CONTENTS

I. Executive Summary .................... i

II. Introduction ......................... iii

III. Survey Results

   A. Impact of Undergraduate Experience ........ 1
   B. Current Employment Activities ............. 6
   C. Background Data on Respondents .......... 10
   D. Comments about Undergraduate Experience .... 12

IV. Survey Instrument .................... 14

Appendix

Table of College Level Survey Data
(Available upon request)
The 1997 Alumni Outcomes Survey represents a continuing effort to conduct student educational assessment at the University of Hawai‘i at Mānoa (UHM). This activity is one of a variety of ongoing University assessment programs/activities that produces evidence of effectiveness and serves as a vehicle for educational improvement. Others are reported separately in either the University of Hawai‘i Benchmarks/Performance Indicator Report or the annual summary to the Office of the President.

This is the fourth campus-wide survey of UH Mānoa baccalaureate alumni (1989, 1991, 1994, 1997). It is intended to measure educational outcomes at the college level, generate information about ways in which programs can be improved, and monitor changes in student behavior and perceptions. The results provide a wealth of data and comparative information on the experiences, activities, and backgrounds of students who earned baccalaureate degrees in 1992 and their retrospective assessment of their undergraduate experience. This report also provides useful insights and suggests areas for further research and action.

The survey was mailed to 1,818 alumni who earned their baccalaureate degrees from UH Mānoa in the spring, summer or fall term of 1992; 548 or 30% responded. A response rate in the 30% range is considered average for surveys of this type. Survey respondents were generally representative of 1992 UH Mānoa baccalaureate graduates in terms of gender, ethnicity, and field of study. Therefore, the results may be taken as a reasonable reflection of the experiences and opinions of the 1992 baccalaureate alumni as a whole.

Alumni rated their overall undergraduate experience at Mānoa as good or excellent (79%) and over two-thirds (68%) were satisfied or very satisfied with their academic preparation. Increased academic knowledge, independence, understanding of people, and job preparation were the most frequently cited gains from the UHM collegiate experience. Establishing personal independence or preparing for a job was identified by the largest number of respondents as the single most important gain of their UHM experience. When asked to rate the extent of help received in skill areas, alumni felt their undergraduate education at UH Mānoa was helpful or very helpful in personal development and acquiring self-study, group-work and problem-solving skills. Alumni placed great importance on the need for their undergraduate education to help them gain employment and learn how to write effectively and communicate well orally.

The majority (75%) perceived a baccalaureate degree from UH Mānoa as being of average quality, and believe others’ perception of it to be slightly lower. Twenty percent thought their degree was above average in quality. Most alumni (69%) reported taking five or more years to complete their baccalaureate programs.

More than 90% reported being employed. Of those employed, 76% are employed on O‘ahu and 88% are employed full-time. The largest number are employed in private industry (39%) and state government (25%). Most 1992 alumni (75%) earn over $25,000 per year; the largest group (45%) earns $25,000 to $34,999. Nursing and engineering graduates were among those commanding the highest earnings. Slightly more than half (51%) have primary jobs that are directly related to their major and most (88%) feel that they received adequate preparation for employment. Changing job interest and developing new skills/abilities were the main reasons for selecting a non-major related primary job.

Alumni continue to develop new skills and interests after graduation, and nearly half (49%) indicated they pursued further higher education beyond their first bachelor’s degree at Mānoa. Of those completing additional higher education, the largest proportion (74%) have done so at UH Mānoa; 20% have completed further higher education at a mainland institution. Of those currently pursuing higher education, the largest proportion (47%) are pursuing a master’s degree; about a third are
taking courses but not a degree program, 9% a first professional degree, and 5% a doctoral degree.

The most popular post-baccalaureate fields of study are education (26%) and business administration (14%). The most frequently given reasons for not attending UH Mānoa for post-baccalaureate work were lack of an available program (25%), pursuit of a better program elsewhere (21%), and personal reasons (19%).

