

First-Time Freshmen from Hawai'i
and the Mainland at the
University of Hawai'i at Mānoa
Fall 2004



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University of Hawai'i at Mānoa
March 2005

New Student Survey Committee

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Introduction

During late summer and early fall of 2004 the New Student Survey (NSS) was administered to first-time freshmen at the University of Hawai'i at Mānoa by the Office of the Associate Vice Chancellor for Students.

First-time entering freshmen tend to be fairly similar year after year. However, a significant increase in enrollment of first-time freshmen from the mainland during fall 2004 prompted this study which compares first-time freshmen from the mainland with those from Hawai'i. A few comparisons are also made with past UHM New Student studies and with the results of the 2004 national survey of incoming freshmen conducted by the Higher Education Research Institute at the University of California at Los Angeles.

The NSS was designed to obtain information on entering student characteristics, goals, expectations, needs, values and perceptions on numerous topics related to educational effectiveness and the UH-Mānoa strategic plan.

The results assist University personnel to understand students, inform University decision-makers, improve programs and services, and advance research and assessment efforts. Past NSS survey reports have been used for multiple purposes. For example, the results have been presented to the University and community for use in program assessment; planning and improvement; recruitment planning and assessment; briefing new student orientation leaders; classroom instruction by a faculty member; presentation to and facilitation of faculty discussions during a retreat; distribution to college chairs to orient them to freshmen issues; and student support programs to better understand and meet the needs of first-time students.

It is anticipated that the New Student Survey will be administered on a periodic basis in order to develop indicators, monitor trends and address emerging educational needs and issues that affect new students. The 1998, 1999, 2000, and this report are available on the Web at <http://www.hawaii.edu/osa/> under student assessment reports. Question may be directed to Dr. Joan Harms, student affairs institutional researcher and lead person in the project.

Instrument

The New Student Survey instrument is an updated web version of a paper-based NSS developed in 1998 by the Office of the Vice President for Student Affairs through the New Student Survey Committee. Broad based contributions and reviews came from the Office of Student Affairs directors and staff, the Faculty Senate Student Affairs Committee, and numerous faculty, staff and students. Piloting occurred during fall 1997 with a large freshmen level sociology course, College Opportunities Program students, and international students. The original New Student Survey Committee spearheaded the revision of the 2004 NSS which replicated many of the items in the 1998 survey. OSA directors contributed survey items and suggested revisions, and the survey was piloted with individual students before finalized.

Of 2,019 classified first-time freshmen, 653 or 32 percent responded to the survey. The results are representative of the overall 2004 freshmen population at UH-Mānoa in age, type of high

school attended, residency, and ethnicity with females over represented by 9 percent. The margin of error is plus or minus 4 percent.

Method

The Committee for Human Studies approved the New Student study protocol in July 2004. Prior to the administration of the survey, two letters were e-mailed to first-time freshmen, an alert letter and a letter of invitation from the Dean of Students. The survey was administered on-line in three phases so as not to disrupt the on-line registration process. Reminder letters followed the survey administration encouraging students to complete the survey.

Student responses were stored on the University server managed by the Information Technology System Office (ITS). The process was anonymous. The e-mail address file was never linked to the response file and was used solely to send the letters and surveys to students. The file was deleted once the survey administration was completed. As an added precaution, all IP numbers were removed from the response file so computers could not be identified. These precautions were necessary because parts of the survey asked about sensitive and illegal activities.

The results were analyzed using SPSS (Statistical Package for the Social Sciences) and reported by the student affairs institutional researcher.

Results

The next four sections summarize the findings using different formats.

1. highlights,
2. a summary table of the similarities and differences between Hawai'i, mainland, and total group of first-time freshmen,
3. bar graphs that highlight certain results, and
4. a data table comparing the three groups.

Not all findings are covered in the highlights, summary tables, and graphs. Readers are encouraged to check the data table for a comprehensive coverage of the results.

Executive Summary

Overview of UH-Mānoa First-Time Freshmen:

- First-time freshmen enter UH-Mānoa with career development as a prime educational objective. Mānoa is their first-choice institution based on low tuition and proximity to home. Their parents, friends, and family also strongly influence their decision to attend UH-Mānoa.
- First-time freshmen expect to graduate in four years despite concerns about getting necessary courses and working half time. About 23 percent plan to change majors compared to 14 percent nationally. They enter with concerns about finding jobs in their major field upon graduation, academic preparedness and adjustment to college.
- There is a downward trend of entering freshmen relying on parents to fund their education and an upward trend in obtaining loans. Debt from educational loans rose from 47 to 55 percent from 1998 to 2004. About 77 percent plan to work compared to 48 percent nationally. They anticipate working 20 hours a week, up from 15 hours in 2000. Most plan to use their wages for personal rather than educational expenses. About 44 percent report needing to work to stay in school.
- First-time freshmen expect to talk with faculty about course information and career plans as well as to interact with faculty outside of class. Their interest in joining a club or organization in their major field rose steadily from 67 to 72 percent from 1998 to 2004.
- First-time freshmen substance abuse and sexual activity declined from 2000 to 2004. Suicide rates also declined during the same period.

Differences Between First-Time Freshmen from Hawaiʻi and from the Mainland:

- Proportionately more Hawaiʻi than mainland entering freshmen plan to work. More Hawaiʻi students also report concerns about their academic preparedness and adjustment to college.
- Proportionately more mainland than Hawaiʻi students look forward to meeting people different from themselves at UHM and to discussing topics related to cultural awareness with friends. A larger percent of mainland entering freshmen also report being tolerant of other religions and being aware of the beliefs of religions other than their own.
- All mainland incoming freshmen report using e-mail compared to 92 percent of Hawaiʻi incoming freshmen. Over 60 percent of mainland entering students have or will have wireless computer capability compared to 36 percent of Hawaiʻi entering freshmen.
- Proportionately more mainland than Hawaiʻi students engage in high risk behaviors, such as binge drinking, smoking marijuana, and being sexually active. At the same time, a larger percent of mainland students participate in wellness activities, such as getting quality sleep, eating breakfast most mornings, eating a healthy balanced diet, and exercising at least five days a week

Freshmen Highlights

College Goals and Expectations

First-time freshmen from Hawai'i select UH-Mānoa for its proximity to home and for its low tuition. Mainland freshmen pick UH-Mānoa for its geographic location. Both groups identify career development as their most important educational objective.

Both groups expect to graduate from UH-Mānoa in four years although they anticipate problems in getting necessary courses and expect to work an average of 20 hours a week. About 24 percent expect to change their major field before graduation compared to 14 percent nationally.

Both groups anticipate talking with faculty about course information with about 55-60 percent expecting to discuss their career plans with faculty and to interact with faculty outside of class.

About 70 percent of both groups express concerns about finding a job in their major field upon graduation. Nearly a quarter of Hawai'i freshmen and nearly half of mainland freshmen expect to leave Hawai'i to find a job upon graduation.

Student Recruitment and Admissions

About 64 percent of entering freshmen pick UHM as their first choice institution. Nationally, 70 percent of entering freshmen attend their first-choice institution.

During the financial aid process, more mainland than Hawai'i students compare financial aid offerings from other institutions.

Although most freshmen select UH-Mānoa for its low tuition, Hawai'i students select UHM for its proximity to home followed by low tuition. Mainland students pick UHM primarily for its geographic location with low tuition and program offerings a far second and third choice.

Parents followed by family and friends are major factors influencing freshmen to attend UH-Mānoa. For Hawai'i freshmen, high school counselors and teachers and UHM students and alumni are also influential in their decision to attend UHM.

The UHM web site (20 percent), catalog (21 percent), and recruitment literature (21 percent) all had about an equal impact upon Hawai'i students. Mainland students were more strongly influenced by the web site (38 percent) than Hawai'i students, and the impact of the catalog and recruitment literature was similar for both mainland and Hawai'i students.

As far as recruitment activities, visits to high schools by UHM admission counselors had the greatest influence on Hawai'i students followed by the College Fair and campus tour. For mainland students, the campus tour had the greatest influence with the College Fair a far second. Overall, 20 percent of both Hawai'i and mainland students report that campus tours influenced their college selection decision, compared to 39 percent nationally.

Academic and Student Support

Although both groups express similar academic and student support concerns, proportionately more Hawai'i than mainland students report concerns about academic preparedness, a need for student support services, and adjustment concerns.

For example, proportionately more Hawai'i than mainland students report concerns about their mathematics, oral communication, critical analysis, leadership, and library research skills.

Proportionately more Hawai'i than mainland students report training needs in time management, learning skills, reading skills, writing skills, on-line searches, and computer skills.

Additionally, proportionately more Hawai'i than mainland students report concerns about handling highly stressful situations, having difficulty adjusting to academic work, and giving up because of a low grade on an assignment.

Despite some adjustment concerns, 75 percent of both groups report that coming to UHM was the right decision for them, 70 percent have someone to help them with school problems, 67 percent take it as a challenge to improve when they don't do well on a test, and 66 percent can handle highly stressful situations.

About a quarter of entering freshmen admit cheating on some aspect of their school work or tests.

When asked to rate the smoothness of various application processes when entering UHM, incoming freshmen rated the admissions application process 82 percent, housing application process 58 percent, and financial aid application process 49 percent.

About 2 percent of entering freshmen report having children who need child care when they are in class. About 2 percent indicate that they are the primary care givers of children and 1 percent of dependant adults.

Computers

About 94 percent of incoming freshmen have access to computers at home, and 75 percent expect to use campus computer facilities. Entering freshmen spend an average of 8 hours a week on the Internet compared to 5 hours in 2000. About 81 percent are on the Internet at least once a day, and 90 percent are comfortable navigating the World Wide Web. About 85 percent are skilled in word processing and 57 percent in developing spreadsheets.

All incoming mainland and 92 percent of Hawai'i freshmen know how to use electronic mail. Over 60 percent of mainland entering students have or will have wireless computer capability compared to 36 percent of Hawai'i entering freshmen.

Finances

There is a downward trend of entering freshmen relying on parents to fund their college expenses from 61 percent in 1998, 55 percent in 2000, and 48 percent in 2004. Conversely

there is an upward trend on securing educational loans from 8 percent in 1998, 10 percent in 2000, and 22 percent in 2004.

Proportionately more Hawai'i students rely on scholarships/grants to fund their education while mainland students rely on loans. A larger percent of mainland than Hawai'i students report borrowing funds to pay for their educational expenses this academic year. They also report having larger loans than Hawai'i students.

Mainland students appear to come from families with a higher household income. When examining the reported family income of both groups, 50 percent of Hawai'i students report family income higher than \$50,000 while 62 percent of mainland students report the same.

