

NATIVE HAWAIIANS  
AND PACIFIC ISLANDERS IN  
**HIGHER EDUCATION**

A CALL TO  
**ACTION**



Photo Courtesy of Bryson Kim.

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Fafaga fānau a manu i fugālā'au, 'ae fafaga fānau a tagata i 'upu.  
The offspring of birds are fed with flower nectar, but the children  
of [wo]men are nourished with words.

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### Samoan Proverb

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**CONTRIBUTORS:** This report was made possible by a collaborative effort between Asian and Pacific Islander American (APIA) Scholars and the Institute for Immigration, Globalization, and Education (IGE) at the University of California, Los Angeles. We are indebted to our funder, Kresge Foundation, for their generous support for this endeavor. The authors of this report are Robert T. Teranishi, Annie Le, Rose Ann E. Gutierrez, Rikka Venturanza, 'Inoke Hafoka, Demeturie Toso-Lafaele Gogue, and Lavinia Uluave. We thank Kēhaulani Natsuko Vaughn for her insight on the history and relationship of the U.S. military in the Pacific and diversity of Pacific Islanders regarding their immigration status, in addition to her overall guidance in writing the report. We thank Marissiko M. Wheaton for her contributions to the literature and revisions on earlier drafts. We extend our deepest gratitude to our external reviewers for taking the time to read through the report and provide us critical feedback, insights, and suggestive comments in contextualizing education for the NHPI community: Malina Wolgramm, Daniel Hernandez, Jeannette Soon-Ludes, Leilani Pimentel, Aida Cuenza-Uvas, Halaevalu F. Ofahengaue Vakalahi, Mary Okada, Jenna Sablan, Erin Kahunawaika'ala Wright, Joy R. Hannibal, 'Asena Taione-Filihia, the Honorable Robert Underwood, and Finausina T. Tovo.

## INTRODUCTION

Native Hawaiians and Pacific Islanders (NHPIs)—whose ancestors skillfully navigated islands and oceans while building communities across the Pacific Islands before European colonization—are ethnically diverse and a growing population in the United States (U.S.).<sup>1</sup> Although NHPIs have been federally recognized as a separate racial category due to advocacy from the NHPI community, an underlying barrier to the study of the NHPI population has been data that aggregates NHPIs with Asian Americans.<sup>2</sup> Thus, conflating this community's reality within an Asian American and Pacific Islander (AAPI) narrative and providing an inaccurate statistical portrait of a unique and highly diverse population.<sup>3</sup> As a result, NHPIs have been largely invisible in policy considerations at the federal, state, and local levels, and in the development of campus services and programs. Simply put, the needs, challenges, and experiences of NHPI students—particularly with regard to the wide range of social and institutional contexts in which they pursue their educational aspirations—are still inadequately represented in higher education.

In 1997, the Office of Management and Budget announced revisions to Statistical Policy Directive No. 15, Race and Ethnic Standards for Federal Statistics and Administrative Reporting, requiring the “Asian or Pacific Islander” category to be separated into two categories: “Asian” and “Native Hawaiian or Other Pacific Islander.”<sup>4</sup>

Disaggregated data on AAPI populations have helped researchers illuminate key distinctions between Asian Americans, Native Hawaiians, and Pacific Islanders communities.<sup>5</sup> This data is creating new opportunities for a more nuanced perspective on postsecondary access and success for the NHPI population, which is a necessary step toward mitigating disparities in educational outcomes and improving support for the most marginalized populations. Accordingly, this report is a response to a dearth of knowledge about the demography of NHPI students, their educational trajectory, and their postsecondary outcomes. Furthermore, we build on an existing body of literature that has pointed to the following issues facing NHPI students in higher education:

**Access, persistence, and degree attainment for NHPI students.** In alignment with higher education research,

NHPI students’ persistence to degree completion is influenced by a sense of belonging on campus, financial assistance, and type of high school.<sup>6</sup> Family remains a consistent influential factor in students’ educational trajectories across K-12 and postsecondary education literature. While NHPI students may feel an obligation to fulfill responsibilities at home and meet multiple expectations for their family members, these feelings are not perceived as negative; parents and grandparents serve as motivating factors for students to persist through daily challenges.<sup>7</sup>

