

GREAT EXPECTATIONS:

How Californians View Higher Education

By John Immerwahr

*A Report Prepared by Public Agenda
And Funded by The James Irvine Foundation*

August 2000

NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION
PUBLIC AGENDA

National Center Report #00-2e

©2000 by The National Center for Public Policy and Higher Education, and Public Agenda.
Material may be duplicated with full attribution.

Contents

Foreword.....	<i>iv</i>
Finding One	1
Finding Two	2
Finding Three	3
Finding Four	3
Changes in Attitudes Over Time.....	4
California and the Nation at Large	4
Supporting Tables	6
Methodology	9
About the Author.....	9
Public Agenda	10
National Center for Public Policy and Higher Education	11

Foreword

Great Expectations: How Californians View Higher Education is part of a broader effort of the National Center for Public Policy and Higher Education and Public Agenda to stimulate a public discussion about the role of colleges and universities in maintaining and enhancing the opportunities for all Americans to participate fully in our society. This special survey complements a larger survey administered to the entire nation and released in May, called *Great Expectations: How the Public and Parents—White, African American and Hispanic—View Higher Education*. These reports are available in full at www.highereducation.org, and in summary at www.publicagenda.org.

John Immerwahr, the author of both the national and California reports, has done a masterful job of explaining the most significant trends in public attitudes about higher education, and of illuminating the key similarities and differences between the views of Californians and Americans generally. His findings are based on a national sample of over 1,000 adults and a state sample of over 500 Californians. He also had the opportunity to discuss higher education issues with two groups of citizens in Santa Clara.

We would like to thank The James Irvine Foundation for sponsoring this special survey of Californians' attitudes. We would also like to extend our appreciation to the organizations whose financial support made the national report possible: The Ford Foundation, the Consortium for Policy Research in Education, and the National Center for Postsecondary Improvement.

Patrick M. Callan

President

National Center for Public Policy
and Higher Education

In early 2000, Public Agenda surveyed 503 Californians statewide to determine their attitudes toward higher education. In addition, we held two focus groups in Santa Clara. We also conducted two previous statewide surveys in 1993 and 1996. Although most of the questions in the 2000 study were new, we did use several questions from the earlier studies, giving us an opportunity to track changes.

In many ways, the attitudes of Californians regarding higher education are strikingly similar to the views of the nation as a whole, as revealed in our large scale survey of public attitudes, *Great Expectations: How the Public and Parents—White, African American, and Hispanic—View Higher Education*. Four major conclusions emerged from our California research, which are also supported by what we found nationwide. In addition, the final section of this report describes a few areas where the attitudes of Californians differ somewhat from those of Americans generally.

For the purpose of this research, we define *higher education* broadly to include all education and training beyond high school, including two- and four-year, public and private, for-profit and nonprofit institutions.

Finding One:

CALIFORNIANS BELIEVE THAT HIGHER EDUCATION IS VITALLY IMPORTANT FOR SUCCESS IN THE CONTEMPORARY WORLD.

Most people in California believe that a higher education is essential for a person to succeed in today's world. In effect, California residents now see a college education as having replaced a high school diploma as the minimum entry ticket to a solid job and a middle-class lifestyle.

In the survey we found:

- c Fully 85% strongly or somewhat agree that a college degree has become as important as a high school diploma used to be.
- c Only 13% think that it is possible to reach a point where too many people have a college degree; the overwhelming majority (81%) believe that this is one area where there can never be too much of a good thing.

As higher education is being seen as more important for success in today's economy and society, the public is also placing a premium on the significance of preserving access to higher education for anyone who is sufficiently qualified and motivated. In effect, Californians see access to higher education as equivalent to access to the American dream. They believe that it is vitally important that we provide adequate opportunities for a higher education to all qualified and motivated individuals.

Specifically, Californians do not want students to be excluded from a college education by cost alone. Seventy-three percent strongly agree that we should not allow the price of a college education to keep qualified and motivated students from going to college. The percentage of Californians who feel this way is significantly higher today than in the recent past, as shown in our two previous studies; fewer (66%) strongly agreed in 1993, and this percentage dropped in 1996 to 53%.

