GCOS Strategic Planning
Survey Results

Survey developed fall 2022
Survey open spring 2023

Committee Members

- Dr. Scott Parker – Biology
- Ms. Candy Butler (Staff) – Biology
- Dr. Brett Simpson – Chemistry
- Dr. Crystal Cox – Computing Sciences
- Dr. Diane Fribance – Marine Science
- Dr. Eric Rosch (NTT) – Marine Science
- Dr. Lindsey Bell – Mathematics and Statistics
- Dr. Siming Guo – Physics and Engineering Science
- Dr. Matthew Murphy – Psychology
- Dr. Chad Leverette - Dean
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9. Current student and alumni perspective
10. Parent perspective
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12. Other views or opinions
Survey Participants

Summary of participant demographics
Survey Participants

**GCOS Visioning and Strategic Planning Survey**

**Invited Stakeholders**

- GCOS Parents (n=2437)
- GCOS Students (n=2318)
- GCOS Alums (n=2037)
- Other Staff (n=335)
- Other Faculty (n=217)
- GCOS Faculty (n=208)
- External Partners (n=53)
- GCOS Staff (n=33)
- Other Chairs (n=23)
- Administrators (n=13)
- BOV/Key Donors (n=12)
- GCOS Former Faculty (n=12)
- GCOS Chairs (n=7)

**Response**

- No
- Yes

**Number of Stakeholders Invited to Participate**

**Response Rate**

0.00 0.25 0.50 0.75 1.00

**GCOS Visioning and Strategic Planning Survey**

**Respondents by Role**

- GCOS Students (n=326)
- GCOS Parents (n=219)
- GCOS Alums (n=163)
- GCOS Faculty (n=120)
- Other Staff (n=12)
- Other Faculty (n=10)
- External Partners (n=25)
- GCOS Staff (n=18)
- Administrators (n=10)
- GCOS Chairs (n=7)
- GCOS Former Faculty (n=7)
- BOV/Key Donors (n=6)
- Other Chairs (n=4)

**Number of Respondents**

0 100 200 300
Survey Participants: Students

Classification of Student Respondents

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Major Majors of Student Respondents

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n=326
Survey Participants: GCOS Faculty

Demographics of GCOS Faculty Respondents

- Department
  - MSC1
  - MATH
  - BIOL
  - PSYC
  - CSC1
  - CHEM
  - PHYS
  - STAT
  - ESC1
  - UNIV

- Rank
  - Professor
  - Associate Professor
  - Temporary Faculty
  - Assistant Professor
  - Senior Lecturer
  - Lecturer
  - Associate Dean/Provost
  - Dean

Tenure Status
- Tenured
- Non-tenure track
- Tenure Track

n=120
SWOT Analysis

Strengths
Q1: Quantitative responses to strengths

Strengths are internal characteristics that are unique, distinctive, special, and/or highly valued relative to the GCOS. Please indicate how much you agree or disagree that the GCOS possesses the following strengths.
Q1: Quantitative responses to strengths by demographic

Q1(a) Strength: High quality, student centered teaching

Q1(b) Strength: Focus on the teacher-scholar model
Q1: Quantitative responses to strengths by demographic
Q1: Quantitative responses to strengths by demographic
Q2: Qualitative responses to strengths

Please list other strengths. Responses were classified into one of six domains.

1) **Student Success**
   Respondents saw student success through supportive faculty, small ratios, and support structures as a strength of GCOS.

2) **Resources and Processes**
   Respondents saw faculty and staff as a resource that contributed to strengths of GCOS as well as equipment and facilities among others.

3) **Curriculum and Teaching**
   Respondents saw curriculum and teaching as a strength, especially though the strong programs and courses offered.

4) **Experiential Learning and Research**
   Respondents mentioned experiential learning and research as strengths of GCOS primarily from student research experiences.

5) **Culture**
   Respondents mentioned the welcoming, inclusive and collegial culture of the GCOS as a strength.

6) **Reputation and Relationships**
   Respondents mentioned GCOS’s reputation and relationships locally and with external partners as a strength.
Q2: Qualitative responses to strengths

Q2: Please list other strengths.

Q2: Other strengths
Subdomains of Student Success

- Faculty & staff
- Faculty/staff to student ratio
- General support
- Post-graduation
- Opportunities
- General Support
- Tutoring
Q2: Qualitative responses to strengths

Q2: Please list other strengths.

