



What Do People Think?

Results from an Illinois Public Opinion Survey

Prepared for the Higher Education Summit
Tuesday, June 24, 2008



Conducted by the University of Illinois at Urbana-Champaign's
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the College of Media, and the University of Illinois Institute of Government and Public Affairs

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Question and comments should be addressed to
Stanley O. Ikenberry, Forum on the Future of Public Education forum@ed.uiuc.edu
Robert F. Rich, Institute of Government and Public Affairs igpa@uillinois.edu
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Executive Summary

In May 2008, a public opinion survey was conducted on the attitudes and opinions of Illinois residents regarding higher education. Areas investigated included the overall value of a college degree in today's economy, assessment of the State's colleges and universities, issues pertaining to costs of attendance and financing the State's colleges and universities, as well as future investment priorities for higher education in Illinois.

Based on the survey results, the public recognizes that education is an important issue. However, they are not overly impressed with how well Illinois public colleges and universities are performing. For example, in the backdrop of significant increases in tuition and fees, Illinois residents are not convinced that students are getting their money's worth.

One encouraging finding is that residents in Illinois strongly agreed that regardless of family income, every Illinois student who is qualified should be able to go to college. However, respondents also felt students have to borrow too much to go to college, that tuition and fees need to be lowered, and that more financial aid should be offered to needy students. Illinois residents favor spending more state money on higher education, even if this involves reallocation from other functions of state government but are less inclined to increase support if raising taxes is required.

There appears to be a disjuncture between how higher education portrays and presents itself, and how Illinois residents view higher education. This was evidenced in several important areas including the public's understanding of: (a) the impact of cutbacks in state support in explaining higher tuition and fee increases; (b) the priorities for investment in higher education; (c) the role of research and economic development as a major mission; and (d) the perception of tuition and fee costs at universities and community colleges. Overall, there is substantial room for growth in the partnership between the public and institutions of higher education in Illinois.

Background on the Survey

Two motivating factors led to the implementation of a survey of the State of Illinois' public opinion on higher education

- To gauge public opinion about higher education in Illinois
- To find out what matters to the public in regard to higher education

Knowledge Networks, one of the top 25 U.S. market research companies, was competitively selected as the polling agency.¹ Knowledge Networks was founded in 1998 by two Stanford University professors seeking to develop online research methodologies. Their clients include prominent companies, governmental agencies, universities, foundations, and non-profit organizations.

Methodology

Knowledge Networks works with an online research panel - KnowledgePanelSM – that is representative of the population in the State of Illinois. Panel members are randomly recruited by telephone. The survey was conducted between May 5 and May 22, 2008, and targeted Illinoisans aged 18 years or older. Participants were recruited from Knowledge Networks' panel members using a random digit dialing sampling methodology and responded to the survey online. In cases where survey participants did not have access to a computer, Knowledge Networks provides computers and Internet access to the participant.

A copy of the complete survey is available in Appendix A. Where questions provided multiple responses, such as asking participants to indicate the importance of a number of different skills gained in college, items were randomly sorted for each participant. This technique aids in removing respondent bias based on the order of the items that appear.

Data

Of the total 1,582 sampled, 1,145 individuals (72 percent) completed the survey. One respondent was removed from the dataset prior to analysis as their responses were incomplete (i.e., the respondent abandoned the survey after answer the first question). This individual carried a weight of "two" respondents. Therefore, the final dataset used in the analysis presented here contained 1,143 observations. The estimated margin of error for this survey is +/- 5.25 percentage points. The data were analyzed using SPSS software by researchers at the University of Illinois at Urbana-Champaign. Basic descriptive statistics were performed, as well as cross-tabulations. Only cross-tabulations that yielded statistically significant differences are reported here. The demographic information reported has been weighted to mirror the population of adults (18 years or older) in the State of Illinois (see Appendix B).

¹ Additional information can be obtained by visiting the Knowledge Networks website at: <http://www.knowledgenetworks.com/index5.html>

The Public Thinks Illinois Higher Education is *Good but not Great*

Survey respondents were asked to assess how well institutions of higher education in Illinois are doing, specifically the public four-year colleges and universities and their local community colleges. Only 11 percent of those surveyed indicated that public four-year colleges and universities in Illinois are doing an excellent job, while 18 percent of those surveyed indicated that their local community college is doing an excellent job.

Figure 1. Overall, how well do you think that the public four-year colleges and universities in Illinois are doing? (Excellent, Good, Fair, Poor)

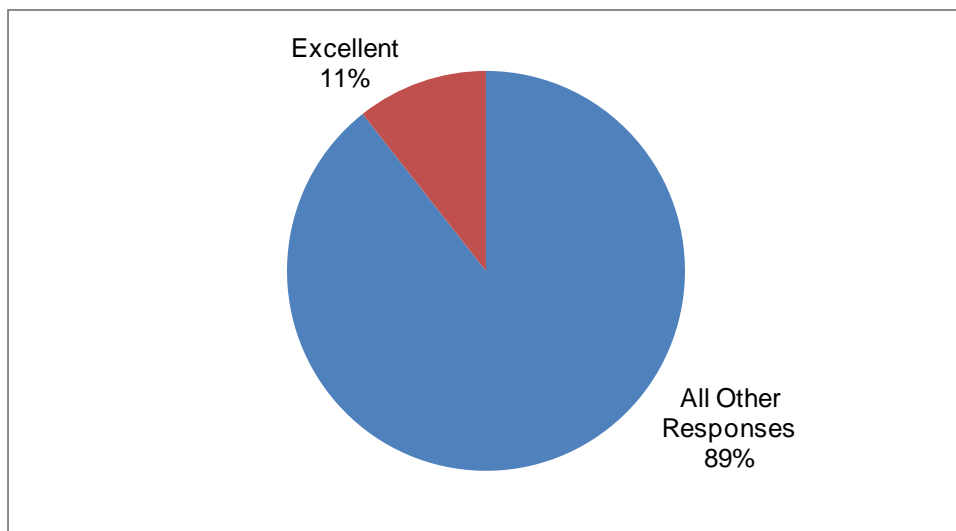
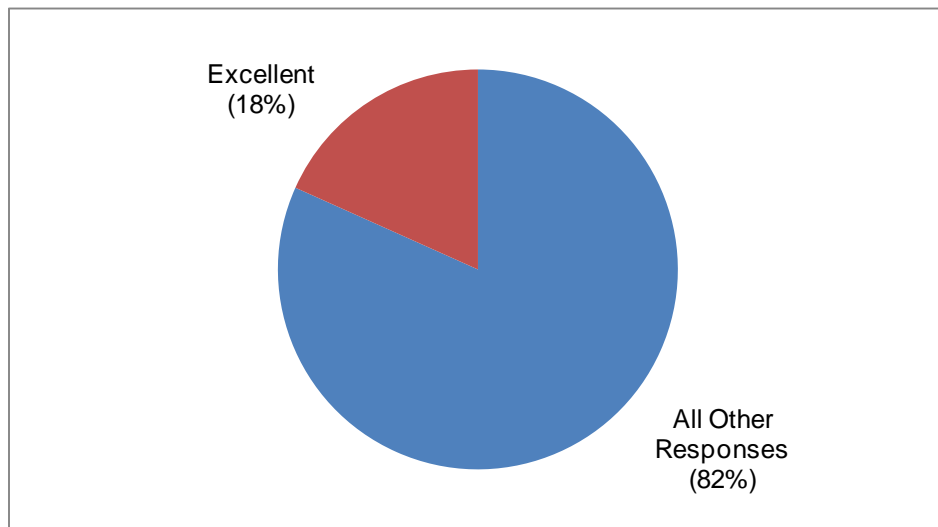


Figure 2. Overall, how well do you think your local community college is doing?



Differences by Race and Ethnicity

Looking more closely at the respondents' assessment of Illinois colleges and universities by race and ethnicity, the findings indicate that only 8 percent of Hispanics, 10 percent of whites, and 19 percent of Blacks indicated the public four-year colleges and universities were doing an excellent job. The same pattern holds true for respondents' local community college (only 8 percent of Hispanics, 19 percent of whites, and 23 percent of Blacks).

Figure 3. Overall, how well do you think that the public four-year colleges and universities in Illinois are doing? (Percentages shown below indicate only those who responded "Excellent," by Race/Ethnicity)

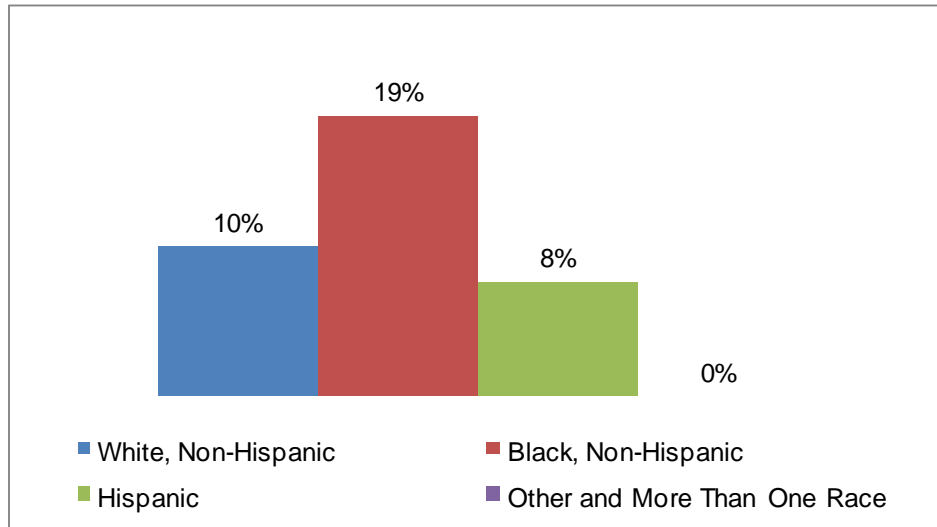
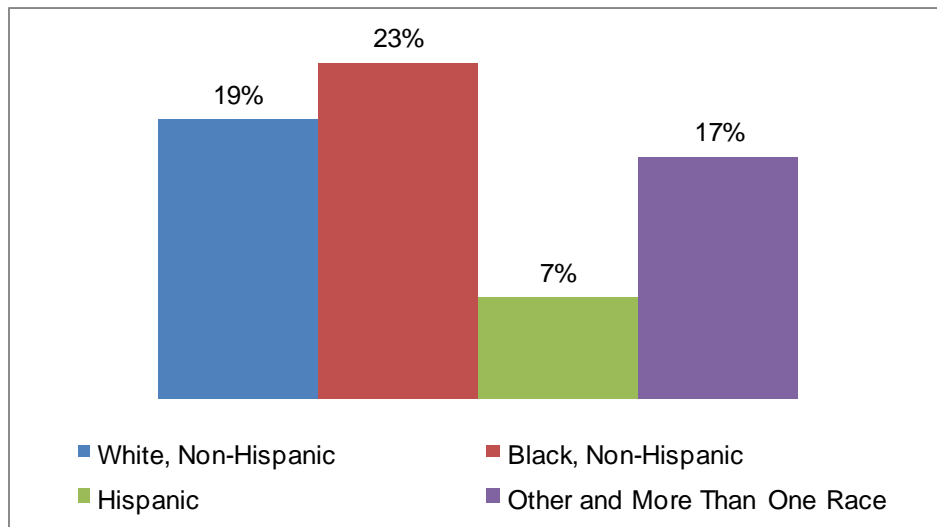


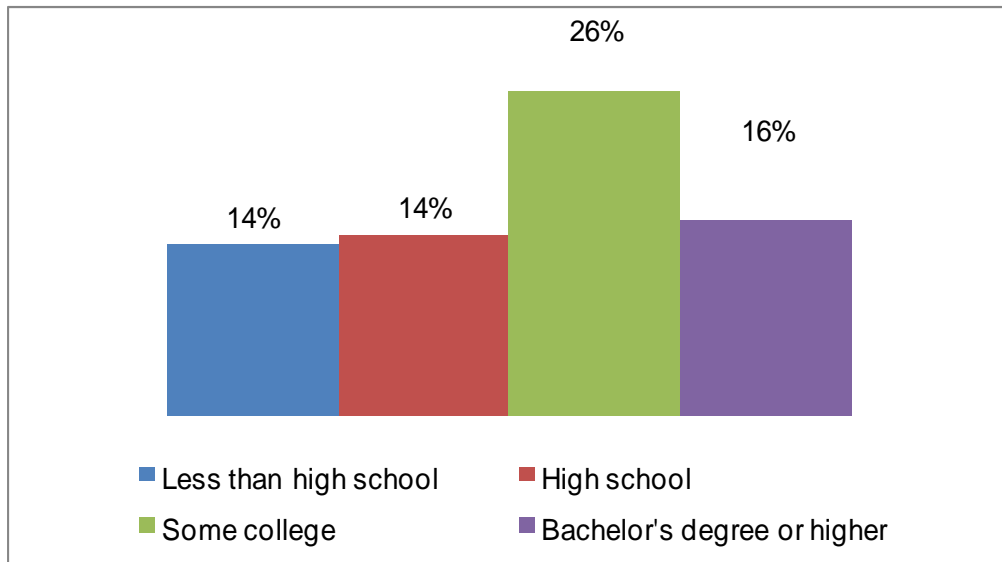
Figure 4. Overall, how well do you think your local community college is doing? (Percentages shown below indicate only those who responded "Excellent," by Race/Ethnicity)



Differences by Level of Education

Twenty-six percent of respondents who have completed some college and 16 percent of those who have completed a Bachelor's degree or higher think their local community college is doing an excellent job. The differences in respondents' education level in assessing how well public four-year colleges and universities in Illinois are doing were not significant.

