

Focused Excellence: The Student Voice

Leadership Concepts and Contexts Class Project

December 3, 2002

Origin of Project

- We discussed possible topics for our campus community project, including diversity issues, construction on campus, and the Focused Excellence initiative (FE).
- We chose to explore FE because, as a class, we knew little about the topic, but we also believed that significant changes would result from its implementation.

Purpose

- Our project goals:
 - To find out what UA students know about Focused Excellence
 - To inform UA students about what Focused Excellence means
 - To share our findings with key decision-makers to assure inclusion of the student voice

Survey Construction

- The class brainstormed possible questions that would best capture students' knowledge regarding FE.
- The resulting survey was brief but got to several of what we believed were core issues.
- The survey was distributed randomly in paper form as well as available on line.

The Process

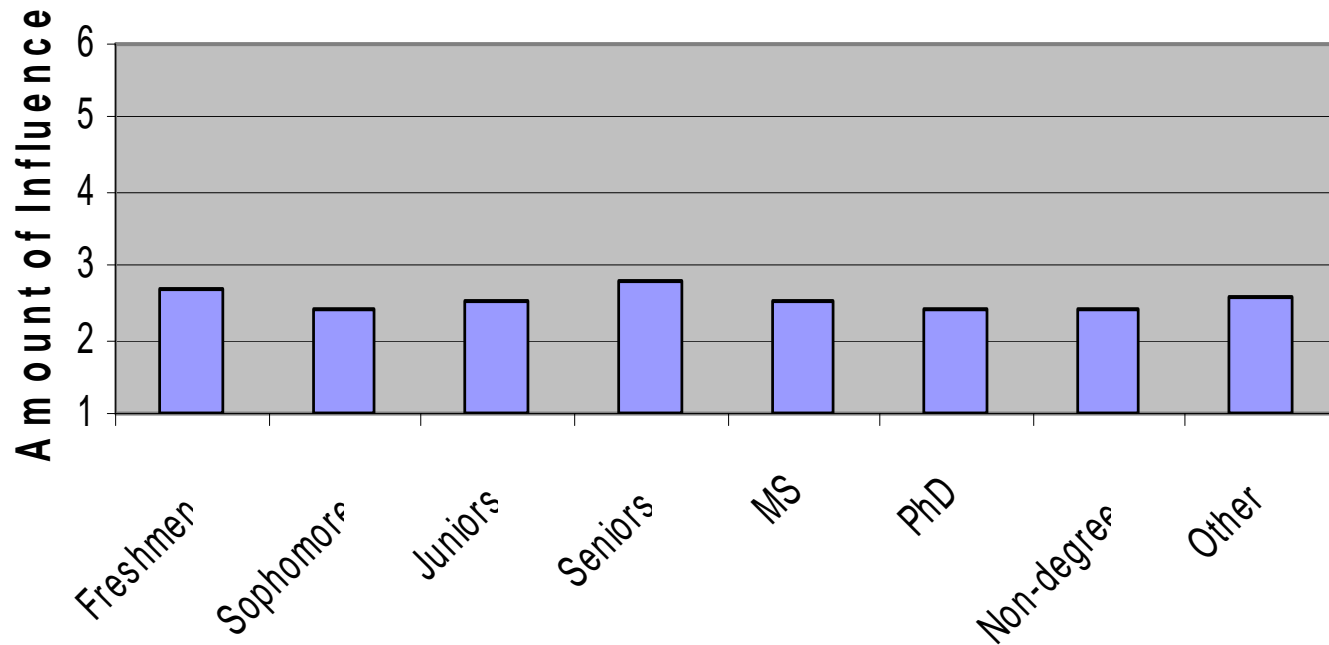
- Each class member took responsibility for distributing a minimum of 50 surveys across campus.
- An educational card with information about FE (and piece of candy) was provided to each respondent to the paper survey.
- An email was sent to various cross-departmental listservs directing them to the online survey.
- 1116 usable surveys were then recorded and analyzed.

Question 1

- **Quality of the educational experience:**
 - Generally high -- all averages were above the midpoint.
 - PhD student ratings were the highest.

