

THE 2014 INSIDE HIGHER ED SURVEY OF
**College & University
Chief Academic Officers**

Conducted by Gallup®

SCOTT JASCHIK & DOUG LEDERMAN
EDITORS, INSIDE HIGHER ED



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THE 2014 INSIDE HIGHER ED SURVEY OF COLLEGE AND UNIVERSITY CHIEF ACADEMIC OFFICERS

A Study by Gallup and *Inside Higher Ed*

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TABLE OF CONTENTS

Foreword	5
Snapshot Of Findings	5
Methodology	6
Summary Infographic	6
Detailed Findings	7
Academic Health	7
Obama's Ratings Initiative	9
Academic Programs And Practices	10
Institutional Effectiveness	12
Academic Rigor And Quality	15
Student Outcomes And Measurement	18
Budget And Finances	20
Faculty And Tenure	23
Changing Landscape In Higher Education	27
Scholarship And Leadership	30
Institution and Personal Demographics	34

FOREWORD

***Inside Higher Ed's* third 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.**

Some of the questions addressed in the study are:

- How do provosts/CAOs assess the academic health of their institutions?
- How do CAOs perceive the Obama administration's college rating system?
- How effective are institutions on a variety of performance metrics?
- What is the status of "academic rigor" at higher education institutions in the U.S.?
- What are issues facing faculty and tenure practices in higher education?
- How are innovations in operations and program offerings impacting higher education?
- How do their leadership roles affect the pursuit of scholarship for provosts?

SNAPSHOT OF FINDINGS

- Just 12 percent of CAOs agree or strongly agree that the Obama administration's ratings initiative will help prospective students and their families make meaningful comparisons between institutions. One in four (25 percent) strongly disagrees the initiative will have such utility.
- CAOs are confident in the academic health of their institutions, with nearly 9 in 10 (89 percent) saying academic health is good to excellent.
- Just 11 percent of CAOs strongly agree that the financial situation at their institution has improved in the last year.
- Over half of CAOs strongly agree that financial concerns are prevalent in their institution's discussion about launching new academic programs.
- Similar to findings in 2013, most CAOs do not feel cheating and grade inflation are serious issues at their institution, but they are much more likely to say these are an issue in higher education in this country generally.
- Over one-third of CAOs say they favor awarding credit for MOOCs.
- Two in 10 CAOs strongly agree they aspire to be a college president someday.

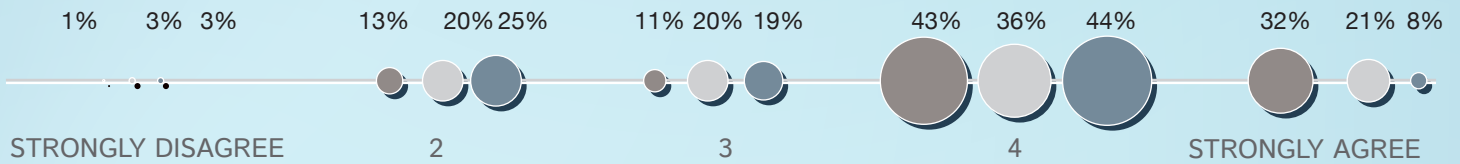
METHODOLOGY

The following report presents findings from a quantitative survey research study that Gallup conducted on behalf of *Inside Higher Ed*. The objective of the study was to learn the practices and perceptions of college and university chief academic officers and provosts related to finances, academics, strategies and policies. To achieve these objectives, Gallup collected 842 Web surveys from CAOs and provosts representing 418 public institutions, 361 private nonprofit colleges and universities, and 42 institutions from the for-profit sector.

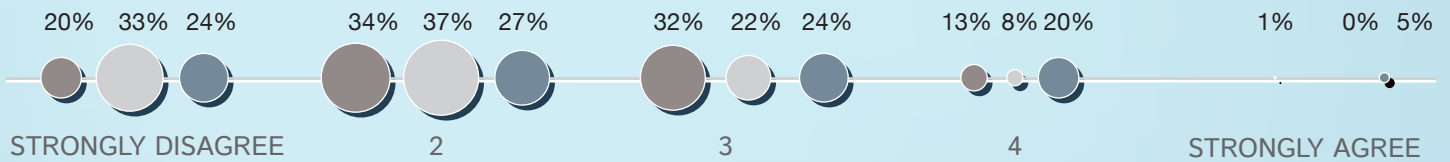
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Public Private Nonprofit For-Profit

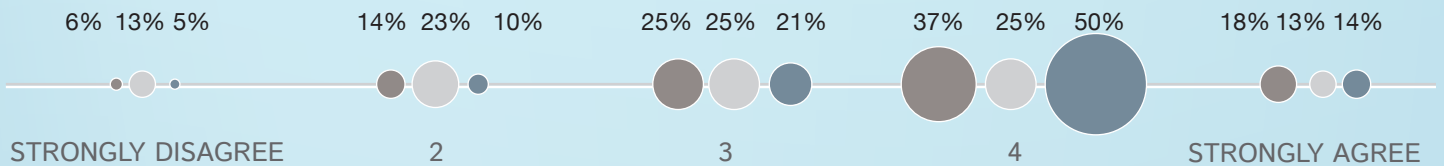
Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues.



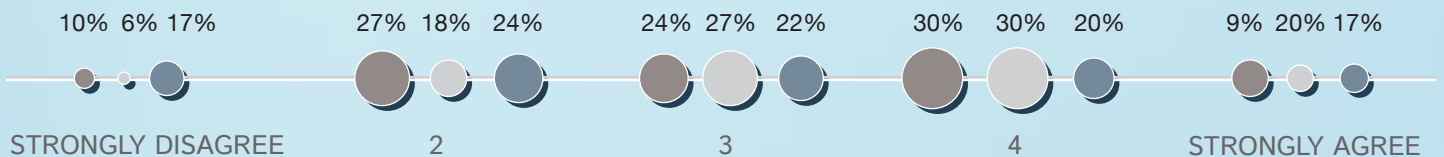
President Obama's ratings initiative will help students and families make meaningful comparisons between institutions.



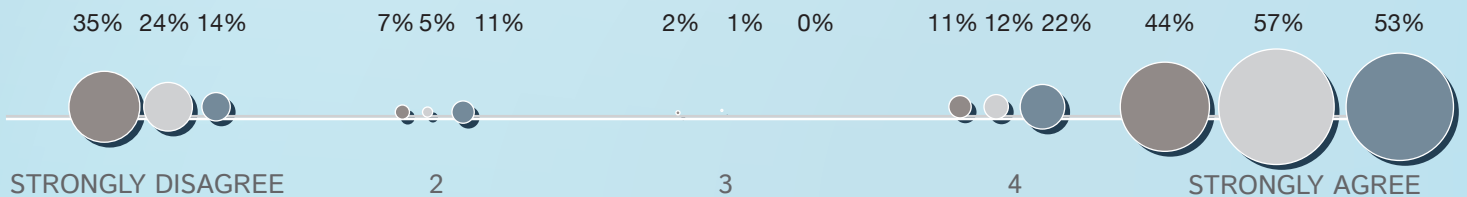
Competency-based education can help increase the proportion of Americans with postsecondary degrees and credentials.



