



STUDENT CONGRESS

Executive Summary for 2024 Student Congress Spring Survey Results

2024 Annual Spring Survey

Student Congress conducts an annual spring survey to collect information concerning student needs. This survey provides anonymous student data for Student Congress executives to analyze and act upon.

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1. Participant Data

1.1 - Demographics

Amount of participants: Out of approximately 5439 students contacted, 683 responded.

Headcount Enrollment, Multi-Year University of Hawai'i

Spring 2024, All Students

	UH COMMUNITY COLLEGES											
	TOTAL	UH MANOA	UH HILO	UH WEST O'AHU	SUBTOTAL	Hawai'i	Honolulu	Kapi'olani	Kaua'i	Leeward	Maui	Windward
Headcount												
2013	55,344	19,243	3,907	1,909	30,285	3,208	4,091	7,945	1,362	7,217	3,968	2,494
2014	54,415	18,808	3,828	2,179	29,600	2,941	3,998	7,758	1,367	7,176	3,814	2,546
2015	53,022	18,283	3,701	2,344	28,694	2,812	4,044	7,652	1,292	6,856	3,433	2,605
2016	51,291	17,675	3,649	2,526	27,441	2,755	3,710	7,260	1,224	6,953	3,164	2,375
2017	49,167	17,033	3,518	2,763	25,853	2,607	3,503	6,700	1,234	6,608	2,919	2,282
2018	48,596	16,688	3,315	2,944	25,649	2,569	3,320	6,679	1,348	6,481	2,856	2,396
2019	47,234	16,806	3,204	2,896	24,328	2,301	3,105	6,187	1,358	6,312	2,753	2,312
2020	46,712	16,683	3,141	2,979	23,909	2,402	2,922	5,803	1,336	6,219	2,746	2,481
2021	46,284	16,859	3,068	2,932	23,425	2,303	2,957	5,792	1,294	6,222	2,628	2,229
2022	45,148	17,579	2,979	2,824	21,766	1,933	2,737	5,464	1,158	5,909	2,283	2,282
2023	44,987	17,663	2,737	2,860	21,727	1,992	2,841	5,325	1,131	5,886	2,203	2,349
2024	46,418	18,324	2,587	2,763	22,744	2,154	2,951	5,439	1,214	5,973	2,435	2,578

IRAPO - Headcount Enrollment Spring 2024

To gain background information about the study population, students were asked to report their age, gender, semester credit count, and hours of responsibilities outside of school.

Age Demographics: The diversity of our student population is evident in the age demographics we collected. Out of the 683 participants, 637 provided their age. The breakdown is as follows: 49 students (7.72%) are between 17 and 18, 209 students (32.91%) are between 19 to 21, 118 students (18.58%) are between 22 and 24, and 259 students (40.79%) are over 25 years old.

Gender Demographics: The gender balance within our student body is a significant aspect of our survey findings. Most respondents (458, 71.9%) identify as female, while 155 (24.33%) identify as male. Nineteen respondents (2.98%) prefer not to disclose their gender, and five respondents (0.78%) identify as a gender not listed in the survey. Forty-six participants choose not to answer this question.

When comparing gender demographics from IRAPO to the demographics of the survey, we noticed an apparent gender disparity. While 71.9% of survey participants were female, data shows that only 62.46% (3,397 of 5,439) of Kapi'olani Community College students during the 2024 Spring semester were female. Likewise, 24.33% of survey participants were male when 35.7% of students enrolled on campus were male. The website showed no data for 1.49% of students, which is less than half of the students in the survey who did not wish to disclose their gender or who identified as a gender other than female or male.

Responsibilities Demographics: To better understand student responsibilities outside of school, we asked participants to select the number of hours they allocated to non-academic duties per week. Of the 685 survey participants, 625 students answered one of the following options: 38 (6.08%) report spending 1 to 9 hours a week on non-academic activities, 120 (19.2%) report spending 10 to 15 hours, 171 (27.26%) report spending 16 to 20 hours, 130 (20.8%) report spending 21 to 39 hours, and 166 (26.56%) report spending over 40 hours a week on responsibilities outside of school.

Spring Credit Enrollment: We asked students how many credits they enrolled in during the Spring 2024 semester. Students enrolled in 1 to 3 credits totaled 75 (11.92%) responses; students enrolled in 4 to 6 credits totaled 101 (16.06%) responses; students enrolled in 7 to 11 credits totaled 117 (18.6%) responses; students enrolled in 12 to 14 credits totaled 213 (33.86%) responses, and students enrolled in more than 15 credits composes 123 (19.55%) responses.

