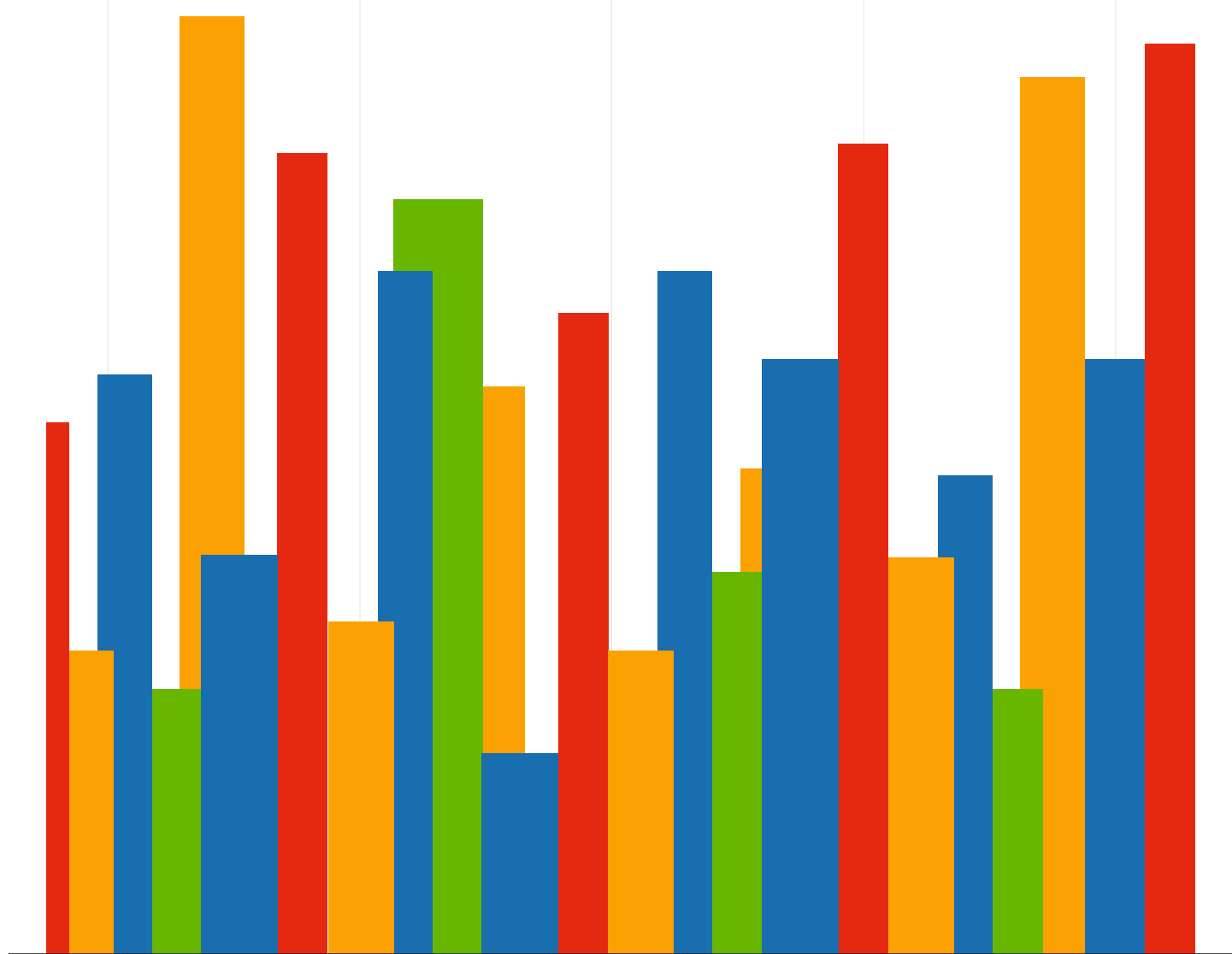


WHAT PRESIDENTS THINK:

A 2013 Survey of Four-Year College Presidents





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TABLE OF CONTENTS



4	Executive Summary
5	Highlights
6	Introduction
7	Background Information
9	Experience as a College President
14	Value of Higher Education
17	Reducing Costs
18	The 2012 Election
19	Conclusion
20	Methodology
21	Complete Survey Results

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EXECUTIVE SUMMARY

The financial crisis of 2008, and the resulting economic downturn, has reshaped the strategies of colleges nationwide and forced their presidents to focus more sharply on budgets.

Now more than ever, finances dominate what college presidents think about on a daily basis, whether their concern is raising more money or managing budgets. In an extensive survey of chief executives of four-year campuses conducted by The Chronicle of Higher Education in January 2013, two items accounted for more than half the time on the presidents' daily agendas: fund raising and budgets. By comparison, only a quarter of the presidents said they had daily interaction with faculty, the backbone of the academic enterprises they lead.

The survey, completed by nearly 400 presidents and chancellors of four-year colleges, focused on the characteristics of people who hold the top jobs, what occupies their time, the challenges facing higher education and hot-button issues related to the value of higher education, preparing graduates for the job market, and the 2012 election. Many of the questions are similar to those in a 2005 survey of presidents conducted by The Chronicle, allowing for comparisons across an eight-year span.



400 presidents and chancellors of four-year colleges report that, now more than ever, finances dominate what college presidents think about on a daily basis.



Two items accounted for more than half the time on the presidents' daily agendas: fund raising and budgets.



HIGHLIGHTS



Money is critical to how presidents evaluate their success. Asked to rank the top measures of success, the leaders most often chose a balanced budget, strengthened reputation of their institutions, a shared vision for the future, and improved retention and graduation rates. At the bottom of their success matrix were online-program expansion and increased global presence. And least important of all? Improved *U.S. News & World Report* rankings.



Despite the tough times, the **presidents over all are a satisfied bunch.** Nearly 90 percent of them are either very or extremely satisfied with their jobs. Older presidents and leaders at private colleges are the most likely to be satisfied.



Presidents of public institutions are more likely than their private-college counterparts to say that **the higher-education system provides good value for money spent.** Some 15 percent of private-college presidents rate the value as only fair.



Only 44 percent of leaders said they were “very well prepared” for their first presidential job. Another 46 percent said they were “moderately well prepared.” The results on that question mirror those from The Chronicle’s 2005 survey of presidents.



The largest group of presidents identify themselves as **political independents.** About half of the presidents said they voted for President Obama in the 2012 election. About a quarter voted for Mitt Romney. Another quarter refused to answer the question.



Presidents and employers don’t see eye to eye on how well colleges are tailoring their programs for today’s economy. More than 80 percent of the presidents said they are doing an excellent or good job of providing academic programs to meet economic needs. But in a separate survey conducted by The Chronicle, more than 60 percent of employers said they find it very difficult or difficult to find qualified candidates to fill jobs.



Presidents and employers also disagree on whether work experience or academic credentials are more important for success in a job. By equal amounts, employers favor work experience and presidents favor academic credentials.



INTRODUCTION

The increasing pressures on American higher education to cut costs, redesign course delivery for a digital generation, measure outcomes, and develop a financially sustainable economic model for the next decade have made the job of leading colleges and universities ever more difficult in recent years.

A number of high-profile presidents, especially at large public universities, have decided to call it quits, frustrated by a tightening of state financial support and politically controlled governing boards. In the summer of 2012, the University of Virginia's governing board ousted the university's president, Teresa Sullivan, over concerns she wasn't moving fast enough to position the institution for the future. Sullivan was reinstated a few weeks later, but the furor surrounding her departure demonstrated that worries about what's next for higher-education institutions remain a top concern on most campuses.

Against that backdrop, The Chronicle presents the findings of its survey of four-year colleges and universities completed by nearly three in 10 chief executives in January 2013. (Additional details about the survey methodology can be found on page 20). The survey sought to uncover what presidents think about their jobs, how they spend their time, and what worries them about their institutions and higher education in general.

The results reveal that presidents are increasingly worried about budgets, planning for the future, enrollment, and fund raising, especially compared with the results of a similar Chronicle survey in 2005. Although college presidents preside over academic and research enterprises, their jobs have become more like those of corporate CEOs in recent decades, more directly focused on raising

money, balancing budgets, and directing strategy. Despite the sometimes dire projections about the future of higher education and the overall challenges of the job, however, college presidents remain content: 95 percent of them report being satisfied or extremely satisfied with their jobs.



The results reveal that presidents are increasingly worried about budgets, planning for the future, enrollment, and fund raising, especially compared with the results of a similar Chronicle survey in 2005.

BACKGROUND INFORMATION

Who are the college presidents of 2013?

