20 February 2014, prepared by Renee Arakaki, Committee on Governance Assessment Chair

This survey (1.3) is the final in a series of three addressing themes from ACCJC Standard IV.A.1.

In the 2014-2015 academic year, Survey 2 questions will address themes from Standard IV.A.2 and 3.

In 2015-2016, Survey 3 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.

[The CGA was notified on March 20, 2014 that the IEC will take over governance surveys beginning in Fall 2014.]

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 **FRIDAY, MAY 9, 2014.** Please contact Jan with any questions: lubin@hawaii.edu, x456.
SUMMARY OF RESPONDENTS

531 responses were received. FLAPS were input via computer (email with link and laptops at convocation), and students in a select group of classes were given paper surveys on the first day of class. These were recorded with the help of Peer Mentors in Student Services.

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>4</td>
<td>62</td>
<td>35</td>
<td>428</td>
<td>2</td>
</tr>
<tr>
<td>Full-Time (FT)</td>
<td>4</td>
<td>54</td>
<td>31</td>
<td>316</td>
<td>0</td>
</tr>
<tr>
<td>Part-Time (PT)</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>110</td>
<td>0</td>
</tr>
<tr>
<td>Prefer not to Answer (PNA)</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Governance Assessment Survey 2013-2014 1.3 - Departments Page 2 of 7
I.B Respondents: Number of Years at WCC by Role

<table>
<thead>
<tr>
<th>Role</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>4</td>
<td>4</td>
</tr>
<tr>
<td>Faculty-Lecturers</td>
<td>6</td>
<td>3</td>
<td>17</td>
<td>36</td>
<td>62</td>
</tr>
<tr>
<td>Staff</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Students</td>
<td>213</td>
<td>134</td>
<td>74</td>
<td>7</td>
<td>428</td>
</tr>
<tr>
<td>PNA</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

*To ensure responses from informed students, we will target 200-level courses in the next survey round.*
II. Percentage of Participation and Effective Responses per Role

<table>
<thead>
<tr>
<th>Role</th>
<th>Headcount</th>
<th>Responses</th>
<th>Participation Percentage</th>
<th>Assessment Questions left BLANK (percentage of returns)</th>
<th>EFFECTIVE Responses (percentage of total returns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLS</td>
<td>225</td>
<td>97</td>
<td>45%</td>
<td>17 (18%)</td>
<td>82%</td>
</tr>
<tr>
<td>Admin</td>
<td>6</td>
<td>4</td>
<td>67%</td>
<td>2 (50%)</td>
<td>50%</td>
</tr>
<tr>
<td>Students</td>
<td>2537</td>
<td>428</td>
<td>17%</td>
<td>4 (1%)</td>
<td>99%</td>
</tr>
<tr>
<td>PNA</td>
<td>(2)</td>
<td>2</td>
<td>na</td>
<td>1 (50%)</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2768</td>
<td>531</td>
<td>19%</td>
<td>25 (5%)</td>
<td>95%</td>
</tr>
</tbody>
</table>

- FLS = Faculty, Lecturers, Staff and Prefer-not-to-Answer, in aggregate. Number of faculty, staff, civil service and adjunct is from the Office of the Chancellor, October 14, 2013. Retrieved once per survey cycle.
- Number of Students enrolled is from UH-System IRO Homepage, Spring 2014 Daily Headcount on January 14, 2014 (day of paper survey distribution to students). Retrieved February 15, 2014. - RA

III. Percentage of Respondents Reporting Interactions with Departments within the Past Year

<table>
<thead>
<tr>
<th>Role</th>
<th>Effective Responses</th>
<th>Humanities</th>
<th>Language Arts</th>
<th>Math &amp; Business</th>
<th>Natural Sciences</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLAPS</td>
<td>83</td>
<td>60 (72%)</td>
<td>62 (75%)</td>
<td>54 (65%)</td>
<td>62 (75%)</td>
<td>57 (69%)</td>
</tr>
<tr>
<td>Students</td>
<td>424</td>
<td>200 (47%)</td>
<td>233 (55%)</td>
<td>229 (54%)</td>
<td>196 (46%)</td>
<td>190 (45%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>507</td>
<td>51%</td>
<td>58%</td>
<td>56%</td>
<td>51%</td>
<td>49%</td>
</tr>
</tbody>
</table>

The YES and No responses are cross referenced with Agree-Strongly Agree, and Disagree-Strongly Disagree opinions.
III. Reporting Method

- Ineffective responses (only classification questions were answered) are not included in results.
- 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.
- 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 departments 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.
- Where possible, comments have been grouped by topic.

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 FROM FLAPS

I guess everything is available online, but maybe there should be an opportunity provided for everyone to read and comment on these assessments for the next convocation. Otherwise, why would I look at another departments assessment.

I don’t know where to find the assessment results

Up until now assessment results have not been easily accessible.

All assessments are on the Planning and Budget Council webpage which is readily available to the campus. They are all current. An announcement has been made that they are up and it is up to the campus community to access them.

I have found most all individuals within the departments excited about improving the department role.

We all do an outstanding job teaching our students.

None

Maybe it would be a good idea to do pilot surveys before releasing this to all departments. It is unclear to me what types of input you are looking for.

Assessment results may vary from department to department.

COMMENTS FROM STUDENTS

The new Associates in Natural Science degree is Awesome! I think that it really helps with the transition to Manoa or any other four-year college that students plan to attend.

I think that all the departments are great. They are full of teachers that truly care about each and every student’s success.

These departments do a good job at making sure students do a great in school.
I don’t like how everything is on computers

Math needs a sewas redux (? I think it says serious redo) [noted by Peer Mentor]

I didn’t know department assessments were available for view.

I haven’t looked into any type of assessment results and have not looked into any types of discussion making forums

The second half of this survey was very general and not consistent with the overall tone of the first page.

what good do these surveys do? we came to school to learn not to tell them what we need to learn.
i wish i would have more time to participate in WCC life. 
I didn't really understand what the questions were asking. 
this survey was really confusing and i just dont understand.

No questions available for 1st time WCC students to answer. 
Jan. 13 is my first day of class. 
First day at WCC don’t know anything. 
Unfortunately, today makes my first day at WCC. As a result, I feel unqualified to make any statements 
about various departments at the campus. 
I really didn't know what to put, as this is my first class and first semester at WCC and in college in general.
I have only been here a semester, so I dont really know specifics about the different departments.

I have no idea what this is about. Its too early to read. 
I have no idea 
I dont know 
all good