2. Spring Survey Themes

2.1 - Breaking Down the Data

Student Congress recognized trends in answers to particular topics in survey questions. The most prevalent themes include Summer Classes, Food Insecurity, Bookstore and Textbook Concerns, Study Spaces, Hawaiian Culture Learning Opportunities, Sleep and Rest Resources, and Campus Job Opportunities (listed in order of priority). A summarized dissection of each topic follows:

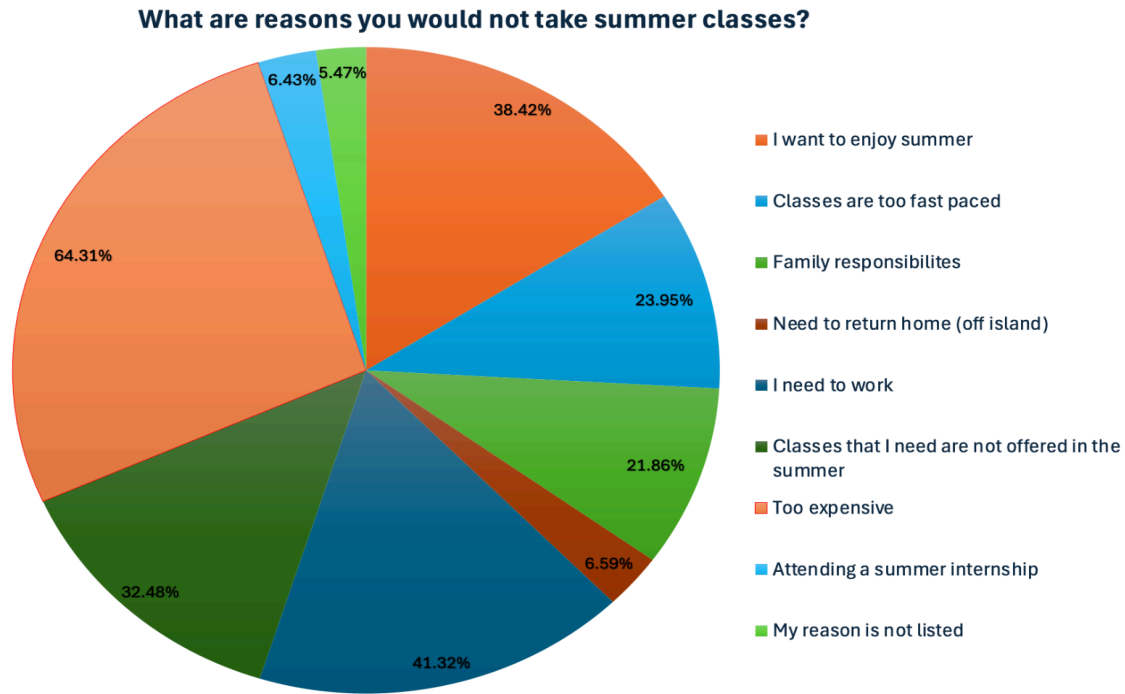
1. **Summer Classes:** Tuition/expense concerns, diversity of offered classes, pace of offered classes.
2. **Food Insecurity:** Skipped meals, food pantry/snack shop awareness.
3. **Bookstore and Textbook Concerns:** Difficulty acquiring textbooks on time.
4. **Study Spaces:** Known study spaces, prevalent study times, later library/cafeteria hours, weekend studying.
5. **Learning About Hawaiian Culture:** Preferred subjects about learning Hawaiian Culture.
6. **Sleep and Rest Resources:** Sleep consistency, potential resting areas.
7. **Campus Job Opportunities:** Where to look for jobs and job area interests.
8. **Knowledge About Campus Services:** Student knowledge about campus resources.

3. Survey Data Analysis

3.1 - Summer Classes

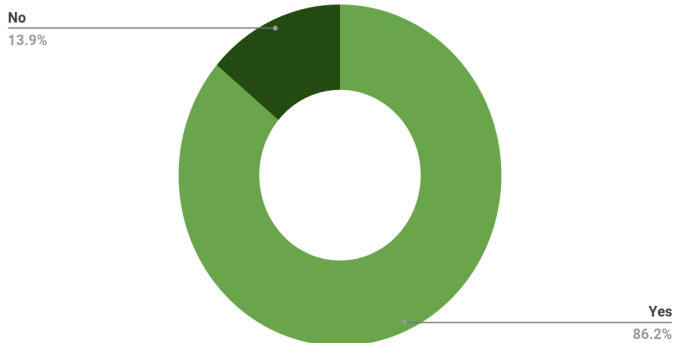
Student Congress asked students, "Do you have any concerns with taking summer classes?" The responses to this question were open-ended, so we dissected each answer and divided the statistics into four categories: Class Diversity/Availability (what classes are offered/what method of learning [in person, online, or hybrid]), Expense/Tuition, Fast Pace, and Lack of Time Available. We asked students if they knew about and utilized the snack shop. Students were allowed to select multiple answers. It is

important to note that the percentages pertaining to this particular statistic are calculated based on the percentage of *answers from students*, not individual counts of students themselves.