The vast majority of college presidencies, according to the survey, are held by older white men (87 percent are white, 78 percent are men, and 61 percent are 60 and older). In the eight years since The Chronicle last conducted a comprehensive survey of presidents, the demographics of the group have largely remained the same. Still, given that three in five presidents are in their 60s, it's likely that the president's office on many campuses will undergo turnover in the next several years (see figure 2). Indeed, nearly a quarter of the presidents who answered the survey have been in the top job for 10 years or longer.

FIGURE 2: AGE OF COLLEGE PRESIDENTS

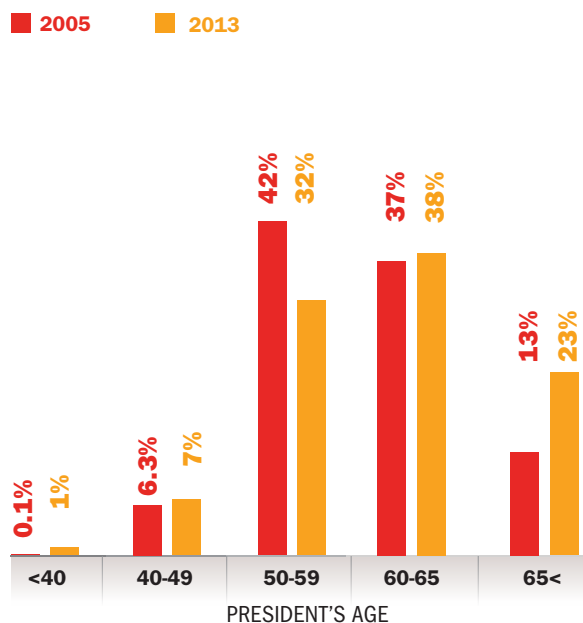
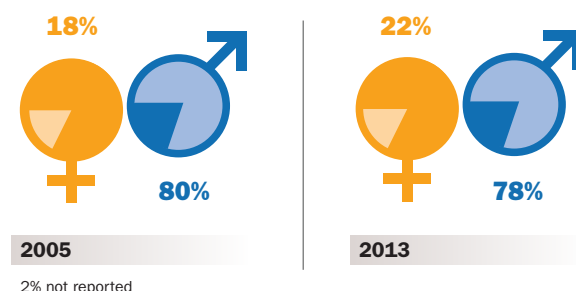
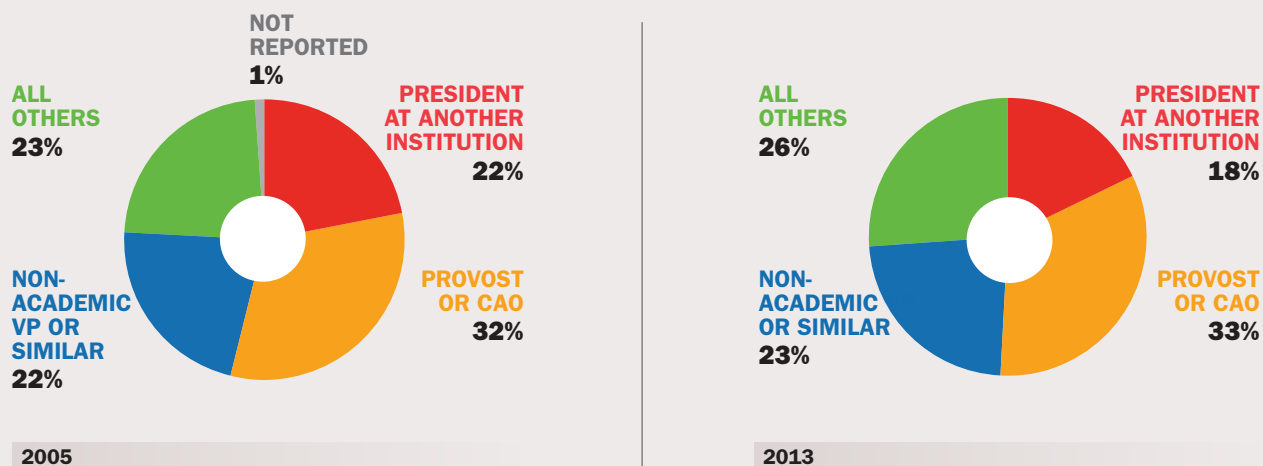


FIGURE 1: GENDER OF COLLEGE PRESIDENTS



At the same time, the backgrounds of presidents have changed in significant ways since 2005. A key difference is that the number of institutions hiring presidents from within their own ranks is growing. In the 2013 survey a quarter of college presidents had come from within their institutions, up from 19 percent in 2005. It's often said that higher education is becoming more business-like, but corporate America for decades has been promoting executives from within to the chief executive's role.

FIGURE 3: POSITION HELD BY COLLEGE PRESIDENTS PRIOR TO CURRENT POST



Other includes: Dean of a graduate or professional school, K-12 Administrator, undergraduate Dean, faculty member, corporate, lawyer, government, religious, or retired.

Another change is that academic deans are more likely to move directly into a presidency than they did in 2005, shrinking the amount of time and the number of career stops needed to reach the top job on campus. Today, one in 10 college presidents at four-year institutions came from the dean's office (see Figure 3).

↑ **19%**

In the 2013 survey a quarter of college presidents had come from within their institutions, up from 19 percent in 2005.

EXPERIENCE AS A COLLEGE PRESIDENT

If, as demographics suggest, a wave of retirements of college presidents can be expected in the near future, then higher education may need to do a better job of preparing the next generation of leaders. According to the survey respondents, only 41 percent felt “very well prepared” for their first presidency—about the same as in 2005 (see Figure 4).

The best training for the chief executive role is a job in the senior leadership of an institution. Figure 5 shows that the most well-prepared leaders came through the provost’s office or another cabinet position at a college or university.

FIGURE 4: LEVEL OF PREPAREDNESS OF COLLEGE PRESIDENTS FOR THEIR FIRST PRESIDENTIAL JOB

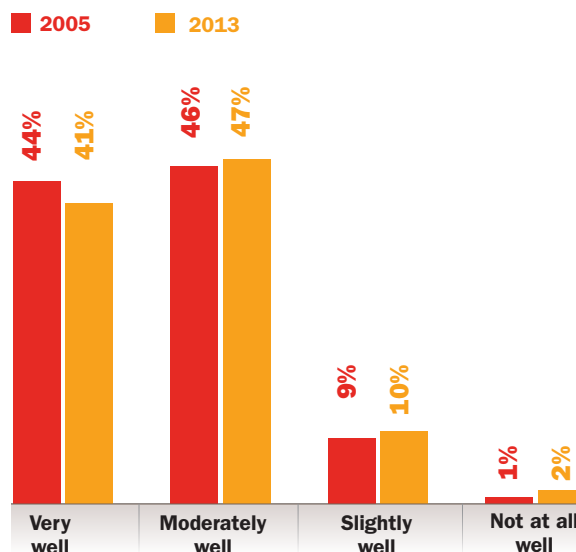
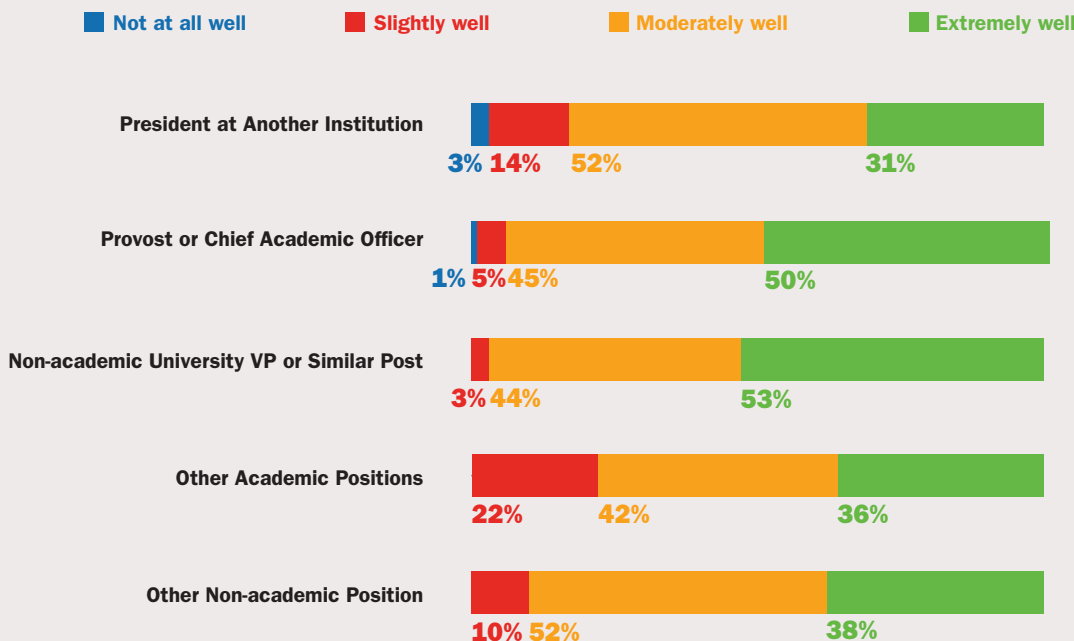


FIGURE 5: LEVEL OF PREPAREDNESS OF COLLEGE PRESIDENTS FOR THEIR FIRST PRESIDENTIAL JOB – BY PREVIOUS POSITION



EXPERIENCE AS A COLLEGE PRESIDENT

Despite the financial difficulties of steering colleges through rough economic seas in the past several years, job satisfaction remains high. Nearly nine in 10 presidents rate their job satisfaction either 4 or 5 on a five-point scale, roughly the same as in 2005. Job satisfaction, however, is closely tied to the type of institution a president leads. Political and financial battles have clearly taken a toll on public-college presidents. They are significantly less satisfied in their jobs than their counterparts at private colleges (see Figure 6). Time and experience seems to mellow presidents. Older presidents are generally more satisfied than younger presidents.

