



Spring 2016 Focus Group Results and SWOT Analysis For 2016-2021 Strategic Planning

Executive Summary

In order to inform the 2016-2021 strategic planning process, focus groups were conducted with RSU constituents between January 25 and February 26, 2016. All RSU students, alumni, staff, full-time faculty, part-time faculty, and staff were invited to participate via email and were offered multiple scheduling options. It was determined that community focus groups would be conducted as part of a future environmental analysis.

A total of 16 focus groups with 107 participants were conducted, and each constituent group included participants from all three campuses. Student participants included full-time, part-time, residential, commuter, face-to-face, and online learners. Table 1 and Figure 1 disaggregate participants by constituent group.

Focus group participants were provided copies of the four strategic goals drafted by the Strategic Planning Group (SPG), results of faculty and staff discussions from the 2015 Convocation planning activity mapped to respective goals, and an outline of the proposed RSU 2016-2021 bulleted vision. Participants were asked to consider each proposed strategic goal and provide feedback regarding its appropriateness to meet RSU's mission and to bridge the University successfully to 2021. The goals appear below:

- Goal #1: Inspire Student Learning and Development
- Goal #2: Advance Institutional Excellence, Innovation and Tradition
- Goal #3: Promote Comprehensive Community Engagement
- Goal #4: Enhance Enrollment Growth and Development

Strong agreement resulted among all constituent groups regarding the appropriateness of Goal #1: Inspire Student Learning and Development. Participants believed this to be central to the mission of the University. Table 2 and Figure 2 present these results.

Moderate agreement resulted for Goal #2: Advance Institutional Excellence, Innovation and Tradition. One hundred percent of the focus groups expressed confusion over what RSU's traditions are and questioned whether RSU has developed clear traditions since becoming a four-year university. Participants also noted that advancing tradition is confusing terminology, and they recommended that Goal #2 be edited to read: "Advance Institutional Excellence and Innovation, and Develop Traditions." Another suggestion was to make the development of traditions an objective for Goal #2. Table 3 and Figure 3 present these results.

Focus group participants agreed that Goal #3: Promote Comprehensive Community Engagement is appropriated to RSU's mission; however, it was considered secondary to the primary goal of inspiring student learning and development. Table 4 and Figure 4 present these results.

In general, participants strongly agreed that Goal #4: Enhance Enrollment Growth and Development is appropriate to the mission with the exception of part-time faculty, who maintained that enrollment develops organically from a strong infrastructure and quality course and program delivery. Table 5 and Figure 5 present these results.

Four of the focus groups noted that diversity and inclusion are critical goals that are unaddressed in the proposed strategic goals. Recommendations were made to either add a fifth goal or incorporate diversity, inclusion, and global awareness as objectives within the four overarching goals. Three of the focus groups suggested adding a fifth goal concerning Resources to support the first four goals, and others recommended it be included as a theme in each of the goals. Two groups suggested that development of RSU's Alumni Office and database receive greater attention. One group suggested disaggregating faculty improvement from Goal #2, and one group recommended a separate goal for university focus on green/sustainable energy operations.

Once participants had reflected on the appropriateness of each strategic goal, they were asked for their feedback regarding RSU's strengths and challenges as they relate to each goal. In this way, a full complement of constituent perspectives and feedback was garnered, enabling a SWOT analysis or gap analysis to be conducted from this rich information source. Tables 6 – 9 present the results of the SWOT analysis with a total of 478 focus group comments mapped by strategic goal as internal strengths, internal weaknesses, external opportunities, or external threats. Within each goal the SWOTs are aggregated thematically. These themes readily translate into goal-specific objectives and are presented below. (Themes are presented in descending order of frequency.)

Goal #1: Inspire Student Learning and Development

- (23) Curriculum and Internships
- (20) Course Variety and Scheduling
- (19) Student Life on Campuses
- (18) Course Quality and Delivery
- (16) Types of Degrees Offered
- (16) Resources and Financial Independence
- (12) Branch Campus Resources
- (10) Tuition & Fees, Scholarships, and Financial Aid
- (9) Diversity, Inclusion and Global Awareness
- (9) Advisement, Tutoring and Mentoring
- (8) Career Services and Internships
- (6) Miscellaneous issues
- (4) Service Learning and Civic Engagement