When given the opportunity to comment about their undergraduate experience at Mānoa, 70% or 382 responded. Of those providing comments, most alumni named instructors, department/programs and specific coursework as the campus factors that contributed most to their educational gains while at UH Mānoa. Employment preparation, instructors, and counseling were the most frequently cited areas of disappointment. As in the previous surveys, (1989, 1991, and 1994), the student-teacher relationship continued to be a critical factor affecting the overall quality of the undergraduate experience. The most common recommendations were to incorporate more practical experience, provide better advisors and guidance, review and change core requirements, and improve the quality of instructors.
In Spring 1997, the Office of the Vice President for Planning and Policy conducted a campus-wide survey to measure the educational outcomes of University of Hawai'i at Mānoa baccalaureate alumni who had graduated in the spring, summer, or fall term of 1992. The assessment instrument, a questionnaire consisting of 52 items in four sections, was designed to gather information about the current activities of alumni and elicit candid responses about their undergraduate experiences and recommendations for changes at UH Mānoa.

This is the fourth campus-wide survey of UH Mānoa baccalaureate alumni. The three previous surveys were administered in the spring semesters of 1989, 1991, and 1994. This report provides the analysis of 1997 responses, and compares responses with previous surveys—primarily 1991 and 1994—to determine trends and if significant changes have occurred over the eight-year period.

Mailing addresses for the alumni were obtained from the University of Hawai'i Foundation Office. Questionnaires were mailed to 1,818 alumni. Completed surveys were received from 548 respondents, representing a 30% rate of return. With this sample size, a difference of five percentage points is considered significant.

For some data displays (especially college-level), the number of responses may be too small to permit definitive conclusions. Females, education majors, and those of Japanese and mixed ethnicity may be slightly overrepresented. Business majors, and those of Chinese ethnicity may be slightly underrepresented. These warnings should be kept in mind when using or commenting on the survey results.

This report highlights outcomes and information thought to be especially interesting. Resources permitting, the Office of the Vice President for Planning and Policy intends to periodically administer a UH Mānoa campus-wide alumni survey as an ongoing assessment activity. Future instruments and computer programs may be refined and improved as a result of this effort. However, when taken as a whole, the 1997 survey report can be viewed as a reasonable reflection of previous (1989, 1991, 1994) and prevailing alumni experiences, characteristics, attitudes, and accomplishments.

College-level data is available upon request from the Office of the Vice President for Planning and Policy (956-9404).

Acknowledgements

This report was prepared under the overall guidance of the Vice President for Planning and Policy. Dennis Taga of the Policy Office and members of his staff—Sandra Yano, Jenny Tom, and Jeffrey Odo—took lead responsibility for survey administration, analyzing results, and preparing this report.

Numerous individuals from the campus provided assistance. Kathryn Nelson of UH Foundation provided mailing labels for the cohort of interest. Ginger Carey and staff of the Office of Information Technology Services provided computer programming and scanning support. Ka Leo O Hawai'i, University Relations, and the Alumni Office provided the courtesy photos used throughout this report. Our appreciation to all of these contributors.

Colleen O. Sathre
Vice President for Planning & Policy
Impact of Undergraduate Experience at Mānoa

What have you gained from your overall college experience at Mānoa?

Between 55% and 71% of the alumni selected Increased Academic Knowledge, Independence, Understanding of People, and Job Preparation as the most frequently cited gains from their undergraduate years of study at Mānoa.

As in previous alumni (1989, 1991, 1994) and graduating senior (1990, 1993, 1996) surveys, these results continue to suggest that the undergraduate experience at Mānoa is perceived by students to benefit their cognitive skills and affective growth/development.

