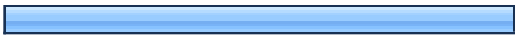

















1. What is your position?

		Response Percent	Response Count
Faculty		76.7%	79
Administration		5.8%	6
Staff		18.4%	19
<b>answered question</b>			<b>103</b>
<b>skipped question</b>			<b>24</b>




## 2. In what area(s) do you work?

		Response Percent	Response Count
College of Arts and Sciences - Humanities		4.1%	4
<b>College of Arts and Sciences - Natural Sciences</b>		<b>26.5%</b>	<b>26</b>
College of Arts and Sciences - Social Sciences		18.4%	18
College of Business and Economics		6.1%	6
College of Agriculture, Forestry, & Natural Resource Management		5.1%	5
College of Pharmacy		11.2%	11
Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language		4.1%	4
Academic Affairs		5.1%	5
Administrative Affairs		3.1%	3
Student Affairs		18.4%	18
	Other (please specify)		4
		<b>answered question</b>	<b>98</b>
		<b>skipped question</b>	<b>29</b>

**3. 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. Self Review Rating:**

		Response Percent	Response Count
1. We do this well; area of strength for us		43.6%	41
<b>2. Aspects of this need our attention</b>		<b>45.7%</b>	<b>43</b>
3. This item needs significant development		10.6%	10
		<b>answered question</b>	<b>94</b>
		<b>skipped question</b>	<b>33</b>




#### 4. Importance to address at this time

		Response Percent	Response Count
<b>A. High priority</b>		<b>37.8%</b>	<b>34</b>
B. Lower priority		34.4%	31
C. Does not need to be addressed at this time		27.8%	25
		<b>answered question</b>	<b>90</b>
		<b>skipped question</b>	<b>37</b>




## 5. Would you like to provide evidence for your assessment?

	Response Count
	20
answered question	20
skipped question	107

## 6. 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.

		Response Percent	Response Count
1. We do this well; area of strength for us		6.4%	6
2. Aspects of this need our attention		43.6%	41
3. This item needs significant development		50.0%	47
	answered question		94
	skipped question		33




## 7. Importance to address at this time

		Response Percent	Response Count
A. High priority		86.8%	79
B. Lower priority		11.0%	10
C. Does not need to be addressed at this time		2.2%	2
	answered question		91
	skipped question		36




## 8. Would you like to provide evidence for your assessment?

	Response Count
	43
answered question	43
skipped question	84

**9. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		15.5%	13
<b>2. Aspects of this need our attention</b>		<b>44.0%</b>	<b>37</b>
3. This item needs significant development		40.5%	34
	answered question		84
	skipped question		43




## 10. Importance to address at this time

		Response Percent	Response Count
A. High priority		71.6%	58
B. Lower priority		16.0%	13
C. Does not need to be addressed at this time		12.3%	10
answered question			81
skipped question			46




## 11. Would you like to provide evidence for your assessment?

	Response Count
	31
answered question	31
skipped question	96

**12. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		20.5%	18
<b>2. Aspects of this need our attention</b>		<b>53.4%</b>	<b>47</b>
3. This item needs significant development		26.1%	23
		<b>answered question</b>	<b>88</b>
		<b>skipped question</b>	<b>39</b>




**13. Importance to address at this time**

		Response Percent	Response Count
<b>A. High priority</b>		<b>55.3%</b>	<b>47</b>
B. Lower priority		31.8%	27
C. Does not need to be addressed at this time		12.9%	11
		<b>answered question</b>	<b>85</b>
		<b>skipped question</b>	<b>42</b>




## 14. Would you like to provide evidence for your assessment?

	Response Count
	28
answered question	28
skipped question	99

## 15. 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.

		Response Percent	Response Count
1. We do this well; area of strength for us		20.8%	16
2. Aspects of this need our attention		57.1%	44
3. This item needs significant development		22.1%	17
	answered question		77
	skipped question		50

## 16. Importance to address at this time




		Response Percent	Response Count
A. High priority		56.8%	42
B. Lower priority		33.8%	25
C. Does not need to be addressed at this time		9.5%	7
	answered question		74
	skipped question		53



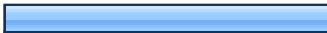


**17. Would you like to provide evidence for your assessment?**

	Response Count
	17
answered question	17
skipped question	110

**18. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		30.3%	23
<b>2. Aspects of this need our attention</b>		51.3%	39
3. This item needs significant development		18.4%	14
	answered question		76
	skipped question		51


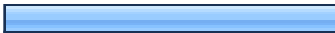

## 19. Importance to address at this time

		Response Percent	Response Count
A. High priority		48.6%	35
B. Lower priority		34.7%	25
C. Does not need to be addressed at this time		16.7%	12
		answered question	72
		skipped question	55

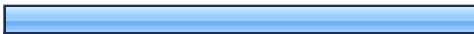


## 20. Would you like to provide evidence for your assessment?

	Response Count
	19
answered question	19
skipped question	108

## 21. 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.

		Response Percent	Response Count
1. We do this well; area of strength for us		13.4%	11
2. Aspects of this need our attention		50.0%	41
3. This item needs significant development		36.6%	30
		answered question	82
		skipped question	45




## 22. Importance to address at this time

		Response Percent	Response Count
A. High priority		70.9%	56
B. Lower priority		16.5%	13
C. Does not need to be addressed at this time		12.7%	10
		<b>answered question</b>	<b>79</b>
		<b>skipped question</b>	<b>48</b>




## 23. Would you like to provide evidence for your assessment?

	Response Count
	25
<b>answered question</b>	<b>25</b>
<b>skipped question</b>	<b>102</b>

**24. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		39.4%	28
<b>2. Aspects of this need our attention</b>		<b>46.5%</b>	<b>33</b>
3. This item needs significant development		14.1%	10
<b>answered question</b>			<b>71</b>
<b>skipped question</b>			<b>56</b>




**25. Importance to address at this time**

		Response Percent	Response Count
<b>A. High priority</b>		<b>42.0%</b>	<b>29</b>
B. Lower priority		30.4%	21
C. Does not need to be addressed at this time		27.5%	19
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>58</b>

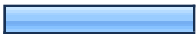


**26. Would you like to provide evidence for your assessment?**

	Response Count
	18
answered question	18
skipped question	109

**27. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		54.7%	41
2. Aspects of this need our attention		42.7%	32
3. This item needs significant development		2.7%	2
	answered question		75
	skipped question		52




## 28. Importance to address at this time

		Response Percent	Response Count
A. High priority		28.2%	20
B. Lower priority		29.6%	21
C. Does not need to be addressed at this time		42.3%	30
		answered question	71
		skipped question	56




## 29. Would you like to provide evidence for your assessment?

	Response Count
	18
answered question	18
skipped question	109

**30. 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).**

		Response Percent	Response Count
1. We do this well; area of strength for us		58.8%	40
2. Aspects of this need our attention		30.9%	21
3. This item needs significant development		10.3%	7
		<b>answered question</b>	<b>68</b>
		<b>skipped question</b>	<b>59</b>

### 31. Importance to address at this time




		Response Percent	Response Count
A. High priority		32.3%	21
B. Lower priority		24.6%	16
C. Does not need to be addressed at this time		43.1%	28
		answered question	65
		skipped question	62

### 32. Would you like to provide evidence for your assessment?




	Response Count
	20
answered question	20
skipped question	107



**33. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		50.7%	35
2. Aspects of this need our attention		37.7%	26
3. This item needs significant development		11.6%	8
		<b>answered question</b>	<b>69</b>
		<b>skipped question</b>	<b>58</b>




### 34. Importance to address at this time

		Response Percent	Response Count
A. High priority		25.0%	17
B. Lower priority		35.3%	24
C. Does not need to be addressed at this time		39.7%	27
		<b>answered question</b>	<b>68</b>
		<b>skipped question</b>	<b>59</b>




**35. Would you like to provide evidence for your assessment?**

	Response Count
	14
answered question	14
skipped question	113

**36. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		33.8%	23
<b>2. Aspects of this need our attention</b>		<b>55.9%</b>	<b>38</b>
3. This item needs significant development		10.3%	7
	answered question		<b>68</b>
	skipped question		<b>59</b>

### 37. Importance to address at this time

		Response Percent	Response Count
A. High priority		33.3%	22
<b>B. Lower priority</b>		<b>42.4%</b>	<b>28</b>
C. Does not need to be addressed at this time		24.2%	16
		<b>answered question</b>	<b>66</b>
		<b>skipped question</b>	<b>61</b>

### 38. Would you like to provide evidence for your assessment?

	Response Count
	19
<b>answered question</b>	<b>19</b>
<b>skipped question</b>	<b>108</b>

**39. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		44.9%	31
2. Aspects of this need our attention		40.6%	28
3. This item needs significant development		14.5%	10
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>58</b>




**40. Importance to address at this time**

		Response Percent	Response Count
A. High priority		36.9%	24
B. Lower priority		33.8%	22
C. Does not need to be addressed at this time		29.2%	19
<b>answered question</b>			<b>65</b>
<b>skipped question</b>			<b>62</b>




### 41. Would you like to provide evidence for your assessment?

	Response Count
	18
answered question	18
skipped question	109

### 42. 2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.

		Response Percent	Response Count
1. We do this well; area of strength for us		40.3%	27
2. Aspects of this need our attention		44.8%	30
3. This item needs significant development		14.9%	10
	answered question		67
	skipped question		60




### 43. Importance to address at this time

		Response Percent	Response Count
A. High priority		27.0%	17
B. Lower priority		44.4%	28
C. Does not need to be addressed at this time		28.6%	18
	answered question		63
	skipped question		64




**44. Would you like to provide evidence for your assessment?**

	Response Count
	11
answered question	11
skipped question	116

**45. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		27.4%	20
<b>2. Aspects of this need our attention</b>		<b>43.8%</b>	<b>32</b>
3. This item needs significant development		28.8%	21
	answered question		73
	skipped question		54




#### 46. Importance to address at this time

		Response Percent	Response Count
A. High priority		51.4%	36
B. Lower priority		30.0%	21
C. Does not need to be addressed at this time		18.6%	13
		<b>answered question</b>	<b>70</b>
		<b>skipped question</b>	<b>57</b>




#### 47. Would you like to provide evidence for your assessment?

	Response Count
	19
<b>answered question</b>	<b>19</b>
<b>skipped question</b>	<b>108</b>

**48. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		24.6%	17
<b>2. Aspects of this need our attention</b>		<b>63.8%</b>	<b>44</b>
3. This item needs significant development		11.6%	8
		<b>answered question</b>	<b>69</b>
		<b>skipped question</b>	<b>58</b>

**49. Importance to address at this time**




		Response Percent	Response Count
A. High priority		27.9%	19
<b>B. Lower priority</b>		<b>51.5%</b>	<b>35</b>
C. Does not need to be addressed at this time		20.6%	14
		<b>answered question</b>	<b>68</b>
		<b>skipped question</b>	<b>59</b>






**50. Would you like to provide evidence for your assessment?**

	Response Count
	16
answered question	16
skipped question	111

**51. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		16.9%	10
2. Aspects of this need our attention		30.5%	18
3. This item needs significant development		52.5%	31
	answered question		59
	skipped question		68




## 52. Importance to address at this time

		Response Percent	Response Count
A. High priority		79.3%	46
B. Lower priority		12.1%	7
C. Does not need to be addressed at this time		8.6%	5
		<b>answered question</b>	<b>58</b>
		<b>skipped question</b>	<b>69</b>




## 53. Would you like to provide evidence for your assessment?

	Response Count
	17
<b>answered question</b>	<b>17</b>
<b>skipped question</b>	<b>110</b>

**54. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		36.4%	20
<b>2. Aspects of this need our attention</b>		<b>50.9%</b>	<b>28</b>
3. This item needs significant development		12.7%	7
		<b>answered question</b>	<b>55</b>
		<b>skipped question</b>	<b>72</b>




