marine or Armed Forces (Branch/Rank or Rate, Service ID): _____

☐ **6B** Spouse or dependent living with a member of 6A (Branch/ Rank or Rate, Service ID): _____

☐ **6C** Temporarily residing outside US, cohabitant spouse or dependent (if your Virginia residence is **no longer available to you**,

provide your last date of residence in Virginia): _____

☐ **6D** Temporarily residing outside US for employment, cohabitant spouse or dependent (if your Virginia residence is **no longer**

available to you, provide your last date of residence in Virginia): _____

→ **I will be unable to go to the polls in person on Election Day for the following reason:**

☐ **2A** My disability or illness (nature of disability or illness): _____

☐ **2B** I am primarily and personally responsible for the care of a disabled/ill family member confined at home.

Their Name: _____ Nature of their Disability/illness: _____

☐ **2C** My pregnancy.

☐ **5A** I have a religious obligation (religion and nature of obligation): _____

→ **I am:**

☐ **1E** Working and commuting to/from home for 11 or more hours between 6:00 AM and 7:00 PM on Election Day.

Working/Commuting: ☐☐:☐☐ AM – ☐☐:☐☐ PM.

Name of business or employer and workplace address: _____

☐ **3A** Confined, awaiting trial (place/address of confinement): _____

☐ **3B** Confined, convicted of a misdemeanor (place/address of confinement): _____

☐ **4A** An electoral board member, registrar, officer of election, or custodian of voting equipment.

☐ **7A** Requesting a ballot for **presidential and vice-presidential electors only**. (Ballots for other offices/issues will not be sent.)

SBE-701 REV 7/08-B   **Absentee Ballot Application continues →**

PART B | **I am voting by mail**

☐ Send the ballot to me at the address in Part D where I am currently registered.
☐ Send the ballot to me at my new Virginia residence address provided in Part F.
☐ Send the ballot to me at the address listed below. (See the instructions page for addresses allowed.)

_____ | _____ | _____ | _____
Street Address (or e-mail/fax for overseas/military voters outside of continental U.S.) | City | State | Zip Code

PART C | **Assistance**

☐ I will need assistance in marking my ballot due to a disability, blindness, or inability to read or write.
  (Required *Request for Assistance* form and assistant's instructions will be sent with ballot.)

PART D | **Absentee Voter's Statement**

I declare under felony penalty that, to the best of my knowledge, the facts contained in this application are true and correct, and that I have not, and will not vote in this election at any other place in Virginia or in any other state. Knowingly giving any untrue information in this document is a felony under Virginia law. The maximum penalty is a fine of $2500 and/or confinement for up to ten years. You also lose your right to vote.

If voter is applying in person, do not sign form until in the presence of a Registrar or Electoral Board Member.

→ _____ | _____ | M M / D D / Y Y Y Y
Signature of Registered Voter (required) | Printed Full Name of Absentee Voter (required) | Date

☐☐☐-☐☐-☐☐☐☐ | ☐☐☐☐ | ☐☐☐-☐☐☐-☐☐☐☐ | _____
Social Security Number (last 4 digits required) | Year of Birth | Daytime Telephone Number | E-mail Address or Fax Number:

_____ | _____ | _____ | _____
Legal Virginia Residence (Street Address) (required) | City | State | Zip Code

☐ Check here if submitting a change of Name or Address in Part F.

PART E | **Assistant's Statement** (Required only if voter cannot sign or write for reasons stated in **PART C**)

I declare, under felony penalty of law, that…
· I have written on applicant's signature line: "*Applicant Unable to Sign.*"
· I have signed and provided requested information below.

