



**Survey of Graduating Seniors
(Fall 2008 – Spring 2009)**

University of Hawaii – West O'ahu

**Assessment & Institutional Research Office
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UH West O`ahu Survey of Graduating Seniors (2008-2009)

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UH West O`ahu Survey of Graduating Seniors (2008-2009)

Introduction

The 2008-2009 University of Hawaii – West O`ahu (UHWO) Survey of Graduating Seniors provides recent graduates with an opportunity to evaluate their satisfaction with the academic programs and services offered at UHWO. The findings from this survey are intended to facilitate institutional planning and improvements for students at UHWO.

The questions on the 2008-2009 UHWO Survey of Graduating Seniors are comparable to those on previous UHWO Graduating Seniors or Recent Graduates surveys. Questions regarding student satisfaction with campus academic, student, administrative, and other support services are added to this survey. Also, this survey contains new questions for students to assess their competency with respect to institutional and divisional learning outcomes. A copy of the 2008-2009 UHWO Survey of Graduating Seniors may be viewed electronically¹. The 2008-2009 UHWO Survey of Graduating Seniors was administered online in November 2008 through February 2009 to seniors who graduated in fall semester 2008 and in March 2009 through June 2009 for students who graduated in spring semester 2009.

¹<http://www.surveymshare.com/survey/take/?sid=99962>.

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Representation of Survey Respondents

The 2008-2009 UHWO Graduating Seniors Survey was administered to 211 students who graduated from UHWO in 2008-2009. Of the 211 graduates, 32 percent (32 out of 100) completed the survey in the fall, and 47 percent (52 out of 111) completed the survey in the spring. A total of 84 graduates (40 percent) completed the survey. Although the response rate was low, the representation of the graduates was adequate with respect to gender and race. With respect to the representation by gender, Figure 1 shows 30 percent of the graduates and 27 percent of the respondents were male. Similarly, 70 percent of the graduates and 73 percent of the respondents were female.

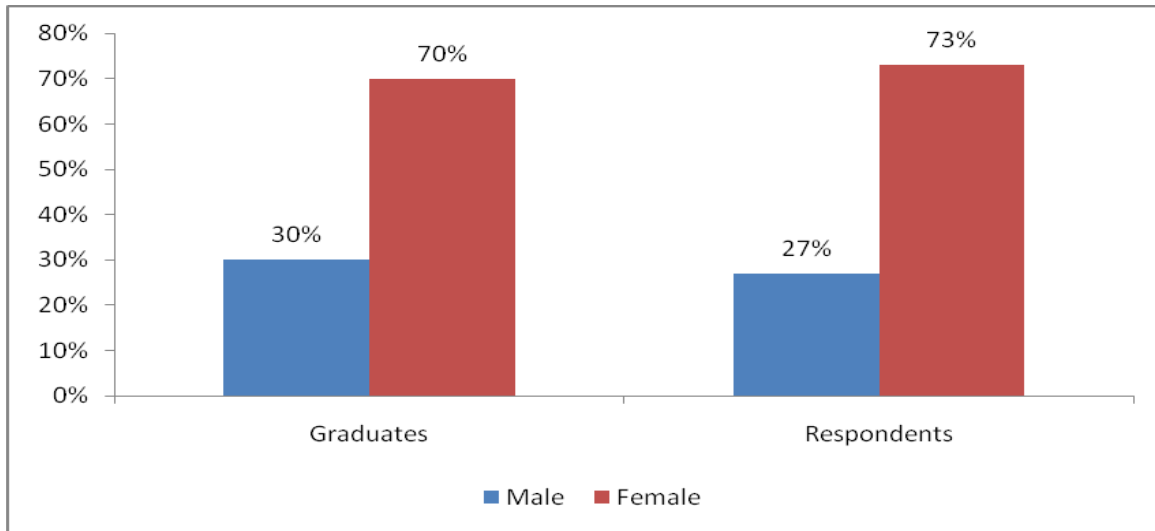


Figure 1. Comparison of Response Rates by Gender

With respect to representation by race, Figure 2 shows the racial composition of survey respondents and 2008-2009 graduates to be comparable. Please note that only the racial categories of respondents are displayed in Figure 2. For a detailed comparison of the 2008-2009 graduates and the respondents using additional categories of ethnicity, please see Appendix A.

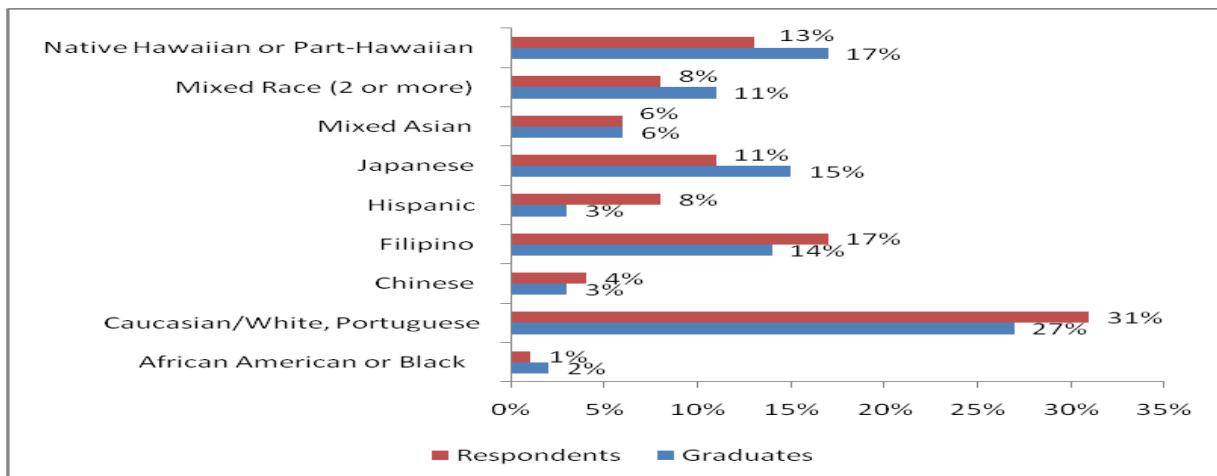


Figure 2. Comparison of Response Rates by Race

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Characteristics of Survey Respondents

