

**YEAR OF THE STUDENT SURVEYS**

**Student Priority Ranking**

**Spring 2006**

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University of Hawai'i at Mānoa**

Student Priorities for Improving Educational Experiences  
Group and Sub Group Results  
January 2006

Executive Summary

In November 2005, 1,964 students at the University of Hawai'i at Mānoa were surveyed by the Chancellor's office to identify key ways of improving their educational environment. This report first lists the top concerns of UH-Mānoa's student body then identifies which student sub groups are largely expressing these concerns. These results should facilitate the development of appropriate and focused small and large group implementation strategies to create change.

The table on the next page provides a summary of the group and sub group responses. Column one displays the 19 items of the survey, column two a rank order of the items, column three the percentages of the items, and column four the student sub groups which considered the item a high priority in improving their educational environment.

The results are divided into four categories. Category 1 includes the top two concerns which nearly all students, regardless of student sub group, reported as a high priority.

1. Improve teaching methods used by professors (14 percent)
2. More access to financial aid (10 percent)

Category 2 includes other areas high on the list of improvements which students want most. The percentages of students are smaller than in Category 1, but the item is still of high priority for certain sub groups of students as noted in the table. For example, central and accurate advising on graduation requirements is a high priority for undergraduates and especially for unclassified students, Hawai'i high school graduates, and Native Hawaiians. Category 2 items are listed below.

3. Centralized and accurate advising on graduation requirements (9 percent)
4. More intellectually challenging classes (8 percent)
5. Repair and improve classrooms (7 percent)
6. Schedule a significant number of classes from 3 p.m. to 11 p.m. (7 percent)
7. Offer more small classes (6 percent)
8. Schedule all classes to meet no more than twice a week (5 percent)
9. Provide easily available free tutoring services (4 percent)
10. Provide more places to study on campus (4 percent)
11. Provide research opportunities through classes or campus projects (4 percent)

Category 3 includes seven items of even less concern to students in general but still of a high priority to certain sub groups. Category 4 includes an item on campus entertainment which was not a high priority for all students.

In conclusion, the results of this report should be considered along with other UH Mānoa reports addressing student issues to corroborate as well as expand upon the findings. (Housing and parking issues were not included in this study. Also, 8 percent of students in this study described "other" concerns in an open ended survey item, and consideration of their comments will add another dimension to this study.) Finally further exploration and follow-up activities by stake holders will provide valuable insights for the interpretation of results and the development of appropriate implementation strategies.

Student Priorities for Improving Educational Experiences  
Summary  
Fall 2005

N = 1,964

Item	Total Group Rank	Total Group %	Sub Group High Priority
<b>CATEGORY 1</b>			
Improve the methods professors use when they teach	1	14	All students but especially undergraduates and Hawaii high school graduates
Give me more access to student loans, fellowships, or other forms of financial aid	2	10	All students but especially graduate students, mainland and non US high school graduates, and Native Hawaiians and Caucasians
<b>CATEGORY 2</b>			
Central and accurate advising on graduation requirements	3	9	Undergraduate more than graduate students across most of the groups but especially unclassified, Hawaii high school graduates, and Native Hawaiians
Make classes more intellectually challenging	4	8	Graduate students, mainland high school graduates, and Other Asians
Repair and improve the classrooms	5	7	Graduate students, students with children, Hawaii high school graduates, Japanese, and Caucasian students
Schedule a significant selection of classes between 3 p.m. and 11 p.m.	6	7	Graduate more than undergraduate students. Number one priority for unclassified, non-traditional, and students with children. Number two priority for students employed more than 21 hours per week, and Filipinos
Offer more small classes	7	6	Undergraduates more than graduates. Especially transfers from other UH campuses, students with children, and Pacific Islanders
Schedule all classes to meet no more than twice a week	8	5	Undergraduates more than graduates, non US high school graduates, non-traditional, live on campus, Japanese, and Pacific Islanders
Provide easily available free tutoring services	9	4	Undergraduates more than graduates, transfers from UH campuses, Pacific Islanders, and Mixed ethnic group
Provide more places to study on campus	10	4	Graduate more than undergraduate students, Filipinos, and Other Asians
Do research through classes or campus research projects	11	4	Graduate more than undergraduate students, non US high school graduates, Filipinos, Chinese, and Mixed ethnicity
<b>CATEGORY 3</b>			
More campus organizations related to major or career fields	12	3	Pacific Islanders, Chinese, Other Asians, and non US high school graduates
Single location to solve registration problems	13	3	Graduate more than undergraduate students
Better campus security so feel safe while on campus	14	3	Hawaii high school graduates, live off campus, unclassified, non-traditional, Filipinos, Other Asians
Improve the variety in food services on campus	15	2	Live on campus and to some extent mainland high school graduates
Faculty more available to students outside class	16	2	Especially Mixed ethnicity. Also students with children, and nontraditional students
More access to work on campus	17	1	Unclassified
More campus child-care services	18	1	Students with children
<b>CATEGORY 4</b>			
Provide more daytime campus entertainment	19	<1	Not a high priority for all groups
Other		8	
<b>TOTAL</b>		<b>100</b>	

Note: Tables within this report should be consulted for finer distinctions in sub groups.

