

# National Trends in Higher Education

Anne D. Neal, President  
*American Council of Trustees and Alumni*



**ACTA**  
AMERICAN COUNCIL OF  
TRUSTEES AND ALUMNI

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Bruce and Jolene  
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*“When CEOs and board members have a high level of engagement and challenge one another in productive ways, good things result.”*

*-- Inside the Nonprofit Boardroom*  
Charles Golding and Craig Stewart



# An Extraordinary Heritage

- Thomas Jefferson (UVA, William and Mary)
- Benjamin Franklin (University of Pennsylvania)
- James Madison (Hampden-Sydney)
- Alexander Hamilton (Columbia)
- John Marshall (William and Mary)

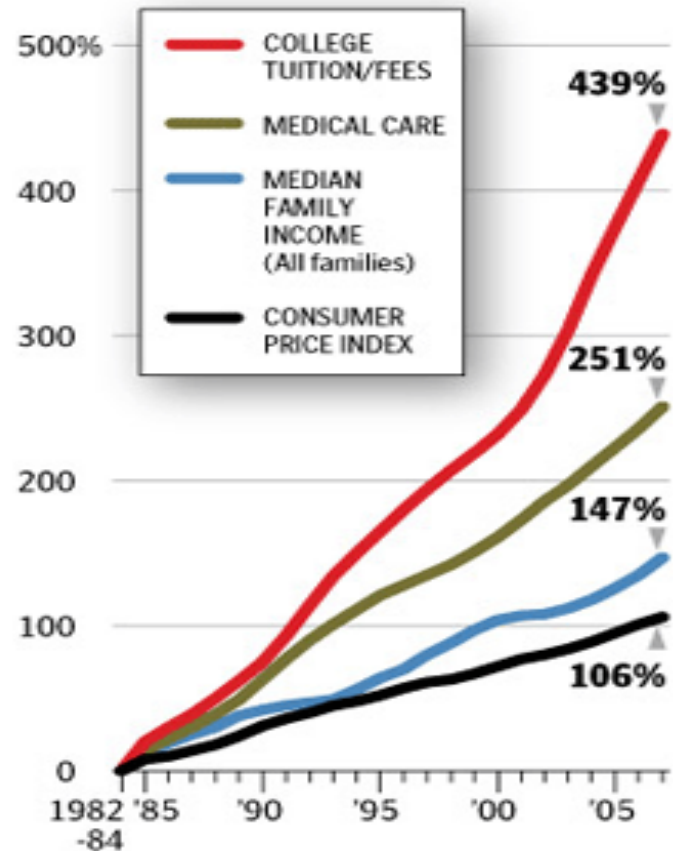
# Rising Tuition and Fees:

## Tuition on the Rise

Cost is one of the major barriers to higher education.

