

Gap Analysis

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

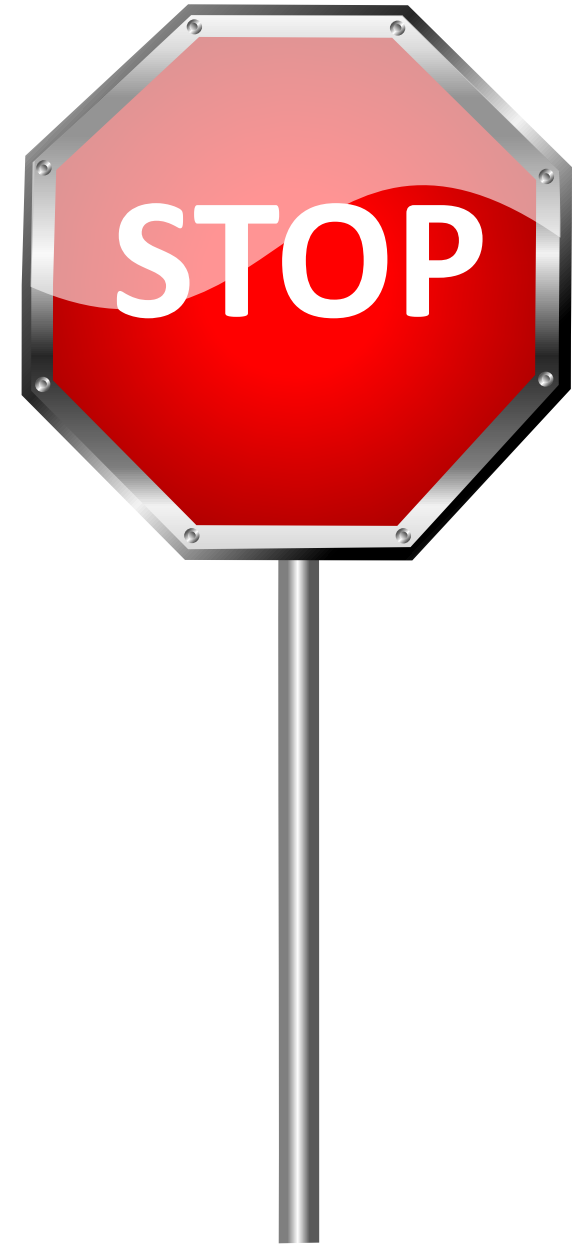
Dr. Lisa Castellino

Office of Institutional Research and Planning

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.

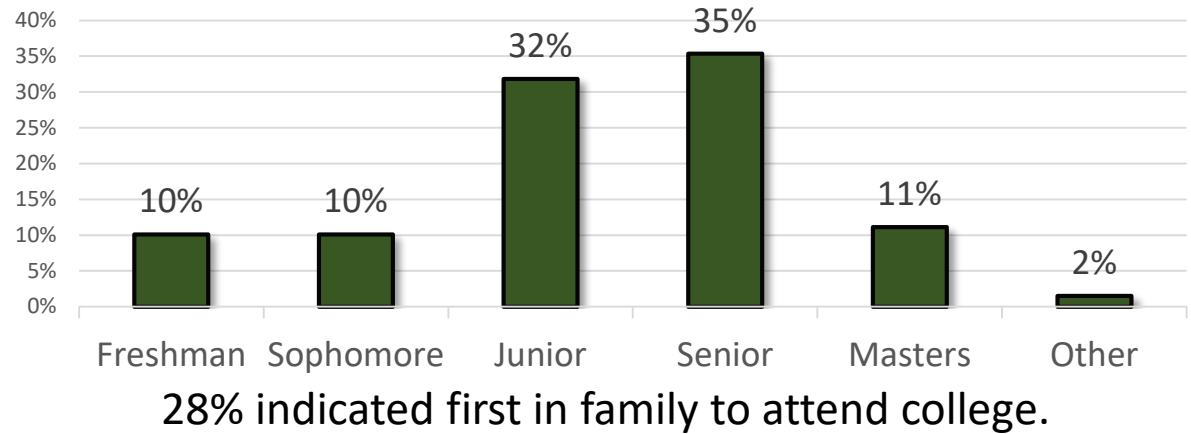


...Data can be used triangulate opportunities.