Student Priorities for Improving Educational Experiences  
Group and Sub Group Results  
January 2006

Background and Purpose

In November 2005 an on-line survey was administered to undergraduate and graduate students of the University of Hawai'i at Mānoa by the Chancellor's office.

The purpose of the survey was to identify priority concerns of UHM students and student sub groups to help drive near- and long-term improvements of their educational environment. This report first identifies some top concerns of the student body then points out the priority concerns of student sub groups. It is hoped that sub group data will assist in better understanding which groups are most affected by these concerns and will provide focus and direction when developing appropriate change strategies. Results should be reviewed and interpreted along with multiple data sources to obtain a fuller understanding of student concerns.

Joan Harms conducted the analyses with input from Academic Affairs, General Education, and Student Affairs staff.

Survey Instrument

A ranking survey composed of 23 items was developed by the Chancellor's office in cooperation with Academic Affairs. The first five questions were identical and listed 19 major concerns of students. Question #1 asked students to pick the one most significant way to improve the educational experience. Question #2 asked students to pick the second most significant way to improve the educational experience and so on to Question #5. The sixth item was an open ended question asking students to write in any concerns not mentioned in the list of 19 concerns. The remaining 17 items of the survey captured student characteristics data used for the analysis of student sub groups and to determine the extent one could generalize from the results to the population in general.

Two versions of the survey were administered both with identical survey items presented in different sequences.

Method

The survey was administered on-line through the Chancellor's office with several reminders to students during a two-week period in November prior to the Thanksgiving break. Faculty members were also contacted by e-mail to encourage students to respond to the survey.

During the survey period, the Chancellor's office was also administering another survey, a satisfaction survey, to all students addressing similar student issues. Therefore, two surveys were being administered at the same time to all students, this survey and the student satisfaction survey. All students were randomly assigned to the satisfaction survey or this survey. About 10,322 students were randomly assigned to this survey. A total of 1,964 responded to one or the other version of the priority survey for a return rate

of 19 percent. The margin of error for a response of this size is about plus or minus 2.3 percent. The results were representative of the overall fall 2005 population of students in class status (undergraduate versus graduate) and ethnicity. Students living on campus were overrepresented by 5 percent.

Results were analyzed using SPSS (Statistical Package for the Social Sciences). For simplicity of presenting the analysis only the results of question #1 on the first priority of students was used to describe the concerns of the whole group as well as the sub groups of students.

The survey results are reported in percentages and then rank ordered to identify greater concerns over lesser concerns. Percentages are provided to help gauge the proportion or size of the population or group affected by these concerns.

### Overall Results

When students were asked to identify the most significant way to improve their educational experience, the following in rank order were mentioned the most from the list of 19 items. See Table 1 for a list of all items.

1. Improve teaching methods used by professors (14 percent)
2. Have more access to financial aid (10 percent)
3. Have centralized and accurate advising on graduation requirements (9 percent)
4. Make classes more intellectually challenging (8 percent)
5. Repair and improve classrooms (7 percent)
6. Schedule a significant number of classes from 3 p.m. to 11 p.m. (7 percent)
7. Offer more small classes (6 percent)
8. Schedule all classes to meet no more than twice a week (5 percent)
9. Provide easily available free tutoring services (4 percent)
10. Provide more places to study on campus (4 percent)
11. Provide research opportunities through classes or campus projects (4 percent)

### Sub Group Results

Tables 2-6 provide the results of the following sub groups: undergraduate, graduate, full-time, unclassified, non-traditional, have a child or dependent, graduated from a Hawai'i high school, graduated from a mainland high school, graduated from a high school outside the US, live on campus, live off campus, work 20 or fewer hours per week, work 21 or more hours per week, transferred to UHM from another UH campus, transferred to UHM from another institution, and ethnicity.

Each table contains the total group figures in the first two columns so readers can compare sub groups with the total group rank and percentages. Both ranks and percentages are included for every group. Shaded cells in all tables represent the top six higher level priorities of students and provide a concise graphic depiction of these data. Table 7 summarizes the rankings of all sub groups in one table. It provides an across the board picture of priority concerns of each sub group.

Table 8 takes the sub group data in Table 7 and displays it in a narrative form. Tables 9 and 10 present student characteristics and ethnicity data.

