



Reconsidering the Value of Education

Meet the Presenters



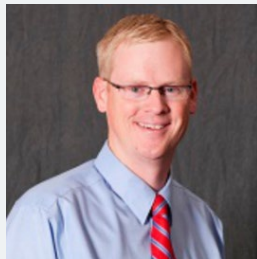
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WHO



SHOULD



PAY?

Brian Powell
James H. Rudy Professor of
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Co-Author of *Who Should Pay?*

Higher Education,
Responsibility, and
the Public

NATASHA QUADLIN
BRIAN POWELL



Questioning the Value of College: Politicians, Millionaires, Economists

“Welders make more money than philosophers. **We need more welders and less philosophers.**”

“I don’t recommend college for everybody.... **Be a plumber. They get rich.**”

The Overeducated American.



Financial Value of College: Evidence

- Lifetime earnings
- Employment/unemployment rates
- Value during Covid





WHO



SHOULD



Higher Education,
Responsibility, and
the Public

NATASHA QUADLIN
BRIAN POWELL

PAY?



Public Views of the Value of College: Evidence

- **Parental educational aspirations** for their children
- **Perceptions of success** with and without a college degree
- **Importance** of college today vs. a decade ago



Is It the Value or Cost of College?: Evidence

- **Difficulty of attending college** today vs. a decade ago
- **Concerns over debt**



Solution: Discourage College or Make College Affordable?

- **Who Should Pay?**
- **Free tuition**
- **Forgiveness of Loans**



Going Beyond the Financial Value of College







Varying Degrees 2022

What do *young* Americans think about higher education?

December 12, 2022

Sophie Nguyen



July 2022

Varying Degrees 2022

New America's Sixth Annual Survey on Higher Education

Rachel Fishman, Sophie Nguyen, & Louisa Woodhouse

Survey about Americans' perspectives on higher education

- Population: American adults (18yr and above)
- Core issues: value, funding, accountability
- Featured issues: educational pathways, admissions, election, student loans, etc.
- Conducted annually, since 2017

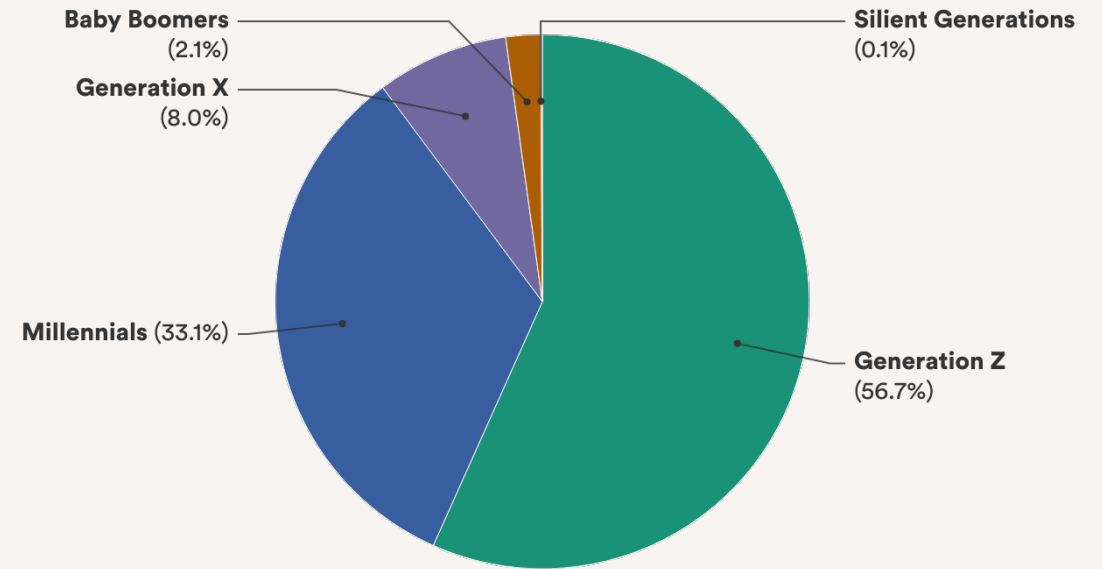
Methodology

- Administered by NORC at the University of Chicago
- Sample: American adults (18 years and older), with overamples of Black, Latinx, and Asian Americans, and current student loan borrowers
- Fielding period: April-May 2022
- Sample size: 1,517
- MOE: $\pm 3.47\%$

Why young Americans?