**The college experience for NHPI students.** Literature speaks to the experiences of college students managing a cultural duality. This means NHPI students may be constantly trying to find a balance in their identity at home and educational settings, where values are often conflicting with one another. The cultural duality speaks to a larger issue of NHPI students and their relationship to educational institutions that often have their roots in colonialism and imperialism.<sup>8</sup> Thus, the type of institution matters for NHPI students. Specifically, how different institutions cultivate NHPI students’ sense of belonging, self-determination, and sovereignty, especially for Indigenous communities, needs to be explored in future research.<sup>9</sup> Additionally, there is a current gap in the literature regarding the types of institutions NHPI students access in postsecondary education, such as private for-profit and private not-for-profit.<sup>10</sup>

**Geography and NHPI students.** Most of the current research on NHPI students focus on populations in Hawai‘i and the Pacific.<sup>11</sup> When NHPI student populations are discussed on the continental U.S., the geographic focus has been on the west coast in states like California and Washington.<sup>12</sup> While conducting research on the west coast for NHPI populations makes sense due to the high concentration in specific states and cities, we also need to understand the broader demographic landscape of NHPI communities throughout and beyond the U.S.



Photo Courtesy of Bryson Kim.



There are more than 20 ethnic groups recognized by the U.S. Census Bureau in the NHPI community.<sup>13</sup> Polynesians include individuals who identify as Native Hawaiian, Samoan, Tahitian, Tongan, and Tokelauan. Micronesians include individuals who identify as Guamanian or Chamorro, Mariana Islander, Saipanese, Palauan, Carolinian, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, and I-Kiribati. Melanesians include individuals who identify as Fijian, Papua New Guinean, Solomon Islander, and Ni-Vanuatu.

## PURPOSE OF THE REPORT

We build on prior research by providing a portrait of NHPI students in American higher education in the continental U.S. and the U.S. affiliated islands throughout the Pacific region. Specifically, we explore the following research questions:

1. What are the trends in college participation and degree attainment for NHPI students?
2. How does NHPI college participation and degree attainment vary by different institutional sectors (e.g., two-year or four-year; public or private) and types (e.g., Asian American and Native American Pacific Islander Serving Institutions [AANAPISIs])?
3. In what ways, if at all, is geography (e.g., Pacific Islands vs. continental U.S.) a factor in understanding the distribution of NHPI postsecondary enrollment?

The purpose of this report is to synthesize demographic and descriptive data on the current landscape of NHPI students in higher education in the Pacific Islands and the continental U.S. While this report contributes to filling a gap in understanding the national trends in postsecondary education for NHPI students, it is beyond the scope of this report to fully contextualize their complex relationship to education within broader sociohistorical, political forces. Thus, this report should serve as a launching point to future research and other efforts to address the unique needs and challenges of NHPI students.

## DATA SOURCE AND METHODOLOGY

Data from this report relied on two main sources: the U.S. Census Bureau American Community Survey (ACS) and Integrated Postsecondary Education Data System (IPEDS).

To inform our understanding of the population's educational attainment rates, we used the ACS, which provides one-, three-, and five-year estimates for the U.S., Washington D.C., and Puerto Rico. Although this survey contains detailed demographic statistics from larger sample sizes on disaggregated racial and ethnic groups, it does not include the U.S. territories or freely associated states. For reporting on trends in bachelor's degree attainment, we utilized three-year estimates from 2005–2007, 2007–2009, 2009–2011, and 2011–2013. For reporting more detailed levels of educational attainment, we utilized ACS three-year estimates from 2006–2008 because more recent data conflated information on individuals with some college with those who received an associate's degree—a distinction we believed was important to make in our analysis.

Institutional and student level enrollment data were obtained through IPEDS, which includes information on over 7,000 postsecondary institutions, including universities, colleges, and technical and vocational education beyond the high school level. To get specific data on NHPI student enrollment trends, we examined 12-month enrollment data, disaggregated by race and ethnicity, for all Title IV degree granting institutions located in the 50 states, Washington D.C., Puerto Rico, U.S. territories, and freely associated states (i.e., the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau).

