

A Native Hawaiian Focus on Post-Secondary Education within the University of Hawai‘i System

Ho‘ona‘auao (Education) Fact Sheet, Vol. 2014, No.1

Mai ha‘alele i ke a‘o.

Never abandon learning.

As found in Charlot (2005)

Traditional Hawaiian culture encouraged the concept of life-long learning. Education encompassed all aspects of their life and was central to Hawaiian philosophy. Life was seen as *ka ‘imi loa*, the great search, the never-ending quest for knowledge. Education was a way to bridge the past and the present, of perpetuating ancestral knowledge, *ka ‘ike maoli*. Knowledge was perceived as powerful and came with ethical obligations. It gave people the ability to use and affect their environment, society, and relationships with the gods. A person’s expertise was their primary means of support, but more importantly, it was a valuable resource within the community. In this society, education ranged from basic survival to specialized skills and was primarily the responsibility of the family (Charlot, 2005).

Today, the University of Hawai‘i (UH) System provides the people of Hawai‘i and the world the opportunity to pursue life-long education and become valuable resources within their own families and communities. Historically, Native Hawaiians have been underrepresented in post-secondary enrollment and obtainment of post-secondary certificates and degrees. Both the UH 2008-2015 Strategic Plan and the Office of Hawaiian Affairs (OHA) 2010-2018 Strategic Plan seek to enhance the post-secondary education success of Native Hawaiians.



Library at the University of Hawai‘i at West O‘ahu

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The purpose of this fact sheet is to provide an overview of Native Hawaiian students in the UH System from fiscal years (FY) 2009-2013. It begins by outlining both UH and OHA’s approaches to post-secondary education of Native Hawaiians, then proceeds to enrollment statistics, including remedial classes, and continues with certificates and degrees earned. This fact sheet then concludes with a summary of key findings, definitions, and references. Statistics for Native Hawaiians are compared with all other ethnicities and are presented by UH System, community colleges (CC), and 4-year institutions, as well as a breakdown per campus. Data is presented longitudinally to identify trends across time.

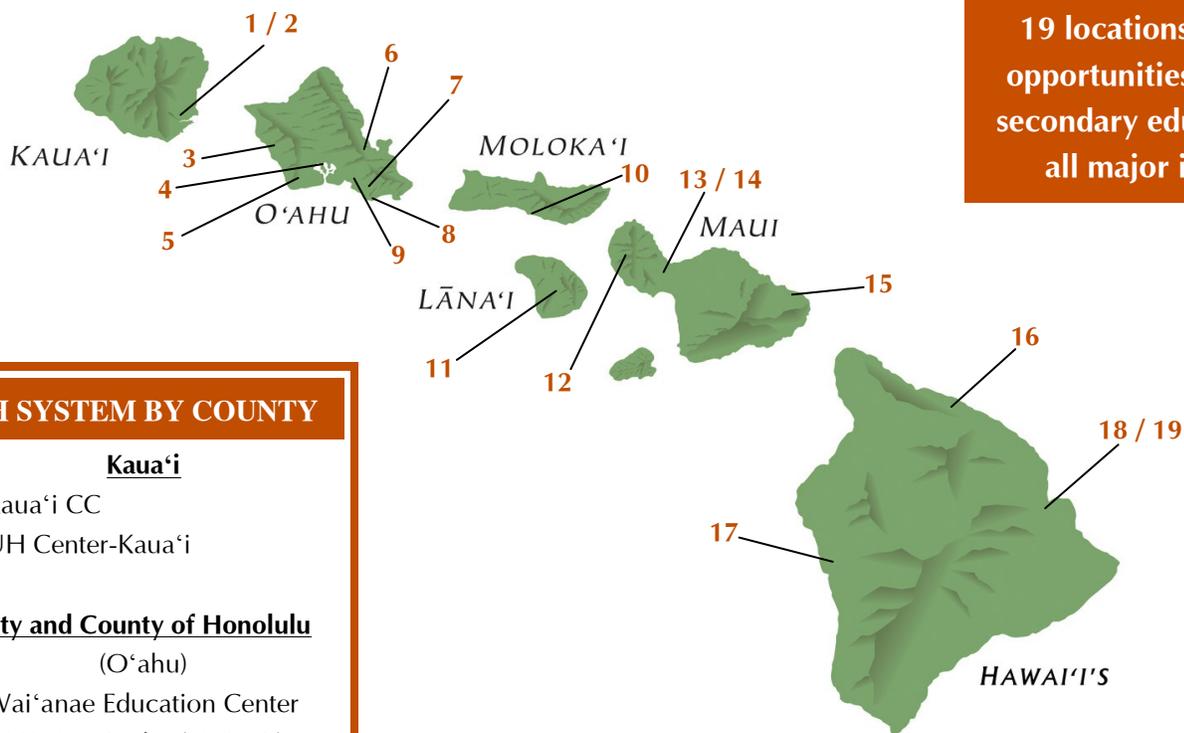
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Research Division
Special Projects Unit
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UNIVERSITY OF HAWAI'I SYSTEM CAMPUS LOCATIONS

Figure 1. Locations of the UH System community college and 4-year institution campuses and education centers



19 locations provide opportunities for post-secondary education on all major islands.

UH SYSTEM BY COUNTY

Kaua'i

- 1. Kaua'i CC
- 2. UH Center-Kaua'i

City and County of Honolulu

(O'ahu)

- 3. Wai'anae Education Center
- 4. UH West O'ahu (UHWO)
- 5. Leeward CC
- 6. Windward CC
- 7. UH Mānoa (UHM)
- 8. Kapi'olani CC
- 9. Honolulu CC

Maui

(Maui, Moloka'i, Lāna'i)

- 10. Moloka'i Education Center
- 11. Lāna'i Education Center
- 12. West Maui Education Center
- 13. UH Maui College
- 14. UH Center-Maui
- 15. Hana Education Center

Hawai'i

- 16. North Hawai'i Education and Research Center
- 17. UH Center-West Hawai'i
- 18. Hawai'i CC
- 19. UH Hilo (UHH)

The University of Hawai'i System is currently the only public university system in the State of Hawai'i. A research university, two baccalaureate universities, seven community college campuses, and nine education centers are located across six islands and offer over 600 programs/curricula, providing educational opportunities ranging from certificates and vocational training to doctorate programs.

