

# Annual Report 2016-2017

Kapi'olani Community College  
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UNIVERSITY of HAWAII®  
**KAPI'OLANI**  
COMMUNITY COLLEGE



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Cover photo: The Manu-o-Kū (aka the White Fairy Tern or *Gygis alba*) is a seabird indigenous to the Hawaiian Islands. The species is found across the Pacific but their only known nesting areas in the main Hawaiian Islands are in urban Honolulu, and the species is protected as threatened by the State of Hawai'i. Since 2014, Kapi'olani Community College students working with Dr. Wendy Kuntz, Professor of Biology/Ecology, have researched breeding biology and nest success on campus. Active nests are noted with yellow flagging for protection. Our campus Manu-o-Kū are living examples of Hawai'i's unique and special wildlife. Look for them on campus! There are 33 different areas across campus that terns have used for nesting sites.



**Interim Chancellor**  
Louise Pagotto

**Company Name**  
Kapi'olani Community  
College

**Address**  
4303 Diamond Head Rd.  
Honolulu, Hawai'i  
96816  
[www.kapiolani.hawaii.edu](http://www.kapiolani.hawaii.edu)

**No. of Employees**  
Faculty 253  
Lecturers 181  
Staff 163  
Administrators 9

**Academic Year**  
2016-2017

## CHANCELLOR'S MESSAGE

A summary of 2016-2017 at Kapi'olani Community College can be captured in a single word: transitions. The curriculum process transitioned from Curriculum Central to Quali Student Curriculum Management. Assessment documentation transitioned from Laulima folders to Taskstream. Sequences of English and math courses transitioned to accelerated and co-requisite courses. Student registration transitioned to STAR GPS. Advising support for students transitioned to Starfish Early Alert system. Academic support in English and math transitioned to the Study Hub. With the retirement of long-time Chancellor Leon Richards, the leadership of the College transitioned to an interim chancellor and an interim vice chancellor for academic affairs. The leadership transition was complete with the hiring of a new dean for Arts and Sciences.

Despite all these changes all at the same time, the College faculty, staff, and students remained true to the motto of Queen Kapi'olani: kulia i ka nu'u, strive for the highest. We excelled. Some of the many accomplishments of 2016-2017 are illustrated in the following pages. However, institutional excellence is also reflected in the everyday activities of faculty and staff. Their commitment to supporting student learning across the whole of the student success pathway sustains that excellence. I commend and thank all the faculty and staff for their dedication to ensuring high quality learning at Kapi'olani Community College.

This look back at the successes of 2016-2017 prepares us for the year ahead. Together, we will shine.





## ‘Ōlelo Nu‘ukia - Vision

He Kula Nui Kāko‘o ‘Ōiwi ‘o Kapi‘olani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e ho‘oikaika i ke kaiāulu o ko Hawai‘i mau kaiāulu like‘ole ma ka honua e loli mau.

Kapi‘olani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawai‘i and the world.

## Ala Nu‘ukia - Mission

He hale hāmama ‘o Kapi‘olani Kula Nui Kaiāulu no nā ‘ano kaiāulu like ‘ole, e ho‘olako i nā kānaka ho‘ākea ‘ike e hiki aku i ka pahuhopu ‘imi na‘auao, ‘imi ‘oihana, a ho‘olaulā ‘ike. He loa‘a nā palapala a‘o, nā kēkelē mua puka, me nā polokalamu ho‘ili kula he kilohana wale e ho‘omākaukau i nā haumāna maoli, kūloko, kaumoku ‘āina, kau‘āina no ka mua he lako.

Kapi‘olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

## Nā lawena waiwai - Values

Ho‘ohanohano ‘ia ka ho‘ilina a ka Mō‘iwahine o Kapi‘olani e Kapi‘olani Kula Nui Kaiāulu ma o kēia mau lawena waiwai:

Kapi‘olani Community College honors the legacy of Queen Kapi‘olani through these values:

<b>Kūpono</b>	Practicing honesty and integrity with clarity in all relationships.	<b>Kūloa‘a</b>	Ensuring that the needs of our students are met with support and service.
<b>Kuleana</b>	Sharing a common responsibility to support the future of our students, college, community, land, and sea.	<b>Kūlia</b>	Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.
<b>Mālama</b>	Protecting and perpetuating ancestral knowledge.		

