

Appendix 1.A The Study

The Constructing the Family and Higher Education Surveys of 2010 and 2015 are the product of the Sociological Research Practicum (SRP), an annual research project carried out by the Department of Sociology and the Institute for Social Research at Indiana University. This telephone survey of U.S. adult residents (831 respondents in 2010, and 847 respondents in 2015) was developed under the direction of Brian Powell (in conjunction with Cher Jamison, Oren Pizmony-Levy, Kristin Jordan, Tim O'Brien, Jill Waity, and Lisa Warner in 2010, and with Natasha Quadlin, Emma Cohen, Emily Meanwell, Lauren Apgar, Long Doan, Elizabeth Martinez, Dan Rudel, and Landon Schnabel in 2015) and conducted by the Center for Survey Research (CSR) in Bloomington, Indiana. The purpose of the survey was to gauge public opinion regarding the funding of higher education. Data were collected on a range of topics, including: which stakeholders should be responsible for the funding of college; financial aid, including who should be eligible for financial aid and how it should be administered to students; perceptions of the costs and benefits of a college education; the importance of a college education for students, families, communities, and the American public; and perceptions of who has (and does not have) access to a college education in the United States today. Information on sociodemographic characteristics such as education, age, gender, race, religion, and marital status was collected, as was an extensive household roster.

Sampling Procedures

Survey questions were pretested in April 2010 and May 2015. Changes were made to the questionnaire as a result of these pretests. Production interviewing began on May 13 in 2010 and on May 14 in 2015, and concluded on July 2 in 2010 and July 9 in 2015. In 2010, the mean interview length was 24.96 minutes; in 2015, the mean interview length was 31.09 minutes.

CSR Interviewing Facilities and Procedures

Data were collected by telephone using the University of California Computer-Assisted Survey Methods software (CASES) on-site at the CSR telephone interviewing facilities. Interviews were digitally recorded using Personal Logger DLI devices, with permission from the respondent. In 2010, interviews were conducted from 9:00 AM to 1:00 PM on Tuesdays and Thursdays, from 12:00 to 4:00 PM on Mondays and Wednesdays, from 1:00 to 5:00 PM on Saturdays and Sundays, from 6:00 to 10:30 PM Monday through Thursday and Sundays, and 8:30 PM to 12:30 AM on Sundays and one additional rotating day throughout the week. In 2015, interviews were conducted from 9:00 AM to 5:00 PM on weekdays, from 1:00 to 5:00 PM on Saturdays and Sundays, from 6:00 to 10:30 PM on weekdays and Sundays, and from 10:30 PM to 12:30 AM on Sundays and one additional rotating day throughout the week.

The data collection staff included five supervisors and 42 interviewers in 2010 (and 11 supervisors and 54 interviewers in 2015). All interviewers received at least 12 hours of training in 2010 (and five hours in 2015) on the interview instrument before production interviewing. Interviewers were instructed to use neutral probes and feedback phrases.

Audio and visual monitoring was regularly conducted by the telephone survey supervisors using specialized telephone and computer equipment that did not allow the interviewers to know that they were being monitored. Monitoring was conducted randomly, with

each interviewer being monitored at least once during each shift. Because the questionnaire included both closed-ended and open-ended questions, interviews were recoded to audio files. Trained transcribers used these files to transcribe all open-ended responses, as well as unsolicited responses to closed-ended questions.

All cases with a confirmed valid telephone number were called up to 24 times in 2010 and up to 8 times in 2015, unless the household refused or we had insufficient time before the end of the study. Cases with unknown validity (persistent no answers or answering devices) were called—during the morning, afternoon, evening, and weekend—a minimum of 8 times in both 2010 and 2015. The CSR attempts to convert each “refusal” twice. When possible, a conversion attempt is made at the first instance of refusal, and a second is usually made after a few days (except in cases of insufficient time before the end of the study).

Some Characteristics of the Sample

In both 2010 and 2015, national landline telephone numbers were randomly generated using the Genesys list-assisted method. This method allows for unpublished numbers and new listings to be included in the sample. After selecting a random sample of telephone numbers, the numbers were matched to a database of business and non-working numbers. All matches were subsequently purged from the original sample. At each RDD residential telephone number, a respondent was randomly selected from all household members age 18 or older. RDD respondents were asked if they also possessed a cellular phone.

In 2010, national cellular numbers were not randomly generated nor pre-screened for businesses or other kinds of ineligibility. In 2015, national cellular numbers were randomly generated based on national cell phone “blocks” of area codes and prefixes. Numbers were not pre-screened for businesses or other kinds of ineligibility, but were screened for and purged of inactive numbers. In both years, cellular respondents were determined by individuals’ being age 18 or older and their being the primary user of the cellular phone for personal, non-work purposes. Cellular numbers shared by multiple users, used by individuals for work, or used by businesses were finalized. Cellular respondents were asked if they also possessed a landline residential number.

Sociodemographic characteristics for the sample were compared to both census data and the General Social Survey. In addition, several questions used in the survey were identical to items used in the 2014 GSS, allowing for a comparison of distributions. Differences found in these comparisons were slight, adding confidence in the sample. For example, the distribution of responses to views about the Bible (“Please tell me which of these statements comes closest to describing your feelings about the Bible”) in the Constructing the Family and Higher Education (CFHE) Survey and the GSS were very much comparable:

- A. “The Bible is an ancient book of fables, legends, history, and moral precepts recorded by men.” (22 percent CFHE, 22 percent GSS)
- B. “The Bible is the inspired word of God but not everything in it should be taken literally, word for word.” (45 percent CFHE, 44 percent GSS)
- C. “The Bible is the actual word of God and is to be taken literally, word for word.” (29 percent CFHE, 32 percent GSS)

Qualtrics 2019 and 2020 Supplements

For the 2019 and 2020 supplements, Qualtrics, a survey research firm, was hired to recruit a nationally representative panel of respondents to take the survey for pay. Qualtrics in turn contracted with Lucid, a company that aggregates survey participants from a variety of sources. The Qualtrics study was successfully completed by 1,243 persons between September 17 and September 24, 2019 and by 1,223 persons between July 16 and July 21, 2020. The surveys covered a wide range of topics, including the funding of, value of, and need for higher education; definitions of family; school bullying, and marital name choice.

