The Mānoa Experience
Graduating Student Survey Report
(December 2011 Graduates)

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Introduction

References to the Mānoa Experience, Hawaiian Place of Learning, and Hawaiian Sense of Place are a major focus in Mānoa’s two strategic plans: Defining Our Destiny, 2002-2010 and Achieving Our Destiny, 2011-2015. Various Mānoa documents and conversations about these concepts appear to revolve around slightly different definitions. These differences called for a wider conversation to delineate what constitutes the Mānoa Experience and how to reflect this in our curriculum and student and campus life. Also, the recent WASC accreditation reports pointed out the need to clarify the meaning of the Mānoa Experience.

In Spring 2010, the Mānoa Experience Workgroup was formed by the Vice Chancellor for Academic Affairs to determine how to proceed with this conversation. This was followed by several endeavors to collect data regarding the Mānoa Experience. They included an Alumni Survey in August 2010, a campus-wide focus group session in November 2010, a New Students Survey in July and August 2011, and a Creative Arts Competition in October 2011. The Graduating Student Survey was another effort to further articulate the Mānoa Experience. This online survey requested feedback from graduating students who registered for the December 2011 Commencement.

The survey consisted of ten close-ended questions and two open-ended questions. The survey questionnaire is attached. The ten close-ended questions ask for responses from students in terms of their level of agreement (strongly disagree, disagree, neutral, agree, strongly agree, not applicable) about the quality of Mānoa’s academic programs, student engagement in research and creative activities, artistic and cultural expression in the curriculum and campus life, appreciation for world cultures, incorporation of the principles of sustainability, respect for indigenous knowledge and practices, and infusion of Hawaiian, Asian, and Pacific traditions, values, and perspectives in the curriculum and campus life—all themes that permeated the two strategic plans. The two open-ended questions asked graduating students to describe their Mānoa experience and to reflect on how their Mānoa experience affected their lives.

The total number of graduating students who registered for the commencement was 1,019. Responses were received from only 153 students, representing a 15% response rate, even after sending two emails to request that students complete the online survey. Among them, 111 were undergraduate students, comprising 72.55% of survey takers, and 42 were graduate students, comprising the remaining 15.29%. All students provided answers for the ten close-ended questions. However, 67 undergraduate students and 50 graduate students provided responses to the two open-ended questions. These students comprised only 43.8% and 32.7% respectively of survey takers.
For the survey questions, Likert Scale responses were inputted based on the following value assignments: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree, 6=not applicable. Survey information was recorded in an Excel spreadsheet. “Not applicable” was not considered in this analysis. In order to remain in parallel with the Alumni Survey and the New Student Survey, strongly disagree and disagree were combined into one scale as strongly disagree/disagree, and strongly agree and agree into agree/strongly agree. The result was to create three scale measures: strongly disagree/disagree, neutral, and agree/strongly agree.

The data were then analyzed through the Statistical Analysis System (SAS) in different steps. First, a one-way frequency analysis was conducted to obtain numbers and percentages of responses. Second, a two-way frequency analysis was conducted to obtain numbers and percentages of responses in the sub-group of the student’s academic degree received (undergraduate or graduate). Percentage responses were calculated for each of the three scales and the results are reported in the Figure 1 pie chart. The percentages were automatically rounded. Responses were then disaggregated by academic degree. Some percentages were rounded numbers. Those results are presented in Table 1.

The responses to the agree/disagree questions were overwhelmingly positive. The agree responses ranged from a high of 89% to the statement that “Mānoa is open to world cultures” to a low of 75% for the statement that “Mānoa is informed by principles of sustainability.” Higher percentages of graduate students agreed that “Mānoa students are challenged by high quality and distinctive programs” (88.10% versus 78.38%); that “Mānoa students learn to do research and engage in creative activities” (83.33% versus 73.64%); that “Mānoa is open to world cultures” (92.86% versus 88.29%); that “Mānoa is informed by a respect for indigenous knowledge and practices” (85.71% versus 80.91%); that “Mānoa is informed by principals of sustainability” (78.05% versus 73.64%). However, higher percentages of undergraduate students agreed that “Mānoa students gain an appreciation for the diverse cultures and perspectives that comprise our local community” (85.59% versus 80.95%); and that “Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s campus life” (82.73% versus 80.49%).