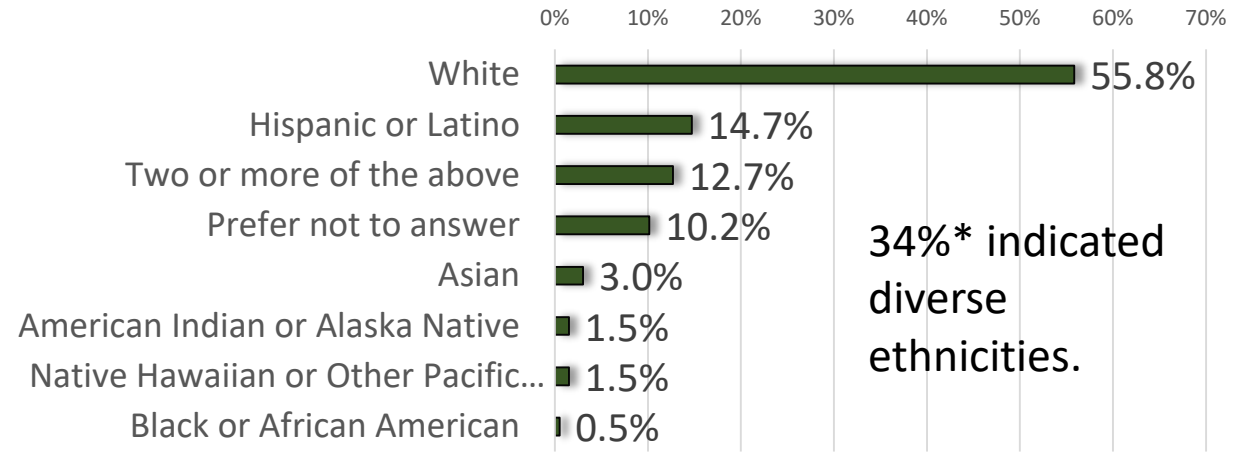


Respondent Characteristics: Student Dashboard (n = 237)

Class

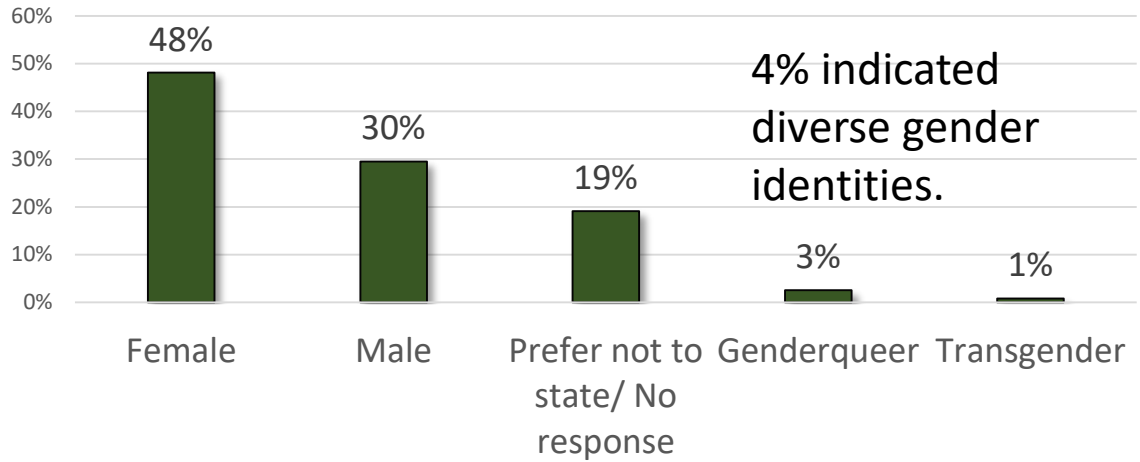


Ethnicity/Race

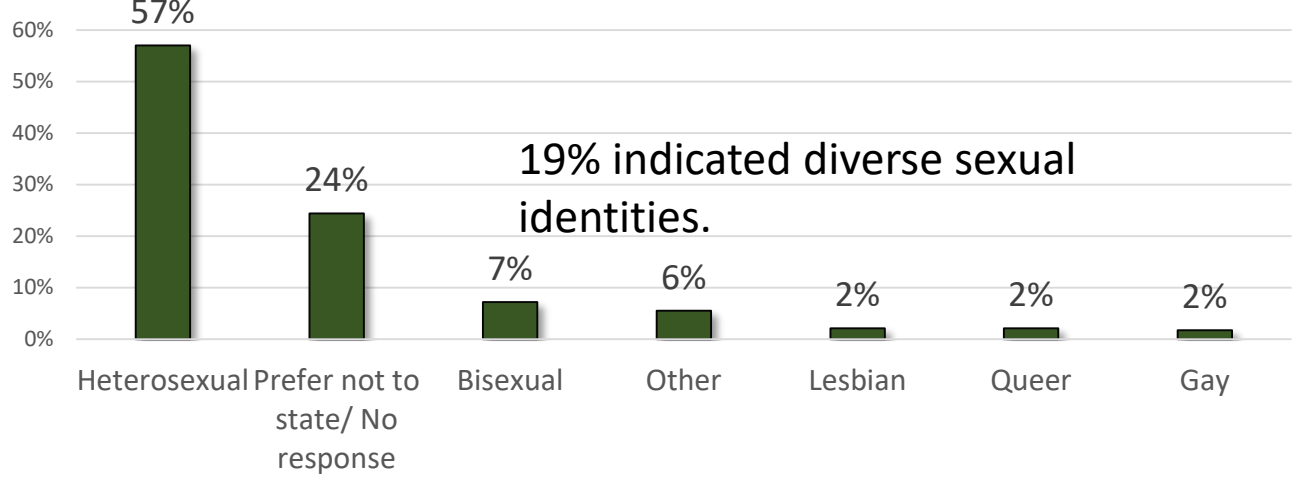


* Students self-reported all that apply. Diverse includes Two or more of the above.

