METHODOLOGY AND FINAL TOPLINE

A Major Step: What Adults Without Degrees Say About Going (Back) To College

The survey results below appear in the Public Agenda report, "A Major Step: What Adults Without Degrees Say About Going (Back) to College," and in the research brief. The data are based on a nationally representative survey of adults who are considering enrolling in college to earn an undergraduate degree or certificate, a group we refer to as "adult prospective students." A total of 1,336 interviews were completed from August 17 through November 12, 2017; 1,328 interviews were included in the analysis. The survey was conducted by telephone, including cell phones, and online. Respondents completed the surveys in English.

This research was funded through a grant to Public Agenda from The Kresge Foundation. The survey was fielded by Social Science Research Solutions Inc. (SSRS). SSRS was responsible for data collection only. Public Agenda designed the survey instrument and analyzed the data. When using the data, please cite Public Agenda.

This research follows up on a nationally representative survey of adult prospective students by Public Agenda—fielded and published in 2013—that was also funded by The Kresge Foundation. The methodology of this survey is similar to that of the previous survey to ensure comparability of results over time and to minimize the possibility that any stability or change in findings could be attributed to methodological differences. The methodology differs in that, in this survey, 36 percent of interviews were completed through probability-based phone sampling and the remainder through both a probability-based web panel and a nonprobability-based, opt-in web panel. In the 2013 survey, 70 percent of the interviews were completed through probability-based phone sampling and the remainder through a nonprobability-based web panel provided to SSRS by Research Now. This survey asks some of the same questions that were asked in the previous one, as well as several new questions. For the 2013 survey, the complete methodology, full question wordings, topline findings and sample characteristics can be found at https://www.publicagenda.org/files/IsCollegeWorthItForMe_Methodology_PublicAgenda_2013.pdf.

The survey

This study used a multimodal design. Data were collected via telephone interviews, including cell phone interviews, and online. A total of 1,336 interviews were completed with adult prospective students, of which 486 were conducted by phone and 850 were completed online.

To enhance data quality, Public Agenda removed online respondents who were preselected based on prior age requirements but when surveyed no longer qualified for the study. The resulting "trimmed" sample size was 1,328 adult prospective students.

Phone sample

Adult prospective students were identified and directly interviewed in the SSRS Omnibus survey for a period of 17 weeks. The SSRS Omnibus is designed to represent the adult U.S. population and gathers 40 percent of its completes via landlines and 60 percent via cell phones. The omnibus covers the 50 states and the District of Columbia.

The SSRS Omnibus uses a single-stage RDD (random digit dialing) sample of landline telephone households and randomly generated cell phone numbers. The landline sample is structured through Marketing Systems Group's GENESYS database using 18 independent strata, made up of the nine census divisions, split by metro and nonmetro definitions. Sample telephone numbers are computer generated and loaded into online sample files accessed directly by the computer-assisted telephone interviewing (CATI) system.

Web sample

To collect data online, this survey was administered through the SSRS Probability Panel and an opt-in web panel. Some adult prospective student respondents were members of a web panel who completed the entire survey once it was determined that they were qualified respondents. Other web respondents were asked to complete the entire survey immediately after completing the eligibility screening questions.

The SSRS Probability Panel is recruited randomly from a dual-frame RDD sample, through the SSRS Omnibus. At the end of the omnibus survey, respondents who have been identified as having internet access—about 85 percent of the omnibus respondents—are invited to participate in the probability panel. Approximately 1,400 people are invited to join the panel monthly.

SSRS partnered with Critical Mix to recruit online respondents from a nonprobability panel. Before anyone was invited to participate, Critical Mix used a variety of proprietary and third-party methods to validate the respondents' identities and confirm humanity. Invitations to complete the web survey were sent directly to potential respondents by the web panel company. Invitations included the length of the survey and a link to the survey. Respondents were also provided with an opt-out link in the email.

HOW THIS RESEARCH DEFINES ADULT PROSPECTIVE STUDENTS

- They are 18- to 55-year-old Americans who do not hold an associate or bachelor's degree (although they may have earned a postsecondary diploma or certificate).

- They have finished high school but are not entering college straight out of high school.

- They are not currently enrolled in any kind of higher education institution.

- They are considering enrolling in a degree or certificate program and say it is likely that they will do so within two years.

