

Appendix 7: Climate Survey

The [UH System website for Title IX and The Office of Institutional Equity](#) describes the role of the Campus Climate survey:

It is the University's responsibility to provide a safe, supportive environment where students can achieve academic success and personal growth. Unfortunately, the issue of sexual assault and gender-based violence is prevalent on college campuses nationwide. The University of Hawaii has made significant progress towards addressing this critical problem, but we can do more.

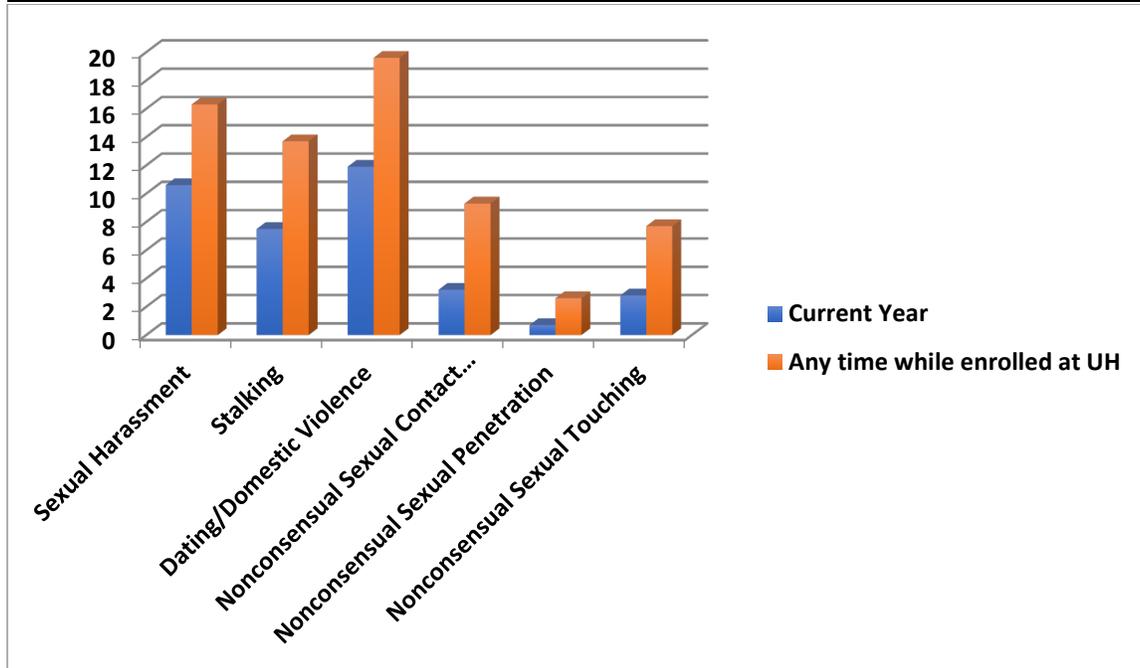
Campus climate surveys are important tools that are used to help colleges prevent sexual assault and other forms of gender-based violence. These surveys measure the prevalence of gender-based violence on campus and gauge students' attitudes and behaviors.

The University has launched three system-wide surveys to date, in 2017, 2019 and 2021. The survey was available to students aged 18 and older and currently enrolled at any campus in the UH System. As of the date of this writing, the responses for the 2021 survey are still being analyzed. The full results from the 2017 and 2019 administrations of the UH System Campus Climate Survey are available to the public at <https://www.hawaii.edu/titleix/survey/results/>.

The summary below highlights overall data relevant to the UH Hilo student body.

UH Hilo has consistently solicited the highest response rate of all campuses across the UH System. The Office of Equal Opportunity's Title IX staff actively utilize the information gleaned from this survey to identify needs and to prioritize programming and improve upon services provided to students who experience sexual misconduct. The survey queried students about their experience of sexual misconduct and gender-based violence, specifically in the areas of sexual harassment, stalking, dating or domestic violence, and nonconsensual sexual contact. Results indicate that dating/domestic violence and sexual harassment are the prominent forms of sexual misconduct experienced by students, yielding negative consequences that impact students socially, physically, emotionally and academically. This information has directly informed prevention education and support services with the goal of increasing reporting to the Title IX Office in order to increase awareness of resources, policies and procedures in order to stop, prevent and remedy sexual misconduct or gender based violence.