Finding Two:

HIGHER EDUCATION IS MORE THAN JUST A PIECE OF PAPER.

Californians have high expectations for what they expect students to take away from a college education. We presented respondents with a list of factors and asked how important each was as a goal for a college education. One of the most important factors for California residents is that students gain a sense of maturity and learn how to manage on their own, with 69% saying that this is absolutely essential. An equally high percentage (69%) say that it is absolutely essential for students to learn how to get along with people different from themselves.

Although these general interpersonal skills top the list, there are a number of other skills that Californians rate as absolutely essential, such as learning to solve problems and think analytically (65%), learning high-tech skills (60%), learning the specific expertise and knowledge in the careers they have chosen (56%), and gaining top-notch writing and speaking skills (59%).

The California public also has high expectations for the administrators who run local colleges and universities. For example, 68% say it is absolutely essential for colleges to hire good teachers and researchers, and 54% stress that colleges should ensure that students work hard to achieve high academic standards.

The majority of people in the state value the education that a student receives, not just the piece of paper. Fifty-eight percent believe that college graduates get higher salaries because having a college degree means that the person has skills and accomplishments, as opposed to 37% who think that employers just get impressed by a degree.

The public has high expectations, but they also seem to be pleased with the job California's public and private colleges and universities are doing, especially as compared to the performance of the state's high schools. Fifty-seven percent give the state's colleges an excellent or a good rating, as opposed to only 26% who give state high schools an excellent or good rating.

Finding Three:

CALIFORNIANS BELIEVE THAT THE MAIN RESPONSIBILITY FOR SUCCESS IN HIGHER EDUCATION RESTS WITH THE STUDENT, BUT THEY ALSO EXPECT INSTITUTIONS TO HELP THOSE WHO HELP THEMSELVES.

The California public sees a higher education not as an entitlement, but as something students should have to work for, and the notion of a free higher education is not attractive to very many state residents. Seventy-one percent strongly or somewhat agree that students only appreciate the value of an education when they have some personal responsibility for paying what it costs.

By the same token, California residents feel that what a student gets out of a college education is largely a result of the amount of effort the student puts in. We asked our California respondents whether the benefits of a higher education depend more on how much effort the student puts in or on the quality of the college. The overwhelming majority (84%) said that effort was the key.

Californians also placed the responsibility for success in college on the student. Seventy-four percent say that when a student falls behind, it is primarily the responsibility of the student to get back on track. This does not mean that colleges have no responsibility; 65% also agree that colleges should provide advisors and counselors for students who fall behind, rather than take more severe measures.

When it comes to financial aid, Californians continue to emphasize individual effort, believing that aid should go first to students who work hard. Eighty-two percent say that they would prefer to give financial aid to a student with average skills who works hard, rather than to a student with excellent skills who does not work hard.

Finding Four:

PAYING FOR COLLEGE IS DIFFICULT BUT DOABLE.

College is perceived as expensive, and 64% of California residents strongly or somewhat agree that families are not doing a good job of saving for college.

Californians are evenly divided on the question of whether there are many qualified people who are currently unable to go to college. Forty-eight percent feel that there are many people who are qualified to go to college but do not have an opportunity to do so, as compared to 46% who say that the vast majority of those who are qualified have an opportunity to do so.

But in the end, the majority of Californians are convinced that where there is a will, there is a way. Eighty-eight percent either strongly (64%) or somewhat (24%) agree that people who really want to go to college can find a way to pay for it even if they have to go to school and work at the same time.

Californians also support a broad range of financial aid proposals, with 78% thinking that the government should offer more tax breaks for students, 73% favoring more funds for work-study, and 55% favoring more money for loans. Direct grants to students were somewhat less popular; only 46% favored more money for grants.

CHANGES IN ATTITUDES OVER TIME

We also studied Californians' attitudes toward higher education in 1993 and 1996, although for the most part we were interested in different topics for those studies. One area that we did track had to do with the perceived opportunity of various groups to gain access to higher education.

