# Drexel Executive Planning Committee Community Survey Findings – shared 4/30/20

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- Survey overview.
- Full survey results
- Initial draft of strategic priorities as identified by EPC
- Overlay of key survey responses with strategies identified
- Next steps

# Survey analysis – overall

**High level notes on survey outcomes**

- Response rate of 16%, with 573 respondents answering at least 1 question
- Demographics for responses are evenly split between faculty (259 responses/45% of respondents) and staff(249 responses/ 43% of respondents analyzed) with smaller portion of respondents preferring not to answer (65 responses/ 11% of respondents)
- Differences between Faculty, Staff and Decline to Answer participants can contextualize key focus areas of each group, examples
  - Faculty and Staff differ most on future strategic priorities
    - Ex: Faculty focused on programming with Staff focused on tuition cost reduction
- Final question on survey answered by 50% of those responding to at least 1 other question, primary themes found (including % of those providing input)
  - Greater supports (financial and otherwise) to faculty and staff (28%)
  - Greater transparency in university matters including strategy (20%)
  - Clarity in mission and decision making aligned to mission (18%)
  - Focused improvements in student experience (16%)
  - Greater inclusion on decisions from ground level staff, faculty and students (15%)
  - Focus on improvements in University culture/morale (15%)
- Note: Survey responses collected prior to major impacts of COVID-19, answers do not reflect current response efforts

# Faculty and staff response in relatively even numbers, with ~10% not identifying, responses breadth similar across questions and groups

| | | |
|---|---|---|
| **Faculty** | 259 | 45% |
| **Staff** | 249 | 43% |
| **Declined** | 65 | 11% |
| **No Answer** | 34 | * |

**Percentage allocated to respondents only*

**Additional context for results**

- Respondents listed on average ~2.5 focus areas for strengths, challenges and focus strategies (resulting in a total response rate of >100% for each question)
  - This was largely consistent across questions and groups
- For the 50% of respondents providing additional open feedback, there was an average of ~2 focus areas per response (also driving response rate >100%)
  - This was largely consistent across faculty and staff, with those choosing not to identify providing a slightly higher number of focus areas
- Results ordered by faculty response rate on comparison breakdown – this does not indicate priority but was done to provide consistency and ease interpretation

Note: Total responses 573, total >100% given multiple answers provided by participants

# Breakdown of overall themes for strengths identified and context for designation

| | | Context/Description |
|---|---|---|
| **Co-op/Experiential Learning** | 69% | Co-op, experiential learning, w/ most experiential learning mentions also mentioning Co-op |
| **Location** | 30% | Philadelphia specific or being on an Urban campus, some mentions of proximity to other universities |
| **General programming/Offerings** | 20% | Overall program quality excluding engineering and healthcare which have been split out - some specifics mentioned included Kline, Westphal and Lebow |
| **Faculty** | 15% | Faculty more generally either as instructors or thought leaders |
| **Research and research reputation** | 13% | Research, generally centered around R1 designation |
| **Brand and reputation** | 12% | Included regional recognition, recognition as an institution based in career focused education |
| **Programming diversity** | 9% | Range of programs and options for students, including instruction models (online/in-person/hybrid/etc.) |
| **Civic Engagement** | 9% | Engagement, specifically in the local community, heavily skewed toward University City |
| **Engineering program** | 9% | Specific mentions of Engineering program and impact on brand and reputation |
| **Partnerships** | 8% | Range and depth of partnerships, both public and private, and the impact of these on co-op program |
| **Health related programs** | 5% | Quality of college of nursing and medicine, and impacts to overall brand of healthcare programs |
| **Flexibility/Adaptability** | 5% | Flexibility/adaptability of programming, interdisciplinary and cross-functionality of current offerings |
| **Problem focused curriculum** | 5% | Curriculum focused on solving problems, driving solutions to complex issues |
| **Demographic diversity** | 5% | Diversity of student body primarily, specific focus area of age diversity mentioned in several answers |
| **None** | 4% | Specific indication that no strength exists |
| **Drexel Staff** | 4% | Staff, usually mentioned in conjunction with faculty but with some independent mentions |
| **Student quality/resilience** | 3% | High quality of students, answers indicate appreciation for student resilience, attitude and work ethic |
| **Administration** | 3% | Administrative staff, mainly focused on high-level administration and their impact to overall brand |
| **Global engagement** | 3% | Engagement with global issues, global partnerships and international opportunities |
| **Quarter system** | 2% | Quarter system as a driver for student learning and engagement |
| **Drexel Culture** | 2% | Culture and connection felt to Drexel, specific mentions include lack of pretension |
| **Entrepreneurial Mindset and Focus** | 2% | Entrepreneurial mindset, specific references to programming driving this mindset in students |
| **Online programs** | 2% | Online program quality and ability to reach broader range of students |
| **Size of University/Classes** | 1% | Small school and class size differentiating Drexel from other universities, better supporting students |

Note: Total responses 573, total >100% given multiple answers provided by participants

