

Gap Analysis

Strategic Planning Surveys
Results Presented to University Senate
4/7/2015

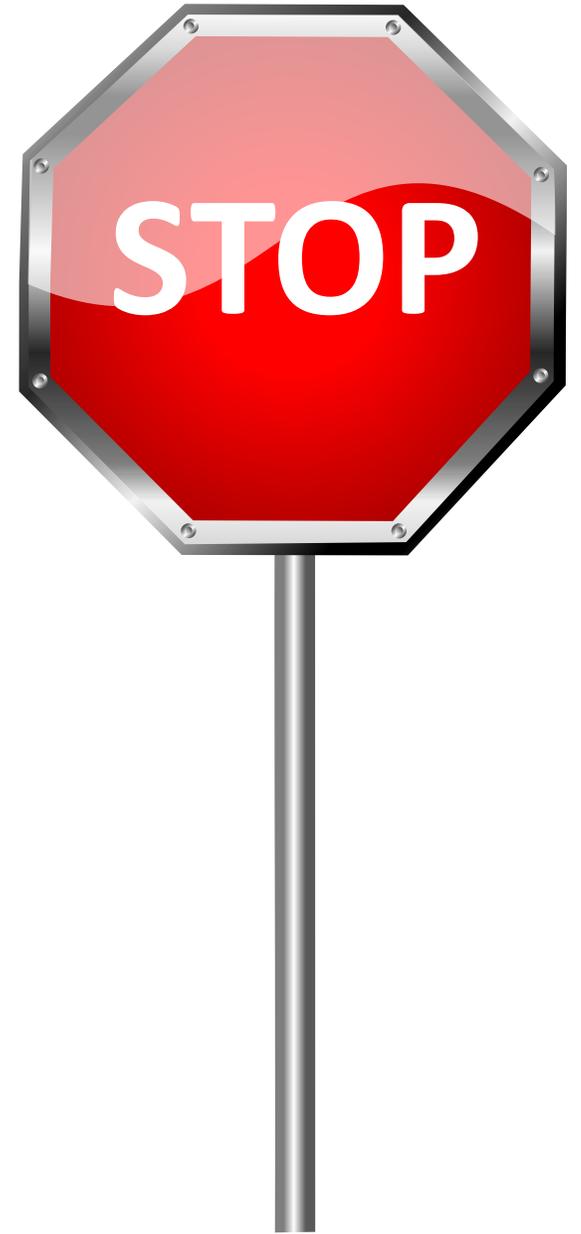
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Before we begin...

Caveats

- Response rates were less than stellar for students (< 10%) (systemic survey fatigue)
- Better for personnel (39%)
 - However over 100- which typically is the threshold for 'small sample sizes'
- Where possible, non-parametric tests used.

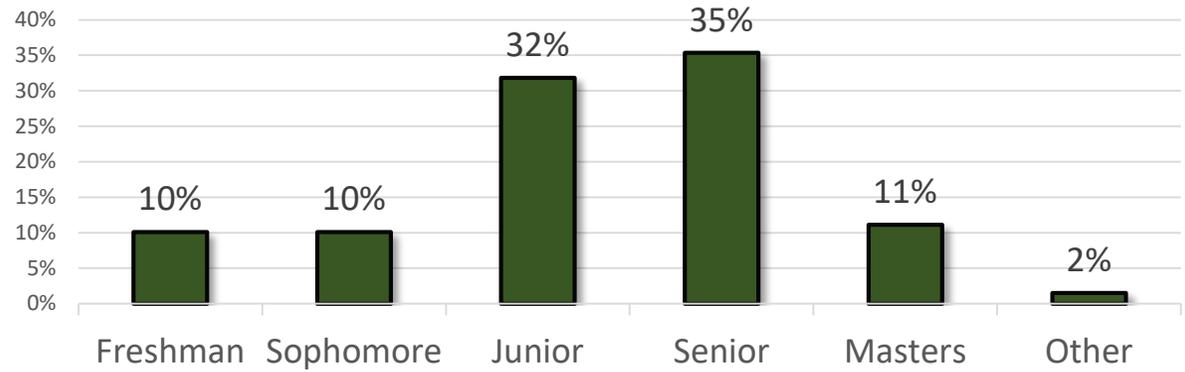


...Data can be used triangulate opportunities.



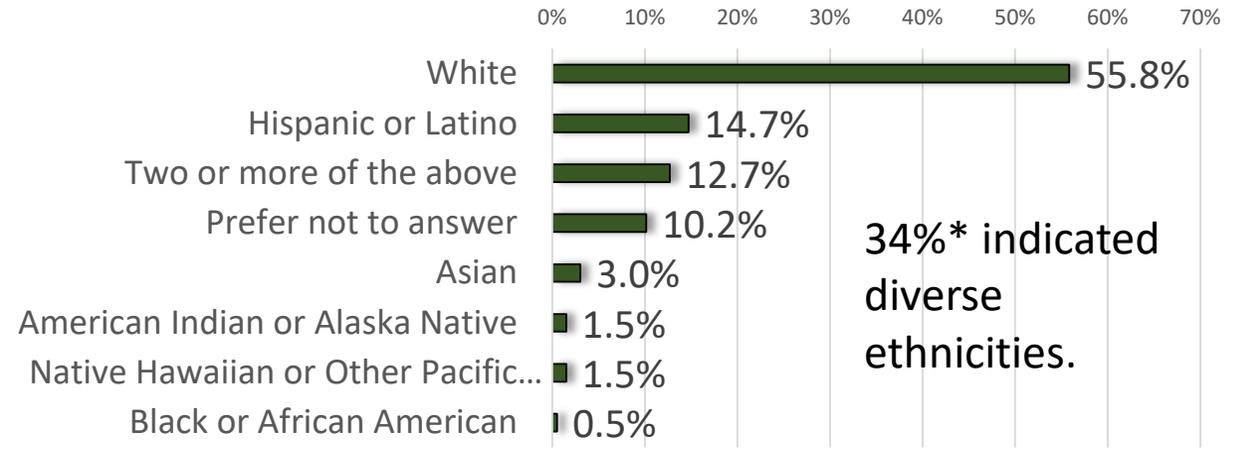
Respondent Characteristics: Student Dashboard (n = 237)

Class



28% indicated first in family to attend college.