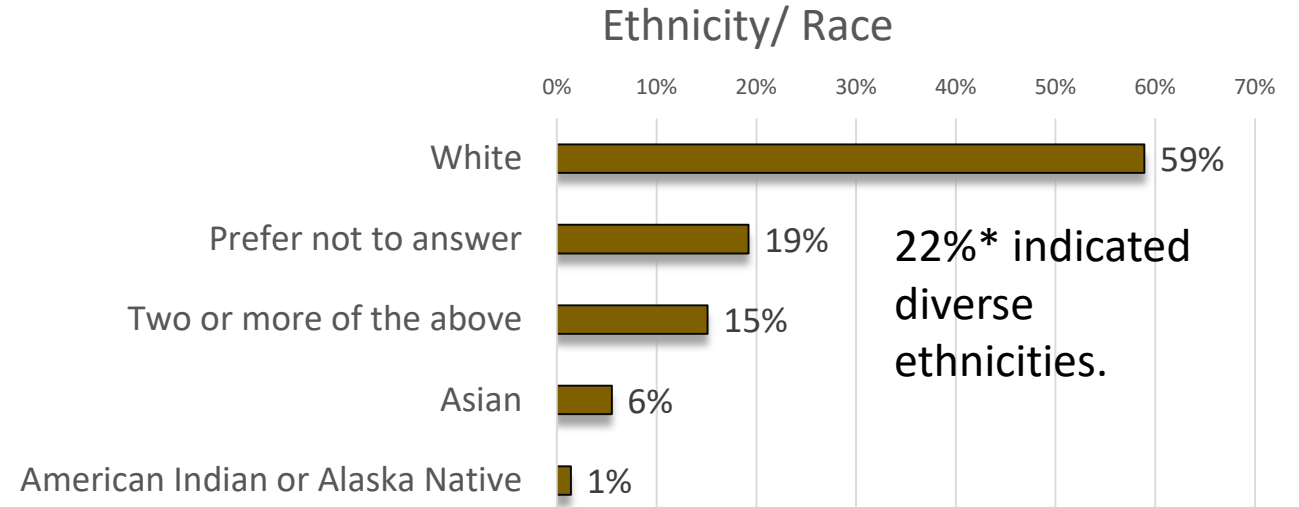
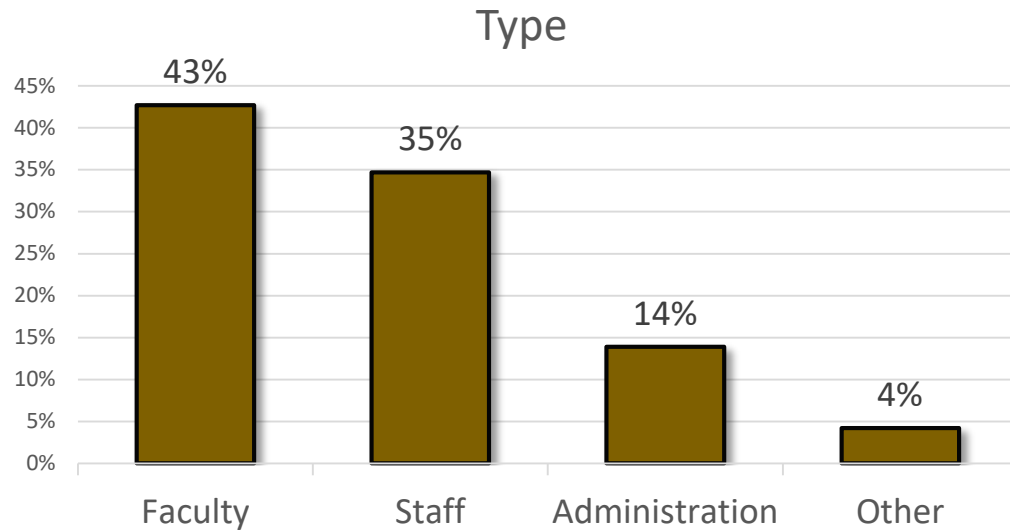
Gender Identity



