

# Visitors' Perceptions of Mokupapapa Discovery Center



**Research report prepared by:  
People, Places & Design Research**

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<b>Executive Summary</b>	1
<b>A. Profile of the Audience</b>	4
<b>B. Visitors' Use of the Exhibits</b>	7
1. How much did visitors see?	
2. Did visitors speak with staff?	
<b>C. Reactions to the Exhibits</b>	13
1. Ratings of the experience	
2. What people liked most	
3. Repeatability of the experience	
<b>D. Perception of Interpretive Messages</b>	18
1. Perceptions of the main idea	
2. Did people understand that it's about a specific place?	
3. What did visitors find out about the Northwestern Hawaiian Islands?	
4. Perceptions of various interpretive themes	
5. Understanding human impacts on the islands	
6. Do visitors have additional questions?	

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## **Executive Summary**

This research was conducted to assess audience perceptions of the key educational messages at the Mokupapapa Discovery Center, and to inform a process of revising the exhibits and/or developing new exhibits and interpretive programs. Since the designation of the Papahānaumokuākea Marine National Monument, there is a new story to tell and a renewed emphasis on conservation messages (awareness of how human actions threaten protected places like this). This study was designed to evaluate how well the current exhibits address this new focus and what are the implications for possible changes or enhancements to the exhibits.

### **Method**

Face-to-face interviews were conducted with a random sample of 209 visitor groups at the end of their visits. Discovery Center staff and volunteers were trained to conduct the structured interviews, and the interviews took place over several seasons (April through November, 2009).

### **Results**

Audience profile: About half of the visitors are Hawaii residents (primarily repeat visitors) and half are tourists (primarily first-time visitors). More than a third of the visitors groups (38%) include children. The audience is quite diverse in terms of age, education level and ethnicity.

Use of exhibits: The two most viewed exhibits are the aquarium (97%) and the map (83%). Most visitors also stop to look at the marine debris display (69%), the submarine room (64%) and the island/volcano simulation kiosk (61%). Some of the exhibits seem to appeal to a variety of types of visitors (aquarium, trash display, computer simulation kiosk), while the submarine control room is used more by families with children, and the map is used more by tourists, and adults without children. About half of the visitors (53%) encountered and talked with staff during the visit.

Affective reactions/satisfaction: The findings indicate that visitors enjoy the experience and see it as a worthwhile educational activity. About half of the visitors rated their experience at the Discovery Center as 'good,' while 39% said it was 'great.' The aquarium with live fish is clearly a highlight of the visit.

Awareness of the marine National Monument: Most visitors (59%) thought the center was explaining Hawaii or the Pacific in general. About 30% of visitors got the idea that it was about a specific area – the Hawaiian Archipelago or Northwestern Hawaiian Islands.

Conservation messages: The idea that human activity is negatively affecting the islands was a strong message (selected from a list of themes by 92% of visitors). Based on open-ended answers about negative effects it is obvious that the marine debris exhibit had a big impact on visitors. However, most people did not come away with specific ideas about what they could do personally to benefit the NWHI. Beyond “recycling” and “not littering,” visitors’ open-ended comments about conservation activities were pretty vague. Also, most people didn’t really understand more complicated concepts such as “what is a fragile ecosystem?”

## **Implications**

Appealing to diverse audiences: The current mix of types of exhibits (live animals, computer interactives, film, pictures, and text panels) seems to work well for a variety of different audiences. There is something for everyone, and people are using these exhibits. It would seem to be especially important to encourage the local family audience with repeatable experiences (e.g., interactives where the outcome could be different on future visits), because they come here voluntarily (not just because they are delivered to Front Street by a cruise ship).

Room for improvement: Visitors’ ratings of the experience were mostly in the moderate range, which indicates that there is room for improvement. Although the Discovery Center is, and will continue to be, a modest experience in terms of size, it could be more engaging and inspiring.

Awareness of NWHI: Clearly something needs to be done to enhance the public’s awareness of the Papahānaumokuākea Marine National Monument (or at least the idea/location of the Northwestern Hawaiian Islands). It may be a challenge to figure out how to increase people’s awareness of a place that has a name that is difficult to pronounce and is hundreds of miles away from Hilo. It may require a combination of tactics such as revising the large wall map, adding a main message panel, and changing labels at various exhibits (especially the aquarium). Graphic labels would be especially helpful, so that the labels are interesting and understandable to a wide range of ages, languages, and education levels. It might be interesting and inspiring for visitors to hear the story of why President Bush created this Monument – the largest fully protected marine area in the world.

