

COLORADO MESA UNIVERSITY FAST FORWARD 2.0 SURVEY RESULTS



July 2015

CMU FAST FORWARD 2.0 SURVEY RESULTS, JULY 2015

RESPONDENTS

The Fast Forward 2.0 survey was administered in April, 2010, and again in May - July, 2015. Invitations to complete the 2015 survey were sent via email to 4 different groups: current students, faculty, staff, and members of the business community. The number of respondents and response rates for each group are shown in Table 1 below, with comparisons to the 2010 survey

Table 1. COMPARISON OF FAST FORWARD SURVEY PARTICIPATION, 2010 AND 2015

Group	2010			2015		
	Surveyed	Responded	Response Rate	Surveyed	Responded	Response Rate
Students	6571	418	6%	7858	521	7%
Faculty	430	137	32%	568	178	31%
Staff	300	111	37%	367	132	36%
Business	1326	405	30%	NA	191	NA

HOW IMPORTANT IS IT TO YOU THAT COLORADO MESA UNIVERSITY? (FIGURE 1)

Of the items in this section of the 2015 survey, *Offers baccalaureate degrees* received the highest rating of importance: an average rating of 4.8 on a scale where 1 represents Not Important and 5 is Very Important. *Offers master's degrees* and *Meets regional employer needs with course work and/or programs* were also highly rated, with average scores of 4.5 each, while *Offers technical certificates* (3.7) and *Offers doctoral degrees* (3.9) received the lowest overall ratings.

Among respondent groups, students rated *Serve residents in the university's service region* and *Offers technical certificates* lower than did other groups and rated *Offers doctoral degrees* with higher importance than did other respondents. Compared to other groups, faculty gave lower ratings to *Offers associate degrees*, *Offers master's degrees*, and *Offers doctoral degrees*. Members of the business community rated *Offers technical certificates* and *Meets regional employer needs* more highly than other respondents did.

Responses to this section were very similar in the 2010 and the 2015 surveys. The largest difference was in the faculty, staff, and overall average rating for *Offers doctoral degrees*, which all increased from 2010 to 2015.

SELECT YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS (FIGURE 2)

In this section of the survey, the item that respondents agreed with most strongly was *CMU has a positive impact on the region's economic and cultural development*, which received an overall average rating of 4.3 where 1 represents Strongly Disagree and 5 is Strongly Agree. *CMU delivers a quality educational experience* also received high ratings. The items receiving the lowest ratings were *CMU offers an affordable education* and *CMU makes classes accessible via a variety of formats and times*, which each received an overall rating of 3.9.

Students gave a lower rating than any other group on the items *CMU has a positive impact on the region's economic and cultural development* and *CMU makes classes accessible via a variety of formats and times*. Compared to other groups, members of the business community gave the lowest rating to *CMU offers an affordable education*. Faculty rated *CMU makes classes accessible via a variety of formats and times* and *CMU offers an affordable education* more highly than did other groups.

In the 2010 survey, student responses were lower than those of other groups for all six questions in this section. In the 2015 survey, students gave the lowest rating on only two questions, overall ratings were higher for 5 of 6 questions, and there was less variation among groups in the average responses on all questions.

WHAT LIMITS THE UNIVERSITY FROM MOVING FORWARD? (FIGURE 3)

In this section of the survey, *Funding for curriculum* was the item most strongly identified as a limit to Colorado Mesa University's moving forward, with an overall average rating of 3.4 on a scale where 1 is Not a limiting factor and 5 is Strong limiting factor. *Sense of direction and focus* and *Relationships with businesses in the region* received the lowest ratings at 2.7 each.

Among respondent groups, faculty were the most likely to rate *Funding for curriculum* as a strong limiting factor. Faculty also rated *Public perceptions of higher education* as more limiting and *Funding for physical expansions* and *Relationships with businesses in the region* as less limiting than did other respondent groups. Students were more likely than other respondents to identify *Relationships with businesses in the region* as a limiting factor, while staff rated *Public perceptions of Western Colorado Community College* as more limiting than other respondents. Members of the business community rated *Public perceptions of Colorado Mesa University* as less limiting than other respondents.

Most items in this section received similar ratings in 2015 compared to 2010. The biggest change occurred with *Sense of direction and focus* which was rated as more limiting in 2015, moving from a score of 2.4 in 2010 to 2.7 in 2015.

HOW SHOULD THE UNIVERSITY DIRECT ITS FOCUS DURING THE NEXT FIVE YEARS? FIGURE 4)

The item receiving the highest importance rating in this section of the survey was *Maintaining affordability*, with an average rating of 4.6 on a scale where 1 represents Not Important and 5 is Very Important. *Enhancing instructional quality* also received high ratings, with an average score of 4.2. *Adapting and reacting to market conditions*, with an overall average score of 3.9, had the lowest rating in this section.

Students rated *Expanding certificate and degree programs*, *Supporting a student oriented environment*, and *Increasing participation in higher education* higher than other respondent groups did. Faculty respondents gave higher ratings to *Enhancing instructional quality*, and lower ratings to *Expanding certificate and degree programs* and *Adapting and reacting to market conditions*, compared to other respondents. Members of the business community rated *Supporting a student oriented environment* as less important than other respondent groups did.

Items in this section of the survey received very similar ratings in 2010 and 2015.

HOW IMPORTANT SHOULD THE FOLLOWING GOALS BE FOR COLORADO MESA UNIVERSITY? (FIGURE 5)

Among the items in this section, *Recruit and retain quality faculty* received the highest rating of importance, with an average rating of 4.5 on a scale where 1 represents Not Important and 5 is Very Important. Other items rated as highly important were *Manage the institution's resources efficiently* and *Enhance students' experiences in order to assure their success after they leave CMU*, with ratings of 4.4 each. *More fully develop and implement the community college role* received the lowest importance rating: an average score of 3.5.

Respondents from the business community gave lower importance ratings to *Recruit and retain quality faculty* and *Enhance students' experiences in order to assure their success after they leave CMU*, and higher ratings to *More fully develop and implement the community college role*, than did other respondent groups. Faculty rated *Recruit and retain quality faculty* as more important, and *Review and prioritize academic programs*, *Improve the quality and utilization of campus facilities*, *More fully develop and implement the community college role* and *Manage the institution's resources efficiently* as less important, compared to other respondents.

There was very little difference in the overall ratings for these items between the 2010 and the 2015 surveys.