NEBRASKA RURAL POLL

A Research Report

Perceptions of Higher Education in Nonmetropolitan Nebraska

2019 Nebraska Rural Poll Results

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All of the research reports detailing Nebraska Rural Poll results are located on its webpage at http://ruralpoll.unl.edu

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Executive Summary

Some recent national polls have shown a decline in confidence in higher education. The cited reasons for this decline are concerns about affordability, access and the political culture on campuses. Given these national trends, how do rural Nebraskans view the impacts of their education? Do they view higher education as important for individuals and the economy? Have these views changed over the past four years? What types of higher education institutions have their households attended? This paper provides a detailed analysis of these questions.

This report details 1,776 responses to the 2019 Nebraska Rural Poll, the 24th annual effort to understand rural Nebraskans' perceptions. Respondents were asked a series of questions about education. Trends for some of the questions are examined by comparing data from the 2015 Rural Poll to this year's results. In addition, comparisons are made among different respondent subgroups, that is, comparisons by age, occupation, region, etc. Based on these analyses, some key findings emerged:

- ***Most rural Nebraskans agree that their education was worth the financial cost and that they learned important skills during their education.*** Over six in ten rural Nebraskans (62%) agree that their education was worth the financial cost and almost three-quarters (74%) agree that they learned important skills during their education that they use in their day-to-day life.
    - ✓ *Persons with the highest education levels are more likely than persons with less education to agree that their education was worth the financial cost and that they learned important skills during their education.* Almost three-quarters of persons with at least a four year college degree (74%) agree that their education was worth the financial cost, compared to just over four in ten persons with a high school diploma or less education (41%). And, over eight in ten persons with at least a four year degree (84%) agree that they learned important skills during their education that they use in their day-to-day life.

- ***Rural Nebraskans are confident that higher education can lead to a good job.*** While seven in ten (70%) agree that a high school diploma can lead to a good job, at least three-quarters agree that an associate degree (82%) or a bachelor's degree (77%) can lead to a good job. Rural Nebraskans are less confident about an online degree - six in ten (60%) agree that completing a degree online can lead to a good job.
    - ✓ *Persons with production, transportation or warehousing occupations are more likely than persons with other types of occupations to agree they are confident that having a high school diploma can lead to a good job.* Nine in ten persons with these types of occupations (90%) agree with this statement, compared to just under one-half of persons with food service or personal care occupations (49%).
    - ✓ *Persons with at least a four year degree are more likely than persons with less education to agree that they are confident that having a bachelor's degree can lead to a good job.* Over eight in ten persons with at least a four year degree (84%) agree with this statement, compared to 70 percent of persons with a high school diploma or less education.

- ***Most rural Nebraskans see value in apprenticeships.*** Over nine in ten rural Nebraskans (94%) are confident that completing an apprenticeship program can lead to a good job and over eight in ten (84%) agree that apprenticeships should be promoted as an alternative to higher education for getting a good job.

- ***Many rural Nebraskans believe the importance of a college education has grown over time. However, they have mixed opinions on the necessity of college education.*** Just over four in ten rural Nebraskans (44%) agree that getting a college education today is more important than it was 10 years ago. One-third (33%) agree that increasing the number of people who get college degrees is necessary to build a strong economy. But, just under four in ten (37%) disagree with that statement. And, almost four in ten (38%) agree that in order to get ahead in life these days, it's necessary for a person to get a college education. An equal proportion (39%) disagree.
    - ✓ *Older persons are more likely than younger persons to agree that getting a college education today is more important than it was 10 years ago.* Over one-half of persons age 65 and older (56%) agree with that statement, compared to under four in ten persons age 30 to 49.

- ***Most rural Nebraskans question the affordability of higher education and have mixed opinions on the value of college degrees.*** Seven in ten rural Nebraskans (70%) *disagree* that getting an education after high school is affordable for most people. Just over four in ten (42%) agree that most people who enroll in higher education see a return on their investment, while just over one-quarter (27%) disagree. However, almost one-half (47%) agree that college degrees aren't worth as much as they used to be. Just over one-quarter (26%) disagree with the statement.
    - ✓ *Persons with higher education levels are more likely than persons with less education to agree that most people who enroll in higher education see a return on their investment.* Just under one-half of persons with at least a four year degree (48%) agree with that statement, compared to 34 percent of persons with a high school diploma or less education.

- ***Rural Nebraskans are more likely to see the importance of both a high school diploma and an associate's degree this year than they did in 2015.*** This year, seven in ten (70%) agree that a high school diploma can lead to a good job, compared to just under one-half (48%) in 2015. And, this year 82 percent agree that they are confident an associate's degree can lead to a good job, compared to three-quarters (75%) in 2015. The percentage agreeing a bachelor's degree can lead to a good job did not change.

- ***Rural Nebraskans are less likely to see the importance of a college education today than they did in 2015.*** Just over one-half (53%) of rural Nebraskans agreed in 2015 that increasing the number of people who get college degrees is necessary to build a strong economy. But, only one-third (33%) agree with that statement this year. And, while seven in ten (70%) agreed in 2015 that getting a college education today is more important than it was ten years ago, just over four in ten (44%) agree with that statement this year. Finally, almost two-thirds (65%) in 2015 agreed that in order to get ahead in life these days, it is necessary for a person to get a college education. However, only 38 percent agree with that statement this year.

Introduction

Some recent national polls have shown a decline in confidence in higher education. The cited reasons for this decline are concerns about affordability, access and the political culture on campuses. Given these national trends, how do rural Nebraskans view the impacts of their education? Do they view higher education as important for individuals and the economy? Have these views changed over the past four years? What types of higher education institutions have their households attended? This paper provides a detailed analysis of these questions.

This report details 1,776 responses to the 2019 Nebraska Rural Poll, the 24th annual effort to understand rural Nebraskans' perceptions. Respondents were asked a series of questions about education.

Methodology and Respondent Profile

This study is based on 1,776 responses from Nebraskans living in 86 counties in the state.[1] A self-administered questionnaire was mailed in March and April to 6,260 randomly selected households. Metropolitan counties not included in the sample were Cass, Douglas, Lancaster, Sarpy, Saunders, Seward and Washington. The 14-page questionnaire included questions pertaining to well-being, community, community involvement and leadership, immigration and education. This paper reports only results from the education section.

A 28% response rate was achieved using the total design method (Dillman, 1978). The sequence of steps used follow:

1. A pre-notification letter was sent requesting participation in the study.
2. The questionnaire was mailed with an informal letter signed by the project manager approximately ten days later.
3. A reminder postcard was sent to those who had not yet responded approximately ten days after the questionnaire had been sent.
4. Those who had not yet responded within approximately 20 days of the original mailing were sent a replacement questionnaire.

Appendix Table 1 shows demographic data from this year's study and previous rural polls, as well as similar data based on the entire nonmetropolitan population of Nebraska (using the latest available data from the 2013 - 2017 American Community Survey). As can be seen from the table, there are some marked differences between some of the demographic variables in our sample compared to the Census data. Thus, we suggest the reader use caution in generalizing our data to all rural Nebraska. However, given the random sampling frame used for this survey, the acceptable percentage of responses, and the large number of respondents, we feel the data provide useful insights into opinions of rural Nebraskans on the various issues presented in this report. The margin of error for this study is plus or minus two percent.

Since younger residents have typically been under-represented by survey respondents and older residents have been over-represented,

1 In the spring of 2013, the Grand Island area (Hall, Hamilton, Howard and Merrick Counties) was designated a metropolitan area. To facilitate comparisons from previous years, these four counties are still included in our sample. In addition, the Sioux City area metropolitan counties of Dixon and Dakota were added in 2014 because of a joint Metro Poll being conducted by the University of Nebraska at Omaha to ensure all counties in the state were sampled. Although classified as metro, Dixon County is rural in nature. Dakota County is similar in many respects to other "micropolitan" counties the Rural Poll surveys.

weights were used to adjust the sample to match the age distribution in the nonmetropolitan counties in Nebraska (using U.S. Census figures from 2010).

The average age of respondents is 50 years. Seventy percent are married (Appendix Table 1) and 69 percent live within the city limits of a town or village. On average, respondents have lived in Nebraska 43 years and have lived in their current community 27 years. Fifty-six percent are living in or near towns or villages with populations less than 5,000. Ninety-eight percent have attained at least a high school diploma.

Twenty-two percent of the respondents report their 2018 approximate household income from all sources, before taxes, as below $40,000. Sixty percent report incomes over $60,000. Seventy-seven percent were employed in 2018 on a full-time, part-time, or seasonal basis. Eighteen percent are retired. Thirty-six percent of those employed reported working in a management, professional, or education occupation. Sixteen percent indicated they were employed in agriculture.

