

THE 2016 INSIDE HIGHER ED SURVEY OF  
College and University  
Chief Academic Officers

A study by Gallup® and *Inside Higher Ed*

SCOTT JASCHIK & DOUG LEDERMAN  
EDITORS, INSIDE HIGHER ED

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# TABLE OF CONTENTS

|   |    |
|---|----|
| Foreword.....                               | 5  |
| Snapshot of Findings.....                   | 7  |
| Methodology .....                           | 8  |
| Detailed Findings .....                     | 10 |
| Academic Health .....                       | 10 |
| The State of Liberal Arts Education.....    | 11 |
| Trigger Warnings .....                      | 18 |
| Spread of Massive Open Online Courses ..... | 21 |
| Academic Fraud in Athletics Programs .....  | 22 |
| Faculty and Tenure.....                     | 23 |
| Competency-Based Education .....            | 26 |
| Institutional Effectiveness .....           | 28 |
| Student Outcomes and Measurement.....       | 32 |
| Budget and Finances.....                    | 34 |
| Scholarship and Leadership .....            | 39 |
| Institution and Personal Demographics ..... | 40 |
| About <i>Inside Higher Ed</i> .....         | 42 |
| About Gallup .....                          | 42 |

# FOREWORD

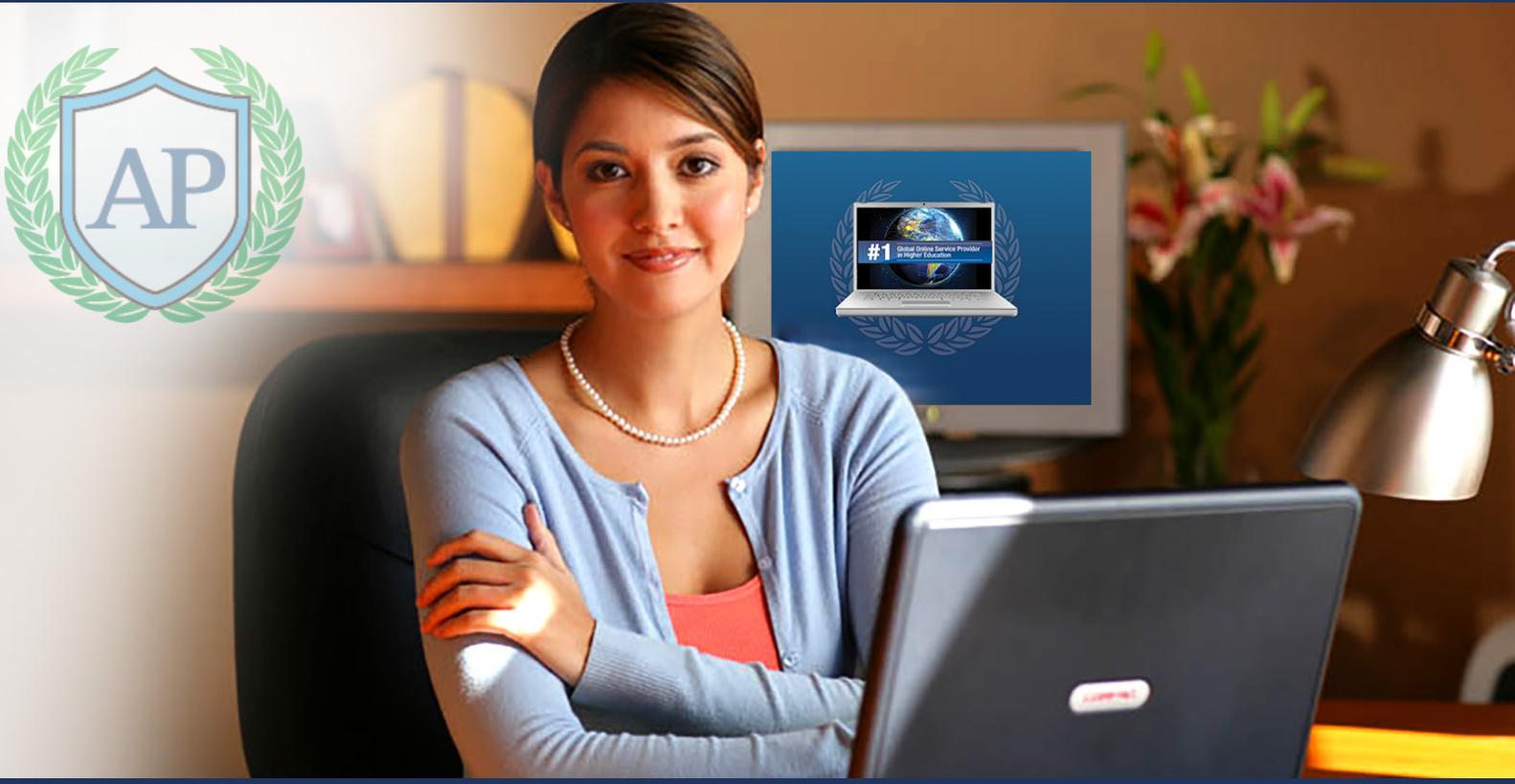
*Inside Higher Ed's* fifth annual survey of college and university provosts and chief academic officers (CAOs) aims to understand how these leaders perceive and address the challenges facing higher education institutions in the U.S.

This study addresses the following questions:

- How do provosts assess the “academic health” of their institutions?
- How do CAOs assess the state of liberal arts education, and what do they foresee for its future?
- What do chief academic officers think of “trigger warnings” alerting students to potentially sensitive content in course assignments?
- Do provosts/CAOs consider massive open online course (MOOC) degree programs at well-known institutions high-quality education? Do these MOOCs represent increased competition for existing programs?
- Do CAOs consider academic fraud common in big-time athletic programs?
- Are institutions awarding academic credit based on demonstrated competence? How many schools are exploring this type of initiative?
- Have CAOs seen improvements in their institution’s financial outlook, and what cost-cutting practices do they see their institution considering over the next year?



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## SNAPSHOT OF FINDINGS

- CAOs are more likely to agree (49 percent) than disagree (26 percent) that liberal arts education in the U.S. is in decline. The majority, 55 percent, expect to see a decrease in the number of liberal arts institutions in the next five years.
- Chief academic officers disagree with the notions that liberal arts education has become too divorced from the career needs of students and that liberal arts faculty members are not interested in the desire of parents and students for career preparation.
- Two-thirds of provosts (65 percent) agree that many politicians, presidents and boards are increasingly unsympathetic to liberal arts education.
- CAOs are divided on the usefulness of trigger warnings in college courses: 35 percent agree they are useful, and 33 percent disagree. Most disagree that colleges should require instructors to use them.
- The majority of chief academic officers, 58 percent, agree that trigger warnings are part of a trend on campuses to shield students from things that might make them uncomfortable. While about 8 in 10 provosts (79 percent) indicate that they favor awarding academic credits based on demonstrated competency, barely half (54 percent) indicate that their institution currently awards academic credits based on competency. Only about a third of those working at colleges not offering such programs indicate that their institution is exploring competency-based credits.
- Provosts still express skepticism about the quality of instruction that massive open online courses (MOOCs) offer, even those offered at well-known institutions like the Massachusetts Institute of Technology and Arizona State University. More CAOs agree (47 percent) than disagree (29 percent) that if the MOOC model succeeds at those institutions, it could represent serious competition to many existing programs at other colleges.
- Six in 10 chief academic officers agree academic fraud is common at institutions with big-time athletic programs. However, CAOs are overwhelmingly confident in the academic integrity of athletic programs at their own colleges and universities.
- Two-thirds of CAOs agree that tenure for faculty members remains important and viable at their institution, and the same percentage does not anticipate their institution's reliance on tenure to change. Six in 10 chief academic officers favor long-term contracts for instructors as an alternative to tenure.
- The majority of CAOs, 52 percent, believe their institution is "very effective" at preparing students for the world of work, with an additional 46 percent saying it is "somewhat effective."
- CAOs are confident in the academic health of their institutions, with more than eight in 10 (84 percent) rating their college's academic health as excellent or good.
- CAOs are divided as to whether their institution's financial situation has improved in the last year: 42 percent agree it has, and 40 percent disagree. Half disagree that the 2008 economic downturn is effectively over at their institution.
- More than half of CAOs (57 percent) strongly agree that financial concerns are prevalent in their respective institution's discussions about launching new academic programs.
- Many CAOs (65 percent) indicate that their institution is reallocating funds to support academic programs rather than finding new revenues to support them.

# METHODOLOGY

The following report presents findings from a quantitative survey research study Gallup conducted on behalf of *Inside Higher Ed*. The objective of the study was to learn the practices and perceptions of college and university CAOs and provosts related to finances, academics, strategies and policies.

Gallup sent invitations via email to 2,352 CAOs and provosts, with regular reminders sent throughout the Nov. 3-Dec. 2, 2015, field period. Gallup collected 539 completed Web surveys, yielding a 23 percent response rate. As an incentive for participation, Gallup offered respondents a chance to win one of multiple \$100 gift card prizes. Respondents represent 250 public institutions, 253 private institutions and 27 institutions from the for-profit sector.

| Total Participation by Sector |                            |        |                    |            |          |          |       |        |                   |       |        |
|-------------------------------|----------------------------|--------|--------------------|------------|----------|----------|-------|--------|-------------------|-------|--------|
|                               | All Institutions by Sector |        |                    |            | Public   |          |       |        | Private Nonprofit |       |        |
|                               | All                        | Public | Private Non-profit | For-Profit | Doctoral | Master's | Bacc. | Assoc. | Doctoral/Masters  | Bacc. | Assoc. |
| Total Number                  | 539                        | 250    | 253                | 27*        | 46       | 53       | 25    | 114    | 109               | 114   | 4*     |

\*Data are not reported as a result of small sample size.