Interpretation about human impacts: Clearly the marine debris exhibit is effective, but visitors' perceptions of other conservation issues were vague ("what is a fragile ecosystem?" "what can you do to help?"), suggesting that some interpretive messages were not so compelling. Perhaps some "action suggestions" could be added to the marine debris exhibit, and also at other exhibits. "Action items" might include a list of several things that people or industry can do to reduce the threats to protected areas, or an interactive to identify what is a threat and what isn't. Another option would be to add a visitor comment/opinion station, asking people what they can do to protect the National Monument. This could be useful not only for people to make a commitment and feel as though they can do something, but also because visitors can read other people's comments and ideas (hopefully more than recycling and picking up trash).

Ultimately improvement in the effectiveness of interpretive messages needs some creative thinking about exhibit experiences, and perhaps testing of preliminary ideas with visitors.

## **A. Profile of the Audience**

This first section of the report summarizes the demographic characteristics of the audience, as an important context for interpreting subsequent analyses and findings about visitor perceptions. It also presents a profile and comparison of two audience segments: Hawaii residents and tourists. The key points are:

- The Discovery Center audience consists of equal proportions of Hawaii residents and tourists from out-of-state. Similarly, about half are visiting for the first-time and half are repeat visitors.
- Most visitor groups (62%) consist of adults without children. However, one can't ignore the sizeable family audience (38%), especially families with preschool-aged children (23%).
- The Discovery Center serves a more diverse audience than is seen in many museums. There are visitors of all ages, all education levels, and various ethnic identities.
- There are some significant differences between the residents and the tourists: Hawaii residents are slightly younger, less educated, more ethnically diverse, and more likely to bring children to the Center.

## A. Profile of the Audience

**OVERVIEW:** About half of the Discovery Center visitors are Hawaii residents. The proportions of first-time and repeat visitors are about equal. Most of the visitor groups consist of adults only, although 38% of groups include children under age 18. Among adults, all age groups and educational levels are represented.

**SEGMENTATION:** Comparisons between Hawaii residents and tourists from out-of-state will be highlighted throughout this report. Interpretation of results is aided by recognizing that there are demographic differences between these audience segments. Residents are more likely to bring children to the Center (50% vs. 27%), they are less educated (46% vs. 74% college graduates), and they are more ethnically diverse (46% vs. 84% White).

	Overall Sample (n=209)	Hawaii Residents (n=102)	Tourists (n=105)
<u>Residence:</u>			
Hawaii	49%		
other U.S.	41%		
other countries	10%		
<u>Familiarity with Center:</u>			
			**
first-time visitors	53%	24%	91%
occasional repeat visitors <sup>1</sup>	22%	31%	8%
frequent repeat visitors	25%	44%	1%
<u>Group composition:</u>			
			**
adults-only	62%	50%	73%
family with children	38%	50%	27%
<u>Ages of children:</u>			
any preschoolers (0-5)	23%	31%	14%
school-aged children only (6-17)	14%	18%	11%
<u>Group Size:</u>			
			**
one	22%	27%	17%
two	41%	29%	53%
three	21%	28%	14%
four or more	16%	17%	15%

(\*\*) Asterisks indicate statistically significant differences (p<.05) between sets of figures. For example on this page, there is a substantial difference in the proportion of first-time and repeat visitors when comparing the two segments of residents vs. out-of-state visitors. The figures should be read as percents of the column heading, e.g., 91% of tourists are visiting the Center for the first-time.

<sup>1</sup> Occasional repeat visitors are those who have been to the Center up to six times (most visited once or twice before). Frequent repeat visitors have visited ten or more times (some have been 50-100 times).

	<u>Overall Sample</u> (n=209)	<u>Hawaii Residents</u> (n=102)	<u>Tourists</u> (n=105)
<u>Gender:</u>			
man	46%	44%	48%
woman	54%	56%	52%
<u>Age:</u>			
18-29	24%	29%	18%
30's	27%	30%	24%
40's	18%	15%	22%
50's	16%	14%	18%
60+	15%	12%	18%
<u>Education:</u>			
high school	13%	16%	10%
some college	27%	38%	16%
college graduate	33%	27%	40%
graduate school	27%	19%	34%
<u>Ethnic identity:</u>			
Native Hawaiian / Pacific Islander	15%	25%	5%
American Indian / Alaska Native	3%	5%	1%
Asian	13%	23%	5%
White	65%	46%	84%
Hispanic/Latino	3%	2%	4%
African American/black	0	0	0
other / mixed	1%	1%	1%

(++) Plus signs are used in this report to indicate patterns of differences which are not quite statistically significant (milder differences, which may have occurred by chance), but which suggest a trend and may have some intuitive value in some circumstances.



