

Academic Affairs Strategic Plan 2.0

CPP Environmental Scan Fall 13/ Winter 14:
Faculty/ Staff Survey Results

AAPEC
April 2014

Executive Summary

- **Survey link emailed to all faculty and staff**
 - Perceptions of higher education environment
 - 624 responses
- **Value of higher education**
 - Some are uncertain over the future value of baccalaureate degrees.
 - Majority see increasing importance of Masters degrees and Continuing Education.
- **Future societal/ employer requirements of graduates**
 - Majority see significantly higher skill requirements.
 - Especially for technology skills, problem solving, critical thinking, communication skills, and information literacy.
- **Preparation of incoming students.**
 - A majority of faculty and staff see incoming students as being less prepared in math, writing, critical thinking, and problem solving.
 - They do not see things as improving over the next decade.
- **Technology in teaching and learning**
 - Faculty see importance of technology to the future of teaching and learning.
 - But do not see online as predominating.
 - Enduring importance of face to face contact.
 - Generally, faculty do not see university as fully prepared for new learning technologies over the next decade.
- **Importance of research and creative activities**
 - Research seen as important, especially applied research.
 - Not able to compete effectively for funding.
 - High faculty workloads and inadequate research facilities seen as problems.
 - Private and local sources of funding have become more important.
- **Government support for higher education**
 - Majority see support for higher education declining over the next decade.
 - Closer scrutiny/ influence over learning processes and outcomes.
 - Few, especially faculty consider government funding to be adequate.
- **CPP resources**
 - Preponderant majority of faculty see a shortage of tenured/ tenure track faculty
 - Many also see a shortage of lab technicians.
 - Number of faculty retirees also seen as a problem.
 - Teaching a course and providing service more time intensive.
 - Lab capacity and equipment inadequate.
 - Non-teaching space for students within departments inadequate.
- **Organizational climate**
 - Majority have confidence in unit leadership and teamwork.
 - Less confidence in vision for the future at the unit and university level.
 - Many faculty do not see the university focused on excellence.
 - Horizontal and vertical relationships are not considered strong.
 - Most faculty and staff do not see morale as strong.
- **Quality of our programs**
 - On quality of undergraduate programs, faculty split between agree and somewhat agree.
 - The quality of graduate programs is not considered a strength.

Introduction

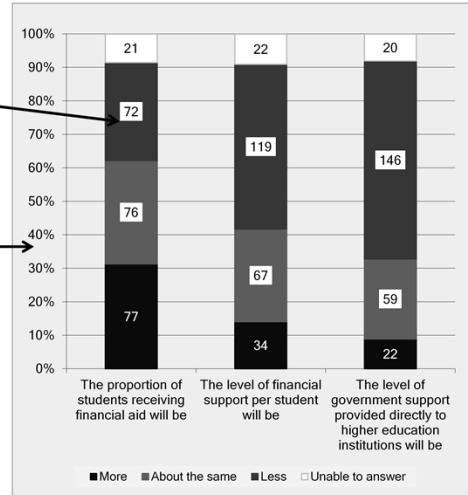
- Purpose
 - To obtain campus-wide perceptions of the environment affecting higher education and CPP in particular
 - To provide a foundation for developing a new and more robust strategic plan
- Results
 - 624 responses
 - Data compiled into PPT charts with commentary
 - Scroll down or print with notes pages to view commentary
 - For written comments see accompanying document.
- Next Steps in Spring Quarter
 - Faculty and staff feedback and follow-up
 - Discussion forums on the campus

Interpretation of Charts

Number of responses in this category

Y axis = cumulative percentage of responses

Number of respondents for this question



n=247

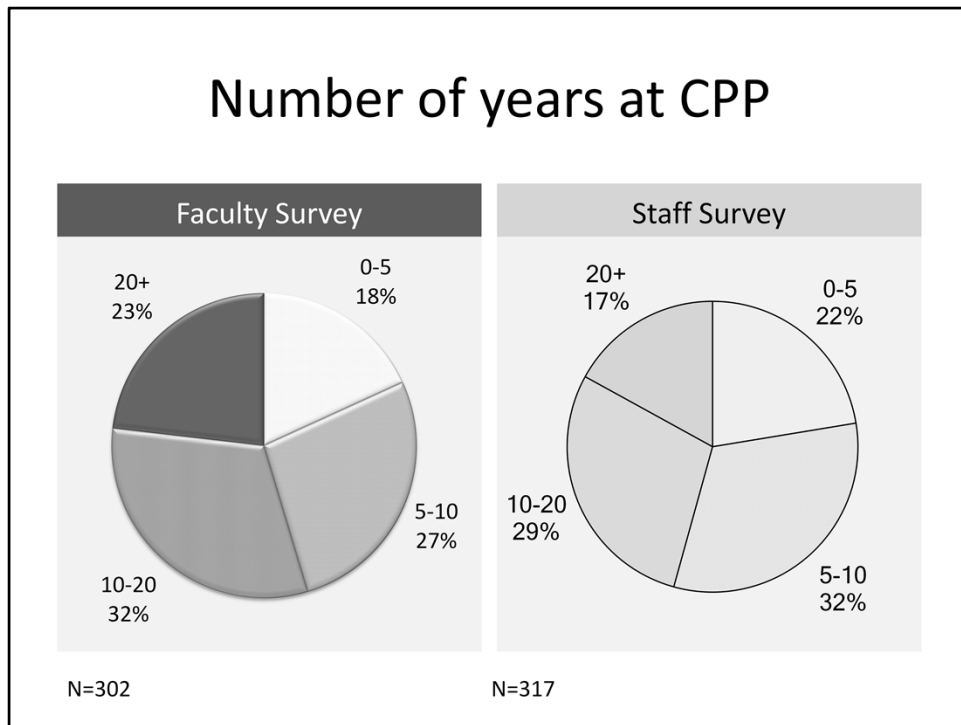
Survey Responses

Faculty Survey		Staff Survey	
• Academic Affairs	299	• Academic Affairs	124
– Administration	9	• Student Affairs	96
– T/T-Track Faculty	203	• I&IT	28
– Lecturer	87	• Advancement	15
• Other divisions	7	• Administrative Affairs	52
		• Skipped question	3
• Total	306	• Total	318

Survey Overview

- The survey was conducted between December 3rd 2013 and January 17th 2014.
- Two sub-components:
 - A faculty survey
 - A shorter staff survey excluding specific academic questions
- MPPs were included in the staff survey
- Responses
 - A total of 624 responses were received
 - 306 faculty equivalent to x% response rate
 - 318 staff equivalent to y% response rate

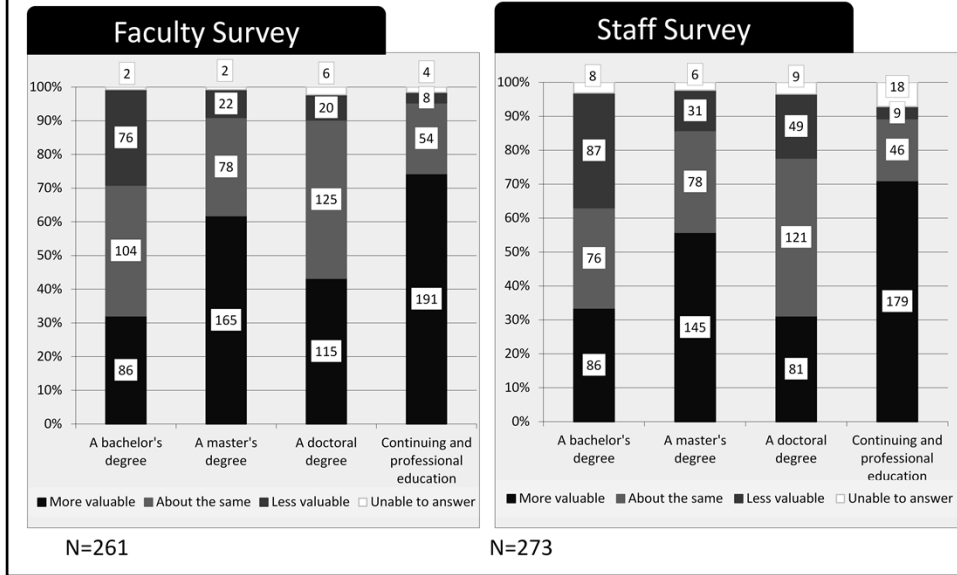
Number of years at CPP



Key Points

- In terms of service at CPP the number was fairly evenly split for both faculty and staff.
- The lower rate for 0-5 years may reflect the hiring hiatus since the recession.

How Do You See the Value of Education Changing Over the Next Decade?



