

**Survey of  
Graduating Seniors  
University of Hawai'i  
at Mānoa  
Spring 2002**



Office of the Vice President for Planning and Policy  
University of Hawai'i

September 2002

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*"I had a wonderful experience attending college. I have grown so much as a person. I cannot thank the UH system enough for what I have accomplished."*

ENGINEERING MAJOR

*"Diversity in culture and social backgrounds let me understand different points of view in society."*

ENGINEERING MAJOR

*"The professors are the major factor in gaining skills at school."*

LANGUAGE, LINGUISTICS, & LITERATURE MAJOR

*"Was a great experience, I learned a lot and I think I am able to use my experience in the future."*

EDUCATION MAJOR

## Executive Summary

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The spring 2002 UH Mānoa Survey of Graduating Seniors represents a continuing effort by the University of Hawai'i to conduct a variety of ongoing student assessment programs/activities that produce evidence of institutional effectiveness and serve as a vehicle for educational improvement and accountability. Others are reported separately in the *University of Hawai'i Institutional Effectiveness Report* (previously known as the *Benchmarks/Performance Indicators Report*).

This is the sixth campus-wide survey of UH Mānoa baccalaureate degree candidates (1988, 1990, 1993, 1996, 1999, 2002). 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 thoughts, experiences, activities, plans, and backgrounds of spring 2002 baccalaureate degree candidates 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 975 baccalaureate degree candidates who filed for graduation in spring 2002; 481 or 49 percent responded either by mail or electronically through the Web. A response rate in the 36 percent range is considered average for surveys of this type. Survey respondents were generally representative of spring 2002 seniors in terms of gender, age, ethnicity, and field of study. However, users of survey results should note that females, students 22–24 years old, those of Chinese ethnicity, and education/business majors are slightly overrepresented (see p. 18).

Graduating seniors rated their overall academic experience at Mānoa as good or excellent (76%)

and felt that the quality of academic programs was about what they expected or better (86%). Increased academic knowledge, understanding of people, independence, and job preparation were the most frequently cited gains from the UHM experience.

Seventy percent reported earning most of their general education credits at Mānoa. Almost 60 percent were satisfied or very satisfied with the availability (57%), usefulness (58%), and knowledge gained (58%) in these courses. English is perceived as the most helpful general education core course for the undergraduate experience. Over three-fourths of the graduating seniors (77%) got to know two or more faculty well and over half (58%) got to know three or more well.

When asked to rate their satisfaction with various aspects of their major, 53 percent were satisfied or very satisfied with the adequacy of the related library collection, 56 percent with the organization of the curriculum, 64 percent with the quality of printed information about their undergraduate program, and 69 percent with the quality of instruction.

Seventy-eight percent of the graduating seniors felt that the quality of campus life at Mānoa was about what they expected or better. The largest proportion spent an average of 10 hours or less per week on campus outside the classroom.

More than four out of five graduating seniors used and were satisfied with (1) the registration procedures and (2) services, functions, and activities provided by the Cashier's Office, Library, and Bookstore. Eighty-three percent rated the quality of information about student services and activities as fair or good.

Fourteen percent of the graduating seniors entered Mānoa as participants in special programs. College Opportunities and Regents'

Scholar were the most frequently cited programs.

Eighty percent of the baccalaureate students reported taking five or more years to complete their degree, and three-fourths reported having a cumulative grade point average of 3.0 or higher. Forty percent of the graduating seniors reported transferring some credits from a UH Community College. Change of major, availability of courses, and work were the most frequently cited reasons for taking more than four years to complete undergraduate programs. Change of major was identified as the single most important reason for taking more than four years to graduate.

Of those who reported transferring credits from another institution to Mānoa, 77 percent indicated that most or all of the courses they expected to transfer actually transferred.

With respect to the cost of tuition, slightly less than three-fourths (73%) felt it was about right (fair and reasonable) and slightly over one-fourth (26%) thought it was too high. The majority reported that the cost of tuition did not result in a heavier credit load than preferred (62%) and that tuition should continue to be charged at a flat rate of 12 or more credits rather than per credit (73%). Eighty percent felt the value of their degree was well worth the investment.

Eighty-nine percent reported being employed while pursuing their undergraduate degree at Mānoa. Of those employed, the largest share (35%) worked 16-20 hours per week; 19 percent worked 21-35 hours per week; and 62 percent worked off-campus.

After graduation, 65 percent plan to pursue further higher education. Of those pursuing post-baccalaureate study, 55 percent plan to do it at Mānoa and 31 percent plan to advance their higher education on the mainland.

Education and Business Administration were the most frequently chosen post-baccalaureate fields of study by spring 2002 graduates. Slightly over two-thirds (68%) plan to work on O'ahu.

When given the opportunity to comment about their undergraduate experience at Mānoa, 78 percent or 375 responded. Of those providing comments, most graduating seniors named instructors/faculty, departments/programs, and facilities/equipment (library, computer labs, etc.) as the campus factors that contributed most to their educational gains while at Mānoa. Instructors/faculty, facilities/equipment, and campus life were the most frequently cited areas of disappointment. The comments indicate that the student-teacher relationship and facilities/equipment are critical factors affecting the overall quality of the undergraduate experience. The most common recommendations were to review and change core requirements, improve campus services/programs, provide better advisors and guidance, and improve the quality of instructors/faculty.

## Introduction

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In the spring of 2002, 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 degree candidates, generate information about ways in which programs can be improved, and monitor changes in student behavior and perceptions. The assessment instrument, a questionnaire consisting of 50 items in nine sections, was designed to (1) gather information on the thoughts, experiences, activities, post-graduation plans, and background of graduating seniors, and (2) elicit candid responses about their undergraduate experience and recommendations for changes at UH Mānoa.

To assist the University in future planning efforts and actions, six new questions were added to the questionnaire to gather information about transfer and overall academic experiences.

This is the sixth campus-wide survey of UH Mānoa baccalaureate degree candidates. This report analyzes 2002 responses, and compares these responses with previous surveys to determine trends and significant changes.

Mailing addresses for the baccalaureate degree candidates were obtained from Mānoa's Integrated Student Information System (ISIS) after the Office of Admissions and Records identified which students had petitioned for graduation in spring 2002. Questionnaires were mailed to 975 baccalaureate degree candidates. Completed surveys were received from 481 respondents, representing a 49 percent rate of return. With this sample size, findings that differ five percentage points from earlier results are worthy of consideration.

For some data displays (especially college-level), the number of responses may be too small to permit definitive conclusions. Populations overrepresented by approximately three percentage points or more are females, students 22–24 years old, those of Chinese ethnicity, and education/business administration majors. Males are underrepresented, and individuals 20–21 years old and social science/natural science majors are slightly underrepresented. These characteristics of the responding population should be kept in mind when using or commenting on specific survey results. However, when taken as a whole, the 2002 survey can be viewed as an overall reflection of prevailing thoughts, experiences, plans, perceptions, activities, and characteristics of graduating seniors.

College-level data is available upon request from the Institutional Assessment and Policy Office (956-7487). The Spring 2002 UHM Survey of Graduating Seniors and results of other assessment efforts are available on the World Wide Web at <http://www.hawaii.edu/ovppp>.

## Synopsis

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### **Trends:**

- Continued steady increase in the percentage who plan to attend graduate school at Mānoa.
- Most general education credits are taken at Mānoa.
- Continued steady increase in the percentage of graduating students who got to know three or more faculty well.
- Continued steady decrease in the percentage of graduating students who felt that the quality of campus life was better than expected.
- A large, increasing percentage reporting a cumulative grade point average of 3.5 or higher.
- Students are decreasing the amount of time they spend on campus outside the classroom.
- The majority (over 60%) of the graduating seniors pursue further higher education.

### **Doing well:**

- Most (80%) felt the value of their degree was well worth the investment.
- The general education core was very helpful in developing writing skills and awareness of diversity in cultures, peoples, and lifestyles.
- Most were satisfied with the usefulness, knowledge gained, and availability of general education core courses.
- Most were satisfied with the overall quality of their academic experience.
- Most used and were satisfied with registration procedures, and the services and operations of the Cashier's Office, Library, and Bookstore.

### **Getting better:**

- A noticeable increase in the percentage who felt that the quality of academic programs at Mānoa was better than expected (+3%).
- There was a significant increase in the percentage expressing use and satisfaction with financial aid (+8%), campus security (+8%) and recreation/athletic programs (+6%).

### **Needs attention, improvement, and/or change:**

- Many expressed the need to improve campus services/programs and review/change core requirements, especially foreign language. (Note: Effective fall 2001, a new, overhauled core curriculum offering more options and flexibility was implemented.)
- Nearly 60 percent encountered barriers while transferring to Mānoa.
- Less than half (44%) rated the quality of their academic experience to improve mathematical ability as good or excellent.
- There was a significant increase in those dissatisfied with career placement services (+7%) and those who felt that the quality of campus life was worse than expected (+7%).

### **Needs further research:**

- The issue of grade inflation and articulation/transfer.

### **Other:**

- Most felt tuition was fair and reasonable and that it should be charged as a flat rate for 12 or more credits rather than per credit.

- There was a large increase in the proportion of students living in off-campus housing (+8%; from 27% in 1999 to 35% in 2002).
- The majority (66%) perceive their degree as being of average quality.
- A large percentage (43%) attended and transferred credits from a UH Community College.
- Change in major was the most important reason for taking more than four years to graduate.
- There was a large increase in the proportion who plan to seek employment on O'ahu (+6%; from 62% in 1999 to 68% in 2002).
- The student-teacher relationship and facilities/equipment are critical factors affecting the quality of the undergraduate experience.

## **Acknowledgements**

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This report was prepared under the overall guidance of the Office of the Vice President for Planning and Policy. Dennis Taga of the Institutional Assessment and Policy Office and members of his staff—Sandra Yano, Chatney Graham, and Karen Lai—took lead responsibility for administering the survey, analyzing the results, and preparing this report.

Ginger Carey of the Office of Information Technology Services provided computer programming support. The Institutional Research Office provided demographic data—such as gender, age, ethnicity, and field of study—for the spring 2002 senior class. The Office of Admissions and Records provided mailing labels for the cohort surveyed.

My appreciation to all these contributors.

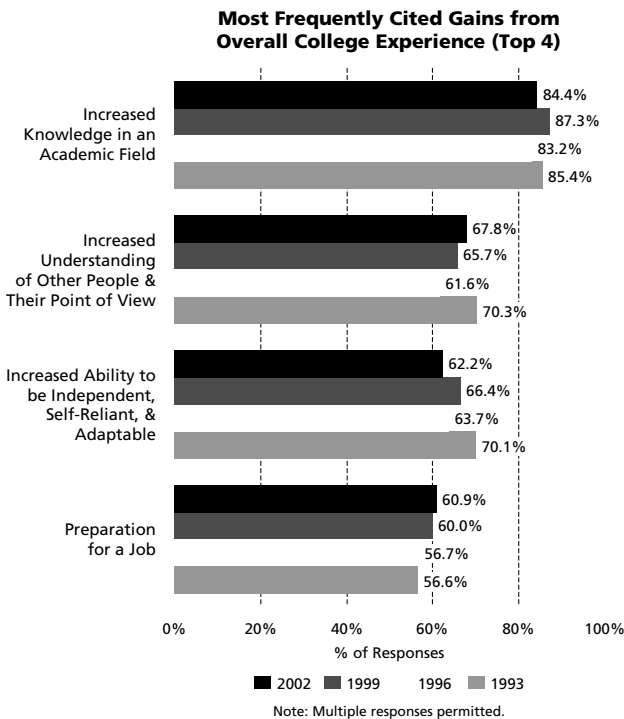
Colleen O. Sathre  
Vice President for Planning and Policy

## Overall Undergraduate Experience at Mānoa

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

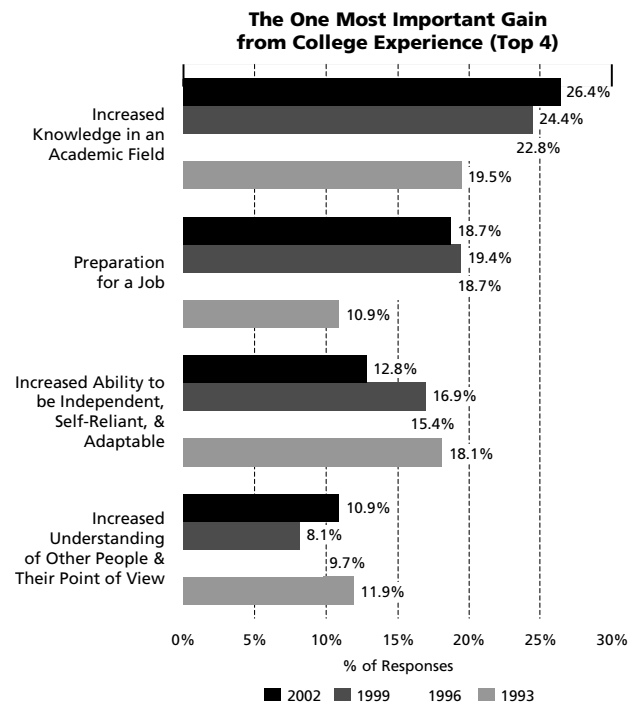
The four areas most frequently cited as gains from their undergraduate years at Mānoa were: **Increased Academic Knowledge**, **Understanding of People**, **Independence**, and **Job Preparation**.