Of the 683 students who participated in the survey, Congress collected 144 various open-ended answers. Students were allowed to select multiple answers to this question. It's important to note that the percentages pertaining to this particular statistic are calculated based on the percentage of *answers from students*, not individual counts of students themselves. Concerns of class diversity/availability represent 33 of the 144 answers (22.92%), concerns of tuition/expenses consume nearly half (68 out of 144) of the answers (47.22%), the fast-paced aspect of summer courses represent 24 of the 144 answers (16.67%), and lack of time during the summer to take summer classes is referenced 19 out of the 144 collected answers (13.19%). Out of the 683 students who participated in the survey, 387 (56.66%) skipped this question.

If summer classes were the same price as fall and spring classes, would you take summer classes?




This image visually represents 86.2%, or 541 students, saying they would attend summer classes if they were the same price as fall and summer. By comparing the graph on the previous page to this image, we can see that 64.31% of the students' answers to the open-ended question suggested that summer classes are too expensive. Some of our solutions would be to offer summer classes at similar prices to fall and spring classes, more financial aid and support, and the possibility of several grants and scholarships.

With this vital information, we have successfully lightened the financial load on our students. Starting in the summer of 2025, students with in-state residency status will be able to pay the same price per credit for summer classes as they do for fall and spring classes. This significant change, a testament to the dedication of our former Executive Team and the collaborative efforts of Student Governments across all seven UHCC campuses, will undoubtedly bring a sense of relief to our students. The initiative, which began with the team proposing a three-year pilot program to the state legislature, responded to higher administration's concerns about potential revenue losses due to proposed changes in tuition fees.

Having understood the lengthy legislative process involved, the Vice President for Community Colleges, Erika Lacro, heard our testimony through HB 1779 (2024) and worked to expedite the implementation of more affordable summer classes for students. Instead of pursuing the original three-year pilot program, she suggested a one-year pilot study to lower summer tuition. This approach allows an evaluation of its impact within a single academic year, utilizing funding from the Office for the Vice President for Community Colleges.

In relation to researching more about student interest with summer school, Student Congress participated in Kapi'olani Community College's Student Undergraduate Research Fair (SURF). This research fair is where students involved with various kinds of classes, clubs, and research projects can present their findings. At SURF in spring of 2024, we demonstrated the continuous efforts that we have accomplished over the 2023-2024 school year.

The poster below was made by the 2023-2024 Student Congress Executive Team. This poster was created to spread awareness about the possible summer tuition changes that are set to take effect in the beginning of summer 2025, as confirmed by Vice President for Community Colleges, Erika Lacro.



STUDENT CONGRESS

“Summer Classes for the Masses” The Journey for Institutional Change

Executive Team: Zachary Gibson, Kimberly Song, Jenny Brown, Micah Tutuvanu, Maria Schmitz, Ratana Kim, In Moo Ko

UNIVERSITY of HAWAII
KAPI'OLANI
COMMUNITY COLLEGE

Introduction

The objective is to align the resident tuition rates for the summer semester with the resident tuition rates that are established for spring and fall semester across all seven University of Hawaii Community Colleges.



Currently, UHCC resident students pay \$131/credit during the spring and fall semester, and \$248/credit during the summer semester (an increase of 89.31%).

To ensure student voice is captured and advocated the executive team uses various methodologies to capture this in a quantitative manner. This includes - online and in-person surveys, video interviews, and collaborative meetings across the student body for each of the seven campus.

Results

Notable Results


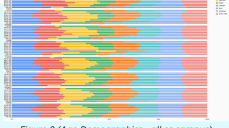
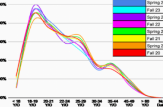
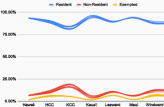
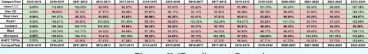
- Discrepancies in participants vs campus demographics (figure 4)
- Half of the survey participants feel that too much homework, inconvenient class times, and lack of course offerings are somewhat to extremely stressful.
- Time management and Maintaining Mental Health were ranked highest as personal factors that contributed to stress.
- 83.6% of respondents indicated Online Asynchronous as the desired class modality. (Figure 5)

Thoughts and considerations




Is there a correlation between student success barriers and summer tuition enrollment, and does summer enrollment play a factor in continuing education?

Age demographics and residence status tend to follow a similar patterns. What other factors are then taken into consideration when looking for summer tuition expected revenue loss?