Goal #2: Advance Institutional Excellence, Innovation and Tradition

- (57) Culture and Climate
- (37) Staffing and Wages
- (29) Internal Communication
- (21) Tradition
- (16) Professional Development
- (11) Policies, Procedures, and Protocols
- (9) Budget and Resource Concerns
- (7) University Vision
- (6) Miscellaneous issues
- (3) Alumni Services

Goal #3: Promote Comprehensive Community Engagement

- (36) Community Image and Awareness
- (16) Branding and Promotion
- (16) Resources and Funding

Goal #4: Enhance Enrollment Growth and Development

- (25) Understanding RSU Target Market
- (11) Capacity and Resources
- (7) Diversity and Inclusion
- (6) Student Preparation
- (5) Student Costs
- (5) Miscellaneous issues

Where strengths, weaknesses, opportunities, and threats were noted as pertinent to multiple goals, the primary goal was generally used.

Finally, focus group participants brainstormed ideas and provided suggestions for strategic actions to close the identified gaps. These created a rich collection of ideas, with some already in implementation. They appear in Appendix B within the original focus group matrices.

FOCUS GROUP RESULTS: Aggregated by Constituent Group

Table 1: Participants

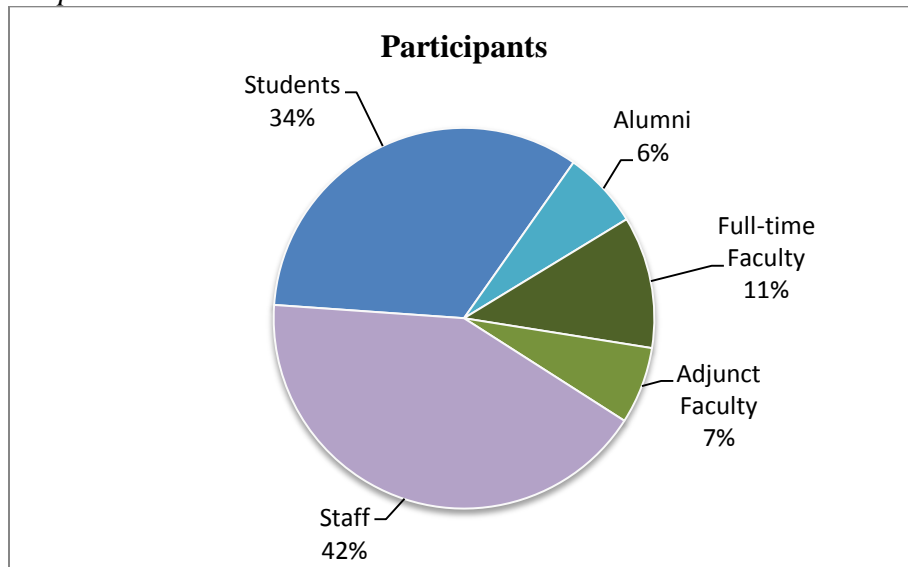
Participants	# Participants	# Groups	# Campuses
Students	36	4	3*
Alumni	7	2	NA
Faculty (Full-time =63%; Adjunct = 37%)	19	4	3
Staff	45	6	3
Total	107	16*	3 plus Online

Note: 3 full-time faculty at branch campuses participated in branch campus staff focus groups and have some staff responsibilities (e.g., advising, etc.).

**The Bartlesville on-campus focus group was cancelled due to lack of attendance; however, more than 50% of students in the online group had attended Bartlesville classes in the past or present.*

***21 focus groups were planned and the following groups were cancelled due to no or low attendance: 2 adjunct faculty groups (one at Claremore and 1 at Bartlesville), 1 student group scheduled at Bartlesville, and 2 community focus groups.*

