

UH Hilo Self-Study Surveys, 2012 and 2018 – Summary of All Data

Question	Response Categories	% 2012	% 2018
1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character. The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.	We do this well; area of strength for us	43.6	36.5
	Aspects of this need our attention	45.7	50.0
	This item needs significant development	10.6	13.5
	Importance to address at this time?		
	High priority	37.8	45.6
	Lower priority	34.4	37.9
	Does not need to be addressed at this time	27.8	16.5
3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.	We do this well; area of strength for us	6.4	12.1
	Aspects of this need our attention	43.6	46.5
	This item needs significant development	50.0	41.4
	Importance to address at this time?		
	High priority	86.8	85.9
	Lower priority	11.0	10.1
	Does not need to be addressed at this time	2.2	4.0
3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered. The institution has an instructional staffing plan that includes a sufficient number of fulltime faculty with appropriate backgrounds, by discipline and degree levels. The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.	We do this well; area of strength for us	15.5	19.6
	Aspects of this need our attention	44.0	42.4
	This item needs significant development	40.5	38.0
	Importance to address at this time?		
	High priority	71.6	67.0
	Lower priority	16.0	24.4
	Does not need to be addressed at this time	12.3	8.8
3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, support effective decision making, and place priority on sustaining effective academic programs. The institution establishes clear roles, responsibilities, and lines of authority which are reflected in an organization chart.	We do this well; area of strength for us	20.5	19.0
	Aspects of this need our attention	53.4	42.5
	This item needs significant development	26.1	35.7
	Importance to address at this time?		
	High priority	55.3	64.3
	Lower priority	31.8	23.8
	Does not need to be addressed at this time	12.9	11.9
4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.	We do this well; area of strength for us	20.8	8.8
	Aspects of this need our attention	57.1	55.0
	This item needs significant development	22.1	36.3
	Importance to address at this time?		
	High priority	56.8	53.8

	Lower priority	33.8	38.8
	Does not need to be addressed at this time	9.5	7.5
1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.			
	We do this well; area of strength for us	30.3	39.2
	Aspects of this need our attention	51.3	43.0
	This item needs significant development	18.4	17.7
Importance to address at this time?			
	High priority	48.6	41.0
	Lower priority	34.7	33.3
	Does not need to be addressed at this time	16.7	25.6
1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.			
	We do this well; area of strength for us	13.4	8.6
	Aspects of this need our attention	50.0	50.6
	This item needs significant development	36.6	40.7
Importance to address at this time?			
	High priority	70.9	79.0
	Lower priority	16.5	18.5
	Does not need to be addressed at this time	12.7	2.5
2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.			
	We do this well; area of strength for us	39.4	36.1
	Aspects of this need our attention	46.5	52.8
	This item needs significant development	14.1	11.1
Importance to address at this time?			
	High priority	42.0	45.8
	Lower priority	30.4	30.6
	Does not need to be addressed at this time	27.5	23.6
2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. Competencies required for graduation are reflected in course syllabi for both General Education and the major.			
	We do this well; area of strength for us	54.7	71.8
	Aspects of this need our attention	42.7	25.4
	This item needs significant development	2.7	2.8
Importance to address at this time?			
	High priority	28.2	14.1
	Lower priority	29.6	32.4
	Does not need to be addressed at this time	42.3	53.5
2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their			

baccalaureate programs. The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester units (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).			
	We do this well; area of strength for us	58.8	53.8
	Aspects of this need our attention	30.9	40.0
	This item needs significant development	10.3	6.2
Importance to address at this time?			
	High priority	32.3	20.0
	Lower priority	24.6	51.5
	Does not need to be addressed at this time	43.1	38.5
2.3 The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; curriculum; advisement; library and information resources; and learning environment.			
	We do this well; area of strength for us	50.7	56.7
	Aspects of this need our attention	37.7	38.8
	This item needs significant development	11.6	4.5
Importance to address at this time?			
	High priority	25.0	12.3
	Lower priority	35.3	43.1
	Does not need to be addressed at this time	39.7	44.6
4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, and using comparative data from external sources and improving structures, processes, curricula, and pedagogy.			
	We do this well; area of strength for us	33.8	49.2
	Aspects of this need our attention	55.9	41.3
	This item needs significant development	10.3	9.5
Importance to address at this time?			
	High priority	33.3	32.8
	Lower priority	42.4	23.0
	Does not need to be addressed at this time	24.2	44.3
2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovations as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character. Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and cocurricular learning.			
	We do this well; area of strength for us	44.9	46.7
	Aspects of this need our attention	40.6	30.0
	This item needs significant development	14.5	23.3
Importance to address at this time?			
	High priority	36.9	30.0
	Lower priority	33.8	30.0
	Does not need to be addressed at this time	29.2	40.0
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.			
	We do this well; area of strength for us	40.3	42.6
	Aspects of this need our attention	44.8	41.0
	This item needs significant development	14.9	16.4
Importance to address at this time?			
	High priority	27.0	38.8
	Lower priority	44.4	33.9
	Does not need to be addressed at this time	28.6	37.3
3.3. Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness,			

