

DOCUMENT RESUME

ED 354 797

HE 026 216

TITLE An Assessment of American Education: The View of Employers, Higher Educators, the Public, Recent Students, and Their Parents.

INSTITUTION Business Roundtable, New York, NY.; Harris (Louis) and Associates, Inc., New York, N.Y.; National Council on Education Standards and Testing, Washington, DC.; National Education Goals Panel, Washington, DC.

SPONS AGENCY Committee for Economic Development, New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.

PUB DATE Sep 91

NOTE 272p.

PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC11 Plus Postage.

DESCRIPTORS Academic Standards; \*Educational Assessment; Educational Change; Educational Needs; \*Educational Quality; Elementary Secondary Education; Employer Attitudes; High School Graduates; High Schools; High School Students; National Surveys; Parent Attitudes; Standardized Tests; Student Attitudes; Teacher Attitudes

ABSTRACT

This paper examines: (1) what those who directly employ and educate America's students after they leave high school think of the quality of the U.S. elementary and secondary schools; (2) what recent students and their parents think of the quality of the education they or their children received; and (3) what a cross section of Americans think about the adoption of a common set of national standards of performance for all schools, and whether or not such standards need to be higher than those that now prevail in the schools. The study sought ratings on 15 key attributes of preparedness that are the basic objectives of secondary education and which enable students to perform well on the job or in higher education. Responses (from over 2,000 participants) revealed that employers felt their recent hires out of high school were borderline in terms of functional literacy and basic functional skills. Employers and educators alike suggest a general lack of student preparation and discipline. Despite the concerns expressed, there was a strong commitment to educational reform on the part of all groups surveyed, including support for tougher standards, and for a higher level of investment. The bulk of the paper consists of tables detailing study findings and the study questionnaires. (GLR)

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Study No. 912061

ED354797

AN ASSESSMENT OF AMERICAN EDUCATION:  
THE VIEW OF EMPLOYERS, HIGHER EDUCATORS,  
THE PUBLIC, RECENT STUDENTS,  
AND THEIR PARENTS

Sponsored by:

The Committee for Economic Development

In Cooperation with:

The Business Roundtable  
The National Education Goals Panel  
The National Council on Education Standards and Testing

Funded by a Grant from  
The Pew Charitable Trusts

September 1991

Conducted by

The Harris Education Research Center  
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## A WORD ABOUT THIS STUDY

### The Purpose

During September of 1991, the Harris Education Research Center, a subsidiary of Louis Harris and Associates, conducted the first study ever undertaken to determine what those who directly employ and educate America's students after they leave high school think of the quality of this country's elementary and secondary schools.

In addition, a cross section of recent students, as well as their parents, gave their own assessment of the quality of the education they or their children received. Thus, a direct comparison is afforded between the self-estimate of those who are the products of the school system and those who employ them in jobs or provide them with further education.

A third major purpose of this study was to find out from a cross section of the American people how they view the need for adoption of common national standards of performance that all schools should be expected to live up to, and whether or not such standards need to be higher than those that now prevail in the schools.

The heart of this study lies in 15 key attributes of preparedness that are the basic objectives of secondary education, and which enable students to perform well on the job or in higher education. On each, the samples of educators, employers, recent students and their parents were all asked to give common ratings. Such an exercise simply has not been conducted before on a nationwide basis. It is hoped that the results contained in this study will be bench-marks for future trend lines in each subsequent year, yielding a

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different, highly functional measure of the progress and effectiveness of education.

The study also recognized the need to measure the steps which employers and educators take to help recent high school students adjust, adapt, and perform better in work and higher education. In other words, the match between employers and educators, on the one hand, and those coming out of the high schools on the other is a two-way street.

### The Sample

First, the study looked at the attitude of employers. Among the 402 employers who were surveyed, 34% were executives of small companies, 33% of medium-sized companies, and 33% of large companies. Two thirds (67%) of the executives are line or operations officers, while 33% are human resource officers. Many small and medium-sized companies, of course, do not have human resource officers. Regionally, 28% of the employers are in the East, 29% in the Midwest, 27% in the South, and 15% in the West.

Three-fourths of the employers were drawn from the private sector, while one in four (25%) came from government. Dun & Bradstreet provided randomized samples of all of the employers, from which the interviews were conducted.

Second, the study examined the attitudes of those running higher education. Among the sample of educators, the regional distribution follows that of the distribution of college and vocational institutions: 26% in the East, 18% in the Midwest, 35% in the South, and 21% in the West. In order to have enough cases to break out separately, one fourth of the interviews were conducted among educators in trade or vocational schools, one quarter among educators in two year colleges, one quarter in small four year colleges, and one

quarter in four year universities. Among the educators, the sample was divided 50% among Admissions Officers and 50% among faculty spread throughout the disciplines.

The remainder of the sample was drawn from a national probability cross section of 4,200 randomly selected households, who were interviewed by telephone to screen for those who were high school students four to eight years ago and for those who were parents of those who went to high school four to eight years ago. Thus, in the end, a national cross section of 1744 adults was interviewed, out of which 250 were parents of high school students four to eight years ago, and 511 were students who left high school during that same period either to accept a job or to go on to higher education in either a four year university, a small four year college, a two year college, or a trade or vocational school. Parents were then broken out by those whose children went on to take jobs or to higher education.

Thus, it is possible to look in depth at samples of students four to eight years out of high school who went directly into jobs, went on to further education, or who first took a job and then later went onto higher education. Forty-seven percent of all those who either graduated from high school or left before graduation went into the job market, while 53% went onto further education. However, 10% of these recent high school students first went into the job market and then later went onto higher education. In the end, then, 63% of these former students eventually went onto higher education, while 37% went into jobs and did not receive further education.

Fourth, this national probability cross section also made it possible to examine the attitudes of approximately 1,000 adults who are neither parents nor former students about the about the state of education and the role of

national standards. Thus, the total number of interviews, in this combined cross section — public, parents, and former students — was 1,744.

#### Acknowledgements

While this study is the full responsibility of the Harris Education Research Center and the firm of Louis Harris and Associates, the generous help of Pascal Forgione of the National Education Goals Panel and Robert Schwartz of the Pew Charitable Trusts made this study possible.

All of the results to all of the questions are provided in this study, and full computer runs are available upon request.

## ANALYSIS

Taken together, the four levels of the study — the attitudes of employers; of those running higher education; of recent students and their parents; and of the public — provide a compelling and depressing look at American education today. The results show a deep concern on the part of employers and educators about how America's school systems function. They also show a profound commitment on the part of all groups to basic reform. Of specific (and poignant) interest is the dramatic gap between what employers and higher education officials think of student achievement, and what recent students and their parents believe schools have accomplished.

### The Alarm of Employers and Educators Over the Failure of Education

The survey questioned employers and those in charge of higher education to evaluate recent students on fifteen key attributes. These attributes included recent students' "ability to read and understand written and verbal instructions"; the capacity to do arithmetic and higher mathematics, to write and read well, and to solve complex problems; having disciplined work habits; and "having the capacity to concentrate on the work done over an extended period of time." The study also probed to find out about attitudes toward work, dress, behavior, and goals.

Here are the central findings:

Out of 15 key attributes that educators and employers look for in recent high school students, the average positive rating among employers is no better than 30%, compared with an average negative rating of 66%. Among educators, the average is 36% positive and 62% negative for the same 15 items.



Employers could find only one of the 15 attributes on which they were able to rate the recent students positive. Educators found only three on which recent students came up positive.

Most serious by far are the uniformly negative ratings on bedrock attributes that are essential to functioning in a job or in higher education.

Among employers:

— Only 33% report that recent high school graduates have "the ability to read and understand written and verbal instructions," while a lower 25% say they are "capable of doing arithmetic functions." This means that most employers have serious doubts about the functional literacy of the vast majority of the labor pool from which they must find new employees.

— No more than 30% of all employers give a positive rating to the way recent students have "learned to read well," 22% positive on "learning mathematics well," and a striking 12% positive on "learning how to write well."

— Every bit as significant is that no more than 30% give a positive rating to recent students "having the capacity to concentrate on the work done over an extended period of time," that only 25% say they are "motivated to give all they have to the job they are doing," that 20% feel they "have a real sense of dedication to work," that only 19% feel recent students "have real discipline in their work habits," and that 10% feel recent students have "learned to solve complex problems." All of these attributes, of course, are critical elements in achieving any high level of performance on the job.

— The five remaining attributes show better scores, although only one is in the positive column: a total of 57% rate highly the recent students' ability "to work cooperatively with fellow employees." Close to half (46%) give them positive marks on "having both the desire to learn more and the capacity to keep learning more on the job," 42% credit them with "a good attitude in

dealing with those under them," 39% are positive on their having "learned to dress and behave well," and 39% report they "have a good attitude toward supervisors."

Observation:

Employers clearly feel that their recent hires out of high school have an attitude toward those they work for that can be turned to positive and productive applications. It is not that they are lacking in eagerness and a willingness to get along with those they work with. However, the devastating news is that the employers are convinced that their new hires out of high schools are by and large borderline in terms of functional literacy, their capacity to express themselves, and their basic functional skills. Most of all, they have little in the way of capacity for high concentration or creative and skillful application of their minds to work challenges. In short, in the view of employers, recent graduates' education has at best prepared them marginally for work.

Among Educators: The pattern is slightly more positive in the scores accorded the recent high school graduates who have been accepted by them for attendance at their institutions of higher learning. But the essential elements show almost all of the same flaws and failures:

— A somewhat higher 41% give a positive rating to the "ability of recent graduates to read and understand written and verbal instructions," although a lower 32% report they have the "capability of doing arithmetic functions." Thus, functional literacy is obviously no small problem for those providing these former students higher education.

— Again, only 33% report positively on their "having learned to read well," 27% on "having learned mathematics well," 18% on "having learned to write well." All three, of course, are absolutely basic to any kind of post-high school education.

— But five other answers are particularly disturbing: only 29% give them positive marks on "being motivated to give all they have to stretching their minds and learning new disciplines," no more than 26% report their having "a real sense of dedication to learning," 25% say they are positive on their "having the capacity to concentrate on their studies over an extended period of time," only 21% say they "have real discipline in their work habits," and no more than 15% that they have "learned how to solve complex problems."

— The five remaining attributes, all essentially dealing with attitude, are more positively rated by the educators than was the case among the employers: 66% say recent students are positive about their "being able to work cooperatively with fellow students and faculty"; 63% say the same about their "having a good attitude toward their teachers"; 55% that they have "learned how to dress and behave well"; 48% are positive about their "having both the desire to learn more and the capacity to keep learning more as they move to higher levels of education"; and 43% give them positive marks on "having a good attitude in dealing with the pressure of meeting academic standards."

Observation:

Most heartening is the fact that majorities feel those recently accepted for higher education have a positive attitude towards their teachers and fellow students, that they have a real desire to learn more and to keep learning at higher levels, and that they are willing to endure the pressures of academic achievement. However, almost entirely missing, they feel, are the disciplines necessary to achieve these goals: dedication to learning, discipline in work habits, and learning how to solve complex problems. And, underneath it all, of course, is the lack of functional literacy and basic skills in reading, writing, math, understanding written and verbal instructions, and doing arithmetic functions. The educators have drawn a portrait of students on the margin, at best.

### The Growth of Remedial and Training Programs

To meet these serious deficiencies, both employers and educators report using special programs to make up some of the gaps. For example, 66% of the educators report having increased remedial services over the past five years in "basic areas such as math, reading, and writing." For 36%, this has meant a "major change" in the way their institution has adapted to the changed caliber of their students. However, only 38% feel that these efforts have made up the gaps, with the vast majority admitting they still exist. Close to half (49%) report that their rates of retention of students are still declining, suggesting that they are waging a losing battle. By the same token, 42% also report that they have had to make their admissions standards "tougher" to meet the demands of the modern world for educated young people. Specifically, 49% have made major changes in the "orientation process for freshmen," 43% report major changes in "the guidance and counseling system," and 34% in the "student academic program for freshmen."

The bottom line among educators is a 63-30% majority who say categorically that the "high school education of their recently admitted students leaves them well short of being properly prepared." And, compared with 10 years ago, they say their current crop of students is "worse prepared."

Employers reflect similar concerns about recent graduates. Employers by 57-36% are acutely aware of the need to demand ever increasing levels of skill in order to have a labor force that can meet competition from abroad. A 65-31% majority of large employers are particularly cognizant of this rising need. Discouragingly, by 72-25%, employees also report that the skill level of high school graduates has not risen accordingly.

The levels of effort and of success in making up the gaps by employers is uniformly lower than that reported by educators. For example, only 28% of

all employers report having "increased remedial and training services in basic areas such as math, reading, and writing," over the past five years. No more than 25% say they have made "major changes" in the way their organizations "have adapted to the changed caliber of recent graduates." And no more than 18% say that these efforts have begun to "make up the gap," after remedial and training services have been used. Thus, 46% of all employers say their rate of retention of their new hires has been diminishing. Indeed, 69% say the number of high school graduates they have to screen before finding those "who can meet our standards of employment" has risen. For every one acceptable applicant, they find they have to reject five others.

No more than 14% report having an "organized program of job training of which a major part is teaching basic skills, such as math, reading, and writing to raise the level of functional illiteracy," no more than 28% report "teaching specific technical skills that used to be taught in the school systems," and only 26% have programs for "counseling recent high school graduates individually so that they can adapt their specific work assignments to the levels of skills and education they have." At the same time, 53% report that the cost of upgrading their new labor hires who are recent high school graduates has increased over the past five years.

By 67-30%, a majority of employers report that they have not made major changes in the configuration of their work place to better accommodate the changing nature of the work force. Most simply do not feel such major changes are necessary. By contrast, however, 43% of the employers report having "established a relationship with a specific local school or schools where our operations are located and where our executives visit the schools and describe the needs we have for new hires and the type of workers we are looking for," and 49% report having "established contact with the less privileged parts of the

local community in order to give young people some hope that they can one day improve their lot by going to work for mainstream organizations and companies."

Observation:

Clearly the evaluation by employers and educators of student preparation is the most devastating part of this report. At the same time these findings also show the limited willingness of these groups to provide real support to make up for the short-falls of the education system. This is particularly true in the case of employers. What is also troubling is the limited success both groups feel they have had when they set up training and remediation efforts. This makes the point that there can be no substitute for basic change in the way schools teach and train students.

The Reality Gap: The Difference Between How Students and Their Parents See Schools and How Employers and Those Running Higher Education Do

One of the most striking results of this study is the significant gap between how students and their parents rate America's educational system and the ratings given by employees and educators. In all of the fifteen key areas probed, students are positive about their level of preparation. Parents are also positive -- with only one exception: by a 52-48 percent margin parents are negative on how schools teach students "to solve complex problems" for the job market.

The average gap between the positive rating of education given by employers and that given by students and their parents is no less than 40 points among students and 35 points for parents. The picture in terms of higher education is the same, with students being 34 percent more positive than educators and parents an even greater 41 percent more positive.

The following charts vividly portray the extent of the gap:

ESTIMATES OF THE LEVEL OF PREPARATION OF RECENT  
HIGH SCHOOL STUDENTS FOR THE JOB MARKET

	<u>Employers</u>		<u>Students Who Got Jobs</u>		<u>Parents of Children Who Got Jobs</u>	
	<u>Posi- tive</u> %	<u>Nega- tive</u> %	<u>Posi- tive</u> %	<u>Nega- tive</u> %	<u>Posi- tive</u> %	<u>Nega- tive</u> %
Being able to work cooperatively with fellow employees	57	41	72	27	77	21
Having both the desire to learn more and the capacity to keep learning more on the job	46	50	69	29	63	37
Good attitude in dealing with those under them	42	45	73	27	71	27
Learning how to dress and behave well	39	58	68	30	68	29
Having a good attitude toward supervisors	39	58	69	30	68	25
Ability to read and understand written and verbal instructions	33	64	78	21	70	27
Having the capacity to concentrate on the work done over an extended period of time	30	66	73	27	65	35
Learning how to read well	30	67	78	22	67	30
Motivated to give all they have to the job they are doing	25	71	69	30	69	30
Being capable of doing arithmetic functions	25	72	71	28	66	33
Learning mathematics well	22	74	68	32	65	35
Having a real sense of dedication to work	20	78	73	27	67	33
Having real discipline in their work habits	19	78	70	30	54	43
Learning how to write well	12	84	66	34	56	42
Learning how to solve complex problems	10	86	57	43	48	52
<u>Average</u>	<u>30</u>	<u>66</u>	<u>70</u>	<u>29</u>	<u>65</u>	<u>33</u>

ESTIMATES OF THE LEVEL OF PREPARATION OF RECENT  
HIGH SCHOOL STUDENTS FOR HIGHER EDUCATION

	<u>Educators</u>		<u>Students Who Went on to Further Education</u>		<u>Parents Whose Children Went on to Further Education</u>	
	<u>Posi- tive</u>	<u>Nega- tive</u>	<u>Posi- tive</u>	<u>Nega- tive</u>	<u>Posi- tive</u>	<u>Nega- tive</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Being able to work cooperatively with fellow students and faculty	66	31	79	21	87	13
Having a good attitude toward their teachers	63	35	76	24	81	18
Learning how to dress and behave well	55	42	70	28	85	14
Having both the desire to learn more and the capacity to keep learning more as they move to higher levels of education	48	50	68	32	75	22
Having a good attitude in dealing with the pressure of meeting academic standards	43	56	66	33	74	25
The ability to read and understand written and verbal instructions	41	58	86	14	86	14
Learning how to read well	33	66	80	19	82	18
Being capable of doing arithmetic functions	32	65	74	26	77	23
Being motivated to give all they have to stretching their minds and learning new disciplines	29	70	62	38	73	27
Learning mathematics well	27	69	70	30	71	28
Having a real sense of dedication to learning	26	73	66	34	73	27
Having the capacity to concentrate on their studies over an extended period of time	25	74	59	40	70	27
Having real discipline in their work habits	21	77	60	39	68	29
Learning how to write well	18	80	71	29	77	23
Learning how to solve complex problems	15	83	63	37	71	26
<u>Average</u>	<u>36</u>	<u>62</u>	<u>70</u>	<u>30</u>	<u>77</u>	<u>22</u>

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Observation:

The reality gap is striking and alarming. To put it most succinctly: the current crop of students and their parents are deluding themselves. This points up the real necessity of enlisting and informing America's parents about what employers and higher education institutions expect. It also means (and this is even more important) that students and their schools need to be made aware of what standards are demanded. Until this gap is closed, little progress can be made in ensuring that America has a truly educated workforce.

The Powerful Mandate for a National Commitment to Education

In addition to examining the interrelationship of employers, post-secondary educators, and students, the study also looked at the larger context of attitudes about public education, specifically the debate about standards. An overwhelming 82-14% majority of the American people, and an 81-16% majority of employers, are convinced the nation "needs common national standards of performance that all schools should be expected to live up to." Indeed, 80% of the public and 91% of all employers feel "this country should know how American students' performance compares to world class standards."

Majorities of 54% among the public, 66% among parents, and 73% among employers say that "clear standards of what students should know and be able to do upon their graduation today" do not exist. Even among those who say there are clear standards, 48% believe those standards are just "not high enough."

A 52-37% majority of the public and a higher 62-35% majority of employers believe that "employers do not now have accurate and comprehensive information about the academic performance of recent high school graduates who are seeking jobs with them." A 66-32% majority of employers claim they do have such information about college graduates. But this raises the real necessity of elevating the importance of high school records by students in the process of

evaluating job applicants. No more than 24% of all employers say they pay "a great deal of attention" to the high school records of the average applicant. This fact undoubtedly conveys a sense that what they do academically in high school may be at best of limited importance.

The ultimate stake for both employers and the country as a whole is clearly spelled out by both the public and the employers themselves:

— A high 95% of the employers and 88% of the public is convinced that "in order for America to be really competitive economically in the world, this country needs to reach higher standards of educational attainment." By 80-18% among the public and by 83-16% among employers, sizable majorities deny that "America is now placing enough emphasis on learning." The bottom line: 88% of the public, 90% of the parents, 89% of all employers, 89% of business employers, and 88% of government employers all say it is "very important" for "the American workforce to improve its skills in order for this country to become economically competitive in the world." Majorities ranging from 64 to 78% of employers and 64 to 71% of the public feel that "this nation today does not invest enough" in pre-school education, kindergarten through grade 12, education beyond 12th grade, and training and adult education.

The following tables present a clear picture of the state of attitudes on a set of key problems:

ARE THERE CLEAR STANDARDS OF WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO UPON GRADUATION?

	<u>Are Clear Standards</u> ‡	<u>Are Not</u> ‡	<u>Not Sure</u> ‡
<u>Total Public</u>	37	54	6
<u>Total Students</u>	39	56	5
Took jobs upon leaving high school	44	49	7
Went on to higher education on leaving high school	31	65	4
<u>Total Parents</u>	28	66	6
Children took jobs on leaving high school	28	66	6
Children went on to higher education	25	68	7
<u>Total Employers</u>	20	73	7
Small Business	25	69	6
Medium business	20	75	5
Large business	13	83	4
<u>Total Government Employers</u>	24	63	13

DOES THE COUNTRY NEED COMMON NATIONAL STANDARDS OF PERFORMANCE ALL SCHOOLS SHOULD BE EXPECTED TO LIVE UP TO?

	<u>Need Common Standards</u> ‡	<u>Don't Need</u> ‡	<u>Not Sure</u> ‡
Total Public	82	14	4
Total Recent Students	80	17	3
Total Parents	87	13	*
Total Employers	81	16	3

TO REALLY BE COMPETITIVE IN THE WORLD, DOES THE U.S. NEED  
TO REACH HIGHER STANDARDS OF EDUCATIONAL ACHIEVEMENT?

	<u>Need Higher Standards</u> %	<u>Don't Need</u> %	<u>Not Sure</u> %
<u>Total Public</u>	88	10	2
Total Recent Students	87	12	1
Total Parents	90	8	2
<u>Total Employers</u>	95	4	1
Total Business Employers	96	3	1
Total Government Employers	92	8	-

DOES THE NATION TODAY INVEST ENOUGH IN EDUCATION?

	<u>Percent Saying "Not Enough"</u>			
	<u>Total Public</u> %	<u>Recent Students</u> %	<u>Parents</u> %	<u>Employers</u> %
Pre-School Education	61	69	56	73
K-12	71	81	77	78

Observation:

For all of the concern expressed about the quality of elementary and secondary education, there is strong commitment on the part of all groups surveyed for reform, for tougher standards, and for a higher level of investment. This is indeed an encouraging signal about the future of education in the United States.