Fielding

The survey was designed to be compatible with web and telephone interviews. Respondents to either could refuse to answer any questions. Questions that allowed the telephone respondent to volunteer "Don't know" as a response included "Don't know" as an explicit response category in the web version.

Before the fielding period, the survey was programmed using CfMC computer-assisted telephone interviewing (CATI) software. This software was used to produce both a web and CATI version of the survey. SSRS and members of Public Agenda's research team checked the programs extensively to ensure skip patterns followed the design of the questionnaire.

The fielding period for this survey was August 17 through November 12, 2017. Telephone interviewers received both written materials on the survey and formal training. These included information about the goals of the study, detailed explanations of why questions were being asked, the meaning and pronunciations of key terms and pointers on potential obstacles to be overcome in getting good answers to questions and respondent problems that could be anticipated, as well as strategies for addressing potential problems.

At the outset of fielding, a Public Agenda staff member reviewed a set of recorded interviews. Following the review, the wordings of a few questions were modified slightly. Interviewers were monitored throughout the fielding period and were given feedback, when appropriate, to improve their interview technique and to clarify survey questions.

Within each landline household, a single respondent was selected through the following selection process: First, interviewers asked to speak with the youngest adult male/female at home. The term "male" appeared first for a randomly selected half of the cases and "female" for the other random half. If no males/females were at home during that time, interviewers asked to speak with the youngest female/male at home. Since cell phones were treated as individual devices and the interview might take place outside the respondent's home, each cell phone interview was conducted with the person answering the phone.

To maximize survey response, the following procedures were enacted:

• An average of six follow-up attempts were made to contact nonresponsive numbers.

• Each nonresponsive number was contacted multiple times, with a programmed differential call rule used to vary the times of day and the days of the week of the callback.

• Respondents were allowed to set the schedule for callbacks.

• Specially trained interviewers contacted households where the initial calls resulted in a refusal, to attempt to convert the refusals into completed interviews.

• A $5 incentive was included for cell phone respondents who requested compensation for their time.

The telephone response rate for the phone portion of the survey was calculated to be 7.4 percent using the American Association for Public Opinion Research Response Rate Three (RR3) formula. The web portion of the study was calculated to be 14 percent using the same formula.

Weighting

The final data were weighted to correct for variance in the likelihood of selection for a given case and to balance the sample to known population parameters in order to correct for systematic under- or overrepresentation of different demographic groups.

The weighting procedure involved the following steps:

First, a base weight was calculated for the telephone sample to correct (a) for the fact that a phone number's probability of selection depends on the number of phone numbers selected out of the total sample frame; (b) for the fact that the probability that the sampling unit will be reached as a product of the number of phones answered by a respondent of a household; and (c) the fact that in households reached by landline, since only a single respondent is selected, the probability of being selected is inversely related to the number of adults in the household.

The probability panel weighting processes incorporate the omnibus base weight, since the recruitment of the panelists was through the SSRS Omnibus.

Second, the SSRS Omnibus sample was then weighted to census population targets utilizing "raking"—that is, the iterative proportional fitting (IPF). Parameter estimates were based on the most recent March 2017 supplement of the U.S. Census Bureau's Current Population Survey. Eight population parameters were used for post-stratification: age by gender, census region by gender, education, race/ethnicity, Hispanic and born outside of the United States, marital status, population density and phone usage.

Benchmarks for the adult prospective student sample were extracted from the original SSRS Omnibus. All the data underwent IPF using the following parameters: age by gender, census region by gender, education, race/ethnicity, marital status and population density.

In order to reduce possible bias from the web panel sample, "calibration weight" was added as the last stage. This involved weighting all the data to questionnaire-level "calibration benchmarks" extracted from the SSRS Omnibus weighted data. Three calibration variables were used: whether respondents know what they want to study; whether respondents are looking to graduate with a certificate, an associate degree, or a bachelor's degree or are more interested in taking classes but not completing a program; and the main reason respondents want to get such a degree or certificate.

Third, the weights underwent truncation (or "trimming") to ensure the consistency of the population estimates produced week to week by the SSRS Omnibus. Weights were trimmed so they did not exceed 4 or fall below 0.25. The design effect for the survey was 1.5, and the survey has an overall margin of error of +/- 3.3 at the 95 percent confidence level.

