

## Mānoa's Racial and Ethnic Diversity Profile March 2016

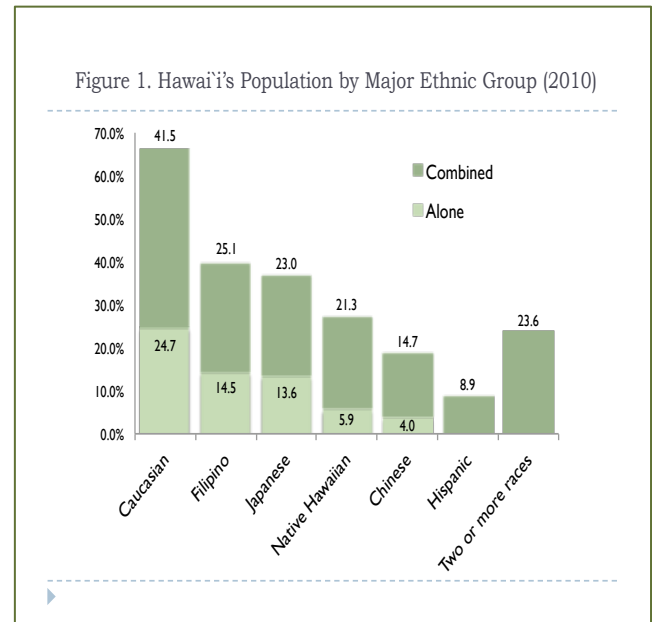
This brief presents an overview of the racial and ethnic diversity at the University of Hawai'i at Mānoa campus, using the most recent institutional, census, and educational data available. It addresses the racial and ethnic diversity of the campus population in comparison to the State's population and the population of students enrolled in the Hawai'i Department of Education. In addition, it covers the racial and ethnic diversity of students at Mānoa in terms of their enrollment, retention, graduation, and degree attainment. Lastly, it highlights the diversity of faculty and some of the distinctions related to diversity that the campus has earned in recent years.

### HAWAII'S PEOPLE:

#### Racial and Ethnic Diversity in the State

Hawai'i is the most multiracial state in the nation: nearly one fourth of all residents identify with more than one race, compared to 7 out of 100 people in Alaska (the state with the next largest proportion of multiracial residents), and compared to only 3 out of 100 people in the entire country. The four largest racial/ethnic groups are Caucasians, Filipinos, Japanese, and Native Hawaiians. Caucasians comprise the largest group overall, accounting for about 40% of Hawai'i's population. Nearly 1 in 4 residents is Filipino or Japanese; 1 in 5 is Native Hawaiian; and less than 2 in 10 is Chinese.

In the context of the overall US population and in comparison to many states on the Continent, African Americans, Hispanics, and Native Americans/Alaskan Natives are severely underrepresented in Hawai'i. For example, Hispanics make up about 10% of the State's population while African Americans, Native Americans/Alaskan Natives, Koreans, Samoans, and other Pacific Islanders each comprise less than 5% of the total population.



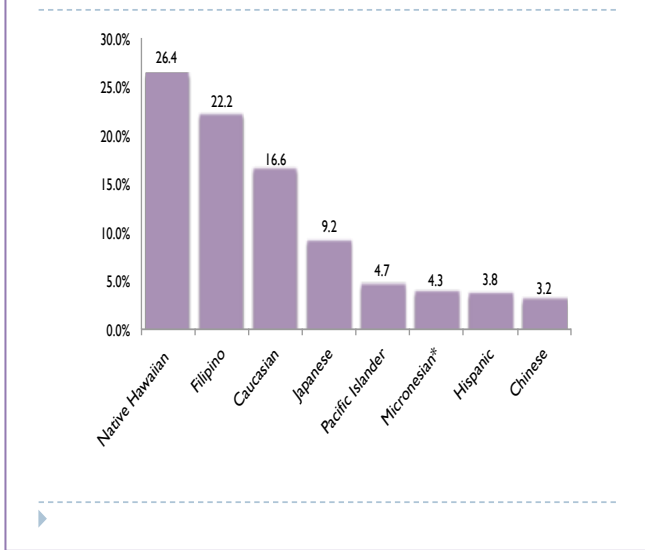
Note: *Alone* refers to "race alone" and *combined* refers to "race alone or in combination" with another race. *Hispanic* refers to "Mexican, Mexican American, Chicano, Cuban, Puerto Rican, as well as those who indicate they are another Hispanic, Latino, or Spanish origin." People who identify as Hispanic may be of any race. Source: U.S. Census Bureau, American Community Survey, 2010.