Q2: Other strengths
Subdomains of Resources and Processes

- Faculty & staff
- Equipment & Facilities
- Faculty & staff pathways
- Leadership
- Availability & accessibility
- Funding support
- General
- Transfer credits
- Tutoring

Proportion

Frequency

n=254

n=59
Q2: Qualitative responses to strengths

Q2: Please list other strengths.

Q2: Other strengths
Subdomains of Curriculum and Teaching

- Programs: High frequency
- Course Offerings: Moderate frequency
- General: Moderate frequency
- Post-graduation: Low frequency
- Rigor: Low frequency
- Accreditation: Low frequency
- Student research: Very low frequency

n=254
n=44
Q2: Qualitative responses to strengths
SWOT Analysis

Weaknesses
Q3: Quantitative responses to weaknesses

Weaknesses are internal challenges the GCOS faces and/or characteristics that are limitations that prevent the GCOS from achieving its mission and goals. Please indicate how much you agree or disagree that the GCOS possesses the following weaknesses.

[Bar chart showing the distribution of responses for each weakness]

Q3a: Lack of communication within GCOS/departments (n=875)
Q3b: GCOS Policies, processes, and structural organization are not clear (n=874)
Q3c: Lack of a clear vision, mission and message (n=872)
Q3d: Culture/climate of GCOS not as unified and collaborative as it could be (n=870)
Q3e: Graduate programs lack clear vision and sufficient support (n=874)
Q3: Quantitative responses to weaknesses by demographic

**Q3(a) Weakness:** Lack of communication within GCOS/departments

**Q3(b) Weakness:** GCOS policies, processes, and structural organization are not clear
Q3: Quantitative responses to weaknesses by demographic

Q3(c) Weakness: Lack of a clear vision, mission and message

Q3(d) Weakness: Culture/climate of GCOS not as unified and collaborative as it could be
Q3: Quantitative responses to weaknesses by demographic
Q4: Qualitative responses to weaknesses

Please list other weaknesses. Responses were classified into one of six domains.

1) Academics
   Respondents typically mentioned course offerings and quality of instruction among other academic weaknesses.

2) Communication
   Respondents most often mentioned interdepartmental communication and marketing as weaknesses in communication.

3) Leadership and Processes
   Respondents generally mentioned weaknesses in leadership and processes in the GCOS and specifically inefficiencies and lack of clarity in processes.

4) Student Success
   Respondents mentioned weaknesses in advising, general student support, and career preparation.

5) Faculty and Staff Welfare
   Respondents typically mentioned weaknesses in teaching loads, compensation and hiring practices.

6) Other
   A few respondents mentioned items that did not fit in previous categories and were beyond the control of the GCOS such as parking, size of the incoming class, and dining hall safety.
Q4: Qualitative responses to weaknesses

Q4: Please list other weaknesses.

Q4: Other weaknesses
Subdomains of academics

- Offerings
- Quality of Instruction
- Experiential Learning
- Prioritization
- Graduate Program
- Career Preparation
- Other

Proportion

Frequency
Q4: Qualitative responses to weaknesses

Q4: Please list other weaknesses.

- Academics
- Communication
- Leadership and Processes
- Student Success
- Faculty and Staff Welfare
- Other

Q4: Other weaknesses
Subdomains of communication

- Interdepartmental
- Marketing
- General
- Intradepartmental

n=188
n=25
Q4: Qualitative responses to weaknesses

Q4: Please list other weaknesses.

Q4: Other weaknesses
Subdomains of leadership and processes

- General
- Lack of Clarity
- Inefficiencies
Q4: Qualitative responses to weaknesses

Q4: Other Weaknesses
Domains by Respondent Type

Proportion

Academics | Communication | Faculty and Staff Welfare | Leadership and Processes | Other | Student Success

GCOS Faculty:

Parent:

Student:

n=41
n=26
n=60
SWOT Analysis

Opportunities
Q5: Quantitative responses to opportunities

Opportunities occur when the external factors around the GCOS are advantageous and closely aligned with the strengths of the GCOS. These opportunities can create or accelerate a need or capability that is or can be a strength of the GCOS. Please indicate how much you agree or disagree that the GCOS possesses the following opportunities.

