Web Survey of Internal Audiences

University of North Carolina Asheville

presented by

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- Tuition pricing elasticity and brand value studies

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- Virtual and experiential tours
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Objectives and Method

- **Objectives**
  - Measure perceptions of the University of North Carolina Asheville among the internal stakeholders (students, employees, and alumni)

- **Method**
  - Web-based survey among internal stakeholders
  - Employees included staff, faculty, and administration at (UNC Asheville or UNCA)
  - Students included current undergraduate students, professional students and graduate students
  - Email invitation with two reminder emails was sent to 7,750 stakeholders and 1,202 completed interviews were achieved, at a 16% completion rate
  - At a 95% confidence interval, the margin of error of 1,202 is +/- 2.8%
  - Fieldwork was conducted April 19–May 6, 2013
  - Stamats designed and hosted the survey, performed data collection and analysis
Reporting Notes

- **Unaided questions with verbatim responses**
  - For questions where respondents typed in answers, up to 500 verbatim responses were coded for this report. All verbatim responses may be viewed in your data file.

- **Completed interviews by audience**
  - Students, n=529
  - Employees (faculty, staff, administration), n=344
  - Alumni, n=334
  - Where significant differences exist between audiences, these are noted in comment boxes or on a separate page. Otherwise, the slides refer to the total number of completed interviews for that particular question among all audiences.
Demographics

- Students n=529 total interviews
  - Type of student: Freshman 13%, Sophomore 18%, Junior 21%, Senior 36%, Post Baccalaureate/Graduate 6%, Teacher Licensure 3%, Undergraduate other 3%, n=535 reporting
  - Gender: Female 65%, Male 35%

- Employees n=344 total interviews
  - Faculty (n=147), Staff and Administration (n=197)
  - Faculty rank: Adjunct Lecturer 1%, Adjunct Professor 2%, Assistant Professor 16%, Associate Professor 23%, Chair and Associate Professor 4%, Chair and Professor 4%, Lecturer 15%, Professor 13%, Professor and Chair 1%, Visiting Assistant Professor 1%, Other less than 1%

- Alumni n=334 total interviews
  - Most recent degree received from UNC Asheville: BA 66%, BS 31%, BSE <1%, MLA 2%, n=335 reporting
  - Year most recent degree was received: 2008 27%, 2009 17%, 2010 19%, 2011 18%, 2012 19%
Main Findings
Description of UNC Asheville

Q1: How do you describe UNC Asheville to someone who is not familiar with the school? Unaided, Top Mentions. N=500

- Alumni (n=100)
- Students (n=150)
- Faculty (n=147)
- Staff (n=103)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Alumni (%)</th>
<th>Students (%)</th>
<th>Faculty (%)</th>
<th>Staff (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts school</td>
<td>60%</td>
<td>38%</td>
<td>74%</td>
<td>68%</td>
</tr>
<tr>
<td>Small</td>
<td>49%</td>
<td>32%</td>
<td>46%</td>
<td>36%</td>
</tr>
<tr>
<td>Public school, state school</td>
<td>21%</td>
<td>9%</td>
<td>41%</td>
<td>25%</td>
</tr>
<tr>
<td>Good atmosphere (warm, open-minded, accepting)</td>
<td>29%</td>
<td>40%</td>
<td>12% (11%)</td>
<td>1% (11%)</td>
</tr>
<tr>
<td>Good faculty, staff (caring, no TA's, accessible,...)</td>
<td>19%</td>
<td>20%</td>
<td>21%</td>
<td>15%</td>
</tr>
<tr>
<td>Small classes, personal attention</td>
<td>22%</td>
<td>16%</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Good academics, well-rounded education</td>
<td>22%</td>
<td>16%</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Location attributes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nice campus (beautiful, clean)</td>
<td>19%</td>
<td>15%</td>
<td>12% (14%)</td>
<td>1% (14%)</td>
</tr>
<tr>
<td>Good school overall, nice school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good location (beautiful area, convenient)</td>
<td>12% (1%)</td>
<td>1% (1)</td>
<td>13%</td>
<td>1%</td>
</tr>
<tr>
<td>Focused on undergraduate education</td>
<td>4%</td>
<td>21%</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

Multiple mentions possible.

- Generally all categories of respondents agree on the main descriptive features of UNC Asheville as Small public (liberal arts) school with good atmosphere, faculty and staff, good academics, and a great amount of personal attention.
- A number of “other” descriptions referred to open-mindedness, environmental consciousness, and feeling of inclusiveness at UNC Asheville.
### Current Perception Ratings of UNCA — By Audience