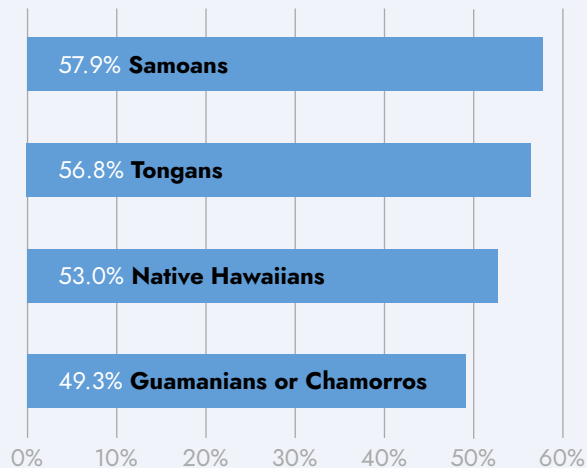


As with any quantitative analysis, this report was limited to the data provided by the surveys and their methods used to obtain their data. One example of how this creates limitations for the study of NHPI enrollment is the difference between how institutions collect racial or ethnic groups and how they are reported in IPEDS. This is a particular issue for NHPI students who identify as “more than one race.” For example, the University of California (UC) acknowledges that the current IPEDS definitions do not match historical UC definitions due to changes introduced in 2010, such as collecting Hispanic ethnicity as a separate question and introducing the concept of “two or more races.”<sup>14</sup>

## TRENDS IN NHPI COLLEGE PARTICIPATION AND DEGREE ATTAINMENT

College participation remains a persistent challenge for the NHPI community. Data from the U.S. Census Bureau shows that while the proportion of total U.S. population that has attended college is 54.9%, it is 47.0% for the NHPI population. Additionally, the proportion of NHPI adults who have not enrolled in any postsecondary education is particularly high for NHPI ethnic sub-groups, including 57.9% of Samoans, 56.8% of Tongans, 53.0% of Native Hawaiians, and 49.3% of Guamanians or Chamorros<sup>a</sup> (Figure 1).

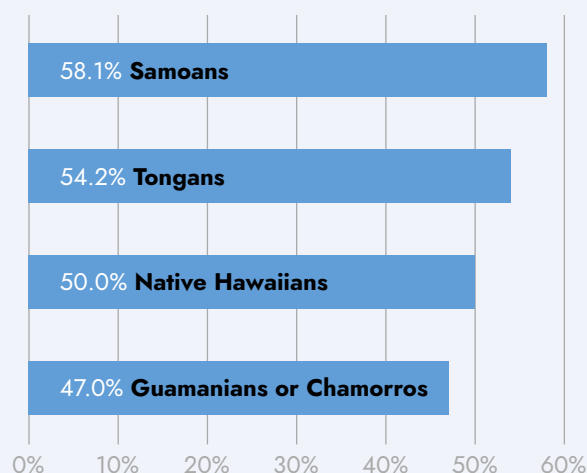
**Figure 1: Proportion of NHPI Adults Who Have Not Attended College**



Source: American Community Survey, 3-Year Estimates, 2006–2008.

Among NHPI students who do attend college, persistence and degree attainment are also relatively low. NHPI college students have the highest attrition rates of any ethnic sub-group in the AAPI community. Figure 2 demonstrates that a significant proportion of Samoans (58.1%), Tongans (54.2%), Native Hawaiians (50.0%), and Guamanians or Chamorros (47.0%) who begin college leave without earning a college degree.

**Figure 2: Proportion of NHPI College Attendees Who Left College Without a Degree**



Source: American Community Survey, 3-Year Estimates, 2006–2008.



Photo Courtesy of Bryson Kim.

a. The U.S. Census Bureau uses the label “Guamanians or Chamorros” to include individuals who identify as Chamorro and individuals from Guam who are not Chamorro.

Militarization has played a key role in the relationship between the United States and Pacific Islands. As a result, the Pacific Islands have had a tumultuous and complex relationship with the U.S., which has affected migration, residency, citizenship, and legal status for NHPIs from the region. Through the Compacts of Free Association, for example, people from the Federated States of Micronesia, Republic of the Marshall Islands, and Republic of Palau are allowed to live and work in the United States without citizenship.<sup>15</sup> Individuals born in Guam and Northern Marianas are citizens, but do not have voting rights unless they relocate to the continental U.S. and register to vote in a specific state. U.S. territories (i.e., American Samoa, Guam, and Northern Mariana Islands) do not have voting representation in Congress—only a non-voting delegate. In the context of higher education, citizenship and residency status matters for college access and enrollment. Legal status, or lack thereof, determines various levels of access to financial aid, health care, and employment. Citizens of the Republic of Palau, for example, are eligible for Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Federal Work-Study. Citizens of the Federal States of Micronesia and the Republic of the Marshall Islands, however, are only eligible for Federal Pell Grants.

The lower college-going and high attrition rates have implications for degree attainment rates in the NHPI population. For example, in three-year ACS data (2011–2013), the national bachelor's degree attainment rate was 29.1%, which was greater than the bachelor's degree

attainment rate for Native Hawaiians (20.5%), Guamanians or Chamorros (18.6%), Samoans (13.4%), and Tongans (12.3%) (Figure 3). The disparities in bachelor's degree attainment rate between the NHPI and total population have been consistent for at least the past decade.