Methodologies

- Kapi'olani CC Annual Survey (2023)
- Left seat/right seat with previous executive members
- Video Interviews (Figure 1 & 2)
- Online Surveys (Figure 3)
- Data analysis (IRAPO, Surveys, Interviews, Discussions)
- Presentation of Data (working with UH-Admin)

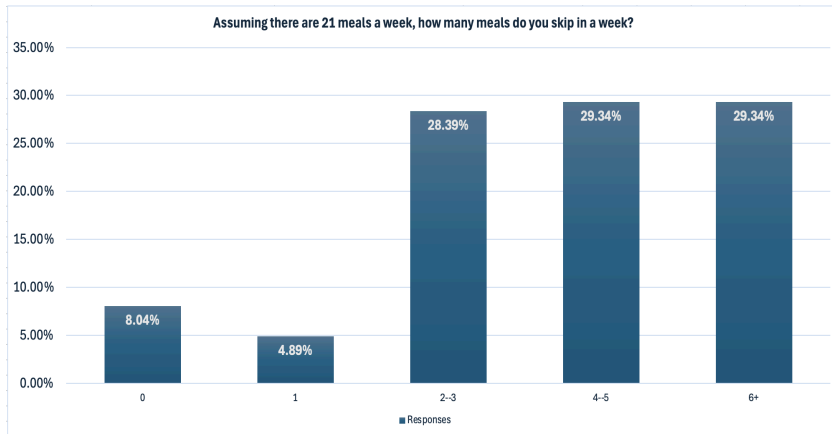
Challenges

One of the main concerns from higher administration was offsetting the revenue loss with the proposed change in tuition fees. The Executive team presented the issues the students were challenged with to Rep. Amy Perruso and Rep. Lisa Marten. They proposed we should work together and take it to the legislative level; we began to craft a bill. This was after presented to all CC Chancellors and Mike Unebasami.



Special thanks to the students who participated in the survey/Interview, Mike Unebasami, Chancellors, VPCC Erika Lacro, Student Caucus, Rep. Amy Perruso, Rep. Lisa Marten, The Kelki Caucus, House of Higher Education, Student Governments (all 7 UHCCs), and our advisor Shannon Sakau.

3.2 - Food Insecurity

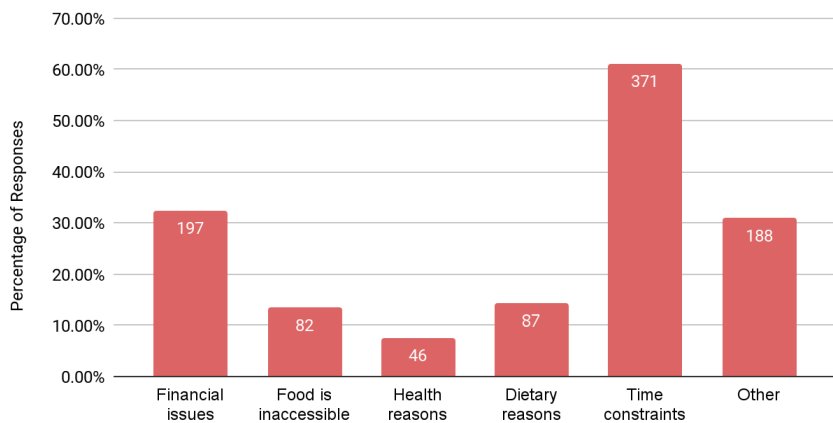


Data strongly supports students' concerns about food insecurity and their desire for more on-campus food options. In addition to financial issues, another primary concern for inaccessibility to food is the limited time between students' classes.

Student Congress asked students to report how many meals they skip a week, assuming there are twenty-one meals in a week. Of the 683 survey participants, 583 (85.36%) report skipping at least one meal weekly. The percentages break down as follows: 31 students (4.89%) report skipping one meal a week, 180 students (28.39%) report skipping 2 to 3 meals a week, 186 students (29.34%) report skipping 4 to 5 meals a week, and another 186 (29.34%) report skipping more than six meals per week. This data is concerning because it shows that nearly 30% of respondents skip at least one meal weekly.

We asked students what the most significant reason(s) was/were for skipping meals throughout the week. Students were allowed to select multiple answers to this question. It is important to note that the percentages pertaining to this particular statistic are calculated based on the percentage of *answers from students*, not an individual count of students themselves.

What are the reasons for skipping meals?



Collectively, 371 of 607 answers (61.12%) confirm that students skip meals due to time constraints. Many factors are involved in time constraints, such as insufficient time to eat between classes, limited on-campus food and vendor availability, and slim time frames during which food is available on campus.

The students had five other answers to select from: financial issues, food inaccessibility, health reasons, dietary reasons, and "other." Financial issues account for 197 (32.45%) of the answers.

Another 188 answers provide "other" as the reason for students skipping meals. Though this question

did not have an open-ended response section for students to specify their selection of "other," we plan to ask students more about this topic in the upcoming semester to gain more knowledge in the matter. Dietary reasons account for 87 (14.33%) of the answers while food inaccessibility claims another 87 (14.33%). Health reasons reserve 46 (7.58%) answers.

All students with Kapi'olani Community College as their home campus are eligible for a monthly allowance of \$10 for the Snack Shop in the 'Iliahi building. Student Congress asked students if they knew about and utilized the Snack Shop, and students were allowed to select multiple answers. Percentages pertaining to this particular statistic are calculated based on the percentage of *answers from students*, not individual counts of students themselves.

