Mäori in the Faculty of Arts and Social Sciences:

An analysis of the Faculty of Arts and Social Science data records from 1997-2002

A report prepared for the Dean of the Faculty of Arts and Social Sciences, University of Waikato

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Me te mihi nui

Waimarie and Michelle

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1.0 Introduction

1.1 The national statistics and trends

The Ministry of Education has compiled annual reports on the participation of Mäori in tertiary education. The 2002 report presented a comprehensive description of Mäori participation across all tertiary institutions within New Zealand in that year. The figures show that Mäori are markedly under-represented in tertiary institutions, particularly universities. The Mäori participation rate at universities is 66% of non-Mäori, with the gap widening despite absolute increases of around 200-300 Mäori enrolments a year. Participation by Mäori at universities in 2001 was 2.7% of the population aged 15 years and above, while the non-Mäori participation was 5.5% (Ministry of Education, 2002).

The majority of Mäori students are mature students (defined as being over 25), with the tendency to undertake study later in life. Specifically, 60% of Mäori students in all tertiary institutions were over 25 years, compared to 48% for non-Mäori. Accordingly, participation across all tertiary institutions by Mäori aged 18 – 24 years is low (Ministry of Education, 2002). National participation trends show that Mäori females have a higher participation rate at universities than Mäori males.

The Ministry of Education also reported a lower number of Mäori students pursuing higher level qualifications. For example, only 3% of all Mäori students in 2001 were studying at post-graduate level. In comparison to non-Mäori, only 8% of all post graduate students were Mäori (Ministry of Education, 2002). Moreover, 20% of all Mäori students studied at degree level and 78% studied at sub-degree level (eg. undergraduate certificates). Participation by Mäori at sub-degree level is double that of non-Mäori (Maori comprise 59% of all students at sub-degree level). Of all students in New Zealand, Mäori are more likely than non-Mäori to come out with sub-degree qualifications.

National trends also appear regarding the nature of attendance by Mäori students and the areas or disciplines in which they enrol. Specifically, Mäori have a higher tendency than non-Mäori to enrol in part-time and/or extramural study (Ministry of Education, 2002). The Ministry of Education (2002) also report that Mäori have a preference for undertaking study in education related fields as opposed to health, sciences, engineering and architecture. In terms of course level, the proportion of first year students at universities is 21%.[1]

1.2 The effects of barriers on Mäori

The literature presents a number of different arguments as to why Mäori participation is low, however throughout these arguments a common thread appears. This is, that upon entering the tertiary education system, a battery of barriers often arise for Mäori students that inhibit success.

[1] The Ministry report (2002) does not record the specific participation rate of Mäori first year students in universities, but does state that 'proportionately more Mäori than non-Mäori were first time students in 2001 (41% compared to 28%).' This is an overall figure across all institutions (p. 11).

Nikora, Levy, Henry and Whangapirita (2002), in their review of literature and evaluation of the Massey University based Te Rau Puāwai programme, identified a number of potential barriers for Maori tertiary students. They include:

- Transition and adaptation to an unfamiliar environment
- Lack of social support or inappropriate support systems
- Isolation and lack of academic support
- Financial barriers
- External Commitments
- Racism and discrimination
- Unwelcoming educational environments

Additional barriers that can be added to this list include those identified earlier by Rua and Nikora (1999):

- Failure to reach required levels in secondary school education to allow entry into tertiary education
- Negative experiences with teachers in general
- Difficult home environments
- The lack of Mäori as teachers and academic role models.

The barriers encountered by Mäori students can either directly or indirectly impact on Mäori participation, retention and success. The more disturbing outcome is that of withdrawal or dropping out of higher education, is more likely when a Mäori student experiences and has to confront multiple rather than single barriers (Nikora et al (2002). With this in mind, the aim of this study was to examine and identify trends apparent in data records of Mäori students enrolled in courses offered by the Faculty of Arts and Social Sciences at the University of Waikato between 1997 and 2002 and to make recommendations to the Faculty about how negative trends might be addressed. Specific areas for analysis are detailed in the following section.

2.0 Method

2.1 Aim

The aim of the current project was to undertake an analysis of the Faculty of Arts and Social Science (FASS) data records from 1997 to 2002, focusing specifically on Mäori student records.

2.2 Participants

Data for students who were enrolled between 1997-2002 in FASS and identified as Mäori on their course enrolment forms were used in this study. Course data for Mäori students, including gender, pass, fail, withdrawal and incomplete (IC)[2] rates; entry level data for Mäori students; and course enrolment data for all ethnicities across 1997-2002 was provided by the Faculty Office. No identifying details were included in the data provided to us.

2.3 Areas for Analysis

The analyses primarily focused on participation, pass and IC rates, as it was believed that the findings from these areas would be of most importance and relevance to the Faculty. The following specific analyses were undertaken.

Analysis between years

An analysis of total Mäori student enrolment, pass, fail and IC rates for each year was undertaken. In addition, data for each year, by each department, regarding total Mäori student enrolments, including gender was analysed.

Analysis by ethnicity

An analysis of the total number of enrolments, pass, IC rates by all ethnicities for each year was undertaken. This provided a comparative analysis of ethnic groups across the Faculty.

Analysis by gender

An analysis was undertaken of the pass and IC rates by Mäori student enrolments, including gender, for each year. This was done at both at a Faculty and Departmental level.

Analysis across course level

The distribution of Mäori students across course level, by pass and IC rates for each year was investigated.

Analysis by entry level

An analysis of total mean enrolments, pass rates and IC rates by entry level type, for Mäori students across all years was undertaken.

[2] Incomplete (IC) grades are awarded when a student fails to complete compulsory course assessment/s.

3.0 Findings and Discussion

The analysis suggested three key trends for Mäori students in FASS. These were

1) Mäori participation has decreased since 1997;
2) Mäori are highly represented in 100 level courses in FASS but have recorded low pass rates and high IC rates at this level; and
3) As course level becomes higher, pass rates for Mäori increase and IC rates decrease.

These findings are discussed in more detail below.

3.1 Analysis Between Years: 1997 – 2002

Since 1997, the overall Mäori participation rate in FASS decreased by 19%. In total, from 1997-2002 Mäori students within FASS were enrolled in 19,859. During this period, Mäori students recorded an overall pass rate of 69.9%, IC rate of 19.9%, and fail rate[3] of 7.1%. These figures showed that pass and IC rates constituted the majority of all grades for Mäori enrolments; nearly 90%.[4]

Pass and IC rates have remained similar each year, however IC rates have been *slowly* decreasing since 1999. In 2002, there was a noticeable decrease of both pass and IC rates, recording the lowest pass rate for Mäori students (66.4%) in the period studied. The data shows that 1997 recorded the highest IC rate for Mäori students (20.7%). (Refer to Table 1 in Appendix A).

Discussion

The decrease in Mäori enrolments over the period by 19% is of concern. Although, maybe partially explainable by the overall decrease in Faculty enrolments, this finding indicates a need for increased recruitment efforts targeted at attracting Mäori students to courses and programmes offered by the Faculty. This may include FASS participation in activities which are specifically targeted at Mäori students, for example orientation hui and information days and school visits. Promotion and demonstration of the responsiveness of FASS to its Mäori students is likely to be an important component of such recruitment activities.

3.2 Analysis by Ethnicity: 1997 – 2002

The information analysed included data on 13 different ethnic groups. The foremost trend was that students who identified as Päkehä/European recorded the highest number of enrolments, the mean across all years analysed, being 54% of all enrolments within the Faculty. Mäori recorded the second highest mean, 19% of all enrolments. However, if we take into account the latest enrolment figures only (those provided for 2002), Mäori record the third highest number of enrolments behind Chinese students.

[3] Fail grades include those other than IC grades, such as D, E and nil grades.
[4] For this reason, most of the data analyses in the current study were based on these two rates, and not fail rates.

In terms of pass rates, Mäori do not fare well in comparison to other ethnic groups, with eight of the 13 groups recording higher pass rates than Mäori. In addition, Mäori recorded the fifth highest IC rate. It is important to note however that the ethnic groups that recorded higher IC rates were small in number (these being Cook Island Mäori, Tokelauan and Tongan) with the exception of Samoan enrolments. (Refer to Table 9 in Appendix A).

Discussion

That Mäori students are not faring as well in comparison to other ethnic groups within the Faculty of concern. From the initiatives which have been recently implemented for international students (i.e., routine monitoring of international student progress), it would appear that the Faculty takes it responsibility to international students seriously, with recruitment and support strategies for these groups appearing to take precedence over those for Mäori students. The results here suggest that broad Faculty wide recruitment and retention efforts should not be limited solely to international students.

3.3 Analysis by Gender: 1997 – 2002

Enrolments by Mäori females in FASS have decreased by almost 14% since 1997. Despite this, enrolments by Mäori females continue to greatly out number enrolments by Mäori male students. FASS enrolments by Mäori males have decreased nearly 30% since 1997, with the total enrolments of Mäori males being less than half that of Mäori females. Pass rates for Mäori males and females are similar, these being 66.9% and 67.7% respectively. However, Mäori males in FASS did record a higher overall IC rate than Mäori females (22.3% as compared to 17.9%). (See Tables 2-5 in Appendix A).

Discussion

This result reflects a national trend of more Mäori women than men participating in university tertiary education. This result is also reflective of the Faculty overall, which continues to attract more female enrolments, with male enrolments ranging from 30%-39% of total enrolments from 1997-2002. It is interesting to note that whilst participation rates are lower, pass rates for Mäori males and females are similar. This may indicate that the outcomes of the barriers which exist within tertiary institutions are similar for Mäori men and Maori women.

3.4 Analysis across course level: 1997 – 2002

Mäori students within FASS were highly represented in undergraduate papers, with nearly 40% of all Mäori enrolments in 100 level courses. The data indicated that as the course level became higher, Mäori participation decreased. It is noteworthy that, on average, only 6.9% of all Mäori students within FASS were enrolled in graduate or post-graduate papers.[5] (See Table 6 and Figure 1 in Appendix A).

Pass rates for all course levels were compared across years. The pass rates for 100 level (or first-year) papers were the lowest in comparison to any other level. It was evident however that as the course level increased there was a tendency for the pass rate to increase also (See Figure 2 in Appendix A). This is particularly true for courses at

[5] This is consistent with national figures, which highlight low participation rates by Mäori at post-graduate level.

undergraduate level. For example, the pass rate for 100 level courses over the period studied was 61.2%. This pass rate grew to 74.3% for 200 level courses, and 79.6% for 300 level courses. (See Table 7 and Figure 2 in Appendix A).

IC rates for all course levels were compared across years. The data showed that as course level grew higher, there was a tendency for IC rates to decrease (see Figure 2 in Appendix A). It was found that IC rates for 100 level (or first-year) papers were higher than any other course level. This was true for each of the years analysed. The data for 2002 showed a significant rise in the IC rate of 100 level papers by Mäori, in comparison with other years. This IC rate of 39.6% was noticeably larger than the average of 29.1%. In comparison, IC rates for graduates and post-graduates were low, ranging from 0% to 8.6%. (See Table 8 and Figure 2 in Appendix A).

Discussion

The data analysed suggests that success in the first year of study in FASS has a significant impact on the likelihood that Mäori students will return and successfully complete their studies in FASS. The data shows that if Mäori students can survive 100 level courses, and continue to higher-level courses, pass rates tend to increase and IC rates decrease. This result suggests that Mäori students who experience success in their first year at university are also more likely to be more confident and competent in negotiating course requirements and the university environment in subsequent years. It also suggests that the successful first year Mäori student has better skills, strategies and competencies for dealing with the multitude of barriers said to confront them (see Levy and Williams, 2003; Nikora et al 2002).

It was also identified that Mäori participation at post-graduate level in FASS is low[6]. The issue of increasing Mäori participation at graduate and post-graduate levels appears to warrant further scrutiny. There are numerous benefits to be gained from improvements in this area; for example, increased Mäori role models within the Faculty, increased Faculty-based Mäori research, and a wider diversity of graduates acknowledging their affiliation to the Faculty, aiding in the future recruitment of Mäori studying higher level degrees within the Faculty.

3.5 Analysis by Entry Level:[7] 1997 – 2002

Entry-level data was also analysed. The majority of Mäori students entered FASS with Special Admission (39.8%) or Form 7 University Entrance (35.3%). On average, Mäori students who entered University through Entrance by Exam, Entrance Qualification for Overseas University, Overseas UE Equivalent and Form 7 UE, all had pass rates over 75%, whereas students who entered with Provisional Entrance tended to have lower pass rates (a mean of 61.3%). In addition, Mäori students who entered with Provisional Entrance recorded the highest overall IC rate for all Mäori students of 28.1%. (See Table 10 in Appendix A).[8]

[6] Only 6% of all Mäori enrolments are in 500+ level papers.

[7] Referring to the means (or qualification) by which the student entered the University of Waikato

[8] A summary for the analysis across departments has not been included in the main report due to its substantial size. Summaries, however, for each year have been compiled in Appendix B.

Discussion

Mäori students who entered FASS with Provisional Entrance have considerably lower pass rates and higher IC rates than students who gained entry via some other criteria. This suggests that the criteria operating for Provisional Entrance may not adequately determine the students academic 'readiness' to undertake university education – that is, their readiness to successfully confront the university environment, to successfully negotiate course requirements, to competently manage family and university commitments, and the like. This finding suggests that the Provisional Entrance criteria should be more closely scrutinised, and the academic experience of students seeking entrance in this way more rigorously reviewed.

4.0 Future Directions

The trends identified in this analysis suggest attention be directed to a number of areas that have implications for how the faculty might move forward. Three key issues are discussed in this section. They are:

4.1 An Overall Strategy
4.2 Recruitment Strategies
4.3 Retention Strategies

4.1 An Overall Strategy

The results of this analysis are a surface reflection of a complexity of issues that require an equally complex response. Unlike present recruitment and retention strategies that are in place for international students, the FASS lacks a systematic, well organised and planned strategy for recruiting and retaining Mäori students. This reflects the urgent need to direct resources into the development of such a strategy. An important component of this is the establishment of a Faculty committee whose task is to provide a dedicated focus on the responsiveness of FASS to Mäori students. That there are such committees currently in operation to meet the needs of Graduate and International students indicates that that needs of Mäori students have not been prioritised within the Faculty.

On establishment of a committee dedicated to the responsiveness of FASS to Mäori students, an initial task should be the commissioning of a Five-year strategic plan outlining the directions. The aim of this strategic plan is to present the Faculty with a systematic, well organised and planned strategy for the recruitment and retention of Mäori students. Such a plan should include strategies to specifically support first year Mäori students and enhance Mäori participation at graduate and post-graduate level.

Previous studies indicate that the environment appears to be a key factor in the success and retention of Mäori students. To reduce the severity of the different barriers on Mäori students, it is important to consider the environment in which FASS is grounded, and how this environment potentially impacts on Mäori students.

4.2 Recruitment strategies

Within the current tertiary education climate, the University needs to be continually focused on the recruitment of students to attend our institution. However, whilst recognising the importance of the recruitment of Mäori students, it is important to note that the environment needs to be such that Mäori students are welcomed into and supported through to successful academic outcomes within the Faculty.

An environment which is responsive to Mäori students

Relevant to the importance of the environment is the concept of climate change which refers to the breaking down of systemic barriers, accompanied with the responsibility of the institution to make the learning climate more responsive to Mäori students (Nikora et al, 2002). This is based on an adaptation model of requiring the environment, as opposed to the individual, to adapt. It is important that the Faculty should be identifiably Mäori, where Mäori values are reflected and all Mäori students feel welcome and secure. The

physical environment is one element that may be altered to create an environment which is responsive to Mäori. For example, specific areas within FASS could be allocated to Mäori students for the purposes of congregation and whanaungatanga. Students could also utilize this space when conducting group study sessions and other activities.

4.3 Retention strategies

The analysis in this study suggests that providing appropriate support and addressing barriers for Mäori students in their first year of study is crucial to the retention of Mäori students. The following factors appear important in facilitating the retention and success of Mäori students.

- ✓ Providing support as early as possible (familiarizing students with services available to them on campus, facilitating interaction between students and staff).
- ✓ Establishing appropriate learning environments
- ✓ Promoting the availability of resources for Mäori students
- ✓ Increasing the accessibility of resources for Mäori students (such as kaiäwhina etc)
- ✓ Mäori staff and/or role models within the faculty
- ✓ Mäori content in programmes

Enhancing familiarity with the environment

The literature suggests that a simple strategy of focusing support during the *initial exposure* of the student to the tertiary environment is effective in addressing some barriers faced by Mäori students (Nikora et al, 2002). It may be vital that this key approach of *immediate* support via events such as admissions, orientation and initial classes is present in order for the student to feel welcome and at ease. For example, key staff members of FASS such as academics, administrators and tutors could work early to establish links with Mäori students, given that some Mäori students themselves may feel too *whakamä* (shy or reluctant) to approach such support people straight away. This may be particularly true of first-year Mäori students. It appears important that FASS take a pro-active role in promoting and facilitating this initial interaction between support administrators and Mäori students.

The development of orientation activities, inception workshops and the fostering of involvement in university life are all factors that contribute to retention. Mäori focused initiatives of this nature would serve to familiarise the student with university facilities and services, thus enhancing their ability and confidence to seek help when needed. To initiate this, FASS needs to prioritise the coordination of these activities and the availability of resources. This may entail the employment of a specific person whose role would primarily focus on the provision of support to Mäori students, particularly first year students. This person would take an active interest in the progress of Mäori students, provide ongoing encouragement and may also provide Maori students with detailed advice on strategies for reaching vocational goals (Rua and Nikora, 1999). The specific responsibilities of this person may potentially include:

- Organising events such as workshops, hui, orientation activities for Mäori students
- Organising the generic activities of learning communities

- Assist Departments to initiate their own support initiatives for first year Mäori students
- Creating communication links between Mäori students and key staff
- Assisting in familiarizing Mäori first-year students with services available to Mäori students on campus, and the locations of such facilities.
- Developing support and whänau networks for Mäori first-year students as early as possible
- Monitoring and reporting to FASS staff, particularly course coordinators, on the performance and progress of Mäori first-year students.
- Providing generic learning support for first-year Mäori students

It is critical that such a person/s work across the Faculty is in conjunction with Faculty staff. The appointment of such a person would in no way absolve the Faculty staff of their responsibilities to Mäori students, or the Departments of their responsibility to develop and provide appropriate Departmental support initiatives to Mäori students. It would also appear useful if this person/s were able to access senior faculty staff in order to facilitate input into FASS strategic directions and priorities for Mäori students.

Enhancing academic outcomes for Mäori students

Enhancing familiarity with the environment and the establishment of solid support networks may aid in the process of supporting academic learning. There are a variety of mechanisms available to assist in enhancing learning outcomes for Mäori students. These include the delivery of support through the development of Mäori learning communities, for example, the organisation of Mäori study groups where isolation of the individual is reduced through co-operative learning processes. This maintains the ideal of Mäori students working as a collective group and may be implemented at all levels, although such an initiative may be particularly valuable at first-year level. Such learning communities could be facilitated both across FASS and within individual departments.

Learning communities across FASS could be in the form of general forums where Mäori students from different majors come together to share information on generic matters such as study-techniques, exam and test preparation, how to structure essays and the like. FASS could support such initiatives in a variety of ways, including assisting in the generic planning and promoting of such events, facilitating access to space, gaining relevant staff input from across the Faculty, and promoting the accessing of other university-wide resources such as the Teaching and Learning Development Unit (TLDU).

Individual departments could incorporate the development of learning communities into existing tutorial policies. These policies could be framed around those used in the Psychology Department, where Mäori are encouraged to attend 'Kaupapa Mäori' tutorials (see Appendix E). However, the development of such learning communities does not necessarily have to be based on the typical tutor-student setting. Instead, these may involve a graduate/senior Mäori student who would only organise the event (such as booking a room, informing students of the time and place etc.) as opposed to operating as a tutor. Here, the central learning process and the dissemination of information would remain a shared

responsibility of the students. These learning communities at departmental level could be specifically aimed at improving competency with specific course content.

5.0 Recommendations

It is recommended:

1) A variety of issues were identified in this analysis. It is clear however, that the Faculty does not have a systematic, well organised and planned strategy for recruiting and retaining Mäori students. Given this, it is recommended that the Dean of the Faculty of Arts and Social Sciences establish a Faculty Committee, whose responsibility would be focused on the responsiveness of FASS to Mäori students.

2) That the first task of the above Committee be the commissioning of a Five-year strategic plan for FASS responsiveness to Mäori.

3) That the Five-year plan includes strategies to specifically support Mäori first-year students.

4) That the Five-year plan includes strategies to specifically enhance Mäori participation at graduate and post-graduate level.

5) That each Department within FASS undertake a thorough analysis of its course data for Mäori students during the past five years, with the aim of identifying specific course and Departmental retention trends for Mäori students. Each Chair of Department would be required to report to the Chair of Departments meeting on the trends identified and the Departmental progress being made in the provision of support to Mäori students.

6) That progress on the above initiatives is monitored annually. The Dean of FASS should be ultimately responsible for ensuring progress is monitored and Departments held accountable.