Question 2

Budget Influence on Student Experience
(1 = huge influence, 6 = minor influence)

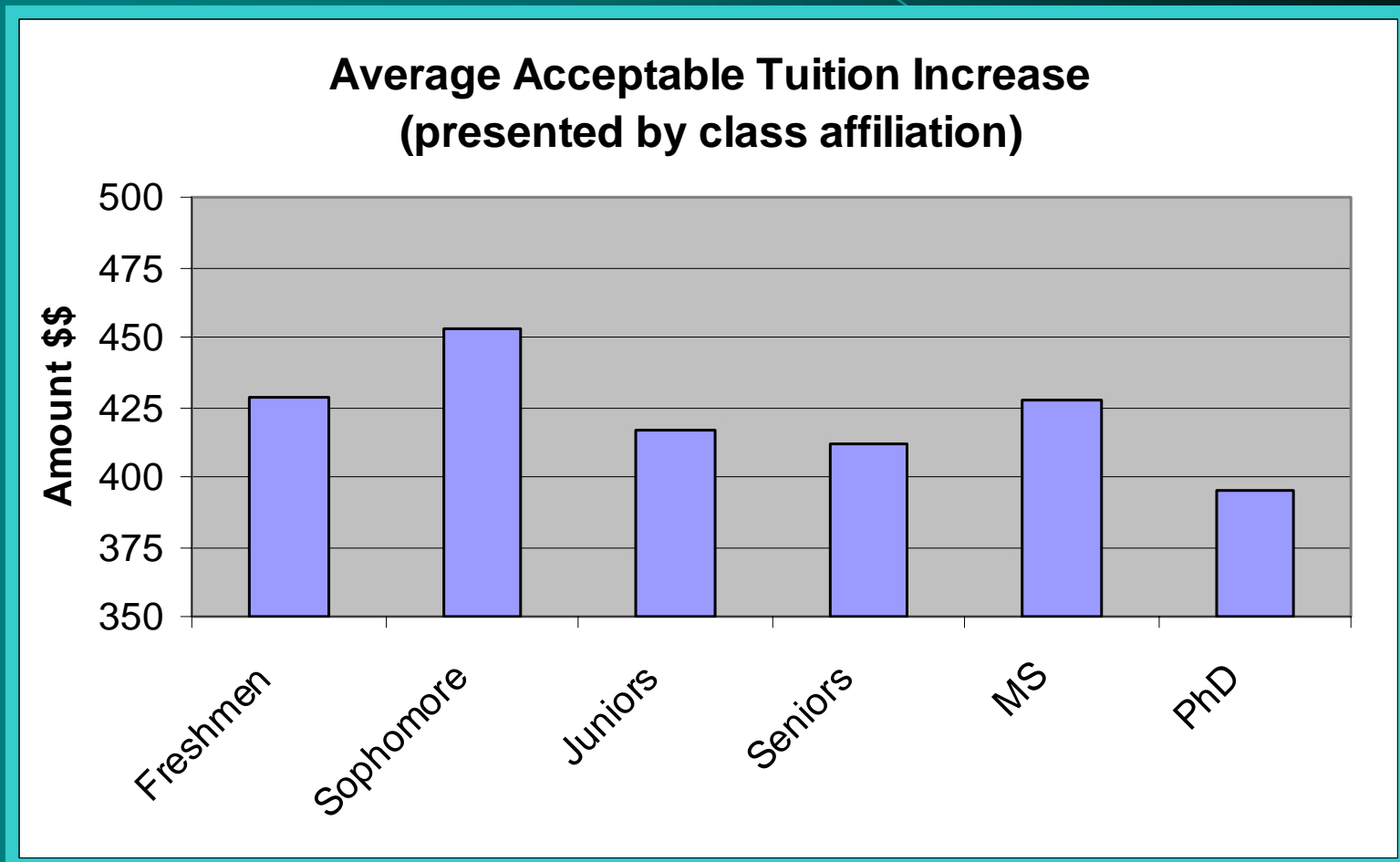


Question 3: Tuition Increase

- Number of student respondents indicating...