Most Frequently Cited Gains From Overall College Experience (Top 4)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Increased Knowledge in an Academic Field</td>
<td>70.6%</td>
<td>81.7%</td>
<td>80.5%</td>
</tr>
<tr>
<td>Increased Ability to be Independent, Self-reliant, &amp; Adaptable</td>
<td>64.4%</td>
<td>71.2%</td>
<td>66.8%</td>
</tr>
<tr>
<td>Increased Understanding of Other People &amp; Their Point of View</td>
<td>63.0%</td>
<td>67.6%</td>
<td>65.0%</td>
</tr>
<tr>
<td>Preparation for a Job</td>
<td>55.3%</td>
<td>66.4%</td>
<td>64.2%</td>
</tr>
</tbody>
</table>

Note: Multiple responses permitted.

1997 Alumni Outcomes Survey
University of Hawai‘i at Mānoa

What is the most important thing you have gained from your college experience at Mānoa?

Survey results indicate that establishing personal Independence and Job Preparation continue to be perceived as the foremost benefits of an undergraduate education at Mānoa.

The One Most Important Gain From College Experience (Top 4)

- Increased Ability to be Independent, Self-reliant, & Adaptable: 23.8%
- Preparation for a Job: 19.9%
- Increased Knowledge in an Academic Field: 11.3%
- Skills & Attitudes that Enrich Life & Foster Self-development: 11.1%

How would you rate your overall undergraduate experience at Mānoa?

Most of the respondents (79%) rated their overall undergraduate experience at Mānoa as either Good or Excellent.

Breakdown by major field of study shows that, of the three majors with the largest number of total responses, graduates in Education seemed the most pleased with their overall college experience.

Rating of Overall Undergraduate Experience

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>11.2%</td>
<td>11.5%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Good</td>
<td>67.8%</td>
<td>66.8%</td>
<td>65.6%</td>
</tr>
<tr>
<td>Fair</td>
<td>18.4%</td>
<td>21.2%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Poor</td>
<td>2.6%</td>
<td>0.5%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
Impact of Undergraduate Experience at Mānoa

To what extent did your undergraduate education at Mānoa help you with your knowledge, skills and abilities?

Alumni felt their undergraduate education at Mānoa was Helpful or Very Helpful in personal development (75.6%) and in acquiring self-study, group-work, and problem-solving skills (76.0% to 80.2%).

As in the previous survey (1994), a relatively high percentage of alumni indicated that their undergraduate education at Mānoa did not help them at all in using mathematics (22.3%), adjusting to new job demands (20.0%), and understanding relationships between technology and the natural environment (18.1%).

Alumni felt it was important that their undergraduate education at Mānoa help them gain employment (52.9%) and learn how to write effectively (51.8%) and communicate well orally (50.2%).

Although the largest percentage of respondents (53%) felt it was important that their undergraduate education help them gain desirable employment, over 39% indicated that Mānoa provided little to no help.

How Much Undergraduate Education Helped with Each Skill Area

- Gain Employment: 59.1%
- Intercultural Appreciation: 55.9%
- Use Mathematics: 52.3%
- Understand World Affairs: 51.8%
- Leadership Development: 49.3%
- Sensitivity to Sci Issues: 49.2%
- New Job Demands: 45.0%
- Racial/Ethnic Cooperation: 44.2%
- Develop Self-Confidence: 41.6%
- Communicate Well Orally: 39.2%
- Complex Written Info: 38.0%
- Plan/Carry Out Activities: 35.9%
- Write Effectively: 34.7%
- Personal Development: 33.5%
- Develop Self-Confidence: 30.7%
- Work in Groups: 26.0%
- Def/Analyze/Solve Prob: 25.2%
- Work in Groups: 21.3%
- Somewhat Helpful: 13.8%
- Helpful: 11.6%

Note: Multiple responses permitted.

How satisfied are you with the academic preparation you received at Mānoa?

Over two-thirds (67.9%) were Satisfied or Very Satisfied with their academic preparation and only 3.9% were Not Satisfied.

For fields of study with 35 or more responses, Business Administration majors appeared the most satisfied with the academic preparation they received at Mānoa and Engineering majors appeared the least satisfied.