- The respondents were representative of the 2008-2009 graduates by age. The age range of the respondents and the 2008-2009 graduates was from 19 to 65 years old, with an average age of 33 years old.
- While the respondents composed of more full-time students than part-time students, more part-time students attend UHWO. About 58 percent (49) and 40 percent (34) of the respondents were enrolled as full-time and part-time students, respectively. In contrast, almost 68 percent of the degree-seeking students at UHWO were part-time students (Fall 2009).
- A comparison was made between the respondents (see blue bars in Figure 3) and the 2008-2009 graduates (see red bars in Figure 3) with respect to the following four groups: Business Administration majors, Public Administration majors, Division of Humanities, and Division of Social Sciences. Except for Public Administration majors, the respondents were representative of the 2008-2009 graduates. While about 21 percent of the 2008-2009 graduates majored in Public Administration, less than 16 percent of these students completed the survey. The green bars in Figure 3 represent the percentage of graduates from each division or major who completed the survey. Except for Public Administration graduates, the respondents represented slightly over 40 percent of the graduates from programs in Business Administration, Humanities, and Social Sciences.

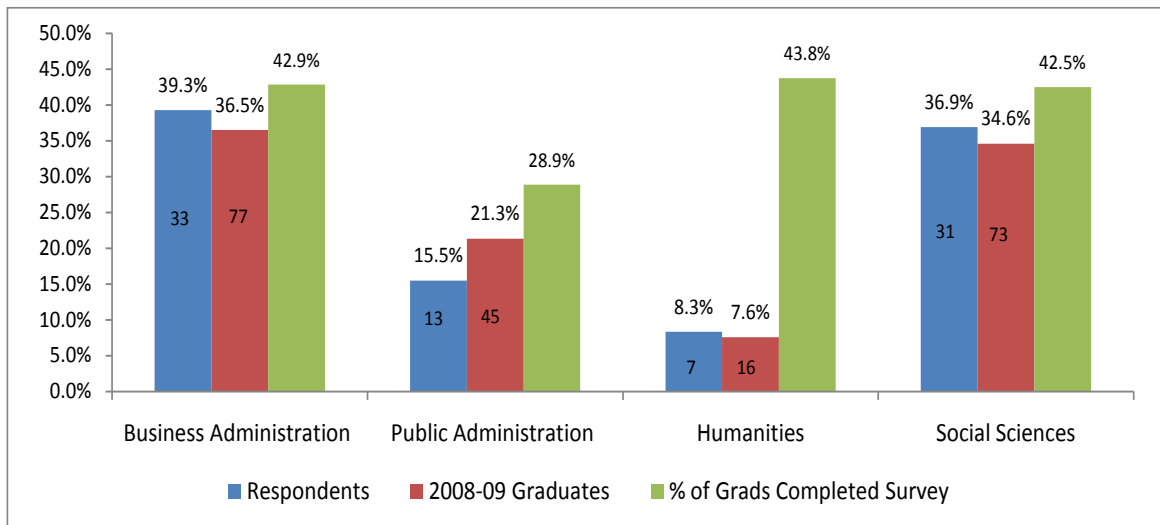


Figure 3. Primary Division of Respondents and 2008-2009 Graduates

- With respect to the respondents' mothers' level of education, nearly 81 percent did not have a bachelor's degree, 35 percent graduated from high school, 30 percent attended college or completed an Associate in Arts degree, and 19 percent received a Bachelor of Arts degree or higher (see Figure 4).

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- With respect to the respondents' fathers' level of education, about 35 percent graduated from high school, 28 percent attended college or completed an Associate in Arts degree, and 20 percent earned a Bachelor of Arts degree or higher (see Figure 4).

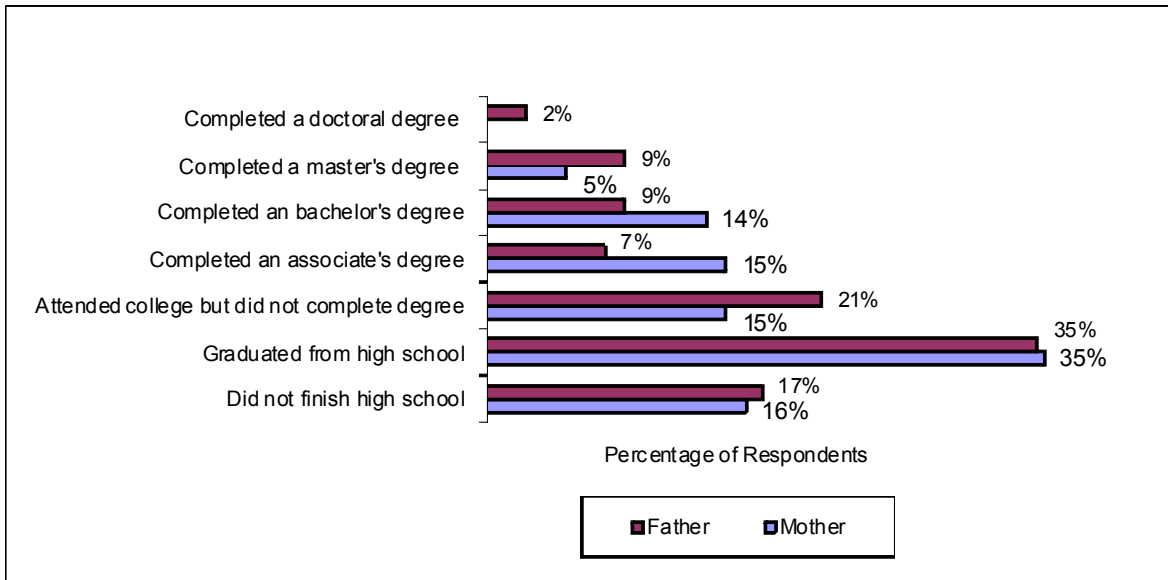


Figure 4. Educational Attainment of Parents of the Respondents

- Almost half (43%) of the respondents' parents earned an annual gross income that ranged from \$30,000 to \$70,000 (see Figure 5).