- **Generation Z:** born 1995 or later
- **Millennials:** born 1980-1994
- **Generation X:** born 1965-1979
- **Baby boomers:** born 1946-1964
- **Silent generation:** born 1945 or before


Undergraduate population by generations in 2018



Source: National Postsecondary Student Aid Survey (AC-2018)



Highlights



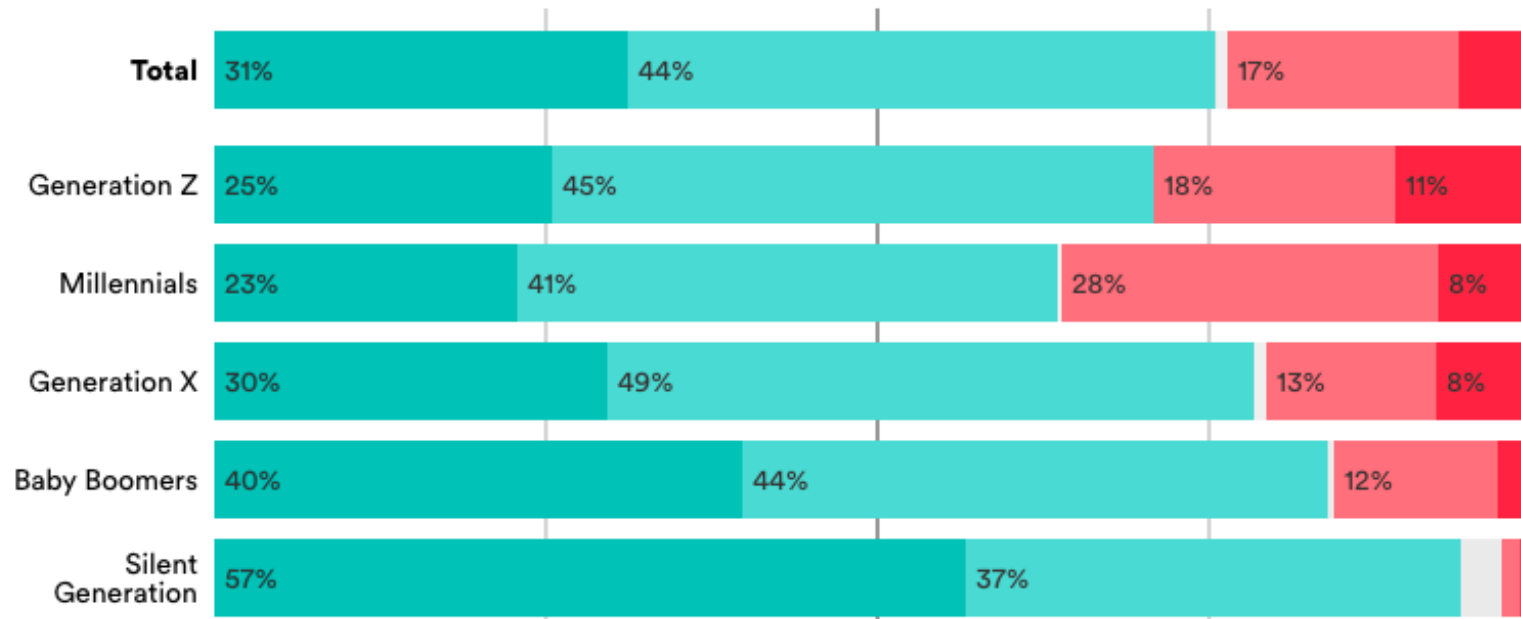
Young Americans still believe in the value of education after high school, although slightly less than older generations.