# Breakdown of overall themes for challenges identified and context for designation

| | | Context/Description |
|---|---|---|
| **Tuition Price/Costs to students** | 45% | Cost to students, high tuition cost, sticker price and the impact on student attraction |
| **Organizational Structure and function** | 23% | Bureaucratic function of the university, lack of flexibility, difficult processes to manage, administration size and number of executive/leadership positions |
| **Resources allocation** | 19% | Financial decisions and prioritization of financial resource placement, lack of clarity around how decisions are made and impacts on university function |
| **Facilities quality** | 18% | Quality of physical facilities, tech infrastructure to support academics and administration |
| **Mission and vision clarity** | 13% | Lack of clear mission, mis-alignments with resource allocation or developmental focus |
| **University culture** | 11% | Culture within the university, impacts to morale of faculty and staff |
| **Programming quality** | 11% | Overall quality of programs generally, impact to reputation |
| **Faculty Support** | 10% | Support for faculty to teach and engage students, references to doing more with less |
| **Funding Diversity and Stability** | 10% | Lack of diversification in funding sources, lack of endowment, funding instability |
| **Student Services and Experience** | 9% | Services for students, especially to drive resilience, impact on graduation rates |
| **Flexibility in programming and innovation** | 8% | Inflexible programs, lack of cross college connection, lack of flexibility in program models and lack of ability for students to engage across programs |
| **Quarter system** | 7% | Pace of quarter system, misalignment with potential partners, impact on student morale |
| **Research support** | 7% | Support for research, financial and administrative input w/ grant writing and facilitation |
| **Faculty Salary** | 6% | Salary considerations of faculty, specifically adjunct faculty as well as PhD stipends |
| **Diversity** | 6% | Demographic diversity of students, staff and faculty, not reflective of Philadelphia |
| **Faculty quality** | 6% | Quality of faculty, focus on tenured faculty and lack of willingness to perform specific related tasks, as well as outdated pedagogy |
| **Location** | 5% | Safety of university city, some mentions of proximity to other university options |
| **Programming Breadth** | 5% | Breadth of programs, sense that Drexel is trying to be "everything to everyone" |
| **Hospital and health program issues** | 4% | Impacts of hospital closure on reputation, mentions of quality of healthcare programming |
| **Communications and transparency** | 4% | Communications, transparency of EPC process, financial and mission decisions broadly |
| **Social sciences, Liberal arts, Humanities** | 3% | Primary responses indicate lack of enthusiasm for humanities programming, feeling it makes focus too disperse, some mentions indicate need for more focus however |
| **Faculty Tenure prospects** | 3% | Structure for building faculty tenure numbers, issues with heavy focus on adjunct faculty |
| **Students quality** | 2% | Quality of students admitted |
| **Online program quality** | 2% | Quality of online programs, especially in how this compares to in-person programs |
| **Community Engagement focus** | 2% | Increased focus on local community at the expense of more broad impact focus |
| **None** | 2% | Specific reference to no challenges |
| **Acceptance rate** | 1% | High acceptance rate and the impact on reputation and ranking |

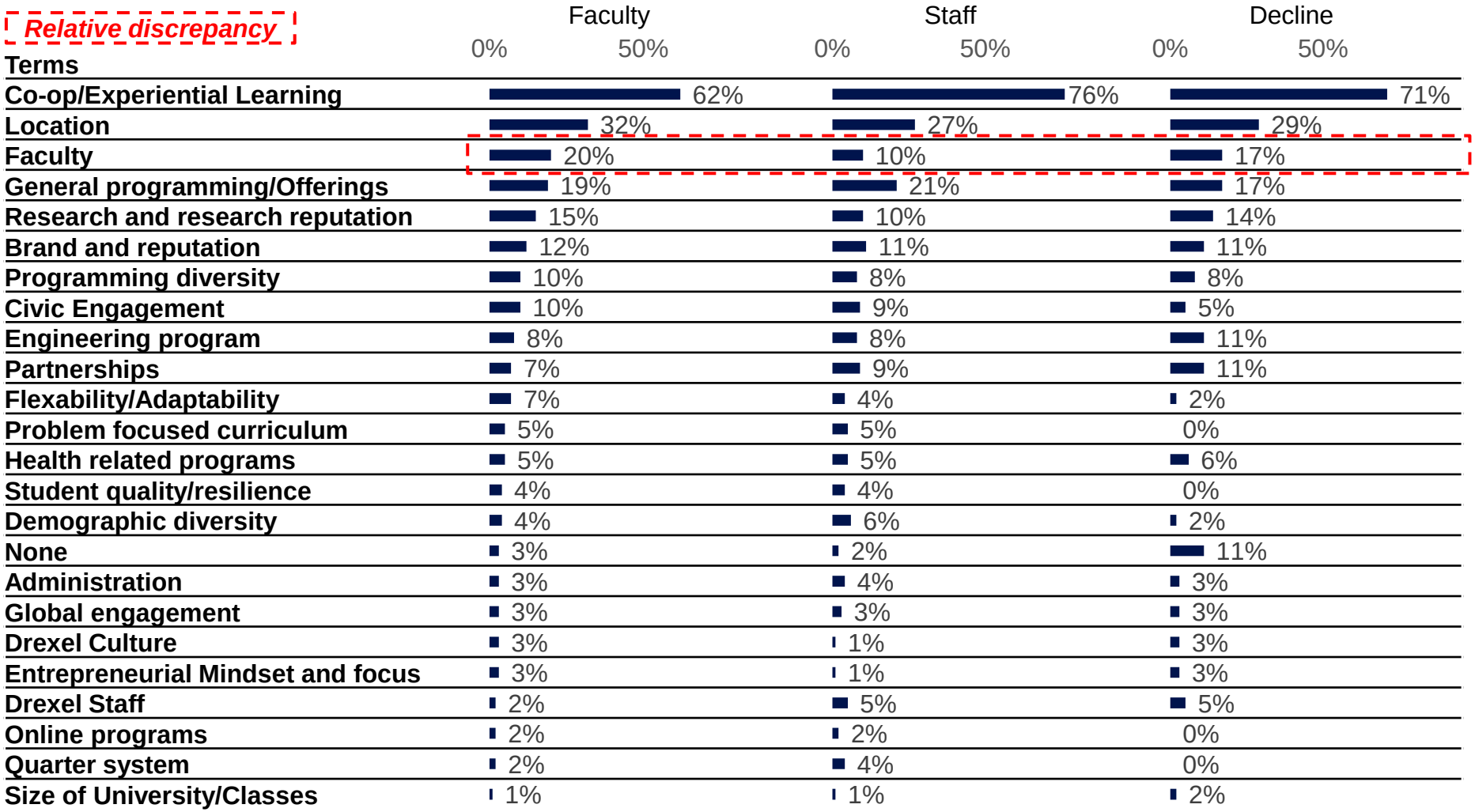
Note: Total responses 573, total >100% given multiple answers provided by participants