_____ | _____
Signature of Assistant | **Printed Full Name of Assistant**

_____ | _____ | _____
Address of Assistant | City | Zip Code

PART F | **Change of Name or Address**

_____ | _____ | M M / D D / Y Y Y Y
Full Name | If Name changed, former Full Name | Date moved from old Address

_____ | _____ | _____ | _____ | _____
New Virginia Residence Address | Apt., Suite or Lot No. | City | State | Zip Code

_____
New Mailing Address (if different from New Virginia Residence Address)

_____
Old Virginia Residence Address

_____ | ☐☐☐-☐☐-☐☐☐☐
Signature (required) | Social Security Number (optional)
SBE-701 REV 7/08-B

Appendix G: Candidate Information Chart

	Charles "Chuck" Baldwin Party: Constitution	Robert "Bob" Barr Party: Libertarian	John McCain Party: Republican	Cynthia McKinney Party: Green	Barack Obama Party: Democratic
Abortion	Pro-Life	Against partial-birth abortions and family planning funding in US aid abroad	Pro-Life	Supports funding contraception and advocates partial-birth abortions	Supports states' right to restrict late-term partial birth abortion
War in Iraq	Supports safely removing troops from Iraq	Supports ending occupancy in Iraq	Supports war in Iraq in hopes of establishing a stable, prosperous, and democratic state in Iraq.	Supports an immediate withdrawal from Iraq	Opposes funding for the war in Iraq that does not immediately begin the responsible removal of troops from Iraq
Crime		Supports more prosecution and sentencing for juvenile crime and making federal death penalty appeals harder	Supports a broadened use of the death penalty, an increase in penalties for crimes committed at schools, and more prisons	Opposes the death penalty; favors replacement with life imprisonment	Strong proponent of tougher measures to fight crime and to provide more resources to local law enforcement officers.
Education	Opposes the Department of Education; Supports equitable tax relief for families whose children do not attend government schools	Supports homeschooling, requiring states to test students, and vouchers for private & parochial schools	Supports pursuing reforms to address the underlying problems in the system to expand the ability of parents and more funding to restore public schools	Supports funding education and providing grants for students to attend college	Committed to providing every American with the opportunity to receive a quality education
Tax Reform	Supports cutting federal spending while ending income tax, death tax, and property tax.	Supports lower taxes by dramatically cutting back size of government	Advocate for tax cuts, especially corporate tax cuts.	Believes capital gains tax should be lowered; supports tax cuts; age limit to receive food stamps should be increased	Supports low tax rates and equitable payments among all classes
Economy/ Jobs	Advocates re-imposing tariffs on all foreign imports to keep jobs in America	Believes the government should not control the economy; advocate to reduce government spending to create more jobs	Against unions; believes jobs that are lost are not coming back (jobs cannot be re-created just because people are unemployed)	Supports gainful employment at a guaranteed income for every family and an increase in minimum wage	Advocate for increase of minimum wage and wants to strengthen union and workers' rights
Environment	Supports drilling in Alaska for domestic energy sources	Supports eliminating restrictions that inhibit energy production and advocates exploration of American resources	Supports tougher regulations on emission requirements; believes economic and environmental issues are not mutually exclusive	Believes US should be carbon-free and nuclear-free; opposes oil drilling and supports sustainable power sources	Promotes green technologies and fuel efficiency standards; advocate for environmental change to protect planet

Appendix H: Phase 3- Exit Survey

Please complete the following brief survey about your experience during the general election this past November.

18. Are you registered to vote in the U.S.? Please circle your answer.
    1. Yes
    2. No
    3. I am not eligible to register.

19. Where are you registered to vote?
    1. School- on campus
    2. School- off campus
    3. Home
    4. Other: please specify _____
    5. N/A- I am not registered to vote

20. Please provide the county, state, and 5 digit zip code you used or intend to use to register to vote:

        County: _____

        State: _____

        Zip: __ ___ ___ ___ ___

21. Did you vote in the November 2008 election? Please circle.
    1. Yes
    2. No
    3. N/A

22. By what method did you vote in the election?
    1. I traveled to my designated polling location
    2. I voted by absentee ballot.
    3. I did not vote
    4. N/A

23. If you voted by absentee ballot, approximately how long before the election did you request your ballot?
    1. Within 2 weeks before the election (Mid-October or later)
    2. 2 weeks to 1 month before the election (Early to Mid October)
    3. 1 to 2 months before the election (September)
    4. More than 2 months before the election (August or earlier)

24. Did you receive information regarding requesting absentee ballots within the confines of this study?

1. Yes
2. No
3. N/A

25. Did you use this information to request an absentee ballot?
    1. Yes
    2. No
    3. N/A

26. If you voted, how long before the election did you decide who to vote for?
    1. Within 2 weeks before the election (Mid-October or later)
    2. 2 weeks to 1 month before the election (Early to Mid October)
    3. 1 to 2 months before the election (September)
    4. More than 2 months before the election (August or earlier)

27. Did you receive a reference sheet regarding the candidates' platforms within the confines of this study?
    1. Yes
    2. No
    3. N/A