As in five previous graduating senior and alumni surveys between 1988 and 2000, these results continue to suggest that the undergraduate experience at Mānoa is perceived by students to benefit their cognitive skills and affective growth/development.



*What do you feel is the most important thing you gained from your college experience at Mānoa?*

Survey results indicate that **Increased Knowledge in an Academic Field** continues to be perceived as the foremost benefit of an undergraduate education at Mānoa. **Preparation for a Job** comes in second.

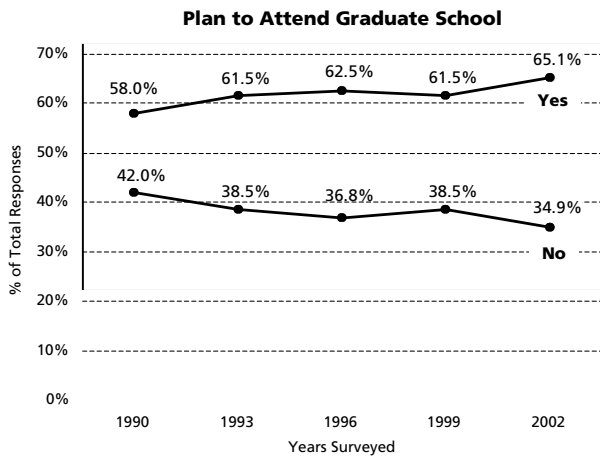




## Post-Graduation Plans

*Are you planning to attend graduate school?*

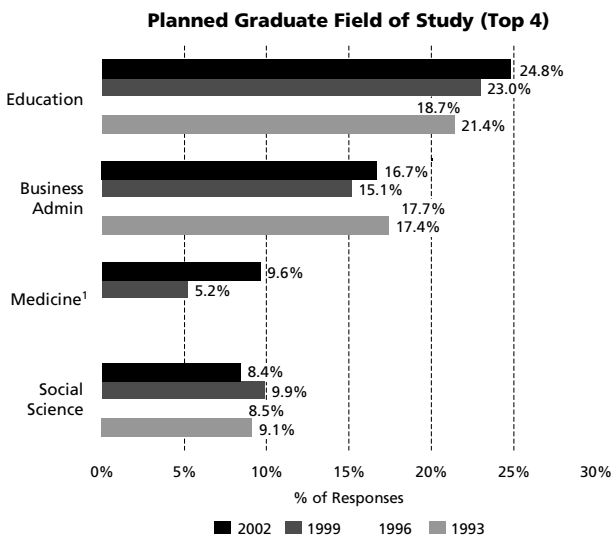
Sixty-five percent of the spring 2002 bachelor's degree candidates plan to attend graduate school, the highest proportion in the history of this survey.



*If you plan to attend graduate school, what field of study do you plan to pursue?*

**Education** and **Business Administration** continue to be the most frequently chosen post-baccalaureate fields of study for graduating seniors.

Compared to the previous survey (1999), there was a large increase (+4.4%) in those planning to pursue post-baccalaureate study in **Medicine**.

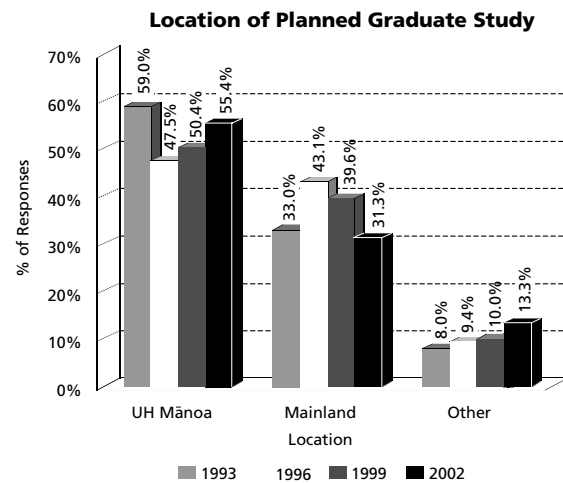


*Where do you plan to attend graduate school?*

Fifty-five percent of those planning to attend graduate school plan to attend programs at Mānoa.

Since 1996, there has been a steady increase in the share planning to pursue advanced studies at Mānoa and a decrease in those planning to do so on the mainland.

As in the three previous surveys, Business Administration and Social Science majors had the largest proportions planning to attend graduate school on the mainland.

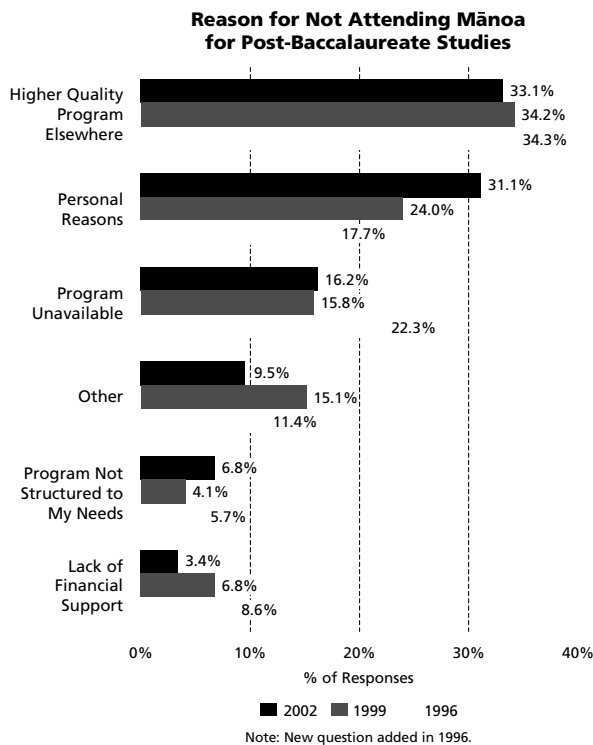


## Post-Graduation Plans

If you plan to attend a graduate school at an institution other than Mānoa, what is the reason for not attending Mānoa?

**Higher Quality Program Elsewhere** (33.1%) was the most frequently cited reason for not attending UH Mānoa for post-baccalaureate studies.

**Personal Reasons** (31.1%), such as moved to the mainland, and **Program Unavailability** (16.2%) were also given as important factors for not attending UH Mānoa for post-baccalaureate studies.

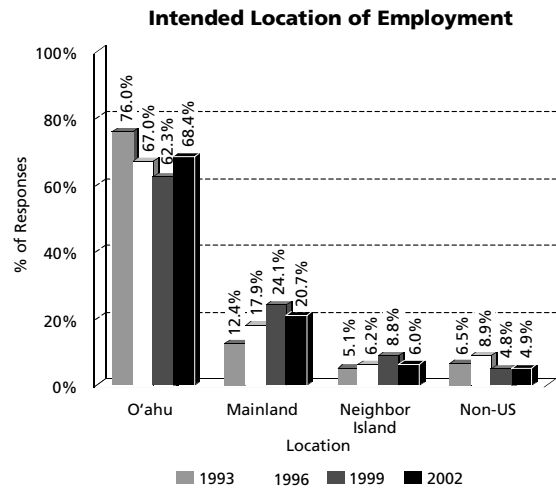


If you are planning to seek employment or have already been offered a job, where do you expect to work?

Slightly over two-thirds of the respondents (68.4%) expect to work on **O'ahu**, with the **U.S. Mainland** as the second most frequently mentioned location of intended employment.

Contrary to the employment plans of 1999 graduates, there was a noticeable increase in the percentage of graduating seniors who plan to seek employment on O'ahu (+6.1%) and a decrease in those intending to do so on the mainland (-3.4%).

Most Education majors (95%) plan to work on O'ahu or a Neighbor Island.

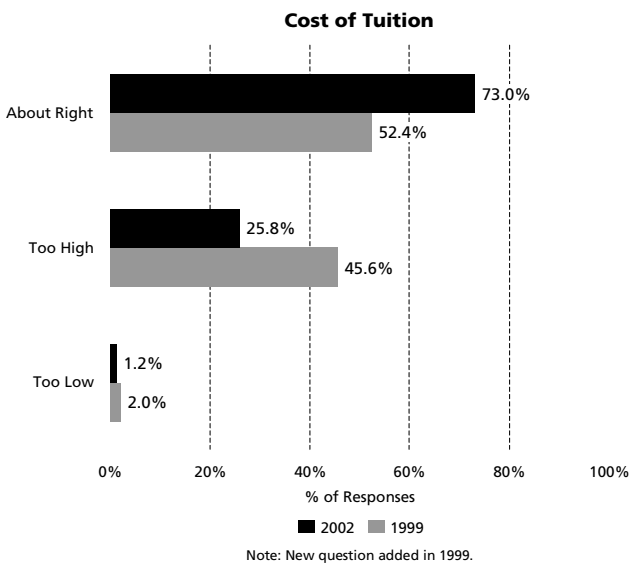


## Thoughts on Tuition

*Do you consider the cost of tuition at UH Mānoa about right, too high, or too low?*

With respect to the cost of tuition at UH Mānoa, most—about three-fourths (73%)—felt it was **About Right (fair and reasonable)** and about one-quarter (26%) thought it was **Too High**.

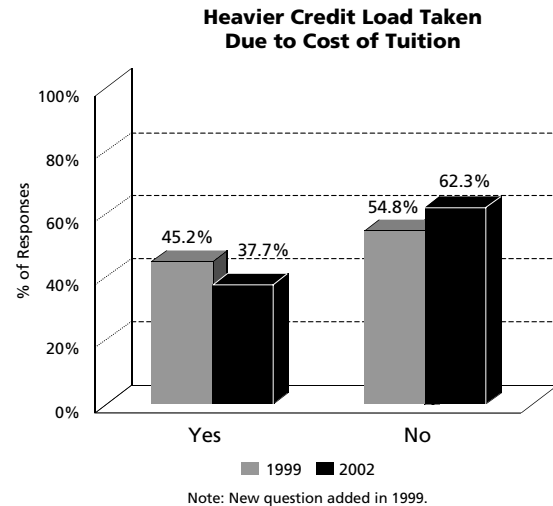
Significant differences in the responses between 1999 and 2002 are probably related to the number of 1999 graduating seniors who were attending Mānoa when tuition was increased substantially in 1995.



*Did you take a heavier credit load than preferred because of the cost of tuition?*

Although 38 percent of the respondents indicated a direct relationship between the cost of tuition and heavier credit loads, the largest proportion—about two-thirds (62%)—reported that the cost of tuition did not result in a heavier credit load than preferred.

A significant shift in responses between 1999 and 2002 appears directly related to those affected by the unusual tuition increases in the mid-1990s.

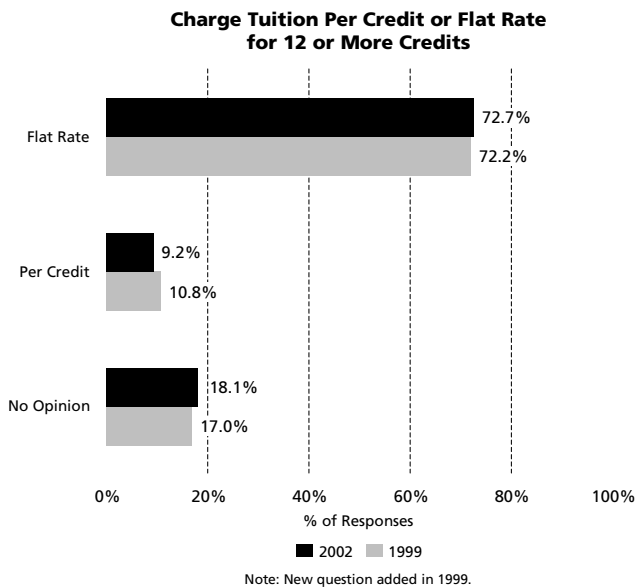


## Thoughts on Tuition

*Should tuition be charged per credit rather than as a flat rate for 12 or more credits?*

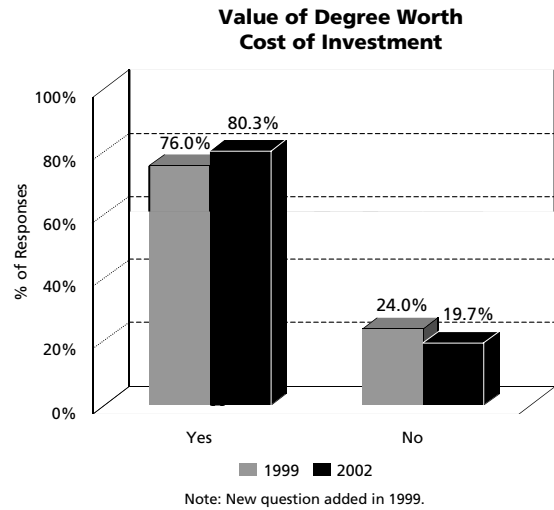
Nearly three-fourths (73%) of the respondents indicated that tuition should continue to be charged as a flat rate for 12 or more credits rather than per credit.

