Big Island Community Survey 2004
Central to the mission of the University of Hawai‘i at Hilo is its service to the community of the Big Island. The published mission statement of the university\(^1\) declares that...

“UH Hilo serves students from Hawai‘i Island and from around the state,”

and that it...

“...benefits Hawai‘i Island and the state through resource centers, community partnerships, continuing education and distance learning programs.”

The UH Hilo 2002-2010 Strategic Plan affirms the community service mission of the university. Included in the goals section of the plan are the following statements about how UH Hilo serves the people of the island and state of Hawai‘i:

“...UH Hilo helps ensure that the people of Hawai‘i have access to opportunities for personal growth and career advancement through programs of higher education appropriate to our unique location,” and

“Beyond providing education to our students, we hope to help build a community offering economic and cultural opportunities to residents, as well as opportunities for lifelong intellectual development.”\(^2\)

The 2004 Big Island Community Survey is an effort on the part of the university to get to know the community of the Big Island of Hawai‘i better and to determine how well the university is currently fulfilling its community service mission. Among other things, the survey attempts to gauge...

- The extent to which island residents support university initiatives and the university’s current operating mission,
- How residents rate the value of a baccalaureate degree from the university and the quality of its academic programs, and
- The extent to which community residents are willing to enter into active partnership with the university by supporting it through private donations.

### Methodology

In the Spring of 2004, the University of Hawai‘i at Hilo Office of Institutional Research developed a written community survey instrument through interaction with various offices and constituencies of the university. A mailing list of 36,000 Big Island heads of households was purchased from a commercial list vendor and a random sample of 5,000 names and addresses was automatically generated from the larger list. A letter asking residents to participate in the survey was developed over the signature of Chancellor Rose Tseng, and a mailing to the first 4,000 individuals on the list was executed. Because of limitations in resources, further mailings were postponed to the following fall semester. In Fall of 2004, the last 1,000 surveys of the first mailing were sent out followed, after an appropriate response period, by a second mailing to all viable addresses on the list (those where the first mailing was not returned as “undeliverable”). In all, about 9,500 separate pieces of mail were sent to 5,000 island residents. Just over ten percent (512) of the packets came back as undeliverable, and 716 completed surveys were returned; a return rate of 15.9%.

For the purposes of this analysis, the Big Island has been divided into four sectors, which correspond to census tract boundaries utilized in the 2000 U.S. Census. Assuming that the proportions of “heads of households” are roughly equivalent to the total population, East Hawai‘i is somewhat overrepresented by survey respondents, while North and South Hawai‘i

### Footnotes

\(^1\) The University of Hawai‘i at Hilo Mission Statement, posted at http://www.uhh.hawaii.edu/uhh/strategic/

\(^2\) The University of Hawai‘i at Hilo 2002-2010 Strategic Plan, posted at http://www.uhh.hawaii.edu/uhh/strategic/goals.php
Population of the Big Island

<table>
<thead>
<tr>
<th>Segment</th>
<th>2000 Census</th>
<th>2003 Projections</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>78,721</td>
<td>82,684</td>
<td>4%</td>
</tr>
<tr>
<td>North</td>
<td>26,997</td>
<td>28,655</td>
<td>5%</td>
</tr>
<tr>
<td>West</td>
<td>37,132</td>
<td>39,167</td>
<td>5%</td>
</tr>
<tr>
<td>South</td>
<td>5,827</td>
<td>6,230</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>148,677</td>
<td>156,736</td>
<td>4%</td>
</tr>
</tbody>
</table>
are somewhat underrepresented. The percentage of respondents from West Hawai‘i is equivalent to that reported in the 2000 U.S. Census and the 2003 U.S. Census projections.

As survey questionnaires were sent to heads of households, some differences in demographic makeup from the census can be expected. The distribution of genders is very close to the census count, but males outnumber females as might be expected for heads of households.

- 49% of the survey population are females, compared to 50.9% in the census population; 51% are males, compared to 49.1% in the census population.

Looking at ethnicity, whites (Caucasian/Portuguese), Native Hawaiians and Asians are somewhat overrepresented.

- 34.9% of the survey respondents say their ethnicity is Caucasian/Portuguese, compared to 31.5% in the census population.
- 28.2% say their ethnicity is Asian, compared to 26.7% in the census population count.
- 15.1% say their ethnicity is Native Hawaiian. This compares to 11.2% of the census population who said their ethnicity was Hawaiian/Pacific Islander.

The annual household income of the survey respondents is roughly equivalent to that of the census population, but the level of education is much higher for survey respondents than for the general population. Again, some of this may be due to the fact that the survey population is comprised of heads of households.

- The median range of the survey sample is $25,001 to $50,000. The median household income reported in the 2000 census is $39,805.

- Over half (51.1%) of the survey respondents have baccalaureate degrees, compared to only 22.1% of the general population of the Big Island.

Data returned from respondents is analyzed through frequencies and cross tabulations. Statistical significance of group differences is tested using Pearson chi square statistic for tables with more than four cells, and Yates’ corrected chi-square for 2 x 2 tables. Except for those related to fund raising strategies, the only group differences reported are those which are statistically significant (i.e., p <= .05). Because the number of surveys returned from South Hawai‘i is in most cases insufficient to allow for the testing of statistical significance, South Hawai‘i is generally not included in group comparisons related to location of residence.

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The Degree of Enmeshment of the University of Hawai‘i at Hilo with Its Surrounding Community is Very High

Just over half the survey population of Big Island heads of households (50.4%) say they have some sort of connection to the University of Hawai‘i at Hilo.

- 18.5% say they are present or former students.
- 12.3% say they have or had children enrolled at UH Hilo.
- 4.2% say they are present or former employees of the university.
- 2.8% say they do business with UH Hilo, and
- 12.7% claim some other direct connection with the university, such as serving on an advisory board, supervising UH Hilo practicum students, having a spouse enrolled or a child employed, or taking continuing education classes. In some cases respondents feel being connected with another UH campus as a student or graduate gives them a direct connection to UH Hilo.