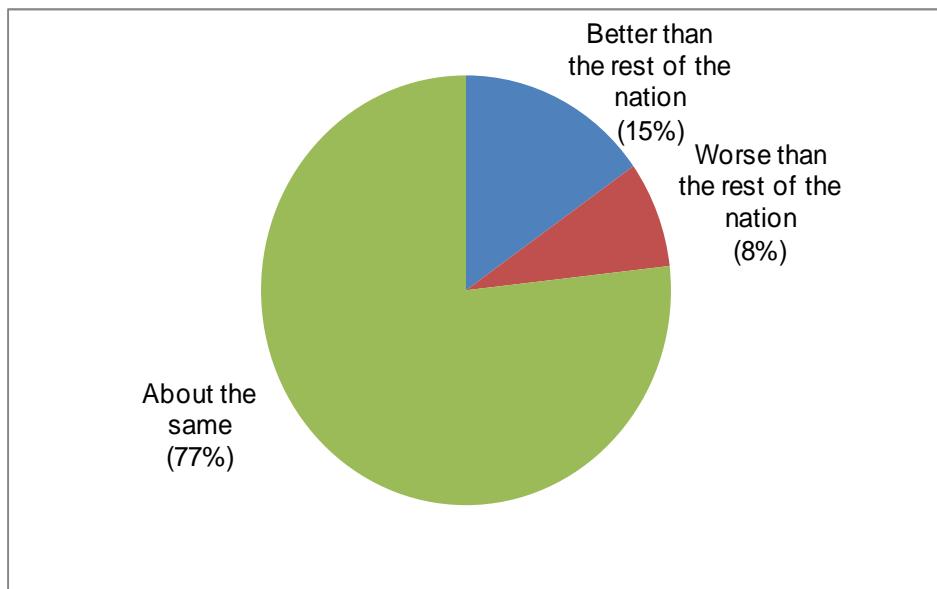
Figure 5. Overall, how well do you think your local community college is doing? ("Excellent" by Respondents' Level of Education)



Higher Education in Illinois as Compared with Other States

Survey respondents were also asked to compare the academic quality of Illinois public colleges and universities to those across the nation. Despite the fact that Illinois has one of the best community colleges systems in the country and several highly ranked colleges and universities, 77 percent of respondents felt that the State's college and universities are "about the same as the rest of the nation." Only 15 percent felt that our colleges and universities are "doing better than the rest of the nation," while 8 percent felt that we are "doing worse than the rest of the nation." Illinois higher education may not have done a good job in communicating the value added and the distinctive benefits Illinois institutions of higher education offer.

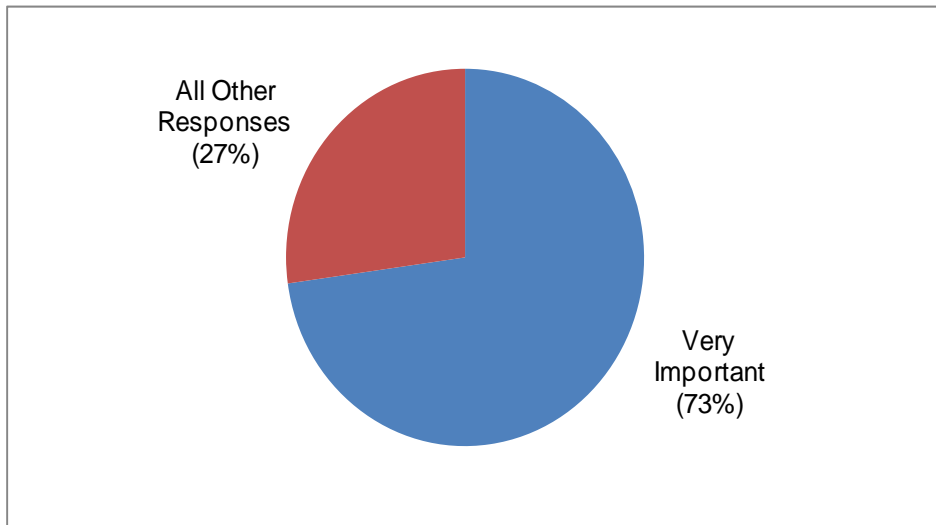
Figure 6. How do you think the academic quality of Illinois public colleges and universities compares to colleges and universities across the nation? (Better than the rest of the nation, Worse than the rest of the nation, About the same)



Importance of a College Education for a Person to be Successful

The majority of Illinois residents (73 percent) view a college education as very important for a person to be successful in today's economy. These views hold regardless of race, education level, or region of the State in which they reside. However, in a similar survey conducted in Indiana in 2007², 83 percent of respondents felt that a college education was very important.

Figure 7. For a person to be successful in today's economy, how important is a college education? (Very Important, Somewhat Important, Not Very Important, Not at all Important)



² Plucker, J.A., Spradlin, T.A. & Chien, R.W. (May 11, 2007) . *2007 Public Opinion Survey on Higher Education Issues in Indiana*. Presented to the Indiana Commission for Higher Education. [http://www.che.state.in.us/Powerpoint/2007/2007_Higher Ed POS_PPT Draft_05-10-07_3.ppt](http://www.che.state.in.us/Powerpoint/2007/2007_Higher_Ed_POS_PPT_Draft_05-10-07_3.ppt)

What Knowledge or Skills are Important for a College Education?

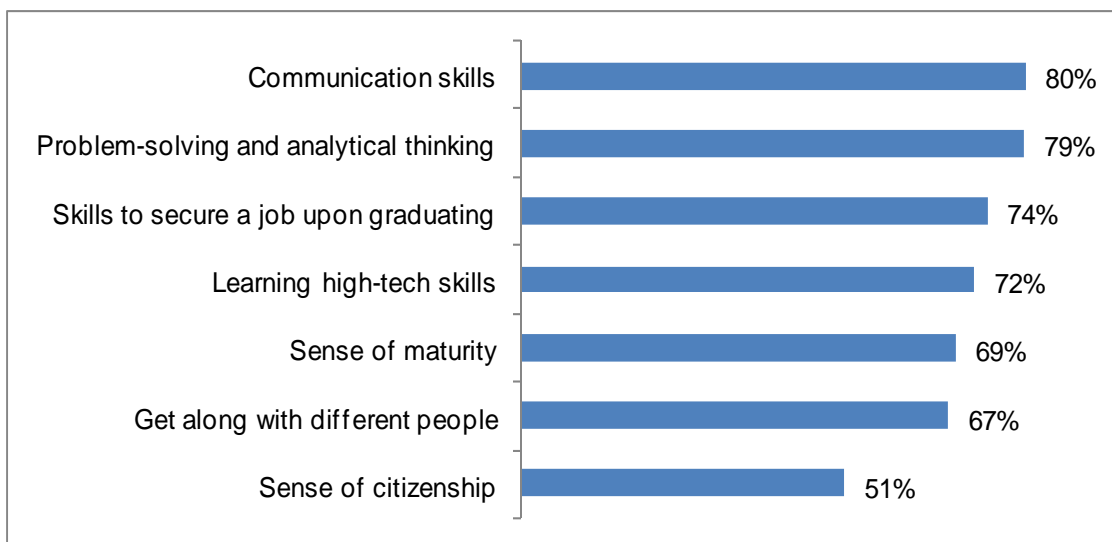
Survey respondents were asked to indicate the level of importance of specific skills gained in college. These skills were:

- An ability to get along with people different from themselves
- A greater sense of the responsibilities of citizenship, such as voting and volunteering
- Communication skills, such as writing and speaking
- Problem-solving and analytical thinking
- A sense of maturity
- Skills to secure a job upon graduation
- Learning high-tech skills, such as using computers and the Internet

Communication skills (80 percent) and problem solving and analytical skills (79 percent) are at the top of the public's priority list. These were closely followed by skills to obtain a job (74 percent), and high-tech skills (72 percent). A sense of maturity (69 percent), the ability to get along with different people (67 percent), and a sense of citizenship (51 percent) were viewed as very important by fewer people.

Even though 51 percent of Illinoisans felt that a sense of citizenship is a very important skill learned in college, the data suggest colleges and universities have an opportunity to do a better job in communicating the broader purposes of a college education, including preparing young people for participation in the democracy.

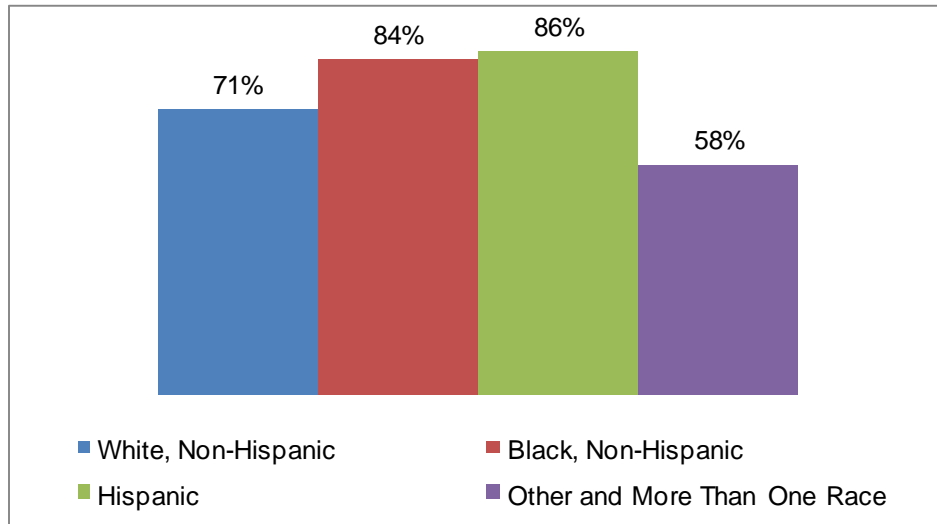
Figure 8. Students learn a variety of things in a variety of ways in college. As you think about "the college experience," how important are each of the following skills? (Percentages shown below indicate only those who responded "Very Important.")