Of the five strategic outcomes in the 2008-2015 University of Hawai'i System Strategic Outcomes and Performance Measures, two directly impact the Native Hawaiian student population: to position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting access and the success of Native Hawaiians, and to increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions. The efforts put forth by the university system across the years are reflected in the data of this report (UH, 2008).

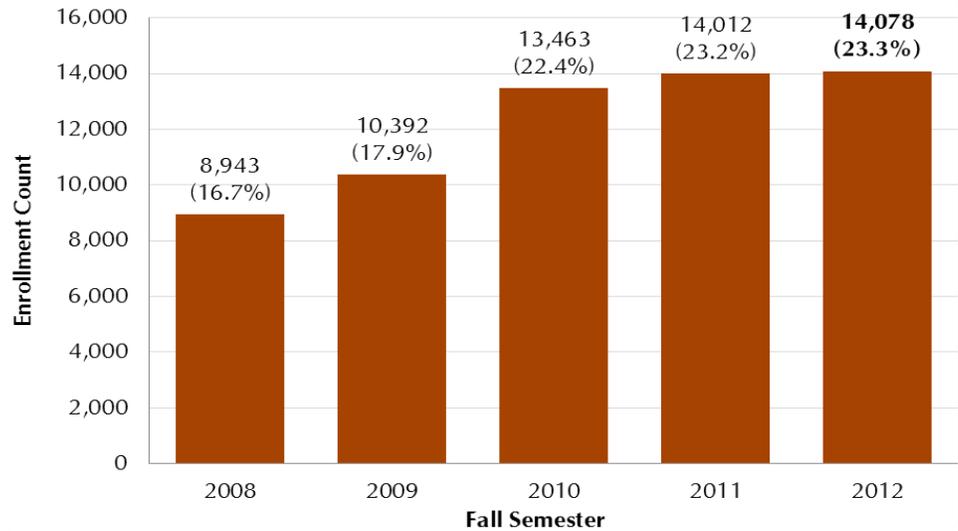
As part of the 2010-2018 Strategic Plan, OHA is also committed to assisting Native Hawaiians in gaining knowledge and exceling in educational opportunities at all levels. Through funding of programs and scholarships, OHA aims to increase the number of Native Hawaiians who earn post-secondary certificates or degrees in the UH System. Between school years (SY) 2010 and 2013, OHA provided over \$2 million in grants to 12 post-secondary programs (some for multiple years) within the UH System. During this same time period, OHA also provided over \$2.6 million in scholarships to almost 1,300 Native Hawaiian students to attend a post-secondary institution (OHA Grants Division, personal communication, August 06, 2014).

NATIVE HAWAIIAN ENROLLMENT IN THE UH SYSTEM

Enrollment of both first-time and returning students into a post-secondary institution is a crucial step in higher education success. The UH strategic plan identified this need to increase the participation of Native Hawaiian students within the UH System. Figure 2 illustrates the significant growth of Native Hawaiian student enrollment between the Fall 2008 and Fall 2012 semesters. Figure 3 shows that in the Fall 2012 semester, Native Hawaiians were the largest single ethnic population represented in the UH System which supports the strategic outcome of positioning UH to be one of the foremost indigenous-serving universities.

- 14,078 Native Hawaiian students were enrolled at UH in the Fall 2012 semester.
- The percent of Native Hawaiians within the UH System student population increased 6.6% between Fall 2008 and Fall 2012.
- The largest increase in enrollment of Native Hawaiians occurred between Fall 2009 and 2010, a gain of 3,071 students in one year.

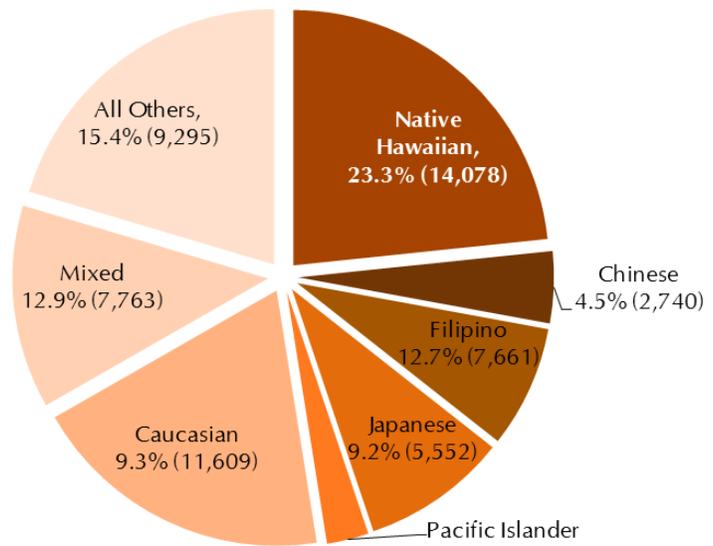
Figure 2. Native Hawaiian student enrollment^a count in the UH System by Fall semester (2008-2012)



Source: UH IRO, 2013a

Note: () indicates the percent of Native Hawaiian students in the UH System population

Figure 3. UH System enrollment by ethnicity^b (Fall 2012)



Source: UH IRO, 2013a

Note: N=60,295; Ethnicity data not reported=475.

Native Hawaiians represented the largest single ethnic population in the UH System during the Fall 2012 semester.

- 23.3% of the total enrollment in the UH System in the Fall 2012 semester were Native Hawaiian students, compared to the 21.3% overall Native Hawaiian population in the State of Hawai'i in 2012

Note. ^aFall enrollment data is used because it includes the students who would have earned certificates or degrees during that fiscal year (e.g. Fall 2008 enrollment captures population earning a certificate or degree in FY2009).