Opinions about Education

Respondents were first asked about their education and its perceived impacts. Most rural Nebraskans agree that their education was worth the financial cost and that they learned important skills during their education. Over six in ten rural Nebraskans (62%) agree that their education was worth the financial cost and almost three-quarters (74%) agree that they learned important skills during their education that they use in their day-to-day life (Figure 1).

Opinions about their education differ by most individual attributes examined (Appendix Table 2). Older persons are more likely than younger persons to agree with both statements about their education. Just over seven in ten persons age 65 and older (72%) agree that their education was worth the financial cost, compared to just under one-half of persons age 19 to 29 (46%).

Persons with the highest education levels are more likely than persons with less education to agree that their education was worth the financial cost and that they learned important skills during their education. Almost three-quarters of persons with at least a four year college degree (74%) agree that their education was worth the financial cost, compared to just over four in ten persons with a high school diploma or less education (41%) (Figure 2). And, over eight in ten persons with at least a four year degree (84%) agree that they learned important skills during their education that they use in their day-to-day life.

Figure 1. *Opinions about Their Education*

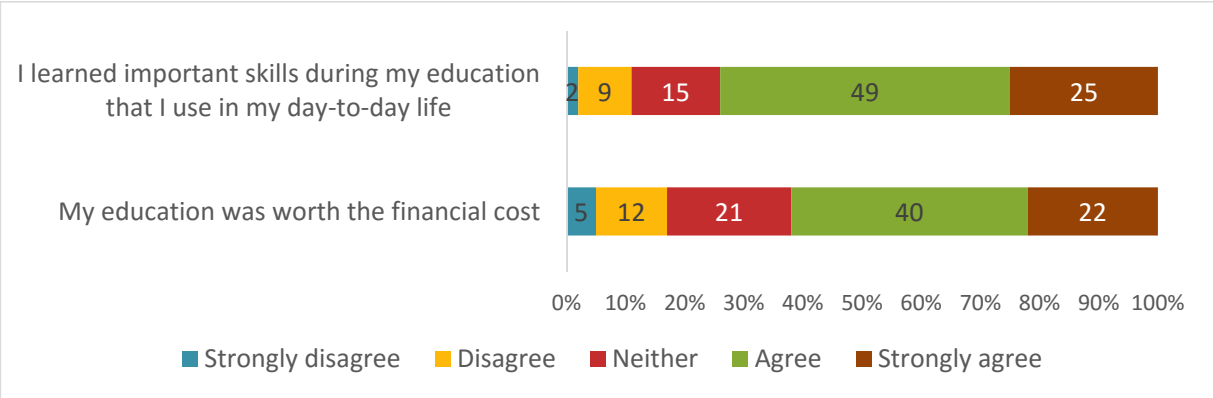
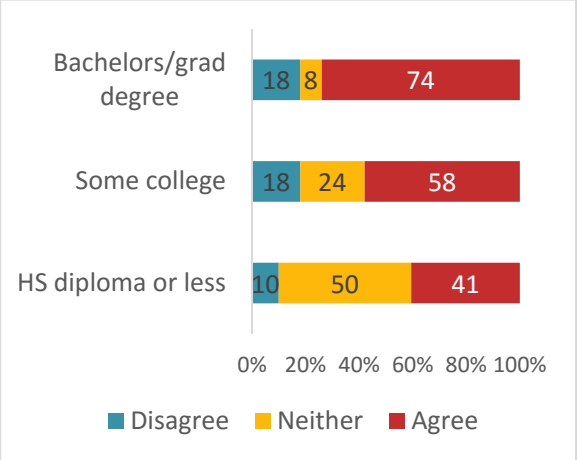


Figure 2. *My Education was Worth the Financial Cost by Education Level*



Other groups most likely to agree with both statements about their education include: persons with the highest household incomes, widowed persons, and persons with management, professional or education occupations.

Next, respondents were asked if they agree or disagree with various statements about education in general. Rural Nebraskans believe education is important for individuals.

Rural Nebraskans are confident that higher education can lead to a good job. While seven in ten (70%) agree that a high school diploma can lead to a good job, at least three-quarters agree that an associate degree (82%) or a bachelor's degree (77%) can lead to a good job (Table 1). Rural Nebraskans are less confident about an online degree - six in ten (60%) agree that completing a degree online can lead to a good job.

Most rural Nebraskans see value in apprenticeships. Over nine in ten rural Nebraskans (94%) are confident that completing an apprenticeship program can lead to a good job and over eight in ten (84%) agree that apprenticeships should be promoted as an alternative to higher education for getting a good job.

Many rural Nebraskans believe the importance of a college education has grown over time. Just over four in ten rural Nebraskans (44%) agree that getting a college education today is more important than it was 10 years ago. However, rural Nebraskans have mixed opinions on the necessity of college education. One-third (33%) agree that increasing the number of people who get college degrees is necessary to build a strong economy. But, just under four in ten (37%) disagree with that statement. And, almost four in ten (38%) agree that in order to get ahead in life these days, it's necessary for a person to get a college education. An equal proportion (39%) disagree.

Most rural Nebraskans question the affordability of higher education. Seven in ten rural Nebraskans (70%) *disagree* that getting an education after high school is affordable for most people. Rural Nebraskans have mixed opinions on the value of college degrees. Just over four in ten (42%) agree that most people who enroll in higher education see a return on their investment, while just over one-quarter (27%) disagree. However, almost one-half (47%) agree that college degrees aren't worth as much as they used to be. Just over one-quarter (26%) disagree with the statement.

Views about the importance of higher education have changed dramatically in the past four years. Some of these statements were also included in the 2015 Rural Poll. The comparisons between these two time periods are included in Figure 3.

Rural Nebraskans are more likely to see the importance of both a high school diploma and an associate's degree this year than they did in 2015. This year, seven in ten (70%) agree that a high school diploma can lead to a good job,