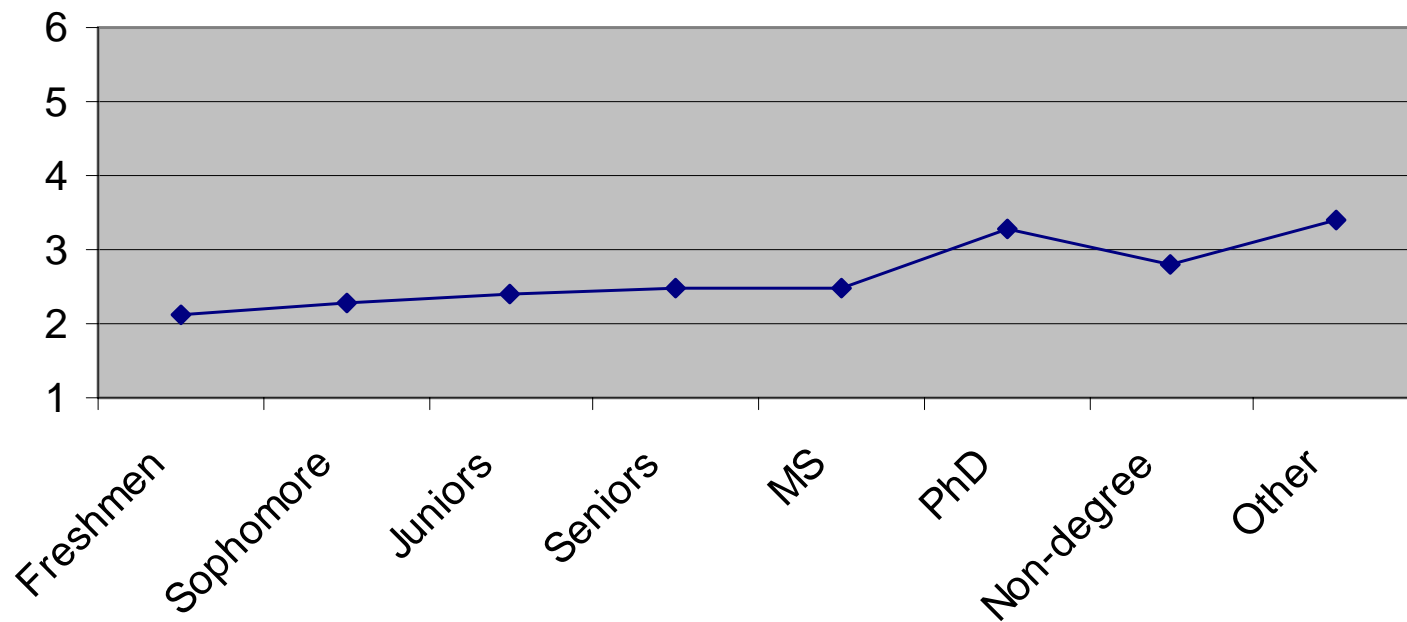
No increase	=	282
\$ 200 increase	=	335
\$ 500 increase	=	258
\$1000 increase	=	112
\$1200 increase	=	15
\$1500 increase	=	12
\$2000 increase	=	56
No response	=	44

Question 3 (continued)



Question 4

Extent of Knowledge of FE
1 = no knowledge, 6 = well informed



Question 5

- **Themes as framework for students' interests:**

Just over 100 students did not respond to the question concerning where their interests fit among the suggested themes. This was supported by a number of comments in which students declared that there was no fit for them.

Themes (continued)

- **The top ranked choices were:** (> 200 responses)
 - * Community outreach through arts and humanities
 - * Information science, technology, and management
 - * Biomedical science & biotechnology to advance human health and nutrition
 - * Cognitive and neurosciences applied to language, learning, health, and behavior
 - * Indigenous people: culture, policy, economic development, and law
 - * Cultural and ethnic studies, with emphasis on the southwest