6.0 References

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Appendices

Appendix A: Summary Analysis 1997 – 2002

Table 1. Overall Pass, IC and other Fail rates of Mäori students: 1997 – 2002

Year:	Total Mäori student enrolments:	Pass grades:	Pass Rate: [%]	Incomplete grades:	IC rate: [%]	Other Fail Grades[9]	Fail rate:
1997[10]	3554	2477	69.7%	734	20.7%	248	7.0%
1998	3599	2584	71.8%	706	19.6%	226	6.3%
1999	3405	2389	70.2%	693	20.4%	229	6.7%
2000	3384	2415	71.4%	688	20.3%	192	5.7%
2001	3050	2113	69.3%	543	17.8%	279	9.1%
2002[11]	2867	1905	66.4%	482	16.8%	236	8.2%
Overall:	**19859**	**13883**	**69.9%**	**3846**	**19.4%**	**1410**	**7.1%**

Table 2. Mäori Female Enrolments and Pass rates: 1997 – 2002

Year:	Mäori Female Enrolments:	Mäori Female Pass Grades:	Mäori Female Pass Rate:	Overall Pass Rate:
1997	2234	1597	64.5%	69.7%
1998	2355	1726	73.3%	71.8%
1999	2322	1647	64.5%	70.2%
2000	2346	1689	72.0%	71.4%
2001	2096	1454	69.4%	69.3%
2002	1930	1320	68.4%	66.4%
Overall:	**13283**	**9433**	**71.0%**	**69.9%**

Table 3. Mäori Male Enrolments and Pass rates: 1997 – 2002

Year:	Mäori Male Enrolments:	Mäori Male Pass Grades:	Mäori Male Pass Rate:	Overall Pass Rate:
1997	1320	880	66.7%	69.7%
1998	1244	858	69.0%	71.8%
1999	1083	742	68.5%	70.2%
2000	1038	726	69.9%	71.4%
2001	954	659	69.1%	69.3%
2002	937	585	62.4%	66.4%
Overall:	**6576**	**4450**	**67.7%**	**69.9%**

[9] For the years 1997 – 1999, this figure includes D grades, E grades and those classified under 'nil'
[10] Data for 1997-1999 combines the Humanities data sets with the Social Science data sets. FASS (the joint faculty) was established in 2000.
[11] Taken from 2002 Ethnicity and Gender Data set (these figures differ to those in the 2002 Entrance Level set)

Table 4. Mäori Female Enrolments and IC rates: 1997 – 2002

Year:	Mäori Female Enrolments:	Mäori Female IC Grades:	Mäori Female IC Rate:	Overall IC Rate:
1997	2234	408	18.3%	20.7%
1998	2355	418	17.7%	19.6%
1999	2322	459	19.8%	20.4%
2000	2346	459	19.6%	20.3%
2001	2096	354	16.9%	17.8%
2002	1930	284	14.7%	16.8%
Overall:	**13283**	**2382**	**17.9%**	**19.4%**

Table 5. Mäori Male Enrolments and IC rates: 1997 – 2002

Year:	Mäori Male Enrolments:	Mäori Male IC Grades:	Mäori Male IC Rate:	Overall IC Rate:
1997	1320	326	24.7%	20.7%
1998	1244	288	23.2%	19.6%
1999	1083	234	21.6%	20.4%
2000	1038	229	22.1%	20.3%
2001	954	189	19.8%	17.8%
2002	937	198	21.1%	16.8%
Overall:	**6576**	**1464**	**22.3%**	**19.4%**

Table 6. Distribution of Mäori Students across course level 1997 – 2002.

	100	200	300	400	500	600	700	900
1997	44.7%	30.8%	17.9%	0.5%	5.2%	-	0.7%	0.2%
1998	41.9%	33.2%	16.9%	0.3%	6.8%	0.1%	0.6%	0.3%
1999	40.8%	32.2%	21.3%	-	4.3%	0.03%	1.0%	0.3%
2000	38.3%	33.3%	22.3%	0.03%	4.4%	0.03%	1.2%	0.4%
2001	35.8%	34.2%	25.1%	-	5.0%	-	1.3%	0.6%
2002	36.9%	32.2%	22.0%	-	7.2%	-	1.1%	0.7%
Average:	**39.7%**	**32.7%**	**20.9%**	**0.3%**	**5.5%**	**0.05%**	**1.0%**	**0.4%**

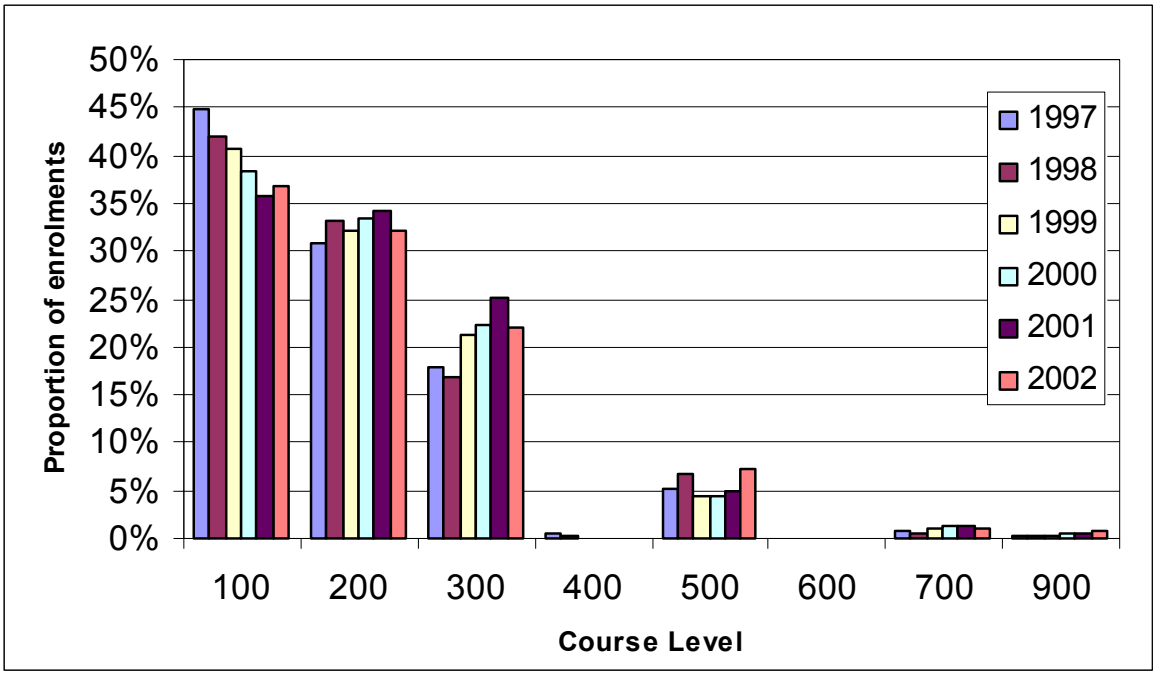

Figure 1. Distribution of Mäori enrolments across course level and year 1997-2002

Table 7. Mäori student pass rates across course level 1997 – 2002.

	100	200	300	400[12]	500	600	700	900[13]
1997	61.5%	74.4%	80.5%	88.9%	76.3%	-	66.7%	0.0%
1998	61.8%	76.9%	83.4%	90.0%	80.8%	0.0%	81.8%	11.1%
1999	63.4%	74.7%	77.6%	-	67.6%	0.0%	79.4%	0.0%
2000	63.1%	75.6%	79.7%	100.0%	73.8%	0.0%	82.1%	0.0%
2001	57.1%	73.7%	79.1%	-	84.2%	-	87.8%	0.0%
2002	60.4%	70.3%	77.0%	-	56.6%	-	50.0%	5.0%
Average:	**61.2%**	**74.3%**	**79.6%**	**93.0%**	**73.2%**	**0.0%**	**74.6%**	**2.7%**

[12] The 400 and 600 level courses had very small enrolments (N<5). Due to this, the data (pass and IC rates) do not weigh heavily in the conclusions made or the trends discussed.
[13] The 900 level pass rates are not included in the conclusions because these papers are often ongoing and do not end in the year specified (higher level research degrees that continue for more than one year – e.g., PhD).

Table 8. Mäori student IC rates across course level 1997 – 2002.

	100	200	300	400	500	600	700	900
1997	26.3%	19.1%	14.9%	11.1%	5.4%	-	0.0%	0.0%
1998	29.1%	14.6%	11.0%	10.0%	9.4%	0.0%	4.5%	0.0%
1999	26.1%	17.4%	16.2%	-	10.8%	0.0%	17.6%	0.0%
2000	26.8%	17.5%	16.2%	0.0%	12.1%	0.0%	7.7%	0.0%
2001	26.4%	14.6%	13.0%	-	5.3%	-	7.3%	0.0%
2002	39.6%	19.8%	18.8%	-	8.6%	-	0.0%	0.0%
Average:	**29.1%**	**17.2%**	**15.0%**	**7.0%**	**8.6%**	**0.0%**	**6.2%**	**0.0%**

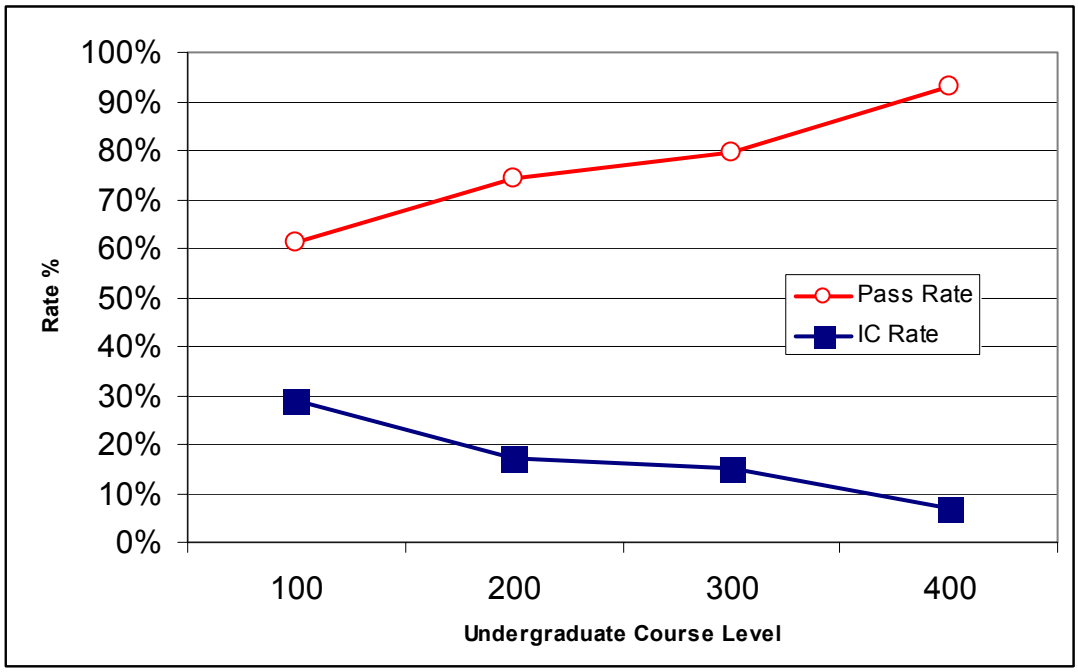

Figure 2. Overall pass and IC rates for Mäori in FASS across course level.

Table 9. Summary of pass and IC rates across ethnicities:[14]

	Average enrolments	Pass Grades	Pass Rate	IC Grades	IC Rate
Chinese	2048	1609	78.5%	171	10.6%
Cook Island Mäori	81	48	59.9%	22	26.7%
Fijian	88	70	79.4%	10	11.0%
Indian	157	132	84.1%	11	6.7%
Niuean	14	11	79.3%	2	15.9%
Mäori	3310	2314	69.9%	641	19.4%
Other	951	780	82.1%	88	9.3%
Other Asian	791	659	83%	59	7.4%
Other Pacific Islander	125	107	85.2%	9	7.2%
Päkehä/European	9280	7874	84.9%	849	9.2%
Samoan	232	152	65.6%	52	22.3%
Tokelauan	13	8	59.1%	3	25.8%
Tongan	77	47	61.3%	17	21.8%

Table 10. Summary of Mäori participation, pass and IC rates across entry level:

Entry Level Type:	Average Enrolments:	Proportion for entry level (%)	Average Passed papers:	Average Pass Rate: [%]	Average Incomplete Papers:	Average IC rate: [%]
Admission with Credit	148	4.5	102	68.9%	29	19.9%
BF	18	.5	12	66.5%	2	7.5%
BL	2	.06	0	0.0%	2	75.0%
Entrance by Exam	93	2.8	72	75.3%	10	10.1%
Entrance Qualification for Overseas University	24	.7	20	85.0%	1	4.0%
Overseas UE Equivalent	22	.7	19	86.4%	1	8.7%
Provisional Entrance	504	15.2	310	61.3%	131	28.1%
Special Admission	1320	39.8	856	64.7%	301	22.7%
UE – Form 7	1171	35.3	924	78.9%	163	13.8%
Entry awaiting verification	13	.4	7	71.3%	5	22.7%
Entry not applicable	3	.1	3	100.0%	0	0.0%

Table 11. Pass and IC rates for Mäori students Admission with credit: 1997 – 2002.

Admission with Credit	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	80	54	67.5%	19	23.8%
1998	167	95	56.9%	44	26.3%
1999	132	93	70.5%	25	18.9%
2000	181	123	68.0%	41	22.7%
2001	157	113	72.0%	28	17.8%
2002	170	133	78.2%	17	10%
Average:	**147.8**	**101.8**	**68.9%**	**29.0**	**19.9%**

[14] These figures are the calculated average from 1997 – 2002.

Table 12. Pass and IC rates for Mäori students BF entrance with: 1997 – 2002.

BF	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	11	9	81.8%	0	0.0%
1998	25	19	76.0%	3	12.0%
1999	24	15	62.5%	1	4.2%
2000	14	10	71.4%	0	0.0%
2001	13	9	69.2%	0	0%
2002	21	8	38.1%	6	28.6%
Average:	**18.0**	**11.7**	**66.5%**	**1.7**	**7.5%**

Table 13. Pass and IC rates for Mäori students with BL Entry Level: 1997 – 2002.

BL	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	-	-	-	-	-
1998	2	0	0.0%	2	100.0%
1999	-	-	-	-	-
2000	2	0	0.0%	1	50.0%
2001	-	-	-	-	-
2002	-	-	-	-	-
Average:	**2.0**	**0.0**	**0.0%**	**1.5**	**75.0%**

Table 14. Pass and IC rates for Mäori students with Entrance by exam: 1997 – 2002.

Entrance by exam	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	151	132	87.4%	11	7.3%
1998	131	106	80.9%	15	11.5%
1999	87	53	60.9%	23	26.4%
2000	78	57	73.1%	8	10.3%
2001	66	48	72.7%	2	3.0%
2002	43	33	76.7%	1	2.3%
Average:	**92.7**	**71.5**	**75.3%**	**10.0**	**10.1%**

Table 15. Pass and IC rates for Mäori students with an Entrance Qualification for an Overseas University: 1997 – 2002.

Qualification for Overseas Uni	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	20	17	85.0%	0	0.0%
1998	32	31	96.9%	1	3.1%
1999	19	14	73.7%	2	10.5%
2000	12	11	91.7%	0	0.0%
2001	33	28	84.8%	1	3.0%
2002	27	21	77.8%	2	7.4%
Average:	**23.8**	**20.3**	**85.0%**	**1.0**	**4.0%**

Table 16. Pass and IC rates for Mäori students with Overseas University Entrance Equivalent: 1997 – 2002.

Overseas UE Equivalent	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	16	12	75.0%	3	18.8%
1998	28	26	92.9%	2	7.1%
1999	27	24	88.9%	0	0.0%
2000	26	26	100.0%	0	0.0%
2001	25	21	84%	1	4.0%
2002	9	7	77.8%	2	22.2%
Average:	**21.8**	**19.3**	**86.4%**	**1.3**	**8.7%**

Table 17. Pass and IC rates for Mäori students with Provisional Entrance: 1997 – 2002.

Provisional Entrance	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	552	328	59.4%	153	27.7%
1998	510	322	63.1%	131	25.7%
1999	456	282	61.8%	125	27.4%
2000	525	357	68.0%	120	22.9%
2001	538	343	63.8%	122	34.1%
2002	444	229	51.6%	137	30.9%
Average:	**504.2**	**310.2**	**61.3%**	**131.3**	**28.1%**

Table 18. Pass and IC rates for Mäori students with Special Admission: 1997 – 2002.

Special Admission	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	1432	938	65.5%	335	23.4%
1998	1496	1012	67.6%	351	23.5%
1999	1414	903	63.9%	345	24.4%
2000	1331	873	65.6%	320	24.0%
2001	1145	701	61.2%	253	22.1%
2002	1104	710	64.3%	204	18.5%
Average:	**1320.3**	**856.2**	**64.7%**	**301.3**	**22.7%**

Table 19. Pass and IC rates for Mäori students with University Entrance from Form 7: 1997 – 2002.

UE	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	1292	987	76.4%	213	16.5%
1998	1205	970	80.5%	157	13.0%
1999	1245	1004	80.6%	172	13.8%
2000	1198	953	79.5%	187	15.6%
2001	1067	844	79.1%	136	12.7%
2002	1020	785	77.0%	115	11.3%
Average:	**1171.2**	**923.8**	**78.9%**	**163.3**	**13.8%**

Table 20. Pass and IC rates for Mäori students with Entry awaiting verification: 1997 – 2002.

Awaiting verification	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	-	-	-	-	-
1998	-	-	-	-	-
1999	1	1	100.0%	0	0.0%
2000	17	5	29.4%	11	64.7%
2001	6	6	100%	0	0%
2002	27	15	55.6%	7	25.9%
Average:	**12.8**	**6.8**	**71.3%**	**4.5**	**22.7%**

Table 21. Pass and IC rates for Mäori students with 'Entrance Qualification not applicable': 1997 – 2002.

N/A	*Total Enrolments*	*Passed papers: [N]*	*Pass Rate: [%]*	*Incomplete Papers: [N]*	*IC rate: [%]*
1997	-	-	-	-	-
1998	3	3	100.0%	0	0.0%
1999	-	-	-	-	-
2000	-	-	-	-	-
2001	-	-	-	-	-
2002	-	-	-	-	-
Average:	**3.0**	**3.0**	**100.0%**	**0.0**	**0.0%**

Table 22. Summary of Mäori enrolments, pass and IC rates across departments (1997 – 2002).

Subject:	*Average Enrolments*[15]	*Average Pass Grades:*	*Average Pass Rate:*	*Average IC Grades:*	*Average IC Rate:*
Anthropology	252	153	60.1%	63	26.1%
Applied Linguistics	13	10	76.4%	2	16.7%
Art History	30	23	77.2%	5	15.5%
Chinese	15	9	58.9%	4	28.6%
Demography	10	8	75.3%	1	13.2%
Drama	52	38	73.8%	10	18.0%
English	159	105	66.3%	39	24.4%
Film/TV Studies	160	108	67.5%	44	27.5%
ESL	1	0	0.0%	1	100.0%
French	16	12	74.4%	3	18.2%
Geography	340	269	78.7%	55	16.3%
German	8	5	58.7%	1	13.4%
Health Development and Policy	7	5	45.3%	0	0.0%
History	349	239	67.6%	78	22.8%
Japanese	56	41	72.9%	10	18.4%
Korean	10	9	84.7%	1	9.1%
Labour Studies	67	50	73.8%	10	15.0%
Language Institute Studies	67	50	73.8%	10	15.0%
Linguistics	39	25	65.2%	9	23.2%
Mäori Development	171	128	74.9%	34	19.9%
Music	55	29	53.9%	21	35.9%
New Zealand Studies	19	15	78.8%	4	21.2%
Philosophy	166	93	55.9%	43	25.8%
Political Science	155	104	67.7%	27	18.9%
Politics and Public policy	144	89	62.4%	39	26.9%
Psychology	730	540	74.0%	97	13.4%
Public Administration	76	48	65.3%	22	27.8%
Religious Studies	31	20	65.6%	7	22.9%
Screen/Media Studies	225	163	72.7%	39	17.4%
Social Science Research	105	77	73.5%	17	17.2%
Sociology	143	102	71.2%	27	19.5%
Spanish	40	27	68.9%	9	20.5%
Tourism Studies	14	13	88.1%	1	9.1%
Women's Studies	29	20	69.6%	6	21.0%

[15] Averages are rounded (to 0 dp).

Breakdown of individual subject data

Table 23. Mäori participation, pass and IC rates for Anthropology: 1997 – 2002.

Anthropology	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	308	218	70.8%	47	15.3%
1998	313	190	60.7%	74	23.6%
1999	302	166	55.0%	94	31.1%
2000	250	150	60.0%	56	22.4%
2001	177	99	55.9%	60	33.9%
2002	160	93	58.1%	48	30.0%
Average	**251.7**	**152.7**	**60.1%**	**63.2**	**26.1%**

Table 24. Mäori participation, pass and IC rates for Applied Linguistics: 1997 – 2002.