Similar results were reported by graduating seniors in 1999.



*Is the value of your degree worth the cost of your investment at UH Mānoa?*

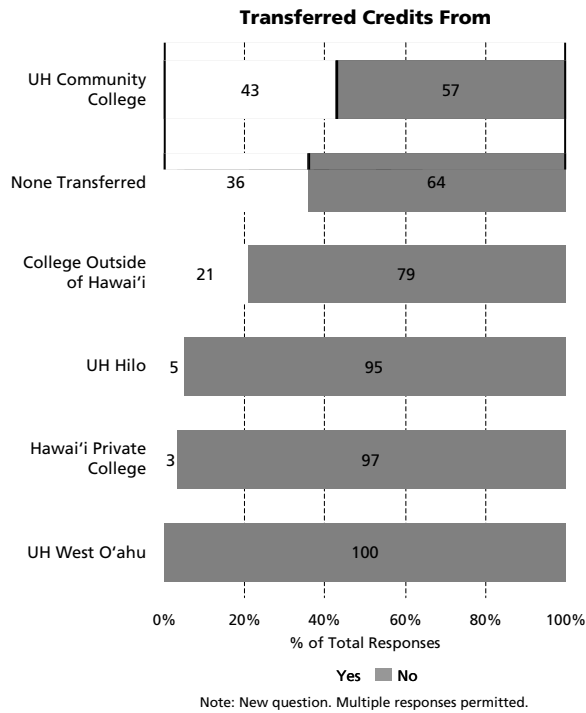
Most graduating seniors (80.3%) felt the value of their baccalaureate degree was well worth the cost of their investment at UH Mānoa.



# Transfer Experience

## Where did you transfer credits from?

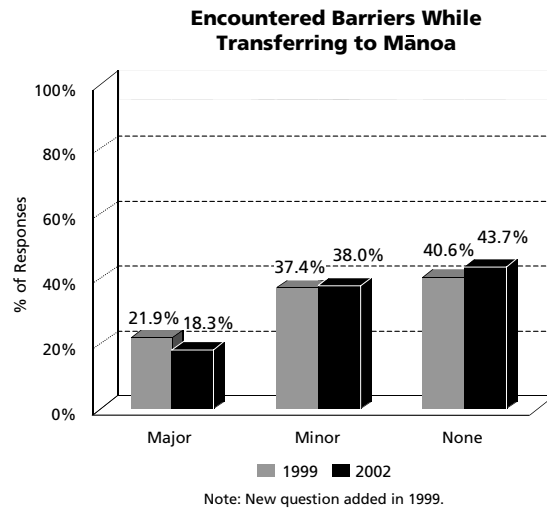
Forty-three percent of the respondents attended and transferred credits from a UH Community College.



## What barriers did you encounter, if any, while transferring to this campus?

Of the respondents who transferred to Mānoa to complete their undergraduate study, over half (56.3%) encountered major (18.3%) or minor (38.0%) barriers while transferring.

Similar proportions were reported in 1999.



*“UH MUST allow more credits to transfer.”*

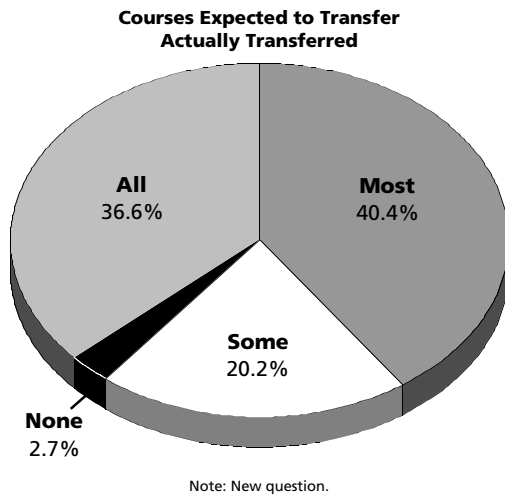
LANGUAGE, LINGUISTICS, & LITERATURE MAJOR

## Transfer Experience

*How many of the courses you expected to transfer actually transferred?*

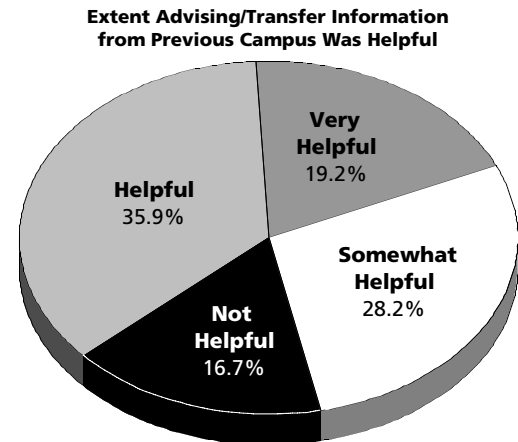
Of the respondents who reported transferring credits to Mānoa, over three-fourths (77%) indicated **Most** or **All** of the courses they expected to transfer actually transferred.

A relatively high percentage (20%) indicated that only **Some** of the courses they expected to transfer to Mānoa actually transferred.



*How would you describe the advising/transfer information provided by your previous campus?*

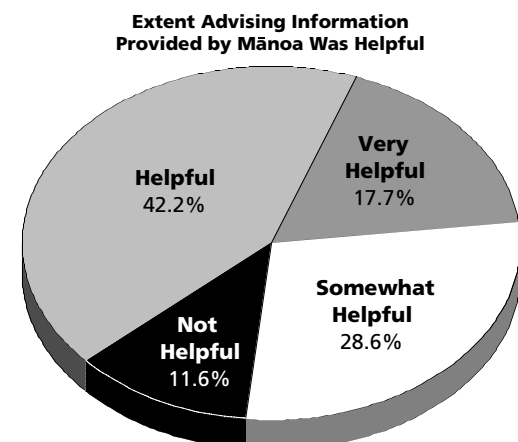
Fifty-five percent of the respondents who transferred to Mānoa felt the advising/transfer information provided by their previous campus was **Helpful** or **Very Helpful**.



Note: New question.

*How would you describe the advising information provided by Mānoa?*

Sixty percent of those who transferred to Mānoa described the advising information provided by Mānoa as being **Helpful** or **Very Helpful**, slightly better than what was provided at their previous campus.



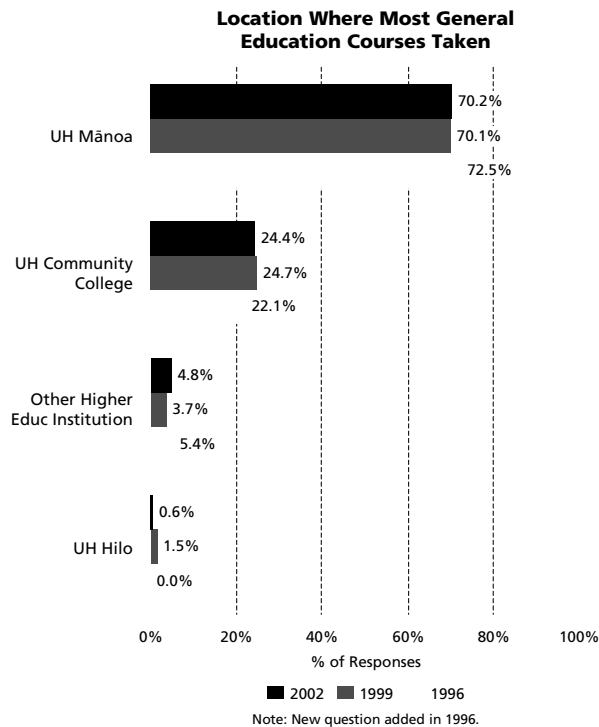
Note: New question.

## General Education Core Experience

At what campus did you take most of your general education courses?

Seventy percent of the respondents reported earning most of their general education credits from **UH Mānoa**. (In a separate item, 43 percent reported transferring some credits from a **UH Community College**; see page 6.)

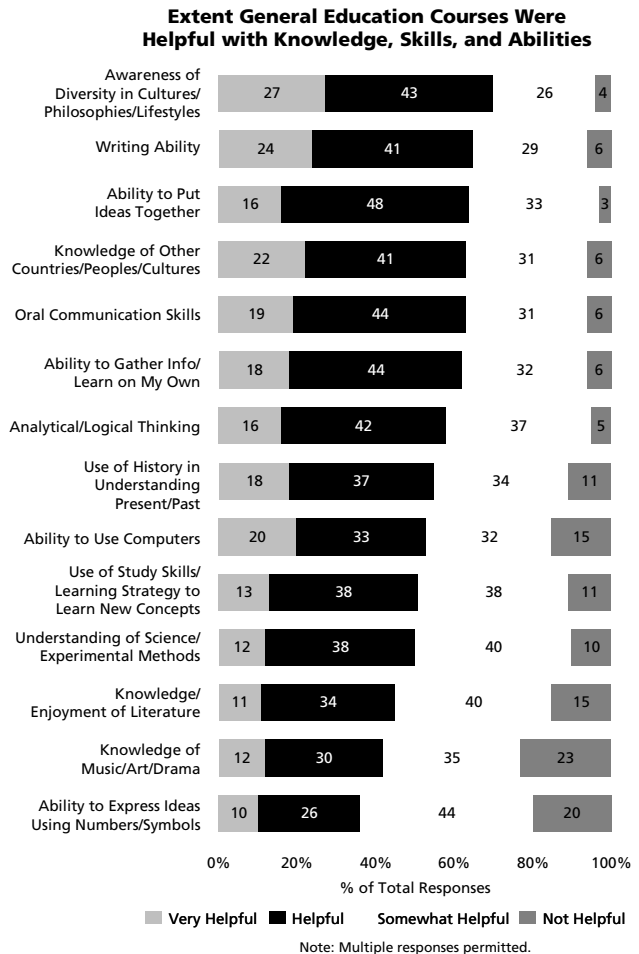
Similar results were reported by graduating seniors in 1996 and 1999.



How would you rate the extent to which general education courses contributed to your knowledge, skills, and abilities?

Spring 2002 graduating seniors felt their general education core experience was **Helpful** or **Very Helpful** in developing (1) their awareness of diversity in cultures, philosophies, and lifestyles (70%); (2) their writing skills (65%); (3) their ability to put ideas together (64%); and (4) their knowledge of other countries, peoples, and cultures (63%).

Twenty percent or more of respondents indicated that general education courses were **Not Helpful** in developing their ability to express ideas using numbers and symbols (20%) and in contributing to their knowledge and enjoyment of music, art, and drama (23%).



## General Education Core Experience

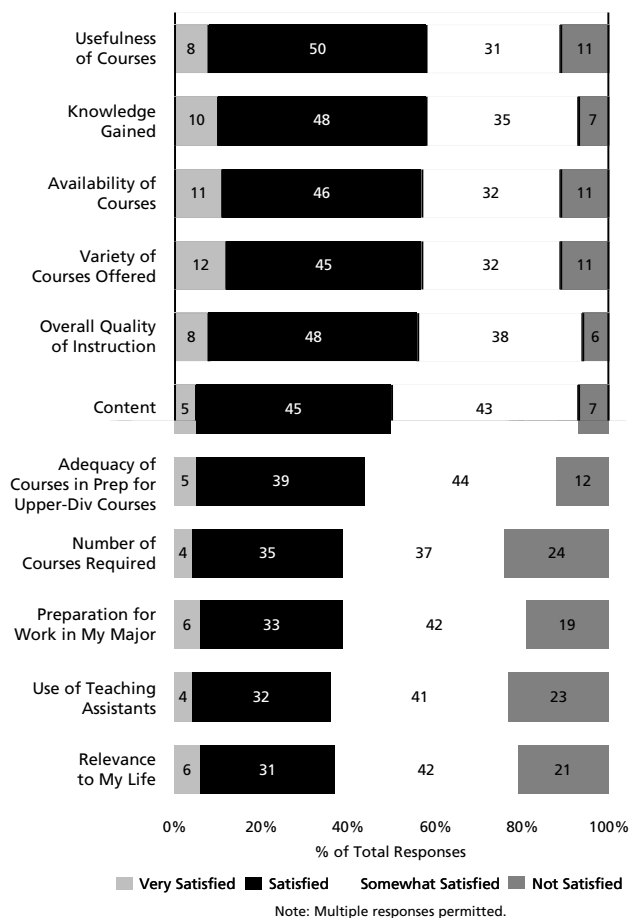
Rate your overall satisfaction with each of the following aspects of general education.

When asked to rate their overall satisfaction with selected aspects of general education, almost 60 percent were **Satisfied** or **Very Satisfied** with the usefulness of general education courses (58%), the knowledge gained in these courses (58%), and the availability of general education courses (57%).

More than 20 percent were **Not Satisfied** with general education courses relative to: the number of courses required (24%), the use of teaching assistants (23%), and the relevance of general education courses to their life (21%).