How do you feel about the quality of your baccalaureate degree from Mānoa?

The majority (75%) perceived their degree from Mānoa as being of Average quality, while 20% thought their degree was Above Average. Alumni generally believed that others rated the UHM degree somewhat lower in quality than they themselves did. Alumni reported similar perceptions in 1991 and 1994.

Perceived Quality of Baccalaureate Degree

- Above Average: 20.0%
- Average: 75.0%
- Below Average: 11.7%
**Impact of Undergraduate Experience at Mānoa**

Since earning your bachelor’s at Mānoa, have you pursued further higher education?

Nearly half (49%) of the UH Mānoa graduates who earned their bachelor’s degree in 1992 have pursued further higher education. Compared to the previous survey (1994) of those who earned their bachelor’s degree in 1989, there was a noticeable increase in the percentage of alumni who pursued post-baccalaureate study (from 42.4% to 48.8%).

Education and Social Science majors had the largest proportion that pursued further higher education after earning their bachelor’s degree at Mānoa.

Beyond your first bachelor’s degree, what is the highest level of study you have completed or are now pursuing?

Of those seeking further higher education beyond their first bachelor’s degree, 39% have completed, and nearly half are pursuing a Master’s degree.

About a third are taking courses but not pursuing a specific degree.

There was a noticeable increase, compared with 1994, in the percentage of alumni that either completed a Master’s degree (+8.0%) or are taking courses but not pursuing another degree beyond their first bachelor’s (+6.9%).

Conversely, compared with 1994, there was a noticeable decrease in the percentage of alumni that either completed courses but not a specific degree (-10.0%) or are pursuing a professional diploma (Education) (-7.3%).

**Pursued Higher Education After Bachelor’s Degree**

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1991</td>
<td>42.0%</td>
<td>58.0%</td>
</tr>
<tr>
<td>1994</td>
<td>49.0%</td>
<td>51.0%</td>
</tr>
<tr>
<td>1997</td>
<td>51.2%</td>
<td>48.8%</td>
</tr>
</tbody>
</table>

**Highest Level of Study Completed or Now Pursuing**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>38.8%</td>
<td>46.7%</td>
<td></td>
</tr>
<tr>
<td>Courses, No Degree</td>
<td>28.7%</td>
<td>30.7%</td>
<td></td>
</tr>
<tr>
<td>Prof Diploma (Educ)</td>
<td>24.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Professional</td>
<td>5.7%</td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td>Second Bachelor’s</td>
<td>3.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td>1.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Master’s: Completed 46.7%, Pursuing 38.8%
- Courses, No Degree: Completed 30.7%, Pursuing 28.7%
- Prof Diploma (Educ): Completed 24.4%
- First Professional: Completed 5.7%
- Second Bachelor’s: Completed 3.6%
- Doctoral: Completed 1.9%
Impact of Undergraduate Experience at Mānoa

Where have you completed or are now pursuing further higher education?

The largest proportion of respondents completed (73.5%) or are pursuing (51.2%) further higher education at UH Mānoa.

Smaller proportions have completed (20%) or are pursuing (34%) their higher education on the mainland. Of interest is a noticeable decrease in the percentage of alumni who reported pursuing their post-baccalaureate study at Mānoa (from 58.6% in 1994 to 51.2% in 1997) and an increase in those pursuing further higher education on the mainland (from 30.3% in 1994 to 34.1% in 1997).

We know separately that, between 1993 and 1996, there was a large increase in the percentage of UHM graduating seniors (+10%) who planned to advance their higher education on the mainland.

Social Science majors had the largest proportion who advanced their higher education on the mainland.

How well did your Mānoa education prepare you for your post-baccalaureate study?

A vast majority (94%) of respondents indicated that they felt adequately or more than adequately prepared for post-baccalaureate study.

Compared to the previous survey (1994), there was a noticeable decrease in the percentage of alumni that felt Moderately Well to Very Well prepared for post-baccalaureate study (-9.7%).

