

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

SURVEY 1 FINDINGS

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ABOUT GALLUP EDUCATION

Gallup experts work with leaders in education to hire and develop talented educators, identify the strengths of each individual student, and create engaging learning environments — fostering long-term student success in the classroom and in future careers. The best educators know that for students to achieve meaningful, lasting success in the classroom and beyond, they must be emotionally engaged in the educational experience. This means educators must focus on students' hope, engagement, and well-being — the predictors Gallup has discovered matter the most. Measuring and moving the needle on these outcomes transforms educational institutions into places where students — and educators — thrive.

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EXECUTIVE SUMMARY

Gallup has launched a study focused on U.S. college and university presidents to track and understand their opinions on the important topics and issues facing higher education. The survey is the first in a series of three planned for 2014. The following are key findings from the study.

THE FUTURE OF HIGHER EDUCATION

- Most college presidents (90%) agree that they are excited about the future of their institution.
- Sixty percent (60%) of college presidents agree that they are excited about the future of higher education.
- Less than half (43%) of college presidents agree that they are concerned about the future of their institution.
- More than half (60%) of college presidents agree that they are concerned about the future of higher education.

ENROLLMENT AND GRADUATION RATES

- Half (50%) of college presidents forecast an increase in enrollment for the fall of 2014.
- Long-term beliefs about graduation rates are optimistic, with 83% of college presidents agreeing that by 2025 their institution will increase its graduation rates.

CURRENT HIGHER EDUCATION DISCUSSION TOPICS

- College presidents report the most discussion and action at their institution in the areas of reaccreditation (89%), blended learning courses (87%), increased attention on the cost of college (85%), and partnerships between higher education and business (82%).
- Most college presidents (79%) report discussion (discussion only or discussion and action) about the White House “College Scorecard.”
- Many (78%) college presidents report discussion about President Barack Obama’s proposed college rating system (PIRS).

CURRENT HIGHER EDUCATION DISCUSSION TOPICS AND IMPACT

- Half of college presidents (50%) feel that blended learning and business and higher education partnerships are the items that had a very positive impact on their institutions during the year.
- College presidents are most likely to be negative about President Obama’s proposed rating system (PIRS) with 27% forecasting a very negative impact on their institution.
- Of college presidents, 18% view the college scorecard as having a very negative impact in the coming year.

BUDGET

- Student recruitment is the highest area earmarked for “substantial increase” in 2014, with almost 1 in 4 (24%) of college presidents reporting a substantial increase.
- Those areas where the predominant reply indicates “some increase” of funding from the previous year are for staff salaries (72%), faculty salaries (71%), student retention (64%), course re-design (62%), faculty development (57%), student recruitment (57%), and facilities maintenance (48%).

FACTORS FOR HIGHER EDUCATION INSTITUTIONS HELPING GRADUATES ATTAIN JOBS

- Of college presidents, 89% think that an emphasis on critical thinking throughout college is very important.
- This is closely followed by an emphasis on effective writing skills (86%).
- The three lowest scores of the 13 factors that are considered very important in helping graduates get a job are: Connections faculty have with employers (42%), match between major and prospective field of employment (48%), and working with employers to align student learning outcomes (53%).

THE EFFECTIVENESS OF YOUR INSTITUTION IN HELPING GRADUATES ATTAIN JOBS

- Presidents believe their institutions could be more effective in helping graduate attain jobs.
- Of college presidents, 89% report that an emphasis on critical thinking throughout college was very important, only 40% think that their institutions are very effective at emphasizing this.
- While 86% of college presidents report that an emphasis on effective writing skills is very important, only 28% report that their university is effective in this area.

HIGHER EDUCATION BARRIERS

- The number one reason why high school students do not pursue higher education, according to college presidents, is that they are not academically prepared, with (66%) reporting this is very significant. According to college presidents, the least significant reason for high school students not pursuing higher education is a lack of access to information about how to apply to college (15%).

HIGHER EDUCATION QUALITY

- When determining factors that are very important to an institution’s quality, 92% of college presidents feel that faculty commitment to undergraduate teaching is very important.
- Only 5% of presidents feel that an institution’s national college rankings is a very important factor in determining the overall quality of a college or university.

COLLEGE PRESIDENTS' TIME ALLOCATION

- When presidents were asked what percentage of time was dedicated to certain activities in a given year, nearly two-thirds (64%) of presidents say that they spent a lot of time supervising people or in management activities.
- When presidents were asked about how they would ideally have liked to have spent their time, only 14% of them wanted to spend a lot of time on management or supervision.
- The most likely area in which presidents spent no time at all was teaching (55%).
- College presidents also wanted to ideally spend less time on informing governance or working with their respective boards. While 47% report spending a lot of time in this activity, only 23% report that this is the ideal amount of time to spend, with the majority (66%) wishing to spend only some time at it.

HIGHER EDUCATION ATTAINMENT GOALS

- While 75% of college presidents report that their institution had an attainment or completion goal, surprisingly, 7% did not know whether their institution had any goals.
- Most institutions' attainment or completion goal (63%) specifically addressed underrepresented populations.

HIGHER EDUCATION AFFIRMATIVE ACTION

- The vast majority of presidents (87%) did not believe that the recent Supreme Court decision on racial criteria in college admissions would negatively impact minority enrollment on their campus, with only (2%) responding yes.
- Presidents are more likely (28%) to think the Supreme Court decision would decrease enrollment at other institutions.

METHODOLOGY

The sample consists of 4,005 colleges and universities across the U.S. Gallup built the sample using email addresses. The sample is not nationally representative of U.S. colleges and universities.

Gallup conducted 801 Web surveys from May 15 to June 5, 2014. Gallup surveyed college and university presidents — representing public, private, two-year, four-year, community colleges, and for-profit institutions. The offerings included associates, bachelors, masters, and doctoral degrees. Institution type responses for each question are available in the appendix.

Total Participation by Sector

	All	Public BA/MA	Public BA/MA and Doctorate	Private BA/MA	Private BA/MA and Doctorate	Community college	Private (two year)	For-profit institution	Don't know/ Does not apply
Total N	801	74	86	231	122	216	18*	39	10*

*Data are not reported for these groups due to small sample size.

	All	Public BA/MA	Public BA/MA and Doctorate	Private BA/MA	Private BA/MA and Doctorate	Community college	For-profit institution
Total N	801	74	86	231	122	216	39

*Only reported groups are shown.

DETAILED FINDINGS

THE FUTURE OF HIGHER EDUCATION

In general, college presidents are excited about the future of their institution more than they are about the future of higher education. Most college presidents (90%) agree, with 65% strongly agreeing that they are excited about the future of their institution. However, 60% agree, with only 24% strongly agreeing that they are excited about the future of higher education in general. Only 36% of presidents from for-profit institutions strongly agree that they are excited about the future of their institution, which is far less than other college and university presidents.

Table 1

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with each of the following statements.						
	%1 Strongly disagree	%2	%3	%4	%5 Strongly agree	Don't know/ Does not apply
I am excited about the future of my institution	1	2	7	25	65	0
I am excited about the future of higher education	3	9	28	36	24	0

There is a tendency among presidents to see their own institution in a better light than the general state of higher education. Less than half (43%) of college presidents agree and 14% strongly agree that they are concerned about the future of their institution. The presidents of for-profit institutions are the most concerned with their respective institutions' future with 28% strongly agreeing with the statement.

When college presidents were asked about the future of higher education overall, 60% agree and 28% strongly agree that they are concerned.

Table 2

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with each of the following statements.						
	%1 Strongly disagree	%2	%3	%4	%5 Strongly agree	Don't know/ Does not apply
I am concerned about the future of my institution	12	24	21	29	14	0
I am concerned about the future of higher education	5	13	21	32	28	0

ENROLLMENT AND GRADUATION RATES

Half (50%) of college presidents forecast an increase with 9% forecasting a substantial increase in enrollment for the fall of 2014. About 1 in 4 (24%) believe enrollment will remain stable, and about the same believe it will either somewhat or substantially decrease. A significantly larger proportion (36%) of for-profit college presidents believe enrollment will decrease, with most of those (21%) believing it will substantially decrease.

Community college presidents are also more likely (41%) to project somewhat of a decrease in future enrollment. Those most likely to forecast a substantial increase (14%) are the presidents of the private bachelor's and master's degree-granting institutions.

Long-term beliefs about graduation rates are optimistic, with 83% of college presidents agreeing that by 2025 their institution will either substantially (27%) or somewhat (56%) increase its graduation rates.

