The Campus Pulse:
Gauging Faculty/Staff Perspectives of the Institutional Environment
Honolulu Community College
SPRING 2005
Faculty & Staff Accreditation Self Study Survey

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ASSESSING THE INSTITUTIONAL ENVIRONMENT TO IMPROVE STUDENT LEARNING

As part of HCC's ongoing assessment effort and the current WASC Accreditation Self Study, a survey of faculty and staff perspectives of the institutional environment was conducted in the Spring of 2005.

RESEARCH DESIGN

Questionnaire Development and Administration

After examining similar evaluations previously conducted at HCC and other community colleges, the survey instrument design was coordinated by Cynthia Smith (Self Study Co-Chair) with input from the entire campus community. David Cleveland (HCC Sociology Professor) and Leslie Minar (work study assistant) then worked with Cynthia Smith to create the online questionnaire.

The questionnaire was rather lengthy as it was designed to provide data to be used by the major Standard Committees in drafting their sections of the Self Study.

The questionnaire was divided into eleven sections. Each section contained a number of items (statements) to which respondents stated their level of agreement (Strongly Disagree to Strongly Agree). At the end of each section of fixed response items, respondents were provided an opportunity to make comments about particular problems, suggested solutions, or praise/recognition of excellence.

HCC employees (faculty, lecturers, administrators, APTs, and Civil Service workers) were the target population. As most HCC employees have direct access to computers and the internet, the principal data collection method involved posting the questionnaire at an HCC website using Survey Pro 2.0 and urging HCC employees to complete the online questionnaire.

Some hard copies of the questionnaire were printed and made available to staff who lacked internet access (manual entry of data required).

The questionnaire contained three demographic items: Employment Classification, Gender, and Number of Years at HCC.

Adequacy of the sample

The entire population of faculty and staff (approximately 380 individuals) was urged to complete and submit the survey.

While not everyone completed the survey, the resulting sample size was reasonably representative: 136 employees completed the survey (36% response rate).
Response Rate

Response rates varied significantly by employment category: (note: not all respondents provided their employment category)

Table 1

<table>
<thead>
<tr>
<th>Employment Category</th>
<th>Approx # in category</th>
<th># Responses</th>
<th>Response Rate (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>135</td>
<td>73</td>
<td>54%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>100</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>Staff (Admin/Support)</td>
<td>133</td>
<td>42</td>
<td>32%</td>
</tr>
<tr>
<td>Administrator</td>
<td>12</td>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>380</td>
<td>131</td>
<td>35%</td>
</tr>
</tbody>
</table>

A fairly high percentage (54%) of full-time faculty responded, yielding a very representative sample of faculty opinion about campus governance (+5% accuracy).

The significantly lower "staff" response rate (32%) is understandable as fewer members of the staff have traditionally had much knowledge of many aspects of institutional environment (mission statement development, decision-making processes, divisional structures, classroom facilities, university academic policies, etc.). Furthermore, the Staff Senate Executive Committee which now represents "staff" employees in the campus decision-making process is a relatively new campus entity.

The low lecturer response rate (12%) is not surprising. Many lecturers teach a single course and often that course is offered in the evening or at an off campus location where lecturers have limited contact with an array of campus processes and facilities. Lecturers do, however, have a voting representative on the Faculty Senate Executive Committee and are encouraged to participate in division and campus meetings.

Overall, given the length of the survey, the array of potential respondents, and the numerous comments that explain and amplify the fixed category response items, the sample size is acceptable - just below the minimum required for ±5% level of accuracy.

While the analysis of the data that follows often includes cross tabulations (comparing the responses of various employment categories - faculty, lecturer, APT, and Civil Service), one must be somewhat careful about the validity of highlighted differences as only the full-time faculty response rate warrants such disaggregation of the data set.

Data Input & Analysis

Online survey data were automatically collected by Survey Pro 2.0; hard copy survey data were manually input by HCC student assistant Leslie Miner.
RESPONDENT DEMOGRAPHICS

Demographic data were collected in three items.

EMPLOYMENT CATEGORY

Full-time faculty are somewhat over-represented in the sample - they make up about 36% of HCC employees, but account for about half of all responses. Given the greater participation of full-time faculty in many aspects of campus decision-making, this over-representation was expected.

Number of Years at HCC

As seen in Pie Chart #2 below, the sample is fairly evenly divided between relatively new employees, midterm employees, and long-term employees:
RESPONDENT GENDER

Interestingly, a number of respondents failed to identify their gender - perhaps concerned that their remarks might lead to identification through a process of elaboration analysis.

In any case, among respondents who revealed their gender, as seen in Pie Chart #3 below, female respondents are somewhat over-represented:

![Pie Chart #3: Your Gender (N = 110)]

FINDINGS

The length of the survey and the wide array of aspects of the campus institutional environment studied caused us to subdivide the questionnaire into eleven category areas. The findings will, therefore, be presented and discussed in the same manner.

For each of these areas, the overall response patterns/distributions will be displayed - followed by data breakdown by employment category and, sometimes, by gender and/or number of years at HCC.

Except for the written comment areas, the facilities subsection, and a handful of demographic items, respondents selected from six fixed response categories, ranging from Strongly Disagree to Strongly Agree with a Don't Know/No Knowledge option.

In this report, the Don't Know/No Knowledge responses have been eliminated from the data set to facilitate the calculation of means (averages) for each item to facilitate mean value comparisons.

Rank-ordered (by mean value) horizontal bar graphs have been prepared for each major questionnaire category.
Rank-ordering was accomplished by removing the DU/DK responses from the data set and then assigning a
score of 1 to 5 to the response categories:

Strongly Disagree = 1  Disagree = 2  Neutral = 3  Agree = 4  Strongly Agree = 5

Mean values were then calculated from the assigned scores.

Translation: The higher the mean value for the item, the more respondents agreed with the item’s statement.

MISSION - WELL UNDERSTOOD, BUT NOT AS WELL COMMUNICATED

In the first section of the questionnaire, respondents were provided with the text of the college’s current
mission statement and then given four statements (and a comment section) to which they were asked to
indicate their personal degree of agreement.

The bar graph below reveals that most HCC employees know, understand, and agree with the college’s
mission; however, many respondents feel that the college’s actions should better reflect its mission and that
the college needs to improve the communication of this mission to the general public.

While the rank ordering of these items is fairly uniform for all campus employees, Table #1 below
demonstrates some differences by employee category. For example, full time faculty seem to best know and understand the college’s mission (mean value of 4.34) while Civil Service employees are most likely to
believe that the college’s mission is communicated outside the institution (mean value of 3.42).

![Figure 2: Bar Graph of MISSION - All Respondents - Rank Ordered by Mean Value of Item]

Mission

1. I know and understand this college’s mission.
2. I believe this mission is appropriate.
3. Mission is communicated outside of institution.
4. This college’s actions reflect its mission.

![Figure 7: Table #2: Mission Items by respondent position]

<table>
<thead>
<tr>
<th>Mission</th>
<th>Overall</th>
<th>Administrator</th>
<th>Faculty</th>
<th>Lecturer</th>
<th>RPT</th>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.10</td>
<td>3.50</td>
<td>4.34</td>
<td>3.92</td>
<td>3.69</td>
<td>3.56</td>
</tr>
<tr>
<td>1. I know and understand this college’s mission</td>
<td>4.02</td>
<td>3.75</td>
<td>4.21</td>
<td>3.75</td>
<td>3.76</td>
<td>3.90</td>
</tr>
<tr>
<td>2. I believe this mission is appropriate</td>
<td>2.98</td>
<td>2.75</td>
<td>2.89</td>
<td>2.78</td>
<td>3.68</td>
<td>3.47</td>
</tr>
<tr>
<td>3. Mission is communicated outside of institution</td>
<td>3.43</td>
<td>3.75</td>
<td>3.53</td>
<td>3.37</td>
<td>3.50</td>
<td>3.42</td>
</tr>
<tr>
<td>4. This college’s actions reflect its mission</td>
<td>3.67</td>
<td>3.48</td>
<td>3.76</td>
<td>3.44</td>
<td>3.60</td>
<td>3.71</td>
</tr>
</tbody>
</table>
RESPONDENT COMMENTS - MISSION