When asked if students know about and utilize the Snack Shop, 88 out of 613 (14.36%) total answers claim that students know about the Snack Shop and use it, 151 (24.63%) answers claim that students know about the Snack Shop and do NOT use it, and a surprising 374 (61.01%) answers claim that students do not know about the Snack Shop and have not used it.

The Pohukaina Food Pantry, which is open to UH students and non-UH students alike, is another food opportunity provided on campus in the 'Iliahi building. This program offers students free groceries each week. When we asked students if they know about and use the Pohukaina Food Pantry, we allowed them to select multiple answers. Percentages pertaining to this particular statistic are calculated based on the percentage of *answers from students*, not individual counts of students themselves.

When asked if students know about and utilize the Pohukaina Food Pantry, 94 out of 628 (14.97%) total answers claim that students know about the Pohukaina Food Pantry and use it, 203 (32.32%) answers claim that students know about the Pohukaina Food Pantry and do NOT use it, and 331 out of 628 (52.71%) of answers claim that students do not know about the Pohukaina Food Pantry and have not used it. Since several students have voiced that they skip meals weekly, it is quite concerning that students that may need the food pantry could be unaware of it.

To tackle food insecurity on campus this upcoming semester, Student Congress will gather information from students to see how we can advocate to improve food availability on campus. We are collaborating with the Vice Chancellor of Administrative Services to provide food services in the 'Iliahi building where students can readily purchase meals at their convenience. We also plan to spread awareness about the Snack Shop and Pohukaina Food Pantry so more students have the knowledge they need to access these services.

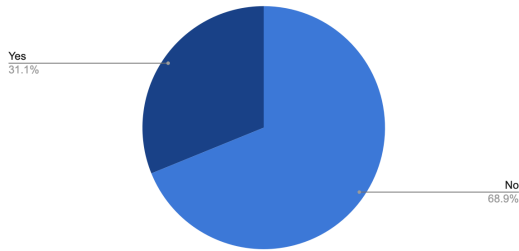
3.3 - Bookstore and Textbooks

Students were asked, "Have you ever encountered difficulties purchasing textbooks due to unavailability from the campus bookstore at the beginning of the semester?"

While approximately two-thirds (68.83%, or 435 students) of the 632 students that replied to the question answered "No," a still-concerning approximate one-third (31.17%, or 197 students) responded with "Yes." Additionally, 51 (7.5%) of the 683 students who took the survey skipped this question. Given that only 31.17% of the student population is experiencing difficulty accessing physical textbooks, *why*

is it such a concern?

Have you ever encountered difficulties purchasing textbooks due to unavailability from the campus bookstore at the beginning of the semester?



Classes at Kapi'olani Community College can require a textbook, whether it be an online textbook or a physical textbook. Students have the option to opt out of purchasing/renting textbooks for classes for any reason. It is, of course, recommended that students acquire the necessary textbook(s) for each class so that students can both learn independently and have the fundamental knowledge of the objectives and content of the course. It is concerning if any number of students are unable to access textbooks on time, but one-third of the sample population is

an area that requires immediate attention. Inability to access textbooks because of unavailability includes a lack of access to online IDAPs (Interactive Digital Access Programs) and physical textbooks. Some professors design their own course plans, and some follow the textbook assigned for the course. Students who want to purchase or rent textbooks should be able to do so without hardship.

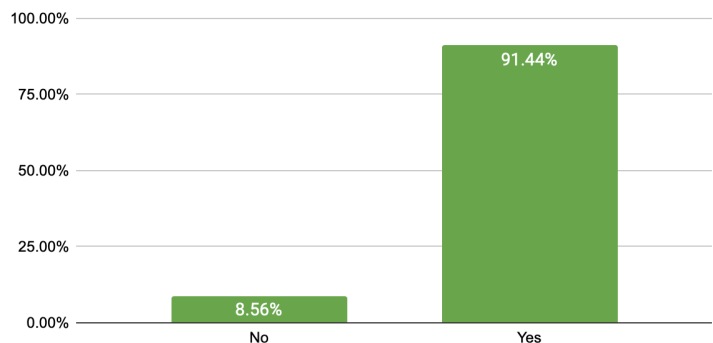
3.4 - Study Spaces

Having a study space is vital for academic success. Most participants (577 students, 91.44%) believe the campus provides appropriate study spaces for academic success. The other 8.56% (54 students) feel that the campus does not offer adequate study spaces.