^bEthnicity counts are used for all enrollment graphs and tables in lieu of ancestry due to possible double counting of an individual who may have indicated Hawaiian ancestry, but not indicated Hawaiian/Part-Hawaiian as an ethnicity.

Table 1 represents the breakdown of Native Hawaiian enrollment from Fall semesters 2008 through 2012 and the percent cumulative change between Fall semesters 2008 and 2012. During this time period, there was a 12.7% increase of the overall UH System enrollment (53,520 to 60,295). Notably, Native Hawaiian enrollment for this same time period increased by 57.4% while all other ethnicities only increased 3.7%.

Table 1
Native Hawaiian enrollment and cumulative change by UH campus by Fall semester (2008-2012)

Campus	2008	2009	2010	2011	2012	% Cumulative Change
UH Community Colleges						
Kaua'i CC	235	286	413	432	476	+102.6%
Windward CC	666	820	1,091	1,154	1,162	+74.5%
UH Maui College	874	1,159	1,388	1,523	1,467	+67.8%
Leeward CC	1,288	1,411	2,075	2,101	2,124	+64.9%
Kapi'olani CC	1,042	1,247	1,582	1,669	1,610	+54.5%
Hawai'i CC	1,032	1,322	1,603	1,631	1,562	+51.4%
Honolulu CC	823	930	1,222	1,199	1,213	+47.4%
Total	5,960	7,175	9,374	9,709	9,614	+61.3%
4-Year Institutions						
UH West O'ahu	229	270	366	426	499	+117.9%
UH Mānoa	1,980	2,116	2,722	2,866	2,918	+47.4%
UH Hilo	774	831	1,001	1,011	1,047	+35.3%
Total	2,983	3,217	4,089	4,303	4,464	+49.6%
Total Native Hawaiian	8,943	10,392	13,463	14,012	14,078	+57.4%
Total all other ethnicities	43,817	46,684	46,371	45,951	45,742	+3.7%

Source: UH IRO, 2013a

Note: Cumulative change=(Fall 2012/Fall 2008)-1. Ethnicity data not reported: 2008=766, 2009=869, 2010=256, 2011=367, 2012=475.

COMMUNITY COLLEGES

- Kaua'i and Windward CC had the greatest growth in the UH community college system (UHCC) Native Hawaiian enrollment between Fall 2008 and Fall 2012 (102.6% and 74.5%, respectively).
- Native Hawaiian enrollment in UHCC campuses accounted for 68.3% of the total Native Hawaiian UH enrollment in Fall 2012.
- At 2,124 students, Leeward CC had the largest Native Hawaiian enrollment in UHCC in Fall 2012.

4-YEAR INSTITUTIONS

- Native Hawaiian enrollment at UH West O'ahu grew 117.9% between Fall 2008 and Fall 2012 — more than double the other UH 4-year institutions (UH4yr).
- Native Hawaiian enrollment at the UH4yr campuses represent only 31.7% of all Native Hawaiian students at UH in Fall 2012.
- Native Hawaiian enrollment at UH Mānoa represented 65% of all Native Hawaiian students enrolled in a UH4yr in Fall 2012.



Campus Center at University of Hawai'i at Mānoa

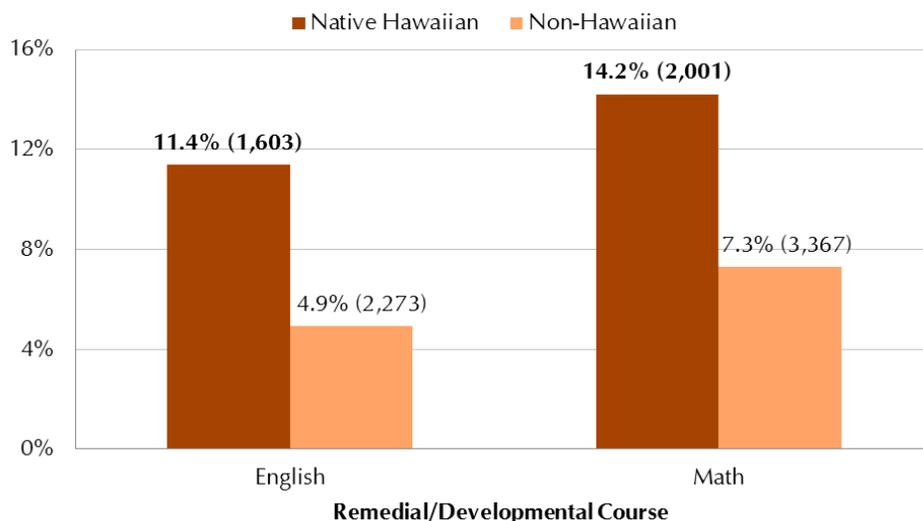
Native Hawaiian enrollment increased at a faster rate than the combined enrollment of all other ethnicities between Fall 2008 and Fall 2012.

ENROLLMENT IN REMEDIAL/DEVELOPMENTAL CLASSES IN THE UHCC SYSTEM

Remedial and developmental classes (rem/dev) are offered on all UHCC campuses to provide educational opportunities for college students who are not adequately prepared to succeed in college. Although the terms ‘remedial’ and ‘developmental’ are very similar, educators use the terms to describe distinct types of preparatory instruction. Developmental classes are focused primarily on preparing students for specific college courses or programs through tutoring or mentoring. Remedial classes emphasize instruction in subjects which should have been previously offered. Placement into a remedial class is determined by lower scores received on the Compass Placement Test and fewer skill prerequisite requirements (UH, 2006). Figure 4 portrays the percent of the total Native Hawaiian and non-Hawaiian student population in the UH system enrolled in rem/dev English or Math in the Fall 2012 semester. Figure 5 illustrates the breakdown of all students enrolled in a rem/dev English or Math class by Native Hawaiian status.