Applied Linguistics	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	-	-	-	-	-
1998	13	11	84.6%	2	15.4%
1999	10	6	60.0%	4	40.0%
2000	21	15	71.4%	4	19.0%
2001	11	10	90.9%	1	9.1%
2002	12	9	75. 0%	0	0%
Average	**13.4**	**10.2**	**76.4%**	**2.2**	**16.7%**

Table 25. Mäori participation, pass and IC rates for Art History: 1997 – 2002.

Art History	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	24	20	83.3%	4	16.7%
1998	21	12	57.1%	5	23.8%
1999	12	10	83.3%	1	8.3%
2000	63	45	71.4%	13	20.6%
2001	45	39	86.7%	5	11.1%
2002	16	13	81.3%	2	12.5%
Average	**30.2**	**23.2**	**77.2%**	**5**	**15.5%**

Table 26. Mäori participation, pass and IC rates for Chinese: 1997 – 2002.

Chinese	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	18	10	55.6%	8	44.4%
1998	21	16	76.2%	4	19.0%
1999	13	10	76.9%	1	7.7%
2000	15	9	60.0%	5	33.3%
2001	10	3	30.0%	4	40.0%
2002	11	6	54.5%	3	27.3%
Average	**14.7**	**9.0**	**58.9%**	**4.2**	**28.6%**

Table 27. Mäori participation, pass and IC rates for Demography: 1997 – 2002.

Demography	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	13	13	100%	0	0.0%
1998	8	7	87.5%	0	0.0%
1999	16	11	68.8%	4	25.0%
2000	10	7	70.0%	2	20.0%
2001	7	6	85.7%	1	14.3%
2002	5	2	40.0%	1	20.0%
Average	**9.8**	**7.7**	**75.3%**	**1.3**	**13.2%**

Table 28. Mäori participation, pass and IC rates for Drama: 1997 – 2002.

Drama	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	59	47	79.7%	11	18.6%
1998	60	45	75.0%	12	20.0%
1999	42	33	78.6%	7	16.7%
2000	57	37	64.9%	19	33.3%
2001	47	33	70.2%	8	17.0%
2002	47	35	74.5%	1	2.1%
Average	**52**	**38.3**	**73.8%**	**9.7**	**18.0%**

Table 29. Mäori participation, pass and IC rates for English: 1997 – 2002.

English	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	169	101	59.8%	51	30.2%
1998	171	124	72.5%	33	19.3%
1999	170	116	68.2%	39	22.9%
2000	197	126	64.0%	58	29.4%
2001	128	85	66.4%	29	22.7%
2002	118	79	66.9%	26	22.0%
Average	**158.8**	**105.2**	**66.3%**	**39.3**	**24.4%**

Table 30. Mäori participation, pass and IC rates for Film/TV Studies: 1997 – 2002.

Film/TV Studies	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	160	108	67.5%	44	27.5%
1998	-	-	-	-	-
1999	-	-	-	-	-
2000	-	-	-	-	-
2001	-	-	-	-	-
2002	-	-	-	-	-
Average	**160**	**108**	**67.5%**	**44**	**27.5%**

Table 31. Mäori participation, pass and IC rates for ESL: 1997 – 2002.

ESL	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	-	-	-	-	-
1998	-	-	-	-	-
1999	-	-	-	-	-
2000	1	0	0.0%	1	100%
2001	-	-	-	-	-
2002	-	-	-	-	-
Average	**1**	**0**	**0.0%**	**1**	**100%**

Table 32. Mäori participation, pass and IC rates for French: 1997 – 2002.

French	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	17	11	64.7%	5	29.4%
1998	14	11	78.6%	2	14.3%
1999	6	6	100%	0	0.0%
2000	18	17	94.4%	1	5.6%
2001	14	6	42.9%	5	35.7%
2002	29	19	65.5%	7	24.1%
Average	**16.3**	**11.7**	**74.4%**	**3.3**	**18.2%**

Table 33. Mäori participation, pass and IC rates for Geography: 1997 – 2002.

Geography	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	374	299	79.9%	54	14.4%
1998	377	308	81.7%	53	14.1%
1999	365	284	77.8%	60	16.4%
2000	326	254	77.9%	58	17.8%
2001	357	292	81.8%	54	15.1%
2002	239	175	73.2%	48	20.1%
Average	**339.7**	**268.7**	**78.7%**	**54.5**	**16.3%**

Table 34. Mäori participation, pass and IC rates for German: 1997 – 2002.

German	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	7	4	57.1%	1	14.3%
1998	7	6	85.7%	0	0.0%
1999	9	7	77.8%	2	22.2%
2000	16	9	56.3%	3	18.8%
2001	4	3	75.0%	1	25.0%
2002	2	0	0.0%	0	0.0%
Average	**7.5**	**4.8**	**58.7%**	**1.2**	**13.4%**

Table 35. Mäori participation, pass and IC rates for Health Development and Policy: 1997 – 2002.

HD&P	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	17	15	88.2%	0	0.0%
1998	15	11	73.3%	0	0.0%
1999	5	3	60.0%	0	0.0%
2000	2	1	50.0%	0	0.0%
2001	1	0	0.0%	0	0.0%
2002	1	0	0.0%	0	0.0%
Average	**6.8**	**5**	**45.3%**	**0**	**0.0%**

Table 36. Mäori participation, pass and IC rates for History: 1997 – 2002.

History	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	297	211	71.0%	64	21.5%
1998	356	258	72.5%	80	22.5%
1999	432	310	71.8%	88	20.4%
2000	411	309	75.2%	73	17.8%
2001	319	183	57.4%	81	25.4%
2002	279	161	57.7%	81	29.0%
Average	**349**	**238.7**	**67.6%**	**77.8**	**22.8%**

Table 37. Mäori participation, pass and IC rates for Japanese: 1997 – 2002.

Japanese	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	82	55	67.1%	20	24.4%
1998	60	50	83.3%	7	11.7%
1999	61	49	80.3%	6	9.8%
2000	56	43	76.8%	10	17.9%
2001	30	21	70.0%	4	13.3%
2002	45	27	60.0%	15	33.3%
Average	**55.7**	**40.8**	**72.9%**	**10.3**	**18.4%**

Table 38. Mäori participation, pass and IC rates for Korean: 1997 – 2002.

Korean	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	15	13	86.7%	2	13.3%
1998	13	10	76.9%	3	23.1%
1999	9	9	100%	0	0.0%
2000	4	3	75.0%	0	0.0%
2001	-	-	-	-	-
2002	-	-	-	-	-
Average	**10.3**	**8.8**	**84.7%**	**1.3**	**9.1%**

Table 39. Mäori participation, pass and IC rates for Labour Studies: 1997 – 2002.

Labour Studies	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	90	75	83.3%	8	8.9%
1998	71	53	74.6%	11	15.5%
1999	85	63	74.1%	10	11.8%
2000	75	50	66.7%	22	29.3%
2001	47	36	76.6%	7	14.9%
2002	31	21	67.7%	3	9.7%
Average	**66.5**	**49.7**	**73.8%**	**10.2**	**15.0%**

Table 40. Mäori participation, pass and IC rates for Language Institute Studies: 1997 – 2002.

Language Institute	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	-	-	-	-	-
1998	3	3	100.0%	0	0.0%
1999	-	-	-	-	-
2000	-	-	-	-	-
2001	-	-	-	-	-
2002	-	-	-	-	-
Average	**3**	**3**	**100.0%**	**0**	**0.0%**

Table 41. Mäori participation, pass and IC rates for Linguistics: 1997 – 2002.

Linguistics	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	24	18	75.0%	4	16.7%
1998	29	21	72.4%	3	10.3%
1999	57	42	73.7%	14	24.6%
2000	41	29	70.7%	10	24.4%
2001	31	15	48.4%	10	32.3%
2002	49	25	51.0%	15	30.6%
Average	**38.5**	**25**	**65.2%**	**9.3**	**23.2%**

Table 42. Mäori participation, pass and IC rates for Mäori Development: 1997 – 2002.

Maori Development	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	175	125	71.4%	39	22.3%
1998	166	130	78.3%	29	17.5%
1999	-	-	-	-	-
2000	-	-	-	-	-
2001	-	-	-	-	-
2002	-	-	-	-	-
Average	**170.5**	**127.5**	**74.9%**	**34**	**19.9%**

Table 43. Mäori participation, pass and IC rates for Music: 1997 – 2002.

Music	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	83	32	38.6%	44	53.0%
1998	69	41	59.4%	28	40.6%
1999	52	27	51.9%	22	42.3%
2000	38	24	63.2%	8	21.1%
2001	36	20	55.6%	14	38.9%
2002	51	28	54.9%	10	19.6%
Average	**54.8**	**28.7**	**53.9%**	**21**	**35.9%**

Table 44. Mäori participation, pass and IC rates for New Zealand Studies: 1997 – 2002.

New Zealand Studies	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	-	-	-	-	-
1998	-	-	-	-	-
1999	-	-	-	-	-
2000	13	10	76.9%	3	23.1%
2001	34	27	79.4%	7	20.6%
2002	10	8	80.0%	2	20.0%
Average	**19**	**15**	**78.8%**	**4**	**21.2%**

Table 45. Mäori participation, pass and IC rates for Philosophy: 1997 – 2002.

Philosophy	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	184	91	49.5%	55	29.9%
1998	164	83	50.6%	58	35.4%
1999	165	97	58.8%	49	29.7%
2000	163	96	58.9%	53	32.5%
2001	160	94	58.8%	22	13.8%
2002	162	95	58.6%	22	13.6%
Average	**166.3**	**92.7**	**55.9%**	**43.2**	**25.8%**

Table 46. Mäori participation, pass and IC rates for Political Science: 1997 – 2002.

Political Science	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	123	83	67.5%	33	26.8%
1998	105	78	74.3%	20	19.0%
1999	123	82	66.7%	26	21.1%
2000	124	82	66.1%	30	24.2%
2001	240	160	66.7%	12	5.0%
2002	217	141	65.0%	38	17.5%
Average	**155.3**	**104.3**	**67.7%**	**26.5**	**18.9%**

Table 47. Mäori participation, pass and IC rates for Politics and Public Policy: 1997 – 2002.

Politics and Public Policy	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	177	104	58.8%	45	25.4%
1998	159	100	62.9%	45	28.3%
1999	130	83	63.8%	34	26.2%
2000	108	69	63.9%	30	27.8%
2001	-	-	-	-	-
2002	-	-	-	-	-
Average	**143.5**	**89**	**62.4%**	**38.5**	**26.9%**

Table 48. Mäori participation, pass and IC rates for Psychology: 1997 – 2002.

Psychology	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	645	475	73.6%	100	15.5%
1998	713	543	76.2%	96	13.5%
1999	680	500	73.5%	99	14.6%
2000	719	553	76.9%	95	13.2%
2001	822	596	72.5%	125	15.2%
2002	802	570	71.1%	66	8.2%
Average	**730.2**	**539.5**	**74.0%**	**96.8**	**13.4%**

Table 49. Mäori participation, pass and IC rates for Public Administration: 1997 – 2002.

Public Administration	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	104	61	58.7%	31	29.8%
1998	94	58	61.7%	32	34.0%
1999	62	38	61.3%	18	29.0%
2000	44	35	79.5%	8	18.2%
2001	-	-	-	-	-
2002	-	-	-	-	-
Average	**76**	**48**	**65.3%**	**22.3**	**27.8%**

Table 50. Mäori participation, pass and IC rates for Religious Studies: 1997 – 2002.

Religious Studies	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	25	20	80.0%	2	8.0%
1998	36	18	50.0%	13	36.1%
1999	35	25	71.4%	8	22.9%
2000	29	19	65.5%	9	31.0%
2001	33	21	63.6%	2	6.1%
2002	27	17	63.0%	9	33.3%
Average	**30.8**	**20**	**65.6%**	**7.2**	**22.9%**

Table 51. Mäori participation, pass and IC rates for Screen/Media Studies: 1997 – 2002.

Screen/Media Studies	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	-	-	-	-	-
1998	195	142	72.8%	33	16.9%
1999	244	168	68.9%	55	22.5%
2000	212	163	76.9%	42	19.8%
2001	243	180	74.1%	42	17.3%
2002	230	163	70.9%	24	10.4%
Average	**224.8**	**163.2**	**72.7%**	**39.2**	**17.4%**

Table 52. Mäori participation, pass and IC rates for Social Science Research: 1997 – 2002.

Social Science Research	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	120	88	73.3%	19	15.8%
1998	150	114	76.0%	22	14.7%
1999	97	77	79.4%	13	13.4%
2000	125	92	73.6%	20	16.0%
2001	63	51	81.0%	9	14.3%
2002	73	42	57.5%	21	28.8%
Average	**104.7**	**77.3**	**73.5%**	**17.3**	**17.2%**

Table 53. Mäori participation, pass and IC rates for Sociology: 1997 – 2002.

Sociology	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	165	122	73.9%	29	17.6%
1998	125	90	72.0%	27	21.6%
1999	129	91	70.5%	28	21.7%
2000	144	99	68.8%	30	20.8%
2001	120	87	72.5%	26	21.7%
2002	173	120	69.4%	23	13.3%
Average	**142.7**	**101.5**	**71.2%**	**27.2**	**19.5%**

Table 54. Mäori participation, pass and IC rates for Spanish: 1997 – 2002.

Spanish	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	29	22	75.9%	5	17.2%
1998	31	20	64.5%	6	19.4%
1999	42	37	88.1%	3	7.1%
2000	51	29	56.9%	19	37.3%
2001	37	24	64.9%	5	13.5%
2002	49	31	63.3%	14	28.6%
Average	**39.8**	**27.2**	**68.9%**	**8.7**	**20.5%**

Table 55. Mäori participation, pass and IC rates for Tourism Studies: 1997 – 2002.

Tourism Studies	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	17	15	88.2%	0	0.0%
1998	10	10	100%	0	0.0%
1999	21	19	90.5%	1	4.8%
2000	18	18	100%	0	0.0%
2001	6	4	66.7%	2	33.3%
2002	12	10	83.3%	2	16.7%
Average	**14**	**12.7**	**88.1%**	**0.8**	**9.1%**

Table 56. Mäori participation, pass and IC rates for Women's Studies: 1997 – 2002.

Women's Studies	Total Enrolments:	Total Pass Grades:	Pass rate - %	Total IC Grades:	IC Rate - %
1997	33	21	63.6%	9	27.3%
1998	30	21	70.0%	8	26.7%
1999	31	20	64.5%	7	22.6%
2000	33	22	66.7%	6	18.2%
2001	28	18	64.3%	7	25.0%
2002	17	15	88.2%	1	5.9%
Average	**28.7**	**19.5**	**69.6%**	**6.3**	**21.0%**

Table 57. 1997 Pass and IC rates in FASS by ethnicity.

1997	**Total**	**Pass Grades**	**Pass Rate**	**IC**	**IC Rate**
Chinese	784	703	89.7%	30	3.8%
Cook Isl Mäori	60	42	70.0%	11	18.3%
Fijian	62	45	72.6%	7	11.3%
Indian	129	97	75.2%	16	12.4%
Niuean	28	25	89.3%	2	7.1%
Mäori	3554	2477	69.7%	734	20.7%
Other	877	727	82.9%	69	7.9%
Other Asian	871	745	85.5%	75	8.6%
Pacific Island	60	54	90.0%	2	3.3%
Pakeha	10353	8752	84.5%	962	9.3%
Samoan	307	190	61.9%	68	22.1%
Tokelauan	4	4	100.0%	0	0.0%
Tongan	26	17	65.4%	5	19.2%
TOTALS	**17115**	**13878**	**81.1%**	**1981**	**11.6%**

Table 58. 1997 Pass and IC rates of Mäori students by entrance level.

Entry Level Type:	Total Enrolments	Passed papers:	Pass Rate:	Incomplete Papers:	IC rate:
Admission with Credit	80	54	67.5%	19	23.8%
BF??	11	9	81.8%	0	0.0%
Entrance by Exam	151	132	87.4%	11	7.3%
Entrance Qualification for Overseas University	20	17	85.0%	0	0.0%
UE – Form 7	1292	987	76.4%	213	16.5%
Overseas UE Equivalent	16	12	75.0%	3	18.8%
Provisional Entrance	552	328	59.4%	153	27.7%
Special Admission	1432	938	65.5%	335	23.4%
Totals:	**3554**	**2477**	**69.7%**	**734**	**20.7%**

Table 59. 1997 Pass and IC Rates of Mäori students across course level.

Course Level:	Total Enrolments:	Distribution of Enrolments:	Total Pass Grades:	Pass Rate	Total IC Grades:	IC Rate:
100	1588	44.7%	977	61.5%	418	26.3%
200	1093	30.8%	813	74.4%	209	19.1%
300	637	17.9%	513	80.5%	95	14.9%
400	18	0.5%	16	88.9%	2	11.1%
500	186	5.2%	142	76.3%	10	5.4%
700	24	0.7%	16	66.7%	0	0.0%
900	8	0.2%	0	0.0%	0	0.0%

Table 60. 1997 Pass rates of Mäori students by gender across all departments. [17]

Subject	**Mäori female enrolments**	**Mäori female Pass grades**	**Mäori female Pass rates**	**Mäori male enrolments**	**Mäori male Pass grades**	**Mäori male Pass rate**	**Total enrolments**	**Total Pass grades**	**Total Pass rate**
Anthropology	213	155	72.8%	95	63	66.3%	308	218	70.8%
Art History	17	16	94.1%	7	4	57.1%	24	20	83.3%
Chinese	13	7	53.8%	5	3	60.0%	18	10	55.6%
Demography	10	10	100.0%	3	3	100.0%	13	13	100.0%
Drama	28	23	82.1%	31	24	77.4%	59	47	79.7%
English	120	77	64.2%	49	24	49.0%	169	101	59.8%
Film/TV Studies	83	53	63.9%	77	55	71.4%	160	108	67.5%
French	14	10	71.4%	3	1	33.3%	17	11	64.7%
Geography	181	143	79.0%	193	156	80.8%	374	299	79.9%
German	7	4	57.1%	0	n/a	n/a	7	4	57.1%
HD&P[16]	17	15	88.2%	0	n/a	n/a	17	15	88.2%
History	164	120	73.2%	133	91	68.4%	297	211	71.0%
Japanese	59	39	66.1%	23	16	69.6%	82	55	67.1%
Korean	6	5	83.3%	9	8	88.9%	15	13	86.7%
Labour St	57	49	86.0%	33	26	78.8%	90	75	83.3%
Linguistics	11	7	63.6%	13	11	84.6%	24	18	75.0%
Mäori Develop	115	88	76.5%	60	37	61.7%	175	125	71.4%
Music	33	15	45.5%	50	17	34.0%	83	32	38.6%
Philosophy	92	44	47.8%	92	47	51.1%	184	91	49.5%
Political Science	65	48	73.8%	58	35	60.3%	123	83	67.5%
Pols & Pub Policy	105	63	60.0%	72	41	56.9%	177	104	58.8%
Psychology	482	354	73.4%	163	121	74.2%	645	475	73.6%
Pub Admin	68	41	60.3%	36	20	55.6%	104	61	58.7%
Religious St	14	12	85.7%	11	8	72.7%	25	20	80.0%
Soc Sc Research	76	61	80.3%	44	27	61.4%	120	88	73.3%
Sociology	113	87	77.0%	52	35	67.3%	165	122	73.9%
Spanish	27	21	77.8%	2	1	50.0%	29	22	75.9%
Tourism St	11	9	81.8%	6	6	100.0%	17	15	88.2%
Women's Studies	33	21	63.6%	0	n/a	n/a	33	21	63.6%
TOTALS:	**2234**	**1597**	**64.5%**	**1320**	**880**	**66.7%**	**3554**	**2477**	**69.7%**

[16] Health Development and Policy
[17] Includes restricted passes (C-)

Table 61. 1997 IC rates of Mäori students by gender across all departments.

