

HSU ALUMNI SURVEY

In the fall of 1997 the Vice President for Student Affairs and others decided to undertake a survey of HSU alumni some ten to twenty years after graduation. The alumni office regularly contact alumni to check their addresses and describe the many services and benefits offered by the Alumni Association, and the Career Center surveys each year's graduates. But no study had previously been made of alumni years after their graduation. The members of this older group, presumably by now well established in their careers and their communities, are both consumers of and contributors to the culture in which we live and can look back on their college experiences from a mature perspective. From their lives -- their work, their interests, their values, and their reflections about their experience at HSU -- we may get useful insight about the role of higher education in our society and any unique role that HSU may have played.

Vice President Webb invited C. Robert Pace to propose a suitable questionnaire and to analyze and report the results when they became available. Dr. Pace had previously conducted alumni studies at Minnesota in the 1930s, and Syracuse in the 1940s, and at UCLA in 1969 he conducted a national survey of representative graduates of the class of 1950 from 74 colleges and universities. These and other large scale alumni studies were described in Pace's book, **Measuring Outcomes of College**, published in 1979. There is, in other words, a significant range of content of known value one can draw on for a study at HSU. Several ideas for a survey at HSU were assembled and following discussions with and suggestions from President McCrone, Vice Presidents Christensen, Webb, and others, the content for the HSU survey was agreed upon. In February of 1998 the questionnaire was sent to bachelors degree recipients from the spring of 1980 and the spring of 1990. The task of having the questionnaire printed, mailed, and coding the replies was administered by the office of the Vice President for Student Affairs.

Responses were obtained from one-third of the alumni who received the questionnaire. The returns were a little higher from the 1990 graduates and a little lower from the 1980 graduates. From college records there were about 1500 bachelors degree

recipients at these two time periods. Addresses were available for about 1400. About 300 envelopes that were mailed were returned by the post office, so about 1100 were actually delivered. Completed questionnaires came in from 359 alumni, or 33% of the ones delivered. There were 152 from the 1980 group and 207 from the 1990 group. Are these alumni representative? We don't know. We do know, however, that the questionnaire returns from men and from women corresponded almost exactly to official records, and that the percent of majors in various academic fields corresponded very closely to registrar's records for the 1980 graduates. Among the 1990 responses, majors in Humanities/Arts were somewhat under-represented and majors in Applied Fields somewhat over-represented, but in other major fields and with respect to gender the returns were almost identical to official records. One can assume, based on many previous studies, that the alumni who filled out the questionnaire probably had a favorable experience at HSU and a favorable experience after graduation but, also based on previous studies, that the differences between returns and non-returns are not very large.

That most of the alumni who returned the questionnaire had favorable opinions about HSU is clear from their answer to the following: "Compare your overall experience at HSU with your perception of the experience of others who graduated from other universities."

	Percentages	
	1980	1990
Far better than other universities	7	19
Better than other universities	47	45
Same	26	25
Worse than other universities	3	2
Far worse than other universities	0	0
No opinion/don't know	18	10

Whether or not these graduates are an accurate cross-section of HSU alumni, the experience and views of 359 former students are surely useful to know.

In reporting and interpreting the data, five factors that have some educational relevance and influence on the responses have been considered. First, beyond the obvious differences related to age, are there differences between the 1980 graduates and the 1990 graduates in activities and values and reflections about their education? Second, what differences are there between the responses of men and women? Third, are there differences in the opinions of students whose entire undergraduate experience was at HSU and students who transferred to HSU following their enrollment at one or more other institutions? Fourth, since some graduates subsequently continue their education in graduate school or in working for a certificate and others do not, the opinions of those for whom HSU served as basic preparation for continuing education and those for whom HSU was the completion of formal schooling are examined. Fifth, what differences are there between alumni who had majored in different fields? This may be the most influential variable. Students' major field typically involves a third or more of all their courses, and for transfer students it is more than half of their course work at HSU. The number of questionnaire responses is too small to compare majors in specific departments. So, major fields were grouped into larger categories as follows: Humanities/Arts, Social Sciences, Sciences, Natural Resources, and Applied fields. These are not precise administrative classifications because of reorganizations including departmental moves within the university, but in nearly all respects they do correspond to the catalogues of 1980 and 1990.