70% of Generation Z and 64% of Millennials believe education after high school offers good ROI for students.

How much do you agree or disagree with the following statements:

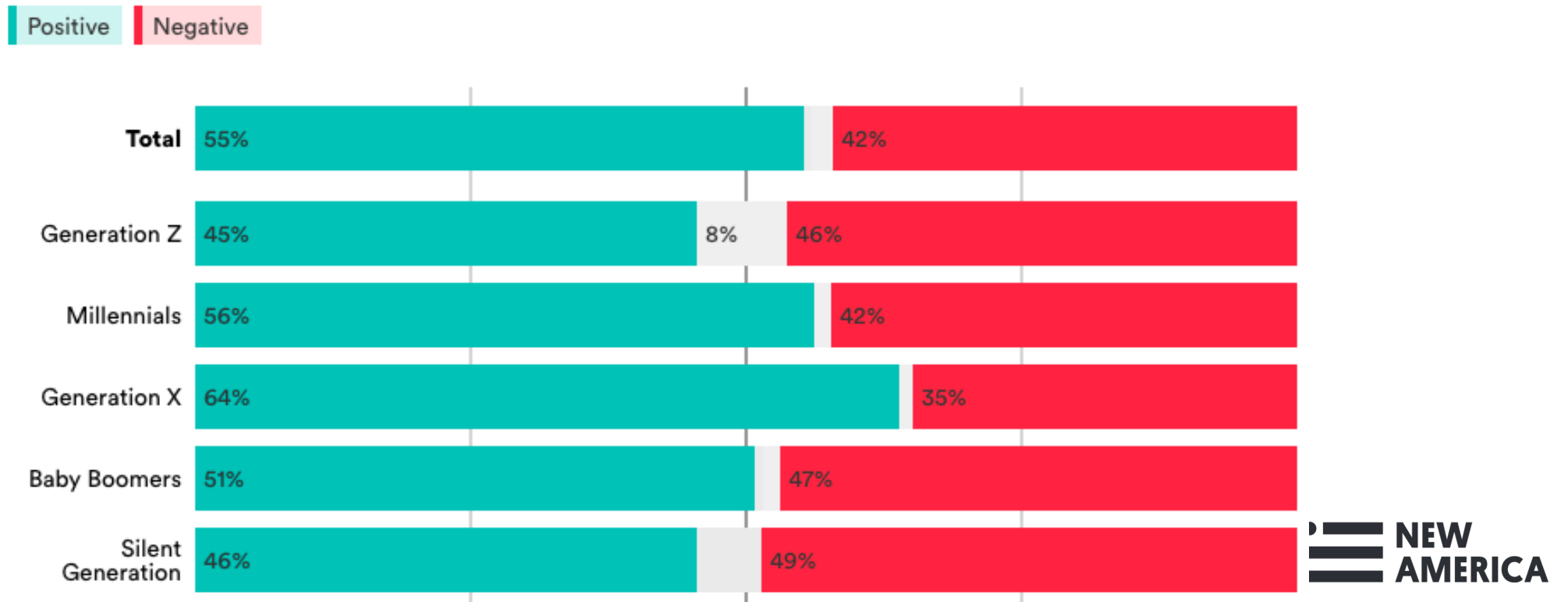
Strongly agree Somewhat agree Somewhat disagree Strongly disagree

Education beyond high school offers a good return on investment for the student



Young Americans are split about whether colleges and universities have a positive effect on the way things are going in the country.

Overall, do you think colleges and universities are having a positive or negative effect on the way things are going in this country today?