Note: The total sample size includes nine institutions that Gallup could not categorize as public, private or for-profit because of missing sample information. Gallup could not categorize 12 public institutions and 26 private institutions more specifically by highest degree offering because of missing sample information.

Gallup determined sector groupings based on the 2010 Carnegie Classification code for institutions and did not report data for some sectors because of low sample sizes.

Gallup education consultants developed the questionnaire in collaboration with Scott Jaschik and Doug Lederman of *Inside Higher Ed*. The sample did not include specialty colleges, namely Bible colleges and seminaries with a Carnegie Classification code of 24, and institutions with enrollment fewer than 500 students. Each institution is represented only once in the sample.

The survey is an attempted census of all CAOs and provosts using the most comprehensive sample information available. Gallup statistically weighted data to correct for nonresponse, matching the obtained sample to targets for all U.S. colleges and universities from the Integrated Postsecondary Education Data System database. Gallup weighted the sample based on institutional control (public or private nonprofit), four-year or two-year degree offerings, student enrollment and region of the country. The weighted sample results, thus, represent the views of CAOs and provosts at colleges nationwide.

The following sections present the findings of the survey. In some cases, reported frequencies may not add up to 100 percent as a result of rounding. The results do not include "don't know" and "refused" responses.

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# ACADEMIC HEALTH

Provosts and CAOs across all types of schools generally feel confident in the “academic health” of their institution. Only about 1 percent of provosts assessed the academic health of their institution as “failing” or “poor,” with 15 percent calling it “fair.” More than 8 in 10 describe their institution’s academic health in positive terms, including 30% who say “excellent” and 54 percent who say “good.” In prior years’ studies, CAOs have had similarly positive assessments of their institution’s academic health.

| How would you assess the “academic health” of your institution (the academic quality of the education your institution provides) as of fall 2015? |                            |        |                   |          |                 |        |                    |       |
|---|----------------------------|--------|-------------------|----------|-----------------|--------|--------------------|-------|
|   | All Institutions by Sector |        |                   | Public   |                 |        | Private Nonprofit  |       |
|   | All                        | Public | Private Nonprofit | Doctoral | Master’s/ Bacc. | Assoc. | Doctoral/ Master’s | Bacc. |
| % Excellent   | 30                         | 27     | 33                | 53       | 33              | 22     | 32                 | 30    |
| % Good  | 54                         | 57     | 52                | 40       | 61              | 57     | 55                 | 55    |
| % Fair  | 15                         | 15     | 14                | 7        | 5               | 20     | 12                 | 14    |
| % Poor  | 1                          | 1      | 1                 | 0        | 1               | 2      | 1                  | 1     |
| % Failing   | 0                          | 0      | 0                 | 0        | 0               | 0      | 1                  | 0     |

# THE STATE OF LIBERAL ARTS EDUCATION

There is a long-held belief on college campuses that students benefit from the broad exposure to various subjects that a liberal arts education provides. In addition, proponents of liberal arts education see it as helping students develop effective communication and critical thinking skills. At the same time, employers and prospective employees might place a greater value on students learning skills that they can easily translate to specific roles in a company over receiving a well-rounded liberal arts education. CAOs are aware of some of the criticisms of liberal arts education, but they still value it highly.

Specifically, 92 percent of CAOs agree and 66 percent strongly agree that liberal arts education is central to undergraduate education, even in professional programs.

By 50 percent to 33 percent, respectively, provosts disagree rather than agree that liberal arts education has become too divorced from the career needs of students and graduates. Disagreement is especially high – 69 percent – among academic officers at private baccalaureate colleges.

CAOs also reject the notion that liberal arts faculty members are not interested in the desire of parents and students for career preparation in college.

Two-thirds of chief academic officers agree that politicians, presidents and boards are increasingly unsympathetic to the liberal arts model. Moreover, 51 percent agree they have felt pressure from their president, board or donors to focus on education with a clear focus on career training. Thirty percent disagree that they have felt such pressure.

Despite their own positive views of liberal arts education, CAOs are not optimistic about its health and future. Forty-nine percent agree that liberal arts education is in decline, nearly double the 26 percent who disagree. And the majority of CAOs, 55 percent, believe that the number of liberal arts colleges will decline significantly in the next five years.

Tables related to these results can be found on the following page.

# THE STATE OF LIBERAL ARTS EDUCATION (cont.)

| The following are about liberal arts education. Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements. |                            |        |                   |          |                    |        |                       |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| Liberal arts education is central to undergraduate education, even in professional programs.  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 66                         | 60     | 77                | 78       | 81                 | 50     | 82                    | 79    |
| %4  | 26                         | 32     | 17                | 20       | 16                 | 39     | 15                    | 18    |
| %3  | 4                          | 3      | 3                 | 2        | 3                  | 4      | 3                     | 3     |
| %2  | 4                          | 5      | 3                 | 0        | 0                  | 6      | 1                     | 1     |
| %1 Strongly disagree  | 0                          | 0      | 0                 | 0        | 0                  | 0      | 0                     | 0     |
| Liberal arts education has become too divorced from the career needs of students and graduates.   |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 8                          | 7      | 9                 | 2        | 2                  | 10     | 7                     | 5     |
| %4  | 25                         | 30     | 20                | 22       | 29                 | 33     | 22                    | 21    |
| %3  | 17                         | 19     | 12                | 19       | 17                 | 18     | 17                    | 5     |
| %2  | 32                         | 30     | 34                | 43       | 37                 | 26     | 33                    | 40    |
| %1 Strongly disagree  | 18                         | 14     | 25                | 14       | 15                 | 12     | 21                    | 29    |
| Liberal arts faculty are not sufficiently interested in the desire of parents and students for career preparation.  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 6                          | 6      | 7                 | 10       | 3                  | 7      | 5                     | 6     |
| %4  | 27                         | 30     | 22                | 30       | 30                 | 32     | 27                    | 20    |
| %3  | 18                         | 14     | 23                | 23       | 13                 | 14     | 19                    | 24    |
| %2  | 34                         | 35     | 33                | 27       | 36                 | 34     | 31                    | 34    |
| %1 Strongly disagree  | 14                         | 15     | 14                | 10       | 17                 | 13     | 17                    | 16    |
| Politicians, presidents and boards are increasingly unsympathetic to liberal arts education.  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 26                         | 25     | 29                | 30       | 17                 | 28     | 30                    | 28    |
| %4  | 39                         | 42     | 37                | 41       | 43                 | 43     | 37                    | 40    |
| %3  | 19                         | 20     | 20                | 13       | 24                 | 18     | 20                    | 20    |
| %2  | 14                         | 12     | 13                | 15       | 17                 | 10     | 13                    | 12    |
| %1 Strongly disagree  | 1                          | 2      | 1                 | 2        | 0                  | 2      | 1                     | 0     |

## THE STATE OF LIBERAL ARTS EDUCATION (cont.)

|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| I feel pressure from my president, board or donors to focus on academic programs that have a clear orientation toward careers. |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 19                         | 18     | 18                | 12       | 7                  | 23     | 19                    | 15    |
| %4   | 32                         | 38     | 27                | 30       | 41                 | 36     | 28                    | 24    |
| %3   | 19                         | 16     | 21                | 25       | 15                 | 15     | 17                    | 24    |
| %2   | 18                         | 18     | 19                | 21       | 21                 | 17     | 22                    | 25    |
| %1 Strongly disagree   | 12                         | 11     | 14                | 14       | 17                 | 9      | 14                    | 12    |
| Liberal arts education in all types of institutions in the U.S. is in decline.   |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 11                         | 9      | 13                | 6        | 2                  | 12     | 15                    | 11    |
| %4   | 38                         | 41     | 36                | 34       | 33                 | 46     | 37                    | 28    |
| %3   | 26                         | 22     | 28                | 30       | 22                 | 20     | 29                    | 33    |
| %2   | 22                         | 25     | 19                | 25       | 39                 | 19     | 15                    | 22    |
| %1 Strongly disagree   | 4                          | 3      | 5                 | 6        | 4                  | 3      | 4                     | 6     |
| I expect to see the number of liberal arts colleges decline significantly over the next five years.                            |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 15                         | 14     | 17                | 11       | 5                  | 17     | 14                    | 12    |
| %4   | 40                         | 39     | 40                | 43       | 33                 | 41     | 47                    | 34    |
| %3   | 26                         | 28     | 24                | 25       | 38                 | 26     | 25                    | 31    |
| %2   | 16                         | 16     | 17                | 19       | 20                 | 13     | 13                    | 20    |
| %1 Strongly disagree   | 2                          | 4      | 2                 | 2        | 4                  | 3      | 1                     | 3     |

CAOs split roughly evenly when asked whether they consider their own college to be a liberal arts institution, with 46 percent saying yes and 54 percent no. Those who identify their college or university as a liberal arts institution are more supportive of that model of instruction, with 95 percent agreeing and 78 percent strongly agreeing that it is central to undergraduate education. But so too are CAOs at non-liberal arts institutions, where 89 percent agree, 56 percent strongly so.