### 55. Importance to address at this time

		Response Percent	Response Count
A. High priority		34.0%	18
<b>B. Lower priority</b>		<b>37.7%</b>	<b>20</b>
C. Does not need to be addressed at this time		28.3%	15
		<b>answered question</b>	<b>53</b>
		<b>skipped question</b>	<b>74</b>




## 56. Would you like to provide evidence for your assessment?

	Response Count
	16
answered question	16
skipped question	111

## 57. 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.

		Response Percent	Response Count
1. We do this well; area of strength for us		29.9%	20
2. Aspects of this need our attention		55.2%	37
3. This item needs significant development		14.9%	10
	answered question		67
	skipped question		60




## 58. Importance to address at this time

		Response Percent	Response Count
A. High priority		46.8%	29
B. Lower priority		29.0%	18
C. Does not need to be addressed at this time		24.2%	15
	answered question		62
	skipped question		65




**59. Would you like to provide evidence for your assessment?**

	Response Count
	14
answered question	14
skipped question	113

**60. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		33.9%	19
<b>2. Aspects of this need our attention</b>		51.8%	29
3. This item needs significant development		14.3%	8
	answered question		56
	skipped question		71




### 61. Importance to address at this time

		Response Percent	Response Count
A. High priority		38.2%	21
B. Lower priority		36.4%	20
C. Does not need to be addressed at this time		25.5%	14
		<b>answered question</b>	<b>55</b>
		<b>skipped question</b>	<b>72</b>




### 62. Would you like to provide evidence for your assessment?

	Response Count
	16
<b>answered question</b>	<b>16</b>
<b>skipped question</b>	<b>111</b>

### 63. 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.

		Response Percent	Response Count
1. We do this well; area of strength for us		53.8%	35
2. Aspects of this need our attention		29.2%	19
3. This item needs significant development		16.9%	11
		<b>answered question</b>	<b>65</b>
		<b>skipped question</b>	<b>62</b>




### 64. Importance to address at this time

		Response Percent	Response Count
A. High priority		40.0%	24
B. Lower priority		20.0%	12
C. Does not need to be addressed at this time		40.0%	24
answered question			60
skipped question			67




### 65. Would you like to provide evidence for your assessment?

	Response Count
	13
answered question	13
skipped question	114

**66. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		32.1%	18
<b>2. Aspects of this need our attention</b>		<b>48.2%</b>	<b>27</b>
3. This item needs significant development		19.6%	11
		<b>answered question</b>	<b>56</b>
		<b>skipped question</b>	<b>71</b>

**67. Importance to address at this time**




		Response Percent	Response Count
<b>A. High priority</b>		<b>47.2%</b>	<b>25</b>
B. Lower priority		28.3%	15
C. Does not need to be addressed at this time		24.5%	13
		<b>answered question</b>	<b>53</b>
		<b>skipped question</b>	<b>74</b>

**68. Would you like to provide evidence for your assessment?**




		Response Count
		12
		<b>answered question</b>
		<b>12</b>
		<b>skipped question</b>
		<b>115</b>



**69. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		19.6%	11
<b>2. Aspects of this need our attention</b>		<b>51.8%</b>	<b>29</b>
3. This item needs significant development		28.6%	16
		<b>answered question</b>	<b>56</b>
		<b>skipped question</b>	<b>71</b>




## 70. Importance to address at this time

		Response Percent	Response Count
<b>A. High priority</b>		<b>45.5%</b>	<b>25</b>
B. Lower priority		34.5%	19
C. Does not need to be addressed at this time		20.0%	11
		<b>answered question</b>	<b>55</b>
		<b>skipped question</b>	<b>72</b>



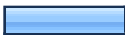
**71. Would you like to provide evidence for your assessment?**

	Response Count
	12
answered question	12
skipped question	115

**72. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		22.0%	13
<b>2. Aspects of this need our attention</b>		<b>49.2%</b>	<b>29</b>
3. This item needs significant development		28.8%	17
	answered question		<b>59</b>
	skipped question		<b>68</b>




### 73. Importance to address at this time

		Response Percent	Response Count
A. High priority		50.0%	28
B. Lower priority		32.1%	18
C. Does not need to be addressed at this time		17.9%	10
		<b>answered question</b>	<b>56</b>
		<b>skipped question</b>	<b>71</b>




### 74. Would you like to provide evidence for your assessment?

	Response Count
	11
<b>answered question</b>	<b>11</b>
<b>skipped question</b>	<b>116</b>

**75. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		49.1%	26
2. Aspects of this need our attention		39.6%	21
3. This item needs significant development		11.3%	6
<b>answered question</b>			<b>53</b>
<b>skipped question</b>			<b>74</b>

**76. Importance to address at this time**

		Response Percent	Response Count
A. High priority		26.0%	13
<b>B. Lower priority</b>		<b>38.0%</b>	<b>19</b>
C. Does not need to be addressed at this time		36.0%	18
<b>answered question</b>			<b>50</b>
<b>skipped question</b>			<b>77</b>




**77. Would you like to provide evidence for your assessment?**

	Response Count
	6
answered question	6
skipped question	121

**78. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		48.1%	26
2. Aspects of this need our attention		31.5%	17
3. This item needs significant development		20.4%	11
	answered question		54
	skipped question		73




## 79. Importance to address at this time

		Response Percent	Response Count
A. High priority		35.3%	18
B. Lower priority		23.5%	12
C. Does not need to be addressed at this time		41.2%	21
		answered question	51
		skipped question	76




## 80. Would you like to provide evidence for your assessment?

		Response Count	
		10	
		answered question	10
		skipped question	117

**81. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		29.2%	14
<b>2. Aspects of this need our attention</b>		<b>50.0%</b>	<b>24</b>
3. This item needs significant development		20.8%	10
		<b>answered question</b>	<b>48</b>
		<b>skipped question</b>	<b>79</b>




**82. Importance to address at this time**

		Response Percent	Response Count
<b>A. High priority</b>		<b>40.9%</b>	<b>18</b>
B. Lower priority		36.4%	16
C. Does not need to be addressed at this time		22.7%	10
		<b>answered question</b>	<b>44</b>
		<b>skipped question</b>	<b>83</b>

**83. Would you like to provide evidence for your assessment?**

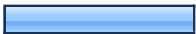


	Response Count
	11
answered question	11
skipped question	116

**84. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		55.2%	32
2. Aspects of this need our attention		32.8%	19
3. This item needs significant development		12.1%	7
	answered question		58
	skipped question		69






### 85. Importance to address at this time

		Response Percent	Response Count
A. High priority		28.3%	15
B. Lower priority		34.0%	18
C. Does not need to be addressed at this time		37.7%	20
		answered question	53
		skipped question	74

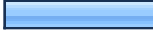


### 86. Would you like to provide evidence for your assessment?

		Response Count	
		8	
		answered question	8
		skipped question	119

**87. 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.**

		Response Percent	Response Count
1. We do this well; area of strength for us		38.9%	21
<b>2. Aspects of this need our attention</b>		<b>48.1%</b>	<b>26</b>
3. This item needs significant development		13.0%	7
<b>answered question</b>			<b>54</b>
<b>skipped question</b>			<b>73</b>

**88. Importance to address at this time**

		Response Percent	Response Count
A. High priority		22.0%	11
<b>B. Lower priority</b>		<b>48.0%</b>	<b>24</b>
C. Does not need to be addressed at this time		30.0%	15
<b>answered question</b>			<b>50</b>
<b>skipped question</b>			<b>77</b>

## 89. Would you like to provide evidence for your assessment?

	Response Count
	6
answered question	6
skipped question	121

**Page 2, Q2. In what area(s) do you work?**

1	CCECS	Feb 1, 2013 12:23 PM
2	College of Continuing Education and Community Service	Jan 31, 2013 7:05 PM
3	School of Nursing	Dec 18, 2012 5:10 PM
4	School of Nursing	Dec 9, 2012 3:00 PM



**Page 3, Q5. Would you like to provide evidence for your assessment?**

1	no	Feb 1, 2013 10:35 AM
2	I have read the mission statement and in my opinion satisfies 1.1 above.	Jan 31, 2013 8:13 PM
3	I couldn't find our "statement of operational practices" online.	Jan 21, 2013 11:48 AM
4	I have never felt that our mission statement is stated as a goal.	Dec 25, 2012 6:33 PM
5	UHH is in serious danger of abandoning the principle of providing a liberal arts education in favor of a trade-school model. You can see this in the way assessment is driving our academic policy. The faulty premise that a university should run more like a business is a major factor in all this.	Dec 14, 2012 9:41 PM
6	roll-out of department, division/college, & institution level course (gen ed) and program assessment ; program review procedures, standards, and practices (lack of leadership & accountability in academic affairs)	Dec 11, 2012 7:09 AM
7	Recently developed University wide Strategic plan.	Dec 10, 2012 3:08 PM
8	Our "operational practices" that support our Strategic Plan goals either needs strengthening or greater promulgation.	Dec 10, 2012 12:12 PM
9	Reviewed mission statement in Catalog	Dec 10, 2012 8:32 AM
10	I think the statement could be a little more specific. It is really general, almost any university can use it.	Dec 10, 2012 7:55 AM
11	We speak of Hawaiian culture and applied learning. We are moving forward in the later, but the efforts on how we coordinate efforts for Native Hawaiians and importantly, how we use successful models from those efforts to guide programs serving all students still need attention.	Dec 9, 2012 11:43 AM
12	We spent a lot of money and faculty time on developing this sort of rubbish. I am dismayed to call it a "strength", but there are a lot of other areas where we could better utilize our limited resources.	Dec 8, 2012 5:21 PM
13	statements are hardly measurable.	Dec 8, 2012 8:05 AM
14	vague statement. few clear benchmarks and no recognition of importance of quality.	Dec 7, 2012 9:11 PM
15	We are trying to be too many things to too many people. Some elements want to be open-access while others want to strive for excellence. If we had a strong, clear mission it would help us to decide which opportunities to pursue and which to turn down. As it is, we go chasing after every dollar of grant money available, which has led to a very lopsided, student-services-heavy organization.	Dec 7, 2012 4:29 PM
16	We fall behind most universities regarding assessments and while there are some external relationships, we cannot be an island unto ourselves. Establishing closer ties for the benefit of peer review of everything from RCUH processes to departmental matters would help us step up.	Dec 7, 2012 3:21 PM
17	It would have been helpful if you had had a link available to look at them again (I haven't read them in months). But there is a statement that I think is too	Dec 7, 2012 2:05 PM

**Page 3, Q5. Would you like to provide evidence for your assessment?**

ethnocentric, and may alienate students and faculty/researchers who are not Native Hawaiian.