Value of Education Key points

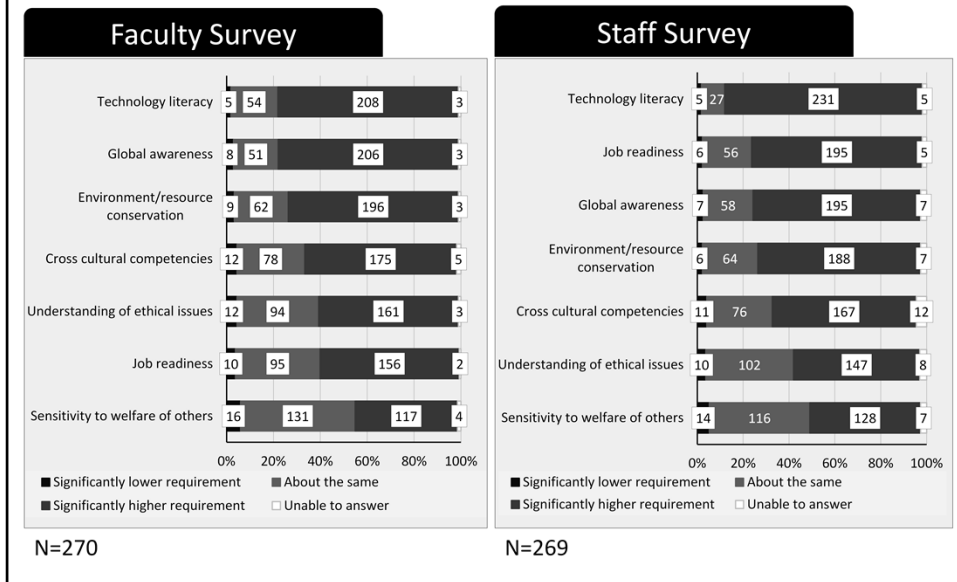
- With regard to the value of a baccalaureate education over the next decade, faculty were split on whether it was more or less valuable.
- Staff favored 'about the same' to 'more valuable'.
- A majority of both faculty and staff considered that masters degrees will be much more important over the next decade.
- Regarding doctoral degrees faculty and staff considered they would be about the same to more important.
- The great majority of both faculty and staff considered continuing and professional education would be more important over the next decade.

Implications for CPP

A need to better define the role and value of baccalaureate degrees?

Increased emphasis on masters and C.P.E. programs

How Do You See Broader Societal Requirements of Graduates Changing Over the Next Decade?



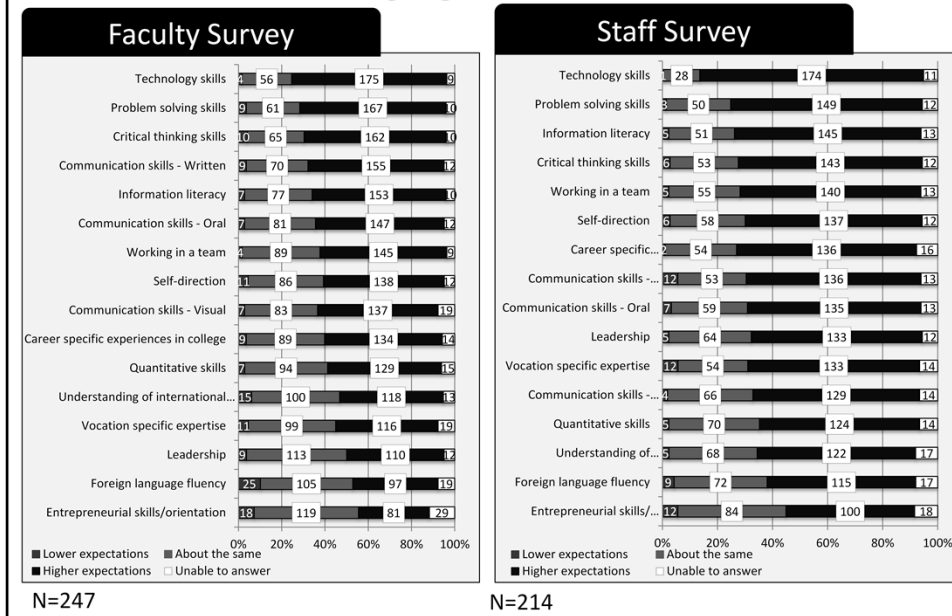
Broader Societal Requirements of Graduates - Key Points:

- i. A large majority of faculty and staff considered technology literacy as more important over the next decade.
- ii. Global awareness and the environment also showed strong majorities for greater importance.
- iii. Staff survey ranked importance of job readiness higher.

Implications for CPP

- i. Need to maintain investments in technology and faculty training to teach it and teach with it.
- ii. Need to prepare students for a globalized economy where environmental constraints are a critical factor.

How do you See Employers' Expectations of CPP Graduates Changing Over the Next Decade?



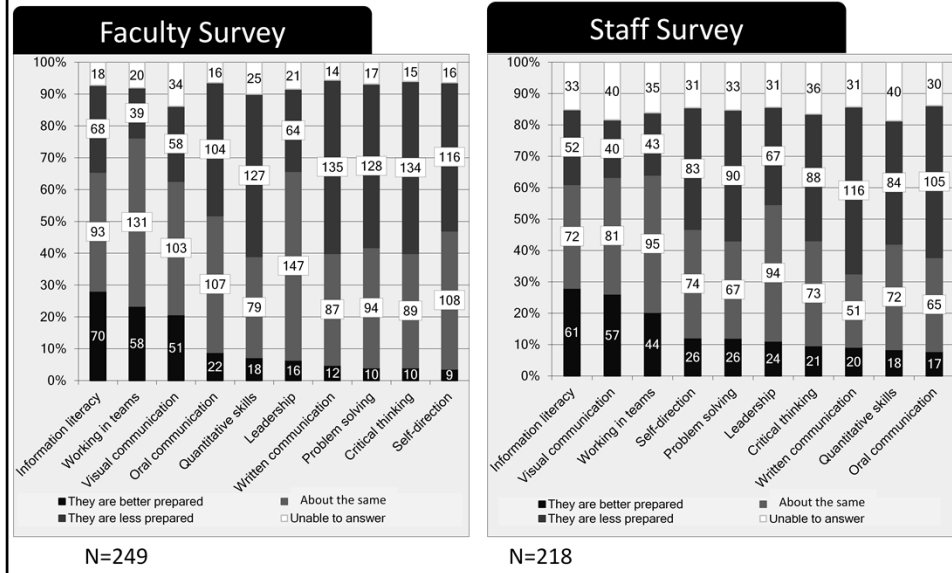
Employers' Changing Expectations of CPP Graduates– Key Points

- i. Generally, faculty and especially staff see expectations increasing across the board.
- ii. The strongest agreement is that technology, problem solving, critical thinking, communication, information literacy and team working all perceived as having higher expectations.
- iii. Entrepreneurial skills, foreign language fluency and leadership were not seen as having greater expectations by a majority of the faculty.

Implications for CPP

- i. Faculty and staff both perceive the world we work in as getting more challenging and requiring high levels of attainment.
- ii. Continuous improvements in quality of teaching and learning will be critical.

How has the Academic Preparation of Incoming Undergraduate Students Been Changing?



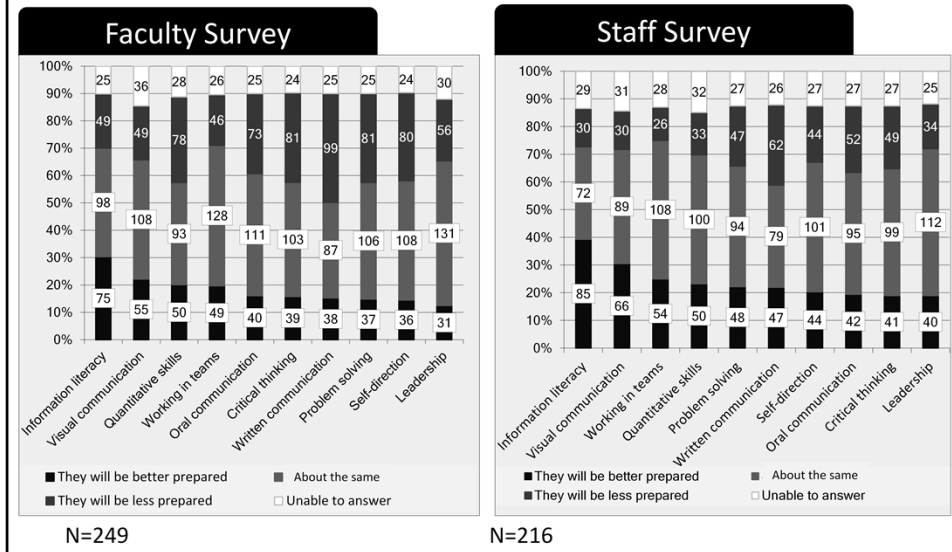
Academic Preparation of Incoming Undergraduates – Key Points

- i. Only a minority of faculty and staff considered students to be better prepared. The best score was information literacy where less than 30% of faculty and staff considered students better prepared.
- ii. On working in teams, information literacy, leadership, and visual communication, a majority of both faculty and staff respondents considered students to be about the same or better prepared.
- iii. A majority of faculty considered oral communication skills to be about the same or better.
- iv. On written communication, quantitative skills, problem solving and critical thinking, more than half of faculty respondents considered students were less prepared.