Figure 1: Participants



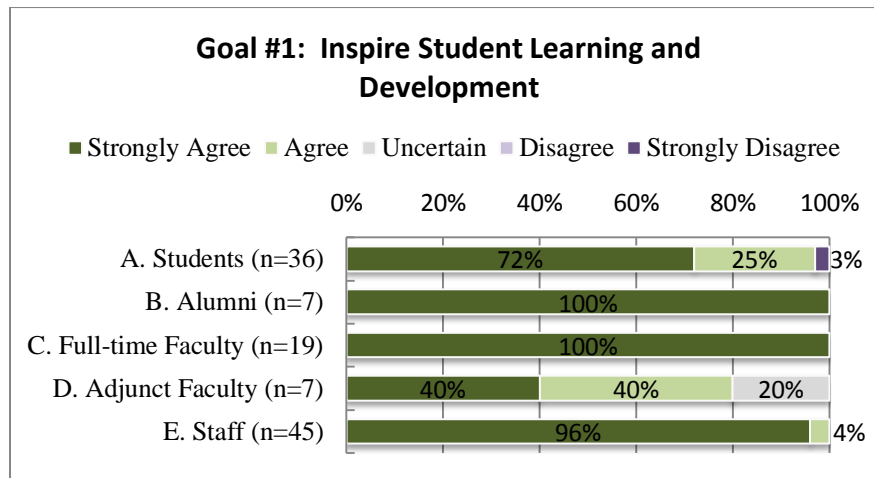
Goal #1: Inspire Student Learning and Development

Table 2: Goal #1 Responses Aggregated

Group	Total Number	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	36	26	9	0	0	1
Alumni	7	7	0	0	0	0
Faculty: Full-time*	11	11	0	0	0	0
Faculty: Part-time	5	2	2	1	0	0
Staff	48	46	2	0	0	0
Total	107	92	13	1	0	1

*3 additional fulltime faculty participated in staff focus groups at the branch campuses.

Figure 2: Goal #1 Responses Aggregated



Note: Participant responses may not sum to exactly 100% due to rounding.

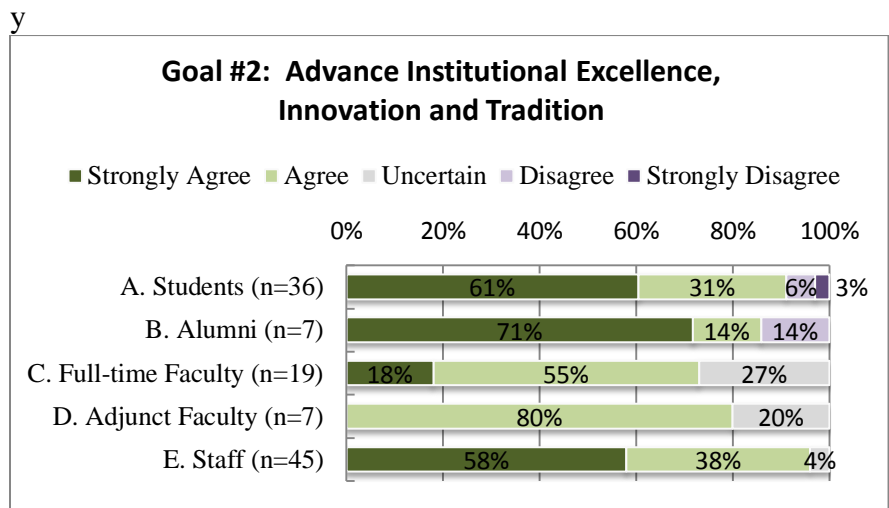
Goal #2: Advance Institutional Excellence and Innovation, and Develop Traditions

Table 3: Goal #2 Responses Aggregated

Group	Total Number	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	36	22	11	0	2	1
Alumni	7	5	1	0	1	0
Faculty: Full-time	11	2	6	3	0	0
Faculty: Part-time	5	0	4	1	0	0
Staff	48	28	18	2	0	0
Total	107	57	40	6	3	1

. *3 additional fulltime faculty participated in staff focus groups at the branch campuses.

Figure 3: Goal #2 Responses Aggregated



Note: Participant responses may not sum to exactly 100% due to rounding.

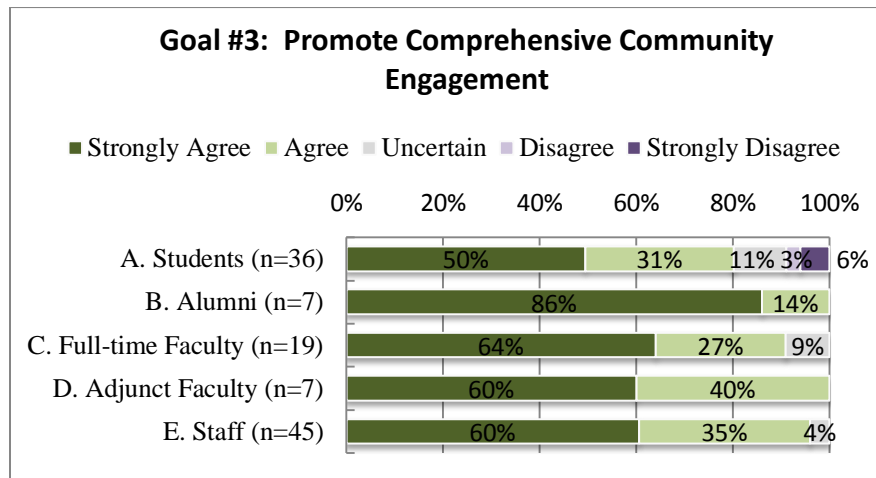
Goal #3: Promote Comprehensive Community Engagement