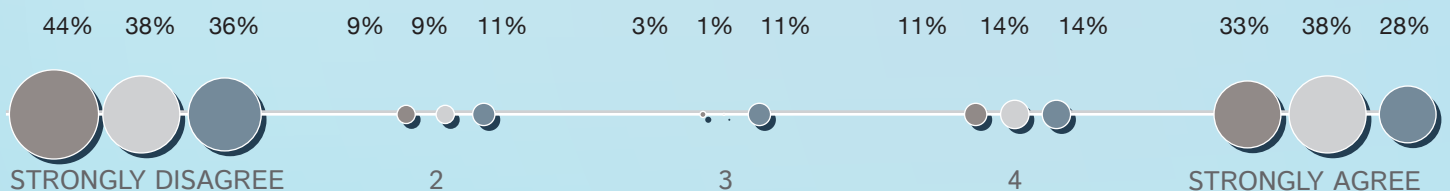
Competency-based education may be damaging to general education.



I have taught a course in the last five years in the discipline in which I joined the faculty.



I have published in the last five years in the discipline in which I joined the faculty.



TOTAL PARTICIPATION BY SECTOR

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Total N	842	418	361	42	59	98	38	212	150	162

The questionnaire was developed by Scott Jaschik and Doug Lederman from *Inside Higher Ed* in collaboration with Gallup researchers and consultants. Gallup conducted the surveys in English from Dec. 3-17, 2013. Email invitations were sent to 2,890 potential respondents. The participation rate was 29 percent.

Specialized religious colleges, namely bible colleges and seminaries, were excluded from the study. Up to three reminder emails were sent to

reach respondents. Institutions are represented only once in the data. Sample sizes may fluctuate by item, since invalid (i.e., “Don’t know/Does not apply”) responses are not included in the results and findings. The data are not statistically adjusted (weighted). Reporting groups determined based on Carnegie Code classifications and affiliation designations when known.

For results based on the total sample size of 842 respondents, one can say with 95 percent confidence that the

margin of error attributable to sampling error is ± 3.0 percentage points. For subgroups within this population, due to small sample sizes, the margin of error is greater.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of opinion polls. The following paper presents key findings of the survey. In some cases, reported frequencies may not add up to 100 percent due to rounding.

DETAILED FINDINGS

ACADEMIC HEALTH

CAOs across all types of institutions generally feel confident in the academic health of their institutions. As seen in the table on the top of page 8, only about 1 percent of provosts assessed the academic health of their institution as

“failing” or “poor.”

About 1 in 10 indicate their academic health is “fair,” while 9 in 10 (91 percent) say their institution’s academic health is “good” (53 percent) or “excellent” (36 percent). These data mirror CAOs’

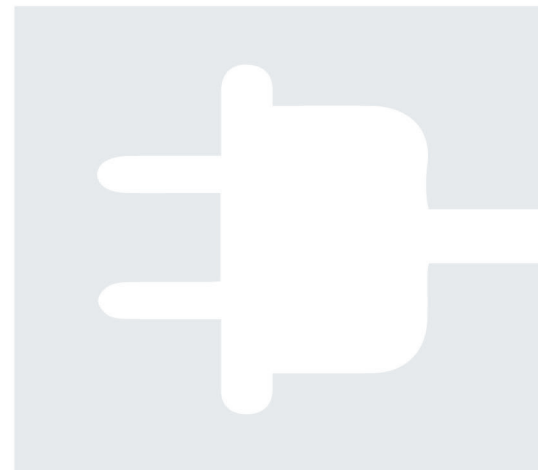
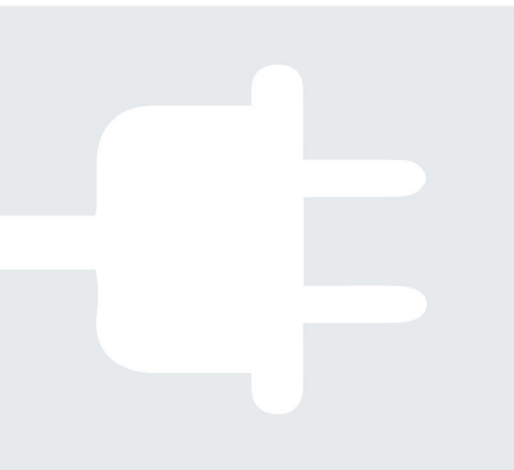
academic health evaluations in both 2012 and 2013 in which about 90 percent in each year indicated their academic health was good or excellent. This confidence is mostly consistent across sectors.



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How would you assess the “academic health” of your institution (the academic quality of the education your institution provides) as of fall 2013?

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
% Excellent	36	36	38	19	46	32	37	34	37	37
% Fair	10	10	10	17	5	9	8	11	7	12
% Poor	1	0	1	7	0	0	3	0	1	2
% Failing	0	0	0	0	0	0	0	0	0	0

OBAMA'S RATINGS INITIATIVE

The Obama administration is planning to build a ratings system for colleges and universities in this country that is intended to provide college goers with data that will help them make informed choices about which higher education institution to choose. Just 12 percent of CAOs agree that the ratings initiative

will help prospective students and their families make meaningful comparisons between institutions. One in four (25 percent) strongly disagrees the initiative will have such utility.

Follow-up items provide some insight as to why provosts have little faith in the initiative. Just 12 percent of CAOs

agree they are confident that Obama's proposed ratings system will fairly reflect the strengths of their institution, and one in three strongly disagrees with this statement. Even fewer provosts, 9 percent, agree the ratings proposal will fairly reflect their institution's weaknesses.

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

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Think about President Obama's plan to rate colleges on various factors, and to link the size of Pell Grants and the terms on student loans to those ratings as you respond to the following questions.										
President Obama's college ratings initiative will help prospective students and their families make meaningful comparisons between institutions.										
%5 Strongly agree	1	1	0	5	0	0	0	3	0	0
%4	11	13	8	20	20	8	11	14	9	7
%3	27	32	22	24	34	40	36	27	21	23
%2	35	34	37	27	34	31	33	36	39	33
%1 Strongly disagree	25	20	33	24	12	21	19	21	32	38

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
I am confident that President Obama's proposals to rate colleges will fairly reflect the strengths of my institution.										
%5 Strongly agree	1	1	1	2	0	0	0	2	1	1
%4	11	13	10	12	26	11	11	10	12	8
%3	18	21	15	17	23	22	22	20	14	16
%2	36	40	31	39	33	43	33	42	32	28
%1 Strongly disagree	33	26	42	29	18	24	33	26	40	48
I am confident that President Obama's proposals to rate colleges will fairly reflect the weaknesses of my institution.										
%5 Strongly agree	1	2	1	3	0	1	0	3	1	0
%4	8	9	7	15	18	10	14	6	8	5
%3	27	30	23	23	33	41	25	25	22	25
%2	35	35	34	25	35	27	33	40	38	30
%1 Strongly disagree	29	24	35	35	14	22	28	26	31	40

ACADEMIC PROGRAMS AND PRACTICES

According to CAOs, higher education institutions are, on the whole, continuing to emphasize a variety of cost cutting practices to maximize their budgets and streamline operations. Most CAOs (87 percent) say they plan to increase emphasis on collaboration with other institutions; 87 percent will focus on funding programs aligned with their mission, and a similar proportion of CAOs say they will emphasize expansion of online programs at their institution over the next year.