Far fewer CAOs at liberal arts institutions (39 percent) agree they have felt pressure to emphasize instruction with a clear career orientation than is true of academic leaders at non-liberal arts institutions (61 percent), as seen on the following page.

# THE STATE OF LIBERAL ARTS EDUCATION (cont.)

|  | Liberal Arts Institution | Non- Liberal Arts Institution |
|--|--------------------------|-------------------------------|
| Liberal arts education is central to undergraduate education, even in professional programs.                       |                          |                               |
| %5 Strongly agree  | 78                       | 56                            |
| %4   | 17                       | 33                            |
| %3   | 3                        | 4                             |
| %2   | 2                        | 7                             |
| %1 Strongly disagree   | 0                        | 0                             |
| Liberal arts education has become too divorced from the career needs of students and graduates.                    |                          |                               |
| %5 Strongly agree  | 6                        | 10                            |
| %4   | 21                       | 28                            |
| %3   | 14                       | 19                            |
| %2   | 33                       | 31                            |
| %1 Strongly disagree   | 25                       | 12                            |
| Liberal arts faculty are not sufficiently interested in the desire of parents and students for career preparation. |                          |                               |
| %5 Strongly agree  | 5                        | 7                             |
| %4   | 28                       | 26                            |
| %3   | 18                       | 19                            |
| %2   | 31                       | 38                            |
| %1 Strongly disagree   | 18                       | 10                            |

## THE STATE OF LIBERAL ARTS EDUCATION (cont.)

|  | Liberal Arts Institution | Non- Liberal Arts Institution |
|--|--------------------------|-------------------------------|
| Politicians, presidents and boards are increasingly unsympathetic to liberal arts education.                                   |                          |                               |
| %5 Strongly agree  | 29                       | 23                            |
| %4   | 39                       | 39                            |
| %3   | 17                       | 21                            |
| %2   | 14                       | 15                            |
| %1 Strongly disagree   | 0                        | 2                             |
| I feel pressure from my president, board or donors to focus on academic programs that have a clear orientation toward careers. |                          |                               |
| %5 Strongly agree  | 13                       | 24                            |
| %4   | 26                       | 37                            |
| %3   | 24                       | 14                            |
| %2   | 21                       | 16                            |
| %1 Strongly disagree   | 15                       | 9                             |
| Liberal arts education in all types of institutions in the U.S. is in decline.   |                          |                               |
| %5 Strongly agree  | 10                       | 11                            |
| %4   | 34                       | 41                            |
| %3   | 28                       | 25                            |
| %2   | 23                       | 21                            |
| %1 Strongly disagree   | 5                        | 2                             |
| I expect to see the number of liberal arts colleges decline significantly over the next five years.                            |                          |                               |
| %5 Strongly agree  | 14                       | 16                            |
| %4   | 36                       | 44                            |
| %3   | 28                       | 25                            |
| %2   | 20                       | 13                            |
| %1 Strongly disagree   | 2                        | 2                             |

## THE STATE OF LIBERAL ARTS EDUCATION (cont.)

From a broader perspective, a separate question in the survey underscores the potential tension between a liberal arts education and the goal of helping students find work after school. Eighty-two percent of CAOs agree that their institution is increasing attention on the ability of their degree programs to help students get a good job, with 34 percent strongly agreeing with this statement.

| Again, using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement. |                            |        |                   |          |                    |        |                       |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| My institution is increasing attention on the ability of our degree programs to help students get a good job.   |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 34                         | 34     | 32                | 20       | 19                 | 42     | 30                    | 34    |
| %4  | 48                         | 50     | 48                | 65       | 54                 | 47     | 46                    | 49    |
| %3  | 15                         | 15     | 14                | 15       | 26                 | 8      | 20                    | 12    |
| %2  | 2                          | 2      | 4                 | 0        | 1                  | 3      | 1                     | 4     |
| %1 Strongly disagree  | 1                          | 0      | 2                 | 0        | 0                  | 0      | 3                     | 1     |

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# TRIGGER WARNINGS

Some college instructors have started including “trigger warnings” on course syllabi to alert students that certain course content could be upsetting to students based on their background or past experiences. Academic officers are divided in their views of trigger warnings: 35 percent agree they are a useful tool for professors to use, 33 percent disagree, and 32 percent choose a neutral response. CAOs at public four-year institutions tend to disagree that trigger warnings are useful, and those at public two-year institutions agree they are useful.

CAOs are also divided as to whether students who respond to trigger warnings should be offered alternative assignments with no consequence for their grade. A total of 35 percent agree they should be offered such opportunities, while 42 percent disagree.

On other aspects of trigger warnings, CAOs show much more consensus, as seen on the following pages:

- Sixty-eight percent disagree that colleges should require professors to use trigger warnings.
- Seventy-two percent agree that trigger warnings discourage students from encountering important works of literature or art.
- Fifty-eight percent agree that trigger warnings are part of a trend on campuses to shield students from things that may make them uncomfortable.

CAOs from public doctoral-level institutions are the least supportive of trigger warnings. Eighty-seven percent from this group agree that trigger warnings discourage students from encountering important works of art, 81 percent agree those warnings are part of a trend of colleges going too far to protect students from things that could make them uncomfortable, and 61 percent disagree that students should be offered alternative assignments.

## TRIGGER WARNINGS (cont.)

As you may know, some faculty have advocated the use of “trigger warnings” in class or on syllabi to let students know that some works of literature, film or art studied in the course may upset students because of their background or personal experiences.

Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| Trigger warnings are a useful tool for faculty members to use.   |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 5                          | 5      | 4                 | 3        | 2                  | 7      | 3                     | 3     |
| %4   | 30                         | 31     | 30                | 23       | 28                 | 31     | 25                    | 35    |
| %3   | 32                         | 33     | 32                | 30       | 34                 | 33     | 24                    | 33    |
| %2   | 19                         | 19     | 20                | 30       | 26                 | 16     | 32                    | 16    |
| %1 Strongly disagree   | 14                         | 12     | 15                | 15       | 10                 | 13     | 16                    | 14    |
| Students should be offered alternative assignments, with no consequence for their grade, if they express concern about completing an assigned work in response to a trigger warning. |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 12                         | 13     | 10                | 4        | 4                  | 18     | 4                     | 11    |
| %4   | 23                         | 23     | 26                | 19       | 23                 | 26     | 18                    | 34    |
| %3   | 22                         | 19     | 25                | 16       | 17                 | 18     | 30                    | 24    |
| %2   | 27                         | 30     | 25                | 44       | 44                 | 24     | 33                    | 20    |
| %1 Strongly disagree   | 15                         | 15     | 14                | 17       | 11                 | 15     | 15                    | 11    |
| Colleges should require professors to use trigger warnings.  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 3                          | 1      | 2                 | 3        | 1                  | 1      | 2                     | 2     |
| %4   | 9                          | 8      | 9                 | 11       | 4                  | 9      | 9                     | 11    |
| %3   | 20                         | 19     | 20                | 11       | 17                 | 21     | 14                    | 17    |
| %2   | 31                         | 36     | 28                | 42       | 41                 | 32     | 29                    | 29    |
| %1 Strongly disagree   | 37                         | 36     | 40                | 34       | 37                 | 36     | 47                    | 40    |

## TRIGGER WARNINGS (cont.)

|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| Trigger warnings may discourage students from encountering important works of literature or art.                                 |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 31                         | 27     | 35                | 44       | 29                 | 24     | 38                    | 34    |
| %4   | 41                         | 46     | 37                | 43       | 46                 | 45     | 40                    | 37    |
| %3   | 15                         | 16     | 14                | 7        | 13                 | 19     | 7                     | 16    |
| %2   | 12                         | 10     | 12                | 4        | 7                  | 12     | 13                    | 10    |
| %1 Strongly disagree   | 2                          | 2      | 2                 | 3        | 6                  | 1      | 1                     | 4     |
| Trigger warnings are part of a trend of colleges going too far to protect students from things that may make them uncomfortable. |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 26                         | 25     | 25                | 29       | 21                 | 27     | 33                    | 21    |
| %4   | 32                         | 33     | 32                | 52       | 34                 | 29     | 38                    | 29    |
| %3   | 22                         | 23     | 22                | 13       | 30                 | 23     | 11                    | 29    |
| %2   | 17                         | 16     | 19                | 7        | 9                  | 19     | 13                    | 20    |
| %1 Strongly disagree   | 3                          | 3      | 3                 | 0        | 5                  | 2      | 5                     | 1     |

# SPREAD OF MASSIVE OPEN ONLINE COURSES

Prior *Inside Higher Ed* surveys have found college professors and other college officials skeptical of the quality of various forms of online instruction. But more and more respected institutions are adopting some form of online instruction, including Arizona State University and the Massachusetts Institute of Technology. These institutions recently began offering degree programs that offer some instruction through massive open online courses, or MOOCs.

These affiliations, however, are not enough to overcome skepticism toward the online model of instruction. Forty-seven percent of CAOs disagree that these programs will provide high-quality education to students; only 12 percent agree. Additionally, 73 percent of CAOs agree that accreditors should conduct separate reviews of these programs.

CAOs are inclined to believe that if those programs succeed, it will represent serious competition to existing programs at many colleges. Forty-seven percent agree with this statement, while 29 percent disagree.

