NATIVE HAWAIIAN STUDENT PROFILE

Prepared By:
Kualiʻi Council
Native Hawaiian Student Services Committee

June 26, 2006
Purpose
The purpose of this document is to provide baseline information on Native Hawaiian (NH) students at the University of Hawaii at Mānoa (UHM). Information in this paper includes applicable University policies regarding Native Hawaiians, student population and enrollment figures, the number of majors and degrees earned. Issues related to access to higher education is briefly discussed. Also included is an outline of several activities and approaches to student services.

Applicable Policies
The University of Hawaii at Mānoa has made a commitment to increase the enrollment of Native Hawaiians to 15% of the student population.1

The Pūko’a Native Hawaiian Advisory Council is comprised of Native Hawaiian faculty and staff of the University of Hawai‘i system and advises the UH President and Board of Regents on all matters concerning Native Hawaiians. The Council is “dedicated to increasing the number of Native Hawaiian students, faculty, staff and administrators in the university system to 23% which mirrors the percentage of Hawaiians in Hawai‘i’s general population”. 2

The Kuali‘i Council represents the staff, faculty and students at the University of Hawai‘i at Mānoa. The Kuali‘i Council mission is to “advance the status and condition of Native Hawaiian people through successful achievement of higher education by Native Hawaiian students and the promotion of Native Hawaiian administrators, faculty and staff”.3 The Native Hawaiian Student Services under the Council is responsible to all the Native Hawaiian serving departments, projects and programs that service Native Hawaiian students on the Mānoa campus.

Representation
Despite improvements in post-secondary educational representation, Native Hawaiians continue to be underrepresented among college students and graduate professional students.

According to recent surveys, Native Hawaiian parents have high expectations for their children’s post-secondary education.4 More than four out of five Native Hawaiian respondents expected their children to continue their studies beyond high school, at either a 4-Year institution (62%) or 2-year college or technical institute (24.4%).5 Further, improvements have been made in post-secondary Native Hawaiian enrollment figures over time. For example, the number of Native Hawaiian students enrolled in the UH system increased by 25.2% from 4,517 in 1990 to 6,248 in 2001.6

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3 Native Hawaiian Student Services at the University of Hawai‘i at Mānoa”. September 2003. A Report Submitted by the Kuali‘i Council Student Services Sub Committee.
6 NHEA. 2005. p. 120.
However, despite this increase, Native Hawaiian students continue to be underrepresented in post-secondary enrollment and educational attainment.

Census data (2000) shows that among those Hawaiians available and eligible for higher education, they were 23.1 percent (or 21,497) of the state’s college-age population (18 to 24 years of age). Approximately 32.2% (or 6,917) of those were enrolled in college or graduate school. The UH system represents the most common route toward higher education for Native Hawaiians. Twenty-eight percent (or 6,135) were enrolled in the UH system and among those, 26.7% were of undergraduate status and 1.9% was graduate or professional students.

University of Hawaii Fall systemwide data for 2005 indicates that Native Hawaiians were 13.8% of the student body population. At the Mānoa campus, Native Hawaiians are 8.3% (or 1,721) of the total student population. Hawaiian/Pt Hawaiians represent 8.8% (or 1,258) of the undergraduate students and 7.2% (or 452) of the graduate student population. Hawaiian females have a higher representation to that of their male counterparts; 59% are female and 41% are male.

Table 1. Hawaiian Ethnic Background of Credit Students by Campus Fall 2005.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Total</th>
<th>Hawn Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH System</td>
<td>50,157</td>
<td>6,901</td>
<td>13.8%</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>20,644</td>
<td>1,721</td>
<td>8.3%</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>3,422</td>
<td>547</td>
<td>16.0%</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td>858</td>
<td>165</td>
<td>19.2%</td>
</tr>
<tr>
<td>UH CC’s</td>
<td>25,233</td>
<td>4,468</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

Notably, the Fall 2005 UH Common Application form was amended to provide a separate line to indicate Hawaiian ancestry. According to these numbers the Native Hawaiian population is higher compared to the conventional method of ethnic identification. Native Hawaiian are 14.6% of the total UH system population. They are 8.8% of the total UHM population and represent 9.4% (or 1,339) of the undergraduate population, and 7.3% (or 460) of the graduate population.