### THE EDUCATIONAL PIPELINE:

#### Student Race and Ethnicity in the Hawai'i DOE

Nearly half of all students attending Hawai'i's public schools are Native Hawaiian (27%) and Filipino (22%), while only 16% are Caucasian. Among Asian subgroups, Japanese students comprise 9%, Chinese students account for 3%, and Korean students are only 1% of the student population. When combined, African American (3%), Native American/Alaskan Native (0.6%), and Hispanic (4%) students comprise less than 8% of all DOE students. One of the fastest growing populations in Hawai'i's public schools is Micronesians, who come from the U.S. Pacific Islands. Micronesians comprise 4% of the overall student population, similar to the proportion of Hispanic students.

Figure 2. Hawai'i DOE Students by Major Ethnic Group (2013)



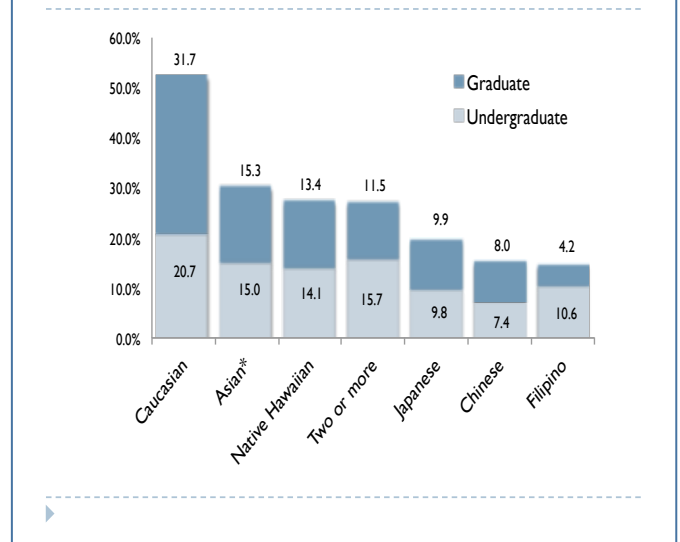
Note: *Micronesian* includes students from the U.S. Pacific Islands. These include the Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, the Commonwealth of the Northern Marianas, and the Territory of Guam. Source: Hawai'i State Department of Education, Superintendent's Annual Report, 2014.

**CAMPUS PROFILE:**

**Student Race and Ethnicity at Mānoa**

The racial and ethnic diversity of students at Mānoa notably differs from the racial and ethnic diversity of students in the DOE. While no one group makes up more than a quarter of the total campus population, there is still much work to be done to address the under-representation of certain groups of students. For example, Native Hawaiians, Filipinos, and Pacific Islanders (including Micronesians and Samoans) are particularly underrepresented at Mānoa, compared to their representation in Hawai'i's public schools. In contrast, the proportion of Caucasian, Chinese and Japanese college students is either similar to or higher than their proportion in the Hawai'i DOE. Chinese college students are particularly well represented at Mānoa, relative to their proportion in the DOE.

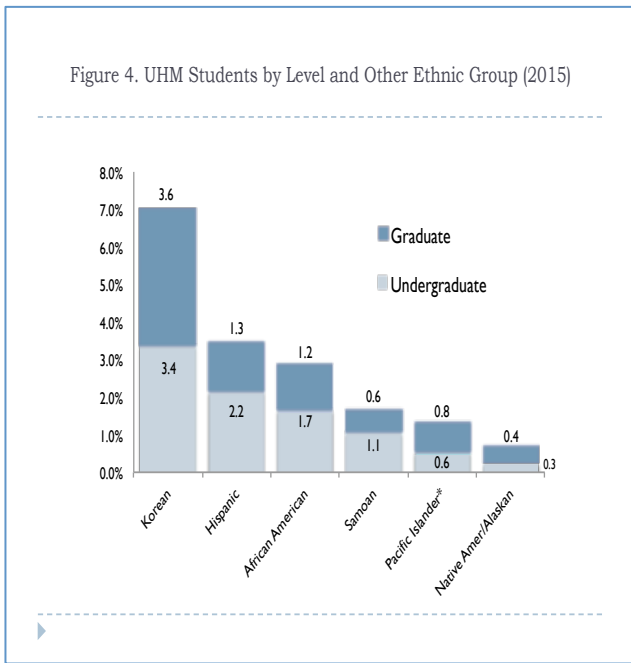
Figure 3. UHM Students by Level and Major Ethnic Group (2015)



Note: *Asian* excludes Japanese, Filipino and Chinese and includes all *Other Asian* and *Mixed Asian*. Source: University of Hawai'i, Institutional Research Office, Fall 2015.