As one might expect, enmeshment is much more pronounced in East Hawai‘i than in other parts of the Big Island.

- 64.1% of East Hawaiian residents claim a connection with the university, compared to 37.8% of North Hawaiians, 33.3% of South Hawaiians and 28.4% of West Hawaiian residents.
- 24.5% of East Hawaiian residents say they are present or former students.
- 12.9% say they have or had children enrolled.
- 6.4% say they are present or former employees.
- 4% say they do business with UH Hilo, and
- 16.3% claim some other kind of direct association with the university.

Although it is reasonable to expect some degree of response bias in that people connected to the university may have been more motivated to respond to the survey, still, the degree of enmeshment even halved or quartered is much higher than could be expected from most universities the size of UH Hilo. Its island location and the lack of access of island inhabitants to other baccalaureate-degree-granting institutions, makes UH Hilo’s community service mission especially important. As a state-funded public university, UH Hilo needs to provide baccalaureate-level education to all of the Big Island, not just East Hawai‘i.
Residents Rate the University’s Service to the Big Island Community

Respondents were asked to rate various domains of the university’s service to the Big Island community. Out of six domains mentioned, residents feel UH Hilo is doing the best job providing a college education for Big Island youth who want a postsecondary education.

- Almost seven out of ten (68.3%) Island respondents say UH Hilo is doing either an excellent (27.8%) or good (40.5%) job in this area.

Island residents rate UH Hilo’s level of service in other areas as follows:

- 55.2% say UH Hilo is doing an excellent or good job as a community education center,
- 47.4% say it is doing an excellent or good job as a community cultural center,
- 52.3% say it is doing an excellent or good job as a center for the revitalization of the Hawaiian language and culture,
- 50.3% say it is doing an excellent or good job as an economic engine for the Big Island, and
- 42.3% say it is doing an excellent or good job as an educational resource for Island K-12 youth and their teachers.

The domains where the most respondents do not know about UH Hilo’s activities are

- An educational resource for island K-12 youth and their teachers (25.3% say they do not know or have no opinion about UH Hilo’s service to the community in this area) and
- A center for revitalization of the Hawaiian language and culture (24.4% answer “Don’t Know/No Opinion”).

**Resident Ratings of UH Hilo Performance as Good or Excellent**

![Resident Ratings Chart]

- Educational Resource for K-12
- Economic Engine for Big Island
- Center for Revitalization of Hawaiian Language/Culture
- Community Cultural Center
- Community Education Center
- College for Big Island Youth
Ratings of Service Domains Differ According to Geographic Region

On every parameter, residents of West Hawai‘i rate the performance of the university significantly lower than residents of East and North Hawai‘i.

- Only 25.5% of West Hawai‘i residents say UH Hilo is doing an excellent or good job as an educational resource for island K-12 youth and their teachers. This compares to 49.2% of East Hawai‘i residents and 46.1% of North Hawai‘i residents.
- Only 29.2% of West Hawai‘i residents say UH Hilo is doing an excellent or good job as an economic engine for the Big Island, compared to 60.7% of East and 47.8% of North Hawaiian residents.
- Only 31.7% of West Hawai‘i residents say the University of Hawai‘i at Hilo is doing an excellent or good job as a center for the revitalization of the Hawaiian language and culture. This compares to 58% of East Hawai‘i and 67.4% of North Hawai‘i residents.
- Only 25.5% of West Hawai‘i residents say that UH Hilo is doing an excellent or good job as a community cultural center. This compares to 55.3% of East Hawai‘i and 55.6% of North Hawai‘i residents.
- Only 37.7% of West Hawai‘i residents say that the university is doing an excellent or good job as a community education center. This compares with 62% of East Hawai‘i and 59.3% of North Hawai‘i residents.
- Only 53.3% of West Hawai‘i residents say the university is doing an excellent or good job as a college for Big Island youth who want a postsecondary education. This compares with 74.5% of East Hawai‘i residents and 74.2% of North Hawai‘i residents.
Residents Rate the Importance of Various Aspects of UH Hilo’s Mission

University goals considered most important by Big Island residents include providing selected graduate programs in areas with student and job market demand, providing a four-year baccalaureate education and providing education directed at the workforce training needs of the Big Island. Goals considered least important by Big Island residents include providing a collegiate athletic program which Island residents can follow and participate in as fans, revitalizing Hawaiian language, culture and traditions, and providing cultural, social and educational events to Big Island residents.

- Providing selected graduate programs is considered very important by 60.9% of Island residents,
- Providing a four-year baccalaureate education is considered very important by 60.5%, and
- Providing education directed at workforce training needs is considered very important by 60.3%.
- Only 20.8% of Island residents feel that providing a collegiate athletic program is very important,
- 33.2% feel that revitalizing Native Hawaiian language, culture and traditions is very important, and
- 34.6% say that providing cultural, social and educational events to the Big Island is very important.
Residents of West Hawai‘i rate the importance of providing a four-year baccalaureate education in the liberal arts and sciences significantly higher than the residents of East and North Hawai‘i.

- 65.3% of West Hawai‘i residents say providing a four-year baccalaureate education in the liberal arts and sciences is very important, compared to 59.4% of East Hawai‘i residents and 57.1% of North Hawai‘i residents.

Open-ended comments of West Hawaiians indicate that most feel that West Hawai‘i has less than adequate or fair access to State-funded baccalaureate-level higher education. Some of those comments are shared on page 19 of this report.

Residents from North and West Hawai‘i give higher importance ratings than residents of East Hawai‘i to

- Providing distance education and off-campus offerings to areas of the Big Island not presently served (55.4% of North Hawai‘i residents and 56.9% of the residents of West Hawai‘i rate this goal as very important, compared to 38.6% of the residents of East Hawai‘i), and

- Providing continuing education opportunities to improve job performance and enrich the lives of Big Island residents (60.2% of North Hawai‘i residents and 63.1% of West Hawai‘i residents say this is very important, compared to 49.5% of East Hawai‘i residents).