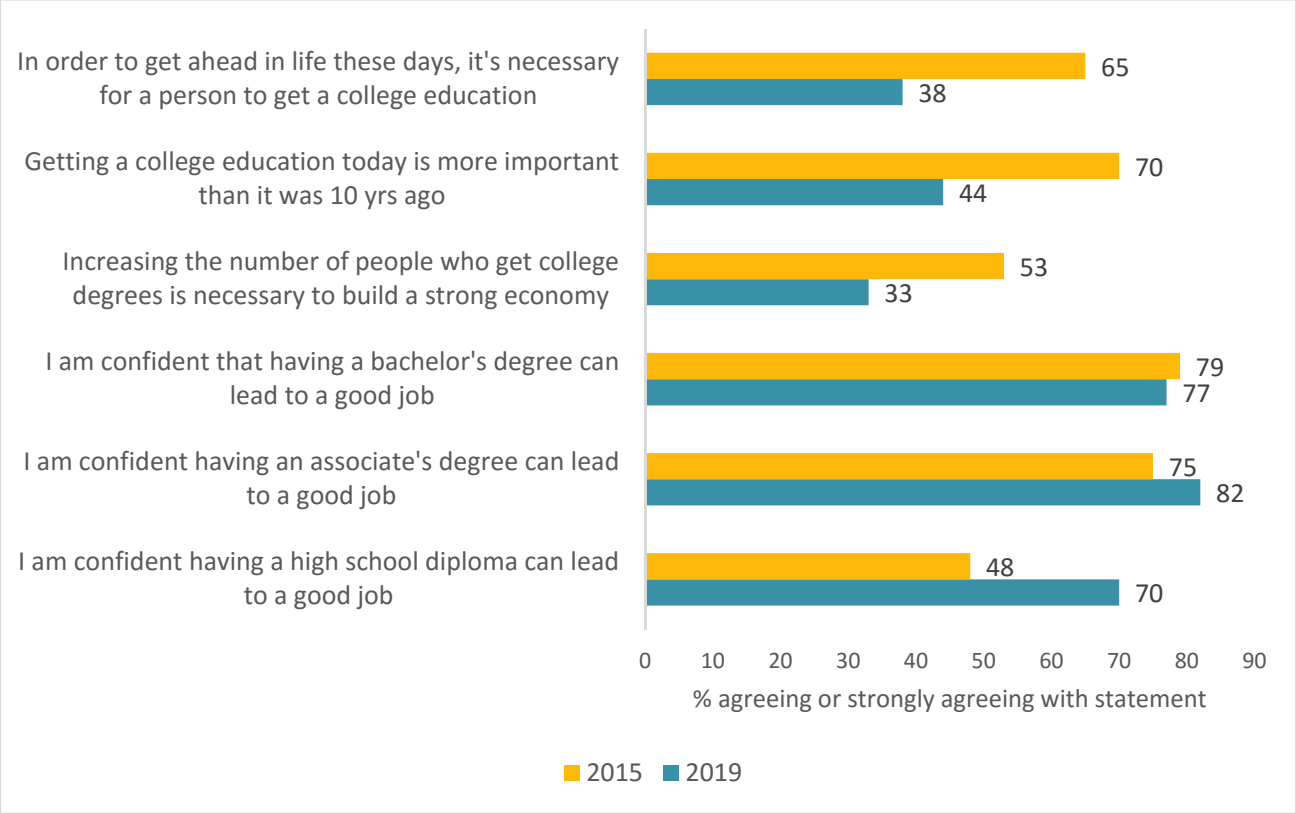
Table 1. *Opinions about Education*

	Strongly Disagree	*Disagree*	*Neither*	*Agree*	*Strongly Agree*
I am confident that having a high school diploma can lead to a good job.	2%	17%	11%	45%	25%
I am confident that completing an apprenticeship program (instruction and training for craft persons or trade professionals) can lead to a good job.	0.2	1	5	53	41
I am confident that having an associate's degree (typically a two year degree) can lead to a good job.	1	6	11	52	30
I am confident that having a bachelor's degree (typically a four year degree) can lead to a good job.	1	10	12	46	31
I am confident that completing a degree online can lead to a good job.	1	9	30	46	14
Apprenticeships should be promoted as an alternative to higher education for getting a good job.	0.1	3	13	49	35
Increasing the number of people who get college degrees is necessary to build a strong economy.	7	30	30	26	7
Getting a college education today is more important than it was ten years ago.	7	24	25	29	15
In order to get ahead in life these days, it's necessary for a person to get a college education.	9	30	23	30	8
Getting an education after high school is affordable for most people.	30	40	14	14	2
Most people who enroll in higher education see a return on their investment.	7	20	32	37	5
College degrees aren't worth as much as they used to be.	5	21	28	34	13

compared to just under one-half (48%) in 2015. And, this year 82 percent agree that they are confident an associate's degree can lead to a good job, compared to three-quarters (75%) in 2015. The percentage agreeing a bachelor's degree can lead to a good job did not change.

Rural Nebraskans are less likely to see the importance of a college education today than they did in 2015. Just over one-half (53%) of rural Nebraskans agreed in 2015 that increasing the number of people who get college degrees is necessary to build a strong economy. But, only one-third (33%) agree with that statement this year. And, while seven in ten (70%) agreed in 2015 that getting a college education today is more important than it was ten years ago, just over four in ten (44%) agree with that

Figure 3. *Opinions about Education, 2015 and 2019*



statement this year. Finally, almost two-thirds (65%) in 2015 agreed that in order to get ahead in life these days, it is necessary for a person to get a college education. However, only 38 percent agree with that statement this year.

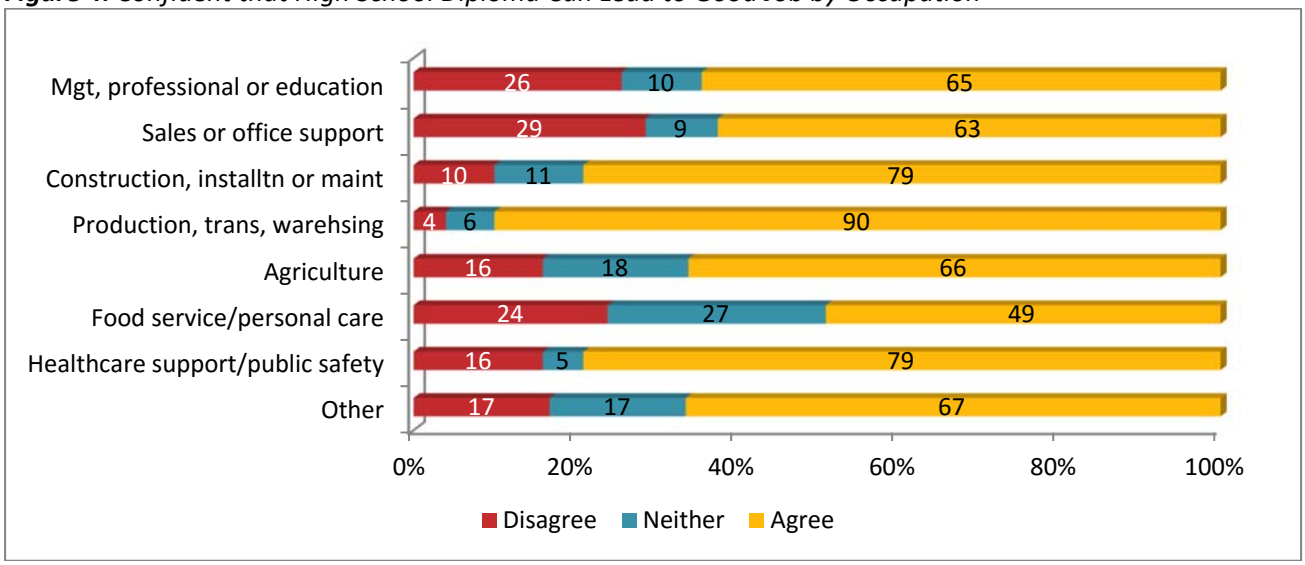
The opinions about education vary by community size, region and various individual attributes (Appendix Table 3). Persons living in or near smaller communities are more likely than persons living in or near larger communities to agree that they are confident having a high school diploma can lead to a good job. Almost eight in ten persons living in or near communities with less than 500 people (79%) agree with this statement, compared to 66 percent of persons living in or near communities with populations of 10,000 or more.

Persons with production, transportation or warehousing occupations are more likely than persons with other types of occupations to agree they are confident that having a high school diploma can lead to a good job. Nine in ten persons with these types of occupations (90%) agree with this statement, compared to just under one-half of persons with food service or personal care occupations (49%) (Figure 4).

Other groups most likely to agree that they are confident having a high school diploma can lead to a good job include: persons with lower household incomes, females, and persons without a four year degree.

Persons with higher household incomes and persons with higher education levels are the groups most likely to agree that they are confident that completing an apprenticeship

Figure 4. *Confident that High School Diploma Can Lead to Good Job by Occupation*



program can a lead to a good job. When comparing responses by occupation, persons with food service or personal care occupations are the group *least* likely to agree with this statement.

Persons with at least some college education are more likely than persons without any college education to agree that they are confident having an associate's degree can lead to a good job. Over eight in ten persons with at least some college education (84%) agree with the statement, compared to 72 percent of persons with no college education.

Other groups most likely to agree with this statement include persons with higher household incomes and persons with occupations in agriculture.

Persons with at least a four year degree are more likely than persons with less education to agree that they are confident having a bachelor's degree can lead to a good job. Over eight in ten persons with at least a four year degree (84%) agree with this statement, compared to 70 percent of persons with a high school diploma or less education.

Other groups most likely to agree that having a bachelor's degree can lead to a good job include: persons living in or near larger communities, persons with higher household incomes, females, and persons with management, professional or education occupations.

Younger persons are more likely than older persons to agree that they are confident completing a degree online can lead to a good job. Over six in ten persons age 19 to 29 (64%) agree with this statement, compared to just under six in ten persons age 50 and older.

Other groups most likely to agree that completing a degree online can lead to a good job include: persons living in or near communities with populations ranging from 1,000 to 4,999; females; and persons with at least some college education.

Persons with household incomes over $40,000 and persons with at least some college education are the groups most likely to agree

that apprenticeships should be promoted as an alternative to higher education for getting a good job.

Older persons are more likely than younger persons to agree that increasing the number of people who get college degrees is necessary to build a strong economy. Almost four in ten persons age 65 and older (38%) agree with this statement, compared to approximately 27 percent of persons age 19 to 39.

Females, persons without a college education and persons with food service or personal care occupations are the other groups most likely to agree that increasing the number of people who get college degrees is necessary to build a strong economy.

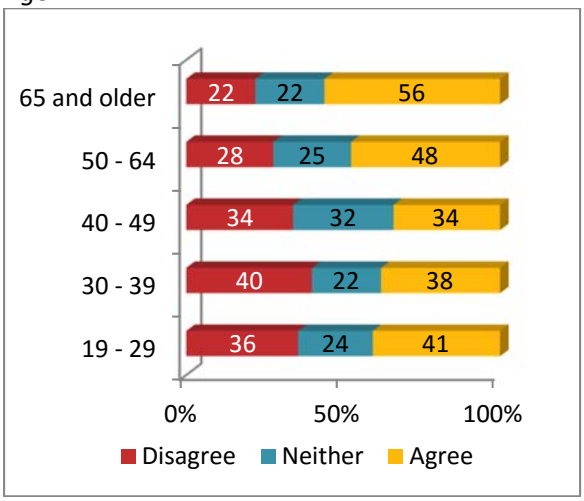
Older persons are more likely than younger persons to agree that getting a college education today is more important than it was 10 years ago. Over one-half of persons age 65 and older (56%) agree with that statement, compared to under four in ten persons age 30 to 49 (Figure 5).