Implications for CPP

- i. Need to reevaluate curricula, approaches to teaching and assessment of learning.

How do You Anticipate the Preparation of Incoming Students Will Change in the Future?



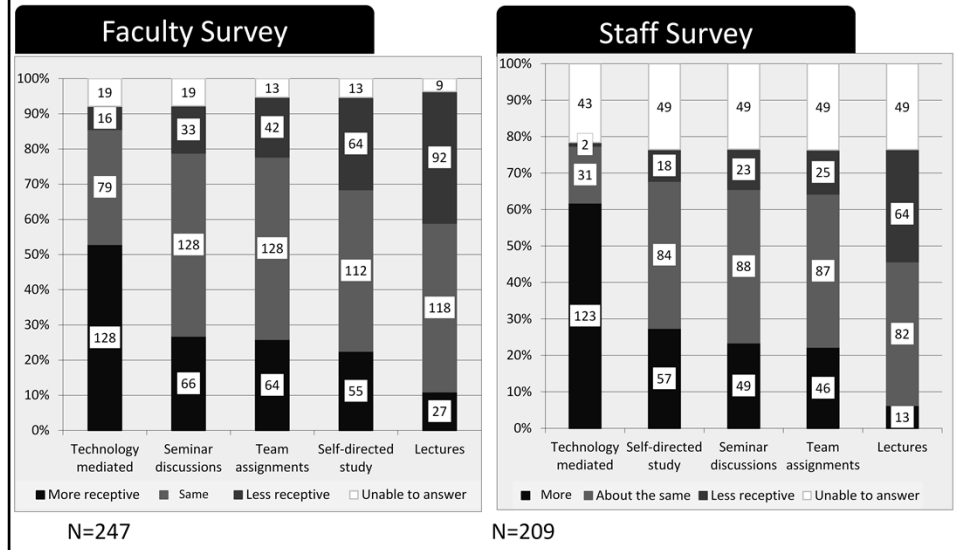
How the Preparation of Incoming Students Will Change in Future – Key Points

- i. Looking forward the largest proportion of faculty and especially staff see student preparation staying the same or improving.
- ii. They are most optimistic about information literacy (especially staff) and least optimistic about written communication (especially faculty).

Implications for CPP

- i. Need to work with feeder schools and colleges to improve student preparation.

How are the Academic Learning Preferences of Undergraduate Students Changing?

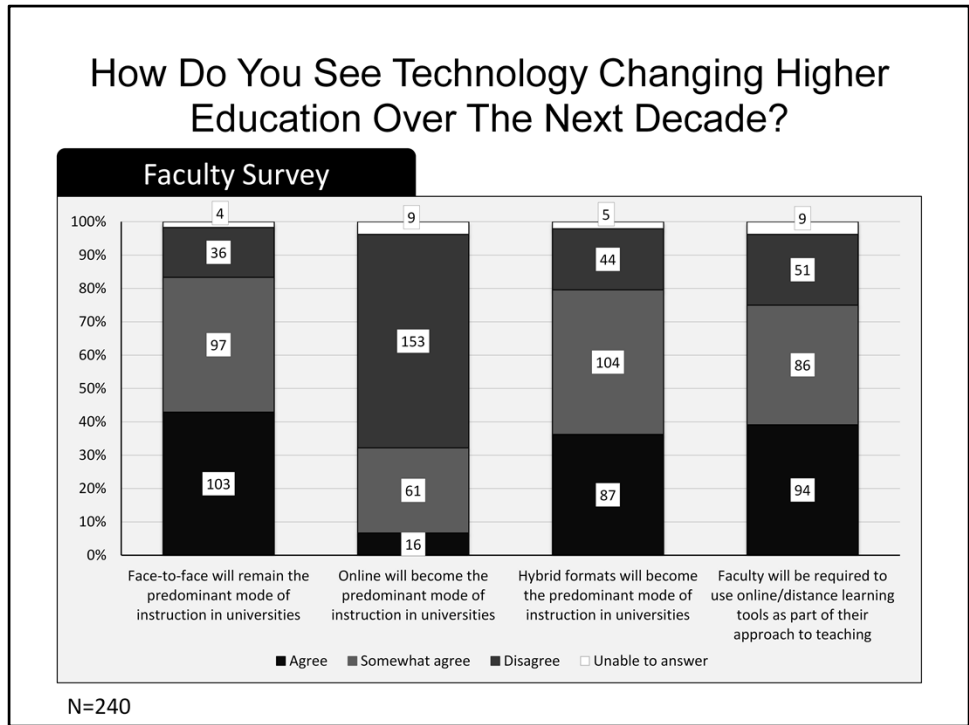


Academic Learning Preferences – Key Points

- For faculty 'about the same' was the most favored answer for all elements except technology mediated, where a small majority considered students more receptive.
- More than a third of faculty see students as being less receptive to lectures.
- The next highest score among faculty for 'less receptive' was for self directed study, where about 25% felt students were less receptive.
- A similar proportion felt students were more receptive to seminar discussions.
- Staff responses show a similar profile, though they considered students less receptive to lectures and there was a higher level of 'unable to answer' responses.

Implications for CPP

- Need to embrace technology to support the teaching and learning process.
- Traditional approaches to teaching and learning will remain important.



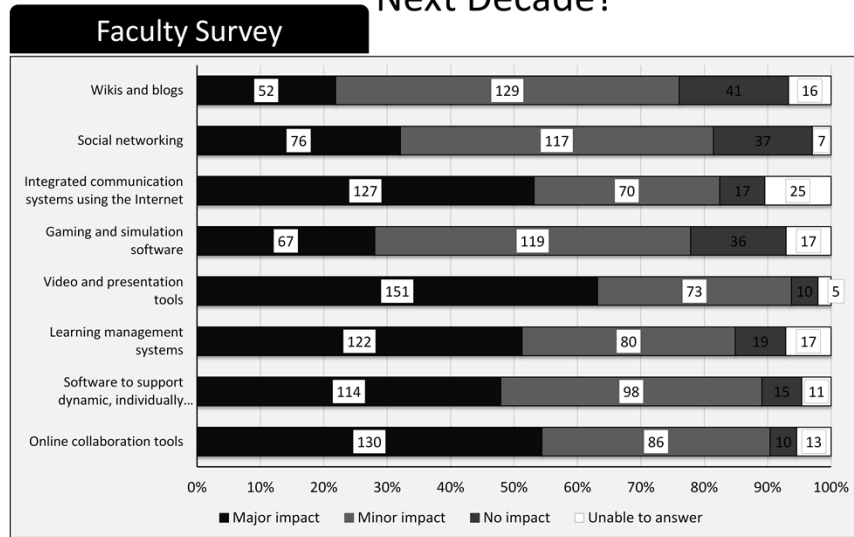
How Technology will Change Higher Education Over The Next Decade – Key points

- i. Only 42% of faculty agreed that face to face instruction will remain the predominant mode, though a further 40% somewhat agreed.
- ii. Nearly 80% somewhat agreed or agreed that hybrid formats will predominate.
- iii. Three quarters somewhat agreed or agreed that faculty will be required to use online or distance learning as part of their approach to teaching.
- iv. Over two thirds of faculty disagreed that online will become the predominant mode of instruction in universities.

Implications for CPP

- i. Assimilating new technologies to aide learning inside and outside the classroom will be important.
- ii. Hybrid formats may be the intermediate approach.
- iii. Face-to-face remains important in a learn by doing environment.

Which Technologies Will Have a Major Impact on Higher Education Courses and Programs over the Next Decade?