As in all surveys, question order effects and other nonsampling sources of error can affect the results. Steps were taken to minimize these issues, including pretesting the survey instrument and randomizing the order in which some questions were asked.

Presurvey focus groups

Before developing the survey instrument, we conducted three demographically diverse focus groups with adult prospective students. Focus groups were held in July 2016 in New York City, New York; in July 2016 in Fort Lauderdale, Florida; and in December 2016 in Los Angeles, California. In total, 28 adult prospective students participated in these focus groups.

More information about this study can be obtained at www.publicagenda.org/pages/a-major-step-what-adults-without-degrees-say-about-going-back-to-college or by emailing **research@ publicagenda.org.**

A survey result of less than 0.5 percent is signified by an asterisk, and a result of zero is signified by a dash. Unless otherwise stated, "Don't know" and "Refused" are responses volunteered by participants that were not explicitly offered to them. Responses may not always total 100 percent due to rounding.

	All Respondents N=1,328
Z-7./Z-7a. What is your age? [Z-7 Open ended; IF Z-7 Refused, Z-7a: Could you please tell me if you are….? [Screener question: Only those who are between 18 and 55 years old were included]	
18-29	51%
30-49	41%
50-55	8%
Refused	--
	N=1,328
Z-13. What is your current zip code? [Responses were coded based on census definitions of urban, suburban and rural]	
Urban	56%
Suburban	23%
Rural	18%
Don't know/Refused	3%
	N=1,328
Z-9. Is your total annual household income from all sources, and before taxes…?	
Less than $15,000	13%
$15,000 but less than $25,000	16%
$25,000 but less than $30,000	9%
$30,000 but less than $40,000	14%
$40,000 but less than $50,000	11%
Less than $50,000 (unspecified)	1%
$50,000 but less than $75,000	15%
$75,000 but less than $100,000	6%
$50,000 but less than $100,000	*
$100,000 and over	8%
Don't know	4%
Refused	1%
	N=1,328

	All Respondents N=1,328
Z-8. What is the highest level of school you have completed or the highest degree you have received? [Screener question: Only those who indicate High school graduate or Some college were included]	
Less than high school	--
High school graduate	60%
Some college, no degree	40%
Two-year associate degree, four-year college or university degree, some postgraduate or professional schooling, postgraduate or professional degree	--
Don't know	--
Refused	--
	N=1,328
CP-01. Are you currently a student at a college or vocational or technical school to complete a certificate or degree program? [Screener question: Only those who are not currently a student at a college or vocational or technical school were included]	
Yes	--
No	100%
Don't know	--
Refused	--
	N=1,328
CP-1a. You said you have some college experience. Have you ever received a certificate or diploma or an associate degree, or do you not have a certificate, diploma or degree? [Base: Respondents who have some college, no degree; Screener question: Only those who indicate Certificate, Diploma or No degree, certificate, or diploma were included]	
Certificate	19%
Diploma	14%
Associate degree	--
No degree, certificate, or diploma	67%
Don't know	--
Refused	--
	n=620
CP-02. Are you currently enrolled to start a degree of certificate program at a college or at a vocational or technical school either this Fall 2017 or Spring 2018 semester? [Screener question: Only those who are not currently enrolled to start a degree or certificate program were included]	
Yes	--
No	100%
Don't know	--
Refused	--
	N=1,328

	All Respondents N=1,328
CP-03. How likely is it that you will enroll in a college, trade school, vocational school or technical school within the next two years? [Screener question: Only those who are very likely or somewhat likely were included]	
Very likely	42%
Somewhat likely	58%
Not likely at all	--
Don't know	--
Refused	--
	N=1,328
CP-08. Would you be looking to graduate with a certificate, an associate degree, or a bachelor's degree, or are you more interested in taking classes but not completing a program? [Screener question: Only those who indicate certificate, associate degree or bachelor's degree were included]	
Certificate	29%
Associate degree	30%
Bachelor's degree	41%
Taking a few classes	--
Don't know	--
Refused	--
	N=1,328
P9. Which of the following best describes the MAIN reason you want to get this certificate/degree?	
To get ahead in your current job or career	27%
To get a different kind of job or career altogether	44%
To get a good education and learn about the world	25%
Other (vol.)	2%
None of these (vol.)	1%
Don't know	1%
Refused	*
	N=1,328
CP-04. Which statement comes CLOSEST to describing the way you feel about getting a certificate/associate degree/bachelor's degree? [Statements were rotated]	
It is a wise investment for me even if it is expensive, because it is necessary to get ahead in my career	55%
It is a questionable investment for me, because it is expensive and there's no guarantee that it will result in a better job	27%
Both (vol.)	13%
Neither (vol.)	3%
Don't know	1%
Refused	*
	N=1,328