### Growth rate of tuition, as compared with other expenses

In percent

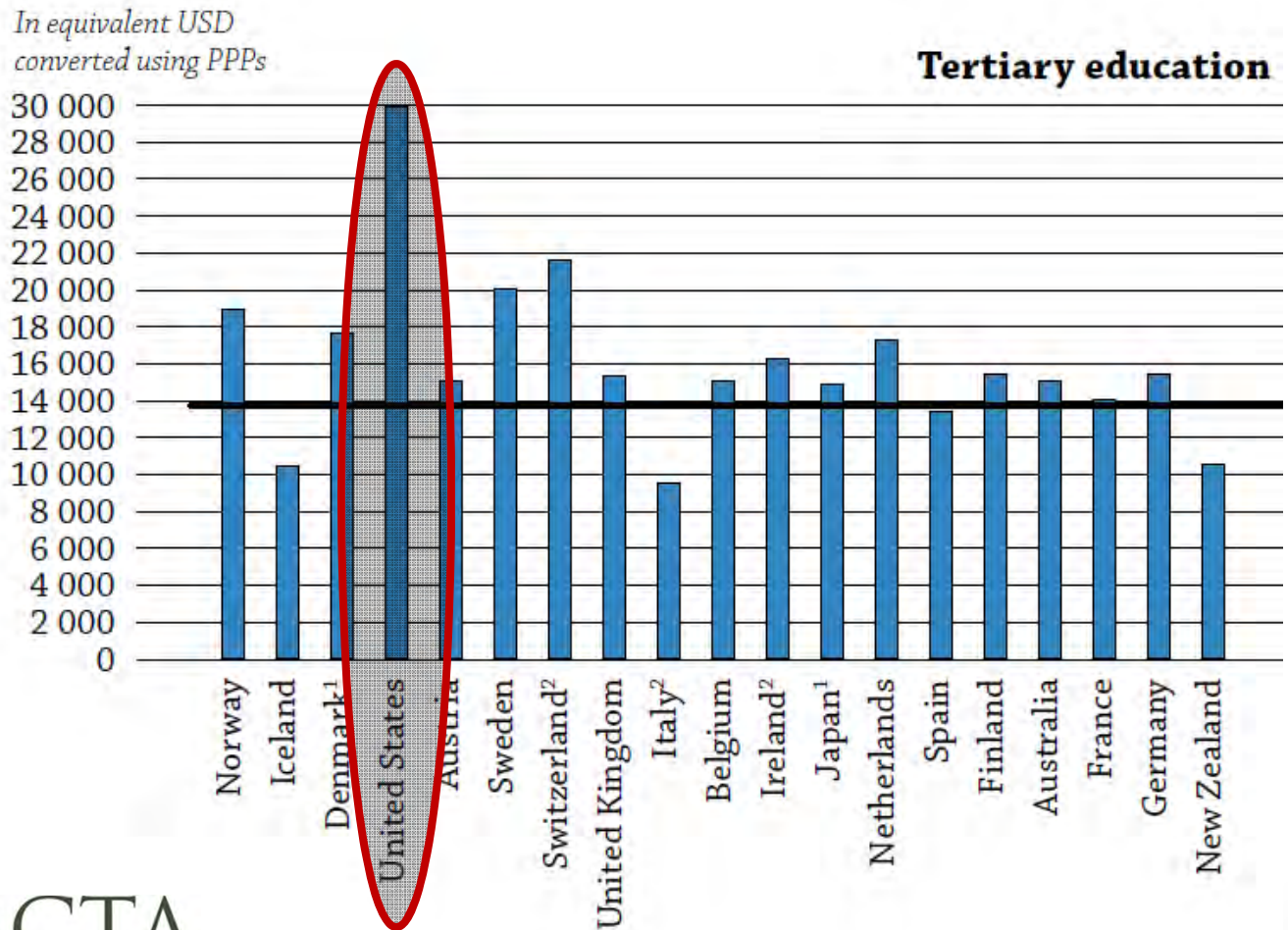


NOTE: Growth rate is calculated from a baseline average of 1982, 1983 and 1984.