28. Did you use this information to help you decide which candidate to vote for?
    1. Yes
    2. No
    3. N/A

29. Please tell us what information you used to help you decide which candidate to vote for in the space below.

    _____
    _____
    _____
    _____

DEMOGRAPHIC INFORMATION

30. Sex   1. Male   2. Female

31. Year in School (Circle One)
    1. Freshman   2. Sophomore   3. Junior   4. Senior
    5. Other (please specify) _____

32. In what school or college at UMD are you a student?
    1. A. James Clark School of Engineering
    2. College of Agriculture and Natural Resources
    3. School of Architecture, Planning, and Preservation
    4. College of Arts and Humanities

5. College of Behavioral and Social Sciences
6. College of Chemical and Life Sciences
7. College of Computer, Mathematical and Physical Sciences
8. College of Education
9. College of Information Studies
10. Philip Merrill College of Journalism
11. Robert H. Smith School of Business
12. School of Public Health
13. School of Public Policy
14. Letters and Sciences/Undeclared
15. Other (Please Specify) _____

33. What is your current cumulative GPA?

1. 3.5 – 4.0   2. 3.0 – 3.5   3. 2.5 – 2.9   4. 2.0 – 2.5   5. less than 2.0

34. How old are you? _____ years old

35. What is your race?
1. White/Caucasian   2. Black/African American
3. Asian/Pacific Islander   4. Hispanic
5. Native American   6. Other/Mixed Race

Appendix I: Entry Survey Results Tables and Graphs

This appendix provides counts and percentages of student responses to the questions from the entry survey, by test group.

Question 1: Are you registered to vote in the US?

		Test Group				Total
		Control	Absentee	Candidate	Both	
Are you registered to vote in the US?	Yes	95	94	78	88	355
		83.3%	87.0%	73.6%	75.9%	80.0%
	No	12	14	24	13	63
		10.5%	13.0%	22.6%	11.2%	14.2%
	I am not eligible to register	7	0	4	15	26
		6.1%	.0%	3.8%	12.9%	5.9%
Total		114	108	106	116	444
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 2: If you are not registered, do you intend to register?

		Test Group				Total
		Control	Absentee	Candidate	Both	
If you are not registered, do you intend to register?	Yes	10	12	23	9	54
		9.3%	11.7%	22.1%	8.3%	12.7%
	No	5	2	2	2	11
		4.6%	1.9%	1.9%	1.8%	2.6%
	I am not eligible to register	6	0	4	17	27
		5.6%	.0%	3.8%	15.6%	6.4%
	N/A- I am already registered	87	89	75	81	332
		80.6%	86.4%	72.1%	74.3%	78.3%
Total		108	103	104	109	424
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 3: Where are you registered, or, if you are not yet registered, where do you intend to register?

		Test Group				Total
		Control	Absentee	Candidate	Both	
Where are you registered, or, if you are not yet registered, where do you intend to register?	School- on campus	21	20	23	18	82
		18.8%	18.9%	22.3%	15.4%	18.7%
	School-off campus	4	4	8	2	18
		3.6%	3.8%	7.8%	1.7%	4.1%
	Home	79	78	64	81	302
		70.5%	73.6%	62.1%	69.2%	68.9%
	Other: please specify	1	1	1	1	4
		.9%	.9%	1.0%	.9%	.9%
	N/A- I don't intend to register	7	3	7	15	32
		6.3%	2.8%	6.8%	12.8%	7.3%
Total		112	106	103	117	438
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 5: Do you intend to vote in the upcoming November 2008 election?

		Test Group				Total
		Control	Absentee	Candidate	Both	
Do you intend to vote in the upcoming November 2008 election?	Yes	96	103	94	94	387
		85.0%	95.4%	87.9%	80.3%	87.0%
	No	11	3	8	8	30
		9.7%	2.8%	7.5%	6.8%	6.7%
	N/A	6	2	5	15	28
		5.3%	1.9%	4.7%	12.8%	6.3%
Total		113	108	107	117	445
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 6: By what method do you intend to vote in the upcoming election?