The over- and under-representation of certain groups of students is even more pronounced at the graduate level. Caucasians (31.7%) are the largest group of graduate students at Mānoa, and are at least twice the proportion of all other ethnic groups. The second largest group of graduate students is Asian (15.3%), followed by Native Hawaiian (13.4%) and Multiracial students (11.5%). Japanese (9.9%), Chinese (8.0%), and Filipino (4.2%) each comprise less than 10% of graduate students. In particular, Filipinos are severely under-represented at the graduate level. They make-up only 4% of all graduate students and 11% of all undergraduate students, yet they comprise 22% of all students in the Hawai'i DOE.

Figure 4. UHM Students by Level and Other Ethnic Group (2015)



Note: *Pacific Islander* excludes Samoans but includes students who are *Other Pacific Islander* and *Mixed Pacific Islander*. Source: University of Hawai'i, Institutional Research Office, 2015.

**Transfer Students.** Transfer students are students who transfer external UH credits (e.g., transfer credits from non-UH institutions) and students who transfer internal UH credits (transfer credits from other UH institutions). In Fall 2015, there were a total of 1,826 transfer students into Mānoa: 56% from institutions of higher education in Hawai'i, including other UH campuses, and 44% from institutions outside of the state. Of the in-state transfers, 844 were students from UH Community Colleges. Of these, Native Hawaiian (22.0%), Caucasian (15.8%), Multiracial (15.8%), and Filipino (12.9%) students comprised the majority (66.5%) of transfers. Other Asian (excluding Filipino, Chinese, Japanese, and Korean) accounted for 9.8%, Japanese students comprised 9.1%, and Chinese students comprised 6.6% of all transfers. Students from all other racial/ethnic groups comprised less than 5% of transfer students. The top three colleges to which students transferred were: Arts and Sciences (45.7%), Engineering (9.2%), and Education (7.2%).

Figure 5. Transfer Rate by Ethnic Group



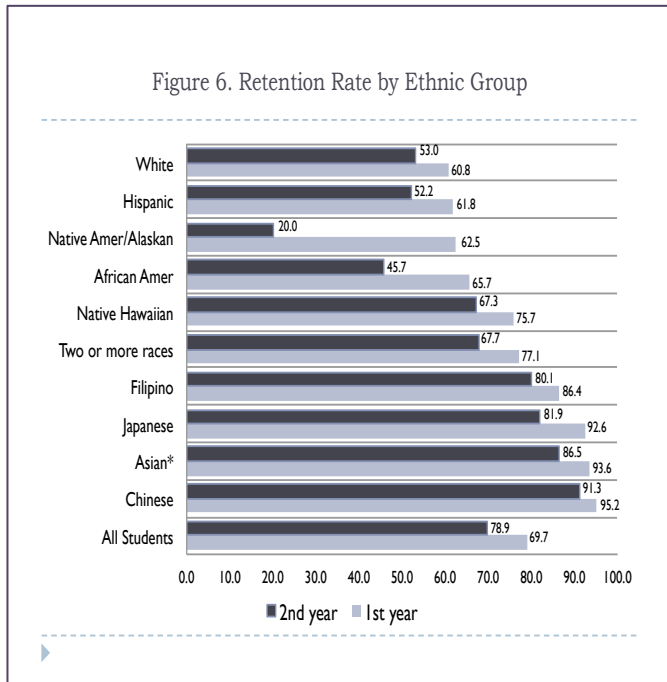
Note: *Other Asian* excludes Japanese, Filipino, Chinese, and Korean and includes all other Asian students, including *Mixed Asian*. *Pacific Islander* includes all Pacific Islander students, including Samoans. Source: University of Hawai'i, Institutional Research Office, 2015.

**STUDENT SUCCESS PROFILE:**

**Retention and Graduation Rates**

College retention and graduation are priority goals for the Mānoa campus, as they are for the entire UH system and the State of Hawai'i. These goals are aligned with the Hawai'i Graduation Initiative, which is a system wide strategic initiative that focuses on increasing the number of college graduates within Hawai'i. The Mānoa campus is investing critical resources to increase the first-year retention rate, 4-year and 6-year graduation rates, time to degree and the total number of degrees granted to all students, but particularly to those students from underserved populations and regions.