	All Respondents N=1,328
CP-05. How likely are you to enroll in a bachelor's program once you get your certificate/associate degree? [Base: Respondents who indicate they are looking to graduate with a certificate or an associate degree]	
Very likely	20%
Somewhat likely	46%
Not likely at all	25%
Don't know	9%
Refused	--
	n=874
P5. Are you planning to enroll directly into a bachelor's program OR are you planning to get an associate degree first OR are you planning to earn some credits at a community college before transferring to a four-year school, or are you not sure yet? [Base: Respondents who indicate they are looking to graduate with a bachelor's degree]	
Enroll directly into bachelor's	22%
Get associate degree first	20%
Earn credits at a community college	22%
Not sure yet	36%
Don't know	*
Refused	--
	n=454
P1. When thinking about getting a certificate/associate degree/degree, do you know what you want to study, have you narrowed it down to a few options or will you figure it out once you are in school?	
Yes, I know what I want to study	40%
I have narrow it down to a few options	28%
I will figure it out once I'm in school	31%
Don't know	2%
Refused	*
	N=1,328

	All Respondents N=1,328
P7. Would you say you are looking to take your classes all online, mostly online, half online and half in the classroom, mostly in the classroom, or all in the classroom?	
All online	15%
Mostly online	20%
Half online and half in the classroom	26%
Mostly in the classroom	17%
All in the classroom	18%
Don't know	3%
Refused	*
	N=1,328
P8. Will you most likely go to school full time or part time, or are you not sure yet?	
Full time	24%
Part time	46%
Not sure	29%
Refused	*
	N=1,328
CP-10. How confident are you that you will choose the right school for you?	
Very confident	48%
Somewhat confident	41%
Not too confident	7%
Not confident at all	2%
Don't know	1%
Refused	*
	N=1,328
CP-11. Considering the area where you live, about how many schools are there that you would say are right for you?	
A lot	18%
Some	31%
Only a few	41%
None	7%
Don't know	3%
Refused	*
	N=1,328

	All Respondents N=1,328
P12. Here are some things that people sometimes worry about as they are thinking about going back to school. Please tell me how much you worry about each one. The first one is (INSERT ITEM). As you are thinking about going back to school, do you worry about this a lot, some, only a little, or not at all? [Items were randomized; Respondents were asked a random six of the eight items]	
P12b. Balancing work and family responsibilities with the demands of school	
A lot	31%
Some	19%
Only a little	12%
Not at all	12%
Don't know	*
Refused	*
	n=1,003
P12e. Dropping out of the program	
A lot	9%
Some	13%
Only a little	17%
Not at all	33%
Don't know	1%
Refused	*
	n=983
P12g. Taking on too much debt	
A lot	33%
Some	18%
Only a little	11%
Not at all	13%
Don't know	*
Refused	*
	n=994
P12i. Getting the schedule and classes that will allow you to graduate on time	
A lot	19%
Some	22%
Only a little	17%
Not at all	18%
Don't know	1%
Refused	*
	n=1,001

	All Respondents N=1,328
P12j. Feeling like you are valued and part of the school	
A lot	10%
Some	17%
Only a little	14%
Not at all	31%
Don't know	1%
Refused	*
	n=979
P12k. Understanding the financial aid application process	
A lot	22%
Some	20%
Only a little	14%
Not at all	20%
Don't know	*
Refused	*
	n=1,017
P12l. Being academically ready for college level classes	
A lot	21%
Some	19%
Only a little	17%
Not at all	18%
Don't know	*
Refused	1%
	n=1,009
P12m. Accessing or affording textbooks, a computer, or other supplies	
A lot	23%
Some	18%
Only a little	15%
Not at all	16%
Don't know	*
Refused	*
	n=982