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7 It is worthy to note that the total number of NH high schools students in 2005 was 26,498, of which 5,001 (or 18.8%) did not receive a high school diploma therefore leaving 21,497 students eligible for college.
8 NHEA, 118-119. Figures assume all NH students are 18 to 24 yrs of age; all NH students were residents of State of Hawaii and have high school diploma or GED.
11 Table 4. Selected Characteristics of Credit Students by Unit. University of Hawaii. Fall 2005.
12 Table 4. Selected Characteristics of Credit Students. University of Hawaii at Manoa. Fall 2005.
The difference between numbers are significant when on considers that substantial federal funding is available to Native Hawaiian serving institutions (specifically, HUD Title III funds) who serve 10% of the undergraduate head count enrollment. Further, it is important to note that there are discrepancies when UH system figures are compared to the Native Hawaiian student counts kept by the various departments. Some departments speculate that it could very well be the case that at UHM, Native Hawaiian undergraduates are over the 10% threshold due to the severity of miscounts by the UH Administration.

Community Colleges

Community College’s in Hawai‘i serve an important function for many Native Hawaiians interested in higher education. A break down of Community College Fall 2005 enrollment figures are provided below.

Table 2. Revised Common Application Form - Hawaiian Ancestry Fall 2005.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Hawaiian Ancestry</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH System</td>
<td>50,157</td>
<td>7,329</td>
<td>14.6%</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>20,644</td>
<td>1,810</td>
<td>8.8%</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>3,422</td>
<td>561</td>
<td>16.4%</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td>858</td>
<td>167</td>
<td>19.5%</td>
</tr>
<tr>
<td>UH CC's</td>
<td>25,233</td>
<td>4,791</td>
<td>19.0%</td>
</tr>
</tbody>
</table>

The difference between numbers are significant when on considers that substantial federal funding is available to Native Hawaiian serving institutions (specifically, HUD Title III funds) who serve 10% of the undergraduate head count enrollment. Further, it is important to note that there are discrepancies when UH system figures are compared to the Native Hawaiian student counts kept by the various departments. Some departments speculate that it could very well be the case that at UHM, Native Hawaiian undergraduates are over the 10% threshold due to the severity of miscounts by the UH Administration.

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Community College’s in Hawai‘i serve an important function for many Native Hawaiians interested in higher education. A break down of Community College Fall 2005 enrollment figures are provided below.

Table 3. UH Community College Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Hawaiian Ancestry</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Community Colleges</td>
<td>25,233</td>
<td>4,468</td>
<td>17.7%</td>
</tr>
<tr>
<td>Hawai‘i</td>
<td>2,377</td>
<td>698</td>
<td>29.4%</td>
</tr>
<tr>
<td>Honolulu</td>
<td>4,183</td>
<td>712</td>
<td>17.0%</td>
</tr>
<tr>
<td>Kapi‘olani</td>
<td>7,289</td>
<td>789</td>
<td>10.8%</td>
</tr>
<tr>
<td>Kaua‘i</td>
<td>1,059</td>
<td>211</td>
<td>19.9%</td>
</tr>
<tr>
<td>Leeward</td>
<td>5,709</td>
<td>850</td>
<td>14.9%</td>
</tr>
<tr>
<td>Maui</td>
<td>2,903</td>
<td>647</td>
<td>22.3%</td>
</tr>
<tr>
<td>Windward</td>
<td>1,713</td>
<td>561</td>
<td>32.7%</td>
</tr>
</tbody>
</table>

Retention and Continuation Rates
At UHM, the average six year graduation rate is 54%. Native Hawaiians are least likely to graduate in 6 years (42.0%) indicating that they are less likely to complete degree requirements compared to other ethnicities.\footnote{Graduate and Retention Rates and Peer and Benchmark Groups Comparisons UHM, Fall 1990 to Fall 2003, as of 2004. UH IRO. October 2005.}

According to 2000 UHM data, approximately 41.3% of the Native Hawaiian students at UHM graduated within six years compared to 73% among Chinese and 64.2% among Japanese given the same time frame\footnote{NHEA, p. 121.}. Among the Native Hawaiian who do graduate, they generally take longer, moreover, the longer it takes to graduate the least likely it is that a degree will be earned.