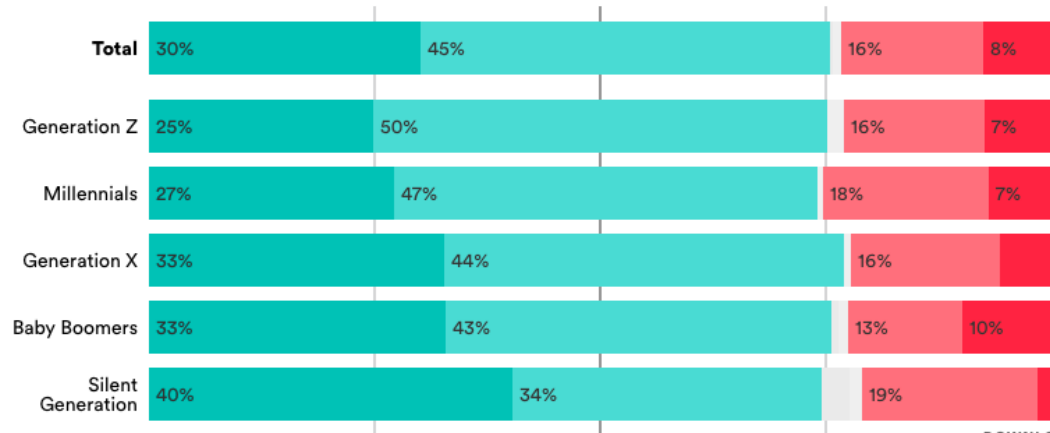
**Young Americans are not sure about
public four-year and private non-profit
colleges.**

Young Americans believe public two-year colleges are for them, but are not as certain about public four-year and private non-profit.

How much do you agree or disagree with the following statements regarding public community colleges

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

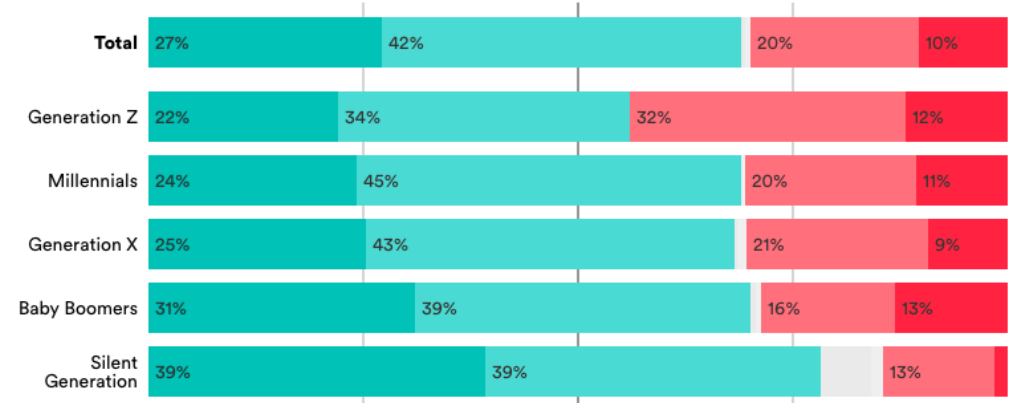
are for people like me



How much do you agree or disagree with the following statements regarding public four-year colleges or universities