**Q2: Please rate the University on each quality using the following 5-point scale provided.**

1=Very poor, 5=Very good. **Aided.**

**Red indicates significant different mean score to other groups**

<table>
<thead>
<tr>
<th>Quality</th>
<th>Alumni Mean (n=334)</th>
<th>Student Mean (n=529)</th>
<th>Faculty Mean (n=147)</th>
<th>Staff Mean (n=197)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability of faculty to teach and instruct</td>
<td>4.5</td>
<td>4.3</td>
<td>4.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Quality of life in the greater Asheville community</td>
<td>4.5</td>
<td>4.3</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>Extent to which faculty are recognized experts in their field of study</td>
<td>3.9</td>
<td>4.2</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Academic reputation of UNC Asheville in North Carolina</td>
<td>4.0</td>
<td>4.0</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Academic reputation of UNC Asheville nationally</td>
<td>3.7</td>
<td>3.8</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Variety of undergraduate academic programs</td>
<td>3.9</td>
<td>3.9</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>Cost to attend</td>
<td>4.4</td>
<td>4.0</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>Amount of financial aid available, including scholarships</td>
<td>3.7</td>
<td>3.7</td>
<td>3.0</td>
<td>3.1</td>
</tr>
<tr>
<td>Quality of campus social activities</td>
<td>3.6</td>
<td>3.9</td>
<td>3.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Size of the university</td>
<td>4.4</td>
<td>4.3</td>
<td>4.3</td>
<td>4.1</td>
</tr>
<tr>
<td>Location of campus</td>
<td>4.7</td>
<td>4.6</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Hands-on learning</td>
<td>4.1</td>
<td>4.1</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>Success of graduates getting good jobs and/or admission to good graduate/professional schools</td>
<td>3.5</td>
<td>3.7</td>
<td>4.0</td>
<td>3.8</td>
</tr>
</tbody>
</table>

- Most attributes are rated at the “good” level
- Location of campus, quality of faculty and staff, quality of life in the greater Asheville community, and size of the University are rated highest overall
Current Perception Ratings of UNCA — By Audience (cont.)

Notes About Significant Differences

• Compared to alumni and current students, faculty and staff members rate UNC Asheville significantly higher on the following attributes:
  • Academic reputation of UNC Asheville nationally
  • Variety of undergraduate academic programs
  • Hands-on learning opportunities from internships to undergraduate research
• Alumni and employees rate cost to attend significantly higher compared to current students, although current students along with alumni rate the amount of financial aid available, including scholarships, significantly higher than faculty and staff
• Alumni and faculty rate
  • Ability of faculty to teach and instruct
  • Quality of life in the greater Asheville community
significantly higher than students but students rate the extent to which faculty are recognized experts in their field of study higher than all other groups
• Success of graduates is rated significantly higher by faculty compared to alumni and current students
Opinion of UNC Asheville

Q3: What is your overall opinion of UNC Asheville? 1=Very poor, 5=Very good. Aided.

- Overall opinion about UNC Asheville is positive across all groups with alumni being just a little bit more favorable than the other groups.
Agreement with Statements about UNCA — By Audience

Q4: Please indicate how much you agree or disagree with the following statements using the following 5-point scale provided. 1=Strongly disagree, 5=Strongly agree. Aided. Red indicates significant different mean score to other groups.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Alumni Mean (n=334)</th>
<th>Student Mean (n=529)</th>
<th>Faculty Mean (n=147)</th>
<th>Staff Mean (n=197)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNC Asheville offers quality of undergraduate education experience</td>
<td>4.5</td>
<td>4.4</td>
<td>4.5</td>
<td>4.6</td>
</tr>
<tr>
<td>UNC Asheville offers exceptional faculty-student mentoring</td>
<td>4.3</td>
<td>4.2</td>
<td>4.5</td>
<td>4.2</td>
</tr>
<tr>
<td>UNC Asheville provides interdisciplinary learning</td>
<td>4.5</td>
<td>4.4</td>
<td>4.3</td>
<td>4.4</td>
</tr>
<tr>
<td>UNC Asheville develops students as highly accomplished thinkers, negotiators, planners, collaborators, and problem-solvers</td>
<td>4.1</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>UNC Asheville is recognized as a leading undergraduate research institution</td>
<td>3.5</td>
<td>3.5</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>UNC Asheville is recognized as a leader for environmental stewardship</td>
<td>4.2</td>
<td>4.1</td>
<td>3.9</td>
<td>4.3</td>
</tr>
<tr>
<td>UNC Asheville collaborates with Asheville community on issues of mutual concern, benefit, and accomplishment</td>
<td>3.9</td>
<td>4.0</td>
<td>3.6</td>
<td>3.8</td>
</tr>
<tr>
<td>UNC Asheville is a diverse and inclusive community which values people from all walks of life</td>
<td>3.7</td>
<td>3.7</td>
<td>3.4</td>
<td>3.8</td>
</tr>
<tr>
<td>UNC Asheville invests in the development and success of all students, faculty, and staff</td>
<td>4.0</td>
<td>4.0</td>
<td>3.3</td>
<td>3.6</td>
</tr>
<tr>
<td>UNC Asheville has the ability to attract private funding to fulfill commitments to students</td>
<td>3.3</td>
<td>3.5</td>
<td>2.8</td>
<td>3.0</td>
</tr>
<tr>
<td>The size and mission of UNC Asheville is acknowledged and rewarded within the state for funding</td>
<td>3.2</td>
<td>3.3</td>
<td>2.5</td>
<td>2.9</td>
</tr>
</tbody>
</table>
Agreement with Statements about UNCA— By Audience (cont.)

Notes About Significant Differences

• Although ratings of the quality of undergraduate education experience by students and faculty are shown as significantly lower due to a larger proportion of respondents in these groups who gave a “somewhat disagree” rating and because of the calculations within samples of the unequal size, this statement is rated highest by all groups.

• Exceptional faculty-student mentoring is recognized most by faculty members who rate this statement significantly higher than the other groups.

• Faculty and staff members appear to have a higher appreciation of UNC Asheville being recognized as a leading undergraduate research institution and rate the statement significantly higher compared to alumni and students.

• At the same time, faculty’s rates for the environmental stewardship and collaboration of UNC Asheville with the Asheville community are significantly lower compared to alumni and students, and lower compared to staff members.

• Statements about attracting private and state funding were rated lowest by all groups with faculty ratings being significantly lower compared to alumni and students; staff members rated state funding higher than faculty but significantly lower than alumni and students.
## Time Teaching vs. Conducting Research

**Q5:** Please indicate how you feel about the amount of time spent by faculty at UNC Asheville on the following activities?