- In Fall 2012, of the 14,708 Native Hawaiians enrolled in the UH System:
 - 11.4% (1,603) were enrolled in a rem/dev English course.
 - 14.2% (2,001) were enrolled in a rem/dev Math course.
- In Fall 2012, of the 46,217 non-Hawaiians enrolled in the UH System:
 - 4.9% (2,273) were enrolled in a rem/dev English course.
 - 7.3% (3,367) were enrolled in a rem/dev Math course.

Figure 4. Percent of the total Native Hawaiian and non-Hawaiian student population in the UH System enrolled in a remedial and/or developmental course (Fall 2012)



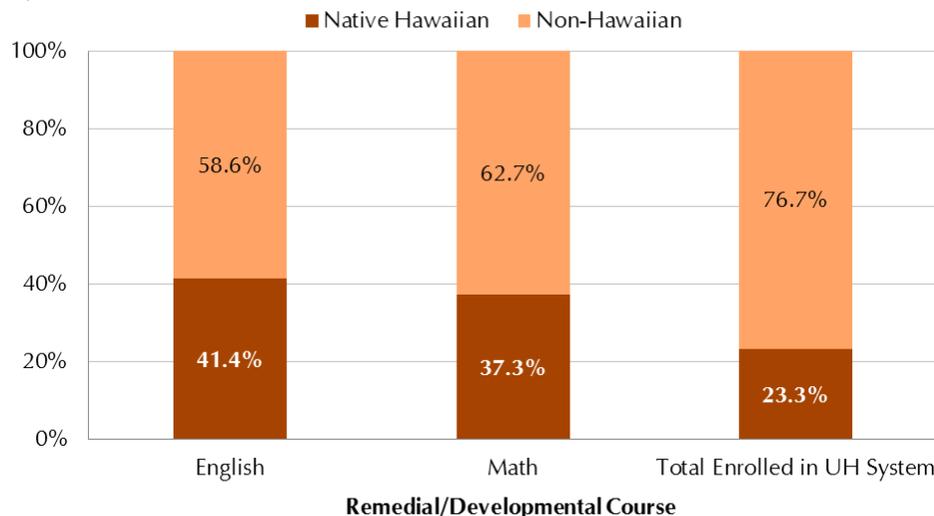
Source. University of Hawai'i Institutional Research and Analysis Office, personal communication, November 12, 2013.

Note. Native Hawaiian N=14,708; non-Hawaiian N=46,217

Native Hawaiian students are overrepresented in both remedial/developmental English and Math.

- A total of 1,603 Native Hawaiian students were enrolled in a rem/dev English class, representing 41.4% of all students enrolled in a rem/dev English class.
- A total of 2,001 Native Hawaiian students were enrolled in a rem/dev Math class, representing 37.3% of all students enrolled in a rem/dev Math class.

Figure 5. Percent of students enrolled in a remedial and/or developmental course by Native Hawaiian status (Fall 2012)



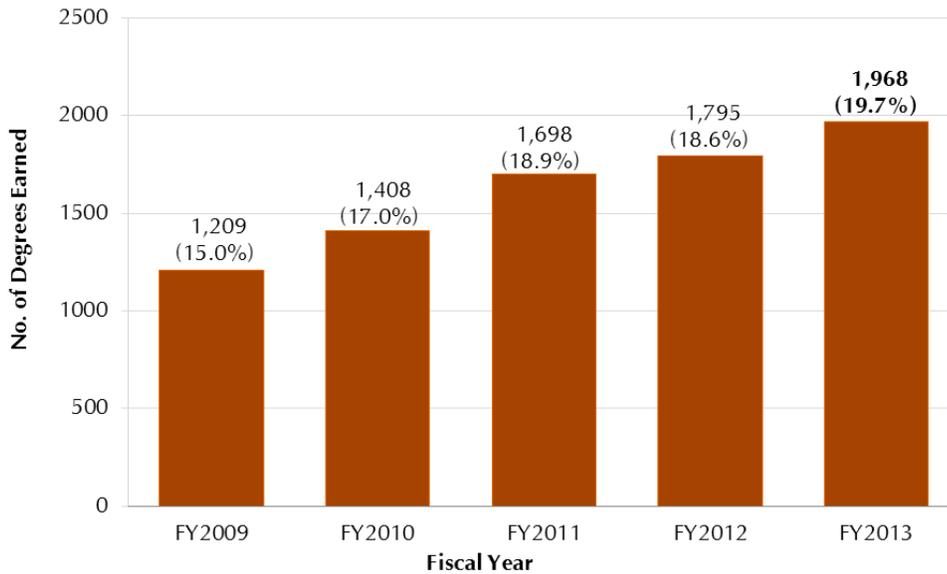
Source. University of Hawai'i Institutional Research and Analysis Office, personal communication, November 12, 2013.

Note. English N=3,876; Math N=5,368, Total Enrolled N=60,295

CERTIFICATES AND DEGREES EARNED BY NATIVE HAWAIIANS IN THE UH SYSTEM

In addition to increasing enrollment of Native Hawaiian students, the UH System Strategic Plan also supports increasing the completion of Certificates of Achievement (certificates) and degrees among Native Hawaiian students. Overall, the total number of certificates and degrees earned in the UH System has increased annually since FY2009. Figure 6 illustrates that the number of certificates and degrees earned by Native Hawaiian students in the UH System has also steadily increased every year since FY2009. Figure 7 separates the total number of certificates and degrees earned by Native Hawaiian students in the UH System between FY2009 and FY2013 into six categories of completion as defined on page 12. The following pages describe certificates and degrees earned by Native Hawaiians at UHCC and UH4yr during FY2009-FY2013.