Table 4: Goal #3 Responses Aggregated

Group	Total Number	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	36	18	11	4	1	2
Alumni	7	6	1	0	0	0
Faculty: Full-time	11	7	3	1	0	0
Faculty: Part-time	5	3	2	0	0	0
Staff	48	29	17	2	0	0
Total	107	63	34	7	1	2

*3 additional fulltime faculty participated in staff focus groups at the branch campuses.

Figure 4: Goal #3 Responses Aggregated



Note: Participant responses may not sum to exactly 100% due to rounding.

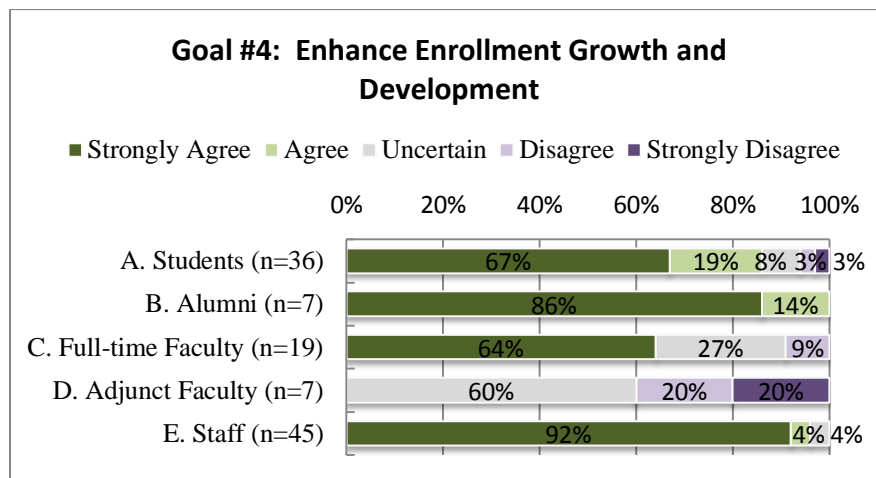
Goal #4: Enhance Enrollment Growth and Development

Table 5: Goal #5 Responses Aggregated

Group	Total Number	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	36	24	7	3	1	1
Alumni	7	6	1	0	0	0
Faculty: Full-time	11	7	0	3	1	0
Faculty: Part-time	5	0	0	3	1	1
Staff	48	44	2	2	0	0
Total	107	81	10	11	3	2

*3 additional fulltime faculty participated in staff focus groups at the branch campuses.

Figure 5: Goal #5 Responses Aggregated



Note: Participant responses may not sum to exactly 100% due to rounding.

Additional Recommended Goals from Focus Groups

- Resources/Financial Independence/Stability/Security (five groups) *or add to all other goals as an objective*
- Diversity and Inclusion, including accessibility (4 groups) *or add to Goals #1 - 4*
- Alumni (2 groups)
- Global mission (1 group): *Or mention in other goals*
- Faculty improvement (1 group): *Separate from Goal #2*
- Green/Solar/Energy Sustainability (1 group)

Note: Goal #2 reported as unclear, vague or too “dense” in 16 of 16 focus groups.