The sample comments below have been selected to represent some of the major concerns that respondents have with the mission statement, the degree to which the campus embraces the mission, and the effectiveness of our communication of the mission to the community:

The College and its mission appear to be receiving pretty good publicity. I truly believe the faculty is aware of and working towards fulfilling that mission. Sometimes, the administration seems to be somewhat off-track. Their long-range goals may be legitimate, but those goals are not always clearly articulated. How we LOOK to other colleges and politicians often overshadow our basic mission. I still run into people who have never heard of HCC or think we only do automotive and apprenticeship training. ... need to improve on public awareness. The mission of the school does not reflect in any way the track it has chosen. ... The mission and core values need to be prominently displayed throughout the campus, modeled through the actions of our leaders, and consistently referred to in meetings as a touchstone for planning and decision-making. ... Our mission is excellent. But the Chancellor does not focus on the “comprehensive” part of our mission. I am proud of our technical mission and brag about it all the time when I interact with the community. But the vast majority of people in this state, let alone our community, think of HCC as “only a technical school,” and not a comprehensive community college. ... HCC needs more visibility in the community by developing a marketing plan that includes measurable and specific outcomes, outreach strategies, information to be targeted populations, budgets, qualified marketing personnel, and plan reevaluation. ... We are still the best kept secret in town, and could do a better job of marketing the outstanding programs that we have. ... Liberal arts (and especially some individual disciplines within Lib Arts) need more attention. "Lip-service" is being paid to the need for it but actions have been otherwise. ... I believe certain sectors of the population know about our mission and know about HCC, but not enough of the general population or the parents of high school students. ... I believe I understand the college's focus. But the way it is written is awkward...it's much too long. Mission statements should be broad yet succinct to clearly distinguish what the college is about. ... 

(Note: the college's mission statement has been revised/updated since the administration of this survey)

DECISION-MAKING - SATISFACTION IN UNITS; DISSATISFACTION CAMPUSWIDE

While the majority of respondents report they have sufficient opportunity to participate in decision-making within their own units (70% agree/strongly agree; 17% disagree/strongly disagree), there is considerable dissatisfaction with the fairness of administrative decisions, rationale, and allocation of resources (40% disagree/strongly disagree that decisions, rationale & allocation of resources by admin is systematic/fair).
Table #3 below demonstrates that one's position on the campus impacts the degree to which employees feel integrally involved in decision-making processes (Lecturers significantly less satisfied).

<table>
<thead>
<tr>
<th>Decision-Making Item</th>
<th>Overall Mean</th>
<th>Administrator</th>
<th>Faculty</th>
<th>Lecturer</th>
<th>APT</th>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-wide decision-making is systematic and fair</td>
<td>3.61</td>
<td>3.75</td>
<td>2.97</td>
<td>3.60</td>
<td>3.26</td>
<td>3.10</td>
</tr>
<tr>
<td>Sufficient opportunity to participate in decision-making from my unit/department</td>
<td>3.71</td>
<td>3.75</td>
<td>3.97</td>
<td>3.90</td>
<td>3.65</td>
<td>3.39</td>
</tr>
<tr>
<td>Decision-making is systematic and fair</td>
<td>3.54</td>
<td>3.75</td>
<td>3.68</td>
<td>3.42</td>
<td>3.53</td>
<td>3.27</td>
</tr>
<tr>
<td>Sufficient opportunity to participate in campus-wide decision-making</td>
<td>3.32</td>
<td>3.75</td>
<td>3.42</td>
<td>2.73</td>
<td>3.53</td>
<td>3.18</td>
</tr>
<tr>
<td>Decisions, rationale, &amp; allocation of resources by administration</td>
<td>2.63</td>
<td>2.75</td>
<td>2.77</td>
<td>2.29</td>
<td>3.00</td>
<td>3.19</td>
</tr>
<tr>
<td>Whole Group</td>
<td>3.30</td>
<td>3.55</td>
<td>3.38</td>
<td>3.84</td>
<td>3.40</td>
<td>3.23</td>
</tr>
</tbody>
</table>

PERSPECTIVES ON ASSESSMENT & CAMPUS/UH SYSTEM ORGANIZATION

While these items were included in the “decision-making” section of the questionnaire, the fact that their focus is more on assessment activities and the effectiveness of the structure/organization of the campus/UH system has prompted the development of this separate section of the report.

As seen in Bar Graph #3 above, respondents understand why assessment is now being emphasized and implemented (88% Agree or Strongly Agree) and believe that assessment at the college is appropriate and of value (85% Agree or Strongly Agree). Given the emphasis placed upon outcomes assessment by WASC, the administration’s support of assessment activities, the drafting and adoption of student learning outcome statements, and the frequent reminders about the necessity to continue the development of assessment efforts by all major campus organizations (Administrators, Division Chairs, Curriculum Committees, Faculty and Staff Senates), it is not surprising that campus employees are now cognizant of the rationale and appropriateness of assessment.
The organization of the UH System and the degree to which respondents are informed about how UH system level issues impact the college are not as favorably reviewed with fewer than 40% of respondents agreeing or strongly agreeing with positive statements about these areas.

This dissatisfaction is understandable given the major leadership and organizational changes in the UH System in the past few years, the dismantling of the UH Community College Chancellor’s Office, and the ongoing, daunting problems of coordinating/articulating educational programs with the public schools and other units of the UH System.

Table #4 shows the impact of employment classification on these assessment/organizational items:

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Administrator</th>
<th>Faculty</th>
<th>Lecturer</th>
<th>APT</th>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand why assessment is being emphasized and implemented</td>
<td>Mean</td>
<td>4.24</td>
<td>4.25</td>
<td>4.33</td>
<td>4.25</td>
<td>4.17</td>
</tr>
<tr>
<td>Assessment efforts at the college are appropriate and of value</td>
<td>Mean</td>
<td>4.01</td>
<td>4.00</td>
<td>4.03</td>
<td>3.83</td>
<td>4.00</td>
</tr>
<tr>
<td>Current organization of UH system supports on-going improvement</td>
<td>Mean</td>
<td>3.01</td>
<td>2.25</td>
<td>2.91</td>
<td>2.79</td>
<td>3.39</td>
</tr>
<tr>
<td>Well-informed about administrative issues at System level &amp; impact at HCC</td>
<td>Mean</td>
<td>2.99</td>
<td>3.25</td>
<td>2.85</td>
<td>2.91</td>
<td>3.47</td>
</tr>
</tbody>
</table>

DECISION-MAKING/ORGANIZATIONAL/ASSESSMENT COMMENTS

Decision-making, organizational, and assessment items garnered almost four pages of single spaced comments. The selected comments below provide illustrate the degree of concern over the effectiveness of the UH System and the growing understanding of the necessity of engaging in various assessment activities to continuously improve learning outcomes.

The biggest problem is the perception that UH makes the decisions, and the CC’s have no choice but to follow. This definitely is a morale problem; we often feel like recalcitrant children who should be quiet and pay attention to our superiors... Many decisions are made behind closed doors at the system level without consultation with faculty in the trenches. Sometimes they appear to have been made by people who have very little idea of what they are doing, let alone how it will impact the people who must live with it on a daily basis... the University of Hawaii system is driven by the needs of the four-year campuses at Hilo and Manoa - particularly Manoa. Community College faculty are rarely informed of system decisions on curricula, governance, organization, or administrative and financial changes until after the fact, leaving little time to plan for implementation, and no time to give feedback. The system of transfer and articulation is not at all student-oriented... faculty is informed after the fact... Although we are able to participate, the decisions seem it is already made.