Source: National Center for Public Policy and Higher Education

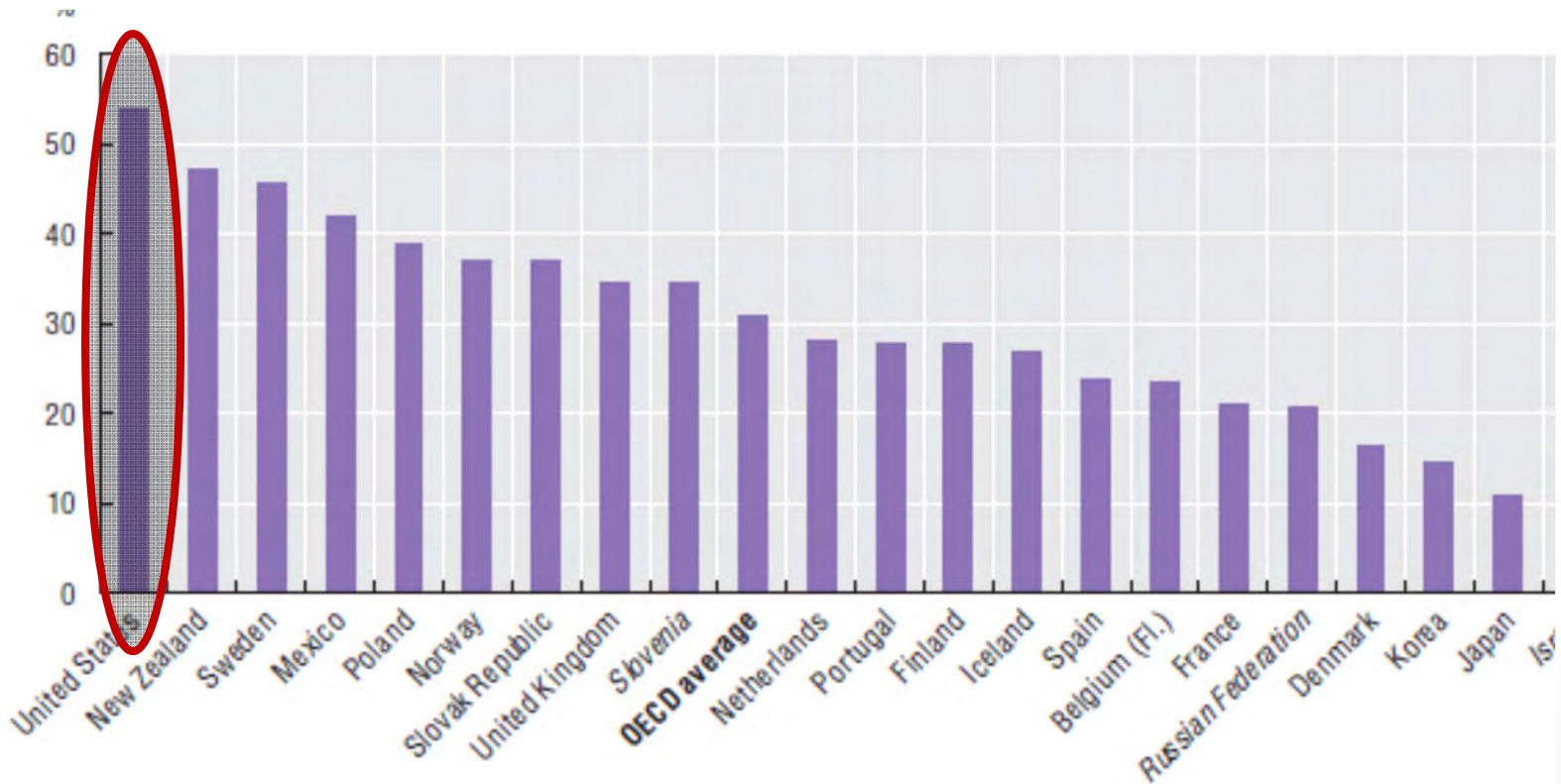
By Tobey — The Washington Post

# Spending *Twice+* the Average



# ... with *Worse* Results

Figure 1.11. Proportion of students who enter tertiary education *without graduating*



Source: OECD (2010), Education at a Glance 2010, Table A4.1, available at <http://dx.doi.org/10.1787/888932310149>

# Graduation Rates:

## School

## Graduation Rate

<a href="#">Whitman College</a>	86%
<a href="#">Gonzaga University</a>	80%
<a href="#">University of Puget Sound</a>	80%
<a href="#">University of Washington</a>	80%
<a href="#">Whitworth University</a>	79%
<a href="#">Seattle University</a>	75%
<a href="#">Seattle Pacific University</a>	71%
<a href="#">Washington State University</a>	69%
<a href="#">Western Washington University</a>	69%
<a href="#">Pacific Lutheran University</a>	66%
<a href="#">Central Washington University</a>	56%
<a href="#">Evergreen State College</a>	52%
<a href="#">Eastern Washington University</a>	48%
<a href="#">City University of Seattle</a>	29%

## School

## Graduation Rate

<a href="#">Warner Pacific College</a>	94%
<a href="#">Reed College</a>	79%
<a href="#">Willamette University</a>	78%
<a href="#">University of Portland</a>	77%
<a href="#">Lewis &amp; Clark College</a>	76%
<a href="#">University of Oregon</a>	68%
<a href="#">George Fox University</a>	67%
<a href="#">Linfield College</a>	63%
<a href="#">Oregon State University</a>	60%
<a href="#">Corban University</a>	53%
<a href="#">Concordia University (OR)</a>	44%
<a href="#">Western Oregon University</a>	42%
<a href="#">Portland State University</a>	36%
<a href="#">Eastern Oregon University</a>	32%
<a href="#">Southern Oregon University</a>	31%



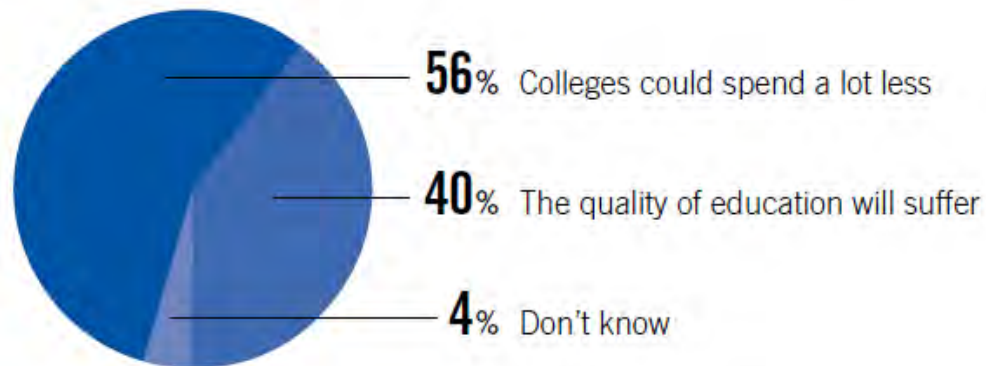
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# The View Of the Public

## 9C But over half say colleges could spend less money and still maintain quality

Do you believe that if colleges cut budgets too much to lower tuition, the quality of an education will suffer, or do you believe that colleges could spend a lot less and still maintain a high quality of education?