# Breakdown of strategic themes identified and context for designation

| | | Context/Description |
|---|---|---|
| **Streamlining Organizational Processes** | 20% | Streamline processes within administration to drive innovation in programming, more effective communication, greater focus on programming over expansion |
| **Tuition cost reduction** | 18% | Reduction overall costs of education and sticker price to students |
| **Financial Diversification** | 16% | Focus on diversifying funding sources, shoring up financial position |
| **Student experience** | 15% | Improving student experience to drive reputation, increase retention and graduation |
| **Research funding** | 15% | Allocating resources, ensuring maintenance of R1 status, building research reputation |
| **General programming and education support** | 14% | Driving support to current programs to improve quality, update programs to modernize |
| **Facilities improvement** | 13% | Improving both physical spaces and technology infrastructure, campus appearance |
| **Programming innovation** | 13% | Innovation of new program models including cross-disciplinary programming, and new delivery models (online and hybrid online/in-person) |
| **Faculty and staff retention/support** | 11% | Focus on faculty and staff supports and retention to maintain highest quality employees |
| **Interdisciplinary/admin flexibility** | 10% | Building bridges across programs, admin flexibility to support programs, drive innovation |
| **Increased diversity** | 9% | Increase diversity of students, faculty and staff, especially in leadership positions |
| **Student recruiting** | 9% | Broadening recruiting strategy especially given shift in coming years |
| **Right sizing university offerings** | 9% | Decreasing university offerings to focus resources on smaller set of programs |
| **Reputation enhancement** | 9% | Marketing of current strengths, drive improved reputation and increase ranking |
| **Problem solving and innovation** | 8% | Developing programs focused on solving major local and/or global issues |
| **Co-op expansion** | 8% | Expanding co-op across all programs, making the co-op experience more uniform |
| **Communications and transparency** | 8% | Increasing transparency of communications both within and outside university |
| **Mission and vision clarity** | 7% | Building clear mission and vision,  plan with goals and tactics tied to that mission |
| **Partnership expansion** | 6% | Expanding partnerships both public and private, locally and globally |
| **Faculty improvement** | 6% | Improvements in faculty quality, specific mentions of retaining faculty willing to engage more as instructors and recruiting faculty more well-known in their fields |
| **Civic engagement** | 6% | Increasing engagement in the community, largely the local community, but also the national and global expansion community |
| **Cultural improvement** | 6% | Driving cultural connection to the university, alumni, improving students and staff morale |
| **Graduate school enhancement** | 5% | Increasing number of options for grad school, enhancing graduate student programming |
| **International engagement** | 4% | Specific mentions of increasing international engagement and focus in programming |
| **Hospital and health programming** | 3% | Increasing healthcare focus, enhancing marketing and reputation given hospital closure |
| **Humanities prioritization** | 2% | Increasing focus on humanities to drive more well-rounded student body, improve school rankings and comparison to other universities |
| **Establishing semester system** | 2% | Departing from quarters to drive student morale, fit more easily with potential partners |
| **Engineering program enhancement** | 1% | Focused engineering program enhancements, including infrastructure and pedagogy |

Note: Total responses 573, total >100% given multiple answers provided by participants