As the chart on page 5 shows, Californians see some improvement in access to higher education. The perception of the situation for both middle-class and low-income students has improved. In 1993, 61% said that low-income students had less opportunity to attend college than others, but by 2000 that number had dropped to 47%. We saw a similar drop in the perception that middle-class students had problems (from 22% to 10%). The perception of the situation for minorities has remained unchanged. Interestingly, people are now more likely to say there are problems for older people going back for retraining. When we probed this response with focus group participants in other states, they said that people are working longer hours now and no longer can take the time to go back to college. The improvement in the economy, in other words, may be making it seem harder for older people to get retraining.

CALIFORNIA AND THE NATION AT LARGE

In many of the areas we have discussed so far, the attitudes of Californians are not significantly different from those of the nation as a whole. There are a few areas, however, where the attitudes of Californians do differ somewhat from the national perspective.

One area of difference concerns the issue of underprepared students. Nearly half (48%) of Californians think it's a problem in their state that students struggle when they get to college because they are not academically prepared, as opposed to 10% who do not think this is a problem (42% say they don't know enough to say). The percentage of Californians who think this is a problem is significantly higher than the nation as a

Do you think qualified students from [INSERT ITEM] have less opportunity, more opportunity or about the same opportunity as others to get a college education?

% saying group has "less opportunity."	1993	1996	2000
<i>Qualified students from low-income families, regardless of their ethnic background</i>	61%	52%	47%
<i>People who are older and are going back to school for retraining</i>	29	22	34
<i>Qualified students who are ethnic or racial minorities, such as blacks or Latinos</i>	35	32	34
<i>Qualified students from middle-class families, regardless of their ethnic background</i>	22	22	10

1993, n = 832; 1996, n = 800; 2000, n = 503.

whole, where only 37% identify this as a problem (and a much larger 52% say they don't know enough to say). This may also be related to the negative evaluation that Californians give to their high schools. Fifty-five percent of Californians give their state public high schools a rating of only fair or poor, as compared to 41% nationwide.

Conversely, Californians were much more likely to see community colleges as a solution to the problem of underprepared students. We asked our California residents what to do with college applicants who lack the necessary skills to succeed in college. Sixty-three percent of Californians thought that the solution was to admit these students to a two-year college, as compared to a smaller percentage nationwide (53%) who thought so.

This response was particularly evident in our focus groups in Santa Clara. While some of our respondents in other states struggled with the problem of what to do with students who couldn't handle college work, for our California respondents this was a "no brainer"—if a student isn't ready for a four-year college, send him or her to community college. In general, community colleges appear to be a much more positive alternative in California than in some other states. Even those California parents who expected their students to eventually graduate from a four-year college often saw community college as the first step.

Supporting Tables

Table One

Satisfaction with High Schools and Colleges

Are the [INSERT ITEM] in your state doing an excellent, good, fair or poor job, or don't you know enough to say?

<i>% responding</i>	<i>National</i>	<i>California</i>
Public High Schools		
Excellent	6	4
Good	27	22
Fair	28	35
Poor	13	19
Don't Know	25	20
Colleges		
Excellent	15	12
Good	42	44
Fair	13	18
Poor	3	3
Don't Know	28	24
Four-Year Colleges		
Excellent	15	14
Good	40	42
Fair	10	14
Poor	2	3
Don't Know	33	27
Two-Year Colleges		
Excellent	14	8
Good	36	41
Fair	14	17
Poor	2	4
Don't Know	34	30

National, n = 1,015; California, n = 503.

Note: Percentages in tables may not equal 100% due to rounding or missing answer categories.