However, it should be noted that 40 percent of Hawai'i students and 30 percent of mainland students report not knowing their family income. Further analyses reveal that a good portion of these students resemble students whose family incomes are \$50,000 or larger. A smaller percent of students who do not know their family income have educational loans or work during their first year of college. If they do work, only a small percent use their income for educational expenses.

The percentage of UH-Mānoa freshmen anticipating loans more than \$8,000 during their first year in college rose from 5 percent in 2000 to 14 percent in 2004. Nationally, 9 percent of freshmen expect to borrow more than \$10,000 during their 2004 freshmen year.

Overall, the percent of all UHM freshmen with loans has risen from 47 percent in 1989 to 55 percent in 2004.

Student Employment

Proportionately more Hawai'i (80 percent) than mainland (70 percent) students report that they plan to work during the school year. Nationally, 48 percent of freshmen anticipate working, far less than UH-Mānoa students.

Both groups anticipate working an average of 20 hours a week up from 18 hours in 1998 and 15 hours in 2000.

About 60 percent of both groups plan to use their wages for personal rather than educational expenses. Nearly 60 percent of both groups report not needing to work to stay in school. Conversely, about 40 percent of both groups report having to work at least part-time to stay in school. Working students from families with incomes below \$50,000 tend to use their earnings for family and educational expenses; employed students from families with incomes \$50,000 and above tend to use their earnings for personal and other expenses. Therefore, it appears that low income employed students are highly dependent on their earnings to meet family and educational expenses in order to enhance degree completion.

Diversity

Overall, first-time freshmen views on diversity have not changed from 2000. The majority of freshmen report looking forward to meeting people different from themselves at UH-Mānoa. They also report having a close friend who is not of their race.

However, proportionately more mainland than Hawai'i students look forward to meeting people of diverse backgrounds at UH-Manoa. More discuss topics related to cultural awareness with friends and believe that individuals have a right to live their lives as others do regardless of their sexual orientation. Far more report being tolerant of other religions and being aware of the beliefs of religions other than their own.

On the other hand, proportionately more Hawai'i than mainland freshmen report that most of their friends are of their own race, they are not comfortable around gay persons and that it would bother them to be friends with a bisexual.

Proportionately more Hawai'i than mainland students report an interest in taking classes on the history and culture of their own ethnic group.

Political Engagement

The political preference of most entering students from Hawai'i is middle-of-the-road. Mainland entering freshmen report their position as either middle-of-the road or liberal

Proportionately far more mainland than Hawai'i entering freshmen spend time to make sense of political issues and take a stand as to where government should be heading.

New Student Orientation

About 60 percent of entering freshmen attend the UHM New Student Orientation. Of those who did not attend, 14 percent of Hawai'i students did not attend because they felt that orientation would not benefit them and another 14 percent thought that the time schedule was not convenient. Nearly 60 percent of mainland incoming students did not attend orientation because they report arriving on Oahu after the sessions were held.

Co-Curricular Activities

Entering freshmen report that their work schedule (29 percent) and the time needed to study (18 percent) are deterrents to involvement in campus life.

However, 72 percent would like to join a club or organization related to their career or academic pursuits. Over half (54 percent) are interested in volunteering on- or off-campus.

Health and Wellness

The percentage of incoming freshmen who binge drink declined slightly from 22 percent in 2000 to 19 percent in 2004. Marijuana use also decreased from 13 percent to 9 percent. Ice or crystal methamphetamine remain stable at around 1 percent or less. Tobacco use in general also went down from 13 to 6 percent. Proportionately more mainland freshmen binge drink and smoke marijuana than Hawai'i freshmen.

Proportionately more mainland than Hawai'i students get quality sleep, eat breakfast most mornings, eat a healthy balanced diet, and exercise at least five days a week.

About 15 percent of incoming freshmen report being overweight down from 21 percent in 2000. About 14 percent have considered suicide down from 21 percent in 2000. About 14 percent have also experienced depression for two weeks or longer in the past year.

More mainland than Hawai'i freshmen are sexually active and of these students about three-fourths of both groups practice safer sex. Overall 30 percent of freshmen report being sexually active down from 36 percent in 2000.

About 20 percent of freshmen report gambling with no significant differences between Hawai'i and mainland students.

Summary of First-Time Freshmen from Hawai'i and the Mainland
Office of the Associate Vice Chancellor for Students
March 2004

* = Significant difference between groups

T = Table number

G = Graph number

	Freshmen from Hawai'i	Freshmen from Mainland	Total Freshmen	T G
CHARACTERISTICS				
Average age	Similar	Similar	18 years old	T1
Gender	Similar	Similar	Majority female	T1
Ethnicity *	Mainly Japanese, and other Asian groups	Mainly Caucasian	Mainly Caucasian, Japanese, and Mixed ethnic background	T1
High school attended *	Mainly public Oahu schools	Mainly public mainland schools	Mainly public Oahu schools followed by public mainland schools	T1
Disability	Similar	Similar	4% or less report a disability	T1
First generation college student	38%	27%	35%	T1
Residence prior to attending UHM *	Mainland	Hawai'i	Hawai'i (69%)	T1
Place of residence this semester *	Parents, relatives	Campus housing	Campus housing (49%)	T1
Citizenship *	93% US	98% US	95% US	T1
Grades in high school	Similar	Similar	43-48% received "A"	T1
Distance from campus *	Driving distance (commuters)	Walking distance	Walking distance	T1
Child care	Similar	Similar	1-2% need child care	T2
SELECTING UHM				
When decided to attend UHM *	37% before senior year (14% before the tenth grade)	25% before senior year	31% before senior year	F1 T3
UHM was first choice	Similar	Similar	64% Yes	F2 T3
Compared financial aid offerings *	38%	55%	43%	F2 T3

Applied to another institution*	48%	82%	59%	F2 T3
SATISFACTION WITH APPLICATION PROCESS (Strongly Agree & Agree)				
Admissions application process went smoothly	Similar	Similar	82%	T4
Financial aid application process went smoothly	Similar	Similar	49%	T4
Housing application process went smoothly	Similar	Similar	56%	T4
REASONS FOR ATTENDING UHM				
Reasons for attending UHM *	Close to home followed by low tuition	Geographic location	Low tuition (61%) followed by close to home (54%)	F3 T5
PEOPLE INFLUENCING DECISION TO ATTEND UHM				
Contact with high school counselor *	32%	11%	25%	F4 T6
Contact with high school teacher *	24%	14%	21%	F4 T6
Contact with University counselor *	14%	3%	11%	F4 T6
Contact with UHM admissions staff	Similar	Similar	11%	F4 T6
Contact with UHM faculty	Similar	Similar	11%	F4 T6
Contact with UHM student *	29%	16%	25%	F4 T6
Contact with UHM coach	Similar	Similar	5%	F4 T6
Contact with UHM alumni *	21%	9%	17%	F4 T6
Parents or guardians *	56%	43%	52%	F4 T6
Other family members	Similar	Similar	38%	F4 T6
Friends	Similar	Similar	43%	F4 T6

PRODUCTS INFLUENCING DECISION TO ATTEND UHM				
UHM Web site *	20%	38%	26%	T6 F5
UHM catalog	Similar	Similar	21%	T6 F5
UHM video in high school resource room *	9%	5%	8%	T6 F5
College guidebooks and rankings	Similar	Similar	14%	T6 F5
UHM recruitment handouts and mailings	Similar	Similar	21%	F5 T6
ACTIVITIES INFLUENCING DECISION TO ATTEND UHM				
High school visit by UHM admission counselors *	28%	6%	21%	F6 T6
College fair *	19%	11%	16%	F6 T6
Call from UHM student representative *	11%	9%	10%	F6 T6
M-noa Experience Program *	13%	6%	11%	F6 T6
Open house at UHM *	11%	6%	9%	F6 T6
Campus tour	Similar	Similar	20%	F6 T6
OTHER ATTITUDES (Strongly Agree & Agree)				
Proud being UHM student *	73%	86%	77%	F6 T7
Used UHM web site to obtain information about UHM *	85%	95%	88%	F6 T7
UHM known for its international programs *	48%	64%	53%	T7
EDUCATIONAL AND CAREER OBJECTIVES				

Most important current educational objective	Similar	Similar	Learn skills directly related to career goal or decide upon a career goal (39%)	T8
Most important factor in long-term career choice *	Anticipated high earnings and intrinsic interest in the field	Make an important contribution to society and intrinsic interest in the field	Intrinsic interest in the field (20%)	T8
Main reason for going to college *	Get a better job	Next logical step after high school	Get a better job (26%) and next logical step after high school (24%)	T9
Intended major	Undecided, engineering, business administration	Business administration, natural sciences, undecided	Undecided (14%), business administration (12%)	T10
Highest degree obtain from UHM *	49% Bachelor's	55% Bachelor's	51% Bachelor's	T11
Highest degree obtain from any higher education institution	Similar	Similar	40% Master's	T11
Average years to bachelor's degree	Similar	Similar	4 years	T12
Barrier to career goals *	Personal finances	None followed by personal finances	Personal finances followed by none	T13
Most likely reason for leaving the University without earning a degree	Similar	Similar	43% Transfer to another institution 32% Certain will earn a degree	T14
COLLEGE EXPECTATIONS (Strongly Agree & Agree)				
The last institution I attended prepared me well for college *	68%	71%	69%	T15
I will likely major in a different academic field from the one that now seems appropriate for me *	24%	22%	24%	T15
I am concerned about my ability to finance college education	Similar	Similar	58%	T15

I will drop out temporarily before I graduate*	4%	2%	3%	T15
My family always wanted me to go to college	Similar	Similar	92%	T15
I do not anticipate having problems getting the classes I want *	25%	35%	28%	T15
I expect to interact with faculty outside of class	Similar	Similar	54%	F7 T15
I expect to discuss my career plans and ambitions with faculty	Similar	Similar	61%	F7 T15
I will likely talk with faculty about course information	Similar	Similar	81%	F7 T15
I am not concerned about finding a job in my major field when I graduate	Similar	Similar	29%	T15
I expect to leave Hawai) to find a job when I graduate *	22%	45%	29%	T15
COLLEGE FINANCES				
Major sources of funding for college expenses *	Parents, scholarships and grants	Parents and loans	48% `Parents	T16
Family annual Income	Similar	Similar	37% don't know	T16
Educational loan for academic year *	48% None	36% None	45% None	T16
STUDENT EMPLOYMENT				
Plan to work during school year	20% No 35% Yes, On-Campus	30% No 29% On-Campus	23% No 33% On-Campus	T17
Average hours work per week	Similar	Similar	20 hours a week	T17
How find a job *	39% Already have a job 42% UHM's Employment Office	12% Already have a job 56% UHM's Employment Office	31% Already have a job 46% UHM's Employment Office	T17
Most important reason for working	Similar	Similar	64% Pay for expenses	T17
Use of currently earned wages	Similar	Similar	59% Pay personal expenses	T17