Table 6: SWOT Analysis for Goal #1: Inspire Student Learning and Development

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
(23) Curriculum and Internships	<ul style="list-style-type: none"> • Robust degree programs • Qualified faculty and staff • Dedicated Developmental Studies faculty and staff • Some internship programs 	<ul style="list-style-type: none"> • Lack of a well-planned, mandatory freshman Orientation course • Lack of attention to Developmental Education needs • Lack of university internship program • Gap between degree options and Oklahoma economy • Lack of continuing education opportunities 	<ul style="list-style-type: none"> • Successful models for freshman Orientation processes • Healthy models for internship programs 	<ul style="list-style-type: none"> • Fewer paid internship opportunities in depressed business environment
(20) Course Variety and Scheduling	<ul style="list-style-type: none"> • Quality classes and faculty • High student favorability for new 1 hr-15 minute class schedule • In general, strong faculty favorability for new 1 hr-15 minute class schedule • RSU is a preferred university for core courses even if students intend to transfer • Drastic improvement in cancellation of Business course sections 	<ul style="list-style-type: none"> • Highly limited course offerings at branch campuses • Lack of core course sections when students can attend • Lack of upper division courses at main and branch campuses • Core courses scheduled at same times causing schedule conflicts • Department heads sometimes cancel branch campus classes in advance because of staffing challenge • Lack of Orientation 		<ul style="list-style-type: none"> • Losing students to competitors for lab classes (Chemistry, Physics), as well as evening, online, and weekend classes

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
		classes at branch campuses		
(19) Student Life on Campuses	<ul style="list-style-type: none"> • Dedicated Student Affairs staff to student development and enrichment • Existing student activities and opportunities are well coordinated • Friendly staff at Chapman Dining Hall who will go above and beyond the call of duty (e.g., bring sick student chicken soup in UVB) 	<ul style="list-style-type: none"> • Commuter campus culture with limited opportunities for student activities • Insufficient, inflexible hours at Chapman Dining Hall with cold, unappealing menus (student feedback) • Lack of intramural sports at main campus • University services close at 5:00 pm with no support for evening students (e.g., Testing Center, Advisement) • Hillcat Café perceived too expensive 		
(18) Course Quality and Delivery	<ul style="list-style-type: none"> • Many great faculty • Quality Matters implementation 	<ul style="list-style-type: none"> • Lack of faculty knowledge about adult learning or andragogy rather than reliance on pedagogy • Online faculty communication can be slow and/or ineffective 		
(16) Types of Degrees Offered	<ul style="list-style-type: none"> • Quality programs and faculty 	<ul style="list-style-type: none"> • Lack of a 4-year RSU Education program • Limited number of degree options leading to high paying jobs (e.g., engineering, graduate degrees) • Environmental scan needed for all three 		

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
		campuses		
(16) Resources and Financial Independence	<ul style="list-style-type: none"> Balanced budget 	<ul style="list-style-type: none"> Lack of RSU alumni history Lack of endowments Worry that money may be allocated to auxiliary functions rather than academics 	<ul style="list-style-type: none"> New grant funded opportunities New donors Increased enrollment 	<ul style="list-style-type: none"> Declining state appropriations Uncertain financial future
(12) Branch Campus Resources	<ul style="list-style-type: none"> Dedicated staff and faculty to Pryor and Bartlesville communities 	<ul style="list-style-type: none"> Bartlesville has no student study area, no Commons area, no library, no book rental, and highly limited adjunct space Branch campuses feel forgotten There is a dearth of student activities available to branch campus students Lack of transportation from branch to main campus for activities 		
(10) Tuition & Fees, Scholarship, and Financial Aid		<ul style="list-style-type: none"> Online fees are not competitive, causing students to take online courses elsewhere and transfer them to RSU Over-emphasis of scholarships on Honors, PLC, and Athletics Branch campus and online students pay student activity fee that they don't use Confusing 		

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
		financial aid		
(9) Diversity, Inclusion and Global Awareness	<ul style="list-style-type: none"> Dedicated, caring staff and faculty 	<ul style="list-style-type: none"> Diversity is missing from the goals! Facilities are not ADA-friendly Lack of support for veteran and adult learners 		
(9) Advisement, Tutoring and Mentoring	<ul style="list-style-type: none"> Strong departmental advisement and excellent Advisement Specialists Outstanding Writing Center Helpful tutoring services 	<ul style="list-style-type: none"> Some mis-advisement for degree programs and for financial aid Insufficient number of advisors Inadequate advising for online students and Bartlesville students Limited subjects covered by tutoring services 		
(8) Career Services and Internships	<ul style="list-style-type: none"> Some well-coordinated internship programs New Career Services personnel 	<ul style="list-style-type: none"> Lack of student knowledge about career and job opportunities Lack of internship program 		
(6) Misc.	<ul style="list-style-type: none"> Dedicated, qualified and motivated faculty and staff 	<ul style="list-style-type: none"> Three generations of students at the university with varying needs and learning styles 	<ul style="list-style-type: none"> Students are interested in improving their lives 	<ul style="list-style-type: none"> Too often students enroll under-prepared out of K-12 Adult learners must work and attend college simultaneously
(4) Service Learning and Civic Engagement	<ul style="list-style-type: none"> Students like the personal touch at RSU 	<ul style="list-style-type: none"> Lack of service learning and civic engagement opportunities 		