% of Students Reporting Sexual Misconduct at Any Time While Enrolled at UH by Type



Predictably, students reported that the experience of sexual misconduct and gender-based violence yielded adverse consequences. The chart below identifies the percent of students who reported negative consequences after experiencing one of four types of sexual misconduct at any time they were enrolled at UH.

| Percent of UH Hilo Student Participants Who Experienced Gender Violence and Reported Negative Consequences At Any Time While Enrolled | | | | |
|--|-------------------|----------|------------------------------|------------------------------|
| | Sexual Harassment | Stalking | Dating and Domestic Violence | Nonconsensual Sexual Contact |
| Emotional/Behavioral Health | 57.6% | 48.4% | 71.3% | 44.2% |
| Social Conditions | 40.2% | 33.1% | 47.7% | 33.3% |
| Academic/Professional | 34.1% | 31.3% | 42.4% | 21.3% |
| Hostile Environment | 39.2% | 29.0% | 22.9% | 11.9% |
| Physical Health | 10.9% | 9.2% | 30.0% | 9.9% |
| Other | 12.6% | 7.5% | 6.4% | 4.4% |

Expanding beyond the issues of sexual harassment and gender-based violence, UH Hilo has administered other surveys to gain insight into campus climate issues. Here are recent results from several of these surveys:

Faculty Worklife

The UH System Office of the Vice President for Academic Planning generates a faculty climate survey every four years, the last one being performed in [2018](#). The table below shows the response rate for various faculty types:

| Non-tenure track | n | Response Rate | Tenure track | n | Response Rate |
|------------------|----|---------------|-----------------------|----|---------------|
| Lecturer A | 6 | 7.3% | 9-month tenure track | 44 | 53.7% |
| Lecturer B | 1 | 1.2% | 11-month tenure track | 31 | 37.8% |
| Lecturer C | 6 | 7.3% | No answer | 7 | 8.5% |
| No Answer | 69 | 84.1% | Tenured | 41 | 50% |
| Non-tenure track | 51 | 59 | Tenure track | 16 | 19.5% |

Response rates by certain demographic categories (all faculty):

| Non-tenure track | n | Response Rate |
|------------------|----|---------------|
| Female | 43 | 52.4% |
| Male | 33 | 40.2% |
| Minority | 27 | 32.9% |
| Non-minority | 43 | 53.4% |

Current levels of satisfaction for campuses were ranked:

| | Mean (2018) |
|---------------|-------------|
| Overall | 6.23 |
| UH Manoa | 5.63 |
| UH Hilo | 7.06 |
| UH West O’ahu | 6.54 |

The top 5 most positive and most negative aspects of faculty worklife were also ranked, although this were rankings across the entire system and are not specific to UH Hilo:

| Most positive aspects of faculty worklife | Most negative aspects of faculty worklife |
|---|---|
| 1. Work enthusiasm | 1. Current salary |
| 2. Work intellectual stimulation | 2. Work appreciation |

3. Autonomy

4. Enjoyment of faculty position

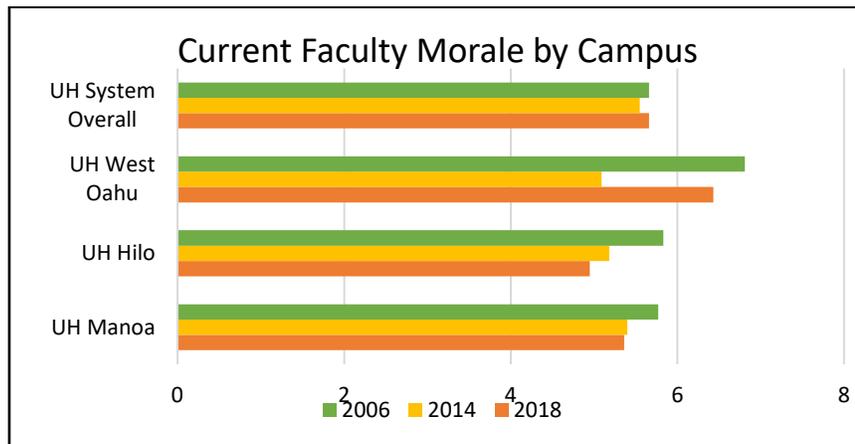
5. Work appreciation

3. Facilities

4. Bullying

5. Work responsibilities

And current faculty morale was shown over time:



Given the lack of more specific data for the UH Hilo campus, the Faculty Congress is developing a survey that will go out to the faculty and staff in September; preliminary data should be ready in time for the site team’s visit.

Student Campus Life

The Division of Student Affairs manages a number of different surveys to students (see the Excel Attachment “Appendix 7 & 17 DSA student survey inventory 2020-21”) The **American College Health Association National Health Assessment Survey (ACHA)** was administered in Fall of 2019 by the Division of Student Affairs to gauge student health and perceptions with the intent of cultivating actionable data to inform campus health promotion and prevention services.

Total number of respondents was 172 or 5.4% of the student population. Male responders made up 25% and women 71%. Second year students were 20.5%, third year were 19.9%, and fourth year were 18.7%. The living conditions of students were split between off-campus (40.9%), on campus (38.3%) and “with parents” (18.7%). White respondents made up 48%, while Asian and Asian Americans represented 24.9%, and Native Hawaiian and Pacific Islanders were 28.5%.