Must work at least part-time to stay in school	Similar	Similar	57% No	T17
ACADEMIC AND STUDENT DEVELOPMENT (Strongly Agree and Agree)				
I do not expect difficulty with math courses	Similar	Similar	37%	T18
I would consider time management training at UHM *	34%	24%	31%	T18
I am very familiar with how to do library research *	43%	56%	47%	T18
I am concerned about my oral communication skills *	47%	24%	40%	T18
I will do well on subjects requiring critical thinking skills *	40%	59%	46%	T18
I have good leadership skills compared with others my age *	41%	65%	48%	T18
I need training in learning skills, such as reading, note taking and listening *	26%	13%	22%	T18
SUPPORT SERVICES NEEDS				
Support services needs *	Educational counseling, career counseling	Educational counseling, none listed	Educational counseling (29%), none listed (18%)	T19
Reading skills *	13%	8%	12%	F8 T20
Study skills	Similar	Similar	21%	F8 T20
Writing skills *	26%	14%	22%	F8 T20
Oral communication skills *	21%	11%	18%	F8 T20
Analytical skills	Similar	Similar	10%	T20

Interpersonal multicultural skills	Similar	Similar	6%	T20
Data/info searches on-line *	5%	2%	4%	T20
Computer skills *	15%	9%	13%	F8 T20
Tutoring in specific content	Similar	Similar	19%	F8 T20
Conflict resolution *	4%	1%	3%	T20
STUDENT ADJUSTMENT (Strongly Agree and Agree)				
I feel confident that coming to UHM was the right decision for me	Similar	Similar	75%	T21
I can handle highly stressful situations *	60%	79%	66%	T21
I expect to have a hard time adjusting to academic work at UHM *	22%	19%	21%	T21
Getting a low grade on an assignment makes me feel like giving up *	17%	10%	14%	T21
I expect to be lonely during my first year at UHM	Similar	Similar	23%	T21
I prefer to handle my academic problems on my own	Similar	Similar	40%	T21
If I run into school problems, I have someone who would listen to me and help me	Similar	Similar	70%	T21
When I don't do well on a test I take it as a challenge to improve	Similar	Similar	67%	T21
I have cheated on some aspect of my school work and tests	Similar	Similar	24%	T21
I would not hesitate to visit the Counseling Center if I needed personal counseling	48%	57%	50%	T21

COMPUTERS				
Have computers available for use at home	Similar	Similar	94% Yes	T22
Have access to the Internet	Similar	Similar	96% Yes	T23
Does or will computer have wireless capability	36% Yes 27% Don't know	61% Yes 18% Don't know	44% Yes 25% Don't know	T22
Average hours per week on the Internet	Similar	Similar	8 hours	T22
COMPUTER SKILLS (Strongly Agree and Agree)				
I am confident about my word processing skills	Similar	Similar	85%	T23
I know how to develop spreadsheets	Similar	Similar	57%	T23
I feel comfortable navigating the World Wide Web	Similar	Similar	90%	T23
I check the Internet at least once a day	Similar	Similar	81%	T23
I know how to use electronic mail *	92%	100%	95%	T23
I expect to use campus computer facilities	Similar	Similar	75%	T23
CULTURE AND DIVERSITY (Strongly Agree and Agree)				
I keep up with current events world-wide *	43%	55%	47%	F9 T24
I can speak a language other than English well	Similar	Similar	29%	T24
I discuss topics related to cultural awareness with friends	33%	52%	39%	F9 T24
Most of my friends are of my own race *	37%	34%	36%	F9 T24
I have a close friend who is not of my race	Similar	Similar	74%	F9 T24

I am looking forward to meeting people different from me at UHM *	86%	94%	89%	F9 T24
I am interested in taking classes on the history & culture of my own ethnic group *	53%	36%	47%	F9 T24
Affirmative action is a useful tool for correcting injustices against racial minorities *	44%	27%	39%	T24
I support the Hawaiian sovereignty movement	Similar	Similar	25%	T24
SEXUAL ORIENTATION (Strongly Agree and Agree)				
I would like to attend campus programs that deal with sexual orientation issues	Similar	Similar	10%	F10 T25
I would like to be part of a campus organization for lesbians, gay, bisexual and transgender persons	Similar	Similar	10%	F10 T25
I have lesbian friends	Similar	Similar	30%	F10 T25
I am not comfortable around gay persons *	14%	11%	13%	F10 T25
Individuals have a right to live their lives as others do regardless of their sexual orientation *	80%	85%	82%	F10 T25
I do not approve of gay and/or lesbian sexual orientations	Similar	Similar	16%	F10 T25
I have gay friends	Similar	Similar	50%	F10 T25
It would bother me to be friends with a bisexual *	13%	9%	12%	F10 T25
POLITICAL PREFERENCE AND VIEWS (Strongly Agree and Agree)				

Political preference *	58% middle-of-the-road	39% middle-of-the-road 34% liberal	52% middle-of-the-road	T25
I spend time trying to make sense of political issues *	35%	58%	42%	T27
I have a definite stand on where the government should be heading *	27%	41%	32%	T27
RELIGIOUS PREFERENCE AND VIEWS (Strongly Agree and Agree)				
Religious preference	Similar	Similar	40% No affiliation or preference	T28
Religion is important in my life	Similar	Similar	45%	T29
I am tolerant of other religions *	72%	91%	78%	T29
I am aware of the beliefs of religions other than my own *	78%	90%	82%	T29
NEW STUDENT ORIENTATION				
Attended NSO	Similar	Similar	59%	T30
Reason did not attend NSO *	14% Would not benefit from it 14% Time schedule not convenient	58% Arrived on Oahu after sessions	24% Arrived on Oahu after sessions 13% Would not benefit from it	F11 T30
CO-CURRICULAR ACTIVITIES				
Deterrent to Involvement in campus life	33% Work schedule	27% Need time to study 22% Work schedule	29% Work schedule 18% Need time to study	F12 T31
I would like to join a club or organization related to my career or academic pursuits	Similar	Similar	72%	F13 T32
I am interested in volunteering my time on- or off-campus	Similar	Similar	54%	F13 T32
I closely follow one or more UHM athletic teams	Similar	Similar	36%	F13 T32

HEALTH AND WELLNESS ACTIVITIES (Yes and No)				
I have health insurance	Similar	Similar	85%	T34
I get at least 7-8 hours of sleep most nights *	55%	69%	60%	F14 T34
In the past month, I used marijuana *	6%	15%	9%	F15 T34
I use tobacco	Similar	Similar	6%	F15 T34
In the past month, I drank five or more alcoholic drinks in one occasion *	16%	26%	19%	F15 T34
In the past year, I have experienced depression for two weeks or longer	Similar	Similar	14%	F17 T34
I am overweight according to medical charts or my doctor	Similar	Similar	16%	F14 T34
I eat 1,000 or fewer calories a day on most days	Similar	Similar	5%	F14 T34
I eat breakfast on most mornings *	49%	57%	53%	F14 T34
I have received the series of three vaccinations against Hepatitis B	Similar	Similar	69%	T34
I have been forced to have sexual intercourse by someone I know	Similar	Similar	2%	T34
I eat a healthy balanced diet *	29%	51%	36%	F14 T34
In the past month, I vomited or took laxatives or diet pills to keep from gaining weight	Similar	Similar	3%	F14 T34
In the past year, I have used ice or crystal methamphetamine	Similar	Similar	<1%	F15 T34
I have considered suicide	Similar	Similar	14%	F17 T34

I get at least 30 minutes of exercise each day for at least five days a week *	26%	38%	30%	F14 T34
I am sexually active *	27%	36%	30%	F17 T34
I am sexually active and practice safe sex *	24%	33%	27%	F17 T34
In the past year I have gambled	Similar	Similar	20%	F16 T34
In the past year, I have gambled on the Internet	Similar	Similar	2%	F16 T34
I have difficulty placing limits on gambling	Similar	Similar	1%	F16 T34