The responses to the two open-ended questions were analyzed based on the major themes that emerged. Nvivo 9 software was utilized for data analysis. The word frequency query was conducted first to identify the most recurring responses. Then the text search query was run to find the students’ responses in the survey data. The respondents’ comments on those issues are presented as bullet points. For the first question, the responses were first evaluated on the basis of the general tone of the answer on a positive/ negative scale. Then they were grouped together regarding the major themes in both positive and negative scales. The five positive themes were: cultural diversity, curriculum and academic programs, faculty, and campus life. The four negative themes were: infrastructure issues, student support, faculty and staff, and fees and tuition. For the second question, the responses were examined based on the three major themes: personal growth, career and development, and social network.
In the final section, the results of the responses from alumni and graduating students are compared. The purpose of the comparison is to examine (1) if there has been any progress made, (2) in which areas efforts need to be increased, and (3) whether some new issues have emerged. First, the results of the close-ended questions are compared. The comparison shows that the percentages of the agree responses of the close-ended questions from graduating students are higher than that of alumni except for Question 5 and Question 8. The detailed information is presented in Table 2. Second, the results of the open-ended question regarding students’ Mānoa experience are compared. This comparison focuses on students’ positive and negative responses regarding their Mānoa experience. The results indicate that the positive responses for alumni and graduating students clustered around the same four major themes: cultural diversity, curriculum and academic environment, faculty, and campus life. The same negative responses from the two groups are the issues with infrastructure, student support, faculty, and campus life. In addition, the comparison shows issues with courses, dorms and off-campus life which were reported by alumni were not found in the graduating students survey; however, new issues with tuition and fees have emerged from this recent survey.

As the graduating students’ thoughts on their experience at UH Mānoa are important to the research findings, we recommend that an online survey of graduating students be a part of Mānoa’s continuing institutional research efforts in order to receive rich and adequate data for a better study which covers diverse voices of students.
1. Mānoa students are challenged by high quality and distinctive academic programs.

![Pie chart showing distribution of responses](image1)

2. Mānoa students learn to do research and engage in creative activities.

![Pie chart showing distribution of responses](image2)
3. Mānoa celebrates artistic and cultural expression through its curriculum.

![Pie chart showing responses to a question related to Mānoa's celebration of artistic and cultural expression through its curriculum.]

4. Mānoa celebrates artistic and cultural expression through its campus life.

![Pie chart showing responses to a question related to Mānoa's celebration of artistic and cultural expression through its campus life.]

5. Mānoa is open to world cultures.

![Pie chart showing responses to a question related to Mānoa's openness to world cultures.]

~ 6 ~
6. Mānoa is informed by principles of sustainability.

7. Mānoa is informed by a respect for indigenous knowledge and practices.

8. Mānoa students gain an appreciation for the diverse cultures and perspectives that comprise our local community.
9. Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s curriculum.

10. Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s campus life.
Mānoa Experience Graduating Student Survey  
Comparison by Degree Level  
Table 1

1. Mānoa students are challenged by high quality and distinctive academic programs.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>81.05%</td>
<td>78.38%</td>
<td>88.10%</td>
</tr>
<tr>
<td>Neutral</td>
<td>15.03%</td>
<td>17.12%</td>
<td>9.52%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.92%</td>
<td>4.50%</td>
<td>2.38%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>153</td>
<td>111</td>
<td>42</td>
</tr>
</tbody>
</table>

- A larger percentage of graduate students believe that Mānoa students are challenged by high quality and distinctive academic programs than undergraduate students (88.10% versus 78.38%).