The UHM retention rate (an average) is 79.2% after 1 year compared to 72.7% for Native Hawaiian. After 2 years, the UHM average is 71.7% compared to 64.1% among Hawaiian and Part Hawaiian students.\footnote{Retention rates/continuation rates represent the percentage of first-time freshmen in a given fall semester who returned to the institution in a subsequent fall semester. Source: UHM, IRO, Graduate and Retention Rates and Peer and Benchmark Groups Comparisons UHM, fall 1990 to fall 2003, as of 2004.} The cumulative graduation and continuation rates within 6 years for UHM are 54.1% for graduation and 10.4% for continuation. This represents a success rate of 64.5%.\footnote{Success rates = graduation rate + continuation rate} Among Hawaiian and Part Hawaiian students, the graduation rate within 6 years is 42.0% and 9.6% for continuation. The 6 year success rate among Native Hawaiian students is 51.6%.
Where are Our Students?

Distribution by Major

The bulk of our Native Hawaiian students at Mānoa are majoring in Arts and Sciences (n=962), followed by Education (n=202), Hawaiian Studies (n=86), Engineering (n=83) and Business Administration (n=66). Native Hawaiian students are the least represented in the School of Ocean Earth, Sci/Tech (SOEST), Travel Industry Management and Architecture. However, SHAPS (i.e. Hawaiians Studies specifically) garners nearly 30% of the NH students by College and School.

Table 4. Distribution by Major, UHM, Fall 2005

<table>
<thead>
<tr>
<th>School or College</th>
<th>Grand Total</th>
<th>Hwn/Pt Hwn</th>
<th>% of Total By Sch/Coll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts And Sciences</td>
<td>11,788</td>
<td>962</td>
<td>8.16%</td>
</tr>
<tr>
<td>Hawn Asian And Pacific Studies</td>
<td>303</td>
<td>86</td>
<td>28.38%</td>
</tr>
<tr>
<td>Engineering</td>
<td>967</td>
<td>83</td>
<td>8.58%</td>
</tr>
<tr>
<td>Business Administration</td>
<td>1,327</td>
<td>66</td>
<td>4.97%</td>
</tr>
<tr>
<td>Ocean Earth Sci Tech</td>
<td>335</td>
<td>6</td>
<td>1.79%</td>
</tr>
<tr>
<td>Trop Ag &amp; Human Resources</td>
<td>797</td>
<td>57</td>
<td>7.15%</td>
</tr>
<tr>
<td>School Of Nursing &amp; Dental Hygiene</td>
<td>455</td>
<td>49</td>
<td>10.77%</td>
</tr>
<tr>
<td>Law</td>
<td>317</td>
<td>31</td>
<td>9.78%</td>
</tr>
<tr>
<td>Medicine</td>
<td>464</td>
<td>29</td>
<td>6.25%</td>
</tr>
<tr>
<td>Social Work</td>
<td>217</td>
<td>24</td>
<td>11.06%</td>
</tr>
<tr>
<td>Architecture</td>
<td>269</td>
<td>23</td>
<td>8.55%</td>
</tr>
<tr>
<td>Travel Industry Mgt</td>
<td>462</td>
<td>23</td>
<td>4.98%</td>
</tr>
<tr>
<td>Education</td>
<td>1,546</td>
<td>202</td>
<td>13.07%</td>
</tr>
</tbody>
</table>

Source: Table 7. Distribution of Majors, By Ethnicity and Gender. UHM. Fall 2005. UHIRO.
A breakdown of the distribution of majors in the College of Arts and Sciences indicates that most of the NH students are majoring in Social Sciences followed by Natural Sciences. Hawaiian language students represent approximately 35% of the total students in College of Language, Linguistics and Literature. Further, Hawaiian language students represent nearly (69.5%) of the students in Hawaiian & Indo-Pacific Language and Literature.