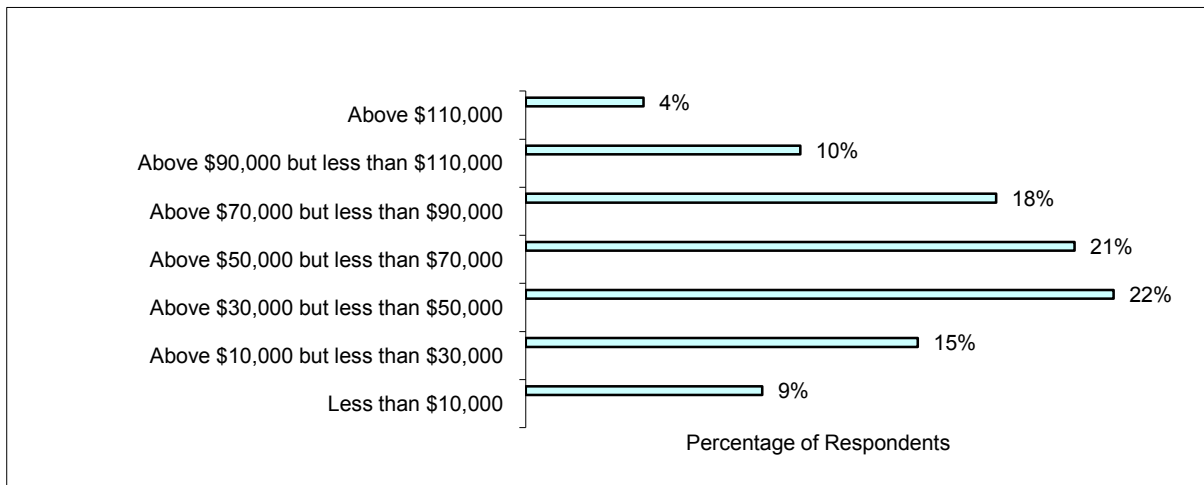


Figure 5. Annual Gross Income of Respondents' Parents

- A majority (78%) of the respondents reported that they were employed while attending UHWO. Of those who worked, 37 percent (24) were paid less than \$1,000 per month (see Figure 6) and almost half of them worked an average of 40 hours or more per week.

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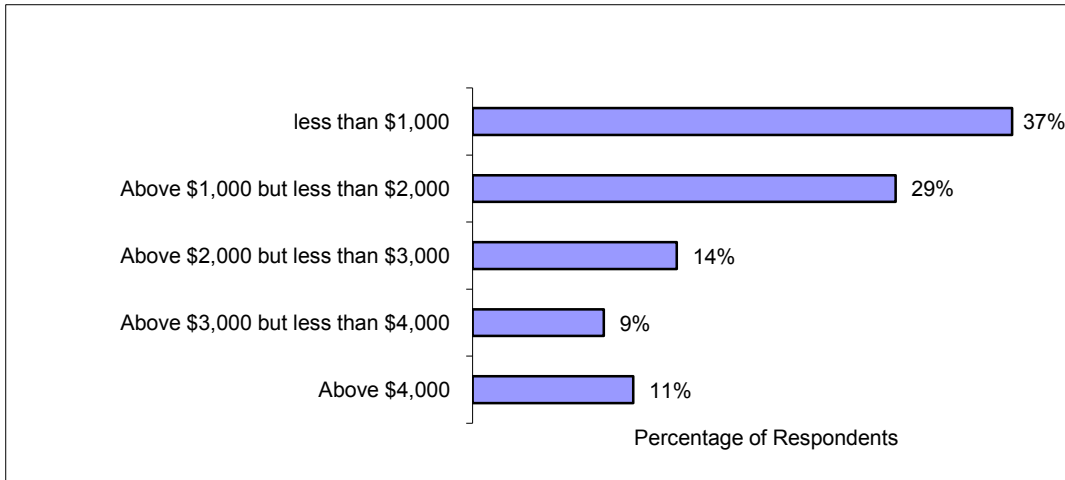


Figure 6. Monthly Income of Respondents Who Worked During the School Year

- Nearly 50 percent (40) of the respondents completed their undergraduate degrees within four to five years, and 38 percent (31) reported taking over six years to complete their undergraduate degrees (see Figure 7).

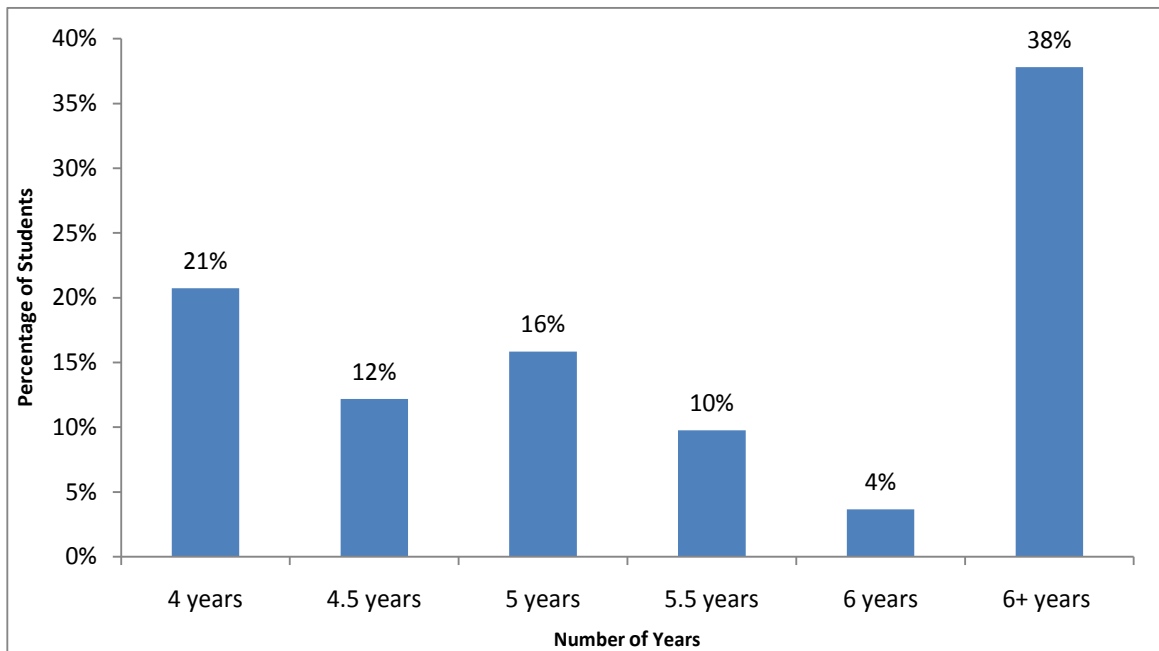


Figure 7. Time to Degree

Financial Support for Students' Educational Expenses

Sixty-three percent (51) of the respondents reported financing their own educational expenses. Other sources of financial support reported by respondents include scholarships, loans, and funds from their parents, relatives, and spouses (see Figure 8).