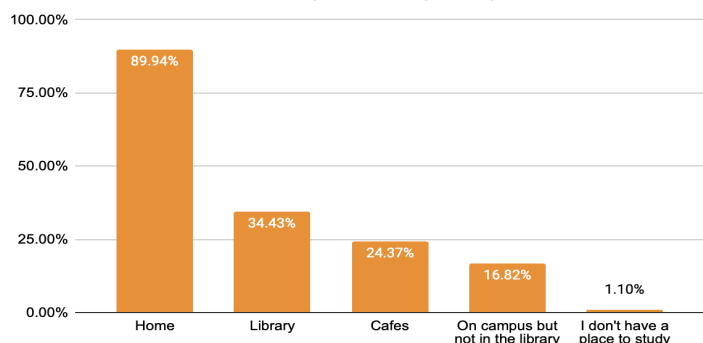
To gain more information on popular study spaces, Student Congress asked students to select one of the places they most frequently study: their home, the campus library, a cafe, and on campus but not in the library. Students could also answer that they did not have a study space.

Most participants (89.94%, 572 student responses) report studying at home, while 34.43% (219) choose to study at the library. Cafes are the most frequented study space for 24.37% of students (155), and studying on campus but not in the library is the most preferred among 107 (16.82%) students. Though the percentage is small, a total of 1.10% (7) students report having no place to study. Reflecting on the responses, opening more study spots on campus would benefit all students. It is important to note that the percentages pertaining to this particular statistic are calculated based on the

Do you believe the campus provides appropriate study spaces for you to succeed in your academics?



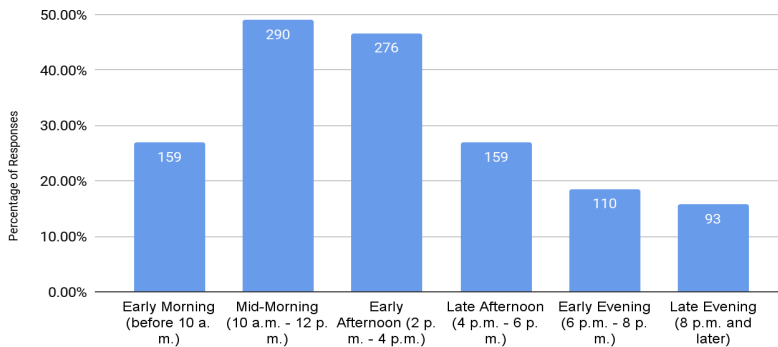
Where do you usually study?



percentage of *answers from students*, not individual counts of students themselves.

To gather more information about when students were active on campus, we asked about the general times students would stay on campus to study on weekdays and weekends.

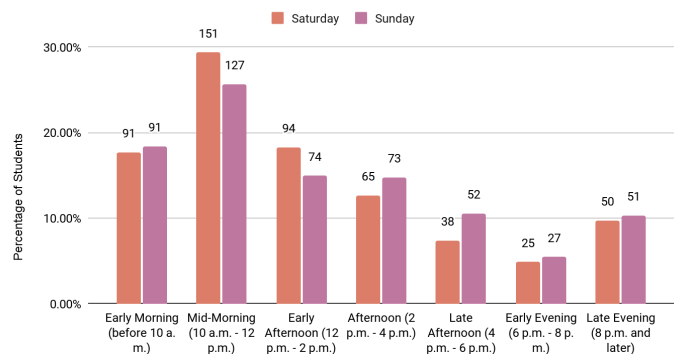
What time would you stay on campus to study during weekdays?



The chart to the left shows the results of student responses to the question regarding on-campus studying during the weekdays. Students were allowed to select multiple answers to this question. It is important to note that the percentages pertaining to this particular statistic are calculated based on the percentage of *answers from students*, not individual counts of students themselves.

The data shows that most students study on campus from 10 a.m. to 4 p.m. Of the 592 students who participated in this question, a combined 566 responses fall under the Mid-Morning (10 a.m. to 12 p.m.) and Early Afternoon (2 p.m. to 4 p.m.) categories (290 and 276 responses, respectively). The official survey did not allow students to select 12 p.m. to 2 p.m. as their preferred/optimal on-campus study time. It is also important to note that students may have chosen both Mid-Morning and Early Afternoon if they only stay on campus to study from 12 p.m. to 2 p.m.

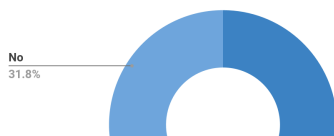
Would you study on campus during the weekends?



For less popular study hours, 159 responses show that students are on campus sometime before 10 a.m., and another 159 responses show that students are on campus from 4 p.m. to 6 p.m. An additional 110 responses reveal that students study on-campus from 6 p.m. to 8 p.m., and 93 responses allude to students continuing their studies on campus past 8 p.m.

When asked about studying on campus during weekends, students were only allowed to choose one of seven time slots that best apply to them. Most students selected that they would prefer to study on campus around 10 a.m. to 12 p.m. on Saturday and Sunday, with 151 student responses and 127 student responses to this option, respectively. Early Morning (before 10 a.m.) is the second most popular choice, with 91 student responses to this option for both Saturday and Sunday. The preference to study on campus during the Early Afternoon (12 p.m. to 2 p.m.) is more prevalent on Saturday (94 responses) than on Sunday (74 responses). There are 138 total responses for studying from 2 p.m. to 4 p.m. All time slots past 4 p.m. received around or under 50 responses on both Saturday and Sunday.