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

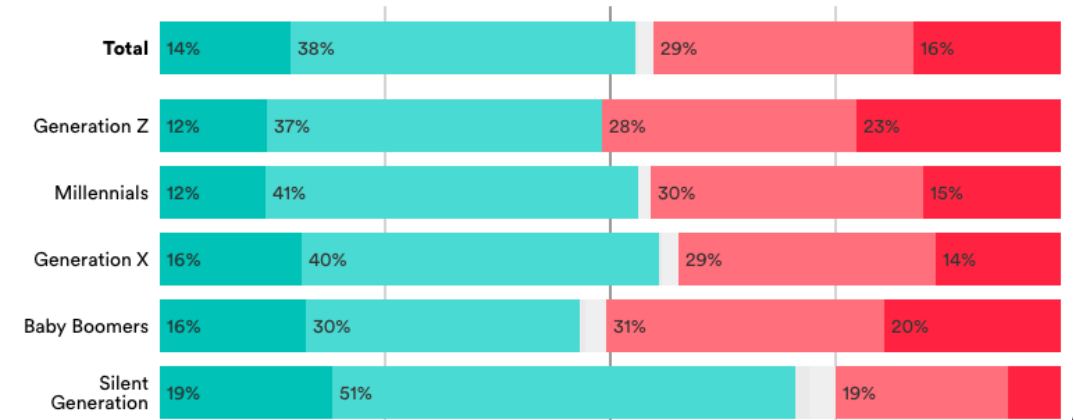
are for people like me



How much do you agree or disagree with the following statements regarding private, non-profit colleges or universities

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

are for people like me

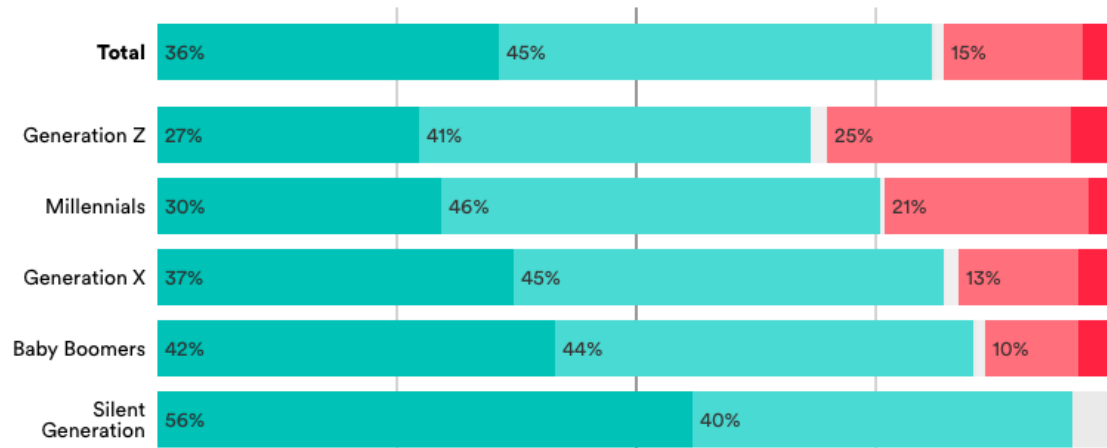


Young Americans are split about whether public four-year and private non-profit colleges are worth the cost.

How much do you agree or disagree with the following statements regarding public community colleges

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

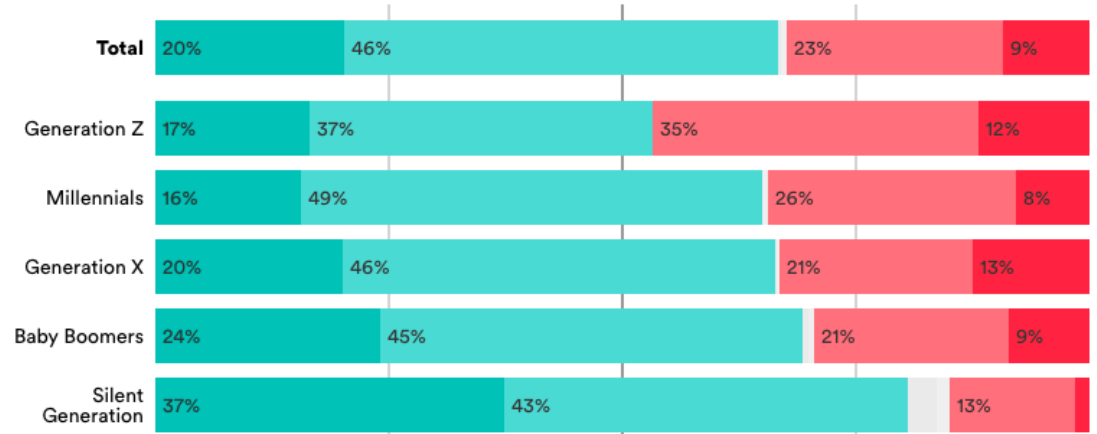
are worth the cost



How much do you agree or disagree with the following statements regarding public four-year colleges or universities