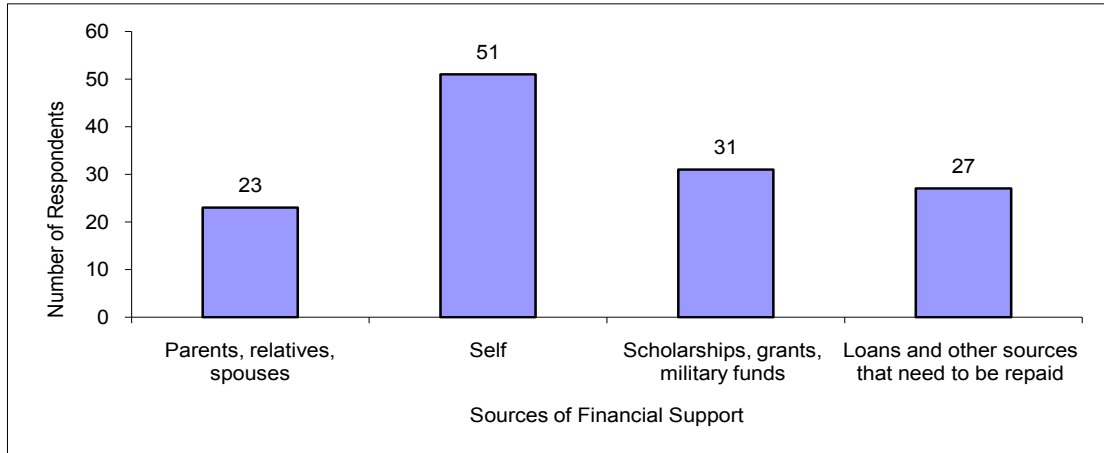


Figure 8. Sources of Financial Support for Students' Educational Expenses

Post-Graduation Plans of Survey Respondents

- About 65 percent (52) of the respondents indicated their intentions to attend graduate school. Of the 17 respondents who applied to post-baccalaureate programs, 76 percent (13) were accepted to post-baccalaureate programs (see Figure 9).
- Most respondents (79%) planned to work after graduation. Of these respondents, almost 80 percent (63) had secured employment at the time of graduation. The graduates cited employment with the federal, state, and city and county government (35%) and in the areas of education, health, and child care services (29%). Please note that multiple choices were permitted for this question regarding post-graduation plans (see Figure 9).
- Over 73 percent (61) of the respondents planned to remain in Hawaii after graduation.

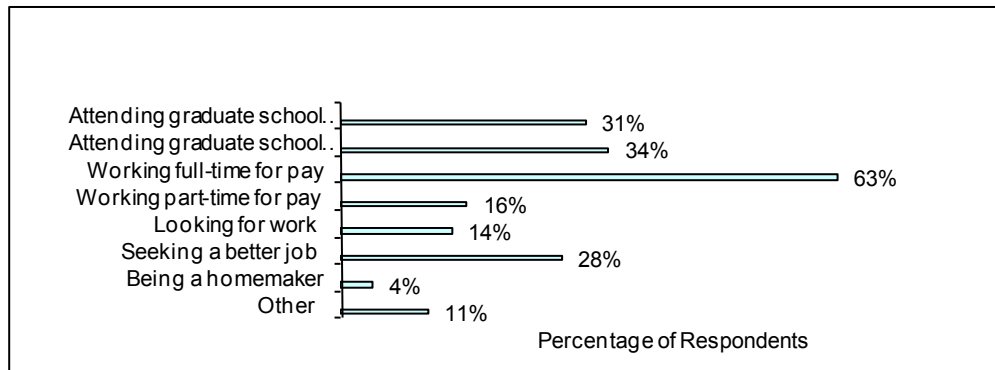


Figure 9. Post-Graduation Plans of Respondents

Student Satisfaction² with Campus Physical Facilities

The majority of the respondents reported that they were generally satisfied with UHWO’s physical facilities. At least 80 percent of the respondents reported being “slightly satisfied” to “very satisfied” with the small class size, campus security, availability of parking space, and library services offered at UHWO (see Figure 10).