**First Year Retention Rate.** First-time, full-time first-year student cohorts are often used to calculate official retention and graduation rates. The group of first-time full-time first year students who matriculate at Mānoa in a given fall semester is defined as a cohort. Figure 6 highlights the retention rate for a number of racial/ethnic groups in 2014 (1<sup>st</sup> year retention rate) and in 2013 (2<sup>nd</sup> year retention rate). Only four groups exceed the overall 1<sup>st</sup> year retention rate of 78.9%: Chinese, Asian (Korean, Vietnamese, and Mixed), Japanese, and Filipino students.



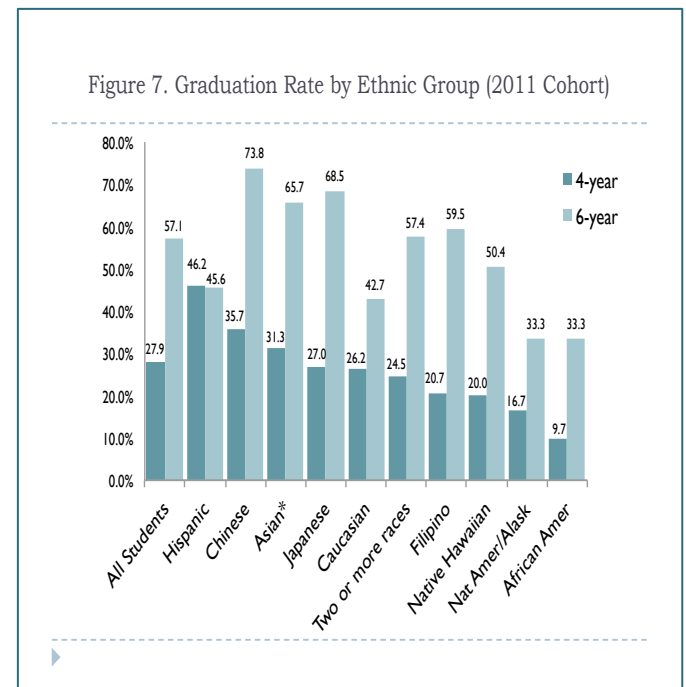
Note: *Asian* includes students who are *Korean, Vietnamese, and Mixed Asian*. Source: University of Hawai'i, Mānoa Institutional Research Office, 2015.

Multiracial and Native Hawaiian students fall slightly below the overall average, and African American, Native American/Native Alaskan, Hispanic, and Caucasian students are considerably below it. Retention rates for a number of ethnic groups (e.g., Thai, Laotian, Asian Indian, other Asian, Guamanian or Chamorro, Micronesian, Samoan, Tongan, other Pacific Islander, and mixed Pacific Islander) are not reported due to small sample sizes.

**Second Year Retention Rate.** Among students persisting to their second year of college, the pattern varies among racial/ethnic groups and differs from first year rates. In general, the overall second year retention rate is about 10 points lower than the first year rate. The same four groups exceed the 2<sup>nd</sup> year retention rate: Chinese, Asian (Korean, Vietnamese, and Mixed), Japanese, and Filipino students. Multiracial and Native Hawaiian students fall slightly below the overall average, and the remaining groups trail considerably behind. Among all racial/ethnic groups, White, Hispanic, and African American students lag behind by about 17 to 25 percentage points and Native American/Alaskan Native students have the lowest second year retention rate (20%). Due to their comparatively smaller numbers, rate fluctuations in some groups (e.g., African Americans, Native American/Native

Alaskans, Hispanics) are more apparent. For example, the 20% second year retention rate of Native American/Alaskan Natives is based on a total of 5 students.

**Four-Year Graduation Rate.** The four-year graduation rate is based on the cohort of first-time, full-time, degree/certificate-seeking undergraduate students who entered Mānoa in 2011. In 2015, the four-year graduation rate was 27.9%, which represents a significant increase compared to the 2006 cohort rate of 17.5%. Similar to the retention rate, the graduation rate varies by racial/ethnic group. The four-year graduation rate is highest for Hispanic, Chinese, and Asian (Korean, Vietnamese, and Mixed Asian) students. Japanese, Caucasian, and Multi racial students are within three percentage points of the overall average, and Filipino and Native Hawaiian students fall considerably below the overall average. Native American (16.7%) and African American (9.7%) have the lowest four-year graduation rates among all students.