For fields of study with 30 or more responses, Social Science majors appeared the most satisfied with the adequacy of core courses in preparing them for upper-division courses. Tropical Agriculture and Human Resources majors appeared the most satisfied with the quality of instruction in core courses, but were least satisfied with the adequacy of these courses in preparing them for upper-division courses. Natural Science majors appeared the least satisfied with the overall quality of instruction in core courses.

Overall Satisfaction with Various Aspects of General Education



For future graduating seniors, Mānoa overhauled its general education core curriculum requirements to: offer more options and flexibility; provide undergraduate mentoring; and move undergraduates through the system in four years rather than the typical five or six. The new curriculum, effective fall 2001, reduces the number of required core credits from 40 to 31 but adds breadth to the number and types of courses that fit. After the freshman year, every student will have a faculty mentor to develop an individual academic plan.

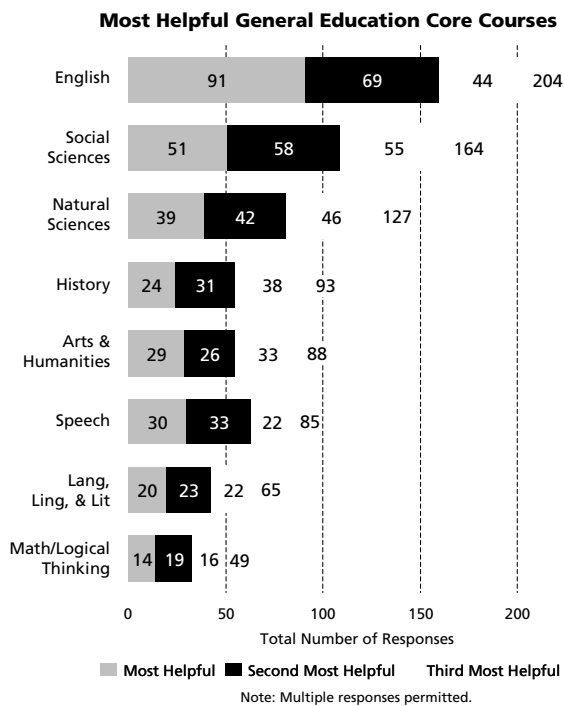


## General Education Core Experience

*What general education core courses did you perceive as most helpful to you in your undergraduate education?*

When asked to identify the general education core courses that were most helpful to their undergraduate education, most respondents mentioned English, Social Sciences, and Natural Sciences.

As in 1996 and 1999, English is perceived as the most helpful general education core course for the undergraduate experience.

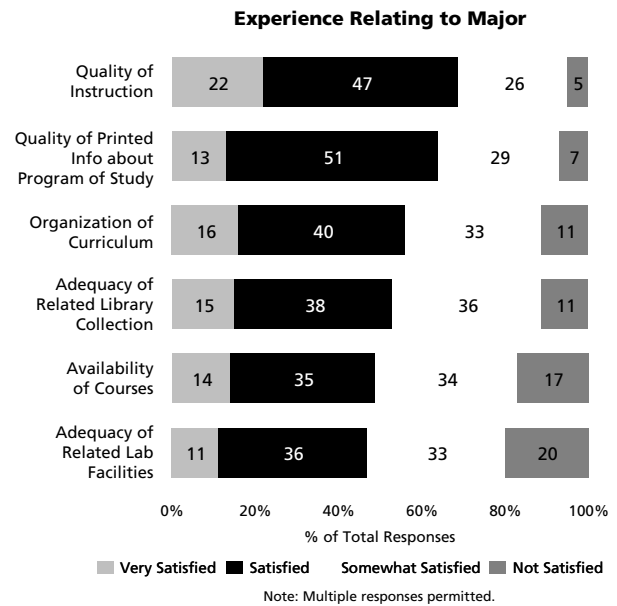


*For each of the items listed, rate the satisfaction of your core experience as it relates to your major.*

When asked to rate their satisfaction with selected aspects of their major, between 50 and 70 percent were **Satisfied** or **Very Satisfied** with the quality of instruction (69%), quality of printed information about their undergraduate program (64%), organization of the curriculum (56%), and adequacy of the related library collection (53%).

Less than half were **Satisfied** or **Very Satisfied** with the availability of courses (49%) and adequacy of laboratory facilities (47%).

Similar ratings and levels were reported by graduating seniors in 1996 and 1999.

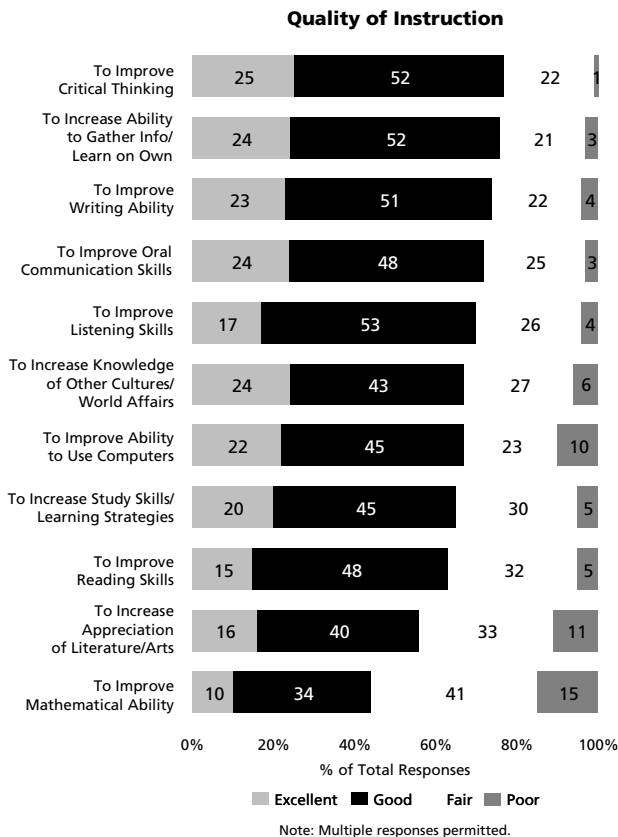


## Overall Academic Experience

Rate the overall quality of instruction as it pertains to each of the following skill areas.

About three-fourths of the graduating seniors rated **Good** to **Excellent** the quality of instruction received in: improving their critical thinking (77%), increasing their ability to gather information and learn on their own (76%), improving their writing skills (74%), and improving their oral communication skills (72%).

As in previous graduating senior surveys (1996 and 1999), more than half of the respondents (56%) rated the quality of instruction to improve their mathematical ability as **Fair** to **Poor**.

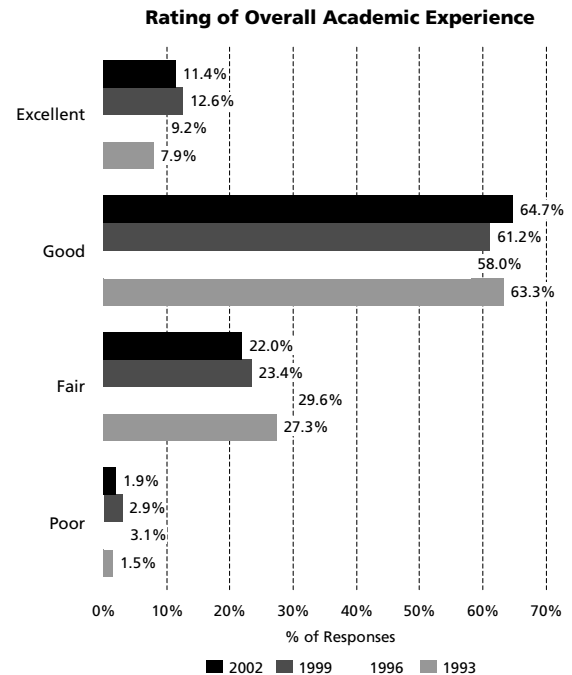


How would you rate the overall quality of your academic experience at Mānoa?

Over three-fourths (76%) rated the overall quality of their academic experience at Mānoa as either **Good** or **Excellent**.

For fields of study with 30 or more respondents, Tropical Agriculture and Human Resources and Education majors seemed the most pleased with their overall academic experience.

Similar results were reported by graduating seniors in 1999.

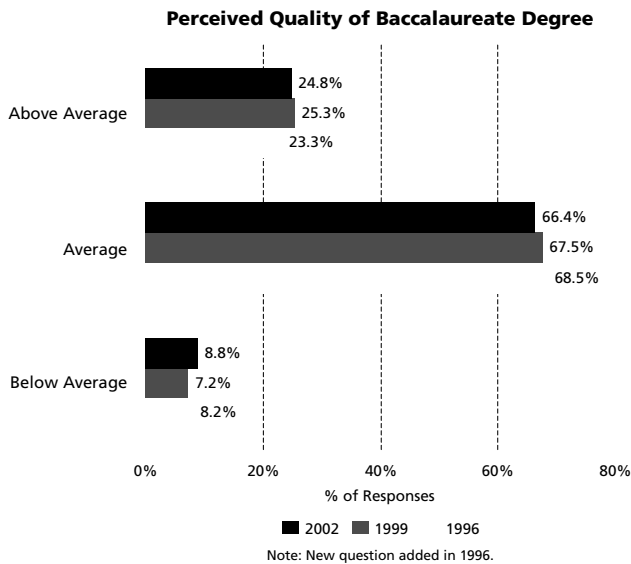


## Overall Academic Experience

Which of the following best represents how you feel about the quality of your baccalaureate degree from Mānoa?

The majority (66%) perceived their degree from Mānoa as being of **Average** quality, while one-fourth thought their degree was **Above Average**.

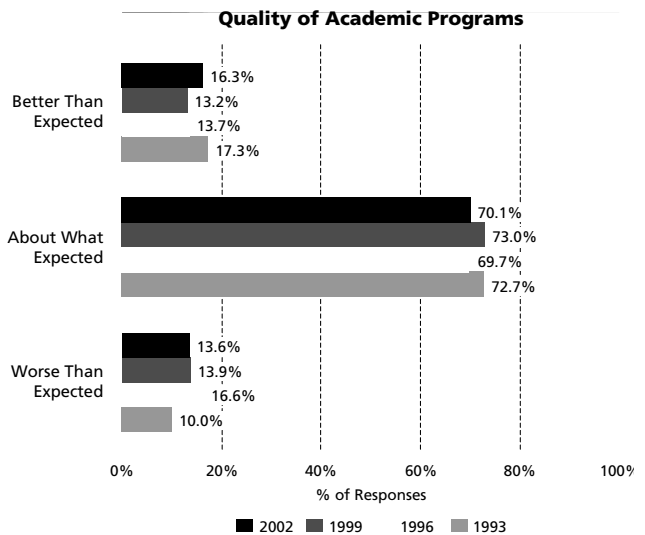
Similar perceptions were reported in previous graduating senior (1996, 1999) and alumni (1991, 1994, 1997, 2000) surveys.



The quality of academic programs at Mānoa is...

Over 86 percent of the respondents felt that the quality of academic programs at Mānoa was **About What They Expected** or **Better**.

Of interest is the increase from 1999 in the percentage of respondents who felt that the quality of their academic program was **Better Than Expected** (+3.1%)

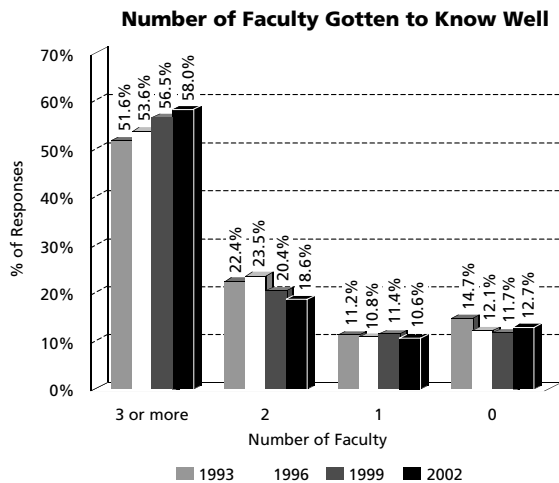


## Overall Academic Experience

*How many Mānoa faculty have you gotten to know well?*

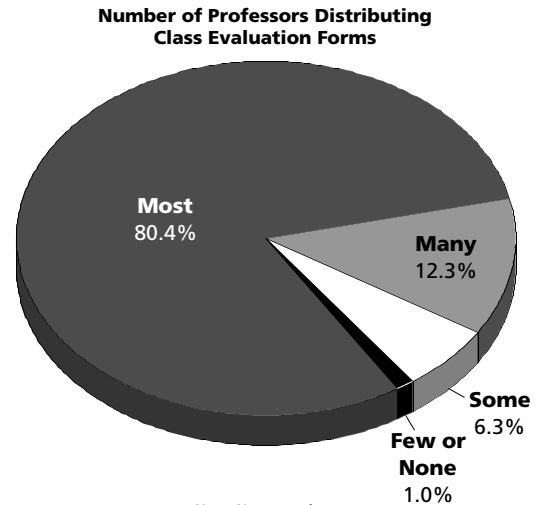
Over three-fourths (77%) of the respondents got to know two or more faculty well, and the largest proportion—over half (58%)—got to know three or more well.