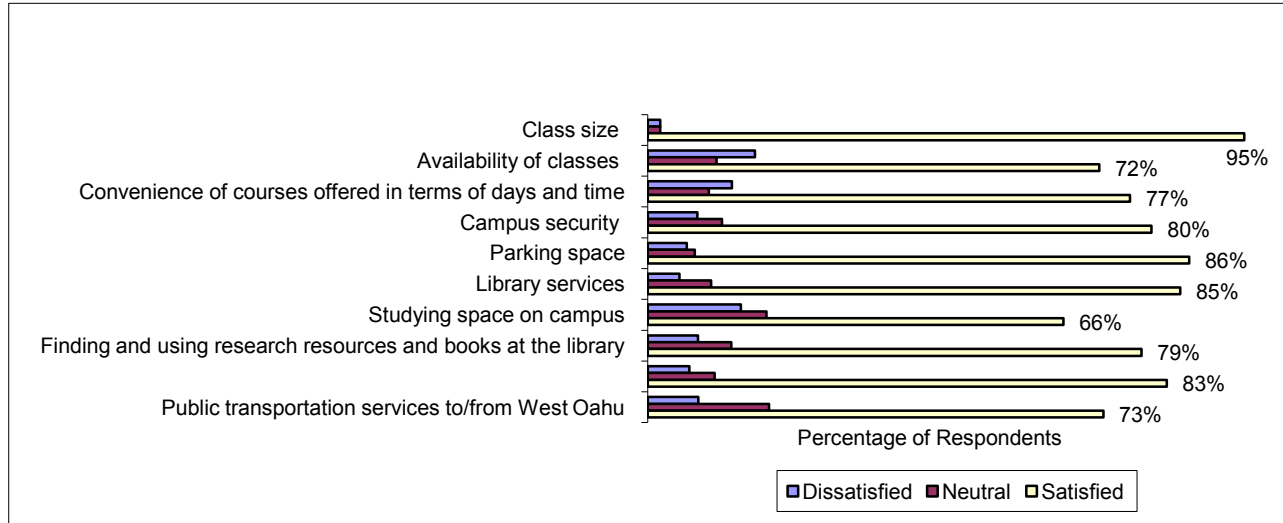


Figure 10. Student Satisfaction with Campus Physical Facilities

² Please note that the rating scale for the student satisfaction questions is based on a 7-point scale. The scale is as follows: (1) very dissatisfied; (2) dissatisfied; (3) slightly dissatisfied; (4) neutral; (5) slightly satisfied; (6) satisfied; and (7) very satisfied. The overall “dissatisfied” score is based on the total number of responses for ratings 1 to 3, and the overall “satisfied” score is based on the sum of responses for ratings 5 to 7.

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Student Satisfaction³ with Campus Information Technology Services

A majority of the respondents indicated that they were generally satisfied with the quality of information technology (IT) and distance learning services offered at UHWO. Except for the online conversations in online and interactive television courses, over 80 percent of the respondents indicated being “slightly satisfied” to “very satisfied” with the IT services that facilitated distance learning at UHWO (see Figure 11).

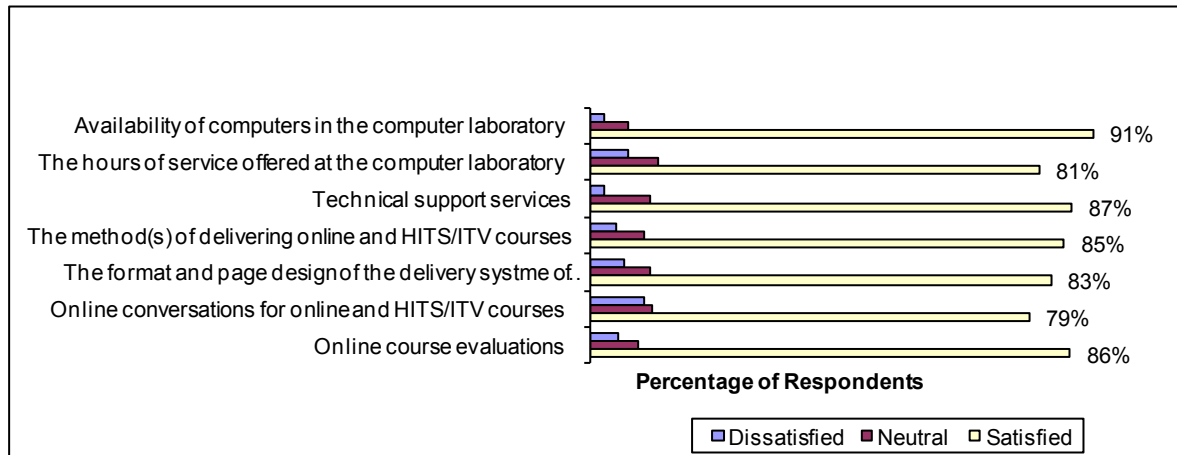


Figure 11. Student Satisfaction with Campus Information Technology Services

³ Please note that the rating scale for the student satisfaction questions is based on a 7-point scale. The scale is as follows: (1) very dissatisfied; (2) dissatisfied; (3) slightly dissatisfied; (4) neutral; (5) slightly satisfied; (6) satisfied; and (7) very satisfied. The overall “dissatisfied” score is based on the total number of responses for ratings 1 to 3, and the overall “satisfied” score is based on the sum of responses for ratings 5 to 7.

UH West O`ahu Survey of Graduating Seniors (2008-2009)

Student Satisfaction⁴ with Campus Administrative Services and Student Affairs

A majority of the respondents were generally satisfied with the administrative services and student affairs services at UHWO. Over 80 percent of the respondents reported being “slightly satisfied” to “very satisfied” with the registration procedures and processes, the services provided by the business office, the dissemination of school-related information (financial aid and scholarships, etc.), and the academic advising at UHWO (see Figure 12).

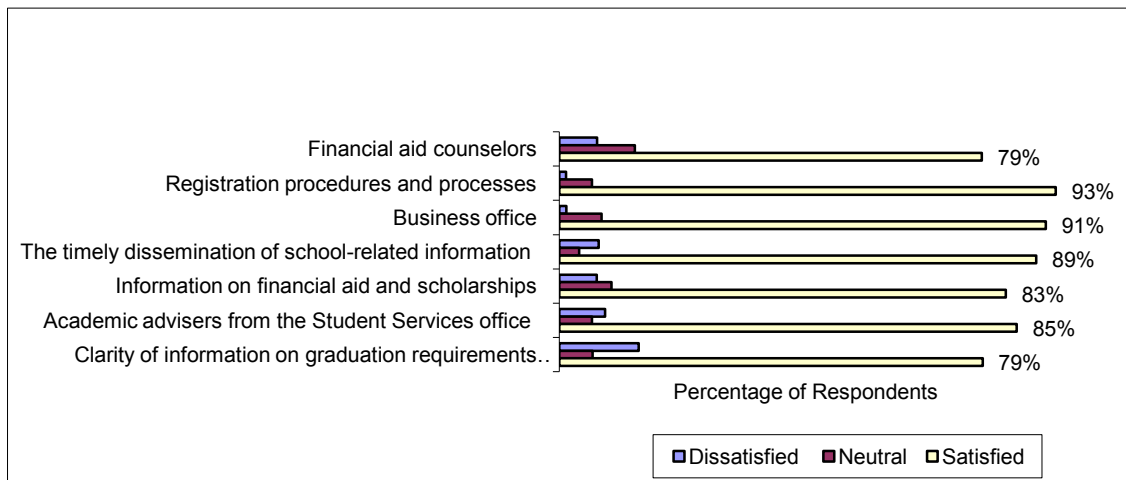


Figure 12. Student Satisfaction with Campus Administrative Services and Student Affairs

⁴ Please note that the rating scale for the student satisfaction questions is based on a 7-point scale. The scale is as follows: (1) very dissatisfied; (2) dissatisfied; (3) slightly dissatisfied; (4) neutral; (5) slightly satisfied; (6) satisfied; and (7) very satisfied. The overall “dissatisfied” score is based on the total number of responses for ratings 1 to 3, and the overall “satisfied” score is based on the sum of responses for ratings 5 to 7.