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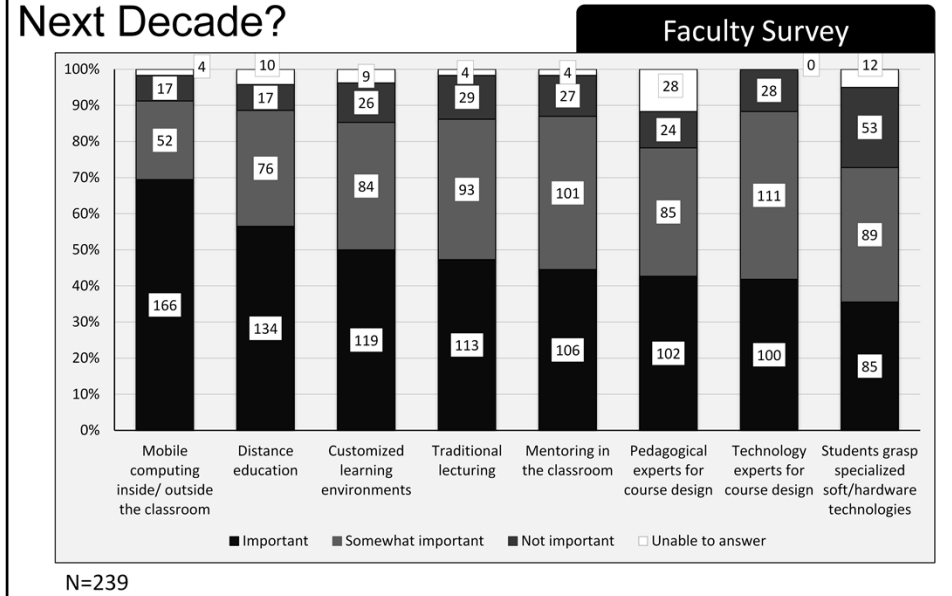
Technologies that will have a Major Impact on Higher Education – Key points

- Videos, integrated communication tools, online collaboration tools, and learning management systems were considered as having a major impact on courses by more than half of respondents.
- Software to support individually paced learning was also considered important.
- Fewer considered gaming and wikis and blogs would have a major impact on learning.

Implications for CPP

- Teaching and learning technologies will be important to the future of higher education.
- Investment in technologies and training will be critical.

How Important a Role Do You See for These in Higher Education Courses/Programs Over the Next Decade?



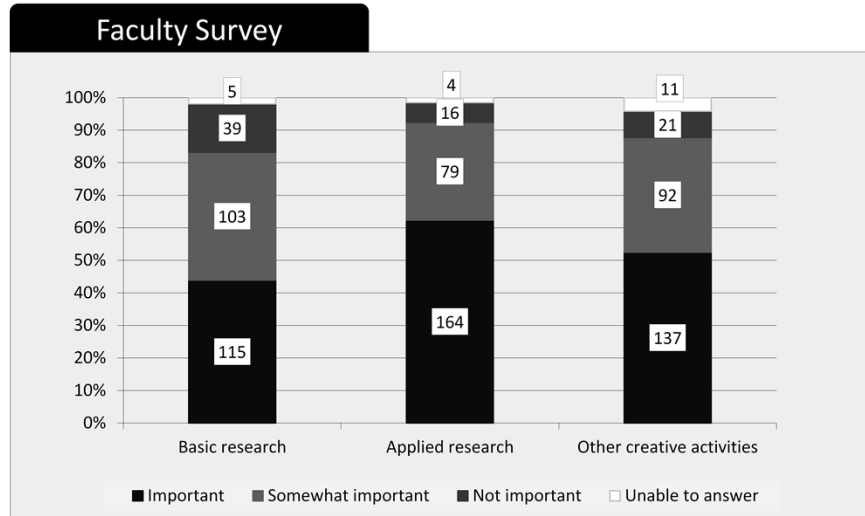
Importance in the Classroom over the next decade – Key points

- i. The great majority of faculty considered all elements as somewhat important or important over the next decade.
- ii. More than half of those who could answer considered that mobile computing, distance education and customized learning environments would be important in their courses or programs.
- iii. Less than half considered traditional lecturing will be important, though together 87% considered it somewhat important or important.
- iv. Fewer than half saw in-class mentoring as important, though nearly 90% saw it as somewhat important or important.
- v. Students having a grasp of specialized software or hardware technologies was considered important by only 35%, though 72% saw this as somewhat important or important.

Implications for CPP

- i. Need to develop and evaluate a diversity of resources and approaches to teaching and learning.
- ii. Sharing of outcomes/ best practices across the campus will be critical.

How Important are Research and Creative Activities to Cal Poly Pomona's Mission?



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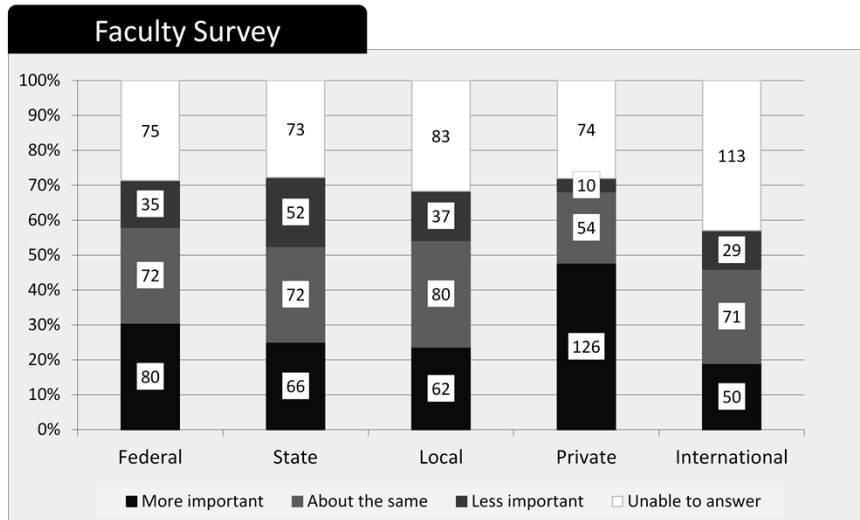
Importance of research and creative activities - Key Points

- i. A majority of faculty considered applied research and creative activities as important to the CPP mission.
- ii. However, basic research was considered comparatively less important.

Implications for CPP

- i. Need to evaluate importance of research and creativity in the mission.
- ii. Need for greater investment in research infrastructure and activities.

How has the Importance of Funding Sources for Research or Other Creative Activities Changed?



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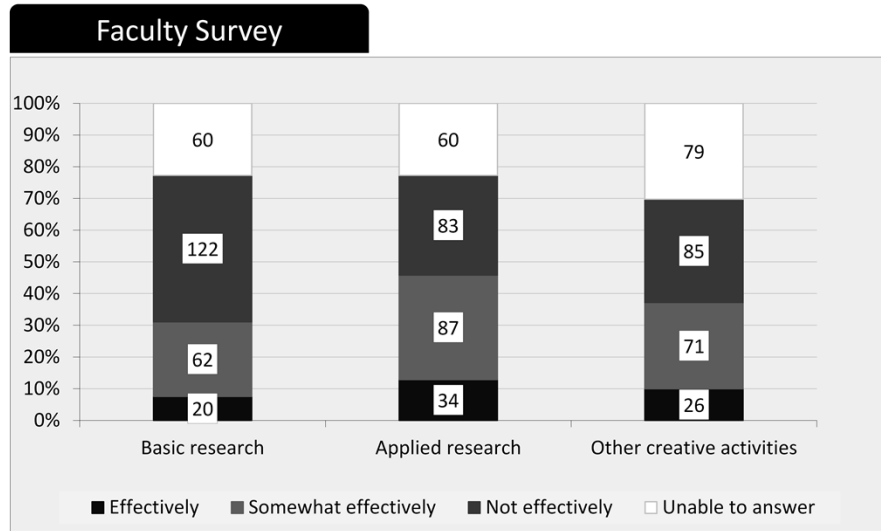
Sources of research funding – key points:

- i. Faculty considered that private sources and to a lesser extent federal sources are considered as having become more important.

Implications for CPP

- i. Need to support efforts to improve government funding of research and creative activities.
- ii. Need to develop alternative funding resources.

How Effectively can we Compete for External Funding for Research/Creative Activities?



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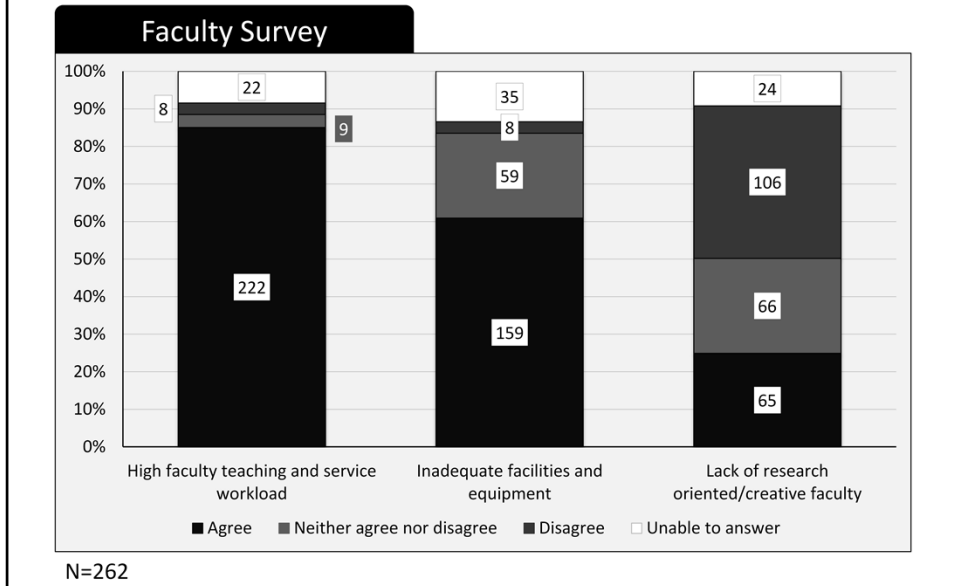
Ability to Compete for External Funding- Key Points

- i. Only a minority of faculty considered CPP was able to compete effectively for funding for research and creative activities.
- ii. Among the three, they considered CPP was best positioned to compete for applied research funds.