The Massachusetts Institute of Technology and Arizona State are two institutions who have recently started degree programs in which some credit will be earned — at greatly reduced cost — through massive open online courses (MOOCs) or MOOC-like instruction. Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

|  | All Institutions by Sector |        |                   | Public   |                 |        | Private Nonprofit  |       |
|--|----------------------------|--------|-------------------|----------|-----------------|--------|--------------------|-------|
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| <b>These programs will provide high-quality education to students.</b>   |                            |        |                   |          |                 |        |                    |       |
| %5 Strongly agree  | 2                          | 1      | 3                 | 0        | 3               | 0      | 1                  | 2     |
| %4   | 10                         | 13     | 9                 | 13       | 13              | 14     | 11                 | 8     |
| %3   | 40                         | 43     | 37                | 49       | 34              | 43     | 39                 | 32    |
| %2   | 32                         | 29     | 33                | 32       | 37              | 27     | 32                 | 35    |
| %1 Strongly disagree   | 15                         | 14     | 18                | 6        | 13              | 16     | 18                 | 23    |
| <b>Accreditors should conduct separate reviews of these programs.</b>  |                            |        |                   |          |                 |        |                    |       |
| %5 Strongly agree  | 44                         | 41     | 50                | 46       | 40              | 42     | 46                 | 52    |
| %4   | 29                         | 28     | 27                | 33       | 25              | 30     | 32                 | 22    |
| %3   | 10                         | 8      | 11                | 6        | 12              | 5      | 9                  | 15    |
| %2   | 11                         | 16     | 7                 | 12       | 18              | 14     | 8                  | 7     |
| %1 Strongly disagree   | 5                          | 7      | 4                 | 4        | 5               | 8      | 4                  | 4     |
| <b>If these programs succeed, they will represent serious competition to many existing programs at other colleges.</b> |                            |        |                   |          |                 |        |                    |       |
| %5 Strongly agree  | 14                         | 14     | 14                | 12       | 7               | 18     | 13                 | 16    |
| %4   | 33                         | 28     | 34                | 22       | 33              | 28     | 32                 | 27    |
| %3   | 24                         | 28     | 22                | 29       | 24              | 28     | 23                 | 24    |
| %2   | 25                         | 25     | 25                | 30       | 30              | 22     | 26                 | 30    |
| %1 Strongly disagree   | 4                          | 5      | 5                 | 7        | 6               | 4      | 7                  | 3     |

# ACADEMIC FRAUD IN ATHLETICS PROGRAMS

In recent years, investigators have discovered academic fraud in sports departments at several universities. Six in 10 CAOs agree that fraud is common at institutions with big-time sports programs; only 14 percent disagree. Provosts at private institutions (67 percent) are more likely than those at public institutions (52 percent) to believe such fraud is common. Just 27 percent of CAOs at public doctoral institutions believe academic fraud is common in athletic programs.

However, CAOs are not likely to believe that academic fraud is common among athletes at their own institution. Eighty-four percent agree and 55 percent agree strongly that they are confident in the academic integrity of sports programs at their own college. Private college CAOs are more likely to strongly agree (62 percent) than are their public university peers (50 percent).

CAOs at institutions that have high-profile athletic programs – defined as those competing in NCAA Division I basketball – are less likely to believe academic fraud among athletes is common than those at colleges without high-profile athletics. Whereas 41 percent of CAOs at colleges with a Division I basketball program agree that academic fraud is common at institutions that play big-time sports, 63 percent of provosts whose colleges do not compete at that level say the same. Confidence in the integrity of the academics among athletes at one’s own institution is similar for CAOs regardless of whether their institution has big-time athletics.

**As you may know, recently there have been academic scandals at some universities involving athletes, including no-show courses, athletes having course work done for them, and coaches pressuring instructors over grades.**

**Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.**

|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| <b>Academic fraud is common at colleges and universities with big-time athletic programs.</b> |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 22                         | 17     | 28                | 7        | 15                 | 18     | 22                    | 29    |
| %4  | 39                         | 35     | 39                | 20       | 27                 | 40     | 49                    | 32    |
| %3  | 25                         | 29     | 21                | 37       | 45                 | 25     | 18                    | 27    |
| %2  | 13                         | 17     | 10                | 30       | 13                 | 17     | 10                    | 11    |
| %1 Strongly disagree  | 1                          | 1      | 1                 | 6        | 0                  | 1      | 0                     | 1     |
| <b>I am confident in the academic integrity of athletic programs at my college.</b>           |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 55                         | 50     | 62                | 57       | 48                 | 48     | 62                    | 63    |
| %4  | 29                         | 35     | 23                | 34       | 37                 | 33     | 27                    | 22    |
| %3  | 11                         | 10     | 9                 | 4        | 15                 | 10     | 7                     | 10    |
| %2  | 4                          | 5      | 3                 | 4        | 0                  | 8      | 3                     | 4     |
| %1 Strongly disagree  | 1                          | 1      | 2                 | 0        | 0                  | 1      | 1                     | 1     |

# FACULTY AND TENURE

Although most CAOs say their institution commonly relies on nontenure-track faculty members for instruction, they largely see the tenure system as being secure.

Three-quarters of chief academic officers say their institution relies significantly on the use of nontenure-track instructors to teach courses. The percentage reporting the use of nontenure-track professors ranges from a low of 54 percent for those at private baccalaureate colleges to 87 percent of those at public community colleges.

Even so, two-thirds of provosts say tenure for faculty members remains important and viable at their institution, including 38 percent who strongly agree with the statement. CAOs at community colleges are much less likely to agree, with just over half doing so, compared with about 9 in 10 at public four-year colleges and three-quarters at private four-year colleges.

CAOs expect little change in their institution's reliance on tenure moving forward, with 65 percent believing they will be just as reliant on tenure in the future, 27 percent believing they will be more reliant on it, and 8 percent predicting their institution will rely less on tenure.

As you may know, recently there have been academic scandals at some universities involving athletes, including no-show courses, athletes having course work done for them, and coaches pressuring instructors over grades.

Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| Does your institution rely significantly on nontenure-track faculty members for instruction?  |                            |        |                   |          |                    |        |                       |       |
| % Yes   | 75                         | 78     | 69                | 78       | 60                 | 87     | 75                    | 54    |
| % No  | 25                         | 22     | 31                | 22       | 40                 | 13     | 25                    | 46    |
| Tenure remains important and viable at my institution.  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 38                         | 36     | 42                | 66       | 50                 | 23     | 36                    | 51    |
| %4  | 29                         | 33     | 27                | 26       | 45                 | 29     | 39                    | 24    |
| %3  | 12                         | 9      | 15                | 8        | 4                  | 12     | 15                    | 13    |
| %2  | 9                          | 12     | 6                 | 0        | 1                  | 18     | 5                     | 2     |
| %1 Strongly disagree  | 12                         | 11     | 11                | 0        | 0                  | 18     | 5                     | 11    |
| In the future, do you anticipate that your institution will become more reliant, less reliant or will it be about as reliant as it is today on nontenure-track instructors for instruction? |                            |        |                   |          |                    |        |                       |       |
| % Less reliant on nontenure-track faculty   | 8                          | 6      | 11                | 6        | 6                  | 5      | 10                    | 10    |
| % As reliant as it is today on nontenure-track faculty  | 65                         | 62     | 67                | 62       | 67                 | 62     | 59                    | 72    |
| % More reliant on nontenure-track faculty   | 27                         | 32     | 22                | 32       | 27                 | 33     | 31                    | 18    |

## FACULTY AND TENURE (cont.)

One potential alternative to the lifetime guarantee of employment that tenure provides is to give faculty members a series of long-term contracts. Six in 10 CAOs favor such a system, while 39 percent oppose it. Those working at public four-year colleges tend to oppose the plan, while those overseeing academics at two-year institutions mostly favor it. CAOs at private baccalaureate institutions also tilt toward opposing long-term contracts in place of tenure.

| Do you favor or oppose a system of long-term contracts over the existing tenure system in higher education? |                            |        |                   |          |                    |        |                       |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| % Favor   | 61                         | 59     | 60                | 41       | 34                 | 71     | 71                    | 44    |
| % Oppose  | 39                         | 41     | 40                | 59       | 66                 | 29     | 29                    | 56    |

## FACULTY AND TENURE (cont.)

Most chief academic officers dispute the notion that accomplished researchers who are ineffective teachers can gain tenure at their institution. Eighty-six percent disagree, including 65 percent who strongly disagree. Like their peers at other institutions, CAOs at public doctoral universities disagree that poor teachers can still earn tenure, but the percentage expressing strong disagreement is significantly lower at 23 percent.

Forty-nine percent of CAOs say institutions are admitting more Ph.D. students than they should, given the job market.

| Again, using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements. |                            |        |                   |          |                    |        |                       |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| Faculty members at my institution can earn tenure based on research success, even if they are known to be ineffective teachers.                                  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 2                          | 1      | 1                 | 4        | 1                  | 0      | 2                     | 1     |
| %4   | 6                          | 10     | 3                 | 13       | 9                  | 5      | 6                     | 1     |
| %3   | 5                          | 5      | 3                 | 11       | 5                  | 2      | 8                     | 0     |
| %2   | 21                         | 26     | 16                | 48       | 31                 | 19     | 19                    | 14    |
| %1 Strongly disagree   | 65                         | 57     | 77                | 23       | 55                 | 74     | 65                    | 84    |
| Graduate programs at higher education institutions in this country are admitting more Ph.D. students than they should, given the current job market.             |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 18                         | 21     | 15                | 18       | 17                 | 24     | 11                    | 22    |
| %4   | 31                         | 26     | 39                | 26       | 27                 | 28     | 41                    | 41    |
| %3   | 26                         | 25     | 23                | 18       | 33                 | 23     | 37                    | 18    |
| %2   | 20                         | 24     | 16                | 36       | 18                 | 22     | 11                    | 11    |

## COMPETENCY-BASED EDUCATION

The traditional model of college instruction is for students to attend classes over a period of several months to earn course credit. Some institutions are experimenting with competency-based education, which grants credit based on students demonstrating mastery of course material, whether they learn it inside or outside of the classroom, and regardless of the time it takes to learn it.