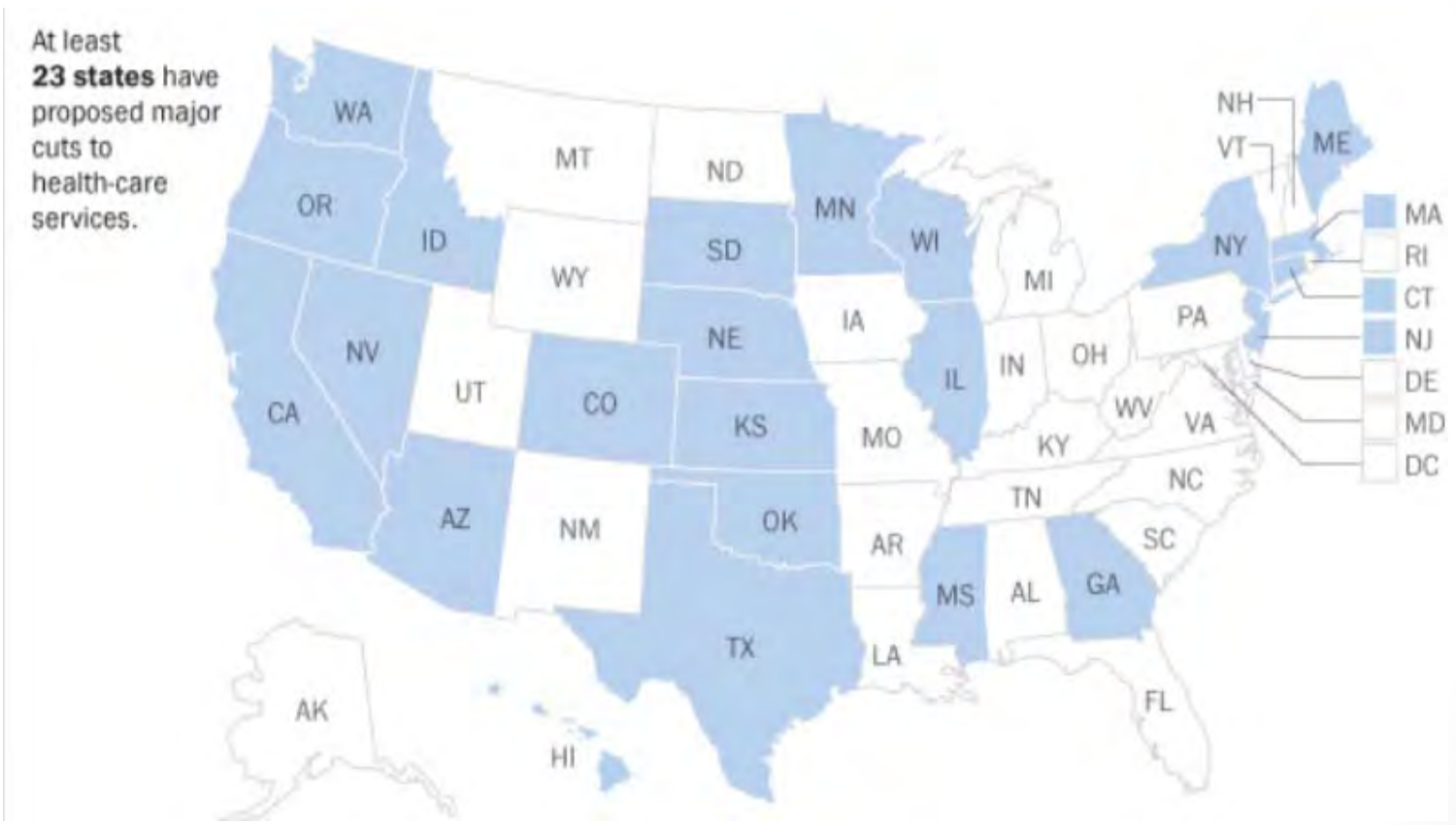
John Immerwahr and Jean Johnson, *Squeeze Play: How Parents and the Public Look at Higher Education Today*, a report prepared by Public Agenda for The National Center for Public Policy and Higher Education (Washington, DC: 2007)

*“... **S**ome people will argue that by taking responsibility for making tough decisions, trustees are micromanaging. But frankly, tuition costs have more than quadrupled over the last 30 years. Two-thirds of students take out loans to pay for college, and those who do, graduate with an average of more than \$25,000 in debt. More than 50 institutions around the country are now charging \$50,000 or more each year for tuition, fees, room, and board. **If trustees don't take on these issues, who will?**”*