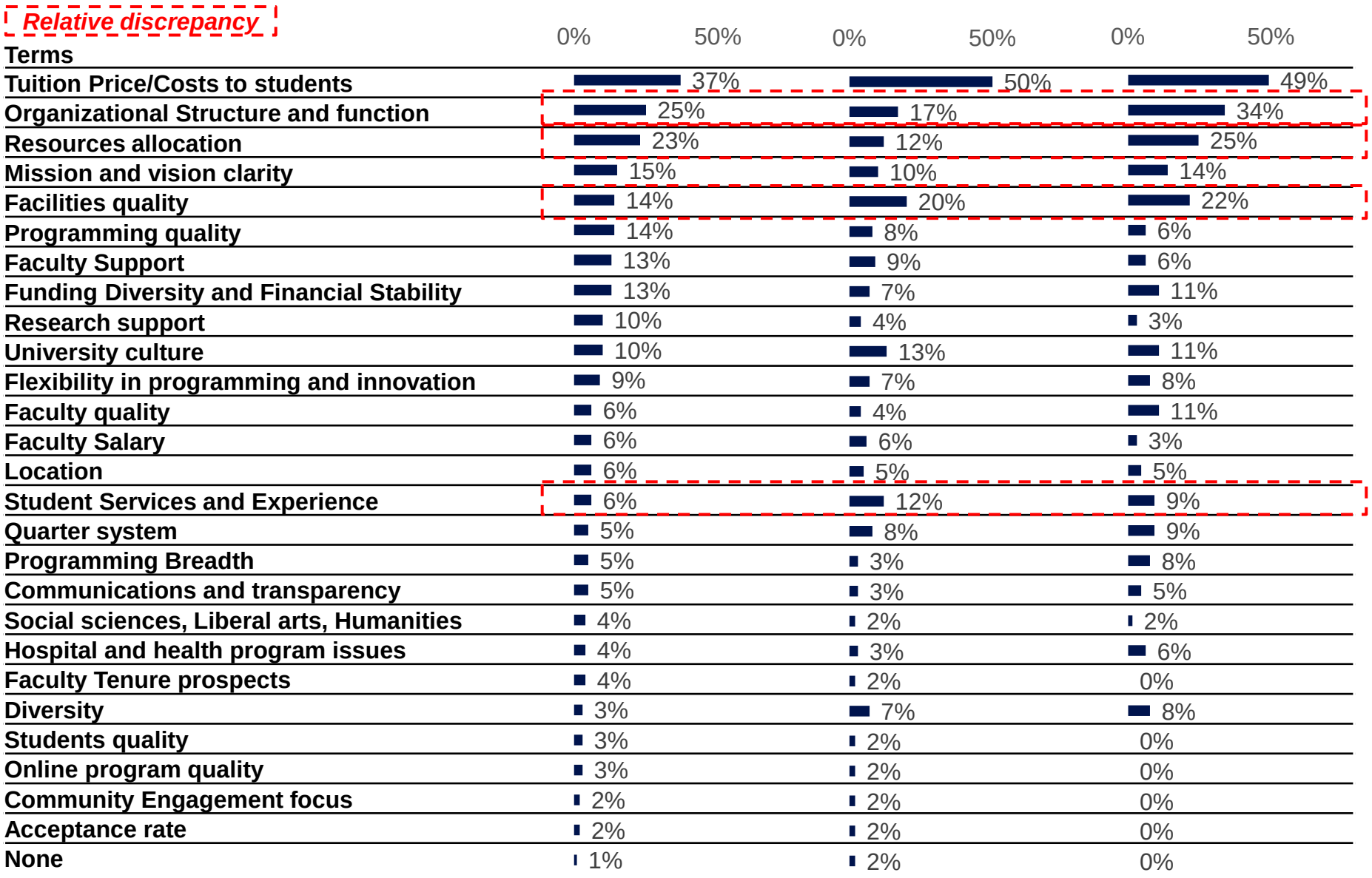
# Strengths broken down by faculty and staff – primary divergence in relative ranking of faculty as primary university strength




| Terms | Faculty | Staff | Decline |
|---|---|---|---|
| Co-op/Experiential Learning | 62% | 76% | 71% |
| Location | 32% | 27% | 29% |
| Faculty | 20% | 10% | 17% |
| General programming/Offerings | 19% | 21% | 17% |
| Research and research reputation | 15% | 10% | 14% |
| Brand and reputation | 12% | 11% | 11% |
| Programming diversity | 10% | 8% | 8% |
| Civic Engagement | 10% | 9% | 5% |
| Engineering program | 8% | 8% | 11% |
| Partnerships | 7% | 9% | 11% |
| Flexability/Adaptability | 7% | 4% | 2% |
| Problem focused curriculum | 5% | 5% | 0% |
| Health related programs | 5% | 5% | 6% |
| Student quality/resilience | 4% | 4% | 0% |
| Demographic diversity | 4% | 6% | 2% |
| None | 3% | 2% | 11% |
| Administration | 3% | 4% | 3% |
| Global engagement | 3% | 3% | 3% |
| Drexel Culture | 3% | 1% | 3% |
| Entrepreneurial Mindset and focus | 3% | 1% | 3% |
| Drexel Staff | 2% | 5% | 5% |
| Online programs | 2% | 2% | 0% |
| Quarter system | 2% | 4% | 0% |
| Size of University/Classes | 1% | 1% | 2% |

Note: Total responses 573, total >100% given multiple answers provided by participants