Nearly all (approximately 95 percent) of Lucid's panel is recruited by double opt-in methods: that is, participants opt in to a panel, and then opt into particular studies (Coppock and McClellan 2019). Nearly all (approximately 98 percent) of survey participants report an average of no more than two surveys per month (Coppock and McClellan 2019). Consequently, there is little concern that Lucid panelists are non-naïve, professional survey takers. Respondents are paid in cash, gift cards, or rewards points and typically earn about one dollar per ten-minute survey (Coppock and McClellan 2019). On average, the 2019 and 2020 took approximately nine minutes.

The research team conducted a quality control review of the data to identify any cases that displayed "speeding" (respondents who took less than 180 seconds to complete the study), straightlining (providing the same answer for multiple survey questions in a row), and failing attention checks. These cases, along with suspected duplicates and bots and any that were over the quota for a demographic group, were removed and designated as unsuccessful completions in the quality control review.

Qualtrics allows researchers to quota-sample respondents based on demographic distributions from the national population, to mimic national distributions or to achieve comparable samples of subgroups of interest. In this case, the research team requested gender and age distributions to reflect the U.S population.

Unless otherwise specified, these questions were asked in both 2010 and 2015. Open-ended Questions are shown in italics.

Paying for College

People these days have differing opinions as to who should be responsible for paying for college. The next series of questions is about the cost of education beyond high school.

Who should have the MAIN responsibility for the cost of education beyond high school? Should it be students, parents, state or local governments, or the federal government?

1. Students
2. Parents
3. State or local government
4. The federal government
8. Don't know
9. Refused

Who should be the 2nd most responsible for the cost of education beyond high school? Should it be [students, parents, state or local governments, or the federal government?] (Note: the stakeholder that respondents chose for the "main responsibility" question was omitted from this list)

1. Students
2. Parents
3. State or local government
4. The federal government
8. Don't know
9. Refused

Thank you for your response. Thinking about your answer, why do you think that (students/parents/state or local government/the federal government) should be most responsible for the cost of education beyond high school?

Why do you think (students/parents/state or local government/the federal government) should be the 2nd most responsible for the cost of education beyond high school?

Financial Aid

There has been much discussion of who should receive financial aid for education after high school. The statements that follow reflect some of these opinions. For each statement, please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

All high school graduates who want financial aid should receive it for at least two years of college after high school. Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
7. Neither agree nor disagree (volunteered)
8. Don't know
9. Refused

The best high school graduates should receive financial aid for college even if their parents are able to afford to pay for it.

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
7. Neither agree nor disagree (volunteered)
8. Don't know
9. Refused

Financial aid should be given only to students whose parents cannot afford to pay for college.

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
7. Neither agree nor disagree (volunteered)
8. Don't know
9. Refused

A special effort should be made to see that members of minority groups receive financial aid for college.

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
7. Neither agree nor disagree (volunteered)
8. Don't know
9. Refused

Do you think financial aid is best given to students through: scholarships and grants, student loans, or work study?

1. Scholarships and grants
2. Student loans
3. Work study
7. Other (volunteered)

8. Don't know
9. Refused

Cost of College

Next, we are going to ask some questions about the cost of college. For each statement, please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

A college education is worth the financial costs it requires.

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
7. Neither agree nor disagree (volunteered)
8. Don't know
9. Refused

Students and families have to borrow too much money to pay for college. (Asked in 2015 only)

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
7. Neither agree nor disagree (volunteered)
8. Don't know
9. Refused

Almost anyone who needs it can get financial help to attend college. (Asked in 2015 only)

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
7. Neither agree nor disagree (volunteered)
8. Don't know
9. Refused

Importance of College

There are many ways to succeed in today's work world without a college education.

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
7. Neither agree nor disagree (volunteered)
8. Don't know
9. Refused

Why do you (strongly agree/somewhat agree/somewhat disagree/strongly disagree) that there are many ways to succeed in today's work world without a college education?

Which of the following comes closest to your views? The main purpose of college should be (1) to help an individual grow personally and intellectually, or (2) to teach specific skills and knowledge that can be used in the workplace? (Asked in 2015 only)

1. To help an individual grow personally and intellectually
2. To teach specific skills and knowledge that can be used in the workplace
8. Don't know
9. Refused

People these days hold a variety of opinions about the importance of a college education. In the next series of questions, please tell me how important you think a college education is to a number of different groups.

First, how important is a college education for the college graduate? Is it extremely important, very important, somewhat important, slightly important, or not at all important?

1. Extremely important
2. Very important
3. Somewhat important
4. Slightly important
5. Not at all important
8. Don't know
9. Refused

Thank you for your response. Thinking about your answer, why do you think that a college education is (extremely important/very important/somewhat important/slightly important/not at all important) for the college graduate? (Asked in 2015 only)

How important is a college education for the family of the college graduate? Is it extremely important, very important, somewhat important, slightly important, or not at all important?

1. Extremely important
2. Very important
3. Somewhat important
4. Slightly important
5. Not at all important
8. Don't know
9. Refused

How important is having a college educated population for the state or local community?

1. Extremely important
2. Very important
3. Somewhat important
4. Slightly important
5. Not at all important
8. Don't know

9. Refused

How important is having a college educated population for American society?

1. Extremely important
2. Very important
3. Somewhat important
4. Slightly important
5. Not at all important
8. Don't know
9. Refused

Thank you for your response. Thinking about your answer, why do you think that a college education is (extremely important/very important/somewhat important/slightly important/not at all important) for American society? (Asked in 2015 only)

Which of the following comes closest to your views: Getting a college education has become more important, less important, or is it just as important as it was 10 years ago?

1. More important
2. Less important
3. Just as important
8. Don't know

Which of the following comes closest to your views: (1) The country needs more people who have graduated from college, or (2) The success of the country does not depend on the amount of college education its citizens have? (Asked in 2010 only)

1. The country needs more people who have graduated from college
2. The success of the country does not depend on the amount of college education its citizens have

Why do you believe (the country needs more people who have graduated from college/the success of the country does not depend on the amount of college education its citizens have)? (Asked in 2010 only)

Which of the following comes closest to your views: (1) People with a college education usually live more satisfying lives than those without a college education, or (2) Living a satisfying life does not depend on the amount of college education one has? (Asked in 2010 only)

1. People with a college education usually live more satisfying lives than those without a college education
2. Living a satisfying life does not depend on the amount of college education one has

Access to College

Which of the following comes closest to your views: Getting a college education has become more difficult, less difficult, or no different than it was 10 years ago?