Differences by Race and Ethnicity

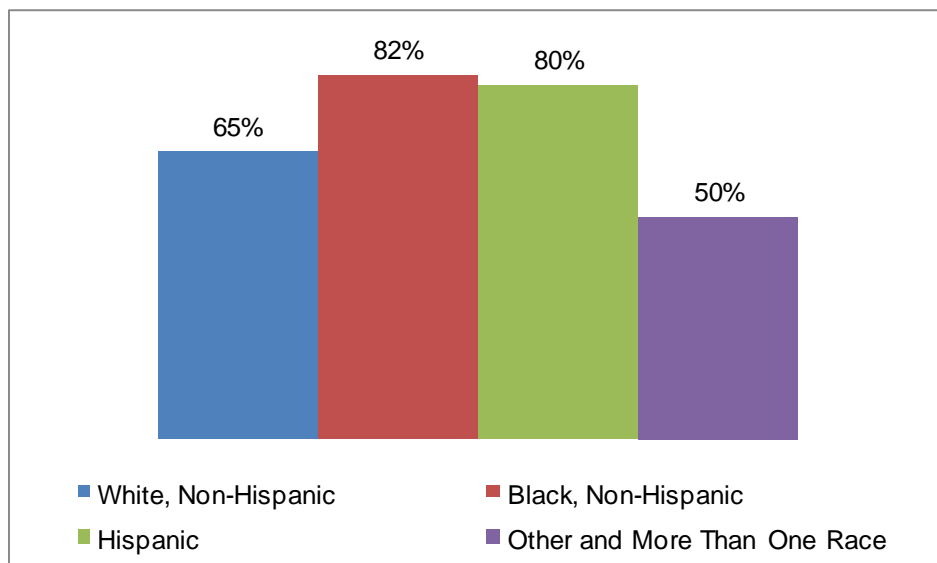
Overall, a slightly higher percentage of Blacks and Hispanics rated as “very important” every skill covered in the survey. Two of the most interesting differences between the racial and ethnic groups in valuing the skills gained in college are highlighted below.

Figure 9. Skills to secure a job upon graduation (“Very Important” by Race/Ethnicity).



The college experience is also viewed by Blacks (82 percent) and Hispanics (80 percent) as being very important in providing students with the ability to get along with people different from themselves. This finding suggests that these groups view college as an opportunity not just to attain tangible skills, but also to engage in diverse interactions with others. Given that America—and Illinois—is an increasingly diverse society, it is important that college is perceived by all citizens as providing an opportunity for students to learn how to get along with people different from themselves.

Figure 10. An ability to get along with people different from themselves (“Very Important” by Race/Ethnicity).



In a 2005 study done by the Illinois Board of Higher Education (IBHE)³, employers were asked to rate the skills of recent graduates. Whereas the public opinion survey discussed in this report indicates that the public most values Communication skills and Critical Thinking/Analytical skills, employers reported that only about 20 percent of the graduates were performing excellent in these categories. When excellent and good responses in the IBHE survey were listed together, 75 percent of the students performed at this level. According to employers, most students are graduating and entering the workforce with the skills that the public, higher education, and employers see as important.

³ Illinois Board of Higher Education (2006). *Employer Satisfaction with Higher Education in Illinois*.
<http://www.ibhe.org/Board/agendas/2006/April/Item14.pdf>

Policy and Perceptions

A series of questions were asked related to the costs of attending college in Illinois, the financing of the State's higher education institutions, and the relationship between the cost of attending college and the value of obtaining a higher education.

Illinoisans want Equity and Fairness in Higher Education

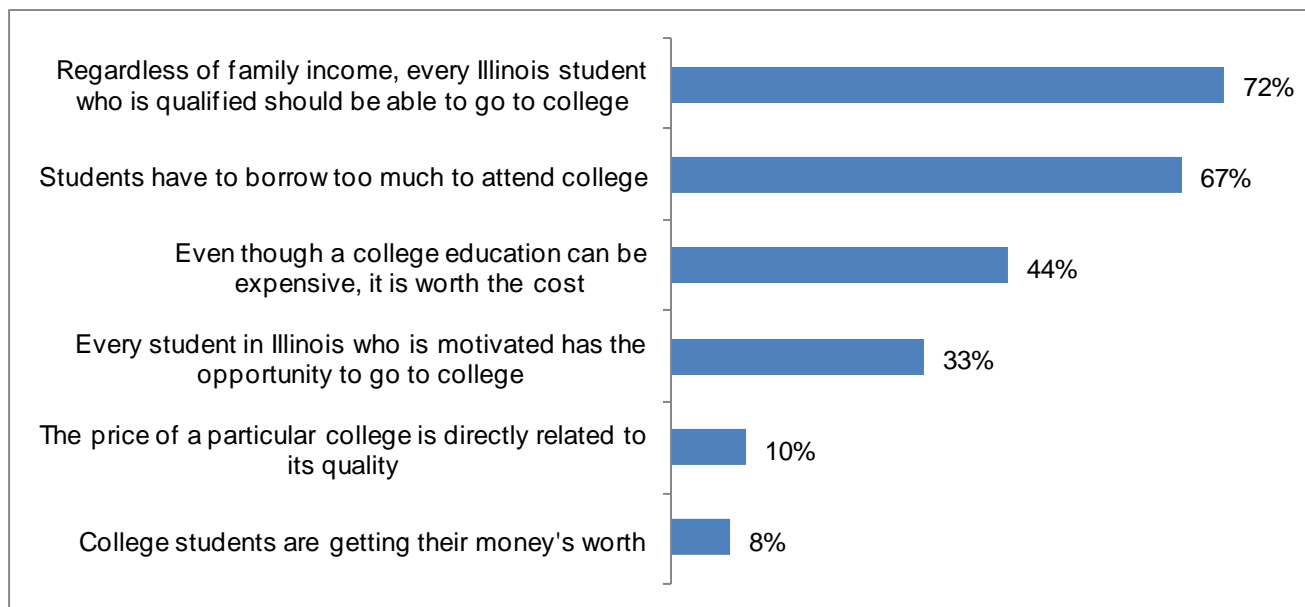
The desire for equity and fairness is illustrated by the fact that the majority of Illinois residents (over 70 percent) strongly agree that regardless of income, every Illinois student who is qualified should be able to go to college. The public feels that students have to borrow too much to attend college (67 percent). Still, the public is not comfortable that every student in Illinois who is motivated has the opportunity to go to college (33 percent).

Illinoisans are Not Sure About the Value of Higher Education

Likely, the impact of sharp increases in tuition and fees influenced a smaller percentage (44 percent) of the public strongly agreeing that even though a college education can be expensive, it is worth the cost, while an even a smaller fraction (8 percent) agree strongly that college students are getting their money's worth. However, 56 percent of the public somewhat agrees that college students are getting their money's worth.

In terms of linking price and quality, only 10 percent of the public strongly agree that the price of a particular college is directly related to its quality.

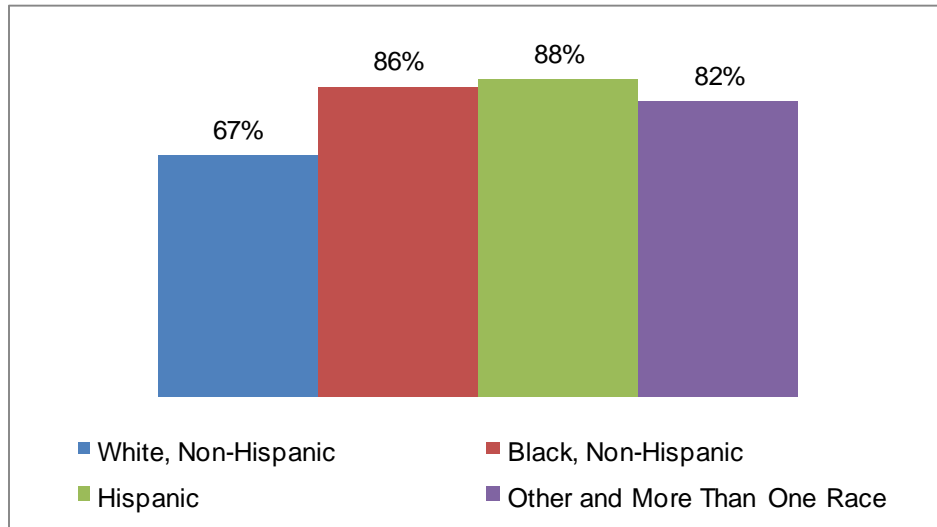
Figure 11. Respondents "Strongly Agree" with the following statements regarding cost of attending college.



Regardless of Family Income, Every Illinois Student who is Qualified should be Able to go to College Differences by Race and Ethnicity

Blacks and Hispanics are even more likely to strongly agree with the notion that regardless of family income, every Illinois student who is qualified should be able to go to college.

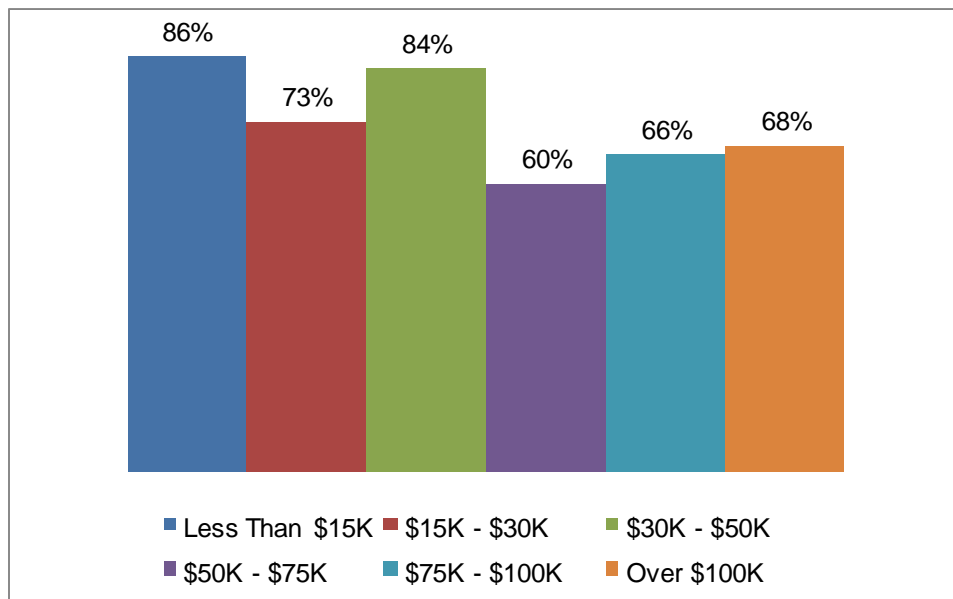
Figure 12. Regardless of Family Income, Every Illinois Student who is Qualified should be Able to go to College (“Strongly Agree” by Race and Ethnicity).



Differences by Family Income Levels

Those who make less than \$50,000 were more likely to strongly agree that regardless of family income, every Illinois student who is qualified should be able to go to college.

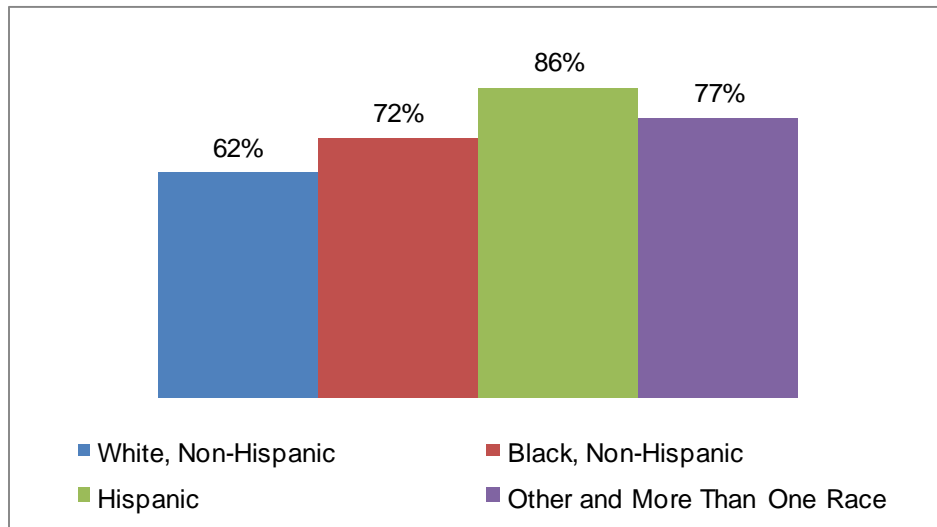
Figure 13. Regardless of Family Income, Every Illinois Student who is Qualified should be Able to go to College (“Strongly Agree” by Family Income).



Students have to Borrow too much to go to College (by Race/Ethnicity)

Eighty-six percent of Hispanics believe that students have to borrow too much to attend college. While college is perceived to be expensive and it may be worth the cost, the notion of financial aid in the form of loans that can be burdensome to students and their families appears to be of concern to the public in general and especially for members of minority groups.