*Alaka‘i ‘ia mākou e kā mākou nu‘ukia like, lawena waiwai like, a me ka ho‘okō kuleana haumāna like ma o ke kāko‘o ‘i‘ini, ke a‘o, ka ho‘okō pahuhopu, me ka palapala o Hawai‘i Papa o Ke Ao.*

*We are guided by our shared vision, values and commitments and by the recommendations of Hawai‘i Papa O Ke Ao.*





## STUDENT HIGHLIGHT — *Nathaniel Weeks*

This year's Masaki and Momoe Kunimoto Memorial Award for Outstanding Contributions in Vocational Education is awarded to Nathaniel Weeks.

Nathaniel is a student in the Associate in Science in Information Technology Degree Program. He currently maintains a 3.8 GPA and plans to transfer to UH-West O'ahu for a Bachelor's of Applied Science (BAS) Degree with a concentration in Information Security and Assurance. Nathaniel is co-founder and vice-president of the Information and Communications Technology Club. He also leads a website group which does penetration testing as a community service for local companies. In his free time, he mentors and collaborates with fellow students in the computer lab.

## STUDENT HIGHLIGHT — *Leiolani Malagon-Leon*

Selected as one of 348 community college students from across the United States and the only student from a Hawai'i college campus to be a part of the NASA Community College Aerospace Scholars project (NCAS), Leiolani Malagon-Leon traveled to the Ames Research Center in Mountain View, California, in June 2017.

Leiolani is a second-year student and science has been her top subject of interest. Along with pursuing her Associate in Science in Natural Science degree she is also the co-chair of the College's Board of Student Publications. Her acceptance into NCAS was immediately followed by a rigorous five-week program through webinars, which covered the different research NASA conducts and her final project, a research paper planning a Mars mission. At Ames Research Center, she worked alongside NASA engineers and scientists to do rover simulations and plan Mars missions.





# 'AHA KALĀUALANI

## *Native Hawaiian Advisory Council*

The mission of the 'Aha Kalāualani is to advance Kapi'olani Community College, as a recognized model indigenous-serving institution, in all areas related to Native Hawaiians. The 'Aha Kalāualani shall provide a formal, independent organization to uphold the campus' commitment to Native Hawaiians.

1. Lead the campus in the implementation and attainment of the goals and objectives of Hawai'i Papa O Ke Ao.
2. Advocate for, assess, and evaluate, fairness and equity in all decisions, including budget and resource allocations, as well as grants related to the College as a Native Hawaiian Serving Institution.
3. Educate College administration, faculty and staff about issues important to Native Hawaiians including but not limited to self-determination, intellectual and cultural property rights, sanctity of land, proper pronunciation and usage of the Hawaiian language, and the concerns of Native Hawaiians at the College.
4. Advise the Chancellor and Administration Team regularly on Hawaiian cultural practices, knowledge, values, protocol and etiquette.
5. Guide the College's commitment to serve Native Hawaiians in the areas of curriculum and instruction, programming, professional development, campus and long-range planning, strategic planning, accreditation self-study, policy development, and implementation.



### — *Leadership Development*

- Hawai'i Papa O Ke Ao Leadership Training - October 21, 2016
- First Conference on Contemporary Issues of Polynesia, Rapa Nui  
- Two Kalāualani Fellows: Lisa Kanae and Keolani Noa  
- November 29 to December 5, 2016
- Native Hawaiian Intellectual Property Rights Forum, William E. Meyer  
- December 13, 2016
- 'Aimalama E Mauliauhonua Kilo Workshop (Readapting to Ancestral Knowledge for Survival), Title III Consortium Grant Professional Development - Kalei Nu'uhiwa (Kilo Practitioner, Ethno-scientist Kalei Nu'uhiwa spoke about the Hawaiian Moon Calendar and the practice of Papakū Makawalu, deconstructing and reconstructing the Universe, found in the Hawaiian Creation Chant Kumulipo) - January 2, 2017



### — *Events*

- Second Annual Ne'epapa Kalāhū  
- August 17, 2016
- Lā Pūko'a at Hawai'i State Capitol  
- February 17, 2017
- Ke Kahua o Mali'o - April 26, 2017