East Hawai‘i residents rate serving as an economic engine for the Big Island higher than residents from either North Hawai‘i or West Hawai‘i.

- 50% of East Hawai‘i residents say UH Hilo’s role as an “economic engine” for the Big Island is very important, compared to 40.7% of North Hawai‘i residents and 47% of West Hawai‘i residents.

Residents from North Hawai‘i also rate the revitalization of Native Hawaiian language, culture and traditions higher than residents of East and West Hawai‘i.

- 40% of North Hawai‘i residents say that the revitalization of Native Hawaiian language, culture and traditions is very important, compared to 34% of East Hawai‘i residents and 30.1% of West Hawai‘i residents.
Perception of Goal Importance Varies With Other Demographics

Residents differ in the importance they assign to university goals, not only according to the part of the Island they live on, but also, in some cases, according to gender, whether or not they have children under nineteen, age, ethnic background, level of education and income.

Gender

Women rate every UH Hilo goal higher than men do. Those goals where the gaps between men and women are highest are:

- To provide distance education and off-campus offerings to areas of the Big Island not presently served (55.9% of the women say it is very important, compared to only 36.1% of the men),
- To offer programs for older, non-traditional students which will enable them to improve their lives (54.9% of the women say this is very important, compared to 36.2% of the men),
- To provide cultural, social and educational events to Big Island residents (42.2% of the women feel this is very important, compared to 26.9% of the men), and
- To revitalize Native Hawaiian language, culture and traditions (40.5% of the women feel this is very important, compared to 24.7% of the men).

Children Under 19

Island residents with children under the age of 19 rate providing education directed at the workforce training needs of the Big Island and providing a four-year baccalaureate education in the liberal arts and sciences higher than those without children under nineteen. They also rate offering programs for older, non-traditional students higher, and faculty participation in research and consulting which positively impact Big Island agriculture, business and industry lower than Island residents without children under 19.

Ratings of Very Important by Parental Status

- 64.1% of Island residents with children under the age of 19 say providing education directed at the workforce training needs of the Big Island is very important, compared to 58.8% of those without children under 19 years of age,
• 64.2% of residents with children under 19 say providing a four-year baccalaureate education in the liberal arts and sciences is very important, compared to 59.2% of those without children under 19,

• 50.4% of residents with children say offering programs for older, non-traditional students to enable them to improve their lives is very important, compared to 41.8% of residents without children,

• 48.7% of residents with children say faculty participation in research and consulting is very important, compared to 54.9% of residents without children.

Age

Residents under 46 tend to support some UH Hilo goals at a higher level than older residents.

• Over two-thirds (67.2%) of residents under 36, and over half (53.6%) of residents between 35 and 45 say offering programs for older, non-traditional students is very important. This compares to only 41.7% of residents 46-55, 42.9% of residents 56-65, and 34.2% of residents over 65 years of age.

• 69% of residents under 36 and 63.6% of residents 36-45 say UH Hilo involvement in K-12 public education is very important. This compares to 49% of the residents between the ages of 46 and 55 years of age.

• 42.6% of residents under 36 and 41.6% of residents between 36 and 45 say revitalizing the Native Hawaiian language culture and traditions is very important. This compares to only 33.2% of the residents 46-55, 31.1% of residents 56-65, and 24% of residents over the age of 65.

• 26.3% of residents under 36 say providing a collegiate athletic program is very important. This compares to only 21% of those 36-45, 20.9% of those 46-55, 19.2% of those 56-65 and 21% of those over 65 years of age.

• 55.2% of residents under 36 and 54.5% of the residents between 36 and 45 say it is very important for UH Hilo to become involved in community partnerships that provide service to Big Island organizations and internships for students. This compares to only 43.8% of residents between 46 and 55, 46.2% of those between 56-65 and 39.5% of the residents 66 or older.

Ratings of Very Important by Age
The three largest ethnic groups represented, Hawaiian/Part Hawaiian, Japanese and Caucasian/Portuguese, differ in their perception of the importance of selected UH Hilo goals. Native Hawaiians give providing a four year baccalaureate education in the liberal arts and sciences a lower rating than Japanese and Caucasian/Portuguese residents, but rate offering programs for older non-traditional students, providing distance education, providing continuing education opportunities to improve job performance and enrich lives, involvement in K-12 public education to encourage more island youth to prepare for and pursue a college education, providing cultural, social and educational events to Big Island residents, revitalizing Native Hawaiian language, culture and traditions and providing a collegiate athletic program higher than the other two groups.

• Only 52.8% of Native Hawaiian residents say they think providing a four-year baccalaureate education in the liberal arts and sciences is very important, compared to 62.2% of Japanese residents and 61.3% of Caucasian/Portuguese residents.

• 57% of Native Hawaiian residents say offering programs for older, non-traditional students is very important, compared to 33.6% of Japanese and 45.6% of Caucasian/Portuguese residents.

• 58.9% of Native Hawaiian residents say providing continuing education opportunities to improve job performance and enrich the lives of Big Island residents is very important, compared to 52.7% of Japanese residents and 51% of Caucasian/Portuguese residents.

• 63% of Native Hawaiian residents say involvement of UH Hilo in K-12 public education to encourage more island youth to prepare for and pursue a college education is very important, compared to 59.1% of Japanese residents and 46.9% of Caucasian/Portuguese residents.
• 45.7% of Native Hawaiian residents say providing cultural, social and educational events to Big Island residents is very important, compared to 32% of Japanese residents and 27.8% of Caucasian/Portuguese students.

• 55.1% of Native Hawaiian residents say revitalizing Native Hawaiian language, culture and traditions is very important, compared to 20.1% of Japanese residents and 28.1% of Caucasian/Portuguese residents.