<table>
<thead>
<tr>
<th>Amount of time spent on <strong>teaching and preparing to teach</strong></th>
<th>Amount of time devoted to <strong>research and scholarly activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty (n=147)</strong></td>
<td><strong>Faculty (n=147)</strong></td>
</tr>
<tr>
<td>- 68% More than appropriate</td>
<td>- 14% More than appropriate</td>
</tr>
<tr>
<td>- 30% Appropriate</td>
<td>- 39% Appropriate</td>
</tr>
<tr>
<td>- 2% Less than appropriate</td>
<td>- 47% Appropriate</td>
</tr>
<tr>
<td><strong>Staff (n=197)</strong></td>
<td><strong>Staff (n=197)</strong></td>
</tr>
<tr>
<td>- 27% More than appropriate</td>
<td>- 10% More than appropriate</td>
</tr>
<tr>
<td>- 70% Appropriate</td>
<td>- 74% Appropriate</td>
</tr>
<tr>
<td>- 3% Less than appropriate</td>
<td>- 16% Appropriate</td>
</tr>
<tr>
<td><strong>Alumni (n=334)</strong></td>
<td><strong>Alumni (n=334)</strong></td>
</tr>
<tr>
<td>- 31% More than appropriate</td>
<td>- 13% More than appropriate</td>
</tr>
<tr>
<td>- 68% Appropriate</td>
<td>- 76% Appropriate</td>
</tr>
<tr>
<td>- 1% Less than appropriate</td>
<td>- 11% Appropriate</td>
</tr>
<tr>
<td><strong>Students (n=529)</strong></td>
<td><strong>Students (n=529)</strong></td>
</tr>
<tr>
<td>- 26% More than appropriate</td>
<td>- 16% More than appropriate</td>
</tr>
<tr>
<td>- 71% Appropriate</td>
<td>- 75% Appropriate</td>
</tr>
<tr>
<td>- 3% Less than appropriate</td>
<td>- 9% Appropriate</td>
</tr>
</tbody>
</table>

- Seven in ten among the faculty members feel that they spend more than an appropriate amount of time on teaching and preparing to teach, and five in ten say that the amount of time spent by faculty on research and scholarly activities at UNC Asheville is less than appropriate.
Ratio of Teaching to Conducting Research

Q6: In your opinion what would be an appropriate ratio of teaching to research for faculty at UNC Asheville?

- Most respondents in all categories choose a 75% teaching to 25% research ratio as the most appropriate model for UNC Asheville.
- Compared to the other groups faculty members support this model most.
### UNC Asheville Strengths

#### Q7: What do you feel is UNC Asheville’s single greatest strength? Unaided, Top Mentions.

<table>
<thead>
<tr>
<th>Category</th>
<th>Alumni (n=100)</th>
<th>Students (n=150)</th>
<th>Faculty (n=147)</th>
<th>Staff (n=103)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, staff, the people</td>
<td>29%</td>
<td>27%</td>
<td>33%</td>
<td>25%</td>
</tr>
<tr>
<td>Personal attention</td>
<td>17%</td>
<td>15%</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Size</td>
<td>13%</td>
<td>12%</td>
<td>8%</td>
<td>17%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
<td>17%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Liberal arts emphasis</td>
<td>11%</td>
<td>8%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Location</td>
<td>14%</td>
<td>6%</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>Atmosphere (unity, inclusive)</td>
<td>7%</td>
<td>14%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Student-centered</td>
<td>4%</td>
<td>5%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Academics (rigorous, good...)</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Students (focused, high SAT scores)</td>
<td>3%</td>
<td>8%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary studies</td>
<td>5%</td>
<td>3%</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Multiple mentions possible.

- Ability of faculty and staff to provide personal attention and support are noted as main strengths of the school.
- Location and emphasis on liberal arts education are among the most often mentioned positives as well.
### UNC Asheville Weaknesses

**Q8: What do you feel is UNC Asheville’s single greatest weakness? Unaided, Top Mentions. N=500**

<table>
<thead>
<tr>
<th>Weakness</th>
<th>Alumni (n=100)</th>
<th>Students (n=150)</th>
<th>Faculty (n=147)</th>
<th>Staff (n=103)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of diversity</td>
<td>15%</td>
<td>20%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Limited academic variety (too few programs offered, only one master’s, no PhD)</td>
<td>11%</td>
<td>16%</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>Reputation (not well known, ivory tower, perception of liberal arts schools)</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Lack of funding, lack of state support, small endowment</td>
<td>7%</td>
<td>7%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>Faculty, staff, advisors (too few, poor quality, behind the times, not fully committed)</td>
<td>7%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Atmosphere (not welcoming, not inclusive, too liberal, lack of school spirit, too political)</td>
<td>7%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Academics (curriculum, program requirements, not rigorous, poor preparation)</td>
<td>6%</td>
<td>8%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Social environment, limited opportunities for involvement</td>
<td>4%</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Multiple mentions possible.