**Table 5. Distribution Hwn/Pt Hwn in Arts & Sciences**

<table>
<thead>
<tr>
<th>School or College</th>
<th>Grand Total</th>
<th>Hwn/Pt Hwn</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOEST</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>TIM</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>ARCH</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>SW</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>MED</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>LAW</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>NURS</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>CTAHR</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>CBA</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>ENGR</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>SHAPS</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>EDUC</td>
<td>202</td>
<td></td>
</tr>
<tr>
<td>A&amp;S</td>
<td>962</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>11,788</td>
<td>962</td>
</tr>
</tbody>
</table>

Source: Table 7. Distribution of Majors, By Ethnicity and Gender. UHM. Fall 2005. UHIRO.
Degrees Earned

The UHM provides information on degrees earned by program, gender and ethnicity. The total number of degrees earned at Mānoa in 2005 was 4,175, of which 330 were earned by Hawaiians/Part Hawaiians. A majority plus of the degrees earned were Bachelor’s followed by Master’s degrees. Doctorate degrees represented approximately 1% of those earned. Among the Hawaiian population that earned degrees that year, 31.2% (103) were male and 68.7% (227) were female.

<table>
<thead>
<tr>
<th>Abrev</th>
<th>TOTAL</th>
<th>HWN/PT</th>
<th>COLLEGE/SCHOOL</th>
<th>% OF TOTAL IN SCHOOL OR COLLEGE</th>
<th>% OF GRAND TOTAL (n=4,175)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHAPS</td>
<td>75</td>
<td>23</td>
<td>School Of Hawn, Pac And Asian Studies</td>
<td>30.67%</td>
<td>0.551%</td>
</tr>
<tr>
<td>SW</td>
<td>124</td>
<td>19</td>
<td>School Of Social Work</td>
<td>15.32%</td>
<td>0.455%</td>
</tr>
<tr>
<td>LAW</td>
<td>104</td>
<td>15</td>
<td>School Of Law</td>
<td>14.42%</td>
<td>0.359%</td>
</tr>
<tr>
<td>EDUC</td>
<td>522</td>
<td>63</td>
<td>College Of Education</td>
<td>12.07%</td>
<td>1.509%</td>
</tr>
<tr>
<td>CTAH</td>
<td>171</td>
<td>20</td>
<td>College Of Trop Ag Hum Res</td>
<td>11.70%</td>
<td>0.479%</td>
</tr>
<tr>
<td>MED</td>
<td>131</td>
<td>11</td>
<td>School Of Medicine</td>
<td>8.40%</td>
<td>0.263%</td>
</tr>
<tr>
<td>A&amp;S</td>
<td>1843</td>
<td>122</td>
<td>College Of Arts And Science</td>
<td>6.62%</td>
<td>2.922%</td>
</tr>
<tr>
<td>ARCH</td>
<td>17</td>
<td>1</td>
<td>School Of Arch</td>
<td>5.88%</td>
<td>0.024%</td>
</tr>
<tr>
<td>NURS</td>
<td>143</td>
<td>8</td>
<td>School Of Nursing And Detnal Hyg</td>
<td>5.59%</td>
<td>0.192%</td>
</tr>
<tr>
<td>CBA</td>
<td>726</td>
<td>40</td>
<td>College Of Bus Admin</td>
<td>5.51%</td>
<td>0.958%</td>
</tr>
<tr>
<td>ENGR</td>
<td>144</td>
<td>5</td>
<td>College Of Engineering</td>
<td>3.47%</td>
<td>0.120%</td>
</tr>
<tr>
<td>TIM</td>
<td>111</td>
<td>2</td>
<td>Travel Industry Management</td>
<td>1.80%</td>
<td>0.048%</td>
</tr>
<tr>
<td>SOEST</td>
<td>64</td>
<td>1</td>
<td>School Of Ocean And Earth Science And Tech</td>
<td>1.56%</td>
<td>0.024%</td>
</tr>
</tbody>
</table>