Table 3

	Substantially decrease	Somewhat decrease	Remain unchanged	Somewhat increase	Substantially increase	Don't Know/ Does not apply
I think that enrollment at my institution in the fall of 2014, compared to the fall of 2013, will:	3	22	24	41	9	0
I believe that graduation rates at my institution by 2025 will:	1	3	12	56	27	1

CURRENT HIGHER EDUCATION DISCUSSION TOPICS

For the 13 education discussion topics presented, college presidents report the most discussion and action at their institution in the areas of reaccreditation (89%), blended learning courses (87%), increased attention on the costs of college (85%), and partnerships between higher education and business (82%).

Despite the fact that Massive Open Online Courses (MOOCs) have been in the news and subjects of numerous higher education conferences, 41% of college presidents report that their institution had neither discussion nor action concerning MOOCs from their institution. MOOCs are mostly only discussed without any action by the institutions. Thirty-nine percent of presidents say they have discussed MOOCs at their own institutions, while 62% of presidents say they have discussed MOOCs outside their institutions. Presidents at public bachelor's, master's, and doctoral-granting institutions are the most likely to report discussion and action (38%) on their own institutions regarding MOOCs.

College presidents (79%) reported discussion (discussion only or discussion and action) about the White House's "College Scorecard," with only 20% reporting discussion *and* action. College presidents reported discussion (78%) about President Obama's proposed college rating system (PIRS), but little discussion *and* action (14%).

Table 4

Please tell us whether at your institution there has been discussion and/or action around the following issues:				
	Discussion and action	Discussion only	Neither discussion nor action	Don't know/ Does not apply
Reaccreditation	89	8	3	1
Blended learning courses	87	10	2	2
Increased attention on the cost of college	85	12	2	1
Business and Higher Education partnerships	82	12	4	2
Public debate about the value of a college degree	55	36	8	1
Public debate about defining the quality of a college degree	55	35	9	1
The state of the U.S. economy	52	43	4	1
A credential system based on learning and competencies	32	49	16	2
The state of the global economy	31	52	15	1

Please tell us whether at your institution there has been discussion and/or action around the following issues:

The White House's College Scorecard	20	59	18	3
Massive Open Online Courses (MOOCS) from your own institution	15	39	41	5
The President's proposed college rating system (PIRS)	14	64	18	3
Massive Open Online Courses (MOOCS) from outside your institution	11	62	23	3

CURRENT HIGHER EDUCATION DISCUSSION TOPICS AND IMPACT

Half of college presidents (50%) say that blended learning and business and higher education partnerships are the items that will have a very positive impact on their institutions this year. Reaccreditation (29%), a credential system based on learning and competencies (19%), and an increased attention on the cost of college (17%) had the next highest very positive impact scores.

College presidents are most likely to be negative about President Obama's proposed rating system (PIRS), with 27% forecasting a very negative impact on their respective institutions. This is followed by another White House initiative, the College Scorecard, with 18% of college presidents viewing it as having a very negative impact in the coming year.

Table 5

For each of the following items, please tell me if you think it will have a very positive, somewhat positive, somewhat negative, or very negative impact on your institution this year:

	Very negative	Somewhat negative	Somewhat positive	Very positive	Don't know/Does not apply
Business and higher education partnerships	0	2	41	50	7
Blended learning courses	1	2	44	50	4
Reaccreditation	2	11	48	29	10
A credential system based on learning and competencies	2	13	42	19	24
Increased attention on the cost of college	5	33	42	17	3
Public debate about the value of a college degree	5	32	46	13	5

For each of the following items, please tell me if you think it will have a very positive, somewhat positive, somewhat negative, or very negative impact on your institution this year:

Public debate about defining the quality of a college degree	3	28	49	11	8
The state of the U.S. economy	9	49	37	3	3
Massive Open Online Courses (MOOCS) from your own institution	3	9	21	3	63
The state of the global economy	2	51	32	2	14
The White House's College Scorecard	18	38	20	2	21
Massive Open Online Courses (MOOCS) from outside your institution	4	30	23	2	42
The President's proposed college rating system (PIRS)	27	34	17	1	22

BUDGET

There are no areas concerning institutional budget allocations with a predominant substantial increase response for the 2014 fiscal year. Student recruitment is the area most earmarked for substantial increase in 2014, with almost one in four (24%) college presidents reporting a substantial increase.

Those areas where the predominant reply indicates “some increase” of funding from the previous year are: staff salaries (72%), faculty salaries (71%), student retention (64%), course re-design (62%), faculty development (57%), student recruitment (57%), and facilities maintenance (48%).

Those areas where the predominant reply indicates “no change” of funding from the previous year are: both faculty and staff benefits (60%), remedial work for undergraduates (43%), and facilities maintenance and faculty development (30% each).

There are no areas for which the predominant response is either “some” or “substantial” decrease. When presidents did report a decrease, the highest scores are for staff benefits (16%) and faculty benefits (15%).

Table 6

On a five-point scale, where 1 means substantial decrease and 5 means substantial increase, please indicate the level of change, if any, in the budget allocation at your institution for the following line items for the 2014 fiscal year:

	Substantial decrease	Some decrease	No change	Some increase	Substantial increase	Don't know/Does not apply
Student recruitment	0	2	16	57	24	0
System to monitor student progress toward degree completion	0	0	27	51	21	1
Student retention	0	1	14	64	21	0
Enhancing partnerships with area businesses	0	1	24	53	19	4
Course re-design	0	2	21	62	14	1
Facilities maintenance	1	11	30	48	10	1
Faculty development	0	4	30	57	9	0
Faculty salaries	0	3	20	71	5	1
Providing remedial work to undergraduates	2	7	43	33	4	10
Staff salaries	0	2	23	72	3	0
Staff benefits	1	15	60	22	2	1
Faculty benefits	1	14	60	24	2	1

BUDGET ALLOCATION

There are no areas where more than just a few college presidents feel they should have allocated a decrease in the budget for 2014.

There are some strong relationships between the actual budget and what college presidents think should be allocated in the budget. For instance, for course re-design, 62% of presidents report “some increase” in the actual budget and 62% of presidents report that this is what should have been done.

However, for budget allocation toward student retention 43% of college presidents think such allocations should have had “some” increase and 49% say a “substantial” increase in funds should have been made in this area. However, only 21% of college presidents report a “substantial” increase in funding for student retention, even though 49% say it should have been substantially increased.

Also, college presidents believe that more funds should have gone to enhancing partnerships with area businesses and systems that monitor students’ progress toward degree completion.

Table 7

Please indicate the level of change, if any, that you think your institution **SHOULD** allocate in the budget for each of the following line items for the 2014 fiscal year:

	Substantial decrease	Some decrease	No change	Some increase	Substantial increase	Don't know/ Does not apply
Student retention	0	0	7	43	49	1
Student recruitment	0	1	5	48	45	0
Enhancing partnerships with area businesses	0	0	11	51	35	3
System to monitor student progress toward degree completion	0	0	14	50	34	1
Facilities maintenance	1	2	13	56	29	1
Course re-design	0	0	8	62	28	1
Faculty development	0	1	13	60	25	0
Faculty salaries	1	2	10	70	18	0
Staff salaries	0	1	11	73	15	0

Please indicate the level of change, if any, that you think your institution **SHOULD** allocate in the budget for each of the following line items for the 2014 fiscal year:

Providing remedial work to undergraduates	2	6	30	44	10	8
Faculty benefits	1	7	51	36	5	0
Staff benefits	0	7	50	38	4	0

FACTORS FOR HIGHER EDUCATION INSTITUTIONS HELPING GRADUATES ATTAIN JOBS

In evaluating factors that are important in helping the institutions' graduates get good jobs, 89% of college presidents say that an emphasis on critical thinking skills throughout college is very important. This is closely followed by an emphasis on effective writing skills (86%). College presidents report both the strength of the job market and providing internships that help students apply what they are learning in the classroom as very important, at 78% each.

Of the 13 factors, the three lowest-scoring items considered very important in helping graduates get a job are: connections faculty have with employers (42%), match between major and prospective field of employment (48%), and working with employers to align student learning outcomes (53%).

Table 8

In your opinion, how important are each of the following factors in helping your institution's graduates to get a good job?					
	Not at all important	Not very important	Somewhat important	Very important	Don't know/Does not apply
Emphasis on critical thinking throughout college	0	0	11	89	0
Emphasis on effective writing skills	0	0	13	86	0
Providing internships that help students apply what they are learning in the classroom	0	1	19	78	2
Strength of the job market	0	0	21	78	1
Reputation of your institution	0	1	21	77	0
Mentoring students	0	1	23	76	0
Real-world problem solving infused into the classroom	0	1	24	75	0

In your opinion, how important are each of the following factors in helping your institution's graduates to get a good job?

