Report on UH Hilo Self-Study Surveys, 2012 and 2018

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Purpose
This survey was required by our accrediting agency, WASC, to be implemented every six years as part of our ongoing reaccreditation cycle. The questions were provided by WASC for the purpose of self-assessment of core institutional competencies. This report highlights competency areas of proficiency, improvements over time, and areas still in need of attention.

Executive Summary
A comparison of this survey to an identical one fielded six years prior shows that the university maintains high proficiency in four areas: The of dimensionality of the baccalaureate degree, clarity of learning outcomes, teaching, and program review (see results below: "Areas of High Proficiency").

Since six years ago, the university has significantly improved in four areas: Student achievement required for graduation, quality assurance processes, information technology, and tracking student achievement and satisfaction (see results below: "Areas Showing Improvement").

Challenges that remain for the university to address are in seven areas: Personnel, instructional staffing plans, organizational structure, planning, leadership, financial stability, and institutional reflection and planning (see results below: "Areas Needing Improvement").

Method
The surveys were fielded in November, 2012 and again in November, 2018 via SurveyMonkey. Each survey was implemented with the exact question wording provided by WASC without any changes. Unfortunately, in an apparent attempt to provide specificity, the questions provided by WASC end up multi-barreled – addressing multiple issues simultaneously, rendering interpretation difficult. Quantitative (closed-ended) and qualitative (open-ended) responses were recorded. In 2012, a total of 127 faculty, staff, and administrators took the survey. In 2018, the total increased to 148 respondents. A comparison of 2012 and 2018 quantitative data is provided in Section 2. Full question wording and all 2018 data are provided in Section 3. It is notable that due to self-selection bias in the qualitative follow-up questions, responses gleaned were predominantly negative comments.

Results: Areas of High Proficiency
To ascertain areas of high quality, questions with responses greater than 50 percent for the response category "we do this well; area of strength for us" were used as leading indicators.

Dimensionality of the Baccalaureate Degree

In answering the question relating to the many areas of baccalaureate learning, including general education (see below), 53.8 percent of respondents found this to be an area of strength. In 2012, 58.8 percent found this to be an area of strength (slightly but not significantly higher). The question measuring the dimensionality of the baccalaureate degree reads:

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).

Qualitative answers supporting this item as an area of high proficiency include:
"The last WASC self-study pointed out some major issues in terms of student outcomes but I think we improved because of it."

Learning Outcomes

The clarity of learning outcomes was also an area of high quality for the university. In 2012, 50.7 percent of respondents found this to be an area of strength, compared to 56.7 percent in 2018, slightly, but not significantly higher. The full question reads:

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.

Qualitative answers supporting this item as an area of high proficiency include:
"With the exception of Distance Learning, UHH meets these goals."
"We have these in all our syllabi and in multiple locations on the web. We also assess them."

Teaching

The university continues to provide high quality teaching in terms of challenging students to meet high expectations and providing meaningful feedback. In 2012, 53.8 percent of respondents stated that this was an area of strength, increasing to 63.6 percent in 2018 (although this increase was not statistically significant). The question reads:

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.

Qualitative answers supporting this item as an area of high proficiency include:
"Small class sizes, tutoring, and faculty mentorship are a strength at UHH."
"Faculty keep track of our students and their knowledge and skills, and adjust + tweak for students."
"Faculty do a great job interacting with students and mentoring them."
"Faculty are regularly engaged with students."

Program Review

Respondents stated that program review, and associated learning objective assessment, remains an area of strength for the university. In 2012, 49.1 percent of respondents said we did this well, increasing slightly to 54.0 percent in 2018. The question reads:

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.

Qualitative answers supporting this item as an area of high proficiency include:
"Program review has an established process."
"Yes, we spend thousands of person-hours on program review documentation. Hooray?"

Results: Areas Showing Improvement
The following areas showed significant institutional improvement from 2012 to 2018.

Competencies Required for Graduation

A question related to student competencies required for graduation was one area of high and improving quality for our institution. A majority (54.7 percent) found this to be an area of strength for UH Hilo in 2012, and this significantly improved to 71.8 percent in 2018 (F (1, 144) = 4.696, p < .05). The question reads:

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.

Qualitative answers supporting this item as an area of high proficiency include:
"UH Hilo's liberal arts approach ensures students get a well rounded education."
"Overall, curriculum is still pretty sound given departmental engagement with core competency assessment."
"This requires constant vigilance and maintenance, but faculty members talk constantly about the structure and value of their programs."

Quality Assurance Processes

A question related to quality assurance processes was an area of improving quality for our institution. In 2012, only a third of respondents (33.8 percent) thought that this was an area of strength for the university. In 2018, this number climbed to half (49.2 percent), a sharp, though not statistically significant climb (F (1, 129) = 3.225, p = .075). The question reads:

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.

Qualitative answers supporting this item as an area of high proficiency include:
"Program reviews are completed on an established schedule."
"We collect a lot of data on assessment."

Information Technology

According to respondents, the university has made great strides in educational and other information technology. In 2012, 29.9 percent of respondents found this to be a strength, significantly improving to 47.3 percent in 2018 (F (1, 120) = 3.966, p < .05). The question reads:

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.

No qualitative responses supported this increase, as most were complaints about inadequate support staff for this technology.

Tracking Student Achievement and Satisfaction

The tracking of student success and satisfaction showed a significant increase in quality since our last self-study. In 2012, 29.2 percent of responds said that we did this well, increasing dramatically to 52.1 percent in 2018 (F (1, 94) = 5.411, p < .05). The question reads:

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.

Qualitative answers supporting this item as an area of high proficiency include:
"There seems to be a high amount of data collected on this."
"we do this ok."

Results: Areas Needing Improvement
To ascertain areas of high quality, questions with responses of 20 percent or less for the response category "we do this well; area of strength for us" were used as leading indicators. The following seven areas are ongoing challenges for the university.