## Priority Results and Sub Groups

Table 8 shows the results divided into four categories. Category 1 includes the top two concerns which nearly all students, regardless of student sub group, reported as a high priority.

1. Improve teaching methods used by professors (14 percent)
2. More access to financial aid (10 percent)

Category 2 includes other areas high on the list of improvements which students want most. The percentage of students are smaller than in Category 1, but the item is still of high priority for certain sub groups of students as noted in the table. For example, central and accurate advising on graduation requirements is a high priority for undergraduates and especially for unclassified students, Hawai'i high school graduates, and Native Hawaiians. Category 2 items are listed below.

3. Centralized and accurate advising on graduation requirements (9 percent)
4. More intellectually challenging classes (8 percent)
5. Repair and improve classrooms (7 percent)
6. Schedule a significant number of classes from 3 p.m. to 11 p.m. (7 percent)
7. Offer more small classes (6 percent)
8. Schedule all classes to meet no more than twice a week (5 percent)
9. Provide easily available free tutoring services (4 percent)
10. Provide more places to study on campus (4 percent)
11. Provide research opportunities through classes or campus projects (4 percent)

Category 3 includes seven items of even less concern to students in general but still of a high priority to certain sub groups. Category 4 includes an item on campus entertainment which was not a high priority for all students.

Each item is described below in respect to differences between group priorities to guide and lend focus to further assessment and action plans.

Improving teaching methods was a high priority for all students but especially for undergraduate students and Hawai'i high school graduates.

Access to financial aid ranked high for nearly all groups; it was a first priority concern for graduate students, mainland and outside the US high school graduates, and Native Hawaiians. It was a lower priority for students of Mixed ethnicity.

Concerns about centralized and accurate advising on graduation requirements were largely an undergraduate rather than a graduate issue for students across most of the groups. Unclassified students, Hawai'i high school graduates, and Native Hawaiians were especially concerned about this issue. It was a lower priority for non-traditional students, students with children, Filipinos, and Pacific islanders.

The need for more intellectually challenging classes ranked high among graduate students, mainland high school graduates, and Other Asian students. It was of lower priority for Hawai'i high school graduates, transfers from UH campuses, students working

21 or more hours, students with children, and Japanese, Filipino, and Pacific Island students.

Repair and improvement of classrooms were of high priority for graduate students, students with children, Hawai'i high school graduates, and Japanese and Caucasian students. It was a lower priority for undergraduates, transfer students, those who live on campus, non-traditional students, international and mainland students, and especially students of Mixed and Pacific Island ethnicity.

Scheduling more classes between 3 p.m. and 11 p.m. was the number one priority for unclassified and non-traditional students and students with children. It was a second priority for those who worked 21 or more hours a week and Filipino students. This schedule was also of fairly high priority to graduate students, transfer students, and Hawai'i and mainland high school graduates. It was low priority for outside the US high school graduates, students who lived on campus, students who worked 20 or fewer hours a week, and Pacific Islanders.

Offering more small classes was ranked second in priority for transfers from other UH campuses. It was also a high priority for undergraduates, students with children, and Pacific Islanders. It was of a higher priority for undergraduate rather than graduate students and for students who lived on campus rather than off campus. Having smaller classes was ranked fairly low by non US high school graduates, Other Asians, and those of Mixed ethnicity.

Scheduling all classes to meet no more than twice a week was more of an undergraduate than a graduate priority. It was also a greater priority for non US high school graduates, non-traditional students, students who live on campus, and Japanese and Pacific Island students. It was of lowest priority for Filipino, Chinese, and Other ethnic groups.

Providing easily available free tutoring services was ranked second by Pacific Islander and Mixed ethnic groups. It was an undergraduate issue and a high priority for transfer students from other UH campuses. Tutoring services was of lowest priority to graduate students and those who live off campus.

Providing more places to study on campus was a higher priority for graduate than undergraduate students. It was a fairly high priority for Filipino and Other Asian students. Lowest priority for study space came from unclassified and non-traditional students.

Providing more research opportunities through classes or campus projects was a priority for graduate students, non US high school graduates, and Filipino, Chinese, and Mixed ethnicity students. It was a lower priority for undergraduates, unclassified, non-traditional, Hawai'i and mainland high school graduates, those who live on campus, transfers from other UH campuses, and Japanese students.

The remaining issues were of lesser priority for most student groups with some exceptions. Providing more campus organizations related to major fields was a priority for Pacific Islanders more than any other sub group. It was also a priority for Chinese, Other Asians, and non US high school graduates.