Table Two

Attitudes toward Higher Education

% responding	National	California
<i>We should not allow the price of a college education to keep students who are qualified and motivated to go to college from doing so</i>		
Strongly agree	78	73
Somewhat agree	15	18
Somewhat disagree	3	3
Strongly disagree	2	3
<i>A college education has become as important as a high school diploma used to be</i>		
Strongly agree	68	63
Somewhat agree	19	22
Somewhat disagree	8	8
Strongly disagree	4	5
<i>If someone really wants to go to college, they can find a way to pay for it, even if they have to go to school and work at the same time</i>		
Strongly agree	63	64
Somewhat agree	24	24
Somewhat disagree	8	6
Strongly disagree	5	6
<i>Today's colleges should be doing a much better job of keeping their costs down</i>		
Strongly agree	60	54
Somewhat agree	23	27
Somewhat disagree	7	10
Strongly disagree	4	3
<i>Students have to borrow too much money to pay for their college education</i>		
Strongly agree	56	51
Somewhat agree	24	24
Somewhat disagree	11	13
Strongly disagree	4	6
<i>Students appreciate the value of a college education only when they have some personal responsibility for paying what it costs</i>		
Strongly agree	47	42
Somewhat agree	27	28
Somewhat disagree	16	19
Strongly disagree	8	7
<i>Almost anyone who needs financial help to go to college can get loans or financial aid</i>		
Strongly agree	33	35
Somewhat agree	29	29
Somewhat disagree	17	15
Strongly disagree	15	14
<i>There are too many students in college who don't belong there</i>		
Strongly agree	27	27
Somewhat agree	22	17
Somewhat disagree	22	26
Strongly disagree	18	20
<i>Most families today do a good job of saving for their children's college education</i>		
Strongly agree	10	9
Somewhat agree	18	20
Somewhat disagree	33	31
Strongly disagree	32	33

National, n = 1,015; California, n = 503.

Note: Percentages in tables may not equal 100% due to rounding or missing answer categories.

Table Three

What Should a Student Gain from College?

How important is each of the following in terms of what students should gain from attending college? [INSERT ITEM]
Is that absolutely essential, important but not essential, or not too important?

% responding	National	California
<i>A sense of maturity and how to manage on their own</i>		
Absolutely essential	71	69
Important but not essential	26	27
Not too important	2	4
<i>An ability to get along with people different from themselves</i>		
Absolutely essential	68	69
Important but not essential	29	28
Not too important	2	3
<i>An improved ability to solve problems and to think analytically</i>		
Absolutely essential	63	65
Important but not essential	34	32
Not too important	1	2
<i>Learning high-tech skills, such as using computers and the Internet</i>		
Absolutely essential	61	60
Important but not essential	35	37
Not too important	4	3
<i>Specific expertise and knowledge in the careers they have chosen</i>		
Absolutely essential	60	56
Important but not essential	35	39
Not too important	4	4
<i>Top-notch writing and speaking skills</i>		
Absolutely essential	57	59
Important but not essential	38	38
Not too important	4	3
<i>The responsibilities of citizenship, such as voting and volunteering</i>		
Absolutely essential	44	43
Important but not essential	47	49
Not too important	9	8
<i>Exposure to great writers and thinkers in subjects like literature and history</i>		
Absolutely essential	32	32
Important but not essential	53	55
Not too important	14	13

National, n = 1,015; California, n=503.

Note: Percentages in tables may not equal 100% due to rounding or missing answer categories.

METHODOLOGY

This report is based on a telephone survey of 503 adults aged 18 years or older who reside in California. It complements a national telephone survey of 1,015 adults. The interviews with California residents were conducted in January 2000 and averaged 28 minutes in length. The interviews were conducted using a random sample of households in California and a standard, random-digit-dialing technology whereby every household in the region covered had an equal chance of being contacted, including those with unlisted numbers. The margin of error for the 503 randomly selected California adults is +/- 4 percentage points.

The questionnaire was designed by Public Agenda, and all interpretation of the data reflected in this report was done by Public Agenda. As in all surveys, question order effects and other non-sampling sources of error can sometimes affect results. Steps were taken to minimize these, including extensively pre-testing the survey instrument and randomizing the order in which some questions were asked.