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	All Respondents N=1,328
CP-14. How do you think you will pay for school? Will you (INSERT ITEM), or not? [Items were randomized]	
CP-14a. Receive help from family or friends	
Yes	28%
No	66%
Don't know	5%
Refused	*
	N=1,328
CP-14b. Apply for grants and scholarships	
Yes	75%
No	21%
Don't know	4%
Refused	*
	N=1,328
CP-14c. Apply for student loans	
Yes	58%
No	36%
Don't know	6%
Refused	*
	N=1,328
CP-14d. Use money you earn or have saved	
Yes	70%
No	26%
Don't know	4%
Refused	1%
	N=1,328
CP-14e. Receive help from your employer	
Yes	22%
No	71%
Don't know	6%
Refused	1%
	N=1,328

	All Respondents N=1,328
CP-17. Looking ahead, do you think that attending college will make it HARDER for you to do each of the following? Will it be harder to (INSERT ITEM) or will it not be harder? [Items were randomized]	
CP-17a. Find childcare [Base: Respondents who are parents or guardians of children under the age of 10.]	
Yes	37%
No	56%
Don't know	5%
Refused	1%
	n=611
CP-17b. Keep up with responsibilities at work	
Yes	41%
No	54%
Don't know	4%
Refused	*
	N=1,328
CP-17c. Afford food	
Yes	39%
No	57%
Don't know	4%
Refused	*
	N=1,328
CP-17d. Afford transportation, such as gas or bus or train tickets	
Yes	40%
No	56%
Don't know	4%
Refused	*
	N=1,328
CP-17e. Afford rent or mortgage	
Yes	46%
No	48%
Don't know	5%
Refused	*
	N=1,328

	All Respondents N=1,328
P32. When you are choosing a school, how important are each of the following things to you? How about (INSERT ITEM) - When choosing a school, is it absolutely essential, important but not essential, or not important? [Items were randomized; Respondents were asked a random five of the eight items]	
P32a. The school's location is convenient	
Absolutely essential	51%
Important but not essential	35%
Not important	12%
Don't know	1%
Refused	1%
	n=849
P32b. Tuition and fees are affordable	
Absolutely essential	66%
Important but not essential	27%
Not important	5%
Don't know	1%
Refused	*
	n=801
P32c. You'll gain skills and knowledge that are directly relevant in the workplace	
Absolutely essential	65%
Important but not essential	25%
Not important	8%
Don't know	1%
Refused	*
	n=823
P32f. The school offers classes in the evening and on weekends	
Absolutely essential	45%
Important but not essential	41%
Not important	12%
Don't know	2%
Refused	*
	n=838

	All Respondents N=1,328
P32j. The school has an all-around good reputation	
Absolutely essential	45%
Important but not essential	42%
Not important	12%
Don't know	1%
Refused	*
	n=830
P32m. Instructors care about students and know how to teach	
Absolutely essential	68%
Important but not essential	25%
Not important	6%
Don't know	1%
Refused	*
	n=817
P32n. Students from this school successfully transfer into bachelor's degree programs [Base: Respondents who indicate they are looking to graduate with a certificate or an associate degree OR they are planning to earn credits at a community college or get an associate degree before transferring into a bachelor's degree program]	
Absolutely essential	36%
Important but not essential	41%
Not important	20%
Don't know	2%
Refused	*
	n=1,062
P32o. The school will accept the college credits you already have [Base: Respondents who have some college experience but no degree]	
Absolutely essential	56%
Important but not essential	26%
Not important	16%
Don't know	2%
Refused	*
	n=620

	All Respondents N=1,328
P33. And if you knew the following things about a school, would it make you a lot more interested in the school, a little more interested or would it not matter to you? How about (INSERT ITEM)? Would this make you a lot more interested in the school, a little more interested or would it not matter to you? And how about (INSERT NEXT ITEM)? [Items were randomized; Respondents were asked a random five of the six items]	
P33c. There would be opportunities for internships or other work experiences	
A lot more interested	56%
A little more interested	28%
Would not matter	14%
Don't know	2%
Refused	*
	n=1,104
P33g. The school would help you find a job in the field you want	
A lot more interested	66%
A little more interested	21%
Would not matter	11%
Don't know	1%
Refused	*
	n=1,103
P33h. Tutors and advisers would work closely with you to help you stay on track	
A lot more interested	58%
A little more interested	29%
Would not matter	12%
Don't know	1%
Refused	*
	n=1,128
P33i. The school would lay out the exact courses to take and when to take them	
A lot more interested	57%
A little more interested	25%
Would not matter	16%
Don't know	1%
Refused	*
	n=1108