## **B. Visitors' Use of the Exhibits**

This section gives an overview of the proportion of visitors who looked at selected exhibits or talked with staff. There are also analyses of exhibit use by various audience segments (for example, residents vs. tourists and families vs. adult-only groups). Highlights of these findings are:

- The aquarium was the most highly used exhibit – 97% of visitors stopped to look at it. The large map on the wall was also highly used (83% of visitors). Three other exhibits (debris, submarine room, computer kiosk) were viewed by at least 60% of visitors.
- About half of the visitors said they had encountered and talked with a staff member. People who stopped at the map were more likely to talk with staff than those who didn't stop here.
- There were some differences in use by various audience segments. For example, families with children were more likely than adults to use the submarine room, and less likely to stop at the map.

### B.1. How much did visitors see?

OVERVIEW: Nearly all visitors stop to look at the aquarium with live fish. The vast majority (83%) look at the large map, and most (61%-69%) see the trash exhibits, the submarine room, and the computer kiosk. The map is used more by tourists, men, and adult-only groups. The submarine room is used more by families (79%) compared to adult-only groups (54%).

*Which of these exhibits did you stop at?*

	Overall	Residents	Tourists
the aquarium	97%	98%	95%
large map on the wall showing chain of islands	83%	75%	** 90%
pile of trash, or large mural of trash	69%	72%	67%
submarine control room, with robotic arms	64%	78%	** 50%
computer simulation of geology and volcanoes	61%	69%	** 55%

### AQUARIUM



## TRASH





**Who was more likely to stop at the MAP?**

- \*\* 93% of men  
76% of women (68% of women with kids vs. 84% of women without kids)
- \*\* 88% of adult-only groups  
76% of family groups with children (only 67% of local families stop here)
- \*\* 88% of people who talked with staff  
76% of people who didn't talk with staff



**Who was more likely to stop at the SUBMARINE ROOM?**

- \*\* 79% of families with children  
54% of adult-only groups



**Who was more likely to stop at the COMPUTER SIMULATION?**

- ++ 72% of young adults (age 18-29)
- 60% of families with children
- 64% of middle-aged adults (age 30-49)
- 51% of older adults (age 50+)

## B.2. Did visitors speak with staff?

OVERVIEW: About half of the visitors said they had talked with a staff member during the visit, and this proportion was about the same among residents and tourists. People who stopped to look at the map were most likely to speak with staff (or, among the people who talked with staff, more of them were shown or used the map).

*Did any staff or volunteer talk with you about the exhibits?*

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>
yes	53%	49%	56%
no	47%	51%	44%

### Who was most likely to talk with staff?

\*\* 57% of those who stopped at the map  
35% of those who didn't stop here

++ 56% of men  
42% of women

## **C. Reactions to the Exhibits**

This section presents information about visitors' opinions of the experience – ratings, what's worthwhile about the visit, what they enjoyed, and what they would want to see again if they return to the Center. The key findings are:

- Visitors' ratings of their experience today indicate a satisfying experience for most, and a superlative for some (more people said it was 'good' than said it was 'great').
- Visitors gave higher ratings on the question of "how worthwhile are these exhibits?" Residents consider them to be more worthwhile than tourists (repeat visitors may be more loyal).
- The most appealing exhibit is the aquarium with live fish – 43% like it best, and it was mentioned most often as the exhibit people would like to see again on a return visit.

### C.1. Ratings of the experience

OVERVIEW: About half of the visitors rated their experience at the Discovery Center as “good,” 39% said it was “great,” and 13% said it was just “okay.” Families were somewhat more likely than adults without children to give a rating of “great” (48% vs. 34%). When asked to give a separate rating of how *worthwhile* these exhibits are, the ratings tended to be higher, especially among residents (59% ‘high’ ratings). This finding suggests a sense of loyalty among residents – they believe the Center is worthwhile and important even if it isn’t a “wow” experience for them. People believe the exhibits are worthwhile primarily for the educational value, although most of their explanations seemed general and vague.