• 60.4% of Japanese residents feel UH Hilo serving as an “economic engine” for the Big Island is very important, compared to 51% of Native Hawaiian residents and 37.7% of Caucasian/Portuguese residents.

Japanese residents think UH Hilo’s role as an “economic engine” for the Big Island is more important than do Native Hawaiians or Caucasian/Portuguese residents.

Level of Education

Level of education makes a difference when it comes to rating the importance of providing a four-year baccalaureate education and in providing selected graduate programs. In general, perceived importance of both these goals tends to increase with the level of education of the respondents.

• 65.6% of those with Associate degrees, 64.4% of those with four-year baccalaureate degrees and 67.3% of those with post-baccalaureate degrees say providing selected graduate programs is very important, compared to only 41.2% of those without a high school diploma and 52.5% of those who completed their educations with a high school diploma.
Residents with Associate degrees are the strongest supporters of UH Hilo providing continuing education opportunities to improve job performance and enrich the lives of Big Island residents.

- 67.2% of those with Associate degrees say providing continuing education opportunities is very important, compared to 53% of those with baccalaureate degrees and 46.4% of those with post-baccalaureate degrees.

Residents without baccalaureate or post-baccalaureate degrees rate UH Hilo involvement in K-12 public education higher than those with a baccalaureate degree or higher.

- 65% of those with high school diplomas and 69.2% of those with Associate degrees say UH Hilo involvement in K-12 public education to encourage more Island youth to prepare for and pursue a college education is very important, compared to 53% of those with baccalaureate degrees and 49.4% of those with post-baccalaureate degrees.

Residents with baccalaureate degrees rate providing cultural, social and educational events to Big Island residents and providing a collegiate athletic program lower than their less educated neighbors.

- 31.1% of those with baccalaureate degrees and 28.5% of those with post-baccalaureate degrees rate providing cultural, social and educational events as very important, compared to 44.8% of those with Associate degrees, 36.8% of those with some college or vocational school and 37.9% of those with high school diplomas.

- 20.3% of those with baccalaureate degrees and 14.3% of those with post-baccalaureate degrees and only 12.9% of those with Associate degrees say that providing a collegiate athletic program is very important, compared to 26.7% of those with less than a high school diploma, 35.2% of those with a high school diploma and 27% of those with some college or vocational school.
Residents with high school diplomas and Associate degrees rate UH Hilo serving as an “economic engine” higher than other education groups.

- 61.1% of those with high school diplomas and 54.5% of those with Associate degrees rate the importance of UH Hilo serving as an economic engine as very important, compared to 48.5% of those with baccalaureate degrees and 46.3% of those with post-baccalaureate degrees.

Residents with income levels between $25,000 and $100,000, and those with incomes of more than $150,000 per year tend to support the importance of traditional university goals more than residents with incomes less than $25,000 per year or of between $100,001 and $150,000 per year.

At least six out of ten residents with incomes between $25,000 and $100,000 a year, along with those with incomes over $150,000, feel that providing education directed at the workforce training needs of the Big Island, providing a four-year baccalaureate education and providing selected graduate programs are very important.

### Income

Residents with incomes between $25,000 and $50,000 per year give a higher rating to providing continuing education opportunities to improve job performance and enrich the lives of Big Island residents than other income groups.
Residents Rate the Quality and Value of a UH Hilo Education

When asked to rate the quality of a baccalaureate degree from the University of Hawai‘i at Hilo, 31.4% of Big Island residents rate it as above average or far above average. Only 11.6% of Big Island residents say the quality of a baccalaureate degree from the University of Hawai‘i at Hilo is below average.

- 4.1% rate it to be far above average,
- 27.3% say it is above average,
- 57% say it is average,
- 10.2% say it is below average, and
- 1.4% say the quality of a baccalaureate degree from UH Hilo is very low.

Perceived Quality of a UH Hilo Baccalaureate Degree

On another question, Island residents were asked whether they thought the academic programs at UH Hilo are better, worse or about the same as programs at colleges and universities on the mainland. Nearly three quarters of the Big Island residents surveyed say that the academic programs at UH Hilo are about the same or better than those at mainland schools.

- 3.8% say they are much better,
- 12.2% say they are better,
- 57.1% say they are about the same,
- 24.8% say they are worse, and
- 2.1% say they are much worse.

Quality of UH Hilo Academic Programs as Compared to Programs at Mainland Schools

Finally, Island residents were asked the extent to which they feel a degree from the University of Hawai‘i at Hilo is worth its cost to a resident student.

- 30.1% say it is completely worth the cost,
- 26.1% say it is probably worth the cost,
- 35.2% say they are not sure,
- 5% say it isn’t quite worth it, and
- 3.6% say that resident students from Hawai‘i are being cheated.
Perceptions of West Hawai‘i Residents Lag Behind

West Hawai‘i residents rate the quality of a baccalaureate degree from UH Hilo and the quality of its academic programs significantly lower than East and North Hawai‘i residents.

- Only 21.8% of the residents from West Hawai‘i say they think the quality of a baccalaureate degree from the University of Hawai‘i is above average, compared to 32.2% of the residents of East Hawai‘i and 33.7% of the residents of North Hawai‘i.

- Only 61.2% of the residents of West Hawai‘i say they think the academic programs at the University of Hawai‘i at Hilo are about the same or better than programs at schools on the mainland. This compares to 76.2% of the residents of East Hawai‘i and 81.8% of the residents of North Hawai‘i.

West Hawai‘i residents are also more ambivalent than East or North Hawai‘i residents when it comes to the extent they feel the value of a degree from UH Hilo is worth the cost to a resident of the Big Island.

- Only 47.6% of West Hawai‘i residents say they feel the value of a degree from UH Hilo was completely or probably worth the cost to a resident of the Big Island. This compares to 61.1% of East Hawai‘i residents and 57.5% of North Hawai‘i residents.
Will Their College-Bound Children Apply to UH Hilo?