Personnel

The first area needing improvement is the area of personnel. In 2012, only 6.4 percent of respondents agreed that the university employs sufficient personnel. In 2018, only 12.1 percent stated that this was something the university did well. The question reads:

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.

Qualitative answers supporting this as an area in need of attention include:
"Many departments are understaffed and cannot provide the number and variety of courses for the number of students within their major/minor."
"Numerous positions are currently filled by interim personnel. Several faculty positions remain unfilled, while administrative "bloat" has occurred."
"we have lost almost have our positions in our dept. and we are overworked. We should be growing as there is a big community need for teachers, but we can't because we are so sorely understaffed."
"UHH should prioritize the hire of more faculty in instructor and tenure-track positions, and deescalate the hire of administrators and staff in non-tuition generating positions."
"Positions in several departments cannot be filled right now and have been vacant for quite some time."
"We need more faculty and less administrators."

Instructional Staffing Plans
A second area needing improvement is instructional staff planning. In 2012, only 15.5 percent agreed that we did this well, and in 2018 the number was only 19.6 percent. The Question reads:

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.

Qualitative answers supporting this as an area in need of attention include:
"Departments must heavily rely on part-time and/or adjunct faculty just to make ends meet and provide the courses and services students need to graduate on time."
"The fewer and few full-time faculty have more and more responsibilities, this hinders their abilities to work with students. With that said, the faculty here are committed to this institution."
"We hire faculty in areas of political need and not student need."

Organizational Structure

A third area needing improvement is organizational structure, roles and effective decision making. In 2012, 20.5 percent agreed that this was an area of strength for the university. A similar percentage (19.0) responded similarly in 2018. The question reads:

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.

Qualitative answers supporting this as an area in need of attention include:
""Student support services" get far more attention and support than academic programs. Not enough attention and support is given to the primary, central responsibility of the university: teaching."
"Too many interim positions, lack of transparency or simply information release (even if unintended)."
"Not evidence based. Also, many actions are not based on rational, widely accepted planning processes such as following up with an evaluation of the impact or lack thereof of an initiative."
"Processes for getting things done are too complicated. Where there are clear rules, they are not strictly followed. Next thing you know, everyone is negotiating to get a special deal. This generates extra workload rather than having a fair and simple process that everyone follows."

Planning

A fourth are in need of improvement is institutional planning. In 2012, 20.8 percent of respondents stated that this was an area of strength for the university, declining to only 8.8 percent in 2018 (although this decline is not statistically significant). The question reads:

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.

Qualitative answers supporting this as an area in need of attention include:
"Since we are in a period of constrained resources, we need clear decision processes that are not short sighted."
"Everything is budget-driven now. We need to reassess our situation."
"I think the planning process for fiscal is very slow in providing units/departments with their allocation. It is getting worse each year. By the time spring comes, fiscal will be closing. There should be fiscal training for units who goes over their allocation."
"We need a new strategic plan. "
"We lack the independence to organize ourselves and distribute resources as we are more of a public works program, than a university."
"Few voices are engaged when it comes to major decisions on campus. How the budget gets disseminated is still a mystery, even to some admin."

Leadership

The fifth area the survey identified as an area needing attention was the university's leadership, its performance, and its accountability. In 2012, 13.4 percent of respondents indicated that this was an area of strength, and in 2018, only 8.6 percent agreed (in the entire survey, this was the lowest percentage of respondents noting this as area of strength). The question reads:

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.

Qualitative answers supporting this as an area in need of attention include:
"We need to replace our current interim admin with permanent hires who are willing to do what is right and best for this university, rather than be at the beck and call of admin at Manoa."
"With most of the high-level and even medium-level administrative positions currently filled by interim personnel, there is virtually no sense of consistent and meaningful leadership. I feel like we're "treading water," and approaches are reactive rather than carefully planned."
"Everything about this University is interim, and tough decisions that are necessary for academic integrity and legacy do not occur at an acceptable time frame. No one is accountable."
"We have interim leaders at nearly every important position. They have been learning on the job and not learning well."
"We are trying to cut our way to success. That has never worked. Fewer classes, decaying facilities, fewer students, less tuition, whoops looks like we need another round of cuts. If we're being led anywhere, it's into a death spiral."
"UHH has been operating with too many "interim" administrators. This does not bode well for the satiability and strength of the institution."

Financial Stability

The sixth area the survey identified as needing improvement was the financial stability of the university. In 2016, 16.9 percent indicated that this was an area of strength, declining to 11.3 percent in 2018. The question reads:

3.5 The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term 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.

Qualitative answers supporting this as an area in need of attention include:
"Every semester's budget seems like a surprise to EVERYBODY. With planning this does not happen."
"How can the same cuts for teaching occur every year, when there were even cuts during the HIGHEST enrollment years over in the history of the University?"
"I am concerned about how resources are utilized. I'd like to see a full audit of the university."
"Insufficient funds for lecturers combined with departmental dependence on them is inefficient. Too many high paid administrators instead of tenure track teaching positions"
"As an institution, we are constantly under budget because of legislative allocations. This prevents the institution from recruiting and securing the total number of permanent faculty and staff needed to run efficiently. We are all overworked."

Institutional Reflection and Planning

The final area in need of attention is institutional planning and reflection. Responses to this item took a precipitous dive over time. In 2012, 38.9 percent of respondents though that this was a strength for us. This percentage dropped nearly in half to 20.4 percent in 2018, and the decline was statistically significant (F (1, 101) = 4.262, p < .05). The full question reads:

4.1. The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess it 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.

Qualitative answers supporting this as an area in need of attention include:
"I think the University monitors, but does not make changes when the monitoring shows an issue."
"I don't think we really have a direction."
"Our Strategic Plan and Mission statement expired in 2015."
"We have never really assessed our strategic plans; we don't seem to be willing to assess success or failure in this sense."

UH Hilo Self-Study Surveys, 2012 and 2018 – Summary of Quantitative 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 long-term 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 on-campus 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 it 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

Q1 What is your position?