The content of the questionnaire and the present report can be grouped under five topics: 1) next steps after graduation; 2) occupation; 3) gains attributed to college; 4) present activities and interests; and 5) personal values. To begin, there were a couple of differences between the two samples in their college records. Nearly a third of the 1980 group spent less than three years at HSU, compared to one-fifth of the 1990 group. For the younger group the college experience extended over a longer period of time, with 35% indicating that the time between starting college and graduating was more than six years,

compared to 25% for the 1980 group. In examining the major questionnaire results the method was to identify typical answers and noticeable differences between different groups. We have not applied statistical tests in the data analyses, mainly because we are not dealing with random samples or normal curves and because we are not trying to prove anything. The aim is to provide a thoughtful description of what these alumni reported.

NEXT STEPS AFTER COLLEGE

"After you received your BA/BS degree, what was your next major activity? (If you were involved in more than one major activity, check as many as apply.)"

The most common next steps for the 1980 graduates fall neatly into three categories: one third indicated enrollment in graduate or professional school, one third indicated employment in business, and one third employment in civil government. Other major activities included employment in an educational organization (14%), and 10% indicated home and family. There were of course differences related to major fields. Going to school was most frequent among Social Science and Science majors; employment in government was most frequent among Natural Resources majors; employment in education was most frequent among majors in Applied fields; and home and family was least frequent among Natural Resources and Applied majors.

The answers of the 1990 graduates were generally similar: about 2/5 school, 1/3 business, and 1/5 government. Natural Resources majors were least likely to indicate enrollment in graduate or professional school and most likely to indicate employment in government. For many graduates in both years the next major activity was employment in business, government or education. What, then, was the nature of their employment?

WORK

Asked to classify the type of work in their current employment, most graduates (from half to two-thirds) said it was professional. Among majors in Science and Natural

Resources the next most frequent classification was scientific, technical. Among the older alumni, generally about one-fifth classified their work as managerial, administrative. More men than women were engaged in scientific, technical work. Alumni who had obtained a graduate degree were most likely to classify their work as professional. Other categories listed in the questionnaires, such as sales, clerical, service, trades, were very rarely indicated. Overall, from three-fourths to nine-tenths of the alumni classify their work as professional, scientific, or managerial.

In describing the characteristics of their employment, the adjectives used most frequently were responsibility, challenge, initiative, independence, creativity, and variety. These six characteristics were checked by large majorities of both men and women, by alumni who had obtained a graduate degree and those who had not, and by each of the different undergraduate major fields. The two characteristics of responsibility and challenge were indicated by more than four-fifths of the graduates. Only one other characteristic, in a list of sixteen in the questionnaire, was checked by a majority of the alumni -- namely, pressure. The least frequently checked characteristics were status, routine, entrepreneurial, prestige, risk, security, and recognition. Opportunity and reward were job characteristics checked by about one-third to one-half of the respondents.

Clearly, the alumni are engaged in work of considerable importance. Moreover, about 90% of them said they are generally satisfied with their jobs. Also, in many of the different groups of alumni more than half said they are very satisfied. A majority of graduates in most major fields said that their job was in the same field as their major. Most likely to have jobs in the same field were the majors in Applied fields (about two-thirds). They were also most likely to be very satisfied with their jobs (nearly two-thirds). Majors in Humanities/Arts were least likely to be working in the same field (about one-fourth), but generally about two-fifths were very satisfied with their jobs. Overall, there were no big differences between men and women, or between alumni who entered or transferred to HSU. In both year groups, and in having jobs in the same field and being very satisfied, the responses of alumni who subsequently received a graduate degree were most favorable.

Beyond the obvious relevance of acquiring knowledge important for one's work, are there other connections between what one needs to do to be successful in college and what one has to do in one's current employment? In the questionnaire there was a list of common things students do to be successful in college: study for exams, write reports, give oral reports, use the library, participate in discussions, meet deadlines, make outlines, informal discussions with fellow students, involvement in an organization or group. How much did any of these things contribute to success in doing what they have to do in their jobs? Answers to this question ranged from one-fourth to three-fourths rating the contribution as "very much." Of all the college experiences the one most frequently (two-thirds to three fourths) regarded as contributing very much was "meet deadlines." Other experiences rated by a majority of alumni as contributing very much to their current work were writing reports, giving oral reports, and participating in discussions. Every one of these four college activities was rated as contributing very much by almost every major field, by both men and women, by those who did or did not obtain a graduate degree, and by those who entered and those who transferred at HSU. The interpersonal experiences of informal discussions with fellow students and involvement in an organization or group were rated as more influential by the 1990 alumni than by the older 1980 alumni. The experience of studying for and taking exams was least frequently (about one-third) named as contributing very much to current work. Communicating effectively and meeting deadlines are highly important in work and in education.