### — *Welcomes, Blessings and Cultural Exchanges*

- Waiariki Institute of Technology from Aotearoa Protocol and Welcome - October 12, 2016
- Cultural Exchange - Foundation for Research and Promotion of Ainu Culture - Hokkaido, Japan  
- January 11, 2017
- Kīkaha o Lae'ahi, 'Iliahi Building  
- February 10, 2017
- Cultural Exchange - Maskwacis Cultural College from Alberta, Canada  
- February 22, 2017
- Waikī Elementary School, Mindful Learning Center -  
February 24, 2017
- Culinary Institute of the Pacific Opening/Blessing  
- March 1-3, 2017
- Association of Community College Trustees Governance Leadership Institute  
- March 31, 2017





## — *Participation in Governance*

- Board of Regents Meeting, Testimony in support of Hawai'i Papa O Ke Ao and Kapi'olani Community College's Native Hawaiian Programs - November 3 and November 17, 2016
- Meeting with Congresswoman Colleen Hanabusa's Staff for Title III and Native Hawaiian Programs - February 14, 2017
- Kalāualani Curriculum, Instruction and Programming Committee was added as an FYI in the Kual Curriculum workflow. Proposers will self-report if their curriculum includes content related to Hawaiian language, culture, and/or history.
- Kalāualani developed a Native Hawaiian Program Budget for the UH system-wide, Hawai'i Papa O Ke Ao budget. Request and revised the Kapi'olani Community College's Pūko'a Budget for 2017-2018.
- Input on Kapi'olani Community College Sustainability Plan
- Review and input in Center for Excellence in Learning, Teaching and Technology (CELTT) Web Content Style Guide
- Universal access for all
- Nā Kānāwai Kalāualani Revision of Bylaws ratified - April 14, 2017
- Allocation Resource (ARF) Review Process

## — *Native Hawaiian Culture*

- Kou Planting - August 12, 2016
- Makali'i Rising - Makahiki (When the rising of Makali'i, the constellation of Pleiades, in the east falls in sync with the setting of the sun in the west, it marks the beginning of the Makahiki season and the new Hawaiian year.) - November 14, 2016
- Lā Kū'oko'a (Hawaiian Independence Day Commemoration) - Kalaunu o Hawai'i - November 28, 2016
- Native Hawaiian Plant Advisory Committee is implementing a long-range landscaping plan that will connect campus gardens through principles of our indigenous culture and consistent botanical signage. (2016-2021 Strategic Plan)
  - Botanical signage
  - Connect gardens through self-guided tours
  - Delineate boundaries cactus garden
  - Current issues of native plants on campus

## — *Native Hawaiian Education*

- Title III Part A: Kauhale Ke Kuleana Hawaiian Language Revitalization and Preservation
- HAW 290: Ma Ka Hana Ka 'Ōlelo Me Ka 'Ike Hawai'i Collaboration with Ke Kula Kaiapuni 'O Ānuenue - First Cohort - Spring 2017
- Title III Papa 'Ōlelo Hawai'i for Faculty, Staff, and Administration - Spring 2017
- Kalāhū Professional Development - 'Āina based Community Research





# KAPI'OLANI SUSTAINABILITY AND SERVICE LEARNING

## Ma ka hana ka 'ike

It is in the doing that we learn

## MISSION

Service-Learning is a teaching and learning method that integrates critical reflection and meaningful service in the community with academic learning, personal growth, and civic responsibility.

Civic responsibility means active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good (American Association of Community Colleges).

## SERVICE-LEARNING PATHWAYS & COMMUNITY PARTNERS

Our Service-Learning Pathways, each with a social issue focus, are aligned with local and global problems and our UH system-wide strategic plans. Service-Learning at Kapi'olani Community College's mission is to reduce the severity of social problems facing Hawai'i's local communities.

Through the pathways, Service-Learning provides continuous support for students, faculty and community partners. As they prepare for baccalaureate study, 21st century careers, and engaged citizenship, Kapi'olani Community College students benefit from contextualized learning, meaningful service, and civic reflection with engaged community partners, public schools and families.



## SERVICE-LEARNING SUPPORTS ACADEMIC LEARNING AND COMMUNITY NEEDS IN THE FOLLOWING AREAS:

### Arts, History & Culture

- P-20 Education & Support for Families
- Elder Care/Bridging Generations
- Environmental Awareness & Sustainability
- Community Health & Public Safety
- Intercultural Perspectives & Education

### Additionally:

- Academic, professional and leadership development of students and
- Professional development of faculty at the College.