Note: *Asian* includes students who are *Korean, Vietnamese, and Mixed Asian*. Source: University of Hawai'i, Mānoa Institutional Research Office, 2015.

**Six-Year Graduation Rate.** The six-year graduation rate is based on the cohort of first-time, full-time, degree/certificate-seeking undergraduate students who entered Mānoa in 2009. In 2015, the six-year graduation rate was 57.1%, which represents a slight increase compared to

the 2005 cohort rate of 55.0%. The six-year graduation rate pattern is similar to the retention rate pattern. There are five groups that exceed the overall six-year graduation rate: Chinese, Japanese, Asian (Korean, Vietnamese, and Mixed), Filipino, and Multiracial students. Native Hawaiian students trail 7 percentage points below the overall average, and Hispanic and Caucasian students lag between 11 and 14 percentage points below the overall average. Among all ethnic groups, Native American/Alaskan Native and African American students have the lowest six-year graduation rate (33%).

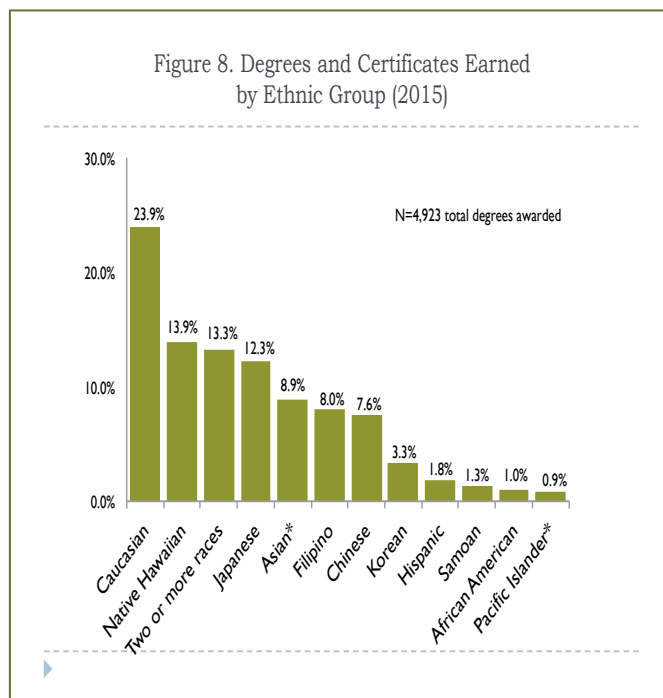
**STUDENT DEGREE PROFILE:**  
Degrees and Certificates Earned

One of the strategic outcomes for the Mānoa campus related to the Hawai'i Graduation Initiative is to increase the total number of degrees and certificates earned by all students, and particularly by Native Hawaiian students, Pell-recipients, and students enrolled in STEM majors. The data that follow demonstrate the number of degrees and certificates (undergraduate and graduate) earned in 2015 from academic units and colleges that awarded at least 100 degrees in the given year. Academic units and colleges awarding less than 100 degrees are not highlighted in this brief.

The ten largest academic units—those awarding more than 97% of all degrees and certificates earned on the Mānoa campus—include Arts and Sciences, Business Administration, Education, Tropical Agriculture and Human Resources, Nursing and Dental Hygiene, Engineering, Medicine, Law, Social Work, and Travel Industry Management. The majority of students earn degrees and certificates from the College of Arts and Sciences (40.5%). Academic units in which Filipino students are relatively well-represented include Nursing (19%) and Engineering (12%). Academic units in which Native Hawaiian students are fairly well-represented include Education (18%) and Tropical Agriculture and Human Resources (16%).

A total of 4,923 degrees and certificates were awarded in 2015, which is a slight decrease from the number of degrees and certificates awarded in 2014 (n=4,949). As can be seen in Figure 9, Caucasian students earned 23.9% (n=1,177) of all degrees and certificates awarded, which is equivalent to almost twice as many Native Hawaiian

(13.8%), Multiracial (13.3%), and Japanese (12.3%) students. Collectively, Asian (8.9%), Filipino (8.0%), and Chinese (7.6%) students earned about the same number of degrees and certificates as Caucasian students. Students from other racial/ethnic groups (e.g., Koreans, Hispanics, Samoans, other Pacific Islanders, African Americans, and Native American/Alaskan Natives) earned 3% or less of all degrees awarded in 2015.