2. Mānoa students learn to do research and engage in creative activities.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>76.32%</td>
<td>73.64%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Neutral</td>
<td>19.74%</td>
<td>21.82%</td>
<td>14.29%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.95%</td>
<td>4.55%</td>
<td>2.38%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>152</td>
<td>110</td>
<td>42</td>
</tr>
</tbody>
</table>

- A higher percentage of graduate students believe that Mānoa students learn to do research and engage in creative activities (83.33% versus 73.64%).

3. Mānoa celebrates artistic and cultural expression through its curriculum.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>76.32%</td>
<td>76.58%</td>
<td>75.61%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20.39%</td>
<td>18.92%</td>
<td>24.39%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.29%</td>
<td>4.50%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>152</td>
<td>111</td>
<td>41</td>
</tr>
</tbody>
</table>

- A slightly higher percentage of undergraduate students believe that Mānoa celebrates artistic and cultural expression through its curriculum (76.58% versus 75.61%).

~ 9 ~
4. Mānoa celebrates artistic and cultural expression through its campus life.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>75.33%</td>
<td>79.28%</td>
<td>64.10%</td>
</tr>
<tr>
<td>Neutral</td>
<td>19.33%</td>
<td>13.51%</td>
<td>35.90%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>5.33%</td>
<td>7.21%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>150</td>
<td>111</td>
<td>39</td>
</tr>
</tbody>
</table>

- A higher percentage of undergraduate students believe that Mānoa celebrates artistic and cultural expression through its campus life than graduate students (79.28% versus 64.10%).

5. Mānoa is open to world cultures.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>89.54%</td>
<td>88.29%</td>
<td>92.86%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9.80%</td>
<td>10.81%</td>
<td>7.14%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>0.65%</td>
<td>0.90%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>153</td>
<td>111</td>
<td>42</td>
</tr>
</tbody>
</table>

- A high percentage of responses (89.54%) reflect the belief that Mānoa is open to world cultures. Agree percentage for graduate students is higher than undergraduate students (92.86% versus 88.29%).

6. Mānoa is informed by principles of sustainability.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>74.83%</td>
<td>73.64%</td>
<td>78.05%</td>
</tr>
<tr>
<td>Neutral</td>
<td>23.18%</td>
<td>23.64%</td>
<td>21.95%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>1.99%</td>
<td>2.73%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>151</td>
<td>110</td>
<td>41</td>
</tr>
</tbody>
</table>

- A higher percentage of graduate students believe that Mānoa is informed by principles of sustainability (78.05% versus 73.64%).

7. Mānoa is informed by a respect for indigenous knowledge and practices.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>82.24%</td>
<td>80.91%</td>
<td>85.71%</td>
</tr>
<tr>
<td>Neutral</td>
<td>14.47%</td>
<td>14.55%</td>
<td>14.29%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.29%</td>
<td>4.55%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>152</td>
<td>110</td>
<td>42</td>
</tr>
</tbody>
</table>

- A higher percentage of graduate students believe that Mānoa is informed by a respect for indigenous knowledge and practices (85.71% versus 80.91%).
8. Mānoa students gain an appreciation for the diverse cultures and perspectives that comprise our local community.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>84.31%</td>
<td>85.59%</td>
<td>80.95%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11.76%</td>
<td>9.91%</td>
<td>16.67%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.92%</td>
<td>4.50%</td>
<td>2.38%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>153</td>
<td>111</td>
<td>42</td>
</tr>
</tbody>
</table>

- A higher percentage of undergraduate students believe that Mānoa students gain an appreciation for the diverse cultures and perspectives that comprise our local community (85.59% versus 80.95%).

9. Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s curriculum.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>88.24%</td>
<td>88.29%</td>
<td>88.10%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9.80%</td>
<td>9.01%</td>
<td>11.90%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>1.96%</td>
<td>2.70%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>153</td>
<td>111</td>
<td>42</td>
</tr>
</tbody>
</table>

- A high percentage of responses (88.24%) reflect the belief that Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s curriculum. Agree percentage for graduate students and undergraduate students are very close (88.29% versus 88.10%).

10. Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s campus life.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>82.12%</td>
<td>82.73%</td>
<td>80.49%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12.58%</td>
<td>10.00%</td>
<td>19.51%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>5.30%</td>
<td>7.27%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>151</td>
<td>110</td>
<td>41</td>
</tr>
</tbody>
</table>

- A slightly higher percentage of undergraduate students believe that Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s campus life than graduate students (82.73% versus 80.49%).
Mānoa Experience Graduating Student Survey
Responses to the Open-ended Questions

Question 11: Describe your Mānoa experience, positive and/or negative

The responses for Question 11 are first grouped into positive/negative scales, and then are further discussed in four major themes respectively.

Positive Responses: The positive responses clustered around four major themes—cultural diversity, curriculum and academic environment, faculty, and campus life.

Major words: positive, confidence, great, good, thoroughly, well, honors, improving, right, exciting, excellent, helpful, diverse, wonderful, valuable, engaging, diverse, etc.

Cultural Diversity
• The things I loved about UHM were the diversity of the student body, campus life and curriculum.
• You get to meet lots of different people from around the world.
• Especially impressed by the cultural diversity and acceptance
• Great and diverse experience
• I had the opportunity to meet and work with local and international students and faculty.
• I really learned a lot from the cultural diversity.
• Great experience with the diverse student body and faculty

Curriculum and academic environment
• Good studying environment
• I thought the program was excellent.
• Very positive online experience and very helpful staff
• The graduate coursework challenged my thinking on a higher level.
• It has been an interesting and challenging 5 years.
• Create curriculums and resources: Co-op programs, financial aid helpful and academic advising
• Challenging, welcoming, and always improving
• The areas of study are very diverse.
• It is challenging but helpful.
• Great Educational Environment
• I learned a lot and it has placed me in the right direction to jump start my life long career.
• I have met and made a lot of great connections and friends along the way and I am glad I took my career path through Mānoa.
• The outreach college is great for neighbor islanders.
• I am an online student from Maui and was happy to have the opportunity to get my degree here.
• I’m glad I chose UH Mānoa for my nursing education.
• I thoroughly enjoyed the MLIS program.
• I was in the Honors Program and loved my major departments.
• I was encouraged and well supported throughout the Education Psychology program.

Faculty:
• The faculty members are very friendly and engaging.
• Professors are fun and engaging.
• I studied hard and learned a lot from great faculty members.
• I had an amazing experience studying under instructors within the dance and sociology departments. I found most of these professionals to be very inspiring and now I hope to return to graduate school in my near future.
• I found the faculty to be very supportive, and at the same time, maintained the high standards for me. I was encouraged and well supported throughout the Education Psychology program. Fabulous professors.
• The professors are very knowledgeable.
• I thoroughly enjoyed the MLIS program. The professors are truly excellent instructors and leaders in their field.
• The faculty has been supportive and engaging.
• The professors are a lot more personal than the mainland schools.
• I met many instructors who truly care and have inspired me to succeed.

Campus Life:
• I enjoyed my time at UH Mānoa.
• I really enjoyed my years at UH Mānoa.
• Student life is much more exciting today than it was in the mid 1990s.
• I enjoy the different clubs at UH.
• I had new experiences through college, joined a few clubs, and learned a lot of things.
• I enjoyed my experience here.
• I have enjoyed my time at UH Mānoa.
• I had a great time at Mānoa.
• A great experience
• It was a positive experience.
• I had a beautiful time in Mānoa.
• I received very valuable experience.
• I had a wonderful experience.
• Very Great
• Positive

**Negative Responses:** The negative responses reflected problems in four themes-- infrastructure issues, student support, faculty, and tuition and fees.

**Major Words:** negative, stressful, stress, problem, unorganized, old, expensive, etc.
Infrastructure Issues:
- The school is really run down and old.
- Dislike parking procedures and tickets
- Attending the University of Hawaii was a stressful experience. Mainly because of parking situations such as high cost for parking in the structure and the amount of open parking stalls being available throughout the day.
- Parking problem must be fixed.
- The only negative Mānoa experience I had was the environment—the campus isn't as nice as it could be, though Hawai‘i Hall is very nice.