Implications for CPP

- i. Need to evaluate research and creative opportunities and priorities and support infrastructure.

What are the Primary Constraints we Face in Competing for Research and Creative Funds?



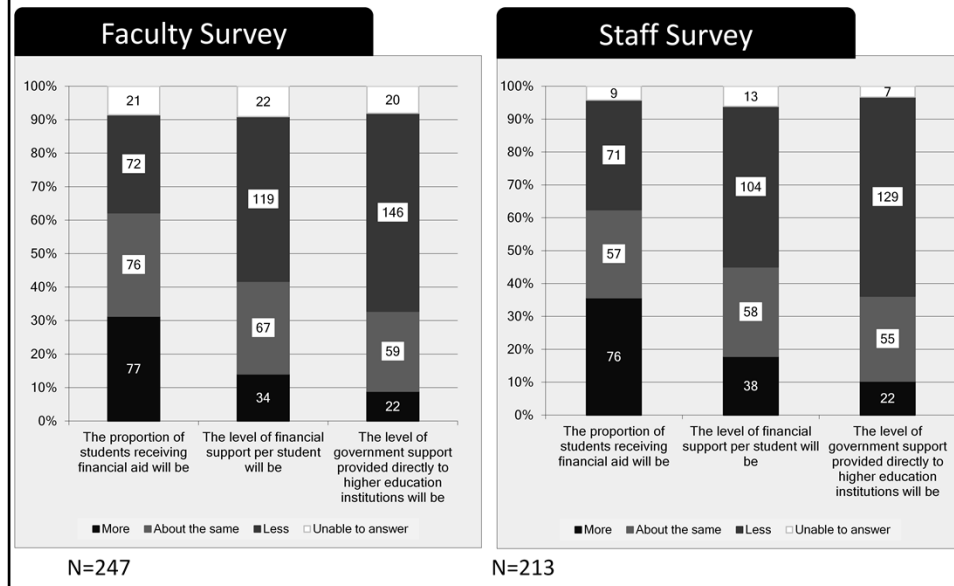
Constraints in Competing For External Funds – Key Points

- i. Over 80% of faculty respondents considered the primary constraint on research and creative activities is the high teaching and service workload at CPP.
- ii. More than 50% indicated that inadequate facilities and equipment was an important constraint.
- iii. Less than 25% considered it to be a lack of research orientation within the faculty.

Implications for CPP

- i. Need to secure resources to address workloads and facilities if research and creative activities are to be nurtured.

How do You See the Level of Government Financial Support for Higher Education Changing in Future?



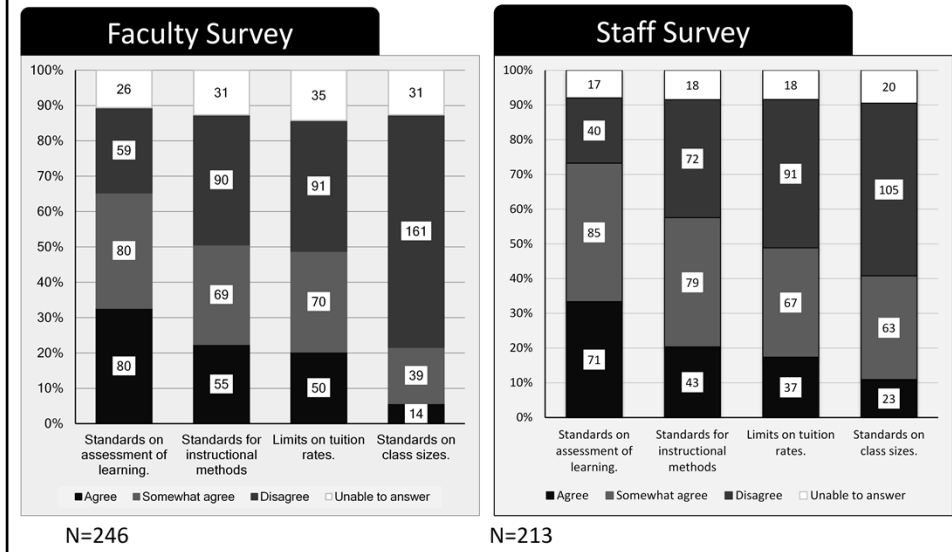
Future Government Financial Support for Higher Education – Key Points

- A majority of faculty and staff respondents consider direct government support for higher education will fall in future.
- Faculty and staff are split on whether more students will be receiving financial aid.
- The largest minority consider the level of aid per student will fall.

Implications for CPP

- Need to develop alternative revenue source to reduce dependency on state funds while retaining accessibility of higher education.
- Need to reduce academic cost inflation by targeting areas of high cost/ low value.
- There will be some hard choices to make.

How do You see Government Constraints Changing over the Next Decade?



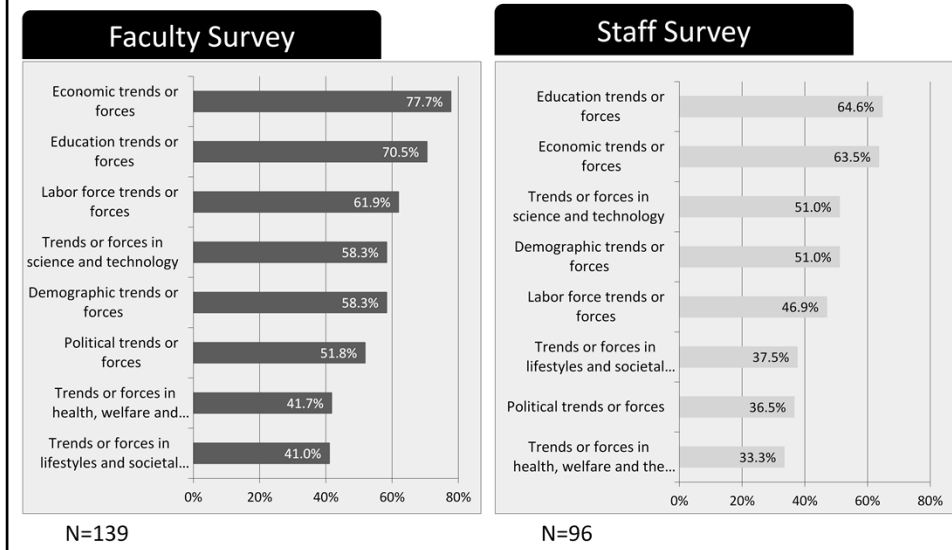
Government Constraints Over the Next Decade – Key points

- i. Faculty and staff were equally split on whether government would impose limits on tuition or whether they would impose standards for instructional methods.
- ii. A majority agreed or somewhat agreed that they would impose standards on assessment of learning.
- iii. Most disagreed there would be standards on class sizes.

Implications for CPP

- i. Need to be more proactive in controlling costs, improving teaching and learning, and in measuring outcomes.

What are the Most Important Trends or Forces of Change That Will Impact CPP Over the Next Decade?



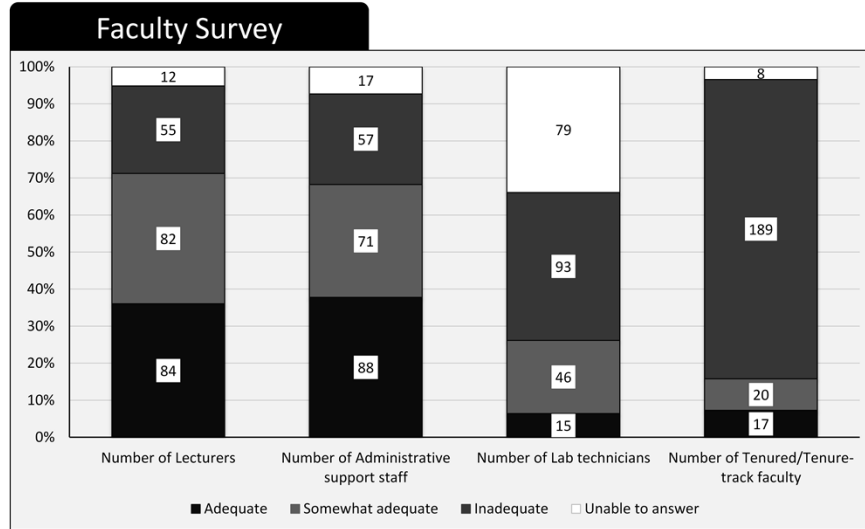
The Most Important Trends or Forces of Change That Will Impact CPP Over the Next Decade – Key points

- i. Economic trends seen as the most important by faculty ahead of education trends.
- ii. Trends or forces in education, the labor force, and science and technology were considered to be the most important factors influencing education.
- iii. Trends in politics, health, welfare and the environment and lifestyles and social values were considered less important.