**Figure 3: Educational Attainment for NHPI Sub-Groups Compared to the National Average**



Source: American Community Survey, 3-Year Estimates.

## INSTITUTIONAL REPRESENTATION OF NHPI STUDENTS

The total enrollment of NHPI students in U.S. higher education has been declining. In the 2016–2017 academic year, total NHPI enrollment was 67,845, which is a 17.2% decline compared to 2012–2013 ( $n = 81,956$ ). The distribution of NHPI enrollment in different institutional sectors (e.g., two-year or four-year; public or private) and types (e.g., AANAPISIs) is also revealing and provides context for understanding the enrollment and educational trajectory of NHPI students. One counterintuitive finding in our analysis is that while NHPI enrollment has been declining in both two- and four-year institutions, it has declined more at two-year institutions (Table 1).

NHPI enrollment is also declining in public institutions, which decreased by 22.3% from 2012–2013 and 2016–2017. Data on NHPI enrollment in private institutions tells a different story. One notable finding is that among the top 25 institutions with regard to NHPI enrollment, more than half ( $n = 13$ ) are private institutions (see Appendix A). Among these private institutions, more than half ( $n = 7$ ) are private for-profit institutions, which is the only sector of higher education experiencing an increase in enrollment at 40.3% from 2012–2013 to 2016–2017. This is an important finding considering private for-profit institutions have been scrutinized for their low degree completion rates, high tuition, and high proportion of students who are carrying high levels of debt.<sup>16</sup> Research has also found that students of color and low-income students are often disproportionately impacted by predatory practices of for-profit institutions.<sup>17</sup> This enrollment trend warrants more attention to NHPI college access and participation in private, for-profit institutions.

**Table 1. NHPI Undergraduate Enrollment by Institution Type**

	2012–2013	2014–2015	2016–2017	CHANGE 2012–2013 to 2016–2017
<b>2-Year Institutions</b>	41,210 50.2%	36,867 49.6%	28,870 42.6%	-29.9%
<b>4-Year Institutions</b>	40,746 49.7%	37,471 50.4%	38,975 57.4%	-4.3%
<b>Total (All Institutions)</b>	81,956 100.0%	74,338 100.0%	67,845 100.0%	-17.2%

**Table 2. NHPI Undergraduate Enrollment by Institutional Control**

	2012–2013	2014–2015	2016–2017	CHANGE 2012–2013 to 2016–2017
<b>Public</b>	69,393 84.7%	58,913 81.0%	53,885 79.4%	-22.3%
<b>Private not-for-profit</b>	8,471 10.3%	7,734 10.6%	8,220 12.1%	-3.0%
<b>Private for-profit</b>	4,092 5.0%	6,093 8.4%	5,740 8.5%	40.3%
<b>Total</b>	81,956 100.0%	72,740 100.0%	67,845 100.0%	-17.2%

Source: Integrated Postsecondary Education Data System.

One possible explanation for the significant decline in NHPI student enrollment can be that many NHPI students identify as multiracial and multiethnic.<sup>18</sup> With 50% of the NHPI population identifying as multiracial in the 2010 Census, the new “two or more races” data category in IPEDS can be disrupting racial and ethnic trend analysis, which can impact how enrollment trends are being understood by researchers and policymakers.<sup>19</sup> This is evident in the significant increase in enrollment for the “two or more races” category, which increased by 34.9% between 2012–2013 and 2015–2016.

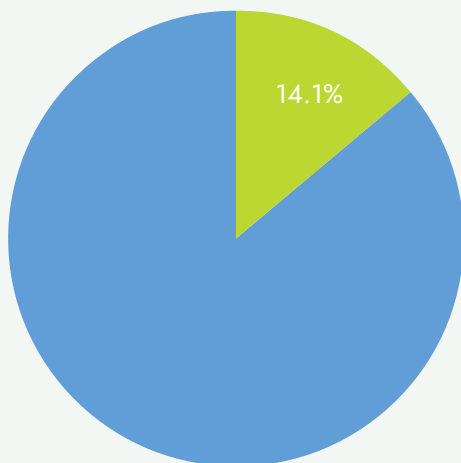
Research demonstrates the significant role AANAPISIs play in serving a critical mass of low-income AAPI students.<sup>20</sup> While the majority of research on AANAPISIs focus on Asian Americans, our findings show a high concentration of NHPI enrollment, which make these institutions critical sites for serving the NHPI community. Significantly, while AANAPISIs enroll 14.1% of all undergraduates nationally (Figure 4), they enroll 38.1% of the total NHPI students (Figure 5).