18	Hawaiian emphasis is not appropriate as a learning outcome	Dec 7, 2012 1:35 PM
19	The mission statement was written in consultation with all members of the university community who were interested in participation. The mission statement was given unprecedented support by the stakeholders.	Dec 7, 2012 1:08 PM
20	Too many Chiefs, not enough Indians. Leave the faculty alone and let them do their jobs unencumbered with all the self-serving and self-employing WASC bullshit.	Dec 7, 2012 1:06 PM





**Page 4, Q8. Would you like to provide evidence for your assessment?**

1	As classes get larger, the ability to deliver quality instruction diminishes.	Feb 1, 2013 3:29 PM
2	There are currently many positions that have not been filled so people are doing the work of 2 full-time positions. The affects both morale and effectiveness.	Feb 1, 2013 12:25 PM
3	no	Feb 1, 2013 10:35 AM
4	We do not provide enough instructors for lower level psychology classes. These classes serve several majors outside the department.	Feb 1, 2013 8:48 AM
5	many programs are in desperate need of filling vacant or new faculty positions, in order to meet the needs of our students for a quality university education	Jan 31, 2013 10:59 PM
6	Some growing programs are understaffed as measured by student-faculty ratios.	Jan 31, 2013 8:14 PM
7	We are significantly understaffed at UH Hilo per benchmark data.	Jan 31, 2013 6:52 PM
8	Several departments need more faculty to provide sufficient number of classes for students	Jan 31, 2013 6:12 PM
9	In certain areas, retired faculty are not being replaced, creating a situation in which programs cannot offer enough courses to meet student demand.	Jan 5, 2013 4:35 PM
10	we are understaffed in the Nat Sci Div. We have PhDs spending hours unnecessarily doing nonPhD-level work. That is a waste of \$\$ and bad for morale.	Dec 17, 2012 12:53 PM
11	We are losing faculty, and not replacing them in sufficient numbers. The latest hoopla about "all the new faculty positions we are hiring for" is, in fact, merely replacement hires, and we are not even staying even on that front.	Dec 14, 2012 9:43 PM
12	Hire more faculty!	Dec 13, 2012 10:03 AM
13	Our Director received a degree from an institution that was not regionally accredited at the time.	Dec 10, 2012 6:51 PM
14	Too many administrators and not enough teaching faculty. This is supposed to be a faculty governed university, and there are many administrators that refuse to make the difficult decisions because of it. Why do they get paid so much more than the faculty, if the faculty are expected to do the administrative work? College of Arts and Sciences needs serious reorganization.	Dec 10, 2012 3:11 PM
15	Student affairs has several vacant positions that we do not have the budget to fill - I hear similar complaints from my colleagues in Academic Affairs. However, given the State's fiscal climate, I am not sure we can do much about this factor other than to be very strategic about where we spend our funds.	Dec 10, 2012 12:16 PM
16	Departments are short staffed. Faculty does not have enough clerical support. Administration and Student Services departments keep growing but the "teaching"/academic and support for teaching does not increase.	Dec 10, 2012 7:57 AM
17	Elimination of professional positions and replacing those with non-professional/clerical workers all under the guise of budgetary restrictions.	Dec 9, 2012 3:02 PM

**Page 4, Q8. Would you like to provide evidence for your assessment?**

18	We are a comprehensive university. That means quality teaching, research, and service at undergraduate and graduate levels. To do that we need quality service. Our current support bureaucracy at the university is archaic and has not been expanded beyond that of a teaching institution of 40 years ago. How the university supports all of these activities needs to be a coordinated discussion and change effort. This is difficult because of the unions, but needs to be done.	Dec 9, 2012 11:59 AM
19	Quite simply the support staff and the administration spend their time creating barriers and hindering faculty instead of supporting them. I have never been at any other institution where I spend so much of my time on secretarial tasks. I can do these tasks well, but there is an opportunity cost to the university when faculty spend their time on trivial tasks. For example, we have an advising center that simply tells faculty to advise students. Why even bother to have them? Faculty also provide their own secretarial services to a large extent and also perform many of the functions of the administration, e.g. department chair duties.	Dec 8, 2012 5:25 PM
20	All programs within our college are stretched thin and are in need of additional personnel, i.e. numerous lecturers hired to teach lower level courses, many positions rely on grant funding.	Dec 8, 2012 11:43 AM
21	Our department has had unfilled faculty positions and holds on filling these needed positions for many years	Dec 8, 2012 10:49 AM
22	Uh Hilo needs capable professional faculty who are leaders in their field, not just people who just wants get tenure. Research must be the forefront requirement for tenure.	Dec 8, 2012 8:09 AM
23	need more faculty priority on admin positions	Dec 8, 2012 6:17 AM
24	academic IT support/ DL guidance	Dec 8, 2012 5:57 AM
25	Some critical programs are woefully understaffed.	Dec 7, 2012 10:09 PM
26	maybe in administration, but not in academic faculty. too few faculty with too few resources and qualifications.	Dec 7, 2012 9:12 PM
27	Gen Ed requirements created bottlenecks that have not been matched to hiring policy so far. GCC in particular	Dec 7, 2012 8:22 PM
28	There is a lack of electricians, plumbers and custodial staff. The business office takes 4-5 weeks to turn around a PO.	Dec 7, 2012 5:37 PM
29	Many departments are going without needed faculty. English and Physics, for example, have faculty shortages serious enough to affect student progress.	Dec 7, 2012 4:31 PM
30	Many core classes offer a limited number of sections because adequate faculty can't be hired or retained to teach the necessary courses.	Dec 7, 2012 4:30 PM
31	We desperately need to restore faculty positions that have been lost.	Dec 7, 2012 4:30 PM
32	Faculty course load is high.	Dec 7, 2012 3:21 PM
33	There are too many administrators and support staff and hiring appears to be increasing. Meanwhile, the number and range of faculty required to teach	Dec 7, 2012 2:35 PM

**Page 4, Q8. Would you like to provide evidence for your assessment?**

required courses is decreasing as student numbers increase. This needs to be addressed. Attrition of faculty as retirement occurs needs to be stemmed. Funds for teaching should not be diverted to increase administration.

34	If I could forward the 50 student emails trying to get me to let them into my full classes I would.	Dec 7, 2012 2:06 PM
35	look at student-faculty ratio in some dept. and still new positions are not given according to those numbers...	Dec 7, 2012 1:56 PM
36	no graduate college despite the number of grad and professional programs offered. Assigned tasks to support curriculum implementation and academic polices are assigned to a woefully understaffed registrar's office which also supports registration, graduation evaluations and degree conferral, catalog publishing, degree audit programming, tuition appeals, in addition to tasks assigned by the UH System and other offices. A survey of peer institutions was conducted in Nov, 2011 pertaining to assigned tasks and staffing in other registrars' offices. Despite a record number of academic programs and levels to support and record enrollments, the registrar's office was reduced by 2 FTE since March, 2011. Additional duties have been assigned by the UH system. Business affairs is also intent on requiring our staff to post transcript charges in the accounting system so address the potential conflict of interest of the business office both posting the charges and the payment.	Dec 7, 2012 1:44 PM
37	Due to budget cuts and the economic downturn, I believe this situation exists.	Dec 7, 2012 1:38 PM
38	Fill faculty lines before we add more layers of admin or support	Dec 7, 2012 1:36 PM
39	Not enough faculty to teach classes. Not enough support staff to process grades, etc.	Dec 7, 2012 1:27 PM
40	Many departments in CAS have lost faculty to retirement who have not been replaced and they are woefully understaffed to meet student demand (Geog - ES) or they have experienced huge growth in demand with no addition of faculty FTE (Chem). Lots of Student Services folks and high-paid administrators (or retired hanging on high paid ex-administrators like in CoP) but not sufficient support in the faculty ranks.	Dec 7, 2012 1:16 PM
41	While we could always use a few more professors, UH Hilo is in a better position than other institutions where I have taught.	Dec 7, 2012 1:15 PM
42	As it is at most US institutions, administrative bloat is a significant problem at this university. The ratio of administrators to faculty has grown dramatically in the past 20. This is the primary reason for the increase in tuition costs which are a major barrier to student retention. This trend is largely due to the micromanaging of WASC and other accreditation bodies which are managed by administrators, members of the business community, and clergy.	Dec 7, 2012 1:12 PM
43	The Business Office needs additional personnel to assist with the current financial system changes (KFS)	Dec 7, 2012 1:08 PM



**Page 5, Q11. Would you like to provide evidence for your assessment?**

1	Faculty are excellent overall. Since instructor-level faculty are not evaluated for service during contract renewals, their participation in assessment, etc., is voluntary. Fortunately, many participate voluntarily and do an excellent job. The number of faculty is insufficient in some disciplines with increasingly large classes and high student demand.	Feb 1, 2013 3:36 PM
2	As with most institutions, some faculty (from tenured to lecturers) are fabulous and dedicated and some are burned out.	Feb 1, 2013 12:27 PM
3	no	Feb 1, 2013 10:35 AM
4	We know what and whom we need; financial resources are lacking to complete hiring for open/vacant positions.	Jan 31, 2013 8:16 PM
5	I have heard both from employers and alumni that the rigor of some of the STEM programs has been compromised by the cancellation of upper level mandatory classes due to low enrollment. The mandatory class is then waived. Employers have shared that this has resulted in unprepared students. Alumni have also shared that when a required class is cancelled it gives the impression that this material is not important. It may be good to conduct an employer survey asking what skills are needed and required for specific programs.	Jan 31, 2013 6:58 PM
6	We have good faculty with good qualifications, representing diversity. However, faculty get burdened with too many administrative tasks. Several departments need more faculty.	Jan 31, 2013 6:14 PM
7	Again, faculty numbers in certain programs are insufficient to meet student demand. In addition, faculty development is NOT a priority at UHH, and the recently appointed development committee is largely filled with non-faculty, service personnel. Faculty need to direct funding for faculty development. If the administration doesn't understand this, then the problem is even greater than we fear.	Jan 5, 2013 4:38 PM
8	i don't see any evidence that that last statement is true -- at least on in the Nat Sci Div.	Dec 17, 2012 12:55 PM
9	The institution is not hiring faculty at a rate sufficient comensurate to its growth. It also routinely fails to give voice to its non-tenure track instructors.	Dec 14, 2012 9:46 PM
10	Some faculty do not diligently engage in professional development.	Dec 11, 2012 8:55 AM
11	As I said, College of Arts and Sciences needs some serious reorganization.	Dec 10, 2012 3:14 PM
12	I am not sure that this is true: "The institution has an instructional staffing plan that includes a sufficient number of fulltime faculty with appropriate backgrounds, by discipline and degree levels."	Dec 10, 2012 12:18 PM
13	Which part of this statement would you like me to respond to?	Dec 10, 2012 10:30 AM
14	Faculty in departments are understaffed. We can't provide for student education when faculty are not replaced when retired or enrollment is increased and faculty/instructors are loss due to retirement, moving, research, release time, etc.	Dec 10, 2012 8:12 AM
15	One department has an administrator with a non-accredited PhD from what the	Dec 9, 2012 3:03 PM

**Page 5, Q11. Would you like to provide evidence for your assessment?**

US DOE at once grouped with "diploma mills".

16	While we have great faculty in many areas, the integration of those faculty in campus-wide efforts is challenged. Classes and resources that are important part of degrees conferred in other departments are left to the responsibility of the home department, even though those resources are key to the degrees in other programs. Further leadership within departments and divisions is frequently ineffective and there is a complete lack of engagement and transparency of process in regards to all faculty - non-tenure, adjunct, etc. People need to think and work more institutionally, but there are not incentives to do that.	Dec 9, 2012 12:05 PM
17	There's quite a bit of resources devoted to this assessment and program review. The last one for our department took several hundred hours to complete with no release time given.	Dec 8, 2012 5:27 PM
18	see previous comment	Dec 8, 2012 10:50 AM
19	little shared gov. with faculty	Dec 8, 2012 6:18 AM
20	it demonstrates the opposite! students can't get classes, lab facilities are poor, and there is no plan that identifies priorities.	Dec 7, 2012 9:14 PM
21	Heavy reliance on Faculty to handle administrative work. Instructors and lecturers are heavily exploited as they are at most campuses in public institutions.	Dec 7, 2012 8:25 PM
22	Not sufficient in number.	Dec 7, 2012 4:31 PM
23	See my previous response. More faculty are needed.	Dec 7, 2012 4:31 PM
24	We need to replace retiring or departing faculty promptly and expand in some areas. Some programs are at risk of disappearing since the administration keeps taking funds to hire administrators and assistants for themselves. At the same time, faculty do not have adequate clerical or secretarial support in their programs and we waste a lot of time doing what staff should be doing.	Dec 7, 2012 2:37 PM
25	See Juvik's data on how every other area of the university personnel has grown at a factor of 5 -10X the rate of faculty.	Dec 7, 2012 2:10 PM
26	see above	Dec 7, 2012 1:57 PM
27	The move to more adjunct faculty is disturbing	Dec 7, 2012 1:37 PM
28	faculty -- not sufficient in number !	Dec 7, 2012 1:28 PM
29	See my response to Ques 6 (I think). I forgot to mention that some departments (Chem) is offering more than 50% of its courses with lecturers. That's just not right.	Dec 7, 2012 1:18 PM
30	a few too many adjuncts, but not out of line with most universities.	Dec 7, 2012 1:16 PM
31	The retention rate of new faculty at this university is amongst the lowest in the nation with 4 out of 5 new faculty members leaving before being here for 5 years. There is no formal process of exit interview to identify the reasons for this	Dec 7, 2012 1:16 PM

**Page 5, Q11. Would you like to provide evidence for your assessment?**

problem. However, it has recently come to light that faculty morale is the lowest that it has ever been. Reasons include political corruption, low salaries, lack of support, etc...