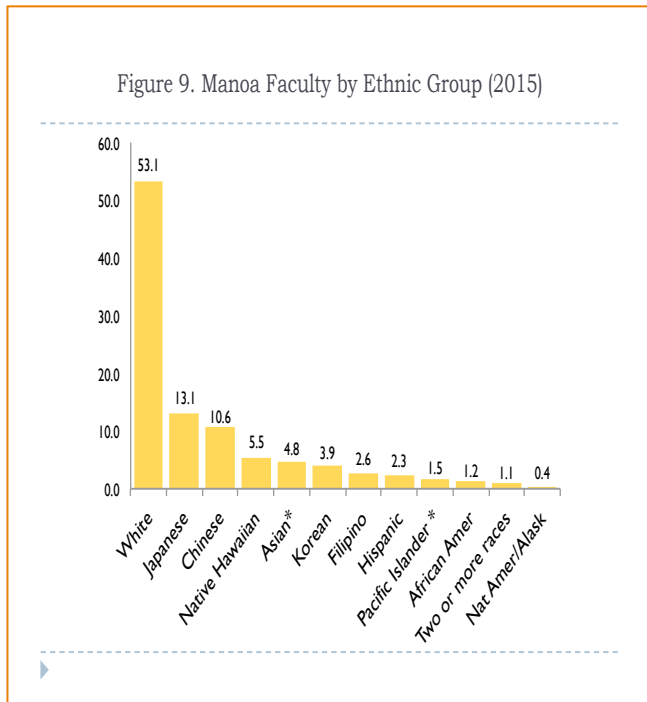
Note: *Asian* includes students who are *Other Asian* (not Japanese, Filipino or Chinese) and *Mixed Asian*. *Pacific Islander* includes students who are *Other Pacific Islander* (not Samoan) and *Mixed Pacific Islander*. Source: University of Hawai'i, Institutional Research Office, 2015.

**LEADERSHIP PROFILE:**  
Faculty Race and Ethnicity at Mānoa

Compared to other universities on the Continent, faculty diversity at Mānoa is striking. Nationally, nearly 8 out of 10 instructional faculty in degree-granting postsecondary institutions in 2013 were Caucasian and only 1 out of 10 were Asian/Pacific Islander<sup>1</sup>. While Caucasians still account for the largest proportion of instructional faculty at Mānoa, their proportion is much lower than the national average. However, the overall diversity profile among instructional faculty at Mānoa contrasts markedly from the diversity profile of its students. Caucasians

<sup>1</sup> U.S. Department of Education, National Center Education Statistics, Integrated Postsecondary Education Data System, Spring 2014.

comprise the largest proportion (53.1%), with Japanese faculty (13.1%) and Chinese faculty (10.6%) a distant second and third, respectively. Compared to their proportion in the student body, Native Hawaiian (5.5%) and Filipino faculty (2.6%) are considerably under-represented. This disparity is also apparent among Executive/Managerial staff. For example, Caucasians and Japanese comprise 81% of executive hires at Mānoa while Filipinos and Native Hawaiians together comprise about 8% of administrators<sup>2</sup>.



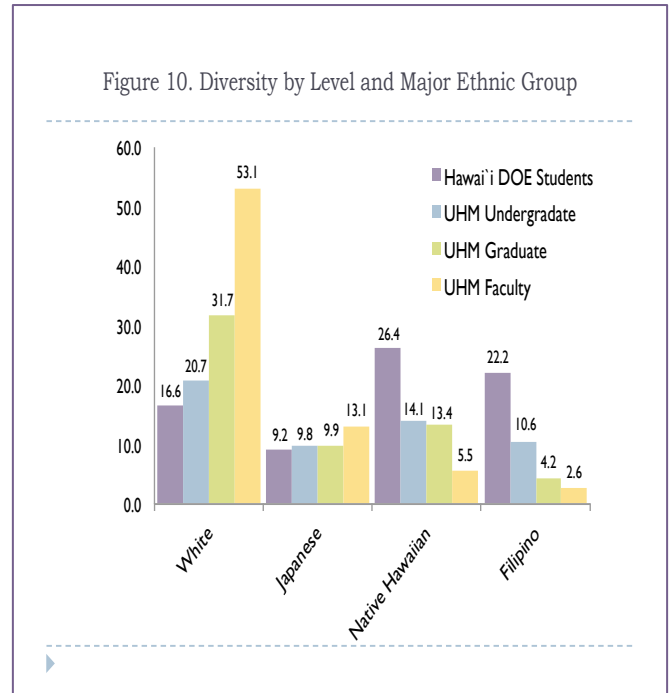
Note: Asian excludes Japanese, Chinese, Korean, and Filipino and includes Other Asian and Mixed Asian. Pacific Islander excludes Native Hawaiian but includes Samoans, Tongans, and other Pacific Islanders. Source: University of Hawai'i, Institutional Research Office, 2015.