Since 1990, there has been a steady increase in the percentage of graduating seniors who got to know three or more faculty well during their academic experience at Mānoa. Given that the new general education core program implemented in fall 2001 calls for every freshman to have a faculty mentor after his or her freshman year, this trend is expected to continue.



*How many of your Mānoa professors distributed class evaluation forms at the end of the semester?*

A vast majority (93%) of respondents reported that **Many** or **Most** of their professors at Mānoa distributed class evaluation forms at the end of the semester.



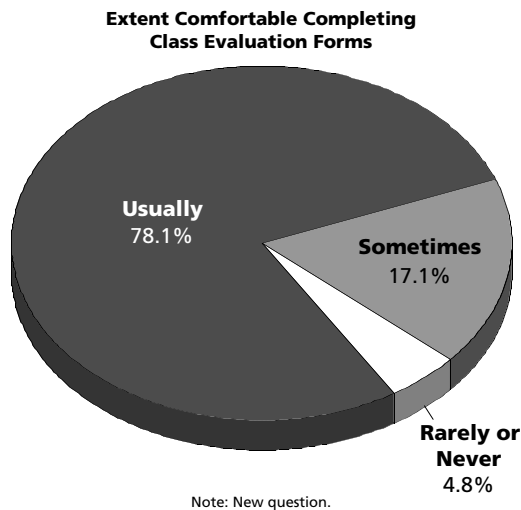
*“I think teachers getting to know the students personally and making themselves available to us is very important. It’s hard to become motivated sometimes when not even the professors really care.”*

SOCIAL SCIENCES MAJOR

## Overall Academic Experience

*Did you feel comfortable saying what you really thought on class evaluation forms?*

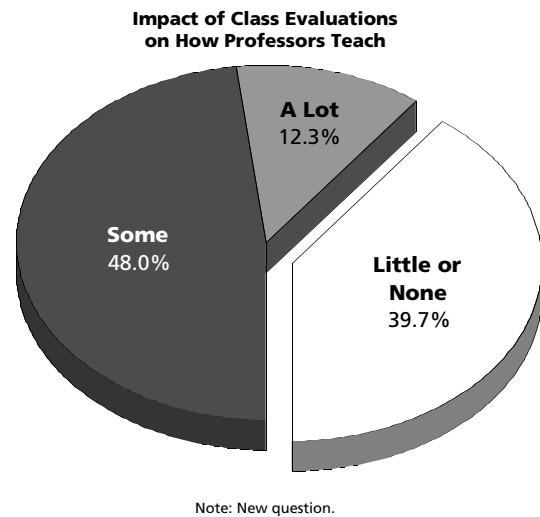
Most graduating seniors (78%) felt comfortable saying what they really thought on class evaluation forms distributed at the end of the semester.



*How much impact do you think the comments you and your classmates make on class evaluation forms have on how professors teach?*

The majority (60%) of graduating seniors thought their class evaluations will have **Some** or **A Lot** of impact on how professors teach.

A significant share of respondents (40%) felt the amount of influence will be **Little or None**.



*"Some very committed teachers made the learning experience very helpful and worthwhile."*

TROPICAL AGRICULTURE & HUMAN RESOURCES MAJOR

## Experiences Outside the Classroom

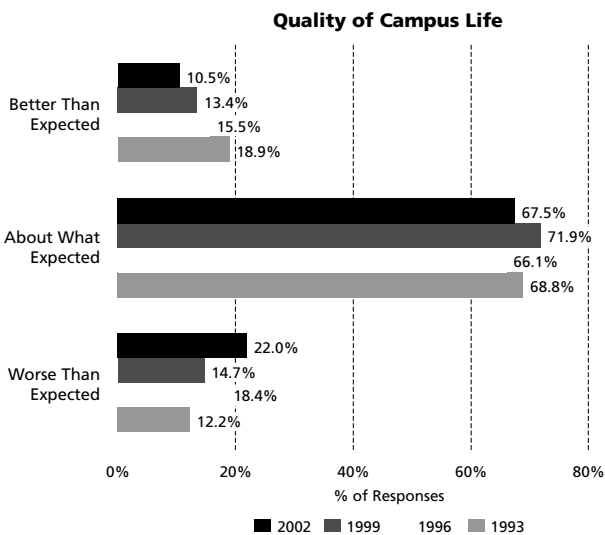
*The quality of campus life at Mānoa is...*

When comparing expectations with their actual experiences regarding the quality of campus life, over three-fourths (78%) felt it was **About What They Expected** or **Better**.

Since 1993, there has been a steady decrease in the percentage of respondents who felt that their actual experience of campus life was **Better Than Expected**.

Compared to 1999, there was a significant **increase** in those that felt the quality of campus life was **Worse Than Expected** (+7.3%) and a similar **decrease** in those that felt it was **About What They Expected** or **Better** (-7.3%).

Given recent investments in capital improvement projects, repairs and maintenance, and other quality of life programs/activities, improved ratings are expected when graduating seniors are surveyed again in 2005.

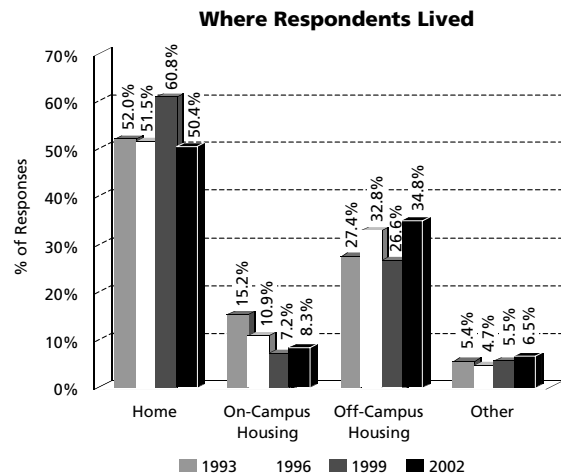


*Where do you presently live?*

Half (50%) lived at home.

Compared to 1999, there was a significant decrease in the proportion of students living at home (-10.4%) and a large increase in the number residing in off-campus housing (+8.2%).

The proportion of students residing in off-campus housing has increased. This trend started in the late 1980's.

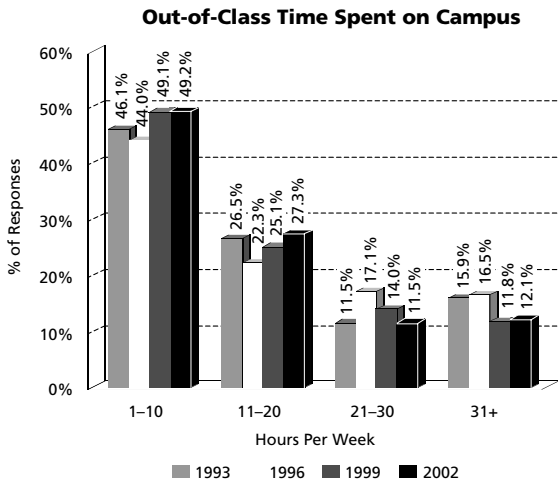


## Experiences Outside the Classroom

Over the last two years, what was the average number of hours you spent on campus each week outside of classes?

The largest proportion of respondents (49%) spent an average of 10 hours or less per week on campus outside the classroom.

Similar proportions were reported by graduating seniors in 1999.



*“Not much of an active campus life.”*

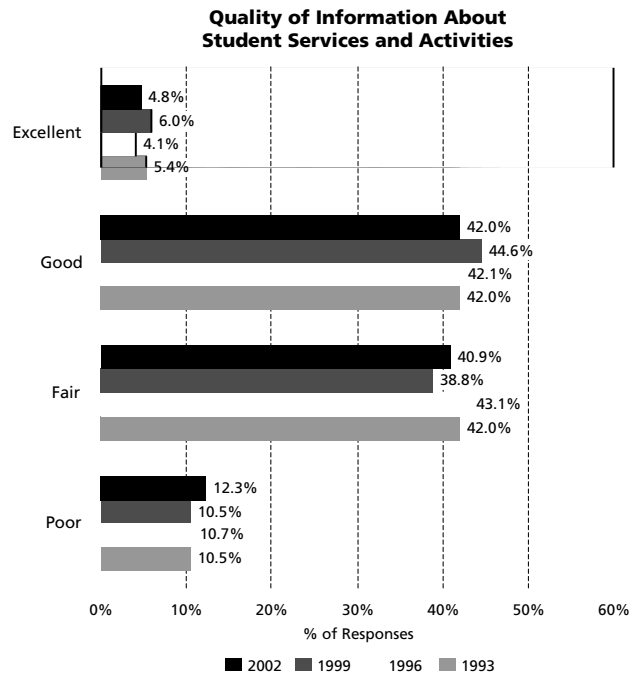
NURSING MAJOR

*“Campus deserted after 3pm and on weekends.”*

LANGUAGE, LINGUISTICS, & LITERATURE MAJOR

How would you rate the quality of information about student services and activities?

Most graduating seniors rated the quality of information about student services and activities as either **Fair** (41%) or **Good** (42%).



*“Increase awareness of student services available. Enrich the college atmosphere on campus by increasing the amount and variety of student activities.”*

NATURAL SCIENCES MAJOR

## Experiences Outside the Classroom

*How would you rate each of the following services, functions, and activities?*

More than four out of five graduating seniors at Mānoa **Used** and were **Satisfied** with the Bookstore (86%), registration procedures (86%), the Library (83%), and the Cashier's Office (81%).

Food services (37%), on-campus housing (20%), and academic advising (19%) had the highest percentage of **Dissatisfied** users.

Compared with 1999, there was a noticeable increase in the percentage of respondents expressing use and satisfaction with financial aid (+8%), campus security (+8%), and recreation/athletic programs (+6%).

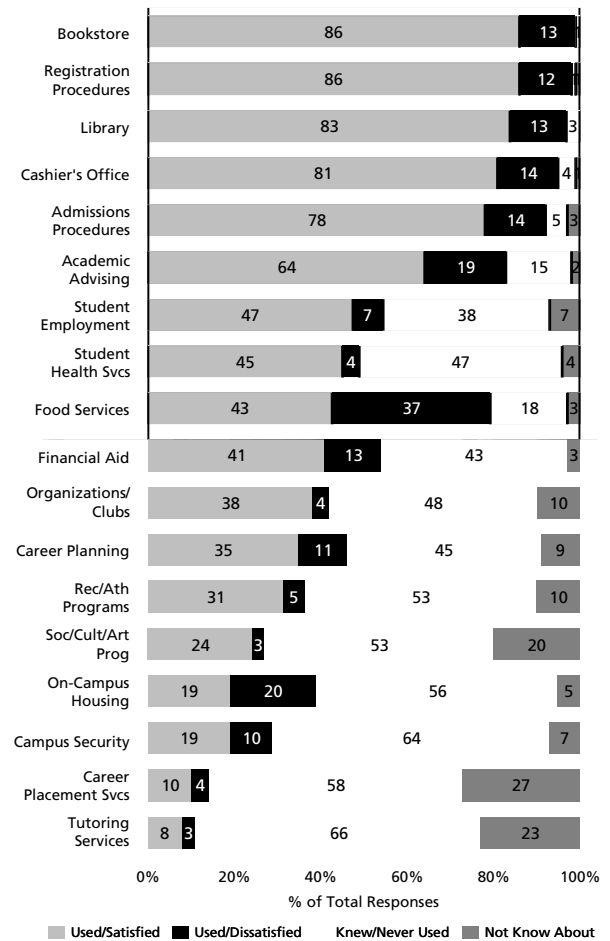
Conversely, there was a noticeable decrease in those expressing satisfaction with career placement services (-6%).

About two-thirds **Knew** about but **Never Used**—or never had the opportunity to use—tutoring services (66%) and campus security (64%).

About one-fourth did **Not Know About** career placement (27%) and tutoring (23%) services available at Mānoa.

Survey results may serve as a barometer to gauge student awareness and perceptions about campus programs, services, and activities.

Ratings of Various Services, Functions, and Activities



*“Overall, I feel the programs and services UH offers are excellent.”*

OTHER ARTS & SCIENCES/LIBERAL STUDIES MAJOR

*“Improve student housing to be more conducive to a healthy learning environment.”*

SOCIAL SCIENCES MAJOR

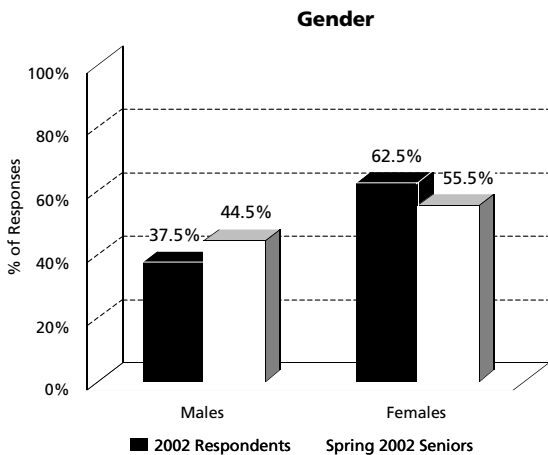


## Background Data on Respondents

### What is your gender?

Although females were somewhat overrepresented, respondents were generally representative of spring 2002 seniors in terms of age, ethnicity, and field of study. Survey results can be taken as an approximate reflection of the graduating class as a whole.