AANAPISIs also confer a disproportionately high concentration of associate’s and bachelor’s degrees to NHPI students. While 12.7% of all associate’s degrees nationally were from AANAPISI institutions (Figure 6), these institutions conferred 43.6% of all associate’s degrees to NHPI students (Figure 7).

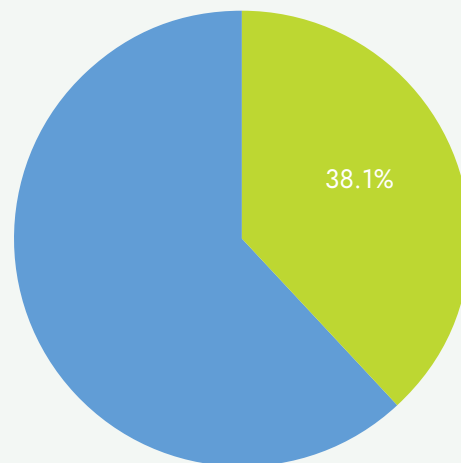
Similarly, AANAPISIs conferred a disproportionately high concentration of bachelor’s degrees to NHPI students. While 11.4% of all bachelor’s degrees nationally were from AANAPISI institutions (Figure 8), these institutions conferred 27.1% of all bachelor’s degrees to NHPI students (Figure 9).

The high enrollment of and degrees conferred to NHPI students at AANAPISIs signal the potential these institutions have to support the access and persistence of NHPI students. Elsewhere, the National Commission on Asian Americans and Pacific Islander Research in Education (CARE) has written extensively on the importance of AANAPISIs to serve the needs of Asian American and NHPI students.<sup>21</sup>

**Figure 4. Proportion of Total U.S. Undergraduate Enrollment in AANAPISIs**

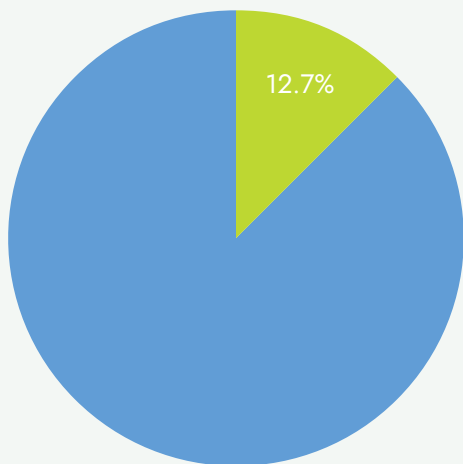


**Figure 5. Proportion of Total NHPI Undergraduate Enrollment in AANAPISIs**

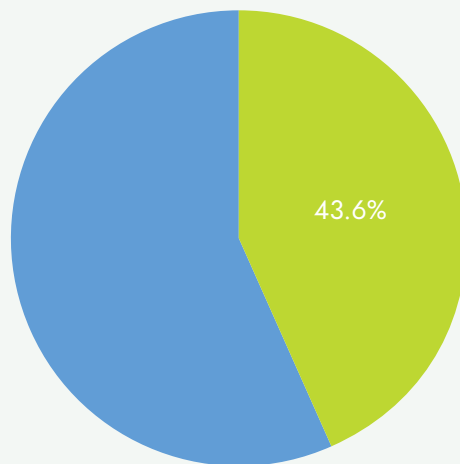




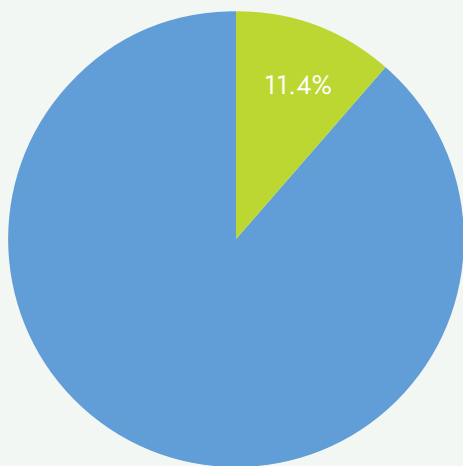
**Figure 6. Proportion of All Associate's Degrees Conferred Nationally by AANAPISIs**