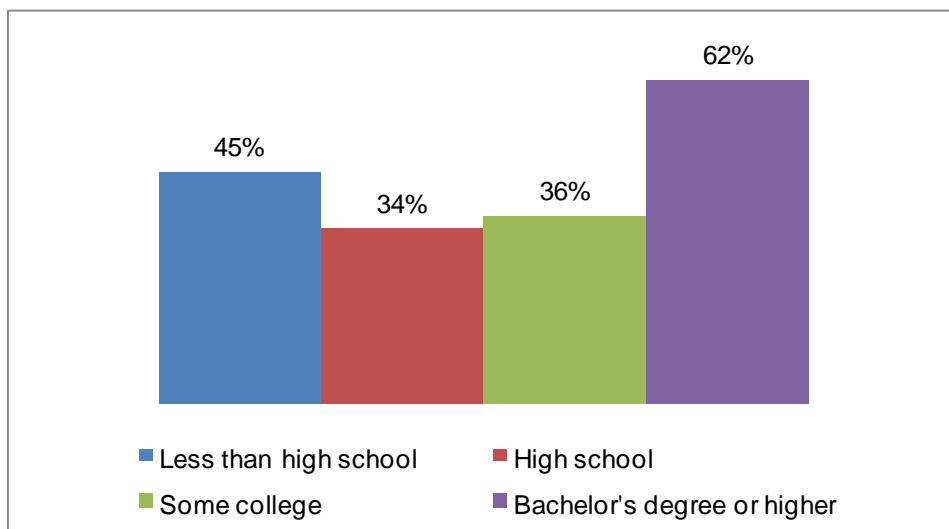
Figure 14. Students have to borrow too much to go to college (“Strongly Agree” by Race/Ethnicity).



Even Though a College Education can be Expensive, it is Worth the Cost (Differences by Level of Education)

Respondents who already have the benefit of a college education are more likely to understand the value. For example, 62 percent of respondents with a Bachelor’s degree or higher strongly agree that a college education is worth the cost.

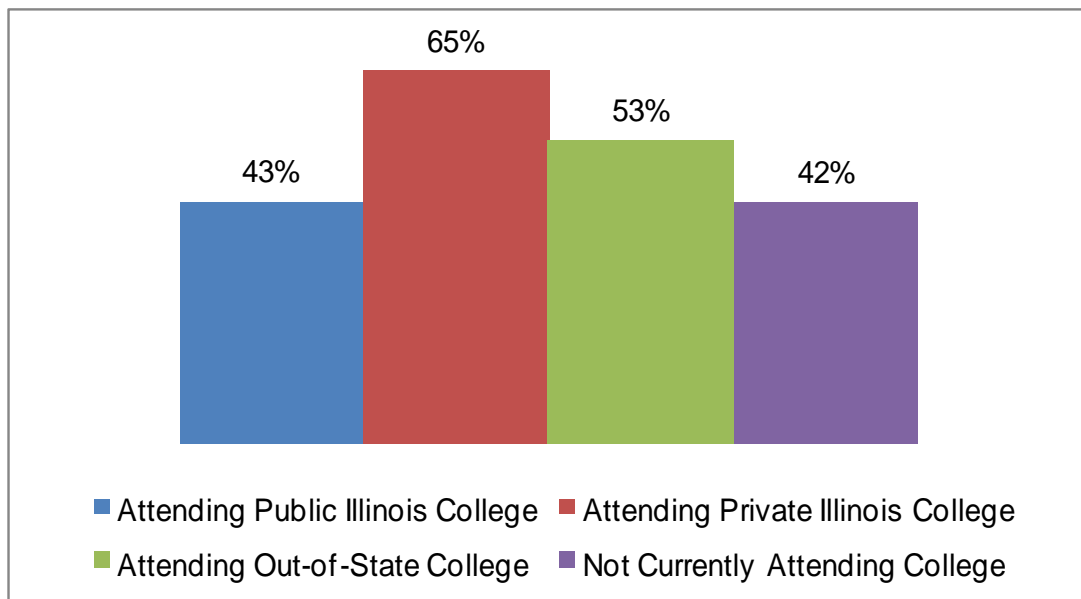
Figure 15. Even though a college education can be expensive, it is worth the cost (“Strongly Agree” by Level of Education).



Even Though a College Education Can be Expensive, it is Worth the Cost (Views as Influenced by Current Enrollment in College)

Interestingly, 65 percent of Illinois residents who are currently attending a private Illinois college or have family members attending private Illinois colleges and universities feel it is worth the cost, compared to 53 percent attending out-of-state colleges, and 43 percent attending public Illinois colleges or universities. On the other hand, as noted earlier, only 10 percent of Illinois residents strongly agree that the price of a particular college is directly related to its quality.

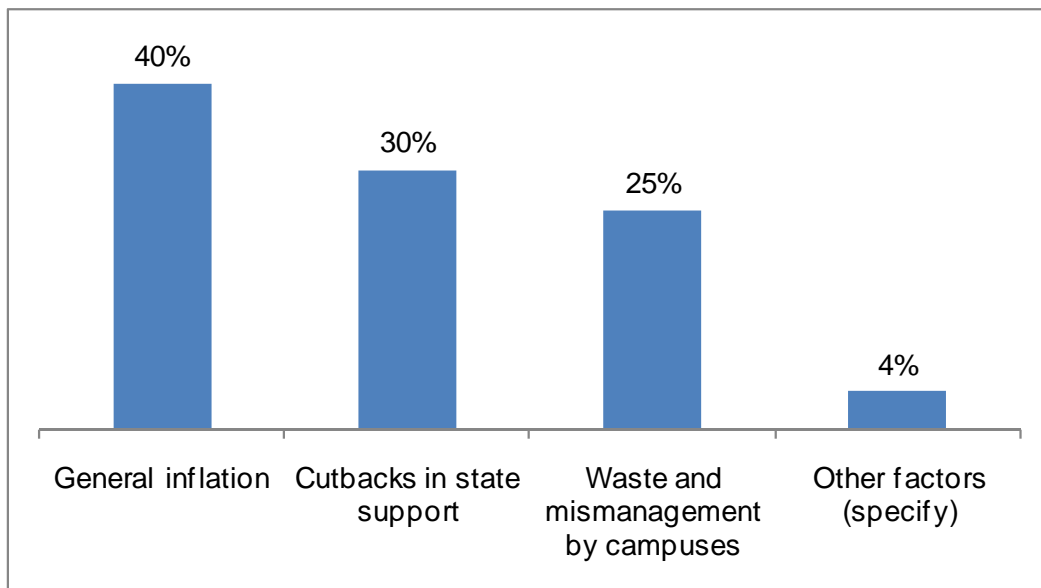
Figure 16. Even though college can be expensive, it is worth the cost (“Strongly Agree” by Respondent’s or Family Member’s College Enrollment Status).



Illinoisans are Concerned about the Cost of College and Have Mixed Views on What Drives Tuition Increases

Respondents were asked to indicate the most important cause influencing rising tuition and fees at Illinois colleges and universities in recent years. They seem to have mixed opinions on what drives tuition and fees increases in the state, with the majority of respondents (40 percent) simply citing general inflation. A quarter of respondents believe that waste and management on college campuses is the reason for increased tuition and fees, while 4 percent cited other reasons. "Other" reasons provided by participants included "all of the above," "I don't know," "greed," and "personnel salaries and human service costs."

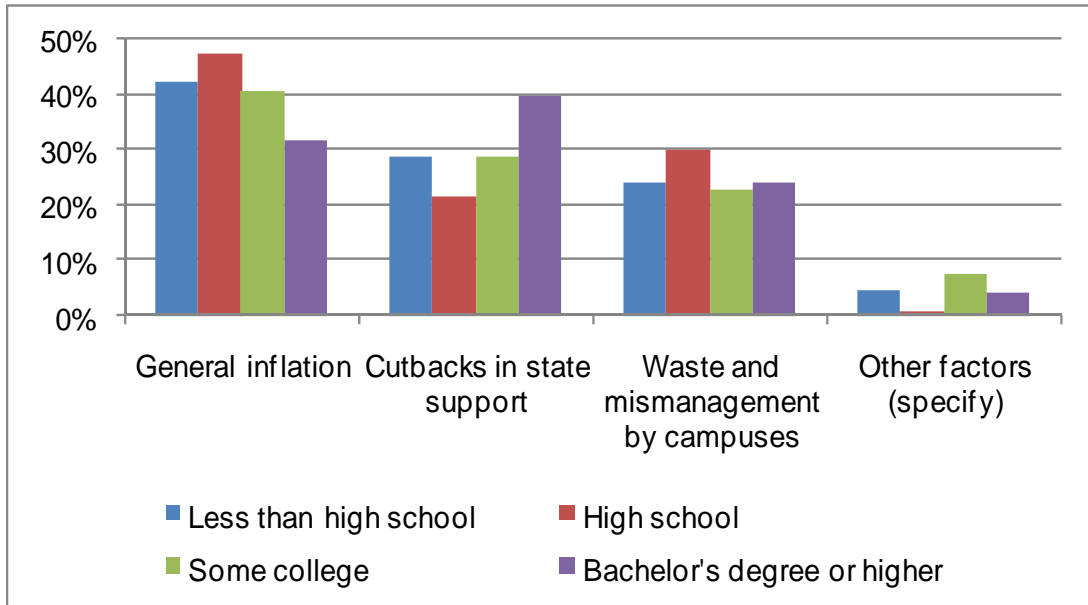
Figure 17. Tuition and fees at Illinois colleges and universities have increased in recent years. What do you think is the most important cause for that increase?



Differences by Education Level

A total of 30 percent attribute the increase to cutbacks in state support. On the other hand, 38 percent of respondents with a Bachelor's degree or higher linked cutbacks in state support to tuition increases.

Figure 18. Tuition and fees at Illinois colleges and universities have increased in recent years. What do you think is the most important cause for that increase? (By Education Level)



Estimates of How Much College Tuition Costs

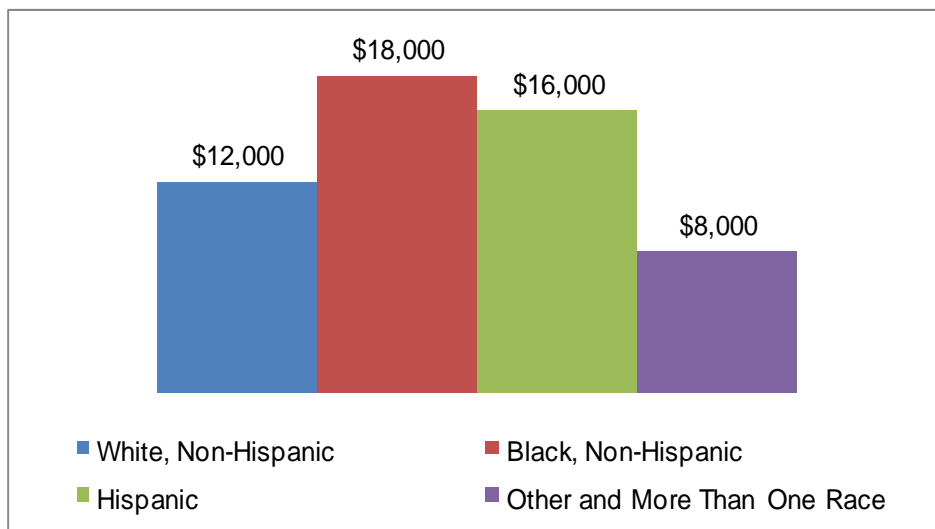
In an open-ended question, respondents were asked to provide an estimate of the average in-state tuition for full-time students at public colleges and universities in Illinois. Only half of the respondents provided an answer. Respondents with lower levels of family income and lower levels of education were even less likely to provide an estimate.

Four-Year Public College and University Estimates

Of those who did respond, the median estimate for in-state tuition at a public college or university for a full-time student was \$12,000. Blacks estimated tuition at four-year colleges to be even higher, \$18,000 per year; while Hispanics estimated four-year tuition cost at \$16,000 per year. Respondents who received a Bachelor's degree or higher gave an estimate closer to the actual cost, at \$10,000 per year.