	All Respondents N=1,328
P33j. Students would only take classes that are required for their major	
A lot more interested	55%
A little more interested	22%
Would not matter	21%
Don't know	1%
Refused	*
	n=1125
P33k. Students would learn at their own pace and receive credit once they show they have learned the course material	
A lot more interested	56%
A little more interested	28%
Would not matter	14%
Don't know	1%
Refused	*
	n=1,072
CP-19. Thinking of information that is available to help you choose the right school would you say it tends to be very easy, somewhat easy, somewhat difficult or very difficult to understand, or are you not sure?	
Very easy	17%
Somewhat easy	38%
Somewhat difficult	19%
Very difficult	3%
Don't know	23%
Refused	*
	N=1,328

	All Respondents N=1,328
CP-20. When considering a school, how much would you rely on each of the following to help you make a decision? (INSERT ITEM), when considering a school, would you rely on this a great deal, some, only a little or not at all? [Items were randomized]	
CP-20a. Books that compare schools	
A great deal	18%
Some	29%
Only a little	25%
Not at all	24%
Don't know	2%
Refused	1%
	N=1,328
CP-20b. Websites that compare schools	
A great deal	25%
Some	34%
Only a little	23%
Not at all	16%
Don't know	1%
Refused	*
	N=1,328
CP-20c. A current student or graduate of the school	
A great deal	29%
Some	31%
Only a little	18%
Not at all	19%
Don't know	2%
Refused	*
	N=1,328
CP-20d. Friends, family or colleagues	
A great deal	26%
Some	32%
Only a little	21%
Not at all	19%
Don't know	1%
Refused	*
	N=1,328

	All Respondents N=1,328
CP-20e. Your employer	
A great deal	18%
Some	23%
Only a little	17%
Not at all	39%
Don't know	3%
Refused	1%
	N=1,328
CP-20f. A recruiter or admissions advisor from the school	
A great deal	27%
Some	30%
Only a little	24%
Not at all	16%
Don't know	2%
Refused	*
	N=1,328
CP-20g. The school's website	
A great deal	35%
Some	34%
Only a little	19%
Not at all	11%
Don't know	2%
Refused	*
	N=1,328

	All Respondents N=1,328
CP-21. When it comes to choosing a school, do you think the following would help you a great deal, somewhat, only a little or not at all? (INSERT ITEM). When it comes to choosing a school do you think this would help you a great deal, somewhat, only a little or not at all? [Items were randomized; Respondents were asked a random two of the four items]	
CP-21a. Talking to faculty or sitting in on classes	
A great deal	40%
Somewhat	35%
Only a little	10%
Not at all	11%
Don't know	2%
Refused	1%
	n=644
CP-21b. A nonprofit organization that works with adults going back to school	
A great deal	39%
Somewhat	33%
Only a little	12%
Not at all	12%
Don't know	3%
Refused	1%
	n=670
CP-21c. Connecting with students or alumni from a variety of different schools	
A great deal	28%
Somewhat	35%
Only a little	14%
Not at all	20%
Don't know	2%
Refused	*
	n=694
CP-21d. Connecting with other adults who, like you, are considering going back to school	
A great deal	34%
Somewhat	38%
Only a little	12%
Not at all	13%
Don't know	2%
Refused	*
	n=648

	All Respondents N=1,328
P34. How important is it for you to know the following things about a school or program before you decide to enroll? How about (INSERT ITEM) - is this absolutely essential information to know about a school or program before you decide to enroll, important but not essential or not important? [Items D, E and F were randomized]	
P34a. The school's graduation rate [Base: Split sample with P34b.]	
Absolutely essential	42%
Important but not essential	40%
Not important	16%
Don't know	2%
Refused	1%
	n=623
P34b. The school's dropout rate [Base: Split sample with P34a.]	
Absolutely essential	28%
Important but not essential	41%
Not important	30%
Don't know	1%
Refused	*
	n=705
P34d. The amount of debt that students usually graduate with	
Absolutely essential	50%
Important but not essential	31%
Not important	16%
Don't know	2%
Refused	*
	N=1,328
P34e. The amount of money graduates typically earn	
Absolutely essential	41%
Important but not essential	39%
Not important	18%
Don't know	1%
Refused	*
	N=1,328
P34f. The number of graduates who get a job in the field they studied	
Absolutely essential	51%
Important but not essential	34%
Not important	12%
Don't know	2%
Refused	1%
	N=1,328