FIGURE 6: SATISFACTION LEVEL OF COLLEGE PRESIDENTS IN THEIR CURRENT POSITION

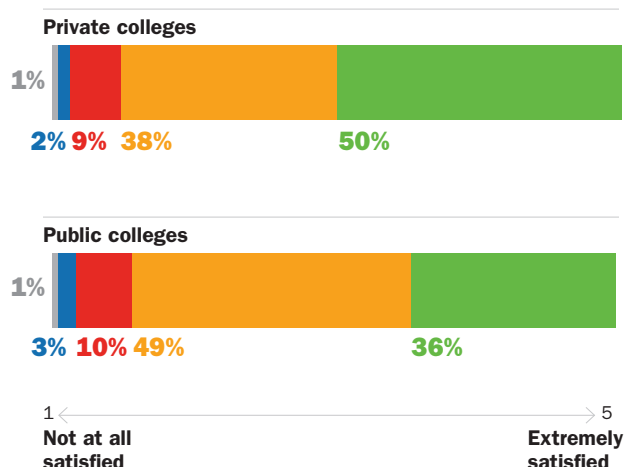
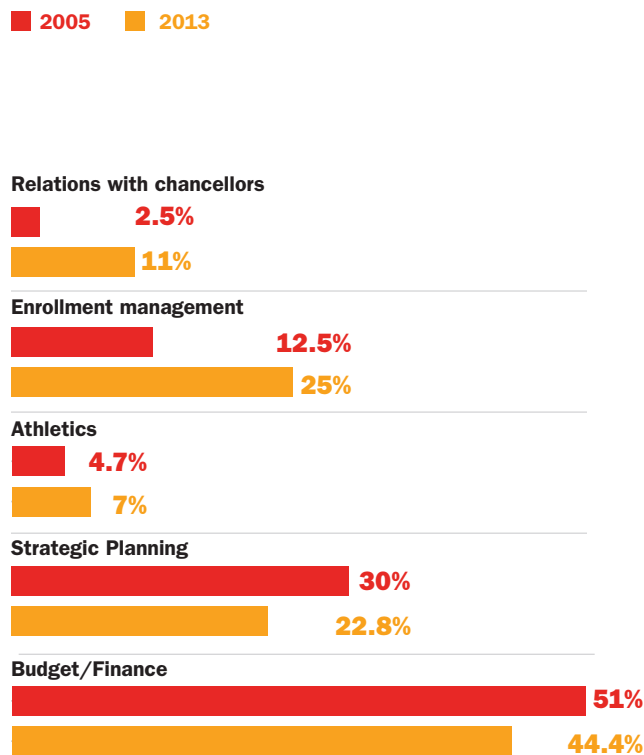


FIGURE 7: SELECT DAILY ACTIVITIES PARTICIPATED IN BY COLLEGE PRESIDENTS



The financial realities of running a college or university campus in today's tough economy are clear from the responses presidents gave in the survey on how they spend their days.

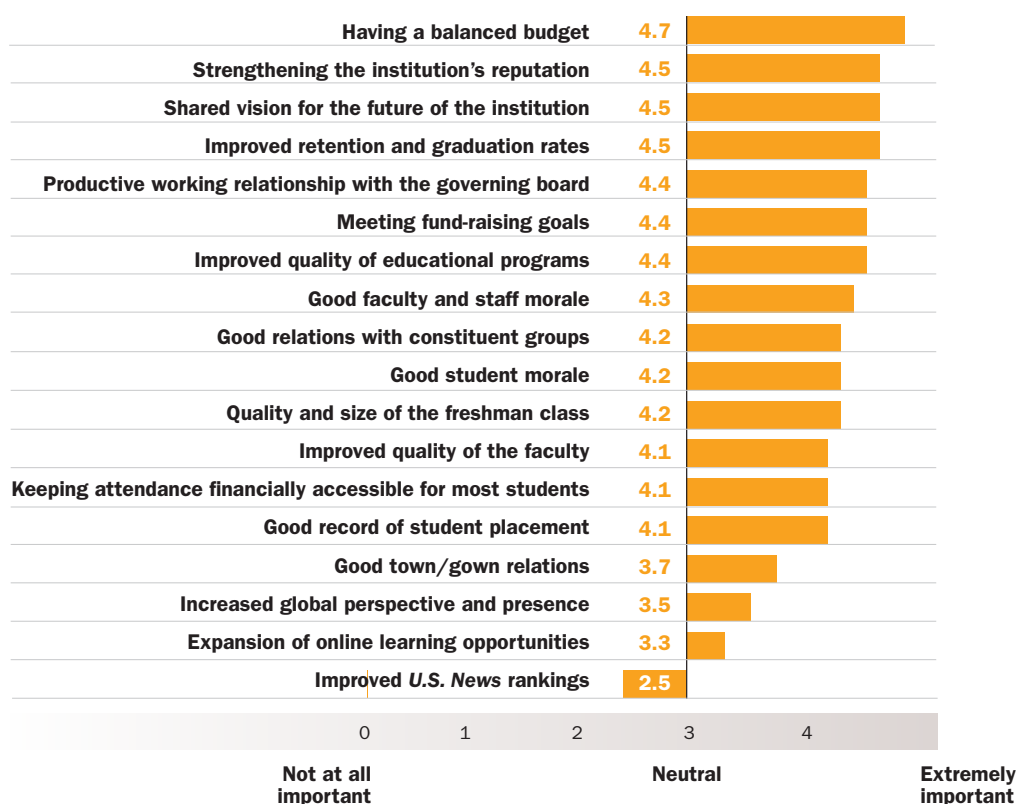
When The Chronicle asked presidents which aspects of college management demand the greatest amount of their time, areas related to enrollment, strategy, and finance all ranked higher than in 2005. A quarter of presidents say they deal daily with enrollment issues, up from 13 percent in 2005 (See Figure 7). The percentage of presidents saying they focus on strategic planning on a daily basis rose from 23 percent to 30 percent. And slightly more than half of presidents focus daily on budget and finance concerns, up from 44 percent in 2005. (see Table 1 on page 22 for 2013 results)

Money is critical to how presidents evaluate their success. When asked to rank 18 measures of success for their presidencies in Figure 8, the No. 1 performance indicator was a balanced budget. Strengthening an institution's reputation rated high as well, although one of the most common ways to measure success in that area, an improvement in *U.S. News & World Report* rankings, was dead last among the indicators in the survey. Indeed, the *U.S. News* rankings matter even less to a president's definition of success today than they did in 2005.



The financial strength of the institution is critical in how presidents evaluate their success. When asked to rank 18 measures of success for their presidencies the No. 1 performance indicator was a balanced budget.