- Lack of funding and state support appears to be a main issue for employees; current students and alumni mention lack of diversity most.
- Alumni and staff members mention limited academic variety more often compared to the other groups.
Current Students
### Other Schools Considered

**Q10: When you were selecting a college, what other schools besides UNC Asheville were you considering? Unaided, Top Mentions.**

<table>
<thead>
<tr>
<th>School</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State University</td>
<td>27%</td>
</tr>
<tr>
<td>University of North Carolina Chapel Hill</td>
<td>20%</td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>20%</td>
</tr>
<tr>
<td>North Carolina State University, NCSU</td>
<td>16%</td>
</tr>
<tr>
<td>University of North Carolina Wilmington</td>
<td>14%</td>
</tr>
<tr>
<td>University of North Carolina Greensboro</td>
<td>10%</td>
</tr>
<tr>
<td>University of North Carolina Charlotte</td>
<td>9%</td>
</tr>
<tr>
<td>Warren Wilson College</td>
<td>5%</td>
</tr>
<tr>
<td>Mars Hill College</td>
<td>4%</td>
</tr>
<tr>
<td>Elon University</td>
<td>3%</td>
</tr>
</tbody>
</table>

Multiple mentions possible.

- Total of 426 colleges and universities were mentioned and 105 were single mentions
- Most of mentioned schools are located in North Carolina, neighboring states, or on the East Coast
### Reasons to Attend UNC Asheville

**Q11: What were the primary reasons you chose to attend UNC Asheville over other options? Unaided, Top Mentions.**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location (proximity to home, mountains, climate)</td>
<td>63%</td>
</tr>
<tr>
<td>Affordable, reasonable cost to attend</td>
<td>23%</td>
</tr>
<tr>
<td>Other</td>
<td>17%</td>
</tr>
<tr>
<td>Size</td>
<td>13%</td>
</tr>
<tr>
<td>Small classes, personal attention</td>
<td>10%</td>
</tr>
<tr>
<td>Offered my program</td>
<td>9%</td>
</tr>
<tr>
<td>Atmosphere (sense of community, open-minded)</td>
<td>9%</td>
</tr>
<tr>
<td>Academic quality, good preparation</td>
<td>9%</td>
</tr>
<tr>
<td>Campus, environment (beautiful, good layout...)</td>
<td>8%</td>
</tr>
<tr>
<td>Liberal arts school</td>
<td>5%</td>
</tr>
<tr>
<td>Faculty, staff</td>
<td>5%</td>
</tr>
<tr>
<td>Good fit for me, felt right</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Location and cost to attend were among the main reasons for choosing UNC Asheville.
- Emphasis on environmental consciousness, positive references from alumni (including parents) were mentioned among other reasons.
Satisfaction with UNC Asheville – Academic Experience

Q12: How satisfied are you with your academic/classroom experiences at UNC Asheville? 1=Very dissatisfied, 5=Very satisfied. Aided. N=529

■ Nine in ten current students are satisfied with their academic experience at UNC Asheville
Satisfaction with UNC Asheville – Social Experience

Q13: How satisfied are you with your social experiences at UNC Asheville? 1=Very dissatisfied, 5=Very satisfied. Aided. N=529

- About two-thirds of current students said they were satisfied with the social experience at UNC Asheville.
- Comments from earlier questions pointed to a somewhat limited range of options for social life, quality of food on campus, and lack of ethnic diversity.

Mean 3.8
Would Choose UNC Asheville Again?

Q14: If you had to do it over, would you still choose to attend UNC Asheville? Aided. N=529

- No, 15%
- Yes, 85%

Q14a: Why would you choose not to attend UNC Asheville again? Aided. N=79

- Weak academics 24%
- Poor faculty 18%
- Poor atmosphere 13%
- Does not offer my program 13%
- I did not fit 11%
- Poor overall experience 9%
- Location 9%
- Lack of diversity 9%
- Too small 8%
- Promises not delivered 7%
- Students 7%
- Poor social opportunities 5%
- Not student-centered 5%

- Quality of academics (poor preparation, not deep enough content, too many liberal arts requirements, programs are too general) was mentioned among the main reasons for not attending UNC Asheville if given the second chance.
Addition of New Master Level Degree Programs at UNC Asheville – First Reaction

Q15: If UNC Asheville added another master level program, which of the following best describes how you would feel about it? 1=Very negative, 5=Very positive. Aided. N=529

- Three quarters of all current students feel positive about adding another master level program; two in ten are not sure if the addition will be positive or negative and only a small number does not feel positive about the expansion of the master level education at UNC Asheville
Perception of Schools Which Offer Graduate Programs

Q18: Do you feel schools which offer graduate degrees are, in general, considered more prestigious or enjoy stronger academic reputations? Aided. N=529

- Seven in ten among current students consider schools which offer graduate degrees more prestigious and have higher reputations
- One in ten disagrees and two in ten do not have a definitive opinion
- Generally speaking, those who look favorably at schools which offer graduate programs are also supportive of the idea of adding another master level program at UNC Asheville
Pursuit of Graduate Degree

Q19: How likely are you to pursue a graduate degree at some point in the future? Aided. N=526

- Eight in ten of those who said that they would be likely to pursue a graduate degree at some point in the future would consider UNC Asheville if the school offered a master’s in the field of study of their interest.

Q20: If UNC Asheville offered a master’s degree in the field of study of most interest to you, would you seriously consider it as an option for your graduate education? Aided. N=529

- Yes, 78%
- No, 22%

Mean 4.3
Interest in Graduate Programs

Q21: What master level program would be of most interest to you if offered at UNC Asheville?  
*Unaided. N=529*

- Business, Management, MBA: 10%
- Psychology, Psychology-related: 9%
- Education, Education-related, MAT: 8%
- Environmental Studies and Science, Sustainability: 4%
- History, History-related: 4%
- Literature, Literature and Language: 3%
- Biology: 3%
- Mathematics, Computational Math: 3%
- Political Science: 3%
- Computer Science: 3%
- Sociology: 3%
- Anthropology: 3%
- Creative Writing: 3%
- Social Work: 3%
- Library Science, Library and Information Science: 2%
- Medicine: 2%
- Counseling, Therapy: 2%
- Physical Therapy: 2%
- Law: 2%
- International Relations, International Studies: 2%
- Economics: 2%
- Chemistry: 2%
- Public, Community Health, PHA: 2%

Multiple mentions possible.