Implications for CPP

- i. Economic forecasts for the California economy should be a critical factor in strategic planning for CPP.
- ii. Sensitivity of the higher education budget to economic cycles should be assessed.
- iii. Need to develop strategies to counter impact of economic cycles of education funding.

Comment on the Levels of Staffing at CPP in the Following Categories.



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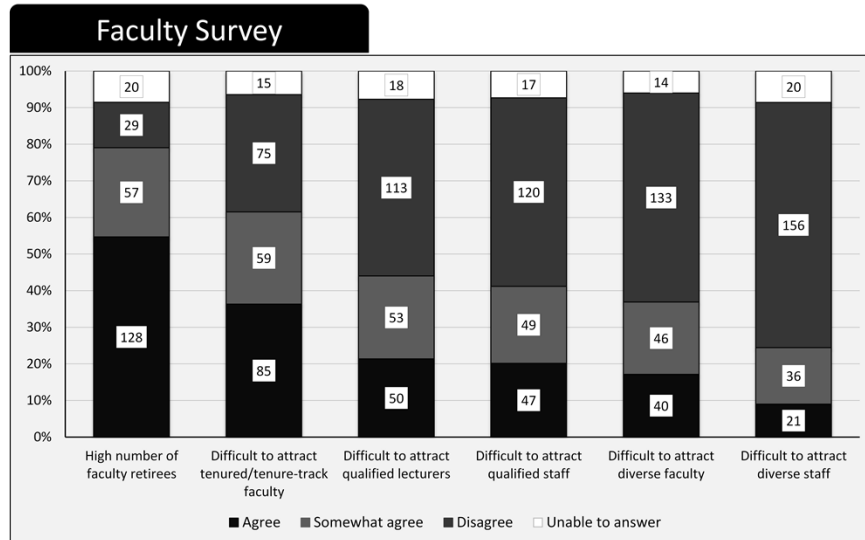
Levels of Staffing at CPP – Key points

- i. Around 70% of faculty agreed or somewhat agreed that numbers of lecturers and administrative support staff were adequate.
- ii. Two thirds of those who were able to answer considered the number of lab technicians to be inadequate.
- iii. Not surprisingly, the preponderant majority of faculty (80%) considered the levels of tenured/ tenure track faculty to be inadequate.

Implications for CPP

- i. Critical need to rebuild the ranks of tenured/ tenure track faculty.
- ii. Similar need to expand the numbers of lab technicians.
- iii. Since around only one third of faculty consider number of lecturers and support staff to be adequate, it is clear human resources of all kinds have become significantly stretched.

Over the Next Decade My Program is Facing Major Challenges Due to the Following:



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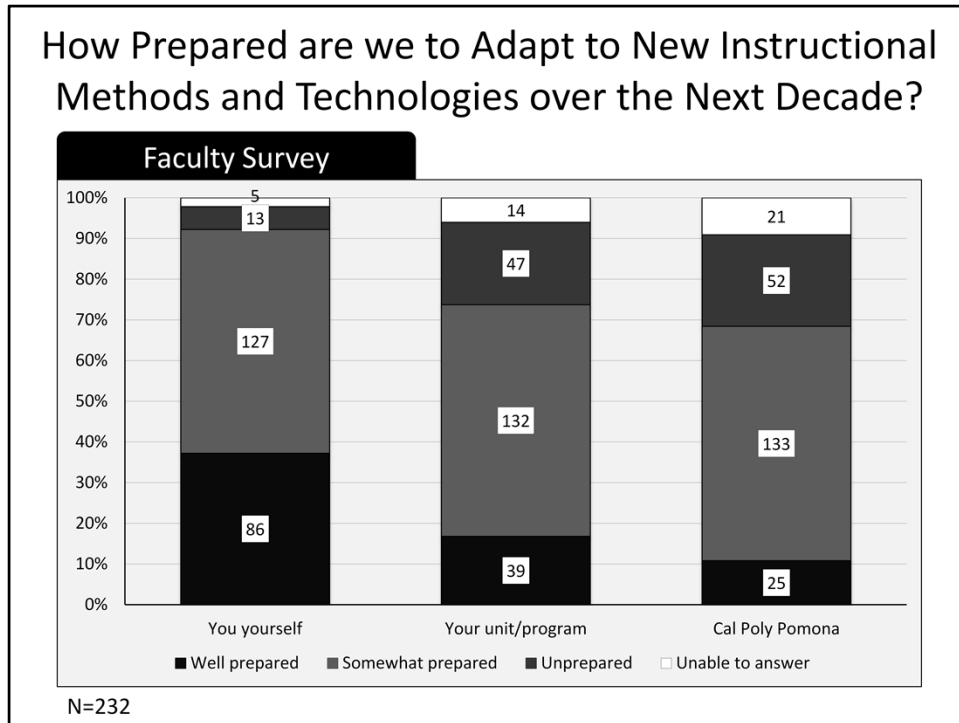
Major Challenges My Program is Facing over the Next Decade – Key points

- i. Around 55% of respondents felt the biggest challenge to their program is the high number of retirees. An additional 25% somewhat agreed with this statement.
- ii. Difficulty in attracting new tenure track faculty was also considered a problem by over 60% ((36% agree/ 25% somewhat agree).
- iii. Just over 40% agreed or somewhat agreed that attracting qualified lecturers and staff were major challenges.
- iv. Fewer considered attracting diverse faculty or staff to be a challenge.

Implications for CPP

- i. Retirements of faculty compounds the problem of faculty shortages.
- ii. Loss of senior faculty cannot be met by recruitment of junior faculty alone. Recruitment has to be at higher levels too.
- iii. Need to address factors making CPP unattractive to prospective tenured/ tenure track faculty. (Salaries? Teaching loads?)

How Prepared are we to Adapt to New Instructional Methods and Technologies over the Next Decade?



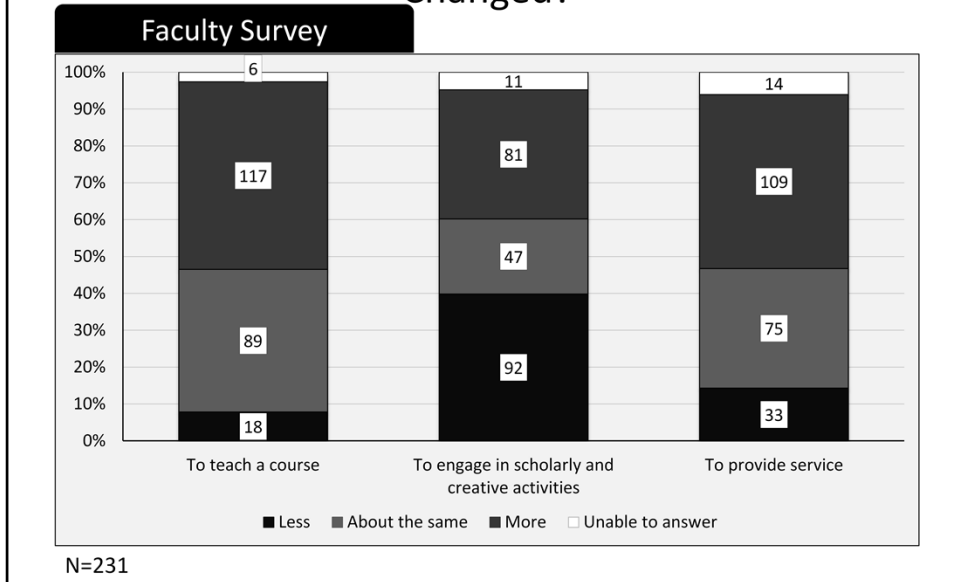
How Prepared to Adapt to New Instructional Methods and Technologies – Key points

- i. The great majority of faculty considered themselves prepared or somewhat prepared to adopt new instructional technologies.
- ii. This level of confidence declined when they were asked about their program and the university.
- iii. Even so, less than a quarter of respondents through that CPP was unprepared.