What this study makes clear is that there is a profound concern on the part of those who depend on the products of America's elementary and secondary schools. Employers and those in higher education believe the quality of high school preparation is woefully inadequate. More than that, in many cases they have been forced to change the way they deal with new employees and new students to make up for the failings of the country's elementary and secondary education system.

That their concerns are not shared by recent students and their parents points to a reality gap that must be closed. Hope, however, comes from a broad consensus for higher standards and educational reform — a consensus that offers the possibility of a truly competitive United States, assuming the public's will and employers' and educators' needs are met.

## METHODOLOGY

### Overview

This is a study of attitudes among employers, educators, and the general public on the caliber of our nation's high school graduates and on the value of national standards in elementary and secondary education. In all, 2,446 individuals were interviewed for the study during the first three weeks of September, 1991. The interviews were conducted at the Harris firm's computer-assisted telephone interviewing facility in Rockefeller Center.

### Sample of Employers

The sample of employers included 402 individuals, 301 of whom work in private industry. The remaining 101 work in national and Federal government. The business sample included equal numbers of individuals in small (\$5 to \$20 million in sales), medium-sized (\$20 to \$100 million) and large (over \$100 million) companies. In the medium-sized and large businesses, equal numbers of line executives and human resource officers were interviewed. In the small firms, only line executives were interviewed. The samples were randomly drawn from Dun & Bradstreet's on-line listing of businesses. In government agencies, equal numbers of line executives and human resource officers were drawn from a Dun & Bradstreet listing of state and Federal agencies.

### Sample of Educators

In all, 301 educators were interviewed. In order to permit separate analysis, equal numbers of trade and vocational schools, two-year colleges, small four-year colleges, and large four-year universities were chosen from Dun

& Bradstreet's listing of educational institutions. Equal numbers of admissions officers and faculty members were chosen for interview.

### Sample of the Public

A total of 1,744 members of the public were interviewed. The most scrupulous sampling and fielding techniques were employed, including a randomized household member selection grid. Four cross sections were used, each stratified for region and size of place, each with 1,250 population sampling units (PSU's).

Using a sampling technique developed by Dr. Martin Frankel and Dr. Matthew Goldstein, the noted sampling experts of the City University of New York, simultaneous oversamples in two target groups were interviewed along with the public cross-section. The first group consisted of former students, four to eight years out of high school; the second group consisted of parents of such young people. Two hundred and fifty parents and 511 former students were interviewed. The incidence of parents was 17%; of the former students, 12%.

### Field Procedures

Within each sample household, a single respondent is randomly selected for interviewing. This random selection stratifies households on the basis of household composition as follows:

If the household contains only males or only females in the eligible age range (single sex household), a single respondent is selected in a single stage of sampling.

If the household contains at least one male and one female in the eligible age range (dual sex household), the selection of a respondent involves

two stages of sampling. In the first stage a random process is used which designates either Male (m) or Female (f). In stage two, a single respondent of that sex is randomly selected for interviewing.

The selection of a respondent among all eligible persons for single sex households and among all eligible persons of the randomly selected sex for dual sex households is accomplished as follows:

1. A determination is made of "n" the number of eligible persons in the household.
2. A random number RN is selected in the range from 1 to n.
3. The random number selects the RNth oldest eligible respondent.

For example, if the household contains 3 eligible respondents, i.e., 3 eligible persons in a single sex household or 3 eligible respondents of the randomly selected sex in a dual sex household) a random number between 1 and 3 is selected. If the random number is 1, then the oldest eligible person is selected for subsequent interviewing. If the random number is 2, then the second oldest person is selected for interviewing. If the random number is 3, then the youngest eligible person is selected for interviewing.

#### Control of the Sample

In order to maintain reliability and integrity in the sample, the telephone field staff follows these procedures when a respondent contact is attempted:

- A non-answering telephone is dialed three more times over a three-day period. At the end of this time, if no contact is made, a new telephone number is generated for that PSU.
- If a business telephone is reached or if contact is made with a household in which a potential respondent presents a language barrier, a new telephone number is generated for that PSU.



- Once a residential contact is established, the interviewer uses the respondent selection procedure to designate someone in the household for the interview.

### Callback Strategy

In order to attain the highest possible response rates within reasonable cost constraints, callbacks are made according to the following guidelines:

No Answer/Not-at-Homes: An initial call and then three callbacks to reach an adult member of the household. Callbacks are made on different days and at different times of the day. After the fourth call, the household is replaced by another number in that PSU.

Respondent Selection: Up to four additional attempts to complete the interview with the designated member of the household after the selection procedure.

Refusals: One callback to try to convert any designated respondent who has refused or terminated an interview. If after the conversion attempt the designated respondent still declines the interview, another household is selected in that PSU.

Unavailable Respondents: An initial call and three callbacks to reach the designated member of the household. If after the fourth call the respondent is still not available for the interview, another household is selected in that PSU.

Busy Signals: An initial call, a follow-up fifteen minutes later, and three callbacks to reach a member of the household. Callbacks are made on different days and at different times of the day. If the telephone is still busy after the fourth call, a new number is selected in that PSU and the household is replaced.

### Weighting

There was a multi-stage weighting process for the public data. First, the sample was corrected for the parent and former student oversampling by correcting for the nothing procedure that screened for these groups. As a result, the total results reflected the actual proportions of these subgroups in the population. Second, the sample was balanced for geography, sex, age, and race based on the Census Current Population Survey and National Planning Data's 1990 updates of Census figures.

The employer and educator data were not weighted.

### Sampling Error

The results achieved from any sample survey are subject to sampling error. Sampling error is defined as the difference between the results obtained from the sample and those that would have been obtained had the entire population been surveyed. The size of sampling error varies both with the size of the sample and with the percentage giving a particular answer. The following table sets forth the range of error in samples of different sizes at different percentages of response:

Table A-1

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO  
USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

<u>Number of People Asked Question on Which Survey Result Is Based</u>	<u>Survey Percentage Result at 10% or 90%</u>	<u>Survey Percentage Result at 20% or 80%</u>	<u>Survey Percentage Result at 30% or 70%</u>	<u>Survey Percentage Result at 40% or 60%</u>	<u>Survey Percentage Result at 50%</u>
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

COMPLETE TABLES

# CALIBER OF HIGH SCHOOL GRADUATES FIVE AND TEN YEARS AGO

Table 1

Q 1a 1/2 How would you rate the caliber of recent graduates of the nation's high schools today compared with those who graduated five/ten years ago in terms of being prepared to be productive and satisfactory employees for your company (organization) ... much better prepared, somewhat better prepared, somewhat worse prepared, or much worse prepared?

	EMPLOYERS																								
	BUSINESSES										EMPLOYERS														
	TYPE OF EXEC										REGION														
	SIZE					HUMAN RE.					MID. WEST			EAST			SO. UTH			WEST					
TOTAL	SM	MFD	IA	LINE/	GOV.	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL	ALL		
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Base	402	301	101	100	100	100	100	100	201	100	101	101	113	118	109	62									
Compared to Five Years Ago	32	28	24	30	29	30	29	30	30	23	45	20	35	38	37										
Better prepared	45	48	50	44	50	43	57	38	52	45	39	45	39	45											
Worse prepared	20	22	24	25	18	25	17	12	21	16	24	16	24	16											
The same	3	2	3	1	3	2	3	6	2	3	6	6	4	4											
Not sure/Refused																									
Compared to Ten Years Ago	29	27	27	33	20	27	26	37	22	28	38	29													
Better prepared	56	59	54	55	67	58	60	48	58	61	50	52													
Worse prepared	8	9	10	9	8	10	7	6	11	4	8	11													
The same	7	6	9	3	5	5	7	10	9	7	4	8													
Not sure/Refused																									

### CHANGES IN THE REMEDIAL SERVICES FOR HIGH SCHOOL GRADUATES PROVIDED BY EMPLOYERS

O 1b. As a result of changes in the preparedness of students coming out of secondary school these days, have you increased your remedial and training services in such basic areas such as math, reading, and writing compared with five years ago, or not?

		EMPLOYERS												
		BUSINESSES						TYPE OF EXEC						
		SIZE			HUMAN			GOV.			REGION			
		TOTAL	SM.	MED.	LA.	LINE/	RE-	GOV.	MID-	SO-	EAST	WEST	UTH	WEST
EMPL.	%	BUSI-	ALL	NUM	RGE	OPERA-	SOUR-	ERN-	WEST	UTH	%	%	%	%
OYERS	%	NESS				TIONS	CES	MENT	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	116	109	62		
Have increased remedial services	28	27	30	23	28	26	29	33	28	31	27	28		
Not increased remedial services	63	65	67	73	55	67	62	58	59	64	66	66		
Not sure/Refused	8	8	3	4	17	7	9	9	12	5	7	8		



Table 3

HAVE REMEDIAL PROGRAMS MADE UP THE GAP?

Q 1d. Do your company's (organization's) remedial programs make up the gaps that exist in this current generation in terms of their preparedness to learn, or does a gap still exist, even after remedial services have been used?

		EMPLOYERS																
		BUSINESSES							TYPE OF EXEC									
		SIZE			HUMAN				RE-			GOV.			REGION			
		TOTAL	SM	MFD	LA.	LINE/	OPERA	SOUR	ERIN	EAST	MID-	SO-						
		BUSI	ALL	NUM	RGE	TKONS	-CES	MENT	WEST	WEST	UTH	WEST						
		NESS	%	%	%	%	%	%	%	%	%	%						
		FMPL.	%	%	%	%	%	%	%	%	%	%						
		OYERS	%	%	%	%	%	%	%	%	%	%						
Base		402	301	101	100	201	100	101	101	113	118	109	62					
Make up the gap		18	16	19	11	18	19	9	24	16	18	21	16					
Gap still exists		45	44	42	47	43	42	48	49	43	42	44	55					
Not sure/Refused		37	40	40	42	39	39	43	28	41	40	35	29					



Table 4

### CHANGES IN THE RETENTION RATE OF NEW EMPLOYEES

Q 1e - Do you feel that the rate at which you are able to retain new employees out of high school has declined sharply due to their lack of proper preparation, has declined moderately, or not declined at all?

	EMPLOYERS																	
	BUSINESSS									EMPLOYERS								
	TOTAL			SIZE			TYPE OF EXFC			HUMAN			GOV.			REGION		
	EMPL. OYERS	SM ALL	MFD RUM	L.A. RGE	LINE/ OPERA TIONS	RE- SOURCES	GOV. ERN. MENT	FAS	MID- WEST	SO. UTH	WEST	%	%	%	%	%	%	%
Base	402	301	101	100	100	100	201	100	101	113	118	109	62					
Rate of retention has declined	46	49	53	50	44	49	49	49	37	44	44	47	52					
Not declined	49	48	41	48	55	48	48	48	53	52	49	48	47					
Not sure/refused	5	3	6	2	1	3	3	3	10	4	7	6	2					



Table 5

TREND IN SCREENING APPLICANTS TO FIND QUALIFIED EMPLOYEES

Q 11. Have you found over the past 10 years that the number of high school graduates you have to screen before finding those who can meet your standards of employment has risen sharply, moderately, or hardly at all?

		EMPLOYERS															
		BUSINESS								OTHER							
		SIZE				TYPE OF EXFC				HUMAN RESOURCES				REGION			
		SM		MFD.		LA. BRG		OPERATIONS		SOURCES		GOVERNMENT		MIDWEST		SOUTH WEST	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Have		402	301	101	100	100	100	201	100	100	101	113	118	109	62		
Number screened has risen		68	71	69	72	72	72	70	74	60	70	65	72	65			
Not risen		26	26	25	25	27	26	26	25	29	26	29	23	29			
Not sure/Refused		5	3	6	3	1	4	4	1	11	4	6	5	6			



Q.1g

Table 6

MEAN NUMBER OF APPLICANTS TURNED DOWN  
BEFORE HIRING A NEW EMPLOYEE

	<u>Mean</u>
<u>Total Employers</u>	6.3
Total Business	6.5
Small	6.1
Medium	6.5
Large	6.3
Line/Operations	6.0
Human Resources	7.3
Total Government	5.9
East	6.9
Midwest	6.3
South	6.1
West	5.9

Q.1h

Table 7

WHAT EMPLOYERS PAY ATTENTION TO IN  
HIRING HIGH SCHOOL GRADUATES

	<u>A Great Deal of Attention</u> %	<u>Moderate Attention</u> %	<u>Slight Attention</u> %	<u>Not Sure</u> %
Interviews with prospective applicant	81	13	4	2
High school records of applicant	24	36	36	4

## NEED FOR SKILL LEVELS TO RISE TO MEET COMPETITION FROM ABROAD

Table 8

Q 11. As a result of the need to meet competition from abroad, do you feel that the skill levels you require from new hires have risen sharply, risen moderately, or have not risen at all, compared to 5 years ago?

	EMPLOYERS														
	BUSINESSES														
	TYPE OF EXEC														
	EMPLOYERS	SIZE			HUMAN RESOURCES				GOVERNMENT			REGION			
TOTAL BUSI-NESS		SM. ALL	MFD. R/M	LA. RGE	LINE/ OPERATIONS	RE. SOURCES	ERIN. MENT	EAST	MID. WEST	SO. UTH	WEST	%	%	%	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Base	402	301	101	100	201	100	100	101	113	118	109	62			
Risen	57	57	54	52	66	60	52	57	49	63	66	48			
Not risen	36	38	38	44	31	34	45	33	42	31	33	42			
Not sure/Refused	6	5	8	4	3	6	3	10	10	6	1	10			

# HAVE SKILL LEVELS OF LABOR POOL RISEN TO MEET NEW NEEDS?

Table 9

O 1] Do you feel over the past five years, the skill level of the labor pool available to you from the high schools has risen sharply, moderately, not much at all, or has deteriorated?

		FMPH OYERS												
		BUSINESSS						TYPE OF EXC						
		SIZE			HUMAN			GOV-			REGION			
		SM.		MED	LINE/		RE-	SOUR		ERN	MID-		SO-	
		ALL	RGE	LA.	OPER	TIONS	CES	MENT	EAST	WEST	EAST	WEST	UTH	WEST
		%	%	%	%	%	%	%	%	%	%	%	%	%
TOTAL		%	%	%	%	%	%	%	%	%	%	%	%	%
FMPH.		%	%	%	%	%	%	%	%	%	%	%	%	%
OYERS		%	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	101	113	118	109	62	
Skill levels risen	25	23	27	21	20	25	17	34	18	27	30	27		
Not risen or deteriorated	72	75	71	79	76	72	82	63	81	71	67	69		
Not sure/Refused	2	2	2	.	4	2	1	3	2	2	3	3		

42

43

Table 10

### SPECIFIC TRAINING PROGRAMS TO CLOSE GAPS

Q 1k. Do you have an organized program of job training of which a major part is (READ EACH ITEM) or don't you have such a program?

	HAVE SUCH A PROGRAM		DO NOT		NOT SURE	
	%		%		%	
Teaching specific technical skills that used to be taught in the school systems	28		70		2	
Counseling recent high school graduates individually so they can adapt their specific work assignments to the levels of skills and education they have	26		72		2	
Teaching basic skills such as math, reading, and writing to raise the level of functional literacy	14		85		1	

Table 11

TREND OF COST TO UPGRADE NEW LABOR HIRES

Q 11. Has the COST of upgrading your new labor hires who are recent high school graduates increased simply over the past five years, moderately, or not much at all?

	EMPLOYERS																	
	BUSINESSSES							TYPE OF EXEC										
	TOTAL			SIZE		HUMAN		GOV.		REGION								
	EMPL. OYERS	%	MESS	SM	MFD	ALL	IUM	RGE	TA.	OPERA	SOUR	CFES	MENT	EAST	MID.	SO.	UTH	WEST
Base	402	301	101	100	100	100	201	100	101	101	113	118	109	62				
Increased	53	54	52	56	55	54	55	55	49	53	51	57	50					
Not much at all	43	43	42	44	43	42	44	44	42	42	44	44	37	50				
Not sure/Refused	4	3	6	.	2	3	1	10	4	5	6	.						

47

40

Table 12

VISITS BY CORPORATE EXECUTIVES TO LOCAL SCHOOLS

Q 1m 1 - Do you have any programs where your company (organization) has established a relationship with a specific local school or schools where your operations are located, where your executives visit the schools and describe the needs you have for new hires and the type of workers you are looking for, or not?

	EMPLOYERS															
	BUSINESSES															
	TYPE OF EXEC															
	SIZE				HUMAN				RE-				REGION			
TOTAL	SM	MED	L.A.	LINE/	RE-	GOV.	SO-	MID-	SO-	EAST	WEST	UTH	WEST	%	%	%
EMPL.	ALL	NUM	RGE	OPERA	SOUR	ERN.	MENT	WEST	UTH	EAST	WEST	UTH	WEST	%	%	%
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	201	100	101	113	118	109	62					
Have	43	42	31	40	55	39	47	46	37	44	49	40				
Don't have	55	57	69	58	44	60	52	50	62	53	49	58				
Not sure/Refused	2	1	.	2	1	1	1	5	1	3	3	2				



Table 13

EMPLOYER PROGRAMS TO CONTACT LESS PRIVILEGED PARTS OF COMMUNITY

Q 1m 2 Do you have any programs where your company (organization) has established contact with the less privileged parts of the local community in order to give young people some hope that they can one day improve their lot by going to work for mainstream companies and organizations, or not?

	EMPLOYERS															
	BUSINESSS								EMPLOYERS							
	SIZE				TYPE OF EXEC				REGION				REGION			
	TOTAL	SM	MED.	LA	LINE/	HUMAN	RE-	GOV.	MID-	SO-	WEST	UTH	WEST	WEST	UTH	WEST
EMPL.	ALL	NUM	RGE	OPERA	SOUR	CES	ERN.	MENT	MENT	EAST	EAST	EAST	EAST	EAST	EAST	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Base	402	301	101	100	201	100	101	113	109	62						
Have	49	44	35	42	54	44	42	64	48	56						
Don't have	50	55	64	57	44	54	57	34	50	42						
Not sure/Refused	1	1	1	1	2	1	1	2	2	2	1	2	2	1	1	2

Table 14

### HAVE YOU MADE MAJOR CHANGES IN CONFIGURATION OF WORK PLACE OR DO YOU FIND MAJOR CHANGES UNNECESSARY?

Q 10 - Have you made major changes in the configuration of your work place in order to better accommodate the changing nature of the work force you are attracting, or do you find that such major changes are not necessary?

	EMPLOYERS														
	BUSINESSES							EMPLOYERS							
	TYPE OF EXEC							REGION							
	TOTAL		SIZE		HUMAN			GOV.		MID.		SO.			
EMPL. OYERS	%	SM ALL	MED NUM	LA. PAGE	LINE/ OPERA TIONS	RE. SOUR .CES	ERN. MENT	%	EAST	WEST	%	UTH	WEST	%	
Base	402	301	101	100	100	201	100	101	113	118	109	62			
Have made major changes	30	27	30	29	21	28	24	39	27	30	31	31			
Such changes not necessary;	67	71	70	66	77	71	71	54	69	64	66	69			
Not sure/fatused	3	2	.	5	2	1	5	7	4	6	3	.			