Subject	Mäori female enrolments	Mäori female IC grades	Mäori female IC rates:	Mäori male enrolments:	Mäori male IC grades:	Mäori male IC rate	Total enrolments	Total IC grades	Total IC rate
Anthropology	213	29	13.6%	95	18	18.9%	308	47	15.3%
Art History	17	1	5.9%	7	3	42.9%	24	4	16.7%
Chinese	13	6	46.2%	5	2	40.0%	18	8	44.4%
Demography	10	0	0.0%	3		0.0%	13	0	0.0%
Drama	28	5	17.9%	31	6	19.4%	59	11	18.6%
English	120	31	25.8%	49	20	40.8%	169	51	30.2%
Film/TV Studies	83	25	30.1%	77	19	24.7%	160	44	27.5%
French	14	3	21.4%	3	2	66.7%	17	5	29.4%
Geography	181	26	14.4%	193	28	14.5%	374	54	14.4%
German	7	1	14.3%	0	n/a	n/a	7	1	14.3%
Health Dev & Policy	17	0	0.0%	0	n/a	n/a	17	0	0.0%
History	164	33	20.1%	133	31	23.3%	297	64	21.5%
Japanese	59	14	23.7%	23	6	26.1%	82	20	24.4%
Korean	6	1	16.7%	9	1	11.1%	15	2	13.3%
Labour Studies	57	3	5.3%	33	5	15.2%	90	8	8.9%
Linguistics	11	3	27.3%	13	1	7.7%	24	4	16.7%
Mäori development	115	21	18.3%	60	18	30.0%	175	39	22.3%
Music	33	16	48.5%	50	28	56.0%	83	44	53.0%
Philosophy	92	20	21.7%	92	35	38.0%	184	55	29.9%
Political Science	65	13	20.0%	58	20	34.5%	123	33	26.8%
Politics & PP[18]	105	23	21.9%	72	22	30.6%	177	45	25.4%
Psychology	482	74	15.4%	163	26	16.0%	645	100	15.5%
Public Admin	68	20	29.4%	36	11	30.6%	104	31	29.8%
Religious Studies	14	0	0.0%	11	2	18.2%	25	2	8.0%
Soc Sc Research	76	10	13.2%	44	9	20.5%	120	19	15.8%
Sociology	113	17	15.0%	52	12	23.1%	165	29	17.6%
Spanish	27	4	14.8%	2	1	50.0%	29	5	17.2%
Tourism Studies	11	0	0.0%	6	0	0.0%	17	0	0.0%
Women's Studies	33	9	27.3%	n/a	n/a	n/a	33	9	27.3%
TOTALS:	**2234**	**408**	**18.3%**	**1320**	**326**	**24.7%**	**3554**	**734**	**20.7%**

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Table 62. 1998 Pass and IC rates in FASS by ethnicity.

1998	Total	Pass Grades	Pass rate	IC	IC Rate
Chinese	985	886	89.9%	48	4.9%
Cook Isl Mäori	72	50	69.4%	14	19.4%
Fijian	77	64	83.1%	11	14.3%
Indian	187	160	85.6%	13	7.0%
Niuean	24	19	79.2%	3	12.5%
Mäori	3599	2584	71.8%	706	19.6%
Other	980	816	83.3%	90	9.2%
Other Asian	872	718	82.3%	66	7.6%
Pacific Island	149	136	91.3%	9	6.0%
Päkehä	10068	8639	85.8%	892	8.9%
Samoan	286	160	55.9%	84	29.4%
Tokelauan	3	3	100.0%	0	0.0%
Tongan	51	45	88.2%	0	0.0%
TOTALS:	**17353**	**14280**	**82.3%**	**1936**	**11.2%**

Table 63. 1998 Pass and IC rates of Mäori students by entrance level.

Entry Level Type:	Total Enrolments	Passed papers:	Pass Rate:	Incomplete Papers:	IC rate:
Admission with Credit	167	95	56.9%	44	26.3%
BF	25	19	76.0%	3	12.0%
BL	2	0	0.0%	2	100.0%
Entrance by exam	131	106	80.9%	15	11.5%
Entrance Qualification for Overseas University	32	31	96.9%	1	3.1%
Overseas University Entrance Equivalent	28	26	92.9%	2	7.1%
Provisional entrance	510	322	63.1%	131	25.7%
Special Admission	1496	1012	67.6%	351	23.5%
UE – Form 7	1205	970	80.5%	157	13.0%
Entrance Qualification not applicable	3	3	100.0%	0	0.0%
TOTALS:	**3599**	**2584**	**71.8%**	**706**	**19.6%**

Table 64. 1998 Pass and IC Rates of Mäori across course level.

Course Level:	Total Enrolments:	% Of total Enrolments:	Total Pass Grades:	Pass Rate	Total IC Grades:	IC Rate:
100	1509	41.9%	933	61.8%	439	29.1%
200	1195	33.2%	919	76.9%	175	14.6%
300	607	16.9%	506	83.4%	67	11.0%
400	10	0.3%	9	90.0%	1	10.0%
500	245	6.8%	198	80.8%	23	9.4%
600	2	0.1%	0	0.0%	0	0.0%
700	22	0.6%	18	81.8%	1	4.5%
900	9	0.3%	1	11.1%	0	0.0%

Table 65. 1998 Pass rates of Mäori students by gender across departments.

Subject	Mäori female enrolments	Mäori female pass grades	Mäori female pass rates	Mäori male enrolments	Mäori male pass grades	Mäori male pass rate	Total enrolments	Total pass grades	Overall pass rate
Anthropology	212	138	65.1%	101	52	51.5%	313	190	60.7%
Applied Linguistics	3	2	66.7%	10	9	90.0%	13	11	84.6%
Art History	18	10	55.6%	3	2	66.7%	21	12	57.1%
Chinese	16	12	75.0%	5	4	80.0%	21	16	76.2%
Demography	6	5	83.3%	2	2	100.0%	8	7	87.5%
Drama	33	26	78.8%	27	19	70.4%	60	45	75.0%
English	141	105	74.5%	30	19	63.3%	171	124	72.5%
French	10	9	90.0%	4	2	50.0%	14	11	78.6%
Geography	203	163	80.3%	174	145	83.3%	377	308	81.7%
German	7	6	85.7%	n/a	n/a	n/a	7	6	85.7%
HD&P	15	11	73.3%	n/a	n/a	n/a	15	11	73.3%
History	227	168	74.0%	129	90	69.8%	356	258	72.5%
Japanese	44	36	81.8%	16	14	87.5%	60	50	83.3%
Korean	7	5	71.4%	6	5	83.3%	13	10	76.9%
Labour St	46	37	80.4%	25	16	64.0%	71	53	74.6%
Language Inst	n/a	n/a	n/a	3	3	100.0%	3	3	100.0%
Linguistics	11	8	72.7%	18	13	72.2%	29	21	72.4%
Mäori Develop	118	95	80.5%	48	35	72.9%	166	130	78.3%
Music	30	18	60.0%	39	23	59.0%	69	41	59.4%
Philosophy	84	38	45.2%	80	45	56.3%	164	83	50.6%
Political Science	59	46	78.0%	46	32	69.6%	105	78	74.3%
Politics & PP	102	66	64.7%	57	34	59.6%	159	100	62.9%
Psychology	533	415	77.9%	180	128	71.1%	713	543	76.2%
Pub Admin	56	35	62.5%	38	23	60.5%	94	58	61.7%
Religious St	21	9	42.9%	15	9	60.0%	36	18	50.0%
Screen/Media	107	80	74.8%	88	62	70.5%	195	142	72.8%
Soc Sc Research	101	78	77.2%	49	36	73.5%	150	114	76.0%
Sociology	88	64	72.7%	37	26	70.3%	125	90	72.0%
Spanish	23	16	69.6%	8	4	50.0%	31	20	64.5%
Tourism St	4	4	100.0%	6	6	100.0%	10	10	100.0%
Women's Studies	30	21	70.0%	n/a	n/a	n/a	30	21	70.0%
TOTALS:	**2355**	**1726**	**73.3%**	**1244**	**858**	**69.0%**	**3599**	**2584**	**71.8%**

Table 66. 1998 IC rates of Mäori students by gender across departments.

Subject	Mäori female enrolments	Mäori female IC grades	Mäori female IC rates	Mäori male enrolments	Mäori male IC grades	Mäori male IC rate	Total enrolments	Total IC grades	Total IC rate
Anthropology	212	42	19.8%	101	32	31.7%	313	74	23.6%
Applied Linguistics	3	1	33.3%	10	1	10.0%	13	2	15.4%
Art History	18	5	27.8%	3	0	0.0%	21	5	23.8%
Chinese	16	3	18.8%	5	1	20.0%	21	4	19.0%
Demography	6	0	0.0%	2	0	0.0%	8	0	0.0%
Drama	33	6	18.2%	27	6	22.2%	60	12	20.0%
English	141	23	16.3%	30	10	33.3%	171	33	19.3%
French	10	0	0.0%	4	2	50.0%	14	2	14.3%
Geography	203	33	16.3%	174	20	11.5%	377	53	14.1%
German	7	0	0.0%	n/a	n/a	n/a	7	0	0.0%
Health Dev & Policy	15	0	0.0%	n/a	n/a	n/a	15	0	0.0%
History	227	46	20.3%	129	34	26.4%	356	80	22.5%
Japanese	44	6	13.6%	16	1	6.3%	60	7	11.7%
Korean	7	2	28.6%	6	1	16.7%	13	3	23.1%
Labour Studies	46	5	10.9%	25	6	24.0%	71	11	15.5%
Language Institute	n/a	n/a	n/a	3	0	0.0%	3	0	0.0%
Linguistics	11	0	0.0%	18	3	16.7%	29	3	10.3%
Mäori development	118	19	16.1%	48	10	20.8%	166	29	17.5%
Music	30	12	40.0%	39	16	41.0%	69	28	40.6%
Philosophy	84	32	38.1%	80	26	32.5%	164	58	35.4%
Political Science	59	10	16.9%	46	10	21.7%	105	20	19.0%
Politics & PP	102	27	26.5%	57	18	31.6%	159	45	28.3%
Psychology	533	63	11.8%	180	33	18.3%	713	96	13.5%
Public Admin	56	17	30.4%	38	15	39.5%	94	32	34.0%
Religious Studies	21	7	33.3%	15	6	40.0%	36	13	36.1%
Screen/Media	107	16	15.0%	88	17	19.3%	195	33	16.9%
Soc Sc Research	101	12	11.9%	49	10	20.4%	150	22	14.7%
Sociology	88	19	21.6%	37	8	21.6%	125	27	21.6%
Spanish	23	4	17.4%	8	2	25.0%	31	6	19.4%
Tourism Studies	4	0	0.0%	6	0	0.0%	10	0	0.0%
Women's Studies	30	8	26.7%	n/a	n/a	n/a	30	8	26.7%
TOTALS:	**2355**	**418**	**17.7%**	**1244**	**288**	**23.2%**	**3599**	**706**	**19.6%**

Table 67. 1999 Pass and IC rates in FASS by ethnicities.

1999	Total	Pass Grades	Pass Rate	IC	IC Rate
Chinese	464	410	88.4%	30	6.5%
Cook Isl Mäori	60	34	56.7%	23	38.3%
Fijian	71	52	73.2%	13	18.3%
Indian	164	141	86.0%	8	4.9%
Niuean	16	14	87.5%	2	12.5%
Mäori	3405	2389	70.2%	693	20.4%
Other	867	727	83.9%	80	9.2%
Other Asian	457	389	85.1%	36	7.9%
Pacific Island	146	118	80.8%	17	11.6%
Päkehä	9274	7987	86.1%	802	8.6%
Samoan	235	176	74.9%	45	19.1%
Tongan	55	24	43.6%	22	40.0%
TOTALS:	**15214**	**12461**	**81.9%**	**1771**	**11.6%**

Table 68. 1999 Pass and IC rates of Mäori students by entrance level

Entry Level Type:	Total Enrolments:	Passed papers:	Pass Rate:	Incomplete Papers:	IC rate:
Admission with Credit	132	93	70.5%	25	18.9%
BF	24	15	62.5%	1	4.2%
Entrance by exam	87	53	60.9%	23	26.4%
UE (Form 7)	1245	1004	80.6%	172	13.8%
Entrance Qualification for Overseas University	19	14	73.7%	2	10.5%
Overseas UE Equivalent	27	24	88.9%	0	0.0%
Provisional Entrance	456	282	61.8%	125	27.4%
Special Admission	1414	903	63.9%	345	24.4%
Waiting for clarification	1	1	100.0%	0	0.0%
Totals	**3405**	**2389**	**70.2%**	**693**	**20.4%**

Table 69. 1999 Pass and IC rates of Mäori students across course level

Course Level:	Total Enrolments:	% Of Total Enrolments:	Total Pass Grades:	Pass Rate	Total IC Grades:	IC Rate:
100	1389	40.8%	880	63.4%	363	26.1%
200	1098	32.2%	820	74.7%	191	17.4%
300	724	21.3%	562	77.6%	117	16.2%
500	148	4.3%	100	67.6%	16	10.8%
600	1	0.03%	0	0.0%	0	0.0%
700	34	1.0%	27	79.4%	6	17.6%
900	11	0.3%	0	0.0%	0	0.0%

Table 70. 1999 Pass rates of Mäori students by gender across departments.

Subject	Mäori female enrolments	Mäori female pass grades	Mäori female pass rate	Mäori male enrolments	Mäori male pass grades:	Mäori male pass rate	Total enrolments	Total pass grades	Total pass rate
Anthropology	228	130	57.0%	74	36	48.6%	302	166	55.0%
Applied Linguistics	7	4	57.1%	3	2	66.7%	10	6	60.0%
Art History	9	7	77.8%	3	3	100.0%	12	10	83.3%
Chinese	7	5	71.4%	6	5	83.3%	13	10	76.9%
Demography	12	11	91.7%	4	0	0.0%	16	11	68.8%
Drama	34	30	88.2%	8	3	37.5%	42	33	78.6%
English	146	100	68.5%	24	16	66.7%	170	116	68.2%
French	6	6	100.0%	n/a	n/a	n/a	6	6	100.0%
Geography	212	166	78.3%	153	118	77.1%	365	284	77.8%
German	7	5	71.4%	2	2	100.0%	9	7	77.8%
Health Dev & Policy	5	3	60.0%	n/a	n/a	n/a	5	3	60.0%
History	283	199	70.3%	149	111	74.5%	432	310	71.8%
Japanese	42	32	76.2%	19	17	89.5%	61	49	80.3%
Korean	6	6	100.0%	3	3	100.0%	9	9	100.0%
Labour Studies	57	40	70.2%	28	23	82.1%	85	63	74.1%
Linguistics	37	26	70.3%	20	16	80.0%	57	42	73.7%
Music	22	15	68.2%	30	12	40.0%	52	27	51.9%
Philosophy	101	56	55.4%	64	41	64.1%	165	97	58.8%
Political Science	68	41	60.3%	55	41	74.5%	123	82	66.7%
Politics & PP	89	61	68.5%	41	22	53.7%	130	83	63.8%
Psychology	508	387	76.2%	172	113	65.7%	680	500	73.5%
Public Admin	43	29	67.4%	19	9	47.4%	62	38	61.3%
Religious Studies	21	13	61.9%	14	12	85.7%	35	25	71.4%
Screen/Media	142	99	69.7%	102	69	67.6%	244	168	68.9%
Soc Sc Research	61	49	80.3%	36	28	77.8%	97	77	79.4%
Sociology	94	68	72.3%	35	23	65.7%	129	91	70.5%
Spanish	29	26	89.7%	13	11	84.6%	42	37	88.1%
Tourism Studies	15	13	86.7%	6	6	100.0%	21	19	90.5%
Women's Studies	31	20	64.5%	n/a	n/a	n/a	31	20	64.5%
TOTALS:	**2322**	**1647**	**64.5%**	**1083**	**742**	**68.5%**	**3405**	**2389**	**70.2%**

Table 71. 1999 IC rates of Mäori students by gender across departments.

Subject	Mäori female enrolments	Mäori female IC grades	Mäori female IC rates	Mäori male enrolments	Mäori male IC grades	Mäori male IC rate	Total enrolments	Total IC grades	Total IC rate
Anthropology	228	67	29.4%	74	27	36.5%	302	94	31.1%
Applied Linguistics	7	3	42.9%	3	1	33.3%	10	4	40.0%
Art History	9	1	11.1%	3	0	0.0%	12	1	8.3%
Chinese	7	1	14.3%	6	0	0.0%	13	1	7.7%
Demography	12	1	8.3%	4	3	75.0%	16	4	25.0%
Drama	34	4	11.8%	8	3	37.5%	42	7	16.7%
English	146	32	21.9%	24	7	29.2%	170	39	22.9%
French	6	0	0.0%	N/A	N/A	N/A	6	0	0.0%
Geography	212	35	16.5%	153	25	16.3%	365	60	16.4%
German	7	2	28.6%	2	0	0.0%	9	2	22.2%
HD&P	5	0	0.0%	N/A	N/A	N/A	5	0	0.0%
History	283	62	21.9%	149	26	17.4%	432	88	20.4%
Japanese	42	5	11.9%	19	1	5.3%	61	6	9.8%
Korean	6	0	0.0%	3	0	0.0%	9	0	0.0%
Labour Studies	57	8	14.0%	28	2	7.1%	85	10	11.8%
Linguistics	37	11	29.7%	20	3	15.0%	57	14	24.6%
Music	22	6	27.3%	30	16	53.3%	52	22	42.3%
Philosophy	101	35	34.7%	64	14	21.9%	165	49	29.7%
Political Science	68	16	23.5%	55	10	18.2%	123	26	21.1%
Politics and PP	89	20	22.5%	41	14	34.1%	130	34	26.2%
Psychology	508	62	12.2%	172	37	21.5%	680	99	14.6%
Public Admin	43	11	25.6%	19	7	36.8%	62	18	29.0%
Religious Studies	21	6	28.6%	14	2	14.3%	35	8	22.9%
Screen/Media	142	32	22.5%	102	23	22.5%	244	55	22.5%
Soc Sc Research	61	9	14.8%	36	4	11.1%	97	13	13.4%
Sociology	94	20	21.3%	35	8	22.9%	129	28	21.7%
Spanish	29	2	6.9%	13	1	7.7%	42	3	7.1%
Tourism Studies	15	1	6.7%	6	0	0.0%	21	1	4.8%
Women's Studies	31	7	22.6%	N/A	N/A	N/A	31	7	22.6%
TOTALS:	**2322**	**459**	**19.8%**	**1083**	**234**	**21.6%**	**3405**	**693**	**20.4%**

Table 72. 2000 Pass and IC rates in FASS by ethnicities.

2000	Total	Pass	Pass Rate	IC	IC Rate
Chinese	1652	1388	84.0%	119	7.2%
Cook Isl Mäori	76	38	50.0%	22	28.9%
Fijian	121	102	84.3%	13	10.7%
Indian	157	133	84.7%	8	5.1%
Niuean	6	5	83.3%	1	16.7%
Mäori	3384	2415	71.4%	688	20.3%
Other	1018	843	82.8%	98	9.6%
Other Asian	823	692	84.1%	70	8.5%
Pacific Island	188	159	84.6%	14	7.4%
Päkehä	8598	7171	83.4%	965	11.2%
Samoan	202	136	67.3%	45	22.3%
Tokelauan	11	8	72.7%	1	9.1%
Tongan	108	47	43.5%	38	35.2%
Totals	**16344**	**13137**	**80.4%**	**2082**	**12.7%**

Table 73. 2000 Pass and IC rates of Mäori students by entrance level.

Entry Level Type:	Total Enrolments:	Passed papers:	Pass Rate:	Incomplete Papers:	IC rate:
Admission with Credit	181	123	68.0%	41	22.7%
University Entrance (F7)	1198	953	79.5%	187	15.6%
Provisional Entrance	525	357	68.0%	120	22.9%
Special Admission	1331	873	65.6%	320	24.0%
Entrance by Exam	78	57	73.1%	8	10.3%
Overseas UE Equivalent	26	26	100.0%	0	0.0%
BF?	14	10	71.4%	0	0.0%
Entrance Qualification for Overseas University	12	11	91.7%	0	0.0%
BL?	2	0	0.0%	1	50.0%
Entry awaiting Verification	17	5	29.4%	11	64.7%
Totals:	**3384**	**2415**	**71.4%**	**688**	**20.3%**

Table 74. 2000 Pass and IC rates of Mäori students across course level.

Course Level:	Total Enrolments:	% Of total enrolments:	Total Pass Grades:	Pass Rate	Total IC Grades:	IC Rate:
100	1297	38.3%	818	63.1%	348	26.8%
200	1127	33.3%	852	75.6%	197	17.5%
300	755	22.3%	602	79.7%	122	16.2%
400	1	0.03%	1	100.0%	0	0.0%
500	149	4.4%	110	73.8%	18	12.1%
600	1	0.03%	0	0.0%	0	0.0%
700	39	1.2%	32	82.1%	3	7.7%
900	15	0.4%	0	0.0%	0	0.0%

Table 75. 2000 Pass rates of Mäori students by gender across departments.