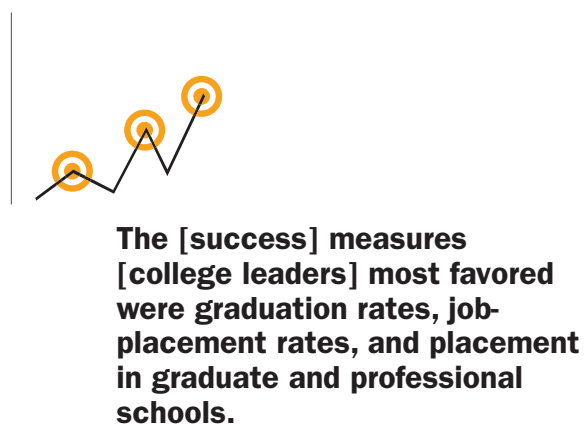
FIGURE 8: METHODS USED BY COLLEGE PRESIDENTS TO DEFINE SUCCESS



EXPERIENCE AS A COLLEGE PRESIDENT

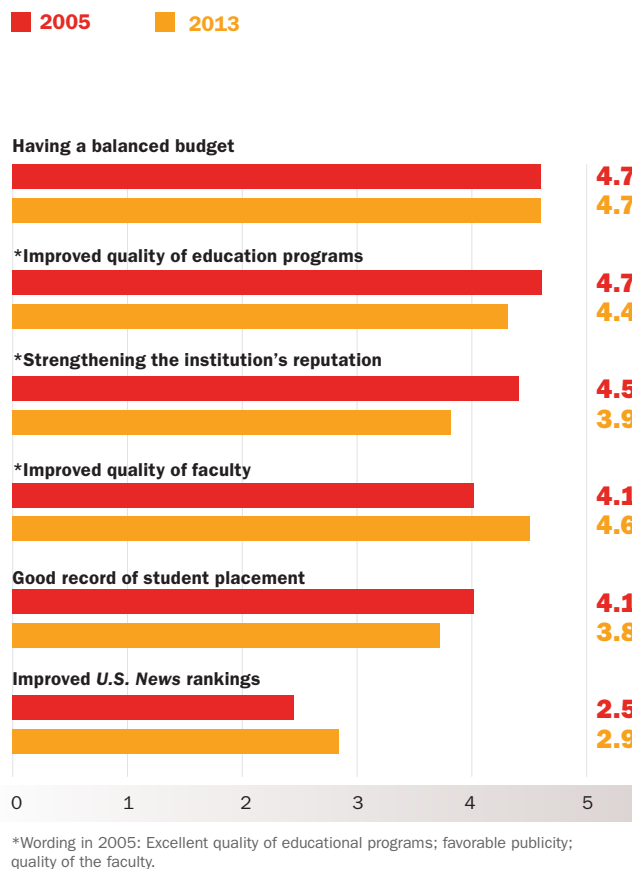
As college prices continue to rise in the face of declining household wealth, students and families are increasingly asking what they are buying for their tuition dollars.

Colleges can no longer simply say “trust us” to students and parents. Politicians and national commissions alike are pushing harder for institutions to measure how much students are actually learning on campuses, especially after the 2010 publication of *Academically Adrift* (University of Chicago Press), in which the authors found limited learning on about two dozen campuses they studied.



As a result, college presidents seem to be much more interested in improving the quality of their institutions, according to The Chronicle survey. Finding the right measures of that quality, however, remain an elusive goal for presidents.

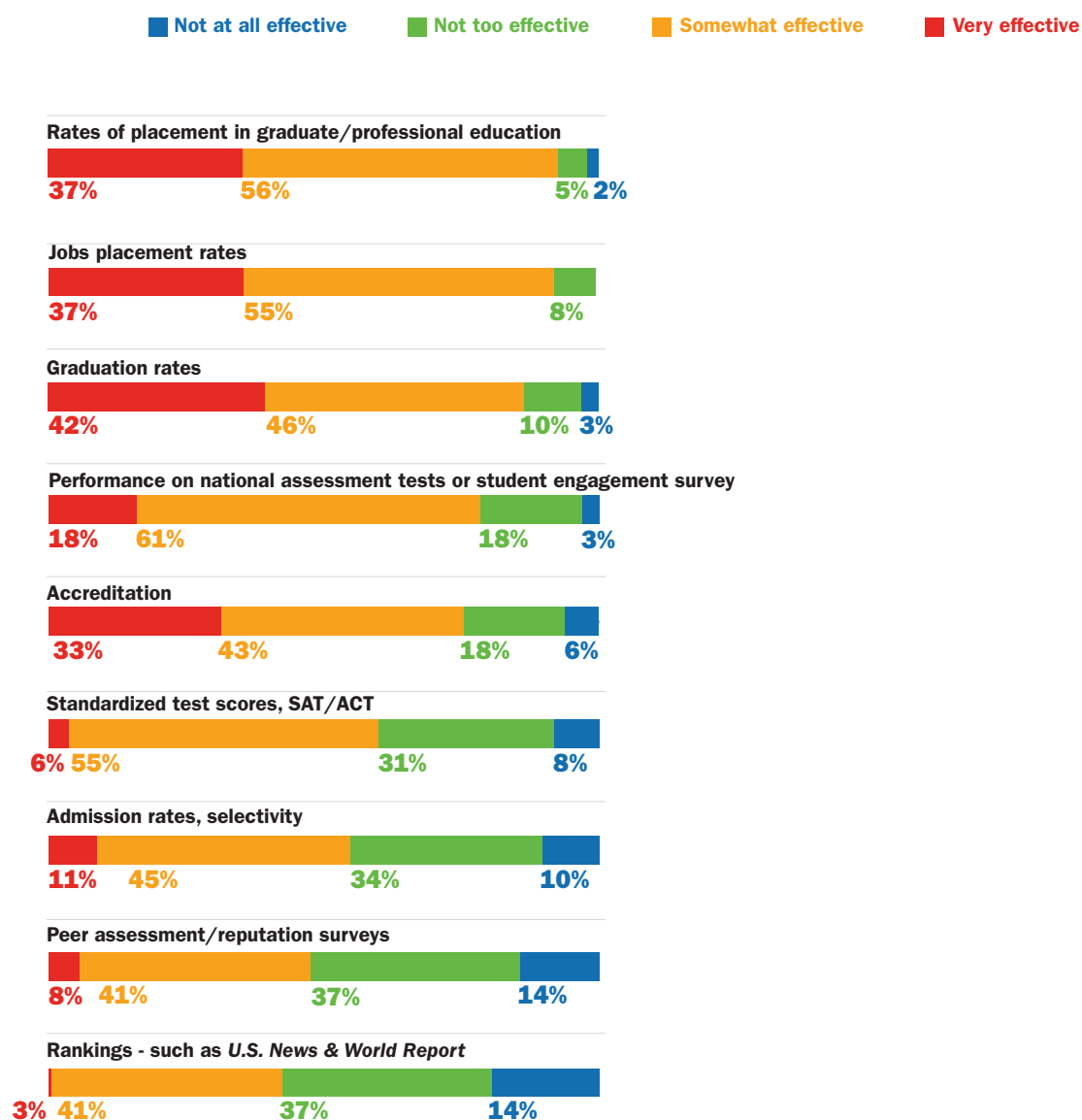
FIGURE 9: TOP METHODS USED BY COLLEGE PRESIDENTS TO DEFINE SUCCESS – COMPARED TO 2005



EXPERIENCE AS A COLLEGE PRESIDENT

When the chief executives in the survey were asked which of nine measures in Figure 10 should be used by the public to assess the quality of a college or university, more than half of them ranked not a single one as “very effective.” The measures they most favored were graduation rates, job-placement rates, and placement in graduate and professional schools. The least favored? Rankings and peer assessment.

FIGURE 10: PERCEIVED EFFECTIVENESS OF THE FOLLOWING INDICATORS THE PUBLIC USES TO ASSESS AN INSTITUTION'S QUALITY



VALUE OF HIGHER EDUCATION

Despite their interest in improving colleges and universities, most presidents believe they are already providing good value for the money spent by students and their families. Indeed, 88 percent of presidents say the higher-education system is doing a good or excellent job of providing value for the money spent. Nearly a third of presidents rate the value as excellent (see Figure 11).

Public-college presidents were more likely than their private-college counterparts to rank the value of academic programs as good or excellent. Leaders of larger colleges were also more likely than those from smaller colleges to say they were providing a valuable product.