*--Robert McDowell, former trustee  
Virginia Military Institute*

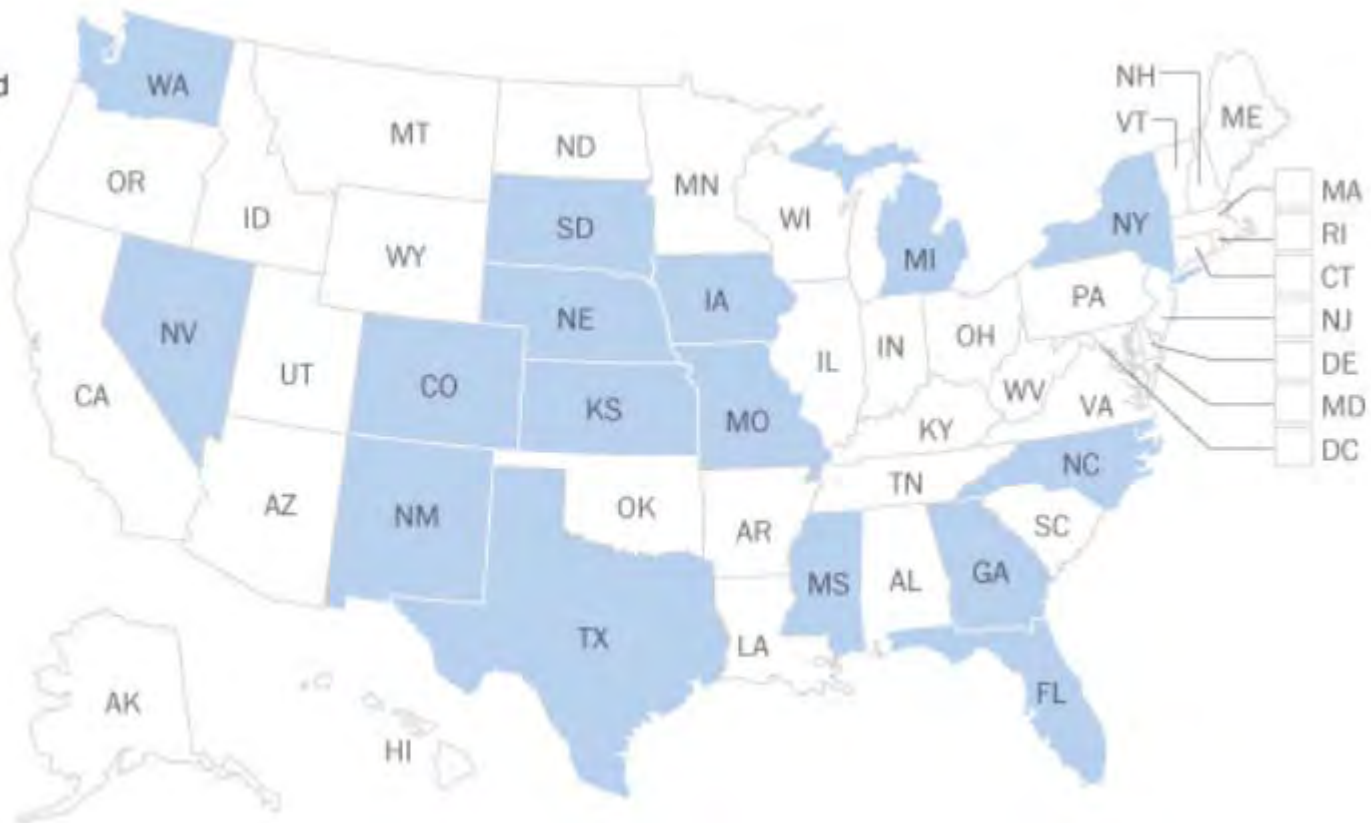


# Who's Cutting Health Care Spending?



# Who's Cutting K-12 Spending?

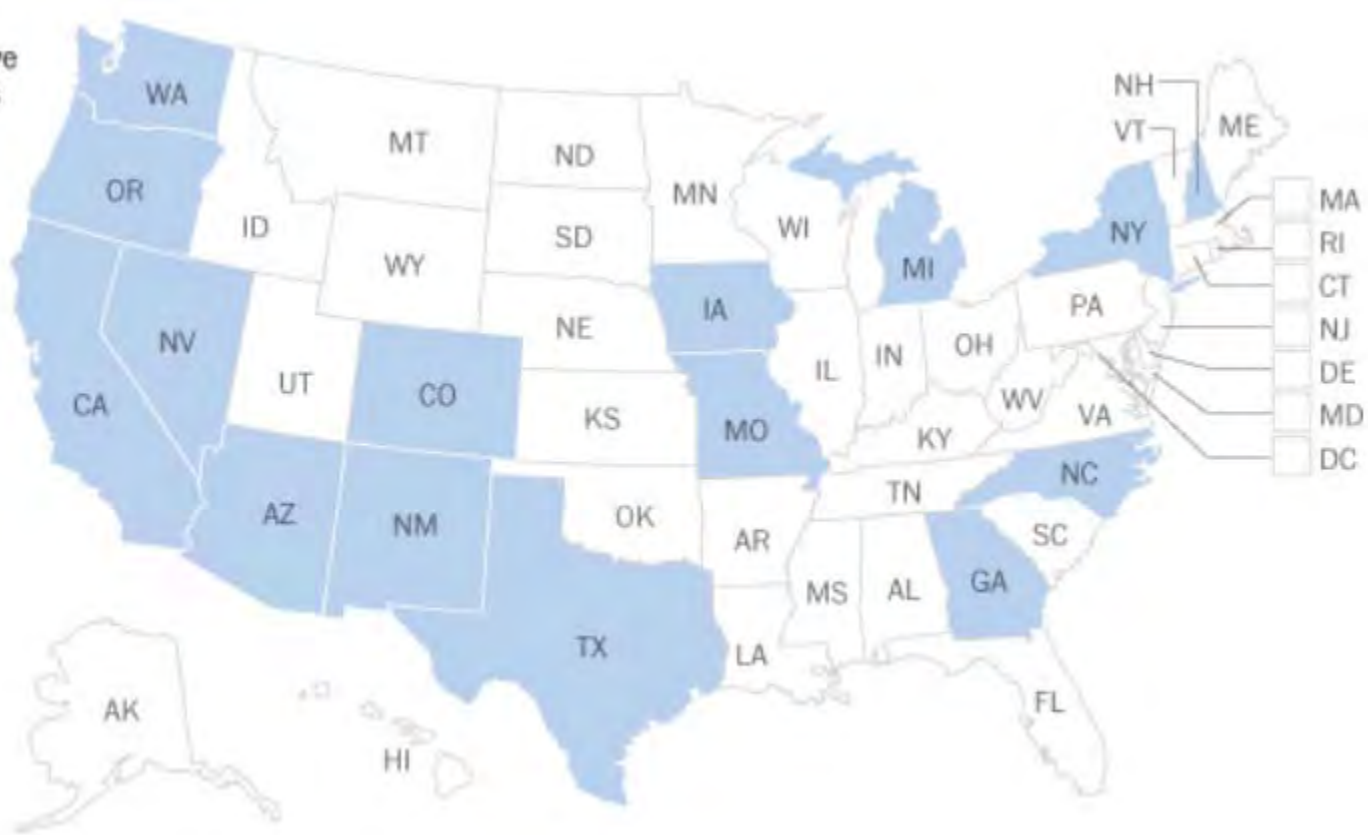
At least **16 states** have proposed cuts in pre-kindergarten and/or K-12 spending.



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# Who's Cutting Higher Education Spending?

At least **15 states** have proposed cuts to higher education.



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## Faculty Research on Student Learning

Two Years:

45% showed  
Minimal Improvement



Four Years:

36% showed  
Minimal  
Improvement

Richard Arum and Josipa Roksa, *Academically Adrift. Limited Learning on College Campuses*  
(Chicago: University of Chicago Press, 2011)



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# ACTA'S Study of the Core Curriculum, What Will They Learn?™

## 1007 Colleges and Universities:

- 5% Require an Introduction to Economics
- 20% Require Foundational Study of American History or Government
- 60% Have Three or Fewer General Education Requirements

# WHAT will they LEARN?

A guide to what college rankings don't tell you.

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The search for the right college can be overwhelming. So many guides, so many rankings. There is one thing none of them will tell you: which universities are making sure their students learn what they need to know.

This free resource does just that, focusing on seven key areas of knowledge. It's designed to help you decide whether the colleges you're considering prepare their graduates to succeed after graduation.

To locate a school, choose a state from the map on the left or use the form below.

## FIND A SCHOOL





[Advanced Search](#) | [View All Schools](#)

## SEE WHICH COLLEGES REQUIRE THESE CORE SUBJECTS



COMPOSITION



LITERATURE



FOREIGN LANGUAGE



U.S. HISTORY



ECONOMICS



MATHEMATICS



SCIENCE



# Institutions in Oregon

Your search produced 15 results.