Seven in 10 provosts (71 percent) say their institutions plan to increase

their focus on cutting underperforming academic programs; 6 in 10 will increase emphasis on the dismissal of underperforming faculty, though far fewer, just one in four, say they will boost their emphasis on the dismissal of underperforming tenured faculty.

Over half of private college chief academic officers say they will increase emphasis on promoting early retirement of older faculty members; just over one-third of their public sector peers say the same.

Just over a third (36 percent) of academic leaders say they will increase

emphasis on the use of part-time faculty at their institution this year.

Only 2 in 10 CAOs say they will focus on altering the tenure policy this year, similar to 2013 findings. Seventeen percent are increasing emphasis on outsourcing some instructional services. Fewer, 14 percent, plan to emphasize an increase in teaching loads for full-time faculty.

Very few academic leaders, fewer than 10 percent, say they will increase emphasis on changing the mission or cutting athletic programs at their institution over the next year.

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	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Cutting underperforming academic programs										
Yes	71%	73%	68%	74%	72%	67%	67%	75%	74%	65%
No	29	28	32	26	28	33	33	25	26	35
Dismissing underperforming faculty										
Yes	63	62	62	79	70	55	70	60	65	58
No	37	38	38	21	30	45	30	40	35	42
Dismissing underperforming tenured faculty										
Yes	25	25	21	61	35	23	12	26	19	22
No	75	75	79	39	65	77	88	74	81	78
Altering the tenure policy										
Yes	19	18	20	6	26	20	15	14	22	18
No	81	82	80	94	74	80	85	86	78	82
Promoting retirement of older faculty										
Yes	45	36	56	40	43	39	32	31	65	53
No	55	64	44	60	57	61	68	69	35	47
Increasing teaching loads for full-time faculty										
Yes	14	13	11	32	25	15	15	9	14	7
No	86	87	89	68	75	85	85	91	86	93
Funding programs based on the alignment with our mission										
Yes	87	86	86	91	98	91	86	80	92	79
No	13	14	14	9	2	9	14	20	8	21
Increasing use of part-time faculty										
Yes	36	38	32	53	26	24	41	45	33	32
No	64	63	68	47	74	76	59	55	67	68
Outsourcing some instructional services										
Yes	17	13	18	35	15	12	6	14	16	16
No	83	87	82	65	85	88	94	86	84	84
Increasing collaboration with other colleges and universities										
Yes	87	91	84	66	91	87	89	93	81	85
No	13	9	16	34	9	13	11	7	19	15
Changing the mission of the institution										
Yes	6	9	3	8	4	7	11	10	2	4
No	94	91	97	92	96	93	89	90	98	96

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Expanding online programs and offerings										
Yes	83	86	81	68	96	95	83	79	93	68
No	17	14	19	33	4	5	17	21	7	32
Cutting athletic programs										
Yes	5	5	5	0	4	1	9	6	2	9
No	95	95	95	100	96	99	91	94	98	91

INSTITUTIONAL EFFECTIVENESS

CAOs are generally confident in their institution's level of effectiveness across a variety of areas. Nearly all CAOs (99 percent) say their institution is at least somewhat effective at providing a quality undergraduate education, with 72 percent saying they are very effective in this area. Just about one-third (32 percent) say their institution is very effective in using data to aid and inform campus decision-making, and another 56 percent say they are somewhat effective. Over half (56 percent) say they

are very effective at preparing students for the world of work.

Fewer than half (48 percent) of CAOs say they are very effective at providing undergraduate support services; 42 percent say they are very effective at preparing students for engaged citizenship, and 40 percent feel they are very effective at recruiting and retaining talented faculty. Under one-third (31 percent) say they are very effective at identifying and assessing student outcomes, though another 6 in 10 say

they are somewhat effective in this area.

Twenty-nine percent of CAOs say they are very effective at controlling rising costs for students and their families, with public college leaders somewhat more likely to say they are very effective in this area than their private college peers are.

Of the areas presented, CAOs were most likely to say they were not effective in this area, with 17 percent saying their institution is either not too effective or not at all effective in this area.

How would you rate the effectiveness of your institution in the following areas?										
	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Using data to aid and inform campus decision-making										
Very effective	32%	35%	28%	45%	44%	39%	32%	31%	33%	21%
Somewhat effective	56	54	59	48	44	47	61	60	57	62
Not too effective	10	10	12	5	7	14	8	9	10	14
Not effective at all	1	1	1	2	5	0	0	0	0	2

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Providing a quality undergraduate education										
Very effective	72	72	75	53	75	69	68	73	76	73
Somewhat effective	27	27	24	45	24	31	29	27	23	26
Not too effective	1	1	1	3	2	0	3	0	1	1
Not effective at all	0	0	0	0	0	0	0	0	0	0
Undergraduate support services										
Very effective	48	44	55	50	44	41	43	44	58	52
Somewhat effective	46	51	41	32	53	54	57	49	39	42
Not too effective	5	5	4	18	3	5	0	6	3	6
Not effective at all	0	0	0	0	0	0	0	0	0	1
Preparing students for the world of work										
Very effective	56	55	57	69	57	43	49	60	59	48
Somewhat effective	40	42	40	29	40	53	46	36	40	47
Not too effective	3	4	3	2	3	4	5	3	1	5
Not effective at all	0	0	0	0	0	0	0	0	0	0
Identifying and assessing student outcomes										
Very effective	31	32	28	40	31	28	18	37	30	24
Somewhat effective	60	58	62	52	60	64	68	53	64	63
Not too effective	9	9	10	7	7	8	13	9	6	14
Not effective at all	0	1	0	0	2	0	0	1	0	0
Recruiting and retaining talented faculty										
Very effective	40	37	43	36	41	33	35	39	44	44
Somewhat effective	51	54	50	36	53	59	51	51	49	49
Not too effective	8	9	6	24	5	8	14	10	7	6
Not effective at all	1	0	1	5	0	0	0	0	1	1
Controlling rising costs for students and their families										
Very effective	29	36	20	29	31	29	35	42	19	21
Somewhat effective	54	52	58	52	58	58	46	48	61	57
Not too effective	16	11	21	14	10	13	16	9	20	21
Not effective at all	1	1	1	5	2	0	3	1	0	1
Preparing students for engaged citizenship										
Very effective	42	32	55	32	53	38	37	20	56	53
Somewhat effective	48	57	38	51	44	53	45	66	39	36
Not too effective	9	11	7	10	3	9	18	13	5	11
Not effective at all	1	1	0	7	0	0	0	1	0	0

CAOs were mixed in their assessment of the level of effectiveness of their institution's technology resources and services. As seen on the following page, a majority, 64 percent, say their technology resources and support for the library are very effective. About half, 51 percent, say technology resources and services are very effective in

the area of on-campus teaching and instruction. Fewer than half (45 percent) say their resources are very effective in the area of academic support services and student resources and services (39 percent). Just over one-third (35 percent) say their technology resources and services are very effective in the area of online courses and programs.

with public college leaders somewhat more likely to say that than private college leaders are.