1. More difficult
2. Less difficult

3. No different
8. Don't know

Which of the following comes closest to your views: (1) the vast majority of people who are qualified to go to college have the opportunity to do so, or (2) there are many people who are qualified to go but don't have the opportunity to do so? (Asked in 2015 only)

1. Vast majority have the opportunity
2. There are many people who don't have the opportunity
8. Don't know
9. Refused

Now I'd like to know if you think qualified students from LOW-INCOME families—regardless of ethnic background—have less opportunity, more opportunity, or about the same opportunity as others to get a college education? (Asked in 2015 only)

1. Less opportunity
2. More opportunity
3. About the same opportunity
8. Don't know

How about qualified students from MIDDLE-CLASS families, regardless of their ethnic background? Do they have less opportunity, more opportunity, or about the same opportunity as others to get a college education? (Asked in 2015 only)

1. Less opportunity
2. More opportunity
3. About the same opportunity
8. Don't know

Thank you for your answer. In thinking about your response, why do you believe that qualified students from middle-class families have (less opportunity/more opportunity/about the same opportunity) compared to others to get a college education? (Asked in 2015 only)

How about qualified students who are ethnic or racial minorities, such as blacks or Latinos? Do they have less opportunity, more opportunity, or about the same opportunity as others to get a college education? (Asked in 2015 only)

1. Less opportunity
2. More opportunity
3. About the same opportunity
8. Don't know

Thank you for your answer. In thinking about your response, why do you believe that qualified students who are ethnic or racial minorities have (less opportunity/more opportunity/about the same opportunity) compared to others to get a college education? (Asked in 2015 only)

These questions were asked in both 2019 and 2020. Open-ended questions are shown in italics.

Paying for College

People these days have differing opinions as to who should be responsible for paying for college. The next series of questions is about the cost of education beyond high school.

Who should have the MAIN responsibility for the cost of education beyond high school? Should it be students, parents, state or local governments, or the federal government?

1. Students
2. Parents
3. State or local government
4. The federal government

Why do you think that (students/parents/state or local government/the federal government) should be most responsible for the cost of education beyond high school?

Who should be the 2nd most responsible for the cost of education beyond high school? (Note: the stakeholder that respondents chose for the “main responsibility” question was omitted from this list)

1. Students
2. Parents
3. State or local government
4. The federal government

Why do you think that (students/parents/state or local government/the federal government) should be the 2nd most responsible for the cost of education beyond high school?

Financial Aid, the Cost of College, and the Importance of College

For each statement below, please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

A college education is worth the financial cost it requires.

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree

Why do you (strongly agree/somewhat agree/somewhat disagree/strongly disagree) that a college education is worth the financial cost it requires?

There are many ways to succeed in today's work world without a college education.

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree

(If respondents "agreed" with the above question): It is easier to succeed in today's work world with a college education than without one. (Asked in 2020 only)

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree

Tuition at public colleges and universities should be free for anyone who is qualified to attend.

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree

Why do you (strongly agree/somewhat agree/somewhat disagree/strongly disagree) that tuition at public colleges and universities should be free to anyone who is qualified to attend?

Access to College

Which of the following comes closest to your views?

1. The vast majority of people who are qualified to go to college have the opportunity to do so.
2. There are many people who are qualified to go to college but don't have the opportunity to do so.

Do you think qualified students from LOW-INCOME families—regardless of ethnic background—have less opportunity, more opportunity, or about the same opportunity as others to get a college education?

1. Less opportunity
2. More opportunity
3. About the same opportunity

Do you think qualified students from MIDDLE-CLASS families—regardless of their ethnic background—have less opportunity, more opportunity, or about the same opportunity as others to get a college education?

1. Less opportunity
2. More opportunity
3. About the same opportunity

Do you think qualified students who are ethnic or racial minorities, such as blacks or Latinos, have less opportunity, more opportunity, or about the same opportunity as others to get a college education?

1. Less opportunity
2. More opportunity
3. About the same opportunity

How much do you think is the average cost of college tuition each year?

1. Under \$5,000
2. \$5,000-\$9,999
3. \$10,000-\$19,999
4. \$20,000-\$29,999
5. \$30,000-\$39,999
6. \$40,000-\$49,999
7. \$50,000 and above

Appendix 2.A

Effects of Sociodemographic Characteristics on Beliefs about Who Should Have the Main Responsibility for the Cost of Education Beyond High School, 2010 and 2015, $N = 1,414$

	Parents versus Students		Government versus Students	
	(1)	(2)	(1)	(2)
Woman	0.41** (0.13)	0.40** (0.13)	0.20 (0.15)	0.17 (0.16)
Age 30-44	0.32 (0.24)	0.32 (0.24)	-0.57* (0.23)	-0.46 (0.24)
Age 45-64	0.64** (0.21)	0.64** (0.21)	-0.79*** (0.21)	-0.57** (0.22)
Age 65+	1.33*** (0.23)	1.34*** (0.23)	-0.60* (0.24)	-0.32 (0.25)
Black	0.35 (0.25)	0.33 (0.25)	0.91*** (0.26)	0.83** (0.27)
Asian	0.50 (0.53)	0.49 (0.53)	1.35** (0.49)	1.33** (0.51)
Latinx	0.81* (0.37)	0.83* (0.38)	1.19** (0.38)	1.26** (0.39)
Other race	-0.34 (0.21)	-0.35 (0.21)	-0.15 (0.25)	-0.27 (0.27)
Some college	-0.18 (0.18)	-0.17 (0.18)	0.30 (0.21)	0.26 (0.21)
College or more	-0.16 (0.18)	-0.16 (0.18)	0.16 (0.21)	-0.05 (0.23)
Income \$25k-49k	0.12 (0.21)	0.10 (0.21)	0.74** (0.23)	0.69** (0.23)
Income \$50k-74k	0.41 (0.23)	0.41 (0.23)	0.52 (0.26)	0.52 (0.28)
Income \$75k-99k	0.17 (0.21)	0.18 (0.21)	0.06 (0.25)	0.18 (0.26)
Income \$100k+	0.31 (0.18)	0.31 (0.18)	0.34 (0.21)	0.33 (0.22)
Moderately religious		0.01 (0.17)		-0.16 (0.22)
Slightly religious		0.01 (0.22)		-0.03 (0.27)
Not religious at all		-0.13 (0.24)		0.40 (0.27)
Moderate		0.12 (0.15)		0.78*** (0.20)
Liberal		0.17 (0.19)		1.61*** (0.22)
Constant	-0.57*	-0.63*	-0.43	-1.22***

(0.24)

(0.27)

(0.25)

(0.32)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey (Powell 2010, 2015).