There has long been an ongoing lack of documentation of college practices and procedures... There are ample opportunities for the campus to provide input but a scarcity of examples of campus input having any influence over final programmatic decisions coming out of the HCC “executive office.” The real decisions are still made behind closed doors... Although President McClain is making progress and has set a positive tone, the former President’s firing of our CC Chancellor has been a disaster for the CCs... Ramsey does an excellent job of informing the campus community of the administrative activities through updates on e-mail. I think...
there should be some communication about UH from our Chancellor and it should be truthful, rather than to
find it out in the paper and be questioned about it. ... Many program decisions are made externally, and
politically... I believe that at times resources are inequitably allocated; certain programs receive larger
percentages of resources than others without sufficient explanation of why such allocations have been made.
... While people may have sufficient opportunity, they do not take advantage so the end result is decision-making is
concentrated in a few hands. ... Most decisions about major program additions and/or deletions are beyond
faculty control and input. ... I don't believe that administration communicates on a timely basis. Often times,
staff is the last to know. We hear rumors or get asked questions by faculty who already know but we have not
heard anything ourselves. I don't think that staff understands what's going on at the UH system level and the
impacts it has here unless it relates directly to their jobs. I don't think they pay attention to it unless it directly
affects them. ... We are starting to get some say in the decision making process. Maybe someday we will actually
know how the budget works and why programs get the funding that they do. ... The assessment that has been
taking place is excellent. It keeps us in the know that the outcomes of our daily operations are keeping us on
track with our goals. In my area, budget allocations and decisions are made with limited input. decisions are
not always communicated to the constituents. Decisions made by administration are often times determined by
personalities of who is in a position and not by functionality and rational reasons. Exemplary - surprisingly in
the last 3 - 6 months, we've actually met with key personnel and comments were made by those personnel that
this is the first time they've met with our group to discuss common issues... Wow!! ... Much of assessment is of
value, but at some meetings I have witnessed people talking about "playing the game" rather than following the
spirit of assessment to actually improve what we are doing. I don't like what I characterize as the DOE
environment of "let's pretend to educate" - in this case, let's pretend to assess. UH system-level decisions are not
always clear because UH doesn't know what it is doing much of the time (clouded thinking due to over-sized
egos are the major cause of that), but from my perspective sometimes it takes a while for the UH top-level
decision to filter down to the rank-and-file in the trenches at HCC. ... Decision-making is not "fair" if it never
your turn. This is due to the lack of funds available to HCC. ... The UH system is in chaos. The decision
making processes are unclear. The system is run by Chancellors who are protecting their own self-interests.
some of whom have adopted the tactics used by the former UH President. Morale has become extremely
demoralized. ... As far as department decisions are concerned, we believe in process and work hard at coming
to some kind of consensus in which everyone can live with. However, on the administrative level, we have had
decisions literally thrown in our face with minimum input or discussion which have impacted our lives,
professionally and personally. It's not funny! The last three years have been very stressful and at times, very
depressing, because we as a department felt devalued and unappreciated for all the hard work that we do year
after year! This semester we have a dean who is also into process and seems to understand our needs. ... I feel
some people in my department are listened to more than others. They have more influence so it isn't fair and
equitable. I think the reasons for assessment are understood by most people. The hope is that there will be
follow through on the results and changes will take place based on the results. ... Recently, with WASC stressing
more accountability and documentation, there has been more communication in all areas of the campus and
overall I think we are moving to involve more people in a positive movement forward. Thanks to
Cynthia Smith, Beng Poh and the faculty and staff being more accountable and "caring" more....

communication could be stressed more, something more than just e-mails and bulletins

FACILITIES

This section of the survey contained seven items that used a different response scale: Poor to Excellent.
The possible responses were Poor, Fair, Satisfactory, and Excellent - and, therefore, the highest possible
mean score is 4.0 (rather than 5.0 on other fixed response scaled items).

Almost two-thirds of respondents scored these facility areas as Satisfactory or Excellent.

Least satisfactory ratings were given to parking availability and cleanliness of the buildings.
FACILITIES

Safety and healthfulness of College workplace/leaning environment
Cleanliness of the grounds
Security of employees and students
Pleasaliness of my physical work environment
Convenience and accessibility of parking
Cleanliness of the buildings

![Bar Graph]

Figure 30: Table 55. FACILITIES by Employment Category

<table>
<thead>
<tr>
<th>FACILITIES</th>
<th>Overall</th>
<th>Administrator</th>
<th>Faculty</th>
<th>Lecturer</th>
<th>APT</th>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and healthfulness of College's work/leaning environment</td>
<td>2.71</td>
<td>2.00</td>
<td>2.82</td>
<td>2.59</td>
<td>2.64</td>
<td>2.60</td>
</tr>
<tr>
<td>Security of employees and students</td>
<td>2.50</td>
<td>3.00</td>
<td>2.78</td>
<td>2.75</td>
<td>2.83</td>
<td>2.33</td>
</tr>
<tr>
<td>Cleanliness of the buildings</td>
<td>2.38</td>
<td>2.33</td>
<td>2.41</td>
<td>2.26</td>
<td>2.72</td>
<td>2.17</td>
</tr>
<tr>
<td>Cleanliness of the grounds</td>
<td>2.71</td>
<td>3.25</td>
<td>2.84</td>
<td>2.76</td>
<td>2.89</td>
<td>2.71</td>
</tr>
<tr>
<td>Pleasaliness of my physical work environment</td>
<td>2.50</td>
<td>2.60</td>
<td>2.67</td>
<td>2.64</td>
<td>2.63</td>
<td>2.71</td>
</tr>
<tr>
<td>Convenience and accessibility of parking</td>
<td>2.57</td>
<td>3.50</td>
<td>2.61</td>
<td>2.64</td>
<td>2.26</td>
<td>2.41</td>
</tr>
</tbody>
</table>

FACILITIES COMMENTS

Respondents provided almost three single-spaced pages of comments centering on parking (student parking at the college has been the major facility problem for the past three decades; however, the anticipated addition of a major parking area directly behind the library building should resolve most campus parking problems), building cleanliness, painting, and campus beautification:

"Students need more parking, and the apprentices need more parking... Trees are nice and parking is important. However, these do not go well together. Get rid of the trees in the parking lots... Parking is excellent for me as a faculty member. The situation for students is another matter... The building I work in is falling apart, termite eaten, poorly maintained. It was recently painted, having the same effect as putting a band-aid on a brain tumor... I have been sweeping my own office for more than 15 years, and continually have to clean termite dust from stored equipment and supplies... Parking remains a very touchy subject for students and an annoyance for staff. Most of our custodial staff work extremely hard and take pride in their..."
work, but their simply are not enough and the regulars are often pulled to cover absences or special jobs. ... Parking - there must be more, and it must be inexpensive so that students can get to class. I have had many students come late or miss class altogether because parking is so difficult to find. If we solve this problem, I think we will have better retention of students, and higher numbers of new students. Students have changed colleges because of the parking problem. ... need shuttle to parking lot 8. ... Have the legislature change the building code, so that we can build a parking structure like Manoa. Why does MANOA can have a huge parking structure and Honolulu Community College can not!!!! We have the opportunity to build with the NEW area that the school have acquired where the old incinerator was. Security needs to be walking through the buildings. It seems that the graffiti is getting worse in the elevator, building stairwells and bathrooms. Building 7 seems to be the worse. ... The college pales in comparison to HCC, Windward and UH campuses. The college makes little attempt at creating a campus whose layout, grounds keeping and look attract students and area the local area. ... It would be nice to have grass or shrubbery planted on the Dillingham side of our campus, especially on the street side fronting the Admin building. ... Campus safety procedures need to be clearly documented and security officers properly trained. The Health and Safety Committee should meet once a month, take a proactive stance, advocate for the resolution of safety issues, and promote greater campus awareness and attention to improving campus safety. ... At certain hours of the day, we learn to not “give up” our parking space if we intend to return to campus. ... Parking is a problem for students (and for faculty when apprenticeship classes are being held). But being a faculty member and arriving when I do, parking is excellent. ... suggest we hire a daily graffiti remover to discourage the vandals. ... The folks who clean my building are doing an excellent job in general. But the elevators in my building are a huge embarrassment. They smell, are almost always dirty, and are very dangerous. ... The problem is that despite all the hard work our staff does, the community we are in abuse this campus, the breezeway by Building 7 frequently stinks like urine which is really sad when you want to have a college fair or other activity. ... Please clean Building 7 stairwells and classroom ceilings ... as far as pleasantness of my physical work environment, you yourself have a lot to do about that. ... Not enough funds are being spent on repair and maintenance. Building 7 elevators are really bad. Many of the classrooms are dirty with bad furniture. ... HCC has not been given the resources needed to maintain our facilities at even a marginal rate. Consider holding the Regents’ meetings somewhere other than our one state of the art, new room; let them see the disrepair of the classrooms and laboratories that our students use daily. I believe that our grounds and custodial crews do a stellar job with their limited resources and that our fiscal officer works tirelessly to try to find funds for the necessary health and safety repairs. ... facilities are safe and clean BUT not attractive and inviting. ... the new parking area is a great idea for students! ... I believe that something is wrong with the “air” system in Bldg 6 because I haven’t been this sick in all my life!! It only started after I got here. I noticed that everyone in the office is continuously getting sick. Is there a way that we can revamp the entire air system in this building and start again? ... Classrooms and stairwells need sprucing up. ... are there any mold problems in our buildings? Has this hazard ever been tested? I know that many faculty have chronic coughs which they believe may be related to working here (they claim to feel better at home). I too have had my asthma re-surface over the past 10 years after not having had respiratory problems most of the 50+ years of my adult life. Re: Cleanliness - Need to fix problem of morale and other important issues because if can’t fix root cause, nothing will get better. (1) Janitor supervisors need to do walk thru’s (Bldg 7 stairwells and elevators) always dirty and can look the same way for days up to weeks. If janitors cleaned the building 7 better, they could see the increase graffiti and would then report it so that they can be repaired/replaced. Bldg. 7 is a strategic building because it houses many of our main classes and even when complaints go in to Operations/Main/Supervisor it does not appear to make a difference as it remains the same. It is an embarrassment to the faculty and staff here when our students and guess comment on how unprofessional Bldg. 7 stairwells and classrooms appear. Parking problems have caused many of my non-traditional and more responsible students to attend classes late. Two years ago, one of my evening student had his car stolen while it was parked off campus along the canal. I wonder if the upcoming parking area, if it does not have lighting but will provide more parking, will promote vandalism or have safety concerns? ... The grounds crew does an excellent job of maintaining the landscape with the resources available to them. EXEMPLARLY - Ken Kato listens whenever a concern is brought to him and that is appreciated. he is approachable and walks thru the campus often. Outside of bldg 6 needs to be cleaned. Windows/walls are dirty. The purple/green plants need to be removed from the front and sides. Nice greenery needs to be replaced. ... The facilties are horrible. ... The buildings need to be painted perhaps every 5 years, the classroom furniture updated at least every 15 years, and the floors replaced. I have been here since 1980, and the floors in building 7 have never been replaced. Also, grey-beige is an ugly color to paint hallways. Why not a light blue, much more peaceful and pleasant to look at? The classrooms need new window shades. The grounds could use some pretty flowers and plants and more shade trees. There should be more benches, chairs, and
RESOURCES - RELATIVELY HIGH MARKS