Student Support:
- I did have some counseling issues and so it made figuring out graduation stressful.
- I learned more about Hawai‘i from living here than from my education here.
- It is hard to be an out of state student. If you are not from here it is hard to get people to help you though the process.
- The one thing that I wish I had was a lot more guidance in my academic choices.
- As an undergrad, it might have been nice to see more school spirit and related activities outside of class work.
- I think I would have had a better experience and less stress if graduation requirements didn't keep changing.
- The thing I wish could be different is the overall student motivation to do well and go beyond expectations.
- Bureaucratic red tape across every path, too much emphasis on diversity and sustainability instead of academics and individual needs.
- The most unorganized staff runs the offices of the buildings on campus.

Faculty:
- Need better accounting professors who can teach
- Art history teachers need work.
- The faculty who teach the online classes has not been supportive and engaging.

Campus Life:
- It is hard to be an out of state student.
- If you are not from here it is hard to get people to help you though the process.

Tuition and Fees:
- Student fees must be lower.
- I am just concerned about increasing tuition costs and how that will affect current and future students.
- Expensive! Everything costs more every semester.
Question 12: In what way did your Mānoa experience affect your life?

The responses for Question 12 are discussed in three major themes: personal growth, career and professional development, and social network.

Major Words: experience, confidence, academic, positive, supportive, helpful, expectations, education, skills, knowledge, good, motivation, connections, development, friends, capable, potential, opportunity, jobs, professionals, inspired, explore, etc.

Personal Growth:
• Helped me to become more worldly
• Growing as a person and becoming more responsible
• It has affected me to strive for the best, help me focus, get my life moving, and gain new experience.
• While in school I met my now husband. I have pushed myself and succeeded when my success was not fathomable.
• It has helped motivate me to do the best that I can in all that I do.
• Grew as a person and saw a very different side of the US
• It taught me to be more organized and independent.
• I know that the education I have received here will help to improve my life as well as the lives of my children.
• I learned a lot about cultural perspective and diversity. I developed a stronger sense of self and what I am truly capable of.
• Gave me a much more worldly understanding
• It has shaped me into the person I am and has pushed me to my full potential.
• Gave me more choice to success in my life
• I became a better person.
• I learned a lot of things.
• It gave me a deeper understanding of what life is like and helped me understand how big the world is.
• Making it through the honors program opened a lot of doors for me, even ones I didn't know existed.
• I got a critical thinking in UH.
• It provided me with a different perspective on academia.
• Gave me a college degree - enabling something. I'll probably have to go to grad school anyway.
• Opportunities to enrich my life
• Hard work, practicality and creativity

Career and Professional Development:
• Finding the perfect career goal for me and allowing me to teach Hawaii's children by rewarding me with a diploma
• It has given me more confidence in my job skills since I accomplished tasks in the program that I did not think I was capable of doing. I felt the program was rigorous.
• Further my education to help me be a better professional
• Helped me discover my particular interests and potential career opportunities within my field
• My master's degree is crucial to my future plans.
• Opened up many doors for my future
• Help me to obtain my BS in Nursing, gave me a challenge and provided me with holistic knowledge that I can apply not only in nursing but in other life experiences
• It allowed me to change jobs and enrich my job experience as an educator. I was a classroom teacher and now work as a media specialist at a private school here on island.
• Made me ready to manage a business
• It provided me with the tools and knowledge to move on into my next step in life and prepare me for the business world.
• It challenged me in areas of my life in which I plan to explore more and has open doors that I would like to enter as I continue in my journey of nursing.
• I am embarking on a new career at 59 years of age and very excited to work with special ed. children.
• My experience in UHM has been a very positive one so that I know it will help fuel more positive outcomes in my future endeavors.