Table 15

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q 2 Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On (HEAD LIST), do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	POSITIVE		NEGA-TIVE		EXCFL-LENT		GOOD		FAIR		POOR		NOT SURE	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Being able to work cooperatively with fellow employees	57	41	4	53	36	4	2							
Having both the desire to learn more and the capacity to keep learning more on the job	46	50	5	41	41	10	4							
Having a good attitude in dealing with those under them	42	45	2	40	41	3	13							
Learning how to dress and to behave well	39	58	2	37	43	15	3							
Having a good attitude toward supervisors	39	58	2	37	46	12	3							
Their ability to read and understand written and verbal instructions	33	64	2	31	54	10	3							
Having the capacity to concentrate on the work done over an extended period of time	30	66	1	29	53	13	3							
Learning how to read well	30	67	1	29	53	14	3							
Being motivated to give all they have to the job they are doing	25	71	2	23	49	23	3							
Being capable of doing arithmetic functions	25	72	1	24	52	20	3							
Learning mathematics well	22	74	1	21	52	22	4							
Having a real sense of dedication to work	20	78	1	18	51	27	2							
Having real discipline in their work habits	19	78	1	18	45	33	2							

50

50

BEST COPY AVAILABLE

Table 15  
**HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES  
 TO MEET NEEDS ON THE JOB?**

Q 2 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On (READ LIST), do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	POSITIVE		NEGA-TIVE		EXCEL-LT		GOOD		FAIR		POOR		NOT SURE	
	%		%		%		%		%		%		%	
Learning how to write well	12	84	1	11	47	37	4							
Learning how to solve complex problems	10	86	1	10	47	39	4							

Table 16

RECENT HIGH SCHOOL STUDENTS' ABILITY TO WORK WITH FELLOW EMPLOYEES

Q 2 8 . Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Being able to work cooperatively with fellow employees, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYEES															
		BUSINESSSES								EMPLOYEES							
		TYPE OF EXEC				HUMAN				REGION							
		SIZE		LINE/RE-		SOUR-		GOV-		MID-		SO-					
		SM-	MF-	LA-	OP-	ER-	ES-	ERN-	EAS-	ES-	UT-	WES-					
		ALL	NUM	RGE	TIONS	CES	MENT	MENT	EAST	WEST	UTH	WEST					
		%	%	%	%	%	%	%	%	%	%	%					
Base		402	301	101	100	100	201	100	101	113	118	109	62				
....Positive		57	56	59	56	53	57	55	59	65	53	57	50				
.....Negative		41	43	40	41	47	41	45	35	33	45	41	45				
Not sure/Refused		4	4	4	3	5	3	6	3	3	5	5	2				

50

60



Table 18

### RECENT HIGH SCHOOL STUDENTS' ATTITUDE IN DEALING WITH PEOPLE UNDER THEM

Q 2 11 Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On a scale of 1 to 5, 1 being a good attitude in dealing with those under them, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS													
		BUSINESSES						EMPLOYERS							
		TYPE OF EXEC						REGION							
		SIZE			HUMAN RE. SOURCES			MID. WEST			SO. UTH WEST				
		TOTAL	SM. ALL	MED. NUM	LA. RGE	LINE/ OPERA TIONS	RE. SOURCES	GOV. ERN MENT	FAST	WEST	MID. WEST	SO. UTH WEST	%	%	%
FMPLOYERS	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
402	301	101	100	100	100	100	100	101	113	118	109	62			
42	41	41	39	42	38	45	47	50	38	39	42				
45	47	44	45	51	46	47	39	42	47	48	40				
2	2	2	1	3	2	2	4	4	1	3	2				

Base

--- Positive

--- Negative

Not sure/Refused

Table 19

RECENT HIGH SCHOOL STUDENTS' DRESS AND BEHAVIOR

Q 29. Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Learning how to dress and to behave well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS													
		BUSINESSES						TYPE OF EXEC							
		SIZE			HUMAN			REGION			REGION				
		SM. MED. NUM.		LA. PGE		LINE/ RE. OPERA TIONS		HUMAN RE. SOURCES		GOV. ERN. MENT		MID. WEST UTH		SO. WEST	
EMPL. OYERS	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
TOTAL	402	301	101	100	100	201	100	101	113	118	109	62			
BUSSI-NESS	39	38	37	40	36	37	38	45	48	36	40	27			
NESS	58	60	60	58	63	60	61	50	50	61	57	66			
%	2	2	1	6		1	4	2	4	2	4	3			

Base: --- Positive  
 --- Negative  
 Not sure/Refused



Table 20

RECENT HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS SUPERVISORS

Q 2 10 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On a scale of 1 to 5, 1 being a good attitude toward supervisors, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS											
		BUSINESS/SFS						HUMAN RESOURCES					
		SIZE			TYPE OF EXEC			GOVERNMENT			REGION		
EMPL. OYERS	TOTAL BUSI NESS	SM	MED.	LARGE	LINE/ OPERATIONS	RE. SOURCES	GOV. ERN. MENT	EAST	MID. WEST	SO. UTH	WEST	%	
		%	%	%	%	%	%	%	%	%	%	%	
Base	402	101	100	100	201	100	101	113	118	109	62		
---Positive	39	36	36	37	36	36	46	45	36	35	39		
.....Negative	58	62	63	62	62	63	47	52	62	63	55		
Not sure/Refused	2	2	1	2	1	3	2	2	1	2	3		



Table 21

RECENT HIGH SCHOOL STUDENTS' ABILITY TO READ AND UNDERSTAND INSTRUCTIONS

Q 21 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas: On Their ability to read and understand written and verbal instructions, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS															
		BUSINESSES								TYPE OF EXEC							
		SIZE				HUMAN				REGION							
		SM		MED.		LINE/		RE-		MID-		SO-					
		ALL	NUM	LA.	OPERA	SOUR	GOV.	ERN	MENT	EAST	WEST	UTH	WEST				
		%	%	%	%	%	%	%	%	%	%	%	%				
		TOTAL	BUSI	NESS	NESS	NESS	NESS	NESS	NESS	NESS	NESS	NESS	NESS				
		%	%	%	%	%	%	%	%	%	%	%	%				
Base:		402	301	101	100	100	201	100	101	101	113	118	109	62			
Positive		33	31	28	30	35	32	28	39	31	34	32	35	35			
Negative		64	67	69	68	65	65	72	54	65	64	65	60	60			
Not sure/Refused		2	2	3	1	1	2	.	2	3	2	2	2	.			

Table 22

### RECENT HIGH SCHOOL STUDENTS' CAPACITY TO CONCENTRATE OVER AN EXTENDED PERIOD OF TIME

Q 2 12. Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On the capacity to concentrate on the work done over an extended period of time, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS														
		BUSINESSES						TYPE OF EXEC								
		SIZE			HUMAN			REGION								
		SM		MFD.	LA.		LINE/		RE.		GOV.		MID.		SO.	
		ALL		RJM	RGE		OPERA		SOUR		ERN.		WEST		UTH	
		%		%	%		%		%		%		%		%	
		%		%	%		%		%		%		%		%	
TOTAL		BUSI		NESS	%		%		%		%		%		%	
EMPL.		OYERS		%	%		%		%		%		%		%	
Base:	402	301	101	100	100	100	201	100	100	101	113	116	109	62		
---Positive	30	29	34	29	24	29	29	29	35	35	32	35	27	26		
---Negative	66	68	63	69	73	68	68	70	59	65	65	62	72	68		
Not sure/Refused	1	1	2	.	.	1	.	.	2	2	2	.	1	2		

Table 23

RECENT HIGH SCHOOL STUDENTS' ABILITY TO READ WELL

Q 25. Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Learning how to read well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS											
		BUSINESSES						EMPLOYERS					
		TYPE OF EXEC											
		SIZE			HUMAN			GOV.			REGION		
		SM.	MED.	LARGE	LINE/	RE-	SOUR.	ERN-	MID-	SO-	EAST	MID-	WEST
		ALL	RUM	RGE	OPERATIONS	CES	MENT	WEST	WEST	UTH	WEST	WEST	WEST
		%	%	%	%	%	%	%	%	%	%	%	%
TOTAL													
EMPLOYERS													
%													
Base	402	101	100	100	201	100	101	113	118	109	62		
---Positive	30	31	27	26	27	29	37	27	34	28	34		
....Negative	67	70	66	71	72	71	70	57	71	63	72	61	
Not sure/Refused	1	2	4	1	2			2	1	2			



Table 24

RECENT HIGH SCHOOL STUDENTS' MOTIVATION  
TO GIVE ALL THEY HAVE TO THE JOB

O 2 14 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On . . . Being motivated to give all they have to the job they are doing, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS											
		BUSINESSES						TYPE OF EXEC					
		SIZE			HUMAN			REGION					
EMPL. OYERS	%	SM.	MED.	LA.	LINE/	RE.	GOV.	MID.		SO.			
		ALL	RUM	RGE	OPERA	SOUR	ERN-	EAST	WEST	UTH	WEST	%	%
	%				TIONS	CES	MENT						
402	301	101	100	100	201	100	101	113	118	109	62		
25	26	29	26	24	25	29	23	29	22	27	23		
71	72	71	70	74	73	69	70	65	75	72	73		
2	2	3	.	2	2	1	4	2	2	4	2		

Base:  
----Positive  
----Negative  
Not sure/Refused



Table 25

RECENT HIGH SCHOOL STUDENTS' ABILITY TO DO ARITHMETIC FUNCTIONS

O 2 2 Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On ... Rating capable of doing arithmetic functions, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS														
		BUSINESSES						EMPLOYERS								
		TYPE OF EXEC						REGION								
		SIZE			HUMAN			GOV.			MID-			SO-		
		TOTAL	SM.	MED.	LA	LINE/	RE-	GOV.	ER-	EAST	WEST	UTH	WEST	%		
EMPL.	%	NUM	ALL	NUM	RGE	OPERA	SOUR	MENT	ERN-	%	%	%	%	%		
OYERS						TIONS	-CES									
402	301	101	100	100	100	201	100	101	113	118	109	62				
25	23	26	17	25	26	18	30	30	24	25	25	27				
72	75	71	61	73	73	60	62	73	73	73	72	66				
1	1	3			1				1	1	1	1				

Base:  
 .....Positive  
 .....Negative  
 Not sure/Refused



Table 26

DID HIGH SCHOOL STUDENTS' LEARN MATHEMATICS SKILLS WELL?

Q 26. Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Learning mathematics well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS												
		BUSINESSES						GOVERNMENT						
		SIZE			TYPE OF EXEC			REGION			REGION			
		SM		MFD.	LINE/		HUMAN	RE-		GOV.	MID.		SO.	
		ALL	NUM	RGE	LA	OPER	SOUR	CES	ERIN	MENT	EAST	WEST	UTH	WEST
		%	%	%	%	%	%	%	%	%	%	%	%	%
		EMPL.	BUSSI	NESS	%	%	%	%	%	%	%	%	%	%
Base		402	301	101	100	100	201	100	101	101	113	118	109	62
Positive		22	21	20	20	22	23	15	26	27	24	16	21	
Negative		74	77	78	78	75	74	83	64	69	73	81	73	
Not sure/Refused		1	1	3	1		2			1	2	1	1	

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02

Table 27

RECENT HIGH SCHOOL STUDENTS' SENSE OF DEDICATION TO WORK

Q 2 15 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Having a real sense of dedication to work, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS														
		BUSINESSES						EMPLOYERS								
		TYPE OF EXEC						REGION								
		SIZE			HUMAN			GOV.			MID-			SO-		
		TOTAL	SM	MFD	LA-	LINE/	RE.	ERIN	EAST	WEST	UTH	WEST	UTH	WEST	UTH	WEST
EMPL.	%	BUSI	ALL	JUM	RGE	OPERA	SOUR	MENT	MENT	MENT	MENT	MENT	MENT	MENT	MENT	MENT
YERS		NESS				TIONS	CES									
%		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	118	109	62				
— Positive	20	22	22	20	23	21	22	14	20	20	22	13				
— Negative	78	77	78	78	75	77	78	80	77	78	76	82				
Not sure/Refused	1	1	3	1	.	1	1	2	1	1	3	2				





Table 28

RECENT HIGH SCHOOL STUDENTS' SENSE OF DISCIPLINE IN WORK HABITS

Q 23 Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On a scale of 1 to 5, with 1 being the lowest and 5 being the highest, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS													
		BUSINESSSES						EMPLOYERS							
		TYPE OF EXERCISE						REGION							
		SIZE			HUMAN			EAST		MID-		WEST		SO-	
		TOTAL			LINE/			GOV.		WEST		WEST		UTH	
		BUSI-			RE-			ERN-		UT		UT		WEST	
		NESS			SOUR-			MENT		H		H		WEST	
		ALL			CES			%		%		%		%	
		%			%			%		%		%		%	
		%			%			%		%		%		%	
Base	402	301	101	100	201	100	101	113	118	109	62				
--- Positive	19	18	17	19	17	16	20	25	19	23	13				
--- Negative	78	81	82	79	82	79	69	77	75	80	82				
Not sure/Refused	1	2	3	2	1	1	3	.	1	2	2				

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Table 29

RECENT HIGH SCHOOL STUDENTS' ABILITY TO WRITE WELL

Q 24 - Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Learning how to write well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPL OYERS													
		BUSINESSES						TYPE OF EXEC							
		SIZE			HUMAN			GOV.			REGION				
		SM	MED.	LA.	LINE/	RE.	GOV.	MID.	SO.						
		ALL	NUM	FRGE	OPERA	SOUR	ERN.	WEST	UTH	EAST	WEST	UTH	WEST		
		%	%	%	%	%	%	%	%	%	%	%	%		
		TOTAL													
		EMPL.	BUSI												
		OYERS	MESS												
		%	%												
Base		402	301	101	100	100	201	100	101	101	113	118	109	62	
---Positive		12	10	14	8	9	12	7	18	14	14	14	9	10	
---Negative		84	86	82	88	89	85	90	76	81	81	81	89	84	
Not sure/Refused		1	1	3	.	.	1	.	.	1	1	1	1	.	



Table 30

RECENT HIGH SCHOOL STUDENTS' ABILITY TO SOLVE COMPLEX PROBLEMS

Q 27 Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On Learning how to solve complex problems, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EMPLOYERS											
		BUSINESSS						TYPE OF EXEC					
		SIZE			HUMAN			RE-		GOV.		REGION	
		TOTAL	SM	MED-	LA-	LINE/	RE-	OPERA	SOUR-	ERN-	EAST	MID-	SO-
		BUSI	ALL	NUM	RGE	THONS	RES	CEMENT	MENT	MENT	EAST	WEST	UTH
		NESS											
		%	%	%	%	%	%	%	%	%	%	%	%
Base	402	301	101	100	100	201	100	101	113	116	109	62	
....Positive	10	9	13	6	6	9	6	14	12	11	7	11	
....Negative	86	88	84	90	90	87	90	78	84	86	88	82	
Not sure/Refused	.	1	2	.	.	1	.	.	1	.	1	.	



Table 31

CALIBER OF HIGH SCHOOL GRADUATES FIVE AND TEN YEARS AGO

Q 1a 1/2 - How would you rate the caliber of recent graduates of the nation's high schools today compared with those five/ten years ago in terms of being prepared to be educated at the college (vocational school) level ... much better prepared, somewhat better prepared, somewhat worse prepared, or much worse prepared?

	EDUCATORS														
	TYPE OF INTERVIEW							TYPE OF SCHOOL							
	ADMISSIONS			REGION				TRADE & VOCATIONAL			SMALL & LARGE				
	FACULTY	OFFICERS		MIDWEST	SOUTH	WEST	UNION	EAST	WEST	NATIONAL	DE & TECH	COLLEGE	UNIVERSITY	ALL	4-YEAR
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75	75
Compared to Five Years Ago	36	31	41	23	30	47	37	24	45	33	40	40	40	40	40
Better prepared	43	48	39	46	56	35	44	55	45	43	31	31	31	31	31
Worse prepared	19	21	18	27	15	16	19	20	9	21	27	27	27	27	27
The same	2	1	3	4	.	2	.	1	.	3	3	3	3	3	3
Not sure/Refused	34	31	37	24	37	42	31	31	37	31	39	39	39	39	39
Compared to Ten Years Ago	52	56	46	56	57	44	55	52	57	53	43	43	43	43	43
Better prepared	7	9	6	6	4	8	10	8	4	5	12	12	12	12	12
Worse prepared	6	2	11	13	2	5	5	9	1	11	4	4	4	4	4
The same															
Not sure/Refused															

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Table 32

### CHANGES IN THE REMEDIAL SERVICES FOR HIGH SCHOOL GRADUATES PROVIDED BY EDUCATIONAL INSTITUTIONS

O 1b As a result of the changes in the preparedness of students coming out of secondary school these days, have you increased your remedial services in such basic areas as math, reading, and writing compared with five years ago, or not?

	EDUCATORS														
	TYPE OF INTERVIEW							TYPE OF SCHOOL							
	ADMISSIONS			REGION				TRADE & VOCATIONAL			SMALL COLLEGE				
	%		%	EAST	MID WEST	SO UTH	WEST	%	%	%	DI & TIO	2. YEAR COLL	4. YEAR COLL	4. YEAR UNIV. ERES-	%
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75	75
Have increased remedial services	66	73	59	64	67	65	69	64	83	59	59	59	59	59	59
Not increased remedial services	28	22	35	31	26	30	24	27	17	32	37	37	37	37	37
Not sure/Refused	6	5	6	5	7	5	6	9	9	9	9	9	9	9	9

Table 32A

EFFECTIVENESS OF REMEDIAL PROGRAMS

Q 1d Do the remedial programs you have at your institution make up the gaps that now exist in this current generation in terms of preparedness to learn, or is there still quite a gap that exists, even after remedial services have been used?

TOTAL EDUCATORS	TYPE OF INTERVIEW		EDUCATORS											
	%	%	REGION						TYPE OF SCHOOL					
			MID WEST			EAST			TRA: DE & VOCA TIO			SM. ALL 4- YEAR COLL UNIV. ERS- TIES		
			SO. UTH	WEST	EAST	NAL	EGES	COLL	YEAR	ALL	4- YEAR	UNIV. ERS- TIES		
300	150	150	78	54	106	62	75	75	75	75	75	75	75	
38	37	39	35	41	43	32	29	52	38	36	36	36	36	
45	50	40	46	43	42	50	47	44	40	49	40	40	49	
17	13	21	19	17	14	18	24	4	24	4	24	4	15	

Base

Make up the gap

Still a big gap remains

Not sure/refused

Table 32B

### CHANGES IN THE RETENTION RATE OF NEW STUDENTS/EMPLOYEES

0 1e Do you feel that, due to the lack of proper preparation of the students coming in, the rate at which you are able to retain the new students who are admitted today has declined sharply, has declined moderately, or not declined at all?

TOTAL EDUC. ATORS	TYPE OF INTERVIEW		EDUCATORS											
	%	%	REGION						TYPE OF SCHOOL			TYPE OF SCHOOL		
			MID WEST		SOUTH WEST		OTHER		SM. COLLEGE		LARGE COLLEGE		UNIVERSITY	
	FAC. ULTY	ADMIS SIONS	EAST	WEST	UTH	WEST	TRADITIONAL	VOCA TIO	2- YEAR COLL EGES	4- YEAR COLL EGES	SM. COLLEGE	LARGE COLLEGE	UNIV. ERSI- TIES	
300	150	150	78	54	106	62	75	75	75	75	75	75	75	
6	8	5	1	13	6	8	8	4	7	7	7	7	7	
43	43	43	29	46	50	47	45	56	36	36	36	36	36	
46	45	47	59	37	42	45	44	39	52	49	49	49	49	
4	4	5	10	4	3	3	3	1	5	8	8	8	8	

Base  
Rate of retention has declined sharply  
Has declined moderately  
Not declined at all  
Not sure/refused

Table 33

### ATTENTION PAID TO INFORMATION ABOUT APPLICANTS

Q 11 - In assessing the caliber of recent high school graduates you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to (READ EACH ITEM)?

	A GREAT DEAL OF ATTENTION		MODERATE ATTENTION		SLIGHT ATTENTION		NOT SURE	
	%		%		%		%	
The school records of the applicant	50		25		19		6	
Interviews with the prospective student	33		28		27		12	
Essays written by the applicant	24		21		32		24	
SAT scores	23		29		25		23	

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Table 34

### IMPORTANCE OF SCHOOL RECORDS

Q 11.1 In assessing the caliber of students you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to the school records of the applicant?

TOTAL EDUC. ATORS	EDUCATORS										
	TYPE OF INTERVIEW				REGION				TYPE OF SCHOOL		
	FAC. ULTY	ADMIS SIONS OFFI CERS	EAST	WEST	MID WEST	SO. UIN	WEST	TRA. DE & VOCA TIO NAL	2. YEAR COLL EGES	SM- ALL 4. YEAR UNIV. ERSI TIES	LARGE 4. YEAR C 'L L EGES
%	%	%	%	%	%	%	%	%	%	%	%
300	150	150	78	54	106	62	75	75	75	75	75
50	43	57	50	54	45	53	16	36	64	83	83
25	33	17	24	22	29	23	36	32	23	11	11
19	19	20	21	19	18	21	45	21	9	1	1
6	5	6	5	6	8	3	3	3	11	4	5

Base  
A great deal of attention  
Moderate attention  
Slight attention  
Not sure/Refused



Table 35

IMPORTANCE OF INTERVIEWS

O 112. In assessing the caliber of students you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to interviews with the prospective student?

TOTAL EDUCATORS	EDUCATORS												
	TYPE OF INTERVIEW						TYPE OF SCHOOL						
	ADMISSIONS	FACULTY	CERS	OFFICIALS	REGION	TRADITIONAL	SM-ALL	LARGE	4-YEAR	UNIVERSITIES	COLLEGES	ESSES	
%	%	%	%	%	%	%	%	%	%	%	%	%	%
300	150	150	78	54	106	62	75	75	75	75	75	75	75
A great deal of attention	33	33	34	26	28	37	42	61	35	27	11	11	11
Moderate attention	28	29	27	31	24	31	21	19	28	31	33	33	33
Slight attention	27	28	27	35	30	21	27	12	25	29	43	43	43
Not sure/Refused	12	11	13	9	19	11	10	8	12	13	13	13	13



Table 36

IMPORTANCE OF ESSAYS

Q 113 - In assessing the caliber of students you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to Essays written by the applicant?

	INDICATORS															
	TYPE OF INTERVIEW								TYPE OF SCHOOL							
	ADM'S SIONS				REGION				TIRA DI & VOCA TIO. NAL				SM. LARGE			
	FAC	OFFI	UTY	CFRS	EAST	WEST	UTH	WEST	DI & VOCA TIO. NAL	DI & VOCA TIO. NAL	DI & VOCA TIO. NAL	DI & VOCA TIO. NAL	SM. LARGE	SM. LARGE	SM. LARGE	SM. LARGE
TOTAL EDUC. ATORS	300	150	150	150	78	54	106	62	75	75	75	75	75	75	75	75
A great deal of attention	24	23	25	24	24	31	21	23	15	28	29	24	24	24	24	24
Moderate attention	21	19	22	29	13	21	21	16	12	12	12	31	28	28	28	28
Slight attention	32	33	30	30	35	28	28	37	37	37	33	24	32	32	32	32
Not sure/Refused	24	24	23	12	12	28	30	24	36	27	16	16	16	16	16	16

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Table 37

IMPORTANCE OF SAT SCORES

Q 114 In assessing the caliber of students you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to SAT scores?

	INDICATORS													
	TYPE OF INTERVIEW							TYPE OF SCHOOL						
	ADMIS- SIONS			REGION				IRA DE & VOCA TION. COLLE- GES			SM. ALL 4- YEAR UNIV. COLLE- GES			
	FAC- ULTY	OFFI- CERS	EAST	MID WEST	SO. WEST	UNIV	NAL	COLL	EGES	TIES	ES	ES	TIES	%
Total	300	150	150	78	54	106	62	75	75	75	75	75	75	75
A great deal of attention	23	26	20	26	17	25	23	1	19	32	40	40	40	40
Moderate attention	29	21	37	29	37	24	31	17	15	41	43	43	43	43
Slight attention	25	29	21	31	24	21	27	43	36	11	12	12	12	12
Not sure/Refused	23	24	21	14	22	31	19	39	31	16	5	5	5	5



Table 38

HAVE ADMISSION STANDARDS BEEN MADE TOUGHER?

O 1g Business executives report that they have made the criteria for hiring college graduates much tougher in recent years in order to meet global competitive standards. Have you done the same and made your own admissions standards tougher in recent years, or have you made them less tough, or haven't they changed much compared with 10 years ago?

	EDUCATORS															
	TYPE OF INTERVIEW								TYPE OF SCHOOL							
	ADMISSIONS				REGION				TRADE & VOCATIONAL				SMALL & ALL YEAR UNIVERSITIES			
	FACULTY	OFFICIALS	OTHERS	TOTAL	EAST	MIDWEST	SOUTH	WEST	NORTH	SOUTH	WEST	ALL	COLLEGE	UNIVERSITY	ESSEX	TIES
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75	75	75
Made admissions standards tougher	42	39	44	41	31	47	42	31	23	51	63					
Made them less tough	4	3	5	6		3	6	8	1	1	5					
Not changed much	52	57	47	50	65	49	48	60	75	45	28					
Not sure/refused	2	1	3	3	4	1	3	1	1	3	4					

## HIGHER EDUCATION PROGRAMS TO HELP ELEMENTARY AND SECONDARY SCHOOLS

Table 39

Other - Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of (READ EACH ITEM), or don't you have such a program?