This section of the survey contained four statements about supplies, equipment, training, and the unit's use of resources. Overall, respondents seem reasonably satisfied with the resources provided for their programs.

Figure 34: Bar Graph # 5  RESOURCES - All Respondents (DK, DU excluded)

RESOURCES:

My unit/division is utilizing its resources efficiently
Type of supplies/equipment available meets my professional needs
Unit/division has adequately trained employees for duties/responsibilities
Quantity of supplies/equipment available meets my professional needs

![Bar Graph](image)

Figure 35: Table # 6 RESOURCES by Position

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>Overall</th>
<th>Administrator</th>
<th>Faculty</th>
<th>Lecturer</th>
<th>APT</th>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean: Type of supplies/equipment available meets my professional needs</td>
<td>3.53</td>
<td>2.75</td>
<td>3.50</td>
<td>2.83</td>
<td>4.00</td>
<td>3.75</td>
</tr>
<tr>
<td>Quantity of supplies/equipment available meets my professional needs</td>
<td>3.42</td>
<td>2.50</td>
<td>3.43</td>
<td>2.83</td>
<td>3.61</td>
<td>3.62</td>
</tr>
<tr>
<td>Unit/division has adequately trained employees for duties/responsibilities</td>
<td>3.48</td>
<td>3.50</td>
<td>3.58</td>
<td>3.33</td>
<td>3.66</td>
<td>3.33</td>
</tr>
<tr>
<td>My unit/division is utilizing its resources efficiently</td>
<td>3.78</td>
<td>3.50</td>
<td>3.92</td>
<td>3.42</td>
<td>3.76</td>
<td>3.35</td>
</tr>
<tr>
<td>White Group</td>
<td>3.58</td>
<td>3.08</td>
<td>3.50</td>
<td>3.10</td>
<td>3.78</td>
<td>3.35</td>
</tr>
</tbody>
</table>

RESOURCES COMMENTS

Some of the main areas of concern in the area of resources include perceptions that administrators get more than their fair share of resources, lack of resources for security personnel, recycling, and aging equipment in classrooms and offices:

Older equipment that break down are not being funded for replacement soon enough. ... Deans and administrative personnel, including student helpers continually upgrade their computers and monitors while everyone else has to justify and wait. Admin uses much of the monies to upgrade their own equipment before the money is ever distributed to faculty use. My own computer is five years old and one of the newer ones in the department. ... 1. Copy machines and paper need to be readily available to faculty, whose job it is to distribute...
information. These machines need to be capable of big jobs in short times, and capable of performing well consistently under heavy use and long hours of operation. More classrooms with projectors, adequate and up to date video equipment, and high quality, operational, computers need to be more available to students and instructors. ... I give credit to my supervisor for getting things that our office needs. ... SECURITY guards have no radios to communicate SECURITY guards have insufficient amount of orange cones and no portable safety barricade stands for safety concerns that sometimes arise; it emergency repairs, re route traffic to expedite egress/ingress for other type emergencies ... we need more lap top computers for our recruitment efforts. ... we are often struggling to share our resources. If our ONE computer breaks down then we have to wait for it to be fixed. We should have at least 2-3 lap top computers to share amongst the entire staff. ... Why do administrative offices have the best sorting, collating, and stapling duplicating machines? Faculty, whose main need for supplies and equipment center around use and distribution of paper, have single copy, non-sorting, non-collating, non-stapling machines which are also very slow. Don't we deserve better? Other community college campuses I've taught at have the same type of machines for faculty that are found on the second floor of the admin building!! Need to have a better plan at equipment (computer) replacement for all offices (not just because you speak first or loudest should get it). ... Need improvement - would be great if the college had a recycling program and as administration/PCATT got a new laptop computer or digital camera or scanner, other units who would love a 2nd hand one could get it. rather than just hand it over to someone close to the person. would be great if poorer depts could benefit from discards. ... There needs to be a great deal more electronic equipment in the classrooms.

FISCAL RESOURCES - DISSATISFACTION WITH DEGREE OF INPUT

Given the past decade's very lean budgets, dissatisfaction with and complaints about the adequacy of fiscal resources were to be expected; however, the highest dissatisfaction levels are in areas of understanding and having opportunities to have input in the resource allocation process (48% disagreed or strongly disagreed that they have the opportunity to provide input to budget and resource allocation processes).

Figure 39  Bar Graph #6  FISCAL RESOURCES - All Respondents (DK/DU excluded).

FISCAL RESOURCES

Notified in a timely manner when quarterly funds become available 3.24
I am aware of one or more grant programs relevant to the mission my program 3.20
I have previously applied for or received grant funding at this campus 3.13
I understand how budget and resource allocation decisions are made 2.88
My program receives adequate funding to achieve its mission 2.82
I have the opportunity to provide input to budget/resource allocation processes 2.73