Answered: 102   Skipped: 2
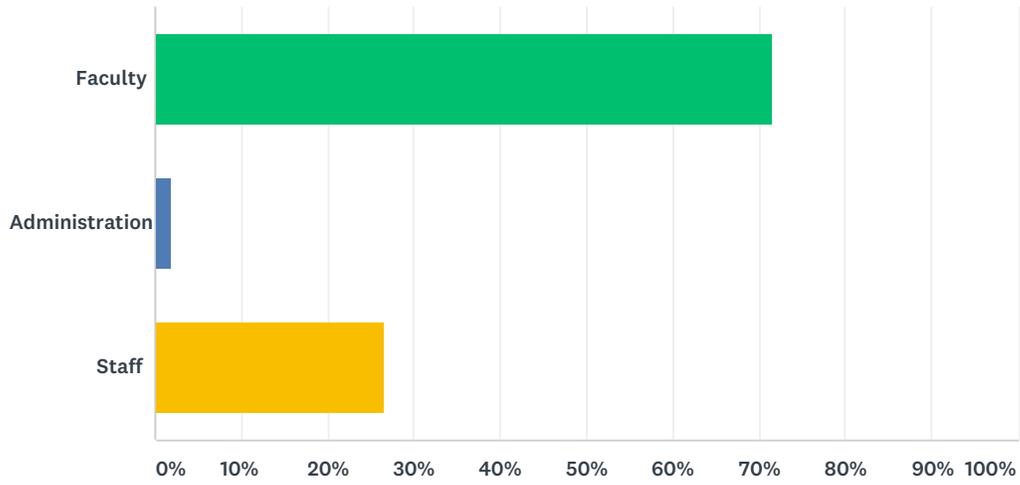
ANSWER CHOICES	RESPONSES	
Faculty	71.57%	73
Administration	1.96%	2
Staff	26.47%	27
TOTAL		102

Q2 In what area(s) do you work?

Answered: 103   Skipped: 1
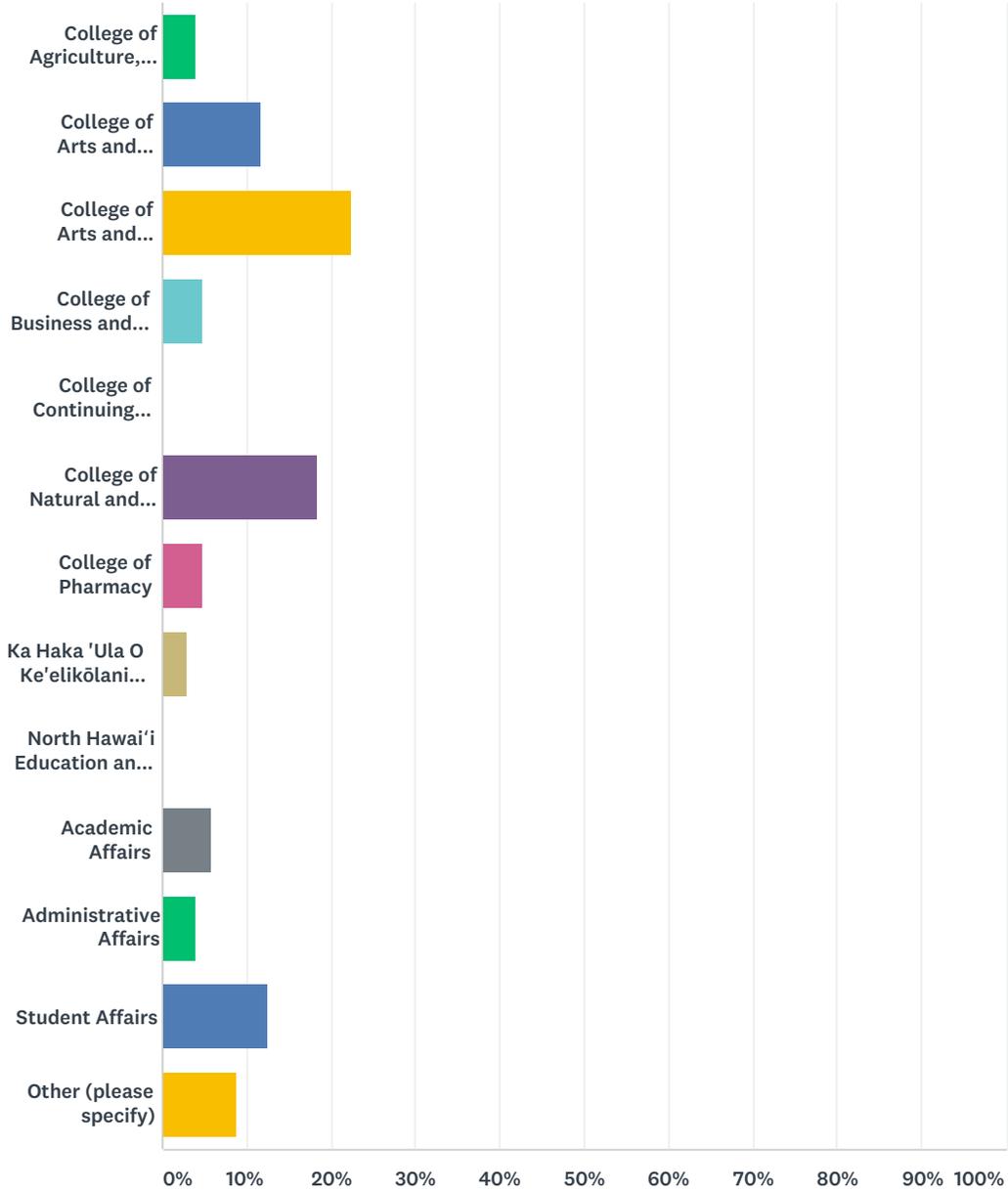
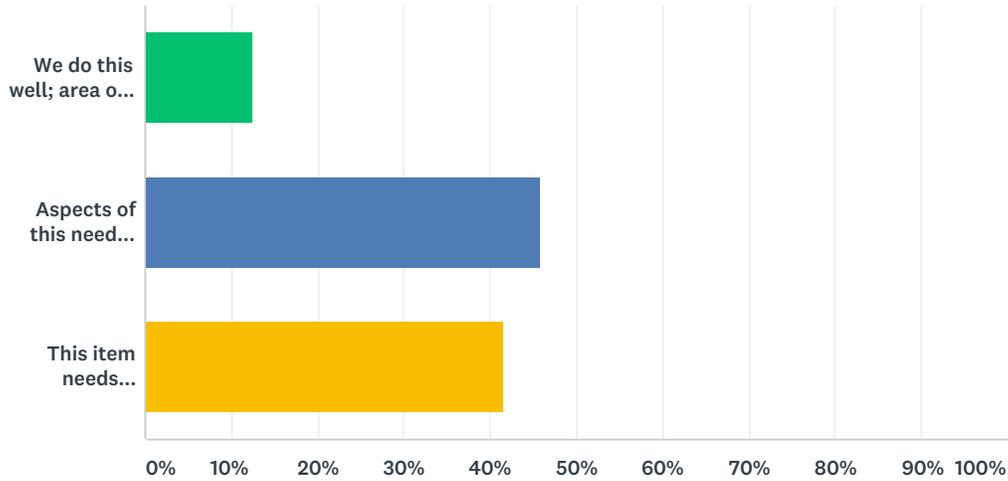| ANSWER CHOICES	RESPONSES	
College of Agriculture, Forestry, and Natural Resource Management (CAFNRM)	3.88%	4
College of Arts and Sciences - Humanities	11.65%	12
College of Arts and Sciences - Social Sciences	22.33%	23
College of Business and Economics (CoBE)	4.85%	5
College of Continuing Education and Community Service (CCECS)	0.00%	0
College of Natural and Health Sciences (CNHS)	18.45%	19