Faculty understanding of the skills and abilities needed by employers	0	2	26	72	1
Emphasis on personal development throughout college	0	1	30	68	0
Connections campus career services professionals have with employers	1	3	37	57	2
Working with employers to align student learning outcomes	1	7	38	53	1
Match between major and prospective field of employment	1	7	42	48	1
Connections faculty have with employers	1	7	50	42	1

THE EFFECTIVENESS OF YOUR INSTITUTION IN HELPING GRADUATES ATTAIN JOBS

Presidents believe their institutions could be more effective in helping graduates attain jobs. In evaluating the effectiveness of an institution's success, the perception and reality are markedly different. Nearly nine in 10 (89%) of college presidents report that an emphasis on critical thinking skills throughout college is very important; however, only 40% say that their institution is very effective at this. More than eight in 10 (86%) college presidents report that an emphasis on effective writing skills is very important, but just 28% report that their institution is very effective in this area. While 78% of college presidents rate the strength of the job market as very important in graduates getting a good job, only 18% say they are very effective in this regard. Further, 78% of presidents say that providing internships that help students apply what they are learning in the classroom is very important versus the 38% reporting that their institutions are very effective at this.

Table 9

How would you rate the level of effectiveness of your institution in the following areas?					
	Not effective at all	Not too effective	Somewhat effective	Very effective	Don't know/ Does not apply
Emphasis on critical thinking throughout college	0	5	54	40	1
Reputation of your institution	1	9	51	38	1
Providing internships that help students apply what they are learning in the classroom	1	12	48	38	2
Emphasis on personal development throughout college	0	9	52	37	1
Mentoring students	1	11	52	36	1
Real-world problem solving infused into the classroom	1	7	60	31	2
Match between major and prospective field of employment	1	8	59	29	4
Emphasis on effective writing skills	1	8	62	28	1
Connections campus career services professionals have with employers	3	19	53	22	3
Faculty understanding of the skills and abilities needed by employers	3	18	55	22	2
Working with employers to align student learning outcomes	5	24	48	19	4
Strength of the job market	3	18	53	18	9
Connections faculty have with employers	5	27	49	17	2

HIGHER EDUCATION BARRIERS

The number one reason why high school students do not pursue higher education, according to college presidents, is that they are not academically prepared. Sixty-six percent of college presidents report this is very significant. This is followed by little or no family support to go to college (51%) and the cost of college (46%).

The least very significant reason for high school students not pursuing higher education, according to college presidents, is a lack of access to information about how to apply to college (15%).

Table 10

In your opinion, how significant are each of the following potential barriers that high-school students face in pursuing higher education?					
	Not significant at all	Not too significant	Somewhat significant	Very significant	Don't know/ Does not apply
Not being academically prepared	0	3	29	66	2
Little or no family support to go to college	0	6	42	51	2
Cost of college	1	7	45	46	1
Needing to enter the workforce	1	14	47	36	3
Wanting to enter the workforce	2	16	51	28	3
Little or no support from friends to go to college	3	29	45	19	4
Lack of access to information about how to apply	7	31	45	15	2

College presidents see the biggest barriers to re-enrollment of adult students in college as family responsibilities (27%) and the time it takes to complete a degree (25%). Just 15% say cost is a barrier.

A lack of social support (4%) and a lack of information (7%) are the least likely barriers to re-enrollment of adult students in college.

Table 11

Many adults in the workforce do not have a post high school credential or degree but are interested in returning to school to complete one. In your opinion, which ONE of the following is the biggest barrier to re-enrollment that such adults face when pursuing higher education?	
Family responsibilities	27
The time it takes to complete	25
Job responsibilities	17
The cost of higher education	15
Lack of information	7
Another barrier	4
Lack of social support	4
Don't know/Does not apply	2

HIGHER EDUCATION QUALITY

When determining factors that are very important to an institution's quality, 92% of college presidents say faculty commitment to undergraduate teaching is very important. Next is the percentage of graduates who are able to get a good job with 60% of presidents stating this is very important, followed by the percentage of students who graduate from college or university (58%). Additionally, 43% of college presidents report that the quality of life of the alumni is very important.

Only 5% of presidents indicate that an institution's national college rankings is a very important factor in determining the overall quality of a college or university.

Table 12

Please rate each of the following factors as very important, somewhat important, not very important, or not at all important to the overall QUALITY of a college or university. How about...?					
	Not at all important	Not very important	Somewhat important	Very important	Don't know/ Does not apply
Faculty commitment to undergraduate teaching	0	0	6	92	2
The percentage of graduates who are able get a good job	0	2	37	60	1
The percentage of students who graduate from the college or university	0	2	39	58	1
Quality of life of the alumni	2	7	48	43	1
Level of civic engagement by current students and alumni	1	5	50	43	1
Faculty contribution to academic knowledge	4	14	43	38	1
National college rankings	27	37	29	5	2

COLLEGE PRESIDENTS' TIME ALLOCATION

When presidents were asked what percentage of time they dedicated to certain activities in a given year, nearly two-thirds (64%) say that they spend a lot of time supervising people or in management activities. The next most likely use of their time is with outreach to the community (57%) and fundraising (56%).

The area in which most college presidents say they spent no time at all is teaching, at 55%. Nineteen percent of college presidents spend not much time or no time at all in academic planning.

Table 13

What percentage of time as President did you dedicate to the following activities this year?					
	A lot of time	Some time	Not much time	No time at all	Don't know/ Does not apply
Management/Supervision	64	35	1	0	0
Outreach to the community	57	37	5	0	0
Fundraising	56	34	5	3	2
Informing governance/Working with the board	47	46	5	1	1
Outreach to alumni	25	50	19	5	1
Outreach to faculty	24	67	8	1	0
Outreach to students	23	61	14	2	0
Academic planning	19	62	18	1	0
Teaching	1	14	28	55	2

When presidents were asked about how they ideally would have liked to spend their time, only 14% say they want to spend a lot of time on management or supervision, a much lower percentage than the 64% who say they devote a lot of time to this activity.

College presidents also ideally want to spend less time on informing governance or working with their boards. While 47% report spending a lot of time in this activity, just 23% report that this is the ideal amount of time to spend, the majority (66%) wishing to spend only some time in this activity.

College presidents want to spend more time than they did on outreach to students. While 40% want to allocate a lot of time to this, only 23% say they actually spend a lot of time doing so. Similarly, while only 25% say they spend a lot of time in outreach to alumni, 34% wish they could spend a lot of time at this. More than seven in 10 (72%) community college presidents say they ideally would like to devote a lot of time with outreach to the community.

College presidents are more comfortable with how they were actually spending time fundraising. Fifty-six percent indicate that they spend a lot of time fundraising, closely matching the 54% indicating that they would ideally like to spend a lot of time in this area.

Table 14

In your opinion, what percentage of time would you ideally like to devote to the following activities over a year?					
	A lot of time	Some time	Not much time	No time at all	Don't know/Does not apply
Fundraising	54	37	5	3	2
Outreach to community	51	44	4	1	0
Outreach to students	40	58	2	0	0
Outreach to alumni	34	60	5	1	0
Outreach to faculty	28	66	5	1	0
Informing governance/Working with the board	23	66	8	1	1
Academic planning	14	65	19	3	0
Management/Supervision	14	65	21	1	0
Teaching	2	45	26	25	2

HIGHER EDUCATION INSTITUTION ATTAINMENT GOALS

While 75% of college presidents report that their institution had an attainment or completion goal, surprisingly, 7% did not know whether their institution had any goals. About six in 10 (63%) college presidents say that their institution's attainment or completion goal specifically addresses underrepresented populations.

Table 15

	Yes	No	Don't know/ Does not apply
Does your institution have an attainment or completion goal?	75	17	7
Does your institution's attainment or completion goal specifically address underrepresented populations?	63	35	2

HIGHER EDUCATION AFFIRMATIVE ACTION

The vast majority of presidents (87%) did not believe that the recent Supreme Court decision on racial criteria in college admissions would negatively impact minority enrollment on their campuses, with only 2% saying it would.

Presidents are much more likely (28%) to think the Supreme Court decision would decrease student enrollment at other institutions rather than at their own.