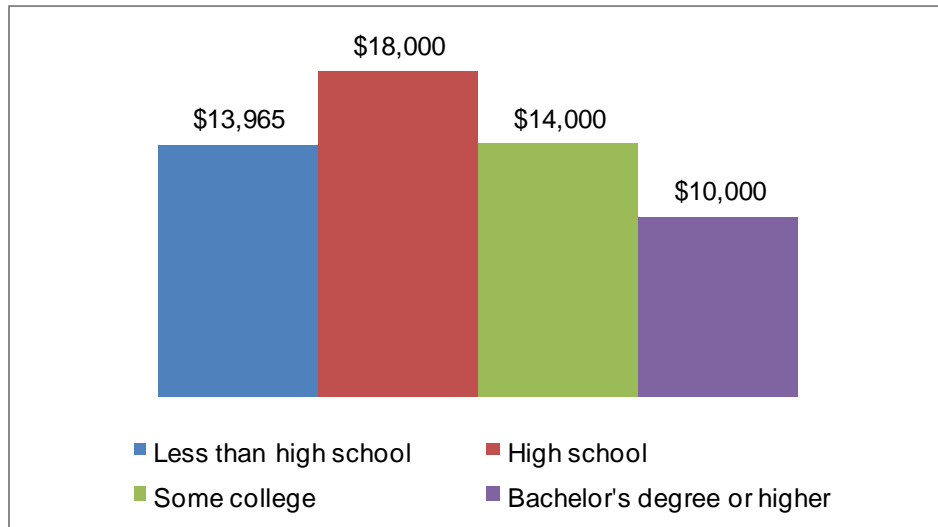
The actual average tuition for full-time, in-state students at public four-year college or university in Illinois in 2007-2008 was \$6,356.⁴

Figure 19. In your estimation, how much is the average tuition for full-time in-state students (Illinois residents) at public colleges and universities in Illinois per year? (by Race/Ethnicity)



⁴ Information on Illinois Public Universities Annual Full-Time Resident Undergraduate Tuition: Entry Level FY 2001-FY 2008 can be found on the Illinois Board of Higher Education webpage: <http://www.ibhe.org/Fiscal%20Affairs/tuition.htm>

Figure 20. In your estimation, how much is the average tuition for full-time in-state students (Illinois residents) at public colleges and universities in Illinois per year? (by Education Level)

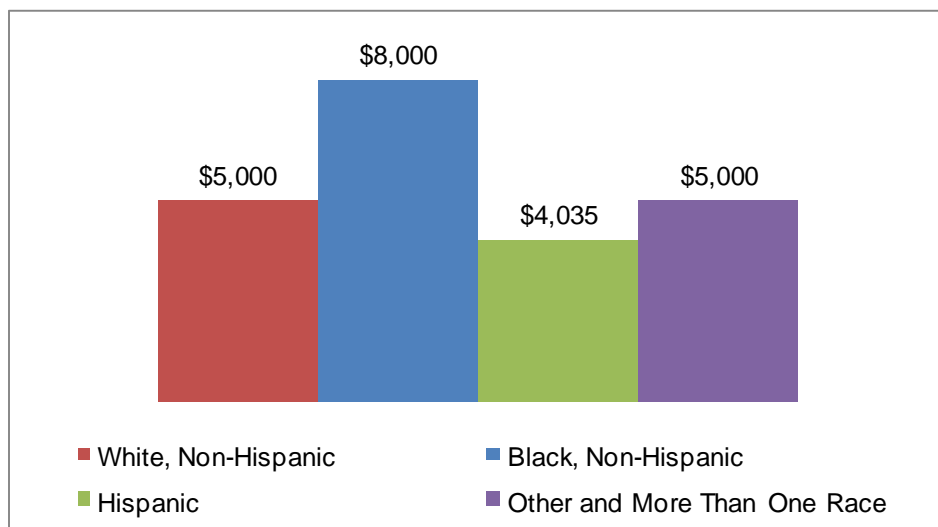


Community College Estimates

In estimating the cost of attendance at an Illinois community college the median for those responding was \$5,000 per year. Again, for Black respondents the estimate was higher, at \$8,000 per year.

For a full-time, in-state Illinois community college student, the average tuition in 2007-2008 was \$2,126.⁵

Figure 21. In your estimation, how much is the average tuition for full-time in-state students (Illinois residents) at public community colleges in Illinois? (by Race/Ethnicity)



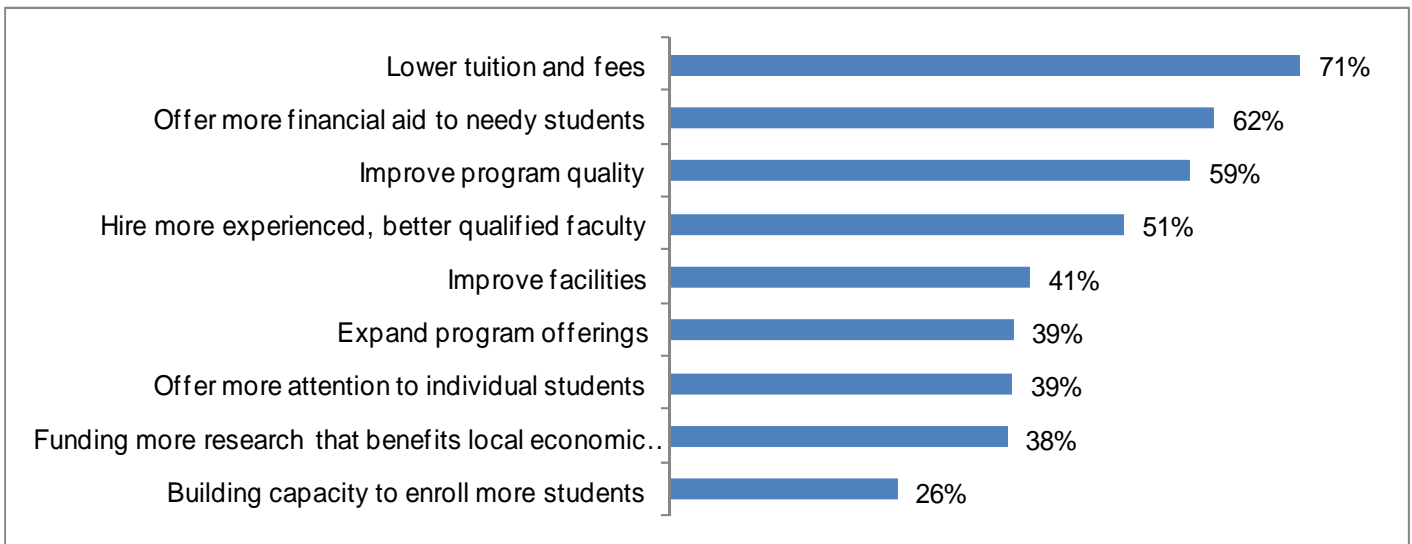
⁵ Information on Illinois Community Colleges Tuition and Basic Fee Costs for a Full-time In-District Student can be found on the Illinois Community College Board webpage: [http://www.iccb.org/pdf/performanceasures/2008/3M1Tuition and Fee Costs.pdf](http://www.iccb.org/pdf/performanceasures/2008/3M1Tuition%20and%20Fee%20Costs.pdf)

Public Priorities for Investing in Higher Education

Respondents were asked: “If the State of Illinois were to invest more in colleges and universities, what should be the investment priorities?” It is important to note that participants were not asked to rank these priorities in order of importance, but rather were asked how important each of the items were if the State of Illinois were to invest more in its colleges and universities.

The highest priorities were assigned to: lowering tuition and fees (71 percent), offering more financial aid to needy students (62 percent), improving program quality (59 percent), and hiring more experienced, better qualified faculty (51 percent). In contrast, a somewhat lower priority was assigned to improving facilities (41 percent), expanding program offerings (39 percent), offering more attention to individual students (39 percent), funding more research that benefits local economic development (38 percent), and building capacity to enroll more students (26 percent).

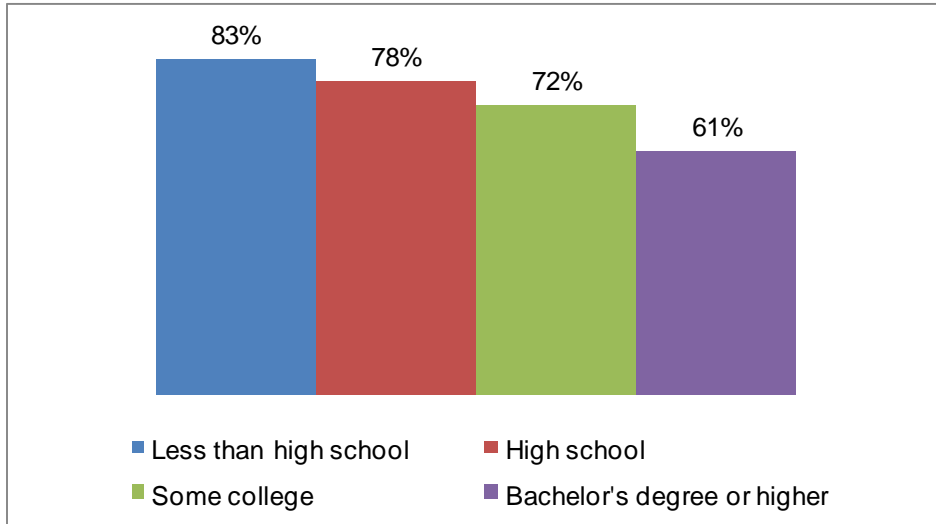
Figure 22. If the State of Illinois were to invest more in its college and universities, how important is each of the following investment priorities? (“Very Important”)



Lower Tuition and Fees (Differences by Education Level)

Lowering tuition and fees was even more important to respondents with lower levels of education.

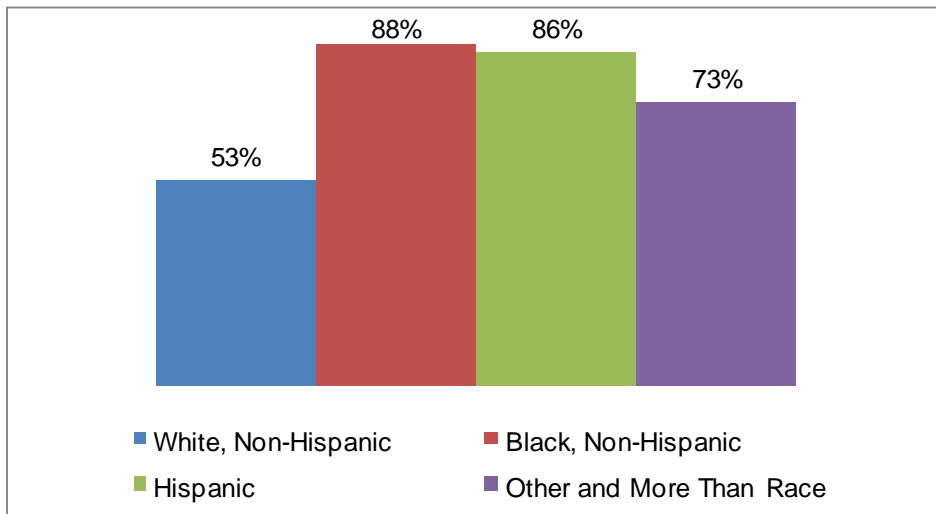
Figure 23. Lower tuition and fees (“Very Important” by Education Level).



Offer More Financial Aid to Needy Students (by Race and Ethnicity)

Blacks (88 percent) and Hispanics (86 percent) indicated that offering more financial aid to needy students is very important.

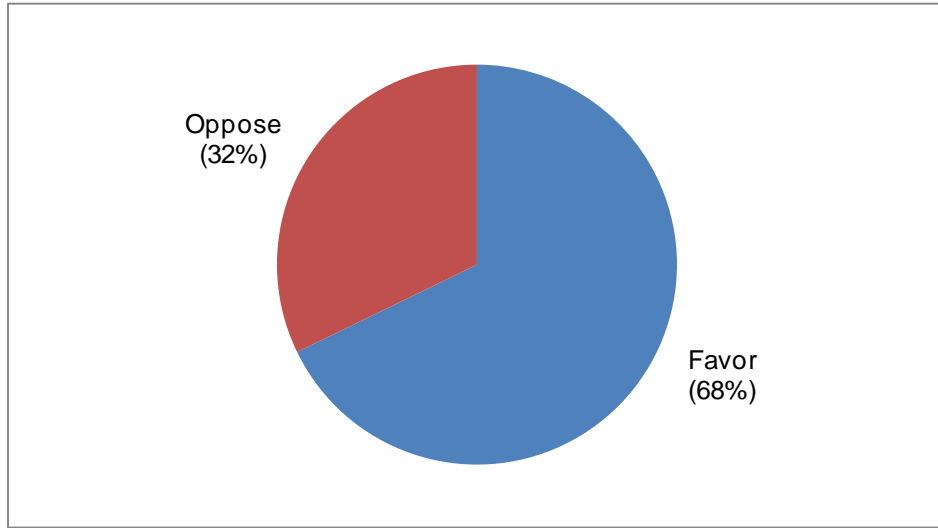
Figure 24. Offer more financial aid to needy students (“Very Important” by Race/Ethnicity).