Figure 6. Number of certificates and degrees earned by Native Hawaiian students in the UH System by fiscal year (2009-2013)

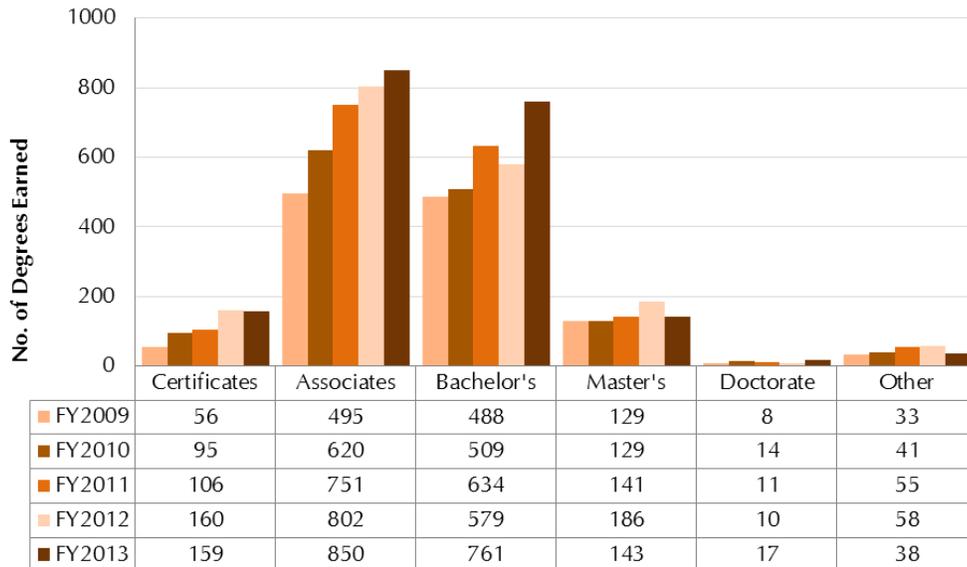


Source: UH IRO, 2013

- The largest annual increase of 20.6% certificates and degrees earned by Native Hawaiian students occurred between FY2010 and FY2011. Certificates and degrees earned by all other ethnicities for this time period increased only 5.9% (6,883 to 7,290).

There was a 62.8% increase in the number of total certificates and degrees earned by Native Hawaiian students compared to 16.8% by all other ethnicities between FY2009 and FY2013.

Figure 7. Certificates and degrees earned by Native Hawaiian students in the UH System by certificate or type of degree by fiscal year (2009-2013)

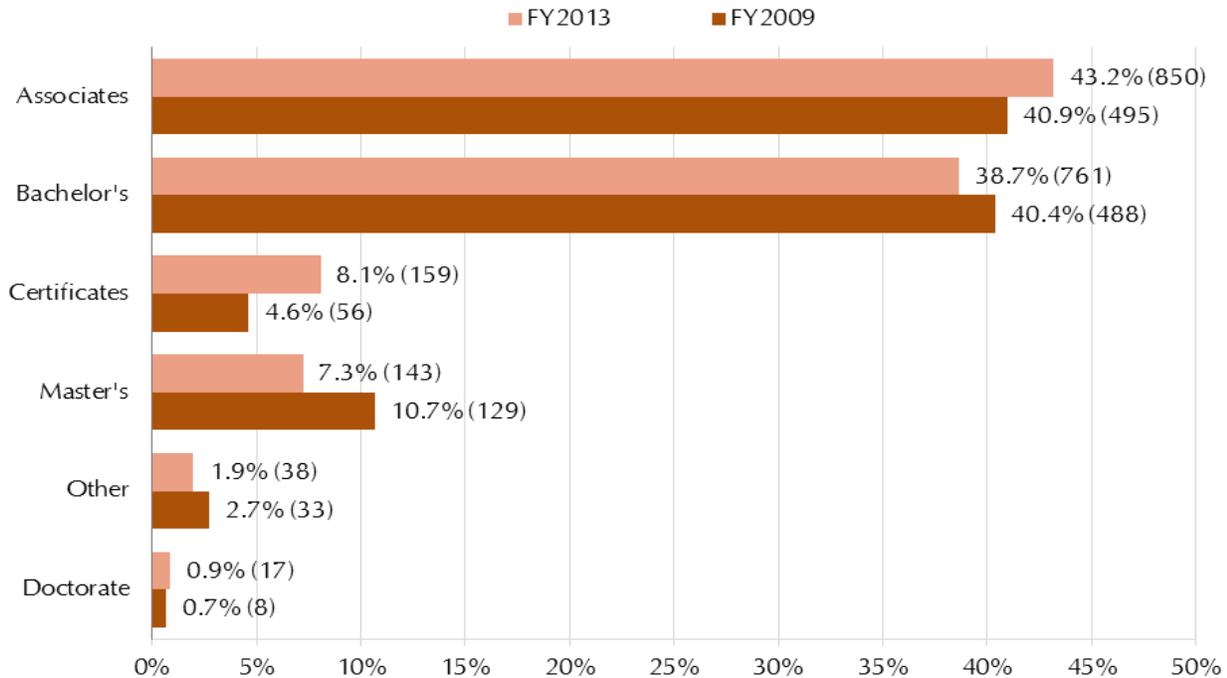


Source: UH IRO, 2013

- Of all certificates and degrees earned by Native Hawaiian students between FY2009 and FY2013,
 - Certificates had the largest percent increase of 183.9%.
 - Master's degrees had the smallest percent increase of 10.9%.

Figure 8 compares each certificate or degree type earned by Native Hawaiians students as a percent of all degrees earned by Native Hawaiian students in the UH System for FY2009 (1,209) and FY2013 (1,968).

Figure 8. Percent and number of certificates and degrees earned by Native Hawaiian students in the UH System (FY2009 and FY2013)



Source. UH IRO, 2013

Note. () indicates the number of certificates and degrees earned in FY2009 and F2013

- Between FY2009 and FY2013, there was a 5.9% decrease in the total percent of Native Hawaiians earning Bachelor's, Master's, and Other degrees.
- Associates and Bachelor's degrees accounted for 81.9% of all 1,209 degrees earned by Native Hawaiians in FY2013.