GAINS IN COLLEGE

In the questionnaire there was a list of common abilities or skills that are generally regarded as among the goals of higher education. The alumni were asked the following question: "As you now look back on your own undergraduate education, about how much do you think you personally improved or gained in these various abilities?" They could answer by indicating very much gain, quite a bit of gain, some/moderate gain, little gain, no gain. The abilities and skills can be grouped into four categories: intellectual skills,

communication skills, interpersonal skills, and personal/cultural insights. In presenting the results, the percentages for very much and quite a bit have been added, providing a single index of definite or substantial gain.

These results are shown in the following table. The percentages are estimates by combining all the subgroups into a single number for each of the two alumni classes. Then all the percentages for each year are combined to produce an overall gain for each type of outcome. From the table it is clear that by far the largest number of graduates believe they have made substantial progress with respect to intellectual skills - overall 71% - and that the ratings of the 1980 and 1990 alumni are nearly identical. With respect to communications skills, substantial progress toward the common ones of effective writing and speaking are claimed by more than half of the alumni, but the more special skills of communicating through artistic and creative expressions and of using quantitative tools are rated substantial gain by just over one-third of the graduates. Again there were no big differences between the 1980 and the 1990 groups. In the category of interpersonal skills, a noticeably higher percentage of the more recent alumni reported substantial gains. On average, this category had the lowest percent of alumni reporting substantial progress - generally around 42%. The type of abilities or skills labeled personal/cultural insights received ratings of substantial progress by between two-fifths and three-fourths of the groups. For most of the insights the younger alumni reported greater progress.

In a special supplement results are shown for each of the various subgroups. There were no large and consistent differences between many of these subgroups. Between men and women, however, more men reported progress in using quantitative tools, and more women in communicating through artistic expression. More women reported substantial progress in the interpersonal skill of sensing the feelings of others, and also in the personal/cultural insights of self-understanding, and recognizing and coping with moral and ethical issues. There were numerous differences in gains related to the undergraduate major field. For example, the intellectual skill of putting ideas together and seeing relationships was a substantial gain for more than three-fourths of the Humanities/Arts and the Social Science majors compared to less than two-thirds of the majors in Natural

Resources and Applied fields. The skill of analysis and logic was indicated by more than four-fifths of the Science majors compared to one-third of the majors in Natural Resources and Applied fields. In the communication skills of writing, and speaking, and artistic expressions, substantial gains among Humanities/Arts majors were higher than any other major groups. Self-understanding was consistently reported a substantial gain by more majors in Humanities/Arts and Social Sciences (generally more than three-fourths) than any of the other major fields (generally less than half among the 1980 alumni and less than two-thirds of the 1990 alumni). More majors in Humanities/Arts and Social Sciences also reported substantial gain in putting current problems in historical, cultural, and philosophical perspective than majors in any of the other fields. And again, more majors in these two fields reported the most progress in recognizing and coping with moral and ethical issues (more than two-thirds compared to one-third and less) of the majors in the other fields. There were a few other differences, but not pervasive ones.

Another way to view the answers to the questions about gains is to see the percentages of alumni who indicated little or no gain. For the intellectual skills the percentages were between 2% and 5%. For the common communication skills of writing and speaking about 12% indicated little or no gain. For quantitative and artistic communication, generally one-third reported little or no gain. Little or no gain in interpersonal skills was indicated by about one-fifth to one-third, and for personal/cultural insights the percentages were generally one-tenth to one-fourth.

Overall Estimates of Substantial Progress

	Percentages		
Intellectual skills	1980	1990	Type
Ability to put ideas together, see relationships, similarities and differences between ideas	70	70	
Think analytically and logically	69	71	
Apply knowledge to new problems	69	72	
Find information you need	70	74	(71)
Communication skills			
Write well	58	60	

Speak well	51	58	
Use quantitative tools	35	39	
Communicate through artistic & creative expression	30	36	(46)
Interpersonal skills			
Function as a team member	42	55	
Organize and supervise tasks and groups	28	47	
Sense the feelings and perceptions of others	33	43	
Relate and work well with people of different races, nations, religions	39	51	
Use leadership and management skills	38	43	(42)
Personal/Cultural Insights			
Recognize and cope with moral & ethical issues	39	52	
Evaluate and choose between alternative courses of action	56	57	
Put current problems in historical, cultural, philosophical perspective	40	53	
Understand yourself - your abilities and limitations, interests, and personality	54	66	(52)

