Academic Leadership and the Challenges Facing Higher Education
Organization for Economic Cooperation and Development (OECD)
Spending *Twice*+ the Average

In equivalent USD
converted using PPPs

Tertiary education
... and Sub-Average Results

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

Graduation Rates

Full Time, First Time Students, 2003 Cohort

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Public</th>
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</thead>
<tbody>
<tr>
<td>4-year graduation rate</td>
<td>36.7</td>
<td>30.7</td>
</tr>
<tr>
<td>5-year graduation rate</td>
<td>52.8</td>
<td>50.2</td>
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<tr>
<td>6-year graduation rate</td>
<td>57.4</td>
<td>55.7</td>
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</table>


6-year graduation rate 63.2 59.5

2003 Cohort: Beginning Postsecondary Survey, U.S. Department of Education
National Assessment of Adult Literacy (NAAL)
National Assessment of Adult Literacy
“What Do We (They) Mean By Proficient

*Proficient* indicates skills necessary to perform more complex and challenging literacy activities.

Score ranges for *Proficient*:
- Prose: 340–500
- Document: 335–500
- Quantitative: 350–500

- reading lengthy, complex, abstract prose texts as well as synthesizing information and making complex inferences
- integrating, synthesizing, and analyzing multiple pieces of information located in complex documents
- locating more abstract quantitative information and using it to solve multistep problems when the arithmetic operations are not easily inferred and the problems are more complex
- comparing viewpoints in two editorials
- interpreting a table about blood pressure, age, and physical activity
- computing and comparing the cost per ounce of food items
**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)*

<table>
<thead>
<tr>
<th>Hours</th>
<th>First-Year Students</th>
<th>Seniors</th>
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<tbody>
<tr>
<td>1-5 Hours</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>6-10 Hours</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>11-15 Hours</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>16-20 Hours</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>21-25 Hours</td>
<td>10%</td>
<td>10%</td>
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</tbody>
</table>
TO THINK THIS WAS A ONCE PROUD INSTITUTION...

WHAT AM I LOOKING AT?
A REPORT ON WHAT COLLEGE STUDENTS ARE LEARNING TODAY.

ALMOST HALF THE KIDS TESTED MADE NO GAINS AFTER TWO YEARS OF COLLEGE. IT TURNS OUT THEY SPEND THREE TIMES AS MANY HOURS SOCIALIZING AS STUDYING!

SHOCKING. C'MON, DEAN, THAT'S WHY THEY COME! AND AS LONG AS WE GIVE THEM GOOD GRADES AND A DEGREE, THEIR PARENTS ARE HAPPY TOO! WHO CARES IF THEY CAN'T REASON?

UH... EMPLOYERS?

ANY SPECIAL REASON YOU'RE LATE, SON?

YES, SIR. I GOT TRAPPED IN A PAPER BAG.