	All Respondents N=1,328
CP-24. How much do you agree or disagree with the following statement: Although online courses are more flexible, overall, students get more out of in-person courses than they do out of online courses. Do you strongly agree, somewhat agree, somewhat disagree, strongly disagree or do you not know?	
Strongly agree	33%
Somewhat agree	35%
Somewhat disagree	13%
Strongly disagree	4%
Don't know	15%
Refused	*
	N=1,328
CP-25. For each of the following, please tell me whether you think it is a very good idea, a somewhat good idea, a somewhat bad idea, a very bad idea or whether you are not sure. How about (INSERT ITEM)? [Items were randomized; Respondents were asked a random three of the six items]	
CP25b. Encouraging colleges and community organizations to work together to assist students who need help meeting their needs, such as affording transportation or food	
Very good idea	61%
Somewhat good idea	26%
Somewhat bad idea	3%
Very bad idea	1%
Not sure	6%
Don't know	2%
Refused	*
	n=681
CP-25d. Using taxpayer money to make public colleges free for low and middle income students	
Very good idea	46%
Somewhat good idea	31%
Somewhat bad idea	9%
Very bad idea	6%
Not sure	7%
Don't know	2%
Refused	*
	n=652

	All Respondents N=1,328
CP-25e. Creating partnerships between schools so that students can transfer easily from associate degree programs to bachelor's degree programs	
Very good idea	59%
Somewhat good idea	26%
Somewhat bad idea	2%
Very bad idea	1%
Not sure	10%
Don't know	2%
Refused	*
	n=664
CP-25f. Requiring schools to offer financial aid counseling so that students understand all aspects of their loans and their repayment plans	
Very good idea	69%
Somewhat good idea	21%
Somewhat bad idea	3%
Very bad idea	1%
Not sure	5%
Don't know	1%
Refused	*
	n=664
CP-25g. Creating partnerships between local businesses and colleges to make sure students are learning skills that can help them get jobs.	
Very good idea	65%
Somewhat good idea	24%
Somewhat bad idea	2%
Very bad idea	1%
Not sure	6%
Don't know	1%
Refused	*
	n=694
CP-25h. Encouraging employers to find ways to support their employees who want to earn a certificate or degree such as allowing flexible work hours	
Very good idea	67%
Somewhat good idea	24%
Somewhat bad idea	2%
Very bad idea	1%
Not sure	5%
Don't know	1%
Refused	*
	n=629

	All Respondents N=1,328
Z-2. Are you…? (READ LIST)	
Single, that is never married	40%
Single, living with a partner	16%
Married	33%
Separated	3%
Widowed, or	1%
Divorced	5%
Refused	1%
	N=1,328
Z-4./Z-5. Currently, are you yourself employed full-time, part-time or not at all?	
Full-time	50%
Part-time	18%
Retired	1%
A homemaker	13%
A Student	2%
Temporarily unemployed	12%
Disabled/handicapped (vol.)	3%
Other - not employed (vol.)	1%
Refused	*
	N=1,328
CP-28. What is the highest degree that either of your parents received?	
A high school diploma or equivalent	38%
A technical or vocational certificate	8%
A two-year associates degree	11%
A four-year bachelor's degree	15%
A graduate degree	9%
Something else	5%
None/both parents less than high school diploma (vol.)	7%
Don't know	7%
Refused	*
	N=1,328

	All Respondents N=1,328
Z-10./RT-01. Do you consider yourself …?	
White Non-Hispanic	51%
Black or African American Non-Hispanic	17%
White Hispanic	9%
Black or African American Hispanic	1%
Unspecified Hispanic	11%
Asian/Chinese/Japanese	2%
Native American/American Indian/Alaska Native	2%
Native Hawaiian and Other Pacific Islander	1%
Mixed	4%
Other (specify)	1%
Refused	1%
	N=1,328
Z-11a. Generally speaking, do you usually think of yourself as…?	
A Republican	20%
A Democrat, or	29%
An independent	41%
Other (vol.)	1%
Don't know	8%
Refused	1%
	N=1,328
Gender	
Male	50%
Female	49%
Refused	1%
	N=1,328