Although the items in this part of the questionnaire are similar to ones that have been asked in other alumni surveys, slight changes in wording and in the response options make exact comparisons inappropriate. Also the ways higher education is viewed today may be quite different from how it was viewed twenty or thirty years ago when other alumni surveys were conducted. While alumni survey results from HSU appear to be somewhat less favorable than many previous studies, one needs to realize that many alumni in previous studies had been full-time students living on the campus. Perhaps of most interest for HSU is the not so small minority who indicated little or no gain toward some of the goals. In all the topics, however, the percent of little or no gain responses was smaller among the 1990 alumni than it was for the 1980 alumni.

CURRENT ACTIVITIES AND INTERESTS

This section of the questionnaire included a brief inventory of alumni engagement in various civic and cultural activities. Their attendance reflects their interests and their support. These are events or activities that require one to get out of the house and go! What's on TV or any other electronic device in the home doesn't count!

The events they might have attended can be grouped into five types - music, theater, civic, arts and science, and sports. To some extent, of course, attendance depends on availability where they live or travel. We do not, however, have any way to relate location to attendance in this survey. In the following table of their activities the percentages shown for each of the two alumni groups are a composite of all the subgroups, similar to what was done in the previous table. The responses refer to attendance during the past year.

Estimates of Participation

	Percentages	
	1980	1990
Music events		
Popular music concert	47	52
Symphony concert	20	23
Choral concert	24	21
Chamber music concert	15	12
Theater		
Play	60	53
Foreign movie	33	34
Musical comedy	27	18
Ballet	12	14
Civic events		
Church service	51	50
Meeting of a local civic group	46	37

Lecture	37	40
Political meeting	21	22
Arts and Science		
Museum	71	64
Science exhibit	55	41
Art gallery	53	45
Poetry reading	6	14
Sports		
Professional athletic event	42	37
College athletic event	31	22

For many of these activities one would expect differences in the frequency of participation between men and women and between the major fields. For example, more men than women attended athletic events. More women attended church service. Among the 1980 alumni, women were more frequent goers to plays, ballet, and chamber music concerts, but among the 1990 alumni there were no differences between men and women in these activities. In both alumni groups the most frequent attendees at church services were the majors in Applied Fields. Among the 1980 alumni the most frequent attendees at seven of the eight events classified as music and theater were the Humanities/Arts majors, but among the 1990 alumni they were the most frequent attendees at three of the events - symphony, ballet, and popular music. Social Science majors were not noticeably different from others in the 1980 group. In the 1990 group 30% of the Social Science majors attended a political meeting compared to less than 20% of majors in Humanities/Arts, Science, and Natural Resources. The most frequent attendees at professional athletic events were the Science majors! Science majors, along with Natural Resources majors were the most frequent attendees at a science exhibit. In the 1990 alumni what stands out for the Natural Resources majors was their participation in a local civic group - 61% compared to a third or less for other majors. Other comparisons were examined - between

alumni who did or did not have a graduate degree, and between those who had entered or transferred at HSU - but only rare and scattered differences were found.

Reading and computers were two other topics under the general heading of activities and interests. We asked about books of fiction and of nonfiction, and in each case not counting what they may have read for their work. To the question, "how many?", the responses listed were none, one or two, three or four, between five and nine, ten or more. The responses are summarized by reporting the percentages indicating five or more. Averaging the responses from all of the subgroups shows 45% for fiction and 33% for nonfiction, but there are big differences between some of the subgroups. Among women 60% read five or more books of fiction, compared to 30% among men. For nonfiction the corresponding percentages were about 40% for women and about 25% for men. The most avid readers of fiction were the majors in Humanities/Arts - generally around 60% compared to 50% or less in nearly all other groups.

We also asked how many magazines they subscribed to and read regularly, not counting ones specifically related to their work. Typically, among the older alumni group 50% said three or more compared to 40% among the younger alumni group. Also among the older alumni group roughly 60% of the majors in Science, Natural Resources, and Applied fields regularly read three or more magazine compared to about 40% of the majors in Humanities/Arts and Social Sciences. These large differences did not occur in the replies of the 1990 alumni.