As seen in the table below, while all employment classifications are somewhat dissatisfied with some aspects of fiscal resource allocation, lecturers are least satisfied and Civil Service employees are, by far, the most likely to how resource and budget allocation decisions are made.
<table>
<thead>
<tr>
<th>FISCAL RESOURCES: Mean</th>
<th>Overall</th>
<th>Administrator</th>
<th>Faculty</th>
<th>Lecturer</th>
<th>APT</th>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand how budget and resource allocation decisions are made</td>
<td>2.86</td>
<td>2.75</td>
<td>2.84</td>
<td>2.47</td>
<td>3.14</td>
<td>3.44</td>
</tr>
<tr>
<td>I have the opportunity to provide input in budget/resource allocation processes</td>
<td>2.73</td>
<td>2.25</td>
<td>2.62</td>
<td>1.67</td>
<td>2.04</td>
<td>2.59</td>
</tr>
<tr>
<td>My program reserves adequate funding to achieve its mission</td>
<td>2.82</td>
<td>2.25</td>
<td>2.79</td>
<td>2.38</td>
<td>3.07</td>
<td>3.14</td>
</tr>
<tr>
<td>Notified in a timely manner when quarterly funds become available</td>
<td>3.24</td>
<td>3.00</td>
<td>3.36</td>
<td>2.83</td>
<td>3.29</td>
<td>2.87</td>
</tr>
<tr>
<td>I am aware of one or more grant programs relevant to the mission my program</td>
<td>3.20</td>
<td>3.00</td>
<td>3.32</td>
<td>2.40</td>
<td>2.93</td>
<td>3.21</td>
</tr>
<tr>
<td>I have previously applied for or received grant funding at this campus</td>
<td>3.13</td>
<td>3.75</td>
<td>3.27</td>
<td>2.43</td>
<td>2.83</td>
<td>2.73</td>
</tr>
<tr>
<td>Whole Group</td>
<td>3.66</td>
<td>2.60</td>
<td>3.65</td>
<td>2.29</td>
<td>3.04</td>
<td>3.03</td>
</tr>
</tbody>
</table>

**FISCAL RESOURCES COMMENTS**

Critical comments focused on the lack of adequate funding, the process by which fiscal resources are allocated, the need for assistance in writing and managing grants, and perceived funding inequities:

> Usually, we just hear that we have no more money, or are running out. ... It would be nice to have a grant-writing staff on campus who could help those of us who don't know about it to get outside funding, ... The funding and budgeting process is so complex, involves so many levels of bureaucracy, and is so opaque that it is hardly worth the effort to try and understand, let alone propose new budget items. Additionally, the administrative structure of both the campus and the system make it possible for certain projects not presented to the faculty or staff for consultation to trump projects already in the strategic plan, moving to the top of the priority list with little or no notice. This is not conducive to accurate budgeting or morale on campus. ... Ken does an exemplary job in meeting the critical budget needs of this campus. Factors beyond his control, such as limited resources and political power plays leave some programs starving while others get fat. ... Equipment is excellent. But there is no known plan for periodic replacement and no dependable source of funding for annual licensing. Student lab or technology fees are desperately needed. ... With the Division Chair process faculty spend an enormous amount of time on budget planning. But the results of that planning often are not implemented. The most important decisions are still made apparently in the Chancellor's office behind closed doors. ... The State as a system does not function well with budgets. I'm very proud of our campus and Administrators, it is not always their fault. ... Funding and budgeting both funds, external funds as well as allocation of student assets needs to be more transparent. ... The school is vastly underfunded. Shame on the legislature for that! ...
WORKLIFE

The Worklife section of the survey contained seven items - six of which utilized the standard fixed response categories ranging from Strongly Disagree to Strongly Agree. The final item in this section asked respondents to report the number of hours they worked in a typical week.

Respondents tended to feel very rewarded by their service to the campus and the community and with their fringe benefits; somewhat less satisfied with the degree of support for professional development and their standard of living; and dissatisfied with their salaries (only one third agreed or strongly agreed that their current salaries were satisfactory).

Cross tabulation analysis of these items by employee position reveals, predictably, that lecturers are the least satisfied employees; that faculty are the most satisfied with the rewards of serving the community; Civil Service employees are the most satisfied with opportunities for professional development; and that all groups express considerable dissatisfaction with current salaries.
MAJORITY (52%) OF RESPONDENTS WORK OVER 46 HOURS PER WEEK

80% of respondents work 36 or more hours per week; 40% work 46 or more hours per week; 12% work in excess of 56 hours per week.

The table below reveals that faculty report the most hours worked per week (69% work 46 or more hours per week; 16% work 56 or more hours per week). Lecturers, again understandably, work the fewest hours per week (50% work fewer than 35 hours per week). Most (78%) Civil Service employees work 36 to 45 hours per week.

Figure 40  Table #8 HOURS WORKED PER WEEK by Position

<table>
<thead>
<tr>
<th>Hours Worked</th>
<th>Overall</th>
<th>Administrator</th>
<th>Faculty</th>
<th>Lecturer</th>
<th>APT</th>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25</td>
<td>3.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>25.0%</td>
<td>5.6%</td>
</tr>
<tr>
<td>26-35</td>
<td>4.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.7%</td>
<td>25.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>36-45</td>
<td>39.7%</td>
<td>100.0%</td>
<td>2.7%</td>
<td>28.8%</td>
<td>21.6%</td>
<td>38.9%</td>
</tr>
<tr>
<td>46-55</td>
<td>40.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>52.1%</td>
<td>33.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td>56+</td>
<td>12.2%</td>
<td>0.0%</td>
<td>15.4%</td>
<td>12.0%</td>
<td>0.0%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Totals</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

WORKLIFE COMMENTS - SALARIES, OVERTIME, APPRECIATION, PROFESSIONAL DEVELOPMENT

Comments about worklife center on inadequate salaries, uncompensated overtime work, under appreciation of work by administration, and lack of adequate support for professional development.

For Hawaii, the professional salaries are way below average. Although opportunities for professional development are available, often, the opportunity is not worth the hassle and paperwork. I have never felt appreciated, except by my students and my colleagues. ... My salary is below the national average to my peers and should be negotiated to a higher level. My professional duties require update technical training on an annual basis. These training seminars are often held after my work/duy period that I attend on my own time. I
feel that the college should compensate those who are required to receive training in order to maintain currency for the betterment of their program and to the college. ... It is difficult for staff to participate in professional development. After ten years working at HCC, I would like to attend a professional conference or be able to take a sabbatical to continue my education. ... Funding is inadequate, salaries are inadequate, the faculty and staff are overworked, underpaid, and underappreciated by administrators; favoritism and political favors is discouraging to the real workers. ... I don't think anyone knows how much I work. I do not feel that my professional contributions to my field are acknowledged or valued by the college. ... Because I also teach web classes, I work 6 and half days a week. Although system policies talk about compensating faculty for teaching DE courses, there has been no compensation or reward for doing so at HCC. Overloads are not allowed, even though we could increase enrollment. For many faculty, the only opportunity to keep above water financially is to teach during the summer. ... I have had to pay for every single professional meeting I have attended on the mainland. This includes airfare, conference fees, hotel and meals, and ground transportation. ... As a lecturer for HCC for the last 10 years, there has not been professional development support and the salary is lower than what I receive at UH (college of business). ... When we put in more hours, we often don't claim OTCT to get the job done. It almost becomes an expectation on the part of Administration that because you're good at what you do, that one should keep doing it because you're meeting the need (which isn't right). ... We don't as a college community have a presence in the community like sponsoring a Koola Street trash pick up once a month with those highly visible orange trash bags or hosting a historic walk thru hcc campus with dinosaurs, Berlin wall... or being the historic clearinghouse for the Kalani Palani community and documenting significant events, places... EXEMPLARY - I've had ample opportunity to contribute to the college by serving on committees and having some professional freedom to create/develop programs. ... The College does the best that it can with inadequate funds, but it needs a larger budget for professional development, particularly for travel to conferences. Everyone should be able to go to a mainland or international conference in their field about every three years-paid for out of UH funds. ... With cost of living factored in, the salaries are dismal. ... Because of understaffing, I have been putting in 9 hours a day and additional 5 hours on Saturdays for a total of 50 hours a week and then on average 15 more hours at home. ...
The table below reveals that among college employee groups, faculty are very satisfied with working relationships within their divisions and across the campus. Civil Service employees are the least likely to report productive relationships with people in their units and are, overall, the least satisfied with current campus communication/collaboration.