- Business, psychology, and education disciplines were top of mind responses when asked about interest in master level programs at UNC Asheville
Interest in Graduate Programs

Q22: Which of the following academic programs, if any, would be of interest to you if offered at UNC Asheville? Aided. N=529

- Teaching / Education: 20%
- Sustainability Studies: 18%
- Creative Writing: 16%
- Leadership / Organizational Leadership: 16%
- Public Health: 16%
- Documentary Studies: 14%
- Entrepreneurism: 12%
- Analytics / Data and Decisions: 10%
- Climate Change and Society: 10%
- Digital Gaming: 10%
- Ecotourism: 10%
- New Media, Computer Sciences: 10%
- Project Management: 10%
- Media Studies: 9%
- Climate Sciences: 8%
- Atmospheric Sciences: 6%
- Jazz Studies: 6%
- Mechatronics / Engineering: 6%

Multiple mentions possible.

- When asked to choose from the list of suggested programs, teaching and education and sustainability studies topped the list with creative writing, leadership, and public health closely following next.
Faculty and Staff
Addition of New Master Level Degree Programs at UNC Asheville – First Reaction

Q23: If UNC Asheville added another master level program, which of the following best describes how you would feel about it? 1=Very negative, 5=Very positive. Aided.

- Overall staff members are more positive about adding another master level program at UNC Asheville – seven in ten among staff members as compared to four in ten among faculty expressed their support of such idea.

- Mean Faculty 3.1
- Mean Staff 4.0
Impact of Graduate Programs Addition

Q24: Why do you feel the addition of another master level program would be positive? Unaided.

- Positive impact on the area
  - Faculty (n=65): 28%
  - Staff (n=127): 22%
- Increased funding
  - Faculty (n=65): 19%
  - Staff (n=127): 10%
- Depends on the program
  - Faculty (n=65): 19%
  - Staff (n=127): 9%
- Improved reputation, prestige
  - Faculty (n=65): 14%
  - Staff (n=127): 15%
- More education opportunities
  - Faculty (n=65): 12%
  - Staff (n=127): 20%
- UG and faculty will work with grad students
  - Faculty (n=65): 11%
  - Staff (n=127): 1%
- Improved academic standards
  - Faculty (n=65): 9%
  - Staff (n=127): 3%
- More research opportunities
  - Faculty (n=65): 9%
  - Staff (n=127): 1%
- UNCA will be more attractive to students
  - Faculty (n=65): 6%
  - Staff (n=127): 18%
- Increase in diversity
  - Faculty (n=65): 6%
  - Staff (n=127): 2%
- Attract top students
  - Faculty (n=65): 5%
  - Staff (n=127): 4%
- UNCA will be better, more dynamic, competitive
  - Faculty (n=65): 3%
  - Staff (n=127): 6%
- Growth, expansion
  - Faculty (n=65): 3%
  - Staff (n=127): 4%
- Student retention
  - Faculty (n=65): 2%
  - Staff (n=127): 9%
- Attract high quality faculty
  - Faculty (n=65): 2%
  - Staff (n=127): 5%

Multiple mentions possible.

- Although faculty and staff members state most often that another master level program at UNC Asheville will have a positive impact on the area, the two groups emphasize different areas of impact.
Impact of Graduate Programs Addition (cont.)

Q30: Why do you feel the addition of another master level program would be negative? Unaided.

- The main concern which both faculty and staff members have, and faculty more so, is that the addition of another master level program at UNC Asheville will not benefit the current school’s mission and identity and will divert resources from the undergraduate education.

- Three in ten staff members who had a negative reaction suggested that any extra resources, if available, should be spent on improving or supporting currently existing programs.
Size of Graduate Programs

Q25: How many master’s programs, in total, do you feel could be offered by UNC Asheville before it can no longer be described as “primarily undergraduate”? Unaided.

On average five graduate programs are perceived to be the threshold which determines the status of UNC Asheville as a provider of higher education.

Staff members estimate a higher number of students enrolled in master’s programs as compared to faculty.

Q26: How many graduate students, in total, do you feel could be enrolled in master’s programs at UNC Asheville before it can no longer be described as “primarily undergraduate”? Assume that the number of undergraduate students holds constant at around 3,500. Unaided.

Graduate Programs

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Faculty (n=75)</th>
<th>Staff (n=140)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Graduate Students

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Faculty (n=72)</th>
<th>Staff (n=133)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>2000</td>
<td>2500</td>
</tr>
<tr>
<td></td>
<td>444</td>
<td>624</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>
Addition of New Master Level Degree Programs at UNC Asheville – Importance of Factors

Q27: Indicate how important each factor is to you when thinking about adding master’s programs at UNC Asheville. 1=Not at all important, 5=Extremely important. Aided.

- All factors are rated as important with faculty rating the improvement of perceived image of UNC Asheville lowest and significantly lower than staff members, and staff members giving the lowest—and significantly lower compared to faculty—rating to the support of faculty in pursuit of academic knowledge and expertise in chosen fields.
Interest in Graduate Programs

Q28: What master level program would be of most interest to you if offered at UNC Asheville? Unaided.