Figure 1
When Decided to Attend UHM
 Freshmen From Hawaii and Mainland

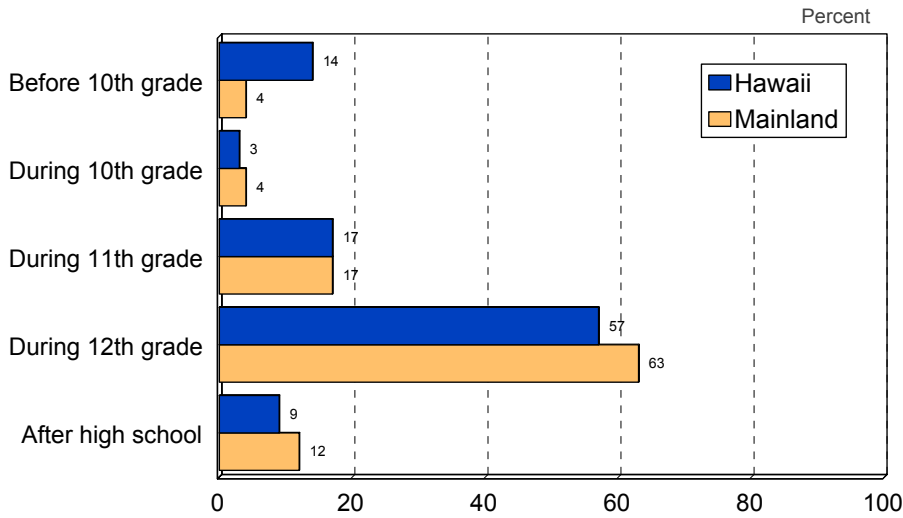


Figure 2
Selecting UHM
 Freshmen From Hawaii and Mainland

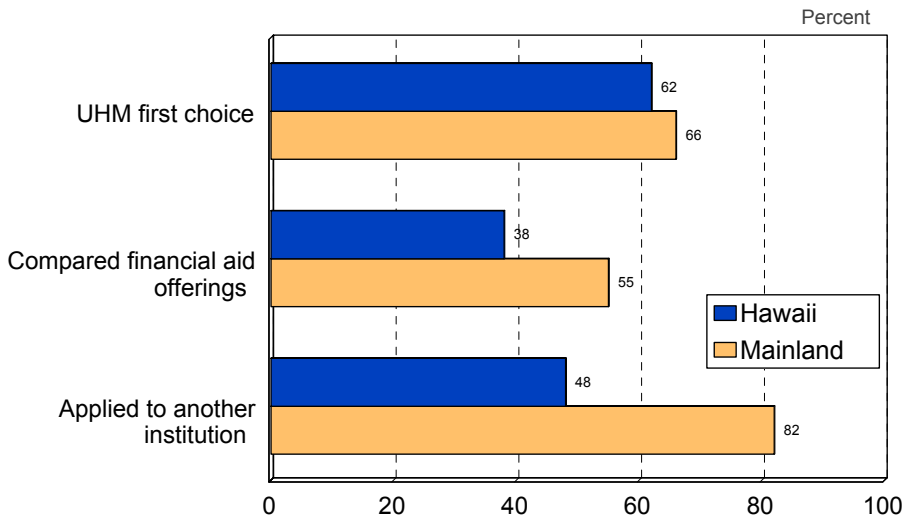


Figure 3
Reasons for Attending UHM
 Freshmen From Hawaii and Mainland

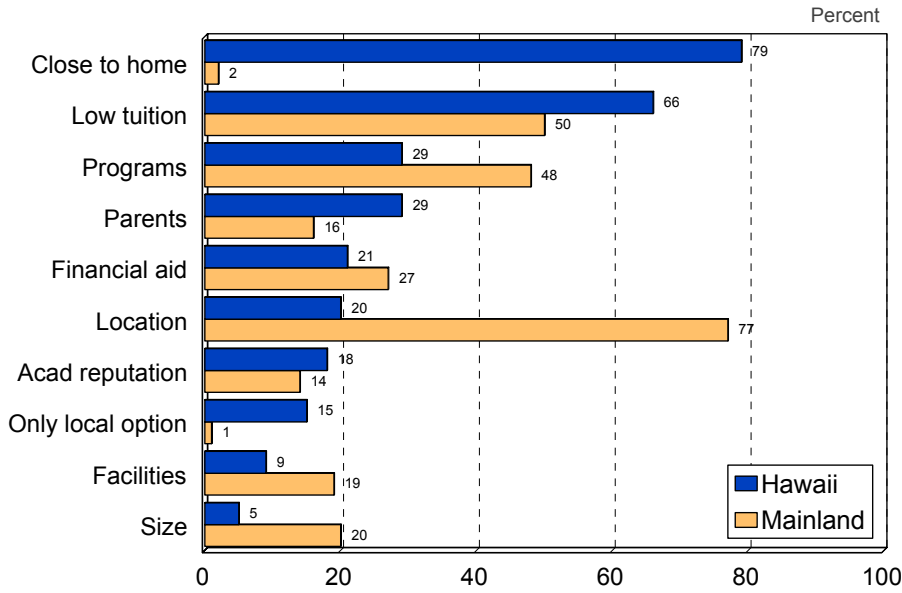


Figure 4
People Influences in the Decision to Attend UHM
 Freshmen From Hawaii and Mainland