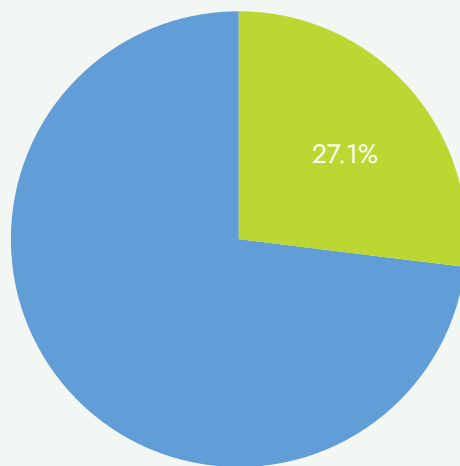
**Figure 7. Proportion of All Associate's Degrees Conferred to NHPIs by AANAPISIs**



**Figure 8. Proportion of All Bachelor's Degrees Conferred Nationally by AANAPISIs**



**Figure 9. Proportion of All Bachelor's Degrees Conferred to NHPIs by AANAPISIs**



Source: Integrated Postsecondary Education Data System, 2016–2017.



Photos Courtesy of Bryson Kim.



With the help from an AANAPISI grant, Mt. San Antonio College (Mt. SAC) established the ARiSE program in 2011.<sup>22</sup> A place of belonging and healing, ARiSE currently serves 52% ( $n = 61$ ) of Mt. SAC's NHPI students annually, engaging them in multiple ways: *fale fono* (Samoan for house meetings), talking circles, Asian Pacific Americans in Higher Education (APAHE) conference, digital stories, and student leadership retreats. Through these activities, NHPI students are able to engage in meaningful conversations about issues and concerns that are relevant to the Pacific Islander community, create safe and vulnerable spaces for self-reflection and transformative experiences, and attend to the building of a community in the community college environment.



Photo Courtesy of ARiSE Program.



Photo Courtesy of The Highline AANAPISI Program.

Highline College, in Des Moines, WA, is utilizing their AANAPISI grant to improve and increase academic participation and attainment of low-income AAPI college students. Their efforts as an AANAPISI has a particular focus on NHPI students by infusing NHPI content in course syllabi and engaging in other activities to increase campus dialogue to support a holistic approach to NHPI student success. One initiative—the Highline Asian Pacific Islander Student Ambassadors (HAPISA)—is focused on promoting student leadership to engage and inform the college, local high schools, and community regarding the needs of NHPI students. They are also hosting and co-sponsoring community engagement and other workshops on Pacific Islanders, such as the UPRiSE Education Conference, the Samoan Arts and Academics Competition (SAAC), a Pacific Islander family night, and an Indigenous Film series.

## REGIONAL REPRESENTATION OF NHPI STUDENTS

Regional analysis of NHPI enrollment in higher education also point to the importance of geography for understanding college access and success. There is a particular need to learn more about and distinguish college access and success for NHPI students on the continental U.S. compared to the Pacific Islands. Perhaps not surprising is that the top five institutions in terms of total NHPI enrollment are all located in the Pacific Islands (Table 3), enrolling nearly 1-in-5 NHPI college students in the nation.

Perhaps a more surprising finding from our regional

analysis is there are more NHPI students enrolled in higher education in the continental U.S. than in institutions in Hawai'i or the Pacific Islands. NHPI undergraduate enrollment on the continental U.S. ( $n = 53,066$ ) was nearly *four times* greater than NHPI undergraduate enrollment in Hawai'i or the Pacific ( $n = 14,748$ ) (Table 4). This is being driven, in part, by a decline in NHPI enrollment in Hawai'i and the Pacific Islands at a faster rate than the decline in NHPI enrollment in institutions on the continental U.S. It may also be representative of the sharp increase in NHPI enrollment in private, for-profit institutions—in person or via distance education—which have the continental U.S. as their location. With that said, it is important to consider the impact of migration trends within the NHPI population, which is discussed below.

**Table 3. Top Five Institutions with NHPI Enrollment**

Rank	Institution	Location	Sector	Total NHPI Enrollment
1	College of Micronesia-FSM	FM	Public, Two-Year	2,690
2	University of Guam	GU	Public, Four-Year	1,976
3	Guam Community College	GU	Public, Two-Year	1,537
4	American Samoa Community College	AS	Public, Four-Year	1,401
5	College of the Marshall Islands	MH	Public, Two-Year	1,326

Source: Integrated Postsecondary Education Data System, 2016–2017.