About 8 in 10 CAOs (79 percent) say they favor awarding academic credit based on demonstrated competency. But barely half of the CAOs, 54 percent, indicate that their institution currently does so. CAOs at community colleges are more likely to favor competency-based education and to indicate that their college or university awards credit using that system.

Of CAOs who report that their institution is not currently awarding credit based on demonstrated competence, about one in three say their institution is exploring such an approach. However, very few believe their institution is likely to adopt it.

Sixty-one percent of chief academic officers agree that it should be easier for students to earn credit based on what they have proven to have learned than on time spent in the classroom, and 65 percent agree that competency-based education can save students considerable money.

Although nearly a third of CAOs; 35 percent agree that competency-based education approaches can be damaging to general education, slightly more, 44 percent, disagree. CAOs at public two-year institutions are most likely to disagree, as seen on the following page.

## COMPETENCY-BASED EDUCATION (cont.)

| As you may know, some higher education institutions are awarding academic credit based on demonstrated competence in the content area in lieu of course completion. |                            |        |                   |          |                    |        |                       |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| Do you favor or oppose the awarding of academic credit based on demonstrated competence?  |                            |        |                   |          |                    |        |                       |       |
| % Favor   | 79                         | 89     | 67                | 72       | 88                 | 92     | 71                    | 66    |
| % Oppose  | 21                         | 11     | 33                | 28       | 12                 | 8      | 29                    | 34    |
| Does your institution award academic credit based on demonstrated competence?   |                            |        |                   |          |                    |        |                       |       |
| % Yes   | 54                         | 69     | 38                | 31       | 60                 | 79     | 37                    | 39    |
| % No  | 46                         | 31     | 62                | 69       | 40                 | 21     | 63                    | 61    |
| Is your institution currently exploring a competency-based education initiative for some programs?*   |                            |        |                   |          |                    |        |                       |       |
| % Yes   | 35                         | 41     | 29                | 47       | 34                 | n/a    | 33                    | 20    |
| % No  | 65                         | 59     | 71                | 53       | 66                 | n/a    | 67                    | 80    |
| How likely is your institution to implement a competency-based education initiative in the near future for some programs?***  |                            |        |                   |          |                    |        |                       |       |
| %4 Very likely  | 0                          | 0      | 1                 | n/a      | n/a                | n/a    | 0                     | 0     |
| % Likely  | 13                         | 35     | 6                 | n/a      | n/a                | n/a    | 5                     | 6     |
| % Unlikely  | 56                         | 51     | 58                | n/a      | n/a                | n/a    | 60                    | 53    |
| %1 Very unlikely  | 31                         | 14     | 36                | n/a      | n/a                | n/a    | 35                    | 41    |
| It should be easier for students to earn credits and degrees based on what they have learned, not just time in the classroom.                                       |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 22                         | 24     | 19                | 4        | 14                 | 31     | 13                    | 14    |
| %4  | 39                         | 46     | 30                | 54       | 45                 | 43     | 34                    | 29    |
| %3  | 24                         | 18     | 32                | 19       | 29                 | 13     | 35                    | 31    |
| %2  | 11                         | 11     | 14                | 19       | 12                 | 9      | 17                    | 16    |
| %1 Strongly disagree  | 4                          | 2      | 5                 | 4        | 1                  | 3      | 1                     | 9     |
| Competency-based education can save students considerable money.  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 19                         | 19     | 17                | 8        | 12                 | 24     | 13                    | 14    |
| %4  | 46                         | 51     | 41                | 50       | 43                 | 53     | 49                    | 42    |
| %3  | 24                         | 22     | 28                | 34       | 33                 | 16     | 26                    | 29    |
| %2  | 10                         | 8      | 13                | 5        | 12                 | 6      | 10                    | 14    |
| %1 Strongly disagree  | 1                          | 1      | 1                 | 4        | 0                  | 1      | 1                     | 1     |
| Competency-based education may be damaging to general education.  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 8                          | 4      | 10                | 6        | 5                  | 5      | 9                     | 12    |
| %4  | 27                         | 22     | 35                | 38       | 24                 | 18     | 31                    | 41    |
| %3  | 21                         | 20     | 21                | 23       | 31                 | 17     | 32                    | 14    |
| %2  | 32                         | 39     | 22                | 32       | 31                 | 44     | 23                    | 23    |
| %1 Strongly disagree  | 12                         | 14     | 11                | 2        | 8                  | 17     | 5                     | 11    |

\* Asked of those CAOs whose institution does not award academic credit based on demonstrated competence. Some subgroups are not reported as a result of small sample size.

\*\* Asked of those CAOs whose institution does not award academic credit based on demonstrated competence and is not exploring a competency-based education initiative. Some subgroups are not reported as a result of small sample size.

# INSTITUTIONAL EFFECTIVENESS

CAOs are generally confident in their institution's effectiveness in various areas, with at least 8 in 10 saying their institution is at least somewhat effective in each of the eight areas evaluated. There are, however, significant differences in the percentage of academic officers viewing their institution as being "very effective."

Topping the list is "providing a quality undergraduate education," which 67 percent say their institution is very effective in doing. A majority, 52 percent, also say their institution is very effective at preparing students for the work force, while 48 percent believe their institution is very effective at providing undergraduate support services.

Between one-quarter and one-third of provosts believe their college or university is very effective at recruiting and retaining quality faculty (34 percent), controlling rising costs for students and their families (31 percent), preparing students for engaged citizenship (30 percent), identifying and assessing student outcomes (26 percent), and using data to aid and inform campus decision-making (26 percent).

| How would you rate the effectiveness of your institution in the following areas? |                            |        |                   |          |                    |        |                       |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| <b>Providing a quality undergraduate education</b>                               |                            |        |                   |          |                    |        |                       |       |
| %4 Very effective  | 67                         | 61     | 74                | 68       | 73                 | 55     | 72                    | 74    |
| %3 Somewhat effective  | 32                         | 38     | 26                | 30       | 26                 | 44     | 27                    | 25    |
| %2 Not too effective   | 1                          | 1      | 1                 | 2        | 1                  | 1      | 1                     | 1     |
| %1 Not effective at all  | 0                          | 0      | 0                 | 0        | 0                  | 0      | 0                     | 0     |
| <b>Preparing students for the world of work</b>                                  |                            |        |                   |          |                    |        |                       |       |
| %4 Very effective  | 52                         | 50     | 53                | 61       | 37                 | 51     | 41                    | 54    |
| %3 Somewhat effective  | 46                         | 49     | 45                | 39       | 60                 | 48     | 57                    | 46    |
| %2 Not too effective   | 1                          | 1      | 2                 | 0        | 2                  | 1      | 2                     | 0     |
| %1 Not effective at all  | 0                          | 0      | 0                 | 0        | 0                  | 0      | 0                     | 0     |
| <b>Offering undergraduate support services</b>                                   |                            |        |                   |          |                    |        |                       |       |
| %4 Very effective  | 48                         | 45     | 51                | 59       | 48                 | 42     | 54                    | 48    |
| %3 Somewhat effective  | 47                         | 49     | 46                | 35       | 52                 | 49     | 44                    | 49    |
| %2 Not too effective   | 4                          | 5      | 2                 | 6        | 0                  | 8      | 3                     | 3     |
| %1 Not effective at all  | 0                          | 1      | 0                 | 0        | 0                  | 1      | 0                     | 0     |

# INSTITUTIONAL EFFECTIVENESS (cont.)

|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| <b>Recruiting and retaining talented faculty</b>                |                            |        |                   |          |                    |        |                       |       |
| %4 Very effective   | 34                         | 29     | 39                | 34       | 32                 | 26     | 43                    | 38    |
| %3 Somewhat effective   | 57                         | 56     | 55                | 57       | 60                 | 56     | 52                    | 59    |
| %2 Not too effective  | 9                          | 14     | 5                 | 9        | 6                  | 17     | 5                     | 3     |
| %1 Not effective at all   | 0                          | 1      | 0                 | 0        | 2                  | 1      | 0                     | 0     |
| <b>Controlling rising costs for students and their families</b> |                            |        |                   |          |                    |        |                       |       |
| %4 Very effective   | 31                         | 41     | 22                | 47       | 31                 | 45     | 13                    | 27    |
| %3 Somewhat effective   | 53                         | 45     | 60                | 50       | 63                 | 35     | 67                    | 61    |
| %2 Not too effective  | 15                         | 13     | 17                | 3        | 6                  | 19     | 19                    | 11    |
| %1 Not effective at all   | 1                          | 0      | 1                 | 0        | 0                  | 1      | 2                     | 1     |
| <b>Preparing students for engaged citizenship</b>               |                            |        |                   |          |                    |        |                       |       |
| %4 Very effective   | 30                         | 20     | 42                | 40       | 36                 | 10     | 38                    | 47    |
| %3 Somewhat effective   | 57                         | 61     | 53                | 57       | 57                 | 65     | 58                    | 45    |
| %2 Not too effective  | 12                         | 18     | 5                 | 3        | 7                  | 25     | 4                     | 8     |
| %1 Not effective at all   | 0                          | 1      | 0                 | 0        | 0                  | 1      | 0                     | 0     |
| <b>Identifying and assessing student outcomes</b>               |                            |        |                   |          |                    |        |                       |       |
| %4 Very effective   | 26                         | 21     | 28                | 22       | 14                 | 21     | 31                    | 27    |
| %3 Somewhat effective   | 64                         | 66     | 62                | 73       | 71                 | 65     | 61                    | 60    |
| %2 Not too effective  | 10                         | 13     | 9                 | 5        | 15                 | 14     | 7                     | 11    |
| %1 Not effective at all   | 1                          | 0      | 1                 | 0        | 0                  | 0      | 1                     | 2     |
| <b>Using data to aid and inform campus decision-making</b>      |                            |        |                   |          |                    |        |                       |       |
| %4 Very effective   | 26                         | 25     | 25                | 43       | 23                 | 21     | 24                    | 27    |
| %3 Somewhat effective   | 59                         | 62     | 57                | 53       | 69                 | 61     | 62                    | 53    |
| %2 Not too effective  | 13                         | 12     | 14                | 4        | 8                  | 15     | 12                    | 15    |
| %1 Not effective at all   | 2                          | 2      | 4                 | 0        | 0                  | 3      | 2                     | 4     |