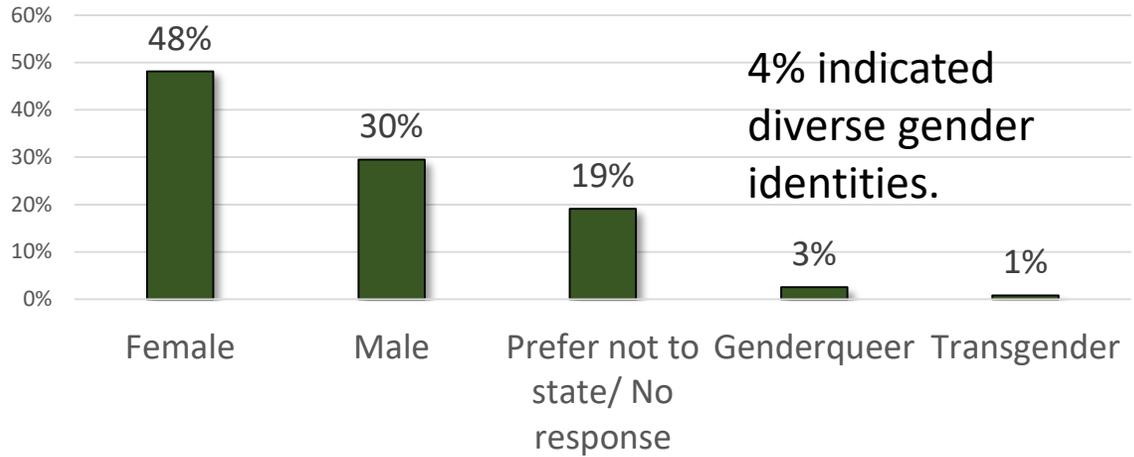
Ethnicity/Race



34%* indicated diverse ethnicities.

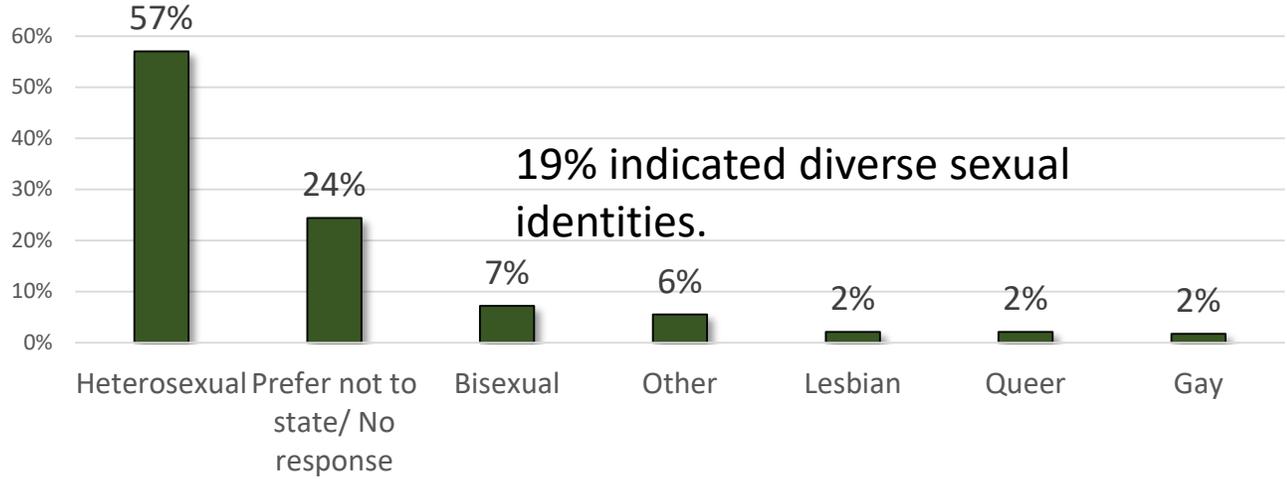
* Students self-reported all that apply. Diverse includes Two or more of the above.