Table 7: SWOT Analysis for Goal #2: Advance Institutional Excellence (and) Innovation, and (Develop) Traditions

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
(57) Culture and Climate	<ul style="list-style-type: none"> • RSU has a history of dedicated faculty, staff, and administrators serving the Claremore, Pryor, and Bartlesville areas. • Many dynamic departments, with healthy leadership climates • Students reported strong satisfaction with RSU programs, most services, faculty and staff 	<ul style="list-style-type: none"> • Low Morale among full-time faculty and staff • Staff feel a profound and pervasive sense of insignificance and under-appreciation • Faculty feel partially unsupported in pursuit of scholarship and innovation • Adjunct faculty feel fulltime faculty view them as less effective and less valuable • Student Affairs and Enrollment Management feel disconnected from Academic Affairs • Branch campuses feel disconnected from Claremore campus • Lack of organizational transparency and connectedness • Lack of presence of the Administration around campus • Lack of positive employee feedback and team building opportunities • No recognition for years of service at RSU 		<ul style="list-style-type: none"> • A paucity of resources due to a stagnant economy

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
(37) Staffing and Wages	<ul style="list-style-type: none"> • RSU employee commitment to education and student success • 2016 FY salary adjustment for staff earning less than \$25,000 	<ul style="list-style-type: none"> • Many departments are understaffed, and staff feel a sense of depletion • Overdependence on adjunct faculty with reliance on fulltime faculty overloads • Lack of supervision or guidance for adjuncts • Some sense of organizational neglect • Lack of formal performance appraisal system • Salary compression for faculty and staff • Some internal pay inequities • Lack of advertising for adjunct positions in Bartlesville 		<ul style="list-style-type: none"> • A paucity of resources due to a stagnant economy
(29) Internal Communication	<ul style="list-style-type: none"> • External public relations and formal RSU News 	<ul style="list-style-type: none"> • Lack of an internal communication system or process to inform faculty and staff of important organizational processes underway • Fragmented student communication system with multiple log-ins • New website is very difficult to search and is frustrating to students, staff, and faculty. 		

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
		<ul style="list-style-type: none"> • Absence of faculty (fulltime and adjunct) and staff profiles on the web or on TV monitors in buildings • Many adjuncts continue to lose email access on the last day of the semester and lose contact with Center for Teaching and Learning and with departments until Day One of the next semester • No centralized, updated list of adjunct faculty with correct email addresses • Lack of team building opportunities to enrich the climate (i.e., internal newsletter with letter from the president about organizational progress, organizational celebrations, cultural energy) 		
(21) Tradition	<ul style="list-style-type: none"> • Oklahoma Military Association and RSU's military history are strong and viable traditions 	<ul style="list-style-type: none"> • RSU's traditions are unclear, unknown, or as yet undeveloped 		
(16) Professional Development	<ul style="list-style-type: none"> • In-house talent and PD opportunities • Organized Research monies • Center for Teaching and Learning is a 	<ul style="list-style-type: none"> • Lack of training/PD opportunities for fulltime faculty, adjunct faculty, staff, and department heads 	<ul style="list-style-type: none"> • Grant-funded opportunities 	<ul style="list-style-type: none"> • Difficult economic environment

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
	robust resource	<ul style="list-style-type: none"> Insufficient funds for robust professional development 		
(11) Policies, Procedures, and Protocols	<ul style="list-style-type: none"> Online Personnel Policies and Procedures Manual 	<ul style="list-style-type: none"> Confusion about some policies and procedures versus protocols Many adjuncts continue to lose email access on the last day of the semester and lose contact with CTL and departments (See Internal Communication) No explanations for new forms or their use 		
(9) Budget and Resource Concerns	<ul style="list-style-type: none"> RSU has maintained a balanced budget 	<ul style="list-style-type: none"> Lack of resources at present and on the horizon Concern that new funds will not be allocated towards RSU's academic mission 	<ul style="list-style-type: none"> New grant-funded opportunities New donors Increased enrollment 	<ul style="list-style-type: none"> Declining state appropriations Uncertain financial future
(7) University Vision	<ul style="list-style-type: none"> Drafted outline of University Vision 	<ul style="list-style-type: none"> Lack of a clearly articulated, concise vision statement at present 		
(6) Misc.	<ul style="list-style-type: none"> Ongoing infrastructure investments and upgrades Chapman Dining Hall and staff 	<ul style="list-style-type: none"> Room for improvement in infrastructure (e.g., parking, more appealing food choices at Chapman Dining Hall, meal plan options) 		
(3) Alumni Services	<ul style="list-style-type: none"> Alumni Office established 	<ul style="list-style-type: none"> Alumni unaware of services Alumni not well connected to the university 		