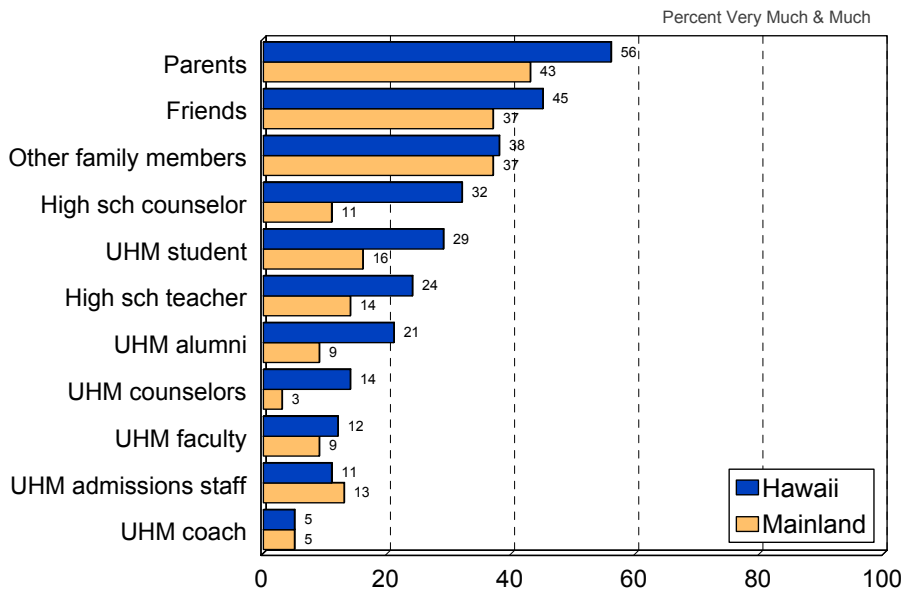


Figure 5

Product Influences in the Decision to Attend UHM

Freshmen From Hawaii and Mainland

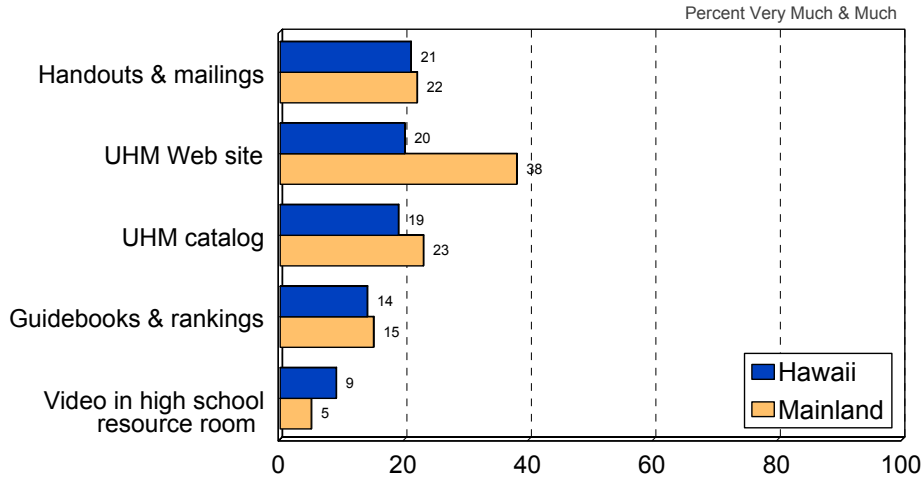


Figure 6

Activity Influences in the Decision to Attend UHM

Freshmen From Hawaii and Mainland

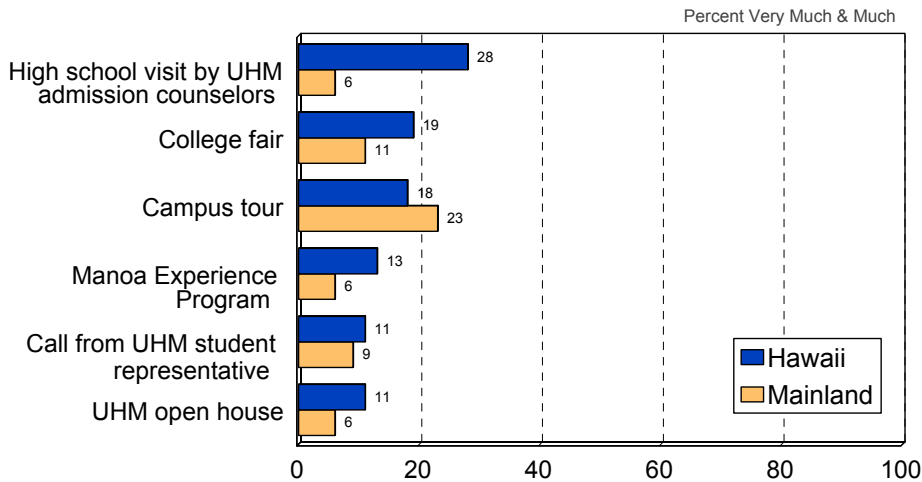


Figure 7

Faculty-Student Interaction

Freshmen From Hawaii and Mainland

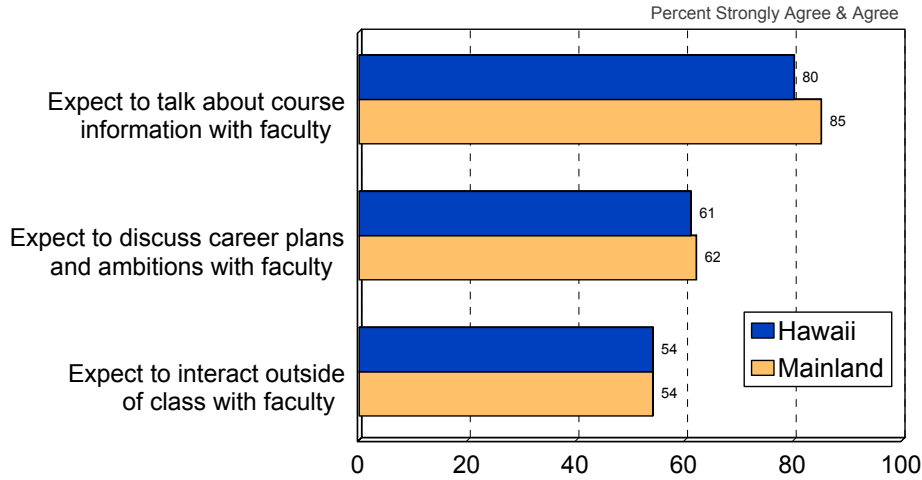


Figure 8

Would Attend Training

Freshmen From Hawaii and Mainland

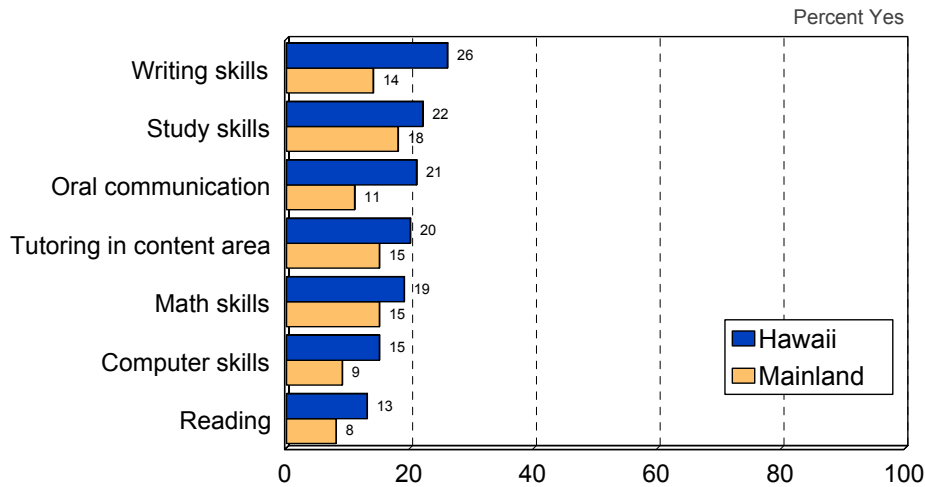


Figure 9

Diversity

Freshmen From Hawaii and Mainland

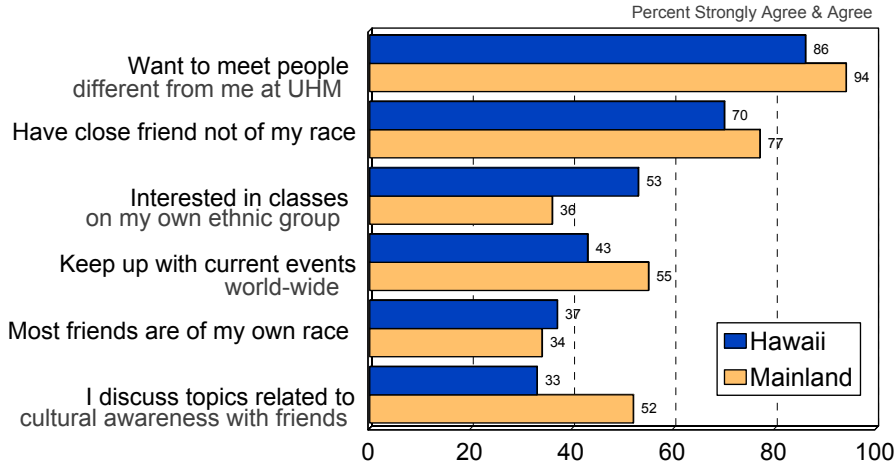


Figure 10

Sexual Orientation

Freshmen From Hawaii and Mainland

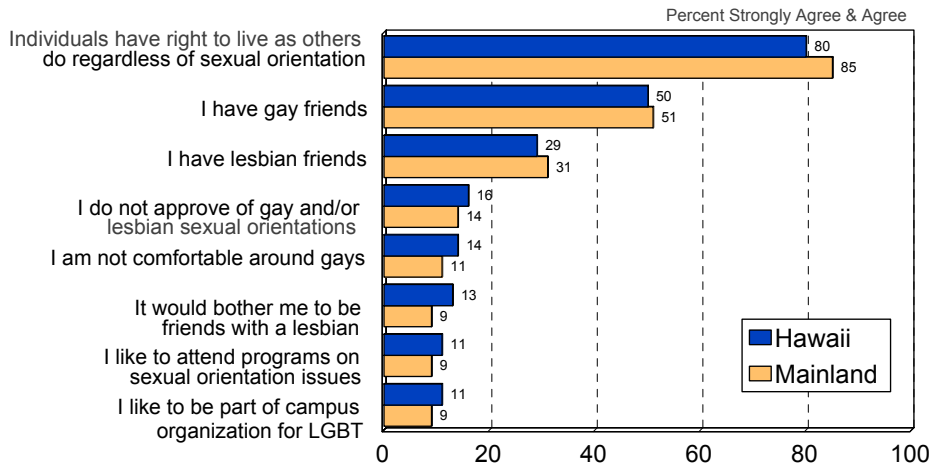


Figure 11

Reason Did Not Attend New Student Orientation

Freshmen From Hawaii and Mainland

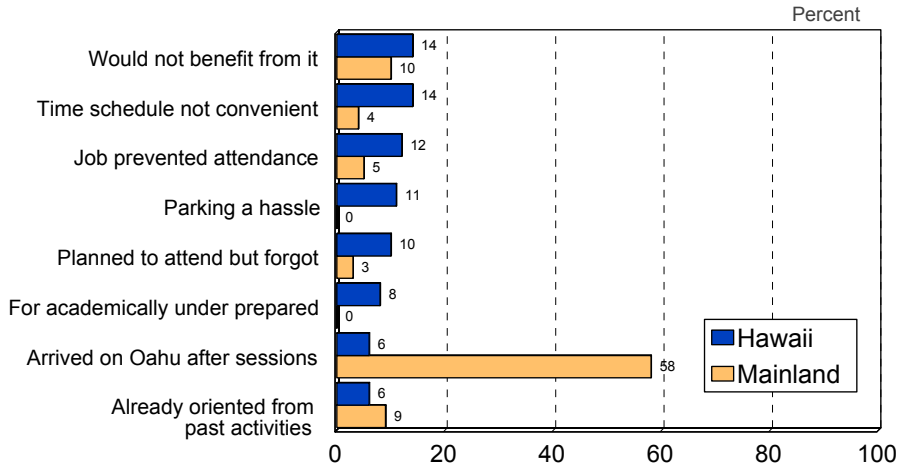


Figure 12

Deterrent to Involvement in Campus Life

Freshmen From Hawaii and Mainland

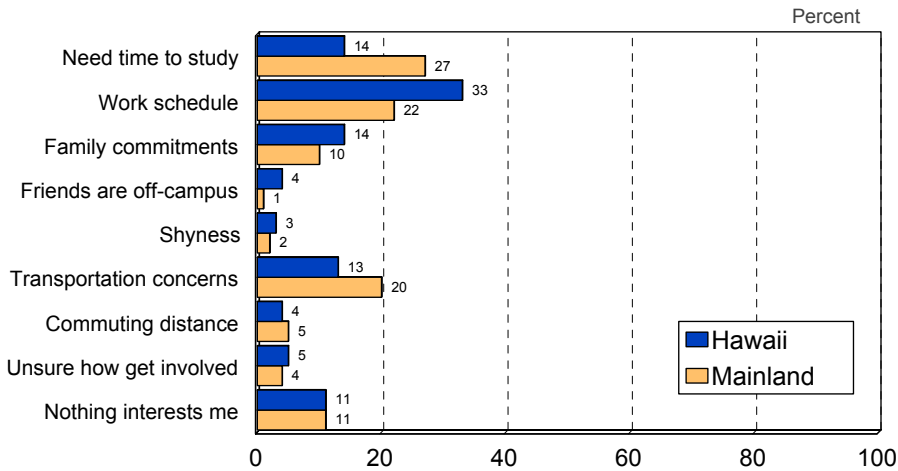


Figure 13

Co-Curricular Activities

Freshmen From Hawaii and Mainland

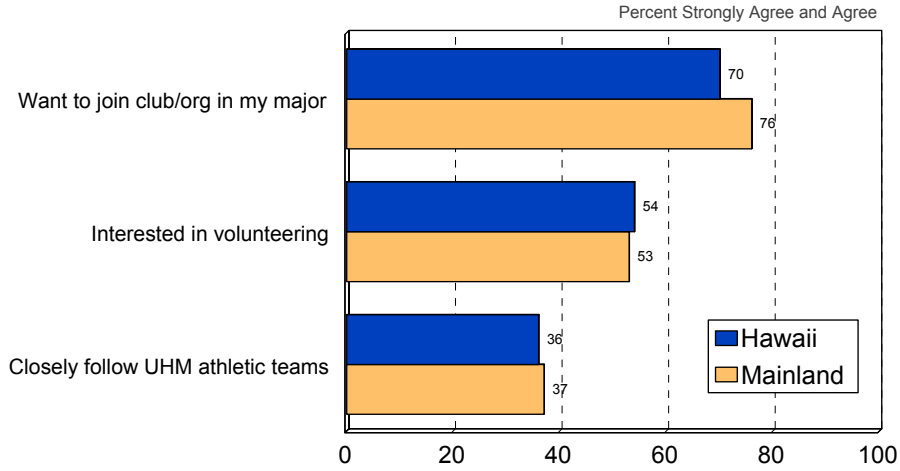


Figure 14

Health and Wellness: Sleeping, Eating and Exercises

Freshmen From Hawaii and Mainland

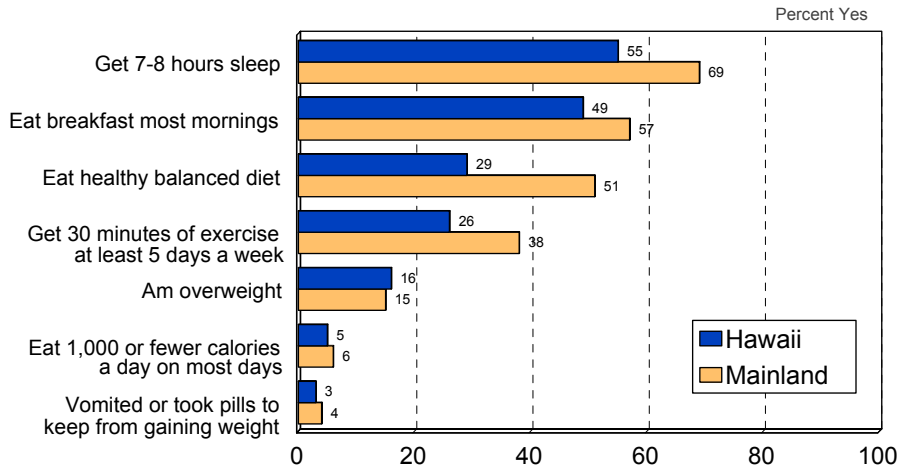


Figure 15

Health and Wellness: Drugs and Alcohol

Freshmen From Hawaii and Mainland

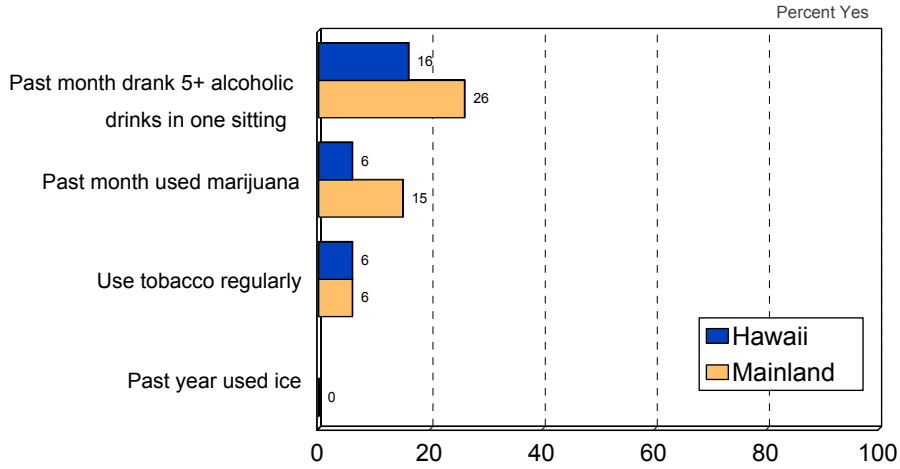


Figure 16

Health and Wellness: Gambling

Freshmen From Hawaii and Mainland

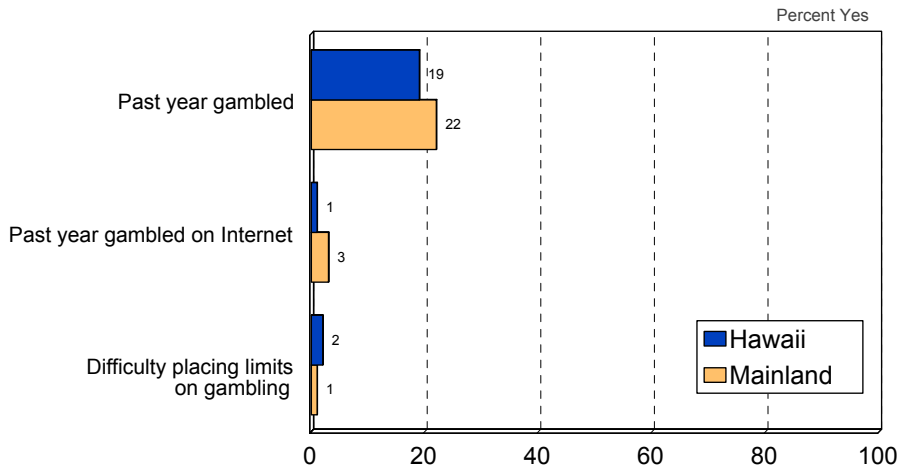


Figure 17

Health and Wellness: Other

Freshmen From Hawaii and Mainland

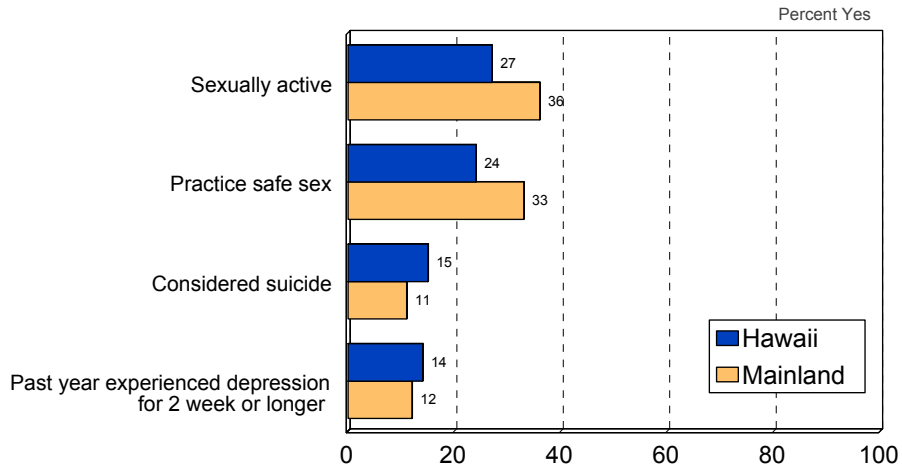


Table 1 Student Characteristics

Student Characteristics	Hawaii %	Mainland %	Total %
Enrollment Status			
1 Full-Time	99	100	99
2 Part-Time	1	1	1
<i>n</i>	444	207	651
Gender			
1 Male	36	36	36
2 Female	64	64	64
<i>n</i>	445	207	652
Marital Status			
1 Single	98	98	98
2 Divorced	1	0	0
3 Widowed	0	0	0
4 Married	1	2	2
<i>n</i>	443	206	649
Primary Care Giver			
1 No	97	99	98
2 Yes, of a child	2	1	2
3 Yes, of an adult	1	1	1
<i>n</i>	440	208	648

Table 1 Student Characteristics (Continued 1)

Student Characteristics	Hawaii %	Mainland %	Total %
Ethnicity ***			
1 American Indian or Alaskan Native	0	1	<1
2 African American or Black	<1	1	1
3 Caucasian/White	7	60	24
4 Hispanic	1	4	2
5 Asian Indian	1	1	1
6 Chinese	9	1	7
7 Filipino	18	3	13
8 Japanese	24	1	17
9 Korean	3	2	3
10 Laotian	<1	0	<1
11 Thai	<1	0	<1
12 Vietnamese	<1	1	1
13 Other Asian	<1	0	<1
14 Native Hawaiian/Part-Hawaiian	9	1	6
15 Samoan	<1	1	<1
16 Tongan	0	0	0
17 Guamanian or Chamorro	0	0	0
18 Micronesian	<1	1	1
19 Other Pacific Islander	0	0	0
20 Mixed Asian	7	4	6
21 Mixed Pacific Islander	1	0	1
22 Mixed Race (two or more races)	17	18	17
23 Other	<1	0	<1
<i>n</i>	445	207	652

*** $p \leq .001$

Table 1 Student Characteristics (Continued 2)

Student Characteristics	Hawaii %	Mainland %	Total %
Transfer Status			
1 No, first-time student	100	100	100
2 UH Community College	0	0	0
3 UH-Hilo	0	0	0
4 UH-West Oahu	0	0	0
5 Other college or university	0	0	0
<i>n</i>	445	208	653
Median Age			
	18	18	18
<i>n</i>	442	207	673
High School Attended ***			
1 Public Oahu	60	0	41
2 Public Neighbor Island	14	0	10
3 Public Mainland	0	83	26
4 Private Oahu	25	0	17
5 Private Neighbor Island	1	0	1
6 Private Mainland	0	17	6
<i>n</i>	445	208	653
Disability			
1 No disability	96	98	96
2 Health related	1	1	1
3 Hearing impairment	0	0	0
4 Learning disability	1	1	1
5 Mobility impairment	0	0	0
6 Psychological	<1	0	<1
7 Visual	1	1	1
8 Other	1	1	1
<i>n</i>	434	201	635