College of Pharmacy	4.85%	5
Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language	2.91%	3
North Hawaiʻi Education and Research Center (NHERC)	0.00%	0
Academic Affairs	5.83%	6
Administrative Affairs	3.88%	4
Student Affairs	12.62%	13
Other (please specify)	8.74%	9
TOTAL		103

#	OTHER (PLEASE SPECIFY)	DATE
1	Library	11/19/2018 7:47 PM
2	Auxiliary	11/16/2018 5:44 PM
3	Library	11/16/2018 5:06 PM
4	Auxiliary	11/16/2018 4:03 PM
5	Security	11/16/2018 3:14 PM
6	rcuh	11/9/2018 1:48 PM
7	Library	11/7/2018 8:30 PM
8	Library	11/7/2018 5:03 PM
9	Library	11/6/2018 3:56 PM

Q6 3.1 The institution employs personnel sufficient in number and professionalqualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.
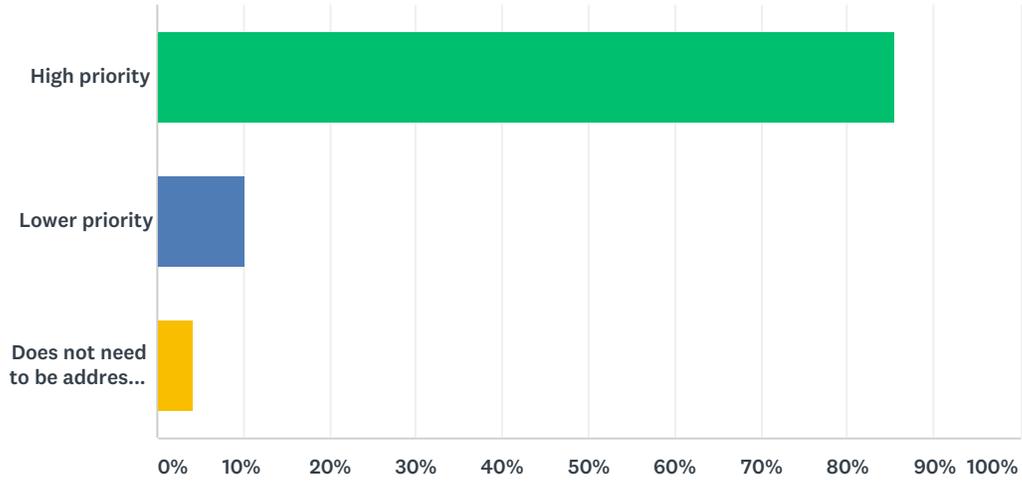
Answered: 96   Skipped: 8

ANSWER CHOICES	RESPONSES	
We do this well; area of strengthfor us	12.50%	12
Aspects of this need ourattention	45.83%	44
This item needs significantdevelopment	41.67%	40
TOTAL		96

Q7 Importance to address at this time

Answered: 97   Skipped: 7

ANSWER CHOICES	RESPONSES	
High priority	85.57%	83
Lower priority	10.31%	10
Does not need to be addressed at this time	4.12%	4
TOTAL		97

Q8 Would you like to provide evidence for your assessment?