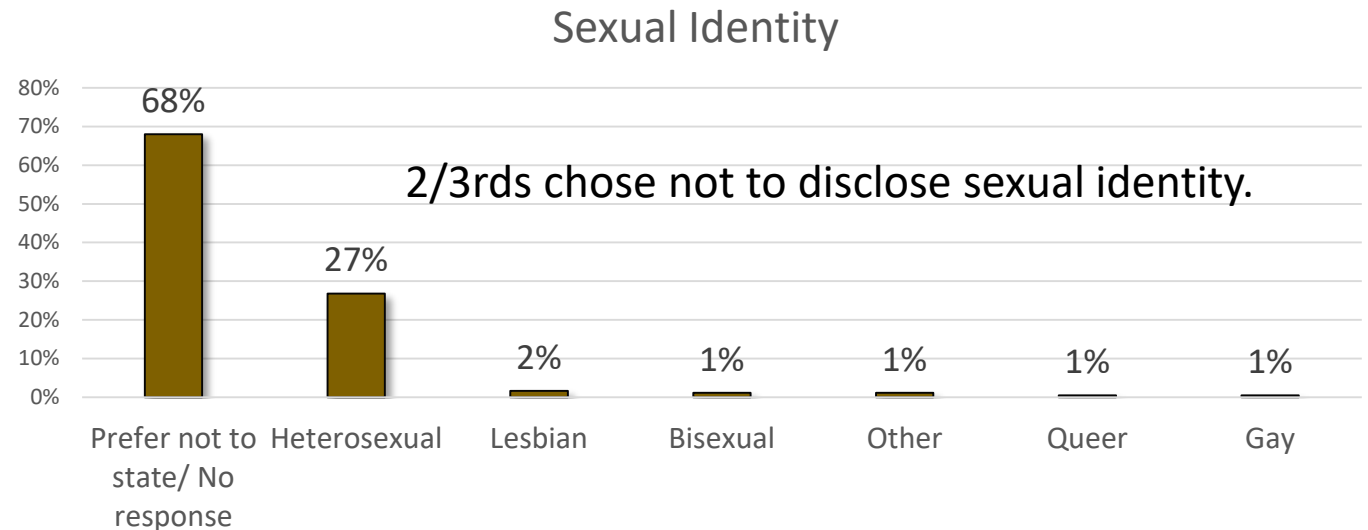
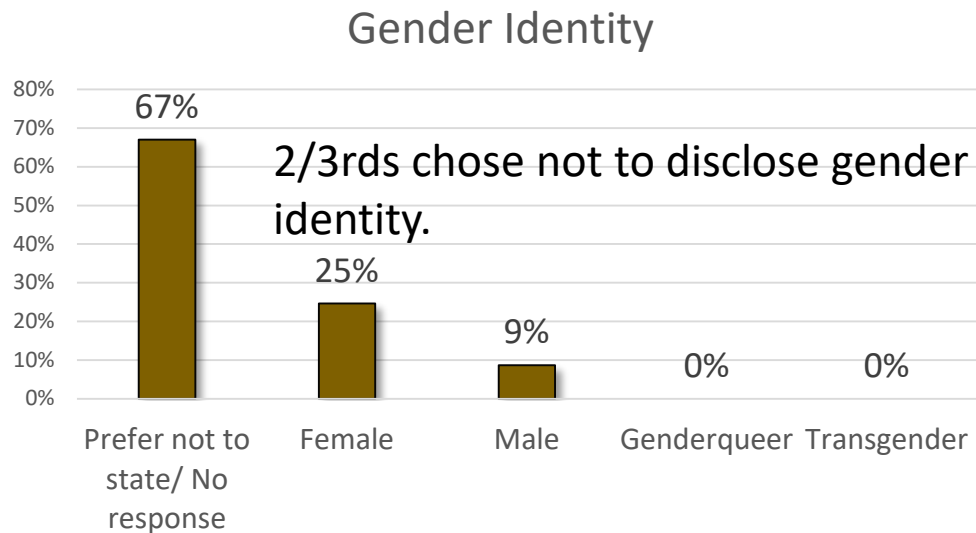
Sexual Identity



Respondent Characteristics: Personnel Dashboard (n = 183)