		Test Group				Total
		Control	Absentee	Candidate	Both	
By what method do you intend to vote in the upcoming election?	I will travel to my designated polling location	50	49	57	41	197
		43.9%	45.8%	53.3%	35.0%	44.3%
	I will vote by absentee ballot	33	40	23	29	125
		28.9%	37.4%	21.5%	24.8%	28.1%
	I don't know yet	14	15	17	23	69
		12.3%	14.0%	15.9%	19.7%	15.5%
	I don't intend to vote	10	3	5	8	26
		8.8%	2.8%	4.7%	6.8%	5.8%
	N/A	7	0	5	16	28
		6.1%	.0%	4.7%	13.7%	6.3%
Total		114	107	107	117	445
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 7: If you intend to vote by absentee ballot, have you requested your ballot yet?

		Test Group				Total
		Control	Absentee	Candidate	Both	
If you intend to vote by absentee ballot, have you requested your ballot yet?	Yes	11	14	9	8	42
		9.7%	13.5%	8.7%	7.1%	9.7%
	No	33	34	19	30	116
		29.2%	32.7%	18.3%	26.8%	26.8%
	N/A	69	56	76	74	275
		61.1%	53.8%	73.1%	66.1%	63.5%
Total		113	104	104	112	433
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 8: If you have not requested an absentee ballot, would you be likely to do so if you were given information on how to request a ballot

		Test Group				Total
		Control	Absentee	Candidate	Both	Control
If you have not requested an absentee ballot, would you be likely to do so if you were given information on how to request a ballot	Yes	44	36	31	38	149
		39.3%	33.6%	29.2%	33.9%	34.1%
	No	9	16	7	10	42
		8.0%	15.0%	6.6%	8.9%	9.6%
	N/A	59	55	68	64	246
		52.7%	51.4%	64.2%	57.1%	56.3%
Total		112	107	106	112	437
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 9: If you intend to vote in this election, have you decided who you will vote for?

		Test Group				Total
		Control	Absentee	Candidate	Both	Control
If you intend to vote in this election, have you decided who you will vote for?	Yes	64	73	69	65	271
		56.1%	67.6%	64.5%	55.6%	60.8%
	No	34	32	26	30	122
		29.8%	29.6%	24.3%	25.6%	27.4%
	N/A	16	3	12	22	53
		14.0%	2.8%	11.2%	18.8%	11.9%
Total		114	108	107	117	446
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 11: If you were provided with a quick reference sheet of candidate platform information, would you use it to make a decision on who to vote for?

		Test Group				Total
		Control	Absentee	Candidate	Both	
If you were provided with a quick reference sheet of candidate platform information, would you use it to make a decision on who to vote for?	Yes	59	63	73	64	259
		52.2%	62.4%	70.2%	55.7%	59.8%
	No	40	31	20	28	119
		35.4%	30.7%	19.2%	24.3%	27.5%
	N/A	14	7	11	23	55
		12.4%	6.9%	10.6%	20.0%	12.7%
Total		113	101	104	115	433
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 12: Sex

	Test Group				Total
	Control	Candidate	Absentee	Both	
Male	64	54	59	57	234
	14.4%	12.2%	13.3%	12.8%	52.7%
Female	50	52	48	60	210
	11.3%	11.7%	10.8%	13.5%	47.3%
Total	114	106	107	117	444
	25.7%	23.9%	24.1%	26.4%	100.0%

Question 13: Year in School

		Test Group				Total
		Control	Candidate	Absentee	Both	
	Freshman	38	39	29	48	154
		8.6%	8.8%	6.5%	10.8%	34.7%
	Sophomore	30	32	32	31	125
		6.8%	7.2%	7.2%	7.0%	28.2%
	Junior	21	26	27	16	90
		4.7%	5.9%	6.1%	3.6%	20.3%
	Senior	24	10	19	22	75
		5.4%	2.3%	4.3%	5.0%	16.9%
Total		113	107	107	117	444
		25.5%	24.1%	24.1%	26.4%	100.0%

Question 14: In what school or college at UMD are you a student?