School	Grade	Composition	Literature	Foreign Language	U.S. History	Economics	Mathematics	Science	Tuition	Graduation Rate
<a href="#">Concordia University (OR)</a>	C	●	⊘	⊘	⊘	⊘	●	●	\$24,114	44%
<a href="#">Corban University</a>	B	●	●	⊘	●	⊘	⊘	●	\$24,380	53%
<a href="#">Eastern Oregon University</a>	D	●	⊘	⊘	⊘	⊘	⊘	●	\$6,639 (In State) \$6,639 (Out of State)	32%
<a href="#">George Fox University</a>	D	⊘	●	⊘	⊘	⊘	⊘	●	\$27,970	67%
<a href="#">Lewis &amp; Clark College</a>	C	⊘	●	●	⊘	⊘	⊘	●	\$36,632	76%
<a href="#">Linfield College</a>	F	⊘	⊘	⊘	⊘	⊘	⊘	⊘	\$30,604	63%
<a href="#">Oregon State University</a>	D	●	⊘	⊘	⊘	⊘	⊘	●	\$7,115 (In State) \$20,435 (Out of State)	60%
<a href="#">Portland State University</a>	F	⊘	⊘	⊘	⊘	⊘	⊘	⊘	\$7,130 (In State) \$21,642 (Out of State)	36%
<a href="#">Reed College</a>	D	⊘	●	⊘	⊘	⊘	⊘	●	\$41,200	79%
<a href="#">Southern Oregon University</a>	C	●	⊘	⊘	⊘	⊘	●	●	\$6,729 (In State) \$20,283 (Out of State)	31%
<a href="#">University of Oregon</a>	D	●	⊘	⊘	⊘	⊘	●	●	\$8,190 (In State) \$25,830 (Out of State)	68%
<a href="#">University of Portland</a>	B	●	●	⊘	⊘	⊘	●	●	\$33,538	77%
<a href="#">Warner Pacific College</a>	D	●	⊘	⊘	⊘	⊘	⊘	●	\$17,604	94%
<a href="#">Western Oregon University</a>	C	●	●	⊘	⊘	⊘	⊘	●	\$7,410 (In State) \$18,825 (Out of State)	42%
<a href="#">Willamette University</a>	D	⊘	⊘	●	⊘	⊘	●	⊘	\$37,361	78%

## Institutions in Washington

Your search produced 14 results.

School	Grade	Composition	Literature	Foreign Language	U.S. History	Economics	Mathematics	Science	Tuition	Graduation Rate
<a href="#">Central Washington University</a>	D	●	⊘	⊘	⊘	⊘	⊘	●	\$7,110 (In State) \$17,751 (Out of State)	56%
<a href="#">City University of Seattle</a>	D	●	⊘	⊘	⊘	⊘	●	⊘	\$14,574	29%
<a href="#">Eastern Washington University</a>	C	●	⊘	⊘	⊘	⊘	●	●	\$6,622 (In State) \$15,295 (Out of State)	48%
<a href="#">Evergreen State College</a>	F	⊘	⊘	⊘	⊘	⊘	⊘	⊘	\$6,679 (In State) \$18,376 (Out of State)	52%
<a href="#">Gonzaga University</a>	C	●	●	⊘	⊘	⊘	⊘	●	\$30,925	80%
<a href="#">Pacific Lutheran University</a>	D	●	⊘	⊘	⊘	⊘	⊘	●	\$29,200	66%
<a href="#">Seattle Pacific University</a>	C	●	⊘	⊘	⊘	⊘	●	●	\$28,965	71%
<a href="#">Seattle University</a>	B	●	●	⊘	⊘	⊘	●	●	\$30,825	75%
<a href="#">University of Puget Sound</a>	C	●	⊘	⊘	⊘	⊘	●	●	\$37,225	80%
<a href="#">University of Washington</a>	D	●	⊘	⊘	⊘	⊘	●	●	\$8,701 (In State) \$25,329 (Out of State)	80%
<a href="#">Washington State University</a>	C	●	⊘	⊘	⊘	⊘	●	●	\$9,489 (In State) \$20,531 (Out of State)	69%
<a href="#">Western Washington University</a>	D	⊘	⊘	⊘	⊘	⊘	●	●	\$6,858 (In State) \$17,205 (Out of State)	69%
<a href="#">Whitman College</a>	D	⊘	●	⊘	⊘	⊘	⊘	●	\$38,770	86%
<a href="#">Whitworth University</a>	C	●	⊘	⊘	⊘	⊘	●	●	\$30,204	79%

# Perspectives on Historical Illiteracy

## ACTA, Losing America's Memory (February 2000)

*Survey of 556 college seniors at the Top 25 National Universities  
and the Top 25 National Liberal Arts Colleges.*

- Beavis and Butthead 99%
- Snoop Doggy Dog 98%
- George Washington as general at Yorktown 34%
- James Madison as Father of the Constitution 23%
- Abraham Lincoln as author of the words:  
“Government of the people, by the people,  
for the people” 22%

*CSRA: The Center for Survey  
Research and Analysis at the  
University of Connecticut  
December 1999*



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# The View Of Employers

- 23.9% find graduates overall preparation “excellent.”
- 64.5% say “adequate.”
- 26.2% find their writing skills “deficient.”