Answered: 51   Skipped: 53

#	RESPONSES	DATE
1	Many departments are understaffed and cannot provide the number and variety of courses for the number of students within their major/minor	11/16/2018 8:50 PM
2	While my personal department is well staffed for the university's needs, other departments with large number of students have been chronically understaffed. While hires have been made in "in need" departments, I'd like the decision process to be more transparent.	11/16/2018 8:05 PM
3	Employee resumes and backgrounds here at UHH are exemplary and impressive, evident in each employee's bio.	11/16/2018 6:25 PM
4	Does the university need to keep hiring casual hires to do the work of the tenured faculty that don't want to do their jobs? Does faculty with tenure get evaluated to see how they are "challenging" their students or teaching meaningful content?	11/16/2018 5:36 PM
5	Numerous positions are currently filled by interim personnel. Several faculty positions remain unfilled, while administrative "bloat" has occurred.	11/16/2018 5:24 PM
6	Everyone may always ask for more staff, but we patently cannot do the same amount and quality with shrinking staff.	11/16/2018 4:35 PM
7	we have lost almost have our positions in our dept. and we are overworked. We should be growing as there is a big community need for teachers, but we can't because we are so sorely understaffed.	11/16/2018 4:33 PM
8	There are underdeveloped programs, which are not properly identified by the administration.	11/16/2018 4:22 PM
9	Minimum teaching personnel in some areas	11/16/2018 3:33 PM
10	Few individuals have mentioned that no available classes or no available teacher for class require for their current major	11/16/2018 3:18 PM
11	'cost savings through position attrition' isn't the best strategy	11/13/2018 6:00 PM
12	UHH should prioritize the hire of more faculty in instructor and tenure-track positions, and de-escalate the hire of administrators and staff in non-tuition generating positions	11/10/2018 7:37 AM
13	Many staff are highly underskilled yet refuse to do some of the basic administrative tasks because they are beneath them. Highly paid, highly skilled faculty end up buying snacks for events, making copies, organizing meetings because the secretaries won't or can't do these things	11/9/2018 8:34 PM
14	TOO MANY SUPPORT STAFF AND ADMINISTRATORS	11/9/2018 1:49 PM
15	no	11/9/2018 1:20 AM
16	Key administrator positions filled by "acting", large admin turnover	11/8/2018 2:18 AM
17	Positions in several departments cannot be filled right now and have been vacant for quite some time.	11/7/2018 8:11 PM
18	Many programs are teaching the same number of classes or more with less students. This has negative affects on other areas where we should be investing staff time and personnel but aren't.	11/7/2018 5:07 PM
19	Not enough staff to support technical science and safety standards. All labs and classrooms are required to be maintained by faculty, with no staff support.	11/7/2018 3:55 PM
20	It seems there is a shift to hiring short-term instructors and lecturers rather than full-time faculty. Part-time faculty leave and will inventively make offering courses to students difficult.	11/7/2018 2:55 PM
21	There is a significant shortage in areas on campus while others have ample staffing for thier needs. We need to look at class enrollments and the needs of departments. This will require that we create a plan with our top priorities so that we can provide staffing in critical areas.	11/7/2018 2:37 PM
22	Believe that we should be more data driven. Identify the courses that students need and offer them.	11/7/2018 1:51 PM

| 23	no	11/7/2018 12:31 PM
24	Employment takes so long that you'll loose a qualified person before papers get pushed through. Not enough funding to pay qualified staff. They end up taking up other jobs because everything takes so long and pay is not as good as offered by other universities.	11/7/2018 12:30 PM
25	no - just see things working as well as can be. Perhaps over staffed in some areas	11/7/2018 1:19 AM
26	Not enough tenured track faculty	11/6/2018 10:11 PM
27	Administration needs to find a way to support faculty efforts	11/6/2018 5:32 PM
28	Loss of faculty positions; inadequate academic support positions.	11/6/2018 4:21 PM
29	Basic maintenance of facilities in problematic: from broken doors to air conditioning to lack of recycling and trash bins. Also purchasing for department and individual instructor needs seems nearly impossible; either budget is not in place or purchase process is so complicated that items do not get purchased. From basic needs like pens, printer ink, and batteries to larger equipment needs for laboratories, it is not clear if the university has any policy on what instructors should have in order to do their basic job.	11/6/2018 3:45 PM
30	We need more faculty and less administrators.	11/5/2018 7:42 PM
31	Yearly requests are sent outside UHH by the Department chair to find a lecturer for a semester; number of faculty is not adequate to cover all the courses	11/5/2018 7:25 PM
32	Lack of appropriate budget. See UHH budget figures.	11/5/2018 6:42 PM
33	We could reduce upper administration size and have more department level assistants instead for the same price and better value.	11/5/2018 5:34 PM
34	Too many "carreer" lecturers being taken advantage of with tenured faculty not teaching introductory courses	11/5/2018 5:00 PM
35	Normalization of lecturers, adjuncts, temporary, and casual hire employees.	11/5/2018 4:15 PM
36	Vacant faculty positions are not necessarily filled, non-teaching academic support (not student affairs or Library) consistes of 2 tenured faculty. The Chancellor, VC Academic Affairs, VC Admin Affairs, and Dean of Arts and Social Science are all interim. A search is underway for a permanent Chancellor who one supposes will initiate searches for permanent hires for the other currently interim addiminstrator positions.	11/5/2018 3:41 PM
37	Seems many positions are going to only those that have degrees thus making it harder for those without degrees to apply.	11/5/2018 3:31 PM
38	Faculty and staff are needed to keep up with the demand of graduating our students in a timely manner	11/5/2018 3:30 PM
39	Our college Ka Haka ʻUla O Keʻelikōlani is understaffed relative to its degrees. Its B.A. in Linguistics is greatly understaffed. It has three graduate degrees, but no graduate assistants, its Hale Kuamoʻo research and community outreach center has no funded staff after forty years of operations, there are also disparities relative to the overall support of the mission of the college to provide a liberal education through Hawaiian - no faculty provided for Hawaiian medium education outside Hawaiian Studies and teacher education.	11/5/2018 3:09 PM
40	There needs to be pararity across campuses with civil service and APT positions. I would like to see more of civil service positions turned into APT. Especially when you are a civil service employee who directly report to a Director/Dean and doing a work of an APT as a civil service employee. Especially when you work in an area that highly service students, faculty, and staff.	11/5/2018 2:38 PM
41	All primary adminsitrators are interium....unacceptable.	11/5/2018 2:07 PM
42	Faculty loss, e.g. in CoBE, affects morale as well as impacts students negatively. Students have expressed concerns about lack of course offerings in Accounting.	11/5/2018 1:41 PM
43	some departments are down by 3 faculty, e.g. Marine Science	11/5/2018 1:29 PM
44	The needs of the politically connected few outweigh the needs of the large majority of students when its time to distribute resources	11/5/2018 1:00 PM
45	Staff and personnel have the opportunity to make UHH better and more relevant, rather than seeing it as an early retirement or "living the good life" with minimal change. We need to embrace change and continuous improvement.	11/5/2018 10:23 AM