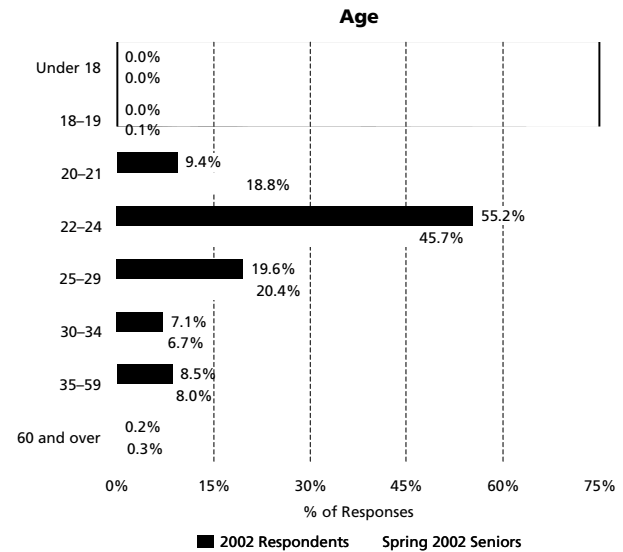
Gender results reflect enrollment trends at UH and nationally where women continue to represent a larger share of the total enrollment.



### What is your current age?

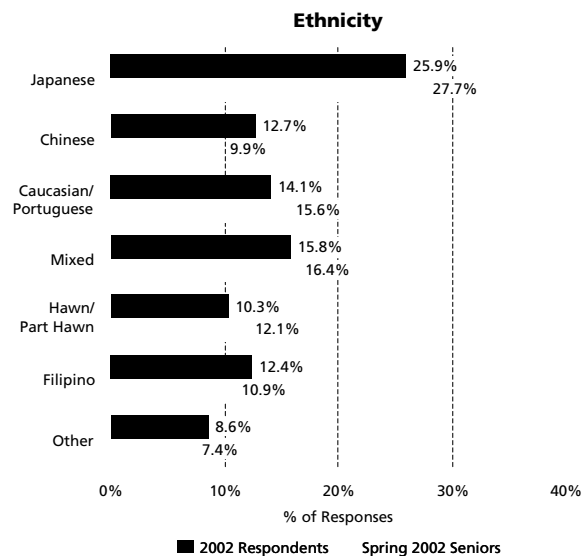
Those 20–21 years old were underrepresented and those 22–24 were overrepresented, but respondents were generally representative of spring 2002 seniors in terms of age.

The majority of the respondents were 22–24 years old.



### What is your ethnic background?

Although Chinese were slightly overrepresented (+2.8%), the respondents were generally representative of the entire senior class in terms of ethnic background.

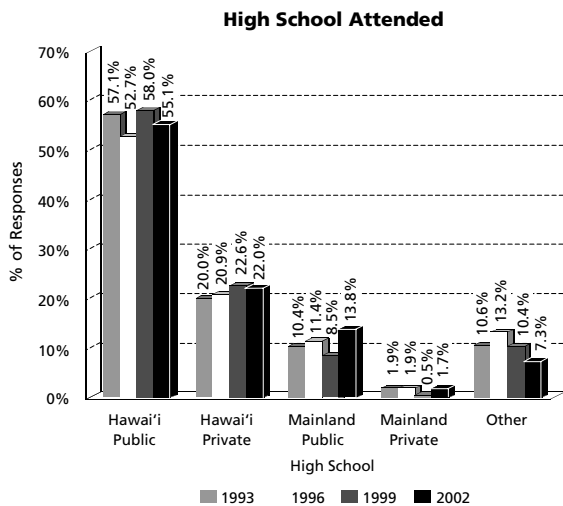


## Background Data on Respondents

### What type of high school did you attend?

Over three-fourths of spring 2002 graduating seniors attended public (55%) or private (22%) high schools in Hawai'i, a 3.5 percent decrease from 1999 (mostly in the public sector).

Of interest is the increase (+5.3%) in the percentage of graduating seniors who attended public high schools on the mainland.

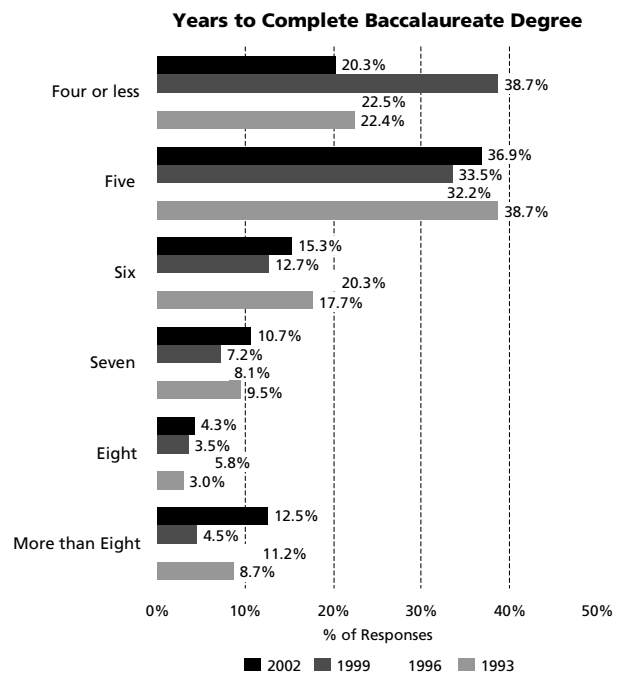


### When did you first begin your college studies?

Eighty percent of the baccalaureate students reported taking five or more years to complete their degree.

The most frequently reported time-to-degree was five years (37%).

Divergent responses were received in 1999; more than 72 percent reported taking five or less—rather than five or more—years to complete their baccalaureate programs. The accelerated time-to-degree reported in 1999—especially the proportion taking four or less years—was influenced by periods of substantial tuition increases. The 1999 senior class experienced a 50 percent increase in 1996–97 and another 23 percent increase in 1997–98. In 1999, a significantly high proportion (46%) of the graduating seniors felt that the cost of tuition was too high.



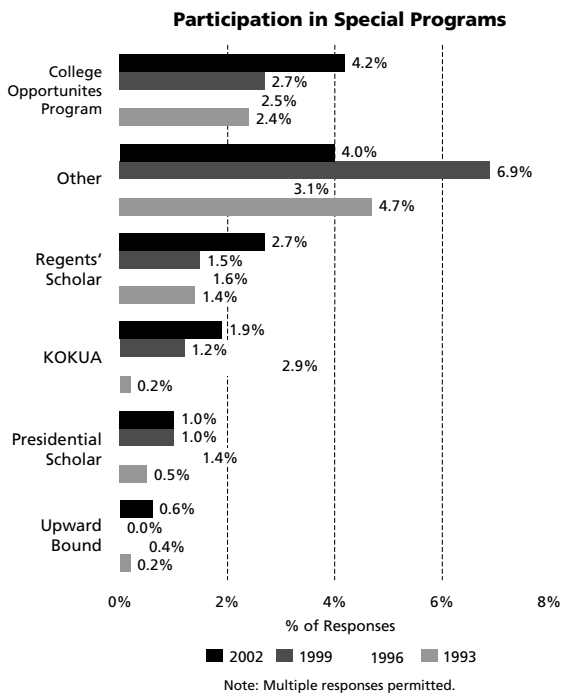
## Background Data on Respondents

If you entered UH Mānoa as a participant in a special program, fill in all choices that apply.

Fourteen percent of the respondents indicated they entered UH Mānoa as participants in special programs.

The College Opportunities Program assisted 4.2 percent of the respondents—these students proved able and qualified for college but their low SAT scores, limited college preparation, and/or economic difficulties might have prevented them from attending Mānoa.

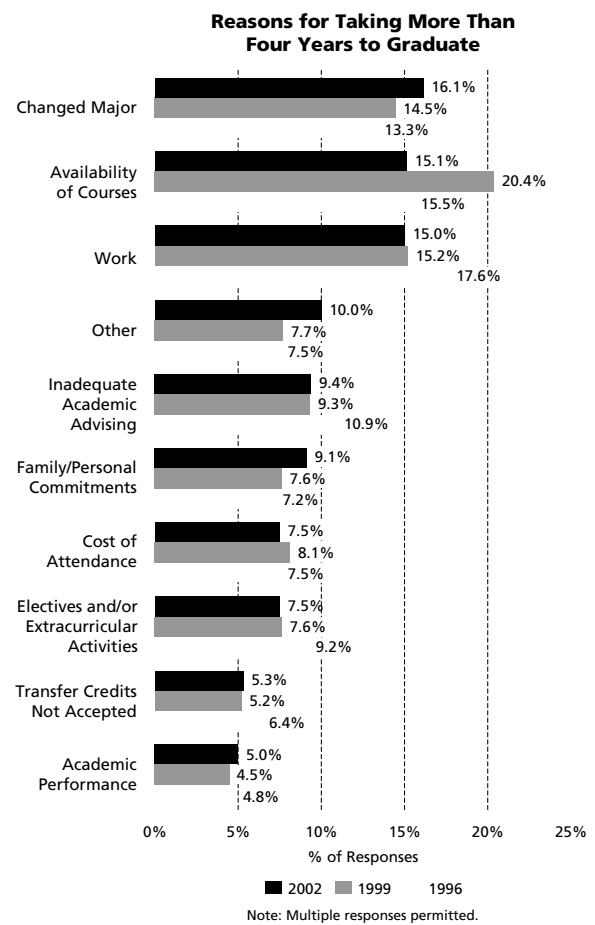
Selected Studies, National Student Exchange, Study Abroad, and Honors were other special programs mentioned by respondents.



If you took longer than 4 years to graduate, what were the three most important reasons?

**Change of Major**, **Availability of Courses**, and **Work** continue to be cited as the three most important reasons for taking more than four years to complete an undergraduate program.

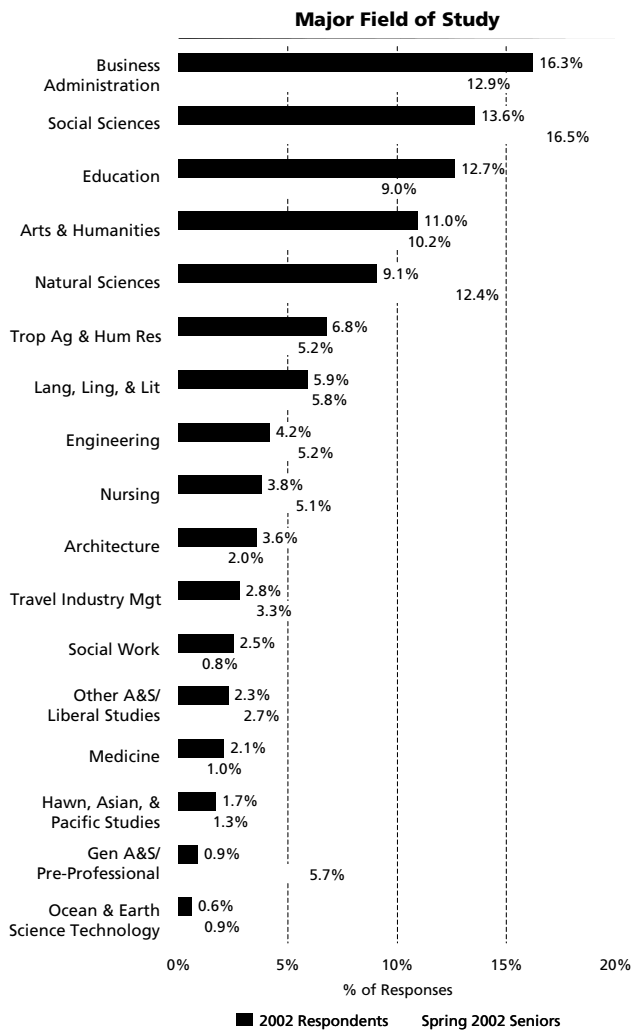
Graduating seniors felt **Change of Major** was the **single most important reason** for taking more than four years to graduate.



## Background Data on Respondents

### What is your field of study?

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

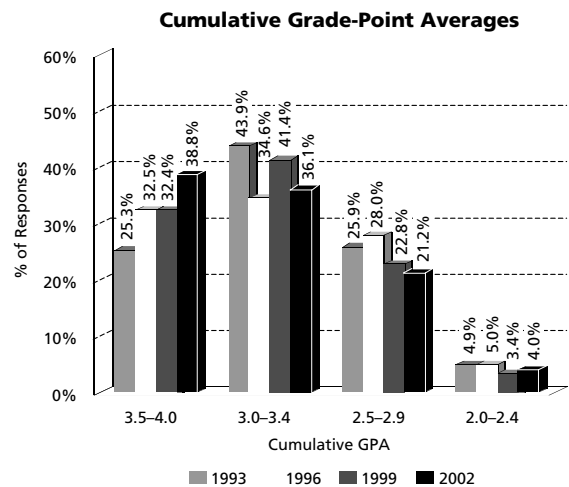


### What is your cumulative UH Mānoa GPA?

The largest proportion (39%) reported completing their undergraduate study with a cumulative grade-point average (GPA) of 3.5 to 4.0.