**Page 6, Q14. Would you like to provide evidence for your assessment?**

1	Although we have an organizational chart, we are lacking, from the top down, any clear directions so that everyone knows how to move forward. People want to talk about things forever instead of taking any stand that might not work.	Feb 1, 2013 12:29 PM
2	no	Feb 1, 2013 10:36 AM
3	We have had too many "Interim" this-and-thats, from Deans to Vice Chancellors. This situation may be resolving itself. The new people are going to have to demonstrate leadership.	Jan 31, 2013 8:17 PM
4	I don't believe we are organized effectively and/or efficiently. More cross training and customer service approach would help. If someone is out on leave, it as if everything ceases for that function. Processes take even longer.	Jan 31, 2013 7:00 PM
5	CAS is too big and needs to be reorganized into two or more organizational units. We have departments in CAS that are as big as other UHH colleges - which does not serve the departments nor the CAS well.	Jan 31, 2013 6:16 PM
6	Need a quantitative system for making decisions (what depts to hire, etc.). Decision support tools is an emerging field that could help.	Jan 14, 2013 9:39 PM
7	Organizational structures and decision-making processes are often unclear and privilege certain groups and individuals over others. Sustaining effective academic programs is certainly NOT a priority at UHH. Academic program quality is NOT a priority or even a consideration in decision making.	Jan 5, 2013 4:59 PM
8	i think it's getting better - but i was surprised when the new VC of Administrative Affairs was appointed without a search. That was not transparent.	Dec 17, 2012 12:57 PM
9	Student Affairs personnel below directors and cluster leaders not involved in decision-making. Directors/cluster leaders do not effectively represent their subordinates.	Dec 13, 2012 12:14 PM
10	responsibility?	Dec 11, 2012 7:12 AM
11	Department Bylaws are not consistent from one department to another.	Dec 10, 2012 6:52 PM
12	Department Chair positions are still unclear. Some think they are administrative, top-down, others feel that they are more a coordinator position to represent the faculty interests within departments. Each department is very different. It is also not clear what the difference between the department chair position and the division chairs.	Dec 10, 2012 3:34 PM
13	Which part of this statement would you like me to respond to?	Dec 10, 2012 10:31 AM
14	How can programs be sustained if not enough faculty members. There is no balance in faculty/students/majors. Eg. Geography only 3 faculty , Sociology 3 faculty has more majors and higher demand for their course then ASTR/PHYS who has 4 faculty & 3 instructors with less majors and lower enrolled classes	Dec 10, 2012 8:20 AM
15	While the decision making processes are clear, waffling does exist based upon political pressure.	Dec 9, 2012 3:04 PM
16	The differences between the different colleges confounds this. In CAS, there is a	Dec 9, 2012 12:10 PM

**Page 6, Q14. Would you like to provide evidence for your assessment?**

	Dean with over 100 faculty vs. the other colleges with far less. Divisional hierarchy in CAS creates a very different decisional approach in other Colleges and therefore communication across those efforts become very complicated and not transparent. The Colleges need to be reorganized to better serve our strategic plan. Again, in today's world, "effective academic programs" cannot be developed in isolation from those other programs who also provide classes to them. More cross-disciplinary efforts needs to be made.	
17	There are far too many layers to effectively make decisions. For example, try "walking around" a form for five different signatures in order to travel to Oahu. Other processes such as hiring and personnel evaluation are so convoluted and have such restrictive policies that the committees are not even allowed to think or make effective decisions.	Dec 8, 2012 5:31 PM
18	admin failure at all levels	Dec 8, 2012 6:19 AM
19	Communication btwn faculty and adm could be improved. Need more regular sharing of university position, academic vision.	Dec 8, 2012 6:01 AM
20	Sometimes it is not clear how decisions are made, or who is responsible.	Dec 7, 2012 10:10 PM
21	We don't have a good process at all. Programs (like West Hawaii) are forced on us out of nowhere, poorly planned and even more poorly funded.	Dec 7, 2012 4:32 PM
22	Hiring processes run slowly here. For example, I met someone who interviewed here before anywhere else and UHH was the last university to get an offer to the person. They wanted to come here but the lag time circumvented this. I am not sure if this was departmental or at an HR level, but we would have a higher selection of faculty candidates if a more streamlined process was in place.	Dec 7, 2012 3:22 PM
23	This has greatly improved over the last two years, but we can do more.	Dec 7, 2012 2:37 PM
24	there is extremely poor leadership as demonstrated by the "coasting of our top administrators and where monies are "invested." Why do we spend \$ on food and libation during meetings and yet make the honor student spurchase their own honor cords for graduation?? the General education program which requires student to know to ask for an exceptino and it will be granted rathan than implement a quality and fair general education program.	Dec 7, 2012 1:49 PM
25	The admin do not support instructional mission well	Dec 7, 2012 1:38 PM
26	The organizational chart is convoluted. The administrative decision making is not clear. There are too many levels of bureaucracy for the size of this institution.	Dec 7, 2012 1:29 PM
27	Look at the Juvik chart on Admin and Support growth (bodies) vs Faculty over the last 40 years. We are being suffocated by make-work administrators and "support" staff. I'd like to see Juvik's pie chart converted to money (salaries and operational budget). I think it would be shocking.	Dec 7, 2012 1:21 PM
28	Decision-making processes at the Dean level are often opaque.	Dec 7, 2012 1:17 PM



**Page 7, Q17. Would you like to provide evidence for your assessment?**

1	no	Feb 1, 2013 10:36 AM
2	Decisions about faculty hires does not seem to align with areas of academic growth and demand	Jan 31, 2013 6:17 PM
3	Faculty get very little IT support. Classroom AV systems are not well maintained. Home pages on computers should all be UH Hilo, not Microsoft, Yahoo, and commercial news.	Jan 14, 2013 9:40 PM
4	Planning is done at the program level and then is regularly ignored at all higher levels. Significant faculty time and effort spent on planning in many areas is wasted by being ignored at higher administrative levels. This leads to poor faculty morale and the loss of frustrated junior faculty.	Jan 5, 2013 5:02 PM
5	Strategic planning has failed to take into account the need for new faculty, and has invested too much money in administrative positions.	Dec 14, 2012 9:47 PM
6	New buildings do not meet needs of offices that will occupy them. Users not consulted when plans were drawn up?	Dec 13, 2012 12:15 PM
7	Academic and technological needs are not considered with the momentum and preference seen for personnel (not always chosen for abilities, but due to personal preferences and previous alignments), as well the greatest focus of all being on fiscal outcomes.	Dec 9, 2012 3:07 PM
8	If we are to implement this plan, this definition and alignment are essential. Right now we are still just starting on this.	Dec 9, 2012 12:11 PM
9	I think our administration does this fairly well given the restrictive fiscal climate of the state at this time.	Dec 8, 2012 5:32 PM
10	much talk of plans, much money spent on planning (e.g. WASC), but no follow-through.	Dec 7, 2012 9:16 PM
11	Bloated support services for special programs. Limited clerical support for running academic programs.	Dec 7, 2012 8:27 PM
12	We need more technology resources available to help support advances in both face to face and distance learning	Dec 7, 2012 5:39 PM
13	The problem is that we don't have clear "strategic objectives and priorities." Our objective is to survive. In the past we have tried to do that by grasping at every dollar available, whether it be from tuition money, grant money, or headcount-focused incentives. I am encouraged to hear that our Chancellor is talking about limiting the number of students that come through the door. I hope he follows through on this sensible and overdue measure.	Dec 7, 2012 4:35 PM
14	We need adequate infrastructure and technology. We still have inadequate classrooms, restrooms, and laboratories even though improvements have been made. The IT support should be increased. There are still areas of campus without wireless. Wired teaching classrooms are falling apart. IT support not available after hour classes or weekend class. Off-campus facilities are particularly suffering from this.	Dec 7, 2012 2:39 PM

**Page 7, Q17. Would you like to provide evidence for your assessment?**

15	we have more and more buildings and grounds to support but fewer and fewer staff to maintain the grounds and buildings. There are many fully staffed offices which do not maintain consistent office hours, keep the state offices open during mandated hours or staff kwho appear to have plenty time to talk story.or get their hair cut during office hours., come late, take lunch and leave early	Dec 7, 2012 1:54 PM
16	Planning processes?	Dec 7, 2012 1:49 PM
17	Resource allocation decisions do not appear to be grounded in evidence	Dec 7, 2012 1:40 PM



**Page 8, Q20. Would you like to provide evidence for your assessment?**

1	I can only speak for my discipline, but we have course and discipline objectives with annual assessments. Institutionally, there are measures such as NSSE (student involvement - I may have misspelled that) in addition to enrollment data.	Feb 1, 2013 3:39 PM
2	no	Feb 1, 2013 10:37 AM
3	We should concentrate on the metric of student learning.	Jan 31, 2013 7:01 PM
4	Educational objectives are recognized at the program level, but the reality is that all faculty know the most successful professors at UHH spend as little time teaching, interacting, and giving feedback to their students as possible. Research and publishing are privileged over teaching, and educational objectives take time away from research. More and more faculty teach large classes (80-100) with multiple choice tests that are quick to grade. If the educational objective is to get students to memorize data for short-term use, this works. If not, then this fails, but it doesn't matter if the faculty member can publish two additional 3-page articles.	Jan 5, 2013 5:12 PM
5	More data on student average GPA, one for lower division and one upper division, within each college should be provided to faculty members.	Dec 11, 2012 8:57 AM
6	I believe most Departments have begun a program of assessment. We also have a very strong Assessment Committee and Chair under faculty congress.	Dec 10, 2012 3:39 PM
7	Again, ... which part?	Dec 10, 2012 10:33 AM
8	In at least one instance a doctorate program was launched without clear and provable indications of its need or the ability to fund it. At this time, while 12 students were required to begin this program, after only several months just 9 students are enrolled during the very first semester of this program's existence at UHH.	Dec 9, 2012 4:11 PM
9	We are working on these aspects and it seems to be progressing.	Dec 9, 2012 12:13 PM
10	I don't know if I've ever seen any data on this. Institutional research seems pretty under-staffed.	Dec 8, 2012 5:33 PM
11	retention and completion are only reasonable measures if students get quality education. Low standards in classroom work against efforts to measure student achievement.	Dec 7, 2012 9:19 PM
12	We are very concerned with student retention and graduation. We experience pressure to increase class sizes and decrease the level of difficulty of our classes. Student learning is not even on the radar.	Dec 7, 2012 4:37 PM
13	WASC is on its way.	Dec 7, 2012 3:22 PM
14	The evaluations are a joke, based on pseudo-science. There is NOT empirical evidence that the techniques proposed help student learning. Things are done to make WASC happy and for no other reason.	Dec 7, 2012 2:12 PM
15	monitoring and publishing data, we do. Walking the talk to improve retention and graduation rates needs immediate attention as evidenced by our graduation and retention rates. Again, student have to know to request an exception (and it will	Dec 7, 2012 1:57 PM

**Page 8, Q20. Would you like to provide evidence for your assessment?**

be granted in most cases) rather than approve policies which don't result in exceptions as the rule.