But over all, college presidents remain out of step with the American public on the “value” question, according to the results of two recent public-opinion surveys. In a 2012 survey by Time magazine and the Carnegie Corporation, 88

FIGURE 11: PERCEIVED VALUE FOR MONEY SPENT IN HIGHER EDUCATION

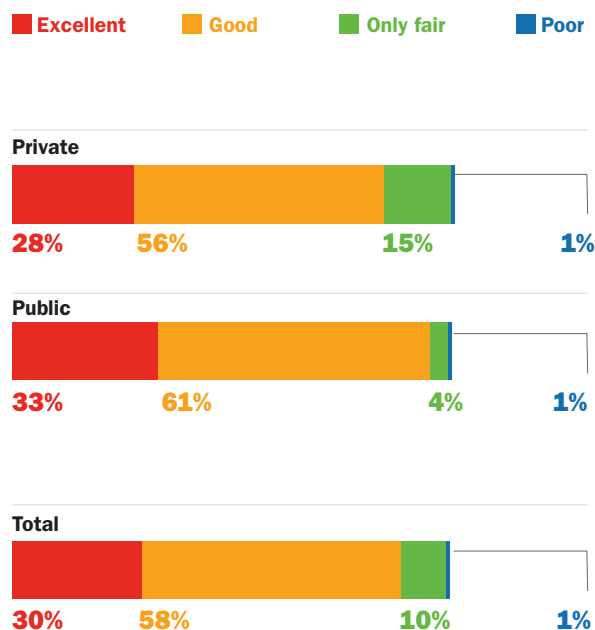
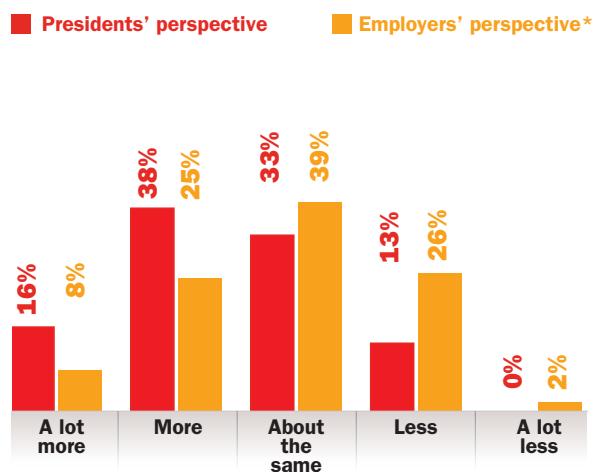


FIGURE 12: PERCEIVED VALUE OF A FOUR-YEAR BACHELOR'S DEGREE COMPARED TO 2005 (COMPARED TO EMPLOYERS)



*The Chronicle of Higher Education and American Public Media's Marketplace Survey of Employers. Copyright © 2012 by The Chronicle of Higher Education, Inc. and American Public Media™.

percent of adults in the United States said that at many colleges, the education students receive is not worth what they pay for it. And in a 2011 survey by the Pew Research Center, a majority of the public (57 percent) rated the value of higher education for the money spent as only fair or good.

Presidents also are more optimistic about the value of a college degree than employers are. In the recent Chronicle survey, 82 percent of presidents said higher education was doing an excellent or good job of providing academic programs that meet the needs of today's economy. A majority of college presidents believe the four-year bachelor's degree is worth more in today's job market than it was five years ago.

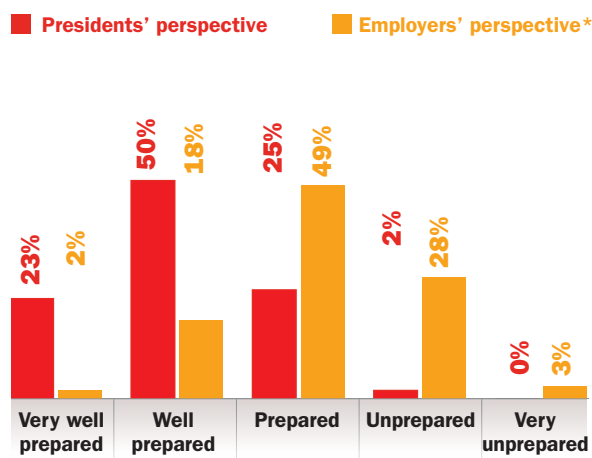
But in a separate survey of employers conducted by The Chronicle in the fall of 2012, a slight majority of those looking to hire recent college graduates said it was very difficult or difficult to find qualified workers for jobs. And employers are neutral on the value of a bachelor's degree: 39 percent say it's worth the same as five years ago, and 26 percent say it's worth less (see Figure 12).

As colleges are pressed to prove the value of their degrees, the question often comes down to how well an institution is preparing its graduates for the workforce. In the 2013 survey, The Chronicle asked a series of questions about career preparedness and compared the results to a Chronicle survey of employers in the fall of 2012.

Presidents and employers don't see eye to eye on how well prepared students are for the job market upon graduation. Among presidents, 73 percent said their students were either well prepared or very well prepared. Employers disagreed, with only 20 percent saying the same about recent college graduates (see Figure 13).

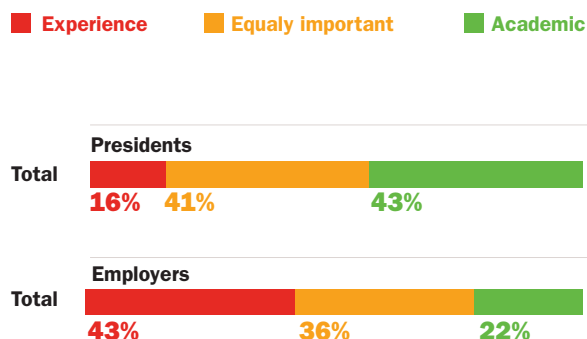
Despite a strong focus today on internships and experiential learning, presidents weigh academic credentials more heavily than experience in recent graduates' success in obtaining jobs after graduation. In equal numbers, employers weigh

FIGURE 13: PERCEIVED PREPAREDNESS OF COLLEGE GRADUATES FOR A JOB SEARCH (COMPARED TO EMPLOYERS)



*The Chronicle of Higher Education and American Public Media's Marketplace Survey of Employers. Copyright © 2012 by The Chronicle of Higher Education, Inc. and American Public Media™.

FIGURE 14: PERCEIVED VALUE OF WORK EXPERIENCE VERSUS ACADEMIC CREDENTIALS (COMPARED TO EMPLOYERS)

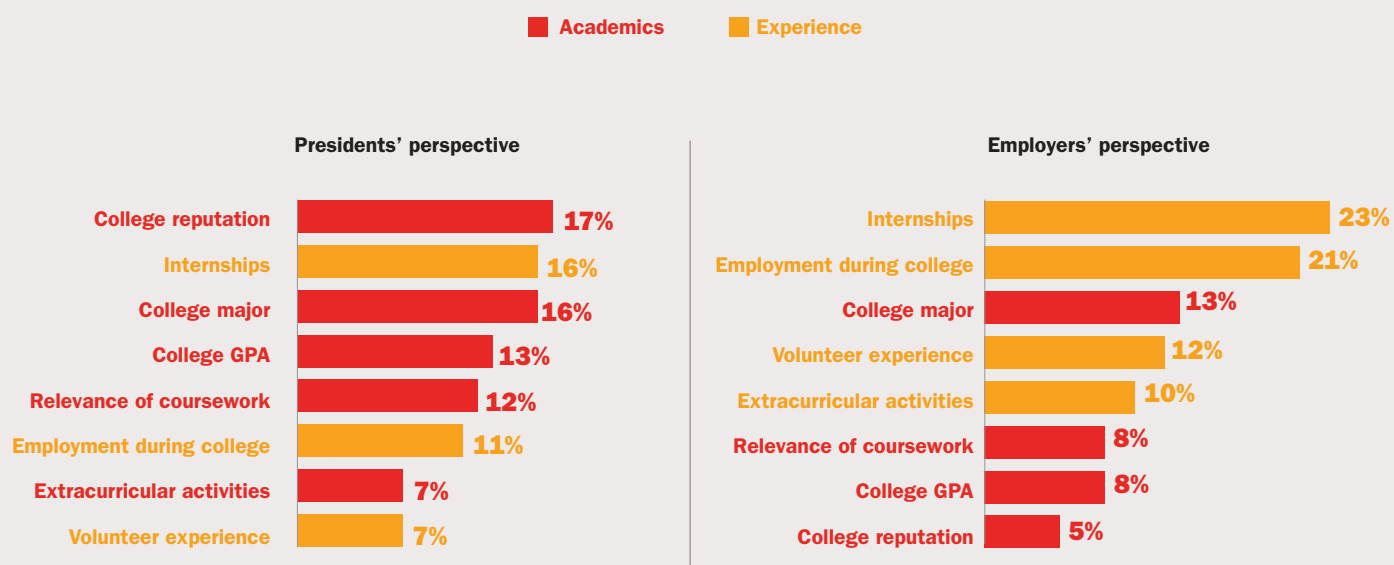


experience more heavily (see Figure 14). Presidents also generally view the development of overall career-ready skills as more important than preparing students for specific careers.

Even so, presidents agree that experiential learning is important and career preparation is a responsibility that cuts across their institutions. But they do not believe that colleges and universities should be held accountable for the career success of their graduates.