Native Hawaiians are earning a higher percentage of Associate and Bachelor's degrees than Master's, Doctorate or Other degrees.

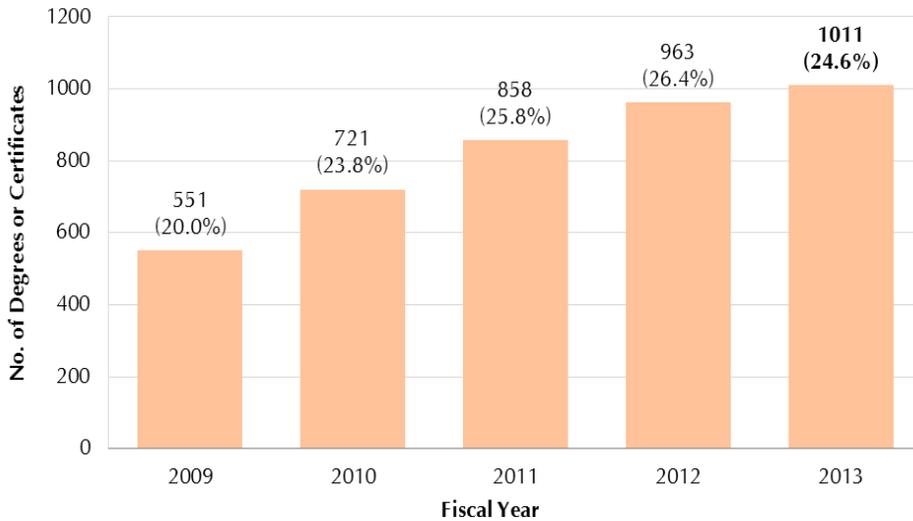


Hale 'Olelo building at Ka Haka 'Ula o Ke'elikōlani (University of Hawai'i at Hilo)

UNIVERSITY OF HAWAI‘I SYSTEM: COMMUNITY COLLEGES

The University of Hawai‘i Community College System has experienced great success in the completion rates of all students, including Native Hawaiians. As depicted in Figure 9, between FY2009 and FY2013, UHCC saw steady increase of certificates and degrees earned by Native Hawaiian students. Figure 10 depicts the percentage of certificates and degrees earned by Native Hawaiians in the UHCC between FY2009 and FY2013.

Figure 9. Number of certificates and degrees earned by Native Hawaiian students by fiscal year (2009-2013)

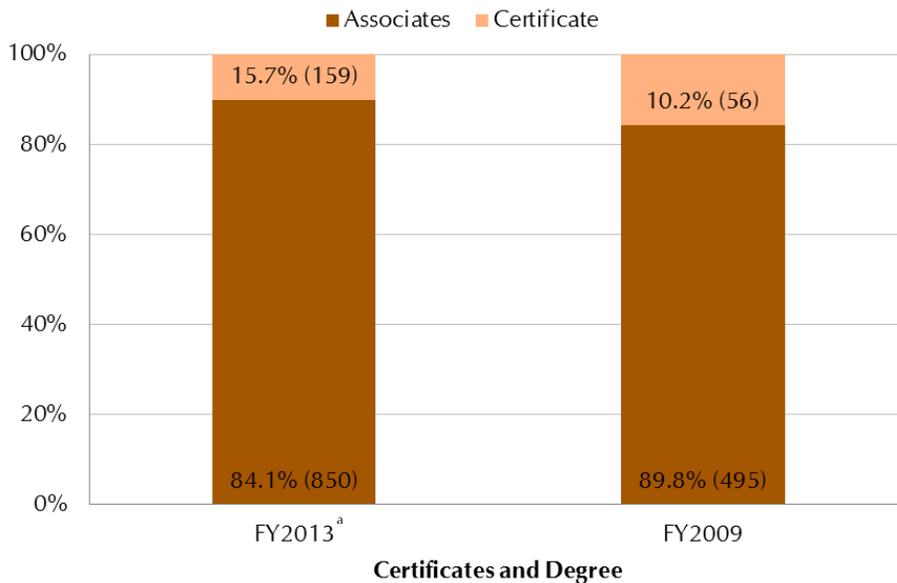


- There was an 83.5% increase in total certificates and degrees earned by Native Hawaiians in the UHCC between FY2009 and FY2013.
- Largest annual increase of certificates and degrees earned in the UHCC of 30.9% occurred between FY2009 and FY2010; the increase in certificates and degrees earned by all ethnicities in the UHCC for this time period was 10.2%.

Source. UH IRO, 2013

Note. () indicate the percent of certificates and degrees earned by Native Hawaiians in the UH System community colleges. ^aTotals do not include 2 Bachelor’s degrees earned at UH Maui College.

Figure 10. Certificates and Associate degrees earned by Native Hawaiian students in the UH Community College System (FY2009-FY2013)



Native Hawaiian students at UH Community Colleges earned certificates at a faster rate than Associate degrees in FY2013.

- Certificates earned by Native Hawaiian students account for 21.1% of certificates earned by all ethnicities in FY2013 (754).
- Associate degrees earned by Native Hawaiian students account for 25.5% of Associate degrees earned by all ethnicities in FY2013 (3,336).

Source. UH IRO, 2013

Note. ^aTotals do not include 2 Bachelor’s degrees earned at UH Maui College.

Table 2 depicts the breakdown of the number of certificates and degrees earned by Native Hawaiian students at each UHCC campus from FY2009 through FY2013 and the percent cumulative change between FY2009 and FY2013. Notably, during this time period, certificates and degrees earned by Native Hawaiian students increased 83.5% compared to all other ethnicities who saw an increase of only 40.6% (2,202 to 3,095). This indicates the amount of degrees earned in UHCC by Native Hawaiian students increased faster than that of all other ethnicities.