Just 17 percent of CAOs say their institution's technology resources and services are very effective in the area of information systems and operations and in data analysis and organizational analytics.

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	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
On-campus teaching and instruction										
Very effective	51%	54%	48%	47%	54%	51%	43%	59%	51%	42%
Somewhat effective	43	42	44	50	41	43	54	39	43	46
Not too effective	6	4	8	3	5	6	3	3	6	11
Not effective at all	0	0	1	0	0	0	0	0	0	1
Online courses and programs										
Very effective	35	42	26	35	43	45	34	42	31	17
Somewhat effective	50	50	49	51	47	45	49	51	52	47
Not too effective	12	8	20	8	10	8	11	6	15	27
Not effective at all	3	1	5	5	0	1	6	0	1	10
Library resources and services										
Very effective	64	68	61	51	76	69	63	66	67	54
Somewhat effective	30	28	33	34	17	29	32	29	29	38
Not too effective	5	4	5	15	5	2	5	4	4	8
Not effective at all	0	0	1	0	2	0	0	0	1	1
Academic support services										
Very effective	45	47	44	38	51	41	37	51	45	44
Somewhat effective	49	47	50	55	47	54	53	43	50	50
Not too effective	6	6	6	5	2	5	11	6	5	6
Not effective at all	0	0	0	2	0	0	0	0	0	0

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Student resources and services										
Very effective	39	38	40	40	46	32	32	41	38	41
Somewhat effective	53	54	53	45	53	61	55	50	55	51
Not too effective	8	8	8	12	2	6	13	9	7	8
Not effective at all	0	0	0	2	0	0	0	0	0	0
Research and scholarship										
Very effective	22	21	24	9	46	25	14	9	26	26
Somewhat effective	55	55	56	46	47	63	63	48	59	53
Not too effective	21	21	19	37	7	11	23	36	15	19
Not effective at all	2	3	1	9	0	1	0	6	1	1
Administrative information systems and operations										
Very effective	17	19	15	17	31	23	5	17	10	17
Somewhat effective	59	59	59	55	53	55	59	61	64	57
Not too effective	22	21	24	24	15	20	32	22	24	23
Not effective at all	2	1	3	5	2	1	3	0	1	3
Data analysis and organizational analytics										
Very effective	17	20	13	24	27	21	16	20	15	11
Somewhat effective	58	58	58	56	56	52	63	58	59	55
Not too effective	22	20	24	15	12	26	16	20	22	28
Not effective at all	4	2	6	5	5	1	5	2	5	6

ACADEMIC RIGOR AND QUALITY

While CAOs are confident in the level of academic rigor at their own institution, they are less confident in the academic rigor at higher education institutions across the country. While just 1 in 10 agrees the level of rigor has fallen at their own institution, nearly 4 in

10 agree rigor has fallen elsewhere in recent years, as seen in the table on the following page.

In spite of general confidence in the stability of academic rigor in recent years at their institutions, just 2 in 10 CAOs (20 percent) strongly agree that faculty

members assign students sufficiently challenging work. Few chief academic officers (19 percent) say academic rigor is difficult to maintain at their institution, and fewer (17 percent) say academic rigor is difficult to maintain due to a desire to keep students happy.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about academic rigor in higher education.

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Faculty members assign sufficiently challenging work to students at my institution.										
%5 Strongly agree	20	17	24	17	16	10	24	18	17	26
%4	52	55	48	49	67	47	45	57	48	47
%3	24	23	25	29	10	33	26	21	32	23
%2	5	6	4	2	7	10	5	3	3	4
%1 Strongly disagree	0	0	0	2	0	0	0	0	0	0
Academic rigor has fallen at my institution in recent years.										
%5 Strongly agree	1	1	0	2	4	0	5	0	0	0
%4	9	9	9	7	7	16	3	8	10	11
%3	23	23	23	24	21	30	30	21	25	23
%2	38	42	33	45	43	39	38	44	33	34
%1 Strongly disagree	29	25	34	21	25	15	24	28	33	32
Academic rigor has fallen at higher education institutions in this country in recent years.										
%5 Strongly agree	6	7	6	5	2	10	11	6	8	6
%4	32	29	35	47	34	28	31	28	35	37
%3	38	35	41	42	40	36	39	32	38	38
%2	21	25	17	5	21	24	19	29	17	17
%1 Strongly disagree	3	3	2	0	4	1	0	5	2	1
Academic rigor is hard to maintain at my institution.										
%5 Strongly agree	2	1	2	2	2	1	3	1	1	3
%4	17	16	18	17	19	18	13	15	19	20
%3	25	27	24	31	12	37	34	26	25	23
%2	37	36	37	36	49	33	29	37	39	31
%1 Strongly disagree	19	20	20	14	19	11	21	21	15	22
The desire to keep students happy makes academic rigor hard to maintain at my institution.										
%5 Strongly agree	2	3	2	2	2	2	5	3	2	3
%4	15	14	17	12	8	11	18	16	17	20
%3	21	20	19	40	20	29	21	16	19	17
%2	39	38	39	33	39	41	37	38	41	39
%1 Strongly disagree	23	25	22	12	31	17	18	27	22	22

CAOs were asked to reflect on other areas that could affect academic rigor at institutions. Again, few agree that grade inflation is a serious problem on their own campus, but many more (44 percent) agree it is a serious problem for other higher education institutions. A similar disparity in perception exists on

the issue of cheating, with 18 percent of CAOs admitting cheating is a serious issue for their institution, and 41 percent agreeing it is a serious issue elsewhere. Chief academic officers are confident they can't do much to stop it on their

campus.

Some CAOs (29 percent) agree that some students avoid certain courses that are perceived to be difficult at their institution, and about three in four (74 percent) say student learning suffers due to insufficient out-of-class study time.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about academic rigor issues at your institution.

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Grade inflation is a serious problem for my institution.										
%5 Strongly agree	2	1	3	0	0	3	0	1	3	3
%4	12	1	14	17	7	10	16	10	19	13
%3	30	29	32	36	29	39	38	23	33	32
%2	38	41	35	36	50	34	30	42	33	35
%1 Strongly disagree	18	19	16	12	14	14	16	23	12	17
Grade inflation is a serious problem for higher education institutions in this country.										
%5 Strongly agree	10	7	12	10	6	9	11	6	13	12
%4	34	29	39	37	23	30	44	28	43	34
%3	38	39	37	34	47	49	33	35	33	39
%2	17	21	12	20	23	11	11	26	11	15
%1 Strongly disagree	2	3	0	0	2	1	0	4	1	0
Cheating is a serious problem for my institution.										
%5 Strongly agree	2	2	2	5	2	1	5	3	1	3
%4	16	17	13	19	12	21	19	17	14	13
%3	32	36	30	17	43	35	22	37	35	30
%2	36	34	37	55	33	35	43	32	34	38
%1 Strongly disagree	14	11	18	5	10	8	11	11	16	17
Cheating is a serious problem for higher education institutions in this country.										
%5 Strongly agree	9	7	10	18	8	5	11	8	11	9
%4	32	31	32	41	24	36	26	32	32	32
%3	42	41	45	33	46	45	46	36	42	47
%2	15	19	12	8	22	15	14	22	13	11
%1 Strongly disagree	2	2	2	0	0	0	3	2	3	1