46	All admin personnel are interim and internal appointments without vetting. The number of positions is down from just five years ago.	11/5/2018 12:43 AM
47	We manage to accomplish our core tasks. It would be good to have more support for these tasks since faculty get assigned a lot of work.	11/4/2018 11:38 PM
48	Admin heavy, faculty positions not replaced, lecturers & always under threat of being cut until last minute decision is made. All of these impact our instructional effectiveness/efficiency.	11/4/2018 11:30 PM
49	We don't replace faculty who leave, retire, or pass away, and we are discouraged from hiring enough lecturers to cover required course sections. From the VCAA: " lecturer requests cost money and need approval. We also have to get costs under control for the Spring semester. Finally, we need to dispel faculty of the idea that filling the class pays for itself. In a shrinking student population, we are not attracting new students, we are just moving them from one place to another..."	11/4/2018 9:50 PM
50	Secretaries and grant staff are overworked and can't handle the load. This puts the bruden on faculty who are already burdened with high course loads (4+ in many cases).	11/4/2018 9:39 PM
51	Departments with large numbers of majors are under-resourced in terms of faculty.	11/4/2018 9:29 PM

Q21 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.
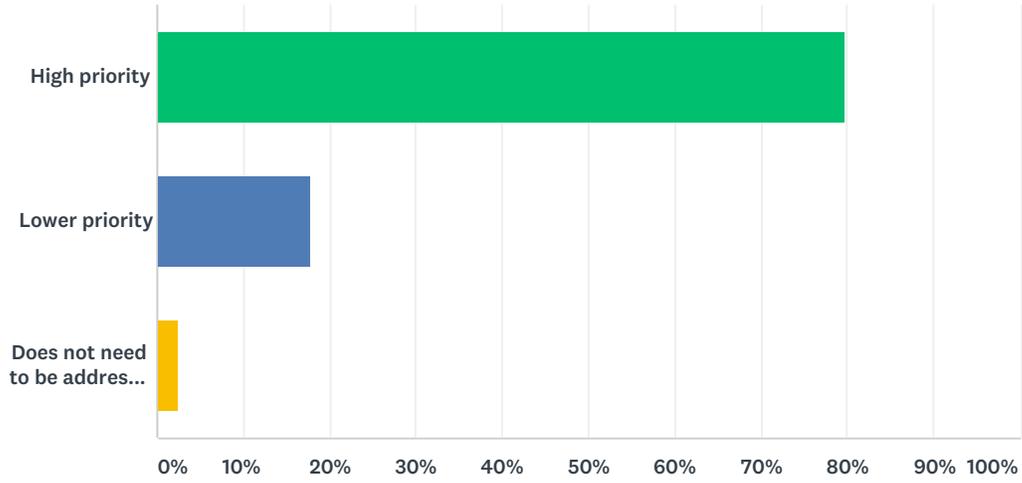
Answered: 79   Skipped: 25
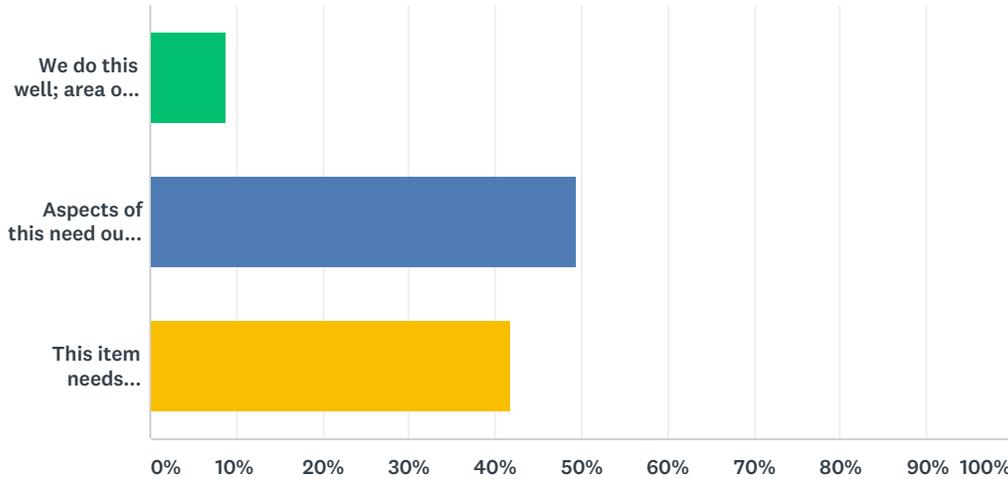
ANSWER CHOICES	RESPONSES	
We do this well; area of strength for us	8.86%	7
Aspects of this need our attention	49.37%	39
This item needs significant development	41.77%	33
TOTAL		79

Q22 Importance to address at this time

Answered: 79   Skipped: 25

ANSWER CHOICES	RESPONSES	
High priority	79.75%	63
Lower priority	17.72%	14
Does not need to be addressed at this time	2.53%	2
TOTAL		79

Q23 Would you like to provide evidence for your assessment?

