Native Hawaiian Student Data Report

Native Hawaiian Place of Learning Advancement Office

2020
Aloha Kākou!

Welcome to the 2020 Native Hawaiian Student Data Report!

Mahalo for taking the time to read through this NH Student Data Report utilizing 2020 data. This report started out as data on our webpage. But with new 2021 data, we refreshed our webpage. We didn’t want to lose the 2020 data, however. Therefore, building off of the work of Balutski, Freitas, and Wright we created this report.

Our goals is that the data in this report will spark thoughtful conversations and intentional action. While we are grateful for the data that we have, we also know there is much more to collect and learn from.

We hope that reading this report will also help us to collectively identify the data gaps and create new tools to gather important information with the ultimate goal of better serving our students.

Finally, this report would not have been created without Kawehionālani Goto, a graduate research assistant in our office. She led every piece of what you see in the following pages and I am forever grateful to her for her hard work and attention to detail.

Aloha nui,
Kaiwipuni Lipe
Director, NH Place of Learning Advancement Office

Visit: http://manoa.hawaii.edu/nhpol to learn more about our office and to navigate to the data webpage and look at our current data.
We want to continue to honor the genealogy before us and recognize the previous Native Hawaiian (NH) student data reports that we draw from and build upon here. Mahalo to Nālani Balutski and Drs. Kahunawai Wright and Konia Freitas for leading the way.

Further, we want to mahalo Dr. Yang Zhang, director of the Mānoa Institutional Research Office and her team, as well as Graduate Division for their partnership in this work.

Foundational Documents
To view the previous NH student data reports visit the Native Hawaiian Student Profiles (NHSS, 2008–2012) at:

- [https://manoa.hawaii.edu/nhss/research-evaluation/native-hawaiian-student-profiles/](https://manoa.hawaii.edu/nhss/research-evaluation/native-hawaiian-student-profiles/)

Report Note on Native Hawaiian Abbreviation
Throughout this report, Native Hawaiian is abbreviated to NH. To understand this term and definition visit the 2019 report: [http://go.hawaii.edu/VNx](http://go.hawaii.edu/VNx)
Our university data is shaped by the four key areas in the NH reports: NH student success, staff and faculty development, NH environments, and NH community engagement. We thank the many people who have worked tirelessly on the creation and implementation of the goals and recommendations from these documents. Our goal is that the data we provide helps inform UH Mānoa about where we are and where we want to go as we strive to become a NH place of learning.

**Native Hawaiian Environments Goal**
- UH Mānoa campus is a physical, cultural, spiritual, and interactive environment that exemplifies the values of ʻohana and community, mālama ʻāina, and kuleana; thereby, perpetuating NH values, culture, language, traditions, and customs.

**NH Student Success Goals**
- NH students are holistically supported from recruitment through post-graduation.
- Best practices are gleaned from efforts to support NH students and are applied to student success strategies for all students across the campus.

**Staff & Faculty Development Goals**
- NH staff and faculty are holistically supported from recruitment through promotion and leadership development in every unit across the campus.
- All staff and faculty at UH Mānoa are more knowledgeable and culturally rooted in Mānoa and Hawaiʻi.

**Community Engagement Goal**
- UH Mānoa and NH communities are consistently connected and engaged in order that there can be reciprocal teaching and learning for positive impact throughout Hawaiʻi.
Join us in our journey of implementation by learning more about UH Mānoa and our Native Hawaiian students through our student data.

In order for us to measure our progress based on the four areas listed above and the dozens of recommendations under each area, we look to various forms of data related to each recommendation. At this time, much of the data does not yet exist because tools have not been created to collect it. We definitely have our work cut out for us!

For now, we focus our attention on student data because:
- Of the four focus areas, this is the area in which UH Mānoa has the most information.
- Everyone wants to know how students are doing.
We provide a brief assortment of fall 2020 enrollment data on NH students at the University of Hawai‘i at Mānoa (UH Mānoa). This information is used to better understand NHs at UH Mānoa as it is tied to the NH Reports. We hope this will be a guide to inform and improve UH Mānoa’s practices and be a convenient starting place for our communities to better understand our NH students through our data.

In fall 2020, total enrollment at UH Mānoa was 18,025 and total NH enrollment was 2,866. So 15.9% of the UH Mānoa student population was Native Hawaiian. Generally, enrollment for NH students has continued to increase from previous years.
Among the NH students pursuing an undergraduate degree, there were 449 freshmen (22%), 352 sophomores (17%), 539 juniors (26%), and 730 seniors (35%).

The largest percentage of NH undergraduates are enrolled at Hawai‘inuiākea School of Hawaiian Knowledge.