Student Satisfaction⁵ with Campus Academic Support Services

A majority of the respondents were generally satisfied with the academic support services at UHWO. Over 80 percent of the respondents reported being “slightly satisfied” to “very satisfied” with the availability and contact opportunities with faculty instructors, the quality and availability of academic advising from their faculty advisors, and the services offered by the No’eau Center for Writing, Math and Academic Success at UHWO (see Figure 13).

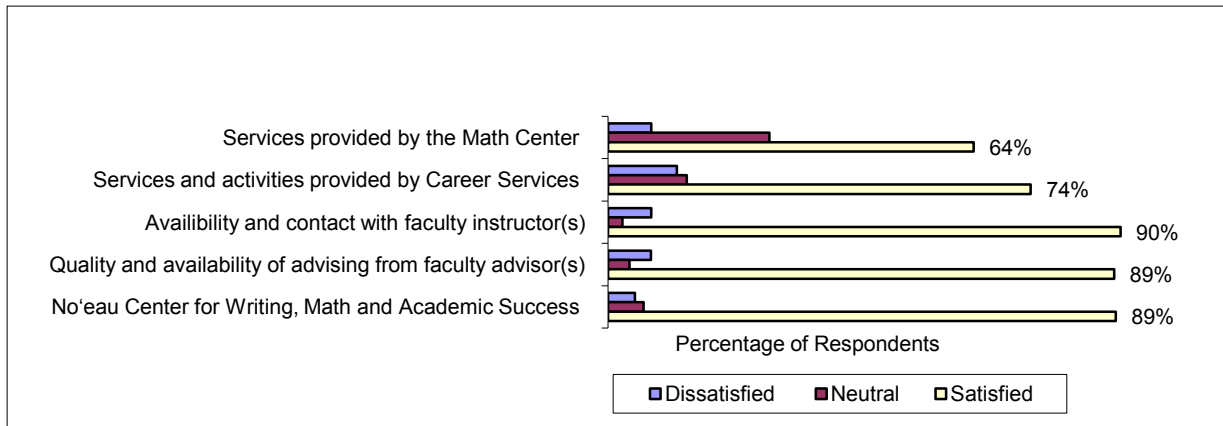


Figure 13. Student Satisfaction with Campus Academic Support Services

⁵ Please note that the rating scale for the student satisfaction questions is based on a 7-point scale. The scale is as follows: (1) very dissatisfied; (2) dissatisfied; (3) slightly dissatisfied; (4) neutral; (5) slightly satisfied; (6) satisfied; and (7) very satisfied. The overall “dissatisfied” score is based on the total number of responses for ratings 1 to 3, and the overall “satisfied” score is based on the sum of responses for ratings 5 to 7.

UH West O`ahu Survey of Graduating Seniors (2008-2009)

Student Satisfaction with Advising from Their Faculty Advisor

A majority of the respondents stated that they were generally satisfied with the overall quality of advising from their faculty advisor. Over 85 percent of the respondents indicated being “slightly satisfied” to “very satisfied” with the assistance, the quality of academic guidance, and the knowledge of degree program policies and procedures from their faculty advisors at UHWO. Also, over 52 percent of the respondents reported that their academic advisors assisted them in finding employment (see Table 1).

Table 1. Student Satisfaction* with Advising from Faculty/Advisor

	Disagree	Neutral	Agree
The faculty in my major are fair in their grading of students.	6%	5%	89%
My faculty advisor(s) provide adequate direction to complete my degree.	10%	5%	85%
My advisor has thorough knowledge of program policies and procedures.	8%	5%	88%
My advisor’s knowledge of my area of study is minimal.	87%	3%	10%
I am satisfied with the overall quality of advising that I have received from my faculty.	6%	7%	86%
My advisor is not readily available for assistance.	82%	9%	9%
My advisor is helpful to me as a student.	9%	6%	85%
My advisor is not supportive of me as an individual.	78%	6%	15%
My advisor is instrumental in helping me to get a job.	29%	19%	52%
My advisor projects a professional attitude and perspective toward my field of study.	4%	8%	89%
I feel comfortable communicating and interacting with the faculty in my major.	14%	6%	80%

* Please note that the rating scale for the student satisfaction questions is based on a 7-point scale. The scale is as follows: (1) very dissatisfied; (2) dissatisfied; (3) slightly dissatisfied; (4) neutral; (5) slightly satisfied; (6) satisfied; and (7) very satisfied. The overall “dissatisfied” score is based on the total number of responses for ratings 1 to 3, and the overall “satisfied” score is based on the sum of responses for ratings 5 to 7.

UH West O`ahu Survey of Graduating Seniors (2008-2009)

Student Satisfaction with the Quality of Their Degree Program

A majority of the respondents reported that they were generally satisfied with the quality of their degree programs at UHWO. Over 80 percent of the respondents reported being “slightly satisfied” to “very satisfied” with the learning objectives of their majors, the opportunities for in-depth study in their programs, and the relevance of the coursework and assignments in their majors to advance knowledge in their fields of study at UHWO (see Table 2).

Table 2. Student Satisfaction* with Various Aspects of Program

	Disagree	Neutral	Agree
I am satisfied with the overall quality of my degree program at West Oahu.	6%	2%	91%
The courses offered in my program are relevant to my program major.	0%	5%	95%
The majority of the courses in my major provide opportunities for in-depth study.	4%	10%	86%
The written or oral explanation of course learning objectives in my major are clear.	5%	8%	88%
Coursework in my major gives me only a narrow perspective of my field.	54%	9%	37%
I did not have trouble getting in those courses that I needed for my major/program.	18%	11%	71%
Opportunities are available to conduct research, internship, and other projects in my major.	16%	8%	77%
The curriculum for my major does not meet my expectations.	78%	8%	14%
Advanced coursework in my major are designed to bridge and integrate those concepts learned from the foundational or lower level program courses.	9%	13%	78%
I am dissatisfied with the teaching in my major.	80%	6%	14%
The assignments from my major are relevant to advancing knowledge in my major/concentration.	2%	7%	90%

* Please note that the rating scale for the student satisfaction questions is based on a 7-point scale. The scale is as follows: (1) very dissatisfied; (2) dissatisfied; (3) slightly dissatisfied; (4) neutral; (5) slightly satisfied; (6) satisfied; and (7) very satisfied. The overall “dissatisfied” score is based on the total number of responses for ratings 1 to 3, and the overall “satisfied” score is based on the sum of responses for ratings 5 to 7.