Table 16

	Yes	No	Don't know/ Does not apply
Due to the Supreme Court's recent decision to uphold a Michigan law banning the use of racial criteria in college admissions, do you expect minority enrollment to decrease on your campus?	2	87	10
Due to the Supreme Court's recent decision to uphold a Michigan law banning the use of racial criteria in college admissions, do you expect minority enrollment to decrease at higher education institutions overall?	28	58	15

CONCLUSION

There is a tendency for college presidents to rate their respective institutions more favorably than the general state of higher education. College presidents are more excited about the future of their institution than they are about the future of higher education in general. They are also less concerned about the future of their institution versus the future outlook of higher education overall. Half of college presidents seem optimistic about enrollment at their institution and believe graduation rates at their college or university will increase by 2025.

Relevant areas of discussion for college presidents include: re-accreditation, blended learning courses, increased attention on the cost of college, and partnerships between higher education and business. The White House's College Scorecard and President Obama's proposed college rating system (PIRS) are also topics of discussion. College presidents see the College Scorecard as having a very negative impact in the coming year and Obama's proposed rating system as having a negative impact on their institution.

In terms of budget allocation, nearly all college presidents agree that none of the current allocations for 2014 should have been decreased. Similarities exist between actual budget allocations versus what college presidents think should have been allocated. A few areas where college presidents say more money should have been allocated include student retention, enhancing area business partnerships, and systems to monitor students' progress toward degree completion.

In general, college presidents believe their institutions could be more effective in helping their graduates attain jobs. College presidents place high importance on both aiding students developing critical thinking skills throughout college and emphasizing effective writing skills for helping graduates attain jobs. Presidents also deem the strength of the job market and providing internships as important. Factors presidents did not consider as important are the connections faculty have with employers, a match between a student's major and prospective field of employment, and the connections campus career services professionals have with employers.

When evaluating the reasons why high school students decide not to pursue higher education, academic preparedness, minimal family support, and the cost of college are the leading potential barriers, according to college presidents. They see the lack of access to information on how high school students can apply for college as the least likely barrier.

When evaluating the reasons adults decide not to re-enroll in a post-high school credential or degree, college presidents say family responsibilities and the time to complete a degree are the biggest barriers. Conversely, they say a lack of social support and a lack of information are the least likely barriers to the adult student re-enrollment.

The overall quality of a college and university can be attributed to many factors. The majority of college presidents associate their institution's quality to their faculty's commitment to undergraduate teaching. They also consider graduate job attainment and student graduation rates as important factors. They view an institution's national college rankings as the least important factor in determining quality.

College presidents spend most of their time supervising people or in management activities. They say they also spend a good deal of time involved in community outreach and fundraising. Ideally, college presidents wish they could spend more time on student outreach and alumni outreach.

Finally, most college presidents report that their institution has an attainment or completion goal. Typically, this completion goal addresses underrepresented populations. In terms of issues related to affirmative action, the majority of college presidents do not feel that the Supreme Court's decision banning racial criteria for admissions would negatively impact minority enrollment at their institution. However, they are more likely to believe that the Supreme Court decision would decrease enrollment at higher education institutions in general.

APPENDIX

Table 1

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
I am excited about the future of my institution.							
1 Strongly disagree	0	1	1	0	2	3	1
2	3	4	1	1	2	8	2
3	7	4	7	6	6	10	7
4	26	20	20	22	29	41	25
5 Strongly agree	64	72	70	71	61	36	65
Don't know/ Does not apply	0	0	0	0	0	3	0
I am excited about the future of higher education.							
1 Strongly disagree	3	5	2	1	3	3	3
2	9	4	7	10	7	15	9
3	26	31	33	24	22	49	28
4	39	39	34	41	38	15	36
5 Strongly agree	23	21	22	24	30	18	24
Don't know/ Does not apply	0	0	0	0	0	0	0

Table 2

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
I am concerned about the future of my institution.							
1 Strongly disagree	9	20	9	13	14	8	12
2	31	31	23	27	18	18	24
3	20	18	21	28	22	15	21
4	26	22	32	27	32	31	29
5 Strongly agree	14	9	14	7	14	28	14
Don't know/ Does not apply	0	0	0	0	0	0	0

I am concerned about the future of higher education.							
1 Strongly disagree	5	4	4	6	6	3	5
2	20	19	13	18	9	10	13
3	19	24	20	24	24	18	21
4	28	27	32	31	34	38	32
5 Strongly agree	27	27	31	22	27	31	28
Don't know/ Does not apply	0	0	0	0	0	0	0

Table 3

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
I think that enrollment at my institution in the fall of 2014, compared to the fall of 2013, will:							
1 Substantially decrease	1	2	2	2	3	21	3
2 Somewhat decrease	21	12	15	18	41	15	22
3 Remain unchanged	29	25	25	22	23	23	24
4 Somewhat increase	38	53	44	50	29	36	41
5 Substantially increase	11	8	14	8	4	5	9
Don't know/ Does not apply	0	0	1	0	0	0	0
I believe that graduation rates at my institution by 2025 will:							
1 Substantially decrease	0	1	0	0	1	5	1
2 Somewhat decrease	0	1	3	2	4	5	3
3 Remain unchanged	8	9	11	18	11	23	12
4 Somewhat increase	61	47	61	64	50	51	56
5 Substantially increase	31	41	24	15	33	15	27
Don't know/ Does not apply	0	0	1	0	1	0	1

Table 4

Please tell us whether at your institution there has been discussion and/or action around the following issues:							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Massive Open Online Courses (MOOCS) from outside your institution							
1 Discussion and action	11	25	9	14	7	15	11
2 Discussion only	57	56	66	68	63	51	62
3 Neither discussion nor action	30	15	22	16	28	18	23
Don't know/ Does not apply	3	4	3	2	1	15	3
Massive Open Online Courses (MOOCS) from your own institution							
1 Discussion and action	12	38	11	17	9	21	15
2 Discussion only	32	36	39	45	41	31	39
3 Neither discussion nor action	53	25	45	31	47	33	41
Don't know/ Does not apply	3	1	5	8	3	15	5
Blended learning courses							
1 Discussion and action	89	93	87	92	88	64	87
2 Discussion only	10	5	10	7	9	23	10
3 Neither discussion nor action	0	2	2	0	1	10	2
Don't know/ Does not apply	1	0	2	2	1	3	2
The White House's "College Scorecard"							
1 Discussion and action	15	20	25	27	13	28	20
2 Discussion only	59	63	61	54	64	44	59
3 Neither discussion nor action	25	12	11	16	22	26	18
Don't know/ Does not apply	1	5	3	3	2	3	3

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

President Obama's proposed college rating system (PIRS)							
1 Discussion and action	14	18	18	19	6	18	14
2 Discussion only	59	65	71	58	64	61	64
3 Neither discussion nor action	26	12	8	19	28	21	18
Don't know/ Does not apply	1	5	3	3	2	0	3
The state of the global economy							
1 Discussion and action	31	49	31	31	22	49	31
2 Discussion only	54	40	51	56	58	36	52
3 Neither discussion nor action	15	10	16	9	20	15	15
Don't know/ Does not apply	0	1	2	3	0	0	1
The state of the U.S. economy							
1 Discussion and action	48	59	54	61	43	62	52
2 Discussion only	48	37	41	37	53	33	43
3 Neither discussion nor action	4	4	4	1	4	5	4
Don't know/ Does not apply	0	0	1	2	0	0	1
Public debate about the value of a college degree							
1 Discussion and action	47	69	65	55	44	55	55
2 Discussion only	47	25	28	34	45	32	36
3 Neither discussion nor action	5	6	5	9	11	13	8
Don't know/ Does not apply	0	0	2	2	0	0	1
Public debate about defining the quality of a college degree							
1 Discussion and action	46	70	62	58	43	59	55
2 Discussion only	50	20	31	32	41	36	35
3 Neither discussion nor action	4	10	6	8	15	5	9
Don't know/ Does not apply	0	0	1	3	1	0	1

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Increased attention on the cost of college							
1 Discussion and action	86	96	92	86	74	76	85
2 Discussion only	11	2	7	13	20	18	12
3 Neither discussion nor action	3	0	0	1	6	5	2
Don't know/ Does not apply	0	1	0	1	0	0	1
Reaccreditation							
1 Discussion and action	95	83	87	86	92	95	89
2 Discussion only	5	7	7	10	6	5	8
3 Neither discussion nor action	0	5	4	3	1	0	3
Don't know/ Does not apply	0	5	1	1	0	0	1
Business and higher education partnerships							
1 Discussion and action	84	99	70	75	96	77	82
2 Discussion only	10	0	20	18	4	15	12
3 Neither discussion nor action	7	0	7	5	0	3	4
Don't know/ Does not apply	0	1	3	2	0	5	2
A credential system based on learning and competencies							
1 Discussion and action	34	29	19	33	46	46	32
2 Discussion only	45	54	55	44	44	41	49
3 Neither discussion nor action	19	13	24	20	9	5	16
Don't know/ Does not apply	3	4	2	3	0	8	2