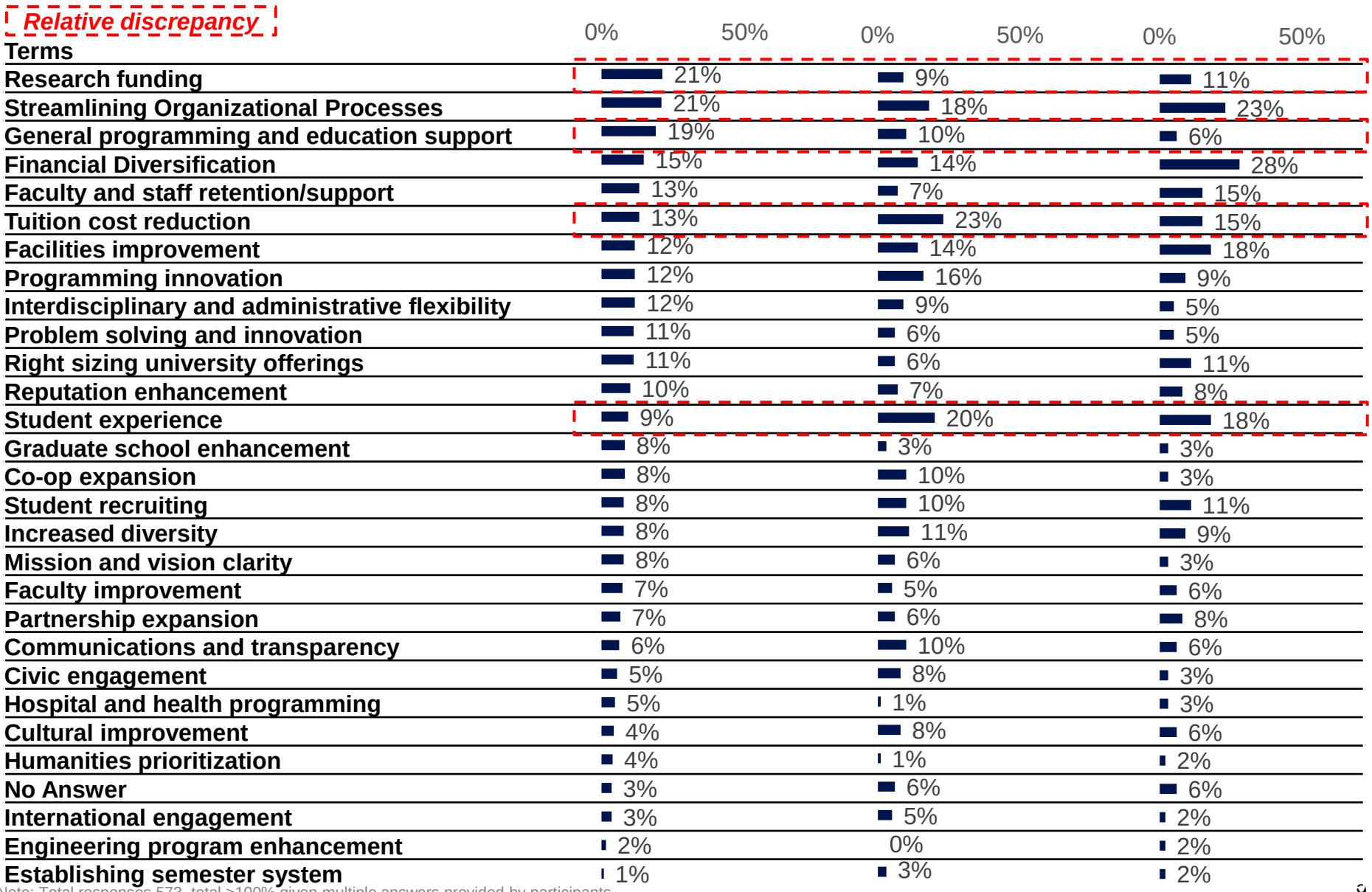
# Challenges broken down by faculty and staff – divergences exist in views of structure, resource allocation, facilities and student experience




| Terms | | | |
|---|---|---|---|
| Tuition Price/Costs to students | 37% | 50% | 49% |
| Organizational Structure and function | 25% | 17% | 34% |
| Resources allocation | 23% | 12% | 25% |
| Mission and vision clarity | 15% | 10% | 14% |
| Facilities quality | 14% | 20% | 22% |
| Programming quality | 14% | 8% | 6% |
| Faculty Support | 13% | 9% | 6% |
| Funding Diversity and Financial Stability | 13% | 7% | 11% |
| Research support | 10% | 4% | 3% |
| University culture | 10% | 13% | 11% |
| Flexibility in programming and innovation | 9% | 7% | 8% |
| Faculty quality | 6% | 4% | 11% |
| Faculty Salary | 6% | 6% | 3% |
| Location | 6% | 5% | 5% |
| Student Services and Experience | 6% | 12% | 9% |
| Quarter system | 5% | 8% | 9% |
| Programming Breadth | 5% | 3% | 8% |
| Communications and transparency | 5% | 3% | 5% |
| Social sciences, Liberal arts, Humanities | 4% | 2% | 2% |
| Hospital and health program issues | 4% | 3% | 6% |
| Faculty Tenure prospects | 4% | 2% | 0% |
| Diversity | 3% | 7% | 8% |
| Students quality | 3% | 2% | 0% |
| Online program quality | 3% | 2% | 0% |
| Community Engagement focus | 2% | 2% | 0% |
| Acceptance rate | 2% | 2% | 0% |
| None | 1% | 2% | 0% |

Note: Total responses 573, total >100% given multiple answers provided by participants