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
My institution is not able to do much to stop cheating by students.										
%5 Strongly agree	0	0	0	2	0	0	0	0	1	0
%4	7	9	6	5	7	8	16	9	6	8
%3	15	16	13	12	5	21	8	18	14	14
%2	52	52	50	57	67	59	47	46	50	47
%1 Strongly disagree	26	23	31	24	21	12	29	27	29	31
At my institution, students avoid courses and programs perceived to be difficult.										
%5 Strongly agree	3	3	3	5	4	0	3	4	0	6
%4	26	31	21	24	15	30	32	37	24	22
%3	31	34	29	16	38	37	39	30	31	30
%2	29	27	31	37	42	26	24	24	33	28
%1 Strongly disagree	10	5	15	18	2	7	3	5	12	13
Student learning suffers because students do not spend enough out-of-class time studying.										
%5 Strongly agree	31	36	29	20	19	33	42	42	32	30
%4	43	45	40	58	48	49	42	43	35	43
%3	16	15	16	10	22	15	16	14	19	15
%2	7	3	11	10	10	1	0	1	11	9
%1 Strongly disagree	2	1	4	3	0	2	0	0	4	3

STUDENT OUTCOMES AND MEASUREMENT


Similar to findings from *Inside Higher Ed's* 2013 survey, 73 percent of chief academic officers say their institution uses at least one standardized test or assessment to

measure student outcomes.

Over half who say their institution uses an assessment indicate they use the National Survey of Student Engagement. The next most commonly

used assessments are the ETS major field tests and the Collegiate Learning Assessment, respectively, though a larger proportion 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	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Yes	73%	72%	74%	80%	69%	80%	68%	70%	77%	78%
No	27	28	26	20	31	20	32	30	23	22



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Which of the following tests or assessments of student outcomes does your institution use? (Select all that apply.)										
	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
National Survey of Student Engagement/Comm. College Survey of Student Engagement	67%	67%	73%	9%	62%	82%	73%	61%	79%	75%
ETS Major Field Tests	33	21	46	30	12	54	38	4	50	52
Collegiate Learning Assessment (CLA)	20	21	22	0	37	43	31	3	27	22
Collegiate Assessment of Academic Proficiency (CAAP)	13	16	11	0	15	17	4	19	10	11
ETS Proficiency Profile for General Education	14	11	15	18	15	13	27	7	14	18
College Senior Survey (UCLA/Higher Ed Res. Inst.)	10	4	19	0	15	8	4	0	18	22
Another assessment	41	41	39	53	25	31	50	48	39	34

Over three in four CAOs (76 percent) say their institution makes effective use of data to measure student outcomes.

Does your institution make effective use of data used to measure student outcomes?										
	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Yes	76%	75%	77%	78%	78%	70%	80%	75%	78%	77%
No	24	25	23	22	22	30	20	25	22	23

BUDGET AND FINANCES

CAOs do not believe the financial situation at their institutions has improved in the last year, as seen on the next page. Just 11 percent strongly agree that their institution has seen improvement in the last year, though another one in four agrees with this statement. Fewer (23 percent) agree that the economic downturn that

began in 2008 is effectively over at their institution.

Many provosts (66 percent) indicate they are reallocating funds to support academic programs rather than finding new revenues to support them. Just 9 percent of CAOs strongly agree that their institution used the economic downturn to make tough but necessary

changes in their programming budgets. Just 7 percent strongly agree their institution needs to reduce the number of academic programs it offers in the coming academic year, and though only 6 percent strongly agree they are likely to reduce the number of programs in the coming year, another 20 percent agree they are likely to do so.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following.										
	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	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	11	7	15	10	9	7	8	7	17	12
%4	27	25	29	24	31	29	21	23	30	28
%3	22	25	20	20	29	28	13	25	21	19
%2	23	21	22	44	19	13	21	25	18	27
%1 Strongly disagree	17	21	13	2	12	23	37	20	14	14
The economic downturn that started in 2008 is effectively over at my institution.										
%5 Strongly agree	5	4	6	3	2	2	5	5	9	4
%4	18	16	20	18	28	14	11	17	21	14
%3	19	18	21	20	16	24	5	20	21	19
%2	37	37	35	40	38	33	32	38	34	40
%1 Strongly disagree	21	25	17	20	17	27	47	21	15	22
Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues.										
%5 Strongly agree	26	32	21	8	27	30	45	31	21	21
%4	40	43	36	44	42	39	42	46	36	40
%3	15	11	20	19	14	10	5	12	18	21
%2	16	13	20	25	15	20	8	10	21	14
%1 Strongly disagree	2	1	3	3	2	1	0	1	3	3
My institution used the economic downturn to make tough but necessary changes in our academic programming budgets.										
%5 Strongly agree	9	11	8	8	14	7	8	12	8	8
%4	34	36	29	43	33	33	35	39	29	29
%3	26	26	27	24	29	32	27	23	25	28
%2	24	21	28	22	21	21	24	21	29	26
%1 Strongly disagree	7	5	8	3	3	7	5	4	8	9
My institution needs to reduce the number of academic programs it offers by the end of the 2014-15 academic year.										
%5 Strongly agree	7	8	6	5	5	15	0	7	8	4
%4	20	17	21	29	14	13	21	20	26	21
%3	20	24	16	13	23	27	24	23	16	18
%2	30	33	28	24	47	31	26	32	23	33
%1 Strongly disagree	23	18	29	29	11	15	29	18	28	24

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	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Arts and sciences programs										
%5 Strongly agree	8	5	11	8	12	4	0	5	7	14
%4	21	18	26	13	25	16	14	17	26	26
%3	39	45	33	25	42	49	60	41	37	30
%2	22	23	20	25	13	26	14	26	18	24
%1 Strongly disagree	10	9	10	29	8	5	11	11	12	6
Professional or pre-professional programs										
%5 Strongly agree	18	15	21	30	15	15	15	13	21	16
%4	39	38	40	33	37	36	32	40	42	39
%3	27	33	19	30	37	34	35	32	22	19
%2	10	9	13	3	8	12	9	9	11	16
%1 Strongly disagree	6	5	7	3	4	4	9	6	4	10
Online programs										
%5 Strongly agree	16	12	19	34	18	15	8	10	17	18
%4	38	40	34	40	48	47	50	31	41	26
%3	26	28	24	20	18	20	17	38	27	24
%2	11	12	11	0	14	13	8	13	8	15
%1 Strongly disagree	9	7	12	6	2	5	17	9	7	18
STEM fields										
%5 Strongly agree	20	19	20	19	19	15	22	21	15	25
%4	42	47	34	33	65	51	39	43	37	34
%3	23	22	24	29	11	25	28	22	26	23
%2	9	7	13	5	5	6	6	9	13	14
%1 Strongly disagree	6	4	8	14	0	3	6	6	8	4

Over half of CAOs strongly agree that financial concerns are prevalent in their institution's discussion about launching new academic programs. Over one-third (34 percent) agree with this statement, and only 2 percent strongly disagree.