Social Network:
• Helped me meet more Pacific Islanders working for a common goal
• I met many new people.
• Clubs and meeting professionals
• I was able to meet new people and make great friends.
• I became well acquainted with wonderful researchers who are genuinely good people who inspired me to pursue my degree and become a researcher.
• People I've met will always be remembered.
• I met a lot of people and made a lot of friends during my time here. It was a great experience that I will never forget.
• It allowed me to gain new friends and meet people that have the same interests as I do.
• Be able to relate and experience different cultures
Mānoa Experience Graduating Students and Alumni Survey
Comparison by the Close-ended Questions
Table 2

The research findings of the close-ended questions with respect to the Mānoa experience from the Graduating Student Survey and the Alumni Survey are compared. The comparison shows that higher percentages of graduating students selected the agree responses in most of the agree/disagree questions except for Question 5 and Question 8. The detailed information is presented below.

1. Mānoa students are challenged by high quality and distinctive academic programs.

<table>
<thead>
<tr>
<th></th>
<th>Graduating Students</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>81.05%</td>
<td>78.59%</td>
</tr>
<tr>
<td>Neutral</td>
<td>15.03%</td>
<td>15.38%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.92%</td>
<td>6.03%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>153</td>
<td>780</td>
</tr>
</tbody>
</table>

- A slightly higher percentage of graduating students believe that Mānoa students are challenged by high quality and distinctive academic programs (81.05% versus 78.59%).

2. Mānoa students learn to do research and engage in creative activities.

<table>
<thead>
<tr>
<th></th>
<th>Graduating Students</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>76.32%</td>
<td>75.13%</td>
</tr>
<tr>
<td>Neutral</td>
<td>19.74%</td>
<td>19.30%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.95%</td>
<td>5.57%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>152</td>
<td>772</td>
</tr>
</tbody>
</table>

- A slightly higher percentage of graduating students believe that Mānoa students learn to do research and engage in creative activities (76.32% versus 75.13%).

3. Mānoa celebrates artistic and cultural expression through its curriculum.

<table>
<thead>
<tr>
<th></th>
<th>Graduating Students</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>76.32%</td>
<td>74.77%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20.39%</td>
<td>20.11%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.29%</td>
<td>5.12%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>152</td>
<td>761</td>
</tr>
</tbody>
</table>

- A slightly higher percentage of graduating students believe that Mānoa celebrates artistic and cultural expression through its curriculum (76.32% versus 74.77%).
4. Mānoa celebrates artistic and cultural expression through its campus life.

<table>
<thead>
<tr>
<th></th>
<th>Graduating Students</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>75.33%</td>
<td>73.38%</td>
</tr>
<tr>
<td>Neutral</td>
<td>19.33%</td>
<td>19.60%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>5.33%</td>
<td>7.02%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>150</td>
<td>755</td>
</tr>
</tbody>
</table>

- A slightly higher percentage graduating students believe that Mānoa celebrates artistic and cultural expression through its campus life (75.33% versus 73.38%).

5. Mānoa is open to world cultures.

<table>
<thead>
<tr>
<th></th>
<th>Graduating Students</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>89.54%</td>
<td>93.08%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9.80%</td>
<td>4.87%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>0.65%</td>
<td>2.05%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>153</td>
<td>780</td>
</tr>
</tbody>
</table>

- A higher percentage of alumni believe that Mānoa is open to world cultures (93.08% versus 89.54%).

6. Mānoa is informed by principles of sustainability.

<table>
<thead>
<tr>
<th></th>
<th>Graduating Students</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>74.83%</td>
<td>56.43%</td>
</tr>
<tr>
<td>Neutral</td>
<td>23.18%</td>
<td>34.58%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>1.99%</td>
<td>8.98%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>151</td>
<td>746</td>
</tr>
</tbody>
</table>

- A higher percentage of graduating students believe that Mānoa is informed by principles of sustainability (74.83% versus 56.43%).