*** $p \leq .001$

Table 1 Student Characteristics (Continued 3)

Student Characteristics	Hawaii %	Mainland %	Total %
Residence Prior to Attending UHM ***			
1 Hawaii	100	2	69
2 Mainland US	0	97	31
3 Outside US	<1	1	<1
<i>n</i>	444	207	651
Citizenship **			
1 US	93	98	95
2 Nonimmigrant	2	2	2
3 Permanent resident (green card)	5	1	4
<i>n</i>	445	206	651
Grades in High School			
1 "A+, A	20	22	21
2 A-	23	26	24
3 B+	27	22	25
4 B	22	22	22
5 B-	4	5	5
6 C+	4	2	3
7 C, C-	1	1	1
8 D+,D,D-	0	0	0
9 Not Applicable	<1	0	1
<i>n</i>	444	207	651

** p ≤ .01

*** p ≤ .001

Table 1 Student Characteristics (Continued 4)

Student Characteristics	Hawaii %	Mainland %	Total %
Parents Graduated From College			
1 No	38	27	35
2 Both parents	35	46	39
3 Father only	12	15	13
4 Mother only	14	12	13
<i>n</i>	441	205	646
Place of Residence This Semester ***			
1 Parents, relatives	56	5	40
2 Other private room, apartment	8	19	12
3 Campus housing	36	76	49
<i>n</i>	442	207	649
Distance from Campus ***			
1 Campus housing walking distance	36	75	48
2 Campus housing driving distance	2	1	1
3 Residence walking distance	8	9	8
4 Residence driving distance	54	16	42
<i>n</i>	439	205	644

*** $p \leq .001$

Table 2 Child Care

Child Care	Hawaii %	Mainland %	Total %
Need Child Care While in Class			
1 No	99	100	99
2 Yes, infant (0-1 year)	0	0	0
3 Yes, toddler (1-2 years)	1	0	1
4 Yes, preschool (2-5 years)	0	1	<1
5 Yes, school-age (5-10 years)	1	0	1
<i>n</i>	440	208	648
Know About UHM Child Care Center			
1 No, but interested in enrolling child	14	6	11
2 No, and not interested in enrolling my child	79	89	83
3 Yes, and interested in enrolling my child	3	6	4
4 Yes, and not interested in enrolling my child	3	0	2
<i>n</i>	29	18	47

Table 3 Selecting UHM

Selecting UHM	Hawaii %	Mainland %	Total %
When Decided to Attend UHM ***			
1 Before 10th grade	14	4	11
2 During 10th grade	3	4	3
3 During 11th grade	17	17	17
4 During 12th grade	57	63	59
5 After high school	7	9	8
6 While in or after college	2	3	2
<i>n</i>	437	207	644
UHM First Choice			
1 Yes	62	66	64
2 Second choice	21	24	22
3 Third choice	9	4	7
4 Fourth choice or more	8	7	7
<i>n</i>	441	208	649
Compared Financial Aid Offerings ***			
1 Yes	38	55	43
2 No	63	45	57
<i>n</i>	437	205	642
Applied to Another Institution ***			
1 Yes	48	82	59
2 No	52	18	41
<i>n</i>	442	208	650

*** $p \leq .001$

Table 4 Satisfaction With Application Process

Satisfaction with Application Process	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 Overall, the admission application process went smoothly for me	81	436	85	205	82	641
2 Overall, the financial aid application process went smoothly for me	49	328	50	172	49	500
3 Overall, the housing application process went smoothly for me	56	221	56	190	56	411

Table 5 Reasons for Attending UHM

Reasons for Attending UHM	Hawaii		Mainland		Total	
	Yes	Total	Yes	Total	Yes	Total
	%	Yes + No	%	Yes + No	%	Yes + No
1 Good academic reputation	18	445	14	208	17	653
2 UHM is close to home ***	79	445	2	208	54	653
3 Good courses/programs ***	29	445	48	208	35	653
4 Good educational and recreational facilities ***	9	445	19	208	12	653
5 Financial aid/scholarship offered	21	445	27	208	23	653
6 Friends wanted me to attend	10	445	6	208	9	653
7 Availability of housing	1	445	1	208	1	653
8 Low tuition ***	66	445	50	208	61	653
9 Only local college option ***	15	445	1	208	10	653
10 Parents/relatives encouraged me ***	29	445	16	208	25	653
11 Size of UHM was right for me ***	5	445	20	208	10	653
12 Geographic location ***	20	445	77	208	38	653
13 Safe campus ***	3	445	6	208	4	653
14 Other ***	7	445	13	208	9	653