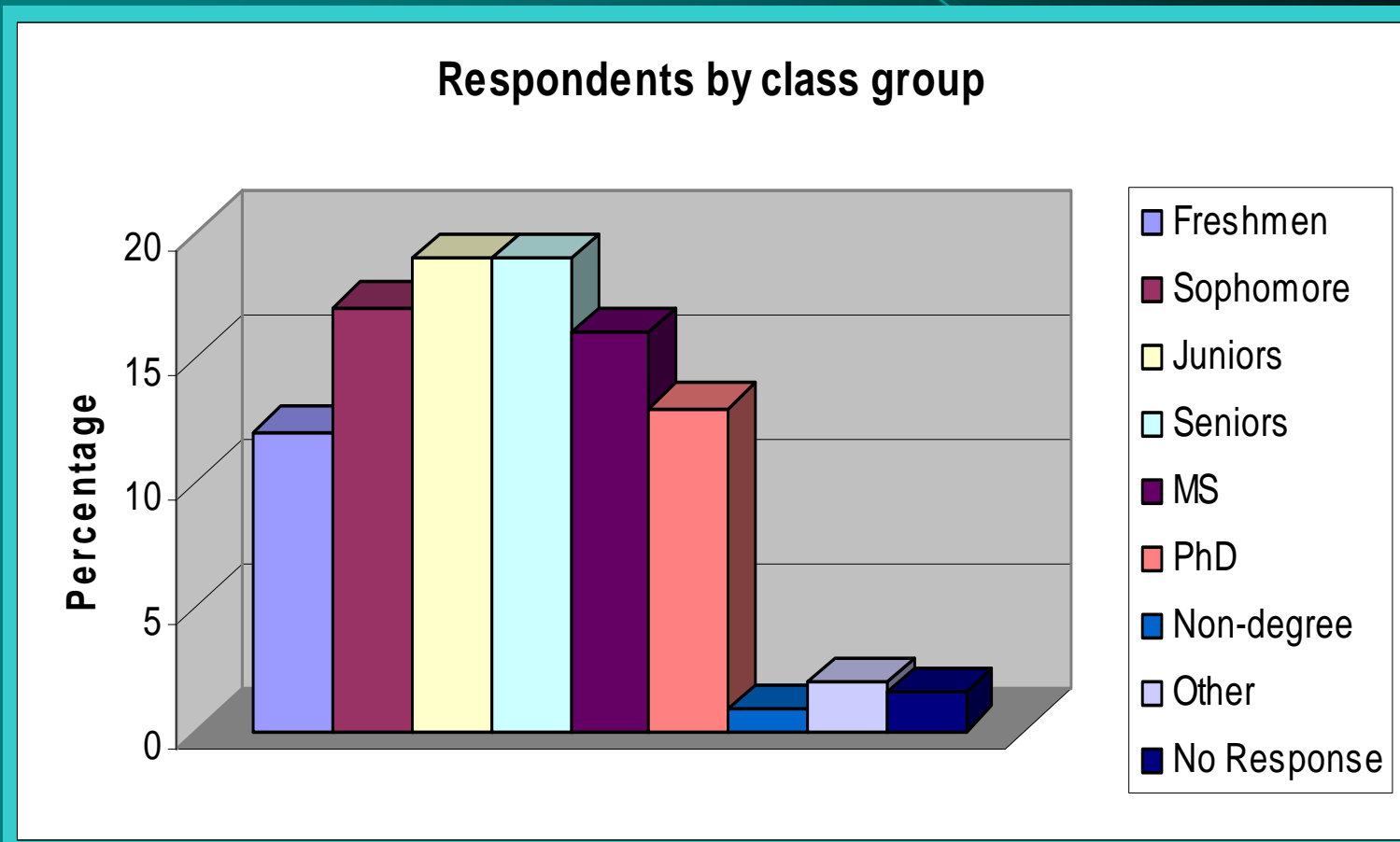
Questions & Comments

- **292 students took the time to offer comments and ask questions.**
 - Frequently asked questions were concerned with class availability, diversity, majors that don't fit themes, ratio of tuition increase to financial aid available, and the cost of construction.
 - The most frequently asked question was, “What is it?”

Questions & Comments (continued)

- Comments collected from the online surveys were generally more detailed than the paper survey comments.
- A number of students pleaded for continued availability of broad choices while others expressed concern primarily for their own area of interest.
- Diversity considerations were plentiful and were often linked to accessibility issues as well as admission standards.

Who responded to our survey?



Demographics (continued)

- **Residency**

702 in-state students, 394 out-of-state students, 20 did not respond to this question

- **Gender**

618 female respondents, 462 male respondents, 36 chose not to respond to the question.

- **Age**

634 between ages of 18 and 22; 5 were 17; and the oldest was 78.

Demographics (continued)

- **Ethnicity**

- American Indian = 42
- Asian = 71
- Black = 40
- Caucasian = 651
- Hispanic = 144
- Other = 139
- No Response = 56

Demographics (continued)

- **Responses by college affiliation**

● AHSC	=	72
● BPA	=	98
● CALS	=	141
● EDUC	=	111
● ENGR	=	111
● F A	=	36
● HUM	=	66
● IDP	=	35
● SBS	=	181
● SCI	=	126
● Other	=	139

Next Steps...

- Meeting scheduled with Mr. Jewett, President of Arizona Board of Regents on Monday, December 16th.
- Posting of website to share findings and help raise awareness among students.
- Share the data with all of you.
- Is there anything else we can do?

Discussion and Reflection

- Overall observations
- Surprising findings
- The learning experience

Thank you!

We appreciate the time you have spent with us tonight ... and your interest in the student voice.