The largest NH representation increase from fall 2019–2020 was in the College of Natural Sciences (headcount increase 30)
Among the NH students pursuing a graduate degree, there were 161 pursuing a research doctoral degree (22%), 119 pursuing a professional doctoral degree (16%), 397 pursuing a master’s degree (54%), 8 are in graduate special programs (1%), and 15 are post-baccalaureate unclassified (7%).

The majority of NH graduate students are enrolled in the College of Education.

The largest percentage of NH graduate students are enrolled at Hawai‘inuiākea School of Hawaiian Knowledge.

The largest NH representation increase from fall 2019-2020 was in the College of Social Sciences (headcount increase 13).
While NH student enrollment decreased from fall 2012 to fall 2017, NH student enrollment has generally continued to increase in recent years. In fall 2020, 16.1% of undergraduate students were NH and 15.3% of graduate students were Native Hawaiian.

Explore Native Hawaiian Enrollment Distribution of Majors by College and School by visiting the University of Hawai’i System, Institutional Research, Analysis and Planning Office (IRAO):

http://go.hawaii.edu/2NV
Enrollment Growth

Between fall 2019-2020 many colleges and schools have had NH student enrollment growth. We provide a list of undergraduate and graduate colleges and schools that have increased their NH enrollment and include the headcount increase in parentheses.

<table>
<thead>
<tr>
<th>Undergraduate Colleges and Schools:</th>
<th>Graduate Colleges and Schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture (+3)</td>
<td>Arts, Languages and Letters (+5)</td>
</tr>
<tr>
<td>Arts, Languages and Letters (+12)</td>
<td>Business (+7)</td>
</tr>
<tr>
<td>Business (+29)</td>
<td>Engineering (+4)</td>
</tr>
<tr>
<td>Engineering (+4)</td>
<td>Medicine (+2)</td>
</tr>
<tr>
<td>Hawai‘inuiākea (+20)</td>
<td>Natural Sciences (+6)</td>
</tr>
<tr>
<td>Medicine (+1)</td>
<td>Ocean and Earth Science and Technology (+1)</td>
</tr>
<tr>
<td>Natural Sciences (+30)</td>
<td>Social Sciences (+13)</td>
</tr>
<tr>
<td>Nursing &amp; Dental Hygiene (+6)</td>
<td>Social Work and Public Health (+3)</td>
</tr>
<tr>
<td>Social Sciences (+28)</td>
<td>Tropical Agriculture and Human Resources (+3)</td>
</tr>
<tr>
<td>Social Work and Public Health (+1)</td>
<td></td>
</tr>
<tr>
<td>Tropical Agriculture and Human Resources (+20)</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Education (+10)</td>
<td></td>
</tr>
</tbody>
</table>
In fall 2020 at the UH Mānoa, among the 2,092 Native Hawaiian (NH) students pursuing an undergraduate degree, 55% were female, 43% were male, and 2% did not provide gender identification according to these categories. Among the 685 NH students pursuing a graduate degree, 65% were female, 33% were male, and 2% did not provide gender identification according to these categories.

**NH Enrollment by Gender Identification**

Note: These gender categories are based on UH Mānoa data gathered through the admissions application. We want to acknowledge that these categories do not accurately represent the gender identity categories of our student body and consider this a limitation of our research on NH students.
In fall 2020, the breakdown of NH undergraduate students by geographic origin were as follows: 72% O‘ahu, 6% Hawai‘i island, 3% Kaua‘i, >1% Lāna‘i, 5% Maui, 1% Moloka‘i, and 13% outside of Hawai‘i.

In fall 2020, the breakdown of NH graduate students by geographic origin were as follows: 67% O‘ahu, 67 10% Hawai‘i island, 3% Kaua‘i, 1% Lāna‘i, 9% Maui, 1% Moloka‘i, and 9% outside of Hawai‘i.
In fall 2020, of the NH students pursuing an undergraduate degree, 44% graduated from a Hawai‘i public school, 39% graduated from a Hawai‘i private school, 12% graduated from a US continental high school, >1% graduated from a US National or CFAS\(^1\) high school, >1% graduated from an international high school, 3% had an other\(^2\) high school type, and there was no high school data for 1% of undergraduate students.

In fall 2020, of the NH students pursuing a graduate degree, 38% graduated from a Hawai‘i public school, 47% graduated from a Hawai‘i private school, 7% graduated from a US continental high school, 1% graduated from a US National or CFAS\(^1\) high school, 1% graduated from an international high school, 4% had an other\(^2\) high school type, and there was no high school data for 2% of graduate students.

\(^{1}\)CFAS refers to Citizens of Freely Associated States which includes Palau, the Marshall Islands, and Micronesia.