Notes: Multinomial logistic regressions; standard errors in parentheses. Omitted categories are man; white; high school diploma or less education; household income less than \$25k; very religious; conservative.

Appendix 2.B

Effects of Sociodemographic Characteristics on Beliefs about Who Should Have Responsibility for the Cost of Education Beyond High School – Combinations, 2010 and 2015, $N = 1,386$

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”
	(1)	(2)	(1)	(2)	(1)	(2)
Woman	0.11 (0.19)	0.13 (0.19)	0.13 (0.15)	0.07 (0.16)	0.07 (0.17)	0.04 (0.18)
Age 30-44	-0.96*** (0.28)	-0.88** (0.29)	-0.27 (0.27)	-0.20 (0.28)	-1.14*** (0.26)	-1.01*** (0.27)
Age 45-64	-1.10*** (0.24)	-1.02*** (0.25)	-0.30 (0.24)	-0.20 (0.25)	-1.41*** (0.23)	-1.12*** (0.25)
Age 65+	-2.10*** (0.32)	-2.04*** (0.33)	-0.33 (0.26)	-0.20 (0.26)	-1.72*** (0.26)	-1.36*** (0.28)
Black	0.66* (0.32)	0.67* (0.32)	1.39*** (0.24)	1.34*** (0.24)	0.99*** (0.28)	0.96*** (0.29)
Asian	1.37* (0.63)	1.47* (0.64)	2.09*** (0.52)	2.12*** (0.53)	1.74** (0.55)	1.75** (0.57)
Latinx	0.48 (0.45)	0.51 (0.45)	1.22*** (0.35)	1.24*** (0.35)	1.34*** (0.35)	1.45*** (0.36)
Other race	0.17 (0.31)	0.12 (0.31)	0.19 (0.26)	0.12 (0.27)	0.15 (0.30)	0.04 (0.32)
Some college	-0.02 (0.24)	-0.07 (0.24)	0.15 (0.21)	0.14 (0.21)	0.42 (0.24)	0.32 (0.25)
College or more	-0.19 (0.25)	-0.33 (0.26)	-0.06 (0.21)	-0.14 (0.22)	0.55* (0.24)	0.23 (0.26)
Income \$25k-49k	0.20 (0.28)	0.23 (0.28)	0.16 (0.23)	0.16 (0.24)	0.92*** (0.24)	0.89*** (0.25)
Income \$50k-74k	-0.76* (0.38)	-0.74 (0.39)	-0.25 (0.27)	-0.25 (0.28)	0.38 (0.27)	0.41 (0.29)
Income \$75k-99k	-0.23 (0.29)	-0.16 (0.30)	-0.11 (0.25)	-0.05 (0.26)	-0.16 (0.29)	-0.05 (0.30)
Income \$100k+	-0.16	-0.17	0.24	0.22	0.13	0.10

	(0.26)	(0.26)	(0.21)	(0.21)	(0.24)	(0.25)
Moderately religious		-0.11		-0.04		-0.09
		(0.25)		(0.21)		(0.27)
Slightly religious		-0.38		-0.18		0.19
		(0.32)		(0.26)		(0.31)
Not religious at all		0.19		0.26		0.64*
		(0.32)		(0.27)		(0.31)
Moderate		-0.06		0.39*		0.88***
		(0.22)		(0.18)		(0.24)
Liberal		0.65*		0.96***		2.09***
		(0.26)		(0.21)		(0.25)
Constant	-0.59*	-0.62	-1.31***	-1.66***	-1.10***	-2.22***
	(0.28)	(0.35)	(0.28)	(0.33)	(0.28)	(0.39)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey (Powell 2010, 2015).

Notes: Multinomial logistic regressions; standard errors in parentheses. Omitted categories are man; white; high school diploma or less education; household income less than \$25k; very religious; conservative.

Appendix 2.C

Effects of Sociodemographic Characteristics on Beliefs about Who Should Have the Main Responsibility for the Cost of Education Beyond High School, 2019

	Parents versus Students		Government versus Students	
	(1)	(2)	(3)	(4)
Woman	0.16 (0.16)	0.15 (0.16)	0.10 (0.15)	0.07 (0.16)
Age 25-34	0.72 (0.39)	0.76 (0.40)	0.33 (0.29)	0.38 (0.30)
Age 35-44	1.21** (0.37)	1.24** (0.38)	-0.04 (0.29)	-0.06 (0.30)
Age 45-54	1.16** (0.37)	1.20** (0.37)	-0.14 (0.28)	-0.06 (0.30)
Age 55-64	1.00** (0.37)	1.06** (0.37)	-0.41 (0.28)	-0.32 (0.30)
Age 65+	1.25*** (0.36)	1.28*** (0.37)	-0.48 (0.28)	-0.45 (0.30)
Latinx	0.03 (0.38)	-0.05 (0.39)	0.53 (0.32)	0.37 (0.33)
Black	0.17 (0.29)	0.14 (0.30)	0.67** (0.25)	0.47 (0.27)
Asian	0.34 (0.43)	0.28 (0.44)	-0.21 (0.43)	-0.17 (0.45)
Other race	-0.78 (0.58)	-0.83 (0.58)	0.27 (0.43)	0.28 (0.45)
High school diploma	0.04 (0.61)	0.08 (0.62)	-0.25 (0.52)	-0.26 (0.53)
Some college	-0.05 (0.60)	-0.02 (0.61)	-0.17 (0.51)	-0.15 (0.53)
Bachelor's degree	-0.04 (0.62)	0.01 (0.63)	0.02 (0.53)	-0.14 (0.54)
Graduate degree	0.40 (0.64)	0.44 (0.64)	-0.03 (0.55)	-0.18 (0.57)
Income \$15k-40k	-0.55 (0.32)	-0.50 (0.32)	0.00 (0.29)	0.08 (0.30)
Income \$40k-60k	-0.51 (0.33)	-0.46 (0.33)	-0.21 (0.30)	-0.19 (0.31)
Income \$60k-80k	-0.77* (0.34)	-0.74* (0.35)	-0.70* (0.31)	-0.66* (0.33)
Income \$80k-100k	-0.40 (0.36)	-0.36 (0.36)	-0.82* (0.34)	-0.83* (0.36)
Income \$100k-150k	-0.01 (0.36)	0.04 (0.36)	-0.29 (0.34)	-0.21 (0.36)
Income \$150k+	0.06	0.13	-0.39	-0.26

	(0.45)	(0.46)	(0.45)	(0.47)
Bible is inspired word of God		0.02		-0.30
		(0.20)		(0.18)
Bible is literal word of God		0.12		0.06
		(0.24)		(0.22)
Liberal		0.67		0.11
		(0.44)		(0.35)
Slightly liberal		0.84		-0.73
		(0.45)		(0.38)
Moderate		0.49		-0.93**
		(0.39)		(0.30)
Slightly conservative		0.28		-1.48***
		(0.44)		(0.37)
Conservative		0.09		-1.77***
		(0.41)		(0.34)
Extremely conservative		0.20		-1.84***
		(0.45)		(0.40)
Constant	-0.64	-1.16	0.84	1.89**
	(0.68)	(0.78)	(0.56)	(0.64)
N	1,201	1,201	1,201	1,201

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey, 2019 Supplement (Powell 2019).