Over a third of the survey respondents say they have children under nineteen years of age. Of those with children, three quarters say it is very likely that their children will pursue a college education. However, less than three out of ten of those respondents with children say it is “very likely” their children will apply to the University of Hawai‘i at Hilo.

- 35.7% of the survey respondents Island-wide say they have children.
- 74.4% of those with children say it is very likely that their children will pursue a college education.
- Only 27% of those with children say it is very likely that their children will apply to UH Hilo.

Parents from West Hawai‘i are less likely to send their children to UH Hilo for their university education than are East or North Hawaiians.

- Only 12.7% of West Hawaiian parents say it is very likely that their children will apply to UH Hilo, compared to 30.3% of East Hawaiian parents and 37.5% of North Hawaiian parents.

There is a strong significant relationship between the perception a parent has of the quality of a UH Hilo baccalaureate degree and whether or not the parent says there is a strong likelihood his or her children will actually apply to UH Hilo when the time comes for them to enter college.

- 25.9% of Big Island parents who perceive the quality of a UH Hilo Baccalaureate degree to be below average say there is a strong likelihood (very likely or quite likely) that their children will apply to UH Hilo when the time comes for them to enroll in college.
- This compares to 41.8% of the parents who perceive the quality of a UH Hilo degree to be average and to 60.3% of the parents who feel it is above average.
Resident Support for the University’s Vision for Growth

When asked about their support for the University’s vision to grow to 5,000 students, more than half (53%) of the island residents polled give their complete and enthusiastic support. Another 26% support the vision with few reservations. Only 5.3% say they do not support the university’s vision to grow to an enrollment of 5,000 students.

Residents from all four regions of the Big Island agree when it comes to supporting the present operating vision of UH Hilo to grow to an enrollment of 5,000 students. More than seven out of ten of the respondents from each of those regions (81.7% of East Hawaiian residents, 77.5% of North Hawaiian residents, 75.3% of West Hawaiian residents and 71.4% of South Hawai‘i residents) support the vision either completely and enthusiastically or with few reservations. However, open-ended comments related to this question do give a sense of regional differences. All open-ended respondent comments related to UH Hilo’s vision for the future are available in Appendix A of the posted report (http://uhh.hawaii.edu/~iro/). Some selected comments follow.

East Hawai‘i residents:

- A top-notch university is always an asset to a community.
- It would be great to have Hilo designated a “College Town.”
- Be realistic. Build a student-oriented community around the university. High rise/expensive condos and houses are NOT affordable for students or faculty.
- Be sure you are offering courses of the highest academic quality before you expand your student base.
- I hope the personalized relationships with students and faculty won’t be compromised with a larger enrollment. The small class sizes are one of UH Hilo’s positives.
- Need housing and commercial infrastructure—recreational too. Master planning for UHH is master planning for Hilo.

North Hawai‘i residents:

- Growing too fast will dilute the program. We need additional graduate, post-graduate and community education.
- The Big Island is so big that accessibility to programs centrally and wholly located in Hilo is an obstacle for residents in the West and North sides.
- We do not hear from you in North Kohala. Outreach and opportunity is needed.
- I feel that a university environment is enriching to the general community. I live in North Kohala and Hilo is two hours away. I would like to see a Saturday campus or distance learning available.

West Hawai‘i residents:

- A West Hawai‘i campus with evening classes must be constructed. Degree programs in Business, Accounting and Marine Science.
- As a Kona resident, I would like to see an expansion of a Kona campus and programs.
- If expansion on the Kona side was to be the growth, I’d be more supportive.
• No expansion at Hilo at all until student needs on the West Hawai‘i side are better served. What a poor job you have done to reach the West side!
• I would like an opportunity to attend classes in West Hawai‘i, not just the Hilo campus.

Residents Support for University Initiatives

Big Island residents were asked to indicate the extent to which they support various initiatives underway or contemplated by the University of Hawai‘i at Hilo. The most popular initiatives among Island residents are graduate degrees in Social Work, Business Administration and Conservation Biology. Also receiving strong support from about six out of ten residents include a Masters degree in Counseling Psychology and training local students for jobs in the observatories. A Doctorate in Pharmacy received strong support from more than half the respondents, and the Ph.D. in Hawaiian and Indigenous Language and Cultural Revitalization got strong support from about five out of ten residents. The masters in China-U.S. Relations received strong support from three out of ten Big Island residents.

• 70% say they strongly support a Master’s degree in Social work; 22.7% say they somewhat support it.

• 69.4% of the Big Island respondents say they strongly support UH Hilo’s offering of a Master’s in Business Administration; 21.9% say they somewhat support it.

• 67.1% say they strongly support the Master’s in Conservation Biology; 20.7% say they somewhat support it.

• 60.6% say they strongly support the offering of a Master’s degree in Counseling Psychology; 26.1% say they somewhat support it.

• 60.6% say they strongly support training local students to fill jobs in the observatories; 33% say they somewhat support that initiative.

• More courses should be available to students in West Hawai‘i, sparing them the long rides to the Hilo campus.
• Need a UH-West Hawai‘i campus. Many more distance and online classes.

• 55% of the respondents say they strongly support the Doctorate in Pharmacy; 31.2% say they somewhat support it.

• 49.5% say they strongly support the Ph.D. in Hawaiian and Indigenous Language and Cultural Revitalization; 31.4% say they somewhat support it, and

• 25.5% say they strongly support the Master’s in China-US Relations; 41.2% say they somewhat support it.