Implications for CPP

- i. Need to invest in training and support for new technology assimilation by faculty.

From Your Experience, as a Faculty Member, how has the Amount of Time Devoted to Each of the Following Changed?

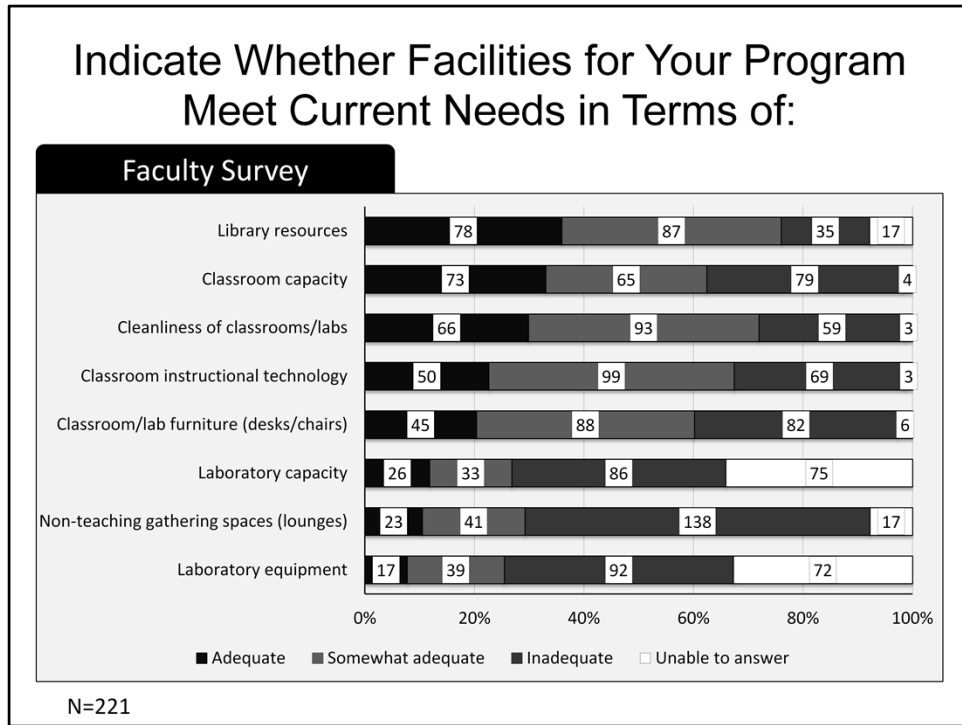


Amount of Time Devoted to Each of the Following – Key points.

- i. Faculty were about evenly split on whether it took more time to teach a course and provide service. In both cases a slight majority indicated more time.
- ii. There was some polarization on amount of time devoted to scholarly and creative activities, with some indicating less and others more.

Implications for CPP

- i. Not clear – question should have been better framed.

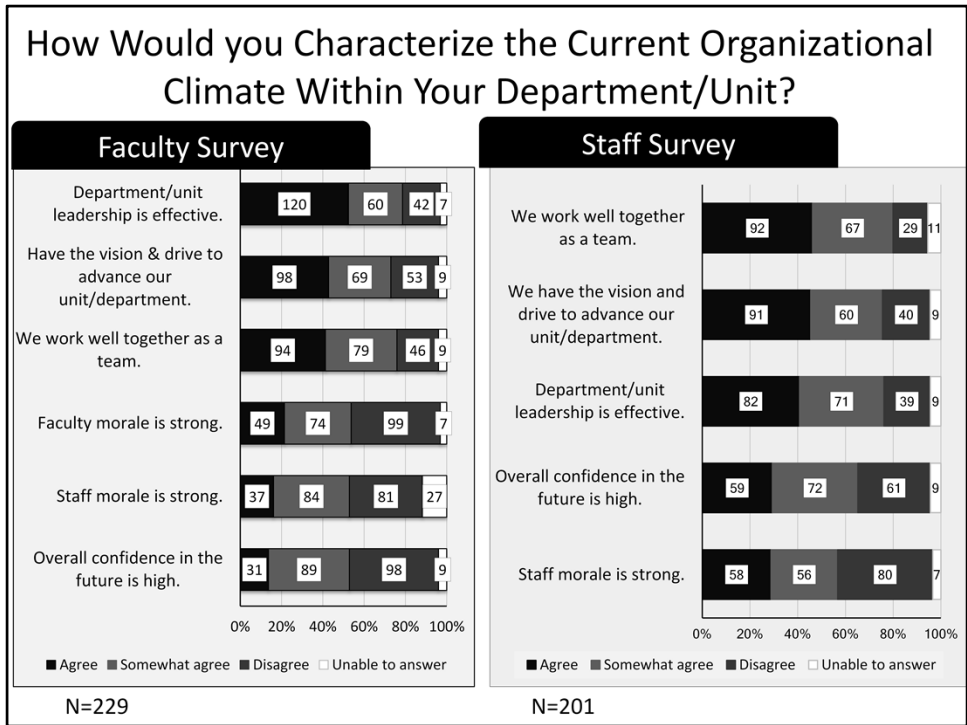


Whether Facilities for Your Program Meet Current Needs – Key points

- i. Faculty considered library resources and classroom capacity as best meeting current needs, though nearly one third considered classroom capacity inadequate.
- ii. Nearly one third considered classroom technology inadequate compared with less than a quarter who considered it so.
- iii. Lab spaces, lab equipment and non teaching spaces were mostly considered inadequate.

Implications for CPP

- i. Critical need to invest in lab equipment.
- ii. Critical need to classroom technologies.
- iii. Need to invest in staff training and support.
- iv. Need to improve cleanliness of campus buildings.
- v. Need to address classroom numbers and capacities.



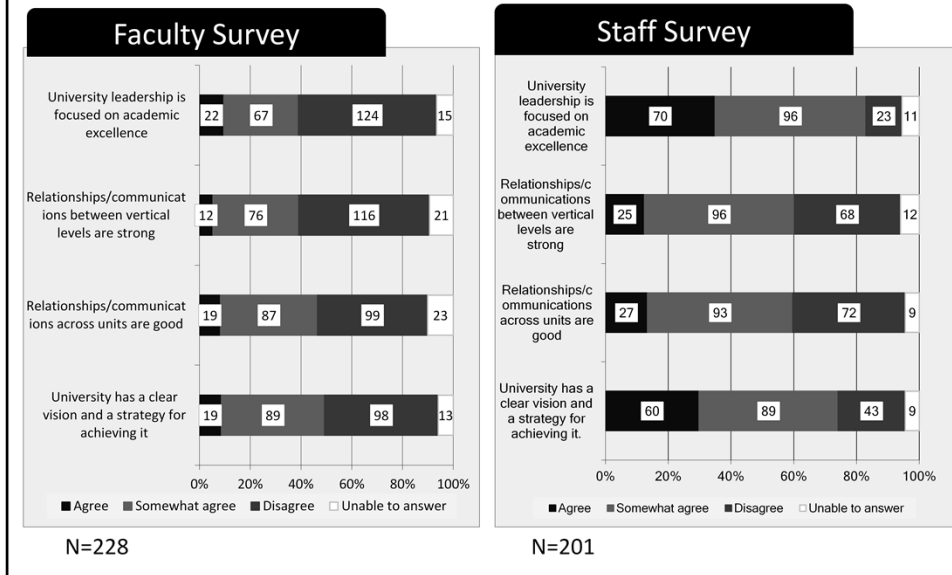
Current Organizational Climate Within Your Department/Unit – Key points

- i. Generally faculty were confident in academic leadership within their units.
- ii. They were a little less confident about the vision and drive to advance the unit.
- iii. Faculty morale and confidence in the future was not strong.
- iv. Staff responses show a similar pattern but they had less confidence in unit leadership.
- v. Staff also had somewhat higher morale and confidence in the future.

Implications for CPP

- i. Need for a stronger vision for the future for CPP and its units.
- ii. Need to develop implementable plans to achieve the vision.
- iii. Need for faculty and staff buy-in on the above.

How Would You Characterize the Current Organizational Climate in the University?