**Table 4. NHPI Undergraduate Enrollment in Institutions in the Continental U.S., Hawai'i, or the Pacific Islands**

	2012–2013	2014–2015	2016–2017	CHANGE 2012–2013 to 2016–2017
<b>Continental U.S.</b>	60,044 73.3%	55,727 76.6%	53,066 78.2%	-11.6%
<b>Hawai'i</b>	7,237 8.8%	5,334 7.3%	4,386 6.5%	-39.4%
<b>Pacific Islands<sup>b</sup></b>	14,669 17.9%	11,665 16.0%	10,362 15.3%	-29.4%
<b>Total</b>	81,950 100.0%	72,726 100.0%	67,814 100.0%	-17.2%

Source: Integrated Postsecondary Education Data System, 2012–2017.

b. Pacific Islands include U.S. territories and freely associated states.

College participation and educational attainment among young adults should be considered in a larger context. For example, Native Hawaiians and Pacific Islanders in Hawai'i are disproportionately in jails and prisons, compared to other racial and ethnic groups.<sup>23</sup> While Native Hawaiians make up 24% of the population in Hawai'i, they account for 39% of the incarcerated population.<sup>24</sup>

One factor that may be contributing to the gap between NHPI enrollment on the continental U.S. and in Hawai'i and the Pacific Islands is the demography of NHPI residents. The NHPI population on the continental U.S. is increasing at a faster rate than in Hawai'i or the Pacific. For example, while Hawai'i is home to the largest number of NHPI residents in the U.S., the five states with the fastest rate of growth between 2000 and 2010 were Arkansas (151%), Nevada (102%), Alaska (102%), Arizona (87%), and Alabama (87%) (Table 5).

There is a particular need for attention to NHPI youth in communities where there is a critical mass of NHPI residents. The NHPI bachelor's degree attainment rate is disproportionately low in Los Angeles (20%), Seattle (15%), Las Vegas (11%), and Salt Lake City (9%). With that said, there is also a high enrollment of NHPI students in institutions located in these cities, including institutions like Long Beach City College, University of Washington, College of Southern Nevada, and Salt Lake City Community College (see Appendix A and B).

**Table 5: Top Five States with the Greatest Proportional Change in NHPI Population, 2000 to 2010**

	2000	2010	CHANGE 2000 to 2010
<b>Arkansas</b>	3,129	7,849	151%
<b>Nevada</b>	16,234	32,848	102%
<b>Alaska</b>	5,515	11,154	102%
<b>Arizona</b>	13,415	25,106	87%
<b>Alabama</b>	3,169	5,914	87%

Source: Empowering Pacific Islander Communities, *A Community of Contrasts: Native Hawaiians and Pacific Islanders in the United States*, 2014.



Photo Courtesy of Bryson Kim.



Photo Courtesy of Charles Deloye.



## CONCLUSION

The findings from this report should act as a call to action for researchers and policymakers. Through a preliminary analysis of higher education trends for NHPI students, this study fills a large gap in literature about the demography of NHPI students, their educational trajectory, and their postsecondary outcomes. Specifically, the findings reveal that access, persistence, and completion continue to be a challenge for NHPI students in higher education. In many respects, the educational trends of NHPI students are tied to broader social forces that were beyond the scope of investigation for this report but warrant inquiry for future studies. Nevertheless, this report can provide baseline information for future research on NHPI student access and success. The report also reveals that the type of institution students attend matters for contextualizing the experiences of NHPI students. Changes in the distribution of NHPI enrollment in different institutional sectors, along with factors causing these trends, are worth noting for future studies. Finally, although the top five institutions in total NHPI enrollment are located in the Pacific region, more NHPI students are enrolled in higher education on the continental U.S., which deserve more attention in scholarship. The findings of this report will hopefully serve as a point of departure to engage more research and policy attention to the NHPI community.



*Photo Courtesy of Bryson Kim.*

## RECOMMENDATIONS

Future research should explore reasons why NHPI student enrollment trends exist for particular higher education sectors (e.g., community colleges where enrollment has declined at a particularly high rate, private for-profit institutions where enrollment has increased, etc.).

With a disproportionately high concentration of NHPI enrollment and degree conferrals at AANAPISIs, practices and services for NHPI students (e.g., as incubators for best practices, their ability to leverage status and funding to bring attention to NHPI students, etc.) should be explored at these institutions, as well as at Native Hawaiian Serving Institutions.

There are key institutions in the Pacific region with high concentrations of NHPI enrollment that are anchor sites for cross-enrollment, transferring, and other formal connections for other institutions in the region that need attention in research, policy, and in the development of campus services.