There are no significant regional differences when it comes to support of university initiatives, except when it comes to the Masters in Social Work (p = .011). West and East Hawai‘i residents gave this initiative the strongest support, with 67.1% of West Hawai‘i and 65.9% of East Hawai‘i residents saying they strongly support this initiative, compared to only 59.8% of the residents from North Hawai‘i.
In order to gauge the fund-raising potential of the Big Island community, survey respondents were asked the extent to which they would be willing to make private, monetary donations to the university. More than seven out of ten respondents say they are somewhat or very willing to make such donations to UH Hilo.

- 15.1% say they are very willing to make a private donation to the university,
- 57.6% say they are somewhat willing to make such a contribution, and only
- 27.3% say they are not at all willing to make such a donation.

Respondents were invited to comment on their willingness to make contributions. These verbatim comments, organized by location of respondent residence, are listed in Appendix B of the posted report at http://www.uhh.hawaii.edu/~iro.

Of those respondents who say they are somewhat or very willing to make a donation to the University of Hawai‘i at Hilo...

- 37.1% say they would consider supporting a specific program or project such as Theatre and the Arts or Hawaiian Studies,
- 31.4% say they would consider supporting scholarships, such as for athletes or local students,
• 24.9% say they would consider making a donation to the annual fund,

• 15.9% say they would consider donating to major projects such as buildings, capital improvements, special equipment or library collections, and

• 4.6% say they would consider a legacy gift such as a bequest, will or trust.

• 30.6% of those respondents who say they are willing to make a donation say they do not know what kind of gift they might make.

When respondents were asked how much they would consider giving, if they were to give a donation to the university, those who said they are somewhat or very willing to donate answered as follows:

• Six out of ten (63.6%) say they would give up to $100,

• 28.2% say they would give $101 to $500,

• 24.7% (21 individuals) say they would give $501 to $1,000,

• 1.6% (7 individuals) say they would give $1,001 to $5,000,

• 1.3% (6 individuals) say they would give $5,001 to $10,000, and

• 0.7% (3 individuals) say they would give more than $10,000.

Where a person lives makes a difference when it comes to the willingness of Big Island residents to make donations to UH Hilo. North Hawai‘i residents are significantly more likely than all other residents to say they are at least somewhat willing to give to the university, and West Hawai‘i residents are significantly less likely to do so.

• 73.5% of North Hawai‘i residents say they are at least somewhat willing to contribute, compared to 69.8% of East Hawai‘i residents and only 60.2% of West Hawai‘i residents.

North Hawaiians are also significantly more likely than all other residents to be very willing to donate (16.3%, compared to 15.1% of East Hawai‘i residents and only 11.4% of West Hawai‘i residents).

However, a number of West Hawai‘i residents say they would be more willing to contribute if UH Hilo provided more services to the west side of the Big Island. Their comments include the following:

“T would be more than willing to support a West Hawai‘i campus.”

“Hilo is two hours away from the growing population center in Kona. We need to stop expanding in Hilo and put the limited resources where the population needs them. Interest and money is in Kona!”

“The dollars must be directed to West Hawai‘i for me to contribute.”

“How about starting some programs in Kona, then talking about donations?”

“If UH Hilo would realize the Westside potential and involve itself in the community, I would be very willing!”

“My enthusiasm would be increased if the dollars would help reach the underserved residents who are removed from Hilo.”

“I’m not interested in supporting a university that does not provide classes I can attend.”

The age group most likely to be somewhat or very willing to make a monetary donation to UH Hilo are those between 55 and 64 years of age.
• 75.6% of 56-64 year olds say they are at least somewhat willing to donate, compared to 63.9% of all other residents, and

• 19% of 56-64 year olds say they are very willing to donate, compared to 12.2% of all other respondents.

Respondents between the ages of 35 and 46 are also more likely than other residents to say they are at least somewhat willing to donate. However, this age group is also significantly less likely to say they are very willing to give money to the university than all other residents.

• 77.7% of Island residents between the ages of 35 and 46 say they are at least somewhat willing to make a monetary donation to UH Hilo, compared to 64.6% of all other residents, but

• Only 7.1% of 36-45 year olds say they are “very willing” to make such a contribution, compared to 15.1% of all other residents.

Residents 65 years of age and older are significantly less likely to be somewhat willing to donate than all other residents.

• Only 54.8% of residents over 64 years of age say they are somewhat willing to donate, compared to 69.2% of all other residents.

Residents with incomes over $100,000 are significantly more likely to be somewhat likely to donate than all other residents and significantly more likely to be “very willing.”

• 85.8% of residents who make more than $100,000 a year are at least somewhat likely to donate, compared to 63.3% of all other residents, and

• 20.8% are “very willing,” compared to 12.6% of all other residents.

Residents with post-baccalaureate degrees are significantly more likely than all other residents to be at least somewhat willing to donate to the university. Residents without any college experience are significantly less likely than all other residents to be both somewhat and very willing to make a monetary contribution to the university.

• 74% of residents with post-baccalaureate degrees say they are at least somewhat willing to donate, compared to 64.4% of other residents.

• 51.8% of Island residents without any college experience say they are somewhat willing to donate, compared to 68.6% of other residents.

• Only 6% of Island residents without any college experience say they are very willing to donate, compared to 14.8% of all other residents.

Island residents who have children under 19 years of age are significantly more likely than other residents to be at least somewhat willing to make a monetary donation to the university.

• 73.1% of residents with children say they are at least somewhat willing to donate, compared to 65.7% of other residents.