		Test Group				Total
		Control	Candidate	Absentee	Both	
In what school or college at UMD are you a student?	A. James Clark School of Engineering	32	35	36	37	140
		7.2%	7.9%	8.1%	8.3%	31.5%
	College of Agricultural and Natural Resources	2	1	0	3	6
		.5%	.2%	.0%	.7%	1.4%
	School of Architecture, Planning, and Preservation	3	1	3	1	8
		.7%	.2%	.7%	.2%	1.8%
	College of Arts and Humanities	3	5	5	2	15
		.7%	1.1%	1.1%	.5%	3.4%
	College of Behavioral and Social Sciences	7	9	7	8	31
		1.6%	2.0%	1.6%	1.8%	7.0%
	College of Chemical and Life Sciences	37	22	17	25	101
		8.3%	5.0%	3.8%	5.6%	22.7%
	College of Computer, Mathematical, and Physical Sciences	10	13	10	7	40
		2.3%	2.9%	2.3%	1.6%	9.0%
	College of Education	0	0	1	0	1
		.0%	.0%	.2%	.0%	.2%
	Philip Merrill College of Journalism	0	0	0	1	1
		.0%	.0%	.0%	.2%	.2%
	Robert H. Smith School of Business	13	9	17	20	59
		2.9%	2.0%	3.8%	4.5%	13.3%
	School of Public Health	1	1	0	1	3
		.2%	.2%	.0%	.2%	.7%
	School of Public Policy	1	0	1	0	2
		.2%	.0%	.2%	.0%	.5%
	Letters and Sciences/Undeclared	1	1	0	3	5
		.2%	.2%	.0%	.7%	1.1%
	A. James Clark School of Engineering and College of Arts and Humanities	0	0	0	2	2
		.0%	.0%	.0%	.5%	.5%
	A. James Clark School of Engineering and College of Behavioral and Social Sciences	0	0	1	0	1
		.0%	.0%	.2%	.0%	.2%
	A. James Clark School of Engineering and College of Chemical and Life	1	1	0	0	2

	Sciences				
		.2%	.2%	.0%	.0%	.5%
A. James Clark School of Engineering and College of Computer, Mathematical, and Physical Sciences		0	2	1	0	3
		.0%	.5%	.2%	.0%	.7%
College of Behavioral and Social Sciences and College of Chemical and Life Sciences		1	3	1	3	8
		.2%	.7%	.2%	.7%	1.8%
A. James Clark School of Engineering and Robert H. Smith School of Business		0	0	1	0	1
		.0%	.0%	.2%	.0%	.2%
College of Arts and Humanities and College of Chemical and Life Sciences		1	1	2	0	4
		.2%	.2%	.5%	.0%	.9%
College of Arts and Humanities and College of Behavioral and Social Sciences		0	1	0	1	2
		.0%	.2%	.0%	.2%	.5%
College of Arts and Humanities and College of Computer, Mathematical, and Physical Sciences		0	0	1	1	2
		.0%	.0%	.2%	.2%	.5%
College of Behavioral and Social Sciences and Philip Merrill College of Journalism		0	0	2	0	2
		.0%	.0%	.5%	.0%	.5%
College of Behavioral and Social Sciences and Robert H. Smith School of Business		0	1	0	2	3
		.0%	.2%	.0%	.5%	.7%
College of Chemical and Life Sciences and School of Public Health		1	0	0	0	1
		.2%	.0%	.0%	.0%	.2%
Philip Merrill College of Journalism and Robert H. Smith School of Business		0	0	1	0	1
		.0%	.0%	.2%	.0%	.2%
Total		114	106	107	117	444
		25.7%	23.9%	24.1%	26.4%	100.0%

Question 15: What is your current cumulative GPA?

		Test Group				Total
		Control	Candidate	Absentee	Both	
What is your current cumulative GPA?	3.5 - 4.0	78	68	68	82	296
		21.5%	18.8%	18.8%	22.7%	81.8%
	3.0-3.5	18	16	18	11	63
		5.0%	4.4%	5.0%	3.0%	17.4%
	2.5-2.9	0	1	0	1	2
		.0%	.3%	.0%	.3%	.6%
	2.0-2.5	0	0	0	1	1
		.0%	.0%	.0%	.3%	.3%
Total		96	85	86	95	362
		26.5%	23.5%	23.8%	26.2%	100.0%

Question 16: How old are you?

		Test Group				Total
		Control	Candidate	Absentee	Both	
How old are you?	17	5	5	2	9	21
		1.1%	1.1%	.5%	2.0%	4.8%
	18	31	44	32	48	155
		7.0%	10.0%	7.3%	10.9%	35.1%
	19	33	29	29	26	117
		7.5%	6.6%	6.6%	5.9%	26.5%
	20	24	21	29	15	89
		5.4%	4.8%	6.6%	3.4%	20.2%
	21	17	6	15	16	54
		3.9%	1.4%	3.4%	3.6%	12.2%
	22	2	2	0	1	5
		.5%	.5%	.0%	.2%	1.1%
Total		112	107	107	115	441
		25.4%	24.3%	24.3%	26.1%	100.0%

Question 17: What is your race?