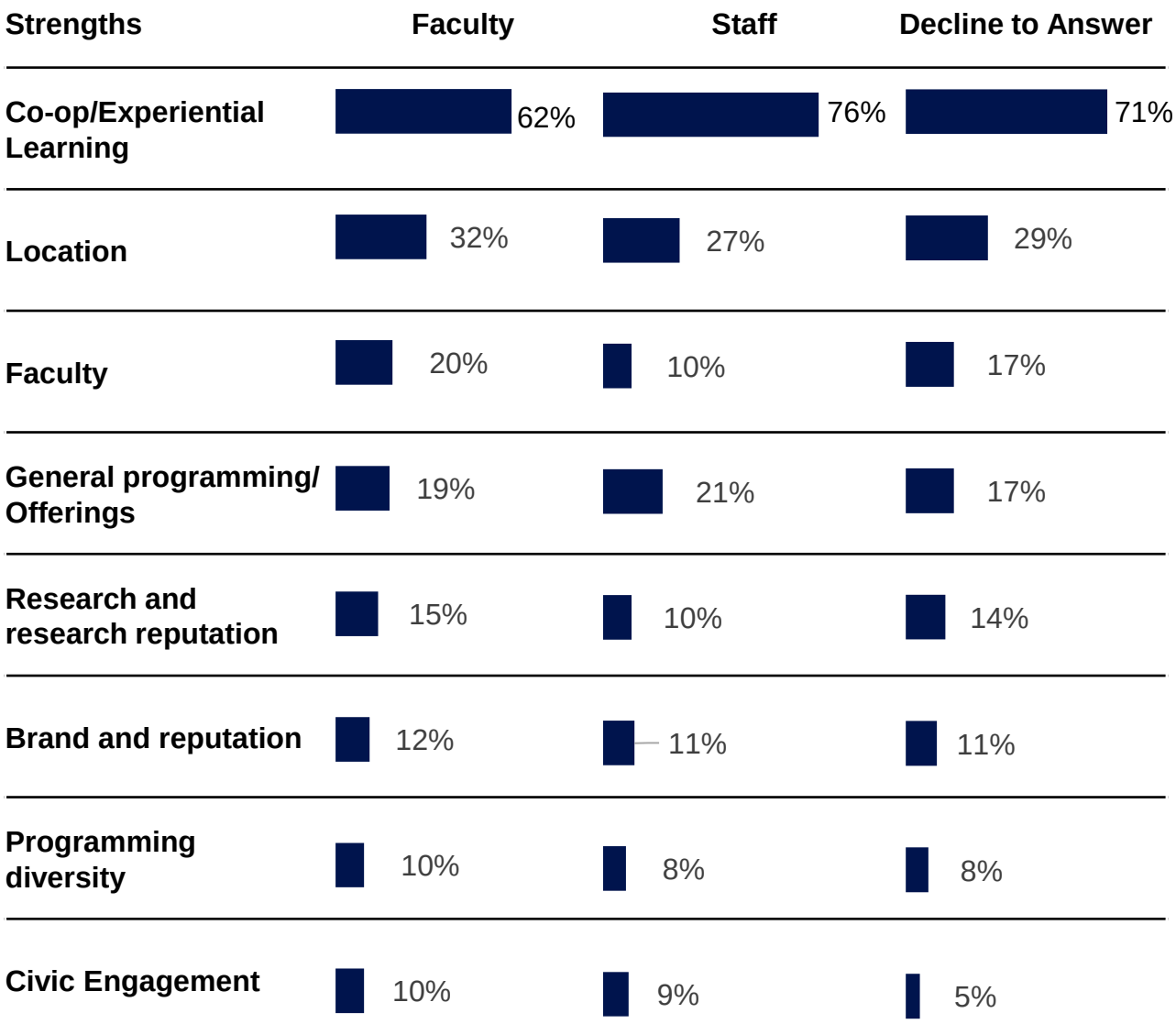
# Strategies broken down by faculty and staff – show divergences in research funding, programming, tuition costs and student experience




| Terms | | | |
|---|---|---|---|
| Research funding | 21% | 9% | 11% |
| Streamlining Organizational Processes | 21% | 18% | 23% |
| General programming and education support | 19% | 10% | 6% |
| Financial Diversification | 15% | 14% | 28% |
| Faculty and staff retention/support | 13% | 7% | 15% |
| Tuition cost reduction | 13% | 23% | 15% |
| Facilities improvement | 12% | 14% | 18% |
| Programming innovation | 12% | 16% | 9% |
| Interdisciplinary and administrative flexibility | 12% | 9% | 5% |
| Problem solving and innovation | 11% | 6% | 5% |
| Right sizing university offerings | 11% | 6% | 11% |
| Reputation enhancement | 10% | 7% | 8% |
| Student experience | 9% | 20% | 18% |
| Graduate school enhancement | 8% | 3% | 3% |
| Co-op expansion | 8% | 10% | 3% |
| Student recruiting | 8% | 10% | 11% |
| Increased diversity | 8% | 11% | 9% |
| Mission and vision clarity | 8% | 6% | 3% |
| Faculty improvement | 7% | 5% | 6% |
| Partnership expansion | 7% | 6% | 8% |
| Communications and transparency | 6% | 10% | 6% |
| Civic engagement | 5% | 8% | 3% |
| Hospital and health programming | 5% | 1% | 3% |
| Cultural improvement | 4% | 8% | 6% |
| Humanities prioritization | 4% | 1% | 2% |
| No Answer | 3% | 6% | 6% |
| International engagement | 3% | 5% | 2% |
| Engineering program enhancement | 2% | 0% | 2% |
| Establishing semester system | 1% | 3% | 2% |

Note: Total responses 573, total >100% given multiple answers provided by participants

# Qualitative quotes illustrating most prevalent strengths identified in survey responses




**Illustrative quote**

"I don't know of another higher ed institution that is able to integrate the opportunity for paid work/internships into regular curriculum"

"The Philadelphia community as a whole, sports, entertainment, dining etc"

"The warmth and commitment of faculty to students."