Table 8: Goal #3: Promote Comprehensive Community Engagement

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
(36) Community Image and Awareness	<ul style="list-style-type: none"> Multiple activities in RSU communities RSU TV and Radio Athletics program outreach to Claremore community Pryor campus outreach 	<ul style="list-style-type: none"> Unclear definition of who the RSU community is Lack of connection with campus communities (community doesn't attend RSU events) Uncertainty regarding what RSU community wants Lack of public academic and scholarly public presence Online students don't value community connections Lack of business and internship sponsors 	<ul style="list-style-type: none"> Community advocates 	<ul style="list-style-type: none"> Persistent residue of community college image Bartlesville community is egregiously unaware of RSU presence Claremore HS counselors promote OSU
(16) Branding and Promotion	<ul style="list-style-type: none"> RSU's new Branding/Marketing Committee RSU TV and Radio Local/in-house talent Strong RSU presence in Pryor Beginning to use social media 	<ul style="list-style-type: none"> Lack of clear RSU brand Lack of a comprehensive marketing plan Non-optimum use of RSU TV Lack of presence in the communities Non-optimum use of social media 	<ul style="list-style-type: none"> Potential changes in political environment 	<ul style="list-style-type: none"> Difficult economic landscape Tulsa-area competition
(16) Resources and Funding	<ul style="list-style-type: none"> RSU's new Branding/Marketing Committee RSU TV and Radio Local/ in-house talent 	<ul style="list-style-type: none"> Lack of funding for optimum marketing and promotion Scarce resources for promotion 		<ul style="list-style-type: none"> Difficult economic landscape

Table 9: SWOT Analysis for Goal #4: Enhance Enrollment Growth and Development

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
(25) Understanding RSU Target Market	<ul style="list-style-type: none"> Implementation of Quality Matters Principles Enrollment Management leadership and staff Cameron bachelor degree in Education 	<ul style="list-style-type: none"> Student target market is as yet undefined Lacking clear vision for Enrollment Management to implement High transfer-out rate Commuter campus; students gone on weekends RSU not ready for international student campaign Lack of consideration for online students Lack of an RSU 4-year Education degree 	<ul style="list-style-type: none"> Change in State Authorization Reciprocity Agreement (SARA) 	<ul style="list-style-type: none"> Regional competition
(11) Capacity and Resources	<ul style="list-style-type: none"> Dedicated staff, faculty, and administrators RSU's balanced budget 	<ul style="list-style-type: none"> Insufficient resources to fully implement enrollment management plan Pervasive perception that resources are allocated to academics as a secondary goal Under-staffing concerns Concurrently enrolled students compete for space at branch campuses 	<ul style="list-style-type: none"> State advocates 	<ul style="list-style-type: none"> Inadequate funding in a depressed economy
(7) Diversity and Inclusion	<ul style="list-style-type: none"> Knowledgeable, enthusiastic staff and faculty who understand 	<ul style="list-style-type: none"> Lack of emphasis on diversity Campus is not 		

Theme	Internal		External	
	Strength	Weakness	Opportunity	Threat
	student needs	yet ADA-friendly		
(6) Student Preparation	<ul style="list-style-type: none"> • RSU Co-requisite initiative 	<ul style="list-style-type: none"> • Lack of cohesive Developmental Education program • Financial aid complications with additional developmental course requirements 	<ul style="list-style-type: none"> • OSRHE Co-requisite initiative • State Education consortiums 	<ul style="list-style-type: none"> • Lack of student preparation for college in K-12 years
(5) Student Costs	<ul style="list-style-type: none"> • RSU tuition and fees for on-ground courses are competitive with peers 	<ul style="list-style-type: none"> • Lack of scholarships • RSU not competitively priced for online coursework • Financial Aid sometimes delayed 		
(5) Misc.		<ul style="list-style-type: none"> • Lack of a formal green energy policy • Community perception that RSU is a two-year college 		