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



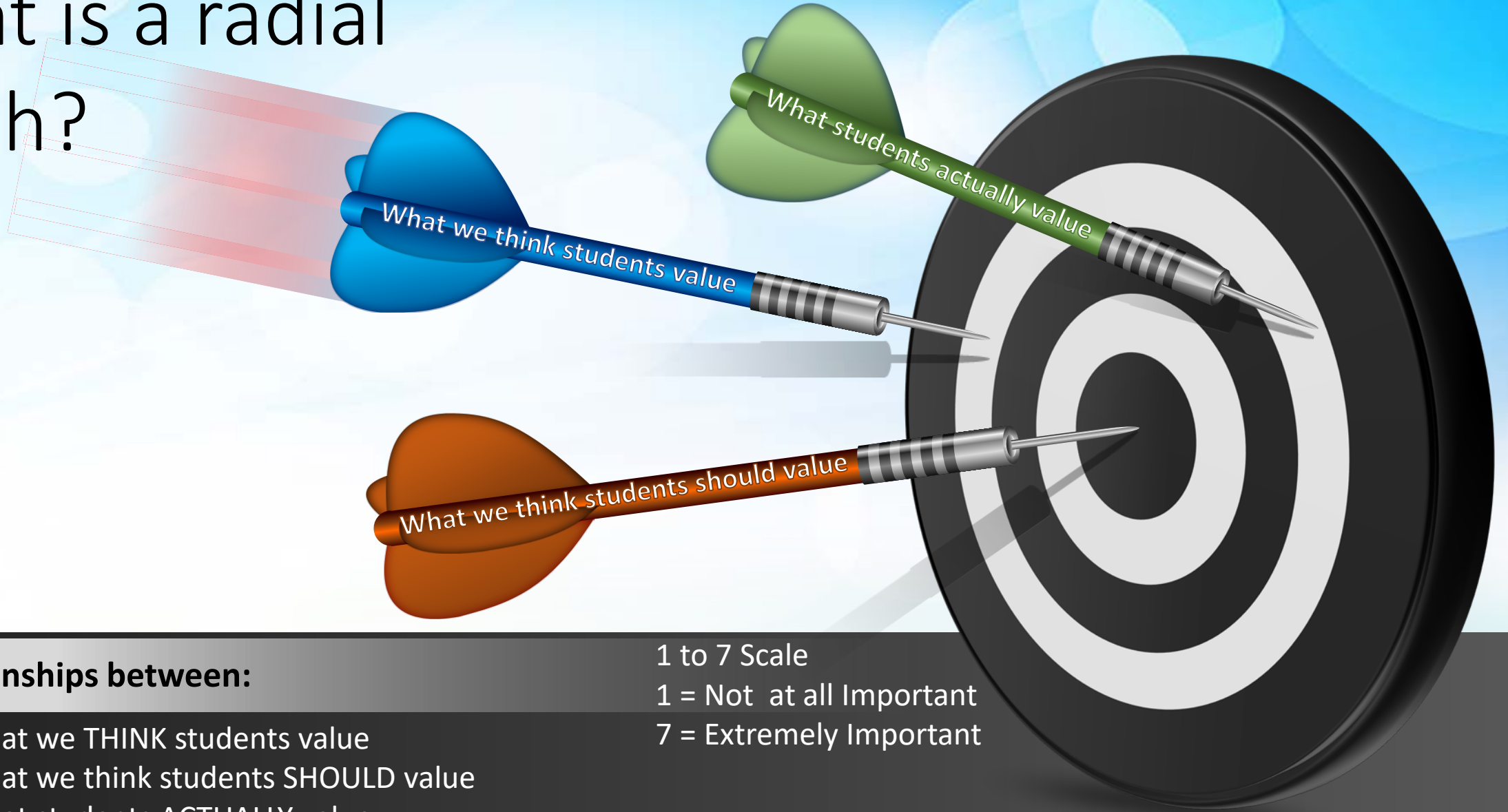
Content & Radial Graphing

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

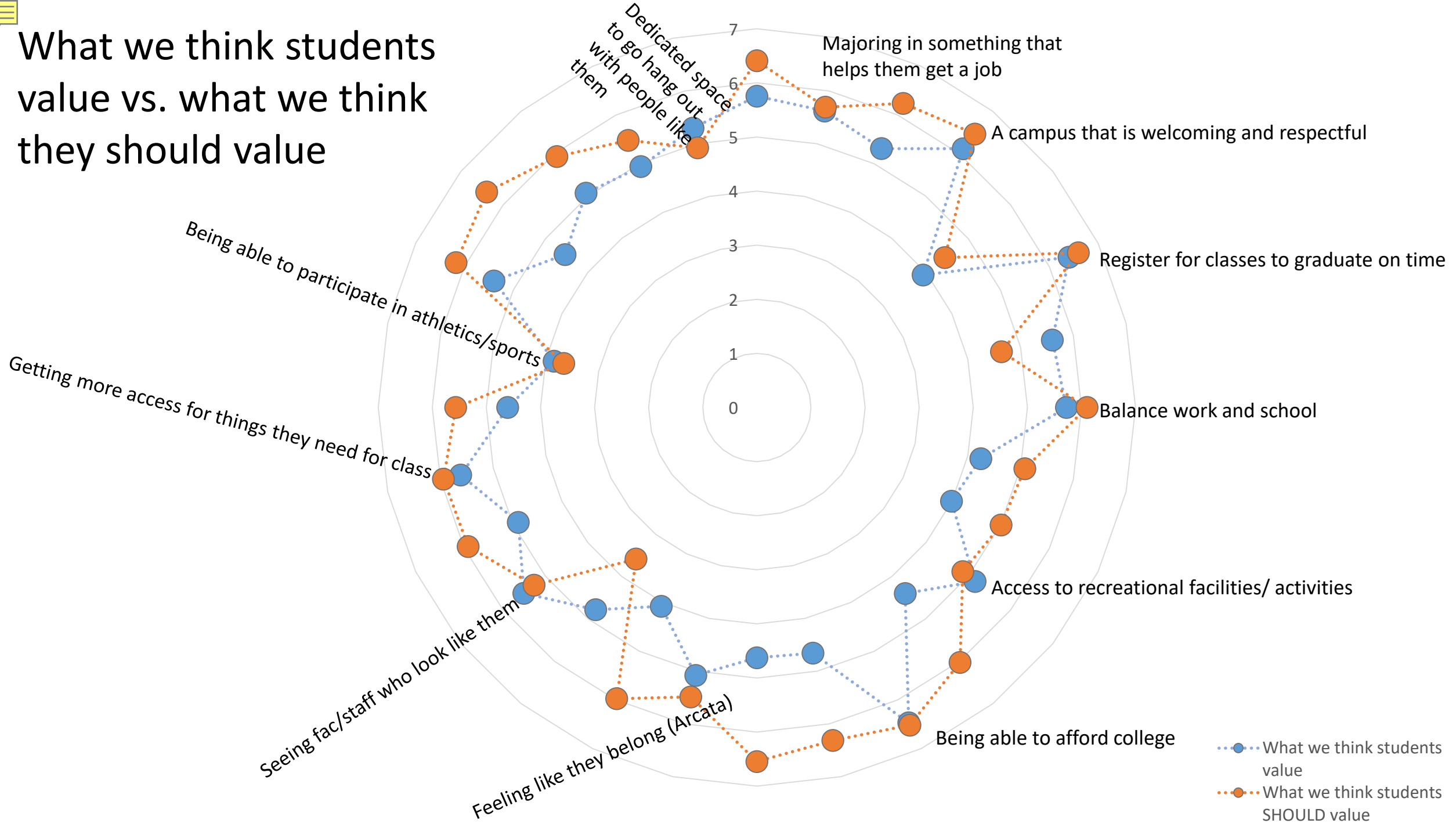