Finally, under the heading of interests, we asked alumni if they had a personal computer at home, and if so what did they use it for frequently. Among the 1980 alumni only about 12% did not have one, and for the 1990 group about 19% did not. The most frequent uses were for word processing, e-mail, and the Internet. Among the older alumni group, majors in Natural Resources were the most frequent users. Among the younger alumni group the most frequent users were majors in Humanities/Arts and Social Sciences.

Although direct comparisons between HSU and other university alumni cannot be made, earlier studies generally reported higher levels of activity and interest. One plausible explanation for this is the currently very extensive use of television and computers for

entertainment, information, and passive involvement. Why go to a concert when you can hear it on your TV? The frequency of activity in civic and political groups is also less today than it was a generation or two ago. The fact that from more than a third to nearly one-half of the HSU grads attended a meeting of a local civic group, and about one-fourth a meeting of a political group may be of some interest. A Census Bureau report indicated that 85% of college graduates voted in the 1968 national election. What will it be in 1998? From earlier alumni studies also, more graduates read more books. One depressing note in the HSU survey, if we can believe it, is that in answering the question about how many books they read during the past year, 10% said "none!"

VALUES

To a list of a dozen statements of personal and social values, alumni were asked "How important is each of the following areas to you?" by indicating very important, moderately important, somewhat important, slightly important, or not at all important. Listed below are the percentages for the 1980 and 1990 alumni who said "very important."

	Percentages	
	1980	1990
Quality of living		
Having steady or secure employment	69	74
Raising a family	65	55
Having strong friendships	56	61
Engaging in enjoyable recreational activities	52	60
Maintaining good health habits	51	54
Following religious values	29	24
Quality of community		
Improving and sustaining the quality of the environment	52	51
Helping others	44	47

Making a contribution to society	44	46
Social/political involvement		
Becoming involved in community affairs	21	9
Being involved in political affairs	5	3
Money		
Being very well off financially	11	17

In the questionnaire the values were not listed in the same order as in the above table, nor were there any classifications of the values. Security, family, friendships, recreation, and health are very important values for a clear majority of all alumni. Religious values are very important to a fourth or more of the graduates. The community is also of great importance to many alumni - helping others contributing to society, and especially the quality of the environment they live in. Active involvement in community affairs, and especially in political affairs, is very important to only a few of the alumni. And having lots of money is also low on the list of very important values.

There were no educationally relevant differences in the importance of values between alumni who did and did not have a graduate degree, or between those who entered or transferred at HSU. And there were only a few differences between men and women. More men regarded steady employment as very important. More women, in both the 1980 and 1990 alumni, rated good health, and helping others, as very important. In the 1980 alumni more women than men rated religious values and involvement in community affairs as important. Among the 1990 group more women than men attached importance to friendships and making a contribution to society.

In the comparisons between major fields, the highest percentages of the very important ratings in the quality of life values of secure employment, raising a family, following religious values, and engaging in enjoyable recreational activities were found in the Applied fields majors. Also high with respect to recreation and to having strong friendships were the Humanities/Arts majors. In the quality of community values of helping others and contributing to society it was the Social Science majors with the

highest percentages rating them very important. Applied majors were also high in the value of helping others. Both Humanities/Arts majors and Natural Resources majors regarded making a contribution to society as very important more than other majors. Improving and sustaining the quality of the environment was rated very important by a higher percentage of Natural Resources majors, than by majors in any of the other fields among the 1990 graduates, and higher than all other majors except Science in the 1980 group.

Several contrasts between the values of the HSU alumni who responded to the questionnaire in 1998 and the values of a large national sample of entering college students are especially pertinent. For more than half of the alumni, improving and sustaining the quality of the environment was a very important value. Among the national sample of entering freshmen, 21% rated "becoming involved in programs to clean up the environment as an important goal in life." Among the freshmen, 71% rated "being very well off financially" as essential or very important. Among HSU alumni that was a very important value for about 15%. Although very few alumni regarded involvement in political or community affairs as very important, nearly half of them regarded making a contribution to society as very important. A recent national survey of undergraduates also revealed a lack of confidence in traditional political systems, but at the same time most undergraduates were optimistic about the future and believed that an individual can bring about change in society. Two-thirds of today's undergraduates are engaged in volunteer community service.

HIGHLIGHTS OF THE SURVEY

Good education, good jobs, good citizens, good values.

Half of the alumni in this survey subsequently obtained a graduate degree or certificate. Undergraduate work at HSU provided the base for more advanced education, not only for those whose entire undergraduate experience was at HSU but equally for those who came to HSU as transfer students.