		Test Group				Total
		Control	Candidate	Absentee	Both	
What is your race?	White/Caucasian	62	66	66	70	264
		14.0%	14.9%	14.9%	15.8%	59.5%
	Black/African American	0	1	4	1	6
		.0%	.2%	.9%	.2%	1.4%
	Asian/Pacific Islander	46	38	23	36	143
		10.4%	8.6%	5.2%	8.1%	32.2%
	Hispanic	3	0	2	4	9
		.7%	.0%	.5%	.9%	2.0%
	Other/Mixed Race	3	2	11	6	22
		.7%	.5%	2.5%	1.4%	5.0%
Total		114	107	106	117	444
		25.7%	24.1%	23.9%	26.4%	100.0%

Appendix J: Exit Survey Results, Tables and Graphs

This appendix provides counts and percentages of student responses to the questions from the entry survey, by test group.

Question 1: Are you registered to vote in the U.S.?

			Test Group			Total
		Control	Absentee	Candidate	Both	
Are you registered to vote in the U.S.?	Yes	100	100	94	97	391
		87.7%	92.6%	87.9%	82.9%	87.7%
	No	7	8	8	6	29
		6.1%	7.4%	7.5%	5.1%	6.5%
	I am not eligible to register	7	0	5	14	26
		6.1%	.0%	4.7%	12.0%	5.8%
Total		114	108	107	117	446
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 2: Where are you registered to vote?

			Test Group			Total
		Control	Absentee	Candidate	Both	
Where are you registered to vote?	School-on campus	18	17	18	19	72
		15.9%	15.7%	16.8%	16.2%	16.2%
	School- of campus	9	6	5	3	23
		8.0%	5.6%	4.7%	2.6%	5.2%
	Home	73	76	71	74	294
		64.6%	70.4%	66.4%	63.2%	66.1%
	Other: please specify	0	1	0	1	2
		.0%	.9%	.0%	.9%	.4%
	N/A- I am not registered to vote	13	8	13	20	54
		11.5%	7.4%	12.1%	17.1%	12.1%
Total		113	108	107	117	445
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 4: Did you vote in the November 2008 election?

		Test Group				Total
		Control	Absentee	Candidate	Both	
Did you vote in the November 2008 election?	Yes	81	88	83	82	334
		71.7%	81.5%	77.6%	70.1%	75.1%
	No	25	18	20	21	84
		22.1%	16.7%	18.7%	17.9%	18.9%
	N/A	7	2	4	14	27
		6.2%	1.9%	3.7%	12.0%	6.1%
Total		113	108	107	117	445
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 5: By what method did you vote in the election?

		Test Group				Total
		Control	Absentee	Candidate	Both	
By what method did you vote in the election?	I traveled to my designated polling location	51	50	58	48	207
		44.7%	46.7%	54.2%	41.0%	46.5%
	I voted by absentee ballot	31	39	24	34	128
		27.2%	36.4%	22.4%	29.1%	28.8%
	I did not vote	19	13	20	17	69
		16.7%	12.1%	18.7%	14.5%	15.5%
	N/A	13	5	5	18	41
		11.4%	4.7%	4.7%	15.4%	9.2%
Total		114	107	107	117	445
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 6: If you voted by absentee ballot, approximately how long before the election did you request your ballot?

		Test Group				Total
		Control	Absentee	Candidate	Both	
If you voted by absentee ballot, approximately how long before the election did you request your ballot?	Within 2 weeks before the election (Mid-October or later)	10	6	4	10	30
		28.6%	15.4%	16.7%	30.3%	22.9%
	2 weeks to 1 month before the election (Early to Mid October)	12	18	13	14	57
		34.3%	46.2%	54.2%	42.4%	43.5%
	1 to 2 months before the election (September)	10	8	5	6	29
		28.6%	20.5%	20.8%	18.2%	22.1%
	More than 2 months before the election (August or earlier)	3	7	2	3	15
		8.6%	17.9%	8.3%	9.1%	11.5%
Total		35	39	24	33	131
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 7: Did you receive information regarding requesting absentee ballots within the confines of this study?