Matrix Assessment

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

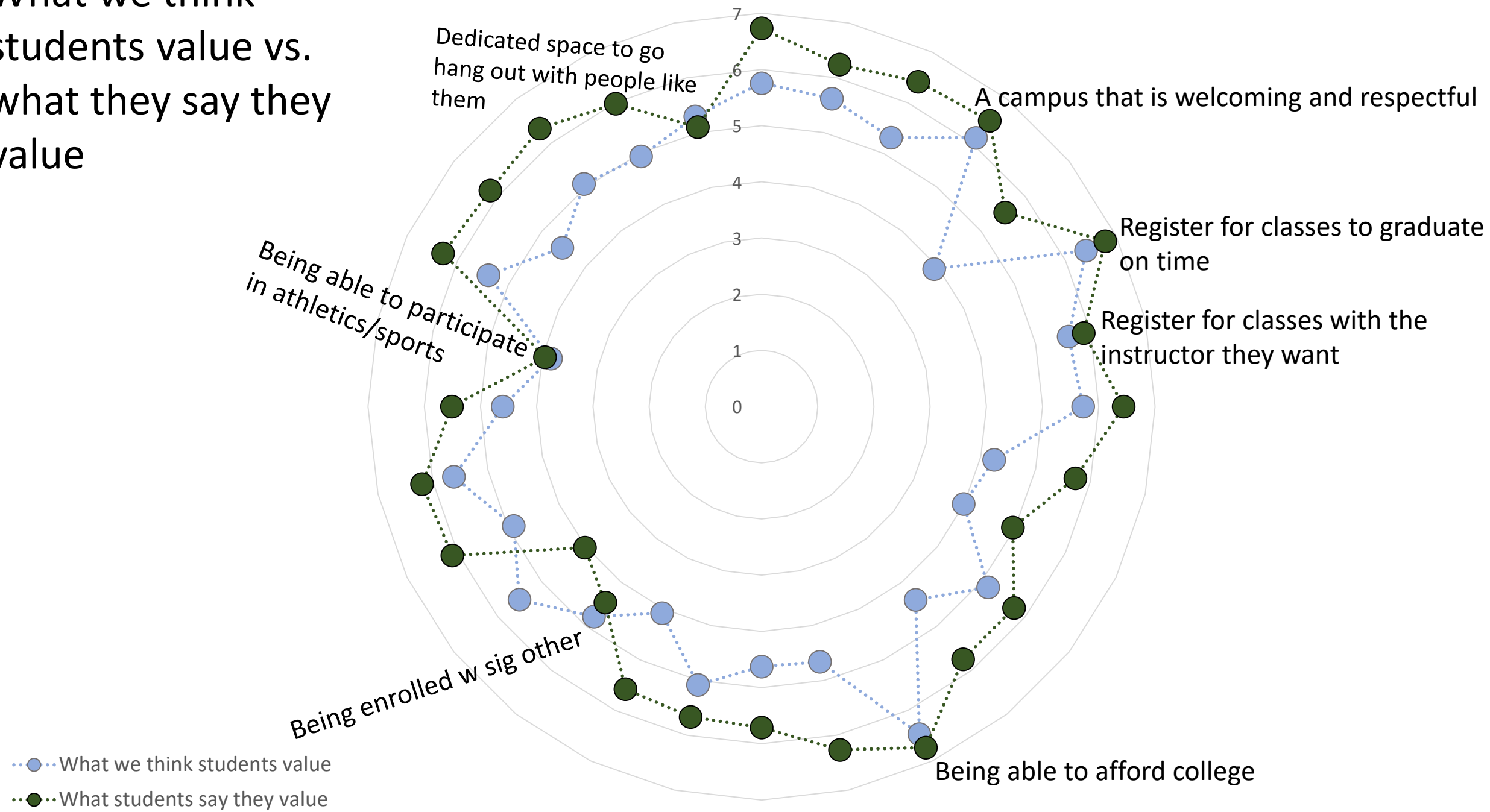


What we think students value vs. what we think they should value



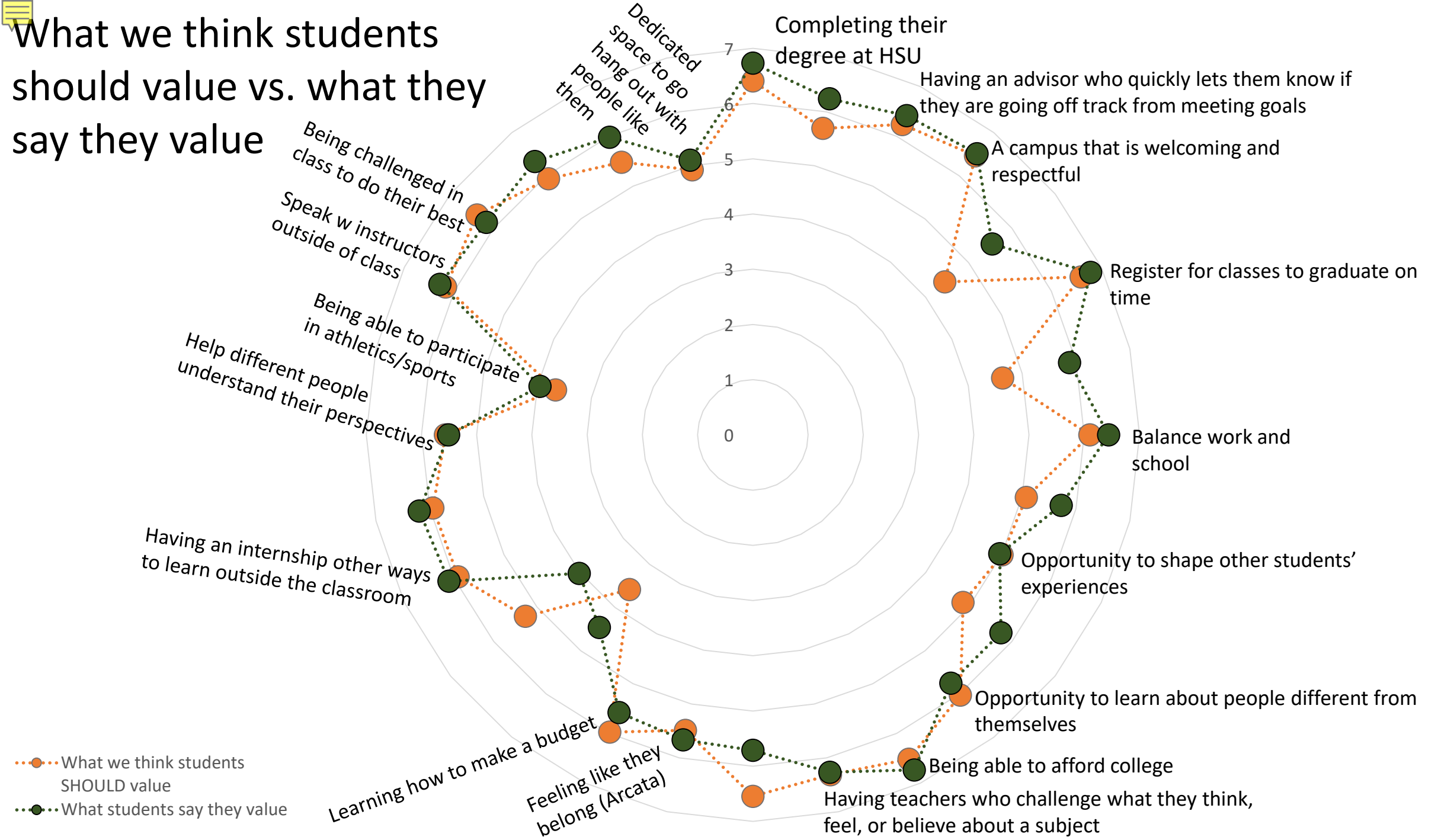