16	We could do more in terms of assessing our effectiveness in learning outcomes at all levels	Dec 7, 2012 1:41 PM
17	Data are not clearly articulated to those who can make appropriate decisions or pleas for support. Also, data are not accurate.	Dec 7, 2012 1:30 PM
18	Leave the faculty alone and let them do the jobs they were trained to do.	Dec 7, 2012 1:22 PM
19	The institution does a great job of ensuring that faculty members stay active in working with a very challenging student population.	Dec 7, 2012 1:18 PM





**Page 9, Q23. Would you like to provide evidence for your assessment?**

1	There is a strong sense of antagonism between academic affairs and student affairs, between faculty and staff. A more respectful attitude toward one another should be encouraged to create a more cohesive working environment.	Feb 1, 2013 12:32 PM
2	no	Feb 1, 2013 10:37 AM
3	Our current system processes (that are run by leadership) is not high performing. New technology (Kuali), change in leadership with RCUH has not gone smoothly and has resulted in lengthy timelines with groups outside of UH (vendors, grantors).	Jan 31, 2013 7:05 PM
4	Transparency in leadership. Listening sessions where the admin listens to faculty. Faculty have low morale because they are getting squashed and don't feel like the admin cares.	Jan 14, 2013 9:41 PM
5	Recent events have demonstrated that there is absolutely no accountability or responsibility in the UH leadership system or at UHH. Promises are regularly made and then broken by all levels of UH leadership, and yet the leaders continue in their positions and receive salary increases. This is debilitating for faculty and others who are trying to keep things running. There is no leadership at UHH. It does not exist.	Jan 5, 2013 5:16 PM
6	Administration inattention to faculty governance procedures has sapped the will of the faculty to contribute in this important area.	Dec 14, 2012 9:49 PM
7	Lack of mentorship/promotion of staff.	Dec 13, 2012 12:16 PM
8	Leadership at UHH and CoP is really bad and lacking!	Dec 13, 2012 10:05 AM
9	CoBE needs a new dean immediately	Dec 11, 2012 8:58 AM
10	past 7 years?	Dec 11, 2012 7:14 AM
11	We need more inspirational leaders. Recently our Chancellor has lost his connection with faculty. Dean of CAS is in the habit of side stepping his own responsibilities.	Dec 10, 2012 3:40 PM
12	I think more communication is needed from the leadership to the faculty as to efforts, decisions, etc. I think they are doing a good job, but the communication is lacking.	Dec 9, 2012 12:14 PM
13	The administration does the minimum amount necessary for the job. There are far too many doing too little.	Dec 8, 2012 5:35 PM
14	Our department chair/director is ineffective and narcissistic therefore our department has substantial internal problems	Dec 8, 2012 10:57 AM
15	Generally, dept chairs are hard working and effective	Dec 8, 2012 6:02 AM
16	no leadership	Dec 7, 2012 9:20 PM
17	Deans have little budgetary control; seem to engage in paper shuffling more than leadership. More the fault of the overall power structure than the deans.	Dec 7, 2012 8:30 PM

**Page 9, Q23. Would you like to provide evidence for your assessment?**

18	I am not sufficiently informed on this topic.	Dec 7, 2012 4:37 PM
19	A recent faculty survey in my unit showed 85% have "poor" or "very poor" confidence in the Chancellor.	Dec 7, 2012 4:33 PM
20	Everything rises and falls on leadership. I view things as "rising" and feel confident about many in roles of leadership. RCUH needs ongoing work for their processes. Other inefficiencies happen elsewhere and are not always the fault of UHH. However, whatever is under the university's control we should try to improve.	Dec 7, 2012 3:22 PM
21	This has greatly improved under the new Chancellor, but there is still a tendency for people to pass the buck.	Dec 7, 2012 2:40 PM
22	I have worked at numerous universities. there is no accountability here and UH hires "leaders" who have poor track records at their previous institutions. UH is paying hundreds of thousands of dollars to ousted administrators each year. The university, as I have been told, is paying interest on the electric bills because it's 3 months overdue but we have money for other frivolous expenditures or staff. Retrenchment and reassignment of staff may be necessary	Dec 7, 2012 2:04 PM
23	Admin positions are filled without sufficient faculty input	Dec 7, 2012 1:42 PM
24	accountability????	Dec 7, 2012 1:31 PM
25	Say what? Leadership marked by high performance and accountability. Oh to be desired.	Dec 7, 2012 1:23 PM



**Page 10, Q26. Would you like to provide evidence for your assessment?**

1	no	Feb 1, 2013 10:37 AM
2	Faculty insufficient in number.	Jan 31, 2013 8:19 PM
3	Strongly believe that we should have one of the top schools for astronomy clearly based on our resources. Ait would be good to better connect with the observatories as employers and for faculty. Additionally, would be good to consider a co-operative education program where students graduate with a degree in 5 years with 5 paid work semesters of quality employment. This would attract students to these programs.	Jan 31, 2013 7:28 PM
4	We are not staffed with sufficient number of faculty in many areas. We have excess capacity in terms of low enrolled classes in some areas and in other areas are not able to offer sufficient number of classes to meet enrollment needs	Jan 31, 2013 6:19 PM
5	"Sufficient numbers of faculty" needs to be addressed.	Jan 21, 2013 11:53 AM
6	Faculty numbers are insufficient and in decline. The entire responsibility for programs is in the hands and on the backs of the faculty, who maintain standards because of their own personal integrity at great cost to themselves in time, effort, frustration, and lost income due to low salaries.	Jan 5, 2013 5:19 PM
7	In the Humanities and Social Sciences there are not have enough faculty to provide the level of education an institution like ours should achieve.	Dec 14, 2012 9:51 PM
8	The academic standards of this university have improved considerably in the last ten years. The new GE program requires written assignments to be included with all certified GE courses. This has helped considerably. One more step would be to require prerequisites for any 300 or 400 level classes.	Dec 10, 2012 3:42 PM
9	We could work more with the community to build a strong Astronomy, Geology, Marine Biology, Environmental program for our students. Brown & Cornell come to Hawaii to do internship and we don't have those kind of programs for students.	Dec 10, 2012 8:29 AM
10	Attention is needed at the graduate level, especially if there is even a consideration of going into Ph.D. programs. Informal peer review indicates that we are weak in some areas.	Dec 9, 2012 12:15 PM
11	We actually do this very well. It should continue to be one of our highest priorities.	Dec 8, 2012 5:36 PM
12	standards decreasing	Dec 8, 2012 6:21 AM
13	Grade inflation and loss of academic rigor as Gen Ed classes grow in size with no TA support.	Dec 7, 2012 8:32 PM
14	The problem area is "staffed by sufficient numbers of faculty."	Dec 7, 2012 4:39 PM
15	We have too many "remedial" students and there is great pressure to lower our teaching standards so they can pass classes, which penalizes better qualified students and weakens our degree credibility. There is pressure from administrators on faculty to allow for grade inflation as they tend to take the students' side if they fail a course. We are lacking key faculty as faculty are often	Dec 7, 2012 2:42 PM

**Page 10, Q26. Would you like to provide evidence for your assessment?**

not replaced since fund are then taken for administrative purposes.

16	Policy and oversight for DL could be better	Dec 7, 2012 1:44 PM
17	sufficient numbers of faculty ???	Dec 7, 2012 1:31 PM
18	More or less redundant with some of my earlier comments. WASC is a pain in the ass OR some folks on campus push their own agenda's in the almighty name of WASC.	Dec 7, 2012 1:25 PM



**Page 11, Q29. Would you like to provide evidence for your assessment?**

Progress is being made, but to my knowledge, competencies are not clearly defined and published university-wide for all majors. Gen Ed does have a list of competencies to be certified. Accredited programs have fully met this standard.

The General Education is a major headache for people to understand and follow. A much simpler system should be put in place. In addition, some majors clearly have lower standards of reading and writing than others.

4	Our General Education committee has work tirelessly to integrate the new GE program into the curriculum.	Jan 31, 2013 8:20 PM
5	I know that my program has integrity and meets this requirement. However, I am aware that some programs do not meet the same standards and are simply a quick and easy route to a college degree. Students are well aware of which programs are valuable and which are simply worthless.	Jan 5, 2013 5:23 PM
6	graduate programs need to improve in this regard	Dec 25, 2012 6:36 PM
7	Competencies are not reviewed systematically.	Dec 10, 2012 6:56 PM
8	Syllabi have improved considerably in the last ten years. In 2003 and 2004, many faculty members did not even use syllabi. Now there is a template that must be followed for any new courses proposed, and they must be evaluated for academic rigor by the Campus-wide Curriculum Review Committee.	Dec 10, 2012 3:44 PM
9	It's okay but could be better.	Dec 10, 2012 8:31 AM
10	Attention is needed at the graduate level and should be determined by talking with peer and industry advisory groups.	Dec 9, 2012 12:16 PM
11	This is done fairly well in our department. I can't speak for other areas, but I imagine it to be true across the board.	Dec 8, 2012 5:37 PM
12	In order to maintain head count, I have been forced to take students in my classes that do not have the necessary and published prerequisites.	Dec 7, 2012 4:40 PM
13	WASC is on its way.	Dec 7, 2012 3:22 PM
14	too many students make it through UHH due to grade inflation and laxness. Many do not possess the abilities required for jobs in their field because of this.	Dec 7, 2012 2:43 PM
15	Again, we are wrapped up with superficial pseudo-science techniques for evaluating student progress, and an unbiased, empirical approach is not supported.	Dec 7, 2012 2:15 PM
16	The competencies at graduation are not included in course syllabi	Dec 7, 2012 1:45 PM
17	Haven't seen all syllabi to determine but the Gen Ed Committee reviews for quality.	Dec 7, 2012 1:32 PM
18	"Competencies required for graduation" = WASC-Speak for "you have to pass the required courses with a GPA of 2.0 or higher"?	Dec 7, 2012 1:27 PM





**Page 12, Q32. Would you like to provide evidence for your assessment?**

1	I would commend the Business department for their integration of a Critical Thinking class into their requirements. Although it can certainly be integrated into other courses -- Poly Sci does a good job at this -- clearly indicating to students that critical thinking is a necessary skill to graduating from college is key.	Feb 1, 2013 12:38 PM
2	no	Feb 1, 2013 10:40 AM
3	Positive feedback from graduates.	Jan 31, 2013 8:20 PM
4	students come to University because they are expecting to have better employment opportunities. it is crucial to be able to link the study to application and employment.	Jan 31, 2013 7:32 PM
5	Again, my own programs meets or exceeds the description in this statement. However, I have recently discovered that some programs do not require nearly the same rigor. For instance, some science programs are very far from requiring 45 upper division level credits for graduation. The question becomes, how many lower division credits are equal to 45 upper division credits and how do we define "significant study in depth" for a major. Our registrar can verify which programs require fewer than 45 upper division credits for graduation, so this is a simple thing to check.	Jan 5, 2013 5:28 PM
6	The gobbledy-gook of the above statement is indicative of what is wrong with so-called "assessment" in our institution and the country as a whole. Education is not advance by appying these so-called measurements of educational success. It is achieved by putting faculty in classrooms who have the ability and passion to help students learn.	Dec 14, 2012 9:54 PM
7	Transfer students have advantage over institution students in applying courses towards Gen Ed requirements.	Dec 13, 2012 12:18 PM
8	Yes, this has been one of the main goals of the new GE program that has been implemented since Fall 2011. I believe it has helped improve the academic standards throughout the curriculum in many of the ways described above.	Dec 10, 2012 3:46 PM
9	This institutions GE requirements are complex, confusing and need to be reduced to fewer options.	Dec 10, 2012 12:21 PM
10	I'm not sure about some of the feel good language in this statement, but we do a pretty good job in our degree granting programs.	Dec 8, 2012 5:38 PM
11	we were doing well until faculty decreased in our program	Dec 8, 2012 6:23 AM
12	This item is way to long.	Dec 8, 2012 6:03 AM
13	When we accept an AA from anywhere and allow a student to use that to waive gen ed requirements, our gen ed requirements become meaningless. Most of our students are transfer students, so this is not insignificant. This is a system policy, and I hope WASC talks to the system about this.	Dec 7, 2012 4:41 PM
14	WASC is on its way.	Dec 7, 2012 3:22 PM
15	The main problem with GE is that the requirements are confusing to students and requirements keep being added.	Dec 7, 2012 2:43 PM