Q5 Opportunities:
Feedback from all respondents

Q5a: Pursue partnerships with state, regional and national industries that have needs that align with the GCOS (n=820)

Q5b: Grow our brand in the state, region and nation as a provider of a premier STEM education (n=823)

Q5c: Further align our curriculum to meet state, regional and national needs (n=872)

Q5d: Build connection and outreach with community and K-12 system (n=621)

Q5e: Recruit and retain faculty and staff in the current competitive job market (n=822)
Q5: Quantitative responses to opportunities by demographics

Q5(a) Opportunity: Pursue partnerships with state, regional and national industries that have needs that align with the GCOS

Q5(b) Opportunity: Grow our brand in the state, region and nation as a provider of a premier stem education
Q5: Quantitative responses to opportunities by demographics

Q5(c) Opportunity: Further align our curriculum to meet state, regional and national needs

Response:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't know

Q5(d) Opportunity: Build connection and outreach with community and K-12 system
Q5: Quantitative responses to opportunities by demographics

Q5(e) Opportunity: Recruit and retain faculty and staff in the current competitive job market

- GCOS Faculty (n=114)
- GCOS Chair (n=6)
- GCOS Staff (n=17)
- GCOS Student (n=275)
- GCOS Alum (n=141)
- GCOS Parent (n=187)
- GCOS Former Faculty (n=7)
- Other Faculty (n=37)
- Other Chair (n=2)
- Other Staff (n=46)
- Administrator (n=10)
- BOV/Key Donor (n=4)
- External Partner (n=20)

Response
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don’t know

Proportion
Q6: Qualitative responses to opportunities

Please list other opportunities.

1) Academics

   Respondents mentioned several academic opportunities available to the GCOS. Some of these include increased collaboration, research and experiential learning opportunities, and opportunities with our programs.

2) External

   Respondents saw several external opportunities including outreach, internships/volunteering, and connecting with professional organizations and partnerships.

3) Recruitment and Retention

   Respondents mentioned opportunities to recruit and retain faculty and staff through considerations on pay, workload, and morale among others. Student recruitment and retention opportunities included items such as reputation, DEI, and programs/research opportunities.

4) Resources

   Respondents mentioned opportunities for resources that are student centered such as communication, tutoring, and scholarships. Resources for faculty, staff and the college include funding, facilities, professional development and communication.
Q6: Qualitative responses to opportunities

Q4: Please list other opportunities.

Q6: Other opportunities
Subdomains of Academics

- Collaboration
- Programs
- Research
- Experiential learning
- Reputation
- Curriculum
- General
- Class size
- DEI
- Hosting events
- Workload

n=146

n=59
Q6: Qualitative responses to opportunities
Q6: Qualitative responses to opportunities

Q4: Please list other opportunities.

Q6: Other opportunities
Subdomains of Recruitment and Retention

- General
- Pay
- Reputation
- Workload
- DEI
- Housing
- Mentoring
- Morale
- P&T
- Programs
- Recognition
- Remote
- Research
- Understaffing

Frequency
Q6: Qualitative responses to opportunities

Q4: Please list other opportunities.

Q6: Other opportunities
Subdomains of Resources

- Communication
- Facilities
- Funding
- General
- Professional development
- Research
- Scholarships
- Tutoring

n=146
n=27
Q6: Qualitative responses to opportunities

Q6: Other opportunities
Domains by Respondent Type

Proportion

- Academics
- External
- Recruitment and Retention
- Resources

GCOS Faculty
n=36

GCOS Student
n=32

Parent
n=21
SWOT Analysis

Threats
Q7: Quantitative Responses to Threats

Threats are factors that could or potentially reduce or eliminate a capability or need for a capability of the GCOS. Please indicate how much you agree or disagree that the GCOS faces the following threats.