*** p ≤ .001

Table 6 Factors Influencing Decision to Attend UHM

Factors Which Influence Students to Attend UHM	Hawaii		Mainland		Total	
	% Very Much & Much	Total Scale No.	% Very Much & Much	Total Scale No.	% Very Much & Much	Total Scale No.
People Influences						
1 Contact with high school counselor ***	32	445	11	208	25	653
2 Contact with high school teacher ***	24	445	14	208	21	653
3 Contact with community college/ university counselor ***	14	445	3	208	11	653
4 Contact with UHM admissions staff	11	445	13	208	11	653
5 Contact with UHM faculty	12	445	9	208	11	653
6 Contact with UHM student ***	29	445	16	208	25	653
7 Contact with UHM coach	5	445	5	208	5	653
8 Contact with UHM alumni ***	21	445	9	208	17	653
9 Parents or guardians ***	56	445	43	208	52	653
10 Other family members	38	445	37	208	38	653
11 Friends	45	445	37	208	43	653
Product Influences						
1 UHM Web site ***	20	445	38	206	26	653
2 UHM Catalog	19	445	23	208	21	653
3 UHM video in high school resource room ***	9	445	5	208	8	653
4 College Guidebooks and Rankings	14	445	15	208	14	653
5 UHM recruitment handouts and mailings	21	445	22	208	21	653
Activity Influences						
1 Visit to your high school by UHM admission counselors ***	28	445	6	208	21	653
2 College Fair ***	19	445	11	208	16	653
3 Call from UHM student representative ***	11	445	9	208	10	653
4 The Manoa Experience Program (for student and family) ***	13	445	6	208	11	653
5 Rainbow Bridge Program (for transfers)						
6 Open House at UHM ***	11	445	6	208	9	653
7 Campus tour	18	445	23	208	20	653

*** p ≤ .001

Table 7 Other Attitudes

Academic and Student Development	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 I feel proud being a UHM student ***	73	433	86	200	77	633
2 I used the Internet/Web page to obtain information about UHM ***	85	429	95	200	88	629
3 UHM is known for its international programs ***	48	432	64	200	53	632

*** p ≤ .001

Table 8 Educational and Career Objectives

Most Important Current Educational Objective	Hawaii %	Mainland %	Total %
1 Improve my writing and speaking skills	8	3	7
2 Learn skills directly applicable to my career goals	38	41	39
3 Decide upon a career goal	29	21	26
4 Improve my self-understanding	4	5	4
5 Learn more about the arts and humanities	1	5	2
6 Get to know different kinds of people	3	7	4
7 Become independent in my thinking and behavior	13	16	14
8 Learn to take a stand on the things I believe in	1	1	1
7 Other	4	3	4
<i>n</i>	432	197	629
Most Important Long-Term Career Choice ***			
1 Job openings usually available	16	5	12
2 Rapid career advancement possible	4	6	5
3 Anticipated high earnings	17	9	15
4 Well respected or prestigious occupation	14	13	14
5 Great deal of independence	6	3	5
6 Make an important contribution to society	14	25	17
7 Avoid pressure	2	3	2
8 Work with ideas	2	1	2
9 Work with people	9	10	9
10 Intrinsic interest in the field	17	25	20
<i>n</i>	431	194	625

*** p ≤ .001

Table 9 Main Reason For Going To College

Main Reason For going To College *	Hawaii %	Mainland %	Total %
1 Get a better job	31	15	26
2 Gain a general education	7	11	8
3 Next logical step after high school	22	30	24
4 Learn critical thinking skills	1	2	1
5 Make more money	9	4	7
6 Meet new, interesting people	1	2	2
7 Prepare for graduate school	13	13	13
8 Develop myself generally	12	17	14
9 Satisfy my parents	1	1	1
10 Engage in sports	0	2	1
11 Other	3	3	3
<i>n</i>	431	195	626

* $p \leq .05$ **Table 10 Intended Area of Major**

Intended Area of Major	Hawaii %	Mainland %	Total %
1 Architecture	2	2	2
2 Asian/Pacific/Hawaiian Studies	1	3	1
3 Arts and Humanities	7	8	7
4 Business Administration	11	14	12
5 Computer Science	4	1	3
6 Education	9	8	9
7 Engineering	13	3	10
8 Language, Linguistics, Literature	1	6	2
9 Liberal Studies	2	3	2
10 Medicine	9	7	9
11 Natural Sciences	4	12	7
12 Nursing	9	3	7
13 Physical Sciences	3	7	4
14 Social Sciences	8	10	8
15 Social Work	0	1	0
16 TIM	1	2	1
17 Other	2	4	3
18 Undecided	15	11	14
<i>n</i>	431	196	627

Table 11 Academic Degrees

Academic Degrees	Hawaii %	Mainland %	Total %
Highest Academic Degree Obtain from UHM **			
1 I do not expect to obtain a degree	3	5	3
2 Bachelor's	49	55	51
3 Professional diploma (education)	6	9	7
4 Master's	26	21	25
5 First professional (law, med, etc.)	6	5	6
6 Doctoral	8	4	7
7 Other	1	1	1
<i>n</i>	428	193	621
Highest Academic Degree Obtain from Any Higher Education Institution			
1 I do not expect to obtain a degree	6	9	7
2 Bachelor's	13	9	11
3 Professional diploma (education)	6	6	6
4 Master's	40	40	40
5 First professional (law, med, etc.)	10	11	11
6 Doctoral	22	21	21
7 Other	4	4	4
<i>n</i>	424	192	616

** p ≤ .01

Table 12 Years To Bachelor's Degree

Years To Bachelor's Degree	Hawaii %	Mainland %	Total %
Median Years	4	4	4
<i>n</i>	396	181	595

Table 13 Barrier to Career Goals

Barrier to Career Goal	Hawaii %	Mainland %	Total %
Major Barrier to Career Goals **			
1 Personal finances	34	31	33
2 Inability to manage time	10	3	8
3 Discrimination	1	0	<1
4 Family conflicts	2	1	2
5 Lack of direction	10	13	11
6 Lack of ability	3	2	3
7 Lack of motivation	13	6	11
8 Limited job availability	4	6	5
9 Other	6	4	6
10 None/no barrier	17	35	23
<i>n</i>	426	195	621

** $p \leq .01$

Table 14 Most Likely Reason for Leaving the University

Most Likely Reason for Leaving the University Without Earning a Degree	Hawaii %	Mainland %	Total %
1 None. I am certain that I will earn a degree	34	27	32
2 Transfer to another institution	41	48	43
3 Job/family relocation	1	0	<1
4 Accept a good job	2	3	2
5 Enter military service	1	1	1
6 Cost more than my family or I could afford	12	15	13
7 Marriage	1	1	1
8 Disinterest in study	4	2	3
9 Lack of academic ability	1	1	1
10 Insufficient reading/study skills	1	<1	1
11 Other	4	3	3
<i>n</i>	429	195	624

Table 15 College Expectations

College Expectations	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 The last institution I attended (e.g., high school, community college, university) prepared me well for college *	68	426	71	192	69	618
2 I will likely end up majoring in a different academic field from the one that now seems appropriate for me **	24	423	22	188	24	611
3 I am concerned about my ability to finance my college education	61	416	52	188	58	604
4 Chances are good that I will drop out temporarily before I complete a Bachelor's degree **	4	421	2	191	3	612
5 My family has always wanted me to go to college	91	421	93	191	92	612
6 I do not anticipate problems getting the classes I want **	25	420	35	191	28	611
7 I expect to interact with faculty outside of class	54	421	54	191	54	612
8 I expect to discuss my career plans and ambitions with faculty	61	421	62	191	61	612
9 I will likely talk with faculty about course info (assignments, make up work, grades)	80	419	85	191	81	610
10 I am not concerned about finding a job in my major field when I graduate	28	422	32	191	29	613
11 I expect to leave Hawaii to find a job when I graduate ***	22	420	45	191	29	611

* $p \leq .05$

** $p \leq .01$

*** $p \leq .001$

Table 16 College Finances

College Finances	Hawaii %	Mainland %	Total %
Major Sources of Funding for College Expenses ***			
1 Income from my work	3	3	3
2 My savings and/or investments	6	5	6
3 Loans	14	39	22
4 Scholarships/Grants	24	9	19
5 Parents or guardian	50	44	48
6 Spouse	0	0	0
7 Other	3	1	2
<i>n</i>	423	192	615
Family Annual Income			
1 Under \$10,000	3	5	4
2 \$10,000-\$24,999	9	7	8
3 \$25,000-\$49,999	18	15	17
4 \$50,000-\$74,999	15	16	15
5 \$75,000-\$99,999	9	12	10
6 \$100,000-\$149,999	5	9	6
7 \$150,000 or more	2	6	3
8 Don't know	40	30	37
<i>n</i>	420	192	612
Ed Loan for Academic Year ***			
1 None	48	36	45
2 \$1,000 or less	6	1	4
3 \$1,000 - \$2,000	8	3	7
4 \$2,001 - \$3,000	12	4	9
5 \$3,001 - \$4,000	6	6	6
6 \$4,001 - \$5,000	6	6	6
7 \$5,001 - \$6,000	3	6	4
8 \$6,001 - \$7,000	2	4	2
9 \$7,001 - \$8,000	1	7	3
10 More than \$8,000	8	27	14
<i>n</i>	404	187	591

*** p ≤ .001

Table 17 Student Employment

Student Employment	Hawaii %	Mainland %	Total %
Plan to Work During School Year			
1 No	20	30	23
2 Yes, on-campus	35	29	33
3 Yes, off-campus	26	20	24
4 Yes, on-campus and off-campus	20	22	20
<i>n</i>	424	193	617
Anticipated Hours of Work Per Week			
Median	20	20	20
<i>n</i>	297	104	417
Major Way of Finding a Job ***			
1 I already have a job	39	12	31
2 Family and friends	6	4	5
3 UHM's Employment Office	42	56	46
4 On my own without assistance	11	27	15
5 Other	3	2	3
<i>n</i>	341	137	478
Most Important Reason for Working			
1 I do not plan to work	14	6	11
2 Obtain work experience	<1	2	1
3 Pay for expenses	60	75	64
4 Save or invest	23	17	21
5 Other	3	1	3
<i>n</i>	337	135	472
Use of Currently Earned Wages			
1 Pay family expenses	6	3	5
2 Pay educational expenses	28	29	28
3 Pay personal expenses	58	62	59
4 Other	9	6	8
<i>n</i>	326	134	460
Must Work at Least Part-Time to Stay in School			
1 Yes	42	44	43
2 No	58	56	57
<i>n</i>	339	136	475

*** p ≤ .001

Table 18 Academic and Student Development

Academic and Student Development	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 I do not expect difficulty with math courses	37	420	38	189	37	609
2 I would consider seeking time management training at UHM **	34	420	24	189	31	609
3 I am very familiar with how to do library research **	43	419	56	188	47	607
4 I am concerned about my oral communication skills ***	47	420	24	187	40	607
5 I will do well in subjects requiring critical thinking skills ***	40	420	59	188	46	608
6 I have good leadership skills compared with others my age ***	41	420	65	189	48	609
7 I need training or assistance in learning skills, such as reading skills, note taking and listening skills ***	26	417	13	189	22	606