## HIGHLIGHTS FROM 2016-2017

- The Service-Learning office was relocated from 'Iliahi 118 to the new office in 'Iliahi 231 as of August 2016 and is now a part of Kīkaha o Lae'ahi.
- Denise Pierson was hired as our new Service & Sustainability Learning Coordinator in January 2017.
- On February 24, 2017, the Mindful Learning Center had its official grand opening at Waikīkī Elementary.
- The Hawai'i Sustainability in Higher Education Summit was held at UH-West O'ahu on March 16-18, 2017.
- The Grand Challenges Institute focusing on the Grand Challenge of Water and integrating course content and assignments related to the meaning and management of water was held at UH-Mānoa May 15, 16, and 17, 2017.





## SUPERVISOR EVALUATIONS OF STUDENTS

At the end of each semester, community site supervisors are asked to evaluate students on their performance as service-learners. Students are rated on the following areas, using a scale of Excellent (4), Good (3), Fair (2), Needs to Improve (1):

- Reliability (Worked when scheduled, punctual)
- Sensitivity to Others (Including clients, customers, staff, and other volunteers)
- Willingness to Learn (Could appropriately receive feedback and information)
- Communication Skills (Could communicate effectively with clients/supervisor to complete tasks)
- Commitment to organization/project's mission
- Overall performance

Additionally, supervisors evaluate attendance and punctuality, whether they would or would not recommend students to return to their project, and are also asked to provide additional comments.

## STUDENT CONTRIBUTION TO THE COMMUNITY

From 1995 to May 2017, 12,883 Kapi'olani Community College students contributed 289,879 hours to the community, averaging 22.50 hours per student. Our goal for the year 2017, as stated in the 2015-2021 College Strategic Plan is to increase the annual number of students completing service-learning assignments from 700 to 900.

Pathway	Fall 2016 (# of hrs.)	Spring 2017 (# of hrs.)
Intercultural Perspective	1245	1176
Health	700	621
Environment	2419	2542
Education	591	502
Bridging Generations/ Sustainability	615	911
Arts, History & Culture	22	41

## Total Fall 2016 and Spring 2017

# of Evals	443
Reliability	3.87
Sensitivity	3.90
Learning	3.89
Communication	3.85
Commitment	3.85
Overall	3.88







## PAUL S. HONDA INTERNATIONAL CENTER

### Paul S. Honda International Center

The Paul S. Honda International Center exists to promote, develop, and implement programs, activities, and services that provide a better understanding of multiculturalism, internationalism, and the interconnectedness of the global community.



### SHARED VISION AND THE FOUR OPERATING PRINCIPLES OF INTERNATIONAL EDUCATION AT THE COLLEGE

1. Build on and support the languages, cultures, and histories of Hawai'i
2. Develop our students' and faculty's capacity to understand and respect diverse cultures
3. Build strong and viable educational and economic cross-border partnerships
4. Strengthen the College's role as a bridge between Asia, the Pacific, the Americas, and the world.

### STUDY ABROAD SERVICES

The Paul S. Honda International Center (HIC) is proud to offer students personal development and academic excellence opportunities through immersion into foreign cultures throughout the world.

### FREEMAN FOUNDATION PROGRAM

The College has been awarded a total of \$7 million in grants to develop intensive language and culture courses in Chinese, Japanese, Korean, and Vietnamese as a Second Language, and a field of study program with a service-learning component with partner institutions in China, Japan, Korea, and Vietnam. Each semester students from the UH Community College System are selected on a competitive basis to participate in this two-semester program. In 2016-2017, six students studied and traveled to China and nine, to Japan.

### CUSTOMIZED CONTRACT TRAINING

HIC offers short-term education and training to meet the growing demands of a rapidly changing world. Customized contract training program coordinators deliver hundreds of customized education and training courses for a variety of purposes serving the academic and experiential needs of universities, colleges,

government agencies, and specialty industries throughout the world. In 2016-2017, 33 programs were delivered to 929 participants.

### INTERNATIONAL AGREEMENTS AND PARTNERSHIPS

HIC exemplifies the importance of building strong and viable educational and







## Change Academy Participants at KCC

Twelve high school participants from Japan (Iwate, Miyagi, Fukushima, Yamaguchi, Nagasaki and Miyazaki) and 5 participants from O'ahu ('Iolani HS, Kaiser HS, Campbell HS and Niu Valley MHS) were selected to participate in The Change Academy program. This Cohort visited Kaua'i, Hawai'i Island and O'ahu for 15 days for their youth leadership program. Kapi'olani Community College is part of developing this program and faculty member Vince Okada-Coelho of HIC was one of the program coordinators.