Q7 Threats: Feedback from all respondents

- Q7a: Lack of resources for faculty and staff to do their job
  - n=802

- Q7b: Insufficient investment in adapting to emerging innovations
  - n=796

- Q7c: Educational trends in the state and nationally
  - n=789

- Q7d: Implementation of certain federal and state policies that affect CCU as a public institution
  - n=795

- Q7e: Student preparation for studies, progression towards graduation, retention, and engagement
  - n=795

Response:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don’t know
Q7: Quantitative responses to threats by demographics

Q7(a) Threat: Lack of resources for faculty and staff to do their job

Q7(b) Threat: Insufficient investment in adapting to emerging innovations
Q7: Quantitative responses to threats by demographics
Q7: Quantitative responses to threats by demographics

Q7(e) Threat: Student preparation for studies, progression towards graduation, retention, and engagement

- GCOS Faculty (n=114)
- GCOS Chair (n=7)
- GCOS Staff (n=16)
- GCOS Student (n=261)
- GCOS Alum (n=130)
- GCOS Parent (n=183)
- GCOS Former Faculty (n=7)
- Other Faculty (n=37)
- Other Chair (n=2)
- Other Staff (n=43)
- Administrator (n=10)
- BOV/Key Donor (n=4)
- External Partner (n=20)

Response:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I don't know

Proportion

0.00 0.25 0.50 0.75 1.00
Q8: Qualitative Responses to Threats

*Qualitative responses to additional threats to the GCOS were classified into three domains*

(1) **Resources and Policy**

Responses included concern for policies and resources surrounding faculty and staff as well as resources available to students.

(2) **Curriculum and Teaching**

Responses indicated threats regarding the need to keep curriculum current, rigorous, and offering classes students need all while maintaining high standards in quality of teaching.

(3) **Reputation, Relationships and Competition**

Responses suggested threats can come in the form of poor reputation and relationships at various levels as well as competition from other colleges, universities and job markets.
Q8: Qualitative Responses to Threats

Q8: Please List Other Threats

- Resources and Policy
- Curriculum and Teaching
- Reputation, Relationships, and Competition

Q8: Please List Other Threats

Resources and Policy Subdomains
- Faculty
- Financial
- Political
- Student Support
- Faculty/Staff
- Infrastructure
- Professional Development
- Advising
- Culture
- Other
- Educational Trends

Curriculum and Teaching Subdomains
- Quality
- Course Offerings
- Value of Degree
- Student Preparedness
- Course Policies and Loads

Reputation, Relationships, and Competition Subdomains
- Internal Relationships
- Competition External to CCU
- Reputation
- Relationships External to CCU
- Internal Competition
### Q8: Qualitative Responses to Threats

#### Q8: Please List Other Threats

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<th>Domains by Respondent Type</th>
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<th>Student (n=15)</th>
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Proportion

n=101
Strategies for improvement and expansion

Quantitative and qualitative responses from all respondents
Q9: Quantitative Responses to Expansion Strategies

Rank the following strategies that may increase the effectiveness of the GCOS. Please rank up to five for the group of strategies below.
Q10: Quantitative Responses to Improvement Strategies

Rank the following strategies that may increase the effectiveness of the GCOS. Please rank up to 5 for the group of strategies below.
Q11: Qualitative responses to other strategies

Do you have suggestions for other strategies? Responses were classified into one of six domains.

1) Academics
   Respondents suggested academic strategies with considerations in course offerings, quality of instruction, and experiential learning.

2) Student Success and Support
   Respondents suggested general strategies for student support as well as career preparation and other opportunities for students.

3) Faculty and Staff Welfare
   Respondents suggested strategies for faculty and staff that largely mentioned compensation, but also teaching loads and P&T.

4) Communication
   Respondents suggested strategies for interdepartmental communication, marketing, and communication with external partners.

5) Resources and Processes
   Respondents suggested general strategies for resources and processes, improving inefficiencies, and classroom infrastructure.

6) Other
   Respondents suggested other strategies such as diversity among faculty and alumni engagement.
Q11: Qualitative responses to other strategies

Q11: Do you have suggestions for other strategies?

Proportion

Q11: Other strategies
Subdomains of Academics

- Offerings
- Quality of Instruction
- Experiential Learning
- Career Preparation
- Graduate Program
- Research
- Prioritization
- Student Preparedness
- Staffing

Frequency

n=150
Q11: Qualitative responses to other strategies

Q11: Do you have suggestions for other strategies?

Q11: Other strategies
Subdomains of Student Success and Support

- Career Preparation
- General Support
- Study abroad
- Research infrastructure
- Tutoring & Learning Resources
- Advising
- Extracurriculars
- Feeling valued
- General support
- Staffing

n=41
Q11: Qualitative responses to other strategies
Niche of GCOS and GCOS in next 5-10 years

Qualitative responses from all respondents
Q12: Qualitative responses to the niche of GCOS

A “niche” is defined as a specialized segment of the market for a particular kind of product or service. What do you think could be the niche of the Gupta College of Science? Responses were classified into one of four domains.