	HAVE SUCH A PROGRAM		DO NOT		NOT SURE	
	%		%		%	
Improving basic skills in math, science, reading, and writing	51		47		3	
Their curriculum	45		52		3	
College preparation	45		51		4	
Helping them institute school-based reform	22		73		6	

Table 40

HIGHER EDUCATION PROGRAMS TO HELP ELEMENTARY AND SECONDARY SCHOOLS WITH BASIC SKILLS

Q th 4 - Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of . . . Improving basic skills in math, science, reading, and writing, or don't you have such a program?

	EDUCATORS															
	TYPE OF INTERVIEW								TYPE OF SCHOOL							
	ADMIS SIONS				REGION				TRA DF & VOCA TIO: COLLEGES				SM- LAR GE ALL YEAR UNIV- ERSI- TIES			
	FAC. ULTY	OFFI CERS	EAST	WEST	MID. WEST	SO UTH	WEST	NAL	TRA DF & VOCA TIO: COLLEGES	2. YEAR COLLEGES	4. YEAR COLLEGES	SM- LAR GE ALL YEAR UNIV- ERSI- TIES	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75	75	75
Have such a program	51	52	49	53	61	44	50	48	53	45	56	45	56	45	56	45
Do not	47	44	49	46	35	51	50	51	47	49	40	49	40	47	49	40
Not sure/Refused	3	4	1	1	4	5	1	1	1	1	1	1	1	1	1	1

Table 41

HIGHER EDUCATION PROGRAMS TO HELP ELEMENTARY AND SECONDARY SCHOOLS WITH COLLEGE PREPARATION

Q 1h 2. Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of College preparation, or don't you have such a program?

	EDUCATORS													
	TYPE OF INTERVIEW							TYPE OF SCHOOL						
	ADMIS SIONS			REGION				TRA DE & VOCA TIO. NAL			SM- LARGE ALL 4- YEAR UNIV. COLL ERSI- TIES			
	%		%	EAST	MID WEST	SO UTH	WEST	%	%	%	DE & VOCA TIO. NAL	2- YEAR COLL EGES	4- YEAR COLL EGES	%
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75
Have such a program	45	45	45	51	41	41	48	23	57	41	59	41	59	59
Do not	51	49	52	45	57	52	50	76	43	52	32	52	32	32
Not sure/Refused	4	6	3	4	2	8	2	1	7	9	9	7	9	9



Table 42

### HIGHER EDUCATION PROGRAMS TO HELP ELEMENTARY AND SECONDARY SCHOOLS WITH CURRICULA

Q 11 . Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of Their curriculum, or don't you have such a program?

		EDUCATORS											
		TYPE OF INTERVIEW				REGION				TYPE OF SCHOOL			
		ADMIS SIONS		FAC. OFFI		MID SO		TRA: DE & VOCA TIO		SM. ALL 4. YEAR UNIV. COLL ERSI- TIES			
		%	%	%	%	WEST	UTH	WEST	%	%	%	%	%
TOTAL EDUC. ATORS		%	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75	75	75
Have such a program	45	49	42	53	48	36	50	25	44	51	61	44	35
Do not	52	48	56	46	50	58	50	73	56	44	35	44	35
Not sure/Refused	3	3	2	1	2	6	1	1	1	5	4	5	4



Table 43

### HIGHER EDUCATION PROGRAMS TO HELP ELEMENTARY AND SECONDARY SCHOOLS WITH SCHOOL REFORMS

Q 1h.3 Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of helping them institute school based reform, or don't you have such a program?

		EDUCATORS													
		TYPE OF INTERVIEW				REGION				TYPE OF SCHOOL					
		ADMIS SIONS		FAC. OFFI CERS		MID. WEST		SO. UTH		EAST WEST		TRA. DE & VOCA. TIO. COLLEGES		SM. ALL 4-YEAR UNIV. COLLEGES	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	70	54	106	62	75	75	75	75	75	75	75	75
Have such a program	22	25	18	21	17	19	32	12	19	25	31	19	25	31	60
Do not	73	68	77	71	80	74	68	83	81	67	60	81	67	60	60
Not sure/refused	6	7	5	9	4	8	5	5	5	5	5	5	5	5	9

Table 44

PROGRAM CHANGES TO ADAPT TO THE CHANGING CALIBER OF INCOME STUDENTS

Q 11. In order to meet the changing caliber of incoming students, have you made major overhauls in (READ EACH ITEM), minor changes, or hardly any changes at all?

	MAJOR CHANGES	MINOR CHANGES	HARDLY ANY	NOT SURE
	%	%	%	%
The orientation process for freshman	49	28	20	3
The guidance and counseling system	43	35	18	3
The student academic program for freshman	34	38	23	5

Table 45

CHANGES IN FRESHMAN ORIENTATION

O 111 In order to meet the changing caliber of incoming students, have you made major overhauls in the orientation process for freshmen, minor changes, or hardly any changes at all?

	EDUCATORS																
	TYPE OF INTERVIEW								TYPE OF SCHOOL								
	ADMIS- SIONS		FAC- ULTY		OFFI- CERS		REGION		TRA- DE & VOCA- TIO- NAL		2- YEAR COLL EGES		SM- ALL 4- YEAR COLL EGES		LARGE UNIV- ERSI- TIES		
	%		%		%		MID WEST	SO UTH	WEST	%		%		%		%	
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75	75	75	75
Major change	49	53	45	50	52	49	45	39	45	39	57	59	41				
Minor change	28	28	29	27	31	30	24	20	24	20	28	31	35				
Hardly any	20	17	23	21	15	18	27	37	27	37	13	11	19				
Not sure/refused	3	1	4	3	2	3	3	3	3	4	1	.	5				

Table 46

CHANGES IN COLLEGE GUIDANCE AND COUNSELING

O 11.2 In order to meet the changing caliber of incoming students, have you made major overhauls in the guidance and counseling system, minor changes, or hardly any changes at all?

	INDICATORS													
	TYPE OF INTERVIEW							TYPE OF SCHOOL						
	ADMIS- SIONS			REGION				TRA- DE & VOCA- TIO- NAL		2- YEAR COLL EGES		SM- LAR GE 4- YEAR UNIV- ERSI- TIES		
	FAC- ULTY	OFFI- CERS	%	EAST	MID- WEST	SO. UTH	WEST	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	
Major change	43	45	41	42	46	49	32	35	57	48	33			
Minor change	35	36	35	35	35	30	45	28	31	43	40			
Hardly any	18	15	21	18	17	18	19	32	12	8	20			
Not sure/Refused	3	4	3	5	2	3	3	5	.	1	7			



Table 47

CHANGES IN FRESHMAN ACADEMIC PROGRAMS

O 11.3 - In order to meet the changing caliber of incoming students, have you made major overhauls in the student academic program for freshmen, minor changes, or hardly any changes at all?

TOTAL EDUC. ATORS	EDUCATORS																
	TYPE OF INTERVIEW					TYPE OF SCHOOL											
	ADMS SIONS	REGION		TRA. DF & VOCA. TIO.		SM. ALL 4. YEAR UNIV. COLL. ERSI. TIES		2. YEAR COLL. EGES		4. YEAR COLL. EGES		%					
%	FAC. ULTY	CERS	EAST	MID WEST	SO. UTH	WEST	%	%	%	%	%	%	%	%	%	%	
300	150	150	78	54	106	62	75	75	75	75	75	75	75	75	75	75	75
34	35	33	32	41	32	32	27	35	39	35	35	39	35	35	35	35	35
38	41	35	40	35	41	34	32	45	41	33	33	33	33	33	33	33	33
23	19	27	21	19	24	29	31	19	19	24	24	19	19	19	19	19	19
5	5	5	8	6	4	5	11	1	1	8	8	1	1	1	1	1	1

Base  
Major change  
Minor change  
Hardly any  
Not sure/Refused

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## WILL HIGHER EDUCATION HAVE TO LOWER ACADEMIC STANDARDS TO ACCOMMODATE LOWER ATTAINMENT LEVELS?

Table 4B

Q 1k - Do you anticipate that there will be a change in the nature and make-up of the institutions of higher education in the years ahead, under which a number of colleges and other types of schools will lower their academic achievement standards to accommodate the lower levels of attainment of today's high school graduates, or don't you see this happening?

	EDUCATORS															
	TYPE OF INTERVIEW								TYPE OF SCHOOL							
	ADMIS SIONS				REGION				TRA DE & VOCA TIO NAL				SM. LARGE			
	FAC. ULTY	OFFI CERS	OTH ER	TOTAL	EAST	MID WEST	SO. UTH	WEST	DE & TIO	VOCA COLL	2. YEAR	4. YEAR	ALL	4. YEAR	UNIV. ERSI. TIES	
Best	300	150	150	78	54	106	62	75	75	75	75	75	75	75	75	
See it happening	35	35	36	44	31	36	27	37	33	35	36	36	36	36	36	
Don't see it happening	61	61	61	53	63	60	71	55	65	63	61	61	61	61	61	
Not sure/Refused	4	5	3	4	6	4	2	8	1	3	3	3	3	3	3	

Table 49

EDUCATORS' OVERALL ASSESSMENT OF PREPARATION OF HIGH SCHOOL STUDENTS

O 2a. Now, do you feel that the secondary schools from which you get your new students properly prepare those students for further education after high school, or do you feel that their high school education leaves them well short of being properly prepared?

TOTAL EDUCATORS	EDUCATORS											
	TYPE OF INTERVIEW						TYPE OF SCHOOL					
	ADMIS- SIONS		REGION		TRA- DF & VOCA TIO- NAL		SM. LAR- GE		ALL 4. YEAR UNIV- ERSI- TIES		2. YEAR COLL EGES	
	FAC- ULTY	OFFI- CERS	EAST	MID- WEST	SO- UTH	WEST	%	%	%	%	%	%
%	%	%	%	%	%	%	%	%	%	%	%	%
300	150	150	78	54	106	62	75	75	75	75	75	75
30	25	35	36	26	28	27	13	25	36	44	44	44
63	67	58	56	67	63	66	77	68	57	48	48	48
8	8	7	8	7	8	6	9	7	7	8	8	8

Base  
They are properly prepared  
Their education falls well short  
Not sure/Refused





Table 50

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES FOR HIGHER EDUCATION?

O 2b - Now, I want you to rate the preparation of high school graduates from which you select your new students in each of these key areas. On (READ LIST), do you feel their high school preparation is excellent, pretty good, only fair, or poor?  
 ..... EDUCATORS . . . . .

	POSITIVE		NEGA-TIVE		EXCFL-LENT		GOOD		FAIR		POOR		NOT SURE	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Being able to work cooperatively with fellow employees	66	31	8	59	26	5	3							
Having a good attitude toward supervisors	63	35	10	50	31	4	2							
Learning how to dress and to behave well	55	42	7	48	34	8	3							
Having both the desire to learn more and the capacity to keep learning more on the job	48	50	5	43	40	9	2							
Having a good attitude in dealing with those under them	43	56	3	40	44	12	1							
Their ability to read and understand written and verbal instructions	41	58	3	38	48	10	1							
Learning how to read well	33	66	2	30	50	16	1							
Being capable of doing arithmetic functions	32	65	6	27	46	19	3							
Being motivated to give all they have to the job they are doing	29	70	1	28	53	17	1							
Learning mathematics well	27	69	4	23	41	28	4							
Having a real sense of dedication to work	26	73	2	24	56	17	1							
Having the capacity to concentrate on the work done over an extended period of time	25	74	1	23	56	18	2							

Table 50

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES FOR HIGHER EDUCATION?

Q 2b. Now, I want you to rate the preparation of high school graduates from which you select your new students in each of these key areas. On (READ L/S1), do you feel their high school preparation is excellent, pretty good, only fair, or poor?  
 ..... EDUCATORS .....

	POSITIVE		NEGATIVE		EXCELLENT		GOOD		FAIR		POOR		NOT SURE	
	%		%		%		%		%		%		%	
Having real discipline in their work habits	21	77	2	19	44	33	2							
Learning how to write well	18	80	1	16	50	30	2							
Learning how to solve complex problems	15	83	1	14	43	41	2							

Table 51

RECENT HIGH SCHOOL STUDENTS' ABILITY TO WORK WITH FELLOW STUDENTS

O 2b B . Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Being able to work cooperatively with fellow students and faculty, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS											
		TYPE OF INTERVIEW						TYPE OF SCHOOL					
		ADMIS SIONS		REGION		TRA DE & VOCA TIO. NAL		SM. ALL 4. YEAR UNIV. COLL EGES		LARGE 4. YEAR UNIV. COLL EGES			
TOTAL EDUC. ATORS	%	FAC. ULTY	OTI CERS	MID WEST	SO. UTH	FAST WEST	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75	75	75
....Positive	66	67	65	72	63	67	61	49	65	73	77	77	77
....Negative	31	31	31	23	35	31	37	47	35	25	17	17	17
Not sure/Refused	8	5	10	8	4	10	6	3	5	5	5	5	17

Table 52

RECENT HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS TEACHERS

Q 2b 10 Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On having a good attitude toward their teachers, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS																
	TYPE OF INTERVIEW							TYPE OF SCHOOL									
	FACULTY			ADMINISTRATIONS				REGION			TRADE & VOCATIONAL			SMALL & LARGE SCHOOLS			
	%		%	EAST	MID WEST	SOUTH	WEST	EAST	MID WEST	SOUTH	WEST	TRADE & VOCATIONAL	2-YEAR COLLEGES	4-YEAR COLLEGES	SMALL SCHOOLS	LARGE SCHOOLS	
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75	75	75	
.... Positive	63	65	61	67	59	66	56	47	61	71	73	73	73	73	73	73	
.... Negative	35	35	36	29	41	33	42	51	39	28	24	24	24	24	24	24	
Not sure/Refused	10	9	12	14	7	9	10	7	10	7	12	16	16	16	16	16	



Table 53

### RECENT HIGH SCHOOL STUDENTS' DRESS AND BEHAVIOR

Q. 2b 9. Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On learning how to dress and to behave well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATIONS															
	TYPE OF INTERVIEW								TYPE OF SCHOOL							
	ADMIS SIONS				REGION				TRA DE & VOC. TIO. COLLEGES				SM. ALL 4. YEAR UNIV. COLLEGES			
	FAC. ULTY	CFRS	OF FI	%	EAST	MID WEST	SO UTH	WEST	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75	75	75
.....Positive	55	58	53	63	56	57	44	32	55	63	72	72	72	72	72	72
.....Negative	42	41	43	33	43	42	52	64	44	36	24	24	24	24	24	24
Not sure/Refused	7	5	9	9	6	6	8	3	3	7	16	16	16	16	16	16



Table 54

RECENT HIGH SCHOOL STUDENTS' CAPACITY TO LEARN

Q 2b 13 - Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On having both the desire to learn more and the capacity to keep learning more at they move to higher levels of education, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		INDICATORS											
		TYPE OF INFLUENCE						TYPE OF SCHOOL					
		ADMISSIONS			REGION			TRADE & VOCATIONAL		2-YEAR COLLEGE		SMALL 4-YEAR UNIV.	
		FACULTY	OFFICERS	MIDWEST	SOUTH	WEST	TECHNICAL	COLLEGE	TECHNICAL	COLLEGE	TECHNICAL	COLLEGE	
		%	%	%	%	%	%	%	%	%	%	%	
Base		300	150	78	54	106	62	75	75	75	75	75	
Positive		48	50	47	46	43	58	47	43	55	48	48	
Negative		50	47	49	54	55	39	51	56	43	49	49	
Not sure/Refused		5	3	8	6	3	6	1	4	5	11	11	



Table 55

RECENT HIGH SCHOOL STUDENTS' ABILITY TO HANDLE ACADEMIC PRESSURE

O 2b 11. Now, I want you to rate the preparation of the high school students from which you select your new students in each of three key areas. On 1 having a good attitude in dealing with the pressure of meeting academic standards, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS											
		TYPE OF INTERVIEW						TYPE OF SCHOOL					
TOTAL EDUC. ATORS	%	ADMIS SIONS		REGION		TRA- DE & VOCA TIO- NAL		SM. ALL 4- YEAR UNIV. COLL EGES		LARGE 4- YEAR UNIV. COLL EGES		%	%
		FAC- ULTY	OFFI CENS	MID WEST	SO UTH WEST	FAST WEST	UTI	DE & VOCA TIO- NAL	SM. ALL 4- YEAR UNIV. COLL EGES	LARGE 4- YEAR UNIV. COLL EGES			
300	150	150	150	78	54	106	62	75	75	75	75	75	75
43	37	49	49	49	35	46	39	27	40	45	61	61	61
56	63	49	49	50	65	53	60	71	60	55	37	37	37
3	1	5	4	4	2	3	5	1	1	1	5	5	5

Base

.....Positive

.....Negative

Not sure/refused

Table 56

RECENT HIGH SCHOOL STUDENTS' ABILITY TO READ AND UNDERSTAND INSTRUCTIONS

Q 2b.1 Now, I want you to rate the preparation of the high school students from which you selected your new students in each of these key areas. On their ability to read and understand written and verbal instructions, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS														
	TYPE OF INTERVIEW							TYPE OF SCHOOL							
	ADMISSIONS			REGION				TRADE & VOCATIONAL		2-YEAR COLLEGE		SMALL 4-YEAR UNIVERSITY			
	FACULTY	OFFICIALS	CHIEFS	EAST	MIDWEST	WEST	UTH	WEST	NAL	EGES	COLL	EGES	ALL	YEAR	UNIV-TIES
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	76	54	106	62	75	75	75	75	75	75	75	75
.... Positive	41	37	44	45	39	38	42	32	35	44	52	44	52	44	52
.... Negative	58	63	54	53	61	62	56	68	65	55	45	55	45	55	45
Not sure/Refused	3	2	4	3	6	1	5	1	1	1	4	4	5	4	5



Table 57

RECENT HIGH SCHOOL STUDENTS' ABILITY TO READ WELL

Q 2b 5 Now I want you to rate the preparation of the high school students from which you select your new students in each of three key areas. On learning how to read well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	INDICATORS													
	TYPE OF INTERVIEW				REGION				TYPE OF SCHOOL					
	ADMIS SIONS	FAC. ULTY	OFFI CERS		MID WEST	SO UTH	WEST		TRA DE & VOC ATIO NAL	2- YEAR COLL EGES	SM- ALL 4- YEAR UNIV. COLL ERSI- TIES			
TOTAL	150	150	150	78	54	106	62	75	75	75	75	75	75	75
EDUC ATORS	33	28	37	29	33	34	34	28	25	35	43	43	43	43
	66	72	61	68	67	65	66	71	75	65	55	55	55	55
	2		5	4	2	1	3		1	3	5	5	5	5
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75
.... Positive	33	28	37	29	33	34	34	28	25	35	43	43	43	43
.... Negative	66	72	61	68	67	65	66	71	75	65	55	55	55	55
Not sure/Refused	2		5	4	2	1	3		1	3	5	5	5	5

Table 58

RECENT HIGH SCHOOL STUDENTS' ABILITY TO DO ARITHMETIC FUNCTIONS

Q 2b 2. Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On being capable of doing arithmetic functions, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS												
	TYPE OF INTERVIEW						TYPE OF SCHOOL						
	ADMIS SIONS		FAC ULTY		OFFI CE/RS		REGION		TRA- DE & VOC. TIO- MAL		SM- ALL 4- YEAR UNIV- COLL. ERSI- TIES		
%	%	%	%	%	%	%	%	%	%	%	%	%	
Base	300	150	150	78	54	106	62	75	75	75	75	75	75
.... Positive	32	28	37	42	30	27	31	27	21	21	40	41	41
.... Negative	65	69	61	53	69	70	68	71	79	79	57	52	52
Not sure/Refused	6	3	0	6	2	6	6	3	1	8	11	11	11

Table 59

RECENT HIGH SCHOOL STUDENTS' MOTIVATION TO GIVE ALL THEY HAVE

O 2b 14 Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On being motivated to give all they have to stretching their minds and learning new disciplines, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS											
		TYPE OF INTERVIEW						TYPE OF SCHOOL					
		ADMIS SIONS		RE GION		IRA. DT & VOCA TIO. COLLE GES		SM. LAR GE		IRA. DT & VOCA TIO. COLLE GES		SM. LAR GE	
		FAC	OFFI CERS	MID WEST	SOUTH WEST	EAST	WEST	ALL	4. YEAR UNIV.	2. YEAR COLL	4. YEAR UNIV.	2. YEAR COLL	4. YEAR UNIV.
		%	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75	75	75
.... Positive	29	25	32	28	20	32	31	27	19	31	39	31	39
.... Negative	70	74	66	71	80	67	66	72	79	69	60	69	60
Not sure/Refused	1	.	2	4	.	.	.	.	.	.	1	1	3



Table 60

RECENT HIGH SCHOOL STUDENTS' SENSE OF DEDICATION TO LEARNING

O 2h 15 Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Having a real sense of dedication to learning, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	EDUCATORS													
	TYPE OF INTERVIEW							TYPE OF SCHOOL						
	ADMIS SIONS		FAC. OFFI CLRS		REGION			TRA. DE & VOCA TIO. NAL		2- YEAR COLL EGES		SM- 4. YEAR UNIV. ERSI- TIES		
%	%	%	%	MID	WEST	UTH	WEST	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75
..... Positive	26	22	29	21	30	25	29	28	16	25	33	16	25	33
..... Negative	73	77	69	77	70	74	69	71	83	73	65	83	73	65
Not sure/Refused	2	.	3	4	2	1	.	.	.	.	1	.	.	5





Table 62

**DID HIGH SCHOOL STUDENTS' LEARN MATHEMATICS SKILLS WELL?**

O 7b 6. Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Learning mathematics well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS											
		TYPE OF INTERVIEW						TYPE OF SCHOOL					
		ADMIS SIONS			REGION			TRA. DE & VOCA TIO. NAL			SM. LARGE ALL		
		FAC. ULTY	OFFI CERS	EAST	MID WEST	SO UTH	WEST	YEA R	COLL EGES	UNIV. ERSI TIES	4. YEAR COLLEGES	4. YEAR COLLEGES	4. YEAR COLLEGES
		%	%	%	%	%	%	%	%	%	%	%	%
Base		300	150	150	78	54	106	62	75	75	75	75	75
.....Positive		27	23	31	35	22	28	19	20	16	16	39	33
.....Negative		69	71	67	58	76	69	76	76	83	83	59	57
Not sure/refused		4	1	7	4	.	4	6	.	1	7	7	7

**BEST COPY AVAILABLE**



Table 63

RECENT HIGH SCHOOL STUDENTS' SENSE OF DISCIPLINE

Q 2b 3 Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On Having read discipline in their work habits, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		INDICATORS												
		TYPE OF INTERVIEW						TYPE OF SCHOOL						
		ADMIS SIONS		REGION		TRA. DE & VOCA TIO NAL		SM. ALL YEAR UNIV. COLL EGES		LARGE 4. YEAR COLL EGES		TIES		
		FAC. ULTY	CFRS	EAST	WEST	MID	SO	EAST	WEST	ALL YEAR	4. YEAR	COLL	EGES	TIES
		%	%	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	150	78	54	106	62	75	75	75	75	75	75	75
.....Positive	21	17	26	26	28	15	21	19	13	16	16	16	16	37
.....Negative	77	63	71	69	72	84	79	80	85	85	84	84	84	59
Not sure/refused	2	.	5	4	.	.	6	.	.	.	.	.	.	5



Table 64

RECENT HIGH SCHOOL STUDENTS' ABILITY TO WRITE WELL

O 2b.4 Now, I want you to rate the preparation of the high school students from which you selected your new students in each of these key areas. On Learning how to write well, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

		EDUCATORS											
		TYPE OF INTERVIEW						TYPE OF SCHOOL					
		ADMISSIONS			REGION			TRADE & VOCATIONAL			SMALL		
		FACULTY	OFFICERS	MIDWEST	SOUTH	WEST	DE & DISTRICT	COLLEGE	UNIVERSITY	ALL	4 YEAR	2 YEAR	4 YEAR
		%	%	%	%	%	%	%	%	%	%	%	%
Base	300	150	78	54	106	62	75	75	75	75	75	75	75
..... Positive	18	13	22	17	19	19	16	9	15	16	16	31	
..... Negative	80	86	75	78	80	80	84	85	85	84	84	67	
Not sure/Refused	1		3	3		1	2		1	3	1	1	





Table 65

RECENT HIGH SCHOOL STUDENTS' ABILITY TO SOLVE COMPLEX PROBLEMS

Q 2b 7 Now I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On learning how to solve complex problems, do you feel their high school preparation is excellent, pretty good, only fair, or poor?