Data points to important regional sites on the continental U.S. (e.g., Long Beach, Las Vegas, Salt Lake City, Seattle, etc.) where there is a need for a deeper understanding of and attention to college access and success for NHPI students. More research should focus on the role of colleges and universities for being mindful of and responsive to migration patterns, displacement, religion, and familial commitments as considerations for regional access to education.

While this report disaggregated data for NHPI ethnic sub-groups, there is a need for further disaggregation of data to look at gender differences in higher education enrollment, degree attainment, and the overall educational trajectory of NHPI students.

More analysis of particular entry points for NHPI students in higher education and if these are factors in their educational trajectory (e.g., athletics, online programs, etc.) is needed in future scholarship.

Future research should critically examine the relationship of these educational trends within the lens of settler-colonialism, imperialism, militarism, etc. to further situate the experiences of NHPIs as it relates to postsecondary access, college choice, and academic success.

The military has provided access into tertiary schooling for NHPIs and introduced American football to Islanders. In 1890, the first football game on record with a Honolulu team was against sailors from the U.S.S. Charleston.<sup>25</sup> This idea grew into what would eventually become the more organized football “barefoot leagues” in Hawai‘i and was the genesis of the “Polynesian Pipeline” that brought (and still brings) many Pacific Islanders to U.S. collegiate athletic programs.<sup>26</sup> Participation, as well as intent to participate, in athletic programs should be considered when looking at the Pacific Islander experience in higher education. These particular students might sometimes be the most visible Pacific Islanders in higher education institutions. Their experience, however, does not represent all Pacific Islander students.

#### Appendix A: Top 25 Four-Year Institutions of NHPI Enrollment

Rank	Institution	Enrollment	Sector	Location
1	University of Guam	1,976	Public	GU
2	American Samoa Community College	1,401	Public	AS
3	University of Phoenix-Arizona	803	Private for-profit	AZ
4	College of Southern Nevada	802	Public	NV
5	American Public University System	725	Private for-profit	WV
6	Ashford University	682	Private for-profit	CA
7	University of Maryland-University College	627	Public	MD
8	Northern Marianas College	615	Public	MP
9	Western Governors University	531	Private not-for-profit	UT
10	University of Hawai‘i at Manoa	470	Public	HI
11	Grand Canyon University	432	Private for-profit	AZ
12	Utah Valley University	393	Public	UT
13	Argosy University-Hawai‘i	386	Private for-profit	HI
14	Chaminade University of Honolulu	385	Private not-for-profit	HI
15	University of Hawai‘i at Hilo	368	Public	HI
16	Brigham Young University-Hawai‘i	334	Private not-for-profit	HI
17	Brigham Young University-Idaho	323	Private not-for-profit	ID
18	Modesto Junior College	293	Public	CA
19	University of Nevada-Las Vegas	289	Public	NV
20	Southern New Hampshire University	282	Private not-for-profit	NH
21	University of Hawai‘i Maui College	277	Public	HI
22	Kaplan University-Davenport Campus	273	Private for-profit	IA
23	Brigham Young University-Provo	252	Private not-for-profit	UT
24	Charter College	249	Private for-profit	WA
25	Valencia College	240	Public	FL

## Appendix B: Top 25 Two-Year Institutions of NHPI Enrollment

Rank	Institution	Enrollment	Sector	Location
1	College of Micronesia-FSM	2,690	Public	FM
2	Guam Community College	1,537	Public	GU
3	College of the Marshall Islands	1,326	Public	MH
4	Palau Community College	745	Public	PW
5	Salt Lake Community College	558	Public	UT
6	Leeward Community College	508	Public	HI
7	Central Texas College	468	Public	TX
8	Sacramento City College	416	Public	CA
9	American River College	409	Public	CA
10	Cosumnes River College	353	Public	CA
11	Honolulu Community College	334	Public	HI
12	Northern Virginia Community College	330	Public	VA
13	Chabot College	328	Public	CA
14	Portland Community College	323	Public	OR
15	Kapiolani Community College	317	Public	HI
16	Hawai'i Community College	300	Public	HI
17	College of San Mateo	278	Public	CA
18	Long Beach City College	239	Public	CA
19	Ivy Tech Community College	236	Public	IN
20	City College of San Francisco	224	Public	CA
21	Windward Community College	209	Public	HI
22	San Diego Miramar College	207	Public	CA
23	Hawai'i Medical College	192	Private for-profit	HI
24	Palomar College	188	Public	CA
25	CUNY Queensborough Community College	173	Public	NY

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