Other groups most likely to agree with this statement include: residents of the Northeast region, residents of the Southeast region, females and persons with food service or personal care occupations.

Females are more likely than males to agree that in order to get ahead in life these days, it is necessary for a person to get a college education. Just over four in ten females (43%) agree with the statement, compared to one-third (33%) of males.

Persons age 40 to 64 and persons with management, professional or education occupations are the other groups most likely to agree that in order to get ahead in life these days, it's necessary for a person to get a college education. When comparing responses by region, residents of the Panhandle are *less* likely than residents of the other regions to agree with the statement.

Figure 5. *Getting a College Education Today is More Important than it Was 10 Years Ago by Age*

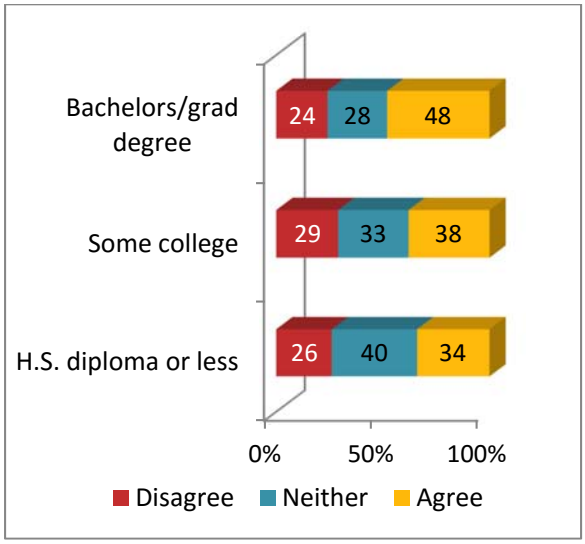


Older persons are more likely than younger persons to agree that getting an education after high school is affordable for most people. Just over two in ten persons age 65 and older (22%) agree with the statement, compared to 11 percent of persons age 30 to 39.

Other groups most likely to agree that getting an education after high school is affordable for most people include persons with a four year college degree and persons with occupations in agriculture.

Persons with higher education levels are more likely than persons with less education to agree that most people who enroll in higher education see a return on their investment. Just under one-half of persons with at least a four year degree (48%) agree with that statement, compared to 34 percent of persons with a high school diploma or less education (Figure 6).

Figure 6. *Most People Who Enroll in Higher Education See a Return on their Investment by Education Level*



The other groups most likely to agree that most people who enroll in higher education see a return on their investment include: persons living in or near communities with populations ranging from 500 to 999, persons with higher household incomes, older persons, persons with occupations in agriculture and persons with management, professional or education occupations.

Younger persons are more likely than older persons to agree that college degrees aren't worth as much as they used to be. Approximately one-half of persons under the age of 50 agree with that statement, compared to 41 percent of persons age 65 and older.

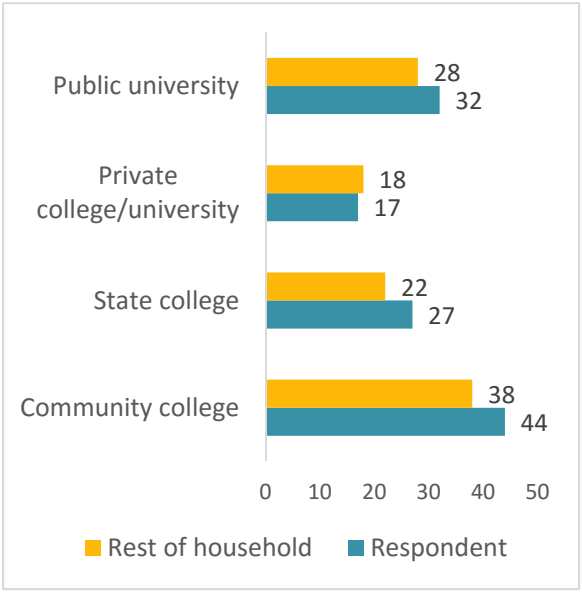
The other groups most likely to agree that college degrees aren't worth as much as they used to be include: persons living in or near both the smallest and largest communities, persons with higher household incomes, males, persons with higher education levels, persons with occupations in agriculture and persons with management, professional or education occupations.

Attendance at Higher Education Institutions

Finally, respondents were asked if they or anyone in their household had attended various higher education institutions. At least one-quarter of rural Nebraskans have attended a community college (44%), a public university (32%) and a state college (27%) (Figure 7).

Attendance at these types of higher education institutions is examined by community size, region and various individual attributes (Appendix Table 4). Persons living in or near larger communities are more likely than persons living in or near smaller communities to have attended a public university. Over one-third of persons living in or near communities with populations of 5,000 or more have attended a public university, compared to one-quarter (25%) of persons living in or near the smallest communities. Persons living in or near mid-sized communities are *less* likely than

Figure 7. *Attendance at Higher Education Institutions*



persons living in or near both larger and smaller communities to have attended a community college.

Residents of both the Panhandle and North Central regions are more likely than residents of other regions of the state to have attended a state college. Panhandle residents are the regional group most likely to have attended a public university and most likely to have had someone in their household attend a state college.

Persons with lower household incomes are more likely than persons with higher incomes to have attended a community college. Persons with higher household incomes are more likely than persons with lower incomes to have attended either a public or private university or have someone else in their household attend one of these institutions. Just over one-half of persons with household incomes of $100,000 or more (51%) have attended a public university, compared to 16 percent of persons with household incomes under $40,000.

Younger persons are more likely than older persons to have attended either a community college or private college/university. At least one-half of persons under the age of 40 have attended a community college, compared to 35 percent of persons age 65 and older. Persons age 40 to 49 are the age group most likely to have attended a public university. The youngest persons are the age group most likely to have had another member of their household attend a community college. The oldest persons are most likely to have had a member of their household attend a state college. Persons age 40 to 64 are most likely to have had a household member attend a public university.

Over seven in ten persons with some college education, but not a four year degree, (71%) have attended a community college. Persons with at least a four year degree are more likely than persons with less education to have attended a state college, a private college/university or a public university. The same general pattern emerges for other members of their household: persons with less education are most likely to have had a household member attend a community college and persons with the highest education levels are most likely to have had someone in their household attend either a private college/university or a public university.

Females are more likely than males to have attended a private college/university and males are more likely than females to have attended a public university.

Persons with production, transportation or warehousing occupations and persons with construction, installation or maintenance occupations are the occupation groups most likely to have attended a community college. These two groups, along with persons with healthcare support or public safety occupations, are the groups most likely to have had someone in their household attend a community college.

Persons with healthcare support or public safety occupations and persons with management, professional, or education occupations are the occupation groups most likely to have attended a state college. Persons with food service or personal care occupations and persons with management, professional, or education occupations are the occupation groups most likely to have attended a private college/university.

Persons with management, professional, or education occupations are the occupation group most likely to have attended a public

university and to have had a member of their household attend a public university.

Conclusion

Most rural Nebraskans agree that their education was worth the financial cost and that they learned important skills during their education. Persons with the highest education levels are more likely than persons with less education to agree with those statements.

Rural Nebraskans are confident that higher education can lead to a good job. While seven in ten agree that a high school diploma can lead to a good job, at least three-quarters agree that an associate degree or a bachelor's degree can lead to a good job. They are less confident about an online degree - six in ten agree that completing a degree online can lead to a good job.

Most rural Nebraskans see value in apprenticeships. Over nine in ten rural Nebraskans are confident that completing an apprenticeship program can lead to a good job and over eight in ten agree that apprenticeships should be promoted as an alternative to higher education for getting a good job.