Respondents reported that their general time:

- 28.1% spend 11-15 hours per week in the classroom
- 28.7% spend 6-10 hours per week studying outside of class time
- 18.1% spend 16-20 hours working each week
- 34.9% spend between 1-5 hours with their family during the week
- 53.2 spend 1-5 hours doing household chores

With regard to substances

- 72.1% have consumed alcohol, which is equivalent to the national average
- 40.4% have used tobacco, compared with 33.8% nationally
- 52.3% have used cannabis (non-medical) versus 37.9% nationally
- 11.7% have used cocaine versus 6.1% nationally
- 11.6% have used prescription stimulants versus 8.8% nationally
- 9.3% have used sedatives versus the 5.8 nationally

Chronic Condition Diagnoses

- Pre-Diabetes: 77.8% (58.9%)
- Acne: 27.8% (26.2%)
- Environmental Allergy: 25.9% (29.1%)
- Anxiety: 25% (23.5%)
- Depression: 25% (19.3%)
- Asthma: 19.9% (16.2%)
- Migraines: 14.5% (10.6%)
- Urinary system: 14.3% (1.3%)
- Animal Allergy: 13.5% (12.7%)
- Food Allergy: 17% (11.2%)
- PTSD: 10.5%
- ADHD/ADD: 10.1% (8.2%)
- Eating Disorders: 8.7% (3.6%)
- Insomnia: 8.7% (5%)

And problematic areas of life (top responses)

- **Academics:** 54% (46%)
 - 95.7% of students experienced a moderate to high amount of distress (85%)
- **Finances:** 57.3% (46%)
 - 70.4% of students experienced a moderate to high amount of distress for 70.4% (745%), however didn't negatively impact academics
- **Procrastination:** 79.7% (70%)
 - 68.4% of students experienced a moderate to high amount of distress and negatively impacted academics for 55.1% of students
- **Family:** 50/50 split, however, this area causes distress for most students (67%)
- **Intimate Relationships:** 50/50 split, however this area is a major cause of distress for over 68% of students and negatively impacted academics for 35%
- **Bullying/Cyberbullying:** Causes distress, more than problems.
 - Cyberbullying caused 40% of students impacted to delay their degree.

With the pandemic and the switch to remote learning, UH Hilo administered some surveys that expanded the concept of campus climate to include environments where remote learning takes place. Here are recent results from several of these surveys:

The Hope Center #RealCollege 2021: Basic Needs Insecurity During the Ongoing Pandemic

145 students responded to this March 2021 survey to indicate any struggles they were having with issues related to health (anxiety and depression; COVID infection), employment (job losses or reduction in hours), family (parenting), and basic needs insecurity (food; housing) during the pandemic. Respondents also indicated the degree to which they used campus and public support services.

- 47% experience at least moderate anxiety
- 43% experience at least moderate depression
- 64% had basic needs insecurities (compared to 53% at other four-year institutions)
 - 43% had a high level of food security
 - 53% had some type of housing insecurity (23% with homelessness indicators)
- While 20% used campus emergency aid, 48% were unaware of the emergency aid.
- For those who used emergency aid:
 - 83% used it to reduce stress
 - 83% used it to afford educational materials for classes
 - 68% used it to stay enrolled

This information provides a snapshot into some factors that influence UH Hilo's campus climate.

UH Hilo Student Survey

362 students responded to this Spring 2020 survey that investigated the impact of the pandemic on their learning and their experience at UH Hilo. The survey uncovered issues students encountered with the transition to distance learning (e.g., problems with Zoom or internet issues) and also brought light to issues students faced, such as:

- 47% indicated their workload increased as a result of the transition to remote learning
- 45% indicated that their participation decreased as a result of the conversion to remote learning
- 42% had difficulty focusing or paying attention to remote instructions or activities
- 40% had difficulty managing coursework with competing family priorities
- 35% had difficulty accessing student support services
- 34% had difficulty finding an adequate workspace
- 27% had difficulty finding time to participate in synchronous classes
- 22% had difficulty sharing materials with other students to complete group assignments
- 21% rated their overall performance that semester as somewhat poor or poor
- 20% had difficulty accessing reliable internet service
- 14% had difficulty accessing reliable communication software/tools
- 14% had difficulty accessing library resources

The survey also collected student responses on what did and did not work well with the transition to remote learning.

UH Hilo Survey of Faculty (Remote Instruction)

57 faculty responded to a Spring 2020 survey on the transition to remote instruction. The results highlighted factors that could potentially influence faculty members' perception of the campus climate, such as:

- 82% indicated students had problems with technology
- 56% indicated students had some problems accessing their courses
- 54% indicated student participation decreased as a result of the shift to online instruction
- 54% indicated their experience made them more likely to embrace online instruction
- 40% had problems accessing the internet
- 11% rated their students' overall performance that semester as somewhat poor or poor