A break down of the degrees earned in the College of Arts and Sciences indicate Native Hawaiian students earned degrees in the following top 10 program areas:

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18 Table 4. Degrees Earned by Program, Gender and Ethnicity. UHM. July 1, 2004 – June 30, 2005. UHM-IRO.
Table 7. Degrees Earned in College of Arts and Sciences

<table>
<thead>
<tr>
<th>COLLEGE OF ARTS AND SCIENCES</th>
<th>TOTAL</th>
<th>HWN/PT HWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hawaiian</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>2 Ethnic Studies</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>3 Botany</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>4 Urban Reg Planning</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>5 Zoology</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>6 Public Admin</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>7 Psychology</td>
<td>186</td>
<td>19</td>
</tr>
<tr>
<td>8 Sociology</td>
<td>115</td>
<td>11</td>
</tr>
<tr>
<td>9 Communication</td>
<td>84</td>
<td>8</td>
</tr>
<tr>
<td>10 History</td>
<td>56</td>
<td>5</td>
</tr>
</tbody>
</table>

Higher levels of education are usually associated with greater economic and occupational returns. The fields of study in which Native Hawaiians have low representation tend to have the greatest earning potential and job stability. Conversely, degrees in social sciences, social work, and education are associated with lower than average salaries yet have high concentrations of Native Hawaiian students.\(^\text{19}\) While this is important to note, economics alone does not by itself inform educational and occupational choices.

According to UHM information, degrees earned by School or College indicates that the top 3 degrees earned were in Arts and Sciences, followed by the College of Education and the College of Business Administration. The lowest number of degrees earned by School or College was in SOEST, TIM, Engineering and Architecture.

Access Issues: Environmental and School Attributes

Access to and success in higher education can be influenced by several factors. As conventional indicators of educational success such as GPA continue to be debated deeper examinations into economic, environment, social and cultural contexts offer insight into access and success in higher education.

Finance

Low total college enrollment and success rates may be due to non-continuous college enrollment, part-time college attendance, and competing obligations – financial or familial, or otherwise. For example, the NH rate of full-time employment (22.3%) was nearly twice the rate of Japanese and Chinese students (13.2% and 12.3% respectively)\(^\text{20}\).

Increasing tuition and fees for full time students at UHM has increased steadily over the past 5 years. According to BOR policy, Native Hawaiian students receive the

\(^{19}\) See NHEA. P. 126-127 for discussion.

\(^{20}\) NHEA. P. 123.
equivalent of 250 need based tuition waivers.\footnote{BOR Policy, 6-11(e).} Furthermore, Hawaiians who don’t live in Hawai’i are offered less than 1% of the available exempt non-resident tuition waivers offered by the University. This figure compares to Pacific Asians who receive over 4% or the military who receive nearly 2% under the same exempt non-resident tuition status.\footnote{Table 4. Selected Characteristics of Credit Students at UHM. Fall 2005. UHM IRO. Note: the BOR on June 15, 2006 redefined the Student Financial Aid Program.}

**Pre-College Attributes**
Building student success begins long before students arrive on campus. However, debates in academia continue to question the validity of conventional indicators as reliable predictors of college success. Acknowledging the debate, college admission test scores, core curriculum course completion, and meeting college admissions criteria may also influence access to higher education by NH.

Test scores of Native Hawaiian children lag behind statewide averages by approximately 10 percentile points in reading and math. The gap widens, unfortunately, as students progress to higher grades. Further, rural regions with high concentrations of Native Hawaiians have more pronounced academic disparities.