So the profile of an Island resident most likely to make a monetary contribution to the university is an individual of either gender, 56 to 64 years of age with an annual household income of at least $100,000 and a postbaccalaureate degree. Beyond that, an individual 36-45, with children under nineteen, with at least some college (preferably at least a baccalaureate degree), and an income over $25,000 per year (the higher the better) is a pretty good prospect. Such individuals, who do not live in East Hawai‘i, will be most likely to contribute if it means bringing university programs to their communities.
### Summary of Demographic Characteristics and Willingness to Donate to the University

<table>
<thead>
<tr>
<th>Demographic Characteristic</th>
<th>Somewhat Willing to Donate</th>
<th>Very Willing to Donate</th>
<th>Significant?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Residents with that Characteristic</td>
<td>All Others</td>
<td></td>
</tr>
<tr>
<td>Age under 35</td>
<td>66.7%</td>
<td>66.6%</td>
<td>No</td>
</tr>
<tr>
<td>Age 36-45</td>
<td>77.7%</td>
<td>64.6%</td>
<td>p = .007</td>
</tr>
<tr>
<td>Age 46-55</td>
<td>66.4%</td>
<td>66.7%</td>
<td>No</td>
</tr>
<tr>
<td>Age 56-64</td>
<td>75.6%</td>
<td>63.9%</td>
<td>p = .005</td>
</tr>
<tr>
<td>Age 65+</td>
<td>54.8%</td>
<td>69.2%</td>
<td>p = .002</td>
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<td>Income &lt; $25,000</td>
<td>57.6%</td>
<td>68.9%</td>
<td>p = .011</td>
</tr>
<tr>
<td>$25,001-$100,000</td>
<td>65.8%</td>
<td>67.5%</td>
<td>No</td>
</tr>
<tr>
<td>&gt;$100,000</td>
<td>85.8%</td>
<td>63.3%</td>
<td>p = .000</td>
</tr>
<tr>
<td>Education No College</td>
<td>51.8%</td>
<td>68.6%</td>
<td>p = .002</td>
</tr>
<tr>
<td>Some College</td>
<td>67.2%</td>
<td>66.3%</td>
<td>No</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>70.7%</td>
<td>65.4%</td>
<td>No</td>
</tr>
<tr>
<td>Post-Baccalaureate</td>
<td>74%</td>
<td>64.4%</td>
<td>p = .021</td>
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<tr>
<td>Have Children &lt; 19</td>
<td>73.1%</td>
<td>65.7%</td>
<td>p = .009</td>
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<tr>
<td>South Hawai’i</td>
<td>60%</td>
<td>66.8%</td>
<td>No</td>
</tr>
<tr>
<td>East Hawai’i</td>
<td>69.8%</td>
<td>62.5%</td>
<td>p = .04</td>
</tr>
<tr>
<td>North Hawai’i</td>
<td>73.5%</td>
<td>65.5%</td>
<td>No</td>
</tr>
<tr>
<td>West Hawai’i</td>
<td>60.2%</td>
<td>68.7%</td>
<td>p = .038</td>
</tr>
</tbody>
</table>

### Resident Support of Cultural and Athletic Events

Big Island residents were asked the extent to which they support cultural and community educational events at UH Hilo and/or athletic events at UH Hilo. About half (53.8%) had attended a cultural or educational event and about a third (32.7%) had attended an athletic event sponsored by the university.

- 23% of the survey respondents say they have never attended a cultural or community educational event at the university and probably never will.
- 22.2% say they haven’t attended such an event in the past, but probably will in the future.
- 21.6% say they have attended one to three such events.
- 20.4% say they have attended more than three events but that their attendance is still just occasional.
- 7% of the respondents say they attend numerous cultural and educational events at UH Hilo, and
- 1.5% say they are a fan and frequent attendee of such events.
As one might expect, residents of East Hawai‘i are more likely to have attended a cultural or community education event than residents from other parts of the Island. Only 19.5% of West Hawai‘i residents have ever attended a cultural or community educational event at UH Hilo, compared to 36.7% of North Hawai‘i residents and 72.7% of East Hawai‘i residents.

**Athletic Events**

- 47.1% of the survey respondents say they have never attended an athletic event at UH Hilo and that they probably never will.
- 18.2% say they haven’t yet attended such an event, but probably will in the future.
- 14.1% say they have attended one to three athletic events.
- 11.9% say they have attended more than three events but that their attendance is still only occasional.
- 2.5% say they attend numerous athletic events at UH Hilo, and
- 2.5% say they are fans and frequent attendees of university athletic events.

East Hawai‘i residents who attend cultural or educational events at UH Hilo tend to be between the ages of 35 and 65, have baccalaureate degrees and incomes of more than $75,000 a year. East Hawai‘i residents who attend university athletic events tend to be 35 to 55 years of age, be college educated and make anywhere between $25,000 and $150,000 a year.

The profile of Big Island residents who feel it is very important that UH Hilo provide a collegiate athletic program differs substantially from the profile of residents who actually attend UH Hilo athletic events as spectators. This discrepancy may indicate that there are supporters who could be induced to attend athletic events by some targeted marketing strategies. For example, residents who feel it is very important that UH Hilo provide a collegiate athletic program tend to be those under the age of 36, yet actual spectators at those events tend to be between 35 and 55 years of age. Island residents who have less than an associate degree are the strongest supporters of UH Hilo offering a collegiate athletic program, yet it is those with baccalaureate degrees who tend to actually attend the events as spectators.

Advertising or public relations announcements on youth-oriented radio stations may work better than print media to attract the younger, less educated Big Island residents who seem to be the strongest supports of collegiate athletics in concept. Special ticket packaging, premiums or half-time programming that appeals to this target group might also help to get these residents into the bleachers.
### Demographic Characteristics of Survey Respondents

#### What is your age?

<table>
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<th>Valid Percent</th>
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<td>Valid</td>
<td>Under 25</td>
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<td>1.6</td>
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<td>25-35</td>
<td>49</td>
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<td>7.2</td>
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<td>36-45</td>
<td>112</td>
<td>15.6</td>
<td>16.5</td>
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<td></td>
<td>46-55</td>
<td>211</td>
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<td>31.2</td>
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<td></td>
<td>56-65</td>
<td>168</td>
<td>23.5</td>
<td>24.8</td>
</tr>
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<td></td>
<td>66 or older</td>
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<td>17.6</td>
<td>18.6</td>
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<tr>
<td>Total</td>
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<td>716</td>
<td>100.0</td>
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#### Your gender?