Gender Identity



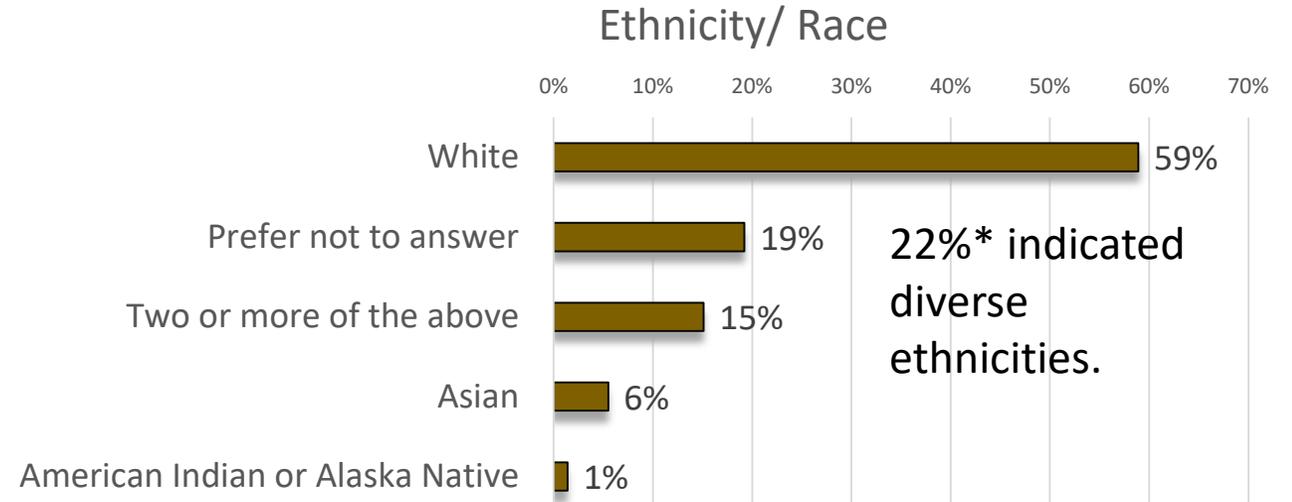
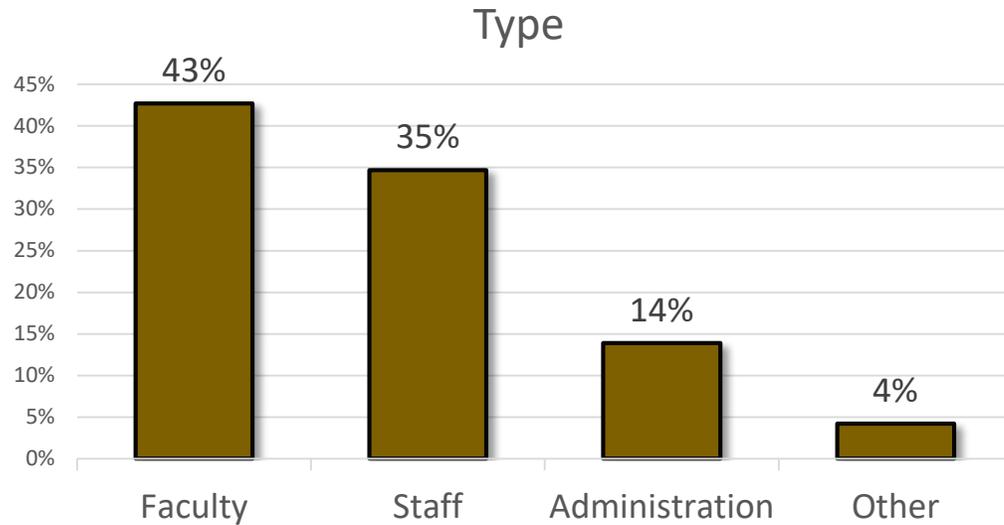
4% indicated diverse gender identities.

Sexual Identity

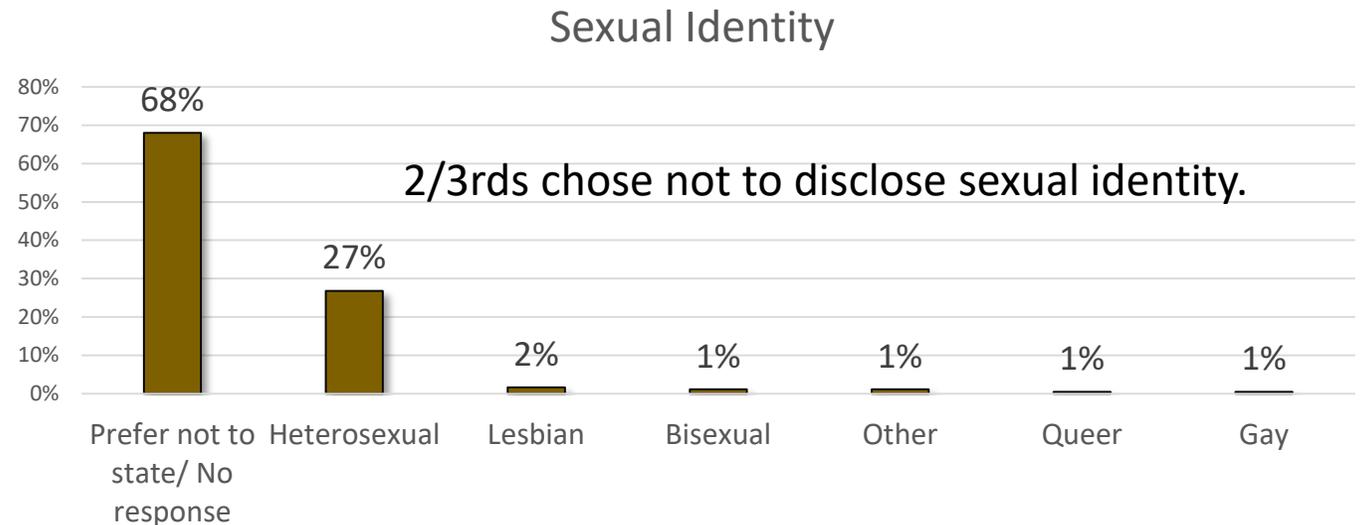
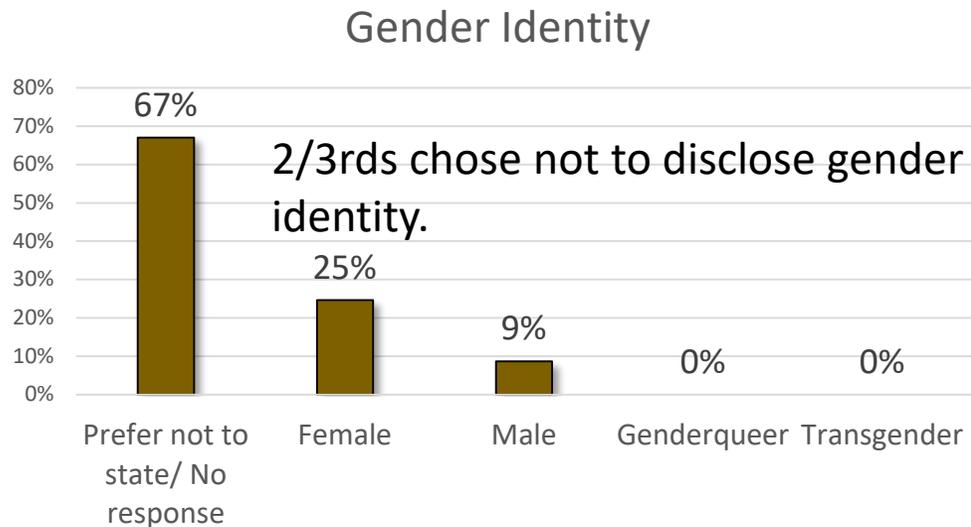