### DOE and UHM: Racial/Ethnic Diversity Contrasts

It is evident from the data presented that more needs to be done to further Mānoa's commitment to support college going rates and increase student completion rates, particularly for students from underserved populations in our public schools. While much is being done to narrow the gaps, racial and ethnic disparities in educational attainment clearly exist in Hawai'i. For example, among the four largest racial/ethnic groups in Hawai'i, Native Hawaiians and Filipinos are clearly underrepresented at

<sup>2</sup> University of Hawai'i, EEO/AA Office, 2015.

Mānoa among undergraduate and graduate students, and particularly among the faculty.



Sources: Hawai'i State Department of Education, 2014; University of Hawai'i, Institutional Research Office, 2015.

### INCREASING STUDENT DIVERSITY AND SUCCESS: Office of Student Equity, Excellence & Diversity

There are dozens of diversity initiatives on the Mānoa campus, some organized in academic departments and units, others by central administration. Programs focus on higher education access for historically disadvantaged groups, and are supported with institutional, federal, state, and foundation funding. In addition to college access, campus diversity initiatives address Native Hawaiian, Filipino, and Pacific Islander student achievement and success. To ensure that the campus is welcoming to all, there are also programs to support non-traditional students including veterans, campus-based child care for student parents, campus safety and LGBT support programs, services for students with disabilities, international student services, and in-state tuition eligibility for undocumented high school graduates.

The Office of Student Equity, Excellence and Diversity (SEED), a unit within the Office of the Vice Chancellor for Students, administers over 20 programs that support students of different genders, abilities, and other



dimensions of diversity. SEED also implements a number of college preparation and access programs in the community, many in collaboration with the Hawai'i DOE. Below are four examples of programs that support underrepresented students in the community and on campus, and that range from preparing elementary, middle, and high school students for college to supporting undergraduate and graduate students while in college. The vast majority of students benefitting from SEED programs are Filipino, Native Hawaiian, Pacific Islander, low-income, and/or first-generation college students. More information on these programs and others can be found on the SEED website ([www.hawaii.edu/diversity](http://www.hawaii.edu/diversity)).

[Place-Based Learning and Community Engagement in School \(PLACES\)](#) uses a place-based approach to student learning to improve the academic achievement of all children from a number of DOE schools on the Wai`anae Coast.

[GEAR UP Waipahu](#) provides the Waipahu High School Class of 2020 access to rigorous academic preparation, financial information, and financial assistance to enter and succeed in post-secondary education.

The [College Opportunities Program](#) increases the post-secondary access for entering Mānoa students from at-risk, low-income, and underrepresented communities throughout the State of Hawai'i.

The [Graduate Professional Access Program](#) provides mentorship to undergraduate students from disadvantaged backgrounds to decrease the achievement gap in higher education fields of STEM.

#### DIVERSITY = EXCELLENCE: Campus Diversity Distinctions

Mānoa is widely recognized for its commitment to diversity and in recent years has received a number of noteworthy national distinctions. For example:

- In 2014, the *Chronicle of Higher Education* ranked Mānoa as the fourth most diverse institution in the country, following UH Hilo (#1), UH Maui College (#2), and UH West O`ahu (#3);

- In 2013, the *U.S. News and World Report Best Colleges* ranked Mānoa sixth in ethnic diversity among national universities; and,
- In 2012, the *Princeton Review* ranked the William S. Richardson School of Law first in the nation for having the “Best Environment for Minority Students” and fourth best in the nation for having the “Most Diverse Faculty.”

While Mānoa has one of the most ethnically diverse campuses in the nation, offers a remarkable array of diversity programs, and identifies diversity as one of its core strengths as an institution, there is still much work to be done to further its mission to advance social justice, prepare graduates to think as global citizens, and develop a body of students and faculty that mirror the population of the islands.

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#### Sources:

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#### Suggested citation:

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