Table 5

For each of the following items, please tell me if you think it will have a very positive, somewhat positive, somewhat negative, or very negative impact on your institution this year:							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Massive Open Online Courses (MOOCS) from outside your institution							
1 Very negative	3	6	5	3	2	3	4
2 Somewhat negative	38	25	33	29	29	21	30
3 Somewhat positive	19	30	18	24	25	28	23
4 Very positive	1	1	2	1	1	5	2
Don't know/ Does not apply	38	37	42	43	43	44	42
Massive Open Online Courses (MOOCS) from your own institution							
1 Very negative	3	4	5	2	2	3	3
2 Somewhat negative	13	8	9	13	8	8	9
3 Somewhat positive	19	42	15	23	21	26	21
4 Very positive	1	4	1	3	3	5	3
Don't know/ Does not apply	64	42	70	60	65	59	63
Blended learning courses							
1 Very negative	0	1	0	0	0	5	1
2 Somewhat negative	1	0	3	2	1	3	2
3 Somewhat positive	49	34	50	41	41	36	44
4 Very positive	45	64	42	56	55	41	50
Don't know/ Does not apply	4	1	5	2	2	15	4
The White House's "College Scorecard"							
1 Very negative	15	12	26	23	9	33	18
2 Somewhat negative	36	44	38	36	41	31	38
3 Somewhat positive	24	27	18	16	23	14	20
4 Very positive	0	5	1	4	1	0	2
Don't know/ Does not apply	24	12	18	21	26	22	21

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

President Obama's proposed college rating system (PIRS)							
1 Very negative	24	17	36	28	19	38	27
2 Somewhat negative	31	43	29	33	36	36	34
3 Somewhat positive	23	25	15	17	15	8	17
4 Very positive	0	2	1	3	0	0	1
Don't know/ Does not apply	22	13	18	20	29	18	22
The state of the global economy							
1 Very negative	4	1	2	0	1	8	2
2 Somewhat negative	51	45	55	57	45	54	51
3 Somewhat positive	38	34	24	31	40	28	32
4 Very positive	1	4	1	2	2	0	2
Don't know/ Does not apply	5	16	19	10	12	10	14
The state of the U.S. economy							
1 Very negative	11	8	11	3	7	21	9
2 Somewhat negative	48	40	54	60	41	50	49
3 Somewhat positive	37	44	30	33	45	29	37
4 Very positive	3	6	2	3	4	0	3
Don't know/ Does not apply	1	2	3	2	3	0	3
Public debate about the value of a college degree							
1 Very negative	7	4	7	4	3	5	5
2 Somewhat negative	27	28	41	42	17	39	32
3 Somewhat positive	52	45	40	37	59	34	46
4 Very positive	11	20	8	10	17	13	13
Don't know/ Does not apply	3	4	4	7	4	8	5
Public debate about defining the quality of a college degree							
1 Very negative	4	2	5	2	2	5	3
2 Somewhat negative	22	28	36	36	17	31	28
3 Somewhat positive	57	45	45	47	59	38	49
4 Very positive	15	18	7	10	12	15	11
Don't know/ Does not apply	3	7	6	5	10	10	8

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Increased attention on the cost of college							
1 Very negative	3	5	7	5	3	15	5
2 Somewhat negative	31	27	43	43	18	23	33
3 Somewhat positive	45	51	38	43	45	41	42
4 Very positive	22	18	9	7	29	15	17
Don't know/ Does not apply	0	0	3	3	4	5	3
Reaccreditation							
1 Very negative	0	1	4	2	1	0	2
2 Somewhat negative	5	8	14	13	9	18	11
3 Somewhat positive	60	39	43	48	54	45	48
4 Very positive	27	34	28	24	29	37	29
Don't know/ Does not apply	7	18	12	13	6	0	10
Business and higher education partnerships							
1 Very negative	0	0	0	0	0	0	0
2 Somewhat negative	5	0	1	3	1	3	2
3 Somewhat positive	43	24	52	50	27	44	41
4 Very positive	50	74	30	39	71	46	50
Don't know/ Does not apply	1	1	17	8	0	8	7
A credential system based on learning and competencies							
1 Very negative	1	1	3	3	0	3	2
2 Somewhat negative	21	20	14	15	6	8	13
3 Somewhat positive	42	39	35	44	51	37	42
4 Very positive	14	20	12	14	29	32	19
Don't know/ Does not apply	22	20	36	24	13	21	24

Table 6

Please indicate the level of change, if any, in the budget allocation at your institution for the following line items for the 2014 fiscal year:							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Providing remedial work to undergraduates							
1 Substantial decrease	4	5	0	0	4	0	2
2 Some decrease	8	15	1	3	13	3	7
3 No change	50	43	53	40	34	38	43
4 Some increase	23	12	37	31	43	36	33
5 Substantial increase	7	4	2	2	6	10	4
Don't know/Does not apply	8	21	7	22	1	13	10
Faculty salaries							
1 Substantial decrease	0	0	0	0	0	0	0
2 Some decrease	1	0	3	2	1	13	3
3 No change	14	11	25	19	17	38	20
4 Some increase	78	80	65	73	75	49	71
5 Substantial increase	7	9	6	5	5	0	5
Don't know/Does not apply	0	0	0	1	1	0	1
Staff salaries							
1 Substantial decrease	0	0	0	0	0	0	0
2 Some decrease	1	0	3	3	1	10	2
3 No change	12	12	28	22	22	31	23
4 Some increase	84	81	66	73	73	59	72
5 Substantial increase	3	7	2	2	3	0	3
Don't know/Does not apply	0	0	0	0	1	0	0
Faculty benefits							
1 Substantial decrease	0	0	2	0	0	0	1
2 Some decrease	23	10	10	16	14	15	14
3 No change	57	63	64	51	59	67	60
4 Some increase	20	26	22	31	24	18	24
5 Substantial increase	0	1	2	2	2	0	2
Don't know/Does not apply	0	0	0	0	1	0	1

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Staff benefits							
1 Substantial decrease	0	0	1	0	0	0	1
2 Some decrease	25	10	13	17	14	21	15
3 No change	55	64	62	53	61	64	60
4 Some increase	21	25	21	28	23	10	22
5 Substantial increase	0	1	2	3	2	3	2
Don't know/Does not apply	0	0	0	0	1	3	1
Facilities maintenance							
1 Substantial decrease	1	0	0	0	1	0	1
2 Some decrease	18	7	9	5	12	23	11
3 No change	30	23	32	31	32	26	30
4 Some increase	49	62	48	50	44	33	48
5 Substantial increase	3	8	9	14	11	13	10
Don't know/Does not apply	0	0	2	0	0	5	1
Course re-design							
1 Substantial decrease	0	0	0	0	0	0	0
2 Some decrease	1	0	1	2	2	5	2
3 No change	24	13	26	11	24	15	21
4 Some increase	67	73	58	66	61	59	62
5 Substantial increase	8	14	13	20	11	21	14
Don't know/Does not apply	0	0	2	2	2	0	1
Faculty development							
1 Substantial decrease	0	0	0	1	0	0	0
2 Some decrease	1	0	4	1	6	3	4
3 No change	41	24	35	27	26	35	30
4 Some increase	50	69	52	64	57	51	57
5 Substantial increase	8	7	8	8	10	11	9
Don't know/Does not apply	0	0	0	0	1	0	0
Student recruitment							
1 Substantial decrease	0	0	0	0	0	5	0
2 Some decrease	1	0	1	1	2	13	2
3 No change	10	14	14	13	21	13	16
4 Some increase	66	50	57	64	54	62	57
5 Substantial increase	23	36	27	22	22	8	24
Don't know/Does not apply	0	0	0	0	0	0	0

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Student retention							
1 Substantial decrease	0	0	0	0	0	0	0
2 Some decrease	1	1	1	1	0	10	1
3 No change	3	10	13	26	9	15	14
4 Some increase	73	60	71	58	63	44	64
5 Substantial increase	23	30	13	15	27	31	21
Don't know/ Does not apply	0	0	0	0	0	0	0
Enhancing partnerships with area businesses							
1 Substantial decrease	0	0	0	0	0	0	0
2 Some decrease	0	0	0	2	1	0	1
3 No change	22	5	37	23	17	18	24
4 Some increase	56	56	49	58	53	62	53
5 Substantial increase	21	38	9	11	29	18	19
Don't know/ Does not apply	1	1	6	7	0	3	4
System to monitor student progress toward degree completion							
1 Substantial decrease	0	0	0	0	0	0	0
2 Some decrease	0	0	0	0	0	0	0
3 No change	20	18	36	35	16	33	27
4 Some increase	62	54	50	50	50	38	51
5 Substantial increase	18	28	13	15	32	28	21
Don't know/ Does not apply	0	0	2	1	1	0	1