Student Satisfaction⁶ with Campus Social Activities

A majority of the respondents reported being “slightly satisfied” to “very satisfied” with the availability and the variety of campus social events, clubs, and organizations at UHWO (see Figure 14).

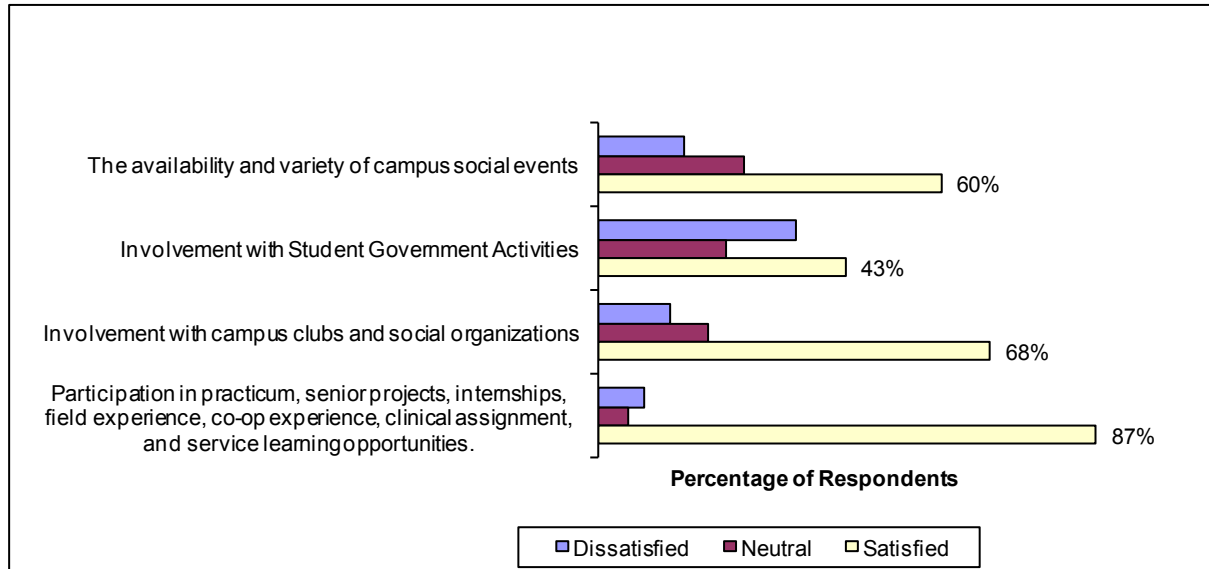


Figure 14. Student Satisfaction with Campus Social Activities

⁶ Please note that the rating scale for the student satisfaction questions is based on a 7-point scale. The scale is as follows: (1) very dissatisfied; (2) dissatisfied; (3) slightly dissatisfied; (4) neutral; (5) slightly satisfied; (6) satisfied; and (7) very satisfied. The overall “dissatisfied” score is based on the total number of responses for ratings 1 to 3, and the overall “satisfied” score is based on the sum of responses for ratings 5 to 7.

UH West O`ahu Survey of Graduating Seniors (2008-2009)

Student Self-Evaluation of Competency in Institutional Learning Outcomes

On average, the respondents reported “above average” to “high” improvement (5.26 to 5.93) in the knowledge, skills and abilities expected of graduates from UHWO. The institutional learning outcomes include skills in written and oral communication, quantitative literacy, global and indigenous perspectives, and critical thinking (see Table 3).

Table 3. Student Self-Evaluation* of Competency in Institutional Learning Outcomes

Demonstrating clear and effective writing skills for an intended audience	5.82
Demonstrating clear and effective speaking skills when communicating with an intended audience	5.74
Applying mathematical or quantitative reasoning to obtain accurate results in solving problems	5.26
Analyzing issues from multiple cultural perspectives to articulate an understanding of the interconnectedness of local and global issues	5.84
Demonstrating critical thinking skills by applying knowledge, technology, and information to solve problems and make decisions in socially responsible and ethical ways	5.93

**Please note that the scale for the student self-evaluation of competency in Institutional Learning Outcomes is based on a 7-point scale as follows: (1) being “low” improvement, where students experienced sparse growth or development, and (7) being “high” improvement, where students experienced much growth or development, in the learning outcomes.*

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Student Self-Evaluation of Competency in Writing Skills

On average, the respondents reported “above average” to “high” improvement (5.70 to 5.83) in their confidence with the writing process, organizational skills, and writing skills through the Writing Intensive courses at UHWO (see Table 4).

Table 4. Student Self-Evaluation of Competency in Writing Skills

Writing clear and coherent sentences	5.79
Applying the basic rules of paragraph construction	5.70
Organizing your thoughts in written form	5.71
Demonstrating critical thinking skills in writing	5.80
Using your writing skills to present facts	5.79
Presenting quantitative/data analyses in writing	5.83
Increasing your comfort level with the process of writing	5.83

**Please note that the scale for the student self-evaluation of competency in Institutional Learning Outcomes is based on a 7-point scale as follows: (1) being “low” improvement, where students experienced sparse growth or development, and (7) being “high” improvement, where students experienced much growth or development, in the learning goals for writing.*

UH West O`ahu Survey of Graduating Seniors (2008-2009)

Student Self-Evaluation of Competency in Divisional Learning Outcomes

Division of Humanities

In 2008-2009 there were 16 graduates from the Division of Humanities (Humanities). Forty-four percent (7) of the graduates from Humanities completed the survey. On average, the seven respondents reported “high” achievement (6.00 to 6.14) of the organizational, presentation, writing, cultural knowledge, and analytical skills gained from the Division of Humanities (see Table 5).