● What we think students value
● What we think students SHOULD value

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



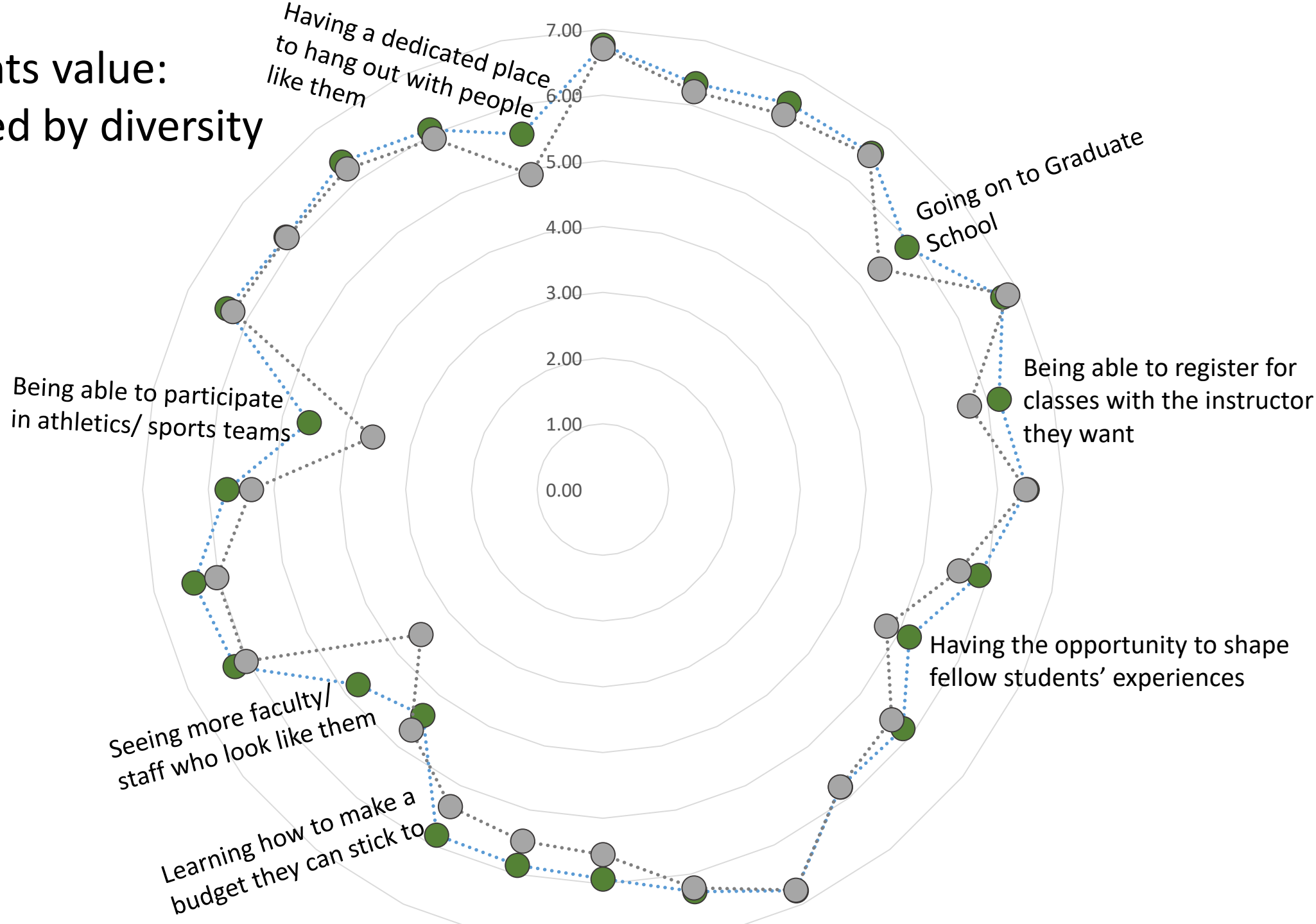
●● What we think students value
●● What students say they value