Table 7

Please indicate the level of change, if any, that you think your institution SHOULD allocate in the budget for each of the following line items for the 2014 fiscal year:							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Providing remedial work to undergraduates							
1 Substantial decrease	3	5	1	0	3	0	2
2 Some decrease	7	14	2	3	7	5	6
3 No change	38	39	36	34	17	23	30
4 Some increase	42	19	50	39	53	49	44
5 Substantial increase	4	6	7	5	20	13	10
Don't know/ Does not apply	7	18	3	18	0	10	8

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Faculty salaries							
1 Substantial decrease	0	0	0	0	2	0	1
2 Some decrease	1	0	0	0	3	5	2
3 No change	8	11	11	8	7	11	10
4 Some increase	66	56	72	76	70	79	70
5 Substantial increase	24	33	15	16	18	5	18
Don't know/ Does not apply	0	0	0	0	0	0	0
Staff salaries							
1 Substantial decrease	0	0	0	0	0	0	0
2 Some decrease	0	0	0	1	1	5	1
3 No change	9	7	12	14	7	13	11
4 Some increase	65	72	76	73	74	77	73
5 Substantial increase	26	21	11	12	16	5	15
Don't know/ Does not apply	0	0	0	0	0	0	0
Faculty benefits							
1 Substantial decrease	0	1	0	0	2	0	1
2 Some decrease	8	5	7	9	8	3	7
3 No change	51	53	52	45	50	54	51
4 Some increase	39	35	36	40	34	44	36
5 Substantial increase	1	6	5	5	5	0	5
Don't know/ Does not apply	0	0	0	0	0	0	0
Staff benefits							
1 Substantial decrease	0	1	0	0	0	0	0
2 Some decrease	8	4	6	10	9	3	7
3 No change	51	53	53	45	48	51	50
4 Some increase	41	38	35	41	37	44	38
5 Substantial increase	0	5	5	4	5	0	4
Don't know/ Does not apply	0	0	0	0	0	3	0

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Facilities maintenance							
1 Substantial decrease	0	1	0	0	1	0	1
2 Some decrease	3	0	0	2	2	5	2
3 No change	12	8	14	15	9	21	13
4 Some increase	59	53	56	57	54	55	56
5 Substantial increase	26	38	28	27	33	16	29
Don't know/ Does not apply	0	0	1	0	0	3	1
Course re-design							
1 Substantial decrease	1	1	0	0	0	3	0
2 Some decrease	0	0	0	1	0	0	0
3 No change	9	7	11	7	6	8	8
4 Some increase	57	58	64	59	66	55	62
5 Substantial increase	32	34	24	31	27	34	28
Don't know/ Does not apply	0	0	1	3	1	0	1
Faculty development							
1 Substantial decrease	0	0	0	0	0	0	0
2 Some decrease	1	0	2	2	2	0	1
3 No change	11	15	15	17	6	21	13
4 Some increase	58	61	59	63	62	54	60
5 Substantial increase	30	24	24	19	30	26	25
Don't know/ Does not apply	0	0	0	0	1	0	0
Student recruitment							
1 Substantial decrease	3	0	0	0	0	0	0
2 Some decrease	0	1	1	0	0	3	1
3 No change	3	7	5	8	3	11	5
4 Some increase	48	42	50	52	48	39	48
5 Substantial increase	46	49	44	39	47	47	45
Don't know/ Does not apply	0	0	0	1	0	0	0

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Student retention							
1 Substantial decrease	1	0	0	0	0	0	0
2 Some decrease	0	0	0	0	0	0	0
3 No change	1	5	10	16	2	13	7
4 Some increase	36	35	49	55	33	45	43
5 Substantial increase	61	61	40	28	64	42	49
Don't know/ Does not apply	0	0	0	1	0	0	1
Enhancing partnerships with area businesses							
1 Substantial decrease	1	0	0	0	0	0	0
2 Some decrease	0	0	0	0	0	0	0
3 No change	10	4	17	16	6	15	11
4 Some increase	51	42	57	56	48	36	51
5 Substantial increase	37	53	21	23	46	46	35
Don't know/ Does not apply	0	1	5	5	0	3	3
System to monitor student progress toward degree completion							
1 Substantial decrease	1	0	0	0	0	0	0
2 Some decrease	0	0	0	0	0	0	0
3 No change	14	9	21	21	4	24	14
4 Some increase	42	46	57	56	43	50	50
5 Substantial increase	42	45	20	21	51	26	34
Don't know/ Does not apply	0	0	2	2	1	0	1

Table 8

In your opinion, how important are each of the following factors in helping your institution's graduates to get a good job?							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Real-world problem solving infused into the classroom							
1 Not at all important	0	0	1	0	0	3	0
2 Not very important	0	0	1	1	0	0	1
3 Somewhat important	22	12	27	23	25	21	24
4 Very important	78	88	70	75	73	77	75
Don't know/ Does not apply	0	0	0	1	1	0	0

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Emphasis on critical thinking throughout college							
1 Not at all important	0	0	0	0	0	0	0
2 Not very important	0	0	0	0	0	3	0
3 Somewhat important	10	10	8	8	15	18	11
4 Very important	90	90	92	92	84	79	89
Don't know/ Does not apply	0	0	0	0	0	0	0
Emphasis on personal development throughout college							
1 Not at all important	0	0	0	0	0	3	0
2 Not very important	3	0	0	0	2	0	1
3 Somewhat important	31	36	19	24	44	31	30
4 Very important	66	64	81	75	53	64	68
Don't know/ Does not apply	0	0	0	1	0	3	0
Emphasis on effective writing skills							
1 Not at all important	0	0	0	0	0	0	0
2 Not very important	0	1	0	0	1	0	0
3 Somewhat important	7	11	8	13	19	18	13
4 Very important	93	88	92	86	79	82	86
Don't know/ Does not apply	0	0	0	1	0	0	0
Connections campus career services professionals have with employers							
1 Not at all important	0	0	1	1	0	0	1
2 Not very important	3	6	3	4	3	3	3
3 Somewhat important	41	32	33	39	44	28	37
4 Very important	55	61	61	53	51	67	57
Don't know/ Does not apply	1	1	2	3	2	3	2
Connections faculty have with employers							
1 Not at all important	0	0	1	1	1	0	1
2 Not very important	5	5	9	10	4	10	7
3 Somewhat important	51	58	55	52	39	46	50
4 Very important	42	38	34	34	55	44	42
Don't know/ Does not apply	1	0	1	3	1	0	1

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Reputation of your institution							
1 Not at all important	0	0	0	0	0	0	0
2 Not very important	3	0	1	1	2	0	1
3 Somewhat important	21	23	26	21	16	23	21
4 Very important	75	77	73	78	82	77	77
Don't know/ Does not apply	1	0	0	0	0	0	0
Strength of the job market							
1 Not at all important	0	0	0	0	0	0	0
2 Not very important	0	0	0	1	0	0	0
3 Somewhat important	28	21	23	27	15	15	21
4 Very important	72	79	76	71	85	85	78
Don't know/ Does not apply	0	0	1	1	0	0	1
Match between major and prospective field of employment							
1 Not at all important	0	0	3	0	1	0	1
2 Not very important	5	7	13	8	1	0	7
3 Somewhat important	60	49	48	48	33	16	42
4 Very important	33	42	36	43	64	81	48
Don't know/ Does not apply	1	1	1	1	1	3	1
Faculty understanding of the skills and abilities needed by employers							
1 Not at all important	0	0	1	0	0	0	0
2 Not very important	0	4	3	3	0	0	2
3 Somewhat important	35	33	33	35	11	13	26
4 Very important	65	64	62	62	89	87	72
Don't know/ Does not apply	0	0	0	1	0	0	1
Mentoring students							
1 Not at all important	0	0	0	0	0	0	0
2 Not very important	1	1	0	1	0	0	1
3 Somewhat important	16	21	17	19	37	32	23
4 Very important	82	78	83	79	62	68	76
Don't know/ Does not apply	0	0	0	1	0	0	0