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	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
%5 Strongly agree	53	50	57	36	41	52	68	47	54	63
%4	34	36	31	48	49	40	27	33	32	30
%3	8	10	5	10	8	3	3	15	7	3
%2	4	3	4	7	2	3	3	4	3	3
%1 Strongly disagree	2	1	3	0	0	2	0	1	4	2

FACULTY AND TENURE

Tenure remains important and viable at higher education institutions according to CAOs, with 40 percent strongly agreeing this is the case and another 31 percent agreeing. Fewer than one in four agree their institution has seen a decrease in the percentage of faculty who are tenured or who are on the tenure track in the last five years.

Nearly two-thirds of provosts (65 percent) agree or strongly agree that

their institution relies heavily on non-tenure track faculty for instruction. The proportion who agree or strongly agree with this statement is slightly higher for public university provosts. Two-thirds of CAOs say they anticipate that in the future they will be about as reliant as they are today on non-tenure track faculty for instruction.

About a quarter of CAOs (26 percent) say their institution will become more

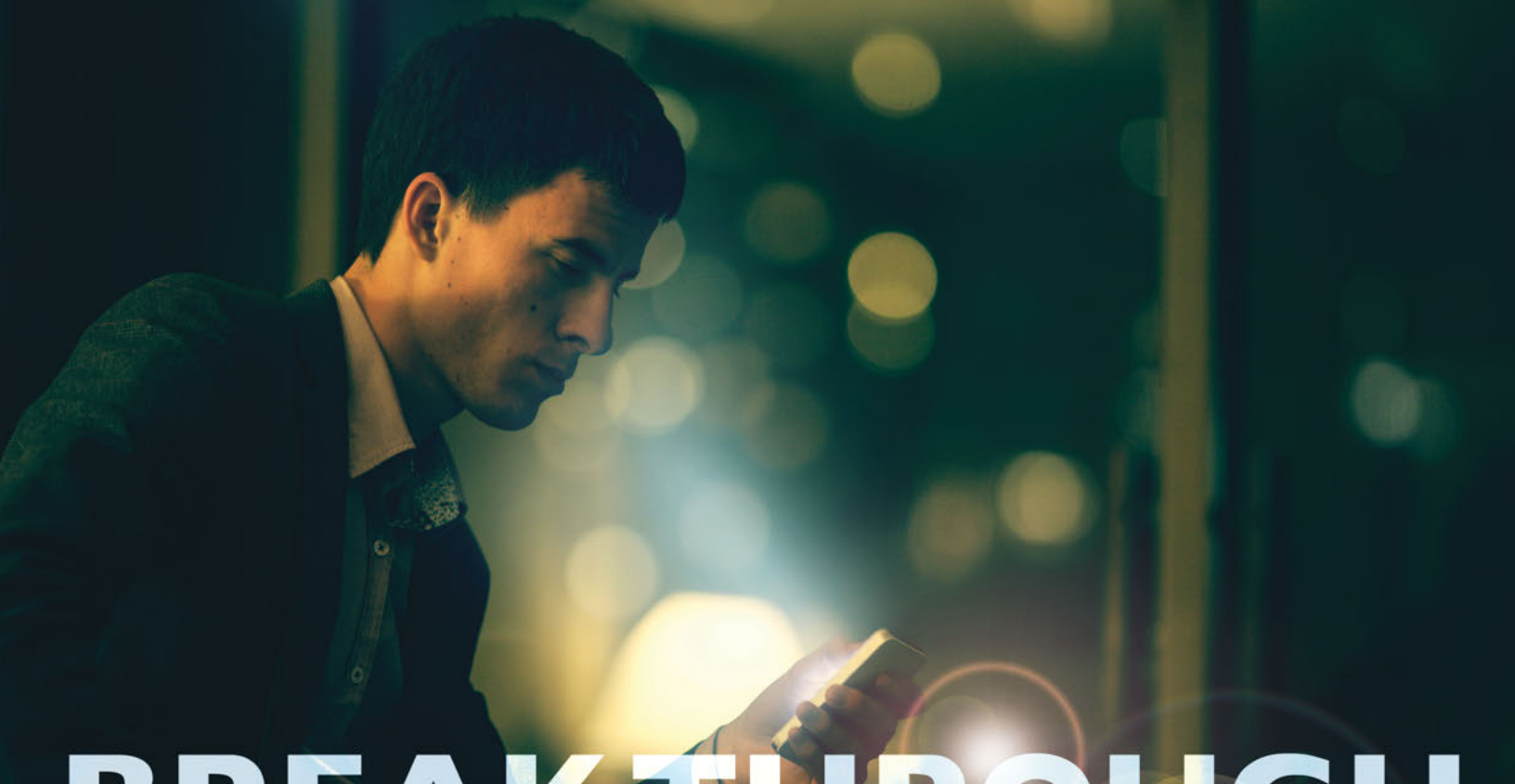
reliant on non-tenure track faculty. Just 8 percent anticipate they will become less reliant on these instructors in the future.

Nearly half of chief academic officers agree or strongly agree that too many teaching institutions now overemphasize faculty research.

Just 2 percent of CAOs strongly agree that faculty unions benefit higher education institutions.

Next are some items about faculty at higher education institutions. Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Too many teaching institutions now overemphasize faculty research.										
%5 Strongly agree	14	13	13	34	14	11	9	16	14	13
%4	33	34	31	32	27	30	42	38	24	34
%3	22	22	21	21	23	20	30	22	23	20
%2	25	23	29	5	27	23	18	21	31	29
%1 Strongly disagree	7	8	6	8	9	16	0	4	8	4



BREAKTHROUGH

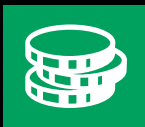
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	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Tenure remains important and viable at my institution.										
%5 Strongly agree	40	38	44	0	53	45	63	24	45	48
%4	31	32	30	6	36	34	29	30	28	32
%3	13	17	10	0	5	16	9	22	12	7
%2	7	8	6	6	7	3	0	12	5	5
%1 Strongly disagree	10	6	10	89	0	1	0	13	9	8
Since 2008, my institution has seen a decrease in the percentage of faculty who are tenured or are on the tenure track.										
%5 Strongly agree	8	9	8	17	13	8	6	9	10	7
%4	16	19	13	17	27	23	9	13	15	11
%3	12	14	8	17	16	14	18	13	9	5
%2	33	33	32	0	30	36	33	35	32	32
%1 Strongly disagree	31	25	39	50	14	19	33	30	35	46
In general, faculty unions benefit higher education institutions.										
%5 Strongly agree	2	2	1	8	0	1	6	2	1	2
%4	7	9	4	11	6	8	13	8	3	5
%3	17	22	12	11	15	19	25	26	9	14
%2	25	27	22	17	27	31	19	26	27	21
%1 Strongly disagree	49	40	61	53	52	40	38	38	61	59
Does your institution have faculty unions?										
Yes	28%	50%	4%	2%	31%	53%	30%	58%	3%	3%
No	72	50	96	98	69	47	70	42	97	97
Does your institution rely significantly on non-tenure track faculty for instruction?										
Yes	65	69	57	88	78	59	50	74	64	45
No	35	31	43	12	22	41	50	26	36	55
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 non-tenure track faculty for instruction?										
Less reliant on non-tenure track faculty	8	8	8	0	5	10	11	7	9	7
As reliant as it is today on non-tenure track faculty	67	68	64	75	68	66	64	72	58	68
More reliant on non-tenure track faculty	26	24	28	25	27	24	25	22	33	26

Many CAOs (66 percent) say they favor a system of long-term contracts over the existing tenure system in higher education, and with more leaders saying they anticipate that their institution will become more reliant on non-tenure track faculty, there may be shifts in store for higher education in the future.