**Rate your experience today:**

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>	<u>Families</u>	<u>Adults</u>
great	39%	41%	37%	48%	34%
good	48%	43%	53%	44%	50%
okay / fair	13%	16%	10%	7%	16%

**How worthwhile are these exhibits (on a scale of 1 to 10)?<sup>2</sup>**

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>	<u>Families</u>	<u>Adults</u>
High (9-10)	52%	59% **	45%	60%	48%
Medium (7-8)	39%	28%	49%	33%	42%
Low (1-6)	10%	13%	7%	7%	10%

**What’s worthwhile about them?**

- 46% educational, informative, interesting (general answers)
- 15% seeing the fish, the film, the photos, the beauty
- 14% ocean conservation awareness, learning about ecosystem issues
- 10% I learned something new (especially about island formation)
- 8% good for children
- 6% hands-on activities
- 6% general positive: well done, clear interpretation, accessible, awesome
- 6% it’s free
- 2% negative comment (needs more hands-on, no time to read)
- 4% other
- 3% blank, no answer

<sup>2</sup> Interpreting visitors’ ratings on 10-point scales is based on years of experience with museum visitors, using follow-up questions to ask what their ratings mean, or why they gave a particular number. Consistently over time and a variety of settings, we have found that ‘9’ or ‘10’ means an excellent experience which is completely positive, a ‘7’ or ‘8’ means a moderately positive rating which can be accompanied by some misgivings or not-so-enthusiastic support, and a ‘6’ or lower number indicates a disappointing experience or one with substantial misgivings. The highest ratings we’ve seen (national award winning, and very popular among visitors) have been in the range of 75%-80% high ratings (9+10).



**Sample of answers: *What's worthwhile?***

*Educational, seeing the actual fish and beauty of wildlife in film*

*Educational*

*Teaching people about NWHI and species found there*

*Awareness of what's happening in our oceans and islands*

*Explanations are quite good, and the layout*

*Lots of information*

*Learning about the environment and fish*

*Trash exhibits are good for awareness, albatross exhibit*

*I didn't know what an atoll was*

*I like the fish, informative*

*We really love it here and we are regulars, the place is wonderful for kids*

*Overview and understanding of reefs and fish and what we saw in the water*

*Satellite map shows entire chain, very hands-on facility*

*It's enough to bring my family back again*

*Kids get to see the aquarium, it's free*

*Education*

*The pictures and information*

*Facts, understanding, some of the pictures show things that you wouldn't see in person*

*Hands-on display*

*Inspires people to take care of the Hawaiian reefs and resources*

*It is worthwhile if you are devoted and want to read the information*

*I liked learning about the geology of the atolls and the Hawaiian Islands*

## C.2. What people liked most

OVERVIEW: The aquarium with live fish is clearly the highlight of the visit. Other exhibits (film, submarine, marine debris, map, kiosk) were also mentioned to a lesser extent.

### *What did you like the most here?*

43%	aquarium, live fish
14%	film, video
12%	submarine, Pisces, robotic arm
11%	marine debris
11%	map of Hawaiian archipelago
10%	kiosk about island formation, volcanoes
9%	information (especially about conservation issues)
4%	everything
3%	Hawaiian chanting, music
2%	artistic mural
2%	program room displays
2%	photos, pictures
2%	animal models, shark, ray, albatross
9%	other (globe, peepholes, displays, geology, interactive, atoll, etc)

### **Sample of answers:**

*Aquarium, trash picture, how islands were formed*

*Aquarium, robotic arm*

*Aquarium*

*The examples and debris found*

*The displays*

*They were all great*

*Interpretation*

*Aquarium*

*Satellite map*

*Touch screens, video*

*Free admission*

*I like that it's not too big, great for children, will come back again*

*The aquarium and the control room is fun*

*The aquarium and wall map*

*I like the fish tank*

*Aquarium, theater, the overhead sounds, replicas of shark*

*Trash displays to show people what we are doing to ocean*

*Room with the movie in it, the photos*

*Film about coral reefs*

*Hot spot kiosk*

*The detailed information*

*It teaches the kids why to recycle*

### C.3. Repeatability of the experience

OVERVIEW: About three-quarters of the visitors indicated that they would like to see some of the exhibits again (higher among residents, lower among tourists). Again, the aquarium stands out as the exhibit people most want to see if they return.