How much does a college's reputation matter for a graduate trying to land a job? College presidents believe it's the most important line on a résumé, while employers say it's the least important. Presidents and employers do agree that internships and college majors are among the top criteria used to evaluate job candidates (see Figure 15)

FIGURE 15: PERCEIVED IMPORTANCE OF THE FOLLOWING CRITERIA FOR A COLLEGE GRADUATE TO GET A JOB (COMPARED TO EMPLOYERS)



REDUCING COSTS

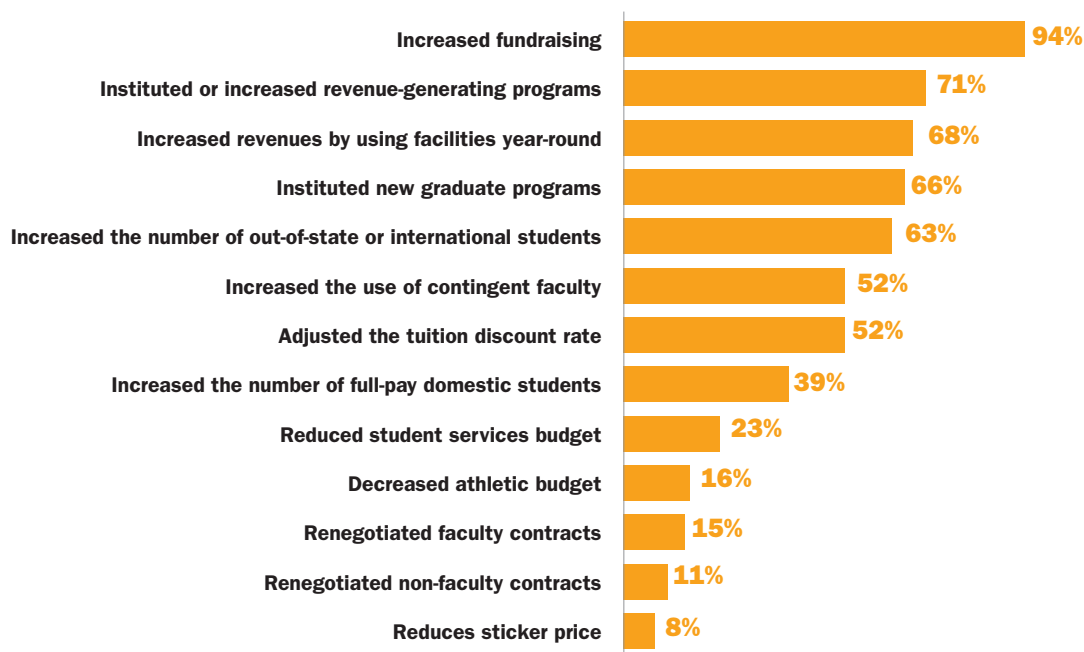
In the eight years since The Chronicle last surveyed presidents of four-year colleges and universities, tuition and fees have risen 34 percent at four-year public institutions and 18 percent at four-year private colleges. President Obama dedicated part of his State of the Union address in 2012 to chastising colleges for rising prices. Yet what presidents identified in 2005 as the primary factors driving the cost of tuition remained largely the same in 2013: student financial aid, health insurance, and technology.

It's not as though presidents haven't been trying to control costs through a variety of strategies to increase revenue and decrease expenses: 94 percent said they have increased fund raising; 71 have put in place or increased the number

of revenue-generating programs they offer; 68 percent now use more of their facilities year round; and 66 percent have added new graduate programs (see Figure 16).

Presidents of public colleges have been more diversified in their approaches than those of private colleges, adopting measures such as increasing their fund raising or other revenue-generating programs, adding international students, using more adjunct faculty, and recruiting more domestic students who pay full tuition. By comparison, leaders at private colleges have focused mostly on adjusting their tuition-discount rates and adding graduate programs.

FIGURE 16: STEPS TAKEN BY COLLEGE PRESIDENTS TO REDUCE NET COSTS FOR STUDENTS

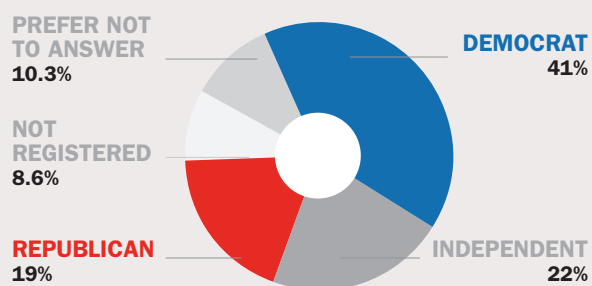


THE 2012 ELECTION

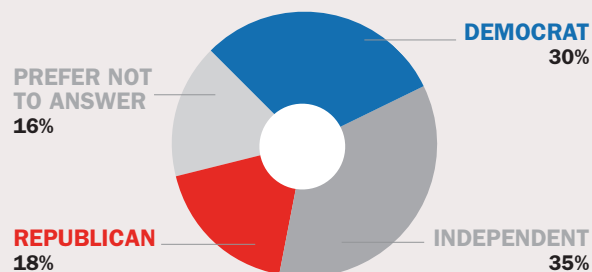
Twice as many college presidents voted last year for President Obama as for Mitt Romney (although 25 percent declined to reveal who they chose). Although presidents are more likely to be registered Democrats than registered Republicans, a big change since The Chronicle asked the voting question in 2005 is a shift toward Independents. Two in five presidents say they are registered as Independents, up from about a quarter of presidents in 2005 (see Figure 17).

Republican presidents are more likely to be found in the private-college sector than at public colleges, an interesting finding given that governor's offices in 30 states are now controlled by Republicans. At private colleges, 28 percent of presidents said they are registered Republicans, while only 13 percent of public college presidents said the same.

FIGURE 17: POLITICAL PARTY REGISTRATION OF COLLEGE PRESIDENTS



2005



2013

CONCLUSION

The financial crisis of 2008 has clearly reshaped the outlook of college presidents and the priorities on their day-to-day calendars. They are more concerned than ever before with money—raising more of it, controlling costs and balancing budgets, and enrolling more students while keeping a lid on costs.

At the same time, they are weighing the pressures coming from families and others to prove the value of a college degree. They remain conflicted on how to measure quality in American higher education, and are at odds with employers about how much responsibility colleges have to train the workforce of tomorrow.

Most of all, they are navigating change on their campuses, even as many of them get ready to retire. An open-ended question in the survey—“What is the single greatest challenge you face in your job?”—elicited lengthy responses from some presidents. Many wrote about the challenge of trying to figure out the future without the financial resources to experiment or without support from all corners of campus.

One president described as the single greatest challenge: “Bridging the widening gap between a faculty who are slow to embrace academic change, and who see faculty at the center of the institution, and a Board of Trustees who recognize private higher education as entrenched in an unsustainable business model in need of disruptive change, and who see students at the center of the institution.”



METHODOLOGY

The results of The Chronicle of Higher Education's Survey of College and University Presidents are based on responses from presidents and chancellors who lead institutions that offer a four-year degree, have a comprehensive academic program, and fall into a selected group of classifications developed by the Carnegie Foundation for the Advancement of Teaching.

Maguire Associates, of Concord, Mass, which conducted the survey for The Chronicle, identified 1,370 institutions that met the survey criteria. The presidents and chancellors of those institutions received an invitation from The Chronicle to take part in the online survey. The data collection took place in January 2013. Respondents were assured of the confidentiality of their replies.

A total of 395 presidents and chancellors responded, a rate of 29 percent. The respondents generally reflected the surveyed universe, so weighting of responses was unnecessary.



COMPLETE SURVEY RESULTS

Q1. How long have you been president at your institution?

11%	Less than 1 year
13%	1-2 years
24%	3-5 years
29%	6-10 years
23%	More than 10 years

Q2. What was your position immediately before assuming your current post?

18%	President at another institution
33%	Provost or chief academic officer
23%	Non-academic college/university vice president or similar administrative post
10%	Dean of a graduate or professional school
2%	Corporate executive
1%	Governmental official
1%	Lawyer
1%	Government
2%	Religious
1%	K-12
6%	Other Academic
2%	Other Non-Academic
1%	Other

Q3. Was your prior position at your current institution?

25%	Yes
75%	No

Q4. How well prepared were you for your first presidential job? (Please answer for your current position if it is your first presidency.)

44%	Very well
46%	Moderately well
9%	Slightly well
1%	Not at all well

Q5. What is the single greatest challenge you face in your job?

Open-ended response.



COMPLETE SURVEY RESULTS

Q6. Below is a list of areas or activities that may occupy different amounts of your time. Please indicate approximately how often you attend to each by checking the appropriate box for each item. (If an item does not apply, check Not Applicable.)