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	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/ MASTER'S	BACC.
Favor	66%	65%	67%	76%	54%	64%	55%	70%	71%	58%
Oppose	34	35	33	24	46	36	45	30	29	42

Most CAOs (69 percent) strongly disagree that faculty at their institution can earn tenure based on research success, even if they are known to be ineffective teachers.

Over half of CAOs (56 percent) agree or strongly agree that future generations of faculty in this country

should not expect tenure to be a factor in their employment at higher education institutions. Just 5 percent strongly disagree with this statement.

CAOs are not convinced that human resources departments play a productive role in faculty job searches. Just 9 percent strongly agree with this

statement; 16 percent strongly disagree with this statement.

Nearly half of chief academic officers agree or strongly agree that graduate programs at higher education institutions in this country are admitting more students than they should, given the current job market.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.										
	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/ MASTER'S	BACC.
Faculty at my institution can earn tenure based on research success, even if they are known to be ineffective teachers.										
%5 Strongly agree	1	1	1	0	2	0	0	2	2	0
%4	5	7	2	0	14	5	3	3	2	2
%3	5	6	4	0	12	10	3	1	4	3
%2	19	24	12	0	43	28	26	7	15	10
%1 Strongly disagree	69	61	80	100	29	57	68	86	78	85
Future generations of faculty in this country should not expect tenure to be a factor in their employment at higher education institutions.										
%5 Strongly agree	22	21	21	38	6	12	12	30	19	22
%4	34	36	32	44	29	46	27	36	30	32
%3	23	24	23	9	35	22	30	20	25	23
%2	16	15	18	3	25	16	21	11	19	17
%1 Strongly disagree	5	4	6	6	6	4	9	3	8	5

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
Human resources departments for higher education institutions play a productive role in faculty job searches.										
%5 Strongly agree	9	12	6	5	0	1	11	19	4	7
%4	26	28	24	18	14	26	17	36	26	22
%3	21	21	22	29	21	22	23	20	20	21
%2	28	25	30	26	42	40	14	17	30	35
%1 Strongly disagree	16	14	18	21	23	11	34	8	21	16
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	16	16	16	17	5	14	18	23	18	16
%4	32	28	35	33	27	34	29	26	35	37
%3	26	26	27	13	29	20	39	26	23	31
%2	21	23	17	23	30	27	7	19	18	14
%1 Strongly disagree	6	7	4	13	9	5	7	6	7	2

CHANGING LANDSCAPE IN HIGHER EDUCATION

CAOs see increased attention on massive open online courses as exaggerated. Just 2 percent strongly agree that recent excitement about MOOCs is justified. Many times more CAOs (26 percent) strongly disagree with this statement.

As you may know, there has been increased attention on new ways to help students learn and/or receive credits for education beyond high school. Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about new ways to help students learn and/or receive credits for education beyond high school.

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
I believe recent excitement about MOOCs is justified.										
%5 Strongly agree	2	3	1	6	3	1	0	3	2	0
%4	12	16	6	23	15	9	18	18	5	8
%3	23	24	22	20	22	22	13	26	23	19
%2	37	33	43	40	34	40	37	29	42	42
%1 Strongly disagree	26	25	28	11	25	28	32	23	27	30

As seen on the following page, few CAOs (5 percent) say their institution awards credit for MOOCs, though more, 18 percent, are considering awarding credit for them. Over one-third of CAOs say they favor awarding credit for MOOCs.

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
My institution awards credit for MOOCs.										
Yes	5%	5%	5%	17%	3%	7%	11%	4%	8%	2%
No	95	95	95	83	97	93	89	96	92	98
My institution is considering awarding credit for MOOCs.										
Yes	18	21	13	20	25	28	11	19	13	15
No	82	79	87	80	75	72	89	81	87	85
Do you favor or oppose awarding credit for MOOCs?										
Favor	37	37	31	64	38	39	36	36	38	26
Oppose	63	63	69	36	62	61	64	64	62	74

Most CAOs (82 percent) say MOOCs should be reviewed through the accreditation process.

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
In your opinion, should MOOCs be reviewed through the accreditation process?										
Yes	82%	85%	79%	83%	76%	81%	82%	90%	82%	74%
No	18	15	21	17	24	19	18	10	18	26

Higher education academic officers largely agree that their institutions are paying increasing attention to the ability of their degree programs to help students get a good job; 87 percent agree or strongly agree with this statement.

Again, using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement about new ways to help students learn and/or receive credits for education beyond high school.

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/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	36	33	37	54	19	21	27	44	37	36
%4	51	54	48	41	71	61	54	46	49	49
%3	9	9	10	5	8	11	11	8	7	12
%2	3	3	4	0	2	5	5	2	6	2
%1 Strongly disagree	0	0	1	0	0	1	3	0	1	1

Public and private nonprofit college CAOs differ in their assessment of what a reasonable amount of loan debt is for an undergraduate student. Nearly two-thirds (65 percent) of private college CAOs say \$20,000 or more in loan debt is reasonable for an undergraduate student to incur over a four year period. Just 39 percent of public university CAOs say \$20,000 or more debt is reasonable.

In your opinion, what is a reasonable amount of loan debt for an undergraduate student to accumulate over a four-year period?										
	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/ MASTER'S	BACC.
No amount of loan debt is reasonable.	3%	4%	1%	3%	0%	6%	11%	4%	0%	1%
Under \$5,000	3	5	1	3	2	2	5	8	1	0
\$5,000 to less than \$10,000	13	18	9	3	5	17	14	23	9	8
\$10,000 to less than \$20,000	30	33	25	27	42	27	35	34	22	28
\$20,000 to less than \$30,000	33	27	40	32	40	38	32	18	41	41
\$30,000 to less than \$40,000	12	8	15	14	11	6	0	9	14	15
\$40,000 to less than \$50,000	5	3	7	8	0	3	0	5	9	5
\$50,000 or more	2	1	3	11	0	0	3	1	4	1

As seen on the next page, about half of CAOs (49 percent) agree or strongly agree they are excited about the opportunity for competency-based education to help increase the proportion of Americans with postsecondary degrees and credentials

and 62 percent say this approach can save students considerable money.

Many CAOs are open to new ways for students to earn college credit. Over half agree or strongly agree that it should be easier for students to earn credits based on what they have learned, not just time

in the classroom.

Some chief academic officers nonetheless feel that competency-based education has potential to damage general education — 43 percent agree or strongly agree that it could be damaging.

