

UNIVERSITY OF HAWAI'I AT MĀNOA

Synopsis

What does the Spring 1999 UHM Survey of Graduating Seniors tell us?

Trends:

Continued steady increases in the percentage who intend to work on the mainland or neighbor islands.

Most general education credits are taken at Mānoa.

Continued steady increases in the percentage who got to know three or more faculty well.

Students are decreasing the amount of time they spend on campus outside the classroom.

A large, increasing percentage reporting a cumulative grade point average of 3.0 or higher.

The majority (over half) of graduating seniors pursue further higher education.

Students are graduating in a more timely manner (from five or more to five or less).

Doing well:

Most (76%) felt the value of their degree was well worth the investment.

General education core was very helpful in developing writing skills.

Most were satisfied with the knowledge gained, quality of instruction, adequacy of related library collection, and variety of general education courses.

Most were satisfied with overall quality of academic experience.

Most used and were satisfied with admissions/registration procedures, and the services and operations of the Cashiers Office, Library, and Bookstore.

Getting better:

There was a significant increase (+5.8%) in the percentage who felt that their actual experiences were about what they expected, and conversely, a decrease (-3.7%) in those who felt it was worse than expected.

Needs attention, improvement and/or change:

Many expressed the need to increase course availability and review/change core requirements, especially foreign language.

Nearly 60% encountered barriers while transferring to Mānoa.

A relatively high percentage indicated the general education core did not help at all in developing computer skills (22%).

Less than half (40%) rated the quality of their academic experience to improve mathematical ability as good or excellent.

Needs further research:

The issue of grade inflation.

Other:

Keeping in mind that this graduating class experienced two double-digit tuition increases, they were somewhat evenly split between the cost of tuition being about right (fair/reasonable) or too high.

Most felt tuition 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 at home (+9%; from 52% in 1996 to 61% in 1999).

The majority (67%) perceived their degree as being of average quality.

A large percentage (39%) attended and transferred credits from a UH Community College.

Although instructors, departments/programs, facilities/equipment, and counselors/advisors were most frequently mentioned as factors contributing most to their educational gains, instructors and counselors/advisors were also frequently mentioned as areas of dissatisfaction and in need of change.

The student-teacher relationship continues to emerge as a critical factor affecting the quality of the undergraduate experience.

Change in major was the most important reason for taking more than four years to graduate.