<table>
<thead>
<tr>
<th>Communication/Collaboration Comments</th>
<th>Overall</th>
<th>85. My employment classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Admin.</td>
<td>Faculty</td>
</tr>
<tr>
<td>Receive information from my division head, if assigned to this position</td>
<td>3.55</td>
<td>3.30</td>
</tr>
<tr>
<td>Receive information from campus administration if assigned to a liaison position</td>
<td>3.30</td>
<td>3.25</td>
</tr>
<tr>
<td>Find time to develop ideas to my division, dean, &amp; supervisor</td>
<td>3.75</td>
<td>4.15</td>
</tr>
<tr>
<td>Have productive working relationships with people in my unit/division</td>
<td>4.50</td>
<td>3.75</td>
</tr>
<tr>
<td>Have productive working relationships with people across the campus</td>
<td>3.91</td>
<td>3.65</td>
</tr>
<tr>
<td>Opportunities to work collaboratively on campus-wide issues</td>
<td>3.81</td>
<td>3.56</td>
</tr>
<tr>
<td>Receive helpful advice in making decisions when requesting assistance</td>
<td>3.81</td>
<td>4.15</td>
</tr>
<tr>
<td>Overall Group</td>
<td>3.75</td>
<td>3.65</td>
</tr>
</tbody>
</table>

COMMUNICATION/COLLABORATION COMMENTS

The respondent comments in this area filled a single-spaced page. Comments varied from high praise of campus communication/collaboration to stinging criticism of the same. The effort to develop improved communication has even spawned a new response of possible information overload:

_Sometimes it is very difficult to separate the non-essential information from the essential information, and with over 100 students, I don’t have time to differentiate._

The quotes below are representative of the kinds of comments made by HCC employees about communication/collaboration on the campus:

... The HCC faculty are truly exemplary in providing help and advice to new faculty. I have requested such help on numerous occasions and my fellow faculty members have responded, above and beyond the call of duty. I am a better teacher because of their help. ... Greater administrative consultation and care in disseminating information and asking for advice is needed. ... Division chair has made these decisions without a majority approval. Political factors have played a factor in these decisions. ... Information takes too long to trickle down to those who are not privy to Blag... 6 discussions. ... I believe our current Dean (UCD) and the Dean of Academic Affairs are doing an excellent job. But as noted above, I don’t believe our current Chancellor is implementing the mission. He is more interested in a few sexy high-tech initiatives such as the Global Learning Network. He told us that this program cost $100,000/yr to develop an Algebra 25 (remedial course). I can only dream of what this college would be like if that kind of effort and focus went into HCC’s comprehensiveness. ... I feel that I can communicate with my division chair and dean but do not feel the same level of comfort with other administrators. ... working with
other professionals have been great! other campuses including the CC's and UHM have been helpful in provide positive assistance to myself in times of need. ... On the whole, People at HCC (staff) are great! Admin needs to encourage and support more initiatives so that staff are given equitable opportunities to take the challenge and serve on campus committees and projects. Staff development activities such as Soup Day, Salad Day and in the past, Summer Bash really brought the campus closer. It would really be nice if the Chancellor really started to get to know STAFF here and acknowledge and know their names and make his rounds around the campus because he is so distant to many of us that people feel a detachment that the CEO really isn't approachable and interested in problems on the front line. He should sincerely do this because he truly wants to and not just go through the motions just because it was suggested. ... In addition to having division meetings, I think it would be beneficial to have meetings that involve other divisions as well. For example, I believe the liberal arts division and the English department should meet in order to set standards for writing assignments. If each division knew what was being reasonably (or minimally) expected by the other department in terms of student writing, and reinforce such expectations, I believe the college as a whole can produce better writers and thinkers. ... EXEMPLARY - my coordinator does an excellent job of e-mailing us updates and has listened to our concerns about needing meeting times to discuss, brainstorm, collaborate and not merely share information and announcements. ... Our recent and current div chairs in Lang Arts have been excellent. It's really great working with people from different departments across the campus. One of the special pleasures of teaching at HCC. ... I have received assistance for designing computer and research methods into my syllabus. My working relationship with personnel in the computer lab (Kay, for example) and the library (Shin and Linda, for example) is excellent. They are supportive and outgoing. ... The div chair system is not working. Faculty are not willing to serve. ... I work with wonderful people in my department. Currently, we have a great div chair and assistant dean who believe in process and communication and who take the time to listen to our needs.

ADMINISTRATIVE AND SUPPORT SERVICES

The survey contained 11 items focusing on evaluating the adequacy of an array of administrative and support services. Satisfaction with these services range from a high of 82% agreeing/strongly agreeing on information on student disability support services is adequate to a low of 47% agreeing/strongly agreeing that tutoring services are adequate.

Figure 56: ADMINISTRATIVE AND SUPPORT SERVICES - ALL RESPONDENTS (DK/DU excluded) Rank ordered by mean values

Administrative and Support Services:

- Accessibility of information on student disability support services is adequate
- Library resources are adequate to support the college
- Testing room services are adequate to support
- Library facilities are adequate for the college
- Media services are adequate to support the college
- Student services are adequate for the college
- Computing facilities are adequate for the college
- Technological support services are adequate for the college
- Classroom media facilities are adequate for the college
- Tutoring services are adequate to support the college

The dissatisfaction with tutoring services likely results from the limited availability of tutoring rather than the quality of tutoring services - tutoring services have been expanded considerably since the administration of this survey.

Narrowing the focus to faculty respondents, one finds that while no faculty strongly disagreed that library resources are adequate and only 13% faculty disagreed on the adequacy of library resources, 41% of faculty
agreed/strongly disagreed on the adequacy of campus tutoring services.

<table>
<thead>
<tr>
<th>Administrative and Support Services Mean</th>
<th>Overall</th>
<th>Administrator</th>
<th>Faculty</th>
<th>Lecturer</th>
<th>APT</th>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library resources adequate to support the college</td>
<td>3.76</td>
<td>3.13</td>
<td>3.80</td>
<td>3.10</td>
<td>3.75</td>
<td>3.81</td>
</tr>
<tr>
<td>Library facilities adequate for the college</td>
<td>2.76</td>
<td>2.33</td>
<td>3.88</td>
<td>3.60</td>
<td>3.65</td>
<td>3.59</td>
</tr>
<tr>
<td>Media services adequate to support the college</td>
<td>3.60</td>
<td>4.25</td>
<td>3.65</td>
<td>4.44</td>
<td>4.60</td>
<td>3.44</td>
</tr>
<tr>
<td>Classroom media facilities adequate for the college</td>
<td>3.22</td>
<td>3.00</td>
<td>3.10</td>
<td>3.92</td>
<td>3.02</td>
<td>3.47</td>
</tr>
<tr>
<td>Technological support services adequate for the college</td>
<td>3.23</td>
<td>2.50</td>
<td>3.15</td>
<td>3.38</td>
<td>3.29</td>
<td>3.47</td>
</tr>
<tr>
<td>Computing facilities adequate for the college</td>
<td>3.20</td>
<td>2.50</td>
<td>3.19</td>
<td>3.35</td>
<td>3.24</td>
<td>3.19</td>
</tr>
<tr>
<td>Student services adequate for the college</td>
<td>3.46</td>
<td>5.50</td>
<td>3.49</td>
<td>3.40</td>
<td>3.55</td>
<td>3.68</td>
</tr>
<tr>
<td>Tutoring services adequate to support the college</td>
<td>3.98</td>
<td>3.90</td>
<td>2.47</td>
<td>3.80</td>
<td>3.77</td>
<td>3.58</td>
</tr>
<tr>
<td>Testing room services adequate to support services</td>
<td>4.17</td>
<td>4.10</td>
<td>3.76</td>
<td>3.70</td>
<td>3.75</td>
<td>3.75</td>
</tr>
<tr>
<td>Accessibility of information in student disability support services</td>
<td>4.03</td>
<td>3.87</td>
<td>4.18</td>
<td>3.73</td>
<td>4.12</td>
<td>3.72</td>
</tr>
<tr>
<td>Whole Group</td>
<td>3.52</td>
<td>3.20</td>
<td>3.00</td>
<td>3.36</td>
<td>3.18</td>
<td>3.36</td>
</tr>
</tbody>
</table>

**ADMINISTRATIVE/SUPPORT SERVICES COMMENTS**

The comments below center on several themes: inadequacy of tutoring services, need for additional counselors, improved media support and integration of high-tech media facilities in classrooms, and the need for an expanded library budget to add up-to-date publications to the collection:

*Our library does a terrific job with the money and resources they have. We could use more multimedia classrooms and more training for those who would like to offer web courses. ... We have an outstanding library staff and an outstanding staff working with students with disabilities. Tutors to help students with their writing are desperately needed for programs other than the technical programs that have these tutors. ... While faculty, staff, and administrators are trying very hard to bring all of these things into the excellent category, they are supported by neither the UH System, or the UH budget in their efforts. We are failing the students here, and unable to do anything about it. It is frustrating. ... Media services are poor and leaderless. Need tutoring for tech programs! ... We need a full time web designer for distance and other courses and programs. ... The tech support staff do an excellent job. There are just more needs than there are staff and computer equipment ages faster than it can be replaced, especially in high use areas such as labs. ... The IT folks are doing an excellent job keeping our network up and running. On the other hand, the remedial service folks are not helpful. They do not have an attitude of service to faculty. They have the attitude of an independent autonomous field that does not have to answer to anyone. Over the years I have given up even asking for help, because the simplest request is akin to pulling out teeth. I would recommend a thorough program review of media services. I don’t even know who their supervisor is; perhaps they don’t have one. They act as if they don’t have one. ... EMC needs to have more techs. Need video projector upgrades. ... Since I do not use many of the services, I can not comment.... Think having only 1 walk-in counselor and 1 back-up during the week is too little. College needs to invest more $ into providing tutoring especially in the remedial level. Otherwise, students can’t get better and move and...*
be program ready. All classes should be equipped with computers and internet access. For example, the music room is not. This makes it difficult or impossible to provide visual that many students need for their learning style. In addition, there needs to be more technological support for faculty to create computer or internet-based lectures. Need improvement: We do not have enough counselors. In addition to efforts to improve services, decrease student wait time for a counselor, HCC would benefit from having more counselors. Currently with approximately 4000 students and 9 counselors, it is difficult to assist students adequately with career, admissions, prospective, retention, persistence, survival & communication skills, transition skills, etc. Some positions are externally funded however have limited contact with the counseling staff. Support for computer lab courses and courses in general are sadly lacking. The library budget needs a hefty increase to enable the staff to replace ancient books, some dating back to the 1930's and some of those are in the sciences) and to add on a lot more books in new areas of expansion. Perhaps $200,000 would be a good number to start with to make up for lost time. I think the library hasn't really had a decent books-buying budget in probably 10 to 15 years. The legislative's disinterest in education is responsible for this. Tutoring services are needed in many areas beyond basic English and math. Our students are not the strongest in the world; they need help to get through the difficult work in many of their classes. But with help, they can be quite successful. If HCC is to "serve the Pacific Rim as the primary technical center" we need more technical support staff -- such as for the EMC, the Library and College Skills Center, and for computing/network assistance. Evening students don't feel accommodated. Classrooms are very lacking in the basic technology that is required for all jobs, including the latest in communication technology. We're still using overheads. Some classrooms don't even have projection screens. Very few have computers. My office computer breaks down constantly. Fortunately, the tech people always come to the rescue. Library hours should be longer or perhaps adjusted to address certain times of the semester when usage is greater. Opening at 7:30 am would be good too especially for students who come early for parking or classes. The students should have more support in means of access to equipment such as photocopiers and fax machines on campus for their use.

GENERAL SATISFACTION - QUITE HIGH DESPITE RECENT CHALLENGES

This section of the survey contained nine items - eight of which shared the common SD - S4 scale. On the remaining item, respondents rated their overall satisfaction with their work at the college on a scale of 1 to 10.

Overall, it appears that respondents are quite satisfied with their work/working relationships - ranging from a very high mean value of 4.18 (between Agree and Strongly Agree) for loyalty to the campus to a low mean value of 3.44 for the sense of community on the campus. On two of the key items (I enjoy my position on the campus & This campus is a good place to work), only 5% to 6% of respondents disagreed/strongly disagreed.

While all employee categories reported relatively high general satisfaction, faculty seem to be the most satisfied with their positions.
For example, only 2 (3%) of faculty respondents report that they do not enjoy their positions on the campus while 83% agree/strongly agree that they are intellectually stimulated by their work and that they share a common purpose with their colleagues. Satisfaction with the level of appreciation they feel for their work is somewhat lower as 18% disagree/strongly disagree that their work is appreciated.

The item with the lowest overall marks in this section of the survey is the sense of community of this campus. Faculty give sense of community the highest marks (mean = 3.60) while Civil Service employees give this item the lowest marks (mean = 3.00).

<table>
<thead>
<tr>
<th>General Satisfaction</th>
<th>Overall</th>
<th>Administrator</th>
<th>Faculty</th>
<th>Lecturer</th>
<th>APT</th>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a sense of community at this campus</td>
<td>3.44</td>
<td>3.25</td>
<td>3.60</td>
<td>3.19</td>
<td>3.19</td>
<td>3.00</td>
</tr>
<tr>
<td>I feel loyal to this campus</td>
<td>4.18</td>
<td>3.67</td>
<td>4.25</td>
<td>4.18</td>
<td>4.06</td>
<td>4.12</td>
</tr>
<tr>
<td>This is a fair campus</td>
<td>3.48</td>
<td>3.03</td>
<td>3.47</td>
<td>3.55</td>
<td>3.72</td>
<td>3.27</td>
</tr>
<tr>
<td>This campus is a good place to work</td>
<td>3.60</td>
<td>3.25</td>
<td>3.04</td>
<td>3.42</td>
<td>3.60</td>
<td>3.27</td>
</tr>
<tr>
<td>I feel appreciated for my work</td>
<td>3.59</td>
<td>3.00</td>
<td>3.59</td>
<td>3.45</td>
<td>4.06</td>
<td>3.59</td>
</tr>
<tr>
<td>I am intellectually stimulated by my work</td>
<td>3.89</td>
<td>3.59</td>
<td>4.06</td>
<td>3.52</td>
<td>4.00</td>
<td>3.50</td>
</tr>
<tr>
<td>I enjoy my position on this campus</td>
<td>4.08</td>
<td>3.75</td>
<td>4.14</td>
<td>3.72</td>
<td>3.89</td>
<td>3.76</td>
</tr>
<tr>
<td>I share a common purpose with my colleagues</td>
<td>3.92</td>
<td>3.75</td>
<td>4.14</td>
<td>3.82</td>
<td>3.78</td>
<td>3.87</td>
</tr>
<tr>
<td>Whole Group</td>
<td>3.89</td>
<td>3.49</td>
<td>3.90</td>
<td>3.69</td>
<td>3.80</td>
<td>3.55</td>
</tr>
</tbody>
</table>

**HIGH OVERALL MORALE**

Given the recent administrative turmoil and instability in the UH System coupled with the budget shortfalls of the past decade, one would expect that overall campus morale would be quite low. On this item, respondents were asked to rate their overall morale on a ten point scale. Remarkably, overall morale for faculty/staff remains fairly high (mean value = 7.38; 54% at 8 or higher).

As seen in Table 12 below, only 11% of respondents rated their overall morale below 5 while more than half (54%) rated their overall morale as 8 or higher.

<table>
<thead>
<tr>
<th>On a scale of 1 - 10 (ten highest), please indicate your overall morale</th>
<th>1</th>
<th>1.5%</th>
<th>1.5%</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3.0%</td>
<td>1.5%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6.1%</td>
<td>3.0%</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10.6%</td>
<td>4.5%</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>14.4%</td>
<td>3.8%</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>25.8%</td>
<td>11.4%</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>46.2%</td>
<td>22.0%</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>63.6%</td>
<td>17.4%</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>99.9%</td>
<td>27.3%</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>100.0%</td>
<td>21.1%</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>100.0%</td>
<td>132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>7.38</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FACULTY SPECIFIC PERSPECTIVES ON WORK ENVIRONMENT

The final sections of the survey contained separate items for faculty and staff.

The faculty section consisted of 14 items - ranging from general questions about the degree to which the campus values the faculty to specific items about the degree to which the respondent's work is rewarded.

As seen in Bar Graph #10 below, faculty are very satisfied with the degree of autonomy provided for their work, quite satisfied with campus support, feedback, tenure/promotion processes, and far less satisfied with the post-tenure process and support for professional travel/research.

Table #13 below documents the high level of overall faculty satisfaction with the degree of autonomy afforded to them in their work on the campus - only 8.5% of respondents disagreed/strongly disagreed with the statement while 86% agreed/strongly agreed that they had sufficient autonomy.