*If you came back again, is there an exhibit that you would like to see again or spend more time at?*

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>	<u>Families</u>	<u>Adults</u>
yes	73%	83% **	64%	80%	71%
no	27%	17%	36%	20%	29%

(if yes) *Which one?*

30%	aquarium
10%	submarine, robotic arm
10%	film, video
9%	all of them
5%	map on wall
4%	program room
4%	marine debris
3%	kiosk about how islands formed
2%	suggestions (more hands-on, touch tank, more info about . . . )
1%	mural, photos, models
5%	other

## D. Perceptions of Interpretive Messages

This section contains information about visitors' perceptions of the main educational messages presented in the Discovery Center. Did visitors understand that these exhibits are about a specific place, the Marine National Monument? Did visitors get any conservation messages or ideas about how they can help with preservation efforts? Highlights of the results are:

- Few visitors understood that this Center is about a specific place – only 3% mentioned the Monument *top-of-mind*, and 11% named the Northwestern Hawaiian Islands. However, when presented with a statement, 'this area is already protected,' many visitors (63%) thought or guessed the exhibits did show that idea.
- Visitors clearly got some conservation messages – such ideas were most frequently mentioned as the main theme of the exhibits (45% of open-ended responses). Also, when given a list of seven themes and asked which ones the exhibits explained, visitors most often selected the two conservation-related themes: 'human actions are affecting the NWHI' and 'fragile ecosystems.' Most of visitors' comments about negative human impacts referred to trash and pollution, suggesting that the marine debris display had a big effect on visitors.
- The vast majority of visitors (80%) believe that 'there is something you or I can do to benefit the NWHI.' Some people (44%) said that they would likely behave differently as a result of seeing these exhibits (e.g., recycle more, pick up trash at the beach).

## D.1. Perceptions of the main idea

OVERVIEW: Conservation awareness was the top theme cited by visitors (45% “got” that message). The next most cited theme was education about marine life. Only a small proportion of visitors (8%) mentioned the NWHI or Monument.

### *What’s the main idea or theme of the exhibits here?*

45%	increase awareness about conservation issues (coral, trash)
30%	educate about oceans, marine life
14%	Hawaiian islands, how they formed, natural history
11%	education
6%	Northwestern Hawaiian Islands
2%	National Monument, refuge
1%	other
1%	don’t know

### **Sample of answers:**

*Natural history of Hawaiian Islands*

*Trash in ocean, wildlife in Hawaii, very broad*

*Knowledge about NWHI*

*Preserving our marine life, also the coral*

*How islands were formed and the garbage*

*Fish*

*Education*

*Show people fish and be aware of the environment*

*Coral and sea health*

*The aquatic life*

*Hidden Hawaiian Islands*

*Educate the public*

*Teach tourists about natural beauty of Hawaii*

*How island chain was formed*

*Ocean education*

*The islands*

*Wildlife refuge in NWHI*

*Promote health of archipelago*

*Education about preservation*

*Ecological protection*

*Oceanography*

*Education on the ocean, Hawaiian Islands and animals*

## D.2. Did people understand that it's about a specific place?

OVERVIEW: Most visitors (59%) thought the exhibits were about Hawaii or the Pacific, in general. Some said it was about the Hawaiian Archipelago or Hawaii. Only 11% identified the Northwestern Hawaiian Islands as the subject of these exhibits, and 3% referred to the marine sanctuary.

*Did you think the exhibits here were about a specific area or place or were they about Hawaii and the Pacific in general?*

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>	<u>Saw Map</u>	<u>Didn't See</u>
specific place	41%	39%	42%	45%	** 22%
Hawaii and Pacific in general	59%	61%	58%	55%	78%

(if specific) *What place?*

13%	Hawaiian Archipelago, islands
11%	Northwestern Hawaiian Islands
9%	Hawaii
3%	national monument, marine sanctuary
2%	atolls
2%	other
1%	don't know

### D.3. What did visitors find out about the Northwestern Hawaiian Islands?

OVERVIEW: Most visitors (60%) claimed that they knew of the NWHI before coming to the Center. Awareness is higher among residents and repeat visitors compared to tourists and first-time visitors. Most visitors (61%) said they had learned something interesting or surprising about NWHI from these exhibits. Visitors mentioned surprise/interest in the marine debris, how the islands were formed, and how large an area it is, among other things.

*These exhibits are intended to be about the Northwest Hawaiian Islands – a chain of small islands. Had you heard of that name before?*

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>	<u>Repeat</u>	<u>1<sup>st</sup>-time</u>
yes, heard of it	60%	77% **	43%	74% **	49%
no, haven't heard	40%	23%	57%	26%	51%

*Did you find out anything interesting or surprising about the NWHI from these exhibits?*

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>	<u>Talked w/ Staff</u>	<u>Didn't Talk</u>
yes	61%	53% **	69%	66% ++	52%
no	39%	47%	31%	34%	48%