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

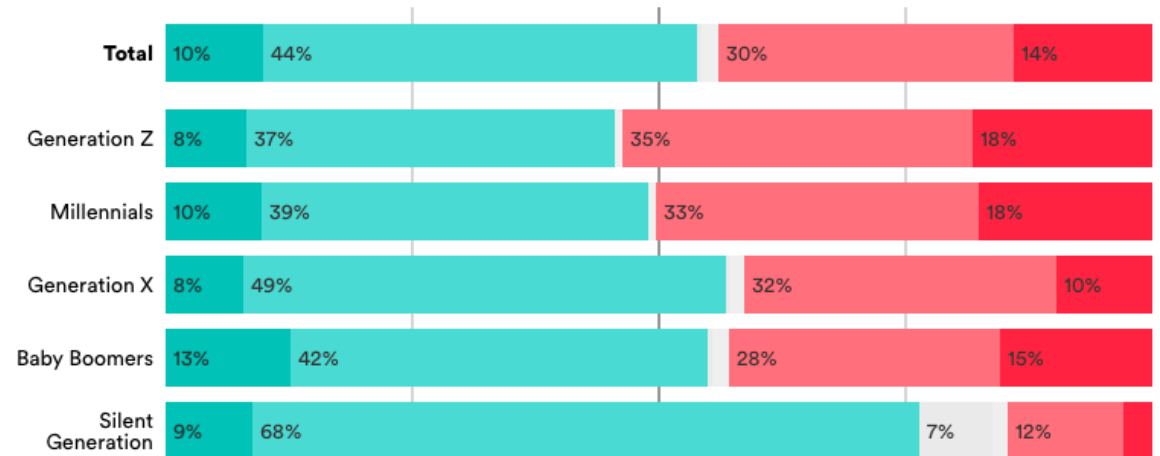
are worth the cost



How much do you agree or disagree with the following statements regarding private, non-profit colleges or universities

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

are worth the cost





Fewer young Americans than older generations believe colleges provide enough support to help students succeed.

How much do you agree or disagree that colleges and universities provide enough support in the following areas to help students graduate?