ABOUT THE AUTHOR

John Immerwahr is a Senior Research Fellow at Public Agenda and Associate Vice President for Academic Affairs at Villanova University. He has written several previous Public Agenda reports on higher education, including *Doing Comparatively Well: Why the Public Loves Higher Education and Criticizes K-12* (1999); *The Price of Admission: The Growing Importance of Higher Education* (1998); *Preserving the Higher Education Legacy: A Conversation with California Leaders* (1995); and *The Closing Gateway: Californians Consider Their Higher Education System* (1993). In addition, he has authored and co-authored a number of other Public Agenda reports on education, including the groundbreaking national study, *First Things First: What Americans Expect from the Public Schools* (1994) and, for the 1996 National Education Summit of the nation's governors and business leaders, *Americans' Views on Standards: An Assessment by Public Agenda* (1996). Other state-specific studies written by Dr. Immerwahr include *What Our Children Need: South Carolinians Look at Public Education* (1996) and *The Broken Contract: Connecticut Citizens Look at Public Education* (1993).

Public Agenda

Founded in 1975 by social scientist and author Daniel Yankelovich and former U.S. Secretary of State Cyrus Vance, Public Agenda works to help average citizens better understand critical policy issues and to help the nation's leaders better understand the public's point of view. Public Agenda's particular expertise lies in crafting research studies that explore different points of view with empathy and probe beneath surface responses to capture the public's concerns and assumptions. Our in-depth research on how citizens think about policy forms the basis for extensive citizen education work. Our citizen education materials, used by the National Issues Forums and media outlets across the country, have won praise for their credibility and fairness from elected officials from both political parties and from experts and decision makers across the political spectrum. Our web site, Public Agenda Online (www.publicagenda.org) provides comprehensive information on a wide range of public opinion and public policy issues.

6 East 39th Street, New York, New York 10016

Telephone: 212-686-6610 • Fax: 212-889-3461

Email: info@publicagenda.org • Web site: <http://www.publicagenda.org>

Board of Directors of Public Agenda

Officers

DANIEL YANKELOVICH
Chairman

DEBORAH WADSWORTH
President

SIDNEY HARMAN
Chairman, Executive Committee

Board of Directors

JEFFREY E. GARTEN
Dean, Yale School of Management

DAVID R. GERGEN
U.S. News & World Report

BOBBY R. INMAN
Admiral, U.S. Navy (Retired)

DAVID MATHEWS
The Kettering Foundation

ANN McLAUGHLIN
The Aspen Institute

LLOYD MORRISETT

Former President, The Markle Foundation

JUDITH DAVIDSON MOYERS
Public Affairs Television, Inc.

BARRY MUNITZ
*President and CEO
The J. Paul Getty Trust*

PETER G. PETERSON
The Blackstone Group

LOIS DICKSON RICE
The Brookings Institution

Co-Founder and Chairman Emeritus

CYRUS VANCE
Chairman

Members Emeriti

MAURICE LAZARUS
Former Chairman, Executive Committee

FRANK STANTON
Former President, CBS

www.publicagenda.org

National Center for Public Policy and Higher Education

The National Center for Public Policy and Higher Education works to strengthen America's future by increasing opportunity and achievement for all who aspire to higher education. As an independent, nonprofit, nonpartisan organization, the National Center promotes public policies that enhance Americans' opportunities for quality education and training beyond high school. Formed in 1998, the National Center is supported by a consortium of national foundations that includes The Pew Charitable Trusts and The Ford Foundation.

San Jose Office: 152 North Third Street, Suite 705, San Jose, California 95112

Telephone: 408-271-2699 • Fax: 408-271-2697

Email: center@highereducation.org • Web site: <http://www.highereducation.org>

Washington Office: 1001 Connecticut Avenue, NW, Suite 310, Washington, D.C. 20036

Telephone: 202-822-6720 • Fax: 202-822-6730

Reports Published by the National Center

The National Center publishes:

- ★ Reports commissioned by the National Center,
- ★ Reports written by National Center staff,
- ★ NATIONAL CENTER POLICY REPORTS that are approved for release by the National Center's Board of Directors, and
- ★ *CrossTalk*, a quarterly publication.

Each publication listed below—as well as a host of other information and links—can be downloaded from the National Center's web site (www.highereducation.org). Single copies of most reports can also be obtained by faxing requests (with publication number) to 408-271-2697.