**What?**

- 13% marine debris, how animals are affected
- 12% how islands formed, what's an atoll, erosion
- 9% how expansive an area, how far north it extends
- 8% existence and location of these islands
- 7% abundant wildlife, different fish, facts about animals
- 7% how many islands there are
- 3% unique ecosystems, each island is unique
- 3% history, WWII, Midway
- 2% human history, cultural aspects
- 2% protected area
- 3% other

**Sample of answers (find out anything interesting or surprising about NWHI?)**

*The trash in the ocean was interesting, albatross stomach contents  
I didn't realize the expanse and how far it went  
Battle of Midway  
Names of fish and what is native to Hawaii  
I didn't know what an atoll was  
Marine debris  
That the atolls are there and eroding away and getting smaller  
There are more islands than I thought  
Baby bird that died and turtle that got caught in the net  
Age of the islands  
Isolation of the islands  
I didn't know there was a unicorn fish  
The formation and geology of the Hawaiian islands (hot spot)  
I didn't realize there were so many coral reefs  
They are protected  
More detail on the NWHI  
There's concern about the health of the coral reef ecosystem in that region  
Just how each one is its own little universe  
That they stretched all the way to Russia  
Pile of trash, amazingly shocking  
How large of an area it actually is  
Didn't realize they go so far north  
I didn't know there were that many islands  
The bird guano history in the islands  
The Laysan eggs, I had no idea that they harvested them  
That these islands existed  
The satellite view of where they are  
The geological formation  
The names of them  
The movies of the NWHI, Midway is part of island chain  
The problem with trash in the ocean and on the islands, in the bird's stomach  
The volcano right off the coast is just underground  
I didn't realize how many fish there were  
How sacred and untouched they are  
There is a lot of litter  
Diverse ecosystem  
That they support 54% of the apex predators*



### D.4. Perceptions of various interpretive themes

OVERVIEW: Visitors' perceptions of interpretive themes were also assessed using a list of topics (a different approach from open-ended recall<sup>3</sup>). Nearly everyone thought the exhibits showed 'how human actions are affecting the islands.' Other frequently recognized themes were 'fragile ecosystems' and 'unique species.' The least noticed topic was 'people have a long history in NWHI.' Hawaii residents showed higher awareness of the theme 'a sacred place with cultural significance' compared to tourists. The idea that 'this area is protected' ranked fifth out of the seven topics, indicating that this message is less salient (the marine debris display has a great impact on visitors' perceptions, and it's probably hard to conceive how this area could be protected and covered with trash at the same time). Some audience segments were more likely than others to understand about the safe haven: repeat visitors (70%), men who looked at the map (80%), and people with graduate school education (75%).

*Which of these ideas or themes did the exhibits show and explain?*

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>
Human actions today are affecting the NWHI	92%	94%	90%
About fragile ecosystems	83%	83%	82%
Whether there are unique species in the NWHI	77%	75%	78%
How an Hawaiian atoll is formed	68%	66%	69%
That this area is already protected, a safe haven	63%	64%	62%
It's a sacred place with cultural significance	62%	70% **	53%
That people have a long history in the NWHI	55%	58%	51%

**Who thought exhibits showed SAFE HAVEN?**

- \*\* 70% of repeat visitors
- 56% of first-time visitors
- \*\* 80% of men who saw the map
- 58% of women who saw the map
- 34% of people who didn't look at the map
- \*\* 75% of graduate school educated
- 56% of college graduates
- 66% of people with some college
- 46% of high school educated

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<sup>3</sup> Lists of suggested answers help visitors to recognize ideas that they may not have been able to articulate or think of in a 'top-of-mind' way. Such recognition is a legitimate measure of their thoughts and perceptions, but it does also lead to some guessing and possibly over-representation of the effectiveness of the interpretive experience.

**OVERVIEW:** If they recognized the theme 'fragile ecosystems,' visitors were asked to define it. About one-quarter expressed a clear understanding that a fragile ecosystem is more vulnerable to change or human activity than other ecosystems in general. Some people mentioned negative impacts such as trash or loss of species. Some people said coral were fragile ("because they break easily if you step on them").