1) **Curriculum**
   Respondents mentioned programs (coastal science and others), experiential learning, collaboration, and research frequently as components to the niche of the GCOS.

2) **Climate and Culture**
   Respondents had many positive comments surrounding the climate and culture of the GCOS including the learning environment (small classes and faculty interactions), strong relationships, student success and events.

3) **Resources**
   Respondents mentioned resources of the GCOS that could define a niche such as our location and natural resources, expertise of students and faculty, and job placement.

4) **Recruitment and Retention**
   Respondents mentioned recruitment and retention within the GCOS such as that of underrepresented groups, faculty, staff and students.
Q12: Qualitative responses to the niche of GCOS

Q12: What do you think could be the niche of the GCOS?

Q12: GCOS niche
Subdomains of Curriculum

- Programs
- Experiential learning
- Collaboration
- Research
- Student opportunities
- Post-Graduation Preparedness
- Interdisciplinary
- Pedagogy
- Emerging jobs
- General

n=405

n=317
Q12: Qualitative responses to the niche of GCOS

Q12: What do you think could be the niche of the GCOS?

Q12: GCOS niche
Subdomains of Climate/culture

- Learning environment
- Relationships
- Coastal
- Community
- Events
- Student success
- Teacher-scholar
- Collegiality
- Emotional intelligence
- Institutional identity
- Passion
- Unity

Frequency

n=36
Q12: Qualitative responses to the niche of GCOS

Q12: What do you think could be the niche of the GCOS?

Q12: GCOS niche
Subdomains of Resources

- Land/Location
- Job placement
- General
- Faculty expertise
- Science center
- Student expertise
- Grants
- Mental health

Proportion

Frequency

n=405

n=35
Q12: Qualitative responses to the niche of GCOS

Q12: GCOS Niche
Domains by Respondent Type

Proportion

Climate and Culture
Curriculum
Recruitment and Retention
Resources

GCOS Faculty
n=58

GCOS Student
n=128

Parent
n=70
Q13: Qualitative Responses to Gupta College in 5-10 years

Qualitative responses for their vision of the GCOS were classified into six domains

1) Teaching and Curriculum
   Respondents envisioned a GCOS with growth in number and quality of programs backed by quality teaching.

2) Culture
   Respondents envisioned a GCOS that values student success and DEI among many other qualities.

3) Connections and Reputation
   Respondents envisioned a GCOS that has a strong reputation and connections at different internal and external levels.

4) Research
   Respondents envisioned a GCOS that has a strong research program, namely through experiential learning.

5) Resources and Processes
   Respondents envisioned a GCOS that cares for its resources and processes surrounding them, especially faculty/staff and facilities.

6) Post Graduate Professional Preparation
   Respondents envisioned a GCOS that prepares students to enter graduate school, industry, and be meaningful contributors to their community.
Q13: Qualitative Responses to Gupta College in 5-10 years

Q13: Describe the GCOS you want to see over the next 5-10 years

Q13: GCOS in 5-10 years
Subdomains of Teaching and Curriculum

- Growth of Programs
- Quality
- Course Offerings
- Rigor
- Support

Frequency

n=143
Q13: Qualitative Responses to Gupta College in 5-10 years

Q13: Describe the GCOS you want to see over the next 5-10 years

Q13: GCOS in 5-10 years
Subdomains of Culture

- Student Success
- DEI
- Growth of Student Body
- General Growth
- Respect, Pride and Valued
- Innovative
- Communication
- National and State
- Teacher-Scholar

Frequency

n=604

n=140
Q13: Qualitative Responses to Gupta College in 5-10 years

Q13: Describe the GCOS you want to see over the next 5-10 years

Q13: GCOS in 5-10 years
Subdomains of Connections and Reputation
Q13: Qualitative Responses to Gupta College in 5-10 years