19% indicated diverse sexual identities.

Respondent Characteristics: Personnel Dashboard (n = 183)



* Personnel self-reported all that apply. Diverse includes Two or more of the above.



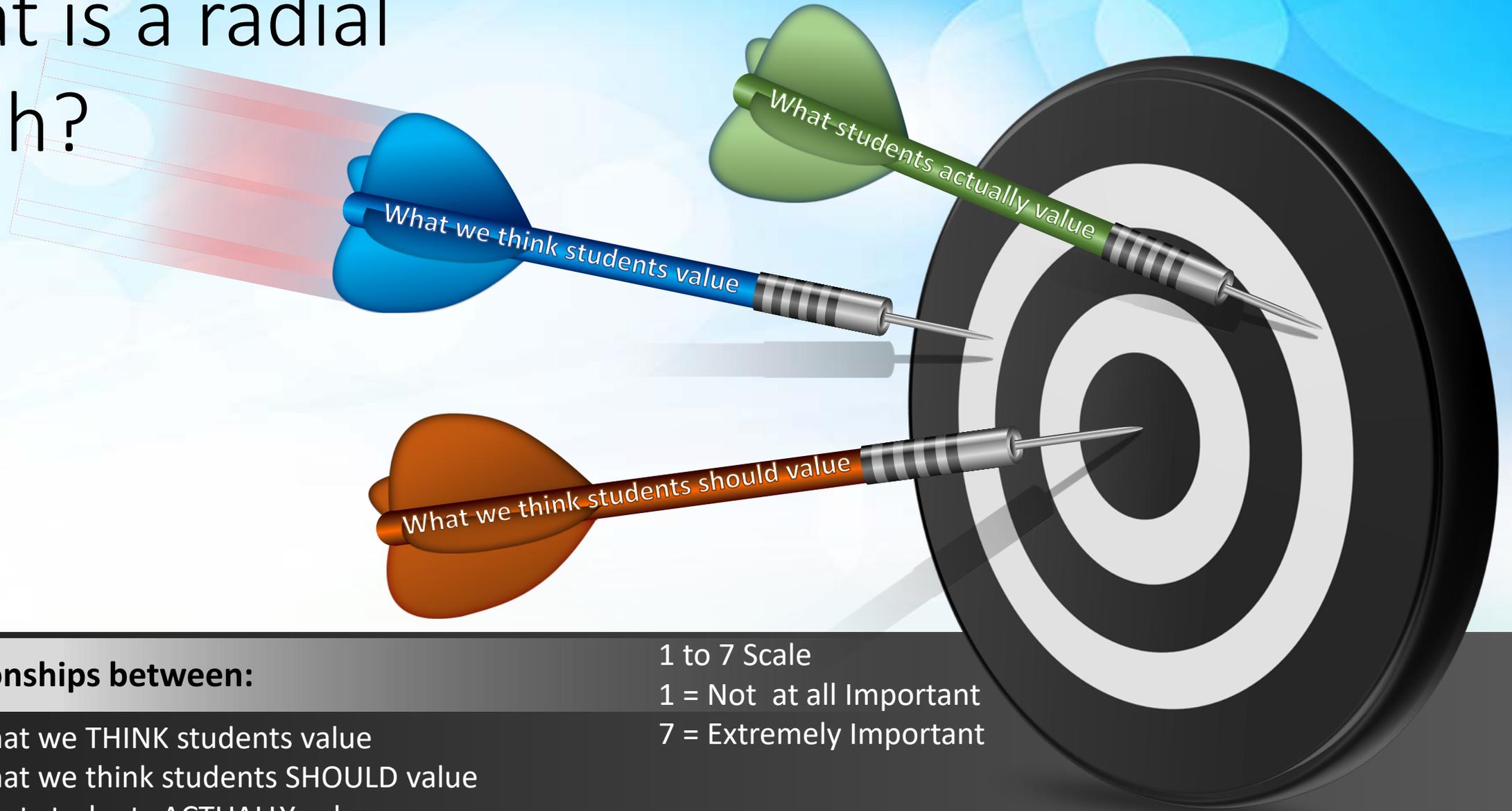
Content & Radial Graphing

Examining similarities and distances

Question Bank

| | |
|--|--|
| Completing their degree at HSU | Learning how to succeed in school (like study habits or time management) |
| Majoring in something that helps them get a job when they graduate | Feeling like they belong and connect to the surrounding area (Arcata) |
| Having an advisor who quickly lets them know if they are going off track from meeting goals | Learning how to make a budget they can stick to |
| A campus that is welcoming and respectful of all regardless of who a person is or what they believe (race, gender, ethnicity, religion, sexuality) | Being enrolled at the same school as their significant other/friend |
| Going on to graduate school | Seeing more faculty and staff who look or are like them |
| Being able to register for the classes they need so they can graduate on time | Having an internship or other ways to learn outside the classroom |
| Being able to register for the classes with the instructor they want | Getting more access to things they need for class (library, computers, printers) |
| Being able to successfully balance work with school | Having an opportunity to help people who are different from them understand their own perspectives and experiences |