Working with employers to align student learning outcomes							
1 Not at all important	0	1	2	0	0	0	1
2 Not very important	3	4	14	12	1	0	7
3 Somewhat important	56	46	42	48	24	18	38
4 Very important	41	48	40	38	74	82	53
Don't know/ Does not apply	0	1	1	2	1	0	1
Providing internships that help students apply what they are learning in the classroom							
1 Not at all important	0	0	0	0	0	0	0
2 Not very important	0	1	1	2	0	3	1
3 Somewhat important	15	7	16	19	29	18	19
4 Very important	85	92	82	76	70	74	78
Don't know/ Does not apply	0	0	1	3	0	5	2

Table 9

How would you rate the level of effectiveness of your institution in the following areas?							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Real-world problem solving infused into the classroom							
1 Not effective at all	0	0	0	0	2	3	1
2 Not too effective	9	9	4	4	9	5	7
3 Somewhat effective	62	60	56	50	71	55	60
4 Very effective	27	30	37	44	16	37	31
Don't know/ Does not apply	1	1	1	3	2	0	2
Emphasis on personal development throughout college							
1 Not effective at all	0	0	0	0	0	0	0
2 Not too effective	14	7	1	3	21	13	9
3 Somewhat effective	64	65	38	40	64	50	52
4 Very effective	22	28	61	54	14	32	37
Don't know/ Does not apply	1	0	0	3	1	5	1

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Emphasis on critical thinking throughout college							
1 Not effective at all	1	0	0	0	0	0	0
2 Not too effective	4	6	2	2	11	8	5
3 Somewhat effective	62	56	44	38	68	62	54
4 Very effective	32	38	54	58	20	30	40
Don't know/ Does not apply	0	0	0	3	0	0	1
Emphasis on effective writing skills							
1 Not effective at all	1	0	0	0	1	0	1
2 Not too effective	11	6	8	3	10	16	8
3 Somewhat effective	62	66	55	61	67	68	62
4 Very effective	26	28	36	32	21	16	28
Don't know/ Does not apply	0	0	0	3	0	0	1
Connections campus career services professionals have with employers							
1 Not effective at all	1	1	3	2	6	0	3
2 Not too effective	12	14	19	12	30	14	19
3 Somewhat effective	59	57	56	53	47	38	53
4 Very effective	27	27	19	28	14	43	22
Don't know/ Does not apply	0	1	4	4	3	5	3
Connections faculty have with employers							
1 Not effective at all	3	6	6	3	6	3	5
2 Not too effective	34	18	31	29	26	21	27
3 Somewhat effective	47	59	50	45	49	45	49
4 Very effective	16	17	10	18	18	29	17
Don't know/ Does not apply	0	0	3	5	2	3	2
Reputation of your institution							
1 Not effective at all	3	1	1	0	1	0	1
2 Not too effective	14	6	10	8	7	21	9
3 Somewhat effective	50	42	58	56	48	50	51
4 Very effective	34	51	31	35	43	29	38
Don't know/ Does not apply	0	0	0	2	1	0	1

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Strength of the job market							
1 Not effective at all	3	2	3	1	2	5	3
2 Not too effective	20	16	19	13	20	30	18
3 Somewhat effective	49	53	53	63	51	41	53
4 Very effective	23	21	14	15	18	24	18
Don't know/ Does not apply	5	7	11	9	9	0	9
Strength of the job market							
1 Not effective at all	3	2	3	1	2	5	3
2 Not too effective	20	16	19	13	20	30	18
3 Somewhat effective	49	53	53	63	51	41	53
4 Very effective	23	21	14	15	18	24	18
Don't know/ Does not apply	5	7	11	9	9	0	9
Match between major and prospective field of employment							
1 Not effective at all	0	0	1	1	1	0	1
2 Not too effective	5	7	8	9	9	3	8
3 Somewhat effective	64	68	59	52	63	37	59
4 Very effective	29	22	27	33	26	58	29
Don't know/ Does not apply	1	2	6	5	1	3	4
Faculty understanding of the skills and abilities needed by employers							
1 Not effective at all	1	4	3	2	5	0	3
2 Not too effective	22	17	18	25	19	0	18
3 Somewhat effective	58	65	55	52	53	57	55
4 Very effective	19	15	21	20	23	43	22
Don't know/ Does not apply	0	0	3	2	1	0	2
Mentoring students							
1 Not effective at all	0	0	0	0	2	0	1
2 Not too effective	11	6	5	3	24	17	11
3 Somewhat effective	56	62	41	47	58	58	52
4 Very effective	33	30	54	47	15	25	36
Don't know/ Does not apply	0	1	0	3	0	0	1

Working with employers to align student learning outcomes							
1 Not effective at all	3	4	6	5	4	3	5
2 Not too effective	30	20	29	24	19	13	24
3 Somewhat effective	49	59	43	48	53	37	48
4 Very effective	16	14	15	14	23	47	19
Don't know/ Does not apply	1	2	7	9	0	0	4
Providing internships that help students apply what they are learning in the classroom							
1 Not effective at all	0	0	1	0	2	0	1
2 Not too effective	8	6	8	3	24	13	12
3 Somewhat effective	49	48	43	48	56	24	48
4 Very effective	43	46	46	45	17	55	38
Don't know/ Does not apply	0	0	1	3	1	8	2

Table 10

In your opinion, how significant are each of the following potential barriers that high-school students face in pursuing higher education?							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Not being academically prepared							
1 Not significant at all	0	0	1	0	0	0	0
2 Not too significant	0	1	5	2	1	5	3
3 Somewhat significant	28	26	33	33	25	26	29
4 Very significant	72	73	60	58	73	64	66
Don't know/ Does not apply	0	0	1	7	0	5	2
Cost of college							
1 Not significant at all	0	1	0	0	1	0	1
2 Not too significant	7	14	4	5	12	0	7
3 Somewhat significant	54	53	40	40	49	28	45
4 Very significant	39	33	54	50	38	67	46
Don't know/ Does not apply	0	0	1	5	0	5	1

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Little or no family support to go to college							
1 Not significant at all	0	0	0	0	0	0	0
2 Not too significant	7	13	4	10	3	0	6
3 Somewhat significant	43	40	42	45	44	28	42
4 Very significant	50	48	52	40	52	67	51
Don't know/ Does not apply	0	0	1	6	0	5	2
Lack of access to information about how to apply							
1 Not significant at all	10	6	9	7	4	3	7
2 Not too significant	26	33	28	35	32	31	31
3 Somewhat significant	48	48	44	38	49	46	45
4 Very significant	16	12	18	13	15	15	15
Don't know/ Does not apply	0	0	1	7	0	5	2
Little or no support from friends to go to college							
1 Not significant at all	1	9	3	5	1	0	3
2 Not too significant	31	26	31	32	28	15	29
3 Somewhat significant	47	43	43	36	50	51	45
4 Very significant	19	20	19	19	18	26	19
Don't know/ Does not apply	1	2	5	8	2	8	4
Needing to enter the workforce							
1 Not significant at all	1	0	0	1	0	0	1
2 Not too significant	10	15	19	20	8	3	14
3 Somewhat significant	61	49	48	42	46	33	47
4 Very significant	28	30	30	29	46	59	36
Don't know/ Does not apply	0	6	2	8	0	5	3
Wanting to enter the workforce							
1 Not significant at all	1	2	2	3	0	3	2
2 Not too significant	21	20	19	18	10	11	16
3 Somewhat significant	57	52	52	44	55	42	51
4 Very significant	21	20	25	27	34	39	28
Don't know/ Does not apply	0	6	3	9	1	5	3

Table 11

Many adults in the workforce do not have a post high school credential or degree but are interested in returning to school to complete one. In your opinion, which ONE of the following is the biggest barrier to re-enrollment that such adults face when pursuing higher education?

	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
1 The cost of higher education	14	9	14	21	14	15	15
2 The time it takes to complete	27	25	20	23	30	28	25
3 Job responsibilities	16	20	21	15	12	10	17
4 Family responsibilities	33	25	24	23	30	33	27
5 Lack of social support	3	6	4	4	3	3	4
6 Lack of information	5	11	9	5	6	5	7
7 Another barrier	1	4	4	6	4	5	4
Don't know/ Does not apply	0	1	4	3	1	0	2

Table 12

Please rate each of the following factors as very important, somewhat important, not very important, or not at all important to the overall QUALITY of a college or university. How about...?