	INDICATORS												
	TYPE OF INITIATIVE				REGION				TYPE OF SCHOOL				
	FACILITY	ADMISSIONS	OFFICE	CLERICAL	EAST	MIDWEST	SOUTH	WEST	TRADE & VOC.	2 YEAR COLLEGE	4 YEAR UNIV.	SMALL	LARGE
TOTAL	150	150	150	150	78	54	106	62	75	75	75	75	75
Positive	15	11	19	19	9	11	21	8	9	19	24		
Negative	81	88	79	77	77	91	88	77	89	91	80		
Not sure/Refused	1	2	2	1	1	1	2	1	2	1	1		3



Q.1A, 1k

Table 65A

WHERE HIGH SCHOOL STUDENTS GO AFTER HIGH SCHOOL

	<u>Immediately After High School</u> %	<u>4-8 Years Later</u> %
Got a job or sought a job	47	63
Went on to further education	53	37

Table 66

### HOW RECENT STUDENTS RATE EMPLOYERS ON UNDERSTANDING WHAT THEY CAN DO

Q 1C - In the job you now have or in the last job you held, how would you rate the way your employer has tried to understand what you are qualified to do and has tried to provide you with a place to work where you feel you are learning and can do your best work --- excellent, pretty good, only fair, or poor?  
Base "Got job" in 1a

	TOTAL RECENT STUDENTS	%
Excellent	27	
Pretty good	42	
Only fair	22	
Poor	8	
---Positive	69	
---Negative	29	
Not sure/Refused	1	
Unweighted Base	199	

163

167

Table 67

**EXTENT TO WHICH RECENT STUDENTS FEEL THEIR FULL CAPABILITIES ARE USED ON JOB**

Q 1D - All in all, do you feel that your full capabilities are being used in the job you now have or the last job you held, or do you feel you could do much more productive work if your employer only gave you a chance?  
Base: "Got job" in 1a

	TOTAL RECENT STUDENTS	%
Full capabilities being used	36	
Could do much more productive work	61	
Not sure/Refused	4	
Unweighted Base	199	



Table 68

### EXTENT TO WHICH RECENT STUDENTS FEEL HIGH SCHOOL PROPERLY PREPARED THEM FOR JOB MARKET

O. 1E - Now, do you feel that your high school education properly prepared you for the job market you entered after high school, or did your high school education leave you with a feeling that you should have been better prepared?  
Base: "Got job" in 1a

	TOTAL RECENT STUDENTS	%
High school properly prepared	43	
Should have been better prepared	54	
Not sure/Refused	3	
Unweighted Base	199	

Table 69

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q.1F - Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On the following, do you feel your high school preparation was excellent, pretty good, only fair, or poor?

Base: RECENT STUDENTS who got job after high school

	POSITIVE		NEGATIVE		EXCELLENT		PRETTY GOOD		ONLY FAIR		NOT SURE	
	%		%		%		%		%		%	
Your ability to read and understand written and verbal instructions	78	21	29	50	16	5	1					
Learning how to read well	78	22	34	44	18	4	-					
Having a real sense of dedication to work	73	27	31	42	22	5	-					
Having the capacity to concentrate on the work done over an extended period of time	73	27	22	51	23	4	-					
Having a good attitude in dealing with those under you	73	27	24	48	21	7	-					
Being able to work cooperatively with fellow employees	72	27	33	39	20	7	1					
Being capable of doing arithmetic functions	71	28	29	43	20	8	1					
Having real discipline in your work habits	70	30	21	49	24	5	-					
Having both the desire to learn more and the capacity to keep learning more on the job	69	29	27	42	23	6	1					
Being motivated to give all you have to the job you are doing	69	30	25	44	24	7	1					

Table 69

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q 1F - Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On the following, do you feel your high school preparation was excellent, pretty good, only fair, or poor?

Base: RECENT STUDENTS who got job after high school

	POSITIVE		NEGATIVE		EXCELLENT		PRETTY GOOD		ONLY FAIR		NOT SURE		
	%		%		%		%		%		%		
Having a good attitude toward supervisors	69		30		28		41		25		6		1
Learning how to dress and to behave well	68		30		32		36		23		7		2
Learning mathematics well	68		32		33		34		23		9		-
Learning how to write well	66		34		24		41		26		8		-
Learning how to solve complex problems	57		43		19		38		28		15		-

Table 70

**RECENT STUDENTS ESTIMATE WHAT THEY SHOULD HAVE DONE DIFFERENTLY IN SCHOOL**

Q.1J - Now, as you think back on your schooling, do you feel that your high school should have done these things differently from the way it was done? Do you feel that...., or not?  
 Base: "Got job" in 18

	SHOULD HAVE BEEN		SHOULD NOT	
	%		%	SURE
You should have worked much harder and taken your classes more seriously	79	20	1	
There should have been more emphasis on preparation for work after school	75	25	-	
The standards of performance required of the students should have been higher	73	25	2	
There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems	70	30	-	
There should have been more emphasis on learning how to speak well	65	34	1	



Table 71

### HOW RECENT STUDENTS RATE HIGHER EDUCATION ON MAKING UP GAPS IN THEIR PREPARATION

Q 2C - In your further education after high school, how would you rate the way that institution tried to help you in remedial courses in math, reading, and writing, to make up for gaps in your learning and preparation in high school ... excellent, pretty good, only fair, or poor?

Base: "Went on to Further Education" in 1a and "First got job, then went on to further education" in 1k

	TOTAL RECENT STUDENTS	%
Excellent	19	
Pretty good	40	
Only fair	14	
Poor	5	
----Positive	59	
----Negative	19	
Not applicable	21	
Not sure/Refused	1	
Unweighted Base	328	

123

123

### COULD HIGH SCHOOL STUDENTS HAVE STRETCHED THEIR CAPACITIES MORE?

Table 72

Q 2D - All in all, do you feel that your full capacities were put to use in your education after high school, or do you feel you could have stretched your capacities to learn more if the school you went to had given you the chance?  
 Base: "Went on to Further Education" in 1a and "First got job, then went on to further education" in 1k

	TOTAL RECENT STUDENTS	%
Full capacities were put to use	46	
Could have stretched capacities to learn more	50	
Not sure/Refused	4	
Unweighted Base	328	

Table 73

### EXTENT TO WHICH RECENT STUDENTS FEEL HIGH SCHOOL PROPERLY PREPARED THEM FOR HIGHER EDUCATION

Q 2E - Now, do you feel that your high school education properly prepared you for further education, or do you feel that your high school education left you with the feeling that you should have been better prepared?

Base: "Went on to Further Education" in 1a and "First got job, then went on to further education" in 1b

	TOTAL RECENT STUDENTS	%
High school properly prepared	53	
Should have been better prepared	46	
Not sure/Refused	1	
Unweighted Base	328	

Table 74

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET THE DEMANDS OF HIGHER EDUCATION?

Q 2F - Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On the following, do you feel your high school preparation was excellent, pretty good, only fair, or poor?  
 Base: RECENT STUDENTS who "Went on to Further Education" in 1a or "First got job, than went on to further education" in 1k

	POSITIVE		NEGATIVE		EXCELLENT		PRETTY GOOD		ONLY FAIR		NOT SURE	
	%		%		%		%		%		%	
Your ability to read and understand written and verbal instructions	86		14		44		42		11		3	
Learning how to read well	80		19		41		39		16		3	
Being able to work cooperatively with fellow students and faculty	79		21		38		41		14		6	
Having a good attitude toward your teachers	76		24		31		44		18		6	
Being capable of doing arithmetic functions	74		26		39		35		19		7	
Learning how to write well	71		29		35		36		22		7	
Learning mathematics well	70		30		33		37		21		9	
Learning how to dress and to behave well	70		28		33		37		20		9	
Having both the desire to learn more and the capacity to keep learning more as you moved to higher levels of education	68		32		28		39		25		7	
Having a real sense of dedication to learning	66		34		22		44		26		7	
Having a good attitude in dealing with the pressure of meeting academic standards	66		33		21		44		24		9	



Table 74

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET THE DEMANDS OF HIGHER EDUCATION?

Q 2F. Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On the following, do you feel your high school preparation was excellent, pretty good, only fair, or poor?  
 Base: RECENT STUDENTS who "Went on to Further Education" in '86 or "First got job, then went on to further education" in '86

	POSITIVE		NEGATIVE		EXCELLENT		PRETTY GOOD		ONLY FAIR		NOT SURE	
	%		%		%		%		%		%	
Learning how to solve complex problems	63		37		23		40		26		10	
Being motivated to give all you have to stretching your mind and learning new disciplines	62		38		23		40		29		9	
Having real discipline in your work habits	60		39		23		37		30		9	
Having the capacity to concentrate on your studies over an extended period of time	59		40		16		43		32		9	

18C

187

Table 75

**RECENT STUDENTS ESTIMATE WHAT THEY SHOULD HAVE DONE DIFFERENTLY IN HIGH SCHOOL**

Q 23. Now, as you think back on your schooling, do you feel that your high school should have done these things differently from the way it was done? Do you feel that...., or not?

Base: "Went on to Further Education" in 1a and "First got job, then went on to further education" in 1k

	SHOULD HAVE BEEN		SHOULD NOT	
	%		%	SURE
You should have worked much harder and taken your classes more seriously	72		27	1
The standards of performance required of the students should have been higher	72		27	1
There should have been more emphasis on preparation for higher education after school	71		29	1
There should have been more emphasis on learning how to speak well	69		31	1
There should have been more emphasis on essential skills such as reading, writing, math, and the solving of complex problems	63		36	1

Table 76

### EXTENT TO WHICH PARENTS FEEL HIGH SCHOOL PROPERLY PREPARED THEIR CHILDREN FOR JOB MARKET

Q 3C - Now, do you feel that your child's high school education properly prepared them for the job market after high school, or do you feel that their high school education did not properly prepare them for later life?

Base: Parents Whose Children took jobs

	TOTAL PARENTS
	%
High school properly prepared	52
Should have been better prepared	46
Not sure/Refused	2
Unweighted Base	91

190

191

Table 77

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q.3D - Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On the following, do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?

Base: Parents Whose Children took jobs

	EXCELLENT		PRETTY GOOD		ONLY FAIR		POOR		POSITIVE		NEGATIVE		NOT SURE	
	%		%		%		%		%		%		%	
Being able to work cooperatively with fellow employees	28		49	16	5	77	21		2					
Being motivated to give all they have to the job they are doing	25		44	19	11	69	30		1					
Learning how to dress and to behave well	25		44	13	16	68	29		3					
Having a real sense of dedication to work	24		43	22	11	67	33							
Having a good attitude toward supervisors	23		45	17	8	68	25		7					
Learning how to read well	22		44	24	7	67	30		3					
Their ability to read and understand written and verbal instructions	21		49	20	6	70	27		3					
Learning how to write well	21		35	29	14	56	42		2					
Having both the desire to learn more and the capacity to keep learning more on the job	19		44	23	14	63	37							
Having real discipline in their work habits	18		36	25	17	54	43		3					
Having a good attitude in dealing with those under them	18		53	17	9	71	27		2					



Table 77

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET NEEDS ON THE JOB?

Q 3D - Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On the following, do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?

Base: Parents Whose Children took jobs

	EXCELLENT		PRETTY GOOD		ONLY FAIR		POOR		POSITIVE		NEGATIVE		NOT SURE	
	%		%		%		%		%		%		%	
Having the capacity to concentrate on the work done over an extended period of time	15		50		27		8		65		35		1	
Being capable of doing arithmetic functions	14		52		23		10		66		33		1	
Learning mathematics well	12		52		29		7		65		35		-	
Learning how to solve complex problems	12		37		34		18		48		52		-	

Table 78

**PARENTS ESTIMATE WHAT THEIR CHILDREN SHOULD HAVE DONE DIFFERENTLY IN HIGH SCHOOL**

Q.3E. Now, as you think back on your child's schooling, do you feel that the high school he or she went to should have done these things differently from the way it was done. Do you feel that..., or not?

Base: Parents Whose Children took jobs

	SHOULD HAVE BEEN		SHOULD NOT		NOT SURE	
	%		%		%	
There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems	80		19		1	
There should have been more emphasis on learning how to speak well	76		23		1	
There should have been more emphasis on preparation for work after school	76		24			
The standards of performance required of the students should have been higher	75		24		1	
Your child should have worked much harder and taken his or her classes more seriously	71		29			

Table 79

### EXTENT TO WHICH PARENTS FEEL HIGH SCHOOL PROPERLY PREPARED THEIR CHILDREN FOR HIGHER EDUCATION

Q.3F - Now, do you feel that your child's high school education properly prepared them for further education after high school, or did your child's high school education leave you with the feeling that they should have been better prepared?

Base: Parents Whose Children went on to Higher Education

	TOTAL PARENTS
	%
High school properly prepared	66
Should have been better prepared	32
Not sure/Refused	2
Unweighted Base	148

Table 80

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET THE DEMANDS OF HIGHER EDUCATION?

Q 30 - Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On the following, do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?

Base: Parents Whose Children went on to Higher Education

	EXCELLENT		PRETTY GOOD		ONLY FAIR		POOR		POSITIVE		NEGATIVE		NOT SURE	
	%		%		%		%		%		%		%	
Learning how to dress and to behave well	53		32	11	3	85	14	1						
Being able to work cooperatively with fellow students and faculty	53		34	11	2	87	13	-						
Learning how to read well	49		33	11	7	82	18	-						
Having a good attitude toward their teachers	44		37	14	4	81	18	2						
Their ability to read and understand written and verbal instructions	44		42	10	4	86	14	-						
Having both the desire to learn more and the capacity to keep learning more as they moved to higher levels of education	40		35	16	6	75	22	2						
Having real discipline in their work habits	37		30	19	10	68	29	4						
Being capable of doing arithmetic functions	36		41	16	6	77	23	1						
Learning how to write well	36		42	15	8	77	23	-						
Being motivated to give all they have to stretching their mind and learning new disciplines	35		38	20	7	73	27	-						

Table 80

### HOW WELL PREPARED ARE RECENT HIGH SCHOOL GRADUATES TO MEET THE DEMANDS OF HIGHER EDUCATION?

Q 3G - Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On the following, do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?

Base: Parents Whose Children went on to Higher Education

	EXCELLENT		PRETTY GOOD		ONLY FAIR		POOR		POSITIVE		NEGATIVE		NOT SURE	
	%		%		%		%		%		%		%	
Having a real sense of dedication to learning	32		41	21	5	73		27		1				
Having the capacity to concentrate on their studies over an extended period of time	30		40	21	6	70		27		3				
Having a good attitude in dealing with the pressure of meeting academic standards	29		45	21	4	74		25		1				
Learning mathematics well	27		44	21	8	71		28		1				
Learning how to solve complex problems	21		50	18	8	71		26		2				

Table 91

**PARENTS ESTIMATE WHAT THEIR CHILDREN SHOULD HAVE DONE DIFFERENTLY IN HIGH SCHOOL**

Q.34 - Now, as you think back on your child's schooling, do you feel that their high school should have done these things differently from the way it was done. Do you feel that..... or not?

Base: Parents Whose Children went on to Higher Education

	SHOULD HAVE BEEN		SHOULD NOT		SURE	
	%		%		%	
There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems	64		32		5	
There should have been more emphasis on preparation for higher education after school	59		37		4	
There should have been more emphasis on learning how to speak well	59		40		1	
Your child should have worked much harder and taken his or her classes more seriously	54		46		-	
The standards of performance required of the students should have been higher	52		42		6	

Table 1

ARE THERE CLEAR HIGH SCHOOL STANDARDS TODAY?

Q.4a - In the elementary, junior high, and high schools as they are today, do you feel that there are clear standards for what students should know and be able to do upon their graduation from high school, or don't you feel that way?

		PUBLIC															
		RECENT STUDENTS						EMPLOYERS									
		WENT ON TO HIGH SCHOOL			PARENTS			BUSINESS			TYPE OF EXECUTIVE						
		WENT ON TO HIGH SCHOOL		TOTAL PARENTS		TOTAL BUS. MESS		SMALL		MEDIUM		LARGE		OPERATIONS		HUMAN RESOURCES	
		RECENT STUDENTS	WENT ON TO HIGH SCHOOL	TOTAL PARENTS	TOTAL BUS. MESS	SMALL	MEDIUM	LARGE	OPERATIONS	HUMAN RESOURCES	GOVERNMENT	GOVERNMENT	GOVERNMENT	GOVERNMENT	GOVERNMENT	GOVERNMENT	GOVERNMENT
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Are clear standards today	37	39	44	31	28	25	20	19	25	20	13	23	17	24			
Are not clear standards	54	56	49	65	66	68	73	76	69	75	83	71	76	63			
Not sure/Refused	9	5	6	4	6	7	7	5	6	5	4	7	7	13			
Unweighted Base	1744	511	199	279	250	148	402	301	101	100	100	231	151	101			



Table 1  
**ARE THERE CLEAR HIGH SCHOOL STANDARDS TODAY?**

Q 4a - In the elementary, junior high, and high schools as they are today, do you feel that there are clear standards for what students should know and be able to do upon their graduation from high school, or don't you feel that way?

	REGION						SEX				RACE				EDUCATION				INCOME			
	MID. WEST		SO. UTH		WEST		FE. MALE		WH. ITE		BL. ACK		HIS. PAN. IC		COL. LEGE		NO COL. LEGE		\$25,001 AND UNDER		\$50K TO OVER \$50K	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>TOTAL PUBLIC</b>	37	38	41	38	28	35	35	39	35	48	42	42	42	30	41	34	34	41	34	41	34	34
Are clear standards today	54	53	51	53	62	57	51	56	47	51	47	51	47	65	49	60	62	49	60	49	60	62
Are not clear standards	9	8	8	9	10	8	9	9	9	5	7	11	11	5	11	6	4	11	6	11	6	4
Not sure/Refused	1744	420	443	564	317	837	907	1496	149	149	99	99	819	920	700	578	328	700	578	328	578	328
Unweighted Base																						



Table 2  
**NEED FOR COMMON NATIONAL STANDARDS OF PERFORMANCE**

Q 4c. Do you feel that the country needs common national standards of performance that all schools should be expected to live up to, or don't you feel that is necessary?

		PUBLIC																	
		RECENT STUDENTS					PARENTS					EMPLOYERS							
		WENT ON TO HIGH-ER EDUCATION		CHILD TOOK JOB		TOTAL PARENTS		CHILD WENT ON TO HIGH-ER EDUCATION		TOTAL BUS-INESS EMPLOYERS		BUSINESS SIZE			TYPE OF EXECUTIVE				
		RECENT STUDENTS	%	RECENT STUDENTS	%	TOTAL PARENTS	%	CHILD TOOK JOB	%	CHILD WENT ON TO HIGH-ER EDUCATION	%	TOTAL BUS-INESS EMPLOYERS	%	SMALL	MEDI-UM	LARGE	OPERATIONS	HUMAN RESOURCES	GOVERNMENT
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Need common national standards of performance	82	60	78	60	87	87	89	87	81	82	87	77	82	82	80	78			
Don't need such common standards	14	17	20	17	13	11	12	16	15	15	12	20	14	15	17	17			
Not sure/Refused	4	3	2	3	0	0	1	3	3	3	1	3	4	3	3	5			
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101				



Table 2

**NEED FOR COMMON NATIONAL STANDARDS OF PERFORMANCE**

Q 4c - Do you feel that the country needs common national standards of performance that all schools should be expected to live up to, or don't you feel that is necessary?

TOTAL PUBLIC	REGION						SEX				RACE				EDUCATION				INCOME					
	MID. WEST		SOUTH WEST		SOUTH EAST		FE. MALE		FE. MALE		WH. ACK		BL. ACK		HIS. PC		COL-LEGE		COL-LEGE		\$25,001 TO UNDER \$50K		\$50K AND OVER	
	%		%		%		%		%		%		%		%		%		%		%		%	
82	83	80	83	81	79	84	81	85	87	83	82	81	84	84	84	84	84	84	84	84	84	84	84	84
14	14	13	12	16	17	12	15	11	11	13	16	13	14	14	14	14	14	14	14	14	14	14	14	14
4	2	4	5	3	4	4	4	4	2	4	3	4	2	2	2	2	2	2	2	2	2	2	2	2
1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	328	1744	420	443	564	317	837	907	1496	149	99

Need common national standards of performance  
 Don't need such common standards  
 Not sure/Refused  
 Unweighted Base



Table 3

### SHOULD WE KNOW PERFORMANCE OF U.S. STUDENTS COMPARED WITH WORLD CLASS STANDARDS?

Q 4d - Do you believe that students and parents in this country should know how American students' performance compares to world class standards, or don't you feel that way?

