21 October 2013, prepared by Renee Arakaki, Committee on Governance Assessment Chair

This survey (1.2) is the second in a series of three addressing themes from ACCJC Standard IV.A.1. Survey 1.3 in Spring 2014 will consist of the same questions for the purpose of assessing academic departments. In the 2014-2015 academic year, questions will address themes from Standard IV.A.2 and 3. The 2015-2016 survey will address themes from Standard IV.A.4 and 5. The three-year cycle will restart with Survey 1 in 2016-2017; this will allow enough time between surveys for measurable and significant improvement to occur.

Here is the text of the ACCJC Standard being addressed with Survey 1.

*Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.*

The IEC instructed the CGA to assess offices and their function, not people or positions. Questions were formulated and worded according to this instruction.

Jan Lubin, IEC Chair, has requested that your response to these results be submitted to her no later than **December 6, 2013**. Please contact Jan with any questions: lubin@hawaii.edu, x456.
SUMMARY OF RESPONDENTS

83 responses were received. 2 blank (skipped) entries were deleted no class or assessment questions were answered. 81 responses were deemed valid and are charted in these results.

I.A Distribution of Responses by Roles and Status

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Faculty-Lecturers</th>
<th>Staff</th>
<th>Students</th>
<th>Prefer not to Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>1</td>
<td>38</td>
<td>12</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>Full-Time (FT)</td>
<td>1</td>
<td>35</td>
<td>10</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time (PT)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Prefer not to Answer</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

(1) Administrator is employed full-time.
I.B Respondents: Number of Years at WCC by Role

<table>
<thead>
<tr>
<th></th>
<th>Less Than 1 Yr</th>
<th>1 to 2 Yrs</th>
<th>3 to 5 yrs</th>
<th>6 or more</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Faculty-Lecturers</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>26</td>
<td>38</td>
</tr>
<tr>
<td>Staff</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Students</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>PNA</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Pie charts showing the distribution of responses by role:
- **Faculty-Lecturer**: 68% (6+ years), 24% (3 to 5 yrs), 3% (1 to 2 yrs), 5% (< 1 yr).
- **Staff**: 58% (6+ years), 34% (3 to 5 yrs), 8% (1 to 2 yrs).
- **Students**: 37% (< 1 Yr), 33% (3 to 5 yrs), 30% (1 to 2 yrs).
- **PNA (role)**: 67% (6+ years), 33% (< 1 Yr).
II. Return Rate

<table>
<thead>
<tr>
<th>Surveys Emailed</th>
<th>Responses</th>
<th>Return Percentage</th>
<th>Assessment Questions left BLANK (percentage of returns)</th>
<th>TOTAL Ineffective Responses (percentage of total returns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLAPS</td>
<td>225</td>
<td>54</td>
<td>24%</td>
<td>30%</td>
</tr>
<tr>
<td>Students</td>
<td>2799</td>
<td>27</td>
<td>1%</td>
<td>41%</td>
</tr>
</tbody>
</table>

- FLAPS = Administrators, Faculty, Lecturers, Staff and Prefer-not-to-Answer, in aggregate.
- Number is from the Office of the Chancellor, October 14, 2013.
- Number of Students enrolled is from UH-System IRO Homepage, Fall 2013 Census Headcount. Retrieved October 13, 2013. - RA
- Responses left blank on assessment questions were not included in the calculated results.
- There are no common dates, times or IP addresses among the blank responses.

![Respondents to Assessment Questions diagram]

The majority of respondents are employed or enrolled full-time. The majority of students have been enrolled for 3 to 5 years, and FLAPS have been employed for 6 or more.

No self-identified administrators answered assessment questions.

III. Reporting Method

- Student responses are disaggregated from the whole and reported separately.
- Administration, Faculty, Lecturers, Staff and Prefer Not to Answer (FLAPS) roles are reported in whole.
- The response percentages are based on actual numbers; they are not weighted by category.
• Blank responses (skipped questions) are noted but not included in calculations.

• All FLAPS “I Don’t Know” (IDK) and “NA” responses are disaggregated by Role and Years at WCC. This information may help target where improvement(s) can be made.

  › NA = The respondent does not believe that this question applies to them.
  › IDK = The topic in question applies to the respondent, but s/he does not have enough information on the topic to provide an answer.

• All comments were included, unedited, in the summaries delivered to the committees being assessed. Posted copies of the summaries (http://www.windward.hawaii.edu/Assessment/Documents.php), if edited, have a note inserted where a comment was omitted as hearsay or personal in nature.

IV. Notes

• FLAPS “Agree” and “Strongly Agree” vs. “Disagree” and “Strongly Disagree” responses were disaggregated by length of time at WCC and weighted for comparison between time categories. The results did not reveal a pattern of change in opinions based on years at WCC.

• Percentage totals may be 100% ± 1% due to rounding.

COMMENTS : STUDENTS

I have never heard of any of this committees. The only thing I know anything about are these surveys. I think these are a great way to gain information and make me feel like I am being heard-

It may not be relevant to this exact survey, but it is a major issue that students and I believe some faculty are facing and that is parking. I understand that if you expect to find a parking that you need to come early. However I have been coming half an hour to an hour before my class starts to look for parking and yet none is available. In the parking lot by Palanakila, cars are being parked on the side of the curb under the small trees and I have not seen them get a citation when I have parked there once and received one. I am just curious to know where are we students expected to park when there is no parking and our class is about to start. For me personally it is a major issue because my instructors do not tolerate tardies and I can fail the class in which case is a waste of my money when it all boils done to the issue of parking.

Student comments are not taken seriously.

Communication from the the groups surveyed, may very we'll be out for review however if it is, I don't believe it is presented in an interesting format. If information is available, it is my experience it is sent via an email blast in a generic, sterile format.
COMMENTS : FLAPS (Faculty, Lecturers, Administration, Staff and Prefer-not-to-Answer [role])

Planning and Budgeting needs to be more aligned with the mission statement and not with seniority and those who have the most political pull here. An anthropology full time position is not as key as other positions for new degree programs like Hawaiian Studies that have had decades of calls from the community to build. Those current two Hawaiian Studies faculty members who are already overworked will not be able to handle the onslaught of future majors as the degree program develops. Until that happens that process is not aligned with the mission statement. The Aesthetics committee has routinely decided against measures that would align it with Hawaiian aesthetics for a variety of reason that are erroneous. For example, they said they wouldn't plant native Hawaiian endemic tree species because they would not grow fast and could not survive as well as other species from elsewhere that could do so. Nevermind that the Hawaiian endemic species would be get curriculum tools for the Botany and Hawaiian Studies classes.

Surveys such as this need to be conducted regularly.

The planning and budget committee doesn't really work. To many people are in need of supplies and equipment.

do not understand question 10... these committees do "assessments"?

this question doesn't allow for negative responses if you don't agree with the statement

i don't know much

I think the ROLE of most of these committees is aligned with the WCC mission. However, I cannot speak to whether these committees' ACTIONS are aligned with the WCC mission statement. That is something different. Also, why is Aesthetics on this list? It seems from a separate, less-important, category.

Finally, do we still have MAPSAC committee??

Assessment results would be more easily accessible for all offices and committees if they were buried beneath fewer layers on the web (e.g., link them to each committee or office's main page). They really tough to find.

Admin makes very foolish decisions when they do not respect the knowledge and experience of staff who may not be tenure track or are technicians. A perfect example is the kitchen at A'o annex.

This really made me think about the various committees and how they allow and communicate discussion among the campus community.