Answered: 44   Skipped: 60

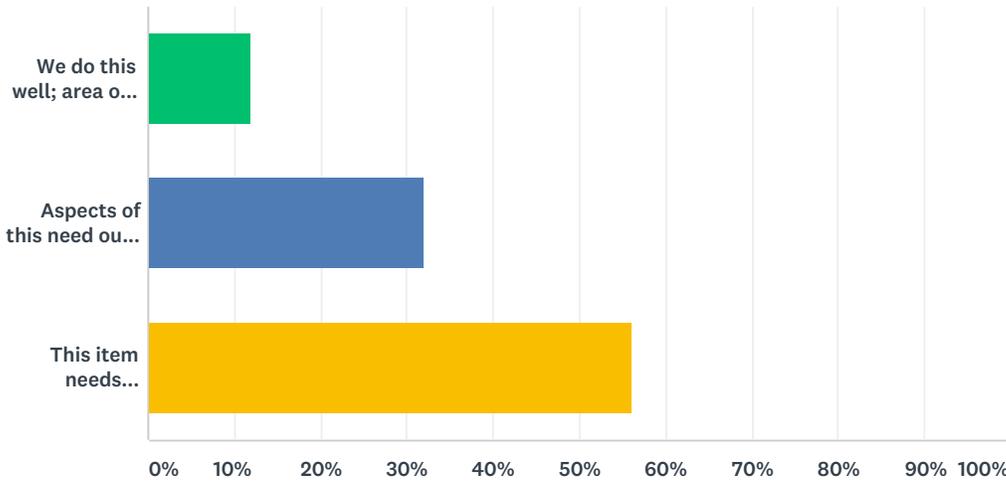| #	RESPONSES	DATE
1	We need to replace our current interim admin with permanent hires who are willing to do what is right and best for this university, rather than be at the beck and call of admin at Manoa	11/16/2018 9:19 PM
2	Opportunity for improvements in Leadership System. While organizationally it may appear that a leadership system is in place, some department leaders should learn to communicate better with their subordinates about UHH's goals and missions. For example, what do they talk about at their meetings? They go to meetings but never really come back with information, discussions, etc.?	11/16/2018 6:36 PM
3	No. At least in the department I work in, co-workers complain of doing more than they should and have an uneven workload compared to their co-workers that hold the same position (evidenced by the difference in the amount of classes taught in comparison to others) because select workers simply don't want to do something that is apart of their job duties. Therefore, there are people that are performing great, but because of this others get away with not. And so appropriate responsibility, not so much.	11/16/2018 6:08 PM
4	With most of the high-level and even medium-level administrative positions currently filled by interim personnel, there is virtually no sense of consistent and meaningful leadership. I feel like we're "treading water," and approaches are reactive rather than carefully planned.	11/16/2018 5:31 PM
5	We have several interims so are more in a holding pattern right now.	11/16/2018 4:39 PM
6	too many interims.	11/16/2018 4:36 PM
7	No leadership for the past five years	11/16/2018 3:39 PM
8	Not at this time	11/16/2018 3:23 PM
9	Too many leadership positions are interim, which means that there is no longterm vision or commitment on the part of the interim administrators	11/10/2018 7:40 AM
10	The folks in interim positions are doing their best (some are doing better than people formally hired in the past) but there needs to be more stability in the leadership team.	11/9/2018 8:39 PM
11	no	11/9/2018 1:22 AM
12	Lacking Admin stability	11/8/2018 2:21 AM
13	Also budget related. Leadership is unstable. We're working on a new chancellor (hoping for a good outcome). Other VCs and deans are interim. We need to prioritize which position(s) will be filled next before we address a leadership system. We're doing the best we can.	11/7/2018 8:44 PM
14	Too much bureaucracy. Morale seems to be low.	11/7/2018 8:34 PM
15	Underperforming faculty are not addressed in a a strategic way.	11/7/2018 8:14 PM
16	Everything about this University is interim, and tough decisions that are necessary for academic integrity and legacy do not occur at an acceptable time frame. No one is accountable.	11/7/2018 4:07 PM
17	Again, everyone at this institution is dedicated to the students and their success, but with so many interim positions it is difficult to determine who is leading and where we are going.	11/7/2018 3:03 PM
18	no	11/7/2018 12:32 PM
19	The administration is not supporting for teaching.	11/6/2018 5:44 PM
20	Too many interim positions	11/6/2018 4:23 PM
21	I think we have too many high priority positions. I appreciate the current leadership even though many are interim.	11/6/2018 3:58 PM
22	There is absolutely NO LEADERSHIP at UHH.	11/6/2018 2:38 AM
23	we don't have leadership.	11/5/2018 8:27 PM
24	Too many interim appointments at this time.	11/5/2018 8:05 PM

25	I think we have too many interim administrators; leading to a lack of long-term goals and vision.	11/5/2018 7:45 PM
26	Mostly interim administration positions.	11/5/2018 6:50 PM
27	Each adminstrative unit appears to be in competition with one another for dollars and positions. The growth in student affairs personnel, which is also occuring across the UH system, is troubling. Students ultimately come to the university for an education. This is not to say the work of people in student affairs does not matter, but it appears that more resources and effort are going into student affairs at the expense of teaching and the academic experience.	11/5/2018 3:55 PM
28	Again, there is always room for improvements.	11/5/2018 3:41 PM
29	We need to hire permanent leadership.	11/5/2018 3:33 PM
30	Never seen a high number of interim positions. However, we managed for so many years. We will get better once a new chancellor is on board.	11/5/2018 2:55 PM
31	Again Deans, VC, and Chancellor all interiums.	11/5/2018 2:13 PM
32	We need permanent deans and directors.	11/5/2018 1:54 PM
33	There is no merit based pay and no accountability at UH Hilo	11/5/2018 1:05 PM
34	This is always an area of continuous improvement and we need ways to measure our improvement.	11/5/2018 10:31 AM
35	Chronic interim and/or inexperienced leaders	11/5/2018 3:59 AM
36	Interim administrators are doing nothing.	11/5/2018 1:04 AM
37	We don't seem to evaluate our admin so it is unclear how their performances are being measured.	11/5/2018 12:51 AM
38	We should probably get permanent administrators into positions. Our interim folks try their best.	11/4/2018 11:46 PM
39	Even with interim administrators, power has been delegated appropriately.	11/4/2018 11:17 PM
40	We are trying to cut our way to success. That has never worked. Fewer classes, decaying facilities, fewer students, less tuition, whoops looks like we need another round of cuts. If we're being led anywhere, it's into a death spiral.	11/4/2018 10:04 PM
41	Having a mostly interim leadership doesn't allow for significant initiatives to be started. Hopefully the hiring of a new Chancellor will help.	11/4/2018 9:59 PM
42	We have interim leaders at nearly every important position. They have been learning on the job and not learning well.	11/4/2018 9:47 PM
43	Leadership is all "interim" folks who have trouble making or realizing any long-term plans.	11/4/2018 9:46 PM
44	UHH has been operating with too many "interim" administrators. This does not bode well for the statbility and strength of the institution.	11/4/2018 9:34 PM