Subject	Mäori female enrolments	Mäori female pass grades	Mäori female pass rate	Mäori male enrolments	Mäori male pass grades	Mäori male pass rate	Total enrolments	Total pass grades	Total pass rate
Anthropology	190	121	63.7%	60	29	48.3%	250	150	60.0%
Applied Linguistics	19	15	78.9%	2	0	0.0%	21	15	71.4%
Art History	43	31	72.1%	20	14	70.0%	63	45	71.4%
Chinese	6	4	66.7%	9	5	55.6%	15	9	60.0%
Demography	7	4	57.1%	3	3	100%	10	7	70.0%
Drama	39	27	69.2%	18	10	55.6%	57	37	64.9%
English	166	104	62.7%	31	22	71.0%	197	126	64.0%
ESL	1	0	0.0%	N/A	N/A	N/A	1	0	0.0%
French	17	16	94.1%	1	1	100%	18	17	94.4%
Geography	212	164	77.4%	114	90	78.9%	326	254	77.9%
German	9	5	55.6%	7	4	57.1%	16	9	56.3%
HD&P	2	1	50.0%	N/A	N/A	N/A	2	1	50.0%
History	259	190	73.4%	152	119	78.3%	411	309	75.2%
Japanese	37	26	70.3%	19	17	89.5%	56	43	76.8%
Korean	4	3	75.0%	N/A	N/A	N/A	4	3	75.0%
Labour St	55	39	70.9%	20	11	55.0%	75	50	66.7%
Linguistics	31	20	64.5%	10	9	90.0%	41	29	70.7%
Music	22	16	72.7%	16	8	50.0%	38	24	63.2%
New Zealand St	11	9	81.8%	2	1	50.0%	13	10	76.9%
Philosophy	87	48	55.2%	76	48	63.2%	163	96	58.9%
Political Science	71	46	64.8%	53	36	67.9%	124	82	66.1%
Politics and PP	71	46	64.8%	37	23	62.2%	108	69	63.9%
Psychology	536	417	77.8%	183	136	74.3%	719	553	76.9%
Pub Admin	36	27	75.0%	8	8	100%	44	35	79.5%
Religious St	15	11	73.3%	14	8	57.1%	29	19	65.5%
Screen/Media	121	101	83.5%	91	62	68.1%	212	163	76.9%
Soc Sc Research	89	64	71.9%	36	28	77.8%	125	92	73.6%
Sociology	105	75	71.4%	39	24	61.5%	144	99	68.8%
Spanish	37	22	59.5%	14	7	50.0%	51	29	56.9%
Tourism St	16	16	100.0%	2	2	100%	18	18	100.0%
Women's Studies	32	21	65.6%	1	1	100%	33	22	66.7%
TOTALS:	**2346**	**1689**	**72.0%**	**1038**	**726**	**69.9%**	**3384**	**2415**	**71.4%**

Table 76. 2000 Incompletion rates of Mäori students by gender across departments.

Subject	Mäori female enrolments	Mäori female IC grades	Mäori female IC rates	Mäori male enrolments	Mäori male IC grades	Mäori male IC rate	Total enrolments	Total IC grades	Total IC rate
Anthropology	190	38	20.0%	60	18	30.0%	250	56	22.4%
Applied Linguistics	19	2	10.5%	2	2	100.0%	21	4	19.0%
Art History	43	9	20.9%	20	4	20.0%	63	13	20.6%
Chinese	6	1	16.7%	9	4	44.4%	15	5	33.3%
Demography	7	2	28.6%	3	0	0.0%	10	2	20.0%
Drama	39	11	28.2%	18	8	44.4%	57	19	33.3%
English	166	51	30.7%	31	7	22.6%	197	58	29.4%
ESL	1	1	100.0%	N/A	N/A	N/A	1	1	100.0%
French	17	1	5.9%	1	0	0.0%	18	1	5.6%
Geography	212	40	18.9%	114	18	15.8%	326	58	17.8%
German	9	2	22.2%	7	1	14.3%	16	3	18.8%
HD&P	2	0	0.0%	N/A	N/A	N/A	2	0	0.0%
History	259	46	17.8%	152	27	17.8%	411	73	17.8%
Japanese	37	9	24.3%	19	1	5.3%	56	10	17.9%
Korean	4	0	0.0%	N/A	N/A	N/A	4	0	0.0%
Labour Studies	55	14	25.5%	20	8	40.0%	75	22	29.3%
Linguistics	31	9	29.0%	10	1	10.0%	41	10	24.4%
Music	22	3	13.6%	16	5	31.3%	38	8	21.1%
NZ Studies	11	2	18.2%	2	1	50.0%	13	3	23.1%
Philosophy	87	30	34.5%	76	23	30.3%	163	53	32.5%
Political Science	71	18	25.4%	53	12	22.6%	124	30	24.2%
Politics and PP	71	19	26.8%	37	11	29.7%	108	30	27.8%
Psychology	536	72	13.4%	183	23	12.6%	719	95	13.2%
Public Admin	36	8	22.2%	8	0	0.0%	44	8	18.2%
Religious Studies	15	3	20.0%	14	6	42.9%	29	9	31.0%
Screen/Media	121	16	13.2%	91	26	28.6%	212	42	19.8%
Soc Sc Research	89	14	15.7%	36	6	16.7%	125	20	16.0%
Sociology	105	19	18.1%	39	11	28.2%	144	30	20.8%
Spanish	37	13	35.1%	14	6	42.9%	51	19	37.3%
Tourism Studies	16	0	0.0%	2	0	0.0%	18	0	0.0%
Women's Studies	32	6	18.8%	1	0	0.0%	33	6	18.2%
TOTALS:	**2346**	**459**	**19.6%**	**1038**	**229**	**22.1%**	**3384**	**688**	**20.3%**

Table77. 2001 Pass and IC rates in FASS by all ethnicities.

2001	Total	Pass Grades	Pass Rate	IC Grades	IC Rate
Chinese	3383	2501	73.9%	393	11.6%
Cook Isl Mäori	102	52	51.0%	34	33.3%
Fijian	99	83	83.8%	2	2.0%
Indian	145	128	88.3%	8	5.5%
Niuean	4	1	25.0%	2	50.0%
Mäori	3050	2113	69.3%	543	17.8%
Other	996	791	79.4%	97	9.7%
Other Asian	814	661	81.2%	54	6.6%
Pacific Island	125	101	80.8%	7	5.6%
Päkehä	8698	7318	84.1%	754	8.7%
Samoan	168	107	63.7%	36	21.4%
Tokelauan	28	14	50.0%	10	35.7%
Tongan	126	84	66.7%	19	15.1%
TOTALS:	**17738**	**13954**	**78.7%**	**1959**	**11.0%**

Table 78. 2001 Pass and IC rates of Mäori students by entrance level

Entry Level Type:	Total Enrolments:	Passed papers:	Pass Rate:	Incomplete Papers:	IC rate:
Admission with Credit	157	113	72.0%	28	17.8%
University Entrance (F7)	1067	844	79.1%	136	12.7%
Provisional Entrance	538	343	63.8%	122	34.1%
Special Admission	1145	701	61.2%	253	22.1%
Entrance by Exam	66	48	72.7%	2	3.0%
Overseas UE Equivalent	25	21	84%	1	4.0%
BF?	13	9	69.2%	0	0%
Entrance Qualification for Overseas University	33	28	84.8%	1	3.0%
Entry awaiting Verification	6	6	100%	0	0%
Totals:	**3050**	**2113**	**69.3%**	**543**	**17.8%**

Table 79. 2001 Pass and IC rates of Mäori students across course level.

Course Level:	Total Enrolments:	% Of Total Enrolments:	Total Pass Grades:	Pass Rate:	Total IC Grades:	IC Rate:
100	1092	35.8%	623	57.1%	288	26.4%
200	1042	34.2%	768	73.7%	152	14.6%
300	705	23.1%	558	79.1%	92	13.0%
500	152	5.0%	128	84.2%	8	5.3%
700	41	1.3%	36	87.8%	3	7.3%
900	18	0.6%	0	0.0%	0	0.0%

Table 80. 2001 Pass rates of Mäori students by gender across departments.

Subject	Mäori female enrolments	Mäori female Pass grades	Mäori female Pass rates	Mäori male enrolments	Mäori male Pass grades	Mäori male Pass rates	Total Mäori enrolments	Total Pass grades	Total Pass rates
Anthropology	133	74	55.6%	44	25	56.8%	177	99	55.9%
Applied Linguistics	9	8	88.9%	2	2	100.0%	11	10	90.9%
Art History	34	30	88.2%	11	9	81.8%	45	39	86.7%
Chinese	1	0	0.0%	9	3	33.3%	10	3	30.0%
Demography	3	2	66.7%	4	4	100.0%	7	6	85.7%
Drama	31	25	80.6%	16	8	50.0%	47	33	70.2%
English	100	67	67.0%	28	18	64.3%	128	85	66.4%
French	12	4	33.3%	2	2	100.0%	14	6	42.9%
Geography	222	181	81.5%	135	111	82.2%	357	292	81.8%
German	1	0	0.0%	3	3	100.0%	4	3	75.0%
HD&P	1	0	0.0%	N/A	N/A	N/A	1	0	0.0%
History	191	99	51.8%	128	84	65.6%	319	183	57.4%
Japanese	20	12	60.0%	10	9	90.0%	30	21	70.0%
Labour Studies	37	28	75.7%	10	8	80.0%	47	36	76.6%
Linguistics	24	10	41.7%	7	5	71.4%	31	15	48.4%
Music	26	15	57.7%	10	5	50.0%	36	20	55.6%
NZ Studies	26	20	76.9%	8	7	87.5%	34	27	79.4%
Philosophy	92	52	56.5%	68	42	61.8%	160	94	58.8%
Political Science	152	97	63.8%	88	63	71.6%	240	160	66.7%
Psychology	616	450	73.1%	206	146	70.9%	822	596	72.5%
Religious Studies	21	14	66.7%	12	7	58.3%	33	21	63.6%
Screen/Media	149	119	79.9%	94	61	64.9%	243	180	74.1%
Soc Sc Research	54	44	81.5%	9	7	77.8%	63	51	81.0%
Sociology	85	67	78.8%	35	20	57.1%	120	87	72.5%
Spanish	24	15	62.5%	13	9	69.2%	37	24	64.9%
Tourism Studies	5	4	80.0%	1	0	0.0%	6	4	66.7%
Women's Studies	27	17	63.0%	1	1	100.0%	28	18	64.3%
TOTALS:	**2096**	**1454**	**69.4%**	**954**	**659**	**69.1%**	**3050**	**2113**	**69.3%**

Table 81. 2001 IC rates of Mäori students by gender across departments.

Subject	Mäori female enrolments	Mäori female IC grades	Mäori female IC rates	Mäori male enrolments	Mäori male IC grades:	Mäori male IC rate	Total Mäori enrolments	Total IC grades	Total IC rate
Anthropology	133	43	32.3%	44	17	38.6%	177	60	33.9%
Applied Linguistics	9	1	11.1%	2	0	0.0%	11	1	9.1%
Art History	34	3	8.8%	11	2	18.2%	45	5	11.1%
Chinese	1	0	0.0%	9	4	44.4%	10	4	40.0%
Demography	3	1	33.3%	4	0	0.0%	7	1	14.3%
Drama	31	2	6.5%	16	6	37.5%	47	8	17.0%
English	100	19	19.0%	28	10	35.7%	128	29	22.7%
French	12	5	41.7%	2	0	0.0%	14	5	35.7%
Geography	222	33	14.9%	135	21	15.6%	357	54	15.1%
German	1	1	100.0%	3	0	0.0%	4	1	25.0%
HD&P	1	0	0.0%	N/A	N/A	N/A	1	0	0.0%
History	191	53	27.7%	128	28	21.9%	319	81	25.4%
Japanese	20	4	20.0%	10	0	0.0%	30	4	13.3%
Labour Studies	37	6	16.2%	10	1	10.0%	47	7	14.9%
Linguistics	24	9	37.5%	7	1	14.3%	31	10	32.3%
Music	26	9	34.6%	10	5	50.0%	36	14	38.9%
NZ Studies	26	6	23.1%	8	1	12.5%	34	7	20.6%
Philosophy	92	11	12.0%	68	11	16.2%	160	22	13.8%
Political Science	152	8	5.3%	88	4	4.5%	240	12	5.0%
Psychology	616	90	14.6%	206	35	17.0%	822	125	15.2%
Religious Studies	21	0	0.0%	12	2	16.7%	33	2	6.1%
Screen/Media	149	21	14.1%	94	21	22.3%	243	42	17.3%
Soc Sc Research	54	8	14.8%	9	1	11.1%	63	9	14.3%
Sociology	85	12	14.1%	35	14	40.0%	120	26	21.7%
Spanish	24	1	4.2%	13	4	30.8%	37	5	13.5%
Tourism Studies	5	1	20.0%	1	1	100.0%	6	2	33.3%
Women's Studies	27	7	25.9%	1	0	0.0%	28	7	25.0%
TOTALS:	**2096**	**354**	**16.9%**	**954**	**189**	**19.8%**	**3050**	**543**	**17.8%**

Table 82. 2002 Pass and IC rates in FASS by all ethnicities.

2002	Total	Pass Grades	Pass Rate	IC Grades	IC Rate
Chinese	5324	4070	76.4%	415	7.8%
Cook Isl Mäori	119	78	65.5%	25	21.0%
Fijian	97	72	74.2%	12	12.4%
Indian	163	136	83.4%	10	6.1%
Niuean	6	3	50.0%	3	50.0%
Mäori	2867	1905	66.4%	482	16.8%
Other	974	786	80.7%	95	9.8%
Other Asian	918	756	82.4%	52	5.7%
Pacific Island	84	73	86.9%	5	6.0%
Päkehä/European	8839	7501	84.9%	735	8.3%
Samoan	199	148	74.4%	32	16.1%
Tokelauan	21	11	52.4%	6	28.6%
Tongan	98	67	68.4%	18	18.4%
TOTALS:	**19709**	**15606**	**79.2%**	**1890**	**9.6%**

Table 83. 2002 Pass and IC rates of Mäori students by entrance level.

Entry Level Type:	Total Enrolments:	Passed papers:	Pass Rate:	Incomplete Papers:	IC rate:
Admission with Credit	170	133	78.2%	17	10%
BF?	21	8	38.1%	6	28.6%
Entrance Qualification for Overseas University	27	21	77.8%	2	7.4%
Entrance by Exam	43	33	76.7%	1	2.3%
Overseas UE Equivalent	9	7	77.8%	2	22.2%
Provisional Entrance	444	229	51.6%	137	30.9%
Special Admission	1104	710	64.3%	204	18.5%
University Entrance (F7)	1020	785	77.0%	115	11.3%
Entry awaiting Verification	27	15	55.6%	7	25.9%
Totals:	**2865**	**1941**	**67.7%**	**491**	**17.1%**

Table 84. 2002 Pass and IC rates of Mäori students across course level.

Course Level:	Total Enrolments:	% Of Total Enrolments:	Total Pass Grades:	Pass Rate:	Total IC Grades:	IC Rate:
100	1058	36.9%	639	60.4%	253	39.6%
200	922	32.2%	648	70.3%	128	19.8%
300	630	22.0%	485	77.0%	91	18.8%
500	205	7.2%	116	56.6%	10	8.6%
700	32	1.1%	16	50.0%	0	0.0%
900	20	0.7%	1	5.0%	0	0.0%

Table 85. 2002 Pass rates of Mäori students by gender across departments.

Subject	Mäori female enrolments	Mäori female pass grades	Mäori female pass rate	Mäori male enrolments	Mäori male pass grades	Mäori male pass rate	Total Mäori enrolments	Total pass grades	Total pass rate
Anthropology	129	76	58.9%	31	17	54.8%	160	93	58.1%
Applied Linguistics	8	6	75.0%	4	3	75.0%	12	9	75.0%
Art History	12	12	100%	4	1	25.0%	16	13	81.3%
Chinese	4	2	50.0%	7	4	57.1%	11	6	54.5%
Demography	5	2	40.0%	0	0	0%	5	2	40.0%
Drama	27	23	85.2%	20	12	60.0%	47	35	74.5%
English	88	63	71.6%	30	16	53.3%	118	79	66.9%
French	17	9	52.9%	12	10	83.8%	29	19	65.5%
Geography	146	110	75.3%	93	65	69.9%	239	175	73.2%
German	1	0	0%	1	0	0%	2	0	0%
HD&P	1	0	0%	0	0	0%	1	0	0%
History	166	112	67.5%	113	49	43.4%	279	161	57.7%
Japanese	23	11	47.8%	22	16	72.7%	45	27	60.0%
Labour Studies	23	15	65.2%	8	6	75%	31	21	67.7%
Linguistics	33	13	39.4%	16	12	75%	49	25	51.0%
Music	31	19	61.3%	20	9	45%	51	28	54.9%
NZ Studies	7	6	85.7%	3	2	66.7%	10	8	80.0%
Philosophy	96	54	56.3%	66	41	62.1%	162	95	58.6%
Political Science	115	73	63.5%	102	68	66.7%	217	141	65.0%
Psychology	599	424	70.8%	203	146	71.9%	802	570	71.1%
Religious Studies	16	11	68.8%	11	6	54.5%	27	17	63.0%
Screen/Media	135	102	75.6%	95	61	64.2%	230	163	70.9%
Soc Sc Research	60	38	63.3%	13	4	30.8%	73	42	57.5%
Sociology	130	95	73.1&	43	25	58.1%	173	120	69.4%
Spanish	32	22	68.8%	17	9	52.9%	49	31	63.3%
Tourism Studies	9	7	77.8%	3	3	100%	12	10	83.3%
Women's Studies	17	15	88.2%	0	0	0%	17	15	88.2%
TOTALS:	**1930**	**1320**	**68.4%**	**937**	**585**	**62.4%**	**2867**	**1905**	**66.4%**

Table 86. 2002 IC rates of Mäori students by gender across departments.

Subject	Mäori female enrolments	Mäori female IC grades	Mäori female IC rates	Mäori male enrolments	Mäori male IC grades	Mäori male IC rate	Total Mäori enrolments	Total IC grades	Total IC rate
Anthropology	129	36	27.9%	31	12	38.7%	160	48	30.0%
Applied Linguistics	8	0	0%	4	0	0%	12	0	0%
Art History	12	0	0%	4	2	50.0%	16	2	12.5%
Chinese	4	0	0%	7	3	42.9%	11	3	27.3%
Demography	5	1	20%	0	0	0%	5	1	20.0%
Drama	27	0	0%	20	1	5.0%	47	1	2.1%
English	88	16	18.2%	30	10	33.3%	118	26	22.0%
French	17	6	35.3%	12	1	8.3%	29	7	24.1%
Geography	146	25	17.1%	93	23	24.7%	239	48	20.1%
German	1	0	0%	1	0	0%	2	0	0%
HD&P	1	0	0%	0	0	0%	1	0	0%
History	166	35	21.1%	113	46	40.7%	279	81	29.0%
Japanese	23	9	39.1%	22	6	27.3%	45	15	33.3%
Labour Studies	23	2	8.7%	8	1	12.5%	31	3	9.7%
Linguistics	33	12	36.4%	16	3	18.8%	49	15	30.6%
Music	31	3	9.7%	20	7	35.0%	51	10	19.6%
NZ Studies	7	1	14.3%	3	1	33.3%	10	2	20.0%
Philosophy	96	12	12.5%	66	10	15.2%	162	22	13.6%
Political Science	115	21	18. 3%	102	17	16.7%	217	38	17.5%
Psychology	599	48	8%	203	18	8.9%	802	66	8.2%
Religious Studies	16	4	25%	11	5	45.5%	27	9	33.3%
Screen/Media	135	12	8.9%	95	12	12.6%	230	24	10.4%
Soc Sc Research	60	15	25%	13	6	46.2%	73	21	28.8%
Sociology	130	16	12.3%	43	7	16.3%	173	23	13.3%
Spanish	32	7	21.9%	17	7	41.2%	49	14	28.6%
Tourism Studies	9	2	22.2%	3	0	0%	12	2	16.7%
Women's Studies	17	1	5.9%	0	0	0%	17	1	5.9%
TOTALS:	**1930**	**284**	**14.7%**	**937**	**198**	**21.1%**	**2867**	**482**	**16.8%**

Appendix B: Descriptive Summaries

1997 – Descriptive Summary

Analysis of pass and IC rates across ethnicity – 1997:
In 1997, Mäori students in FASS were enrolled in 3554 papers. This was the second highest participation rate of the 13 ethnic groups represented in FASS, however it was considerably lower than Päkehä enrolments at 10,203. In total, Mäori enrolments constituted 21% of all enrolments in FASS. Within this year, Mäori recorded the second highest IC rate (20.7%), and the fourth lowest pass rate (69.7%). The rates recorded for the overall Faculty in 1997 were 11.6% and 81.1% respectively. (See Table 57 in Appendix B).

Analysis by Entrance Level – 1997:
In 1997, the majority of Mäori students entered the University with Special Admission or Form 7 University Entrance. Mäori students who entered university through 'BF', Entrance by Exam, UE, Overseas UE Equivalent, and Entrance Qualification for Overseas University had high pass rates (over 75%). Entrance by Exam had the highest pass rate of 87.4%. On the other hand, Mäori students who entered university with Provisional Entrance had the lowest pass rate of 59.4%. Mäori students with Provisional Entrance also had the highest IC rate of 27.7%. (See Table 58 in Appendix B).

Analysis across Course Level – 1997:
In 1997, 44.7% of Mäori enrolments were at 100 level courses. Enrolments in undergraduate papers (93.9%) far outnumbered enrolments by Mäori students in post-graduate papers (6.1%). The pass rate for enrolments at 100 level courses was 61.8% - this was low compared to the pass rates of higher course levels. Additionally, 100 level courses had a high IC rate of 26.3%. A trend is noted that as course level increased, participation decreased, pass rates increased and IC rates decreased (See Table 59 in Appendix B).