Table 5. Student Self-Evaluation* of Competency in Divisional Learning Outcomes (Humanities)

Demonstrating a knowledge of the history, philosophy, arts and /or literature of different cultures from different global regions indigenous traditions	6.00
Analyzing contemporary issues from multiple cultural perspectives of global regions and indigenous traditions including Native Hawaiian	6.14
Demonstrating an understanding of different Humanities disciplines' concepts, methods, primary sources, and knowledge	6.14
Demonstrating well-organized and competent writing in Humanities subjects, particularly in their discipline of study in Humanities	6.14
Delivering well-organized, competent oral presentations on Humanities subjects to relevant audience	6.14
Analyzing research questions, problems, and issues in Humanities subjects	6.14

* Please note that the scale for the student self-evaluation of competency in Divisional Learning Outcomes is based on a 7-point scale as follows: (1) being “low” improvement, where students experienced sparse growth or development, and (7) being “high” improvement, where students experienced much growth or development, in the learning outcomes.

Division of Professional Studies ~ Business Administration Majors

In 2008-2009 there were 122 graduates from the Division of Professional Studies. Of the 122 graduates, 77 students (63%) majored in Business Administration. Forty-three percent (33) of the Business Administration graduates completed the survey. On average, the 33 respondents reported “above average” to “high” achievement (5.77 to 6.16) in the management, leadership, ability to identify critical issues in organizations, ability to understand and manage personnel issues within diverse contexts, and critical thinking skills learned from their major in Business Administration (see Table 6).

Table 6: Student Self-Evaluation* of Competency in Divisional Learning Outcomes for Business Administration Majors

Demonstrating critical thinking, research and communication skills	5.94
Explaining the cross-cultural context of public and private institutions	5.88
Managing diversity issues within an organizational framework	5.94
Identifying major issues in today's public and private institutions	5.77
Demonstrating the integrative knowledge, skills, and ethics necessary for leadership	6.09
Demonstrating management, legal, ethical, and behavioral skills for effective job performance and career mobility	6.16

* Please note that the scale for the student self-evaluation of competency in Divisional Learning Outcomes is based on a 7-point scale as follows: (1) being “low” improvement, where students experienced sparse growth or development, and (7) being “high” improvement, where students experienced much growth or development, in the learning outcomes.

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Division of Professional Studies ~ Public Administration Majors

In 2008-2009 there were 122 graduates from the Division of Professional Studies. Of these graduates, 45 students (37%) majored in Public Administration. Twenty-seven percent (12) of the Public Administration graduates completed the survey. On average, the respondents reported “high” to “very high” achievement (5.92 to 6.67) in the management, leadership, ability to identify critical issues in organizations, ability to understand and manage personnel issues within diverse contexts, and critical thinking skills learned from their major in Public Administration (see Table 7).

Table 7. Student Self-Evaluation* of Competency in Divisional Learning Outcomes for Public Administration Majors

Demonstrating critical thinking, research and communication skills	6.58
Explaining the cross-cultural context of public and private institutions	5.92
Managing diversity issues within an organizational framework	6.25
Identifying major issues in today's public and private institutions	6.25
Demonstrating the integrative knowledge, skills, and ethics necessary for leadership	6.67
Demonstrating the management, legal, ethical, and behavioral skills for effective job performance and career mobility	6.58

* Please note that the scale for the student self-evaluation of competency in Divisional Learning Outcomes is based on a 7-point scale as follows: (1) being “low” improvement, where students experienced sparse growth or development, and (7) being “high” improvement, where students experienced much growth or development, in the learning outcomes.

Division of Social Sciences

In 2008-2009 there were 73 graduates from the Division of Social Sciences (Social Sciences). Forty-three percent (31) of the graduates from the Social Sciences completed the survey. On average, the 31 respondents reported “above average” to “high” achievement (5.55 to 5.87) of the oral communication, data analysis, understanding of social sciences from global perspectives, and critical thinking skills learned from the Division of Social Sciences (see Table 8).

Table 8. Student Self-Evaluation* of Competency in Divisional Learning Outcomes (Social Sciences)

Demonstrating clear and effective writing about a specified social science concentration of study	5.77
Demonstrating clear and effective oral communication about a specified social science concentration of study	5.58
Demonstrating knowledge of the data and analytical procedures associated with a specified social science concentration of study	5.55
Relating knowledge associated with a specified social science concentration of study to global and indigenous perspectives	5.77
Demonstrating critical thinking about the methods, knowledge and theories associated with a specified social science concentration of study	5.87

* Please note that the scale for the student self-evaluation of competency in Divisional Learning Outcomes is based on a 7-point scale as follows: (1) being “low” improvement, where students experienced sparse growth or development, and (7) being “high” improvement, where students experienced much growth or development, in the learning outcomes.

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Appendix A

<i>Ethnicity</i>	<i>Fall 2008 Graduates</i>		<i>Spring 2009 Graduates</i>		<i>Total # of Graduates</i>		<i>Survey Respondents</i>	
	Count	%	Count	%	Count	%	Count	%
African American or Black	2	2%	2	2%	4	2%	1	1%
American Indian or Alaskan Native	1	1%		0%	1	0%		
Asian Indian								
Chinese	4	4%	2	2%	6	3%	3	4%
Filipino	12	12%	17	15%	29	14%	14	17%
Guamanian or Chamorro								
Japanese	15	15%	16	14%	31	15%	9	11%
Korean	1	1%	1	1%	2	1%		
Micronesian (not GC)								
Mixed Asian	6	6%	7	6%	13	6%	5	6%
Mixed Pacific Islander	1	1%			1	0%		
Native Hawaiian or Part-Hawaiian	17	17%	18	16%	35	17%	11	13%
Other Asian	1	1%		0%	1	0%		
Other Pacific Islander								
Pacific Islander								
Thai								
Tongan								
Samoaan	1	1%	1	1%	2	1%		
Vietnamese								
Hispanic	3	3%	3	3%	6	3%	7	8%
Mixed Hispanic								
Puerto Rican								
Caucasian/White, Portuguese	24	24%	30	27%	56	27%	26	31%
Middle Easterner								
Mixed Race (2 or more)	12	12%	12	11%	24	11%	7	8%
No Data			2	2%	2	1%	1	1%
Total	100	100%	111	100%	211	100%	84	100%