Q51 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.
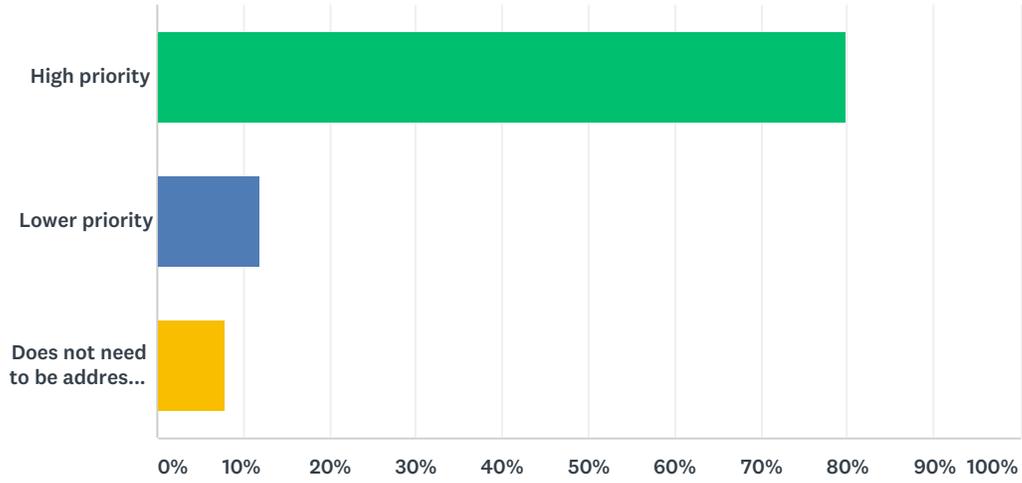
Answered: 50   Skipped: 54

ANSWER CHOICES	RESPONSES	
We do this well; area of strength for us	12.00%	6
Aspects of this need our attention	32.00%	16
This item needs significant development	56.00%	28
TOTAL		50

Q52 Importance to address at this time

Answered: 50   Skipped: 54

ANSWER CHOICES	RESPONSES	
High priority	80.00%	40
Lower priority	12.00%	6
Does not need to be addressed at this time	8.00%	4
TOTAL		50

Q53 Would you like to provide evidence for your assessment?

Answered: 23   Skipped: 81

#	RESPONSES	DATE
1	budget shortfalls	11/16/2018 9:36 PM
2	no	11/9/2018 1:26 AM
3	I have no knowledge of this	11/8/2018 2:31 AM
4	Every semester's budget seems like a surprise to EVERYBODY. With planning this does not happen.	11/7/2018 8:40 PM
5	Our current budget.	11/7/2018 8:19 PM
6	How can the same cuts for teaching occur every year, when there were even cuts during the HIGHEST enrollment years over in the history of the University?	11/7/2018 4:22 PM
7	Need to secure more state/federal funding and find new private sources of revenue. More endowed chairs would be helpful.	11/7/2018 3:16 PM
8	no	11/7/2018 12:35 PM
9	endless budget cut situation is something wrong in our administration ability	11/6/2018 5:54 PM
10	Serious budgetary concerns.	11/6/2018 4:26 PM
11	I am concerned about how resources are utilized. I'd like to see a full audit of the university.	11/5/2018 7:48 PM
12	We could use a higher percentage of state funding like we had in the 80's when we offered tuition for about $80 for a full time semester. Locally we do exceptionally well with what little we have.	11/5/2018 6:02 PM
13	Insufficient funds for lecturers combined with departmental dependance on them is inefficient. Too many high paid administrators instead of tenure track teaching positions	11/5/2018 5:11 PM
14	I can read a simple stark budget like how much revenue, now much are expenses, where are those expenses, and see the red. But I cannot see continuing to spend money on every new idea or product or even food and beverages for town hall meetings to rehash what people like and don't like about the campus situation.	11/5/2018 4:22 PM
15	As an institution, we are constantly underbudget because of legislative allocations. This prevents the institution from recruiting and securing the total number of permanent faculty and staff needed to run efficiently. We are all overworked.	11/5/2018 3:37 PM
16	Again, there are units who resources are not being used wisely. Also, there is evidence that units who do much better than others, are asked to cut their resources each year. Is this fair for units who are doing good with their resources. It is also evident that when units are in the black, it is given to units who is in the red (significantly in the red).	11/5/2018 3:16 PM
17	Enrollment marketing to increase student numbers.	11/5/2018 2:23 PM
18	If we don't have enough money, we won't exist. Our funding needs work, due to declining student enrollment.	11/5/2018 10:40 AM
19	We were cited by the last WASC review of our interim report that we don't have a plan in place, one in which budgeting is tied to enrollment and retention.	11/5/2018 12:58 AM
20	Finances are always a challenge. Hopefully, the next chancellor will have a strong background in this area.	11/4/2018 11:54 PM
21	We could always use more money.	11/4/2018 11:23 PM
22	We do have the money. If reserves and athletics were on the table, we could do needed facility repairs and hire the faculty to staff needed courses.	11/4/2018 10:25 PM
23	Declining enrollment has resulted in financial instability for several years.	11/4/2018 9:37 PM