Chief academic officers at four-year universities are more confident than those at two-year colleges that their institution provides a quality undergraduate education. Just over half of two-year CAOs (55 percent) say their institution is very effective in doing so, compared with roughly 7 in 10 academic leaders at four-year institutions. Also, CAOs at two-year colleges are less likely to describe their institutions as being very effective in preparing students for engaged citizenship – 10 percent say this, compared with nearly 4 in 10 CAOs at four-year institutions.

## INSTITUTIONAL EFFECTIVENESS (cont.)

This difference helps explain the wide public-private gap (20 percent and vs. 42 percent, respectively) in preparing students for engaged citizenship. There is also a significant difference between public and private CAOs in believing their institution is very effective in controlling rising costs for students and their families. Forty-one percent of public college CAOs view their institution as being very effective in controlling costs, compared with 22 percent of private college CAOs.

When asked to rate the effectiveness of technology resources and services, CAOs are most positive about their institutions' libraries, with 57 percent saying the resources and services their libraries provide are very effective. Most of the rest (38 percent) describe library resources and services as somewhat effective.

CAOs also tend to be positive about the effectiveness of academic support services and on-campus teaching and instruction, with more than 40 percent saying their institution is very effective in those areas.

CAOs are least likely to view their school as being very effective in research and scholarship (18 percent), data analysis and organizational analytics (16 percent), and administrative information systems and operations (14 percent). But that does not mean CAOs see their institutions as ineffective in these areas, as the majority still view their institution as somewhat effective in all of these areas.

| How would you rate the effectiveness of your institution's technology resources and services in the following areas? |                            |        |                   |          |                    |        |                       |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| <b>Library resources and services</b>  |                            |        |                   |          |                    |        |                       |       |
| % Very effective   | 57                         | 58     | 55                | 52       | 66                 | 58     | 55                    | 54    |
| % Somewhat effective   | 38                         | 35     | 40                | 46       | 34                 | 34     | 43                    | 38    |
| % Not too effective  | 5                          | 6      | 4                 | 3        | 0                  | 8      | 2                     | 8     |
| % Not effective at all   | 0                          | 0      | 0                 | 0        | 0                  | 1      | 0                     | 0     |
| <b>Academic support services</b>   |                            |        |                   |          |                    |        |                       |       |
| % Very effective   | 45                         | 47     | 43                | 44       | 47                 | 47     | 41                    | 38    |
| % Somewhat effective   | 48                         | 47     | 48                | 53       | 49                 | 46     | 52                    | 52    |
| % Not too effective  | 7                          | 6      | 8                 | 3        | 4                  | 7      | 7                     | 10    |
| % Not effective at all   | 0                          | 0      | 1                 | 0        | 0                  | 0      | 1                     | 0     |

# INSTITUTIONAL EFFECTIVENESS (cont.)

|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| <b>On-campus teaching and instruction</b>                |                            |        |                   |          |                    |        |                       |       |
| % Very effective   | 41                         | 42     | 40                | 42       | 35                 | 44     | 48                    | 33    |
| % Somewhat effective                                     | 51                         | 54     | 48                | 52       | 60                 | 53     | 39                    | 56    |
| % Not too effective                                      | 7                          | 4      | 10                | 7        | 5                  | 2      | 12                    | 6     |
| % Not effective at all                                   | 1                          | 0      | 2                 | 0        | 0                  | 0      | 1                     | 4     |
| <b>Student resources and services</b>                    |                            |        |                   |          |                    |        |                       |       |
| % Very effective   | 37                         | 37     | 37                | 41       | 46                 | 33     | 36                    | 31    |
| % Somewhat effective                                     | 56                         | 58     | 54                | 53       | 48                 | 61     | 54                    | 60    |
| % Not too effective                                      | 7                          | 6      | 9                 | 6        | 6                  | 6      | 10                    | 9     |
| % Not effective at all                                   | 0                          | 0      | 0                 | 0        | 0                  | 0      | 0                     | 0     |
| <b>Online courses and programs</b>                       |                            |        |                   |          |                    |        |                       |       |
| % Very effective   | 30                         | 33     | 26                | 42       | 30                 | 33     | 27                    | 22    |
| % Somewhat effective                                     | 52                         | 57     | 48                | 56       | 55                 | 59     | 59                    | 45    |
| % Not too effective                                      | 12                         | 8      | 17                | 2        | 11                 | 5      | 13                    | 18    |
| % Not effective at all                                   | 5                          | 2      | 10                | 0        | 4                  | 2      | 1                     | 15    |
| <b>Research and scholarship</b>                          |                            |        |                   |          |                    |        |                       |       |
| % Very effective   | 18                         | 15     | 22                | 37       | 12                 | 8      | 21                    | 20    |
| % Somewhat effective                                     | 55                         | 58     | 53                | 49       | 76                 | 48     | 54                    | 51    |
| % Not too effective                                      | 25                         | 25     | 24                | 14       | 9                  | 40     | 25                    | 28    |
| % Not effective at all                                   | 2                          | 3      | 1                 | 0        | 3                  | 4      | 1                     | 1     |
| <b>Data analysis and organizational analytics</b>        |                            |        |                   |          |                    |        |                       |       |
| % Very effective   | 16                         | 18     | 12                | 30       | 20                 | 15     | 13                    | 14    |
| % Somewhat effective                                     | 54                         | 58     | 49                | 50       | 62                 | 57     | 58                    | 42    |
| % Not too effective                                      | 25                         | 22     | 31                | 20       | 19                 | 24     | 22                    | 36    |
| % Not effective at all                                   | 5                          | 2      | 8                 | 0        | 0                  | 3      | 6                     | 8     |
| <b>Administrative information systems and operations</b> |                            |        |                   |          |                    |        |                       |       |
| % Very effective   | 14                         | 15     | 14                | 21       | 17                 | 13     | 11                    | 14    |
| % Somewhat effective                                     | 63                         | 62     | 62                | 61       | 67                 | 60     | 60                    | 64    |
| % Not too effective                                      | 20                         | 21     | 21                | 13       | 14                 | 25     | 23                    | 22    |
| % Not effective at all                                   | 3                          | 2      | 3                 | 5        | 1                  | 2      | 6                     | 0     |

# STUDENT OUTCOMES AND MEASUREMENT

The majority of chief academic officers, 61 percent, say their institution uses at least one standardized test or student assessment. CAOs at private baccalaureate colleges (72 percent) are most likely to say this. The most commonly used assessment is the NSSE, or National Survey of Student Engagement, which two-thirds of colleges administering a standardized assessment use. The next most commonly used assessments are the ETS (Educational Testing Service) Major Field Tests and the CLA (Collegiate Learning Assessment), respectively, though a larger proportion (42 percent) indicate that they use an assessment other than those listed

| To measure student outcomes, does your institution use at least one standardized test or assessment? |                            |        |                   |          |                    |        |                       |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| % Yes  | 61                         | 60     | 64                | 56       | 65                 | 55     | 63                    | 72    |
| % No   | 39                         | 40     | 36                | 44       | 35                 | 45     | 37                    | 28    |

| Which of the following tests or assessments of student outcomes does your institution use?<br>(Select all that apply.)* |                            |        |                   |          |                    |        |                       |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| % National Survey of Student Engagement/<br>Community College Survey of Student Engagement                              | 67                         | 69     | 70                | n/a      | 91                 | 67     | 76                    | 74    |
| % ETS Major Field Tests   | 26                         | 13     | 40                | n/a      | 44                 | 2      | 45                    | 44    |
| % Collegiate Learning Assessment (CLA)  | 17                         | 14     | 21                | n/a      | 38                 | 2      | 29                    | 21    |
| % ETS Proficiency Profile for General Education   | 12                         | 6      | 15                | n/a      | 12                 | 3      | 14                    | 19    |
| % Collegiate Assessment of Academic Proficiency (CAAP)  | 8                          | 11     | 7                 | n/a      | 18                 | 11     | 2                     | 9     |
| % College Senior Survey (UCLA/Higher Ed Res. Inst.)   | 8                          | 3      | 14                | n/a      | 6                  | 1      | 16                    | 16    |
| % Another assessment  | 42                         | 39     | 39                | n/a      | 27                 | 40     | 32                    | 37    |

\* Asked of those CAOs whose institution uses a standardized test to measure student outcomes. Some subgroups are not reported as a result of small sample size.

