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)

28% indicated first in family to attend college.

Class

- Freshman: 10%
- Sophomore: 10%
- Junior: 32%
- Senior: 35%
- Masters: 11%
- Other: 2%

Ethnicity/Race

- White: 55.8%
- Hispanic or Latino: 14.7%
- Two or more of the above: 12.7%
- Prefer not to answer: 10.2%
- Asian: 3.0%
- American Indian or Alaska Native: 1.5%
- Native Hawaiian or Other Pacific Islander: 1.5%
- Black or African American: 0.5%

34%* indicated diverse ethnicities.

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

Gender Identity

- Female: 48%
- Male: 30%
- Prefer not to state/ No response: 19%
- Genderqueer: 3%
- Transgender: 1%

4% indicated diverse gender identities.

Sexual Identity

- Heterosexual: 57%
- Prefer not to state/ No response: 24%
- Bisexual: 7%
- Other: 6%
- Lesbian: 2%
- Queer: 2%
- Gay: 2%

19% indicated diverse sexual identities.
Respondent Characteristics: Personnel Dashboard (n = 183)

**Type**
- Faculty: 43%
- Staff: 35%
- Administration: 14%
- Other: 4%

**Ethnicity/ Race**
- White: 59%
- Asian: 6%
- American Indian or Alaska Native: 1%
- Prefer not to answer: 19%
- Two or more of the above: 15%

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

**Gender Identity**
- 67% chose not to disclose gender identity.
- 25% Female
- 9% Male
- 0% Genderqueer
- 0% Transgender

**Sexual Identity**
- 68% chose not to disclose sexual identity.
- 27% Heterosexual
- 2% Lesbian
- 1% Bisexual
- 1% Other
- 1% Queer
- 1% Gay

*2/3rds chose not to disclose gender identity. 2/3rds chose not to disclose sexual identity.*
Content & Radial Graphing

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we think they value</td>
<td>What we think they SHOULD Value</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>What they actually value</td>
</tr>
<tr>
<td>What they actually value</td>
<td>What they actually value</td>
</tr>
</tbody>
</table>

Looking for commonality in perspectives
What we think students value vs. what we think they should value

- Getting more access for things they need for class
- Being able to participate in athletics/sports
- Seeing fac/staff who look like them
- Feeling like they belong (Arcata)
- Access to recreational facilities/activities
- Register for classes to graduate on time
- Balance work and school
- Being able to afford college
- 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 vs. what they say they value

- Being able to afford college
- A campus that is welcoming and respectful
- Register for classes to graduate on time
- Register for classes with the instructor they want
- Dedicated space to go hang out with people like them
- Being enrolled w sig other
- Being able to participate in athletics/sports
What we think students SHOULD value vs. what they say they value

What we think students SHOULD value:
- Completing their degree at HSU
- Having an advisor who quickly lets them know if they are going off track from meeting goals
- A campus that is welcoming and respectful
- Register for classes to graduate on time
- Balance work and school
- Opportunity to shape other students’ experiences
- Opportunity to learn about people different from themselves
- Being able to afford college
- Having teachers who challenge what they think, feel, or believe about a subject
- Help different people understand their perspectives
- Being able to participate in athletics/sports
- Speak with instructors outside of class
- Being challenged in class to do their best
- Dedicated space to go hang out with people like them
- Having an internship other ways to learn outside the classroom
- Learning how to make a budget
- Feeling like they belong (Arcata)

What students say they value:
- Completing their degree at HSU
- Having an advisor who quickly lets them know if they are going off track from meeting goals
- A campus that is welcoming and respectful
- Register for classes to graduate on time
- Balance work and school
- Opportunity to shape other students’ experiences
- Opportunity to learn about people different from themselves
- Being able to afford college
- Having teachers who challenge what they think, feel, or believe about a subject
- Help different people understand their perspectives
- Being challenged in class to do their best
- Dedicated space to go hang out with people like them
- Having an internship other ways to learn outside the classroom
- Learning how to make a budget
- Feeling like they belong (Arcata)
What students value: Disaggregated by diversity

- Being able to register for classes with the instructor they want
- Having the opportunity to shape fellow students’ experiences
- Having a dedicated place to hang out with people like them
- Going on to Graduate School
- Being able to register for classes with the instructor they want
- Seeing more faculty/staff who look like them
- Learning how to make a budget they can stick to
- Being able to participate in athletics/sports teams
- Knowing they can bring their complete self to campus
- Diverse staff who work to support them
What we think students value

- Completing their degree at HSU
- A campus that is welcoming and respectful
- Going on to graduate school
- Register for classes to graduate on time
- Register for classes with the instructor they want
- Balance work and school
- Conduct research with faculty
- Opportunity to shape other students' experiences
- Access to recreational facilities/activities
- Opportunity to learn about people different from themselves
- Being able to afford college
- Having teachers who challenge what they think, feel, or believe about a subject
- Learning how to succeed in school
- Feeling like they belong (Arcata)
- Learning how to make a budget
- Being enrolled with a significant other
- Seeing faculty/staff who look like them
- Getting more access for things they need
- Help different people understand their perspectives
- Speak with instructors outside of class
- Being challenged in class to do their best
- Being able to participate in athletics/sports
- Having access to affordable healthy food
- Quiet place to study
- Dedicated space to go hang out with people like them
- Having an advisor who quickly lets them know if they are going off track from meeting goals

What we think students SHOULD value

- Majoring in something that helps them get a job
- Being challenged in class to do their best
- Having access to affordable healthy food
- Quiet place to study
- Dedicated space to go hang out with people like them
- Having an advisor who quickly lets them know if they are going off track from meeting goals

What students say they value

- Completing their degree at HSU
- A campus that is welcoming and respectful
- Going on to graduate school
- Register for classes to graduate on time
- Register for classes with the instructor they want
- Balance work and school
- Conduct research with faculty
- Opportunity to shape other students' experiences
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- Opportunity to learn about people different from themselves
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- Having teachers who challenge what they think, feel, or believe about a subject
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- Feeling like they belong (Arcata)
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- Seeing faculty/staff who look like them
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- Help different people understand their perspectives
- Speak with instructors outside of class
- Being challenged in class to do their best
- Having access to affordable healthy food
- Quiet place to study
- Dedicated space to go hang out with people like them
- Having an advisor who quickly lets them know if they are going off track from meeting goals
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

What we think they value vs. what they do 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.

Diversity context a bit more nuanced.