**Page 12, Q32. Would you like to provide evidence for your assessment?**

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**Page 13, Q35. Would you like to provide evidence for your assessment?**

1	Some are published, others are not.	Feb 1, 2013 3:45 PM
2	no	Feb 1, 2013 10:40 AM
3	Library hours being cut due to budget cuts does not reflect these expectations.	Jan 5, 2013 5:30 PM
4	Talk about "learning outcomes" is just more claptrap. The only learning outcomes one needs are the ones we have been providing for years, namely grades for students.	Dec 14, 2012 9:56 PM
5	there in appearance, but not staffed or implemented	Dec 11, 2012 7:17 AM
6	Library resources not consistent with evidence-based practice. Our school has One (1) SPSS package.	Dec 10, 2012 6:58 PM
7	Learning Outcomes are required on all course modifications and new course proposals.	Dec 10, 2012 3:47 PM
8	See previous comments related to this question.	Dec 10, 2012 8:34 AM
9	I'm not sure about the library resources. It is difficult to find any relevant journals or resources there unless one considers HotRod and MotorTrend to be authoritative references for science and technology.	Dec 8, 2012 5:40 PM
10	decreasing resources for program impact above	Dec 8, 2012 6:24 AM
11	The first part, yes. The second part: "These outcomes and expectations are reflected in academic programs and policies; curriculum; advisement; library and information resources; and learning environment." No. Because of the shortage of faculty, students are getting waivers from administrators to allow them to graduate on time.	Dec 7, 2012 4:42 PM
12	Library resources need to be addressed. Also, all off campus sites are severely underfunded even though it is at these sites that ALEX mainly occurs.	Dec 7, 2012 2:44 PM
13	Not so much reflected in academic policy	Dec 7, 2012 1:47 PM
14	Puke.	Dec 7, 2012 1:29 PM



**Page 14, Q38. Would you like to provide evidence for your assessment?**

1	Curriculum Central is making an effort to do the above mentioned, but it is not an easy task to catch curriculum and program changes that may affect other programs, other prerequisites, etc. A committee of fellow faculty will often assume that if the department approved it, it must be okay, and errors are overlooked.	Feb 1, 2013 12:40 PM
2	no	Feb 1, 2013 10:40 AM
3	Our curriculum review process is cumbersome, inefficient, and lengthy. There is no funding support for improvement. See my comments on faculty development.	Jan 5, 2013 5:32 PM
4	we're improving our system for approval of new courses & curriculum changes - however, the long-term assessment is lacking. Also, we have no office for 'improving teaching skills' -- also, we have no post-tenure review.	Dec 17, 2012 1:02 PM
5	Here is yet more wasted space. This review process is a self-perpetuating exercise designed to justify all the resources tossed into creating more resources towards administrative oversight and review. If the money for these practices were redirected towards putting more faculty into classrooms, the money would be far better spent.	Dec 14, 2012 10:02 PM
6	Changing pathways for deliberation and approval make it hard to follow.	Dec 13, 2012 12:20 PM
7	Our new DNP program does not enough Advanced Practice faculty to support it. There are no means for constructive critique of the program and its impact on the BSN program.	Dec 10, 2012 7:02 PM
8	Yes, since we have been using Curriculum Central for this process, it has helped keep us very organized in the review process.	Dec 10, 2012 3:48 PM
9	Programs need to work cohesively and collaborate on changes that may affect other departments. Eg. Change of English course that is needed in Marine/Biology. Change in numbering that may affect other majors that need the same course for graduation. Some faculty opt not to be evaluated by their students so nothing to measure if the course is relevant for their education/career goals.	Dec 10, 2012 8:36 AM
10	The seven year reviews seem appropriate.	Dec 8, 2012 5:40 PM
11	quality assurance a sham admin do not for example implement program review agreements	Dec 8, 2012 6:25 AM
12	We are getting a new IR person; perhaps institutional data will be more accessible in the future, and we will use data to inform our decisions.	Dec 7, 2012 4:43 PM
13	Transparency to improve entrenched inefficiencies and lack of accountability must be addressed.	Dec 7, 2012 3:22 PM
14	Our assessments are based on jumping through WASC hoops rather than empirically supported, unbiased techniques. Our assessments are a joke, and waste of time and energy.	Dec 7, 2012 2:19 PM
15	too much red tape - insufficient	Dec 7, 2012 2:00 PM

**Page 14, Q38. Would you like to provide evidence for your assessment?**

16	Program review is not use for decision making	Dec 7, 2012 1:48 PM
17	Curriculum review via Curriculum Central is still cumbersome.	Dec 7, 2012 1:34 PM
18	Actually, we have curriculum/program approval processes that are almost Inquisitional. Slow and cumbersome. How did I ever get educated in a world (mid 1960's) that lacked a WASC-mandated "...deliberate set of quality assurance processes at each level of institutional functioning,..."?	Dec 7, 2012 1:33 PM
19	Numbers on our students are always helpful, but we shouldn't move heaven and earth to get them.	Dec 7, 2012 1:22 PM





**Page 15, Q41. Would you like to provide evidence for your assessment?**

1	Especially when the scholarship allows students to be involved in a faculty member's research, this should be encouraged. Innovation and creative activity are what make a student's college experience a memorable and meaningful one.	Feb 1, 2013 12:42 PM
2	no	Feb 1, 2013 10:40 AM
3	Teaching is quickly becoming the new "service" of our tenure and promotion process. That is, it does not count in decisions of tenure and promotion. Research and publication are the only things that count in tenure and promotion decisions. Teaching is considered "excellent" with very little evidence. The major concern is how many publications the candidate has at the time of application.	Jan 5, 2013 5:36 PM
4	I have never had a formal evaluation from my department head. This person always cancelled stating she had meeting to attend.	Dec 10, 2012 7:02 PM
5	Yes, we have articulated standards for research and publication for our tenure and promotion process.	Dec 10, 2012 3:48 PM
6	Our goal should be to make sure the students graduate on time and that core classes are provided before we offer Special Topic courses. It's a plus to have faculty who does research and publications but we also need to deliver courses so our students can graduate. Some are too tied up in research and may be only teaching one course which leaves two less courses for students to take or need to be taught by lecturers.	Dec 10, 2012 8:42 AM
7	Faculty are allocated time for research and service, but most of this time is consumed by service activities.	Dec 8, 2012 5:41 PM
8	resources decreasing to meet objectives above	Dec 8, 2012 6:26 AM
9	Various innovative projects, like Business & Poli Sci competitions at the national level.	Dec 8, 2012 6:05 AM
10	There is not enough incentive for performance above expectations.	Dec 7, 2012 10:12 PM
11	scholarship not rewarded or recognized. No clear statement of required scholarship and/or measures. Promotion is based on keeping folks happy.	Dec 7, 2012 9:24 PM
12	Our faculty are active in scholarly activities and for the most part are engaged educators.	Dec 7, 2012 4:44 PM
13	More resources are needed for quality research.	Dec 7, 2012 4:32 PM
14	There is a lot of lip service for this, but inadequate funding. Faculty are rarely rewarded for taking on new efforts. Not to mention that faculty rarely have funds to do anything significant. We can barely fund our core lab exercises.	Dec 7, 2012 2:45 PM
15	our policies are more than vague. not applied to everyone in same way!	Dec 7, 2012 2:02 PM
16	Innovation in teaching, assessment is not usually rewarded in tenure and promotion	Dec 7, 2012 1:50 PM
17	No.	Dec 7, 2012 1:35 PM

**Page 15, Q41. Would you like to provide evidence for your assessment?**

18 Professors need more support for traveling to conferences and overseeing independent work of undergraduates.

Dec 7, 2012 1:23 PM

**Page 16, Q44. Would you like to provide evidence for your assessment?**

1	ALEX has been a good addition to meeting this goal. So has the General Education requirement for Global and Community Citizenship. The biggest difficulty is finding release time for faculty who support the extra activities required for this integration.	Feb 1, 2013 3:47 PM
2	We do this extraordinarily well in some departments, so those people should be rewarded.	Feb 1, 2013 12:43 PM
3	no	Feb 1, 2013 10:40 AM
4	Service is ignored. Student learning and its quality is not recognized at any level above the program level. Scholarship and teaching are only linked if one can receive credit for teaching by including students in her/his own research, thereby receiving credit for teaching by doing research. No resources are available to promote such linkages.	Jan 5, 2013 5:39 PM
5	As before, time allocated for research and service is consumed by service for the most part. There needs to be a bit more of a balance.	Dec 8, 2012 5:42 PM
6	no significant institutionalizaton	Dec 8, 2012 6:27 AM
7	Little cross discipline activity promoted except for Faculty Congress.	Dec 8, 2012 6:06 AM
8	Not sure what this means; not enough information to answer the question.	Dec 7, 2012 4:44 PM
9	We do not promote scholarship-it seems to be a dirty word. We need higher academic standards. Would be great to have more student learning and service outside the classroom, but where is the funding. Where funding does exist, it rarely is provided to faculty, it just goes to a new and numerous group of administrative assistants who take the funding, .but then want faculty to do all the work.	Dec 7, 2012 2:47 PM
10	just not true. service is expected but not valued	Dec 7, 2012 2:02 PM
11	Say what?	Dec 7, 2012 1:35 PM



**Page 17, Q47. Would you like to provide evidence for your assessment?**

1	no	Feb 1, 2013 10:41 AM
2	I only know what happens in my College; some people seem to have 'deals' that seem unrelated to their productivity. Others are not extended the same 'deals' and wonder what it takes to get one. Salaries are wildly skewed in my College of two departments.	Jan 31, 2013 8:24 PM
3	there is great disparity and lack of concrete measures with evaluation. it is dependent on bargaining unit.	Jan 31, 2013 7:34 PM
4	Again, what is privileged in the faculty reward system is publication, NOT teaching. However, with a 3-3 teaching load, and ever greater service and student interactive duties, the bulk of the faculty time is used up, leaving little or no time for research and publication. The only way to publish is to reduce the teaching/instructional workload by having smaller or fewer classes, or moving to a multiple choice testing format that significantly reduces grading time demands (and also student feedback).	Jan 5, 2013 5:46 PM
5	Evaluation in my unit is a joke.	Dec 13, 2012 12:21 PM
6	course evaluation is really all about individual promotion, still no institution, unit, or course level evaluative purposes.	Dec 11, 2012 7:21 AM
7	Very inconsistent evaluation process. I have never had a formal evaluation from my director. She always cancelled stating she had to attend meetings. I have seen academic bullying in our department which has caused some of our faculty to voluntarily leave.	Dec 10, 2012 7:05 PM
8	Yes, there is a system of faculty evaluation in place. Probably too much emphasis is place on the student course evaluations.	Dec 10, 2012 3:50 PM
9	Some faculty do not do evaluations. No staff recruitment as staff is the same for 10+ years in the respective colleges but student services and administration staff has increased. Administrative staff and student services staff do not directly affect teaching.	Dec 10, 2012 8:46 AM
10	In some departments, much more professionalism should be displayed by administration concerning dealing with faculty issues. Faculty should not be hired and retained based upon personal affiliations with administration.	Dec 9, 2012 4:15 PM
11	in this department faculty orientation is minimal, peer review is non-existent, student evaluations are skewed as students can deliberately rank faculty high or low depending on "likableness" and not material learned	Dec 8, 2012 11:06 AM
12	By now, I'm thinking this survey is a joke. How can one have peer review if individuals determine who are the peers and what reviews are included in evaluation. Student evals are often tainted by grades and more effort placed on developing a pretty dossier that including important material.	Dec 7, 2012 9:28 PM
13	I think we have too much assessment and too many people working on it and being paid to do it, rather than focusing workload, incentive, and evaluation on Faculty-student interaction. As any WASC team member should realize, the paradox of assessment is that as assessment procedures increase and are	Dec 7, 2012 8:40 PM

**Page 17, Q47. Would you like to provide evidence for your assessment?**

duplicated in various ways (e.g program reviews vs WASC reviews), campus bureaucracies increase, and the intent of assessment is undermined by drawing away from the primary educational mission of the campus.