Table 2
 Number and cumulative change of certificates and degrees earned by Native Hawaiian students by UH Community College campus by fiscal year (2009-2013)

Campus	2009	2010	2011	2012	2013	% Cumulative Change
UH Community Colleges						
UH Maui College	65	109	129	169	163	+150.8%
Kapi'olani CC	73	99	120	152	158	+116.4%
Leeward CC	105	137	179	182	203	+93.3%
Hawai'i CC	123	177	162	170	219	+78.0%
Windward CC	54	64	63	77	88	+63.0%
Kaua'i CC	26	24	42	60	39	+50.0%
Honolulu CC	105	111	163	153	141	+34.3%
Total	551	721	858	963	1,011	+83.5%

- There was a 96.7% increase in degrees earned by Native Hawaiians at neighbor island UHCC campuses (Hawai'i CC, Kaua'i CC, and UH Maui College) between FY2009 (214) and FY2013 (421).
- There was a 75.1% increase in degrees earned by Native Hawaiians at O'ahu UHCC campuses (Kapi'olani CC, Leeward CC, Windward CC, and Honolulu CC) between FY2009 (337) and FY2013 (590).

Source. UH IRO, 2013

Note. Cumulative change=(FY2013/FY2009)-1

University of Hawai'i Community Colleges offer more than 200 certificate and degree programs (including three baccalaureate programs at UH Maui College), classes to high schools students, career development, continued education and training, dual-admission/dual-enrollment, and curriculum transfers to the UH 4-year institutions.

A BRIEF HISTORY OF THE UNIVERSITY OF HAWAII SYSTEM

The first post-secondary institution in Hawai'i was established in 1907 as the College of Agriculture and Mechanic Arts in Honolulu as part of the U.S. land grant legislation. In 1912, it was renamed the College of Hawai'i and moved to its current location in Mānoa, O'ahu. Eight years later, in 1920, the campus became the University of Hawai'i. The 1950's saw the first campus on a neighbor island, the University of Hawai'i Hilo, located on the east side of Hawai'i Island. In 1964, the UH Community College system began with the Honolulu and Kapi'olani campuses on O'ahu, and the Kaua'i and Maui campuses. The University of Hawai'i West O'ahu campus was established in 1976 and is located in central O'ahu.

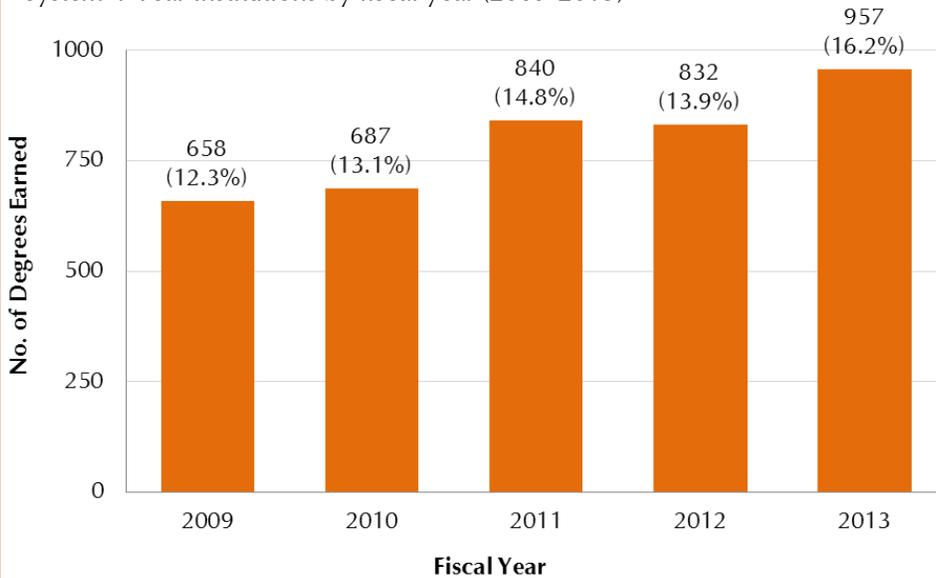


Hale Palanakila at Windward Community College

UNIVERSITY OF HAWAI'I: 4-YEAR INSTITUTIONS

Similar to the UH Community College campuses, the UH 4-year Institution campuses have also seen a notable increase in total degrees earned by Native Hawaiians since FY2009. However, compared to the UHCC, the increase occurred at a slower rate. Figure 11 illustrates the increase of degrees earned by Native Hawaiians between FY2009 and FY2013. Figure 12 further breaks down the degrees earned in FY2013 by Native Hawaiians in the UH4yr by degree type.

Figure 11. Number of degrees earned by Native Hawaiian students in the UH System 4-Year Institutions by fiscal year (2009-2013)



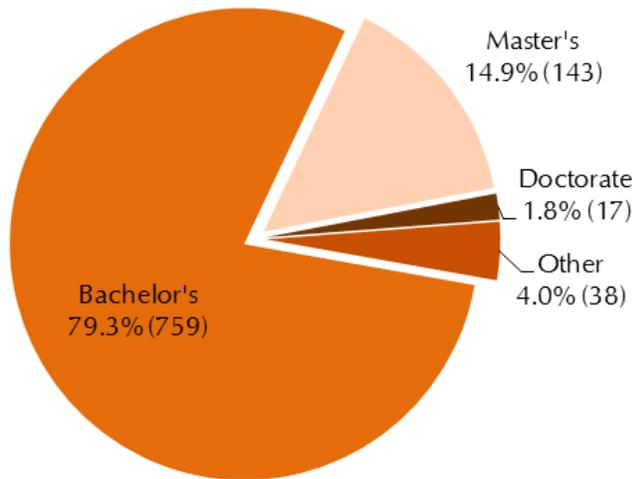
Source. UH IRO, 2013

Note. () indicate the percent of certificates and degrees earned by Native Hawaiians in the UH System 4-year institutions.