A single location to solve problems about registration was more of a priority for graduate students. Campus security was a priority for unclassified, non-traditional students, Hawai'i high school graduates, students who live off campus, Filipinos, and Other Asians. Variety of food service was a priority for students living on campus more than any other student group. It was also somewhat of a priority for mainland high school graduates. Arranging for faculty to be more available to students outside of class was a priority for students of Mixed ethnicity more than any other group. Students with children or dependents and non-traditional students also ranked it higher than other groups. More access to work on campus was a priority for unclassified students. More campus child care service was a high priority for students with children. Providing daytime campus entertainment was not a high priority for any group.

### Sub Groups and Priority Results

Most sub groups have similar priority concerns with other sub groups and with the overall student population but with some distinctive concerns of their own. These differences are reviewed below.

Undergraduates place far less priority than graduate students on research opportunities and far more emphasis on a single location for advising on graduation. While undergraduates favor scheduling of more classes twice a week, graduate students favor scheduling more classes between 3 p.m. and 11 p.m.

Full-time students highly resembled the overall student body in their priority concerns.

Unclassified students also highly resemble the overall student body except their top priority was scheduling more classes between 3 p.m. and 11 p.m. Their priority for more campus security was also higher than students in general.

Non-traditional students placed slightly lower priority on advising about graduation and repairing classroom and more on campus security than students in general. Their top priority was scheduling more classes between 3 p.m. and 11 p.m.

Students with children placed high priority on child-care. Their top priority, like that of unclassified and non-traditional students, was scheduling more classes between 3 p.m. and 11 p.m.

Hawai'i high school graduates students resembled the overall population except they placed a lower priority on having more challenging classes and a higher priority on campus security. Mainland high school graduates generally resembled the overall population. Their priority for improving the variety of food services was higher than for Hawai'i or non US high school graduates. Non US high school graduates resembled students in general except that they placed a higher priority on research and having more classes scheduled twice a week and a much lower priority on scheduling classes between 3 p.m. and 11 p.m. and having smaller classes. They also had a higher priority for more campus organizations in their major or career fields than students in general. Students who lived on campus placed higher priority on more variety in food services and more tutoring services and less on scheduling classes from 3 p.m. to 11 p.m. than students who lived off campus. Commuting students placed more priority on research opportunities and campus security than students who lived on campus.

The greatest distinction between students who worked was that students who worked 20 or less hours a week had a higher priority for providing more places to study while students who worked 21 or more hours a week had a higher priority for more scheduling of classes between 3:00 p.m. and 11 p.m.

The greatest distinctions between transfer students were that transfer students from another UH campus had a higher priority for more smaller classes, more tutoring services, and more campus security while transfers from institutions other than UH had more priority for challenging classes. All transfer students had higher priority than students in general for repairing of classrooms.

Students who were confident that they would graduate had similar priorities to students in general.

Ethnic sub groups were similar to the overall student body for many of the priorities but there were some notable differences. Japanese students had a lower priority for more challenging classes. Caucasian students were similar to the overall student body. Filipinos placed more priority on scheduling more classes from 3 p.m. to 11 p.m., places to study, research, and campus security and less on advising for graduation, challenging classes, and classes meeting twice a week than students in general. Native Hawaiians had a slightly lower priority for tutoring and a single location to solve registration problems than students in general. Although their priority for more campus entertainment was low, it was the highest ranking given to entertainment by any group. Chinese students had higher priority for research, more campus organizations related to majors, and working on campus; lower priority for repairing classrooms, more small classes, and more classes scheduled twice a week than students in general. Other Asians had a higher priority for more places to study, more campus organizations related to major fields, and more campus security and less on repairing classrooms, more small classes, more classes scheduled twice a week, and tutoring. Pacific Islanders had higher priority than students in general for more small classes, more classes meeting twice a week, more tutoring, and research and less priority on advising on graduation, challenging classes, repair of classrooms, and scheduling more classes between 3 p.m. and 11. p.m. Other students had a higher priority for centralized registration and more interaction with faculty outside of class. Mixed students had some of the greatest differences. They had higher priority for tutoring, more faculty available outside of class, research, and single location to solve registration problems and lower priority for financial aid, repairing classrooms, more small classes, and campus security.

In conclusion, the results of this report should be considered along with other UH Mānoa reports addressing student issues to corroborate as well as expand upon the findings. (Housing and parking issues were not included in this study. Also, 8 percent of students in this study described “other” concerns in an open ended survey item, and consideration of their comments will add another dimension to this study.) Finally further exploration and follow-up activities by stake holders will provide valuable insights for the interpretation of results and the development of appropriate implementation strategies.