7. Mānoa is informed by a respect for indigenous knowledge and practices.

<table>
<thead>
<tr>
<th></th>
<th>Graduating Students</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>82.24%</td>
<td>79.14%</td>
</tr>
<tr>
<td>Neutral</td>
<td>14.47%</td>
<td>17.47%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.29%</td>
<td>3.39%</td>
</tr>
<tr>
<td>Total Number of Responses</td>
<td>152</td>
<td>767</td>
</tr>
</tbody>
</table>

- A higher percentage of graduating students believe that Mānoa is informed by a respect for indigenous knowledge and practices (82.24% versus 79.14%).

8. Mānoa students gain an appreciation for the diverse cultures and perspectives that comprise our local community.
Graduating Students | Alumni
---|---
Strongly Agree/Agree | 84.31% | 86.52%  
Neutral | 11.76% | 10.01%  
Disagree/Strongly Disagree | 3.92% | 3.47%  
Total Number of Responses | 153 | 779

• A higher percentage of alumni believe that Mānoa students gain an appreciation for the diverse cultures and perspectives that comprise our local community (86.52% versus 84.31%).

9. **Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s curriculum.**

Graduating Students | Alumni
---|---
Strongly Agree/Agree | 88.24% | 81.07%  
Neutral | 9.80% | 14.71%  
Disagree/Strongly Disagree | 1.96% | 4.23%  
Total Number of Responses | 153 | 544

• A higher percentage of graduating students believe that Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s curriculum (88.24% versus 81.07%).

10. **Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s campus life.**

Graduating Students | Alumni
---|---
Strongly Agree/Agree | 82.12% | 78.83%  
Neutral | 12.58% | 17.01%  
Disagree/Strongly Disagree | 5.30% | 4.16%  
Total Number of Responses | 151 | 529

• A higher percentage of graduating students believe that Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa’s campus life (82.12% versus 78.83%).
Mānoa Experience Graduating Students and Alumni Survey
Comparison by the Open-ended Questions

When comparing the positive/negative responses to the open-ended question regarding students’ Mānoa experience from alumni and graduating students, we found that the positive responses clustered around the same four major themes: cultural diversity, curriculum and academic environment, faculty, and campus life. The negative responses varied in addition to the same four themes reported earlier: infrastructure, student support, faculty, and campus life. Alumni reported problems with courses, dorms and off-campus life, whereas graduating students stated issues with tuition and fees.

The results of the comparison reveal that some progress has been made with respect to courses, dorms and off-campus life. However, problems with infrastructure, student support, faculty, and campus life permeated the two surveys. Furthermore, new problems related to tuition and fees have emerged in the graduating student survey. The detailed discussion of the negative responses is presented as follows:

Same Problems Reported by Alumni and Graduating Students: infrastructure, student support, faculty, and campus life.

1. Infrastructure: school buildings and parking problems.

   Alumni:
   • Poor infrastructure, old building, frequent power outrage and structural issues
   • Haphazard construction of buildings
   • Parking problem
   • Campus food quality is not good and choices are very limited.

   Graduating Students:
   • The school is really run down and old.
   • Dislike parking procedures and tickets
   • Attending the University of Hawaii was a stressful experience. Mainly because of parking situations such as high cost for parking in the structure and the amount of open parking stalls being available throughout the day.
   • Parking problem must be fixed.
   • The only negative Mānoa experience I had was the environment--the campus isn't as nice as it could be, though Hawaii Hall is very nice.

2. Student Support: quality of staff, counseling issues, and bureaucratic process

   Alumni:
   • Inefficient and malfunctioning bureaucratic culture
   • Smug and often arrogant attitudes of many of the administrative and professorial personnel
   • Not personal and accessible counselor
• Not helpful counselor
• Everything takes too long to process
• Trouble in technology of UH (inefficient STAR)
• Financial aid office does not have good and informative employees.

Graduating Students:
• I had some counseling issues which caused me to feel that my graduation from this college was stressful.
• I learned more about Hawai'i from living here than from my education here.
• The one thing that I wish I had was a lot more guidance in my academic choices.
• As an undergraduate student, it might have been nice to see more school spirit and related activities outside of class work.
• I think I would have had a better experience and less stress if graduation requirements didn't keep changing.
• The thing I wish could be different is the overall student motivation to do well and go beyond expectations.
• Bureaucratic red tape across every path, too much emphasis on diversity and sustainability instead of academics and individual needs.
• The most unorganized staff runs the offices of the buildings on campus.