		PUBLIC																
		RECENT STUDENTS						PARENTS			EMPLOYERS							
TOTAL PUB. LIC	%	RE- CENT STU- DENTS	TOOK JOBS	%	WENT ON TO HIGH - EDUC - TION	%	TOTAL PARENTS	%	CHILD TOOK JOB	%	CHILD WENT ON TO HIGH- ER EDUCA- -TION	%	BUSINESS			TYPE OF EXECUTIVE		
													SMALL	MEDI- -UM	LARGE	OPERA- -TIONS	HUMAN RESOU- -CES	GOV- ERN- MENT
80	81	81	80	85	82	90	91	94	93	85	91	91	91	91	91	91	91	
16	18	17	19	13	17	10	8	4	6	14	8	8	8	9	9	9	9	
3	2	2	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	
1744	511	199	279	250	91	148	402	101	100	100	251	151	101	101	151	101	101	

Should know how America compares with world class standards  
 Don't feel that is needed  
 Not sure/Refused  
 Unweighted Base

Table 3

### SHOULD WE KNOW PERFORMANCE OF U.S. STUDENTS COMPARED WITH WORLD CLASS STANDARDS?

Q 4d - Do you believe that students and parents in this country should know how American students' performance compares to world class standards, or don't you feel that way?

TOTAL PUBLIC	REGION						SEX				RACE				EDUCATION				INCOME				
	MID- WEST		SO- UTH		WEST		FE- MALE		WH- MALE		BL- MALE		HIS- MALE		NO COL- LEGE		COL- LEGE		\$25K AND UNDER		\$50K TO OVER		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
80	81	76	83	82	81	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	
16	17	21	13	15	17	16	17	17	17	11	11	17	17	16	16	18	18	18	18	18	18	12	
3	5	3	4	4	2	5	4	4	1	1	5	5	5	2	5	5	5	5	5	5	1	2	
1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	326									
Should know how America compares with world class standards																							
Don't feel that is needed																							
Not sure/Refused																							
Unweighted Base																							



Table 4

**DO EMPLOYERS HAVE GOOD INFORMATION ON HIGH SCHOOL ACADEMIC PERFORMANCE?**

Q 4a - Is it your impression that employers have accurate and comprehensive information about the academic performance of recent high school graduates who are seeking jobs with them, or don't you think so?

	REGION						SEX				RACE				EDUCATION				INCOME														
	MID. WEST		SO. UTH		WEST		FE. MALE		WH. MALE		BL. ACK		HIS. PAN. IC		COL. LEGE		NO COL. LEGE		\$25K AND UNDER		\$25,001 TO OVER \$50K												
	%		%		%		%		%		%		%		%		%		%		%												
<b>TOTAL PUBLIC</b>	34	43	39	30	35	39	36	45	36	42	30	40	38	28	52	58	11	420	443	564	317	837	907	1496	149	99	819	920	700	578	326		
Have accurate and comprehensive information	37																																
Do not have such information	52																																
Not sure/Refused	11																																
Unweighted Base	1744																																



Table 4

### DO EMPLOYERS HAVE GOOD INFORMATION ON HIGH SCHOOL ACADEMIC PERFORMANCE?

Q 4e - Is it your impression that employers have accurate and comprehensive information about the academic performance of recent high school graduates who are seeking jobs with them, or don't you think so?

TOTAL PUBLIC	PUBLIC													
	RECENT STUDENTS						PARENTS			EMPLOYERS				
	%	%	%	%	%	%	WENT ON TO HIGH SCHOOL	CHILD TOOK JOB	TOTAL PARENTS	%	BUSINESS SIZE			
											SMALL	MEDIUM	LARGE	
%	%	%	%	%	%	WENT ON TO HIGH SCHOOL	CHILD TOOK JOB	TOTAL PARENTS	%	%	%	TYPE OF EXECUTIVE		
												HUMAN RESOURCES	OPERATIONS	GOVERNMENT
37	47	48	44	43	54	37	35	34	37	40	24	36	32	38
52	48	48	50	45	35	53	62	63	61	58	71	61	64	57
11	5	4	5	12	10	10	3	3	2	2	5	4	3	5
1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101

Have accurate and comprehensive information

Do not have such information

Not sure/Refused

Unweighted Base

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Table 5

**DO EMPLOYERS HAVE GOOD INFORMATION ON COLLEGE ACADEMIC PERFORMANCE?**

Q 41 - Do you feel that employers have accurate and comprehensive information about the academic performance of recent COLLEGE graduates, or not?

		PUBLIC													
		RECENT STUDENTS						EMPLOYERS							
		WENT ON TO HIGH-EDUCATION			PARENTS			BUSINESS			TYPE OF EXECUTIVE				
		TOOK JOBS		CHILD TOOK JOB	TOTAL PARENTS		TOTAL BUSINESSES		SMALL	MEDIUM	LARGE	OPERATIONS		HUMAN RESOURCES	GOVERNMENT
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
Have such information	46	55	50	58	48	48	48	66	67	63	66	69	60	66	
Do not have	42	40	44	38	40	41	32	29	33	35	28	38	31		
Not sure/Refused	11	5	6	3	12	11	2	4	-	2	2	2	2		
Unweighted Base	1744	511	199	279	250	91	402	101	100	100	251	151	101		

222

223

Table 5

**DO EMPLOYERS HAVE GOOD INFORMATION ON COLLEGE ACADEMIC PERFORMANCE?**

Q.41 - Do you feel that employers have accurate and comprehensive information about the academic performance of recent COLLEGE graduates, or not?

TOTAL PUBLIC	REGION						SEX				RACE				EDUCATION				INCOME					
	MID. WEST		SOUTH WEST		NORTH WEST		FE. MALE		FE. FEMALE		WH. ACK		BL. ACK		HIS. PAN. IC		COL. LEGE		NO COL. LEGE		\$25K AND UNDER		\$25K TO OVER \$50K	
	%		%		%		%		%		%		%		%		%		%		%		%	
46	51	44	45	45	45	47	46	49	44	46	44	46	46	44	44	46	46	48	47	44	47	44	44	
42	38	42	44	46	39	42	44	44	47	41	45	41	45	41	45	41	41	41	44	47	41	44	47	
11	9	11	14	11	9	14	12	6	9	13	9	13	9	12	9	9	9	12	9	9	9	9	9	
1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	328										

Have such information

Do not have

Not sure/refused

Unweighted Base



Table 6

### DOES AMERICA NEED HIGHER EDUCATION STANDARDS TO COMPETE IN THE WORLD'S ECONOMY?

Q 4g - In order for America to be really competitive economically in the world, do you feel that this country needs to reach higher standards of educational achievement, or not?

		PUBLIC																		
		RECENT STUDENTS					PARENTS					EMPLOYERS								
		WENT ON TO HIGH SCHOOL		WENT ON TO COLLEGE		TOTAL		CHILD TOOK JOB		TOTAL PARENTS		CHILD WENT ON TO HIGH SCHOOL		TOTAL EMPLOYERS		BUSINESS SIZE		TYPE OF EXECUTIVE		
		RECENT STUDENTS	WENT ON TO HIGH SCHOOL	WENT ON TO COLLEGE	TOTAL	CHILD TOOK JOB	TOTAL PARENTS	CHILD WENT ON TO HIGH SCHOOL	TOTAL EMPLOYERS	SMALL	MEDIUM	LARGE	OPERATIONS	RESOURCES	HUMAN	GOVERNMENT	PERCENT	PERCENT	PERCENT	PERCENT
Needs to reach higher standards	88	87	87	88	90	94	90	94	89	95	96	96	95	95	96	94	92			
Does not need to achieve higher standards	10	12	11	8	6	10	8	6	10	4	3	1	5	2	3	6	8			
Not sure/Refused	3	1	1	1	1	1	1	1	1	1	1	1	1	3	2	1	1			
Unweighted Base	1744	511	199	279	250	91	250	91	148	402	301	101	100	100	251	151	101			

220

227

Table 6

### DOES AMERICA NEED HIGHER EDUCATION STANDARDS TO COMPETE IN THE WORLD'S ECONOMY?

Q 4g - In order for America to be really competitive economically in the world, do you feel that this country needs to reach higher standards of educational achievement, or not?

	REGION						SEX				RACE				EDUCATION				INCOME					
	MID. WEST		SO. UTH		WEST		FE. MALE		WH. MALE		BL. ACK		HIS. PAN. KC		COL. LEGE		NO COL. LEGE		\$25,001 AND UNDER		\$50K TO OVER			
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Needs to reach higher standards	88	89	87	88	86	89	87	89	85	85	83	83	85	81	86	90	92							
Does not need to achieve higher standards	10	9	10	9	12	9	10	9	12	14	14	11	8	12	8	6								
Not sure/refused	3	2	3	3	2	2	3	2	3	3	3	3	3	3	3	1	1							
Unweighted Base	1744	420	443	564	317	837	907	1496	149	99	819	920	700	578	326									

Table 7

# DOES AMERICA PLACE ENOUGH EMPHASIS ON LEARNING?

Q 4h - Do you feel that America places enough emphasis today on the importance of learning, or do you feel that more emphasis should be given to the importance of learning?

		PUBLIC																										
		RECENT STUDENTS						PARENTS			EMPLOYERS																	
		WENT ON TO HIGH SCHOOL		CHILD TOOK JOBS		TOTAL PARENTS		CHILD TOOK JOB	CHILD WENT ON TO HIGH SCHOOL	BUSINESS SIZE			TYPE OF EXECUTIVE															
		RECENT STUDENTS	%	WENT ON TO HIGH SCHOOL	%	CHILD TOOK JOBS	%	TOTAL PARENTS	%	CHILD TOOK JOB	%	CHILD WENT ON TO HIGH SCHOOL	%	TOTAL BUSINESSES	%	SMALL	%	MEDIUM	%	LARGE	%	OPERATIONS	%	HUMAN RESOURCES	%	GOVERNMENT	%	
America places enough emphasis on learning	18	20	24	15	20	17	20	20	17	20	16	15	10	25	10	18	14	21										
Should give more emphasis to the importance of learning	80	79	76	82	80	83	80	80	83	80	83	84	89	74	89	81	86	79										
Not sure/Refused	2	1	0	3	0	0	0	0	0	0	1	1	1	1	1	1	0	0										
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	100	100	251	151	101											

Table 7

**DOES AMERICA PLACE ENOUGH EMPHASIS ON LEARNING?**

Q 4h - Do you feel that America places enough emphasis today on the importance of learning, or do you feel that more emphasis should be given to the importance of learning?

TOTAL PUBLIC	REGION						SEX				RACE				EDUCATION				INCOME								
	MID. WEST		SO. WEST		UTH		FE. MALE		FE. FEMALE		WH. ACK		BL. ACK		HIS. PC		COL. LEGE		COL. LEGE		NO COL. LEGE		\$25K AND UNDER		\$25K TO OVER \$50K		
	%		%		%		%		%		%		%		%		%		%		%		%		%		
18	18	21	18	15	18	18	18	18	18	17	21	27	20	15	20	15	20	17	12								
80	80	77	80	82	80	80	79	81	78	69	77	83	77	83	77	82	86										
2	2	2	2	3	2	3	2	2	1	4	2	2	2	2	2	1	1										
1744	320	443	564	317	837	907	1496	149	99	819	920	700	578	326													

America places enough emphasis on learning  
 Should give more emphasis to the importance of learning  
 Not sure/Refused  
 Unweighted Base

Table 8

**HOW IMPORTANT FOR AMERICA TO IMPROVE ITS WORKFORCE SKILLS TO BE COMPETITIVE IN THE WORLD?**

Q.41 - How important do you feel it is for the American workforce to improve its skills in order for this country to become economically competitive in the world -- very important, somewhat important, not very important, or not important at all?

	PUBLIC													
	RECENT STUDENTS						PARENTS			EMPLOYERS				
	TOTAL PUB. LIC	CENT STU. DENTS	TOOK JOBS	WENT ON TO HIGH-EDUCATION	WENT ON TO HIGH-EDUCATION	%	TOTAL PARENTS	CHILD TOOK JOB	%	TOTAL EM. PLOYERS	BUSINESS			
											SMALL	MEDI -UM	LARGE	
82	14	1	1	1	1	87	12	85	89	93	90	84	88	
1	1	1	1	1	1	10	2	1	10	7	9	15	9	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2						1								
1744	511	199	279	250	91	148	402	301	101	100	100	251	151	101
Very important	82	14	1	1	1	87	12	85	89	93	90	84	88	
Somewhat important	1	1	1	1	1	10	2	1	10	7	9	15	9	
Not very important	1	1	1	1	1	1	1	1	1	1	1	1	1	
Not important at all	1	1	1	1	1	1	1	1	1	1	1	1	1	
Not sure/Refused	2					1								
Unweighted Base	1744	511	199	279	250	91	148	402	301	101	100	100	251	151

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Table 8

**HOW IMPORTANT FOR AMERICA TO IMPROVE ITS WORKFORCE SKILLS TO BE COMPETITIVE IN THE WORLD?**

Q.41. How important do you feel it is for the American workforce to improve its skills in order for this country to become economically competitive in the world -- very important, somewhat important, not very important, or not important at all?

	REGION						SEX				RACE				EDUCATION				INCOME			
	MID. WEST		SO. UTH		WEST		FE. MALE		WH. MALE		BL. ACK		HIS. PAN. IC		NO COL. LEGE		COL. LEGE		\$25K AND UNDER		\$25K TO OVER \$50K	
	%		%		%		%		%		%		%		%		%		%		%	
Very important	82	85	81	85	76	83	82	82	82	84	81	81	84	81	85	87						
Somewhat important	14	12	15	10	21	14	14	14	15	9	13	14	13	14	14	14						
Not very important	1	1	2	1	1	1	1	1	1	3	1	1	1	1	2	1						
Not important at all	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1						
Not sure/refused	2	1	1	3	1	1	2	1	2	5	2	2	1	2	1	1						
Unweighted Base	1744	420	443	564	317	837	907	1496	1496	149	99	819	920	700	578	326						



Table 9

**IS TODAY'S INVESTMENT IN EDUCATION ENOUGH?**

Q 4J - Do you feel the nation today invests enough in the following, not enough, or too much in the following?

Base: Total Employers

	ENOUGH		TOO MUCH		NOT SURE	
	%	%	%	%	%	%
Education beyond 12th grade	31	64	3	2		
Training and adult education	30	67	2	1		
Pre-school education	22	73	3	2		
Kindergarten through grade 12	19	78	1	1		

Table 9

### IS TODAY'S INVESTMENT IN EDUCATION ENOUGH?

Q 4J - Do you feel the nation today invests enough in the following, not enough, or too much in the following?  
Base: Total Public

	NOT ENOUGH		TOO MUCH		NOT SURE	
	%	%	%	%	%	%
Pre-school education	26	61	8	5		
Education beyond 12th grade	26	64	6	4		
Training and adult education	24	69	3	5		
Kindergarten through grade 12	22	71	3	4		



QUESTIONNAIRES

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LOUIS HARRIS AND ASSOCIATES

LOUIS HARRIS AND ASSOCIATES, INC.  
630 FIFTH AVENUE  
NEW YORK, N.Y. 10111

/ FOR OFFICE USE ONLY  
/  
/ Questionnaire No.: \_\_\_\_\_  
/  
/ \_\_\_\_\_ 1-2-3-4-5

Card 03

Study NO. 912061C (Corporate/Government)  
(8-14)

Card Number (6-7)

September 11, 1991

Sample Point No. / / / / / / / / / /  
4\*24-25-26-27-28-29-30-31

Time Started: \_\_\_\_\_ A.M./P.M.

Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Organization: \_\_\_\_\_

Respondent Name: \_\_\_\_\_

Area Code: \_\_\_\_\_ Telephone No.: \_\_\_\_\_  
4\*(9-11) 4\*(12-18)

Hello, I'm \_\_\_\_\_ from Louis Harris and Associates, the national survey research firm in New York. We are conducting a very important poll on how employers assess the elementary and secondary school system in America. The results will be a major part of a national assessment which will be released by the National Education Goals Panel and the State governors at the end of this month. We would like to ask you some questions, if you don't mind. All of what you say will be treated totally confidentially.

Continue (15(\_\_\_\_-1

FROM OBSERVATION: Respondent Sex

Male .....(16(\_\_\_\_-1  
Female.....\_\_\_\_-2

1a. How would you rate the caliber of recent graduates of the nation's high schools today compared with those who graduated (READ EACH ITEM) in terms of being prepared to be productive and satisfactory employees for your company (organization) -- much better prepared, somewhat better prepared, somewhat worse prepared, or much worse prepared?

	Much Better Prepared	Somewhat Better	Somewhat Worse	Much Worse	The Same (vol.)	Not Sure
a. Five years ago.....	(17) <u>2</u> -1	<u>30</u> -2	<u>41</u> -3	<u>4</u> -4	<u>20</u> -5	<u>3</u> -6
b. Ten years ago.....	(18) <u>4</u> -1	<u>25</u> -2	<u>45</u> -3	<u>11</u> -4	<u>8</u> -5	<u>7</u> -6

1b. As a result of changes in the preparedness of students coming out of secondary school these days, have you increased your remedial and training services in basic areas such as math, reading, and writing compared with five years ago, or not?

Have increased remedial services....	(19) <u>28</u> -1	(ASK Q.1c)
Not increased remedial services.....	<u>63</u> -2	(SKIP TO Q.1d)
Not sure.....	<u>8</u> -3	

1c. Were these additional remedial services a major change in the way your company (organization) has adapted to the changed caliber of recent graduates, a minor change, or hardly a change at all?

Major change.....	(20) <u>25</u> -1
Minor change.....	<u>56</u> -2
Hardly any change at all.....	<u>18</u> -3
Not sure.....	<u>1</u> -4

ASK EVERYONE

1d. Do your company's (organization's) remedial programs make up the gaps that exist in this current generation in terms of their preparedness to learn, or does a gap still exist even after remedial services have been used?

Make up the gap.....	(21) <u>18</u> -1
Gap still exists.....	<u>45</u> -2
Not sure.....	<u>37</u> -3

1e. Do you feel that the rate at which you are able to retain new employees out of high school has declined sharply due to their lack of proper preparation, has declined moderately, or not declined at all?

Rate of retention has declined sharply....(22( 6 -1  
Has declined moderately..... 40 -2  
Not declined at all..... 49 -3  
Not sure..... 5 -4

1f. Have you found over the past 10 years that the number of high school graduates you have to screen before finding those who can meet your standards of employment has risen sharply, moderately, or hardly at all?

Has risen sharply.....(23( 23 -1  
Risen moderately..... 46 -2  
Risen hardly at all..... 26 -3  
Not sure..... 5 -4

1g. On average, about how many applicants for a job from a pool of recent high school graduates to you find you have to turn down for every one you finally hire?

1.....(24( 3 -1  
2..... 6 -2  
3..... 8 -3  
4..... 6 -4  
5..... 12 -5  
6..... 3 -6  
7..... 3 -7  
8..... 3 -8  
More than 8..... 35 -9  
Not sure....(25( 21 -0

1h. In assessing the caliber of recent high school graduates you want to hire, do you pay a great deal of attention, moderate attention, or slight attention to (READ EACH ITEM)?

<u>NOT ROTATE</u>	A Great Deal of Attention	Moderate Attention	Slight Attention	Not Sure
a. The high school records of the applicant.....	(26( <u>24</u> -1	<u>36</u> -2	<u>36</u> -3	<u>4</u> -4
b. Interviews with the prospective applicant.....	(27( <u>81</u> -1	<u>13</u> -2	<u>4</u> -3	<u>2</u> -4

1i. As a result of the need to meet competition from abroad, do you feel that the skill levels you require from new hires have risen sharply, risen moderately or have not risen at all, compared to 5 years ago?

Risen sharply.....(28( 14 -1  
Risen moderately..... 43 -2  
Not risen much at all..... 36 -3  
Not sure..... 7 -4

1j. Do you feel over the past five years, the skill level of the labor pool available to you from the high schools has risen sharply, moderately, not much at all, or has deteriorated?

Skill level risen sharply .....	(29	(	<u>2</u>	-1
Risen moderately.....	<u>23</u>	-2		
Not risen at all.....	<u>39</u>	-3		
Has deteriorated.....	<u>33</u>	-4		
Not sure.....	<u>3</u>	-5		

1k. Do you have an organized program of job training of which a major part is (READ EACH ITEM) or don't you have such a program?

ROTATE — START AT "X"

Have Such	Not
<u>a Program</u>	<u>Do Not</u>
	<u>Sure</u>

- ( ) a. Teaching basic skills such as math, reading, and writing to raise the level of functional literacy.....(30(14 -1 85 -2 1 -3
- ( ) b. Teaching specific technical skills that used to be taught in the school systems.....(31(28 -1 70 -2 2 -3
- ( ) c. Counseling recent high school graduates individually so they can adapt their specific work assignments to the levels of skills and education they have.....(32(26 -1 72 -2 2 -3

1l. Has the cost of upgrading your new labor hires who are recent high school graduates increased sharply over the past five years, moderately, or not much at all?

Increased sharply.....	(33	(	<u>11</u>	-1
Increased moderately.....	<u>42</u>	-2		
Not much at all.....	<u>43</u>	-3		
Not sure.....	<u>4</u>	-4		

1m. Do you have any programs where your company (organization) has (READ EACH ITEM), or not?