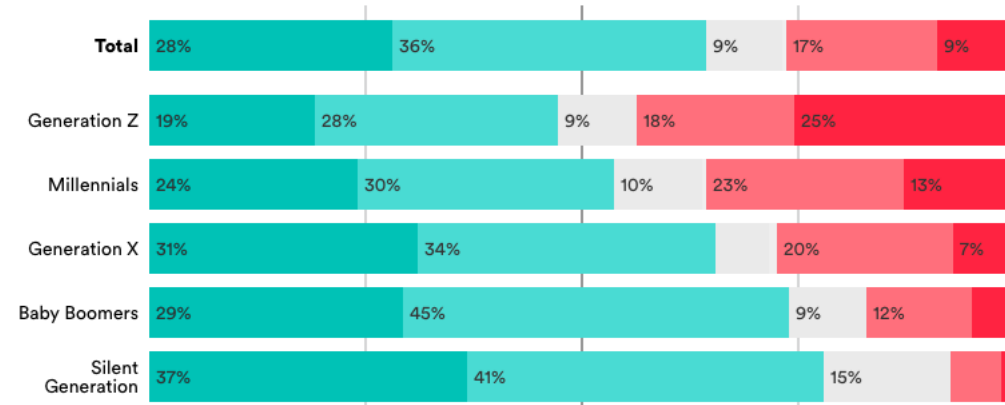
Strongly agree

Somewhat agree

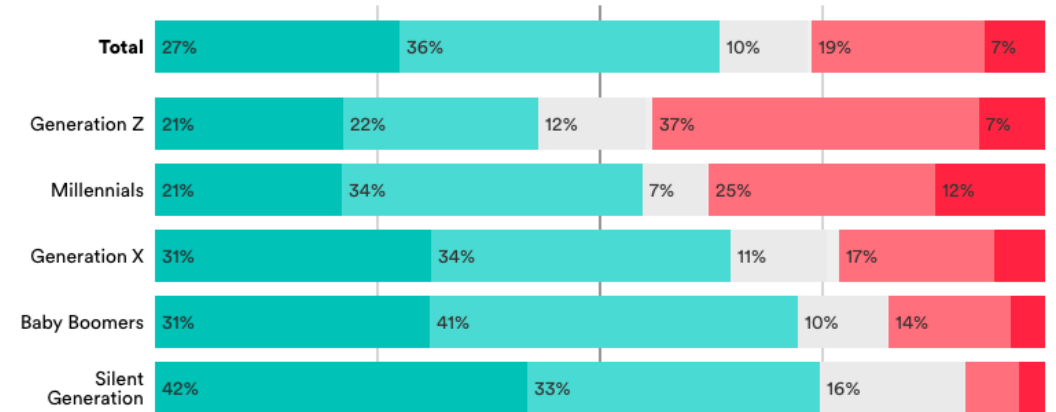
Somewhat disagree

Strongly disagree

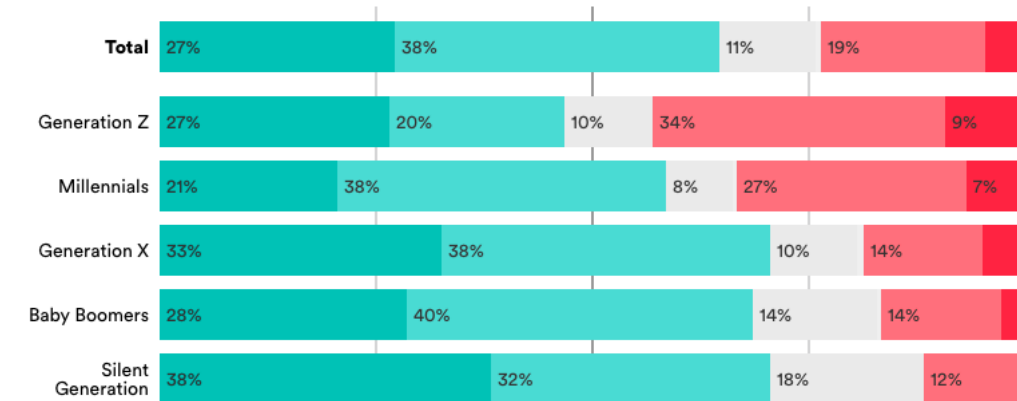
Financial aid



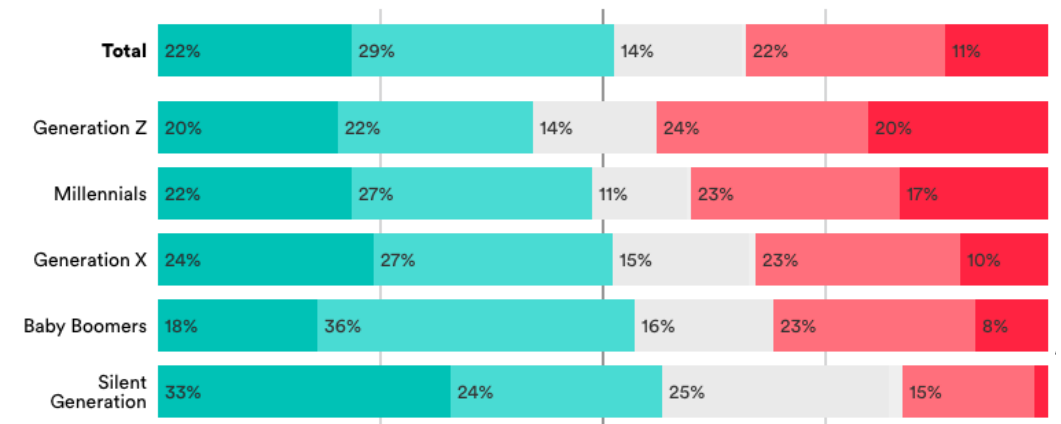
Career development services such as career exploration, securing internships and jobs