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

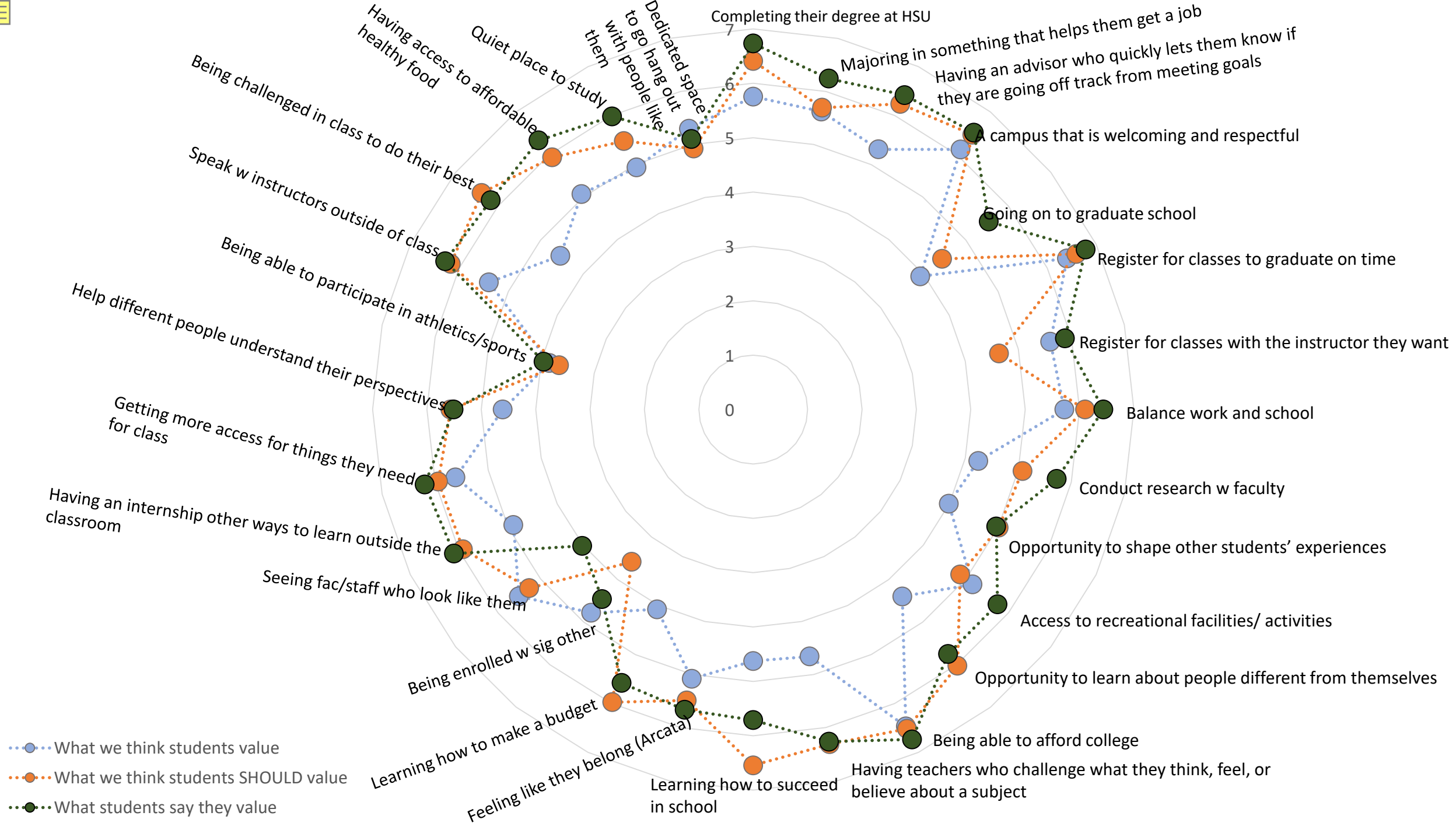




What students value: Disaggregated by diversity



● Diverse
● Non



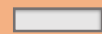
What we think they should value vs. what they do value

- 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