Notes: Multinomial logistic regressions; standard errors in parentheses. Omitted categories are man; white; less than high school; married or cohabiting; extremely liberal; Bible is a book of stories and fables.

Appendix 2.D

Effects of Sociodemographic Characteristics on Beliefs about Who Should Have Responsibility for the Cost of Education Beyond High School – Combinations, 2019

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”
	(1)	(2)	(3)	(4)	(5)	(6)
Woman	0.34	0.28	-0.16	-0.19	0.08	0.05
	(0.19)	(0.20)	(0.16)	(0.17)	(0.16)	(0.17)
Age 25-34	0.38	0.51	0.64	0.75	0.37	0.43
	(0.35)	(0.37)	(0.39)	(0.39)	(0.32)	(0.34)
Age 35-44	-0.66	-0.67	0.61	0.64	-0.34	-0.39
	(0.37)	(0.38)	(0.36)	(0.37)	(0.31)	(0.34)
Age 45-54	-1.00**	-0.97**	0.18	0.29	-0.76*	-0.72*
	(0.36)	(0.37)	(0.36)	(0.37)	(0.31)	(0.33)
Age 55-64	-0.86*	-0.80*	0.03	0.14	-1.00**	-0.95**
	(0.35)	(0.36)	(0.37)	(0.38)	(0.32)	(0.34)
Age 65+	-1.43***	-1.47***	0.07	0.06	-1.17***	-1.22***
	(0.36)	(0.38)	(0.36)	(0.37)	(0.32)	(0.34)
Latinx	0.50	0.33	0.75*	0.65	0.26	0.02
	(0.38)	(0.39)	(0.35)	(0.36)	(0.35)	(0.38)
Black	0.28	0.06	1.08***	0.98***	0.59*	0.29
	(0.33)	(0.34)	(0.26)	(0.28)	(0.27)	(0.29)
Asian	0.54	0.59	0.70	0.71	-0.08	0.06
	(0.50)	(0.52)	(0.44)	(0.45)	(0.50)	(0.52)
Other race	1.00	1.01	0.16	0.18	0.47	0.58
	(0.51)	(0.54)	(0.57)	(0.58)	(0.49)	(0.52)
High school diploma	-0.65	-0.70	-0.46	-0.55	-0.70	-0.77
	(0.65)	(0.67)	(0.64)	(0.65)	(0.56)	(0.58)
Some college	-0.38	-0.41	-0.42	-0.54	-0.55	-0.57
	(0.64)	(0.66)	(0.63)	(0.64)	(0.55)	(0.58)
Bachelor’s degree	-0.25	-0.42	-0.25	-0.47	-0.41	-0.73
	(0.66)	(0.68)	(0.64)	(0.66)	(0.57)	(0.60)
Graduate degree	-0.57	-0.72	-0.09	-0.31	-0.66	-0.97
	(0.69)	(0.72)	(0.66)	(0.67)	(0.59)	(0.63)
Income \$15k-40k	0.08	0.11	-0.16	-0.12	-0.30	-0.26
	(0.35)	(0.36)	(0.33)	(0.34)	(0.29)	(0.31)

Income \$40k-60k	-0.04 (0.37)	-0.07 (0.38)	-0.03 (0.34)	0.01 (0.35)	-0.49 (0.30)	-0.52 (0.33)
Income \$60k-80k	-0.33 (0.39)	-0.41 (0.40)	-0.54 (0.37)	-0.58 (0.37)	-1.14*** (0.34)	-1.18** (0.36)
Income \$80k-100k	-0.82 (0.43)	-0.93* (0.44)	-0.41 (0.38)	-0.44 (0.39)	-1.60*** (0.38)	-1.75*** (0.41)
Income \$100k-150k	-0.83 (0.45)	-0.87 (0.46)	-0.05 (0.37)	-0.04 (0.38)	-0.62 (0.34)	-0.59 (0.37)
Income \$150k+	-0.92 (0.59)	-0.90 (0.61)	-0.32 (0.45)	-0.26 (0.46)	-1.15* (0.46)	-1.07* (0.49)
Bible is inspired word of God		-0.18 (0.23)		-0.07 (0.20)		-0.47* (0.20)
Bible is literal word of God		0.18 (0.27)		-0.22 (0.25)		0.04 (0.24)
Liberal		0.63 (0.44)		0.41 (0.40)		0.11 (0.35)
Slightly liberal		0.20 (0.46)		0.26 (0.41)		-1.36*** (0.41)
Moderate		-0.69 (0.40)		-0.46 (0.36)		-1.45*** (0.31)
Slightly conservative		-0.82 (0.47)		-0.62 (0.42)		-2.33*** (0.44)
Conservative		-0.96* (0.44)		-1.08** (0.40)		-2.54*** (0.39)
Extremely conservative		-2.44*** (0.65)		-0.95* (0.44)		-2.48*** (0.44)
Constant	0.11 (0.70)	0.85 (0.81)	-0.44 (0.70)	0.19 (0.79)	1.15 (0.60)	2.89*** (0.70)
N	1,198	1,198	1,198	1,198	1,198	1,198

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey, 2019 Supplement (Powell 2019).

Notes: Multinomial logistic regressions; standard errors in parentheses. Omitted categories are man; white; less than high school; married or cohabiting; extremely liberal; Bible is a book of stories and fables.