The Public is Willing to Invest More in Higher Education

Respondents were asked if they favored investing more money in higher education, even if that means spending less in other areas of government or raising taxes. Overall, 68 percent of Illinois residents favored providing more state money to higher education.

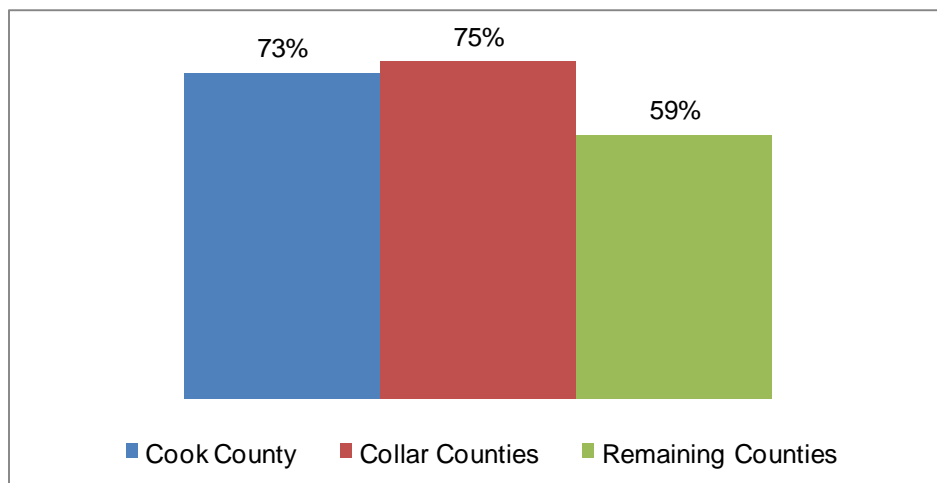
Figure 25. Would you favor or oppose providing more state money to higher education even if that means spending less in other areas of state government?



Differences by Region

Some 73 percent of Cook County residents, 75 percent of Collar County residents, and 59 percent of residents in remaining counties would favor budget reallocations to invest more in higher education.

Figure 26. Would you favor or oppose providing more state money to higher education even if that means spending less in other areas of state government? ("Favor" by Region)



Support for Providing More State Money to Higher Education Weakens if a Tax Increase were Required

Some 40 percent of respondents would favor providing more state money even if this means raising taxes. By region, 48 percent of respondents in Cook County, 37 percent of respondents in the Collar Counties, and 35 percent of respondents in the remaining counties would favor raising taxes. Interestingly, Blacks (61 percent) and Hispanics (59 percent) are far more likely to favor raising taxes.

Figure 27. Would you favor or oppose providing more state money to higher education even if that means raising taxes?

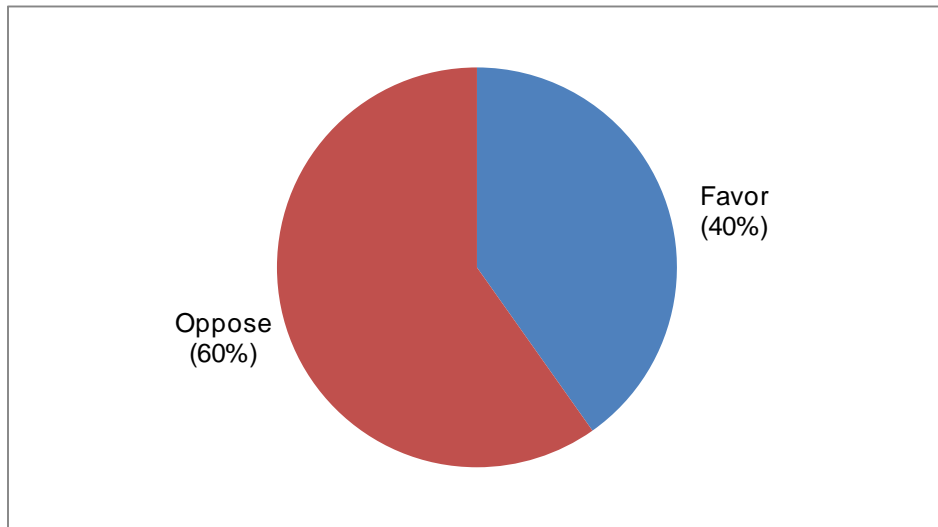


Figure 28. Would you favor or oppose providing more state money to higher education even if that means raising taxes? ("Favor" by Region)

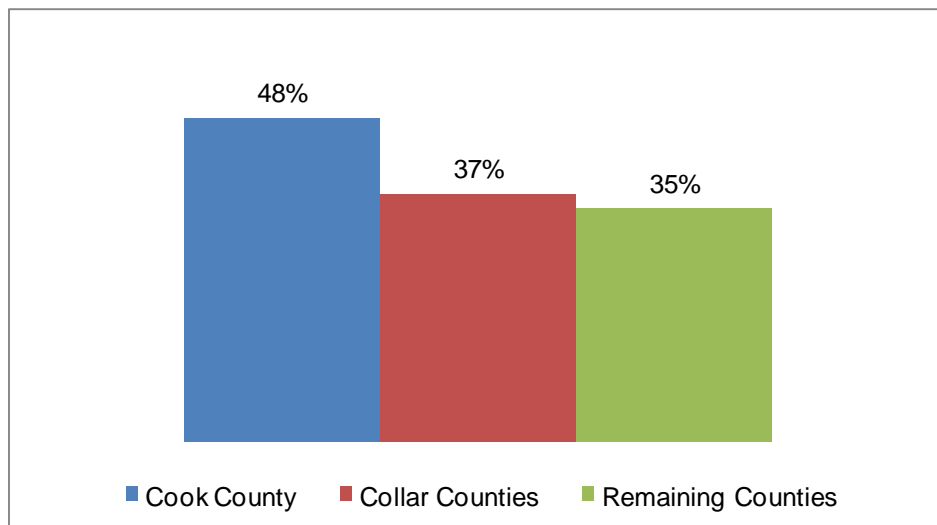
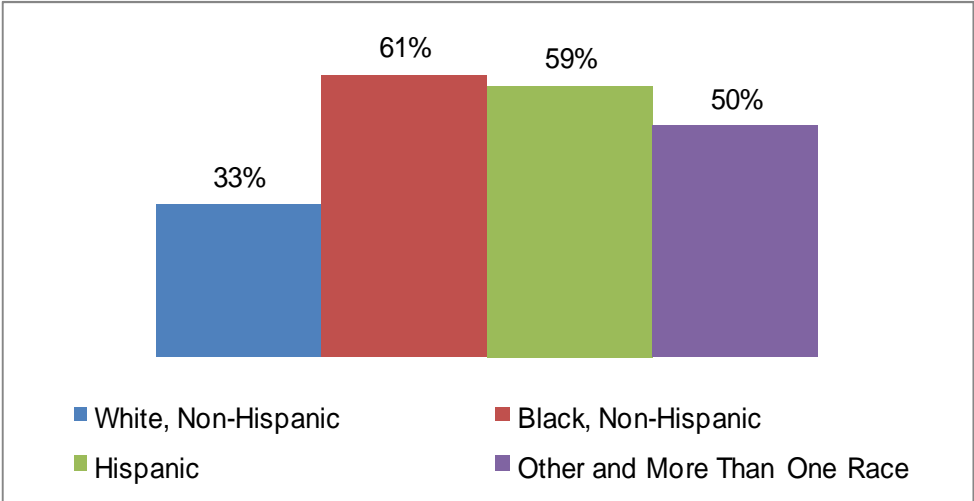


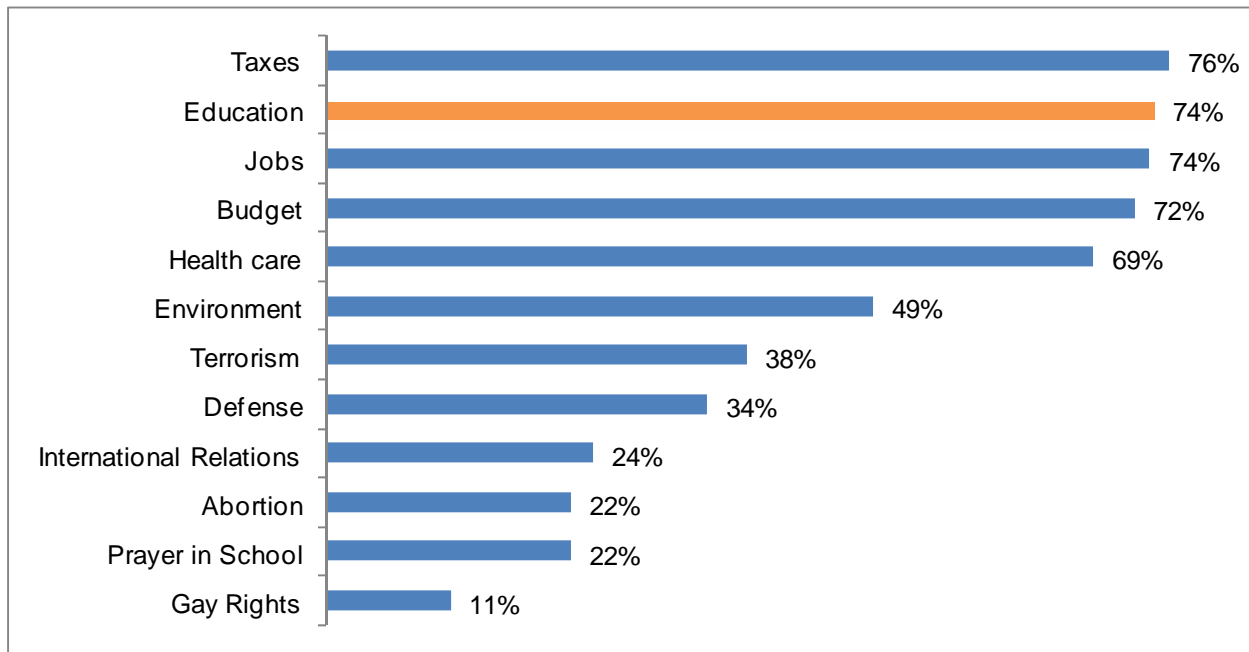
Figure 29. Would you favor or oppose providing more state money to higher education even if that means raising taxes? (“Favor” by Race/Ethnicity)



Summary: What Does the Illinois Public Think?

Based on these survey results, what is the state of Illinois higher education? First, the good news: education is important. When asked how important particular issues are to the State of Illinois, respondents placed education toward the top among all state priorities.

Figure 30. How important do you think each of the following issues is to the State of Illinois? (“Very Important”)



While the public may recognize education as an important issue, the survey results suggest that there is no room for complacency in the higher education community. The public may not grasp what historically has been seen as Illinois’ comparative advantage in the breadth and depth of its higher education offerings.

In their estimation, only 11 percent feel four-year colleges and universities are doing an “excellent” job. Perhaps reflecting concerns over increased tuition levels, only 44 percent of respondents judge that the value of higher education is worth the cost and less than 10 percent believe that college students are getting their money’s worth.

Still, the reservoir of support for Illinois higher education is deep. Residents in Illinois strongly agreed that regardless of family income, every Illinois student who is qualified should be able to go to college. Respondents also felt students have to borrow too much to go to college, that tuition and fees need to be lowered, and that more financial aid needs to be offered to needy students. Bottom line, Illinois residents favored spending more state money on higher education particularly through giving a higher priority to higher education in the overall state budget.

There appears to be a disjuncture between how higher education portrays and presents itself, and how Illinois residents view higher education. This was evidenced in several important areas including the public's understanding of: (a) the impact of cutbacks in state support in explaining higher tuition and fee increases; (b) the priorities for investment in higher education; (c) the role of research and economic development as a major mission; and (d) the perception of tuition and fee costs at universities and community colleges.