** p ≤ .01

*** p ≤ .001

Table 19 Support Services Needs

Support Services Needs *	Hawaii %	Mainland %	Total %
1 Educational counseling	29	29	29
2 Vocational/career counseling	20	12	17
3 Personal counseling	4	5	4
4 Financial counseling	16	14	15
5 Advising on immigration regs	1	0	<1
6 Part-time job search	15	15	15
7 None of the above	15	25	18
	420	189	609

* p ≤ .05

Table 20 Training Sessions

Would Attend Training Sessions	Hawaii		Mainland		Total	
	% Yes	Total n	% Yes	Total n	% Yes	Total n
Academic Support						
1 Reading skills *	13	445	8	208	12	653
2 Study skills	22	445	18	208	21	653
3 Writing skills ***	26	445	14	208	22	653
4 Math skills	19	445	15	208	18	653
5 Oral communication skills ***	21	445	11	208	18	653
6 Analytical skills	11	445	9	208	10	653
7 Interpersonal multicultural skills	7	445	4	208	6	653
8 Data/information searches on-line *	5	445	2	208	4	653
9 Computer skills **	15	445	9	208	13	653
10 Tutoring in a specific content/course	20	445	15	208	19	653
11 Conflict resolution *	4	445	1	208	3	653
12 None of the above	40	445	45	208	42	653

* p ≤ .05

** p ≤ .01

*** p ≤ .001

Table 21 Student Adjustment

Student Adjustment	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 I feel confident that coming to UHM was the right decision for me	74	414	78	187	75	601
2 I can handle highly stressful situations ***	60	411	79	187	66	598
3 I expect to have a hard time adjusting to academic work at UHM *	22	412	19	186	21	598
4 Getting a low grade on an assignment makes me feel like giving up ***	17	410	10	187	14	597
5 I expect to be lonely during my first year at UHM	23	411	24	186	23	597
6 I prefer to handle my academic problems on my own	40	410	41	187	40	597
7 If I run into school problems, I have someone who would listen to me and help me	72	411	66	187	70	598
8 When I don't do well on a test I take it as a challenge to improve	67	412	67	187	67	599
9 I have cheated on some aspect of my school work and tests	24	411	24	187	24	598
10 I would not hesitate to visit the Counseling Center if I needed personal counseling	48	410	57	187	50	597

* p ≤ .05

*** p ≤ .001

Table 22 Computers

Computers	Hawaii %	Mainland %	Total %
Computer Available for Use at Home			
1 No	5	7	6
2 Yes, IBM/compatible	87	83	86
4 Yes, Macintosh	8	10	8
<i>n</i>	414	189	603
Access to the Internet			
1 No	3	5	3
2 Yes, via dialup modem	20	17	19
3 Yes, via broadband (cable modem/ Roadrunner, DSL, dorm network)	77	78	77
<i>n</i>	392	176	568
Wireless (WiFi, 802.11) Capability			
1 No	37	21	32
2 Yes	36	61	44
3 Don't know	27	18	25
<i>n</i>	392	176	568
Average Hours Spent Per Week on the Internet			
Median	8	9	8
<i>n</i>	396	171	572

Table 23 Computer Skills

Computer Skills	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 I am confident about my word processing skills	82	411	91	188	85	599
2 I know how to develop spreadsheets	57	409	58	188	57	597
3 I feel comfortable navigating the World Wide Web	88	411	92	188	90	599
4 I check the Internet at least once a day	79	411	87	187	81	598
5 I know how to use electronic mail (E-mail) *	92	409	100	188	95	597
6 I expect to use campus computer resources	74	409	79	188	75	597

* $p \leq .05$

Table 24 Culture and Diversity

Culture and Diversity	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 I keep up with current events world-wide **	43	408	55	188	47	596
2 I can speak a language other than English well	28	408	30	188	29	596
3 I discuss topics related to cultural awareness with friends	33	406	52	186	39	594
4 Most of my friends are of my own race *	37	409	34	187	36	596
5 I have a close friend who is not of my race	70	409	77	187	74	596
6 I am looking forward to meeting people different from me at UHM ***	86	410	94	188	89	598
7 I am interested in taking classes on the history and culture of my own ethnic group ***	53	409	36	188	47	597
8 Affirmative action is a useful tool for correcting injustices against racial minorities ***	44	408	27	188	39	596
9 I support the Hawaiian sovereignty movement	24	408	27	186	25	594

* p ≤ .05

** p ≤ .01

*** p ≤ .001

Table 25 Sexual Orientation

Sexual Orientation	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 I would like to attend campus programs, such as films or speakers, that deal with sexual orientation issues	11	410	9	188	10	598
2 I would like to be part of a campus organization for lesbians, gay, bisexual and transgender persons	11	410	9	188	10	598
3 I have lesbian friends	29	408	31	188	30	596
4 I am not comfortable around gay persons **	14	406	11	187	13	593
5 Individuals have a right to live their lives as others do regardless of their sexual orientation *	80	409	85	188	82	597
6 I do not approve of gay and/or lesbian sexual orientations *	16	408	14	188	16	596
7 I have gay friends	50	408	51	187	50	595
8 It would bother me to be friends with a bisexual **	13	407	9	188	12	595

* p ≤ .05

** p ≤ .01

Table 26 Political Preference

Political Preference ***	Hawaii %	Mainland %	Total %
1 Very Liberal	4	11	7
2 Liberal	20	34	24
3 Middle-of-the-road	58	39	52
4 Conservative	14	14	14
5 Very Conservative	4	3	4
<i>n</i>	399	187	586

*** p ≤ .001

Table 27 Political Views

Political Views	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 I spend time trying to make sense of political issues ***	35	407	58	189	42	596
2 I have a definite stand on where the government should be heading ***	27	405	41	189	32	594

*** p ≤ .001

Table 28 Religious Preference

Religious Preference	Hawaii %	Mainland %	Total %
1 Buddhist	9	4	7
2 Jewish	0	2	1
3 Protestant	14	23	17
4 Roman Catholic	22	19	21
5 No affiliation or preference	39	40	40
6 Other	17	12	15
<i>n</i>	399	188	587

Table 29 Religious Views

Religious Views	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 Religion is important in my life	48	408	51	189	45	597
2 I am tolerant of other religions ***	72	406	91	188	78	594
3 I am aware of the beliefs of religions other than my own ***	78	409	90	190	82	599

*** p ≤ .001

Table 30 New Student Orientation

New Student Orientation	Hawaii %	Mainland %	Total %
Attended New Student Orientation ***			
1 Yes	60	56	59
2 No	40	44	41
<i>n</i>	408	189	597
Reason Did Not Attend NSO ***			
1 Not aware of the event	5	8	6
2 Planned to attend but forgot	10	3	7
3 Would not benefit from it	14	10	13
4 Arrived on Oahu after sessions	6	58	24
5 Time schedule not convenient	14	4	10
6 Not a requirement to attend	4	0	3
7 It is mainly for the academically under prepared	8	0	5
8 Job prevented attendance	12	5	10
9 Already oriented from past activities	6	9	7
10 Parking too much of a hassle	11	0	7
11 Other	11	3	8
<i>n</i>	146	77	223

*** p ≤ .001

Table 31 Deterrent to Involvement in Campus Life

Deterrent to Involvement in Campus Life	Hawaii %	Mainland %	Total %
1 Need the time to study	14	27	18
2 Work Schedule	33	22	29
3 Family commitments	14	10	13
4 Friends are off-campus	4	1	3
5 Shyness	3	2	3
6 Transportation concerns	13	20	15
7 Commuting distance	4	5	5
8 Unsure of how to get involved	5	4	4
9 Nothing interests me	11	11	11
<i>n</i>	405	188	593

Table 32 Co-Curricular Activities

Co-Curricular Activities	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 I would like to join a club or organization related to my career or academic pursuits	70	406	76	189	72	595
2 I am interested in volunteering my time on or off-campus	54	406	53	188	54	594
3 I closely follow one or more UHM athletic teams	36	405	37	188	36	593

Table 33 Civic Responsibility During the Past Year

Civic Responsibility	Hawaii		Mainland		Total	
	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n	% Strongly Agree & Agree	Total Scale n
1 I tried to keep current on political affairs **	46	399	64	175	52	574
2 I took a leadership role in a group, class, team, organization or event	63	405	67	187	64	592
3 I participated in a campus demonstration, march or protest	16	401	16	184	16	585
4 I participated in projects to clean up the environment **	60	407	46	187	55	594
5 I helped others when they were in difficulty	83	405	91	185	86	590
6 I tutored other students	54	407	53	186	53	593
7 I voted in a student election	59	405	67	187	61	592
8 I performed volunteer work	75	406	76	186	75	592

** p ≤ .01

*** p ≤ .001

Table 34 Health and Wellness Activities

Health and Wellness Activities	Hawaii		Mainland		Total	
	Yes	Total	Yes	Total	Yes	Total
	%	Yes + No	%	Yes + No	%	Yes + No
1 I have health insurance	85	445	84	208	85	653
2 I get at least 7-8 hours of sleep most nights **	55	445	69	208	60	653
3 In the past month, I used marijuana ***	6	445	15	208	9	653
4 I use tobacco (smoke cigarettes or cigars or chew regularly)	6	445	6	208	6	653
5 In the past month, I drank five or more alcoholic drinks in one occasion **	16	445	26	208	19	653
6 In the past year, I have experienced depression for 2 weeks or longer	14	445	12	208	14	653
7 I am overweight according to medical charts or my doctor	16	445	15	208	16	653
8 I eat 1,000 or fewer calories a day on most days	5	445	6	208	5	653
9 I eat breakfast on most mornings *	49	445	57	208	53	653
10 I have received the series of three vaccinations against Hepatitis B	68	445	70	208	69	653
11 I have been forced to have sexual intercourse by someone I know	2	445	2	208	2	653
12 I eat a healthy balanced diet ***	29	445	51	208	36	653
13 In the past month, I vomited or took laxatives or diet pills to keep from gaining weight	3	445	4	208	3	653
14 In the past year, I have used ice or crystal methamphetamine	<1	445	0	208	<1	653
15 I have considered suicide	15	445	11	208	14	653
16 I get at least 30 minutes of exercise each day for at least 5 days a week **	26	445	38	208	30	653
17 I am sexually active (have intercourse or oral sex) *	27	445	36	208	30	653
18 I am sexually active and practice safe sex with someone whom I know has no other partners and does not have a sexually transmitted disease *	73	120	77	75	75	195
19 In the past year I have gambled (bet on sport events, cards, dice, darts, casino games, etc.)	19	445	22	208	20	653
20 In the past year, I have gambled on the Internet	1	445	3	208	2	653
21 I have difficulty placing limits on gambling	2	445	1	208	1	653

* p ≤ .05

** p ≤ .01

*** p ≤ .001