Appendix 3.A Effects of Beliefs about the Importance of College on Beliefs about Who Should Have Responsibility for the Cost of Education Beyond High School – Combinations, $N = 669$

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”		“Students and Parents”		“Students and Parents”	
	(1)	(2)	(1)	(2)	(1)	(2)
Importance of college for the college graduate	-0.13 (0.18)	-0.10 (0.18)	-0.02 (0.14)	-0.03 (0.15)	-0.13 (0.15)	-0.14 (0.16)
Importance of college for American society	0.46* (0.18)	0.39* (0.19)	0.56*** (0.15)	0.53*** (0.15)	0.76*** (0.16)	0.69*** (0.17)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey (Powell 2015).

Notes: Multinomial logistic regressions; standard errors in parentheses. Model 1 includes controls for gender, race/ethnicity, age, income, education, and marital status. Model 2 includes all the controls from Model 1, and adds controls for politics and religiosity.

Appendix 3.B

Effects of Beliefs about the Relative Importance of College (for the College Graduate and for American Society) on Beliefs about Who Should Have Responsibility for the Cost of Education Beyond High School – Combinations, $N = 669$

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”		“Students and Parents”		“Students and Parents”	
	(1)	(2)	(1)	(2)	(1)	(2)
More important for the college graduate (0/1)	0.08 (0.31)	0.14 (0.32)	-0.26 (0.25)	-0.24 (0.26)	-0.71** (0.27)	-0.75* (0.29)
More important for American society (0/1)	0.74* (0.37)	0.64 (0.38)	0.56 (0.29)	0.51 (0.30)	0.46 (0.30)	0.29 (0.32)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey (Powell 2015).

Notes: Multinomial logistic regressions; standard errors in parentheses. Omitted category of the main predictor variable is that college is “equally important” for the college graduate and for American society. Model 1 includes controls for gender, race/ethnicity, age, income, education, and marital status. Model 2 includes all the controls from Model 1, and adds controls for politics and religiosity.

Appendix 4.A Effects of Demographic Characteristics on Attitudes toward Free Tuition, $N = 1,195$

	(1)	(2)
Woman	0.07 (0.06)	0.06 (0.05)
Latinx	0.37** (0.12)	0.29* (0.11)
Black	0.41*** (0.09)	0.30*** (0.09)
Asian	-0.03 (0.16)	-0.02 (0.15)
Other race	0.24 (0.18)	0.20 (0.17)
Age (categories)	-0.10*** (0.02)	-0.09*** (0.02)
Income (categories)	-0.06** (0.02)	-0.06** (0.02)
High school diploma	-0.03 (0.20)	-0.06 (0.19)
Some college	-0.02 (0.20)	-0.03 (0.19)
Bachelor's degree	-0.07 (0.21)	-0.18 (0.19)
Graduate degree	-0.12 (0.21)	-0.22 (0.20)
Divorced/Widowed/Separated	0.06 (0.08)	-0.01 (0.08)
Never married	-0.01 (0.08)	-0.11 (0.07)
Liberal		-0.08 (0.11)
Slightly liberal		-0.45*** (0.13)
Moderate		-0.53*** (0.10)
Slightly conservative		-1.04*** (0.13)
Conservative		-1.11*** (0.12)
Extremely conservative		-1.01*** (0.13)
Bible is inspired word of God		-0.11 (0.06)
Bible is literal word of God		-0.09 (0.08)
Constant	3.49*** (0.22)	4.19*** (0.22)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey, 2019 Supplement (Powell 2019).

Notes: OLS regressions; standard errors in parentheses. Omitted categories are man; white; less than high school; married or cohabiting; extremely liberal; Bible is a book of stories and fables.

Appendix 4.B

Effects of Attitudes toward Free Tuition on Beliefs about Who Should Have the Main Responsibility for the Cost of Education Beyond High School, $N = 1,191$

	Parents versus Students		State or local government versus Students		Federal government versus Students	
	(1)	(2)	(1)	(2)	(1)	(2)
Support for free tuition	0.34*** (0.08)	0.32*** (0.09)	1.15*** (0.11)	1.07*** (0.12)	1.50*** (0.12)	1.36*** (0.13)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey, 2019 Supplement (Powell 2019).

Notes: Multinomial logistic regressions; standard errors in parentheses. Model 1 includes controls for gender, race/ethnicity, age, income, education, and marital status. Model 2 includes all the controls from Model 1, and adds controls for politics and religiosity.

Appendix 4.C

Effects of Attitudes toward Free Tuition on Beliefs about Who Should Have Responsibility for the Cost of Education Beyond High School – Combinations, $N = 1,189$

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”
	(1)	(2)	(1)	(2)	(1)	(2)
Support for free tuition	0.97***	0.91***	1.05***	1.01***	1.77***	1.61***
	(0.11)	(0.12)	(0.10)	(0.10)	(0.13)	(0.13)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey, 2019 Supplement (Powell 2019).

Notes: Multinomial logistic regressions; standard errors in parentheses. Model 1 includes controls for gender, race/ethnicity, age, income, education, and marital status. Model 2 includes all the controls from Model 1, and adds controls for politics and religiosity.

Appendix 5.A

Effects of Attitudes toward College Access on Beliefs about Who Should Have Responsibility for the Cost of Education Beyond High School – Combinations, $N = 672$

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”
	(1)	(2)	(1)	(2)	(1)	(2)
Vast majority of qualified students can attend college (0/1)	-0.28 (0.30)	-0.22 (0.31)	-0.74** (0.24)	-0.49* (0.25)	-1.74*** (0.30)	-1.32*** (0.31)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey (Powell 2015).

Notes: Multinomial logistic regressions; standard errors in parentheses. Omitted category of the main predictor variable is that there are many people who are qualified to attend college but do not have the opportunity to do so. Model 1 includes controls for gender, race/ethnicity, age, income, education, and marital status. Model 2 includes all the controls from Model 1, and adds controls for politics and religiosity.

Appendix 5.B

Effects of Attitudes toward College Access for Low-Income Students on Beliefs about Who Should Have Responsibility for the Cost of Education Beyond High School – Combinations, $N = 676$

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”
	(1)	(2)	(1)	(2)	(1)	(2)
Low-income students: Less opportunity than others	0.51 (0.31)	0.41 (0.32)	0.69** (0.24)	0.47 (0.26)	1.29*** (0.28)	0.87** (0.30)
Low-income students: More opportunity than others	-0.03 (0.47)	-0.00 (0.48)	0.06 (0.37)	0.11 (0.38)	-0.01 (0.46)	0.18 (0.49)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey (Powell 2015).

Notes: Multinomial logistic regressions; standard errors in parentheses. Omitted category of the main predictor variable is that low-income students have the same opportunity to attend college as others. Model 1 includes controls for gender, race/ethnicity, age, income, education, and marital status. Model 2 includes all the controls from Model 1, and adds controls for politics and religiosity.