Area or Activity	Daily	Once or Twice a Week	Once or Twice a Month	Less than Once a Month
Fundraising (all aspects)	53%	41%	5%	1%
Budget/finance	51%	43%	5%	0%
Educational leadership	37%	40%	20%	3%
Personnel	36%	45%	18%	2%
Student life / direct interaction with students	30%	53%	15%	2%
Strategic/institutional planning	30%	42%	26%	3%
Direct interaction with faculty	26%	53%	19%	2%
Enrollment management	25%	50%	20%	5%
Writing (speeches, reports, etc.)	22%	50%	24%	3%
Relations with governing board	17%	48%	30%	5%
Town-gown relations	12%	38%	40%	10%
Relations with chancellor or equivalent (if multi-campus system)	11%	41%	40%	8%
Alumni relations	9%	48%	37%	6%
Athletics	7%	53%	30%	9%
Relations with political leaders / lobbying	5%	27%	44%	24%
Technology/security	3%	29%	48%	20%

*"Not Applicable" treated as missing and not included in %



COMPLETE SURVEY RESULTS

Q7. How do you define success for your presidency? Please rate how important each of the following is in your definition of your success.

Criterion	Not at All Important in Defining Success 1	2	3	4	Extremely Important in Defining Success 5	N=*
Quality and size of the freshman class	1%	2%	14%	44%	39%	395
Improved retention and graduation rates	1%	1%	5%	36%	57%	394
Meeting fund-raising goals	1%	0%	7%	39%	53%	395
Having a balanced budget	1%	0%	4%	21%	75%	394
Good faculty and staff morale	1%	1%	7%	54%	37%	395
Increased global perspective and presence	3%	10%	37%	37%	13%	395
Expansion of online learning opportunities	7%	14%	31%	35%	13%	394
Good student morale	1%	1%	11%	51%	36%	394
Good record of student placement (e.g., in jobs, admission to graduate programs, etc.)	1%	3%	16%	51%	30%	393
Strengthening the institution's reputation	1%	1%	5%	29%	64%	395
Improved quality of educational programs	1%	1%	8%	37%	53%	395
Productive working relationship with the governing board	1%	1%	9%	32%	57%	394
Shared vision for the future of the institution	1%	1%	5%	30%	63%	394
Improved quality of the faculty	1%	1%	16%	46%	36%	395
Good relations with constituent groups (e.g., alumni, parents, etc.)	1%	1%	10%	52%	36%	393
Good town/gown relations	2%	6%	32%	42%	18%	395
Improved US News rankings	27%	20%	30%	18%	5%	394
Keeping attendance financially accessible for most students	1%	3%	15%	46%	36%	395
Other	17%	0%	4%	17%	62%	53

*"Not Applicable" treated as missing and not included in %



COMPLETE SURVEY RESULTS

Q8. Please rate your degree of satisfaction with each of the following.

Dimension	Not at all Satisfied 1	2	3	4	Highly Satisfied 5
Your overall compensation package	4%	10%	18%	39%	28%
Your overall job satisfaction, taking everything into account	1%	3%	9%	43%	45%

College and University Costs

In this next section, we would like to ask for your views on several issues relating to costs of education at your institution and in higher education more generally.

Q9. There are many potential drivers of increasing cost for higher education institutions. Please rate each factor below for the degree to which it adds to increases in overall costs at your institution. (If your costs are not rising, or if an item is inapplicable to your institution, please choose Not Applicable.)

Possible Factor in Rising Costs	Not a Contributor to Rising Costs 1	2	3	4	Highly Important Contributor to Rising Costs 5
Faculty salary increases	3%	6%	21%	43%	26%
Decline in federal support	6%	13%	29%	34%	19%
Decline in state support	7%	12%	15%	15%	50%
Technology improvement and maintenance	0%	2%	16%	52%	30%
Salary increases for administrators	11%	21%	38%	24%	6%
Energy/utilities	2%	11%	35%	38%	14%
Physical plant maintenance	1%	6%	22%	47%	24%
Meeting regulatory requirements	1%	9%	29%	41%	20%
Cost of amenities for students	2%	12%	35%	36%	15%
Health insurance and other health care costs	1%	4%	14%	35%	46%
Competition from for-profit colleges profit colleges	29%	20%	29%	15%	7%
Participation in intercollegiate athletics	9%	20%	37%	25%	10%
Providing for campus safety and security	3%	14%	37%	34%	12%
Need to be competitive in offering merit-based scholarships	2%	10%	15%	37%	36%
Meeting students' financial needs	1%	3%	11%	31%	55%
Need to offset federal, state, or local cuts to student aid	3%	10%	18%	30%	39%
Other	12%	4%	12%	24%	48%

**Not Applicable" treated as missing and not included in %



COMPLETE SURVEY RESULTS

Q10. Which of the following actions, if any, has your institution taken to reduce net costs – or slow the growth of net costs to students?

Action	Yes	No	Uncertain
Reduced sticker price	8%	92%	0%
Renegotiated non-faculty contracts	11%	87%	1%
Renegotiated faculty contracts	15%	84%	1%
Decreased athletic budget	16%	83%	1%
Reduced student services budget	23%	77%	0%
Increased the number of full-pay domestic students	39%	56%	4%
Adjusted the tuition discount rate	52%	47%	1%
Increased the use of contingent faculty	52%	47%	1%
Increased the number of out-of-state or international students	63%	35%	2%
Instituted new graduate programs	66%	33%	1%
Increased revenues by using facilities year-round	68%	29%	3%
Instituted or increased revenue-generating programs	71%	27%	2%
Increased fund-raising	94%	5%	1%
Other	94%	6%	0%

**Not Applicable" treated as missing and not included in %

Q11. Does your institution offer any of the following?

Type of Program	Yes	No	No, but we are developing one
A competency-based bachelor's degree (one that allows the student to progress at his or her own pace on the basis of mastery rather than the number of credit hours)	4%	91%	5%
A three-year bachelor's degree	17%	77%	6%
Five-year combined bachelor's and master's degree	48%	45%	7%



COMPLETE SURVEY RESULTS

Q12. For some institutions, participation in intercollegiate athletics is regarded as an asset; for others, the picture is more mixed, and some programs are problematic. For each of the following, indicate the degree to which you agree or disagree that each of the following possible outcomes applies to your institution. (If your institution does not have an intercollegiate athletics program, please mark Not Applicable for each item.)

Asset or Drawback of Intercollegiate Athletics Program	Disagree Strongly 1	2	3	4	Agree Strongly 5
Draws students to our institution	1%	4%	15%	37%	43%
Increases student diversity	3%	7%	19%	37%	33%
Increases revenue	22%	23%	26%	17%	13%
Improves gender balance	8%	16%	28%	28%	21%
Helps us keep pace with our competitors	3%	4%	20%	44%	30%
Contributes positively to “school spirit”	0%	3%	9%	43%	44%
Contributes too much to a “jock” or “party” atmosphere on campus	44%	37%	14%	4%	1%
Draws resources away from our mission	35%	31%	23%	7%	3%
Loses money overall	19%	19%	24%	18%	20%
Occasional negative PR if athletes behave badly	20%	23%	31%	20%	5%

**Not Applicable” treated as missing and not included in %

Understanding the Value of Higher Education

The next set of questions relates to the “value” that students receive for their education, both at your own institution and more generally.

Q13. Thinking from the perspectives of the students who attend colleges and universities today, how would you rate the job the higher education system is doing in terms of providing value for the money spent by students and their families?

30% Excellent
58% Good
10% Only fair
1% Poor

Q14. Generally, how would you rate the job the higher education system is doing providing academic programs that meet the needs of today’s economy?

20% Excellent
62% Good
16% Only fair
2% Poor



COMPLETE SURVEY RESULTS

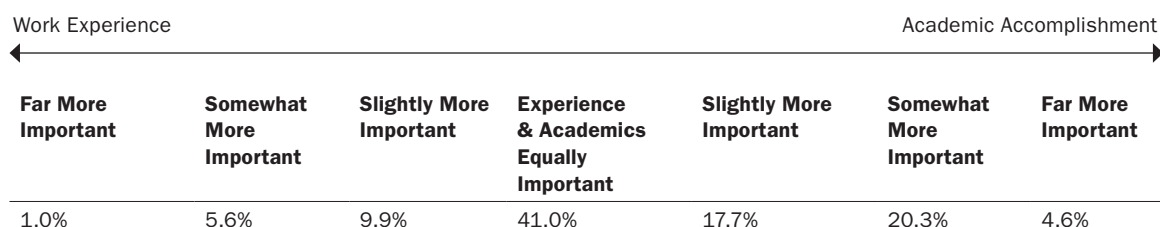
Q15. How effective, if at all, do you think each of the following is as an indicator for the public to use in assessing the overall quality of a college or university?