***What does fragile ecosystem mean, in terms of an island?*** (if yes to 'fragile'; n=172)

24%	sensitive, vulnerable to human impacts
22%	affected by trash, pollution
18%	needs to be protected, threatened by human activity
14%	coral reefs
11%	potential loss of species: coral, birds, fish
8%	balanced system, interconnected, food chain
4%	eroding, breaking up
2%	impacted by invasive species
5%	other
4%	blank

### **Sample of answers**

*Bird populations*

*The food chain*

*The Monument, having to be a monument*

*Humans are impacting*

*The animal are affected by pollution and trash that hurts them*

*Beaches could be deteriorating, land is developed by humans*

*The coral reefs and their interconnectedness to everything*

*They're threatened*

*The ocean and pollution*

*Our impact on that ecosystem*

*There are many things that can jeopardize the health*

*Pollution affecting the reef*

*The balance is finely tuned, so if you take a predator away it will affect another animal*

*Marine pollution tangling up the animals*

*Easily ruined*

*Any change, even the slightest, can have effects*

*Resources are limited & loss of them shows up faster*

*That is threatened by humans and climate change*

*Coral is sensitive*

*Friendly ecosystem, where all species survive, on the brink of endangered*

*The coral reef and its balance*

*Erosion of an island, impacts of others close to it*

*If one thing goes it's going to affect something else*

*Conserve, Hawaii is a unique place, species found only here*

*Breaks easy, corals*

*Vulnerable to humans, trash and natural erosion*

*If not looked out for it could be damaged and disappear*

OVERVIEW: People who identified the theme of 'human history' were asked to explain what they had seen about this topic. About one-third gave general answers about Hawaiians living there a long time ago, one-third cited some specific information (e.g., WWII, Kumulipo, guano mining, Polynesian influences), and one-third couldn't think of anything.

***What kind of history would that be?*** (if yes to 'people have a long history'; n=114)

28%	people lived there long ago, early Hawaiian culture
14%	WWII, Midway
11%	spiritual, sacred, place of worship, Kumulipo
9%	fishing, guano mining, egg & feather collecting
8%	Polynesians
8%	travel, navigation, ship wrecks
7%	other
30%	blank

### **Sample of answers**

*Midway was used before the war*

*People lived there*

*Hawaiian people*

*Battle of Midway, harvesting eggs, shipping ports*

*Picture of artifacts, early Polynesians*

*Religious, spiritual, traditional navigation*

*Worshipped there*

*WWII, roots go way back - Hawaiian history*

*Research there*

*Chanting*

*Ancient Hawaiian*

*Military bases*

*Ship wrecks and guano mining*

*Polynesian history*

*The natives, how they would navigate*

*Voyages, Hawaiians in area*

*Cultural-some areas of special significance*

*Hawaiian culture and artifacts*

*Midway atoll, Kalakaua's exploration for the Hawaiian kingdom*

*The World War II history*

*The war and bird feathers for hunting*

*Early settlers lived in the NWHI a long time ago*

*Polynesian influence*

*Because of the Kumulipo*

*Kapunas used to take care, fishing the reefs*

*Symbiotic relationship with nature*

*People lived on the islands a long time ago*

## D.5. Understanding human impacts on the islands

OVERVIEW: Most visitors (67%) agreed with the idea that human activities may have both positive and negative effects on the islands, while 30% thought human impacts would be entirely negative. Residents and tourists had similar perceptions. The marine debris display obviously had a big impact on visitors because “trash” and “pollution” dominated people’s examples of negative influences. In terms of positive impacts, visitors cited educational efforts (at the Discovery Center), that people are trying to preserve nature, and the volunteer clean-up efforts, among other things.

*Do you think that human actions affecting those islands would be:*

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>
almost all negative	30%	38%	31%
almost all positive	3%	2%	5%
some negative, some positive	67%	70%	64%

*What kinds of negative impacts are you aware of?*

56%	marine debris, trash
32%	pollution
15%	overfishing, hunting
8%	damaging coral
7%	cruise ships, boats, tourism
4%	land development, habitat destruction
4%	invasive species
3%	global warming
3%	overpopulation
2%	military actions, bombs, airfields
2%	lack of respect for animals
8%	other
2%	blank

### **Sample of answers**

*Trash problem in ocean*

*Marine debris*

*What people are doing to the ocean*

*Trash, non-biodegradable plastics*

*Litter*

*Pollution, destruction of native plants, overpopulation*

*Environmental degradation*

*Fishing, harvesting, tourism*

*Waste, destruction of coral reefs*

*Sewage problem*

*Destroying habitats and species*

***What kinds of positive impacts are you aware of?***

28%	education, awareness, this center
25%	trying to protect, conservation
22%	clean-up efforts, pick up trash
11%	research
9%	National Preserves, sanctuaries
7%	turtle recovery program, restoring native habitat
6%	rules and regulations about fishing, etc.
3%	coral etiquette
3%	recycle, don't litter, no plastic
7%	other
9%	blank