Student Priorities for Improving Educational Experiences  
Fall 2005

Table 1

Survey Item	Rank	%
Improve the methods professors use when they teach	1	14
Give me more access to student loans, fellowships, or other forms of financial aid	2	10
Provide a single location where I can get accurate advising on graduation requirements	3	9
Make classes more intellectually challenging	4	8
Repair and improve the classrooms	5	7
Schedule a significant selection of classes between 3 p.m. and 11 p.m.	6	7
Offer more small classes	7	6
Schedule all classes to meet no more than twice a week (like TTh classes now)	8	5
Provide me with easily available free tutoring services	9	4
Provide more places to study on campus	10	4
Give me opportunities to do research through my classes or through campus research projects	11	4
Provide more campus organizations that relate to my major and my career goals	12	3
Provide a single location where I can solve problems with registration	13	3
Provide better campus security so that I can feel safe while on campus	14	3
Improve the variety in food services on campus	15	2
Arrange for faculty to be more available to students outside of class time	16	2
Give me more access to work on campus	17	1
Provide more campus child-care services for students with children	18	1
Provide more daytime campus entertainment	19	<1
Other		8
Total Percent		100

N = 1,964

Student Priorities for Improving Educational Experiences  
by Undergraduate, Graduate,  
Full-Time, Unclassified, Non-Traditional Student and Student with Child/Dependent  
Fall 2005

Table 2

Items	Total		Under-Graduate		Graduate		Full-Time		Unclassified		Non-traditional		Have Child or Dependent	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Improve the methods professors use when they teach	1	14	1	17	4	10	1	15	3	10	2	11	3	8
More access to financial aid	2	10	3	9	1	13	2	11	4	9	3	10	6	6
Single location for accurate advising on grad requirements	3	9	2	11	10	3	3	10	2	12	7	6	8	5
Make classes more intellectually challenging	4	8	6	6	2	12	4	7	6	8	4	10	9	5
Repair and improve the classrooms	5	7	9	5	3	11	6	6	5	8	8	4	2	9
Schedule classes between 3 p.m. and 11 p.m.	6	7	8	6	5	8	8	5	1	18	1	13	1	13
Offer more small classes	7	6	4	7	8	4	5	7	7	5	5	8	4	7
Schedule all classes to meet no more than twice a week	8	5	5	6	12	2	7	6	10	5	6	7	7	6
Provide me with easily available free tutoring services	9	4	7	6	14	2	10	4	9	5	10	4	11	4
Provide more places to study on campus	10	4	10	4	7	4	9	4	18	0	15	1	14	2
Do research through classes or campus research projects	11	4	12	3	6	6	11	3	15	1	13	3	12	3
More campus orgs. that relate to major/career goals	12	3	11	4	13	2	12	3	12	4	14	2	13	3
Single location where can solve registration problems	13	3	13	3	9	4	14	3	13	3	11	4	16	2
Better campus security so feel safe while on campus	14	3	14	2	11	3	13	3	8	5	9	4	15	2
Improve the variety in food services on campus	15	2	15	2	15	2	15	2	19	0	17	1	17	1
Faculty more available to students outside of class time	16	2	16	2	17	1	16	2	14	1	12	3	10	5
Give me more access to work on campus	17	1	17	1	16	2	17	1	11	4	18	0	18	1
More campus child-care services for students with children	18	1	19	0	18	1	18	1	16	1	16	1	5	7
Provide more daytime campus entertainment	19	<1	18	1	19	0	19	0	17	0	19	0	19	0
Other		8		7		12		8		10		11		13
Total Percent		100		100		100		100		100		100		100
Total Number		1964		1296		594		1218		78		196		176

Student Priorities for Improving Educational Experiences  
by High School Graduate  
Fall 2005

Table 3

Items	Total		Graduated HS Hawaii		Graduated HS Mainland US		Graduated HS Outside US	
	Rank	%	Rank	%	Rank	%	Rank	%
Improve the methods professors use when they teach	1	14	1	18	4	8	2	14
More access to financial aid	2	10	3	9	1	13	1	15
Single location for accurate advising on grad requirements	3	9	2	11	3	9	6	5
Make classes more intellectually challenging	4	8	8	5	2	9	3	13
Repair and improve the classrooms	5	7	4	6	7	8	7	5
Schedule classes between 3 p.m. and 11 p.m.	6	7	5	6	5	8	15	2
Offer more small classes	7	6	6	6	6	8	10	4
Schedule all classes to meet no more than twice a week	8	5	7	5	8	6	4	6
Provide me with easily available free tutoring services	9	4	12	3	9	3	8	5
Provide more places to study on campus	10	4	9	5	10	3	11	4
Do research through classes or campus research projects	11	4	13	3	13	3	5	6
More campus orgs. that relate to major/career goals	12	3	11	4	12	3	9	5
Single location where can solve registration problems	13	3	14	3	15	2	16	2
Better campus security so feel safe while on campus	14	3	10	4	14	2	12	3
Improve the variety in food services on campus	15	2	16	2	11	3	13	3
Faculty more available to students outside of class time	16	2	15	2	16	1	17	1
Give me more access to work on campus	17	1	17	1	17	1	14	3
More campus child-care services for students with children	18	1	18	1	18	1	18	1
Provide more daytime campus entertainment	19	<1	19	0	19	1	19	0
Other		8		7		9		5
Total Percent		100		100		100		100
Total Number		1964		781		468		128