Appendix 5.C

Effects of Attitudes toward College Access for Middle-Class Students on Beliefs about Who Should Have Responsibility for the Cost of Education Beyond High School – Combinations, $N = 676$

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”
	(1)	(2)	(1)	(2)	(1)	(2)
Middle-class students: Less opportunity than others	0.05 (0.34)	0.07 (0.35)	-0.14 (0.28)	-0.09 (0.29)	0.65* (0.27)	0.65* (0.29)
Middle-class students: More opportunity than others	-0.68 (0.47)	-0.65 (0.48)	0.11 (0.30)	0.05 (0.32)	0.54 (0.31)	0.42 (0.33)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey (Powell 2015).

Notes: Multinomial logistic regressions; standard errors in parentheses. Omitted category of the main predictor variable is that middle-class students have the same opportunity to attend college as others. Model 1 includes controls for gender, race/ethnicity, age, income, education, and marital status. Model 2 includes all the controls from Model 1, and adds controls for politics and religiosity.

Appendix 5.D

Effects of Attitudes toward College Access for Racial and Ethnic Minority Students on Beliefs about Who Should Have Responsibility for the Cost of Education Beyond High School – Combinations, $N = 673$

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”		“Students and Parents”		“Students and Parents”	
	(1)	(2)	(1)	(2)	(1)	(2)
Racial/ethnic minorities: Less opportunity than others	0.44 (0.33)	0.35 (0.34)	0.59* (0.25)	0.36 (0.26)	1.00*** (0.25)	0.63* (0.27)
Racial/ethnic minorities: More opportunity than others	-0.23 (0.37)	-0.14 (0.37)	0.21 (0.28)	0.39 (0.29)	-0.41 (0.33)	-0.18 (0.35)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey (Powell 2015).

Notes: Multinomial logistic regressions; standard errors in parentheses. Omitted category of the main predictor variable is that racial and ethnic minority students have the same opportunity to attend college as others. Model 1 includes controls for gender, race/ethnicity, age, income, education, and marital status. Model 2 includes all the controls from Model 1, and adds controls for politics and religiosity.

Appendix 5.E

Effects of Attitudes toward College Access for Low-Income Students, Middle-Class Students, and Racial and Ethnic Minority Students on Overall Beliefs about Access to Higher Education, $N = 675$

	Vast majority of qualified students can attend college (0/1)	
	(1)	(2)
Low-income students		
More opportunity	1.22*** (0.31)	1.08*** (0.32)
Same opportunity	1.25*** (0.22)	1.13*** (0.23)
Middle-class students		
More opportunity	1.00** (0.33)	1.07** (0.34)
Same opportunity	0.57* (0.26)	0.63* (0.26)
Racial/ethnic minority students		
More opportunity	1.08*** (0.30)	0.92** (0.30)
Same opportunity	1.08*** (0.26)	0.99*** (0.26)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey (Powell 2015).

Notes: Logistic regressions; standard errors in parentheses. Omitted categories of the predictor variables is that a given group has less opportunity for college than others. Model 1 includes controls for gender, race/ethnicity, age, income, education, and marital status. Model 2 includes all the controls from Model 1, and adds controls for politics and religiosity.

Appendix 6.A Effects of Attitudes about the Necessity of College on Beliefs about Who Should Have the Main Responsibility for the Cost of Education Beyond High School – Combinations, $N = 1,872$

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”
	(1)	(2)	(1)	(2)	(1)	(2)
There are many ways to succeed without a college degree	-0.43*** (0.09)	-0.40*** (0.09)	-0.43*** (0.07)	-0.41*** (0.07)	-0.63*** (0.07)	-0.63*** (0.08)
Woman	0.01 (0.15)	-0.05 (0.16)	-0.32* (0.13)	-0.34* (0.13)	-0.18 (0.13)	-0.17 (0.14)
Latinx	0.82** (0.32)	0.79* (0.32)	0.71* (0.30)	0.66* (0.30)	0.75** (0.28)	0.69* (0.30)
Black	0.43 (0.26)	0.36 (0.27)	1.09*** (0.21)	1.03*** (0.21)	0.72*** (0.21)	0.63** (0.23)
Asian	1.54 (0.84)	1.33 (0.86)	1.69* (0.72)	1.54* (0.74)	1.50* (0.76)	1.35 (0.78)
Other race	0.84** (0.32)	0.88** (0.33)	0.52 (0.31)	0.56 (0.32)	0.33 (0.32)	0.45 (0.33)
Age	-0.01** (0.00)	-0.01* (0.00)	-0.01** (0.00)	-0.01* (0.00)	-0.02*** (0.00)	-0.01*** (0.00)
Income	-0.12* (0.05)	-0.13* (0.05)	-0.02 (0.04)	-0.03 (0.04)	-0.13** (0.04)	-0.12** (0.05)
High school diploma	-0.87 (0.47)	-0.75 (0.48)	-0.76 (0.43)	-0.72 (0.44)	-0.47 (0.45)	-0.43 (0.46)
Some college	-0.66 (0.46)	-0.55 (0.47)	-0.80 (0.42)	-0.78 (0.43)	-0.41 (0.44)	-0.35 (0.45)
Bachelor’s degree	-0.93 (0.48)	-0.95 (0.49)	-0.81 (0.43)	-0.92* (0.44)	-0.41 (0.45)	-0.66 (0.46)
Graduate degree	-1.05* (0.50)	-1.07* (0.51)	-0.42 (0.44)	-0.54 (0.45)	-0.42 (0.46)	-0.67 (0.48)
Divorced/widowed/separated	-0.36 (0.41)	-0.33 (0.42)	0.24 (0.27)	0.21 (0.28)	0.18 (0.31)	0.04 (0.33)
Never married	0.62***	0.53**	0.09	-0.03	0.51***	0.38*

	(0.17)	(0.17)	(0.15)	(0.16)	(0.14)	(0.15)
Liberal		0.47		0.11		-0.25
		(0.39)		(0.32)		(0.29)
Slightly liberal		0.11		-0.35		-1.13***
		(0.40)		(0.33)		(0.31)
Moderate		-0.57		-0.79**		-1.48***
		(0.35)		(0.28)		(0.25)
Slightly conservative		-0.51		-0.99**		-2.46***
		(0.39)		(0.32)		(0.34)
Conservative		-0.79*		-1.45***		-2.57***
		(0.38)		(0.32)		(0.33)
Extremely conservative		-1.81***		-1.29***		-2.50***
		(0.49)		(0.33)		(0.35)
Bible is inspired word of God		-0.17		-0.13		-0.50**
		(0.19)		(0.16)		(0.16)
Bible is literal word of God		0.06		-0.30		-0.43*
		(0.23)		(0.20)		(0.20)
Constant	1.33*	1.79**	1.52**	2.45***	2.25***	4.05***
	(0.56)	(0.66)	(0.50)	(0.57)	(0.51)	(0.59)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey 2015 and 2019 Supplement (Powell 2015, 2019)

Notes: Multinomial logistic regressions; standard errors in parentheses. Attitudes range from 1 (strongly disagree) to 4 (strongly agree). Omitted categories are man; White; less than high school; married or cohabiting; extremely liberal; Bible is a book of stories and fables.