The three items to which faculty assigned the lowest marks that received the lowest marks in this area (all below 3.0) were the usefulness of post-tenure review, the support for professional travel, and the accessibility of institutional funding for research/scholarships.
Almost half (49%) of faculty respondents disagreed/strongly disagreed that institutional funds were accessible for research/scholarships; 45% disagreed/strongly disagreed that support for their professional travel is adequate; and 40% doubted the usefulness of post-tenure review.

**STAFF SATISFACTION WITH WORK ENVIRONMENT**

These six items tapped staff perspectives about various aspects of their work environment.

As seen in Bar Graph #11 below, staff are most satisfied with the feedback they receive for their work and the adequacy of the management and supervision of their work.

Staff are somewhat less satisfied with their career advancement opportunities, the SSEC's role in campus decision-making, and the distribution of workload in their units.

Staff are quite dissatisfied with (37% disagree/strongly disagree) with the degree to which the campus values their contributions.

**STAFF COMMENTS ABOUT WORK ENVIRONMENT**

The limited number of staff comments in this area center on the degree to which the SSEC is involved in important campus decision-making, the failure of the campus to release staff to participate in decision-making meetings, and doubts about the degree to which the campus values the staff:

*If they valued the contributions of staff, then, they should put their money where they say and give us time off (faculty get release time) or at least permission to attend meetings (some bosses don't make it easy for their staff to feel like they can attend). Administrators are also part of this problem!!! SSEC represents staff but I don't think Chancellor thinks or gives changes to that group that are of importance. ... Although the Staff Executive Council is a step in the right direction, it is not doing anything but being a reporting mechanism... What happened to the self-serving staff development committee? No survey? ... I am not convinced that the campus values the contributions of staff in the same way as they do faculty. Faculty receive more financial aid for professional activities. I'm not sure how influential the SSEC is in terms of affecting decision making on campus.*
FINIAL COMMENTS

At the end of this long survey, respondents were given a final opportunity to provide additional comments about any aspect of the campus environment. Some of the numerous comments made in this section are included below.

This first section of final comments focuses on the ambivalent sentiments that many respondents seem to have about working at HCC and within the UH System. While most respondents are quite pleased with their immediate work environment, they are frustrated by UH organizational problems, the lack of attention/priority the campus has received from the UH System and legislature, and by the failure of the campus to make adequate overall progress.

I love the work I do, the students I serve, and my colleagues in the faculty, the staff, and administration. They are hard-working, dedicated, and decent human beings. This is what makes my working life fulfilling. What annoys me is the way the legislature, because of inadequate funding, forces all of us to make gold from straw, and, as we get better at it, reduces our funding even further. Our campus has been short-changed by the legislature ever since I came here in 1980, leading to poor maintenance and limited technology in courses that are not tech classes. Another source of major annoyance is the behavior and attitudes of Manoa. It never ceases to amaze me how self-serving, racist, and patronizing the faculty over there can be. From my perspective, post-tenure review is a waste of time. If people are doing their jobs properly, then it is just one more hassle they have to endure. If they are not, post-tenure review has no consequences; to my knowledge nobody has lost their job or been demoted because of a poor post-tenure review. Put some teeth in the PTR, or don’t waste people’s time. The entire UH system has been in a state of increasing deterioration in the 30+ years of my association.

This is not the fault of the administration but rather a group of lawmakers who seem to value (as well as practice) ignorance. The system does very well with what it has, other than as noted above. HCC is a good place to teach - the students are wonderful, and the faculty have a real sense of responsibility to the students. The relationship between administrators and faculty is generally, a good one, and we feel free to share our thoughts, problems, and opinions with one another. The primary frustrations are the micromanagement of the UH System, which micromanages everything, and does none of it well, and the lack of a sufficient budget, which makes many improvements, and even adequate assessment, extremely difficult. I feel that those who are taking the lead in the accreditation process should be commended for not succumbing to the general cynicism that has brought this campus to a screeching halt. Your efforts will revitalize this campus in the long run. I see that there are incredible resources all over this campus, however, they are not being utilized in a way that will benefit the school. I see the continuation of this school as a relay race, with no one ready to take the baton and run because they do not see the finish line. Everyone is ready to turn this into a giant group marathon with everyone running hand in hand. But therein lies the problem. Only a few of us are ready for that long run while most of us will be falling away after a few laps. We need to find a way to turn this back into a relay race where everyone contributes for short bursts to help the team reach the finish line. Faculty members on this campus are generally exceptionally committed to supporting students. I do feel that how we operate is very disjointed because our Administration is unstable. We are crisis driven and need to move from this. Thankfully, we have very dedicated people like Cynthia and Beng Poh and others involved in accreditation whose heart are of gold. If not for people like them, many of us could not manage to continue to work here. It is the internal support network that helps many of us keep on going. Overall I enjoy my work at HCC. I strongly value the mission of the college and I love my colleagues in my department and my students. I often feel that the college as a whole does not value or support our work. I love the work I do, the students I serve, and my colleagues in the faculty, the staff, and Administration. They are hard-working, dedicated, and decent human beings. This is what makes my working life fulfilling. What annoys me is the way the legislature, because of inadequate funding, forces all of us to make gold from straw, and, as we get better at it, reduces our funding even further. Our campus has been short-changed by the legislature ever since I came here in 1980, leading to poor maintenance and limited technology in courses that are not tech classes. As a long-time faculty member of this campus, I truly appreciate the hard work, dedication and caring shown by a majority of the staff and faculty towards our students and each other. People in the trenches work hard everyday and need to be recognized for their efforts. They are not thanked enough or appreciated enough.
A number of respondents made comments about the survey:

"Good survey - good questions!!!... This survey has an outstanding capacity; it is one of the greatest surveys I have taken in my lifetime; its potential is gigantic... I will be interested to see if these comments ever mean anything... would love to be more involved in campus life. I always see the potential for HCC to blossom.

Thanks for doing this survey... This survey is too long. I gave up,..."

The final set of representative comments focuses on frustrations with campus administrative structure/decision-making:

"Has anyone ever taken a close look at how much the commercial aviation program is to run, how many graduates it produces, the high cost of these faculty members? Is this truly a cost effective program? How many get hired locally, transfer to the mainland? Same questions for the horticulture program?... I. Don Bouchard and Ramsey attending meeting after meeting together is not acceptable. Faculty who would benefit from attending meetings together are denied. Fortunately Sharon Ota has brought more fairness than HCC has had in years... Chancellor - wonder if his current role is effective and if instead he needs to spend more time on improving the college. Dean of Academic Affairs has too many responsibilities and has not delegated the supervision to others such as directly supervising Perkins personnel (job placement coordinator and retention specialist), question why student assistants work for administration when there is so many secretaries and clerks wonder why more student assistant positions cannot be given to those in the trenches who have so limited support - one person departments, better yet if the clerical support for admittance can be reexamined and if the secretaries and clerks can provide more support to the one person departments. Division chair positions need to be reexamined and duties reevaluated so they have more support. They have a difficult, unappreciated job. We need to have more information about the resources supporting PCATT and how that is impacting the rest of the campus especially personnel being shifted to PCATT - we are paying salaries - with little visible benefit to our credit side of the campus. Need more openness. Need to have decision making where PCATT is either integrated as part of campus - and accountable to all of us - or PCATT leader needs to not be making decisions that impact credit side... I will be interested to see if these comments ever mean anything. We have the same leadership we have had for years, except for Deans who fly in and out of here to avoid the horror "upstairs". There are some real problems in the management and no one wants to say anything about it, for obvious reasons. Never bite the hand that is barely feeding the mouth. By the way, in the next few years faculty will have to flee for the cost of living. It exceeds anything a CC faculty is making. You get what you pay for.

CONCLUSION

This survey of employee perspectives on the institutional environment reveals that there is considerable satisfaction with most aspects of the college. College employees generally enjoy their work and feel relatively well supported.

However, there is obvious dissatisfaction with the recent UH System instability, the lack of fiscal support the campus has received from the UH and State, some facilities and resources, and some aspects of the HCC administrative structure.

The survey and report will be useful if, and only if, survey findings assist the campus address and resolve problems in a process of continuous quality improvement. Admittedly, the campus has limited control over external environments; however, attention to internal dissatisfaction/deficiencies can and should lead to improved working conditions and, thereby, contribute to improvement of program/student learning outcomes.