**School and Environmental Attributes**
However, “evidence suggests that college test scores and academic criteria such as high school GPA, are not powerful predictors of college success...it is necessary to broaden our scope to include appropriate attributes...better indicators of success would be the school and environmental attributes...”\cite{Pavel, M. 1999}

There is a critical need to increase the number of qualified NH administrators and teachers who can serve as positive role models and who possess knowledge of NH traditions, cultures and learning styles. Having NH faculty members and staff tends to help students feel more connected to their campus. Native Hawaiians are 7.9% of the faculty and staff at UHM. In 2006, there were a total of 1,255 full time equivalent tenure and tenure-track faculty positions. NH faculty represented a paltry 3.6% of the faculty, while white faculty represented 65.9%.

| Table 8. Faculty and Staff Representation at University of Hawaii at Mānoa |
|-----------------|-----------------|
| Faculty         | 6.5%            |
| Administration, Professional and Technical | 8.3% |
| Executive and Administrative/Managerial | 2.6% |
| GA              | 3.9%            |
| Civil Service   | 14.4%           |

Learning environments are also influenced by social and environmental contexts.
Public schools with high concentrations of NH students experience higher teacher turn over and compared to other schools have teachers who tend to have less experience and fewer qualifications.\footnote{NHEA. P. 12.}

It is important to note however, that rural isolated schools present challenges when examining postsecondary access issues. For example, research based on an integrated school survey that included BIA schools, educational costs in rural schools per student are typically higher thus prohibit the institution of post-secondary preparatory classes. Poverty and low overall educational achievement prohibit students from achieving their education potential. On the other hand, smaller schools could potentially offer lower teacher to student ratio, few behavior problems and low drop out rates.

Poverty and the lack of social services in rural areas contribute to issues such as parental alcohol and drug abuse, lack of parent involvement, student absenteeism and apathy.

Parents of Native Hawaiian children have employment rates that are comparable with state and national averages. Oftentimes, among school aged Native Hawaiian children in married couple families, about 68.8% have both parents employed in the labor force, a figure comparable to the statewide rate of 68.2%. Further, Native Hawaiian single mothers are actively engaged in the workforce. However, low median incomes, high rural poverty rates, under representation in managerial and professional positions for example affect student performance. (NHEA, 2005)

Addressing Issues and Needs

Hopkins (2000) outlined several needs regarding recruitment and retention. The information below is categorized according to financial, academic and social/cultural needs. Each category is discussed below according to recruitment and retention.

**Recruitment**

**Financial**

- NH students and their families need help when the student is still in middle school or in early high school to 1) do a cost/benefit analysis of college education; 2) explore all the available options for financing a college education. Once a student is admitted, the University needs to offer assistance to potential students and their families in identifying and applying for financial aid.

**Academic**

- Native Hawaiian high school students need counseling in selecting courses that meet the UHM admission requirements, and help as needed passing these classes with B or better; preparation for taking SAT or ACT exams.
- The UHM needs to evaluate the validity of these exams as indicators of successful completion of college by NH students.
Social Cultural

- In addition to increasing the number of teachers and counselors in the school system, NH college students and faculty should be involved in visiting school campuses and communities to meet with students and their families; as well as bring them onto campus.

Retention

The University needs to do research with dropouts to better understand and address the problem.

Financial

- In order to increase NH student retention at both the undergraduate and graduate levels, more financial aid in the form of tuition waivers and other funding must be made available, and access to financial aid must be enhanced by informing students of what is available and helping them with the application processes.
- Also the UHM needs to pursue more aggressively every possible source of financial support to meet the direct and related costs of a student's college education.

Academic

- The University needs to develop tutoring programs in math and science for Native Hawaiian students and to connect them with other academic support available on campus.

Social/Cultural

- The University needs to assist students with time management, provide more flexible community service options, allocate space for students to gather to study together and provide other peer support for each other, and publicize and improve accessibility to the many programs that are already in place to help them.

Current Programs that assist Native Hawaiian students at UHM

The following is a list of Hawaiian Serving programs located on the UHM campus that now work with our individual programs and will continue to work with Hawai‘inui‘kea School of Hawaiian Knowledge to better serve our students on our campus and systemwide.