"Strong connection of the curriculum to industry and the needs of the region."

"Increased focus on research, especially with the recent R1 designation."

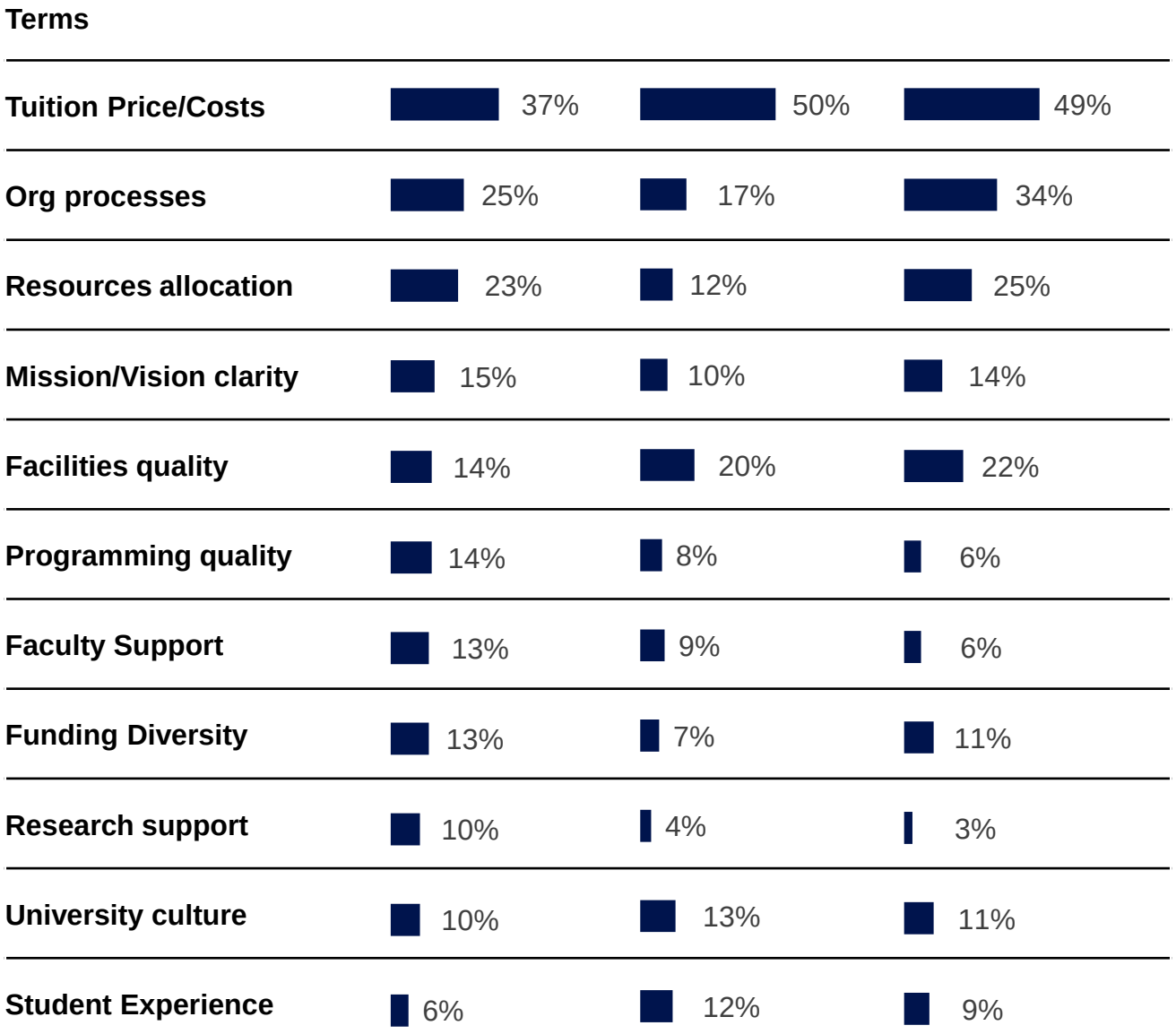
"Legacy of producing top notch graduates in their fields of study."

"Breadth of offerings - health sciences, technology/IT, design/media, engineering"

"The Drexel commitment to the local community - civic engagement initiatives."