<table>
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<th>Cumulative Percent</th>
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<td>45.8</td>
<td>49.0</td>
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<td>Male</td>
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<td>47.8</td>
<td>51.0</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
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#### What is your ethnic background?

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<tr>
<td>Valid</td>
<td>Hawaiian/Part Hawaiian</td>
<td>108</td>
<td>15.1</td>
<td>16.6</td>
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<td></td>
<td>Japanese</td>
<td>155</td>
<td>21.6</td>
<td>23.8</td>
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<td></td>
<td>Caucasian/Portugese</td>
<td>250</td>
<td>34.9</td>
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<tr>
<td></td>
<td>Pacific Islander</td>
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<td>.7</td>
<td>.8</td>
</tr>
<tr>
<td></td>
<td>Chinese</td>
<td>12</td>
<td>1.7</td>
<td>1.8</td>
</tr>
<tr>
<td></td>
<td>Filipino</td>
<td>33</td>
<td>4.6</td>
<td>5.1</td>
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<td>Korean</td>
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<td>.3</td>
<td>.3</td>
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<td>Mixed</td>
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<td>58</td>
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<td></td>
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<tr>
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<td></td>
<td>6</td>
<td>.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<td>100.0</td>
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</table>

#### What is the highest level of education you have so far completed?

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<tr>
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<tr>
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<td>21</td>
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<td>3.2</td>
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<td>High School diploma</td>
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<td></td>
<td>Some college or vocational school</td>
<td>170</td>
<td>23.7</td>
<td>25.9</td>
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<td></td>
<td>Associate Degree</td>
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<td>9.5</td>
<td>10.4</td>
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<td></td>
<td>Four-Year Baccalaureate Degree</td>
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<td>25.4</td>
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<td></td>
<td>Post-Baccalaureate Degree</td>
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<td>25.7</td>
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<tr>
<td>Total</td>
<td></td>
<td>716</td>
<td>100.0</td>
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</table>

#### How many children do you have under the age of nineteen?

<table>
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<th>Frequency</th>
<th>Percent</th>
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<th>Cumulative Percent</th>
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<tbody>
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<td>Valid</td>
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<td>432</td>
<td>60.3</td>
<td>64.0</td>
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<tr>
<td></td>
<td>One</td>
<td>116</td>
<td>16.2</td>
<td>17.2</td>
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<td></td>
<td>Two</td>
<td>80</td>
<td>11.2</td>
<td>11.9</td>
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<tr>
<td></td>
<td>Three</td>
<td>28</td>
<td>3.9</td>
<td>4.1</td>
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<td></td>
<td>Four</td>
<td>10</td>
<td>1.4</td>
<td>1.5</td>
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<td></td>
<td>Five or more</td>
<td>9</td>
<td>1.3</td>
<td>1.3</td>
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<tr>
<td>Missing</td>
<td>missing</td>
<td>39</td>
<td>5.4</td>
<td></td>
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<tr>
<td></td>
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<td>2</td>
<td>.3</td>
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<tr>
<td>Total</td>
<td></td>
<td>716</td>
<td>100.0</td>
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</table>

#### In what category does your annual household income fall?

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<tr>
<th></th>
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<th>Cumulative Percent</th>
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<tr>
<td>Valid</td>
<td>$15,000 or less per year</td>
<td>65</td>
<td>9.0</td>
<td>9.0</td>
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<td>$15,001 through $25,000 per year</td>
<td>65</td>
<td>9.0</td>
<td>18.0</td>
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<td>$25,001 through $50,000</td>
<td>180</td>
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<td>27.4</td>
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<td>$50,001 through $75,000</td>
<td>137</td>
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<td>20.9</td>
</tr>
<tr>
<td></td>
<td>$75,001 through $100,000</td>
<td>89</td>
<td>12.4</td>
<td>13.6</td>
</tr>
<tr>
<td></td>
<td>$100,001 through $150,000</td>
<td>73</td>
<td>10.2</td>
<td>11.1</td>
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<td>More than $150,000 per year</td>
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<td>60</td>
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<tr>
<td>Total</td>
<td></td>
<td>716</td>
<td>100.0</td>
<td></td>
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</table>

Please indicate the extent of your connection with the University of Hawaii

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>I am presently a student at UH Hilo</td>
<td>24</td>
<td>3.4</td>
<td>3.4</td>
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<tr>
<td></td>
<td>I was formerly a student at UH Hilo</td>
<td>68</td>
<td>9.5</td>
<td>9.5</td>
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<tr>
<td></td>
<td>I am a graduate of UH Hilo</td>
<td>40</td>
<td>5.6</td>
<td>5.6</td>
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<tr>
<td></td>
<td>One or more of my children are or were enrolled at UH Hilo</td>
<td>88</td>
<td>12.3</td>
<td>12.3</td>
</tr>
<tr>
<td></td>
<td>I do business with UH Hilo</td>
<td>20</td>
<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>I am presently an employee of UH Hilo</td>
<td>13</td>
<td>1.8</td>
<td>1.8</td>
</tr>
<tr>
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<td>I am a former employee of UH Hilo</td>
<td>17</td>
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<td>2.4</td>
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<td>Other</td>
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<td>12.7</td>
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<tr>
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<td>I have no direct association with UH Hilo</td>
<td>355</td>
<td>49.6</td>
<td>49.6</td>
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<tr>
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<td>60</td>
<td>8.4</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>716</td>
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</tbody>
</table>

### Island Location of Residence

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<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<tr>
<td></td>
<td>East Hawaii</td>
<td>404</td>
<td>56.4</td>
<td>58.3</td>
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<tr>
<td></td>
<td>North Hawai'i</td>
<td>98</td>
<td>13.7</td>
<td>14.1</td>
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<tr>
<td></td>
<td>West Hawai'i</td>
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<tr>
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<td>500</td>
<td>66.8</td>
<td>100.0</td>
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