Overall, the findings of this survey suggest that there is substantial room for growth in the partnership between the public and institutions of higher education in Illinois.

Appendix A: Questionnaire

Welcome to our survey about public colleges and universities in Illinois. *To begin with, we'd like to find out your opinion about Illinois and about higher education.*

Q1. Generally speaking, would you say things in Illinois are headed in the right direction, or are headed down the wrong track?

- Right direction.....1
- Wrong track.....2

Q2. How important do you think each of the following issues is to the State of Illinois?

	Very important	Somewhat important	Not very important	Not at all important
a. Education				
b. Health care				
c. Environment				
d. Defense				
e. Terrorism				
f. International relations				
g. Taxes				
h. Budget				
i. Jobs				
j. Prayer in school				
k. Abortion				
l. Gay rights				

Q3. Where do you think Illinois stands in the national economy?

- Better than the rest of the nation.....1
- Worse than the rest of the nation.....2
- About the same.....3

Q4. How do you think the academic quality of Illinois public colleges and universities compares to colleges and universities across the nation?

- Better than the rest of the nation.....1
- Worse than the rest of the nation.....2
- About the same.....3

Q5. For a person to be successful in today's economy, how important is a college education?

- Very important.....1
- Somewhat important.....2
- Not very important.....3
- Not at all important.....4

Q6. Students learn a variety of things in a variety of ways in college. As you think about “the college experience,” how important are each of the following skills?

	Very important	Somewhat important	Not very important	Not at all important
a. An ability to get along with people different from themselves				
b. A greater sense of the responsibilities of citizenship, such as voting and volunteering				
c. Communication skills such as writing and speaking				
d. Problem-solving and analytical thinking				
e. A sense of maturity				
f. Skills to secure a job upon graduation				
g. Learning high-tech skills, such as using computers and the internet				

The next set of questions will focus on the cost or financing of college and universities.

Q7. Please read the following statements and mark if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. Even though a college education can be expensive, it is worth the cost.				
b. Regardless of family income, every Illinois student who is qualified should be able to go to college.				
c. Students have to borrow too much to attend college.				
d. Every student in Illinois who is motivated has the opportunity to go to college.				
e. The price of a particular college is directly related to its quality.				
f. College students are getting their money’s worth.				

Q8. Tuition and fees at Illinois colleges and universities have increased in recent years. What do you think is the most important cause for that increase?

- General inflation.....1
- Cutbacks in state support.....2
- Waste and mismanagement by campuses.....3
- Other factors (specify)_____ 4

Q9. (Eliminated from the survey.)

Q10. If the State of Illinois were to invest more in its colleges and universities, how important is each of the following investment priorities?

	Very important	Somewhat important	Not very important	Not at all important
Lower tuition and fees				
Hire more experienced, better qualified faculty				
Expand program offerings				
Offer more financial aid to needy students				
Improve facilities such as classrooms, libraries and computer labs				
Offer more attention to individual students				
Funding more research that benefits local economic development				
Building capacity to enroll more students				
Improve program quality				

Q11. Would you favor or oppose providing more state money to higher education even if that means spending less in other areas of state government?

- Favor.....1
- Oppose.....2

Q12. Would you favor or oppose providing more state money to higher education even if that means raising taxes?

- Favor.....1
- Oppose.....2

The next two questions inquire about the quality of colleges and universities.

Q13. Overall, how well do you think the *public four-year colleges and universities* in Illinois are doing?

- Excellent.....1
- Good.....2
- Fair.....3
- Poor.....4

Q14. Overall, how well do you think your local community college is doing?

- Excellent.....1
- Good.....2
- Fair.....3
- Poor.....4

Q15. In your estimation, how much is the average tuition for full-time in-state students (Illinois residents) at *public* colleges and universities in Illinois per year?

Q16. In your estimation, how much is the average tuition for full-time in-state students (Illinois residents) at public community colleges in Illinois?

Q17. How often do you get information about quality and costs of colleges and universities from the following sources?

	Regularly	Sometimes	Hardly ever	Never
a. Family and friends				
b. Newspapers				
c. Television news				
d. News on the Internet				
e. High school teachers and counselors				
f. Representatives from colleges and universities				

Q18. Are there any other sources where you receive information about higher education?

Lastly, we have a few questions for statistical purposes only.

Q19. Are you (or is anyone in your immediate family) currently enrolled in a

- A public college or university in Illinois.....1
- A private college or university in Illinois.....2
- A public or private college or university outside Illinois.....3
- None of the above (Single Select).....4

Q20. (Eliminated from the survey.)

Q21. Do you have any children who are 0-12 years old? 13 to 21 years old?

- 0-12 years old.....1
- 13-21 years old.....2
- None of the Above.....3

**Appendix B:
Demographic Profile of Respondents**

Weighted Demographics of Respondents

Figure 31. Respondents' Gender.

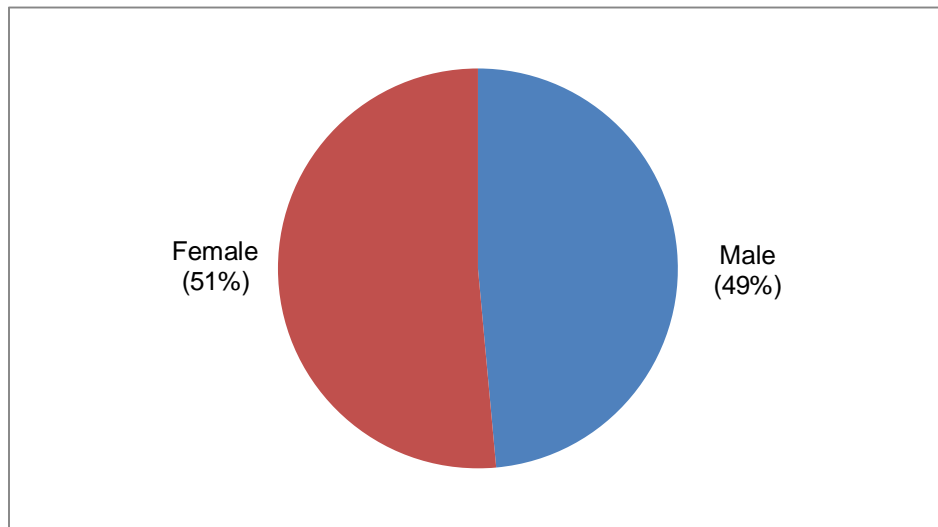


Figure 32. Respondents' Age.

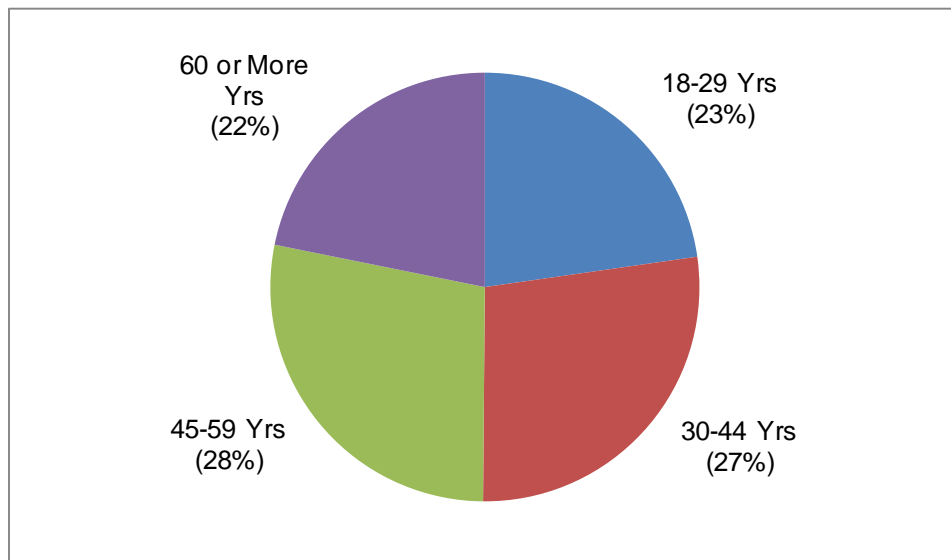


Figure 33. Respondents' Race/Ethnicity.

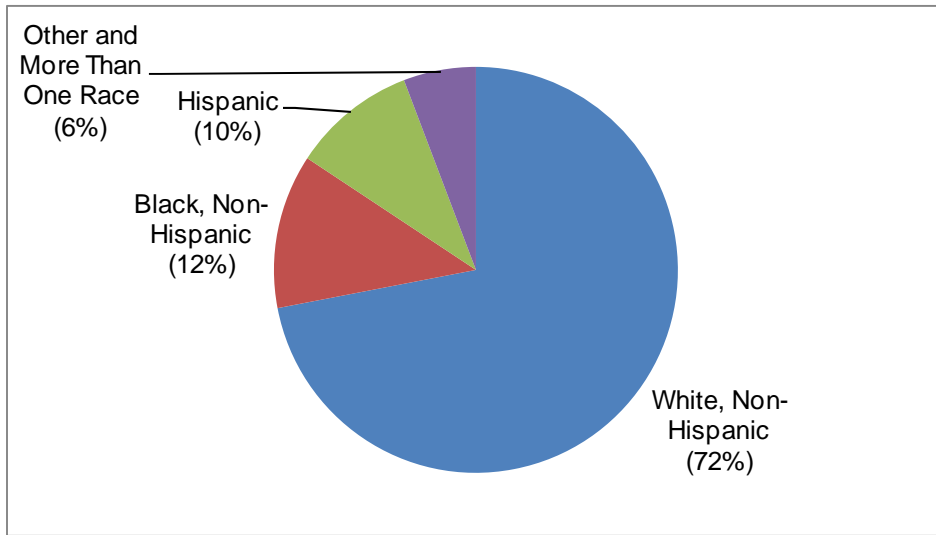


Figure 34. Respondents' Highest Level of Education Attained.

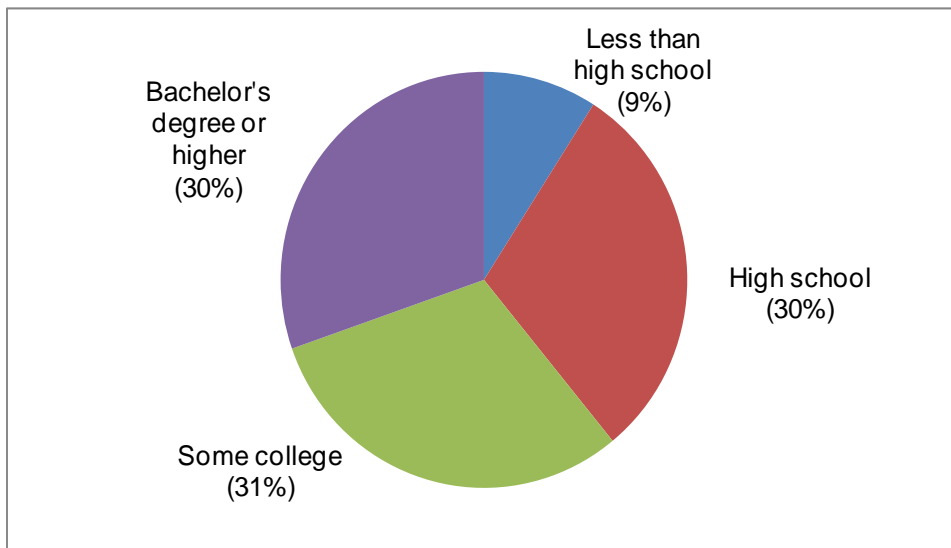


Figure 35. Respondents' Primary Residence by Region.