- There was 45.4% growth in degrees earned by Native Hawaiians between FY2009 and FY2013.
- The largest annual increase of 22.3% in degrees earned by Native Hawaiians occurred between FY2010 and FY2011; the increase in certificates and degrees earned by all ethnicities in UH4yr for this time period was 7.7%.

Of the 957 degrees earned in FY2013 at UH 4-year Institutions, 79% were Bachelor's degrees.

Figure 12. Degrees earned by Native Hawaiian students in the UH 4-Year Institutions (FY2013)



Source. UH IRO, 2013

Note. N=957

- Bachelor's degrees earned by Native Hawaiians accounted for 18.0% of all Bachelor's degrees earned in FY2013 (4,227).
- Master's degrees earned by Native Hawaiians accounted for 13.1% of all Master's degrees earned in FY2013 (1,095).
- Doctorate degrees earned by Native Hawaiians accounted for 7.4% of all Doctorate degrees earned in FY2013 (230).
- Other degrees earned by Native Hawaiians accounted for 11.1% of all Other degrees earned in FY2013 (343).

Table 3 presents the number of degrees earned by Native Hawaiians at each UH4yr campus from FY2009 through FY2013 and the percent cumulative change between FY2009 and FY2013. Notably, between FY2009 and FY2013, there was a 45.4% increase in degrees earned by Native Hawaiians in UH4yr compared to a 5.7% increase among all other ethnicities (4,672 to 4,938). This indicates the number of degrees earned by Native Hawaiian students at the UH4yr campuses increased at a faster pace than that of all other ethnicities.

Table 3
Number and cumulative change of degrees earned by Native Hawaiians by UH 4-year institution campus by fiscal year (2009-2013)

Campus	2009	2010	2011	2012	2013	% Cumulative Change
4-Year Institutions						
UH West O‘ahu	42	51	63	66	76	+81.0%
UH Hilo	118	136	173	187	196	+66.1%
UH Mānoa	498	500	604	579	685	+37.6%
Total	658	687	840	832	957	+45.4%

- Degrees earned by Native Hawaiian students at UH West O‘ahu grew 81.0% between FY2009 and FY2013.

Source: UH IRO, 2013

Note: Cumulative change=(FY2013/FY2009)-1

University of Hawai‘i 4-year institutions offer more than 400 degrees (ranging from Bachelor’s to Doctorate programs), dual-admission/dual-enrollment, international education, and nationally recognized innovative research facilities.

SUMMARY OF KEY FINDINGS OF NATIVE HAWAIIANS WITHIN THE UNIVERSITY OF HAWAI‘I SYSTEM

Since the adoption of their strategic plan in the 2007-2008 academic year, the University of Hawai‘i System has made great strides in supporting access to and success in the completion of Native Hawaiian students. The following key findings highlight this significant progress:

- **Increased enrollment.** Native Hawaiian enrollment in the UH System increased at a faster rate than all other ethnicities (57.4% vs. 3.7%) between Fall 2008 and Fall 2012.
- **Increased number of certificates and degrees earned.** The total number of certificates and degrees earned by Native Hawaiian students increased 62.8% (1,209 to 1,968) between FY2009 and FY2013 including:
 - An 83.5% increase in certificates and degrees earned in the UH Community College System compared to 40.6% by all other ethnicities, and
 - A 45.4% increase in degrees earned in the UH 4-Year Institution System compared to 10.6% by all other ethnicities.

While progress has been made, findings have also pointed out areas of concern for Native Hawaiian students including:

- **Overrepresentation in Remedial/Development English and Math classes.** Native Hawaiians make up 41.4% of all students enrolled in remedial/developmental English and 37.3% in Math.
- **Lower rates of post-Baccalaureate level degrees earned.** Native Hawaiians earned a higher percentage of Associate degrees (43.2%), Bachelor’s degrees (38.7%), and Certificates (8.1%) compared to Master’s (7.3%), Other (1.9%), and Doctorate (0.9%) degrees in FY2013.

DEFINITIONS

Associate Degree (AA): A degree awarded after a two-year period of study; it can be either terminal or transfer (the first two years of a bachelor's degree) (USDS, n.d.).

Bachelor's Degree: A degree awarded upon completion of approximately four years of full-time study (USDS, n.d.).

Certificate (of Achievement): A credential awarded to students who successfully complete designated CTE (Career & Technical Education) credit course sequences that provide entry-level skills or job upgrades (UHMC, n.d.).

Degrees Earned: The number of degrees received upon completion of the required course of study. Students receiving multiple degrees (even if it is the same degree and is awarded by the same college or school) are counted multiple times under this definition (UH IRO, n.d.).

Doctorate: The highest academic degree conferred by a university to students who have completed graduate study beyond the bachelor's and/or master's degree (USDS, n.d.).

Education Center: Education centers affiliated with a UH campus which provide access to credit and non-credit courses, as well as certificate and degree programs through the internet, video or cable TV technology. They also provide academic support through exam proctoring, tutoring, academic advising, library services and have computer labs for student use. (UH, n.d.)

Master's Degree: Degree awarded upon completion of academic requirements that usually include a minimum of one year's study beyond the bachelor's degree (USDS, n.d.).

Native Hawaiian: Hawaiian Ancestry determined by the sum of students who self-reported Hawaiian ancestry on the UH System Application form and those who either did not answer the ancestry question or answered in the negative but who indicated Hawaiian ethnicity (UH IRO, 2013). In 2013, the UH Institutional Research and Analysis Office (IRO) changed their reporting design to include the ancestry question. They have updated previous reports to reflect this change.

Other Degrees: Includes Advanced Professional Certificates (APC), Professional Practice degrees (DARCH, JD, MD, PHARMD), Graduate Other certificates (PDN, PB), and Undergraduate Other Certificates (PCERT) (University of Hawai'i Institutional Research and Analysis Office, personal communication, September 05, 2013).

Post-secondary (Higher) Education: Any adult education school, business school, trade school, community college, college, or university enrolling or registering students above the age of compulsory school attendance (HRS).

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