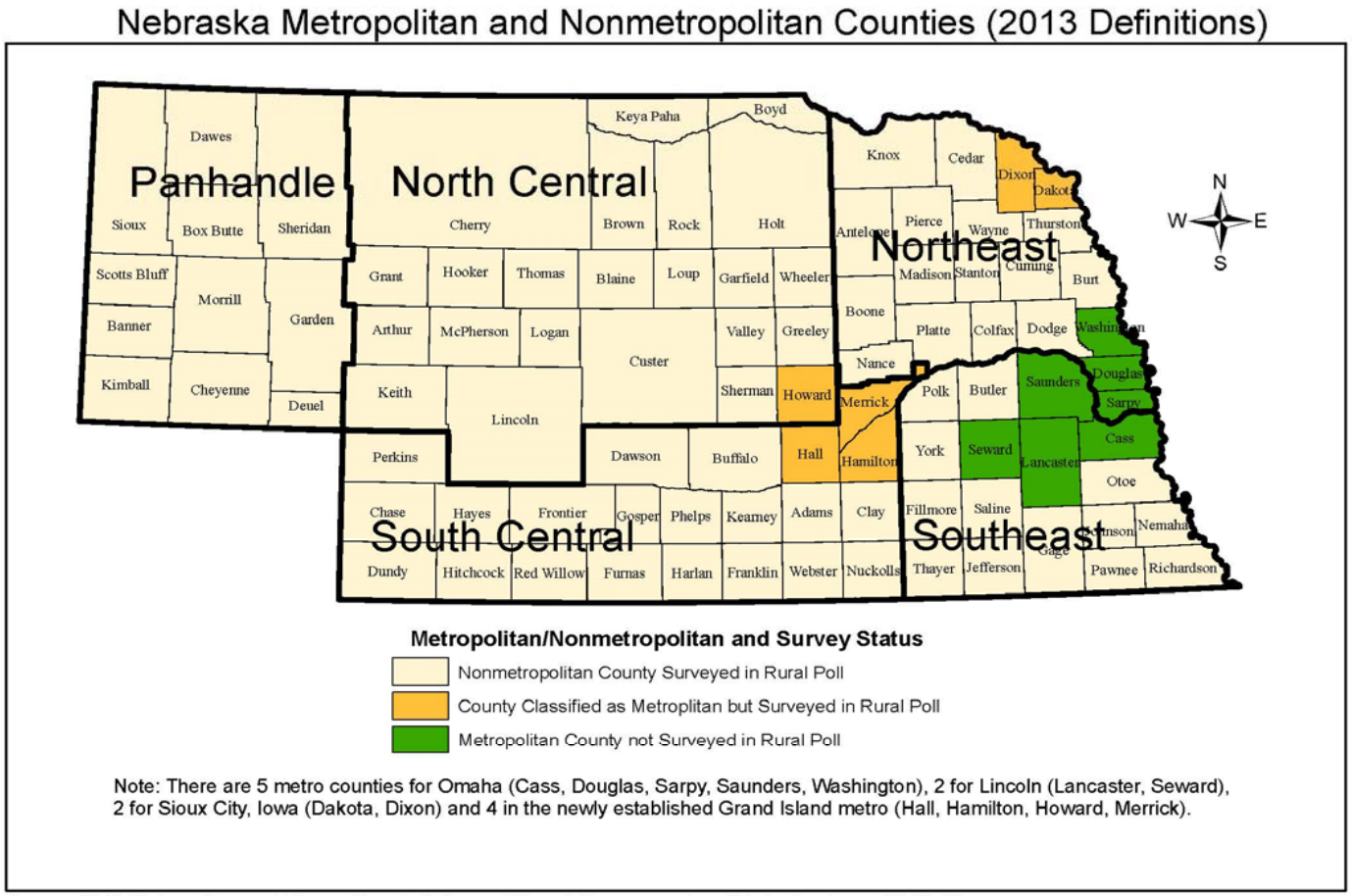
Many rural Nebraskans believe the importance of a college education has grown over time. However, they have mixed opinions on the necessity of college education. Just over four in ten rural Nebraskans agree that getting a college education today is more important than it was 10 years ago. One-third agree that increasing the number of people who get college degrees is necessary to build a strong economy. But, just under four in ten disagree with that statement. And, almost four in ten agree that in order to get ahead in life these days, it's necessary for a person to get a college education. An equal proportion disagree.

Most rural Nebraskans question the affordability of higher education and have mixed opinions on the value of college degrees. Seven in ten rural Nebraskans *disagree* that getting an education after high school is affordable for most people. Just over four in ten agree that most people who enroll in higher education see a return on their investment, while just over one-quarter disagree. However, almost one-half agree that college degrees aren't worth as much as they used to be. Just over one-quarter disagree with the statement. However, persons with higher education levels are more likely than persons with less education to agree that most people who enroll in higher education see a return on their investment.

Rural Nebraskans are more likely to see the importance of both a high school diploma and an associate's degree this year than they did in 2015. The percentage agreeing a bachelor's degree can lead to a good job did not change.

Rural Nebraskans are less likely to see the importance of a college education today than they did in 2015. Just over one-half of rural Nebraskans agreed in 2015 that increasing the number of people who get college degrees is necessary to build a strong economy. But, only one-third agree with that statement this year. And, while seven in ten agreed in 2015 that getting a college education today is more important than it was ten years ago, just over four in ten agree with that statement this year. Finally, almost two-thirds in 2015 agreed that in order to get ahead in life these days, it is necessary for a person to get a college education. However, just under four in ten agree with that statement this year.

Appendix Figure 1. Regions of Nebraska



Source: 2013 Metropolitan and Micropolitan Definitions, Office of Management and Budget, released 2-28-13

Prepared by: David Drozd, Center for Public Affairs Research, University of Nebraska at Omaha - August 11, 2014

Appendix Table 1. *Demographic Profile of Rural Poll Respondents[1] Compared to 2013 – 2017 American Community Survey 5 Year Average for Nebraska**

	2019 Poll	***2018 Poll***	***2017 Poll***	***2016 Poll***	***2015 Poll***	***2014 Poll***	***2013 - 2017 ACS***
Age : [2]							
20 - 39	32%	32%	32%	31%	31%	32%	32%
40 - 64	44%	44%	44%	45%	45%	46%	43%
65 and over	24%	24%	24%	24%	24%	23%	25%
Gender: [3]							
Female	55%	55%	56%	59%	58%	57%	51%
Male	45%	46%	44%	41%	42%	43%	49%
Education: [4]							
Less than 9th grade	0.3%	1%	1%	1%	1%	1%	4%
9th to 12th grade (no diploma)	1%	2%	2%	2%	2%	3%	6%
High school diploma (or equiv.)	15%	18%	18%	21%	22%	18%	32%
Some college, no degree	18%	23%	22%	21%	23%	23%	26%
Associate degree	24%	17%	16%	19%	15%	16%	11%
Bachelors degree	29%	25%	25%	23%	24%	24%	14%
Graduate or professional degree	13%	13%	16%	14%	13%	16%	6%
Household Income: [5]							
Less than $20,000	7%	9%	10%	11%	12%	12%	16%
$20,000 - $39,999	15%	18%	18%	22%	18%	22%	22%
$40,000 - $59,999	18%	22%	26%	22%	23%	25%	19%
$60,000 - $74,999	16%	17%	12%	14%	15%	13%	12%
$75,000 - $99,999	19%	33%	34%	32%	32%	29%	13%
$100,000 - $149,999	16%	***[6]	***	***	***	***	12%
$150,000 - $199,999	5%	***	***	***	***	***	3%
$200,000 or more	3%	***	***	***	***	***	3%
Marital Status: [7]							
Married	70%	71%	68%	69%	68%	68%	62%
Never married	12%	10%	13%	11%	13%	12%	18%
Divorced/separated	9%	11%	11%	10%	10%	12%	12%
Widowed/widower	8%	8%	8%	9%	8%	8%	8%

[1] Data from the Rural Polls have been weighted by age.

[2] 2013-2017 American Community Survey universe is non-metro population 20 years of age and over.

[3] 2013-2017 American Community Survey universe is non-metro population 20 years of age and over.

[4] 2013-2017 American Community Survey universe is non-metro population 18 years of age and over.

[5] 2013-2017 American Community Survey universe is all non-metro households.

[6] Income categories for the Rural Polls were expanded in 2019. $75,000 or more was the largest category before then.

[7] 2013-2017 American Community Survey universe is non-metro population 20 years of age and over.

*Comparison numbers are estimates taken from the American Community Survey five-year sample and may reflect significant margins of error for areas with relatively small populations.