\(^{2}\)The other category includes everything aside from a high school diploma (i.e., GED credential, homeschooled, certain other programs such as the Youth Challenge Program, as well as non-completers).
In fall 2020, of the NH students pursuing an undergraduate degree, 19% were new freshmen, 13% were new transfer students, 66% were continuing students, and 2% were returning students.

In fall 2020, of the NH students pursuing a graduate degree, 34% were new first-year graduate students, 2% transferred from other institutions, 61% were continuing, and 3% were returning students.
Graduate Assistantships

At UH Mānoa there are a variety of graduate assistant positions tied to research, teaching, and other areas of expertise. Overall, graduate assistantships have fluctuated from 2014-2020, whereas NH graduate assistant employment has continued to increase. In 2020, NHs represented 9.2% of all graduate assistants employed at UH Mānoa.

Graduate Assistantships Table

<table>
<thead>
<tr>
<th>Term</th>
<th>NH GAs</th>
<th>All GAs</th>
<th>% NH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>82</td>
<td>1289</td>
<td>6.4%</td>
</tr>
<tr>
<td>2015</td>
<td>85</td>
<td>1281</td>
<td>6.6%</td>
</tr>
<tr>
<td>2016</td>
<td>82</td>
<td>1249</td>
<td>6.6%</td>
</tr>
<tr>
<td>2017</td>
<td>79</td>
<td>1236</td>
<td>6.4%</td>
</tr>
<tr>
<td>2018</td>
<td>91</td>
<td>1278</td>
<td>7.1%</td>
</tr>
<tr>
<td>2019</td>
<td>123</td>
<td>1336</td>
<td>9.2%</td>
</tr>
<tr>
<td>2020</td>
<td>124</td>
<td>1353</td>
<td>9.2%</td>
</tr>
</tbody>
</table>
Generally, time-to-degree (or the amount of time it takes for an undergraduate student to complete their degree) has continued to decrease, reflecting an improvement at UH Mānoa in time-to-degree rates. On average, students who start at UH Mānoa as first-time full-time freshmen earn a bachelor’s degree in less than 5 years. All first-time full-time freshmen on average earn their degree in 4.32 years while the average rate for NH first-time full-time freshmen is 4.18 years.

Explore UH Mānoa Retention and Graduation Rates by visiting the University of Hawai‘i System, Institutional Research, Analysis and Planning Office (IRAO): [http://go.hawaii.edu/VNk](http://go.hawaii.edu/VNk)
At UH Mānoa, the persistence rate combines retention and graduation rates and is considered a measure for overall success. From 2014-2019 there has been an increase in UH Mānoa’s persistence rates for all undergraduate students, as well as for NH undergraduate students in particular. For the 2019 cohort (the group of first-time full-time freshmen who started in fall 2019), the 1-year persistence rate for NH students was 87.6%, while for all UH Mānoa undergraduate students it was 87.7%.

Typically, NH undergraduate students have a lower 1-year persistence rate than all undergraduates at UH Mānoa and this is consistent when compared with national data¹. However, our most recent 1-year persistence rate suggests that the gap between NH undergraduate students and all UH Mānoa undergraduate students is closing.

¹National data comes from the Persistence and Retention Report for the National Student Clearinghouse Research Center and is the overall national persistence rates for public four-year institutions. This data includes Hawai‘i, as well as Native Hawaiian and other Pacific Islanders.
In 2020, of the total financial aid dollars awarded to NH students, 29% were Pell grants, 1% were federal work-study, 2% were other federal grants, 64% were state and institutional grants or scholarships, and 4% were external scholarships.

Explore UH Manoa Historic Table of NH Undergraduate Student Financial Aid Award and the Student Financial Aid Unmet Need 2019-2020 by visiting the University of Hawai‘i System, Institutional Research, Analysis and Planning Office (IRAO)
• http://go.hawaii.edu/XNV
• http://go.hawaii.edu/VNy
In the 2020 fiscal year, 4,519 degrees were awarded to students at UH Mānoa. Of these degrees, 646 were earned by NH students. In other words, in the 2020 fiscal year, 14.3% of degrees awarded were earned by NH students.

In the 2020 fiscal year, 455 bachelor’s degrees, 131 master’s degrees, 16 research doctoral degrees, and 34 professional doctoral degrees were earned by NH students.

Degree Attainment Breakdown (2015-2020)

Explore NH Degrees Awarded by Major and Gender by visiting the University of Hawai’i System, Institutional Research, Analysis and Planning Office (IRAO): [http://go.hawaii.edu/nNV](http://go.hawaii.edu/nNV)