Would you prefer to study in the library if it was open until 8 p.m. on weekdays?



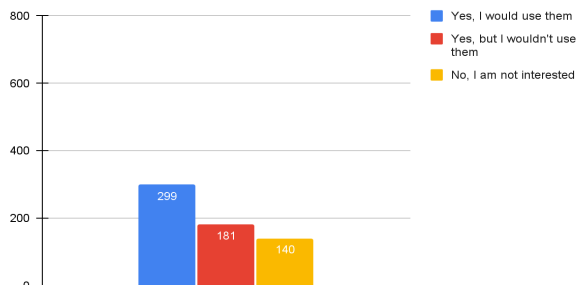
Students expressed their interest in having the library hours extended. Nearly two-thirds (68.21%) of participants claim they would prefer to study in the library if it was open until 8 p.m. on weekdays. Though the other 31.79% of students (199) state they would not study in the library if it were open until 8 p.m., these students would benefit from extended library hours. Extending library hours can create more on-campus jobs for those who prefer to work later in the day. For students who have full-time jobs, having the library open past 4 p.m. will help these students access materials at a time that is most convenient for them. The library provides peaceful resting spots that, if the library is available until 8 p.m., could be further utilized for those interested in avoiding late afternoon traffic.

We also asked students if they would be interested in studying in the cafeteria if it was open until 8 p.m. on weekdays. Though most students show disinterest in extended cafeteria hours, 259 (41.37%) students express interest in having the cafeteria open until 8 p.m.

3.5 - Hawaiian Learning

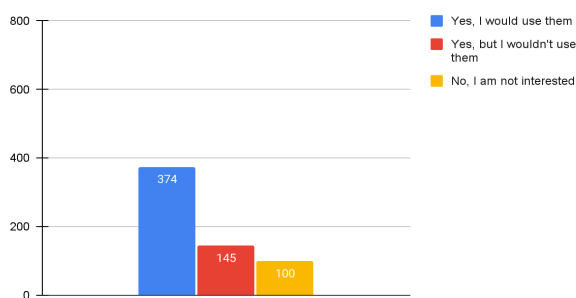
This section of the survey captures the students' interest in Hawaiian Learning. The survey breaks Hawaiian Learning into five categories: Hawaiian Language, Hawaiian Culture, Hawaiian Chants, Hawaiian Proverbs, and Hawaiian Crafts. In each category, we asked students if they were “interested and would use” what they would learn, if they were “interested but would not use” what they would learn, and if they were “not interested” in the category. In total, 624 students answered, and 59 students skipped the question entirely.

Hawaiian Language



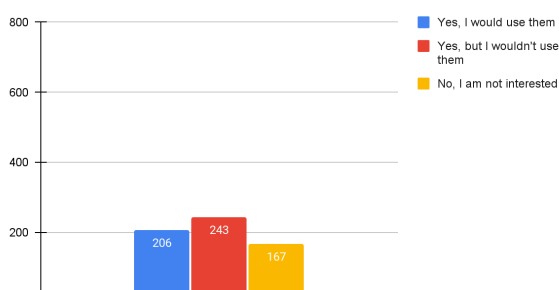
For the Hawaiian Language option, out of 620 total responses, 299 students, or 48.23%, are interested in learning about the Hawaiian Language and would use what they learn, 181 students, or 29.19%, are interested but would not use what they learn, and 140 students, or 22.58%, are not interested in learning about the Hawaiian Language.

Hawaiian Culture



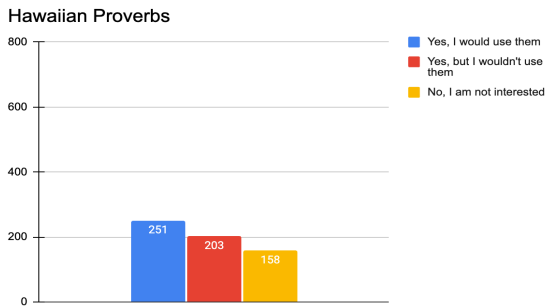
A collective of 619 students responded to the Hawaiian Culture option. Out of these, 374 students, or 60.42%, are interested in learning about Hawaiian Culture and would use what they learned; 145 students, or 23.42%, are interested but would not use what they learned, and 100 students, or 16.16%, are not interested in learning about Hawaiian Culture.