Student Priorities for Improving Educational Experiences  
by Live On or Off Campus and Hours of Work  
Fall 2005

Table 4

Items	Total		Live On Campus		Live Off Campus		Work 20 or Fewer Hours Per Week		Work 21 or More Hours Per Week	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Improve the methods professors use when they teach	1	14	1	15	1	13	1	16	1	15
More access to financial aid	2	10	3	12	4	9	2	13	4	7
Single location for accurate advising on grad requirements	3	9	2	12	2	12	3	8	3	8
Make classes more intellectually challenging	4	8	4	9	3	10	4	7	7	6
Repair and improve the classrooms	5	7	7	6	5	8	5	7	5	7
Schedule classes between 3 p.m. and 11 p.m.	6	7	12	3	6	7	11	4	2	15
Offer more small classes	7	6	5	8	7	5	6	5	6	7
Schedule all classes to meet no more than twice a week	8	5	6	6	9	4	7	5	8	6
Provide me with easily available free tutoring services	9	4	9	4	14	3	9	4	9	4
Provide more places to study on campus	10	4	10	4	11	4	8	5	13	2
Do research through classes or campus research projects	11	4	13	3	8	5	10	4	10	4
More campus orgs. that relate to major/career goals	12	3	11	4	13	3	12	3	12	2
Single location where can solve registration problems	13	3	15	1	12	3	14	2	11	3
Better campus security so feel safe while on campus	14	3	14	2	10	4	13	3	14	2
Improve the variety in food services on campus	15	2	8	5	16	1	16	1	15	1
Faculty more available to students outside of class time	16	2	16	1	15	2	15	2	16	1
Give me more access to work on campus	17	1	18	1	17	1	18	1	19	0
More campus child-care services for students with children	18	1	19	0	18	1	17	1	17	0
Provide more daytime campus entertainment	19	<1	17	1	19	1	19	0	18	0
Other		8		6		8		9		9
Total Percent		100		100		100		100		100
Total Number		1964		390		776		776		457

Student Priorities for Improving Educational Experiences  
by Transfer Status and Graduation Confidence  
Fall 2005

Table 5

Items	Total		Transferred to UHM From Another UH Campus		Transferred to UHM From Another Institution		Am Confident That I Will Graduate	
	Rank	%	Rank	%	Rank	%	Rank	%
Improve the methods professors use when they teach	1	14	1	18	1	15	1	14
More access to financial aid	2	10	3	8	2	10	2	11
Single location for accurate advising on grad requirements	3	9	6	7	3	8	3	9
Make classes more intellectually challenging	4	8	8	6	5	7	4	8
Repair and improve the classrooms	5	7	9	5	8	5	5	8
Schedule classes between 3 p.m. and 11 p.m.	6	7	5	7	4	8	7	6
Offer more small classes	7	6	2	8	6	6	6	6
Schedule all classes to meet no more than twice a week	8	5	7	6	7	6	8	5
Provide me with easily available free tutoring services	9	4	4	7	9	5	11	4
Provide more places to study on campus	10	4	10	4	12	3	10	4
Do research through classes or campus research projects	11	4	12	3	10	4	9	4
More campus orgs. that relate to major/career goals	12	3	13	2	11	4	13	3
Single location where can solve registration problems	13	3	15	1	13	3	14	2
Better campus security so feel safe while on campus	14	3	11	3	15	2	12	3
Improve the variety in food services on campus	15	2	14	2	16	2	15	2
Faculty more available to students outside of class time	16	2	16	1	14	2	16	2
Give me more access to work on campus	17	1	18	1	17	1	17	1
More campus child-care services for students with children	18	1	17	1	19	0	18	1
Provide more daytime campus entertainment	19	<1	19	0	18	1	19	1
Other		8		11		8		8
Total Percent		100		100		100		100
Total Number		1964		291		350		1312

Student Priorities for Improving Educational Experiences  
by Ethnicity  
Fall 2005