	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
The percentage of graduates who are able get a good job							
1 Not at all Important	1	0	1	0	0	0	0
2 Not very important	3	4	2	3	1	0	2
3 Somewhat important	37	45	44	40	27	21	37
4 Very important	59	52	53	56	71	79	60
Don't know/ Does not apply	0	0	0	2	0	0	1

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

The percentage of students who graduate from the college or university							
1 Not at all Important	1	1	0	1	0	0	0
2 Not very important	0	2	1	2	5	3	2
3 Somewhat important	42	30	40	30	47	36	39
4 Very important	56	65	59	65	48	62	58
Don't know/ Does not apply	0	1	0	2	0	0	1
Quality of life of the alumni							
1 Not at all Important	4	2	0	0	3	0	2
2 Not very important	7	4	2	6	11	18	7
3 Somewhat important	53	46	41	41	60	46	48
4 Very important	36	48	57	50	25	36	43
Don't know/ Does not apply	0	0	0	2	1	0	1
National college rankings							
1 Not at all Important	27	20	26	19	35	33	27
2 Not very important	29	36	40	32	40	41	37
3 Somewhat important	40	32	27	43	19	23	29
4 Very important	4	12	7	3	2	3	5
Don't know/ Does not apply	0	0	0	2	4	0	2
Faculty contribution to academic knowledge							
1 Not at all Important	1	2	3	2	8	3	4
2 Not very important	10	4	13	8	23	13	14
3 Somewhat important	48	43	51	44	38	29	43
4 Very important	41	51	33	46	29	55	38
Don't know/ Does not apply	0	0	0	1	1	0	1

Faculty commitment to undergraduate teaching							
1 Not at all Important	0	0	0	0	0	0	0
2 Not very important	0	0	0	0	0	0	0
3 Somewhat important	0	11	4	10	4	5	6
4 Very important	100	88	96	82	94	87	92
Don't know/ Does not apply	0	1	0	8	1	8	2
Level of civic engagement by current students and alumni							
1 Not at all Important	0	2	1	1	0	5	1
2 Not very important	1	2	4	3	8	10	5
3 Somewhat important	47	40	46	55	56	62	50
4 Very important	52	55	48	39	34	23	43
Don't know/ Does not apply	0	0	0	3	1	0	1

Table 13

What percentage of time as president did you dedicate to the following activities this year?							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Academic planning							
1 A lot of time	16	14	17	22	17	41	19
2 Some time	62	62	65	60	63	51	62
3 Not much time	22	24	16	17	18	8	18
4 No time at all	0	0	2	0	2	0	1
Don't know/ Does not apply	0	0	0	0	0	0	0
Fundraising							
1 A lot of time	58	61	73	73	38	3	56
2 Some time	38	37	23	23	56	8	34
3 Not much time	3	2	3	3	6	21	5
4 No time at all	1	0	1	2	0	38	3
Don't know/ Does not apply	0	0	0	0	0	31	2

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Management/Supervision							
1 A lot of time	64	49	64	60	68	82	64
2 Some time	32	49	34	40	31	18	35
3 Not much time	4	2	2	0	1	0	1
4 No time at all	0	0	0	0	0	0	0
Don't know/ Does not apply	0	0	0	0	0	0	0
Informing governance/Working with the board							
1 A lot of time	27	42	53	50	51	38	47
2 Some time	57	43	44	48	44	41	46
3 Not much time	12	13	3	2	4	3	5
4 No time at all	3	1	0	0	0	3	1
Don't know/ Does not apply	1	1	0	0	0	15	1
Teaching							
1 A lot of time	0	0	0	2	0	0	1
2 Some time	9	18	15	20	8	18	14
3 Not much time	18	26	32	33	27	15	28
4 No time at all	72	54	50	45	60	56	55
Don't know/ Does not apply	1	2	1	0	4	10	2
Outreach to students							
1 A lot of time	27	24	30	24	13	33	23
2 Some time	65	55	59	69	61	51	61
3 Not much time	7	17	11	7	23	13	14
4 No time at all	1	2	0	0	3	3	2
Don't know/ Does not apply	0	1	0	0	0	0	0
Outreach to faculty							
1 A lot of time	26	32	19	23	24	37	24
2 Some time	67	57	71	75	66	55	67
3 Not much time	5	10	11	2	8	5	8
4 No time at all	1	0	0	0	1	3	1
Don't know/ Does not apply	0	1	0	0	0	0	0

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Outreach to alumni							
1 A lot of time	32	42	36	36	3	5	25
2 Some time	57	48	52	53	49	34	50
3 Not much time	9	7	11	9	36	42	19
4 No time at all	0	1	0	2	11	18	5
Don't know/ Does not apply	1	1	0	0	1	0	1
Outreach to the community							
1 A lot of time	69	71	38	47	78	36	57
2 Some time	31	29	55	40	20	44	37
3 Not much time	0	0	7	13	1	18	5
4 No time at all	0	0	0	0	0	3	0
Don't know/ Does not apply	0	0	0	0	0	0	0

Table 14

In your opinion, what percentage of time would you ideally like to devote to the following activities over a year?							
	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Academic planning							
1 A lot of time	5	12	9	12	18	31	14
2 Some time	69	61	66	67	67	56	65
3 Not much time	26	23	22	20	12	10	19
4 No time at all	0	4	3	1	3	3	3
Don't know/ Does not apply	0	1	0	0	0	0	0
Fundraising							
1 A lot of time	63	63	64	64	41	5	54
2 Some time	33	35	32	33	51	13	37
3 Not much time	1	2	3	2	8	13	5
4 No time at all	1	0	1	2	0	41	3
Don't know/ Does not apply	1	0	0	0	0	28	2

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Management/Supervision							
1 A lot of time	9	11	12	12	14	33	14
2 Some time	68	68	64	64	67	62	65
3 Not much time	22	20	23	23	19	5	21
4 No time at all	1	1	0	1	0	0	1
Don't know/ Does not apply	0	0	0	0	0	0	0
Informing governance/Working with the board							
1 A lot of time	23	16	23	24	25	18	23
2 Some time	59	63	70	69	68	56	66
3 Not much time	12	16	6	7	7	8	8
4 No time at all	1	5	1	0	0	5	1
Don't know/ Does not apply	4	1	0	0	0	13	1
Teaching							
1 A lot of time	1	0	1	3	1	3	2
2 Some time	43	46	44	48	44	44	45
3 Not much time	27	24	25	25	27	26	26
4 No time at all	27	27	27	23	25	26	25
Don't know/ Does not apply	1	2	3	2	2	3	2
Outreach to students							
1 A lot of time	50	41	41	39	32	59	40
2 Some time	50	57	57	59	66	35	58
3 Not much time	0	1	2	2	3	3	2
4 No time at all	0	1	0	0	0	3	0
Don't know/ Does not apply	0	0	0	0	0	0	0
Outreach to faculty							
1 A lot of time	29	36	23	25	29	39	28
2 Some time	65	58	70	68	67	53	66
3 Not much time	6	5	6	8	3	5	5
4 No time at all	0	1	0	0	1	3	1
Don't know/ Does not apply	0	0	0	0	0	0	0

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Outreach to alumni							
1 A lot of time	40	42	41	35	22	21	34
2 Some time	59	56	54	61	69	58	60
3 Not much time	0	2	4	4	7	13	5
4 No time at all	0	0	0	0	1	8	1
Don't know/ Does not apply	1	0	0	0	0	0	0
Outreach to the community							
1 A lot of time	56	52	39	33	72	54	51
2 Some time	44	45	55	58	27	41	44
3 Not much time	0	4	5	9	0	3	4
4 No time at all	0	0	1	0	0	3	1
Don't know/ Does not apply	0	0	0	0	0	0	0

Table 15

	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Does your institution have an attainment or completion goal?							
Yes	78	81	72	63	82	85	75
No	15	12	17	25	17	8	17
Don't know/ Does not apply	7	7	10	12	1	8	7
Does your institution's attainment or completion goal specifically address underrepresented populations?							
Yes	70	78	54	60	66	58	63
No	28	19	43	36	34	39	35
Don't know/ Does not apply	2	3	3	4	0	3	2

Table 16

	Public BA/MA (%)	Public BA/MA and Doctorate (%)	Private BA/MA (%)	Private BA/MA and Doctorate (%)	Community college (%)	For-profit institution (%)	All (%)
Due to the Supreme Court's recent decision to uphold a Michigan law banning the use of racial criteria in college admissions, do you expect minority enrollment to decrease on your campus?							
Yes	3	4	4	2	1	0	2
No	88	91	88	89	84	89	87
Don't know/ Does not apply	10	6	8	9	15	11	10

GALLUP AND INSIDE HIGHER ED COLLEGE AND UNIVERSITY PRESIDENTS STUDY

Due to the Supreme Court's recent decision to uphold a Michigan law banning the use of racial criteria in college admissions, do you expect minority enrollment to decrease at higher education institutions overall?							
Yes	32	35	25	34	22	24	28
No	46	56	59	55	62	63	58
Don't know/ Does not apply	21	9	17	11	17	13	15