Linda Barrington and Jill Casner-Lotto, *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board, Corporate Voices for Working Families, The Partnership for 21st Century Skills and the Society for Human Resource Management, 2006)

# NSSE 2010 and Student Learning

Hours spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

	First-Year Students	Seniors
1-5 Hours	14%	15%
6-10 Hours	24%	24%
11-15 Hours	22%	20%
16-20 Hours	18%	17%
21-25 Hours	10%	10%

# Trustees as Fiduciaries

“Change in institutional strategy can only come from trustees. ... Reviewing an institution’s academic strategy and deciding whether change is called for is a trustee’s most important responsibility.”

**Benno C. Schmidt**

**Chair, CUNY Board of Trustees**

**President, Yale University 1986-1992**

# Trustees as Innovators

“Now the talk isn’t about growth, it’s about a firestorm of financial and political pressure. . . . Federal stimulus funds have dried up, and states seem to be disinheriting their public institutions. . . .

. . . The only answer for colleges and universities is to rescue themselves from their current problems. Fortunately, they can do that, because many of their problems are of their own making. They didn’t intend to push themselves to the brink, but they’ve done so methodically and doggedly.”

**Clayton Christensen and Henry Eyring, authors**  
*The Innovative University*



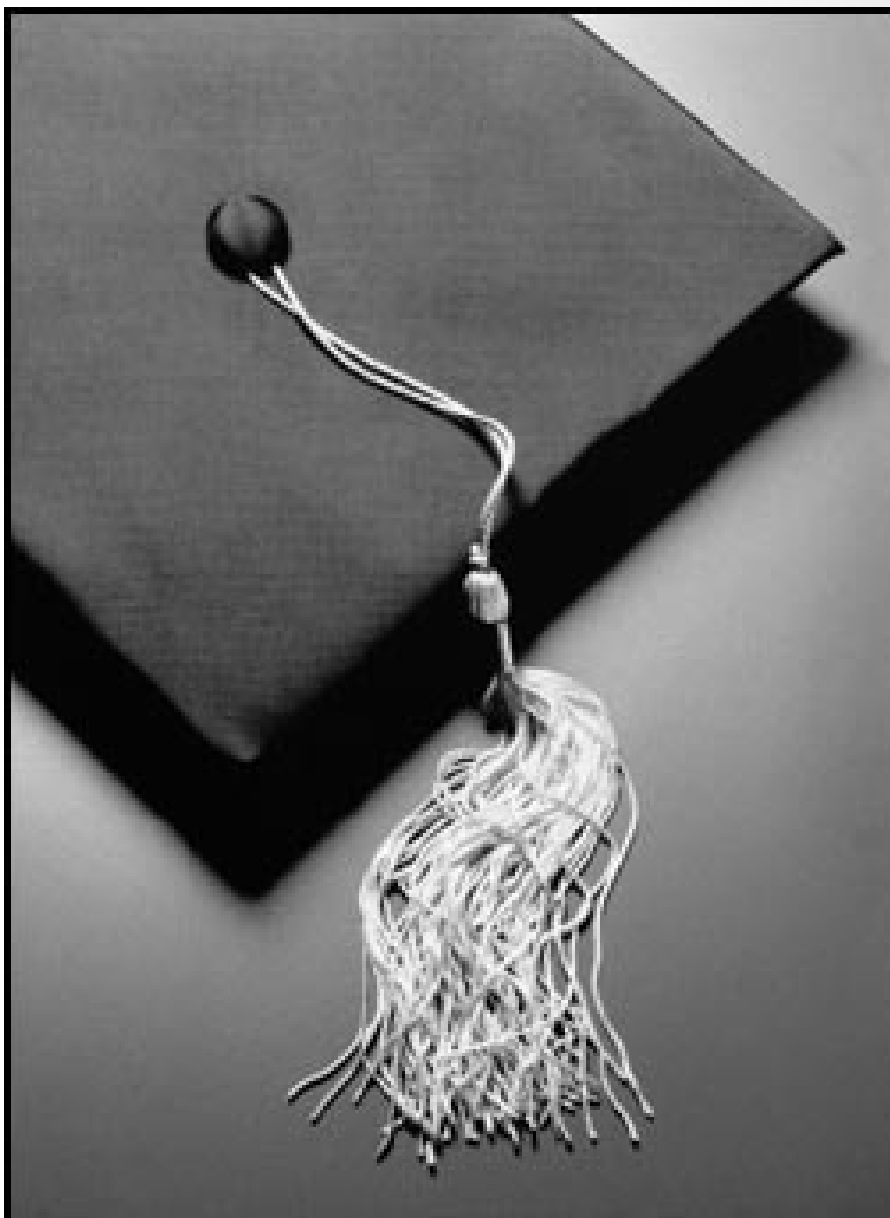
# Don't Let A Crisis Go To Waste!

## Opportunities:

- Academic Prioritization
- Greater use of buildings
- Summer terms, year-round
- Consortia
- Innovative new structures
- Exploring tenure policies
- Axing Administrative Bloat
- Focusing on teaching
- More online education
- And many more!



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