Compared to 1999, the percentage of graduating seniors reporting cumulative GPAs of 3.0 or higher remains stable, but there is a noticeable increase in those reporting 3.5 or higher (+6.4%). The trend since 1993 shows a substantial increase (+13.5%) in respondents reporting cumulative GPAs of 3.5 or better. The issue of grade inflation may deserve attention.

Education majors had the highest proportion of majors who completed their undergraduate program with a cumulative GPA of 3.0 or higher (97%). About two-thirds (65%) had a cumulative GPA of 3.5 to 4.0.

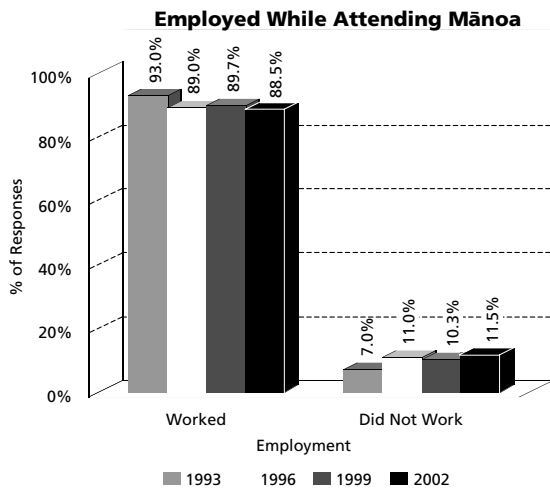


## Background Data on Respondents

### Did you work while attending Mānoa?

The vast majority (89%) of respondents indicated that they worked while attending Mānoa.

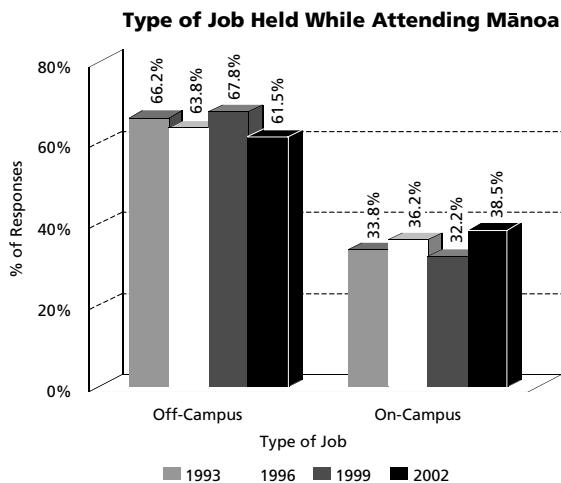
A similar proportion was reported by graduating seniors in 1996 and 1999.



### If you worked while attending Mānoa, what kind of job did you have?

Of those employed, 62 percent reported being employed off-campus.

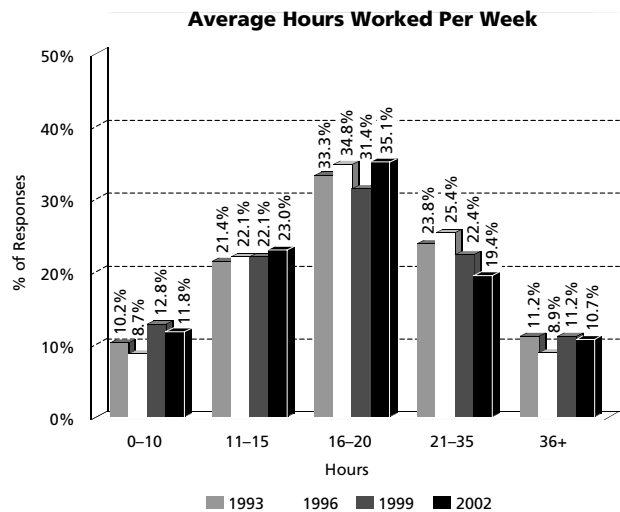
Compared with 1999, there was a significant increase in the percentage of respondents who reported working on-campus (+6.3%).



### If you worked while attending Mānoa, what was the average hours worked per week during the last two years?

The largest proportion (35%) worked an average of 16–20 hours per week during their last two years of undergraduate study at Mānoa.

As in 1999, 89 percent of those employed worked less than 36 hours per week.



*“Working on-campus really helped a lot. It’s a great way to make money while attending college. Off-campus jobs are more strict about giving time off to study.”*

MEDICINE MAJOR

## Comments about Undergraduate Experience

Seventy-eight percent or 375 of the survey respondents provided comments about their undergraduate experience at UH Mānoa. Individual responses are not necessarily representative of spring 2002 baccalaureate degree candidates (1,091).

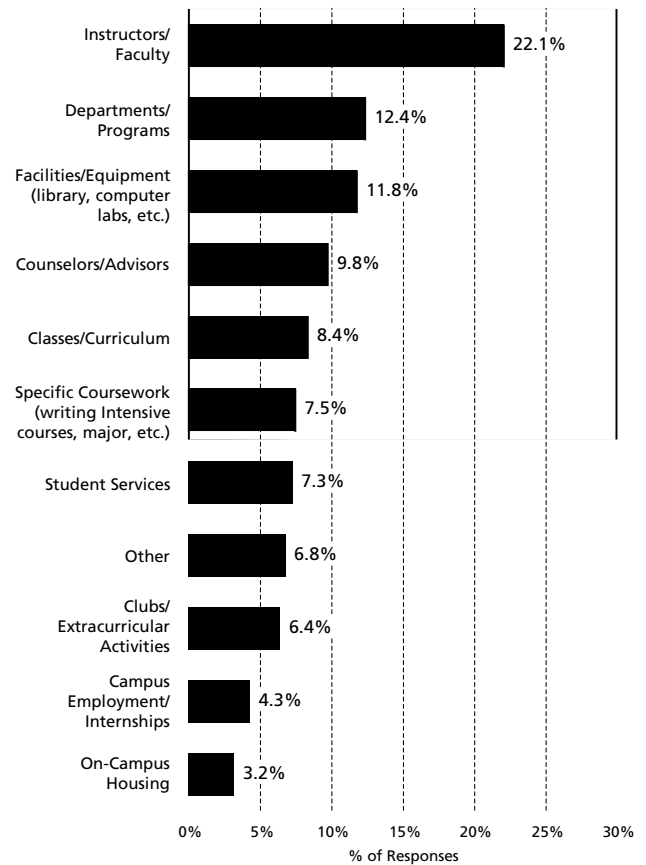
*What campus factors/conditions/programs/ etc., do you think contributed most to your educational gains while at Mānoa?*

Of those providing comments, **Instructors/Faculty**, **Departments/Programs**, **Facilities/Equipment** (library, computer labs, etc.) and **Counselors/Advisors** were most frequently mentioned as factors contributing most to their educational gains.

Student service factors, such as **Extracurricular Activities**, **Campus Employment**, and **On-Campus Housing**, were also mentioned as rewarding aspects of the undergraduate experience at Mānoa.

Similar factors and results were reported by graduating seniors in 1999.

Factors Contributing Most to Educational Gains



Note: Multiple responses permitted.

*“The classes that I really enjoyed here at UH Mānoa were the ones that required close student-professor relationships...”*

OTHER ARTS & SCIENCES/LIBERAL STUDIES MAJOR

*“Overall, I think the professors and the knowledge and experience each brought contributed most to my educational gains.”*

ARCHITECTURE MAJOR

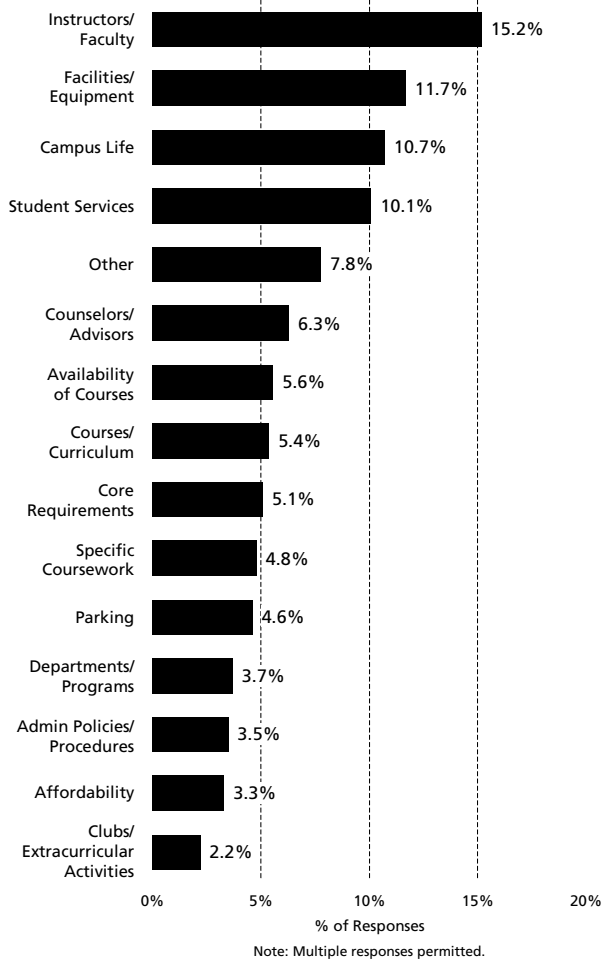
## Comments about Undergraduate Experience

What was the most disappointing thing about your experience at Mānoa?

Of those providing comments, most expressed dissatisfaction with **Instructors/Faculty**, **Facilities/Equipment**, **Campus Life**, and **Student Services** (including lack of information).

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

**Most Disappointing Aspects of Experience at Mānoa**

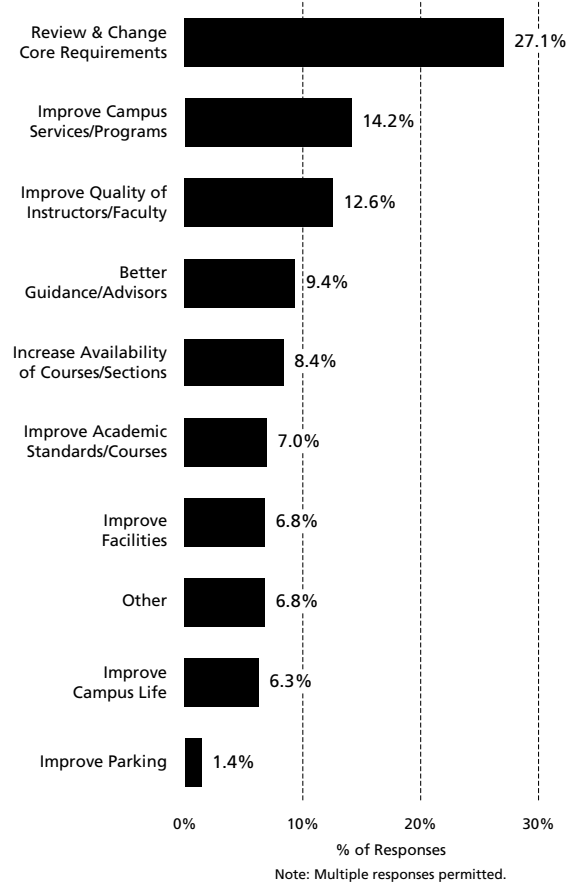


What changes in undergraduate education would you recommend at Mānoa?

Of those that responded, the most common recommendation was to **Review and Change Core Requirements**, especially foreign language and the amount of requirements.

**Improve Campus Services/Programs**, **Improve the Quality of Instructors/Faculty**, and **Better Guidance/Advisors** were other frequently mentioned changes recommended by graduating seniors.