KAPI'OLANI COMMUNITY COLLEGE  
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## The Stats Fall 2016

Number of International Students:  
704

Number of Japanese:  
346

Number of Chinese:  
62

Number of Korean:  
153

Number of Students from Taiwan, Vietnam, Hong Kong, Philippines, Canada, Macau, Micronesia, and other countries:  
65

Number of Study Abroad Students:  
Chikushi Jogakuin University (Kyushu, Japan): 2  
Chiba University of Commerce (Chiba, Japan): 2  
Nagasaki University (Nagasaki, Japan): 2  
Niigata University (Niigata, Japan): 1

economic partnerships with institutions and organizations throughout the international community. The College has developed educational and economic international partnerships with institutions and universities, private and public sector businesses, government agencies, and recruiting representatives. This year, 17 new agreements and partnerships were signed.

Other components of HIC support global awareness on the campus: **International Café** is an award-winning program where students network, learn of world cultures, customs, and languages and enhance their global competencies and skills and engage in service-learning opportunities for the advancement of cultural awareness and community improvement. **International Club** builds community among the international and domestic student community, cultivates student leadership, and promotes cultural awareness and cross-cultural awareness

and understanding on campus and enhances student global competencies and skills through a range of activities. **International Education Week** celebrates the benefits of international education and exchange worldwide and aims to promote international understanding and build support for international educational exchanges by encouraging the development of programs that prepare

Americans to live and work in a global environment and attract future leaders from abroad to study in the United States. **International Festival** brings students and community members together for four days in March to celebrate all aspects of culture - from the academic to the artistic.



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Continuing Education & Training





## CONTINUING EDUCATION & TRAINING

The Office of Continuing Education and Training promotes and provides lifelong learning experiences through three areas of focus: Culinary Arts, Global Learning and Development, and Health Education. Its programs and courses meet the continuing education and training needs of Hawai'i's workers and employers in both the private and public sectors and expand the social and leisure-related knowledge of individuals in the communities we serve.

### CULINARY ARTS - HAWAI'I COOK APPRENTICESHIP PROGRAM

The Hawai'i Cook Apprenticeship is a free, 20-week culinary program meant to develop the next generation of cooking professionals. Apprentices attend a six-hour, in-person lab class at the community college once a week for 20 weeks on the basics of cooking and enroll in four five-week online lecture courses that cover food service industry, sanitation, menu planning, and culinary nutrition, and complete 2,000 work hours under the guidance of the employer's chef. The apprenticeship program is currently running its first intake with 73 trainees.

Once the program is completed, participants will receive a certification equivalent to a full semester of schooling, to be able to work as a line cook. This program is funded under a grant provided by the United States Department of Labor's ApprenticeshipUSA State Expansion Grant, issued to the State of Hawai'i Department of Labor and Industrial Relations Workforce Development Division. The State contracts with Kapi'olani Community College Culinary Arts Department to offer the training and promote the expansion of apprentice programs throughout the state.





## HEALTH EDUCATION - HEALTH APPRENTICESHIPS

The traditional health internship experience that has been a backbone of health education programs at Kapi'olani Community College and across the U.S. is no longer meeting the needs of health care students, colleges and universities, and employers. The College's Health Education Non-Credit Program received a \$500,000 federal grant through the Hawai'i Department of Labor to pilot an alternative model – apprenticeships. The initial programs are the College's Pharmacy Technician, Community Health Worker, and Optometry Assistant programs. To begin, the Community Health Worker program is running five cohorts with other programs to follow. In addition, Health Sciences Continuing Education ran a Phlebotomy

class on the Big Island with 25 applicants for a maximum of 12 seats. A total of 11 students finished the course.