DO NOT ROTATE

Don't	Not
<u>Have</u>	<u>Have</u>
	<u>Sure</u>

- a. Established a relationship with a specific local school or schools where your operations are located, where your executives visit the schools and describe the needs you have for new hires and the type of workers you are looking for.....(34(43 -1 55 -2 2 -3
- b. Established contact with the less privileged parts of the local community in order to give young people some hope that they can one day improve their lot by going to work for mainstream companies and organizations.....(35(49 -1 50 -2 1 -3

1n. Over the long haul, if you had to choose, do you feel that the public schools are going to be the primary place where education will be made or broken, or do you think that the private school sector will grow much more in importance, or do you feel in the future it will be more of a balance between the public and private schools? SINGLE RECORD

Public schools make or break.....	(36	<u>40</u>	-1
Private sector will grow much more.....		<u>23</u>	-2
More a balance between public and private...		<u>35</u>	-3
Not sure.....		<u>2</u>	-4

1o. Have you made major changes in the configuration of your work place in order to better accommodate the changing nature of the work force you are attracting, or do you find that such major changes are not necessary?

Have made major changes.....	(37	<u>30</u>	-1
Such changes not necessary.....		<u>67</u>	-2
Not sure.....		<u>3</u>	-3

2. Now, I want you to rate how well prepared high school graduates you are getting as job applicants these days are in some key areas. On (READ EACH ITEM), do you feel their high school preparation is excellent, pretty good, only fair, or poor?

DO NOT ROTATE

	Excel- lent	Pretty Good	Only Fair	Not Poor	Sure
1. Their ability to read and understand written and verbal instructions.....	(38) <u>2</u> -1	<u>31</u> -2	<u>54</u> -3	<u>10</u> -4	<u>3</u> -5
2. Being capable of doing arithmetic functions.....	(39) <u>1</u> -1	<u>24</u> -2	<u>52</u> -3	<u>20</u> -4	<u>3</u> -5
3. Having real discipline in their work habits.....	(40) <u>1</u> -1	<u>18</u> -2	<u>45</u> -3	<u>33</u> -4	<u>3</u> -5
4. Learning how to write well.....	(41) <u>1</u> -1	<u>11</u> -2	<u>47</u> -3	<u>37</u> -4	<u>4</u> -5
5. Learning how to read well.....	(42) <u>1</u> -1	<u>29</u> -2	<u>53</u> -3	<u>14</u> -4	<u>3</u> -5
6. Learning mathematics well.....	(43) <u>1</u> -1	<u>21</u> -2	<u>52</u> -3	<u>22</u> -4	<u>4</u> -5
7. Learning how to solve complex problems.....	(44) <u>*</u> -1	<u>10</u> -2	<u>47</u> -3	<u>39</u> -4	<u>4</u> -5
8. Being able to work cooperatively with fellow employees.....	(45) <u>4</u> -1	<u>53</u> -2	<u>36</u> -3	<u>4</u> -4	<u>1</u> -5
9. Learning how to dress and to behave well.....	(46) <u>2</u> -1	<u>37</u> -2	<u>43</u> -3	<u>15</u> -4	<u>3</u> -5
10. Having a good attitude toward supervisors.....	(47) <u>2</u> -1	<u>37</u> -2	<u>46</u> -3	<u>12</u> -4	<u>3</u> -5
11. Having a good attitude in dealing with those under them.....	(48) <u>2</u> -1	<u>40</u> -2	<u>41</u> -3	<u>3</u> -4	<u>14</u> -5
12. Having the capacity to concentrate on the work done over an extended period of time.....	(49) <u>1</u> -1	<u>29</u> -2	<u>53</u> -3	<u>13</u> -4	<u>4</u> -5
13. Having both the desire to learn more and the capacity to keep learning more on the job.....	(50) <u>5</u> -1	<u>41</u> -2	<u>41</u> -3	<u>10</u> -4	<u>3</u> -5
14. Being motivated to give all they have to the job they are doing.....	(51) <u>2</u> -1	<u>23</u> -2	<u>49</u> -3	<u>23</u> -4	<u>3</u> -5
15. Having a real sense of dedication to work.....	(52) <u>1</u> -1	<u>18</u> -2	<u>51</u> -3	<u>27</u> -4	<u>3</u> -5

3a. In the elementary, junior high, and high schools as they are today, do you feel that there are clear standards for what students should know and be able to do upon their graduation from high school, or don't you feel that way?

Are clear standards today..... (53) 20 -1 (ASK Q.3b)

Are not clear standards..... 73 -2  
Not sure..... 7 -3 (SKIP TO Q.3c)

3b. Do you feel that today's standards are high enough, or not high enough?

High enough.....(54( 29 -1  
 Not high enough..... 70 -2  
 Not sure..... 1 -3

ASK EVERYONE

3c. Do you feel that the country needs common national standards of performance that all schools should be expected to live up to, or don't you feel that is necessary?

Need common national standards of performance..(55( 81 -1  
 Don't need such common standards..... 16 -2  
 Not sure..... 3 -3

3d. Do you believe that students and parents in this country should know how American students' performance compares to world class standards, or don't you feel that way?

Should know how America compares with  
 world class standards.....(56( 91 -1  
 Don't feel that is needed..... 8 -2  
 Not sure..... 1 -3

3e. Is it your impression that employers have accurate and comprehensive information about the academic performance of recent high school graduates who are seeking jobs with them, or don't you think so?

Have accurate and comprehensive information...(57( 35 -1  
 Do not have such information..... 62 -2  
 Not sure..... 3 -3

3f. Do you feel that employers have accurate and comprehensive information about the academic performance of recent college graduates, or not?

Have such information.....(58( 66 -1  
 Do not have..... 32 -2  
 Not sure..... 2 -3

3g. In order for America to be really competitive economically in the world, do you feel that this country needs to reach higher standards of educational achievement, or not?

Needs to reach higher standards.....(59( 95 -1  
 Does not need to achieve higher standards..... 4 -2  
 Not sure..... 1 -3





LOUIS HARRIS AND ASSOCIATES, INC.  
630 FIFTH AVENUE  
NEW YORK, N.Y. 10111

/ FOR OFFICE USE ONLY  
/  
/ Questionnaire No.: \_\_\_\_\_  
/  
/ \_\_\_\_\_ 1-2-3-4-5

Card 01

Study No. 912061E (Educators)  
(8-14)

Card Number (6-7)

September 11, 1991

Sample Point No. / / / / / / / / / /  
2\*24-25-26-27-28-29-30-31

Time Started: \_\_\_\_\_ A.M./P.M.

Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Respondent: \_\_\_\_\_ Position: \_\_\_\_\_

Institution: \_\_\_\_\_ City, State: \_\_\_\_\_

Area Code: \_\_\_\_\_ Telephone No.: \_\_\_\_\_  
2\*(9-11) 2\*(12-18)

Hello, I'm \_\_\_\_\_ from Louis Harris and Associates, the national survey research firm in New York. We are conducting a very important poll on how educators assess the elementary and secondary school system in America. The results will be a major part of a national assessment which will be released by the National Education Goals Panel and the state governors at the end of this month. We would like to ask you some questions, if you don't mind. All of what you say will be treated totally confidentially.

Continue (15(\_\_\_\_-1

FROM OBSERVATION: Respondent Sex

Male .....(16(\_\_\_\_-1  
Female.....\_\_\_\_-2

1a. How would you rate the caliber of recent graduates of the nation's high schools today compared with those who graduated (READ EACH ITEM) in terms of being prepared to be educated at the college (vocational school) level -- much better prepared, somewhat better prepared, somewhat worse prepared, or much worse prepared?

	Much Better Prepared	Somewhat Better	Somewhat Worse	Much Worse	The Same (vol.)	Not Sure
a. Five years ago.....	(17( <u>2</u> -1	<u>33</u> -2	<u>37</u> -3	<u>6</u> -4	<u>19</u> -5	<u>3</u> -6
b. Ten years ago.....	(18( <u>9</u> -1	<u>25</u> -2	<u>36</u> -3	<u>16</u> -4	<u>7</u> -5	<u>7</u> -6

1b. As a result of the changes in the preparedness of students coming out of secondary school these days, have you increased your remedial services in basic areas such as math, reading, and writing compared with five years ago or not?

Have increased remedial services.....	(19( <u>66</u> -1	(ASK Q.1c)
Not increased remedial services.....	<u>28</u> -2	(SKIP TO Q.1d)
Not sure.....	<u>6</u> -3	

1c. Was this addition of remedial services a major change in the way your institution adapted to the changed caliber of your new students, a minor change, or hardly a change at all?

Major change.....	(20( <u>36</u> -1
Minor change.....	<u>52</u> -2
Hardly any change at all.....	<u>12</u> -3
Not sure.....	<u>*</u> -4

ASK EVERYONE

1d. Do the remedial programs you have at your institution make up the gaps that now exist in this current generation in terms of preparedness to learn, or is there still quite a gap that exists, even after remedial services have been used?

Make up the gap.....	(21( <u>38</u> -1
Still a big gap remains.....	<u>45</u> -2
Not sure.....	<u>17</u> -3

1e. Do you feel that due to the lack of proper preparation of the students coming in, the rate at which you are able to retain the new students who are admitted today has declined sharply, has declined moderately, or not declined at all?

Rate of retention has declined sharply.....	(22( <u>6</u> -1
Has declined moderately.....	<u>43</u> -2
Not declined at all.....	<u>46</u> -3
Not sure.....	<u>5</u> -4

1f. In assessing the caliber of students you want to admit, do you pay a great deal of attention, moderate attention, or slight attention to (READ EACH ITEM)?  
DO NOT ROTATE

	A Great Deal of Attention	Moderate Attention	Slight Attention	Not Sure
a. The school records of the applicant.....	(23) <u>50</u> -1	<u>25</u> -2	<u>19</u> -3	<u>6</u> -4
b. Interviews with the prospective student.....	(24) <u>33</u> -1	<u>28</u> -2	<u>27</u> -3	<u>12</u> -4
c. Essays written by the applicant.....	(25) <u>24</u> -1	<u>21</u> -2	<u>32</u> -3	<u>23</u> -4
d. SAT scores.....	(26) <u>23</u> -1	<u>29</u> -2	<u>25</u> -3	<u>23</u> -4

1g. Business executives report that they have made the criteria for hiring college graduates much tougher in recent years in order to meet global competitive standards. Have you done the same and made your own admissions standards tougher in recent years, or have you made them less tough, or haven't they changed much compared with 10 years ago?

Made admissions standards tougher.....	(27) <u>42</u> -1
Made them less tough.....	<u>4</u> -2
Not changed much .....	<u>52</u> -3
Not sure.....	<u>2</u> -4

1h. Do you have an organized program in your institution to work with elementary and secondary schools to help them deal with their problems in the area of (READ EACH ITEM), or don't you have such a program?

<u>DO NOT ROTATE</u>	Have Such a Program	Do Not	Not Sure
a. Their curriculum.....	(28) <u>45</u> -1	<u>52</u> -2	<u>3</u> -3
b. College preparation.....	(29) <u>45</u> -1	<u>51</u> -2	<u>4</u> -3
c. Helping them institute school-based reform.....	(30) <u>22</u> -1	<u>73</u> -2	<u>5</u> -3
d. Improving basic skills in math, science, reading, and writing.....	(31) <u>51</u> -1	<u>47</u> -2	<u>2</u> -3

1i. In order to meet the changing caliber of incoming students, have you made major overhauls in (READ EACH ITEM), minor changes, or hardly any changes at all?

<u>DO NOT ROTATE</u>	Major Changes	Minor Changes	Hardly Any	Not Sure
a. The orientation process for freshmen.....	(32) <u>49</u> -1	<u>28</u> -2	<u>20</u> -3	<u>3</u> -4
b. The guidance and counseling system.....	(33) <u>43</u> -1	<u>35</u> -2	<u>18</u> -3	<u>4</u> -4
c. The student academic program for freshmen....	(34) <u>34</u> -1	<u>38</u> -2	<u>23</u> -3	<u>5</u> -4

1j. Over the long haul, do you feel that the public schools are going to be the primary place where education will be made or broken, or do you think that the private school sector will grow much more in importance, or do you feel in the future it will be more of a balance between the public and private schools?

Public schools make or break.....(35(40 -1  
 Private sector will grow much more.....23 -2  
 More a balance between public and private...35 -3  
 Not sure.....2 -4

1k. Do you anticipate that there will be a change in the nature and make-up of the institutions of higher education in the years ahead, under which a number of colleges and other types of schools will lower their academic achievement standards to accommodate the lower levels of attainment of today's high school graduates, or don't you see this happening?

See it happening.....(36(35 -1  
 Don't see it happening.....61 -2  
 Not sure.....4 -3

2a. Now, do you feel that the secondary schools where you get your new students properly prepare these students for further education after high school, or do you feel that their high school education leaves them well short of being properly prepared?

They are properly prepared.....(37(30 -1  
 Their education falls well short.....63 -2  
 Not sure.....7 -3

2b. Now, I want you to rate the preparation of the high school students from which you select your new students in each of these key areas. On (READ EACH ITEM), do you feel their high school preparation is excellent, pretty good, only fair, or poor?

<u>DO NOT ROTATE</u>	<u>Excel- lent</u>	<u>Pretty Good</u>	<u>Only Fair</u>	<u>Poor</u>	<u>Not Sure</u>
( ) 1. Their ability to read and to understand written and verbal instructions.....	(38( <u>3</u> -1	<u>38</u> -2	<u>48</u> -3	<u>10</u> -4	<u>1</u> -5
( ) 2. Being capable of doing arithmetic functions.....	(39( <u>6</u> -1	<u>27</u> -2	<u>46</u> -3	<u>19</u> -4	<u>2</u> -5
( ) 3. Having real discipline in their work habits.....	(40( <u>2</u> -1	<u>19</u> -2	<u>44</u> -3	<u>33</u> -4	<u>2</u> -5
( ) 4. Learning how to write well.....	(41( <u>1</u> -1	<u>16</u> -2	<u>50</u> -3	<u>30</u> -4	<u>3</u> -5
( ) 5. Learning how to read well.....	(42( <u>2</u> -1	<u>30</u> -2	<u>50</u> -3	<u>16</u> -4	<u>2</u> -5
( ) 6. Learning mathematics well.....	(43( <u>4</u> -1	<u>23</u> -2	<u>41</u> -3	<u>28</u> -4	<u>4</u> -5
( ) 7. Learning how to solve complex problems.....	(44( <u>1</u> -1	<u>14</u> -2	<u>43</u> -3	<u>41</u> -4	<u>1</u> -5
( ) 8. Being able to work cooperatively with fellow students and faculty.....	(45( <u>8</u> -1	<u>59</u> -2	<u>26</u> -3	<u>5</u> -4	<u>7</u> -5
( ) 9. Learning how to dress and to behave well.....	(46( <u>7</u> -1	<u>48</u> -2	<u>34</u> -3	<u>8</u> -4	<u>3</u> -5
( ) 10. Having a good attitude toward their teachers.....	(47( <u>10</u> -1	<u>53</u> -2	<u>31</u> -3	<u>4</u> -4	<u>2</u> -5
( ) 11. Having a good attitude in dealing with the pressure of meeting academic standards.....	(48( <u>3</u> -1	<u>40</u> -2	<u>44</u> -3	<u>12</u> -4	<u>1</u> -5
( ) 12. Having the capacity to concentrate on their studies over an extended period of time.....	(49( <u>1</u> -1	<u>23</u> -2	<u>56</u> -3	<u>18</u> -4	<u>2</u> -5
( ) 13. Having both the desire to learn more and the capacity to keep learning more as they move to higher levels of education.....	(50( <u>5</u> -1	<u>43</u> -2	<u>40</u> -3	<u>9</u> -4	<u>3</u> -5
( ) 14. Being motivated to give all they have to stretching their minds and learning new disciplines.....	(51( <u>1</u> -1	<u>28</u> -2	<u>53</u> -3	<u>17</u> -4	<u>1</u> -5
( ) 15. Having a real sense of dedication to learning.....	(52( <u>2</u> -1	<u>24</u> -2	<u>56</u> -3	<u>17</u> -4	<u>1</u> -5

53-80Z

That completes the interview. Thank you very much for your cooperation!

Time Ended: \_\_\_\_\_ A.M./P.M.

LOUIS HARRIS AND ASSOCIATES, INC.  
630 Fifth Avenue  
New York, New York 10111

/ FOR OFFICE USE ONLY:  
/  
/ Questionnaire No.: \_\_\_\_\_  
/  
/ \_\_\_\_\_ 1-2-3-4-5

Card 05

Study No. 912061P (Public, Young Adults, Parents) Card Number (6-7)  
(8-14)

September 25, 1991

Sample Point No. / / / / / / / / / /  
8\*24-25-26-27-28-29-30-31

Time Started: \_\_\_\_\_ A.M./P.M.

Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Area Code: \_\_\_\_\_ Telephone No.: \_\_\_\_\_  
8\*(9-11) 8\*(12-18)

Hello, I'm \_\_\_\_\_ from Louis Harris and Associates, the national survey research firm in New York. We are conducting a very important poll on the experiences the American people have had with their education. We want to speak with an adult in this household who is 18 or over. What is said will be kept confidential.

Continued.....5\*(15(\_\_\_\_-1

A. How many adults 18 years of age or older live in this household?

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/ (IF "1" , SKIP TO Q.F)  
(16-17)

B. How many of these are women?

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/  
(18-19)

C. INTERVIEWER: SUBTRACT NUMBER OF WOMEN FROM TOTAL NUMBER OF ADULTS. RECORD NUMBER OF MEN.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/  
(20-21)



IF "O" IN O.A or O.B. READ INSTRUCTION "D". SKIP OTHERS TO "E"

D. ADULTS IN HOUSEHOLD ARE SAME SEX: USE RESPONDENT SELECTION GRID ON BACK OF SAMPLE CARD. IF RESPONDENT IS NOT AVAILABLE, ARRANGE CALL-BACK.

"Let me see, in this household I need to speak with the \_\_\_\_\_."

E. FEMALE (S) MALE (S) IN HOUSEHOLD: USE SEX INDICATED ON FRONT OF SAMPLE CARD AND RESPONDENT SELECTION GRID ON BACK OF CARD TO DETERMINE WHO YOU SHOULD SPEAK TO. IF RESPONDENT NOT AVAILABLE, ARRANGE CALLBACK.

"Let me see, in this household I need to speak with the \_\_\_\_\_."

F. Are you the parent of a young person who graduated from high school four to eight years ago, and who either went on to hold down a job or went on to further education, or not?

Is parent of such a young person.....	(22( <u>17</u> -1	(Q.SEX THAN SKIP TO Q.3a)
Is not parent of such a young person.....	<u>83</u> -2	(ASK Q.G)
Not sure.....	<u>  </u> -3	

G. Did you go to high school four to eight years ago, or not?

Went to high school 4 to 8 years ago.....	(23( <u>13</u> -1	(ASK Q.H)
Did not go to high school 4 to 8 years ago.....	<u>87</u> -2	(Q.SEX THAN
Not sure.....	<u>  </u> -3	SKIP TO Q.4a)

H. Did you graduate from high school four to eight years ago, or did you not finish high school?

Graduated from high school 4 to 8 years ago.....	(24( <u>78</u> -1	
Never graduated from high school.....	<u>21</u> -2	(Q.SEX THAN
Not sure.....	<u>  </u> -3	ASK Q.1a)

FROM OBSERVATION: Respondent Sex	
Male.....	(25( <u>  </u> -1
Female.....	<u>  </u> -2



1a. After you got out of high school, did you get a job or seek employment, or did you go on to further education?

- Got a job or sought a job.....(26( 44 -1 (ASK Q.1b)
- Went on to further education..... 49 -2 (SKIP TO Q.2a)
- Other or Not sure..... 7 -3 (SKIP TO Q.4a)

1b. How many jobs have you held since you got out of high school?

- 1.....(27( 15 -1
- 2..... 27 -2
- 3..... 24 -3
- 4..... 11 -4
- 5 or more..... 24 -5
- None..... - -6
- Not sure..... \* -7

1c. In the job you now have or in the last job you held, how would you rate the way your employer has tried to understand what you are qualified to do and has tried to provide you with a place to work where you feel you are learning and can do your best work — excellent, pretty good, only fair, or poor?

- Excellent.....(28( 27 -1
- Pretty good..... 42 -2
- Only fair..... 22 -3
- Poor..... 8 -4
- Not sure..... 1 -5

1d. All in all, do you feel that your full capabilities are being used in the job you now have or the last job you held, or do you feel you could do much more productive work if your employer only gave you a chance?

- Full capabilities being used.....(29( 36 -1
- Could do much more productive work.... 61 -2
- Not sure..... 3 -3

1e. Now, do you feel that your high school education properly prepared you for the job market you entered after high school, or did your high school education leave you with a feeling that you should have been better prepared?

- High school properly prepared.....(30( 43 -1
- Should have been better prepared..... 54 -2
- Not sure..... 3 -3

1f. Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On (READ EACH ITEM), do you feel your high school preparation was excellent, pretty good, only fair, or poor?

DO NOT ROTATE

Excel-  
lent      Pretty  
Good      Only  
Fair      Poor      Not  
Sure

- 1. Your ability to read and understand written and verbal instructions.....(31(29 -1 50 -2 16 -3 5 -4 \* -5
- 2. Being capable of doing arithmetic functions....(32(29 -1 43 -2 20 -3 8 -4 \* -5
- 3. Having real discipline in your work habits.....(33(21 -1 49 -2 24 -3 5 -4 1 -5
- 4. Learning how to write well.....(34(24 -1 41 -2 26 -3 8 -4 1 -5
- 5. Learning how to read well.....(35(34 -1 44 -2 18 -3 4 -4 - -5
- 6. Learning mathematics well.....(36(33 -1 34 -2 23 -3 9 -4 1 -5
- 7. Learning how to solve complex problems.....(37(19 -1 38 -2 28 -3 15 -4 \* -5
- 8. Being able to work cooperatively with fellow employees.....(38(33 -1 39 -2 20 -3 7 -4 1 -5
- 9. Learning how to dress and to behave well.....(39(32 -1 36 -2 23 -3 7 -4 2 -5
- 10. Having a good attitude toward supervisors.....(40(28 -1 41 -2 25 -3 6 -4 \* -5
- 11. Having a good attitude in dealing with those under you.....(41(24 -1 48 -2 21 -3 7 -4 \* -5
- 12. Having the capacity to concentrate on your work over an extended period of time.....(42(22 -1 51 -2 23 -3 4 -4 - -5
- 13. Having both the desire to learn more and the capacity to keep learning more on the job..(43(27 -1 42 -2 23 -3 6 -4 2 -5
- 14. Being motivated to give all you have to the job you are doing.....(44(25 -1 44 -2 24 -3 7 -4 \* -5
- 15. Having a real sense of dedication to work.....(45(31 -1 42 -2 22 -3 5 -4 - -5

1j. Now, as you think back on your schooling, do you feel that your high school should have done these things differently from the way it was done? Do you feel that (READ EACH ITEM), or not?