including student evaluations of instruction.			
	We do this well; area of strength for us	27.4	30.2
	Aspects of this need our attention	43.8	46.0
	This item needs significant development	28.8	23.8
Importance to address at this time?			
	High priority	51.4	46.0
	Lower priority	30.0	30.2
	Does not need to be addressed at this time	18.6	23.8
3.4. The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning consistent with its institutional objectives. The institution provides training and support for faculty members' teaching by means of technology-mediated instruction.			
	We do this well; area of strength for us	24.6	27.1
	Aspects of this need our attention	63.8	49.2
	This item needs significant development	11.6	23.7
Importance to address at this time?			
	High priority	27.9	37.9
	Lower priority	51.5	41.4
	Does not need to be addressed at this time	20.6	20.7
3.5 The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure longterm viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.			
	We do this well; area of strength for us	16.9	11.3
	Aspects of this need our attention	30.5	32.1
	This item needs significant development	52.5	56.6
Importance to address at this time?			
	High priority	79.3	81.1
	Lower priority	12.1	11.3
	Does not need to be addressed at this time	8.6	7.5
3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information sources, M services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For oncampus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered.			
	We do this well; area of strength for us	36.4	42.3
	Aspects of this need our attention	50.9	50.0
	This item needs significant development	12.7	7.7
Importance to address at this time?			
	High priority	34.0	16.0
	Lower priority	37.7	58.0
	Does not need to be addressed at this time	28.3	26.0
3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.			
	We do this well; area of strength for us	29.9	47.3
	Aspects of this need our attention	55.2	40.0
	This item needs significant development	14.9	12.7
Importance to address at this time?			
	High priority	46.8	30.2
	Lower priority	29.0	39.6
	Does not need to be addressed at this time	24.2	30.2
2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.			

	We do this well; area of strength for us	33.9	40.4
	Aspects of this need our attention	51.8	34.0
	This item needs significant development	14.3	25.5
Importance to address at this time?			
	High priority	38.2	38.3
	Lower priority	36.4	25.5
	Does not need to be addressed at this time	25.5	36.2
2.5 The institution's academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.			
	We do this well; area of strength for us	53.8	63.6
	Aspects of this need our attention	29.2	32.7
	This item needs significant development	16.9	3.6
Importance to address at this time?			
	High priority	40.0	26.9
	Lower priority	20.0	21.2
	Does not need to be addressed at this time	40.0	51.9
2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.			
	We do this well; area of strength for us	32.1	34.6
	Aspects of this need our attention	48.2	46.2
	This item needs significant development	19.6	19.2
Importance to address at this time?			
	High priority	47.2	28.0
	Lower priority	28.3	36.0
	Does not need to be addressed at this time	24.5	36.0
4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology. Periodic analyses of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practice.			
	We do this well; area of strength for us	19.6	30.0
	Aspects of this need our attention	51.8	44.0
	This item needs significant development	28.6	26.0
Importance to address at this time?			
	High priority	45.5	29.8
	Lower priority	34.5	42.6
	Does not need to be addressed at this time	20.0	27.7
4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.			
	We do this well; area of strength for us	22.0	30.8
	Aspects of this need our attention	49.2	40.4
	This item needs significant development	28.8	28.8
Importance to address at this time?			
	High priority	50.0	44.0
	Lower priority	32.1	26.0
	Does not need to be addressed at this time	17.9	30.0
2.7 All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations.			
	We do this well; area of strength for us	49.1	54.0
	Aspects of this need our attention	39.6	38.0

	This item needs significant development	11.3	8.0
Importance to address at this time?			
	High priority	26.0	16.7
	Lower priority	38.0	37.5
	Does not need to be addressed at this time	36.0	45.8
3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character. The institution clearly defines the governance roles, rights, and responsibilities of the faculty.			
	We do this well; area of strength for us	48.1	42.9
	Aspects of this need our attention	31.5	42.9
	This item needs significant development	20.4	14.3
Importance to address at this time?			
	High priority	35.3	31.9
	Lower priority	23.5	31.9
	Does not need to be addressed at this time	41.2	36.2
2.10 The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.			
	We do this well; area of strength for us	29.2	52.1
	Aspects of this need our attention	50.0	31.3
	This item needs significant development	20.8	16.7
Importance to address at this time?			
	High priority	40.9	31.1
	Lower priority	36.4	26.7
	Does not need to be addressed at this time	22.7	42.2
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements. Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, complete, and are readily available to support student needs.			
	We do this well; area of strength for us	55.2	47.1
	Aspects of this need our attention	32.8	39.2
	This item needs significant development	12.1	13.7
Importance to address at this time?			
	High priority	55.2	34.7
	Lower priority	32.8	30.6
	Does not need to be addressed at this time	12.1	34.7
4.1. The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of its plans and planning processes and revises them as appropriate.			
	We do this well; area of strength for us	38.9	20.4
	Aspects of this need our attention	48.1	51.0
	This item needs significant development	13.0	28.6
Importance to address at this time?			
	High priority	22.0	37.8
	Lower priority	48.0	46.7
	Does not need to be addressed at this time	30.0	15.6