For fields of study with 25 or more responses, Social Science and Education majors showed the highest proportion being Moderately Well to Very Well prepared for further higher education.
As in the previous surveys (1991 and 1994), Education and Business Administration continue to be the most frequently chosen post-baccalaureate fields of study for alumni.

What was (or is) your post-baccalaureate field of study?

Program Unavailability (25%) was the most frequently cited reason for not attending UH Mānoa for post-baccalaureate studies.

Pursuit of a Better Program Elsewhere (21%) and Personal Reasons (19%), such as moved to the mainland, were also given as important factors for not attending UH Mānoa for post-baccalaureate studies.
Current Employment Activities

What activities are you currently engaged in?

Noting that multiple responses were permitted, more than 90% of the alumni reported being employed, while over 16% said they were enrolled in a college or university.

Of those employed, 88% reported being employed full-time (at least 35 hours per week).

Travel Industry Management, Architecture, and School of Hawaiian, Asian and Pacific Studies graduates reported full employment.

Employment by Sector

1997 Alumni Outcomes Survey
University of Hawai‘i at Mānoa

The two largest sectors for employment were Private Industry (39%) and State Government (25%).

Architecture, Engineering, and Business Administration majors have the highest proportion of employment in Private Industry.

As expected, Education majors are concentrated in State Government and Travel Industry Management graduates are concentrated in the Tourist sector.

Contrary to the double-digit increase between 1991 and 1994 (+11.2%), there was a noticeable decrease in the percentage of alumni who reported employment in State Government (from 29.5% in 1994 to 24.7% in 1997).

Current Activities

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Employed</td>
<td>90.3%</td>
<td>93.1%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Attending School</td>
<td>16.2%</td>
<td>10.5%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Working (Non-compensated)</td>
<td>4.7%</td>
<td>3.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>3.5%</td>
<td>0.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Other</td>
<td>3.5%</td>
<td>3.1%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Not in Sch., Not Emply, Not Seeking Employment</td>
<td>0.7%</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Military (Active Duty)</td>
<td>0.4%</td>
<td>0.0%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

Current Employment

% of Responses


Note: Multiple responses permitted.
What are your current annual earnings from your primary job?

Most alumni (nearly 75%) are earning over $25,000 per year, with the largest proportion (45%) falling in the $25,000 to $34,000 range.

Between 1994 and 1997, there was a decrease in the percentage of alumni who reported earning over $35,000.

Graduates in Nursing (53%) and Engineering (31%) were among those commanding the highest earnings ($45,000 or more).
How well did your undergraduate education at Mānoa prepare you for your current primary job?

Over 88% indicated that they were Adequately to Well Prepared by UH Mānoa for their current primary job.

Compared to the previous survey (1994), there was a noticeable decrease in the percentage of alumni who felt Moderately to Well Prepared for their primary job (-9.9%).

Plan to Continue in Current Primary Job

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Definitely Yes</td>
<td>37%</td>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>Definitely No</td>
<td>37%</td>
<td>47%</td>
<td>59%</td>
</tr>
<tr>
<td>Probably Yes</td>
<td>17%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>Probably Not</td>
<td>26%</td>
<td>40%</td>
<td>31%</td>
</tr>
<tr>
<td>% of Responses</td>
<td>20.0%</td>
<td>30.0%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

Job Preparation for Current Primary Job

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Well Prepared</td>
<td>11.9%</td>
<td>14.9%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Moderately Well Prepared</td>
<td>33.1%</td>
<td>40.0%</td>
<td>35.7%</td>
</tr>
<tr>
<td>Adequately Prepared</td>
<td>35.7%</td>
<td>39.3%</td>
<td>43.3%</td>
</tr>
<tr>
<td>Poorly Prepared</td>
<td>11.9%</td>
<td>9.4%</td>
<td>10.3%</td>
</tr>
<tr>
<td>% of Responses</td>
<td>20.0%</td>
<td>30.0%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>
Current Employment Activities

Is your current primary job directly related to your major field of undergraduate study?