Appendix Table 2. *Opinions About Their Education by Community Size, Region and Individual Attributes*

	My education was worth the financial cost.				***I learned important skills during my education that I use in my day-to-day life.***			
	Disagree	*Neither*	*Agree*	*Significance*	*Disagree*	*Neither*	*Agree*	*Significance*
				Percentages				
Total	17	21	62		12	15	73	
Community Size		(n = 1654)				(n = 1667)		
Less than 500	18	19	63		12	16	72	
500 - 999	15	16	70		7	12	80	
1,000 - 4,999	17	22	61		11	17	72	
5,000 - 9,999	11	25	64	$\chi^2 = 10.63$	5	20	75	$\chi^2 = 19.77$*
10,000 and up	18	21	61	(.223)	14	13	73	(.011)
Region		(n = 1719)				(n = 1728)		
Panhandle	19	21	60		9	12	79	
North Central	16	24	60		10	13	77	
South Central	17	18	65		12	16	73	
Northeast	17	25	59	$\chi^2 = 9.40$	15	15	71	$\chi^2 = 10.09$
Southeast	16	21	63	(.310)	9	18	73	(.258)
Individual Attributes:								
Income Level		(n = 1582)				(n = 1588)		
Under $40,000	17	29	54		14	23	63	
$40,000 - $74,999	18	27	55		8	15	76	
$75,000 - $99,999	20	14	66	$\chi^2 = 71.76$*	17	11	72	$\chi^2 = 49.96$*
$100,000 and over	13	11	76	(.000)	9	10	81	(.000)
Age		(n = 1725)				(n = 1737)		
19 - 29	32	22	46		22	10	68	
30 - 39	22	16	62		13	16	71	
40 - 49	21	17	62		15	14	71	
50 - 64	11	26	63	$\chi^2 = 119.70$*	7	17	76	$\chi^2 = 64.81$*
65 and older	5	24	72	(.000)	4	17	78	(.000)
Gender		(n = 1699)				(n = 1711)		
Male	17	20	63	$\chi^2 = 1.07$	12	15	73	$\chi^2 = 0.14$
Female	17	22	62	(.586)	11	15	74	(.931)
Marital Status		(n = 1686)				(n = 1700)		
Married	16	19	65		11	14	75	
Never married	28	25	47		25	15	60	
Divorced/separated	18	28	54	$\chi^2 = 53.45$*	11	18	71	$\chi^2 = 53.35$*
Widowed	3	25	73	(.000)	2	18	81	(.000)
Education		(n = 1665)				(n = 1676)		
H.S. diploma or less	10	50	41		8	27	65	
Some college	18	24	58	$\chi^2 = 206.94$*	14	19	67	$\chi^2 = 90.85$*
Bachelors/grad degree	18	8	74	(.000)	10	7	84	(.000)
Occupation		(n = 1212)				(n = 1218)		
Mgt, prof or education	15	13	72		9	8	83	
Sales or office support	26	23	51		10	24	67	
Constrn, inst or maint	18	32	51		19	15	65	
Prodn/trans/warehsing	15	31	54		11	18	71	
Agriculture	21	20	59		14	14	71	
Food serv/pers. care	8	48	45		5	30	65	
Hlthcare supp/safety	19	17	64	$\chi^2 = 68.55$*	14	12	75	$\chi^2 = 61.39$*
Other	16	26	58	(.000)	13	37	50	(.000)

* Chi-square values are statistically significant at the .05 level.

Appendix Table 3. *Perceptions of Education by Community Size, Region and Individual Attributes*

	I am confident that having a high school diploma can lead to a good job.				***I am confident that completing an apprenticeship program (instruction and training for craft persons or trade professionals) can lead to a good job.***			
	Disagree	*Neither*	*Agree*	*Significance*	*Disagree*	*Neither*	*Agree*	*Significance*
				Percentages				
Total	19	11	70		2	5	94	
Community Size		(n = 1670)				(n = 1677)		
Less than 500	15	7	79		1	2	97	
500 - 999	18	11	71		3	4	93	
1,000 - 4,999	19	11	70		2	5	93	
5,000 - 9,999	15	17	68	$\chi^2 = 23.62$*	1	7	92	$\chi^2 = 8.76$
10,000 and up	23	11	66	(.003)	1	5	94	(.363)
Region		(n = 1735)				(n = 1743)		
Panhandle	17	11	72		2	5	93	
North Central	13	7	81		1	2	97	
South Central	19	12	69		2	5	93	
Northeast	21	10	68	$\chi^2 = 14.29$	1	6	92	$\chi^2 = 7.67$
Southeast	21	12	68	(.075)	1	5	94	(.466)
Individual Attributes:								
Income Level		(n = 1595)				(n = 1601)		
Under $40,000	15	12	73		3	7	89	
$40,000 - $74,999	16	13	72		1	5	94	
$75,000 - $99,999	23	8	69	$\chi^2 = 24.80$*	1	3	96	$\chi^2 = 21.52$*
$100,000 and over	25	9	66	(.000)	1	3	96	(.001)
Age		(n = 1745)				(n = 1750)		
19 - 29	20	14	66		2	7	92	
30 - 39	17	7	75		2	6	92	
40 - 49	24	8	68		1	4	96	
50 - 64	19	12	69	$\chi^2 = 20.11$*	2	4	94	$\chi^2 = 6.86$
65 and older	15	12	73	(.010)	2	5	94	(.552)
Gender		(n = 1718)				(n = 1726)		
Male	19	13	68	$\chi^2 = 11.22$*	1	5	94	$\chi^2 = 1.69$
Female	19	8	72	(.004)	2	5	93	(.429)
Education		(n = 1679)				(n = 1686)		
H.S. diploma or less	14	14	72		3	10	87	
Some college	15	9	76	$\chi^2 = 37.00$*	1	3	96	$\chi^2 = 26.55$*
Bachelors/grad degree	25	11	64	(.000)	1	5	94	(.000)
Occupation		(n = 1221)				(n = 1226)		
Mgt, prof or education	26	10	65		1	3	95	
Sales or office support	29	9	63		1	10	89	
Constrn, inst or maint	10	11	79		1	5	94	
Prodn/trans/warehsing	4	6	90		1	2	96	
Agriculture	16	18	66		0	3	97	
Food serv/pers. care	24	27	49		0	22	78	
Hlthcare supp/safety	16	5	79	$\chi^2 = 75.62$*	1	4	95	$\chi^2 = 41.52$*
Other	17	17	67	(.000)	0	7	93	(.000)

* Chi-square values are statistically significant at the .05 level.

Appendix Table 3 continued.

	I am confident that having an associate's degree (typically a two year degree) can lead to a good job.				*I am confident that having a bachelor's degree (typically a four year degree) can lead to a good job.*			
	Disagree	*Neither*	*Agree*	*Significance*	*Disagree*	*Neither*	*Agree*	*Significance*
				Percentages				
Total	7	11	82		12	12	77	
Community Size		(n = 1670)				(n = 1673)		
Less than 500	7	10	83		18	12	71	
500 - 999	4	9	87		13	10	77	
1,000 - 4,999	6	11	84		9	12	79	
5,000 - 9,999	5	11	84	$\chi^2 = 11.48$	8	9	83	$\chi^2 = 17.64$*
10,000 and up	9	11	80	(.176)	10	11	79	(.024)
Region		(n = 1735)				(n = 1737)		
Panhandle	11	11	79		16	11	73	
North Central	8	11	82		12	12	75	
South Central	7	11	82		13	11	77	
Northeast	6	12	82	$\chi^2 = 7.34$	10	12	78	$\chi^2 = 11.21$
Southeast	6	8	86	(.500)	7	13	80	(.190)
Individual Attributes:								
Income Level		(n = 1597)				(n = 1597)		
Under $40,000	11	14	75		14	13	73	
$40,000 - $74,999	4	12	84		12	14	74	
$75,000 - $99,999	7	7	87	$\chi^2 = 28.37$*	10	6	84	$\chi^2 = 25.06$*
$100,000 and over	8	8	84	(.000)	10	9	82	(.000)
Age		(n = 1744)				(n = 1746)		
19 - 29	7	12	81		17	9	75	
30 - 39	9	7	84		15	11	74	
40 - 49	8	8	84		13	10	77	
50 - 64	8	13	80	$\chi^2 = 18.27$*	8	14	79	$\chi^2 = 25.86$*
65 and older	4	13	83	(.019)	8	13	79	(.001)
Gender		(n = 1718)				(n = 1721)		
Male	7	12	82	$\chi^2 = 1.60$	16	13	71	$\chi^2 = 31.98$*
Female	7	10	83	(.450)	8	11	82	(.000)
Education		(n = 1684)				(n = 1686)		
H.S. diploma or less	11	17	72		11	19	70	
Some college	6	9	85	$\chi^2 = 24.23$*	13	13	74	$\chi^2 = 36.52$*
Bachelors/grad degree	7	10	84	(.000)	10	7	84	(.000)
Occupation		(n = 1221)				(n = 1226)		
Mgt, prof or education	8	8	85		7	9	84	
Sales or office support	16	12	73		13	7	80	
Constrn, inst or maint	6	18	76		23	16	61	
Prodn/trans/warehsing	2	13	84		13	18	69	
Agriculture	3	5	92		18	8	74	
Food serv/pers. care	8	30	63		5	19	76	
Hlthcare supp/safety	6	6	87	$\chi^2 = 65.90$*	14	9	77	$\chi^2 = 51.79$*
Other	7	16	77	(.000)	13	13	74	(.000)

* Chi-square values are statistically significant at the .05 level.

Appendix Table 3 continued.