In their current employment, they classify what they do as professional, scientific, or administrative. The most prominent characteristics of their work are that it involves responsibility and challenge. Almost all of them are generally satisfied with their jobs, and in many cases a majority are very satisfied. Except for those whose major field had been in Humanities/Arts, a clear majority regarded their present work as being in the same field as their undergraduate major. Beyond this general connection between college subject-matter and later employment, there were four college "requirements" that contributed very much to their success in doing the type of things they have to do in their current work -- meeting deadlines, writing reports, giving oral reports, and participating in discussions.

In reflecting on what they gained from their undergraduate education, by far the largest number of them (70%), reported substantial gains in the intellectual skills of analysis and logic, synthesis, and independent inquiry. Toward outcomes that are mainly introspective and social in nature -- self-understanding, recognizing and coping with moral and ethical issues, and putting current problems in historical, cultural, philosophical perspective -- two-thirds or more of the alumni who had majored in Humanities/Arts and Social Sciences reported substantial gain. In the basic communication skills of writing and speaking, generally about two-thirds of the graduates reported substantial progress. In the various interpersonal skills involving leadership, supervision, understanding and working with other people, and teamwork, there are differences between major fields in their reports of substantial gain, but the differences were much smaller among the more recent graduates than among the older graduates.

In the variety of their engagements in the culture and the community, they exhibit a range of active interests.

In revealing the values they regard as very important in their lives, some of their answers may reflect a special quality of HSU. This is clearest in the importance they attach to improving and sustaining the quality of the environment. That is further reflected in the importance they attribute to helping others and making a contribution to society. What may distinguish HSU graduates most sharply from others is the small percentage who think that being very well off financially is very important. They value security but not piles of money. What is much more

important is the quality of living as indicated by such values as having a family, good friends, good health, and good recreation.

Perhaps, in a general way, one can see the activities, interests, and values of the alumni as reflecting the characteristics of the campus itself. There is the university's strong emphasis and commitment to the quality of the environment and to doing something about it. There is the range of university activities in art, music, and theater. There is the university's emphasis on the quality of instruction and on the learning of every individual student. There is the university's concern for social activities and opportunities for students that might contribute to leadership, to personal safety, and to social welfare. One should not think of alumni as educational products. But one can be pleased when there is some congruence between university values and alumni lives.

IN THEIR OWN WORDS

At the end of the questionnaire there was this statement: "If there is anything you would like to add -- about yourself or HSU -- please do so." Many of them did. And this is what they said.

"I found HSU to be just what I expected -- a beautiful and competent college in a setting that honored and savored nature."

"Attending HSU was the highlight of my life."

"I couldn't have had a better college experience."

"Excellent experience and education."

"I think HSU is a fantastic university."

Beyond these general opinions, many of the alumni wrote more specifically about what they liked. For example:

"The quality of teaching and facilities were excellent."

"I very much appreciated the close-knit feeling that exists at HSU between students, professors, and the community."

"Enjoyed the small school environment."

"My professors were outstanding, very helpful and friendly."

"Being a name instead of a number at/in the classroom is a major plus of HSU."

"From Arcata's small town flavor to the large percentage of students living on and around the campus, HSU was (and I hope still is) a vibrant community of learning."

"The physical and natural environment of (and surrounding) Humboldt campus was an extremely valuable factor in my HSU experience."

"I love the North Coast and the Redwoods! The campus is beautiful."

A third type of comment might be described as suggestions for improvement. Here are some examples.

“Focus on actual application of education to work would be helpful.”

“Generally I feel the academic approach doesn’t prepare student for the highly competitive workplace.”

“Should put more effort into realistic career planning, the downside of careers must be discussed too.”

“I would like to see more opportunity for evening study.”

“HSU needs to prepare student in how to implement ideas. I feel most of my education was technical training.”

“There is a lack of diversity in the student and teacher population.”

“Keep enrollment limited.”

“Perhaps more career counseling would be of benefit to students.”

Teach your students to write well, to think independently, and to contribute to their communities.”

Altogether there were 156 alumni who wrote something at the end of the questionnaire. The general expressions of pleasure and benefit, and the specific examples about what they liked very much, comprised about two-thirds of all the written comments. The criticisms and suggestions for improvement accounted for about one-fourth of the written statements. Other written notes were neutral -- a change of address, for example.

Seven alumni, having responded to all the items in the questionnaire, just wrote a single word at the end, “Thanks”.

Analysis and report prepared by **C. Robert Pace** – Fall 1998.

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