Analysis of Mäori participation and pass rates by gender and across departments – 1997:
In 1997, Psychology recorded the highest number of Mäori student enrolments in FASS (645). The next highest figures were recorded in Geography (374), Anthropology (308) and History (297). Other departments with over 100 Mäori enrolments were English, Film/TV Studies, Mäori Development, Philosophy, Political Science, Politics and Public Policy, Public Administration, Social Science Research and Sociology.
Mäori females had over 100 enrolments in Anthropology, English, Geography, History, Mäori Development, Politics and Public Policy, Psychology and Sociology, with Psychology having the highest number (482). Mäori males had over 100 enrolments in Geography, History and Psychology, with Geography having the highest number of enrolments at 193.[19]

[19] Departments with less than 30 enrolments by Mäori students were Art History, Chinese, Demography, French, German, HD&P, Korean, Linguistics, Religious Studies, Spanish and Tourism Studies. These departments, due to their small enrolment numbers, will not be discussed further in this section.

The overall pass rate for Mäori students in 1997 was 69.7%, with there being little difference between male and female pass rates. Departments which recorded overall pass rates of over 70% included Anthropology, Drama, Geography, History, Labour Studies, Mäori Development, Psychology, Social Science Research and Sociology.
Mäori females as a group had high pass rates (over 70%) in Anthropology, Drama, Geography, History, Labour Studies, Mäori Development, Political Science, Psychology, Social Science Research and Sociology. Mäori males as a group had high pass rates (over 70%) in Drama, Film/TV Studies, Geography, Labour Studies and Psychology. Music and Philosophy both had low overall pass rates at 38.6% and 49.5% respectively. (See Table 60 in Appendix B).

Analysis of Mäori IC rates by gender across departments – 1997:
In 1997, the overall IC rate for Mäori in FASS was 20.7%. There was a slight difference in these rates across gender, with the IC rate for Mäori females being 18.3% and 24.7% for Mäori males. IC rates of 30% for Mäori students or higher were recorded in English and Music. There were several departments with IC rates of 20% or higher. These included Film/TV Studies, History, Japanese, Mäori Development, Philosophy, Political Science, Politics and Public Policy, and Public Administration. The highest IC rate for any department was recorded in Music (53.0%).

Mäori females as a group recorded IC rates over 20% in English, Film/TV Studies, History, Japanese, Music, Philosophy, Political Science, Politics and Public Policy, Public Administration and Women's Studies. Mäori males recorded high IC rates (over 35%) in English, Music and Philosophy, and rates over 20% in Film/TV Studies, History, Japanese, Mäori Development, Political Science, Politics and Public Policy, Public Administration, Social Science Research and Sociology. Labour Studies recorded the lowest IC rate in 1997 at 8.9%. (See Table 61 in Appendix B).

1998 Descriptive Summary

Analysis of pass and IC rates across ethnicity – 1998:
In 1998, Mäori students in FASS were enrolled in 3599 papers. This was the second highest participation rate of the 13 ethnic groups represented in FASS, however it was considerably lower than Päkehä enrolments at 10,068. In total, Mäori enrolments constituted 21% of all enrolments in FASS. Within this year, Mäori recorded the second highest IC rate (19.6%), and the third lowest pass rate (71.8%). The rates recorded for the overall Faculty in 1998 were 11.2% and 82.3% respectively. (See Table 62 in Appendix B).

Analysis by Entrance Level – 1998:
In 1998, the majority of Mäori students entered the University of Waikato with Special Admission or UE. Students who entered with BF, University Entrance, Overseas UE Equivalent, and Entrance Qualification for Overseas University had high pass rates (over 75%). Students who entered with Admission with credit, Provisional Entrance and Special Admission had IC rates over 20%. (See Table 63 in Appendix B).

Analysis across Course Level – 1998:
In 1998, 41.9% enrolments were at 100 level. Enrolments in undergraduate papers by Mäori students (92%) far outnumbered enrolments by post-graduate enrolments (8%). The pass rate for 100 level courses was low at 61.8%, and there was also a high IC rate of 29.1% at this level. A trend was noted that as course level increased, participation decreased. At the same time, pass rates increased and IC rates decreased. (See Table 64 in Appendix B).

Analysis of Mäori participation and pass rates by gender and across departments – 1998:
In 1998, Psychology recorded the highest number of Mäori student enrolments than any other department in FASS (713). The next highest figures were recorded in Geography (377), and History (356). Anthropology was the only other department with over 200 Maori enrolments. Following this, departments with over 100 Mäori enrolments were English, Mäori Development, Philosophy, Political Science, Politics and Public Policy, Screen/Media Studies, Social Science Research and Sociology. Mäori females had high enrolments numbers (over 100) in Anthropology, English, Geography, History and Psychology, and Mäori males in Anthropology and Psychology. Psychology had the highest number of enrolments for both females (415) and male (180).[20]

Mäori students had a pass rate of 71.8% in 1998. There was a slight difference in the pass rates across gender with Mäori females having a higher pass rate (73.3%) than Mäori males (69.0%). Drama, English, Geography, History, Japanese, Labour Studies, Mäori Development, Political Science, Psychology, Screen/Media Studies, Social Science Research, Sociology and Women's Studies all had Mäori pass rates over 70%.
Mäori females as a group recorded high pass rates (over 70%) in Drama, English, Geography, History, Japanese, Labour Studies, Mäori Development, Political Science Psychology, Screen/Media Studies, Social Science Research, Sociology and Women's Studies. Mäori males as a group recorded high pass rates in Drama, Geography, Mäori Development, Psychology, Screen/Media, Social Science Research and Sociology.
Low pass rates were recorded for Mäori females in Philosophy and Religious Studies. (See Table 65 in Appendix B).

Analysis of IC rates by gender across departments – 1998:
In 1998, the IC rate for Mäori enrolments in FASS was 19.6%. There was a difference in Mäori IC rates across gender, with Mäori males having a higher rate (23.2%) than Mäori females (17.7%). IC rates of 30% or higher by Mäori students were recorded in Music, Philosophy, Public Administration and Religious Studies. Music had the highest IC rate of 40.6%, followed by Religious Studies with 36.1%. Departments with IC rates of 20% or higher were Anthropology, Drama, History, Politics and Public Policy, Sociology and Women's Studies.

[20] Departments with less than 30 enrolments by Mäori students were Applied Linguistics, Art History, Chinese, Demography, French, German, HD&P, Korean, Language Institute Studies, Linguistics and Tourism Studies. These departments, due to their small enrolment numbers, will not be discussed further in this section.

Mäori females as a group had very high IC rates (over 35%) in Music and Philosophy, and had high IC rates (over 20%) in History, Politics and Public Policy, Public Administration, Religious Studies, Sociology and Women's Studies. Mäori males as a group had very high IC rates over 35% in Music, Public Administration and Religious Studies, and rates over 20% in Anthropology, Drama, English, History, Labour Studies, Mäori Development, Philosophy, Political Science, Politics and Public Policy, Social Science Research, Sociology and Spanish. (See Table 66 in Appendix B).

1999 Descriptive Summary:

Analysis of pass and IC rates across ethnicity – 1999:
In 1999, Mäori students in FASS were enrolled in 3405 papers. This was the second highest participation rate of the 12 ethnic groups represented in FASS, however it was considerably lower than Päkehä enrolments at 9274. In total, Mäori enrolments constituted 22% of all enrolments in FASS. Within this year, Mäori recorded the third highest IC rate (20.4 %), and the third lowest pass rate of 70.2%. The faculty averages in this year were 11.6% and 81.9% respectively. (See Table 67 in Appendix B).

Analysis by Entrance Level – 1999:
The majority of Mäori students entered the University of Waikato in 1999 with Special Admission or Form 7 University Entrance. Mäori students who entered University through UE and Overseas UE Equivalent had pass rates over 80%, and those who entered with Entrance by Exam had the lowest pass rate of 60.9%.
Students who entered with Provisional Entrance had the highest IC rate of 64.7%, and those who entered with Overseas UE Equivalent had the lowest IC rate of 0%. (See Table 68 in Appendix B).

Analysis across Course Level – 1999:
In 1999, the highest numbers of Mäori enrolments were at 100 level – 40.8%. Enrolments in undergraduate papers by Mäori students (94%) far outnumbered enrolments in post-graduate papers (6%). Once again, participation decreased as course level increased. The IC rate for 100 level courses was high at 26.1%. (See Table 69 in Appendix B).

Analysis of Mäori participation and pass rates by gender and across departments – 1999:
Once again, Psychology by far recorded the highest number of Mäori student enrolments than any other Department in FASS in 1999 with 680 enrolments. The next highest figures were recorded in History (432), Geography (365). Other departments with over 200 Mäori enrolments were Anthropology and Screen/Media Studies. Departments with over 100 Mäori enrolments were English, Philosophy, Political Science, Politics and Public Policy, and Sociology. Departments with over 100 enrolments by Mäori females were Anthropology, English, Geography, History, Philosophy, Psychology and Screen/Media Studies. (Psychology had the highest number of Mäori female enrolments – 508). Departments with over 100 enrolments by Mäori males were Geography, History

and Psychology and Screen/Media Studies. (Psychology had the highest number of enrolments with 172).[21]

In 1999, Mäori students had a pass rate of 70.2%. Mäori males recorded a higher pass rate (68.5%) than Mäori females (64.5%). Departments, which recorded pass rates over 70%, were Geography, History, Japanese, Linguistics, Psychology, Religious Studies, Social Science Research and Sociology. Spanish recorded the highest pass rate of 88.1%. Mäori females as a group recorded pass rates over 85% in Drama, French and Spanish, and rates over 70% in Geography, History, Japanese, Labour Studies, Linguistics, Psychology, Social Science Research and Sociology. Mäori males recorded pass rates over 70% in Geography, History, Labour Studies, Linguistics, Political Science, Social Science Research and Spanish. (See Table 70 in Appendix B).

Analysis of IC rates by gender across departments – 1999:
The overall IC rate for Mäori enrolments in FASS in 1999 was 20.4%.
There was a slight difference in the IC rates across gender, where the rate for Mäori females (19.8%) was lower than the rate for Mäori males (21.6%).
Anthropology and Music recorded the highest Mäori IC rates (Music with the highest rate of 42.3%). Other departments with IC rates of 20% or higher were History, Linguistics, Philosophy, Political Science, Politics and Public Policy, Public Administration, Religious Studies, Screen/Media Studies, Sociology and Women's Studies.

Departments with IC rates over 20% for Mäori females were recorded for Anthropology, English, Linguistics, Music, Philosophy, Political Science, Politics and Public Policy, Public Administration, Religious Studies, Screen/Media Studies, Sociology and Women's Studies. Mäori males had IC rates over 35% in Anthropology, Drama, Music and Public Administration, and rates over 20% in English, Philosophy, Politics and Public Policy, Psychology, Screen/Media Studies and Sociology. (See Table 71 in Appendix B).

2000 Descriptive Summary

Analysis of pass and IC rates across ethnicity – 2000:
In 2000, Mäori students in FASS were enrolled in 3394 papers. This was the second highest participation rate of the 13 ethnic groups represented in FASS, however it was considerably lower than Päkehä enrolments at 8598. In total, Mäori enrolments constituted 21% of all enrolments in FASS. Within this year, Maori recorded the fourth highest IC rate (20.3%), and the fourth lowest pass rate of 71.4%. The overall Faculty rates recorded for 2000 were 12.7% and 80.4% respectively. (See Table 72 in Appendix B).

[21] Departments in 1999 with less than 30 Mäori enrolments were Applied Linguistics, Art History, Chinese, Demography, French, German, HD&P, Korean and Tourism Studies. These departments will not be discussed further in this section due to their small enrolment numbers.

Analysis by Entrance Level – 2000:
The majority of Mäori students entered the University in 2000 with Special Admission or Form 7 University Entrance. Mäori students who entered through Form 7 UE, Overseas UE Equivalent, and Entrance Qualification for Overseas University had high pass rates (over 75%). Despite the small number of Mäori enrolments for students with overseas qualifications, these figures have been included in the report.
Mäori students who entered with Overseas UE Equivalent, 'BF' or Entrance Qualification for Overseas University all had the lowest IC rate of 0%. (See Table 73 in Appendix B).

Analysis across Course Level – 2000:
In 2000, the highest numbers of Mäori enrolments were at 100 level – 38.3%. However this was a slight decrease from previous years. Enrolments in undergraduate papers by Mäori students (94%) far outnumbered enrolments by post-graduate enrolments only compromised (6%). Once again, participation decreased as course level increased.
The IC rate for 100 level courses was high at 26.8%. (See Table 74 in Appendix B).

Analysis of Mäori participation and pass rates by gender and across departments – 2000:
In 2000, Psychology recorded the highest number of Mäori student enrolments (719) than any other department in FASS. The next highest figures were recorded in History (411) and Geography (326). Other departments with over 200 Mäori enrolments were Anthropology and Screen/Media Studies, while departments with over 100 Mäori enrolments were English, Philosophy, Political Science, Politics and Public Policy, Social Science Research and Sociology.

Departments with over 100 enrolments by Mäori females were Anthropology, English, Geography, History, Political Science, Psychology, Screen/Media Studies and Sociology. Departments with over 100 enrolments by Mäori males were Geography, History and Psychology (Psychology having the highest Mäori male enrolments with 183).[22]

In 2000, Mäori students within FASS recorded a pass rate of 71.4%. Mäori females recorded a slightly higher pass rate than Mäori males (72.0% compared to 69.9%). Departments, which recorded Mäori pass rates over 70%, were Art History, Geography, Japanese, Linguistics, Psychology, Public Administration and Public Policy, Screen/Media Studies and Social Science Research. Mäori females as a group recorded high pass rates (over 70%) in Art History, Geography, History, Japanese, Labour Studies, Music, Psychology, Public Administration, Screen/Media Studies and Sociology, while Mäori males as a group recorded high pass rates (over 70%) in Art History, English, Geography, History, Psychology, and Social Science Research. Mäori males as a group recorded a low pass rate (48.3%) in Anthropology. (See Table 75 in Appendix B).

[22] Departments with less than 30 Māori enrolments were Applied Linguistics, Chinese, Demography, ESL, French, German, HD&P, Korean, NZ Studies, Religious Studies and Tourism Studies. These departments will not be discussed further in this section due to their small enrolment numbers.

Analysis of IC rates by gender across departments – 2000:
The overall IC rate for Mäori in FASS in 2000 was 20.3%. In terms of gender, the IC rate for Mäori females was lower than the Mäori male IC rate (19.6% compared to 22.1%). Departments that recorded Mäori IC rates of 30% or higher were Drama, Philosophy and Spanish. Departments with IC rates of 20% or higher were Anthropology, Art History, English, Labour Studies, Linguistics, Music, Political Science, Politics and Public Policy, and Sociology. Spanish recorded a noticeably high Mäori IC rate of 37.3%. There were 51 Mäori enrolments in this subject.

Mäori females as a group recorded high IC rates (over 20%) in Anthropology, Art History, Drama, English, Japanese, Labour Studies, Linguistics, Philosophy, Politics and Public Policy, Public Administration and Spanish. The highest IC rate recorded for Māori females was in Spanish (35.1%). Mäori males as a group recorded very high IC rates (over 35%) in Drama, Labour Studies and Spanish, and high IC rates (over 20%) in Anthropology, Art History, English, Music, Philosophy, Political Science, Politics and Public Policy, and Screen/Media Studies. The highest IC rate recorded for Māori males was in Drama (44.4%). (See Table 76 in Appendix B).

2001 Descriptive Summary

Analysis of pass and IC rates across ethnicity – 2001:
In 2001, Mäori students in FASS were enrolled in 3050 papers. This was the third highest participation rate of the 13 ethnic groups represented in FASS. In total, Mäori enrolments constituted 17% of all enrolments in FASS. Within this year, Mäori recorded the fifth highest IC rate (17.8%), and recorded a pass rate (71.4%) which was in the middle range in comparison to the other ethnic groups. The overall Faculty rates recorded for 2001 were 11.2% and 78.4% respectively. (See Table 77 in Appendix B).

Analysis by Entrance Level – 2001:
The majority of Mäori students within FASS entered university in 2001 with Special Admission or Form 7 University Entrance. Those who entered through Form 7 UE, Overseas UE Equivalent, and Entrance Qualification for Overseas University had high pass rates (over 75%). Those who entered with Special Admission had the lowest pass rate of 61.2%. Students with 'Provisional Entrance' had the highest IC rate of 34.1%. (See Table 78 in Appendix B).

Analysis across Course Level – 2001:
In 2001, the highest numbers of Mäori enrolments were at 100 level – 35.8%. However, this proportion of students enrolled in 100 level courses is less than previous years. Enrolments in undergraduate papers by Mäori students (93%) far outnumbered enrolments in post-graduate papers (7%). Once again, participation decreased as course level increased. The IC rate for 100 level courses was high at 26.4%. (See Table 77 in Appendix B).

Analysis of Mäori participation and pass rates by gender and across departments – 2001:

In 2001, Psychology recorded the highest number of Mäori student enrolments than any other department in FASS (822), followed by Geography (357). Other departments with over 200 Mäori enrolments were History, Political Science and Screen/Media Studies. Departments with over 100 Mäori enrolments were Anthropology, Philosophy, Sociology and English.

Mäori females were highly represented in Psychology papers with enrolments in 616 papers. Departments with over 100 enrolments by Mäori females were Anthropology, English, Geography, History, Political Science and Screen/Media Studies. Departments with over 100 enrolments by Mäori males were Geography, History and Psychology (Psychology having the highest Mäori male enrolments with 206).[23]

In 2001, Mäori students in FASS had an overall pass rate of 69.3%. There was little difference in the pass rates across gender. Mäori females had a pass rate of 69.4%, and Mäori males had a pass rate of 69.1%. Departments with pass rates over 70% were Drama, Geography, Japanese, Labour Studies, NZ Studies, Psychology, Screen/Media Studies, Social Science Research and Sociology.
Mäori females as a group recorded high pass rates (over 70%) for Drama, Geography, Labour Studies, NZ Studies, Psychology, Screen/Media Studies and Tourism Studies. However the highest pass rate for Māori females was 86.7% in Art History.
Mäori males as a group had high pass rates (over 70%) in Art History, Labour Studies, Linguistics, Political Science, Psychology, and Social Science Research. (See Table 80 in Appendix B).

Analysis of IC rates by gender and across departments – 2001:

The overall IC rate for Mäori enrolments in FASS in 2001 was 17.8%. The IC rate for Mäori females (16.9%) was lower than that of Mäori males (19.8%). There were several departments within FASS in 2001 that had Mäori IC rates of 20% or higher. These were Anthropology, English, History, Linguistics, Music, New Zealand Studies and Sociology.

Mäori females as a group had high IC rates (over 20%) in Anthropology, History, Japanese, Linguistics, Music and New Zealand Studies. (Of these departments, Linguistics had the highest IC rate for Maori females – 37.5%).
Mäori males as a group had high IC rates (over 20%) in History, Screen/Media Studies and Spanish, and very high IC rates (over 35%) in Anthropology, Drama, English, Music, and Sociology. Of these departments, Music had the highest IC rate for Maori males (50%) followed by Sociology (40%).

Psychology had the highest *number* of enrolments that received IC grades (125), followed by History (81) and Geography (54). In saying this, these 3 departments had the largest number of enrolments in FASS. Political Science and Religious Studies both had

[23] Departments with less than 30 enrolments by Mäori students were Applied Linguistics, Chinese, Demography, French, German, HD&P, Tourism Studies and Women's Studies. These departments (due to their small enrolment numbers) will not be discussed further in this section.

noticeably low IC rates – those were 5.0% and 6.1% respectively. This is noteworthy particularly of Political Science because it had 240 Māori enrolments – one of the largest figures in the Faculty. (See Table 81 in Appendix B).

2002 Descriptive Summary

Analysis by Ethnicity – 2002:
In 2002, Māori recorded 2867 enrolments in FASS. This is the third highest number of enrolments after Pākehā (8840) and Chinese (5324). Figures were acquired for 13 ethnic groups. Of these groups, Mäori recorded fifth highest IC rate (16.8%) and the fifth lowest pass rate (66.4%. The overall rates recorded for FASS in 2002 were 9.6% and 74.7% respectively. (See Table 82 in Appendix B).

Analysis by Entrance Level – 2002:
The majority of Mäori students within FASS entered the university in 2002 with Special Admission or Form 7 University Entrance. Those who entered with Admission with Credit, Entrance by exam, Entrance Qualification for Overseas University, Overseas UE Equivalent, and Form 7 UE all had high pass rates (over 75%). Students with Admission with Credit had the highest pass rate of 78.2%. Students with 'Provisional Entrance' had the highest IC rate of 30.9%, and those with 'Entrance by Exam' had the lowest IC rate of 2.3%. (See Table 83 in Appendix B).

Analysis across Course Level – 2002:
In 2002, the highest numbers of Mäori enrolments were at 100 level – 36.9%. In keeping with previous years, the majority of Mäori enrolments were at undergraduate level (91%), leaving only 9% of Mäori enrolments at post-graduate level. The IC rate for 100 level courses was the highest recorded in the entire period studied – 39.6%. (See Table 84 in Appendix B).