<u>DO NOT ROTATE</u>	<u>Should Have Been</u>	<u>Should Not</u>	<u>Not Sure</u>
1. The standards of performance required of the students should have been higher.....	(46(73 -1	25 -2	2 -3
2. There should have been more emphasis on preparation for work after school.....	(47(75 -1	25 -2	- -3
3. There should have been more emphasis on essential skills such as reading, writing, math, and the solving of complex problems.....	(48(70 -1	30 -2	- -3
4. There should have been more emphasis on learning how to speak well.....	(49(65 -1	34 -2	1 -3
5. You should have worked much harder and taken your classes more seriously.....	(50(79 -1	20 -2	1 -3

1k. Did you first take a job after high school and then go back for further education after that, or not?

First got job, then went on to further education.....	(51(21 -1	(ASK Q.2a)
Did not.....	78 -2	(SKIP TO Q.4a)
Not sure.....	1 -3	

2a. When you got out of high school, did you go to a four year university or college, a two year college or community college, or a vocational or trade school?

A four year university or college.....	(52(51 -1
A two year college or community college.....	28 -2
A vocational or trade school.....	15 -3
Other type of school (SPECIFY):	
_____	
_____	5 -4
Not sure.....	1 -5
Other types of school: _____	(53)
_____	(54)
_____	(55)

2b. How far did you go? What was the last level of schooling you completed?

A four year university or college.....(56(35 -1  
 A two year college or community college.....19 -2  
 A vocational or trade school.....12 -3  
 Still attending school (vol.).....33 -4  
 Not sure.....1 -5

Other types of school

\_\_\_\_\_ (57)

\_\_\_\_\_ (58)

\_\_\_\_\_ (59)

2c. In your further education after high school, how would you rate the way that institution tried to help you in remedial courses in math, reading, and writing, to make up for gaps in your learning and preparation in high school — excellent, pretty good, only fair, or poor?

Excellent.....(60(19 -1  
 Pretty good.....40 -2  
 Only fair.....14 -3  
 Poor.....5 -4  
 Not applicable (vol.).....21 -5  
 Not sure.....1 -6

2d. All in all, do you feel that your full capacities were put to use in your education after high school, or do you feel you could have stretched your capacities to learn more if the school you went to had given you the chance?

Full capacities were put to use.....(61(46 -1  
 Could have stretched capacities to learn more.....50 -2  
 Not sure.....4 -3

2e. Now, do you feel that your high school education properly prepared you for further education, or do you feel that your high school education left you with the feeling that you should have been better prepared?

High school properly prepared.....(62(53 -1  
 Should have been better prepared.....46 -2  
 Not sure.....1 -3

2f. Now, I want you to rate the preparation you feel your high school schooling gave you on each of these key areas. On (READ EACH ITEM), do you feel your high school preparation was excellent, pretty good, only fair, or poor?

<u>DO NOT ROTATE</u>	<u>Excel- lent</u>	<u>Pretty Good</u>	<u>Only Fair</u>	<u>Poor</u>	<u>Not Sure</u>
1. Your ability to read and understand written and verbal instructions.....	(63(44 -1	42 -2	11 -3	3 -4	* -5
2. Being capable of doing arithmetic functions....	(64(39 -1	35 -2	19 -3	7 -4	* -5
3. Having real discipline in your work habits.....	(65(23 -1	37 -2	30 -3	9 -4	1 -5
4. Learning how to write well.....	(66(35 -1	36 -2	22 -3	7 -4	* -5
5. Learning how to read well.....	(67(41 -1	39 -2	16 -3	3 -4	1 -5
6. Learning mathematics well.....	(68(33 -1	37 -2	21 -3	9 -4	* -5
7. Learning how to solve complex problems.....	(69(23 -1	40 -2	26 -3	10 -4	1 -5
8. Being able to work cooperatively with fellow students and faculty.....	(70(38 -1	41 -2	14 -3	6 -4	1 -5
9. Learning how to dress and to behave well.....	(71(33 -1	37 -2	20 -3	9 -4	1 -5
10. Having a good attitude toward your teachers....	(72(31 -1	44 -2	18 -3	6 -4	1 -5
11. Having a good attitude in dealing with the pressure of meeting academic standards.....	(73(21 -1	44 -2	24 -3	9 -4	2 -5
12. Having the capacity to concentrate on your studies over an extended period of time.....	(74(16 -1	43 -2	32 -3	9 -4	* -5
13. Having both the desire to learn more and the capacity to keep learning more as you moved to higher levels of education.....	(75(28 -1	39 -2	25 -3	7 -4	1 -5
14. Being motivated to give all you have to stretching your mind and learning new disciplines.....	(76(23 -1	39 -2	29 -3	9 -4	* -5
15. Having a real sense of dedication to learning..	(77(22 -1	44 -2	26 -3	7 -4	1 -5

2g. Now, as you think back on your schooling, do you feel that your high school should have done these things differently from the way it was done? Do you feel that (READ EACH ITEM), or not?

DO NOT ROTATE

Should    Should    Not  
Have Been    Not    Sure

- 1. The standards of performance required of the students should have been higher.....(78(72 -1    27 -2    1 -3
- 2. There should have been more emphasis on preparation for higher education after school.....(79(71 -1    29 -2    \* -3
- 3. There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems.....(80(63 -1    36 -2    1 -3
- 4. There should have been more emphasis on learning how to speak well.....6\*(08(69 -1    31 -2    \* -3
- 5. You should have worked much harder and taken your classes more seriously.....(09(72 -1    27 -2    1 -3

(SKIP TO Q.4a)

ASK Q. 3 OF THOSE WHO SAID THEY WERE PARENTS OF STUDENTS WHO WENT TO HIGH SCHOOL 4 TO 8 YEARS AGO

3a. If you have more than one child who was in high school 4 to 8 years ago, please keep in mind your oldest child who went to high school back then. After high school, did your child get a job or seek employment, or did your child go on to further education?

Got a job or sought employment.....(10(39 -1    (SKIP TO Q. 3c)

Went on to further education.....56 -2    (ASK Q. 3b)

Other or Not Sure.....5 -3    (SKIP TO Q.4a)

3b. When your child got out of high school did he or she go to a four year college or university, a two year college or community college, or a vocational or trade school?

A four year college or university.....(11(67 -1

A two year college or community college.....22 -2

A vocational or trade school.....9 -3

Other (SPECIFY)

.....1 -4  
Not sure.....1 -5

Other

.....(12)

.....(13)

.....(14)

(SKIP TO Q.3f)

3c. Now, do you feel that your child's high school education properly prepared them for the job market after high school, or do you feel that their high school education did not properly prepare them for later life?

High school properly prepared.....(15( 52 -1  
Not properly prepared for later life....46 -2  
Not sure.....2 -3

3d. Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On (READ EACH ITEM), do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?

<u>DO NOT ROTATE</u>	<u>Excel- lent</u>	<u>Pretty Good</u>	<u>Only Fair</u>	<u>Poor</u>	<u>Not Sure</u>
1. Their ability to read and to understand written and verbal instructions.....	(16( <u>21</u> -1	<u>49</u> -2	<u>20</u> -3	<u>6</u> -4	<u>4</u> -5
2. Being capable of doing arithmetic functions....	(17( <u>14</u> -1	<u>52</u> -2	<u>23</u> -3	<u>10</u> -4	<u>1</u> -5
3. Having real discipline in their work habits....	(18( <u>18</u> -1	<u>36</u> -2	<u>25</u> -3	<u>17</u> -4	<u>4</u> -5
4. Learning how to write well.....	(19( <u>21</u> -1	<u>35</u> -2	<u>29</u> -3	<u>14</u> -4	<u>1</u> -5
5. Learning how to read well.....	(20( <u>22</u> -1	<u>44</u> -2	<u>24</u> -3	<u>7</u> -4	<u>3</u> -5
6. Learning mathematics well.....	(21( <u>12</u> -1	<u>52</u> -2	<u>29</u> -3	<u>7</u> -4	<u>-</u> -5
7. Learning how to solve complex problems.....	(22( <u>12</u> -1	<u>36</u> -2	<u>34</u> -3	<u>18</u> -4	<u>-</u> -5
8. Being able to work cooperatively with fellow employees.....	(23( <u>28</u> -1	<u>49</u> -2	<u>16</u> -3	<u>5</u> -4	<u>2</u> -5
9. Learning how to dress and to behave well.....	(24( <u>25</u> -1	<u>44</u> -2	<u>13</u> -3	<u>16</u> -4	<u>2</u> -5
10. Having a good attitude toward supervisors.....	(25( <u>23</u> -1	<u>45</u> -2	<u>17</u> -3	<u>8</u> -4	<u>7</u> -5
11. Having a good attitude in dealing with those under them.....	(26( <u>18</u> -1	<u>53</u> -2	<u>17</u> -3	<u>9</u> -4	<u>3</u> -5
12. Having the capacity to concentrate on the work done over an extended period of time.....	(27( <u>15</u> -1	<u>50</u> -2	<u>27</u> -3	<u>8</u> -4	<u>*</u> -5
13. Having both the desire to want to learn more and the capacity to keep learning more on the job.....	(28( <u>19</u> -1	<u>44</u> -2	<u>23</u> -3	<u>14</u> -4	<u>-</u> -5
14. Being motivated to give all they have to the job they are doing.....	(29( <u>25</u> -1	<u>44</u> -2	<u>19</u> -3	<u>11</u> -4	<u>1</u> -5
15. Having a real sense of dedication to work.....	(30( <u>24</u> -1	<u>43</u> -2	<u>22</u> -3	<u>11</u> -4	<u>-</u> -5



3e. Now, as you think back on your child's schooling, do you feel that the high school he or she went to should have done things differently from the way it was done? Do you feel that (READ EACH ITEM), or not?

DO NOT ROTATE

	Should	Should	Not
	Have Been	Not	Sure

- 1. The standards of performance required of the students should have been higher.....(31(75 -1 24 -2 1 -3
- 2. There should have been more emphasis on preparation for work after school.....(32(76 -1 24 -2 - -3
- 3. There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems.....(33(80 -1 19 -2 1 -3
- 4. There should have been more emphasis on learning how to speak well.....(34(76 -1 23 -2 1 -3
- 5. Your child should have worked much harder and taken his or her classes more seriously.....(35(71 -1 29 -2 - -3

(SKIP TO Q.4a)

ASK Q. 3f-3h OF THOSE PARENTS WHOSE CHILD WENT OFF TO FURTHER EDUCATION AFTER HIGH SCHOOL

3f. Now, do you feel that your child's high school education properly prepared them for further education after high school, or did your child's high school education leave you with the feeling that they should have been better prepared?

High school properly prepared them.....	(36(66 -1
Should have been better prepared.....	32 -2
Not sure.....	2 -3



3g. Now, I want you to rate the preparation you feel your child received in high school on each of these key areas. On (READ EACH ITEM), do you feel your child's high school preparation was excellent, pretty good, only fair, or poor?

<u>DO NOT ROTATE</u>	<u>Excel-</u> <u>lent</u>	<u>Pretty</u> <u>Good</u>	<u>Only</u> <u>Fair</u>	<u>Poor</u>	<u>Not</u> <u>Sure</u>
1. Their ability to read and understand written and verbal instructions.....	(37(44 -1	42 -2	10 -3	4 -4	- -5
2. Being capable of doing arithmetic functions...	(38(36 -1	41 -2	16 -3	6 -4	1 -5
3. Having real discipline in their work habits...	(39(37 -1	30 -2	19 -3	10 -4	4 -5
4. Learning how to write well.....	(40(36 -1	42 -2	15 -3	8 -4	- -5
5. Learning how to read well.....	(41(49 -1	33 -2	11 -3	7 -4	- -5
6. Learning mathematics well.....	(42(27 -1	44 -2	21 -3	8 -4	* -5
7. Learning how to solve complex problems.....	(43(21 -1	50 -2	18 -3	8 -4	3 -5
8. Being able to work cooperatively with fellow students and faculty.....	(44(53 -1	34 -2	11 -3	2 -4	- -5
9. Learning how to dress and to behave well.....	(45(53 -1	32 -2	11 -3	3 -4	1 -5
10. Having a good attitude toward their teachers..	(46(44 -1	37 -2	14 -3	4 -4	1 -5
11. Having a good attitude in dealing with the pressure of meeting academic standards.....	(47(29 -1	45 -2	21 -3	4 -4	1 -5
12. Having the capacity to concentrate on their studies over an extended period of time.....	(48(30 -1	40 -2	21 -3	6 -4	3 -5
13. Having both the desire to learn more and the capacity to keep learning more as they moved to higher levels of education.....	(49(40 -1	35 -2	16 -3	6 -4	3 -5
14. Being motivated to give all they have to stretching their mind and learning new disciplines.....	(50(35 -1	38 -2	20 -3	7 -4	- -5
15. Having a real sense of dedication to learning.	(51(32 -1	41 -2	21 -3	5 -4	1 -5



3h. Now, as you think back on your child's schooling, do you feel that their high school should have done these things differently from the way it was done? Do you feel that (READ EACH ITEM), or not?

<u>DO NOT ROTATE</u>		<u>Should</u> <u>Have Been</u>	<u>Should</u> <u>Not</u>	<u>Not</u> <u>Sure</u>
1. The standards of performance required of the students should have been higher.....	(52	<u>52</u> -1	<u>42</u> -2	<u>6</u> -3
2. There should have been more emphasis on preparation for higher education after school.....	(53	<u>59</u> -1	<u>37</u> -2	<u>4</u> -3
3. There should have been more emphasis on essential skills, such as reading, writing, math, and the solving of complex problems.....	(54	<u>64</u> -1	<u>32</u> -2	<u>4</u> -3
4. There should have been more emphasis on learning how to speak well.....	(55	<u>59</u> -1	<u>40</u> -2	<u>1</u> -3
5. Your child should have worked much harder and taken his or her classes more seriously.....	(56	<u>54</u> -1	<u>46</u> -2	<u>-</u> -3

ASK EVERYONE

4a. In the elementary, junior high, and high schools as they are today, do you feel that there are clear standards for what students should know and be able to do upon their graduation from high school, or don't you feel that way?

Are clear standards today.....	(57	<u>37</u> -1	(ASK Q. 4b)
Are not clear standards.....	<u>54</u> -2	(SKIP TO Q.4c)	
Not sure.....	<u>9</u> -3		

4b. Do you feel that today's standards are high enough, or not high enough?

High enough.....	(58	<u>47</u> -1
Not high enough.....	<u>48</u> -2	
Not sure.....	<u>5</u> -3	

ASK EVERYONE

4c. Do you feel that the country needs common national standards of performance that all schools should be expected to live up to, or don't you feel that is necessary?

Need common national standards of performance...	(59	<u>82</u> -1
Don't need such common standards.....	<u>14</u> -2	
Not sure.....	<u>4</u> -3	



4d. Do you believe that students and parents in this country should know how American students' performance compares to world class standards, or don't you feel that way?

Should know how America compares with  
 world class standards.....(60(80 -1  
 Don't feel that is needed.....16 -2  
 Not sure.....4 -3

4e. Is it your impression that employers have accurate and comprehensive information about the academic performance of recent high school graduates who are seeking jobs with them, or don't you think so?

Have accurate and comprehensive information..(61(37 -1  
 Do not have such information.....52 -2  
 Not sure.....11 -3

4f. Do you feel that employers have accurate and comprehensive information about the academic performance of recent college graduates, or not?

Have such information.....(62(46 -1  
 Do not have.....42 -2  
 Not sure.....12 -3

4g. In order for America to be really competitive economically in the world, do you feel that this country needs to reach higher standards of educational achievement, or not?

Needs to reach higher standards.....(63(88 -1  
 Does not need to achieve higher standards.....10 -2  
 Not sure.....2 -3

4h. Do you feel that America places enough emphasis today on the importance of learning, or do you feel that more emphasis should be given to the importance of learning?

America places enough emphasis on learning...(64(18 -1  
 Should give more emphasis to the importance  
 of learning.....80 -2  
 Not sure.....2 -3

4i. How important do you feel it is for the American workforce to improve its skills in order for this country to become economically competitive in the world -- very important, somewhat important, not very important, or not important at all?

Very important.....(65(82 -1  
 Somewhat important.....14 -2  
 Not very important.....1 -3  
 Not important at all.....1 -4  
 Not sure.....2 -5

4j. Do you feel the nation today invests enough in (READ EACH ITEM), not enough, or too much in (READ EACH ITEM)?

DO NOT ROTATE

		Not Enough	Too Much	Not Sure	
1. Pre-school education.....	(66	26 -1	61 -2	8 -3	5 -4
2. Kindergarten through grade 12.....	(67	22 -1	71 -2	3 -3	4 -4
3. Education beyond 12th grade.....	(68	26 -1	64 -2	6 -3	4 -4
4. Training and adult education.....	(69	24 -1	69 -2	3 -3	4 -4

4k. Do you believe that creating a national examination system based on world class standards will improve education in America, or not?

National examination system will improve education in America.....	(70	59 -1
Will not.....	35 -2	
Not sure.....	6 -3	

71-80Z

ASK EVERYONE

Now a few factual questions for classification purposes.

F1. How old are you? IF HESITANT, READ LIST

18 to 20.....	7*(08	___ -1
21 to 24.....	___	-2
25 to 29.....	___	-3
30 to 34.....	___	-4
35 to 39.....	___	-5
40 to 44.....	___	-6
45 to 49.....	___	-7
50 to 64.....	___	-8
65 to 74.....	___	-9
75 and over.....	(09	___ -0
Not sure.....	___	-1

F2. What is the last grade level of school you have completed?

Less than high school (grades 1-11)....	(10	___ -1
High school graduate (grade 12).....	___	-2
Some college (grades 13-15).....	___	-3
College graduate (grade 16).....	___	-4
Postgraduate (grade 17 and over).....	___	-5
Not sure.....	___	-6

F3. Are you a member of a labor union, or is anyone else in this household a member of a labor union? (IF "YES":) Can you tell me who that person is? MULTIPLE RECORD IF NECESSARY

- Self is member.....(11(\_\_\_\_-1
- Other is member.....\_\_\_\_-2
- No union member in household.....\_\_\_\_-3
- Not sure.....\_\_\_\_-4

F4a. With which religious group do you identify? Would you describe yourself as Protestant, Catholic, Jewish, or what?

INTERVIEWER NOTE:

- Protestant.....(12(\_\_\_\_-1 (ASK Q.F4b)
- Catholic.....\_\_\_\_-2
- Jewish.....\_\_\_\_-3
- Other.....\_\_\_\_-4 (SKIP TO Q.F5)
- None (vol.).....\_\_\_\_-5
- Not sure.....\_\_\_\_-6

- CODE AS "PROTESTANT":
- Baptist
  - "Born-Again"
  - "Christian" (UNSPEC.)
  - Church of Christ
  - Congregational
  - Episcopalian
  - "Fundamentalist"
  - Latter-Day Saint/Mormon
  - Lutheran
  - Methodist
  - Pentecostal
  - Presbyterian
  - Unitarian

- CODE AS "OTHER" AND SPECIFY:
- Christian Scientist
  - Greek/Russian Orthodox
  - Jehovah's Witness
  - 7th Day Adventist

F4b. Do you belong to or attend in person, watch on television, listen on radio, or receive literature from any evangelical church or preacher? MULTIPLE RECORD

- Belong to/attend in person.....(13(\_\_\_\_-1
- Watch on television.....\_\_\_\_-2
- Listen on radio.....\_\_\_\_-3
- Receive literature.....\_\_\_\_-4
- Do not do these things.....\_\_\_\_-5
- Not sure.....\_\_\_\_-6

F5. How would you describe your own personal political philosophy -- conservative, moderate, or liberal?

- Conservative.....(14( \_\_\_ -1
- Moderate..... \_\_\_ -2
- Liberal..... \_\_\_ -3
- Not sure..... \_\_\_ -4

F6. Regardless of how you might vote, what do you usually consider yourself -- a Republican, a Democrat, an independent, or what?

- Republican.....(15( \_\_\_ -1
- Democrat..... \_\_\_ -2
- Independent..... \_\_\_ -3
- Other (vol.)..... \_\_\_ -4
- Not sure..... \_\_\_ -5

F7. Did you vote in the 1988 presidential election when just about half the voters came out to vote, or didn't you get around to voting then?

- Voted.....(16( \_\_\_ -1 (ASK Q.F8)
- Did not vote..... \_\_\_ -2 (SKIP TO Q.F9)
- Not sure..... \_\_\_ -3

F8. In the 1988 election for president, did you vote for Bush the Republican or for Dukakis the Democrat?

- Bush.....(17( \_\_\_ -1
- Dukakis..... \_\_\_ -2
- Other (vol.)..... \_\_\_ -3
- Not sure..... \_\_\_ -4

F9. Which of the following income categories best describes your total 1990 household income? Was it (READ LIST)?

- \$7,500 or less.....(18( \_\_\_ -1
  - \$7,501 to \$15,000..... \_\_\_ -2
  - \$15,001 to \$25,000..... \_\_\_ -3
  - \$25,001 to \$35,000..... \_\_\_ -4
  - \$35,001 to \$50,000..... \_\_\_ -5
  - \$50,001 to \$75,000..... \_\_\_ -6
  - \$75,001 to \$100,000..... \_\_\_ -7
  - \$100,001 or over..... \_\_\_ -8
  - Not sure..... \_\_\_ -9
- (INTERVIEWER: TOTAL HOUSEHOLD INCOME BEFORE TAXES FROM ALL SOURCES -- IF UNSURE OF 1990 INCOME, PROBE FOR ESTIMATE)

F10. Are you of Hispanic origin or descent, or not?

- Yes, of Hispanic origin.....(19( \_\_\_ -1
- No, not of Hispanic origin..... \_\_\_ -2
- Not sure..... \_\_\_ -3

F11. Do you consider yourself white, black, Asian, or what?

- White.....(20(\_\_\_\_-1
- Black.....\_\_\_\_-2
- Asian or Pacific Islander.....\_\_\_\_-3
- American Indian or Alaskan native....\_\_\_\_-4
- Not sure.....\_\_\_\_-5

21-80Z

That completes the interview. Thank you very much for your cooperation!

Time Ended: \_\_\_\_\_ A.M./P.M.