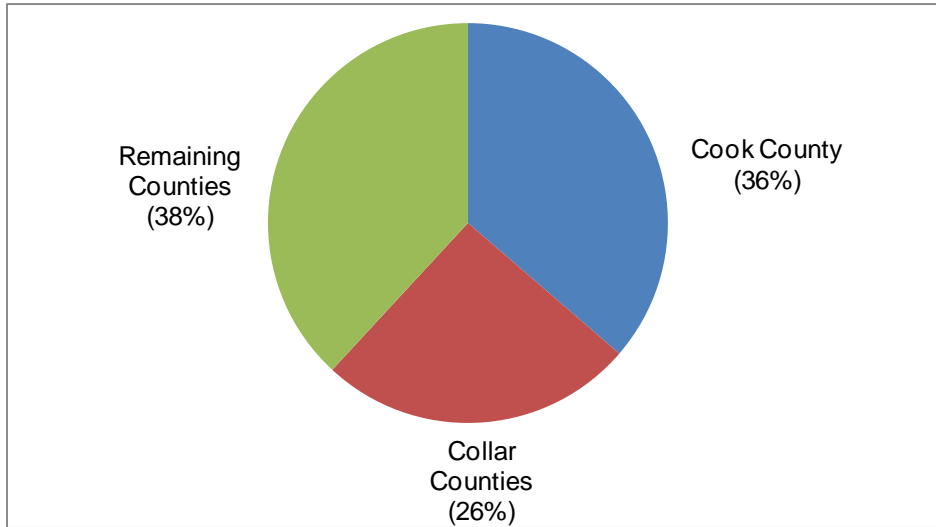


Figure 36. Respondents' Level of Family Income.

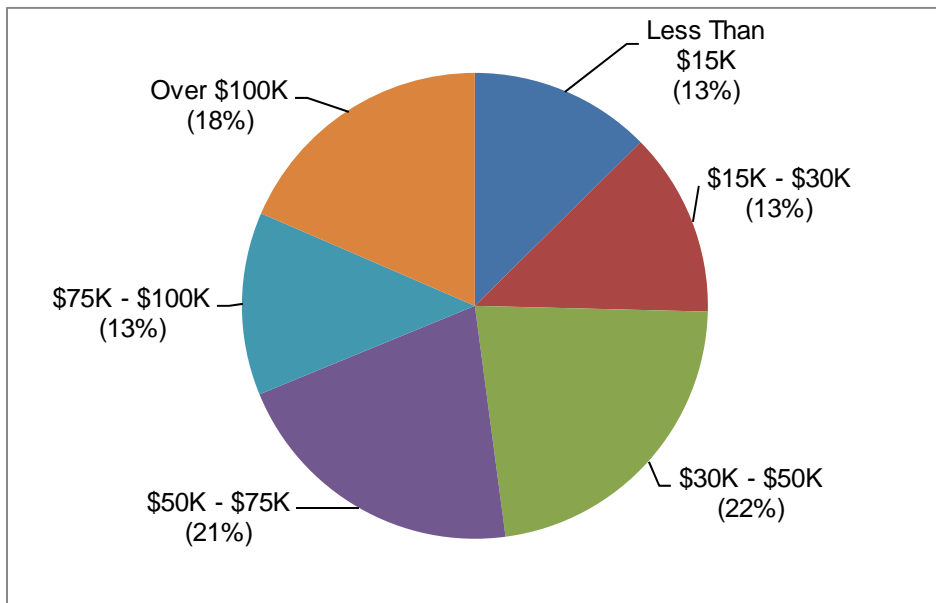


Figure 37. Respondents' Education Level by Race/Ethnicity.

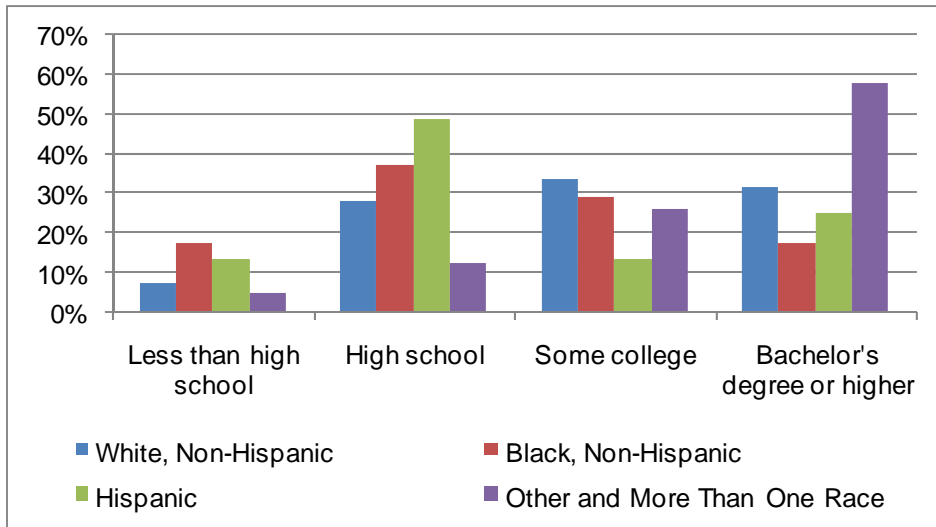


Figure 38. Respondent's Family Income Level by Race/Ethnicity.

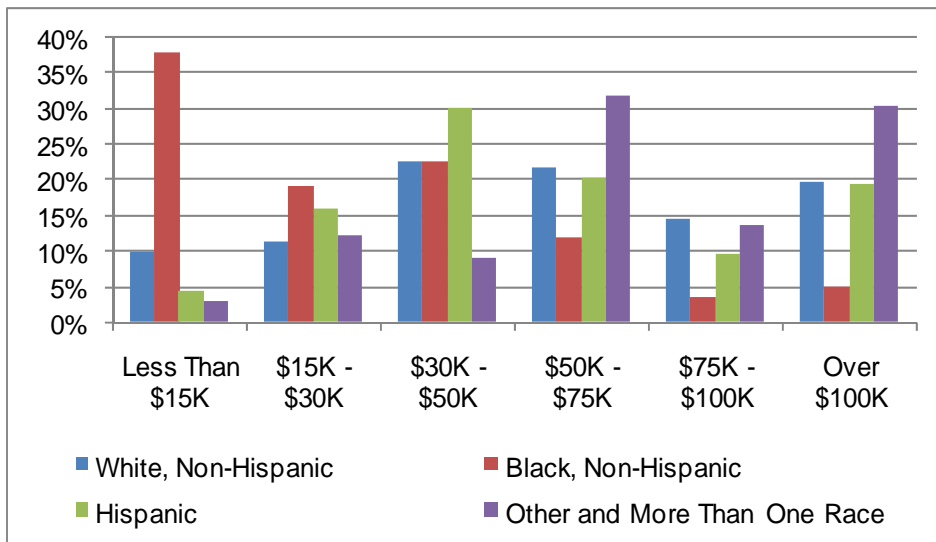


Figure 39. Respondents' Family Income Level by Highest Level of Education Attained.

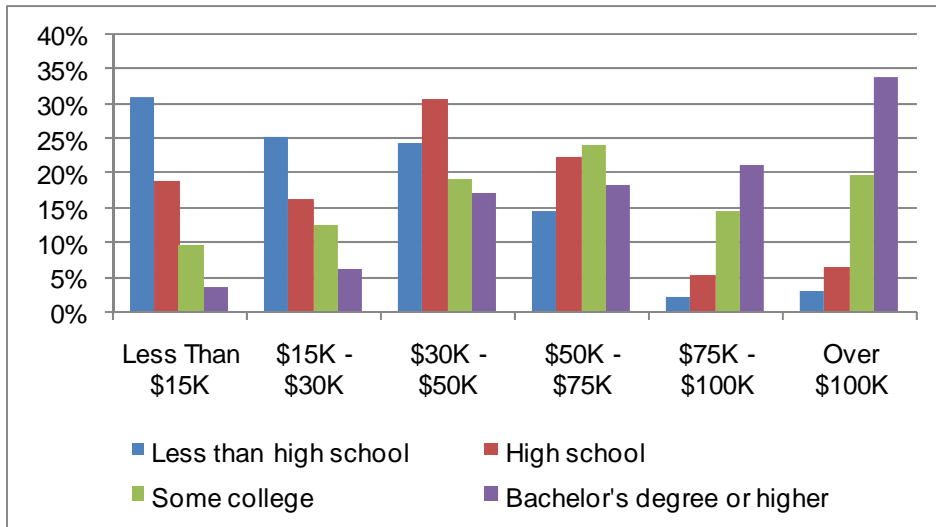
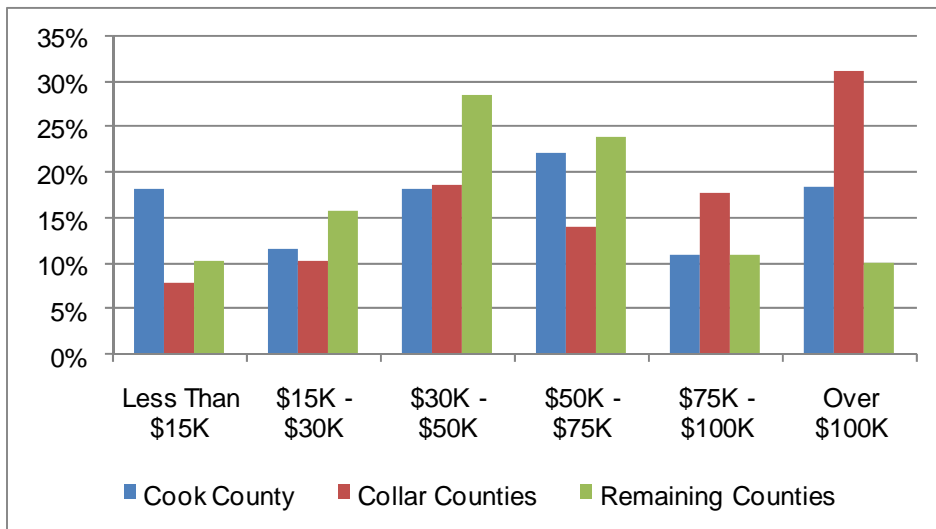


Figure 40. Respondents' Family Income Level By Region.



Sponsor Information

This report and the related Higher Education Summit held in Chicago on June 24, 2008, were sponsored by the University of Illinois at Urbana-Champaign, including the College of Education's Forum on the Future of Public Education, the College of Media, and the University of Illinois Institute of Government and Public Affairs.

University of Illinois at Urbana-Champaign

The University of Illinois at Urbana-Champaign is a national and global leader in education and research, attracting the best students from across the country and around the world. Students select from 150 undergraduate majors and more than 4,000 courses. Students learn with a world-class faculty who have won the world's top honors for their research and discoveries. The university takes pride in ensuring students make the most of their time here at Illinois, both in and out of the classroom.

College of Education's Forum on the Future of Public Education

America is witnessing a drastic redefinition of the policies and practices associated with "public education." Too often, discussions around the future of public education are strong on passion but short on actual evidence. The Forum for the Future of Public Education is filling that gap by building a resource of objective, research-based insights on key educational issues. We are establishing an open venue- a true public forum to debate controversial and consequential policy issues that will shape American's future.

College of Media

The College of Media at the University of Illinois at Urbana-Champaign is an accredited college that is small, selective and internationally respected. In Fall 2008, the College will welcome its first freshman class who will be among approximately 1,100 students majoring in programs offered by the Department of Advertising, Department of Journalism and the Institute of Communications Research. In existence since 1927, the College offers Bachelor's and Master's degrees in Advertising and Journalism, a Bachelor's degree in Media Studies, and a Ph.D. in Communications -- the first of its kind in the country.

University of Illinois Institute of Government and Public Affairs

The University of Illinois Institute of Government and Public Affairs helps to improve government by disseminating research on public policy issues and the public decision-making process. The institute applies the research of its faculty and staff to the issues and problems confronting decision makers and others who address public issues.

Authors

Casey E. George-Jackson, is a research assistant in the Forum on the Future of Public Education and a doctoral student in the Department of Educational Policy Studies at the University of Illinois.

Stanley O. Ikenberry, is Former President of the University of Illinois and Former President of the American Council on Education. He currently serves as Co-Director of the Forum on the Future of Public Education.

Gregory S. Kienzl, is Visiting Assistant Professor and Senior Researcher at the Forum on the Future of Public Education.

Staci Provezis, is a research assistant in the Forum on the Future of Public Education and a doctoral candidate in the Department of Educational Organization and Leadership at the University of Illinois.

Robert F. Rich, is the Director of the Institute of Government and Public Affairs and Professor in the College of Law at the University of Illinois.

Mira Sotirovic, is an Associate Professor in the College of Media Department of Journalism at the University of Illinois.

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