Table 6

Items	Total		Japanese		Caucasian		Filipino		Native Haw		Chinese		Other Asian		Pacific Isl		Other		Mixed	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Teaching methods	1	14	1	18	2	11	1	17	3	14	1	20	1	13	1	15	1	11	1	16
Financial aid	2	10	2	9	1	11	3	9	1	16	2	11	3	9	3	11	2	10	10	5
Advising on graduation	3	9	4	7	5	9	8	6	2	15	3	9	6	6	9	4	3	7	3	8
Challenging classes	4	8	8	5	3	10	12	3	4	8	5	8	2	13	10	2	4	7	5	7
Repair classrooms	5	7	3	8	4	9	7	6	7	6	9	4	8	5	12	2	7	6	14	2
Schedule 3 - 11 p.m.	6	7	5	6	6	8	2	11	5	7	8	4	4	7	11	2	5	7	7	6
More small classes	7	6	9	5	7	6	5	7	6	7	6	6	12	4	4	11	6	7	15	2
Classes twice a week	8	5	6	6	8	6	15	1	8	6	12	3	14	4	6	9	11	3	8	6
Tutoring	9	4	7	6	12	2	11	5	12	2	11	4	13	4	2	15	8	6	2	10
Places to study	10	4	10	4	9	4	6	7	10	2	10	4	5	7	8	4	13	3	11	3
Research	11	4	13	3	10	3	4	8	9	2	4	8	11	4	7	7	10	5	6	7
Campus orgs. & majors	12	3	11	4	11	3	10	5	11	2	7	6	7	5	5	9	15	2	12	2
Registration	13	3	14	3	14	2	14	2	16	1	16	1	10	5	14	2	9	5	9	5
Campus security	14	3	15	3	15	2	9	6	14	1	14	2	9	5	13	2	14	3	19	0
Food services	15	2	12	3	13	2	16	1	17	1	18	0	16	2	16	0	16	2	13	2
Faculty outside class	16	2	16	2	18	1	13	3	15	1	15	1	15	3	15	2	12	3	4	8
Work on campus	17	1	18	1	16	1	17	1	18	1	13	3	18	0	18	0	18	1	18	1
Child-care	18	1	19	0	17	1	19	0	19	1	19	0	19	0	19	0	19	1	16	1
Campus entertainment	19	<1	17	1	19	0	18	1	13	1	17	0	17	1	17	0	17	1	17	1
Other		8		7		8		2		9		8		5		2		15		10
Total Percent		100		100		100		100		100		100		100		100		100		100
Total Number		1964		328		529		139		107		161		111		46		200		343

Student Priorities for Improving Educational Experiences  
 Summary Rankings Highlighting Top Six Priorities  
 Fall 2005

Table 7

Items	Total	Undergraduate	Graduate	Full-Time	Unclassified	Non-traditional	Have Child/Dependent	Grad HS Hawaii	Grad HS Mainland	Grad HS Outside US	Live On Campus	Live Off Campus	Work 20 or Fewer Hrs	Work 21 or more hrs	Transfer fr UH Campus	Transfer fr Another Co	Confident Graduate	Japanese	Caucasian	Filipino	Native Hawaiian	Chinese	Other Asian	Pacific Islander	Other
	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank
Teaching methods	1	1	4	1	3	2	3	1	4	2	1	1	1	1	1	1	1	1	2	1	3	1	1	1	1
Financial aid	2	3	1	2	4	3	6	3	1	1	3	4	2	4	3	2	2	2	1	3	1	2	3	3	2
Advising on graduation	3	2	10	3	2	7	8	2	3	6	2	2	3	3	6	3	3	4	5	8	2	3	6	9	3
Challenging classes	4	6	2	4	6	4	9	8	2	3	4	3	4	7	8	5	4	8	3	12	4	5	2	10	4
Repair classrooms	5	9	3	6	5	8	2	4	7	7	7	5	5	5	9	8	5	3	4	7	7	9	8	12	7
Schedule 3 - 11 p.m.	6	8	5	8	1	1	1	5	5	15	12	6	11	2	5	4	7	5	6	2	5	8	4	11	5
More small classes	7	4	8	5	7	5	4	6	6	10	5	7	6	6	2	6	6	9	7	5	6	6	12	4	6
Classes twice a week	8	5	12	7	10	6	7	7	8	4	6	9	7	8	7	7	8	6	8	15	8	12	14	6	11
Tutoring	9	7	14	10	9	10	11	12	9	8	9	14	9	9	4	9	11	7	12	11	12	11	13	2	8
Places to study	10	10	7	9	18	15	14	9	10	11	10	11	8	13	10	12	10	10	9	6	10	10	5	8	13
Research	11	12	6	11	15	13	12	13	13	5	13	8	10	10	12	10	9	13	10	4	9	4	11	7	10
Campus orgs. & majors	12	11	13	12	12	14	13	11	12	9	11	13	12	12	13	11	13	11	11	10	11	7	7	5	15
Registration	13	13	9	14	13	11	16	14	15	16	15	12	14	11	15	13	14	14	14	14	16	16	10	14	9
Campus security	14	14	11	13	8	9	15	10	14	12	14	10	13	14	11	15	12	15	15	9	14	14	9	13	14
Food services	15	15	15	15	19	17	17	16	11	13	8	16	16	15	14	16	15	12	13	16	17	18	16	16	16
Faculty outside class	16	16	17	16	14	12	10	15	16	17	16	15	15	16	16	14	16	16	18	13	15	15	15	15	12
Work on campus	17	17	16	17	11	18	18	17	17	14	18	17	18	19	18	17	17	18	16	17	18	13	18	18	18
Child-care	18	19	18	18	16	16	5	18	18	18	19	18	17	17	17	19	18	19	17	19	19	19	19	19	19
Campus entertainment	19	18	19	19	17	19	19	19	19	19	17	19	19	19	18	19	19	17	19	18	13	17	17	17	17