APPENDIX A

FOCUS GROUP RESULTS: By Group

Goal #1: Inspire Student Learning and Development

Table 10: Goal #1 Responses Disaggregated

Group	Total Number	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Group #1: Staff	6	6	0	0	0	0
Group #2: Students	7	7	0	0	0	0
Group #3: Students	4	3	1	0	0	0
Group #4: FT Faculty	4	4	0	0	0	0
Group #5: PT Faculty	5	2	2	1	0	0
Group #7: Staff	9	9	0	0	0	0
Group #8: Alumni	5	5	0	0	0	0
Group #9: FT Faculty	4	4	0	0	0	0
Group #11: Staff	6	6	0	0	0	0
Group #13: FT Faculty	3	3	0	0	0	0
Group #14: Staff	6	6	0	0	0	0
Group #15: Student	7	7	0	0	0	0
Group #17: Alumni	2	2	0	0	0	0
Group #18: Staff	7	5	2	0	0	0
Group #20: Staff	14	14	0	0	0	0
Group 21: Students	18	9	8	0	0	1
Total						

Note: Groups 6, 10, 12, 16, and 19 did not make.

Goal #2: Advance Institutional Excellence, Innovation, and Tradition

Table 11: Goal #2 Responses Disaggregated

Group	Total Number	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Group #1: Staff	6	4	2	0	0	0
Group #2: Students	7	5	2	0	0	0
Group #3: Students	4	2	2	0	0	0
Group #4: FT Faculty	4	0	2	2	0	0
Group #5: PT Faculty	5	0	4	1	0	0
Group #7: Staff	9	4	5	0	0	0
Group #8: Alumni	5	3	1	0	1	0
Group #9: FT Faculty	4	1	2	1	0	0
Group #11: Staff	6	5	1	0	0	0
Group #13: FT Faculty	3	1	2	0	0	0
Group #14: Staff	6	3	2	1	0	0
Group #15: Student	7	7	0	0	0	0
Group #17: Alumni	2	2	0	0	0	0
Group #18: Staff	7	5	1	1	0	0
Group #20: Staff	14	7	7	0	0	0
Group 21: Students	18	8	7	0	2	1
Total						

Goal #3: Promote Comprehensive Community Engagement

Table 12: Goal #3 Responses Disaggregated

Group	Total Number	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Group #1: Staff	6	2	4	0	0	0
Group #2: Students	7	7	0	0	0	0
Group #3: Students	4	2	1	1	0	0
Group #4: FT Faculty	4	1	2	1	0	0
Group #5: PT Faculty	5	3	2	0	0	0
Group #7: Staff	9	9	0	0	0	0
Group #8: Alumni	5	4	1	0	0	0
Group #9: FT Faculty	4	4	0	0	0	0
Group #11: Staff	6	6	0	0	0	0
Group #13: FT Faculty	3	2	1	0	0	0
Group #14: Staff	6	5	0	1	0	0
Group #15: Student	7	7	0	0	0	0
Group #17: Alumni	2	2	0	0	0	0
Group #18: Staff	7	4	3	0	0	0
Group #20: Staff	14	3	10	1	0	0
Group 21: Students	18	2	10	3	1	2
Total						

Goal #4: Enhance Enrollment Growth and Development

Table 13: Goal #4 Responses Disaggregated

Group	Total Number	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Group #1: Staff	6	6	0	0	0	0
Group #2: Students	7	7	0	0	0	0
Group #3: Students	4	3	0	1	0	0
Group #4: FT Faculty	4	0	0	3	1	0
Group #5: PT Faculty	5	0	0	3	1	1
Group #7: Staff	9	8	0	1	0	0
Group #8: Alumni	5	4	1	0	0	0
Group #9: FT Faculty	4	4	0	0	0	0
Group #11: Staff	6	6	0	0	0	0
Group #13: FT Faculty	3	3	0	0	0	0
Group #14: Staff	6	6	0	0	0	0
Group #15: Student	7	7	0	0	0	0
Group #17: Alumni	2	2	0	0	0	0
Group #18: Staff	7	6	1	0	0	0
Group #20: Staff	14	12	1	1	0	0
Group 21: Students	18	7	7	2	1	1
Total						