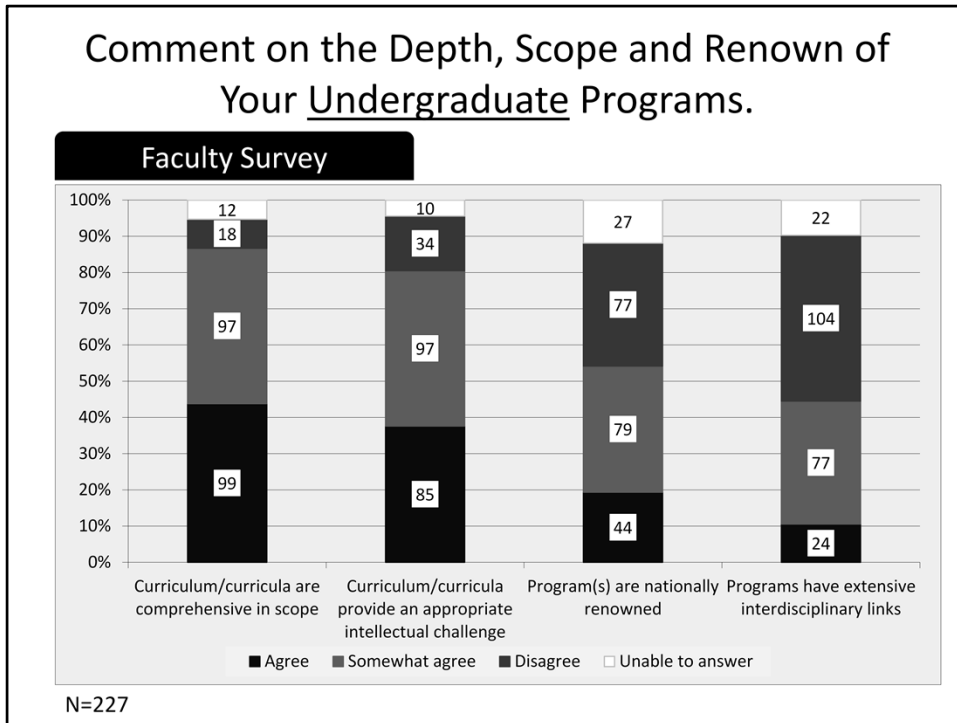
Current Organizational Climate Within the University – Key points

- i. Fewer than 10% of faculty agreed that the university's leadership was focused on academic excellence.
- ii. Few faculty considered vertical relationships in the university to be strong.
- iii. Horizontal relationships were seen as only marginally better.
- iv. Staff had a more positive opinion across all questions especially academic excellence and vision/strategy.

Implications for CPP

- i. Improved dialogue and closer relationships between leadership and faculty/ staff needed.
- ii. Mechanisms for improved horizontal communication needed.
- iii. Vision for the future and strategy for achieving it needed.

Comment on the Depth, Scope and Renown of Your Undergraduate Programs.



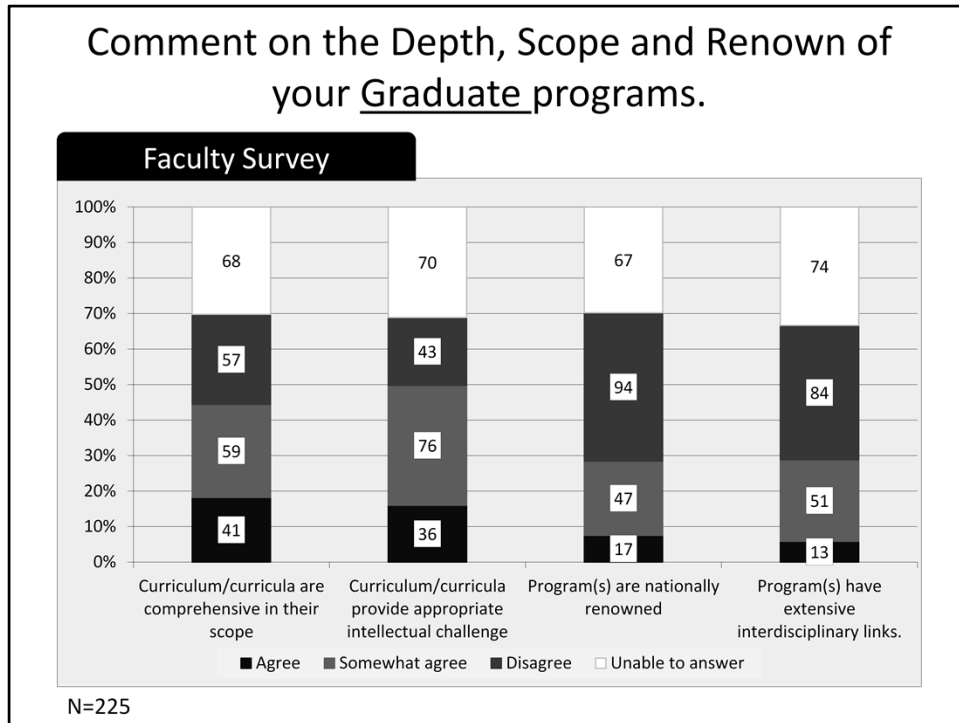
Depth, Scope and Renown of Undergraduate Programs – Key points

- i. Few respondents considered their programs not to be comprehensive or not at an appropriate intellectual level.
- ii. However, around half only somewhat agreed their programs were comprehensive or not at an appropriate intellectual level.
- iii. Some 20% considered their programs were nationally renowned.
- iv. Less than 10% felt their programs had extensive interdisciplinary links.

Implications for CPP

- i. Need to evaluate impact of resource constraints on undergraduate program quality.
- ii. Need to identify and highlight nationally-renowned undergraduate programs on campus.
- iii. Need to build more nationally-renowned undergraduate programs
- iv. Need to re-visit the value of Interdisciplinary links.

Comment on the Depth, Scope and Renown of your Graduate programs.



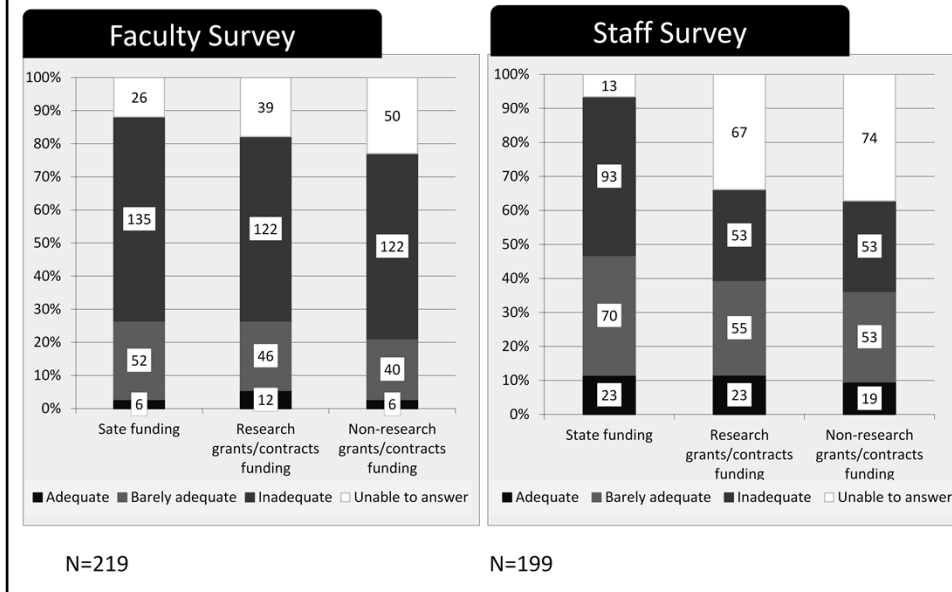
Depth, Scope and Renown of Graduate Programs – Key points

- i. The majority of those who provided an answer considered their programs to be comprehensive and at an appropriate level.
- ii. A significant minority disagreed.
- iii. Few considered their programs to be nationally renowned
- iv. A minority considered their programs to have extensive interdisciplinary links.

Implications for CPP

- i. Graduate programs need to be strengthened, especially since they were identified as being of increasing importance to society.
- ii. Need to evaluate impact of resource constraints on graduate program quality.
- iii. Need to identify and highlight nationally-renowned graduate programs on campus.
- iv. Need to build more nationally-renowned graduate programs.

Comment on the Level of Financial Support We Receive From the Following Sources to Meet University Goals.



Level of Financial Support We Receive to Meet University Goals – Key points

- i. Not surprisingly the vast majority of faculty consider funding to be inadequate.
- ii. Staff who answered were fairly evenly split on the adequacy of funding.

Implications for CPP

- i. Need to support efforts to improve state funding to the CSU.
- ii. Need to evaluate funding division within the CSU.
- iii. Need to evaluate the core mission of CPP and how state funding is allocated to achieve it.
- iv. Need to expand grant funded programs.

Colleagues, your input is deeply appreciated

1. Survey feedback
 - What conclusions/ implications do you draw?
2. Literature/ articles
 - Can you suggest any key articles or texts on the current/ future higher education environment that should help shape our thinking?
3. Forums
 - There will be several open forums during spring quarter to discuss the survey results and next steps in the process (to be determined).

Thank You!

The Academic Affairs Planning and Evaluation Committee (AAPEC)
welcomes your input. Please email your comments to:

Peter Kilduff
AAPEC Co-chair
pkilduff@csupomona.edu