Q13: Describe the GCOS you want to see over the next 5-10 years

Q13: GCOS in 5-10 years
Subdomains of Research

- Experiential Learning
- General
- Funding, Support and Grants
- Publications
- Quality

n=99
Q13: Qualitative Responses to Gupta College in 5-10 years

Q13: GCOS in 5-10 years
Domains by Respondent Type

Proportion

Connections and Reputation  Culture  Post-Graduate Professional Preparation  Research  Resources and Processes  Teaching and Curriculum

GCOS Faculty
n=132

Parent
n=78

Student
n=202
Faculty and staff
Needs, role, and voice

Quantitative and qualitative responses from faculty and staff
Q14: Qualitative responses to faculty and staff needs

Qualitative responses for the needs of faculty/staff in the GCOS were classified into five domains

1) **Resources (time and money)**
   Respondents largely mentioned a need for more balanced workloads (teaching/advising/service) and funding for travel and equipment.

2) **Work Environment**
   Respondents mentioned a need for streamlines processes, academic freedom, infrastructure, and better collaboration and culture.

3) **Professional Development and Advancement Opportunities**
   Respondents mentioned needs for staff development, grant writing, and professional development for teaching among others.

4) **Administrative Support**
   Respondents mentioned the need for clear leadership and vision as well as support for initiative and graduate programs.

5) **Other**
   Respondents mentioned the need for student support.
Q14: Qualitative responses to faculty and staff resources

Q14: What resources and opportunities do you need to reach your career and professional goals?

- Resources (time, money)
- Work Environment
- Professional Development and Advancement Opportunities
- Administrative Support
- Other

Q14: Faculty/Staff Needs
Subdomains of Resources (time, money)

- Re-balanced/Equitable Teaching/Advising/Service Loads
- Funding for Travel/Conferences
- Funding for equipment/resource maintenance and updates
- Better Compensation
- Research funding
- More faculty members
- Funding for travel/conferences
- Funds for Outreach

n=107
n=51
Q14: Qualitative responses to faculty and staff resources

Q14: What resources and opportunities do you need to reach your career and professional goals?

Q14: Faculty/Staff Needs Subdomains of Work Environment
Q14: Qualitative responses to faculty and staff resources

Q14: What resources and opportunities do you need to reach your career and professional goals?

- Resources (Time, Money)
- Work Environment
- Professional Development and Advancement Opportunities
- Administrative Support
- Other

Q14: Faculty/Staff Needs
Subdomains of Professional Development and Advancement Opportunities

- Teaching
- Staff Development
- Grant Writing
- Leadership

N=107
Q14: Qualitative responses to faculty and staff resources
Q15: Quantitative responses to faculty and staff role

My role as a faculty or staff member is important in achieving our vision in the GCOS.
Q16: Quantitative responses to faculty and staff voice

There is opportunity for my voice to be heard with regards to the direction of the College.

![Bar chart showing responses to Q16](chart.png)
Current and former student resources and experiences

Qualitative responses from students and alumni
Q17: Qualitative responses to alumni resources

What additional resources or experiences do you wish had been available to you that may have further prepared you for your career and life after CCU? Responses were classified into three domains.

(1) Resources

Respondents largely requested resources pertaining to job placement and graduate school.

(2) Experiences

Respondents had many suggestions for experiences including external opportunities (e.g. internships) and internal opportunities (e.g. research and field work) among others.

(3) Curriculum

Respondents mentioned curricular needs such as courses and certifications.
Q17: Qualitative responses to alumni resources

Q17: What additional resources or experiences do you wish had been available to you that may have further prepared you for your career and life after CCU?

Q17: Alumni Needs
Subdomains of Resources

Q17: Alumni Needs
Subdomains of Experiences

Q17: Alumni Needs
Subdomains of Curriculum
Q18: Qualitative responses to student resources

*What resources and opportunities would you like available to you so that you can maximize your educational experience at CCU in the Gupta College of Science?*

(1) **Experiences**

Responses included internal experiences (e.g. research), external experiences (e.g. internships), and events (e.g. guest speakers).

(2) **Resources**

Responses included suggestions for resources needed for job placement, student and faculty support, and communication among others.

(3) **Curriculum**

Responses suggested support was needed for scheduling courses, specific programs, active learning and study abroad opportunities.
Q18: What resources and opportunities would you like available to you so that you can maximize your educational experience at CCU in the Gupta College of Science?