Hawaiian Chants

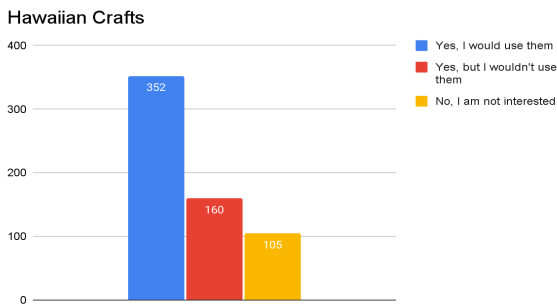


For the Hawaiian Chants option, 616 students responded. Out of these, 206 students, or 33.44%, are

interested in learning about Hawaiian Chants and would use what they learned; 243 students, or 39.45%, are interested but would not use what they learned, and 167 students, or 27.11%, are not interested in Hawaiian Chants.



For the Hawaiian Proverbs option, 612 students responded. Out of the 612 students who responded, 251 students, or 41.01%, are interested in learning about Hawaiian Proverbs and would use what they learn, 203 students, or 33.17%, are interested but would not use what they would learn, and 158 students, or 25.52%, are not interested in learning about Hawaiian proverbs.



For the Hawaiian Crafts option, 617 students responded. Out of the 617 students, 352 students, or 57.05%, are interested in learning about Hawaiian Crafts and would use what they learn, 160 students, or 25.93%, are interested but would not apply what they would learn, and 105 students, or 17.02%, are not interested in learning about Hawaiian Crafts.

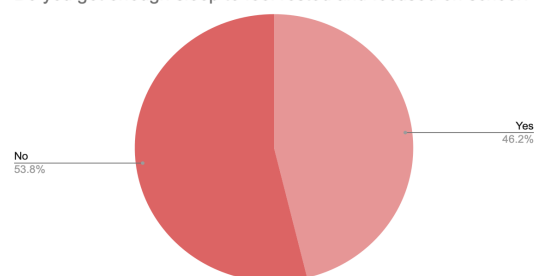
When we compare the information from each graph, a clear trend emerges—a significant number of students are interested in Hawaiian Learning. This evidence underscores the potential impact of introducing more programs, classes, and events related to Hawaiian Learning..

3.6 - Sleep and Rest

Sleep and rest are instrumental to student success, so we asked students if they had enough sleep to feel well-rested to focus on school. Of the 626 students who responded, more than half (337 students, 53.83%) report not getting enough sleep to focus on school, and 289 students (46.17%) report feeling well-rested.

In the following question, Student Congress asks students if they want to have somewhere on campus to sleep or rest. Although 202 students (32.42%) are not interested in designated resting or sleeping spots on campus, 421 students (67.58%—over two-thirds of the 623 respondents) want designated on-campus resting spots. Increasing the

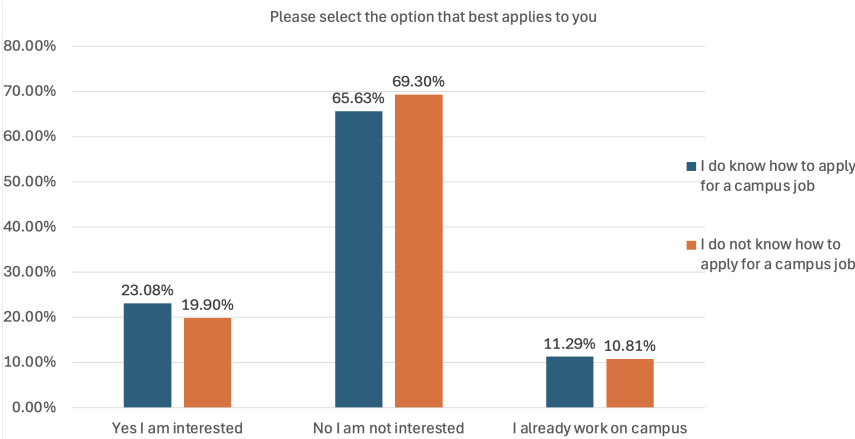
Do you get enough sleep to feel rested and focused on school?



number of sleeping and resting spots on campus could potentially increase student productivity and satisfaction. During the 2024-2025 school year, Student Congress will converse with students to advocate for more resting spots on campus to address these concerns.

3.7 - Campus Jobs

A campus job benefits students by providing practical work experience, opportunities to develop valuable skills, and a source of income to support their education and living expenses. According to the 2024 Spring Survey, many students expressed interest in office-based roles. Specifically, popular job preferences include office assistants, front desk positions, tutoring, note-taking, and bookstore opportunities.



Students prefer the Student Employment and Cooperative Education (SECE) Website and physical or digital campus bulletin boards when seeking on-campus employment.

Only 23.08% (141 students) express interest in working on campus, while 65.63% (401 students) indicate no interest. Understanding the reasons behind

this disparity is critical. Factors such as perceived high responsibility levels, inadequate pay, or lack of awareness regarding available campus jobs may contribute to students' unwillingness to work on campus. The reasons mentioned for students' low interest in working on campus were from feedback from some students, though we did not include this specific question in our survey. We plan to incorporate this question into our spring 2025 survey to gain a more comprehensive understanding.