Academic advising such as course and major selection



Mental health services

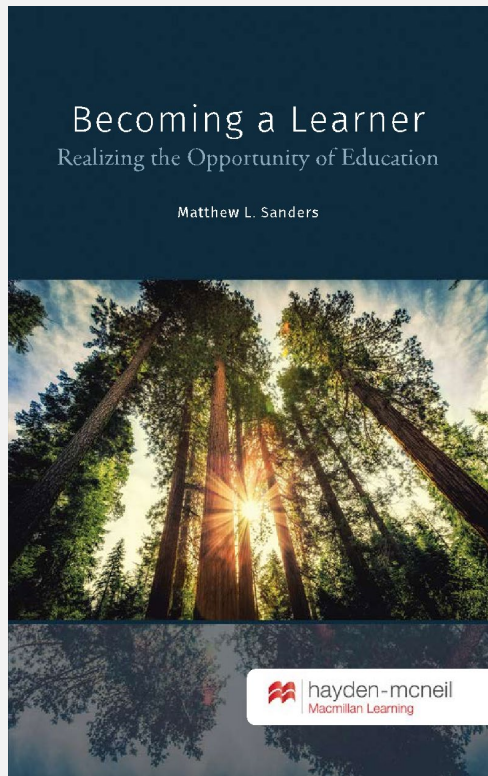




Explore more at Varyingdegrees.org



WITHOUT A COMPELLING “WHY,” THE “WHAT”
AND “HOW” DON’T MATTER



The primary purpose of
college isn't to learn a
professional set of skills; the
primary purpose of college is
to become a learner.

Matt Sanders
Utah State University
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HELPING STUDENTS EMBRACE THE PURPOSE OF A COLLEGE EDUCATION

- Why do I have to take general education courses? I already did that in high school!
- Why does college have to be 4 years?
- When am I ever going to use this in the real world?
- Is this really worth my time and money?

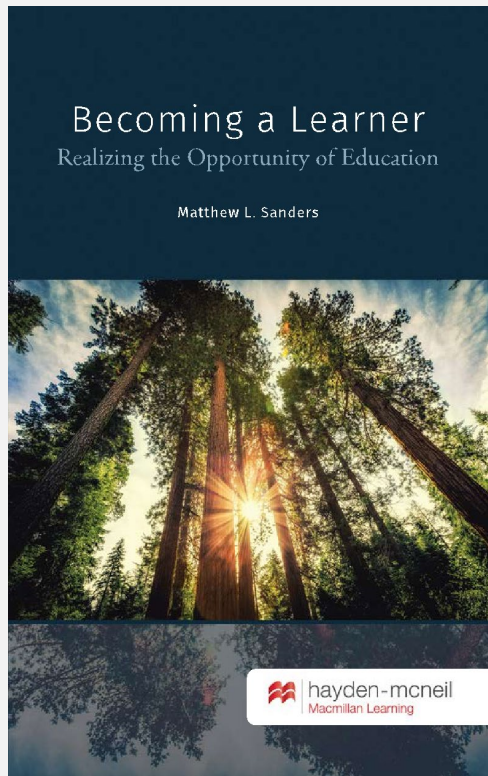
COMPLAINTS ARE A PLEA FOR MEANING

- If your students are complaining about X, that means you have not done a good enough job explaining and framing the value of X.
- There is a clear answer to the value proposition critique, but we rarely address the students about it directly.

MISSION MISMATCH

- Students:
 - What can I do?
 - Major equals a job which equals success.
 - College is job training.
- University
 - *Who* do you become?
 - Value of the whole degree.
 - College produces educated persons.

WITHOUT A COMPELLING “WHY,” THE “WHAT”
AND “HOW” DON’T MATTER



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