Note: Total responses 573, total >100% given multiple answers provided by participants

# Qualitative quotes illustrating most prevalent challenges identified in survey responses

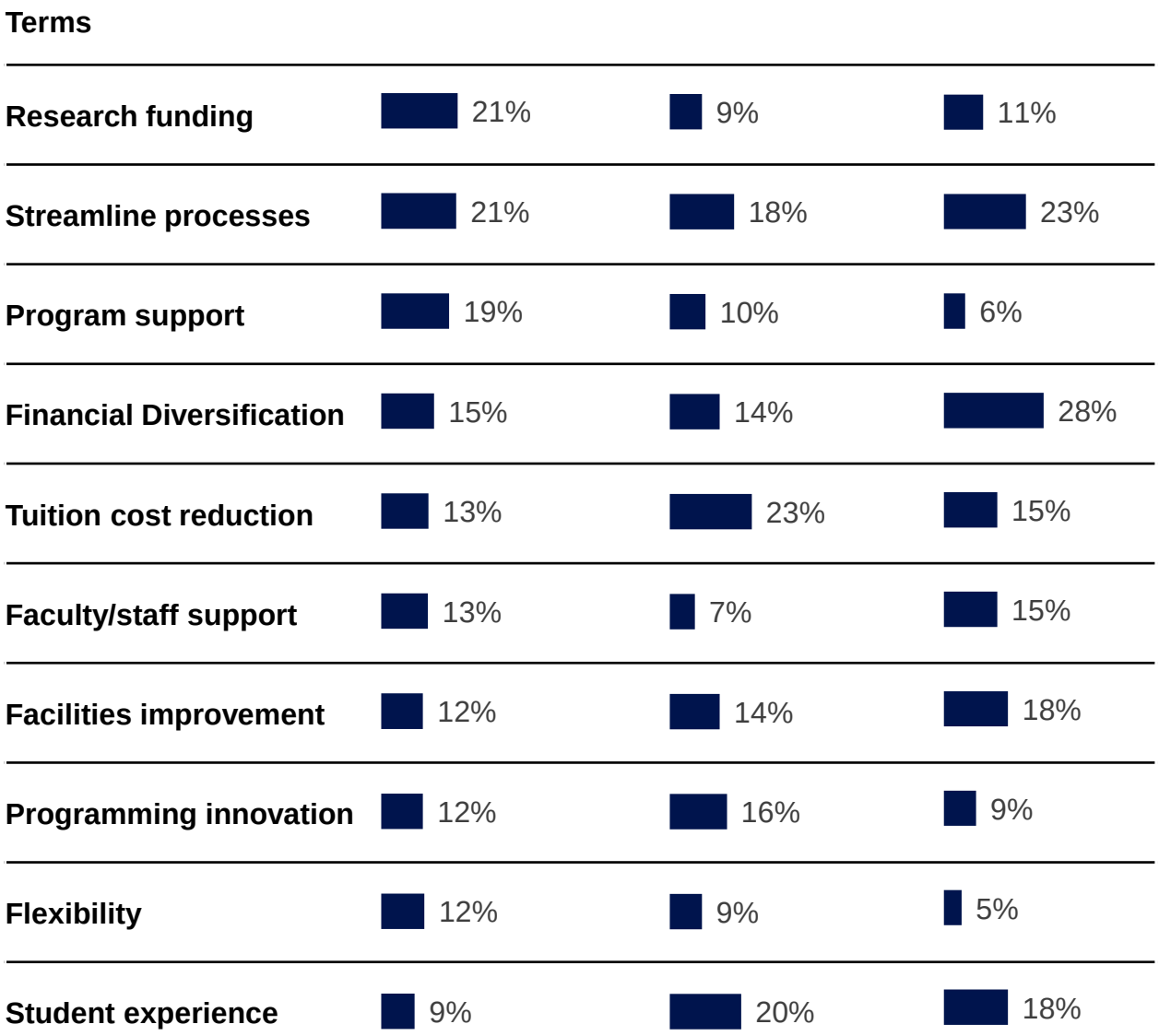



**Illustrative quote**

- "The cost of tuition is the single biggest competitive weakness."
- "Fragmented processes make it difficult to efficiently and effectively assist students"
- "We…under-invest in the real educational mission (of Drexel)"
- "We lack a sense of community and shared identity"
- "…it is shocking how little budget is available for supporting core facilities…"
- "Degree programs that do not address the…landscape of workforce development"
- "…better system needed to acknowledge staff going above and beyond…"
- "…constant budget problems and constant crisis mode operations…"
- "Lack of promotion and support of research and our R1 status"
- "Internal culture and Focus on the past and the way things have always been done."
- "Poor central student services, students feel like their getting nickel and dimed"

Note: Total responses 573, total >100% given multiple answers provided by participants

# Qualitative quotes illustrating most prevalent strategies identified in survey responses




**Strategies overlap**

| |
|---|
| "Prioritize re-investment in research and bringing new technologies to the market" |
| "Organize processes to be more streamlined and/or more transparent." |
| "Identify the strongest programs and strengthen them further" |
| "Be less fiscally dependent on tuition" |
| "Lowering the cost of tuition while retaining faculty and keeping class size manageable" |
| "Focus on providing staff with professional growth and advancement opportunities". |
| "Improving classroom technology should be a top priority." |
| "Develop novel programs, including masters programs for executives in the area." |
| "More avenues for interdisciplinary education and initiatives" |
| "More focus on the Student Experience in and outside of the classroom" |

Note: Total responses 573, total >100% given multiple answers provided by participants

# Key strategic goals – mission and vision document

| Strategic goals |
| --- |
| • Grow basic and applied research that generates new knowledge and impactful solutions.<br>• Deliver agile curricula responsive to rapidly changing societal needs.<br>• Provide an array of engaging, immersive learning experiences that prepare students to lead purposeful and positive lives.<br>• Leverage Drexel's unique academic design to serve as a national model for reshaping the relationship of universities to external partners.<br>• Engage community partners to contribute responsible, sustainable solutions that improve the quality of life in the region and beyond. |