This year a student earned an associate degree in a competency-based program within 100 days.

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
I am excited about the opportunity for competency-based education to help increase the proportion of Americans with postsecondary degrees and credentials.										
%5 Strongly agree	16	18	13	14	4	11	11	27	18	8
%4	33	37	25	50	39	37	24	39	23	25
%3	25	25	25	21	25	28	37	21	28	24
%2	18	14	23	10	21	20	13	10	24	23
%1 Strongly disagree	9	6	13	5	11	4	16	3	7	19
Competency-based education can save students considerable money.										
%5 Strongly agree	19	20	17	26	4	20	14	26	19	14
%4	43	48	37	45	54	44	40	49	38	37
%3	25	23	29	12	31	27	31	17	27	32
%2	10	7	14	14	10	8	9	6	17	12
%1 Strongly disagree	2	2	2	2	2	1	6	2	0	4
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	20	23	15	32	11	16	11	32	15	13
%4	37	39	35	37	34	41	39	38	34	35
%3	23	24	25	20	39	25	22	19	26	25
%2	14	11	19	5	11	14	19	9	19	19
%1 Strongly disagree	5	3	7	7	5	4	8	2	6	8
Competency-based education may be damaging to general education.										
%5 Strongly agree	14	9	20	17	4	13	26	5	17	25
%4	29	30	30	20	40	28	37	27	30	30
%3	25	24	27	22	27	22	13	27	29	25
%2	23	27	18	24	22	31	18	28	17	16
%1 Strongly disagree	9	10	6	17	7	7	5	14	7	5

SCHOLARSHIP AND LEADERSHIP

As seen in the table on the next page, 55 percent of CAOs say they remain engaged in the scholarly discipline in which they first became an academic, though just 38 percent say they have taught a course in the last two years in their discipline.

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
I remain engaged in the scholarly discipline in which I first became an academic.										
Yes	55%	53%	56%	63%	54%	55%	76%	46%	53%	59%
No	45	47	44	38	46	45	24	54	47	41
I have taught a course in the last two years in the discipline in which I joined the faculty.										
Yes	38	33	45	44	19	28	46	37	39	49
No	62	67	55	56	81	72	54	63	61	51

Just 21 percent of CAOs strongly agree they have published in the last two years in their discipline, but another 35 percent strongly agree they have published in the last 5 years. Half of CAOs strongly agree they taught a course in the last five years.

Two-thirds of CAOs agree or strongly agree there is a “fundamental” difference in perspective between faculty members and administrators.

Just 3 percent of chief academic officers strongly disagree that this difference exists.

Half of CAOs (52 percent) strongly agree they are glad they pursued administrative work. Another 33 percent agree. Many have further aspirations in higher education administration. Two in 10 CAOs (23 percent) strongly agree they aspire to be a college president someday.

Interestingly, in spite of looming budgetary and financial issues, a minority of chief academic officers (39 percent) agree or strongly agree that their job is more focused on financial and management issues than on academic ones.

One-third disagrees with this statement. Most provosts (9 in 10) say their role has evolved beyond its traditional focus on academic affairs.

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
I have published in the last two years in the discipline in which I joined the faculty.										
%5 Strongly agree	21	19	22	24	29	24	29	8	23	19
%4	10	10	11	12	10	19	12	3	10	10
%3	5	6	3	9	9	5	15	3	1	5
%2	13	12	14	15	17	12	6	13	13	14
%1 Strongly disagree	51	54	51	41	34	40	38	73	53	52

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
I have taught a course in the last five years in the discipline in which I joined the faculty.										
%5 Strongly agree	50	44	57	53	33	45	54	46	55	60
%4	12	11	12	22	16	12	8	9	8	13
%3	2	2	1	0	3	3	3	1	1	1
%2	7	7	5	11	10	6	8	6	8	3
%1 Strongly disagree	29	35	24	14	38	34	27	37	27	22
I have published in the last five years in the discipline in which I joined the faculty.										
%5 Strongly agree	35	33	38	28	49	42	53	17	36	41
%4	12	11	14	14	19	18	0	5	13	12
%3	3	3	1	11	5	2	3	3	2	1
%2	9	9	9	11	5	8	15	10	9	8
%1 Strongly disagree	41	44	38	36	22	30	29	65	40	38
There is a fundamental difference in perspective between faculty members and administrators.										
%5 Strongly agree	24	25	23	24	17	22	24	30	20	23
%4	43	43	44	38	47	44	47	40	43	47
%3	19	18	21	21	22	20	13	15	21	20
%2	11	11	9	14	12	10	13	12	13	8
%1 Strongly disagree	3	3	3	2	2	3	3	3	3	2
I am glad I pursued administrative work.										
%5 Strongly agree	52	52	53	33	60	63	55	44	58	48
%4	33	33	31	44	36	23	21	39	27	36
%3	11	10	11	15	3	10	5	12	11	12
%2	3	2	4	3	0	3	8	2	5	4
%1 Strongly disagree	2	2	1	5	0	0	11	3	0	1
My job is more focused on financial and management issues than on academic issues.										
%5 Strongly agree	12	12	11	15	10	17	8	10	11	11
%4	27	25	29	20	19	26	32	27	26	34
%3	29	31	26	30	32	34	29	29	24	29
%2	25	24	26	18	34	19	24	25	33	20
%1 Strongly disagree	8	7	7	18	5	4	8	9	7	6

	ALL INSTITUTIONS BY SECTOR				PUBLIC				PRIVATE NONPROFIT	
	ALL	PUBLIC	PRIVATE NONPROFIT	FOR-PROFIT	DOCTORAL	MASTER'S	BACC.	ASSOC.	DOCTORAL/MASTER'S	BACC.
The provost/chief academic officer role has evolved beyond its traditional focus on academic affairs.										
%5 Strongly agree	57	55	59	56	54	53	55	56	62	58
%4	35	36	33	33	44	36	37	34	32	34
%3	6	6	6	8	2	7	5	6	4	7
%2	2	2	1	3	0	3	0	2	2	1
%1 Strongly disagree	1	1	0	0	0	1	3	1	1	0
I aspire to be a college or university president someday.										
%5 Strongly agree	23	23	23	31	23	20	18	26	23	21
%4	20	23	20	13	19	22	21	23	19	22
%3	13	11	15	13	10	10	13	12	12	17
%2	14	11	16	21	13	13	11	11	14	19
%1 Strongly disagree	29	31	28	23	35	35	37	27	32	22

INSTITUTION AND PERSONAL DEMOGRAPHICS

WHAT IS YOUR AGE?	OVERALL
Under 30	0%
30 to 39	1%
40 to 49	14%
50 to 59	46%
60 to 69	36%
70 and older	2%

WHAT IS YOUR GENDER?	OVERALL
Male	60%
Female	40%

HOW MANY YEARS HAVE YOU SERVED AS THE CHIEF ACADEMIC OFFICER AT THIS INSTITUTION?	OVERALL
Less than 6 months	8%
6 months to less than 3 years	37%
3 years to less than 5 years	21%
5 years to less than 10 years	24%
10 or more years	10%

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