- 98-1 *Concept Paper: A National Center to Address Higher Education Policy*, by Patrick M. Callan (March 1998). Describes the purposes of the National Center for Public Policy and Higher Education.
- 98-2 *The Price of Admission: The Growing Importance of Higher Education*, by John Immerwahr (Spring 1998). A national survey of Americans' views on higher education, conducted and reported by Public Agenda.
- 98-3 *Organizing for Learning: The View from the Governor's Office*, by James B. Hunt Jr., Governor of North Carolina and Chair of the National Center for Public Policy and Higher Education (June 1998). An address to the American Association for Higher Education concerning opportunity in higher education.
- 98-4 *Tidal Wave II Revisited: A Review of Earlier Enrollment Projections for California Higher Education*, by Gerald C. Hayward, David W. Breneman and Leobardo F. Estrada (September 1998). Finds that earlier forecasts of a surge in higher education enrollments are accurate.

- 98-5 *The Challenges Facing California Higher Education: A Memorandum to the Next Governor of California*, by David W. Breneman (September 1998). Concludes that the next governor should give serious consideration to exploring a new Master Plan for Higher Education.
- 98-6 *Federal Tuition Tax Credits and State Higher Education Policy: A Guide for State Policy Makers*, by Kristin D. Conklin (December 1998). Examines the implications of the new federal income tax provisions on students and their families, and makes recommendations for state higher education policy.
- 98-7 *Higher Education Governance: Balancing Institutional and Market Influences*, by Richard C. Richardson, Jr., Kathy Reeves Bracco, Patrick M. Callan, and Joni E. Finney (November 1998). Describes the structural relationships that affect institutional efficacy in higher education, and argues that effective state policy achieves a balance between institutional and market forces.
- 98-8 *The Challenges and Opportunities Facing Higher Education: An Agenda for Policy Research*, by Dennis Jones, Peter Ewell, and Aims McGuinness (December 1998). Argues that due to substantial changes in the landscape of postsecondary education, new state-level policy frameworks must be developed and implemented.
- 99-1 *Taking Responsibility: Leaders' Expectations of Higher Education*, by John Immerwahr (January 1999). Reports the views of those most involved with decision-making about higher education, based on a survey and focus groups conducted by Public Agenda.
- 99-2 *South Dakota: Developing Policy-Driven Change in Higher Education*, by Mario Martinez (June 1999). Describes the processes for change in higher education that government, business and higher education leaders are creating and implementing in South Dakota.
- 99-3 *State Spending for Higher Education in the Next Decade: The Battle to Sustain Current Support*, by Harold A. Hovey (July 1999). This fiscal forecast of state and local spending patterns finds that the vast majority of states will face significant fiscal deficits over the next eight years, which will in turn lead to increased scrutiny of higher education in almost all states, and to curtailed spending for public higher education in many states.
- 00-1 *A State-by-State Report Card on Higher Education: Prospectus* (March 2000). The National Center is developing a state-by-state report card that compares and evaluates each state's performance in higher education. The goal of the report card is to stimulate the creation of state policies that enhance opportunity and achievement in higher education.
- 00-2 *Great Expectations: How the Public and Parents—White, African American and Hispanic—View Higher Education*, by John Immerwahr with Tony Foleno (May 2000). This report by Public Agenda finds that Americans overwhelmingly see higher education as essential for economic mobility; parents overwhelmingly believe that their children must go to college; and African American and Hispanic parents value higher education especially highly. The report is based on the most extensive survey ever conducted on public views about higher education.

The following reports by John Immerwahr compare state residents' views on higher education to those of Americans generally:

- 00-2b *Great Expectations: How Pennsylvanians View Higher Education* (May 2000).
 00-2c *Great Expectations: How Floridians View Higher Education* (August 2000).
 00-2d *Great Expectations: How Coloradans View Higher Education* (August 2000).
 00-2e *Great Expectations: How Californians View Higher Education* (August 2000).

www.highereducation.org