**Recommended Changes to Undergraduate Education**



# Survey Instrument

UH Mānoa Survey of Graduating Seniors

Spring 2002



University of Hawai'i at Mānoa  
Survey of Graduating Seniors



MARKING INSTRUCTIONS	
<ul style="list-style-type: none"> <li>• Use a No. 2 pencil or a blue or black ball point pen.</li> <li>• Do not use felt tip pens.</li> <li>• Make solid marks that fill the response completely.</li> <li>• Erase cleanly any marks you wish to change.</li> </ul>	<p>CORRECT: ●</p> <p>INCORRECT: <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/></p>

**PART I : PLEASE TELL US ABOUT YOUR OVERALL UNDERGRADUATE EXPERIENCE AT MĀNOA**

1. What have you gained from your college experience at Mānoa? (Fill in all that apply)

- |  |  |
|--|--|
| <input type="radio"/> a. Preparation for a job                                     | <input type="radio"/> g. Increased ability to be independent, self-reliant and adaptable   |
| <input type="radio"/> b. Increased knowledge in an academic field                  | <input type="radio"/> h. Increased understanding of other people and their points of view  |
| <input type="radio"/> c. Preparation for graduate or professional study            | <input type="radio"/> i. Increased leadership skills                                       |
| <input type="radio"/> d. A meaningful philosophy of life                           | <input type="radio"/> j. Skills and attitudes that enrich life and foster self-development |
| <input type="radio"/> e. Increased involvement in cultural and artistic activities | <input type="radio"/> k. Increased awareness of and involvement in community issues        |
| <input type="radio"/> f. Increased self-confidence                                 | <input type="radio"/> l. Other (Please specify) _____                                      |

2. Of the above, what do you feel is the **most** important thing you have gained from your college experience at Mānoa? (Choose only one from above)

- a  b  c  d  e  f  g  h  i  j  k  l

**PART II : PLEASE TELL US ABOUT YOUR POST-GRADUATION PLANS**

3. Are you planning to attend graduate school?  Yes  No

4. If "yes," what field of study do you plan to pursue? (Please refer to the attached "Graduate Major Fields of Study" for clarification)

- |   |  |  |  |
|---|--|--|--|
| <input type="radio"/> Arts and Humanities       | <input type="radio"/> Haw, Asian, & Pac Studies  | <input type="radio"/> Education                | <input type="radio"/> Social Work                  |
| <input type="radio"/> Lang, Ling, & Literature  | <input type="radio"/> Ocean & Earth Sci Tech     | <input type="radio"/> Engineering              | <input type="radio"/> Law                          |
| <input type="radio"/> Natural Sciences          | <input type="radio"/> Architecture               | <input type="radio"/> Tropic Agri & Hum Resrcs | <input type="radio"/> Other (Please specify) _____ |
| <input type="radio"/> Social Sciences           | <input type="radio"/> Business Administration    | <input type="radio"/> Medicine                 |  |
| <input type="radio"/> Other A&S/Comm & Info Sci | <input type="radio"/> Travel Industry Management | <input type="radio"/> Nursing                  |  |

5. If "yes," where are you planning to attend graduate school?

- UH Mānoa  UH Hilo  Mainland university  Private Hawai'i university  Other \_\_\_\_\_

6. If you plan to attend a graduate school at an institution other than Mānoa, what is the reason for not attending Mānoa?

- |  |  |
|--|--|
| <input type="radio"/> Program not available                      | <input type="radio"/> Lack of financial support                            |
| <input type="radio"/> Higher quality program available elsewhere | <input type="radio"/> Personal reasons (i.e., moved to the mainland, etc.) |
| <input type="radio"/> Program not structured to suit my needs    | <input type="radio"/> Other (Please specify) _____                         |

7. If you are planning to seek employment or have already been offered a job, where do you expect to work?

- Honolulu/O'ahu  Neighbor island  Mainland  Outside of the U.S.

**PART III : PLEASE SHARE YOUR THOUGHTS ON TUITION**

8. Do you consider the cost of tuition at UH Mānoa...  About right (fair and reasonable)  Too high  Too low

9. Did you take a heavier credit load than preferred because of the cost of tuition?  Yes  No

10. Should tuition be charged per credit rather than as a flat rate for 12 or more credits?  Yes  No  No opinion

11. Is the value of your degree worth the cost of your investment at UH Mānoa?  Yes  No

**PART IV : PLEASE TELL US ABOUT YOUR TRANSFER EXPERIENCE**

12. Where did you transfer credits from? (Check all that apply.)

- |  |                                     |  |
|--|-------------------------------------|--|
| <input type="radio"/> Did not transfer credits—skip to Question 17 | <input type="radio"/> UH Hilo       | <input type="radio"/> A Hawai'i private college    |
| <input type="radio"/> A UH community college                       | <input type="radio"/> UH West O'ahu | <input type="radio"/> A college outside of Hawai'i |

13. What barriers did you encounter, if any, while transferring to this campus?  Major  Minor  None

14. How many of the courses you expected to transfer actually transferred?  All  Most  Some  None

15. How would you describe the advising/transfer information provided by your previous campus?

- Very Helpful       Helpful       Somewhat helpful       Not helpful

16. How would you describe the advising information provided by UH Mānoa?

- Very Helpful       Helpful       Somewhat helpful       Not helpful

**PART V : PLEASE TELL US ABOUT YOUR GENERAL EDUCATION CORE EXPERIENCE**

General education is the core set of courses required for all students pursuing an undergraduate degree.

17. At what campus did you take **most** of your general education courses? (*Select only one campus*)

- A UH community college       UH Mānoa       UH Hilo       Other higher education institution

18. For **each** of the following items, how would you rate the extent to which **general education courses** contributed to your knowledge, skills and abilities?

1 - VERY HELPFUL      2 - HELPFUL      3 - SOMEWHAT HELPFUL      4 - NOT HELPFUL

- |   |   |
|---|---|
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Writing ability   | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Ability to express ideas using numbers and symbols              |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Ability to use computers                                      | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Understanding of science and experimental methods               |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Oral communication skills                                     | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Awareness of diversity in cultures, philosophies and lifestyles |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Ability to put ideas together                                 | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Knowledge of other countries, peoples, cultures                 |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Analytical and logical thinking                               | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Knowledge and enjoyment of literature                           |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Use of study skills/learning strategies to learn new concepts | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Knowledge and enjoyment of music, art, and drama                |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Ability to gather information and learn on my own             | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Use of history in understanding the present and the past        |

19. Please rate your **overall satisfaction** with **each** of the following aspects of **general education**.

1 - VERY SATISFIED      2 - SATISFIED      3 - SOMEWHAT SATISFIED      4 - NOT SATISFIED

- |  |   |
|--|---|
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Usefulness of courses                                  | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Knowledge gained through general education courses                                    |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Availability of general education courses              | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Preparation by gen-ed courses for work in my major                                    |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Content of general education courses                   | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Use of teaching assistants in general education courses                               |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Number of general education courses required           | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Adequacy of general education CORE courses in preparing me for upper-division courses |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Variety of general education courses offered           | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Overall quality of general education instruction                                      |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Relevance of general education requirements to my life |   |

20. Please tell us what **general education CORE courses** you perceived as **most helpful** to you in your undergraduate experience?

Most helpful course \_\_\_\_\_ Third most helpful course \_\_\_\_\_  
Second most helpful course \_\_\_\_\_

21. For **each** of the following items, please rate the **satisfaction** of your **CORE** experience as it relates to your major.

1 - VERY SATISFIED      2 - SATISFIED      3 - SOMEWHAT SATISFIED      4 - NOT SATISFIED

- |  |  |
|--|--|
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Quality of printed information about my program of study | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Adequacy of the library collection related to my major |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Availability of courses in my major                      | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Adequacy of laboratory facilities related to my major  |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Organization of the curriculum in my major               | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 Overall quality of instruction in my major             |

**PART VI : PLEASE TELL US ABOUT YOUR OVERALL ACADEMIC EXPERIENCE**

22. Rate the overall **quality** of instruction as it pertains to each of the following items.

1 - EXCELLENT      2 - GOOD      3 - FAIR      4 - POOR

- |   |  |
|---|--|
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To improve my writing ability           | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To improve my ability to use computers                       |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To improve my reading skills            | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To increase my knowledge about other cultures/world affairs  |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To improve my oral communication skills | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To increase my appreciation of literature and the arts       |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To improve my listening skills          | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To increase my ability to gather information/learn on my own |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To improve my critical thinking ability | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To increase my study skills and learning strategies          |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 To improve my mathematical ability      |  |

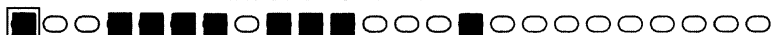
23. How would you rate the overall quality of your total academic experience at Mānoa?

- Excellent       Good       Fair       Poor

24. Which of the following best represents how you feel about the quality of your baccalaureate degree from Mānoa?

- Above average       Average       Below average

PLEASE DO NOT WRITE IN THIS AREA



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25. The quality of academic programs at Mānoa is...

- Better than expected     About what expected     Worse than expected

26. How many Mānoa faculty have you gotten to know well?

- None     One     Two     Three or more

27. How many of your Mānoa professors distributed class evaluation forms at the end of the semester?

- Most     Many     Some     Few or none

28. Did you feel comfortable saying what you really thought on class evaluation forms?

- Usually     Sometimes     Rarely or never

29. How much impact do you think the comments you and your classmates make on class evaluation forms have on how professors teach?

- A lot     Some     Little or none

**PART VII : PLEASE TELL US ABOUT YOUR EXPERIENCES OUTSIDE THE CLASSROOM**

30. The quality of campus life at Mānoa is...

- Better than expected     About expected     Worse than expected

31. Where do you presently live?

- On-campus housing     Off-campus housing     At home     Other

32. Over the last two years, what was the average number of hours you spent on campus each week **outside of classes**?

- 1-10     11-20     21-30     31+

33. How would you rate the quality of information about student services and activities?

- Excellent     Good     Fair     Poor

34. Please rate **each** of the following services, functions and activities at Mānoa.

1 - I USED IT AND WAS SATISFIED

3 - I KNEW ABOUT THIS BUT DID NOT USE IT

2 - I USED IT AND WAS DISSATISFIED

4 - I DID NOT KNOW ABOUT THIS

- 1  2  3  4 Admissions procedures
- 1  2  3  4 Registration procedures
- 1  2  3  4 Cashier's office
- 1  2  3  4 Academic advising services
- 1  2  3  4 Counseling, testing, and career planning services
- 1  2  3  4 Tutoring services
- 1  2  3  4 Financial aid
- 1  2  3  4 Student employment office
- 1  2  3  4 Career placement services

- 1  2  3  4 On-campus housing
- 1  2  3  4 Recreation and athletic programs
- 1  2  3  4 Food services
- 1  2  3  4 Student health services
- 1  2  3  4 Library
- 1  2  3  4 Bookstore
- 1  2  3  4 Campus security services
- 1  2  3  4 Social, cultural, and artistic programs
- 1  2  3  4 Student organizations and clubs

**PART VIII : PLEASE TELL US ABOUT YOURSELF**

35. What is your gender?

- Male     Female

36. What is your current age?

- Under 18     18-19     20-21     22-24     25-29     30-34     35-59     60 and over

37. What is your ethnic background? (Choose only one)

- Caucasian/Portuguese     Filipino     Japanese     Other (Please specify) \_\_\_\_\_  
 Chinese     Hawaiian/Part Hawaiian     Mixed

38. What type of high school did you attend?

- Hawai'i public     Mainland public     Other (Please specify) \_\_\_\_\_  
 Hawai'i private     Mainland private

PLEASE DO NOT WRITE IN THIS AREA



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39. Were any of your credits earned at another college?

- No, all earned at Mānoa
- Yes, at a UH community college
- Yes, at a Hawai'i private college
- Yes, at a college outside Hawai'i

40. When did you first begin your college studies? (Please select the year)

- 1991  1992  1993  1994  1995  1996  1997  1998  1999  2000  Other (Please specify) \_\_\_\_\_

(Please select the semester)

- Fall  Spring

41. If you entered UH Mānoa as a participant in a special program, fill in all choices that apply.

- KOKUA  Presidential Scholar  College Opportunities Program
- Regent's Scholar  Upward Bound  Other (Please specify) \_\_\_\_\_

42. If you took longer than 4 years to graduate, what were the **three** most important reasons?

- a - Work e - Changed My Major i - Wanted to Take Electives and/or Participate in Extracurricular Activities
- b - Cost of Attending College f - Academic Performance (Poor Grades) j - Other (Please specify) \_\_\_\_\_
- c - Family/Personal Commitments g - Inadequate Academic Advising
- d - Availability of Courses h - Another Institution's Credits Did Not Transfer

(Select only one choice for each reason)

- a  b  c  d  e  f  g  h  i  j Most important  a  b  c  d  e  f  g  h  i  j Third most important
- a  b  c  d  e  f  g  h  i  j Second most important

43. What is your major field of study? (Please refer to the attached "Undergraduate Major Fields of Study" for clarification)

- Arts and Humanities  Gen Arts & Sci/Pre-Profnl  Travel Industry Management  Nursing
- Lang, Ling, & Literature  Haw, Asian, & Pac Studies  Education  Social Work
- Natural Sciences  Ocean & Earth Sci Tech  Engineering  Other (Please specify) \_\_\_\_\_
- Social Sciences  Architecture  Tropic Agri & Hum Resrcs
- Other Arts & Sci/Lib Studies  Business Administration  Medicine

44. What is your cumulative UH Mānoa GPA?

- 4.0 - 3.5  3.4 - 3.0  2.9 - 2.5  2.4 - 2.0

45. Did you work while attending Mānoa?

- Yes  No

46. If "yes," what kind of job did you have?

- On-campus job  Off-campus job

47. If "yes," average hours worked per week during last two school years?

- 1 - 10  11 - 15  16 - 20  21 - 35  36+

**PART IX : PLEASE SHARE WITH US YOUR THOUGHTS ABOUT YOUR UNDERGRADUATE EDUCATION AT MĀNOA.**

48. What campus factors/conditions/programs/etc. do you think contributed most to your educational gains while at Mānoa?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

49. What was the most disappointing thing about your experience at Mānoa?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

50. What changes in undergraduate education would you recommend at Mānoa?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for taking the time to complete this survey.  
 Please return your completed questionnaire in the enclosed business reply envelope to the  
 Office of the Vice President for Planning & Policy, University of Hawai'i, Sinclair Annex 1, Room 6, Honolulu, HI 96822.