| Getting the chance to conduct research with faculty | Being able to participate in athletics/team sports |
| Having an opportunity to shape how fellow students experience campus in things like student government, or peer advising, or being a member of a club, or serving on campus committees | Being able to speak with their instructors outside of class |
| Having access to recreational facilities or activities | Being challenged in class to do their best work |
| Having an opportunity to learn about people who are different from themselves | Having access to healthier affordable food choices |
| Being able to afford college so they can keep attending at HSU | Having a quiet place to study on campus not including the library |
| Having teachers who challenge what they think, believe or feel about a subject | Having a dedicated place to go to hang out with people like them |

What is a radial graph?



Relationships between:

- What we THINK students value
- What we think students SHOULD value
- What students ACTUALLY value
- Distance an indicator of agreement
- Closer the value more alignment we have between each set

1 to 7 Scale

1 = Not at all Important

7 = Extremely Important

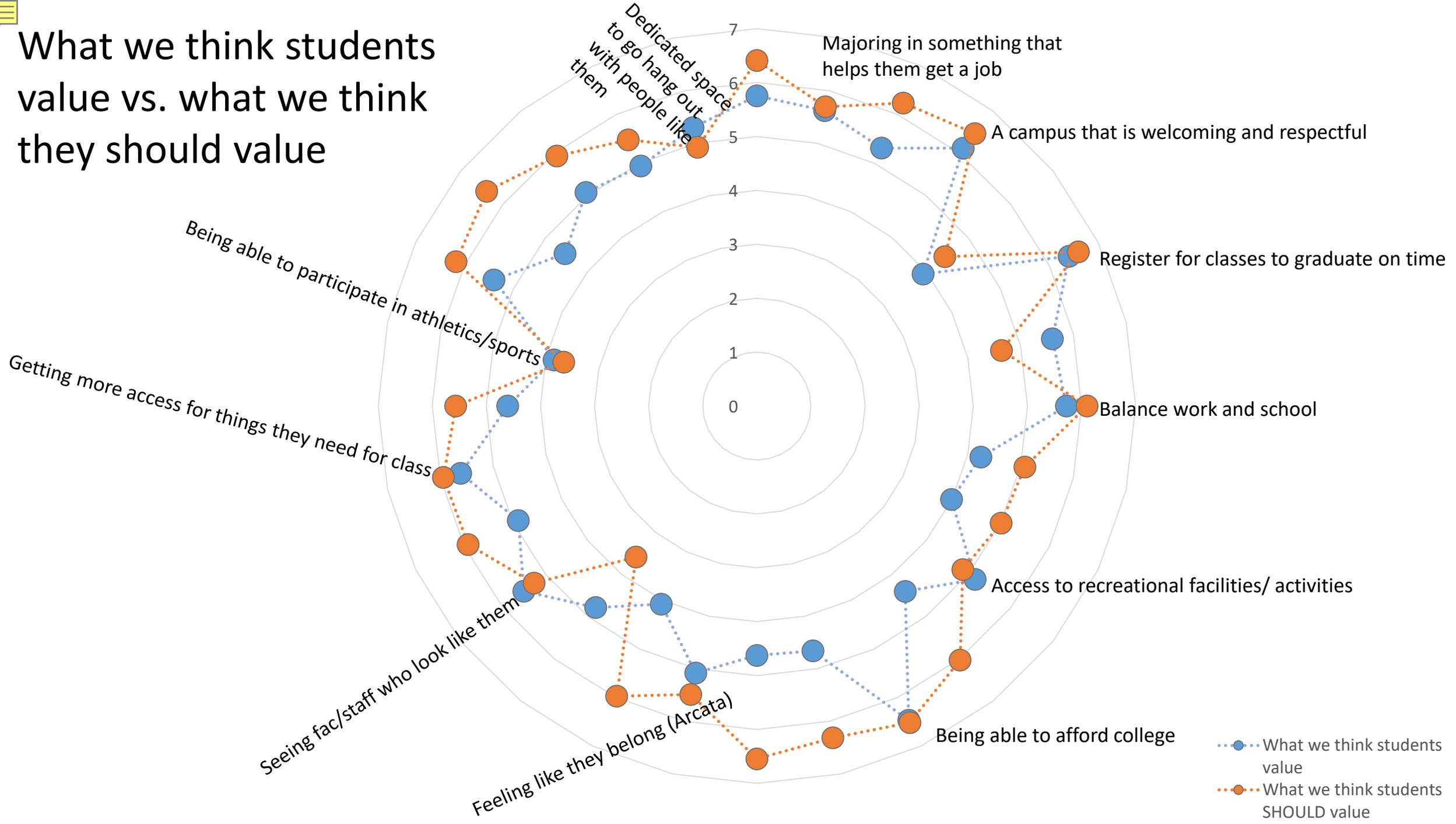
Matrix Assessment

| Item | | Item |
|---------------------------------|---|---------------------------------|
| What we think they value | X | What we think they SHOULD value |
| What we think they SHOULD Value | X | What they actually value |
| What we think they value | X | What they actually value |