- **Staff members** give a lot more preference to business and health related master’s programs
- **Faculty** lean more toward education related disciplines, creative writing, and environmental sciences

Multiple mentions possible.
Interest in Graduate Programs (cont.)

Q29: Which of the following academic programs, if any, would be of interest to you if offered at UNC Asheville? Aided.

<table>
<thead>
<tr>
<th>Program</th>
<th>Faculty (n=147)</th>
<th>Staff (n=197)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching / Education</td>
<td>23%</td>
<td>31%</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Public Health</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Climate Change and Society</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Documentary Studies</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Sustainability Studies</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>New Media, Computer Sciences</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Atmospheric Sciences</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Climate Sciences</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Mechatronics / Engineering</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>Leadership / Organizational Leadership</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Ecotourism</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>Media Studies</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>Analytics / Data and Decisions</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>Entrepreneurism</td>
<td>8%</td>
<td>19%</td>
</tr>
<tr>
<td>Jazz Studies</td>
<td>8%</td>
<td>21%</td>
</tr>
<tr>
<td>Digital Gaming</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>Project Management</td>
<td>4%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Multiple mentions possible.

- When asked to choose from a provided list, once again staff members gave more preference to business related programs, and faculty were more interested in humanities oriented disciplines like education, creative writing, and climate change and society.
Impact of Graduate Programs Addition

Q31: Assuming one or more master’s level programs are added, what factors or issues need to be considered to prevent any harmful impact on the undergraduate educational experience at UNC Asheville? Unaided.

- Adequate faculty and staff coverage: 57%
- Adequate facilities: 12%, 16%
- No harmful impact, do not know: 11%, 17%
- Adequate funding: 17%, 7%
- Resources are not taken from UG programs: 13%, 7%
- UG education should remain a priority: 5%, 7%
- Needs to align with our mission: 7%, 3%
- Adequate parking: 17%
- Separate student services for grad programs: 4%, 4%
- Adequate timing and scheduling: 4%, 4%
- Ensure UG research is not harmed: 5%, 3%
- No hierarchy among faculty: 4%, 3%
- Master's programs should be of interest to UG…: 4%
- Cost of master's programs vs. revenue: 41%
- Adequate compensation for faculty and staff: 1%

Multiple mentions possible.

- Ability to meet an increased demand in faculty and staff is the main area of concern for both faculty and staff members
Addition of New Master Level Degree Programs at UNC Asheville – Community Perception

Q32: Thinking about people not directly involved with UNC Asheville, how would increasing the graduate degree opportunities at UNC Asheville impact their perception of UNC Asheville?  

1=Very negative, 5=Very positive. Aided.

- Faculty members are somewhat more skeptical about the community being more favorable toward UNC Asheville if the University increases its graduate level opportunities.
- Staff members rate an estimated positive impact on the community significantly higher compared to faculty.

<table>
<thead>
<tr>
<th>Perception</th>
<th>Faculty (n=147)</th>
<th>Staff (n=197)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very positive</td>
<td>32%</td>
<td>48%</td>
</tr>
<tr>
<td>Moderately positive</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>Neither</td>
<td>28%</td>
<td>15%</td>
</tr>
<tr>
<td>Moderately negative</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Very negative</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Mean Faculty 3.9  
Mean Staff 4.3
Q33: In what ways are you or have you been involved with UNC Asheville? Aided. N=334

- Visiting the UNC Asheville website (59%)
- Visiting the campus (55%)
- Attend campus performances (41%)
- Athletic events (31%)
- Giving financial support (30%)
- Social media sites (28%)
- Campus bookstore (22%)
- Student/Alumni mentoring and networking (21%)
- Volunteer opportunities (10%)
- Alumni travel (10%)
- Alumni Association sponsored events (9%)
- Attend reunions (8%)
- UNC Asheville Club events in my area (6%)
- Recognized or nominated for distinguished alumni (3%)
- Sponsor events (2%)
- Other (10%)

Multiple mentions possible.

- Visiting UNC Asheville in person including attendance of campus performances and athletic events along with checking the school’s website are the most typical ways for alumni to stay in touch with their alma mater.
Involvement with UNC Asheville (cont.)

Q29: Overall, how would you describe your level of involvement with UNC Asheville as an alumnus/a? Aided. N=334

- Highly involved, 1%
- Somewhat involved, 20%
- Rarely involved, 47%
- Not involved, 32%

A very small proportion of alumni consider their level of involvement with UNC Asheville as high; three in ten are not involved at all, and about one half do not have an opinion about their involvement with the school.

Q30: How satisfied are you with your overall UNC Asheville alumni experience? Aided. N=334

- Very satisfied, 16%
- Somewhat satisfied, 25%
- Neither, 47%
- Somewhat dissatisfied, 9%
- Very dissatisfied, 3%

Mean 3.4
Addition of New Master Level Degree Programs at UNC Asheville – First Reaction

Q31: If UNC Asheville added another master level program, which of the following best describes how you would feel about it? 1=Very negative, 5=Very positive. Aided. N=334

- Eight in ten among alumni have a positive reaction to the idea of adding another master level program at UNC Asheville

![Bar chart showing the distribution of responses]

- Very positive: 60%
- Moderately positive: 20%
- Neither: 13%
- Moderately negative: 5%
- Very negative: 2%

Mean 4.3
Alumni mostly agree that adding another master level program would improve the reputation of UNC Asheville, create more education opportunities, and will be generally more attractive to students, including alumni who are interested in continuing education options for themselves.
Impact of Graduate Programs Addition

Q38: Why do you feel the addition of another master level program would be negative? Unaided. N=23

- Detraction from UG students (funds, attention): 41%
- Distraction from the school's mission and identity: 36%
- Resources should be used to improve existing programs: 23%
- Do not have adequate resources: 9%
- Value of master's degree will be low: 9%
- Current master's program is worthless: 9%

Multiple mentions possible.