Analysis of Mäori participation and pass rates by gender and across departments – 2002:
Distribution of Mäori enrolment numbers is similar to that of previous years in FASS. Psychology by far had the highest number of Mäori enrolments than any other subject (802), followed by History (279). Other departments with over 200 Mäori enrolments were Geography, Political Science and Screen/Media Studies. Departments with over 100 Mäori enrolments were Anthropology, Philosophy, Sociology and English. Mäori females were highly represented in Psychology papers with 599 enrolments, and had over 100 enrolments in Anthropology, Geography, History, Screen/Media Studies, Sociology and Political Science. Departments with over 100 enrolments by Mäori males were History, Political Science and Psychology (Psychology having the highest enrolments with 203).

Departments with less than 30 enrolments by Mäori students were Applied Linguistics, Art History, Chinese, Demography, French, German, HD&P, NZ Studies, Religious Studies, Tourism Studies and Women's Studies. These departments, due to their small enrolment numbers, will not be discussed further in this section.

In 2002, Mäori students in FASS had a pass rate of 66.4%. This is clearly lower than the overall pass rate of 74.7%. Mäori females had a visibly higher pass rate (68.4) than Mäori males (62.4%). Drama, Geography, Psychology and Screen/Media Studies were all departments with Mäori pass rates over 70%. Mäori females as a group had high pass rates (over 70%) in English, Geography, Psychology, Screen/Media Studies and Sociology, and a noticeably higher pass rate in Drama (85.2%). Mäori males as a group had high pass rates (over 70%) in Japanese, Labour Studies, Linguistics and Psychology. Mäori females as a group had low pass rates in Linguistics and Japanese (39.4% and 47.8%), and Mäori males had low pass rates Social Science Research, History and Music (the lowest being 30.8% for Social Science Research). (See Table 85 in Appendix B).

Analysis of IC rates by gender and across departments – 2002:
The overall IC rate for Mäori enrolments in FASS in 2002 was 16.8%. However this number is slightly different to that which is obtained through the 2002 entrance level data set (17.1%).[24] The IC rate for Mäori females (14.7%) was considerably lower than the rate for Mäori males (21.1%). Anthropology, English, Geography, History, Japanese, Linguistics, Social Science Research and Spanish were all departments with Maori IC rates of 20% or higher. Japanese had the highest IC rate of 33.3%.

Mäori females as a group had high IC rates (over 20%) in Anthropology, History, Social Science Research and Spanish, and very high IC rates in Japanese and Linguistics (39.1% and 36.4% respectively). Mäori males as a group had high IC rates (over 20%) in English, Geography and Japanese, and very high IC rates (over 35%) in Anthropology, History, Music, Social Science Research and Spanish. Of these departments, Social Science Research had the highest IC rate for Mäori males – 46.2%, followed closely by History – 40.7%. This last figure is significant as there were 113 Māori male enrolments in History, and 46 of those enrolments received IC grades. Following on from this, History had the highest overall *number* of IC grades (81), then Psychology (66), Geography and Anthropology (both 48). Typically (for every other year studied), Psychology had the highest figure. This is perhaps significant for the Department of History.

In. 2002, Psychology had one of the lowest IC rates in the entire faculty at 8.2%. This is noteworthy considering Psychology had by far the highest number of enrolments (802 in total) in 2002, as well as every other year in the period studied. This possibly is a reflection of the success of Mäori support and retention programmes which have been implemented within the department. (See Table 86 in Appendix B).

[24] It is noted that in this particular year (2002), there were discrepancies between the Ethnicity/Gender data set and the Entrance Level data set. Total amount of papers taken by Mäori students are not equal. This is the same for the amount of passed papers and incomplete grades.

Appendix C: Department of Psychology Kaupapa Maori Policy Statement

DEPARTMENT OF PSYCHOLOGY
POLICY STATEMENT
Kaupapa Maori in the Psychology Department

1.0 Preamble

1.1. The University of Waikato/Te Whare Wananga o Waikato Charter (University of Waikato Calendar 2000) includes in its statement of educational purpose and values and goals:

- To create and sustain an institutional environment in which the educational needs of Maori people are appropriately catered for outside a formally constituted whare wananga; Maori customs and values are expressed in the ordinary life of the University; and the Treaty of Waitangi is clearly acknowledged in the development of programmes and initiatives based on partnership between Maori and other New Zealand people (Value 1.2)

- To develop in the University forms of partnership between Maori and other New Zealand people that are embodied in the Treaty of Waitangi (Goal 1.3)

1.2 The University of Waikato Strategy Statement (2000) states that the University of Waikato is acknowledged as New Zealand's leading provider of university education to Maori. Strategies for the next five years to achieve the objective of becoming an institution in which Maori and Pakeha both feel at home include (p10):

- To increase our proportion of Maori students
- To improve out ability to support Maori students
- To provide full career development opportunities to Maori staff
- To ensure that all staff have a proper understanding of the Treaty of Waitangi
- To make new appointments which ensure full participation by Maori in the University's decision-making
- To continue to work in partnership with Tainui and other iwi

1.3 The Psychology Department Strategic Plan 2000-2002 includes to:

- Provide an environment that serves the educational needs of the Maori community in both the Waikato region and nationally

- To create a reputation as the department of choice for Maori students (undergraduate and graduate) throughout the country. It will achieve this through:

  - Continuing emphasis on and consolidation of Kaupapa Maori and biculturalism within Psychology courses and Departmental policies

- Continuing to increase the proportion of Maori enrolments in Psychology courses towards achieving 30%
- Determining retention and degree completion rates for Maori students in Psychology and if these rates are lower than for other students, take steps to improve those rates

2.0 Policy Statement:

2.1 Goal

This policy statement gives effect to the University of Waikato Charter (Value 1.2; Goal 1.3); the University of Waikato Draft Strategic Plan; and Departmental Value 2 and Goal 3 as articulated in the Psychology Department Strategic Plan 2000-2002.

Recognising its responsibilities under the University of Waikato Charter and Draft Strategic Plan, the Psychology Department will actively encourage and support the development and maintenance of an environment which:

- meets the educational and research needs of Maori students and staff;
- recognises and promotes the importance of psychology students and staff being culturally responsive; and
- recognises and promotes psychology as a platform for Maori development.

The following areas are the focus of this policy:

2.2 Recruitment and retention of Maori students
2.3 Course content
2.4 Research activities
2.5 Kaupapa Maori Tutorial Programme
2.6 Kaupapa Maori Management Committee
2.7 Maori and Psychology Research Unit
2.8 Use of Te Reo Maori
2.9 Te Kohikohinga Maori
3.0 Status of the Psychology Department Kaupapa Maori Policy
4.0 Other relevant policies

2.2 Recruitment and Retention of Maori students

There will be two levels of monitoring undertaken in relation to the recruitment and retention of Maori students in the Psychology Department. In both levels, the Chair of Department will consult with the Kaupapa Maori Management Committee and hold responsibility for ensuring this monitoring is undertaken, and recommendations followed up.

2.2.1 The Department will, utilising enrolment and course completion statistics, undertake biennial monitoring of the enrolment and retention rate of Maori students, both graduate and undergraduate, within the Psychology Department. The purpose of this biennial monitoring will be to obtain an overview of the numbers of Maori students enrolled in psychology and courses being completed. Responsibility for the biennial monitoring will rest in the first instances with the Chair of Department, who will ensure that the results are discussed and that any recommendations are followed up.

2.2.2 The Chair of Department will initiate the collation of course grade distributions annually, with the purpose of identifying and addressing issues which may be

contributing to *IC* or *fail grades* for Maori students. The Chair of Department will have responsibility for ensuring that problem areas are discussed with the appropriate staff members.

2.3 Course Content

2.3.1 Courses will be regularly reviewed by Course Convenors to ensure:

a) the educational needs of Maori students are being met; and
b) bi-cultural perspectives are being incorporated.

2.3.2 The Department will convene regular staff forums with the aim of assisting staff to ensure they are meeting the above goals.

2.3.3 The Department will encourage students to include in their work Maori ideas, perspectives and concepts. As is standard professional practice, where a staff member is not confident in assessing work which includes such perspectives advice will be sought from appropriate staff.

2.4 Research Activities

2.4.1 All human research activities within the Department will meet the Responsiveness to Maori requirements in the Psychology Department Ethical Review Forms.

2.4.2 All Department staff will have responsibility for ensuring staff and student human research meets the Responsiveness to Maori in the Psychology Department Ethical Review Forms.

2.4.3 The Department will support staff and students in developing awareness and understanding of the Responsiveness to Maori requirements in research.

2.4.4 Maori-focused theses and dissertations will be indexed as such on the Department's website.

2.5 Kaupapa Maori Tutorial Programme

2.5.1 The Department recognises the need for and supports the continuation of a Kaupapa Maori Tutorial Programme. As a minimum, the Department will aim to have Kaupapa Maori tutorials available in all core psychology papers.

2.5.2 The Department supports at least one Kaupapa Maori academic support position.

2.5.3 Guidelines describing the implementation of Kaupapa Maori tutorials will be available to staff.

2.6 Kaupapa Maori Management Committee

2.6.1 The Department supports the ongoing convening of the Kaupapa Maori Management Committee (KMMC). Membership of the KMMC will consist of Maori staff in the Department, including the Kaupapa Maori Tutorial Co-ordinator, Maori staff associated with the Maori and Psychology Research Unit and those who have expertise in Maori development.

2.6.2 The primary purpose of the KMMC is to provide meaningful input into Department decision-making processes. The specific roles of the KMMC will be:

a) to support and promote Kaupapa Maori policies in the Department
b) to participate alongside the Department in the implementation of the Kaupapa Maori Policy across the Department;
c) to receive the Department biennial monitoring report (see 2.2.1) of the implementation of the Kaupapa Maori Policy;
d) to provide advice in relation to the issues raised in the biennial and annual monitoring (see 2.2.1; 2.2.2);
e) to act as a forum for discussing issues of relevance to Kaupapa Maori staff and Maori students;
f) to act as a forum for discussing issues raised by staff and students;
g) to support and promote the Maori Psychology and Research Unit;
h) to continue responsibility for Te Kohikohinga Maori including seeking the updating and promoting of these resources within the Department;
i) to facilitate and advise on Department marae visits and cultural events to ensure that these are properly managed and mutually beneficial, and
j) to be informed by Course Conveners of course cultural events to ensure consistent and informed contact with the Maori community (see Policy on Noho Marae, Overnight Marae Stays and Cultural Events in Psychology).

2.7 Maori and Psychology Research Unit

2.7.1 The Department supports the establishment and ongoing development of the Maori and Psychology Research Unit and recognises the role of the unit in promoting psychology as a platform for Maori development.

2.7.2 The Department recognises the MPRU as a vehicle for increasing the relevance
and appropriateness of Department research with Maori. Departmental staff are encouraged to develop research programmes so as to contribute to curriculum development with the purpose of increasing Maori and New Zealand focussed content.

2.8 Use of Te Reo Maori

2.8.1 Maori is an official language of New Zealand and the University of Waikato has an increasing number of students who are bilingual or studying to become so. The Department recognises the right of students to submit work in Te Reo Maori and will advise that students wishing to submit work in Te Reo Maori should consult the course convenor in the first instance. (See University of Waikato Calendar for Policy on the Use of Maori for Assessment)

2.9 Te Kohikohinga Maori

2.9.1 Te Kohikohinga Maori is recognised as a dedicated resource for Maori and psychology and is available for staff and graduate students in the Department.

2.9.2 All staff are encouraged to contribute relevant publications and research papers to this collection.

3.0 Status of the Psychology Department Kaupapa Maori Policy.

3.1 The full staff policy will be available on the Psychology Department Website. The following statement will be included in student handbooks.
"The Psychology Department has a comprehensive Kaupapa Maori policy which recognises psychology as a platform for Maori development. This policy is intended to encourage and support Maori students reach their potential in their chosen specialities and to provide all psychology students with Maori and bicultural perspectives in psychology in Aotearoa/New Zealand. The full staff policy is available on the Psychology Department Website".

3.2 The Psychology Department Kaupapa Maori Policy will be reviewed every three years. Responsibility for this will be held by the Chair of Department and will include discussion at a general staff meeting. The KMMC will be responsible for modifications of the policy.

4.0 Other relevant policies

Other policies relevant to the Psychology Department Kaupapa Maori Policy are:

- Guidelines for Kaupapa Maori Tutorials in Psychology
- DPhil Oral Examinations Conducted on a Marae Policy Statement
- Noho Marae, Overnight Marae Stays and Cultural Events in Psychology Policy

These policies are also available on the Psychology Department Website.

Appendix D - Guidelines For Kaupapa Maori Tutorials/Practicals In Psychology

1.0 Preamble

1.1 Kaupapa Maori (KM) tutorials/practicals have formed a part of the regular support for many courses in the Psychology Department since 1990. These guidelines describe:

- The purpose of KM tutorials/practicals;
- The nature of KM tutorials/practicals;
- The role of course coordinators in the facilitation of KM tutorials within the Department

Note on terminology:

The Psychology Department employs a number of people in different capacities to support students. The Kaupapa Maori Student Advisors (KMSAs)are employed to provide support for Maori students. They also have a role in ensuring the smooth running of the Kaupapa Maori tutorial programme within the Department. Kaupapa Maori Sessional Assistants are employed to provide tutorial support in specific courses.

2.0 Purpose of Kaupapa Maori tutorials

2.1 Consistent with the University's goal of creating and sustaining an institutional environment in which the educational needs of Maori are appropriately catered for, KM tutorials seek to enhance Maori presence and participation in the University by creating a space for Maori students where they can meet the challenges of course work in an environment that is safe, tailored to their needs and to their cultural reference points. KM tutorials also play a role in the recruitment, retention and successful academic experience of Maori students.

3.0 Nature of Kaupapa Maori tutorials:

3.1 The provision of KM Tutorials and support activities for Maori students, are a normal part of teaching activities within the Department. Given this, KM tutorials and Kaupapa Maori sessional assistants are organised and supervised by the convenors of respective courses.

3.2 KM tutorials are made available when there are viable numbers of Maori students in a course to constitute a tutorial or practical. Where numbers are too low, it may be uneconomical to make this option available. In such cases, other support options for Maori students should be investigated by the course coordinator. This might include the provision of networking support to Maori students in a course; assisting small groups of students via office hour appointments; and monitoring and following up on the progress of Maori students. In all cases, alternatives to Kaupapa Maori tutorials should be discussed and decided upon with the KMSA's and Kaupapa Maori Management Committee Convenor (KMMC).

3.3 Kaupapa Maori tutorials are an accepted part of the normal running of the Psychology Department and have been for some time. The Psychology Department actively encourages and supports the development and maintenance of an environment which:

- meets the educational and research needs of Maori students and staff;
- recognises and promotes the importance of being culturally responsive to psychology, its students and staff;
- recognises and promotes psychology as a platform for Maori development.

KM tutorials cover the same course material and have the same assessment as general tutorials. KM tutorials have the following characteristics:

- The tutorial is for Maori students. On some occasions non-Maori students do attend the tutorials, however it does need to be made clear that these tutorials are designed for and to benefit Maori students.
- The tutorial is usually (although not always) facilitated by a Maori sessional assistant
- Maori protocols usually govern the environment of the tutorial. This means that if students choose to speak Maori or use Maori terminology, then they have a right to do so without translations being given. Additionally, students are encouraged and supported to use a Maori frame of reference to make sense of course materials. It should be noted that there are no strict guidelines regarding the extent or nature of the protocols which are used. These are usually determined in accordance with the needs and wishes of both the tutor and the tutorial group.
- As in general tutorials, students are encouraged to establish a sense of unity and are supported to form study groups, share notes, and to work collaboratively on assigned tasks.

3.4 KM tutorials are designed for Maori students. Although there have been cases where non-Maori students have been permitted to attend KM tutorials, it is important to be aware that KM tutorials are designed to enhance learning outcomes for Maori students. If attendance by non-Maori students at Kaupapa Maori tutorials is impacting on learning outcomes for Maori students, primarily in that the tutorial is unable to run as described above, it may be necessary for the course coordinator to investigate alternative tutorial options for the non-Maori students.

3.5 At the first KM tutorial in a course, the nature of the tutorial is explained to students by the Kaupapa Maori sessional assistant. The KMSAs usually attend tutorials in part one courses to introduce themselves, support the philosophy of the tutorials and outline the support services they provide. This is usually followed by students introducing themselves and the tutorial proceeding on as usual provided that there are no issues of concern to students with respect to the nature of the Kaupapa Maori tutorial. Course co-ordinators need to allocate time for this process to occur.

4.0 Advertising and introducing the availability of Kaupapa Maori tutorials to students

4.1 The primary purpose of Kaupapa Maori tutorials is to enhance *Maori* presence and participation in the University. Section 73 of the Human Rights Act 1993 supports the provision of KM tutorials for Maori students. Section 73 provides a major and important qualification on unlawful discrimination under the Human Rights Act. It provides that "measures to ensure equality" are not unlawful. Anything that would otherwise be a breach of the Act is not a breach if it is *done for the purpose of assisting or advancing persons or groups of persons against whom discrimination is unlawful by virtue of the prohibited grounds; and those persons or groups may reasonably be supposed to need assistance or advancement in order to achieve an equal place with other members of the community.*

4.2 It is the role of each course coordinator to explain the nature of KM tutorials in their introductory lecture and in subsequent lectures if required. Course coordinators will be provided with training and a standard description of KM tutorials to present to their classes, ensuring a clear and consistent message is communicated across all courses in the Department, regarding the status and nature of KM tutorials.

4.3 The Convenor of the Kaupapa Maori Management Committee should be immediately advised of all and any issues or complaints arising from the organisation or delivery of the KM tutorial system so that a resolution can be reached as early as possible.

Appendix E: Annotated Bibliography

An Annotated Bibliography

To supplement the report on the Analysis of the FASS Mäori Student Database at the University of Waikato.

Prepared by Allanah Ashwell

Directed Study – PSYC590-03A

The resources compiled in this annotated bibliography focus around the issues affecting indigenous students in tertiary education. These include the impact of unfamiliar and unwelcoming tertiary environments on indigenous participation, and how barriers such as this can be addressed. Each annotation includes a reflection on the article's relevance to the Mäori student population in FASS.

Anae, M., Anderson, H., Benseman, J., & Coxon, E. (2002). *Pacific peoples and tertiary education: Issues of participation.* Auckland: Auckland Uniservices Limited.

This comprehensive report prepared for the Ministry of Education details the findings of a research study, which examined the issues surrounding Pacific Island peoples' participation and achievement in tertiary education in New Zealand. The views of Pacific stakeholders, including tertiary students, staff, community members and others, were also investigated and were often referred to throughout the report. The trends identified in terms of participation reported that Pacific students make up nearly 4% of all tertiary students in New Zealand, have much lower entry qualifications than Päkehä students, have more females than males graduating, and are mostly enrolled in certificate level qualifications as opposed to degrees.

These trends are very similar to those which characterise Mäori participation in FASS. Many commonalities also exist between the barriers for Pacific and Maori students in tertiary education. In this report, unpreparedness was noted as a significant barrier. Others included high tertiary fees, family pressures, poor health, unfamiliarity with the academic work, absence of familiar faces, and the lack of congruence between student expectations and the reality of the tertiary experience. It was identified that programmes and initiatives that were specifically designed to support Pacific students were effective, depending on the design of these initiatives, ongoing financial commitment, and the strength of their evaluation processes.

This is relevant to FASS, as it illustrates the importance of having Mäori-focussed support initiatives, and the need for evaluations to continually test their effectiveness in supporting Mäori students. This useful report, which was compiled by a research team based at the University of Auckland, also includes a literature review on the issues for Pacific peoples in tertiary education.

Boutlon-Lewis, G. M., Marton, F., Lewis, D. C., & Wilss, L. A. (2000). Learning in formal and informal contexts: conceptions and strategies of Aboriginal and Torres Strait Islander university students. *Learning and instruction, 10*, 393-414.

This discussion paper describes Aboriginal and Torres Strait Islander university students' conceptions of formal learning, categories of informal learning, reasons for studying and strategies used to learn. The aim of the study was to determine these conceptions in order to provide information that might facilitate instruction more responsive to their needs, that is, to maximise learning outcomes. The rationale for the research was based on the high attrition rate of this group of students in Australian universities. The study found that the strategies utilised by a sample of minority students, which were often effective in informal learning contexts, were not complementing their conception of formal learning. The authors argue that due to this, the student may experience cognitive conflict and unproductive learning experiences, however these were not elaborated on. The report goes on to recommend different ways to address the issue of making formal learning conceptions more coherent with learning approaches in tertiary study.

Of relevance to FASS, the report points out that some factors in the study may be applicable to other specific cultural groups studying in any university. A study that looks into Mäori students' learning conceptions in FASS and whether these are in conflict with the strategies utilised, may be an important area that needs to be developed.

This discussion paper was easy to follow, and can be read by a general-to-academic audience. The authors' occupations are positioned within Universities in Australia and Sweden.

Bowl, M. (2001). Experiencing the barriers: Non-traditional students entering higher education. *Research Papers in Education, 16*, 2, 141-160.