Looking for commonality in perspectives



What we think students value vs. what we think they should value



Being able to participate in athletics/sports

Getting more access for things they need for class

Seeing fac/staff who look like them

Feeling like they belong (Arcata)

Being able to afford college

Access to recreational facilities/ activities

Balance work and school

Register for classes to graduate on time

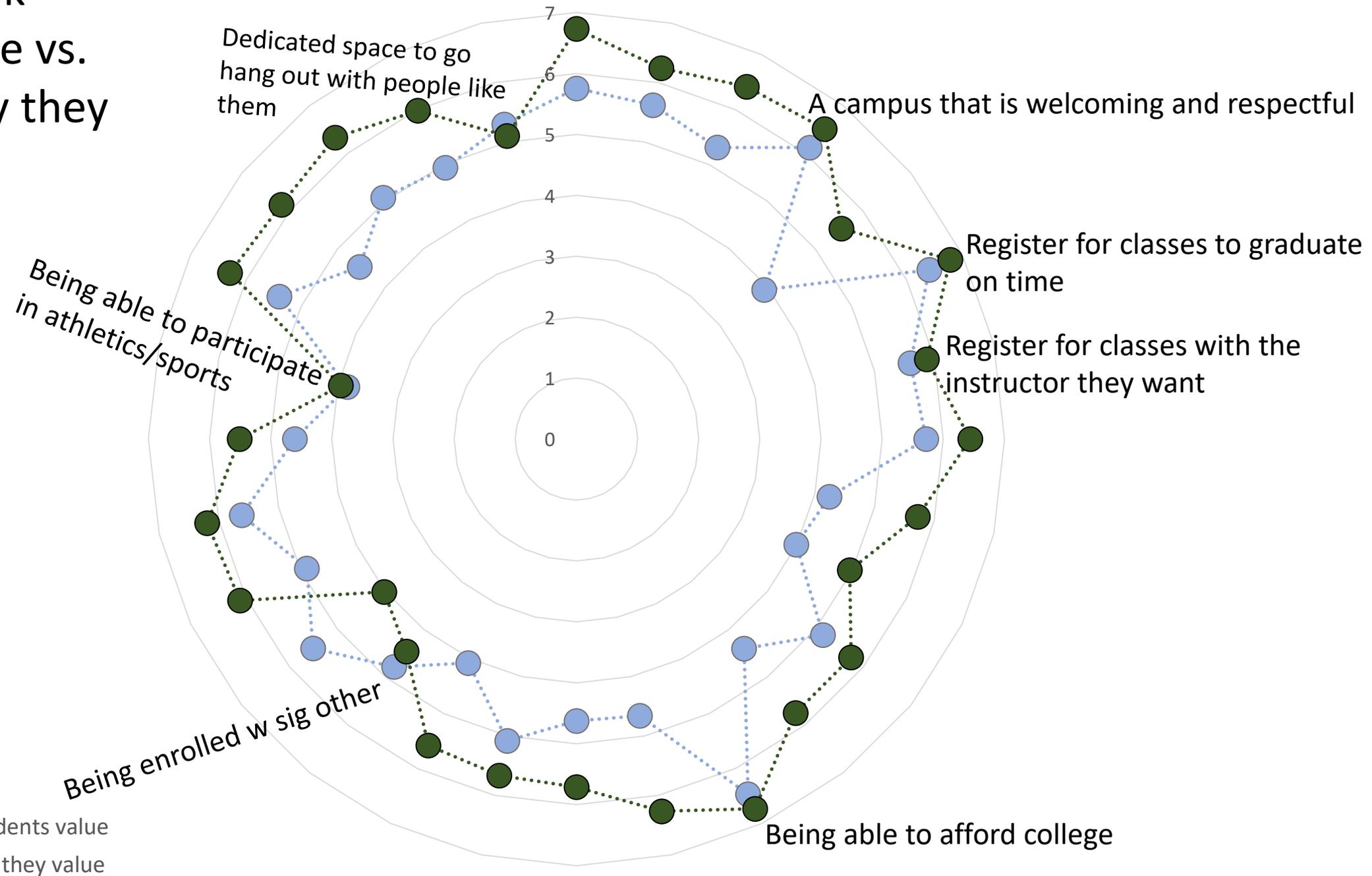
A campus that is welcoming and respectful