Q18: Student Needs
Subdomains of Experiences
- Internal
- External
- Events
- Alumni engagement
- Climate/culture
- General

Subdomains of Resources
- Job placement
- Graduate programs
- Graduate school
- Advising
- Life skills
- Internal
- Faculty engagement
- Feedback opportunities

Subdomains of Curriculum
- Courses
- Programs
- Active learning
- General
- Certifications
- Graduate programs

n=75
n=60
n=27
What would you tell another parent about GCOS?

Qualitative responses from GCOS parents
Q19: Qualitative Responses from GCOS Parents

If you were talking to other parents about whether they should send their children to the GCOS to major in a STEM discipline, what would you say about the College that would help them with their decision?

Qualitative responses for parent comments were classified into five domains

(1) Program Excellence
   Parents would mention program excellence, especially the high quality of programs available.

(2) Curriculum and Teaching
   Parents would mention the quality of instruction and low ratios of students to faculty and staff.

(3) Culture
   Parents would mention cultural aspects of the college such as student support, inclusiveness, and student engagement.

(4) Relationships and Reputation
   Parents would mention the positive relationships between faculty and students as well as the reputation of the location.

(5) Faculty and Staff
   Parents would mention the quality of the faculty and staff.
Q19: Qualitative Responses from GCOS Parents

Q19: What would you say about the College to help other parents with their decision?

Program Excellence
Curriculum and Teaching
Culture
Relationships and Population
Faculty/Staff

Q19: Parents Program Excellence Subdomains

High Quality Programs
Experiential Learning Opportunities
More Programs Needed
Some Programs not Recommended
Retention Rate Concerns

n=114
n=39
Q19: What would you say about the College to help other parents with their decision?

Q13: Parents Curriculum and Teaching Subdomains
Q19: Qualitative Responses from GCOS Parents

Q19: What would you say about the College to help other parents with their decision?

![Chart showing proportions of responses for Program Excellence, Curriculum and Teaching, Culture, Relationships and Population, and Faculty/Staff.]

![Bar chart showing frequency of responses for Student Support, Valued, Inclusiveness, Student Engagement, and Commuter.]

n=114

n=18
GCOS serving industry and the community

Qualitative responses from BOV, key donors, and external partners
Q20: BOV, Key Donors, and External Partners

What issues might the GCOS target to enhance our value as a resource that serves the needs of the community and industry? (n=8 qualitative responses)

- Improved communication to a variety of audiences of what is going on in the college
- Students are underprepared, especially compared to other universities
- Partner with regional healthcare providers on projects
- Collaborate more between departments within the College for stronger projects
- More leverage of various grant opportunities
- Become a bridge between grants and the community
- Increasing STEM graduates
- Target local issues such as coastal climate change, energy sources, engineering projects, predictive modeling, etc.
Anything else?

Qualitative responses from all respondents
Q21: Qualitative responses from all respondents

Please feel free to share any other opinions or views that you think we need to consider. Responses were classified into seven domains.

1) Academics
   Respondents largely had additional comments about programs, courses, and quality of instruction.

2) Leadership/Vision/Strategy
   Respondents had general comments regarding leadership, priorities, and some department specific comments.

3) Culture
   Respondents overwhelmingly mentioned communication. DEI, trust in leadership and reputation were also mentioned.

4) Student Success
   Respondents mentioned components of student success including learning resources, experiential learning and student recruitment.

5) General Positive
   Respondents had overall positive comments and encouragement for the GCOS. Keep up the good work!

6) Resources and Processes
   Respondents mentioned campus facilities, processes and external communication.

7) Faculty and Staff
   Respondents mentioned compensation, training and retention.
Q21: Qualitative responses from all respondents
Q21: Qualitative responses from all respondents

Q21: Please feel free to share any other opinions or views that you think we need to consider.

Q21: Other opinions or views
Subdomains of Leadership/Vision/Strategy

- General
- Prioritization
- Marine Science
- Input
- Budget
- Collaboration
- Communication
- External partnerships
- Funding
- Shared mission
- Support for faculty initiatives

n=27
Q21: Qualitative responses by demographic

Q21: Other opinions or views
Domains by Respondent Type

Proportion

- Academics
- Culture
- Faculty and Staff
- Leadership, Vision, Strategy
- General Positive
- Resources and Processes
- Student Success

GCOS Faculty
- n=34

GCOS Student
- n=28

Parent
- n=27