Appendix 6.B

Effects of Attitudes about the Financial Value of College on Beliefs about Who Should Have the Main Responsibility for the Cost of Education Beyond High School – Combinations, $N = 1,862$

	“Students and Government”		“Parents and Government”		“Government Only”	
	versus		versus		versus	
	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”	“Students and Parents”
	(1)	(2)	(1)	(2)	(1)	(2)
A college education is worth the cost it requires	-0.17*	-0.20*	0.17*	0.15*	-0.10	-0.16*
Woman	0.11	0.04	-0.21	-0.24	-0.05	-0.06
Latinx	0.94**	0.88**	0.81**	0.75*	0.91**	0.84**
Black	0.44	0.37	1.07***	1.04***	0.74***	0.62**
Asian	1.47	1.33	1.76*	1.65*	1.50*	1.37
Other race	0.91**	0.96**	0.59	0.63*	0.44	0.55
Age	-0.01*	-0.01*	-0.01*	-0.00	-0.01***	-0.01*
Income	-0.11*	-0.12*	-0.03	-0.03	-0.13**	-0.12**
High school diploma	-0.95*	-0.83	-0.89*	-0.85	-0.61	-0.53
Some college	-0.68	-0.57	-0.85*	-0.83	-0.44	-0.33
Bachelor’s degree	-0.89	-0.91	-0.88*	-1.00*	-0.43	-0.61
Graduate degree	-0.95	-0.98	-0.47	-0.60	-0.39	-0.56
Divorced/widowed/separated	-0.36	-0.34	0.17	0.15	0.18	0.06
Never married	0.62***	0.52**	0.09	-0.03	0.54***	0.41**

	(0.17)	(0.17)	(0.15)	(0.16)	(0.14)	(0.15)
Liberal		0.50		0.18		-0.20
		(0.39)		(0.32)		(0.29)
Slightly liberal		0.21		-0.20		-0.99**
		(0.39)		(0.33)		(0.31)
Moderate		-0.55		-0.66*		-1.39***
		(0.35)		(0.27)		(0.25)
Slightly conservative		-0.54		-0.90**		-2.46***
		(0.39)		(0.32)		(0.34)
Conservative		-0.86*		-1.38***		-2.67***
		(0.38)		(0.32)		(0.33)
Extremely conservative		-1.83***		-1.22***		-2.55***
		(0.48)		(0.33)		(0.35)
Bible is inspired word of God		-0.15		-0.16		-0.47**
		(0.19)		(0.16)		(0.16)
Bible is literal word of God		0.11		-0.32		-0.31
		(0.23)		(0.20)		(0.20)
Constant	0.33	0.94	-0.34	0.66	0.47	2.32***
	(0.52)	(0.61)	(0.47)	(0.54)	(0.47)	(0.54)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey 2015 and 2019 Supplement (Powell 2015, 2019)

Notes: Multinomial logistic regressions; standard errors in parentheses. Attitudes range from 1 (strongly disagree) to 4 (strongly agree). Omitted categories are man; White; less than high school; married or cohabiting; extremely liberal; Bible is a book of stories and fables.

Table 6.C Effects of Attitudes about the Necessity of College and Attitudes about the Financial Value of College on Attitudes toward Free Tuition, $N = 1,190$

	(1)	(2)	(1)	(2)	(1)	(2)
<i>A college education is worth the financial cost it requires</i>						
Somewhat agree	-0.18*	-0.15*			-0.16*	-0.13
	(0.07)	(0.07)			(0.08)	(0.07)
Somewhat disagree	-0.24**	-0.20**			-0.21*	-0.17*
	(0.08)	(0.08)			(0.08)	(0.08)
Strongly disagree	-0.20	-0.10			-0.15	-0.06
	(0.11)	(0.10)			(0.11)	(0.10)
<i>There are many ways to succeed in today's work world without a college degree</i>						
Somewhat agree			0.15*	0.10	0.14*	0.10
			(0.06)	(0.06)	(0.07)	(0.06)
Somewhat disagree			0.23*	0.15	0.20*	0.13
			(0.09)	(0.09)	(0.09)	(0.09)
Strongly disagree			0.47**	0.45**	0.42**	0.41**
			(0.15)	(0.14)	(0.15)	(0.14)

* $p < .05$, ** $p < .01$, *** $p < .001$

Source: Constructing the Family and Higher Education Survey, 2019 Supplement (Powell 2019)

Notes: OLS regressions; standard errors in parentheses. Model 1s include controls for gender, race/ethnicity, age, income, education, and marital status. Model 2s include all the controls from Model 1s, and adds controls for politics and religiosity.

Appendix 6.D

Predicted Probabilities of Attitudes toward Free Tuition, by Attitudes
Toward the Financial Value of College, $N = 1,192$

<i>Tuition at public colleges and universities should be free for anyone who is qualified to attend</i>				
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
<i>A college education is worth the financial cost it requires</i>				
Strongly disagree	0.18	0.13	0.17	0.52
Somewhat disagree	0.14	0.19	0.32**	0.36**
Somewhat agree	0.11*	0.19	0.36***	0.34***
Strongly agree	0.10*	0.14	0.33**	0.43

* $p < .05$, ** $p < .01$, *** $p < .001$ (tests whether a proportion is significantly different from those who “strongly disagree” that a college education is worth the financial cost it requires within that row or column)

Source: Constructing the Family and Higher Education Survey, 2019 Supplement (Powell 2019)

Notes: Multinomial logistic regression; predicted probabilities reported. Model includes controls for gender, race/ethnicity, age, income, education, marital status, politics, and religiosity.