14	We have to get away from using student evaluations to evaluate teaching performance. Reliance on "customer satisfaction" in combination with near-open admissions creates an atmosphere of catering to the lowest common denominator.	Dec 7, 2012 4:45 PM
15	WASC is on its way.	Dec 7, 2012 3:22 PM
16	where are the "incentives"?	Dec 7, 2012 2:03 PM
17	Overly arbitrary, capricious and politicized.	Dec 7, 2012 1:54 PM
18	Nope.	Dec 7, 2012 1:36 PM
19	No complaints.	Dec 7, 2012 1:23 PM





**Page 18, Q50. Would you like to provide evidence for your assessment?**

1	We do have a lot of workshops for faculty regarding technology, but not about much else. It would be great to have cross-curriculum inspiration and awareness of what others are doing in their classrooms that exemplifies "Excellence in Teaching."	Feb 1, 2013 12:47 PM
2	no	Feb 1, 2013 10:41 AM
3	There is no support for faculty development. The recently appointed development committee consists of a majority of non-faculty employees, who do not understand faculty workload demands.	Jan 5, 2013 5:48 PM
4	what is needed is an office/something to support effective teaching strategies/skills, sharing of best practices, etc.	Dec 17, 2012 2:28 PM
5	This is currently being addressed.	Dec 13, 2012 12:12 PM
6	The DL personnel are very helpful. They were the only resources I had to develop my courses when I was first shown my office, the text, and my computer.	Dec 10, 2012 7:07 PM
7	There is a great deal of effort to offer workshops for faculty, but not all faculty are motivated to take advantage of these.	Dec 10, 2012 3:51 PM
8	More development opportunities for faculty not as many or none for staff. The Chancellor provided a fund but the application process is tedious and \$ is one bucket.	Dec 10, 2012 8:47 AM
9	There's a lot of focus on technology in the classroom and UH-Hilo does a good job at that. It might be beneficial to have more focus on sound pedagogical techniques and classroom instruction.	Dec 8, 2012 5:43 PM
10	decreasing support	Dec 8, 2012 6:28 AM
11	Some activity this past year. Could have more regular sessions/ activity.	Dec 8, 2012 6:07 AM
12	training and development is sporadic	Dec 7, 2012 5:42 PM
13	When we don't even have enough faculty to staff required classes, this is kind of a lower priority.	Dec 7, 2012 4:46 PM
14	While these are offered, and excellent, adequate access is trying and more frequent availability would help.	Dec 7, 2012 3:22 PM
15	Ans to part one of question = "no". Ans to part two of question = beats me.	Dec 7, 2012 1:38 PM
16	If anything, we could scale back our writing and technology instructional support. Professors need time, not training.	Dec 7, 2012 1:24 PM



**Page 19, Q53. Would you like to provide evidence for your assessment?**

1	Times are still tough, though.	Feb 1, 2013 3:49 PM
2	Most people on campus know that the cost of energy and health care are putting the university into a deficit. Solutions to this or a plan to remedy this have not been shared that I know of.	Feb 1, 2013 12:49 PM
3	no	Feb 1, 2013 10:41 AM
4	We are a ward of the state. We do, however, have very strong political support from the community that results in decent support in the state's legislature. However, from time to time, as the political power centers change, UH-Hilo can (and has been) 'forgotten'. Our recognition within the System is sometimes tenuous and only grudgingly recognized.	Jan 31, 2013 8:26 PM
5	Budgeting at UHH is joke. It lacks transparency at all levels. Funding is promise and then disappears. Budgets are always under threat. My own program budget is currently less than half of what it was three years ago, yet the program has twice as many students. This is where the administration's priorities are most evident. Basic educational programs, that is basic undergraduate education, is being starved at UHH in favor of special programs and colleges. We are on the brink of a disaster if funding for programs and faculty is not restored.	Jan 5, 2013 5:52 PM
6	There seems to be lots of waste for questionable travel expenses. Other more essential supplies, faculty are cut.	Dec 10, 2012 7:09 PM
7	With the economic recession, the State of Hawaii has had a difficult time in recent years. We are still struggling.	Dec 10, 2012 3:52 PM
8	We are supported by tuition and legislative/tax dollars. Would be nice to have more flexible resources of finance.	Dec 10, 2012 8:49 AM
9	Anytime a small and always struggling financially institution of higher learning authorizes the commissioning and installing of a \$750,000. piece of irrelevant sculpture on campus when so many other vital student/academic needs are unmet, should be examined for prudent fiscal decision making.	Dec 9, 2012 4:17 PM
10	We do a pretty good job at this.	Dec 8, 2012 5:44 PM
11	no transparency, ad hoc policies	Dec 8, 2012 6:28 AM
12	"Resources are aligned with educational purposes and objectives." No. WASC should compare the growth in Student Services, other administration, and teaching faculty. We have no one to teach ENG 100, but five people from Student Services lined up to give backrubs to the student who is stressed out about not being able to get required classes.	Dec 7, 2012 4:48 PM
13	We need to be excellent stewards and put money in the right places. Ensure faculty retention. People feel insecure here about their jobs. They need to be able to focus on their work, not survival.	Dec 7, 2012 3:22 PM
14	Resources are NOT aligned with educational purposes. Too much is being siphoned off to administrators and their assistants. We can't even get funding for	Dec 7, 2012 2:49 PM

**Page 19, Q53. Would you like to provide evidence for your assessment?**

teaching purposes, labs or ALEX that is anywhere near sufficient. Of course, both ORS and RCUH are nearly paralyzed, so we can't easily use any extra-mural funding we may be able to obtain.

- |    |   |                     |
|----|---|---------------------|
| 15 | We have no money allegedly and we have no graduate college but we're planning on adding engineering and physical therapy programs in the near future. These programs are extremely expensive to offer. Why do we keep adding graduate and professional programs when there is no infrastructure to support them??? Where is the accountability??? | Dec 7, 2012 2:11 PM |
| 16 | Any institution that requires its faculty and staff to forfeit part of their salary in order to balance their books either has no plan for dealing with a deficit or does not have adequate financial resources.  | Dec 7, 2012 1:56 PM |
| 17 | In the words of the Big Bopper, "I don't have no money honey." Well, UHH has money but not enough to support the body (CAS) for the appendages (everybody else).  | Dec 7, 2012 1:40 PM |



**Page 20, Q56. Would you like to provide evidence for your assessment?**

1	no	Feb 1, 2013 10:41 AM
2	More electronic data sources need to be shared from the BIG campus in Manoa.	Jan 31, 2013 8:26 PM
3	Small classrooms need technology to enhance teaching and learning	Jan 31, 2013 6:22 PM
4	For faculty scholarship, the resources are insufficient, although we do have access to Manoa's collection of information. Yet, Manoa faculty have access to more information resources and databases than the faculty at UHH. Why? Everything at Manoa should be available to faculty and students at UHH.	Jan 5, 2013 7:02 PM
5	The DL team is very helpful and willing to plan and implement a cohesive IT plan. However, DL is not well supported and this institution is woefully lagging in IT use and development.	Dec 10, 2012 7:12 PM
6	The U. of Hawaii library system is sufficient.	Dec 10, 2012 3:52 PM
7	More up to date technology in classrooms and better computers, desk and tables for the students. Some of the equipment is outdated.	Dec 10, 2012 8:51 AM
8	The library has some significant problems and very limited holdings. I imagine this is a budget issue, but it makes no sense for UH-Hilo to do this itself when UH-Manoa has a good set of electronic holdings. We should just work with their library instead of maintaining our own set of electronic holdings.	Dec 8, 2012 5:46 PM
9	budget cuts in departmental operating more than 50% in past few years while major count more than doubled...impacts field programs course quality	Dec 8, 2012 6:30 AM
10	noted earlier	Dec 8, 2012 6:08 AM
11	Our library and library personnel are great. The library hours are an issue. The fact that the library is open far fewer hours than the gym is not lost on the students.	Dec 7, 2012 4:49 PM
12	We can't really do DL at all. Even our off campus facilities barely have internet and we even have to pay for that ourselves.	Dec 7, 2012 2:50 PM
13	we offer numerous graduate and professional programs but the library is not open many hours of the week???	Dec 7, 2012 2:12 PM
14	This campus still lags far behind UH Manoa in terms of library resources and timely access to the scientific literature.	Dec 7, 2012 1:58 PM
15	IT is woefully understaffed and funded.	Dec 7, 2012 1:41 PM
16	Access to more journals (even electronically) would be helpful.	Dec 7, 2012 1:26 PM



**Page 21, Q59. Would you like to provide evidence for your assessment?**

1	Technology needs constant updating. This is a huge challenge in tight fiscal times.	Feb 1, 2013 3:50 PM
2	no	Feb 1, 2013 10:42 AM
3	We could probably be doing more to capture students in West Hawaii. On the other hand, we do not do the market research necessary to know if they are actually there.	Jan 31, 2013 8:27 PM
4	We need to plan for replacement of computers in lab classrooms	Jan 31, 2013 6:23 PM
5	Again, certain databases are available at Manoa, but not available to students and faculty at UHH. If we are part of an integrated system, why is this the case?	Jan 5, 2013 7:04 PM
6	working wireless throughout campus!	Dec 17, 2012 2:30 PM
7	The university should have a consistent program of computer replacement based on age, instead of waiting until the computers at 5-10+ years of age become unsustainable.	Dec 9, 2012 4:19 PM
8	This is a real strength for UH-Hilo. HITS and technology training are done well. We've always been blessed with good instructional technology staff.	Dec 8, 2012 5:47 PM
9	Need more student help with trouble-shooting access/ connectivity. Student on campus couldn't find a wifi connection to do videoconference advising near the library this semester without standing in the rain.	Dec 8, 2012 6:10 AM
10	Banner and Star need to be integrated so that advisors can see what a student still needs to take and then what is available in the coming semester that fulfills that requirement.	Dec 7, 2012 4:50 PM
11	There are pockets of inadequacy. Trying to hire qualified people in IT is a challenge.	Dec 7, 2012 3:22 PM
12	IT is understaffed too. Trouble reports may take a few days for anyone to respond. We know it's not that they are back-logged and not lazy. I'm sure they can provide data on trouble reports. they also have to serve off campus university sites and offices.	Dec 7, 2012 2:21 PM
13	Again, IT is woefully understaffed and underfunded.	Dec 7, 2012 1:42 PM
14	Laulima is inconsistent in delivery and effectiveness.	Dec 7, 2012 1:37 PM





**Page 22, Q62. Would you like to provide evidence for your assessment?**

1	There are many areas of excellent achievement that are well-documented, but more could be done to make the attainment of expectations "widely shared." UH Hilo does an excellent job in many areas, but that is not "widely known."	Feb 1, 2013 3:53 PM
2	no	Feb 1, 2013 10:42 AM
3	We're still pretty much in 'silos'. However, within the silos there is self-reflection and conscious design and changing of programs.	Jan 31, 2013 8:28 PM
4	Some faculty take responsibility, and some do not. It is a matter of priorities, and, for individual faculty advancement, it is more advantageous to concentrate on research and publication than on student learning and attainment. What we say and what we do are sometimes not the same.	Jan 5, 2013 7:06 PM
5	A critical and constructive eye is not appreciated.	Dec 10, 2012 7:14 PM
6	It would be ideal if we could motivate our faculty to work across disciplines more for the good of the whole university rather than myopically focusing only on their own departments or field of interest.	Dec 10, 2012 3:54 PM
7	Faculty could learn to work together and partner together to provide stronger curriculum and support for the students.	Dec 10, 2012 8:53 AM
8	Some programs seem to give 3 credits with very low academic expectations. One can look at the statistics by department or class for students who check that they spend 0-2 hours outside of class each week on their course material	Dec 8, 2012 10:15 AM
9	low faculty morale for involvement	Dec 8, 2012 6:31 AM
10	More effort in this area recently.	Dec 8, 2012 6:10 AM
11	Many faculty would like to provide a real education. There is no incentive to do this, and every incentive not to, especially if you are untenured. Faculty members are afraid to give students the grades they've earned, for fear of getting bad evaluations, or of failing "too many" students.	Dec 7, 2012 4:51 PM
12	APC Committee is working on this to form an inter-collegial board to provide feedback as to how the colleges measure up to WASC standards. The faculty have opportunity to contribute by being involved and make a difference - to "row together".	Dec 7, 2012 3:24 PM
13	The university is split between those who want to focus on the unprepared local students (who should be going to the CC's first) and those who wish to uphold academic standards. Little support is provided to faculty who wish to do more than the minimal to help students.	Dec 7, 2012 2:51 PM
14	Not widely known by students, stakeholders	Dec 7, 2012 1:53 PM
15	"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)." What the f does this mean?	Dec 7, 2012 1:43 PM
16	Our informal faculty discussions of student achievement are the most valuable.	Dec 7, 2012 1:27 PM