Majoring in something that helps them get a job

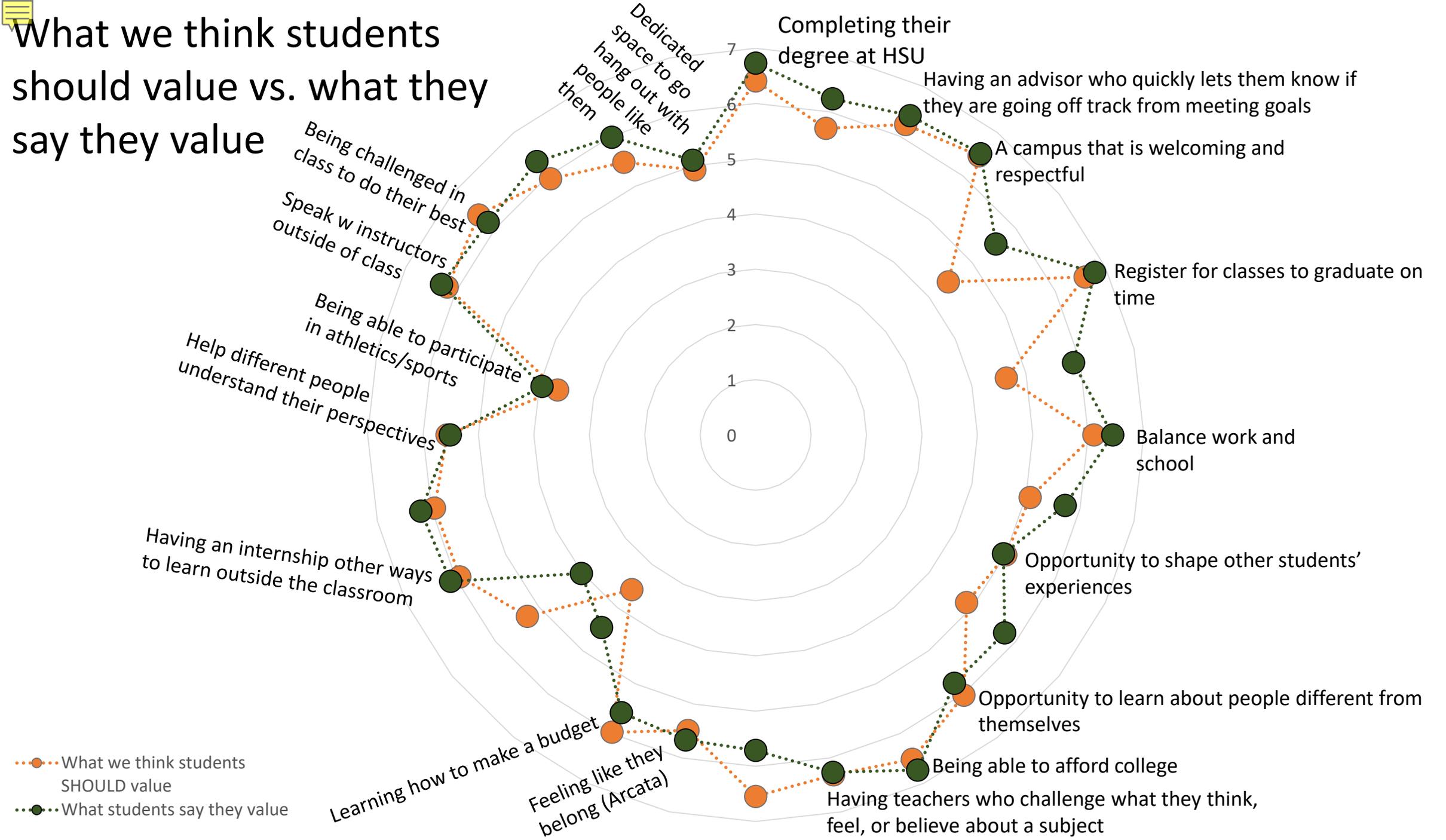
Dedicated space to go hang out with people like them

What we think students value
 What we think students SHOULD value

What we think students value vs. what they say they value



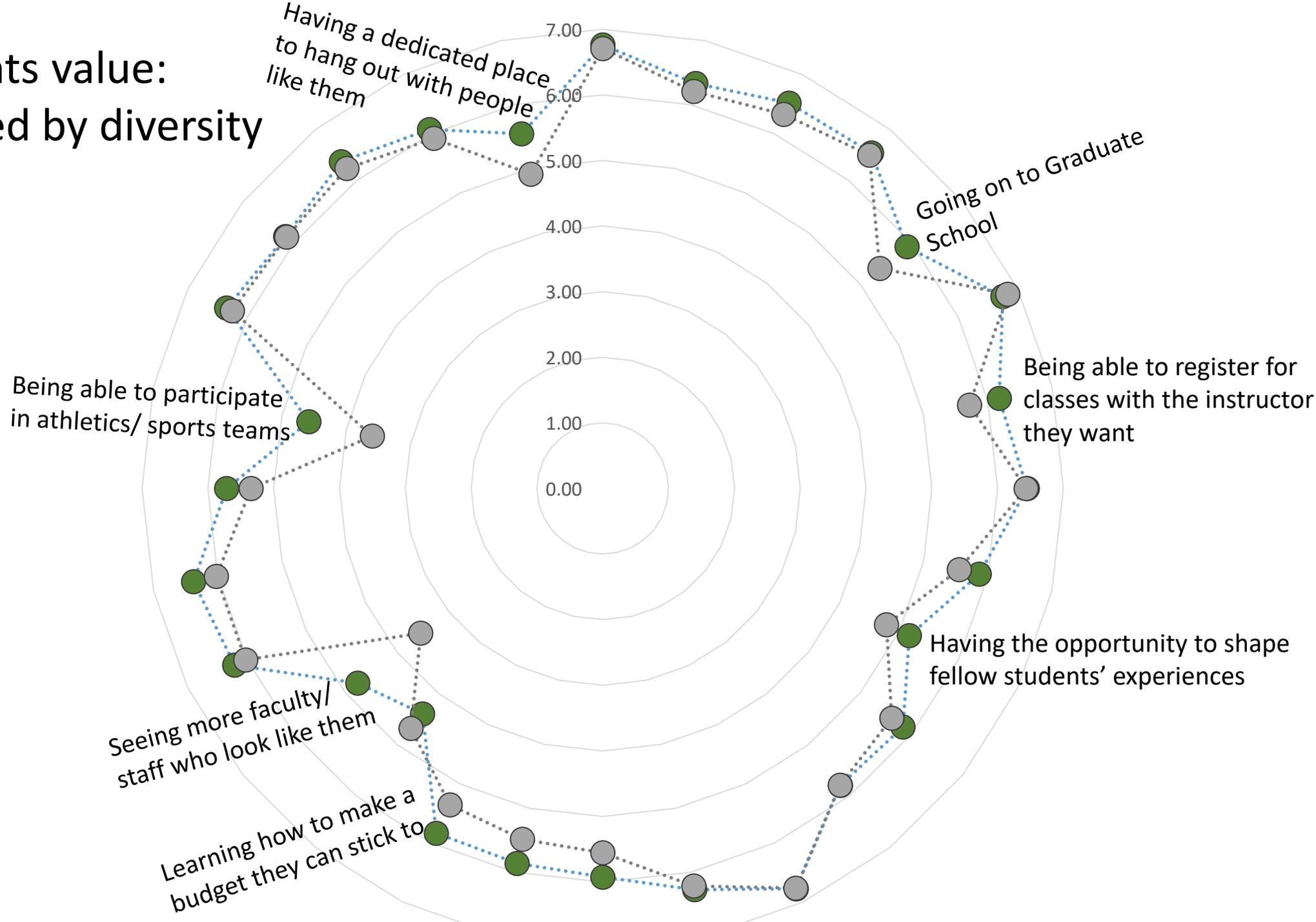
What we think students should value vs. what they say they value