**UHM Hawaiian Serving Programs**

**Biosciences Research Center**
- Haumāna Biomedical

**College of Education**
- Ho‘okūlāwi Research Institute
Promising Pathways: Policies, Recruitment and Retention Activities

Hopkins (2000) suggests several recruitment and retention activities based on program and student surveys and interviews conducted as a part of the student services report.

Recruitment

1. Early recruitment
   - Target middle and high schools with high NH populations and low UHM admissions for recruitment visits and programs. Find out where students are going after high school graduation.
   - Develop school and community workshops for middle and high schools students and families that review cost/benefit of college degree, impacts on family and friends, UHM admission requirements, financial aid options and how to access them. Faculty and students can use this to satisfy community service requirements for receipt of financial aid.
   - Consider follow up with Na Pua No`eau clientele about attending UHM.

2. High School recruitment
   - Work with school and college services to participate in counselors and principals workshops to address recruitment strategies.
   - Survey high school counselors about Native Hawaiian student’s use of services, proactive recruitment programs in place, ways to help increase applications and admissions.
   - Encourage high school Native Hawaiian to participate in SCS campus visits and shadowing programs.
   - Bring NH students from target schools to campus for 1 day of shadowing NH students
   - Develop kua`ana/kaina programs linking UHM Native Hawaiian students with high school students.

• Kupu Nā Leo
• MedT Hawaiian Immersion
College of Engineering
Department of Hawaiian and Indo-Pacific Languages and Literature
• Kawaihuelani Hawaiian Language Program
Department of Political Science - Indigenous Research
Hamilton Library Hawaiian & Pacific Reference
Institute of Astronomy
Kūali`i Council
Medical School
• ‘Imi Ho`öla
• Native Hawaiian Health
• Native Hawaiian Center of Excellence
Nā Pua No`eau-
• Center for Gifted and Talented Native Hawaiian Children
Psychiatry
• Native Hawaiian Mental Health Research Development Program
School of Hawaiian, Asian and Pacific Studies
• Kamakakūokalani Center for Hawaiian Studies
Student Services
• Kua`ana Native Hawaiian
Work with Admissions and Records to insure that SAT and ACT continue to be in perspective in admission decisions given questionable validity of these tests as markers of success in college.

3. Community College recruitment
   - Research community college transfer issues: who comes, who doesn’t, why?
   - Address research findings by developing plan.
   - Work with SCS on community college transfer visit (Rainbow Bridge)
   - Support programs such as Ka Lama Academy

4. Graduate schools recruitment
   - Research seniors regarding future educational plans including barriers to continuing
   - Develop plan to act on research findings.
   - Identify and seek funds to help with entrance exams and prep class fees, e.g. lawyers and doctors as source of funds for UH Foundation account.

Retention

1. Basic Research
   - Collate and analyze existing data in UH system.
   - Develop plans for systematic collection and analysis of data not currently available:
     - Tracking students who do not graduate in 6 years.
     - Dropouts re: contributing factors
     - Community college transfers
     - Entrance into and completion of graduate and professional programs

2. Early outreach
   - Produce a comprehensive student service brochure and website.
   - Send post-admission informational letters to first time UHM admissions, offering program and peer support if desired.
   - Expand existing financial aid informational program to include tax workshop.
   - Seek more financial aid in the form of tuition waivers and other funding, including private funds for special purposes.
   - Develop and support peer tutoring programs in math and sciences (community service credit for tuition waiver, holders)
   - Encourage and facilitate special interest peer groups and peer mentoring relationships.
   - Develop faculty/student mentoring groups

The NHEA (2005) offers several policy related suggestion to increase educational well-being:

   - Improve school readiness by supporting family environments, early childcare and educational opportunities.
     - Support friend or family childcare arrangements among NH families with children.
o Build on the strength of families and communities
   The unique perspectives of families and community can be valuable tools for tailoring schools (or programs) to meet the individual needs of students.
   Family and community involvement fosters an integrated approach to education ensuring that learning extends beyond the classroom walls into homes and neighborhoods.

o Support more post secondary opportunities and outcomes
   Programs and services that provide financial assistance play critical roles in the decisions college students make about balancing work and school.
     Mitigate barriers of full time work and family needs, especially among low-income and first generation college students;
     Increase enrollment into areas leading to occupational sections in which NH are under-represented, such as science, math, managerial and professional careers.

o Encourage holistic and integrated action.