## GLOBAL LEARNING AND DEVELOPMENT - BUSINESS CONTINUITY: MAINTAINING BUSINESS OPERATIONS DURING DISASTER RECOVERY

When an incident occurs that could potentially halt operations for your business, will you be ready? Natural, technological, and human-caused events occur every day all over the world and Hawai'i is no exception. Our beautiful island home is sought out by people from all over the world, but it also invites unique challenges to disaster response and recovery. This instructor-led online course explores the steps in creating a strategy

to continue your business operations in the face of disasters large or small and you can tailor your business continuity plan to meet the needs of your specific organization so that you, your employees, and the future of your business are safe and secure. Global Learning and Development is also currently working with the Hawai'i Tourism Authority (HTA), Chamber of Commerce, and the University of Hawai'i Tech Department by offering a Customer Service program (in Japanese) with 18 participants from HTA.







## STUDENT AFFAIRS

### STUDENT LIFE

Student Congress, the Board of Student Activities, and the Board of Student Publications have revamped a student center on the first floor of 'Iliahi. Kamōkila will feature a pool table, video game console station, and a student club lounge area. The Board of Student Publications had a record number of journal contributors to the Lē'ahi and Ka Hue Anahā publications. Student artists and authors were celebrated during the Inaugural Journal Release Party in April.

On the second floor of 'Iliahi, Kīkaha o Lae'ahi Student Success Center is home to many great student support programs, including Kapo'oloku. Last year, 341 Native Hawaiian students had 687 contacts/meetings with the Kapo'oloku staff. All 13 peer mentors in 2016-2017 re-enrolled, and their average GPA increased by 1.0 point. Collectively the 12 peer mentors for 2017-2018 have secured \$167,405 in grants and scholarships, an average of \$13,950 per student.

The Transfer-Year Experience and First-Year Experience programs collaborated to design an orientation specifically for first-time-to-college and transfer students who earned less than 20 college credits, resulting in an enrollment increase of 5%.



### STUDENT SUPPORT

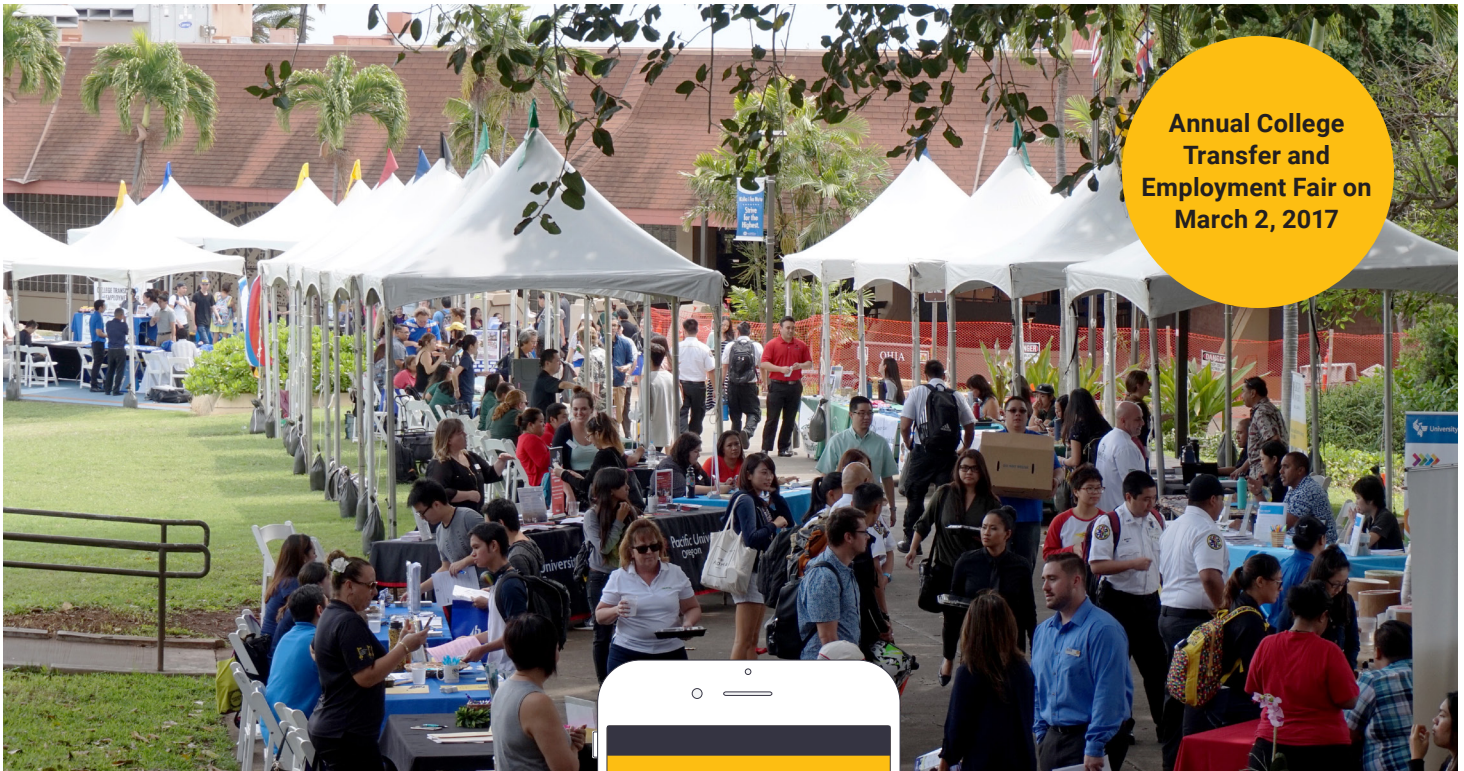
The College provided tutoring for students both online with Brainfuse and on-site in the Study Hub, STEM, and the labs for Information Technology and Accounting, Economics, TRIO, and Ka Pōhaku Kihī Pa'a Peer Mentoring (Native Hawaiian Academic Advancement Program). A new and expanded Learning Resource Center on the second floor of Lama Library will be opening in the fall.