## STUDENT OUTCOMES AND MEASUREMENT (cont.)

Of the chief academic officers CAOs who say their institution administers at least one standardized test or assessment, 7 in 10 (71 percent) say their institution makes effective use of the data to measure student outcomes. This proportion is similar across public- and private-sector institutions. Public associate degree and private baccalaureate CAOs are slightly less likely to say their institution makes effective use of the data.

| Does your institution make effective use of data used to measure student outcomes?* |                            |        |                   |          |                    |        |                       |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| % Yes   | 71                         | 70     | 70                | n/a      | 76                 | 62     | 81                    | 63    |
| % No  | 29                         | 30     | 30                | n/a      | 24                 | 38     | 19                    | 37    |

\* Asked of CAOs who indicated that their institution uses at least one standardized test or assessment.

# BUDGET AND FINANCES

CAOs are divided as to whether their institution's financial situation has improved in the last year: 42 percent say it has, and 40 percent disagree. More academic leaders believe that their institution has not fully recovered from the 2008 economic downturn than believe it has, with 50 percent disagreeing that the downturn is effectively over at their institution and 32 percent agreeing. Forty-two percent also agree that their institution made tough but necessary changes in their academic budgets in response to the downturn, while 30 percent disagree.

Chief academic officers at private institutions are more positive than public university CAOs about their school's financial situation. Whereas 48 percent of private college CAOs agree that their institution's financial situation has improved in the past year, 32 percent of public institution CAOs agree. Further, while 39 percent of private college CAOs agree that the economic downturn is over for their institution, just 22 percent of public university CAOs say the same. Much of these differences can be explained by the more negative financial assessment from CAOs at public two-year institutions. Fifty-seven percent disagree that their financial situation has improved in the past year, and 63 percent disagree that their institution has recovered from the downturn.

Looking ahead, many CAOs (65 percent) indicate that they agree or strongly agree that they will be reallocating funds to support academic programs rather than finding new revenues to support them. CAOs tend to disagree that their institution needs to reduce the number of academic programs it offers or that it is likely to do so this academic year.

| Please respond to the following items about budgets and finances at higher education institutions. Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements. |                            |        |                   |          |                 |        |                    |       |
|--|----------------------------|--------|-------------------|----------|-----------------|--------|--------------------|-------|
|  | All Institutions by Sector |        |                   | Public   |                 |        | Private Nonprofit  |       |
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/ Bacc. | Assoc. | Doctoral/ Master's | Bacc. |
| Over all, the financial situation at my institution has improved in the last year.   |                            |        |                   |          |                 |        |                    |       |
| %5 Strongly agree  | 18                         | 15     | 18                | 23       | 14              | 13     | 19                 | 15    |
| %4   | 24                         | 17     | 30                | 24       | 19              | 15     | 34                 | 29    |
| %3   | 19                         | 18     | 21                | 24       | 24              | 14     | 19                 | 27    |
| %2   | 23                         | 29     | 15                | 14       | 27              | 33     | 14                 | 15    |
| %1 Strongly disagree   | 17                         | 21     | 15                | 14       | 16              | 24     | 14                 | 14    |

## BUDGET AND FINANCES (cont.)

|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| The economic downturn that started in 2008 is effectively over at my institution.   |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 13                         | 9      | 16                | 14       | 4                  | 10     | 12                    | 9     |
| %4  | 19                         | 13     | 23                | 31       | 16                 | 10     | 29                    | 24    |
| %3  | 18                         | 20     | 18                | 14       | 30                 | 17     | 19                    | 17    |
| %2  | 31                         | 34     | 29                | 31       | 31                 | 36     | 28                    | 31    |
| %1 Strongly disagree  | 19                         | 24     | 15                | 9        | 19                 | 27     | 13                    | 19    |
| My institution used the economic downturn to make tough but necessary changes in our academic programming budgets.          |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 10                         | 10     | 9                 | 23       | 5                  | 10     | 8                     | 11    |
| %4  | 32                         | 30     | 32                | 31       | 30                 | 28     | 40                    | 29    |
| %3  | 29                         | 34     | 25                | 19       | 37                 | 37     | 26                    | 22    |
| %2  | 21                         | 19     | 23                | 23       | 22                 | 17     | 18                    | 29    |
| %1 Strongly disagree  | 9                          | 7      | 11                | 4        | 6                  | 8      | 8                     | 9     |
| Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues. |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 28                         | 35     | 21                | 28       | 27                 | 39     | 23                    | 22    |
| %4  | 37                         | 44     | 33                | 39       | 46                 | 46     | 44                    | 25    |
| %3  | 13                         | 9      | 12                | 8        | 14                 | 6      | 13                    | 12    |
| %2  | 17                         | 8      | 27                | 17       | 12                 | 6      | 14                    | 35    |
| %1 Strongly disagree  | 5                          | 3      | 7                 | 8        | 1                  | 3      | 5                     | 5     |
| My institution needs to reduce the number of academic programs it offers by the end of the 2015-16 academic year.           |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 8                          | 7      | 7                 | 5        | 2                  | 9      | 7                     | 9     |
| %4  | 17                         | 22     | 13                | 19       | 8                  | 29     | 21                    | 8     |
| %3  | 20                         | 22     | 19                | 24       | 19                 | 24     | 17                    | 21    |
| %2  | 26                         | 27     | 26                | 25       | 33                 | 25     | 34                    | 23    |
| %1 Strongly disagree  | 29                         | 23     | 35                | 27       | 38                 | 14     | 22                    | 39    |
| My institution is likely to reduce the number of academic programs it offers by the end of the 2015-16 academic year.       |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 7                          | 7      | 6                 | 9        | 2                  | 9      | 5                     | 10    |
| %4  | 20                         | 27     | 14                | 22       | 11                 | 34     | 26                    | 5     |
| %3  | 18                         | 19     | 18                | 17       | 14                 | 22     | 13                    | 24    |
| %2  | 30                         | 28     | 30                | 34       | 34                 | 25     | 33                    | 27    |
| %1 Strongly disagree  | 26                         | 18     | 33                | 19       | 39                 | 9      | 23                    | 35    |

CAOs widely agree that financial concerns are prevalent in their institution's discussions about launching new academic programs. Eighty-eight percent agree, including 57 percent who strongly agree, as seen on the following page.

## BUDGET AND FINANCES (cont.)

| Financial concerns (revenue, market opportunities, profit, etc.) are prevalent in my institution's discussions about launching new academic programs. |                            |        |                   |          |                    |        |                       |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| %5 Strongly agree   | 57                         | 61     | 57                | 51       | 58                 | 63     | 61                    | 63    |
| %4  | 31                         | 29     | 32                | 41       | 34                 | 25     | 31                    | 28    |
| %3  | 6                          | 6      | 5                 | 6        | 7                  | 6      | 5                     | 2     |
| %2  | 3                          | 3      | 3                 | 2        | 1                  | 5      | 2                     | 4     |
| %1 Strongly disagree  | 2                          | 1      | 3                 | 0        | 0                  | 1      | 1                     | 3     |

According to CAOs, higher education institutions over all are continuing to emphasize various cost-cutting practices to maximize their budgets and streamline operations over the next year. Most commonly, CAOs say their institution is increasing its emphasis on funding programs based on alignment with the mission (91 percent), increasing collaboration with other colleges and universities (90 percent), expanding online programs and offerings (79 percent), cutting underperforming academic programs (74 percent), and dismissing underperforming faculty (74 percent).

Slightly less than half of CAOs, 47 percent, say their institution is promoting early retirement of faculty, while 38 percent are increasing their use of part-time faculty. Thirty-two percent say their institution is dismissing underperforming tenured faculty, and 22 percent are altering their institution's tenure policy. Very few CAOs say they are cutting athletic programs (4 percent) or changing their institution's mission (6 percent).

CAOs at private versus public colleges are similar in their reports of the cost-cutting measures their institution is taking, but private college CAOs are much more likely than public institution CAOs to say the institution is promoting retirement of older faculty members, 59 percent to 39 percent, respectively.

| Please indicate whether you plan to INCREASE emphasis on the following practices at your institution over the next year. |                            |        |                   |          |                    |        |                       |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| Funding programs based on the alignment with our mission   |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 91                         | 92     | 89                | 93       | 94                 | 92     | 93                    | 83    |
| % No   | 9                          | 8      | 11                | 7        | 6                  | 8      | 7                     | 17    |
| Increasing collaboration with other colleges and universities  |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 90                         | 92     | 91                | 89       | 86                 | 94     | 90                    | 90    |
| % No   | 10                         | 8      | 9                 | 11       | 14                 | 6      | 10                    | 10    |