- A small number of alumni expressed their concern about the quality of undergraduate education once the master level programs are introduced
Perception of Schools Which Offer Graduate Programs

Q39: Do you feel schools which offer graduate degrees are, in general, considered more prestigious or enjoy stronger academic reputations? Aided. N=333

- Yes, 81%
- No, 11%
- Not sure, 8%

Even more so than current students, alumni agree that the schools which offer graduate programs are considered more prestigious and have better academic reputations.
Pursuit of Graduate Degree

Q40: How likely are you to pursue a graduate degree at some point in the future?  
Aided. N=332

- Eight in ten among alumni said that they would be likely to pursue a graduate degree at some point in the future, and about three-quarters would consider UNC Asheville if the school offered a master’s in the field of study of their interest.

Q41: If UNC Asheville offered a master’s degree in the field of study of most interest to you, would you seriously consider it as an option for your graduate education?  
Aided. N=301

- Yes, 75%
- No, 25%

Mean 4.3
Interest in Graduate Programs

Q42: What master level program would be of most interest to you if offered at UNC Asheville?

Unaided. N=334

- Business, Management, MBA: 12%
- Education: 10%
- Social Work: 9%
- Psychology: 6%
- Environmental Sciences: 5%
- History: 5%
- Public Health, PHA: 3%
- Communications: 3%
- Biology: 3%
- Public Administration: 3%
- Sociology: 3%
- Literature and Language: 3%
- Urban Planning: 2%
- Political Science: 2%
- Counseling, Therapy: 2%
- Public Policy: 2%
- Art History: 2%
- Health, Wellness: 2%

Multiple mentions possible.

- About one-quarter of all responses were individual mentions.
Interest in Graduate Programs

Q43: Which of the following academic programs, if any, would be of interest to you if offered at UNC Asheville? Aided. N=334

- Public Health: 23%
- Teaching / Education: 20%
- Sustainability Studies: 18%
- Leadership / Organizational Leadership: 16%
- Entrepreneurism: 14%
- Creative Writing: 12%
- Ecotourism: 12%
- Project Management: 12%
- Climate Change and Society: 11%
- Documentary Studies: 11%
- New Media, Computer Sciences: 10%
- Media Studies: 9%
- Analytics / Data and Decisions: 9%
- Climate Sciences: 8%
- Atmospheric Sciences: 5%
- Mechatronics / Engineering: 3%
- Jazz Studies: 3%
- Digital Gaming: 3%

Multiple mentions possible.

- Similar to current students and employees, alumni chose public health, teaching and education, and sustainability studies among the most appealing options for the master level programs at UNC Asheville.
Summary and Recommendations
Summary

- When asked to describe UNC Asheville, alumni and students were more likely to say that the school had a warm, open-minded, and accepting atmosphere, whereas faculty and staff limited their descriptions to more general statements about UNC Asheville being a liberal arts, small, and public school.

- Only two of thirteen attributes were rated similarly across the board; eleven other attributes were rated with significant differences between the groups.

- The highest ratings among the groups were given to the following attributes:

  - **Faculty:**
    - Ability of faculty to teach and instruct
    - Hands-on learning opportunities
    - Cost to attend
    - Quality of life in the greater Asheville community (same as alumni)
    - Success of graduates getting good jobs and/or admission to good graduate/professional schools
    - Cost to attend
    - Variety of undergraduate academic programs
    - Academic reputation of UNC Asheville nationally (same as staff)
Summary

- **Staff:**
  - Academic reputation of UNC Asheville in North Carolina
  - Academic reputation of UNC Asheville nationally (same as faculty)

- **Alumni:**
  - Location of campus
  - Quality of life in the greater Asheville community (same as faculty)
  - Size of the University
  - Amount of financial aid available, including scholarships (same as students)

- **Students:**
  - Extent to which faculty are recognized experts in their field of study
  - Amount of financial aid available, including scholarships (same as alumni)
  - Quality of campus social activities
Summary

- It should be noted that while the students rate the quality of faculty high, their ratings of the academic reputation, variety of undergraduate programs, hands-on learning opportunities, and graduate outcomes are often significantly lower compared to these ratings given by faculty.
- Alumni are more likely to side with the students when rating the academic attributes of the school.
- About one-half of the respondents in each group gave the highest rating when asked about their overall opinion of UNC Asheville.
- Only one of eleven statements about UNC Asheville was rated similarly by all groups – all respondents agree to about the same degree that UNC Asheville develops students as highly accomplished thinkers, negotiators, planners, collaborators, and problem-solvers.
- The highest ratings, albeit with some significant variations between the groups, were given to the statements about quality of undergraduate education experience, interdisciplinary learning (rated highest by alumni), and exceptional faculty-student mentoring (rated highest by faculty).
Summary

- Larger perceptual gaps between groups were found for the following statements:
  - Faculty and staff agree that UNC Asheville is recognized as a leading undergraduate research institution at a significantly higher level compared to alumni and students.
  - Students and alumni agree that UNC Asheville has the ability to attract private and state funding as well as collaborates with Asheville community at a significantly higher level compared to faculty and staff.
  - Faculty rate diversity of the UNC Asheville community lowest compared to the other groups.
  - When asked about the time allocation for teaching vs. research, faculty were significantly more likely to say that they spend more than an appropriate amount of time on teaching and preparation for teaching; less than one third of the other groups shared the opinion.
  - Five in ten among faculty suggested that they spend less than an appropriate amount of time on research and scholarly activities.
Summary

- Majority of respondents in all groups (six to eight in ten) suggested that the appropriate ratio of teaching to research for faculty at UNC Asheville should be 75% teaching to 25% research. Faculty members support this model most.
- When asked to name most strengths and weaknesses of the school, the most often mentioned positive was faculty and staff, followed by personal attention.
- Lack of diversity and insufficient funding, including state support and small endowment were mentioned as negatives.
Summary

Current Students

- Current students indicated most often Appalachian State University, University of North Carolina Chapel Hill, and Western Carolina University among the other schools considered during the selection process.