Promoting postsecondary achievement means sustaining worthwhile efforts that will result in measurable improvements. The list below is derived from several sources that discuss research on recruitment and retention activities, services and programs in American Indian communities.

o Promote satisfactory transition from high school to college. Promote K-12 partnerships with communities to elevate the overall level of precollege academic preparation, postsecondary aspirations, and postsecondary orientation of NH students.

o Help students become aware of postsecondary opportunities and be better prepared for the academic and social rigors of attending college.

o Cultural specific academic and student support services are needed once the student enters college.
   Make use of indigenous theories, models and practices to support students, faculty and staff.
   Focusing on culture is crucial to helping Native students succeed, and also foster generations of students who are connected to their unique histories. Key note, however, is recognizing that for some students, culture and language are not an integral part of their educational experience.
   Research indicates that tribal colleges have improved participation and persistence rates of American Indian students by creating culturally relevant learning environments.

o Ensure that students are satisfied with services so that anxiety levels are lowered and they can find comfortable niches on campus.
   While quantitative data may be found to be statistically insignificant, the use of qualitative research and data, even though it can’t be used to make generalizations, help to address concrete issues facing students.
Mentoring programs and sufficient financial aid should be made available.

- University of Arizona conducted research and found that Indian students tend not to use student services, and among those that do, there is a focus on financial aid. Colleges need to incorporate incentives for getting students to seek services.

Cultivate enduring academic advisor-advisee and intellectual mentor-mentee relationships.

Develop a staff that willingly accepts their role to serve a wide variety of needs within the community, including students with learning disabilities, low academic confidence, desire but inability to make contact with college staff (due to time demands), initiative to take advantage of services offered to further their educational goals, interest to participate in workshops and trainings, interest in one or two particular courses, and aspirations and commitment to obtain a college degree.

Cultivate a staff that care about, encourage and attend to the developmental needs of students and their families in a way that becomes institutionalized and personalized.

- Tribal Colleges and Universities must strengthen their understandings of factors that affect student departure, as well as, those factors that contribute to a student’s educational persistence. Examination of retention factors among Indian students reveals that replicating the extended family structure within the college culture enhances the student’s sense of belong and leads to higher retention rates.

- It is premised on 3 assumptions; 1) many students and their families need colleges to act as their liaison with existing social and health services during times of crisis; 2) tribal colleges must enlist, develop, and structure the ability of family members to support student efforts; and 3) colleges must engage family members in the life of the college community by enlisting them as partners and involving them in cultural and social activities.

Determine roles for alumni, promoting student and faculty organizations that serve the mission of the school to benefit the community.

Beneficial academic programs and student support services include:

- Employment opportunities
- Grant support
- Technical support
- Culturally sensitive counseling
- Cultural support networks
- Scholarly opportunities
- Chance to interact with faculty about substantive issues regarding history, past, present and future.
o Address the needs of various disciplines.

o Support teacher education.
Works Consulted List


Native Hawaiian Student Services at the University of Hawaii at Manoa. September 2003. A Report Submitted by the Kuali’i Council Student Services Sub Committee.


Ibid. Table 4. Selected Characteristics of Credit Students at UH Manoa. Fall 2005.

Ibid. Table 4. Selected Characteristics of Credit Students by Unit. University of Hawaii. Fall 2005.


Ibid. Table 6. Ethnic Background of Credit Students by Campus. UH Fall 2005.

Ibid. Table 7. Distribution of Majors, By Ethnicity and Gender. Fall 2005.

Ibid. Graduate and Retention Rates and Peer and Benchmark Groups Comparisons UHM, Fall 1990 to Fall 2003, as of 2004. October 2005.