## BUDGET AND FINANCES (cont.)

| Please indicate whether you plan to INCREASE emphasis on the following practices at your institution over the next year. |                            |        |                   |          |                    |        |                       |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| Expanding online programs and offerings  |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 79                         | 82     | 76                | 91       | 88                 | 80     | 87                    | 66    |
| % No   | 21                         | 18     | 24                | 9        | 12                 | 20     | 13                    | 34    |
| Cutting underperforming academic programs  |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 74                         | 78     | 68                | 74       | 57                 | 86     | 78                    | 71    |
| % No   | 26                         | 22     | 32                | 26       | 43                 | 14     | 22                    | 29    |
| Dismissing underperforming faculty   |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 74                         | 74     | 71                | 79       | 58                 | 78     | 77                    | 67    |
| % No   | 26                         | 26     | 29                | 21       | 42                 | 22     | 23                    | 33    |
| Promoting retirement of older faculty  |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 47                         | 39     | 59                | 56       | 44                 | 37     | 77                    | 58    |
| % No   | 53                         | 61     | 41                | 44       | 56                 | 63     | 23                    | 42    |
| Increasing use of part-time faculty  |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 38                         | 40     | 33                | 19       | 35                 | 46     | 35                    | 34    |
| % No   | 62                         | 60     | 67                | 81       | 65                 | 54     | 65                    | 66    |
| Dismissing underperforming tenured faculty   |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 32                         | 33     | 29                | 45       | 24                 | 35     | 34                    | 22    |
| % No   | 68                         | 67     | 71                | 55       | 76                 | 65     | 66                    | 78    |
| Altering the tenure policy   |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 22                         | 19     | 27                | 29       | 17                 | 19     | 28                    | 24    |
| % No   | 78                         | 81     | 73                | 71       | 83                 | 81     | 72                    | 76    |
| Increasing teaching loads for full-time faculty  |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 19                         | 18     | 17                | 16       | 18                 | 18     | 18                    | 13    |
| % No   | 81                         | 82     | 83                | 84       | 82                 | 82     | 82                    | 87    |
| Outsourcing some instructional services  |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 16                         | 15     | 15                | 15       | 8                  | 14     | 13                    | 17    |
| % No   | 84                         | 85     | 85                | 85       | 92                 | 86     | 87                    | 83    |
| Changing the mission of the institution  |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 6                          | 9      | 3                 | 2        | 13                 | 9      | 4                     | 1     |
| % No   | 94                         | 91     | 97                | 98       | 87                 | 91     | 96                    | 99    |
| Cutting athletic programs  |                            |        |                   |          |                    |        |                       |       |
| % Yes  | 4                          | 6      | 3                 | 2        | 7                  | 7      | 4                     | 4     |
| % No   | 96                         | 94     | 97                | 98       | 93                 | 93     | 96                    | 96    |

## BUDGET AND FINANCES (cont.)

Regarding where institutions plan to invest their available resources next year, CAOs are most likely to say they expect major allocation of funds in STEM fields (59 percent agree) and in professional and pre-professional programs (56 percent). Slightly less than half, 46 percent, anticipate major funding for online programs. CAOs are least likely to expect major funding for arts and sciences programs (32 percent).

Public university academic leaders are slightly more likely than their private college counterparts to agree that they anticipate major funding in STEM fields (67 percent to 51 percent, respectively), while private college CAOs are more likely than public university CAOs to anticipate major funding in arts and sciences programs (38 percent vs to 25 percent, respectively).

| I anticipate major allocation of funds to the following categories in the next budget year. |                            |        |                   |          |                    |        |                       |       |
|---|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|   | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|   | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| <b>STEM fields</b>  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 17                         | 16     | 17                | 16       | 19                 | 16     | 20                    | 19    |
| %4  | 42                         | 51     | 34                | 69       | 55                 | 46     | 43                    | 32    |
| %3  | 25                         | 21     | 28                | 10       | 19                 | 24     | 21                    | 36    |
| %2  | 10                         | 8      | 14                | 0        | 5                  | 9      | 10                    | 12    |
| %1 Strongly disagree  | 6                          | 4      | 6                 | 4        | 1                  | 5      | 6                     | 1     |
| <b>Professional or pre-professional programs</b>  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 15                         | 10     | 17                | 8        | 8                  | 9      | 15                    | 11    |
| %4  | 41                         | 43     | 43                | 52       | 44                 | 42     | 47                    | 39    |
| %3  | 24                         | 28     | 21                | 29       | 23                 | 28     | 18                    | 28    |
| %2  | 14                         | 14     | 12                | 4        | 19                 | 15     | 12                    | 11    |
| %1 Strongly disagree  | 6                          | 5      | 8                 | 6        | 6                  | 5      | 7                     | 11    |
| <b>Online programs</b>  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 13                         | 7      | 16                | 4        | 3                  | 9      | 19                    | 12    |
| %4  | 33                         | 38     | 31                | 36       | 40                 | 41     | 39                    | 27    |
| %3  | 26                         | 31     | 20                | 45       | 35                 | 27     | 23                    | 21    |
| %2  | 15                         | 16     | 13                | 11       | 15                 | 15     | 10                    | 12    |
| %1 Strongly disagree  | 13                         | 8      | 20                | 5        | 7                  | 9      | 9                     | 28    |
| <b>Arts and sciences programs</b>   |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree   | 9                          | 6      | 12                | 4        | 10                 | 5      | 5                     | 17    |
| %4  | 23                         | 19     | 26                | 36       | 22                 | 16     | 26                    | 20    |
| %3  | 36                         | 37     | 37                | 39       | 38                 | 37     | 35                    | 43    |
| %2  | 22                         | 27     | 16                | 8        | 24                 | 30     | 20                    | 17    |
| %1 Strongly disagree  | 10                         | 11     | 9                 | 13       | 6                  | 11     | 13                    | 3     |

# SCHOLARSHIP AND LEADERSHIP

CAOs have a unique role in being part of the campus administration but serving in a role charged with overseeing instruction and learning at their institution. When asked whether there are fundamental differences in perspective between faculty members and administrators, CAOs are more inclined to agree (48 percent) than to disagree (32 percent).

One-third agree that their job is more focused on financial and management issues than on academic ones, but more (44 percent) disagree with that statement.

Most CAOs seemingly do not regret pursuing a position in administration; 81 percent agree that they are glad they pursued administrative work, including 44 percent who strongly agree. CAOs at public doctoral institutions are most likely to strongly agree.

| Again, using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements. |                            |        |                   |          |                    |        |                       |       |
|--|----------------------------|--------|-------------------|----------|--------------------|--------|-----------------------|-------|
|  | All Institutions by Sector |        |                   | Public   |                    |        | Private Nonprofit     |       |
|  | All                        | Public | Private Nonprofit | Doctoral | Master's/<br>Bacc. | Assoc. | Doctoral/<br>Master's | Bacc. |
| <b>There is a fundamental difference in perspective between faculty members and administrators.</b>  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 15                         | 16     | 12                | 14       | 12                 | 16     | 16                    | 12    |
| %4   | 33                         | 32     | 34                | 43       | 37                 | 31     | 46                    | 28    |
| %3   | 20                         | 23     | 18                | 16       | 20                 | 25     | 15                    | 22    |
| %2   | 25                         | 23     | 28                | 23       | 27                 | 22     | 21                    | 31    |
| %1 Strongly disagree   | 7                          | 7      | 7                 | 4        | 4                  | 6      | 1                     | 7     |
| <b>My job is more focused on financial and management issues than on academic issues.</b>  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 11                         | 13     | 12                | 5        | 11                 | 14     | 15                    | 11    |
| %4   | 21                         | 24     | 19                | 19       | 24                 | 27     | 25                    | 18    |
| %3   | 22                         | 21     | 23                | 34       | 22                 | 19     | 24                    | 21    |
| %2   | 31                         | 30     | 33                | 34       | 31                 | 30     | 27                    | 36    |
| %1 Strongly disagree   | 13                         | 12     | 14                | 8        | 11                 | 11     | 8                     | 13    |
| <b>I am glad I pursued administrative work.</b>  |                            |        |                   |          |                    |        |                       |       |
| %5 Strongly agree  | 44                         | 45     | 42                | 64       | 49                 | 42     | 44                    | 39    |
| %4   | 37                         | 36     | 39                | 25       | 37                 | 35     | 44                    | 39    |
| %3   | 12                         | 11     | 12                | 6        | 11                 | 12     | 8                     | 15    |
| %2   | 5                          | 7      | 3                 | 5        | 3                  | 9      | 1                     | 3     |
| %1 Strongly disagree   | 2                          | 2      | 3                 | 0        | 0                  | 3      | 3                     | 4     |

# INSTITUTION AND PERSONAL DEMOGRAPHICS

| What is your age? | %  |
|-------------------|----|
| Younger than 30   | 0  |
| 30 to 39          | 1  |
| 40 to 49          | 18 |
| 50 to 59          | 46 |
| 60 to 69          | 32 |
| 70 and older      | 3  |

| What is your gender? | %  |
|----------------------|----|
| Male                 | 52 |
| Female               | 48 |

| How many years have you served as the provost or chief academic officer at this institution? | %  |
|--|----|
| Less than six months   | 16 |
| Six months to less than three years  | 38 |
| Three years to less than five years  | 17 |
| Five years to less than 10 years   | 18 |
| 10 or more years   | 11 |

## INSTITUTION AND PERSONAL DEMOGRAPHICS (cont.)

| How many years have you served as the provost or chief academic officer at any institution? | %  |
|---|----|
| Less than six months  | 10 |
| Six months to less than three years   | 28 |
| Three years to less than five years   | 18 |
| Five years to less than 10 years  | 22 |
| 10 or more years  | 22 |

| What type of higher education institution do you work for? | %  |
|--|----|
| Public (four year)   | 18 |
| Private nonprofit (four year)                              | 45 |
| Community college  | 30 |
| Private nonprofit (two year)                               | 2  |
| For-profit institution                                     | 5  |

| Do you consider your institution to be a liberal arts institution? | %  |
|--|----|
| Yes  | 46 |
| No   | 54 |

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