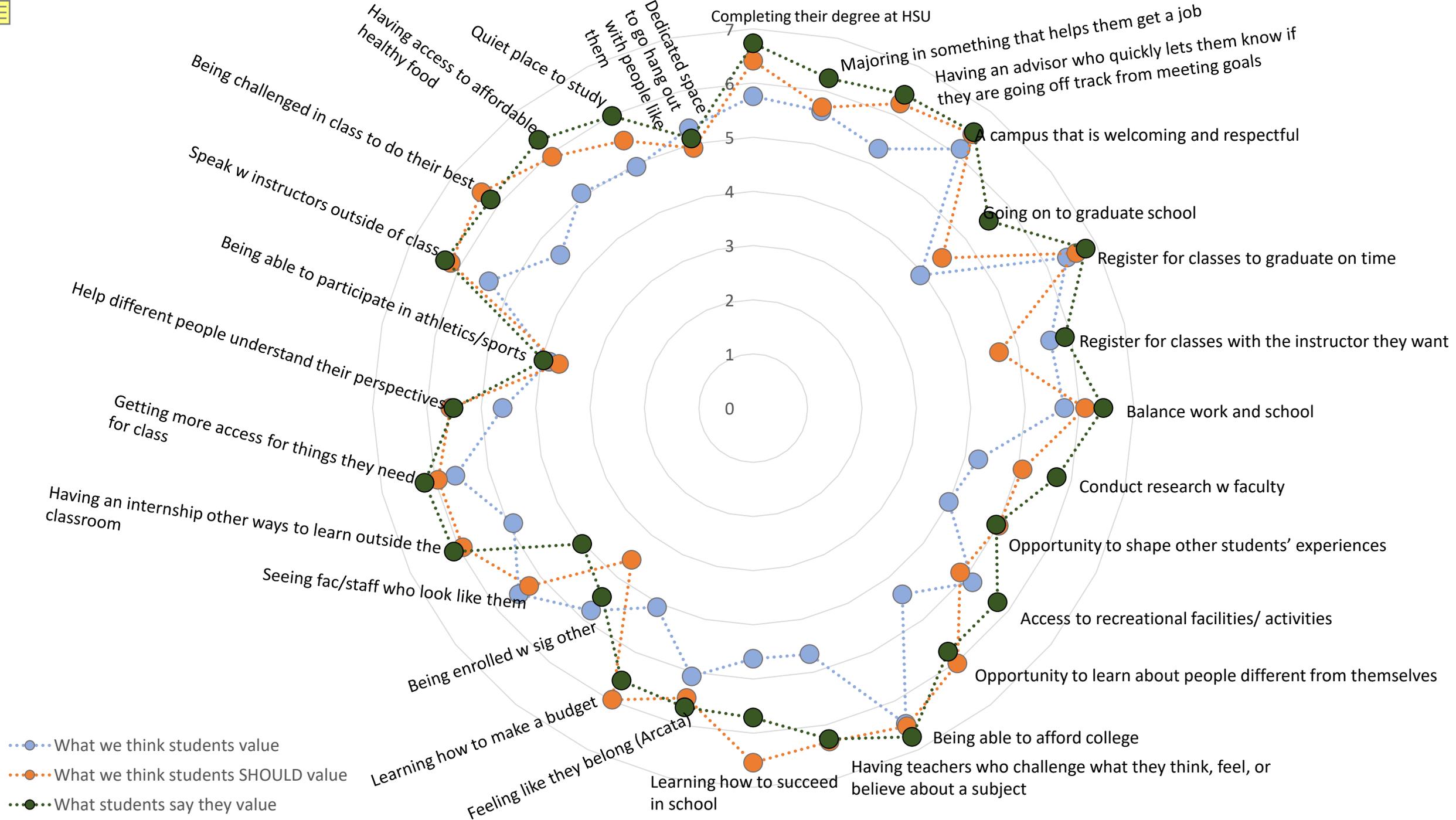
● What we think students SHOULD value
● What students say they value



What students value: Disaggregated by diversity



● Diverse
● Non



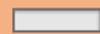
What we think they should value vs. what they do value

Completing their degree here at HSU.
Being able to afford college.
Getting the classes they need to graduate.
Being challenged to do their best work in class.
A campus that is welcoming and respectful to everyone.
Feeling like they belong in Arcata.

Similar



Different



Diversity context a bit more nuanced.

What we think they value vs. what they do they value

Getting the chance to conduct research with faculty.
Having an opportunity to learn about who are different from themselves. Tie- educate others about themselves.
Learning how to make a budget they can stick to.
Getting more access to things they need.
Having teachers who challenge what they think, feel or understand