	I am confident that completing a degree online can lead to a good job.				***Apprenticeships should be promoted as an alternative to higher education for getting a good job.***			
	Disagree	*Neither*	*Agree*	*Significance*	*Disagree*	*Neither*	*Agree*	*Significance*
				Percentages				
Total	11	30	60		3	13	84	
Community Size		(n = 1666)				(n = 1669)		
Less than 500	13	33	54		3	12	86	
500 - 999	14	30	56		1	13	87	
1,000 - 4,999	7	26	68		3	13	85	
5,000 - 9,999	5	34	61	$\chi^2 = 30.29$*	1	14	85	$\chi^2 = 7.13$
10,000 and up	13	29	59	(.000)	4	14	83	(.522)
Region		(n = 1729)				(n = 1730)		
Panhandle	12	34	54		2	12	87	
North Central	9	25	66		3	11	86	
South Central	12	28	60		2	12	86	
Northeast	9	30	62	$\chi^2 = 11.71$	4	16	81	$\chi^2 = 10.81$
Southeast	11	34	56	(.165)	2	13	85	(.213)
Individual Attributes:								
Income Level		(n = 1591)				(n = 1594)		
Under $40,000	13	31	56		4	20	77	
$40,000 - $74,999	9	31	60		3	11	86	
$75,000 - $99,999	9	26	66	$\chi^2 = 8.73$	3	11	86	$\chi^2 = 24.49$*
$100,000 and over	12	28	61	(.189)	2	10	88	(.000)
Age		(n = 1735)				(n = 1741)		
19 - 29	15	21	64		3	12	85	
30 - 39	12	28	60		4	15	82	
40 - 49	10	30	61		2	12	86	
50 - 64	8	34	58	$\chi^2 = 22.59$*	1	14	85	$\chi^2 = 7.89$
65 and older	9	32	59	(.004)	4	13	83	(.444)
Gender		(n = 1711)				(n = 1715)		
Male	12	33	55	$\chi^2 = 15.32$*	2	12	86	$\chi^2 = 3.20$
Female	9	27	64	(.000)	3	14	83	(.202)
Education		(n = 1677)				(n = 1681)		
H.S. diploma or less	9	37	54		5	21	74	
Some college	11	26	63	$\chi^2 = 12.04$*	2	11	88	$\chi^2 = 25.96$*
Bachelors/grad degree	11	30	60	(.017)	3	13	85	(.000)
Occupation		(n = 1216)				(n = 1224)		
Mgt, prof or education	11	28	61		2	12	87	
Sales or office support	12	30	58		0	17	83	
Constrn, inst or maint	7	37	56		4	11	86	
Prodn/trans/warehsing	11	33	57		2	6	92	
Agriculture	10	31	59		4	14	81	
Food serv/pers. care	5	40	55		2	24	73	
Hlthcare supp/safety	9	19	72	$\chi^2 = 18.79$	1	12	87	$\chi^2 = 22.31$
Other	7	30	63	(.173)	3	10	87	(.072)

* Chi-square values are statistically significant at the .05 level.

Appendix Table 3 continued.

	Increasing the number of people who get college degrees is necessary to build a strong economy.				***Getting a college education today is more important than it was ten years ago.***			
	Disagree	*Neither*	*Agree*	*Significance*	*Disagree*	*Neither*	*Agree*	*Significance*
				Percentages				
Total	38	30	33		31	25	44	
Community Size		(n = 1665)				(n = 1673)		
Less than 500	40	29	31		33	24	43	
500 - 999	33	33	34		32	27	41	
1,000 - 4,999	38	31	31		31	22	47	
5,000 - 9,999	39	30	31	$\chi^2 = 3.28$	33	31	36	$\chi^2 = 9.63$
10,000 and up	37	30	33	(.916)	29	27	44	(.292)
Region		(n = 1731)				(n = 1739)		
Panhandle	39	30	30		38	26	36	
North Central	44	28	28		37	25	38	
South Central	36	32	32		31	25	44	
Northeast	37	30	33	$\chi^2 = 11.79$	27	26	48	$\chi^2 = 16.01$*
Southeast	35	26	39	(.161)	28	24	48	(.042)
Individual Attributes:								
Income Level		(n = 1593)				(n = 1596)		
Under $40,000	33	32	35		27	24	49	
$40,000 - $74,999	37	29	34		30	26	43	
$75,000 - $99,999	38	30	32	$\chi^2 = 9.47$	31	29	40	$\chi^2 = 10.50$
$100,000 and over	44	27	29	(.149)	36	22	42	(.105)
Age		(n = 1734)				(n = 1746)		
19 - 29	46	27	27		36	24	41	
30 - 39	43	30	28		40	22	38	
40 - 49	41	27	32		34	32	34	
50 - 64	34	31	34	$\chi^2 = 32.31$*	28	25	48	$\chi^2 = 59.77$*
65 and older	28	34	38	(.000)	22	22	56	(.000)
Gender		(n = 1711)				(n = 1721)		
Male	45	29	27	$\chi^2 = 34.76$*	36	27	37	$\chi^2 = 30.76$*
Female	32	31	37	(.000)	27	23	50	(.000)
Education		(n = 1678)				(n = 1688)		
H.S. diploma or less	30	34	36		22	23	55	
Some college	36	33	31	$\chi^2 = 15.72$*	32	27	41	$\chi^2 = 18.85$*
Bachelors/grad degree	42	26	32	(.003)	33	24	43	(.001)
Occupation		(n = 1219)				(n = 1223)		
Mgt, prof or education	37	29	34		29	26	45	
Sales or office support	39	32	30		28	21	51	
Constrn, inst or maint	51	29	20		42	29	29	
Prodn/trans/warehsing	33	27	39		22	35	43	
Agriculture	51	28	21		36	23	41	
Food serv/pers. care	20	35	45		21	19	60	
Hlthcare supp/safety	42	29	30	$\chi^2 = 38.72$*	31	31	39	$\chi^2 = 35.62$*
Other	26	48	26	(.000)	26	48	26	(.001)

* Chi-square values are statistically significant at the .05 level.

Appendix Table 3 continued.

	In order to get ahead in life these days, it's necessary for a person to get a college education.				***Getting an education after high school is affordable for most people.***			
	Disagree	*Neither*	*Agree*	*Significance*	*Disagree*	*Neither*	*Agree*	*Significance*
				Percentages				
Total	39	23	39		70	14	17	
Community Size		(n = 1668)				(n = 1664)		
Less than 500	40	24	37		69	15	16	
500 - 999	38	22	41		72	13	15	
1,000 - 4,999	37	26	37		69	13	17	
5,000 - 9,999	41	23	37	$\chi^2 = 4.77$	66	16	18	$\chi^2 = 2.24$
10,000 and up	40	21	39	(.782)	71	13	16	(.973)
Region		(n = 1733)				(n = 1728)		
Panhandle	43	29	29		72	12	16	
North Central	43	22	35		75	11	13	
South Central	40	19	41		68	14	18	
Northeast	35	25	40	$\chi^2 = 18.24$*	69	14	17	$\chi^2 = 5.31$
Southeast	36	24	40	(.020)	68	15	17	(.724)
Individual Attributes:								
Income Level		(n = 1594)				(n = 1588)		
Under $40,000	35	27	39		70	14	16	
$40,000 - $74,999	39	22	39		72	14	14	
$75,000 - $99,999	41	21	37	$\chi^2 = 9.31$	68	16	17	$\chi^2 = 7.95$
$100,000 and over	43	19	38	(.157)	72	10	18	(.242)
Age		(n = 1738)				(n = 1734)		
19 - 29	48	19	34		68	15	17	
30 - 39	45	24	31		76	13	11	
40 - 49	40	19	42		76	9	15	
50 - 64	33	24	44	$\chi^2 = 34.54$*	71	13	16	$\chi^2 = 35.04$*
65 and older	33	28	39	(.000)	60	18	22	(.000)
Gender		(n = 1714)				(n = 1711)		
Male	45	22	33	$\chi^2 = 24.17$*	63	19	18	$\chi^2 = 36.52$*
Female	34	23	43	(.000)	75	10	15	(.000)
Education		(n = 1680)				(n = 1676)		
H.S. diploma or less	33	29	38		72	16	12	
Some college	38	23	39	$\chi^2 = 9.22$	71	14	15	$\chi^2 = 9.53$*
Bachelors/grad degree	42	21	38	(.056)	69	12	19	(.049)
Occupation		(n = 1220)				(n = 1220)		
Mgt, prof or education	36	21	44		72	12	16	
Sales or office support	39	21	40		71	11	18	
Constrn, inst or maint	52	23	25		64	26	11	
Prodn/trans/warehsing	33	30	37		66	16	19	
Agriculture	47	22	31		61	16	23	
Food serv/pers. care	27	34	39		76	7	17	
Hlthcare supp/safety	36	24	39	$\chi^2 = 31.53$*	87	6	7	$\chi^2 = 52.53$*
Other	47	33	20	(.005)	77	7	17	(.000)

* Chi-square values are statistically significant at the .05 level.