		Test Group				Total
		Control	Absentee	Candidate	Both	
Did you receive information regarding requesting absentee ballots within the confines of this study?	Yes	8	76	13	50	147
		7.1%	70.4%	12.7%	43.1%	33.5%
	No	73	22	65	45	205
		64.6%	20.4%	63.7%	38.8%	46.7%
	N/A	32	10	24	21	87
		28.3%	9.3%	23.5%	18.1%	19.8%
Total		113	108	102	116	439
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 8: Did you use this information to request an absentee ballot?

		Test Group				Total
		Control	Absentee	Candidate	Both	
Did you use this information to request an absentee ballot?	Yes	0	10	3	7	20
		.0%	9.3%	2.9%	6.0%	4.6%
	No	39	69	40	63	211
		35.1%	64.5%	39.2%	54.3%	48.4%
	N/A	72	28	59	46	205
		64.9%	26.2%	57.8%	39.7%	47.0%
Total		111	107	102	116	436
		100.0%	100.0%	100.0%	100.0%	100.0%

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Question 9: If you voted, how long before the election did you decide who to vote for?

		Test Group				Total
		Control	Absentee	Candidate	Both	
If you voted, how long before the election did you decide who to vote for?	Within 2 weeks before the election (Mid-October or later)	20	15	20	24	79
		24.4%	17.0%	24.1%	30.8%	23.9%
	2 weeks to 1 month before the election (Early to Mid October)	12	14	11	5	42
		14.6%	15.9%	13.3%	6.4%	12.7%
	1 to 2 months before the election (September)	11	9	10	13	43
		13.4%	10.2%	12.0%	16.7%	13.0%
	More than 2 months before the election (August or earlier)	39	50	42	36	167
		47.6%	56.8%	50.6%	46.2%	50.5%
Total		82	88	83	78	331
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 10: Did you receive a reference sheet regarding the candidates' platforms within the confines of this study?

		Test Group				Total
		Control	Absentee	Candidate	Both	
Did you receive a	Yes	10	13	78	72	173
reference sheet		8.8%	12.4%	72.9%	61.5%	39.1%
regarding the	No	84	87	27	34	232
candidates' platforms		73.7%	82.9%	25.2%	29.1%	52.4%
within the confines of	N/A	20	5	2	11	38
this study?						
		17.5%	4.8%	1.9%	9.4%	8.6%
Total		114	105	107	117	443
		100.0%	100.0%	100.0%	100.0%	100.0%

Question 11: Did you use this information to help you decide which candidate to vote for?

		Test Group				Total
		Control	Absentee	Candidate	Both	
Did you use this	Yes	2	5	21	18	46
information to help		1.8%	4.8%	19.6%	15.4%	10.5%
you decide which	No	31	29	58	56	174
candidate to vote		27.7%	27.9%	54.2%	47.9%	39.5%
for?	N/A	79	70	28	43	220
		70.5%	67.3%	26.2%	36.8%	50.0%
Total		112	104	107	117	440
		100.0%	100.0%	100.0%	100.0%	100.0%

Appendix K: IMPACT Conference Workshop Protocol

Workshop Protocol:

I. Introduction of Team and Participants
    a. Introduce ourselves
    b. Go around room, have everyone say their name and where they are from and why they chose to come to our workshop.
    c. Ice breaker?
II. Presentation of our work/research to date
    a. Explain a little bit about Gemstone and our project (2 mins ~ish)
    b. Talk about our research at UMD, others' research on youth voting
III. Status check: What have you all seen regarding youth voting
    a. Have you seen students engaged in elections at different levels
    b. What have students been saying about voting.
    c. Did candidates come and talk at your school? What was the response?
    d. How was turnout for the primary at your school?
    e. What initiatives have you seen to try and get students out to vote?
    f. How did your primary go?
        i. What do you know about your states' voting lows
            1. Same-day registration
            2. Absentee ballots
            3. etc
    g. Have you started thinking about the November election yet?
IV. Discussion of Tactics/Methods
    a. Part I: Break up into groups based on the population that's represented
        i. Have the groups talk about strategies/methods that they've seen used, what worked, what didn't work, and new ideas
    b. Part II: Back in the big group
        i. Have each group present 2 strategies that worked, 1 that didn't, and 1 new one.
V. Action Planning
    a. What can we take home?
    b. Put everything on the big chart that everyone can take home
    c. Make up a grid that we can print out and send home with everyone

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