Indicator	Very Effective	Somewhat Effective	Not too Effective	Not at all Effective
Rankings – such as <i>U.S. News & World Report</i>	3%	26%	41%	30%
Peer assessment / reputation surveys	8%	41%	37%	14%
Admissions rates, selectivity	11%	45%	34%	10%
Standardized test scores, SAT/ACT	6%	55%	31%	8%
Accreditation	33%	43%	18%	6%
Performance on national assessment tests or student engagement surveys	18%	61%	18%	3%
Graduation rates	42%	46%	10%	3%
Job placement rates	37%	55%	8%	0%
Rates of placement in graduate/professional education	37%	56%	5%	1%
Other	47%	14%	2%	37%

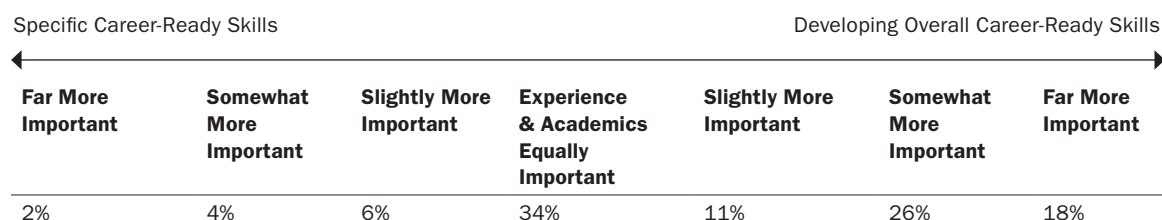
College and Preparation for Careers

Next we ask about your views on recent college graduates and the job market, including questions on the appropriate role(s) of college in preparing students for the world of work after they graduate. We recognize that many of your students may go on for further education in service of their career goals, but for these questions the focus is on students who seek work directly after graduating from your institution.

Q16. Using the slider below, please indicate what you believe is the appropriate balance between academic accomplishment versus work experience for a recent college graduate who is seeking a position.



Q17. At your institution, what do you see as the appropriate balance between preparing students for specific careers and helping students develop overall career-ready skills such as critical thinking? Please use the slider below to indicate your views:



COMPLETE SURVEY RESULTS

Q18. What is the primary value of a college degree in today's job market?

Open-ended response.

Q19. In your opinion, is a four-year bachelor's degree worth more or less in today's job market than it was five years ago?

16% A lot more
38% More
33% About the same
13% Less
0% A lot less

Q20. How much weight do you think employers give to each of the following education credentials when they evaluate a recent college graduate's résumé? Please assign a percentage from 0 to 100. Your responses must add up to 100%; if an item is not important at all, assign it a value of 0.

29% Reputation of the candidate's college
28% College major
21% College GPA
22% Relevance of coursework to position

Q21. Please indicate the relative importance of each of the following for a recent graduate's chances of landing a job. Please assign a percentage from 0 to 100. Your responses must add up to 100%; if an item is not important at all, assign it a value of 0.

39% Experience gained through internships
25% Experience gained through paid employment during college
18% Experience gained through volunteer experiences
18% Experience gained from extracurricular activities (e.g., professional clubs, athletics, service)

Q22. On the whole, how well prepared do you believe your institution's graduates are for a job search?

23% Very well prepared
50% Well prepared
25% Prepared
2% Unprepared
0% Very unprepared

Q23. To your knowledge, what percentage of undergraduates who seek work after they graduate from your institution find employment within six months?

5% <50%
17% 50%-69%
49% 70%-89%
29% 90%+



COMPLETE SURVEY RESULTS

Q24. What are the top five skill areas that colleges and universities are responsible for developing in their graduates?

- 94% Written and oral communications skills
- 79% Making decisions/solving problems
- 66% Analytical/research skills
- 55% Collaborating with others
- 48% Working with diverse groups of people
- 45% Knowledge of a content area associated with the job
- 43% Adaptability/managing multiple priorities
- 35% Planning/organizational skills
- 18% Technical skills associated with the job
- 14% Leading teams
- 0% None of the above
- 0% Other

Q25. At your institution, to what degree do each of the following campus constituencies participate in readying students for careers?

Group	No Role at All in Career Preparation 1	2	3	4	Very Great Role in Career Preparation 5
Faculty members who are not advisors	2%	12%	39%	35%	12%
Supervisors of students who have jobs on campus	2%	16%	38%	36%	8%
Career Services Office (or equivalent)	1%	7%	21%	40%	32%
Faculty Advisors	0%	6%	24%	45%	26%
Alumni Networks	4%	24%	43%	23%	6%
Student groups and clubs	2%	24%	48%	22%	4%
Other	23%	9%	9%	18%	41%

Q26. What concerns you most about your college or university's preparation of students for careers? Of the following, please pick the two that you believe are most important.

- 35% We do not have enough information about the success of our students after they graduate
- 32% We need to do more to cultivate relationships with employers
- 27% Faculty members need to become more engaged in campus efforts to help students prepare for the workplace
- 18% Our curriculum does not provide enough experiential learning opportunities (e.g., extended projects, working in teams, etc.)
- 13% Our Career Services office is "siloed" – it needs to collaborate more with other constituencies on campus
- 13% It is hard to define "success" relative to student outcomes
- 7% The focus on quantitative data about outcomes distracts students from understanding the deeper value of the institution



COMPLETE SURVEY RESULTS

Q27. Please indicate the degree to which your institution has felt pressure to address career preparation for students from each of the following sources. If there is another group not listed here please specify it and rate it below.

Group	No Pressure from this Group 1	2	3	4	Very Great Pressure from this group 5
Current undergraduate students	5%	15%	37%	37%	7%
Alumni	8%	24%	37%	27%	4%
Current graduate students	18%	22%	33%	22%	5%
Prospective students and families	4%	11%	27%	40%	19%
Members of your governing board	5%	12%	32%	37%	14%
Parents of current students	4%	12%	25%	38%	20%
Faculty members	21%	37%	31%	9%	2%
Accrediting agency	19%	30%	36%	13%	2%
Government agencies (federal, state or local)	16%	25%	27%	22%	10%
Employers	6%	12%	32%	39%	11%
Other (Please specify)	38%	0%	19%	5%	38%

Q28. What kinds of information do you have about how well your students who have sought work after college/university have done in their subsequent careers?

Type of Information	Yes	No	Uncertain
Data from periodic alumni surveys	82%	14%	4%
Statistics provided by Career Services from their own follow-ups	76%	17%	7%
Feedback from employers (including surveys)	68%	23%	9%
Other (Please specify)	41%	26%	33%

Q29. We are interested in learning about innovative approaches to career development that colleges and universities may have implemented in the last few years. Please describe briefly any new actions your institution has taken in the last three years to improve student career readiness and job placement.

Open-ended response.



Q30. Please indicate the extent to which you agree or disagree with the following statements concerning

Statement	Strongly Disagree 1	2	3	4	Strongly Agree 5
Colleges and universities should be held accountable for the career success of their students	8%	22%	39%	21%	10%
Colleges and universities should provide a broad education not career-specific training	6%	14%	30%	31%	19%
Career preparation is a responsibility that cuts across the college/university	1%	2%	20%	47%	31%
A college or university should take future labor force demand into consideration when planning curricular and co-curricular offerings	2%	7%	25%	45%	21%
Students entering college/university today are driven equally by successful outcomes and the quality of the academic program	2%	11%	34%	39%	13%
The quality of the academic program and the quality of career preparation are not separable	3%	14%	22%	36%	25%
Experiential learning is an increasingly important feature of college/university curricula	1%	2%	12%	40%	45%
A college or university whose graduates are not satisfied with their careers is not doing its job	15%	25%	33%	19%	8%

Demographics

To conclude, we would like to ask you some demographic questions as well as some questions about your viewpoints.

Q31. What is your gender?

78% Male
22% Female

Q32. What is your age?

1% Under 40
7% 40-49
32% 50-59
38% 60-65
23% Over 65

Q33. Please indicate your current relationship status:

7% Single (never married or partnered)
88% Married / Domestic partner



COMPLETE SURVEY RESULTS

1% Widowed
5% Divorced

Q34. What is your racial/ethnic group?

1% Asian
4% Black/African American/Afro-Caribbean
87% Caucasian
3% Hispanic
1% Multi-racial
1% Native American
0% Native Hawaiian/Pacific Islander
1% Other (please specify) _____
4% Prefer not to answer

Q35. Are you :

30% A registered Democrat
35% An Independent
18% A registered Republican
1% Registered in another party
0% Not registered to vote
16% Prefer not to answer

Q36. For which presidential candidate did you vote in the 2012 election?

50% Barack Obama
24% Mitt Romney
0% Other
1% Did not vote
25% Prefer not to answer

Q37. What do you believe will be the impact of this recent election on higher education?

Open-ended response.



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