3	at least some faculty/programs do this well.	Dec 17, 2012 2:31 PM
4	Some faculty challenge their students and some take the easy way out.	Dec 10, 2012 3:55 PM
5	Some departments are better in this then others. Departments need to be evaluated.	Dec 10, 2012 8:54 AM
6	Departmental assessment data tends to show this.	Dec 8, 2012 5:47 PM
7	Overall ok.	Dec 8, 2012 6:11 AM
8	Good students bored and not challenged. They leave.	Dec 7, 2012 9:30 PM
9	There is little support for faculty members who wish to provide challenging, engaging experiences. Class sizes are increasing, and everything seems geared toward increasing quantity (of graduates), not quality.	Dec 7, 2012 4:52 PM
10	Many faculty seem to let students "slide by" in their courses and this creates a bad situation for those faculty members who hold their students to a higher standard.	Dec 7, 2012 4:33 PM
11	This varies greatly by program or unit. Again, catering to unprepared students is crippling everyone who is interested in minimum standards.	Dec 7, 2012 2:52 PM
12	MOP has been doing this at UHH and at selected system campuses for about 40 years. Marine Science since its creation in the early 1990's. Don't know about other units.	Dec 7, 2012 1:44 PM
13	We challenge students as much as they can take.	Dec 7, 2012 1:28 PM

**Page 24, Q68. Would you like to provide evidence for your assessment?**

1	There isn't a particular system in place (that I know of) to check whether high standards are maintained for student grades except in accredited programs. Overall I think most faculty members have high standards, but there's not a system to report them.	Feb 1, 2013 3:56 PM
2	no	Feb 1, 2013 10:42 AM
3	As a program, we are working of demonstrating this, however, there is little or no institutional support to ensure that our program can demonstrate these levels of attainment. More support for faculty to demonstrate this attainment is necessary.	Jan 5, 2013 7:10 PM
4	have no idea what happens to graduates	Dec 13, 2012 9:48 AM
5	We need to use national-stadardized tests more often.	Dec 11, 2012 9:02 AM
6	Students are guided into majors where jobs are scarce without a post-graduate degree.	Dec 10, 2012 7:16 PM
7	Writing intensive requirements do not appear to be taking care of poor writing skills for many. While someone should be able to complete a WI class for academic credit with a D, they should not receive WI credit for such poor performance.	Dec 8, 2012 10:18 AM
8	we have done well..but now decreasing resources challenge future success	Dec 8, 2012 6:33 AM
9	Only obvious from the dept. level.	Dec 8, 2012 6:11 AM
10	We don't really track our graduates. We have little idea what happens to them after they leave.	Dec 7, 2012 4:52 PM
11	Not systematically	Dec 7, 2012 1:54 PM
12	And how should we do this beyond requiring a specific set of courses at a minimum acceptable GPA? That is, without needlessly wasting time.	Dec 7, 2012 1:46 PM

**Page 25, Q71. Would you like to provide evidence for your assessment?**

1	There is a lot of informal interest by faculty to teach well. I don't think UHH has a formal system (except accredited programs), but I would caution that a formal system might take so much time as to actually detract from the teaching time. Program Review is probably sufficient.	Feb 1, 2013 4:00 PM
2	no	Feb 1, 2013 10:43 AM
3	I believe that no one has ever addressed the last sentence.	Jan 31, 2013 8:30 PM
4	This institution ignores the processes of teaching and learning and provides no support for faculty to engage in such inquiry. Again, teaching and learning are NOT UHH priorities. Research and publication are how faculty achieve status at UHH.	Jan 5, 2013 7:12 PM
5	We need a faculty lounge or other place where faculty can meet regularly to share ideas.	Dec 10, 2012 3:56 PM
6	It is not enough to establish testing policies that demonstrate academic rigor, but those policies must be adhered to consistently. This is not always the case.	Dec 9, 2012 4:22 PM
7	We do a very good job with integrating technology in the classroom, but could use help on teaching techniques. It's not a weakness, but could be improved.	Dec 8, 2012 5:48 PM
8	not done	Dec 8, 2012 6:33 AM
9	increased effort recently.	Dec 8, 2012 6:12 AM
10	Very few people above the department chair level care at all about learning. It's not that they're bad people; it's that they can't afford to. Learning gets in the way of increasing throughput, and throughput is what we're judged on, period.	Dec 7, 2012 4:53 PM
11	WASC is on its way.	Dec 7, 2012 3:24 PM
12	I can't take any more of this. I tried to finish the survey.	Dec 7, 2012 1:47 PM

**Page 26, Q74. Would you like to provide evidence for your assessment?**

1	no	Feb 1, 2013 10:43 AM
2	The faculty do take responsibility for the teaching and learning process, at least some of them, but leadership in support of academic objectives does not exist. Academic objectives are clearly not a priority for this administration. Quality does not matter, and the faculty understand this.	Jan 5, 2013 7:15 PM
3	There are no mechanism to evaluate persons in leadership positions. Leadership is often mistaken for management.	Dec 10, 2012 7:18 PM
4	Need more transparency and collaboration/consulting before changes are made. Or at least make the university know of intentions for changes and consult people affected by changes.	Dec 10, 2012 8:56 AM
5	The School of Nursing lacks intelligent and equitable leadership. The focus is on self-gratification rather than successful academic outcomes.	Dec 9, 2012 4:25 PM
6	Shouldn't this be a shared responsibility?	Dec 8, 2012 5:49 PM
7	effective leadership lacking	Dec 8, 2012 6:34 AM
8	More effort recently but can always improve.	Dec 8, 2012 6:13 AM
9	No evidence to support this.	Dec 7, 2012 9:32 PM
10	If you define "improvement" as increasing headcount, then we're great at that. If you define it as anything to do with learning, we don't really do that above the level of the individual faculty member.	Dec 7, 2012 4:55 PM
11	Deans should embrace this; politics need to be shed.	Dec 7, 2012 3:25 PM

3	program review recommendations not implemented-process just a formality	Dec 8, 2012 6:34 AM
4	program reviews irregular and have no impact on outcomes. Waste of time.	Dec 7, 2012 9:33 PM
5	We have a program review process, although it has a few holes.	Dec 7, 2012 4:55 PM
6	This needs serious attention university-wide. We don't have good review systems in place across the board. Some colleges do - others are embracing the challenge.	Dec 7, 2012 3:27 PM

**Page 28, Q80. Would you like to provide evidence for your assessment?**

1	Poor governance and leadership throughout. Some department chairs and deans unqualified for leadership positions. Management is top heavy.	Feb 1, 2013 4:59 PM
2	no	Feb 1, 2013 10:43 AM
3	The faculty is ignored and marginalized by the administration in all aspects of academic leadership. Administrators have, in the past, specifically ignored faculty governance initiatives.	Jan 5, 2013 7:17 PM
4	some faculty do anyway. i don't know what %	Dec 17, 2012 2:33 PM
5	"Leadership" encourages conformity. Bylaws are not consistent throughout the system.	Dec 10, 2012 7:21 PM
6	Some faculty are motivated to work hard in these areas, and others get burned out and prefer not to get involved.	Dec 10, 2012 3:57 PM
7	At the School of Nursing, effective academic leadership is neither consistent nor promotes effective higher education character.	Dec 9, 2012 4:27 PM
8	Faculty congress and assessment personnel try to do too much and often ends up making work for the rest of the faculty. The new general education requirements and applied learning initiatives are examples of this.	Dec 8, 2012 5:53 PM
9	history of lack of shaged gov with admin meas low faculty morale -lack of interest in cooperation with admin	Dec 8, 2012 6:36 AM
10	Faculty governance is weak at best. Congress's recommendations have been ignored.	Dec 7, 2012 4:56 PM



**Page 29, Q83. Would you like to provide evidence for your assessment?**

1	no	Feb 1, 2013 10:43 AM
2	No idea if this is done or not	Jan 31, 2013 6:25 PM
3	if we do it is not shared	Dec 13, 2012 9:49 AM
4	More data on students' achievement should be made available to faculty.	Dec 11, 2012 9:04 AM
5	Surveys are geared to reflect positive findings.	Dec 10, 2012 7:22 PM
6	Not enough housing, student interaction, and support. We need to work together so students has a solid experience here at UHH and not the "run around".	Dec 10, 2012 8:58 AM
7	I guess we do this.	Dec 8, 2012 5:53 PM
8	never seen it	Dec 8, 2012 6:36 AM
9	Collected but not disseminated well.	Dec 8, 2012 6:14 AM
10	We have data, but we don't use it/them. We deliberately turn a blind eye to the consequences of admitting anyone who can fog a mirror. It is no surprise that underprepared students will fail out in large numbers, yet (some) administrators seem to act like this is some strange aberration that is the fault of the faculty.	Dec 7, 2012 4:58 PM
11	I have no idea if we do this.	Dec 7, 2012 4:42 PM

**Page 30, Q86. Would you like to provide evidence for your assessment?**

1	no	Feb 1, 2013 10:43 AM
2	It isn't clear to me that students entering know the difference between "acceptance" and "guaranteed degree".	Jan 31, 2013 8:32 PM
3	Academic advising falls on the faculty and it is their responsibility to address student concerns and solve problems. For engaged faculty members, this requires a significant amount of time and effort that goes entirely unnoticed. For example, some days I do not have a moment alone in my office due to the number of students I advise.	Jan 5, 2013 7:21 PM
4	na	Dec 13, 2012 10:29 AM
5	Need better transfer/advising. Need to be clear on deadlines especially withdrawal, add.	Dec 10, 2012 9:02 AM
6	Students in the DNP Program at the School of Nursing are not sufficiently prepared or supported for that ineffectual and poorly developed academic program.	Dec 9, 2012 4:29 PM
7	Don't know.	Dec 7, 2012 4:42 PM
8	we have created policies and system which result in more and more modifications, substitutions and waivers for the students' program of study. the faculty had the best of intentions but there are significant unintended consequences that neither some of the faculty or the administration wants to hear. we have increased the number of requests for exceptions. We have increased the number of exceptions granted and processed	Dec 7, 2012 2:29 PM

**Page 31, Q89. Would you like to provide evidence for your assessment?**

1	Lack of vision and brand, particularly at UH Hilo. No support for IT and DL.	Feb 1, 2013 5:01 PM
2	no	Feb 1, 2013 10:44 AM
3	We do not reflect on our planning or progress. The administration has no interest in engaging the faculty in reflection or planning.	Jan 5, 2013 7:22 PM
4	Comments from most of these sessions seem to be systematically ignored.	Dec 8, 2012 5:54 PM
5	Episodic efforts.	Dec 8, 2012 6:15 AM
6	We have annual planning sessions and an extensive strategic plan, but in practice we don't really have a clear mission except for choosing quantity above quality. Personally I don't think this is an appropriate or sustainable mission for the university.	Dec 7, 2012 4:59 PM