- Main reasons for choosing UNC Asheville included location attributes such as proximity to home, mountains, and climate and the cost to attend the school.

- Satisfaction of current students with the academic experience at UNC Asheville is higher compared to their satisfaction with the social experience (Mean 4.3 vs. 3.8 correspondingly).

- Eight to nine in ten among current students would choose UNC Asheville again if they had to make their decision about the school to attend for the second time. Those who would not choose the school, mentioned weak academics and poor quality of faculty as their main reasons.
Summary

Current Students (cont.)

- Almost eight in ten among current students expressed their support for another master level program at UNC Asheville
  - More education opportunities, higher attractiveness of the school to students and their retention, more variety and funding were given as supportive arguments
  - Those who did not support the idea of introducing an additional master level program (4%) indicated a need for improvement of existing programs, a concern about detracting attention and resources from the undergraduate programs, and uncertainty about the image and character of the University

- The number of current students who agree that schools which offer graduate degrees are more prestigious and have stronger academic reputations is similar to the number of those who consider a master level education after having graduated from UNC Asheville, and almost eight in ten among those who plan on pursuing a graduate degree said that they would consider UNC Asheville if the school offered a master’s degree in the field of study of their interest
Summary

Faculty and Staff

- Overall staff members are more positive about adding another master level program at UNC Asheville – seven in ten among staff members as compared to four in ten among faculty expressed their support of the idea.

- Those who feel positive about the addition of another master level program indicate positive impact on the area, increased funding, improved reputation, more education opportunities, and higher attractiveness of UNC Asheville to students most often.

- Those who had a negative reaction to the idea expressed their concern about the school’s mission and identity, a possibility of negative impact on the undergraduate education, and the need of improving the existing programs.

- Both faculty and staff suggested introducing about five master level programs with the average number of graduate students of 444 as suggested by faculty and 625 as suggested by staff.
Summary

Faculty and Staff (cont.)

- When asked to rate the importance of five factors related to the addition of master level programs at UNC Asheville, all factors was rated at the average level of importance, with faculty rating the improvement of perceived image of UNC Asheville lowest and significantly lower than staff members, and staff members giving the lowest, and significantly lower compared to faculty, rating to the support of faculty in pursuit of academic knowledge and expertise in chosen fields.

- Adequate faculty and staff coverage was indicated by about one-half of both faculty and staff members as the main issue which needs to be considered to prevent any harmful impact on the undergraduate educational experience at UNC Asheville if additional master level programs are introduced at the school.

- Staff members rate an estimated positive impact on the community significantly higher compared to faculty (Mean 4.3 vs. 3.9 correspondingly).
Summary

Alumni

- The current level of alumni involvement with UNC Asheville is low—one third are not involved at all, about half report a rare involvement, and only one percent say they are highly involved.

- Correspondingly, about one-half of all respondents cannot rate their satisfaction with the alumni experience.

- Similar to current students an overall reaction of alumni regarding the addition of another master level program at UNC Asheville is largely positive – eight in ten respondents said their reaction was very or moderately positive.

- Improved reputation and prestige, more education opportunities, and attractiveness of the school to the students were mentioned among the main reasons for supporting the idea.

- Reasons of those who had a negative reaction (7%) are similar to those stated by the other groups – possible negative impact on the undergraduate education, deviation from the school’s mission and identity, the need of improvement of the existing programs.
Summary

Alumni (cont.)

- Eight in ten alumni agree that the schools which offer graduate programs are considered more prestigious and have better academic reputations.

- Eight in ten among alumni said that they would be likely to pursue a graduate degree at some point in the future, and about three-quarters would consider UNC Asheville if the school offered a master’s in the field of study of their interest.
Business and education related disciplines were most frequent top-of-mind responses among all groups of respondents.

When asked to choose from the list, programs in teaching and education, public health, sustainability studies, and leadership topped the list.
Recommendations

- Faculty appear to be the most satisfied internal group when it comes to various school-related attributes, including education, reputation, and graduate outcome related attributes. There is a visible level of discrepancy between the perception of this group and such of students and alumni which may need to be addressed in order to bring the overall perception of all internal audiences to a more balanced level which, in its turn, might be helpful for determining the future direction for UNC Asheville.

- Students and alumni, followed by staff, are much more supportive of the idea of adding master level programs at UNC Asheville compared to faculty – eight in ten among students and alumni and seven in ten among staff are on board with the suggestion, whereas only four in ten among faculty express their support. More communication needs to be done with this group to address their concerns and to clarify various logistical, financial, staffing, and strategic development issues which hold the faculty back at present.

- If the additional master level programs were to be introduced, teaching and education, public health, sustainability studies, and organizational leadership directions should be considered first. These programs received the highest level of support among all groups.