Slightly more than half (51%) have primary jobs that are directly related to their major field of undergraduate study.

Of interest is the relatively large increase in the percentage of alumni who reported having primary jobs that are not at all related to their major field of study—12.6% in 1994 and 21.3% in 1997. For fields of study with 20 or more responses, Social Science majors showed the highest proportions with a primary job not at all related to their field of undergraduate study.

If your job is not directly related to your major field of study, what is the main reason for selecting your current occupation?

As in the 1994 survey, changing job interest and developing new skills/abilities were the main reasons for selecting a current non-major-related primary job.

% of Responses

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Relation of Current Primary Job to Major Field of Undergraduate Study

- Yes, Directly: 50.6% (1997), 47.5% (1994), 46.4% (1991)
- No, But Indirectly: 28.1% (1997), 25.5% (1994), 23.7% (1991)
- No, Not at All: 21.3% (1997), 27.0% (1994), 29.9% (1991)

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Reason for Selecting Primary Job Not Related to Major

- Better Pay: 15.9% (1997), 14.7% (1994), 22.4% (1991)
- Other: 12.4% (1997), 18.0% (1994), 15.1% (1991)
- Not Qualified: 10.3% (1997), 12.7% (1994), 5.2% (1991)
Background Data on Respondents

What is your gender?

With respect to gender, males were slightly underrepresented (-6.9%) and conversely females were slightly overrepresented (+6.9%) when compared to UH Mānoa graduates who earned their baccalaureate degrees during the spring, summer or fall term of 1992.

What is your ethnic background?

In terms of ethnic background, the respondents were generally representative of UH Mānoa graduates who earned their baccalaureate degrees in 1992. Japanese and those of mixed ethnicity were slightly overrepresented, and those of Chinese ethnicity were slightly underrepresented.

1997 Alumni Outcomes Survey
University of Hawai‘i at Mānoa

1992 Graduate Group Data: Average for Fiscal Years 1991-92 and 1992-93; Samoans are not counted separately in regular University tabulations.
Background Data on Respondents

What was your major field of study as an undergraduate at Mānoa?

In terms of field of study, Business Administration students were slightly underrepresented and Education students were slightly overrepresented among survey respondents.

Most respondents (73%) were under age 30 and took five or more years to complete their programs (over 69%). This was also the case in 1991 and 1994.

Years to Complete Baccalaureate Degree

<table>
<thead>
<tr>
<th>Years</th>
<th>1997</th>
<th>1994</th>
<th>1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>0.4%</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Two</td>
<td>5.7%</td>
<td>4.8%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Three</td>
<td>11.2%</td>
<td>12.0%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Four</td>
<td>12.9%</td>
<td>14.4%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Five</td>
<td>39.0%</td>
<td>35.3%</td>
<td>42.3%</td>
</tr>
<tr>
<td>Six</td>
<td>19.3%</td>
<td>21.1%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Seven</td>
<td>7.6%</td>
<td>7.9%</td>
<td>4.4%</td>
</tr>
<tr>
<td>More Than Seven</td>
<td>3.9%</td>
<td>4.3%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

In retrospect, what was the most disappointing thing about your experience at Mānoa?

Of the 58% providing comments about the most disappointing aspect of their experience at Mānoa, most were negative and dissatisfied with job preparation, instructors, counseling, and parking.

Generally alumni felt they were poorly prepared for their current job; classes were not current with real job situations. Respondents said they needed more “real life” skills; more job application skills and less theory.

When considering the most rewarding and disappointing aspects of the UH Mānoa experience, the student-teacher relationship emerges as a critical factor affecting the quality of the undergraduate experience.