**Sample of answers**

*Scientific exploration is showing us the need for conservation*

*Clean-up efforts in NWHI, reducing trash*

*People trying to protect it*

*You can educate people on cruises about protecting the area*

*Education centers like this*

*Turtle recovery projects, clean-ups, nature reserves*

*That people are aware of the environmental degradation*

*Conservation*

*Clean-ups*

*Protecting the animals and trying to keep it clean*

*Just leave it alone*

*The research going on and learning about the marine and bird life*

*Making it a National Monument, stopping fishing*

*Cleaning up, rebuilding, rules and regulations*

*Educating the public*

*Preservation*

**Understanding human impacts** (continued)

OVERVIEW: Eight out of ten visitors thought that something could be done to benefit the NWHI, but only four of ten thought they would be likely to change their own behavior. The primary suggested activity was education (the role of the Center), followed by basic actions such as recycling or picking up trash.

*Is there anything that you or I could do for the benefit of the NWHI?*

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>
yes	80%	82%	78%
no	20%	18%	22%

*Are you likely to do anything differently after seeing the exhibits here?*

	<u>Overall</u>	<u>Residents</u>	<u>Tourists</u>
yes	44%	49%	39%
not really	56%	51%	61%

**What?**

<u>Could do</u>	<u>Likely to do</u>	
30%	11%	educate, raise awareness
12%	9%	recycle
12%	5%	pick up trash, volunteer, join clean-ups
9%	4%	no littering, don't throw trash at beach
6%	4%	respect nature, protect, preserve (general answers)
6%	0	support educational centers and research
3%	3%	avoid plastics
3%	2%	other specific 'green' actions (organic, lower consumption, etc.)
3%	0	leave it alone
2%	<1%	responsible fishing, enforce regulations
<1%	4%	don't step on the reef
<1%	2%	move here, visit NWHI, explore reefs
3%	2%	other

**Sample of answers**

*Cut down on waste, less consumption*

*Reduce our trash, recycle more*

*Clean-up effort*

*More education*

*Volunteer*

*More money to National Parks*

*Educate others*

*Promote need to clean it up*

*Leave it alone, end tourism*

*By cleaning up and not throwing trash*

*More publicity, more trash cans*

*Protecting nature*

*Exhibits to increase awareness*

*Recycle*

*Support conservation*

*Continue to teach the youth*

*Awareness*

*Dispose of trash responsibly*

*Tell people not to stand on reef*

*Teach our children not to litter*

*Continue recycling*

*Respect the environment*

## **D.6. Do visitors have additional questions?**

OVERVIEW: About one-quarter of the visitors had additional comments or questions at the end of the interview. Some wondered about the Discovery Center (who runs it?), some had specific informational questions about the content, and some gave suggestions for exhibits (e.g., touch tanks).

### *Do you have any questions about any of this?*

#### Questions about interpretive content/exhibits (themes: human inhabitants, animals, island formation, trash, etc.)

*What kind of human history in the monument?*

*Are all of the islands inhabited? Can you visit?*

*Are there people who live up there now?*

*Where is the Polynesian influence?*

*Turtle populations, ...everywhere, are they going up?*

*When do the banded coral shrimp in aquarium come out?*

*Movie room, wingspan of all*

*Where is the information on the turtles?*

*How do islands sink, geologically?*

*How long until new island is on the surface?*

*Where is the garbage patch? Show tectonic plates on map*

*Where is the island with all the trash?*

*Are they protected?*

*Yes, what is guano?*

*More explanation of wall map in relation to large wall mural*

*Is this protected area larger than the great barrier reef?*

#### Questions about the Center /NOAA

*Who funds center? How long has it been here?*

*How old is discovery center?*

*What exactly is the center about?*

*Who is paying for this?*

*Who runs this place?*

*Who runs this?*

*Who's funding this? Can you dive?*

*How are you funded?*

*How long has NOAA fisheries been in service?*

*How long has Mokuapapa been open?*



Suggestions about the exhibits (themes: more hands-on for children, more live animals, etc.)

*No, but need more fun stuff for children*

*More hands on stuff for kids, touch screens and tanks*

*More hands on stuff for kids like the sub*

*More for kids, everything seemed to be above their heads*

*When will you have more tanks?*

*More real ocean life, more live things*

*Touch tank*

*Share beach clean-up information*

*Maybe more on cultural significance*

*More about Hawaiian people and their history*

*More about the formation of the coral reefs*

*Robotic arms not always working?*

*More information on the island formation*

*More about the fish and coral*

*Maybe some films of what it's like on the islands*

*More plastic fish displays like at Lyman and identification*

*Put a sign on the back door*