Student Priorities for Improving Educational Experiences  
Summary  
Fall 2005

N = 1,964

Table 8

Item	Total Group Rank	Total Group %	Sub Group High Priority
<b>CATEGORY 1</b>			
Improve the methods professors use when they teach	1	14	All students but especially undergraduates and Hawaii high school graduates
Give me more access to student loans, fellowships, or other forms of financial aid	2	10	All students but especially graduate students, mainland and non US high school graduates, and Native Hawaiians and Caucasians
<b>CATEGORY 2</b>			
Central and accurate advising on graduation requirements	3	9	Undergraduate more than graduate students across most of the groups but especially unclassified, Hawaii high school graduates, and Native Hawaiians
Make classes more intellectually challenging	4	8	Graduate students, mainland high school graduates, and Other Asians
Repair and improve the classrooms	5	7	Graduate students, students with children, Hawaii high school graduates, Japanese, and Caucasian students
Schedule a significant selection of classes between 3 p.m. and 11 p.m.	6	7	Graduate more than undergraduate students. Number one priority for unclassified, non-traditional, and students with children. Number two priority for students employed more than 21 hours per week, and Filipinos
Offer more small classes	7	6	Undergraduates more than graduates. Especially transfers from other UH campuses, students with children, and Pacific Islanders
Schedule all classes to meet no more than twice a week	8	5	Undergraduates more than graduates, non US high school graduates, non-traditional, live on campus, Japanese, and Pacific Islanders
Provide easily available free tutoring services	9	4	Undergraduates more than graduates, transfers from UH campuses, Pacific Islanders, and Mixed ethnic group
Provide more places to study on campus	10	4	Graduate more than undergraduate students, Filipinos, and Other Asians
Do research through classes or campus research projects	11	4	Graduate more than undergraduate students, non US high school graduates, Filipinos, Chinese, and Mixed ethnicity
<b>CATEGORY 3</b>			
More campus orgs. that relate to major/career fields	12	3	Pacific Islanders, Chinese, Other Asians, and non US high school graduates
Single location to solve registration problems	13	3	Graduate more than undergraduate students
Better campus security so feel safe while on campus	14	3	Hawaii high school graduates, live off campus, unclassified, non-traditional, Filipinos, Other Asians
Improve the variety in food services on campus	15	2	Live on campus and to some extent mainland high school graduates
Faculty more available to students outside class	16	2	Especially Mixed ethnicity. Also students with children, and nontraditional students
More access to work on campus	17	1	Unclassified
More campus child-care services	18	1	Students with children
<b>CATEGORY 4</b>			
Provide more daytime campus entertainment	19	<1	Not a high priority for all groups
<b>TOTAL</b>		<b>100</b>	

Note: Table 8 and other tables should be consulted for finer distinctions in sub groups.

Student Priorities on Improving Educational Experiences  
Student Characteristics  
Fall 2005

Table 9

Student Characteristics	Number	%
Undergraduate	1,296	66
Graduate	594	30
Full-Time	1,218	62
Unclassified	78	4
Non-traditional	196	10
Have child/dependent	176	9
Graduate Hawaii high school	781	40
Graduate mainland high school	468	24
Graduate outside US high school	128	7
Live on campus	390	20
Live off campus	776	40
Work 20 or fewer hours	776	40
Work 21 or more hours	457	23
Transfer from another UH campus	291	15
Transfer from another institution	350	18
Confident will graduate	1,312	67

Student Priorities on Improving Educational Experiences  
Ethnicity  
Fall 2005

Table 10

Survey Item	Number	%
Japanese	328	17
Caucasian	529	27
Filipino	139	7
Native Hawaiian	107	5
Chinese	161	8
Other Asian	111	6
Pacific Islander	46	2
Other	200	10
Mixed	343	18
Total	1,964	100