This research paper describes the experiences of mature minority students in their pursuit of higher education in the UK. It highlights some of the financial and institutional barriers that impede the progress of mature minority students. A thorough description was given on the experiences of three participants. The common themes to emerge throughout their different accounts included; experience of difference at school (by having an ethnic background); lack of family information and support; the absence of guidance from official sources; practical problems such as arranging childcare and providing attention for children in the evenings; financial poverty; and time poverty, all of which were key factors influencing their direction and success in higher education.

The findings suggest that a comprehensive study on the specific barriers faced by Mäori mature students within FASS may be needed in order for the Faculty to develop more appropriate strategies for this specific group. These strategies would not necessarily be utilised by the whole Maori student population, but could be important nonetheless in order to reduce the specific barriers experienced by Mäori mature students. Marion Bowl is the Project Manager for the Birmingham REACHOUT support programme. Her paper is easy to follow, and the three case studies were presented in a narrative fashion.

Chapple, S., Jefferies, R., & Walker, R. (1997). *Mäori participation and performance in education: A literature review and research programme.* Wellington: New Zealand Institute of Economic Research.

This book documents the findings of a research study on Mäori participation and performance in education, commissioned by the Ministry of Education. The study spans research from primary through to tertiary level education. A number of key issues in relation to tertiary education were identified. Firstly, the report implied a moderate to strong positive correlation between success at secondary school by Mäori students and success at the tertiary level. From this, it was argued that barriers to Mäori education are more important *earlier* in the system, and that accordingly, Mäori students who progress on to tertiary level education, once achieving success at secondary school, experience fewer barriers. To summarize, the main finding of this report in regards to tertiary education is that unless the problem of underachievement is addressed at the compulsory school level, the overall levels of achievement in the tertiary system will be limited.

These findings have implications for the large proportion of Mäori students in FASS who entered the university system with no formal qualifications, in that they will maybe experience more barriers than those Mäori students who did have previous formal qualifications (such as Form 7 University Entrance). This perhaps provides an impetus for support workers in FASS to target Mäori students with lower entry levels, in early support initiatives.

At the time of publication, Walker was based at the University of Waikato. Chapple, based at NZIER, and Jefferies, based at Kokomuka Consultancy, have put forward other publications in similar areas.

Coxon, E., Anae, M., Mara, D., Wendt-Samu, T., & Finau, C. (2002). ***Literature review on Pacific education issues.*** **Auckland: Auckland Uniservices Limited.**
This sizeable literature review was commissioned by the Ministry of Education in order to ascertain which issues in Pacific education had been researched and which had not. The scope of the review was extensive and was not restricted to studies completed in New Zealand. Seven substantial chapters were dedicated to establishing the context of Pacific education, and discussing the issues present in early childhood education, primary education, secondary education, teacher education and tertiary education. The chapter on tertiary education addressed issues of access, barriers to participation and Pacific students' experiences of tertiary education. In terms of access, a key problem identified is that a far higher proportion of Pacific students leave school without minimum entry requirements. Barriers specific to Pacific peoples included high cost of education or training, unrealistic cultural demands from families, little or no access to private study areas, English literacy, lack of assertion by some cultures, lack of culturally familiar courses, and lack of role models and mentors. Some of these are applicable to the Mäori student population in FASS, however more research would be needed to determine the *specific* barriers which impede the progress of Mäori students in FASS.
This review was compiled by a research team at the University of Auckland.

Cropper, A. (2000). Mentoring as an inclusive device for the excluded: black students' experience of a mentoring scheme. ***Social Work Education, 19*****, 6, 597-607.**
This discussion paper looks thoroughly at the use of mentoring schemes as a strategy for minority students. It includes discussion on the current educational climate and context for black students accessing higher education (i.e., barriers and issues), mentoring theory and practise, and the tensions surrounding mentoring. At one point, the author discusses the argument that mentoring schemes focus on the individual without dealing with any structural issues present in the institution, which is ineffective. She maintains that this argument is only correct if the mentoring scheme is the sole strategy being implemented in that institution. Her final point is that mentoring schemes have the potential for positive results and change, if we are critical of its purpose and mindful of its limitations. Black students face similar barriers to Mäori students, such as the exposure to an adverse learning climate. However the level or severity of specific barriers such as overt racism may differ for each group.

In relation to mentoring schemes, FASS is one of the few schools at the University of Waikato that does not yet provide mentoring for its Mäori students. The main points in this discussion paper support the Faculty's approach, in that the structural issues, which exist within FASS, should be addressed first.
Andrea Copper is a Senior Lecturer at the University of Central Lancashire, and has been involved in co-ordinating mentoring schemes there for a number of years. Her informative paper is addressed to a general audience, but would be particularly useful in tertiary institutions where mentoring schemes are in place.

Durie, A. (1998). Emancipatory Mäori education: Speaking from the heart. ***Language, Culture and Curriculum, 11*****, 3, 297-308.**

This discussion paper, which is aimed at a general audience, discusses the importance of increasing educational opportunities for Mäori that are being delivered through the medium of Te Reo Mäori. The key theme present is that tertiary education is a subordinating process for Mäori, and that this will be overcome when formal education is seen as empowering. The author argues that Te Reo Mäori is imperative in breaking down the barriers of an alien education system, and although developments such as Köhanga and Kura Kaupapa are encouraging, very little has been achieved at tertiary level.

It may be perceived that FASS is not responsible for providing bilingual courses within its department. However, the Mäori student population may indeed favour the inclusion of some Te Reo Mäori aspects in their courses. Arohia Durie is based at the Department of Mäori and Multicultural Education at Massey University College of Education. Discussions were easy to read and included historical/background information, the position of Mäori today, and a case study on iwi initiatives.

Gallofer, S., Haslam, J., Nam Kim, S., & Mariu, S. (1999). Attracting and retaining Maori students in accounting: Issues, experiences and ways forward. ***Critical Perspectives on Accounting, 10*****, 773-807.**

This research paper examines the participation and experiences of Mäori students enrolled in Accounting in the School of Management Studies at the University of Waikato. The study found that Mäori participation rates were low in accounting, and that Mäori withdrawal rates were higher than that of non-Mäori. Interviews with Mäori students were utilised in the methodology to gain the students' perspectives on the issues relating to the low participation rate and high withdrawal rate. Overall, the majority of barriers and issues identified by the students are similar to those provided elsewhere in the literature on Mäori participation in tertiary education. The article presents a discussion on 'ways forward' for Mäori participation, and the key points are again similar to those present in the literature, that being the need for institutional change as opposed to the adaptation of the culture and people to the system. Lastly, the authors implied the need for change in the practise of accounting, as well as tertiary institutions, and presented suggestions on how this might occur.

Strategies suggested in the discussion would also be beneficial to Mäori students in FASS if further developed and implemented. These included mobilising teaching methods, which would be cognisant of and influenced by Mäori values; addressing staff cultural sensitivity; giving emphasis to material which addresses information from a Mäori cultural perspective; facilitating a Mäori support network and Mäori tutorial groups for first year students.

All of the authors are based in different university Accounting Departments located in Australia, the UK and NZ. The report, which included qualitative and quantitative analyses, is very lengthy and due to this was somewhat difficult to follow. It is addressed to an academic audience.

Grant, B., Reilly, B., Roberts, M., & Whaitiri, R. (1991). ***Developing departmental structures to better reflect the needs of Mäori students: Report No. 2.*** **Auckland: Higher Education Research Office.**

This report documents the proceedings and presentations at a HERO workshop held at the University of Auckland. As the title depicts, this workshop aimed to develop new departmental structures at the University of Auckland to better reflect the needs of Mäori students. Participants were representative of all departments from Anthropology to Medicine to Zoology. The collective report included detail on the (then) departmental policies regarding Mäori retention and success, and the strategies that each Department had come up with to enhance Mäori participation. The initiatives described ranged from structural strategies to suggestions for more inclusive teaching content and processes.

Although the workshop was delivered in 1991, the report is still relevant today as Mäori students within FASS are facing the same barriers and issues as those identified in the workshop, namely the problems that accompany the transition to an alien tertiary environment. Additionally, those who contributed to the workshop are renowned as Maori authorities in their respective areas such as Ranginui Walker, Pita Sharples and Ella Henry. The editorial group was comprised of staff members from the University of Auckland.

Harris, F. (1999). Centricity and the mentoring experience in academia: An Africentric mentoring paradigm. ***Western Journal of Black Studies, 23,*** **4, 229-235.**

This discussion paper reviews an Africentric model of mentoring and challenges the effectiveness of traditional (Eurocentric) mentoring models that are used with minority students. Africentricity is referred to as a frame of reference wherein phenomena are viewed from the perspective of the African person and their culture. It is a holistic framework, which encompasses seven central concepts. The English equivalents of these concepts include unity, self determination, collective responsibility, cooperative economics, purpose, creativity and faith. The author maintains that this Africentric paradigm can be utilised as a support strategy to enhance student success. Cropper (2001) refers to the need for addressing structural barriers before utilising mentoring models.

If FASS incorporates a mentoring system, it would be advantageous, and more responsive to Mäori students, if it was based on an indigenous rather than Eurocentric framework, which incorporates similar principles as those described above.

Felicia Harris is Director of the Teaching and Learning Centre at Johnson C. Smith University. Her published work has focused on the impact of student involvement and the mentoring process on enhancing the college success of minority populations in higher education. The intended audience for this discussion paper includes educators and support workers who develop support systems for minority students.

Hrabowski III, F. A. (1999). Creating a climate for success. ***The Presidency, 2,*** **1, 34-39.**

This non-scholarly article discusses one University's goal to establish a responsive learning environment for its minority students, whose collective achievement has been recognized as a high priority. The author, Freeman Hrabowski, initiated this process at

the University of Maryland-Baltimore County (UMBC), and through his experience believes that before this can be achieved at other universities, educators must first think about providing effective support for all its students. This is the main point that he makes throughout the article. Hrabowski found that through broader initiatives at UMBC, a more positive climate for minority students was created naturally. Some of the initiatives discussed included strengthening the tutorial centres, encouraging faculty to provide feedback to students earlier in the semester, encouraging group study, and looking closely at admission standards.

This article has provided a different approach towards creating a more responsive learning climate for Mäori students in FASS. This approach involves implementing broader initiatives across the whole Faculty, and *then* Mäori focused initiatives. Further research would need to be completed before this approach can be seen as beneficial in the Faculty's specific context.

Hrabowski is president of UMBC, and writes this piece for a general audience.

Hurtado, S. & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. ***Sociology of Education, 70,*** **4, 324-345.**

This research paper examines the underpinnings of the Tinto model of students' departure (1993), in relation to the circumstances that relate to a Latino students' sense of belonging at third year tertiary education. The researchers were specifically interested in how student's experiences in first and second year study either contributed to, or inhibited, a sense of belonging during third year study. The results showed that specific activities outside of the classroom context fostered a broader sense of group cohesion and enhanced the individual's sense of affiliation and identification with college. First-year experiences were found to have positive effects, but perceptions of a hostile racial climate had direct negative effects on students' sense of belonging in the third year. 'Cognitive mapping' or getting to know the environment in the transition stage was noted as vital. The authors suggest that these findings call for greater efforts by institutions in enhancing minority students' sense of integration in campus life. To supplement the report, the authors provide a strong critique of past theories and research in the current area, and ideas for future research.

Reports have indicated that first year study is a critical period for Mäori students in FASS. For this reason, the findings of Hurtado and Carter's study are significant. It suggests that the Faculty needs to create a welcoming environment in order to create a sense of belonging for first-year students, which will in turn have positive effects for the student in the following years of study.

The authors (Hurtado and Carter) hold PhDs in related areas and have completed a number of studies on minority students in higher education. This research paper provides a thorough report for academic audiences.

Jacobson, L. O. (2000). Editor's choice: Valuing diversity-student-teacher relationships that enhance achievement. ***Community College Review, 28,*** **1, 49-60.**

This discussion paper, which is addressed to community college teachers, starts by emphasizing the disproportionately high drop out rates that minority students record in

higher education in America. The author, who is an adjunct professor at Triton College, Illinois, then discusses how teachers can become more aware of and sensitive to the specific needs of students and to both the factors that negatively affect students' attitudes towards educational process and those that enhance their learning experiences. She specifically discusses insensitive teaching practices and how these can undermine the motivation of students. Other key themes, which revolved around 'good' teaching practices, included the importance of establishing an educational environment that values all students; providing methods in strengthening the writing skills of students; the importance of providing clear and meaningful evaluations; and the use of mentoring schemes.

Although this paper does not address the institutional barriers that exist for minority students, it provides teachers and lecturers with methods to address those barriers which exist within the classroom. The implementation of sensitive or responsive teaching methods in FASS is significant and necessary for the Mäori student population to have access to better learning outcomes.

Maslen, G. (2000). Australia examines how Aborigines fare in higher education. *The Chronicle of Higher Education, 47*, 8, A57-62.

This discussion paper highlights the lack of progress for indigenous Australians in higher education. Key indicators of this include the following statistics:

- Only about a dozen out of a total pool of 35,000 professors are aboriginal
- Only 10,000 out of 250,000 indigenous Australians hold university degrees
- On average, less than half of indigenous students finished primary school.

Barriers for aborigine educational advancement are summarised as unpreparedness, and an alienating and discriminating education system. This is relevant to FASS because these two factors can also affect Maori students. Some of the support initiatives that have been set up to create more opportunities for aboriginal staff members and students in Australia are discussed. These include the Australian government's Tutorial Assistance Scheme for Aborigines, the development of enclave programmes, aboriginal teaching methods, and faculty mentors. Some of theses strategies, that are utilised for indigenous students in Australia, may be transferable in concept to a FASS context (particularly the development of enclave programmes).

Geoffrey Maslen has written numerous articles in the area of indigenous education in Australia, which have appeared in the Chronicle of Higher Education.

Opp, R. D. (2002). Enhancing program completion rates among two-year college students of color. *Community College Journal of Research and Practice, 26,* 147-163.

This research paper aimed to identify empirically the barriers and strategies that influence programme completion rates in two-year colleges by minority students in America (which included Hispanic, Indian, black and Asian American students). A causal comparative design was used to test three major areas:

1. The influence of structural and attitudinal institutional barriers

2. The influence of various retention strategies
3. The influence of the percentages of faculty and administrators of colour.

The findings indicated that having minority peer tutoring programmes and individuals of colour serving on the Board of Trustees were significant predictors of completion rates. The percentage of faculty and administrators of colour, and the amount of contact between chief student affairs officers and minority students, were also identified as important predictors. The report stated that these features contributed to greater institutional success and programme completion rates of minority students.
Overall, the findings identify a link between indigenous support and programme completion rates for minority students. Currently, Mäori students within FASS record high incompletion rates, and this perhaps is a reflection of the lack of support for Maori throughout the Faculty. The implications of this for FASS are significant in that more visible support structures and initiatives may be needed in order to increase completion rates by Mäori students.
The specific intended audience of this research paper includes policy makers, administrators and faculty of two-year colleges. The author, Dr Ronald Opp, is based in the College of Education at the University of Toledo. He has published work in the areas of minority retention and recruitment of faculty, as well as students.

Prior, M. (2002, October 16). On the road to a better life. *The Australian,* p. 42.
This newspaper feature was written by Margot Prior, a professor of psychology at the University of Melbourne. It details a number of barriers that indigenous Australians face in higher education and the impact that these have on their ability to successfully complete their studies. She believes the most evident of these is the feeling of isolation that exists for minority students particularly in the larger tertiary institutions. Key factors or positive influences that promote resilience in indigenous students were also summarized. Prior goes further to advocate orientation, integration, communication and networking activities in the early stages of the student's entry into university study.

The barriers, and conversely, the positive influences in promoting resilience in indigenous Australian students, are applicable to the Mäori student population in FASS (in particular, the need for early support and networking through admission workshops etc, to reduce unfamiliarity with the tertiary environment). In general, Mäori and most other indigenous groups face similar barriers in higher education, therefore literature from sources outside a New Zealand context are still relevant. This article is intended for a general audience.

Tertiary Education Commission. (2002). Tertiary Education Strategy 2002-7 [On-line]. Available: http://www.tec.govt.nz/strategy.html
This strategic report, developed by the New Zealand Tertiary Education Committee, informs the public of its plan to enhance the performance of the education sector (spanning 2002-7). Strategy Two which is entitled Te Rautaki Matauranga Mäori, is specifically relevant to this bibliography, as it discusses how an alien tertiary environment can be changed to be more responsive to Mäori tertiary students. This section provides a Mäori tertiary education framework, which incorporates the use of Mäori concepts such as Tino Rangatiratanga, Öritetanga and Manaakitanga. It also lists

five specific objectives to the overall strategy which include creating tertiary education leadership that is effectively accountable to Maori communities; developing strong and balanced Mäori staff profiles within the tertiary education system; developing quality programmes that recognize Te Ao Mäori perspectives and support the revitalisation of te reo Mäori; creating robust options for kaupapa Mäori tertiary education that reflect Mäori aspirations; increasing participation by Mäori in both the broader range of disciplines and in programmes that lead to higher level qualifications; and developing a tertiary education system that makes an active contribution to regional and national Mäori/whänau/hapü/iwi development. The implications of the entire tertiary education sector achieving these objectives would provide positive outcomes for the Mäori students in FASS as well as the wider student population.

Walker, R. J. (1991). Liberating Mäori from educational subjection. In *Te Ripoata me Ngä Pepa o Te Hui-a-Tau a Te Matawhanui.* (pp. 5-12). Canterbury: Ngä Pü Körero.

Ranginui Walker delivered this discussion paper as a keynote address at the 1991 annual conference for the Mäori University Teachers Association. He addresses the historical context of Mäori education, including colonial techniques of domination, assimilation and suppression of Mäori success. There are also discussions on Mäori reform strategies and Mäori in tertiary education, where he describes a few of the different approaches universities have taken in an attempt to become more responsive to its Mäori students, and how some of these methods can be seen as mere tokenism. His final argument is for Mäori academics to formulate their own agenda for future developments at the tertiary level, which he believes comes down to one of the three following options: 1) Establishment of kaupapa Mäori in all faculties and departments in universities; 2) Establishment of whare Wänanga within universities; 3) Establishment of independent institutions such Te Wänanga o Raukawa. These are further elaborated on in the paper. Ranginui Walker is a widely recognized authority on Mäori issues. At the time of publication, he was based in the Mäori Studies Department at the University of Auckland. Although Walker delivered this discussion over 10 years ago, it is still relevant to Mäori tertiary education today, and is an interesting read. The first option he stated, if implemented, would have important implications on the Mäori student population in FASS. Specifically, the Faculty would become more responsive to its Mäori students if each department in FASS moved to establish its own kaupapa Mäori policies and frameworks.

Waller, M. A., Okamoto, S. K., Hankerson, A. A., Hibbler, T., Hibbler, P., McIntyre, P., & McAllen-Walker, R. (2002). The hoop of learning: A holistic, multisystemic model for facilitating educational resilience among indigenous students. *Journal of Sociology and Welfare, 29,* 1, 97-116.

This discussion paper reviews the historical context, contemporary trends, and current challenges related to the education of indigenous students in the United States. The key issues discussed were overcoming a legacy of miseducation; campus climate; cultural discontinuities, and fostering educational resilience among indigenous students. Related to the latter aspect, the authors provide a thorough description of an innovative bridging programme entitled The Hoop of Learning, which aims specifically at supporting and

guiding junior high school Native Americans in the transition through to college or university study. The programme not only provides a rich learning environment, but also nurtures the student's indigenous worldview and spiritual understanding as the basis for development and provides an extensive support network (including parents, extended family, coordinators, counsellors and other community leaders).

Although transferability of such a large bridging programme initiative like this is perhaps unrealistic, its' aims are entirely relevant to Mäori students within FASS, particularly first- year students. These include aims to reduce the isolation and culture shock of the individual through early support, and to foster support networks for the student while retaining his/her cultural identity.

This paper was complied by seven authors who are based in different areas, and is intended for a general to academic audience.

Zamani, E. M. (2000). Sources and information regarding effective retention strategies for students of color. ***New Directions for Community Colleges*****,** ***112,*** **95-104.**

This chapter extract highlights issues and concerns regarding minority student retention and learning success within community colleges in America. According to the author, poor retention rates of minority students reflect a lack of student-college fit and can be partially attributed to the transition and adjustment into ethnocentric environments. Other key themes included the idea that first generation minority students face particular difficulty in the adjustment phase; and that barriers, such as poor academic preparation, low socio-economic status and the lack of clear career goals, exist and influence minority student retention. Strategies to increase minority retention and success included infusing instruction with cultural relevance, matching students with mentors and counsellors of the same ethnicity, and celebrating and validating the cultural identity and educational aspirations of minority students. Of importance, the author insists that the formidable task for educators and policy makers is not to merely attract minority students to higher education, but to ensure retention and learning success.

The barriers identified in the article are also applicable to Mäori students in FASS, and the strategies utilised in these American Colleges may be transferable, in principle, to FASS. A recommendation in the final discussion point of the chapter states that colleges or universities should attempt to restructure their institutional environments in order to encourage self-actualisation for minority students. This advocates the adaptation of the institution as opposed to the individual, which is a direction FASS needs to take to in order to become more responsive to its Mäori students.

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