Comments About Undergraduate Experience

Nearly 70% of the survey respondents provided comments about their undergraduate education at UH Mānoa. It needs to be recognized that those providing comments may tend toward the negative and, given that the total rate of return for this survey effort was 30%, the results may not be representative of the entire population of alumni who earned their baccalaureate degrees from UH Mānoa in the spring, summer, or fall term of 1992. With these caveats, highlights of these comments are worth sharing.

In retrospect, what campus factors/conditions/programs/etc. do you think contributed most to your educational gains while at Mānoa?

Of the 54% providing comments about what campus factors contributed most to their educational gains while at Mānoa, Departments/Programs, Instructors, Specific Coursework, and Extra-Curricular Activities were most frequently mentioned.

Student service factors, such as the Library, Dormitory Life, Campus Employment, and Computer Facilities, were also frequently mentioned as rewarding aspects of their undergraduate experience at Mānoa.

Factors Contributing Most to Educational Gains

- Department/Programs: 28.1%
- Instructors: 17.8%
- Specific Coursework: 11.1%
- Extra-curricular Activities: 10.5%
- Library: 7.3%
- Dormitory Life: 4.9%
- Personal Relationships: 4.3%
- Campus Employment: 3.4%
- Student Diversity: 3.4%
- Computer Facilities: 3.2%
- Small Class Size: 3.0%
- Other: 3.0%

Most Disappointing Aspect of Experience at Mānoa

- Lack of Job Preparation: 14.0%
- Instructors: 12.1%
- Poor Counseling: 10.9%
- Parking: 10.0%
- Core Curriculum: 9.7%
- Poor Facilities: 7.4%
- Dept/Curriculum: 6.9%
- Lack of Campus Life: 5.9%
- Poor Registration System: 5.7%
- Other: 5.7%
- Admin Policies/Procedures: 3.6%
- Class Size: 3.3%
- Student-Teacher Interaction: 3.1%
- Cost of Education: 1.0%
- Housing: 0.7%

Of the 58% providing comments about the most disappointing aspect of their experience at Mānoa, most were negative and dissatisfied with job preparation, instructors, counseling, and parking.

Generally alumni felt they were poorly prepared for their current job; classes were not current with real job situations. Respondents said they needed more “real life” skills; more job application skills and less theory.

When considering the most rewarding and disappointing aspects of the UH Mānoa experience, the student-teacher relationship emerges as a critical factor affecting the quality of the undergraduate experience.
Comments About Undergraduate Experience

Knowing what you know now, what changes in undergraduate education would you recommend at Mānoa?

Of the 53.6% that responded, the most common recommendations were to Incorporate More Practical Experience, Provide Better Guidance/Advisors, Review and Change Core Requirements, and Improve the Quality of Instructors.

Recommended Changes to Undergraduate Education

- More Practical Experience: 25.1%
- Better Guidance/Advisors: 12.1%
- Review & Change Core Requirements: 10.8%
- Improve Quality of Instructors: 8.7%
- Mandatory Internships: 5.8%
- Flexible Curriculum: 5.8%
- Other: 4.7%
- More Computer/Technology Education: 4.5%
- Improve Facilities: 4.2%
- Community/Private Sector Involvement: 3.7%
- Offer Smaller Classes: 3.4%
- More Administration Support: 2.9%
- Increase Academic Entrance Requirements: 2.9%
- Increase Parking: 1.8%
- Less Research, More Teaching Time: 1.8%
- Offer Mentoring Programs: 1.6%

“Many enthusiastic professors and students on campus contributed to my education. The ‘aloha spirit’ prevailed in many aspects of my college career.”

BA ‘92 Languages, Linguistics & Literature

“The University of Hawai‘i at Mānoa has a lot of exceptional and great programs that they offer to the students, but the one that really stands out is the commitment to learning displayed by the instructors on campus.”

BA ‘92 Social Sciences

“The exposure day to day with Hawai‘i’s many cultural groups turned into an excellent personal growth experience. Overall, UH was an excellent school.”

BA ‘92 School of Hawaiian Asian Pacific Studies