Appendix Table 3 continued.

	Most people who enroll in higher education see a return on their investment.				***College degrees aren't worth as much as they used to be.***			
	Disagree	*Neither*	*Agree*	*Significance*	*Disagree*	*Neither*	*Agree*	*Significance*
				Percentages				
Total	26	32	42		26	28	47	
Community Size		(n = 1672)				(n = 1671)		
Less than 500	33	27	40		21	29	50	
500 - 999	19	34	47		33	23	45	
1,000 - 4,999	24	33	43		28	31	41	
5,000 - 9,999	21	38	42	$\chi^2 = 21.09$*	23	34	43	$\chi^2 = 24.13$*
10,000 and up	30	31	39	(.007)	26	23	52	(.002)
Region		(n = 1736)				(n = 1734)		
Panhandle	35	29	36		23	23	54	
North Central	26	32	42		20	31	49	
South Central	28	32	40		28	25	48	
Northeast	24	33	43	$\chi^2 = 15.45$	26	30	45	$\chi^2 = 14.48$
Southeast	21	31	48	(.051)	28	30	42	(.070)
Individual Attributes:								
Income Level		(n = 1598)				(n = 1597)		
Under $40,000	31	36	33		22	34	45	
$40,000 - $74,999	27	33	40		27	30	43	
$75,000 - $99,999	26	30	44	$\chi^2 = 15.01$*	24	24	53	$\chi^2 = 26.93$*
$100,000 and over	24	30	46	(.020)	31	20	49	(.000)
Age		(n = 1743)				(n = 1739)		
19 - 29	37	32	31		27	21	53	
30 - 39	29	31	40		28	25	48	
40 - 49	31	35	34		20	29	51	
50 - 64	23	34	43	$\chi^2 = 76.36$*	27	29	44	$\chi^2 = 20.43$*
65 and older	16	27	57	(.000)	28	31	41	(.009)
Gender		(n = 1718)				(n = 1715)		
Male	28	31	42	$\chi^2 = 1.44$	22	26	52	$\chi^2 = 17.15$*
Female	25	33	42	(.488)	29	29	43	(.000)
Education		(n = 1684)				(n = 1682)		
H.S. diploma or less	26	40	34		22	39	39	
Some college	29	33	38	$\chi^2 = 24.37$*	25	28	47	$\chi^2 = 29.72$*
Bachelors/grad degree	24	28	48	(.000)	28	22	50	(.000)
Occupation		(n = 1222)				(n = 1222)		
Mgt, prof or education	23	30	47		27	22	51	
Sales or office support	31	40	29		26	34	40	
Constrn, inst or maint	30	46	24		25	28	47	
Prodn/trans/warehsing	33	33	33		21	33	46	
Agriculture	26	28	47		23	28	50	
Food serv/pers. care	23	45	33		24	42	34	
Hlthcare supp/safety	34	30	36	$\chi^2 = 46.95$*	32	26	42	$\chi^2 = 23.99$*
Other	45	26	29	(.000)	19	19	61	(.046)

* Chi-square values are statistically significant at the .05 level.

Appendix Table 4. *Attended Various Education Institutions by Community Size, Region and Individual Attributes*

	Did you attend any of the following?			
	Community college	*State college*	*Private college/university*	*Public university*
	Percentage answering "yes" for each			
Total	44	27	17	32
Community Size	(n = 1475)	(n = 1474)	(n = 1475)	(n = 1474)
Less than 500	43	27	13	25
500 - 999	49	26	16	31
1,000 - 4,999	36	28	21	31
5,000 - 9,999	43	32	14	39
10,000 and up	51	24	18	35
Chi-square (sig.)	(.000)*	(.330)	(.087)	(.033)*
Region	(n = 1536)	(n =1537)	(n = 1536)	(n = 1537)
Panhandle	42	34	14	43
North Central	43	33	11	31
South Central	46	21	18	35
Northeast	46	27	19	26
Southeast	41	28	20	28
Chi-square (sig.)	(.624)	(.003)*	(.073)	(.000)*
Income Level	(n = 1412)	(n = 1411)	(n = 1413)	(n = 1410)
Under $40,000	49	21	12	16
$40,000 - $74,999	51	26	19	28
$75,000 - $99,999	46	31	20	32
$100,000 and over	35	28	18	51
Chi-square (sig.)	(.000)*	(.088)	(.043)*	(.000)*
Age	(n = 1541)	(n = 1543)	(n = 1543)	(n = 1541)
19 - 29	55	25	26	37
30 - 39	51	23	20	36
40 - 49	42	33	17	43
50 - 64	43	24	14	23
65 and older	35	26	13	21
Chi-square (sig.)	(.000)*	(.052)	(.000)*	(.000)*
Education	(n = 1488)	(n = 1488)	(n = 1489)	(n = 1489)
HS diploma or less	11	7	6	1
Some college	71	18	10	15
Bachelors or grad degree	27	39	28	55
Chi-square (sig.)	(.000)*	(.000)*	(.000)*	(.000)*
Gender	(n = 1526)	(n = 1527)	(n = 1526)	(n = 1525)
Male	43	26	15	37
Female	46	27	20	28
Chi-square (sig.)	(.090)	(.346)	(.008)*	(.000)*
Occupation	(n = 1129)	(n = 1129)	(n = 1126)	(n = 1124)
Mgt, prof or education	31	33	24	48
Sales or office support	55	19	17	29
Constrn, inst or maint	63	13	7	25
Prodn/trans/warehsing	63	18	8	6
Agriculture	40	22	20	39
Food serv/pers. care	59	29	26	23
Hlthcare supp/safety	57	35	17	33
Other	42	22	7	27
Chi-square (sig.)	(.000)*	(.000)*	(.001)*	(.000)*

* Chi-square values are statistically significant at the .05 level.

Appendix Table 4 continued.

	Did anyone in your household attend any of the following?			
	Community college	*State college*	*Private college/university*	*Public university*
	Percentage answering "yes" for each			
Total	38	22	18	28
Community Size	(n = 1445)	(n = 1444)	(n = 1443)	(n = 1446)
Less than 500	41	22	12	23
500 - 999	35	20	20	26
1,000 - 4,999	38	25	17	31
5,000 - 9,999	46	30	24	28
10,000 and up	37	19	20	30
Chi-square (sig.)	(.274)	(.048)*	(.028)*	(.235)
Region	(n = 1504)	(n = 1504)	(n = 1502)	(n = 1503)
Panhandle	32	32	14	23
North Central	37	26	19	32
South Central	42	17	16	30
Northeast	34	23	18	26
Southeast	41	21	21	26
Chi-square (sig.)	(.059)	(.001)*	(.354)	(.290)
Income Level	(n = 1383)	(n = 1381)	(n = 1381)	(n = 1382)
Under $40,000	36	20	11	22
$40,000 - $74,999	41	17	18	20
$75,000 - $99,999	44	22	19	31
$100,000 and over	34	28	22	40
Chi-square (sig.)	(.051)	(.001)*	(.010)*	(.000)*
Age	(n = 1510)	(n = 1508)	(n = 1507)	(n = 1510)
19 - 29	49	7	16	19
30 - 39	38	19	13	24
40 - 49	36	25	22	31
50 - 64	40	24	19	33
65 and older	29	32	16	28
Chi-square (sig.)	(.000)*	(.000)*	(.078)	(.001)*
Education	(n = 1458)	(n = 1457)	(n = 1456)	(n = 1458)
HS diploma or less	49	29	15	21
Some college	38	21	13	22
Bachelors or grad degree	37	21	23	35
Chi-square (sig.)	(.015)*	(.071)	(.000)*	(.000)*
Gender	(n = 1494)	(n = 1493)	(n = 1493)	(n = 1493)
Male	38	23	19	30
Female	38	22	17	26
Chi-square (sig.)	(.413)	(.340)	(.192)	(.044)*
Occupation	(n = 1107)	(n = 1105)	(n = 1106)	(n = 1108)
Mgt, prof or education	36	23	20	35
Sales or office support	34	22	13	29
Constrn, inst or maint	46	18	20	26
Prodn/trans/warehsing	49	17	8	14
Agriculture	42	23	22	23
Food serv/pers. care	22	16	19	19
Hlthcare supp/safety	45	19	16	30
Other	54	19	4	23
Chi-square (sig.)	(.018)*	(.804)	(.044)*	(.005)*

* Chi-square values are statistically significant at the .05 level.