3. Faculty: quality and incentives

Alumni:
• Narrow minded and biased faculty
• Attitudinal problems of faculty
• Faculty is not diverse
• Hard to form a committee due to the lack of faculty
• Huge gap between the faculty who care and do not care or even harmful to students
• Lack of faculty support for students research
• Unfair professors
• Not well guiding advisors and negative faculty environment
• Uncaring and bureaucratic professors who discouraged and railroaded students
• Unable to get career guidance from the faculty
• No individual student mentoring and development of research skills/confidence development

Graduating Students:
• Need better accounting professors who can teach
• Art history teachers need work.
• The faculty who teach the online classes has not been supportive and engaging.
4. Campus life: residents versus non-residents

Alumni:
• Hard to make friends with locals
• Ostracized by the local students

Graduating Students:
• It is hard to be an out of state student.
• If you are not from here it is hard to get people to help you through the process.

Issues Reported by Alumni (but not found in the Graduating Student Survey):
Courses, dorms and off-campus life

1. Courses:
• Many introduction classes taught in the large lecture section so there is no individual recognition
• Overabundance of unnecessary courses
• Difficulty in getting all the required courses, which pushed back graduation
• Extremely aggressive and overloaded course schedule in summer school
• Short supply of core classes (pre 1980)
• Stressful registration of courses
• Academic quality dropped
• UHM lack of reputation and its vision
• Frustrating environment and people and UH is not high caliber university
• Coursework and colleague not rigorous
• Constant slashing of educational funding
• No economic funding, declining quality as an educational institute, selfish and troublesome professors
• Missed Europe in world culture in UHM

2. Dorms & Off-Campus Life:
• Bad condition of dorms
• Not enough dorms
• Expensive off campus living and no social interaction on campus for those who live outside

New Issues Reported by Graduating Students: Tuition and Fees

• Student fees must be lower.
• I am just concerned about increasing tuition costs and how that will affect current and future students.
• Expensive! Everything costs more every semester.
MĀNOA GRADUATION SURVEY

Congratulations on your upcoming graduation from the University of Hawai‘i at Mānoa! As a soon-to-be alumnus, we want to hear from you about the quality of your education, how you remember your Mānoa experience, and what made your college years special.

We hope to sustain your positive experiences for our incoming students and incorporate your suggestions for change toward an evolving and improved "Mānoa Experience" that prepares students for the challenges and rewards that await them as the 21st century unfolds.

Mahalo for your time, your support, and any feedback that you can provide. Your responses to this survey will be confidential.

<table>
<thead>
<tr>
<th></th>
<th>Strong Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Mānoa students are challenged by high quality and distinctive academic programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Mānoa students learn to do research and engage in creative activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mānoa celebrates artistic and cultural expression through its curriculum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mānoa celebrates artistic and cultural</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
expression through its campus life.

| 5) | Mānoa is open to world cultures. | 1 | 2 | 3 | 4 | 5 | 6 |

| 6) | Mānoa is informed by principles of sustainability. | 1 | 2 | 3 | 4 | 5 | 6 |

| 7) | Mānoa is informed by a respect for indigenous knowledge and practices. | 1 | 2 | 3 | 4 | 5 | 6 |

| 8) | Mānoa students gain an appreciation for the diverse cultures and perspectives that comprise our local community. | 1 | 2 | 3 | 4 | 5 | 6 |

| 9) | Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa's curriculum. | 1 | 2 | 3 | 4 | 5 | 6 |

| 10) | Hawaiian, Asian, and Pacific traditions, values, and perspectives are infused in Mānoa's | 1 | 2 | 3 | 4 | 5 | 6 |
campus life.

• 11) Describe your Mānoa experience, positive and/or negative.

• 12) In what way did your Mānoa experience affect your life?