**Summer Bridge Programs:** All twelve Pasefika students (non-Native Hawaiian Pacific Islanders) who participated in the three Pasefika Pipeline Programs this summer earned scholarships and will be attending Kapi'olani CC in the Fall. Nineteen students participated in the 2017 TRIO Summer Bridge Program, which incorporated TRIO goals and values and prepared the students to enroll in college-level coursework in the Fall semester. Students completed English 22/100 as part of the Bridge program.

The College provides services to certain identified groups of students. With a second counselor in place, the **Student Parents Program** (formerly known as the

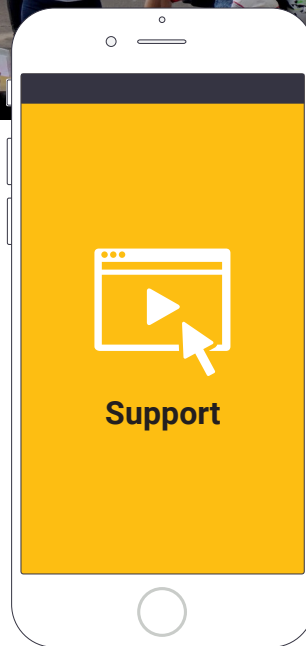
Single Parents Program) has expanded services to include all student parents and legal guardians of minor children. The new counselor also provides confidential advocacy for students in Title IX cases. Five student peer educators were hired and trained over the Spring and Summer of 2017 to support the College's violence prevention education initiatives via the PAU (Prevention, Awareness, Understanding) Violence Coalition. In the Spring of 2017 for the first time we offered a special New Student Orientation III session to **military veterans** who were first time college students. The feedback from the 36 veterans who attended was very positive. The **Disability Support Services** Office assisted approximately 260 students with receiving accommodations to access classes, programs, and navigate the campus. **Kuilei Outreach** provided wrap-around services, including admissions and financial aid support, as well as academic advising, to our high school partners and also offered New Student Orientation at select high schools. Through Kuilei, we offer the College's courses to students at Kaimukī, Kalani, and Radford High Schools.





Early Alert: The MySuccess Early Alert pilot in Spring 2017 involved 35 wholly online instructors, 65 course sections, 1,400 students, and two counselors, who made 447 outreach attempts during the semester to support students who were identified as having difficulties.

The Employment Prep Center and the Maida Kamber Center hosted the 2017 College Transfer & Employment Fair on March 9, 2017. Open to students, alumni and the general public, the event featured **26 college university representatives** and **89 employers/companies**.



## Kekaulike Information and Services Center

The Kekaulike Information and Services Center (KISC) provides critical support to students and many upgrades were implemented in 2016-2017. KISC Non-Credit Registration office was able to successfully integrate its Destiny Registration System financial processes and transactions into the Kualu Financial System (KFS) on April 1, 2017. With KISC Non-Credit Registration Staff leading a system-wide ad hoc committee, Phase 1 of creating a user-friendly, easy to navigate online registration experience was completed in May 2017 and Phase 2 began in July 2017.

The **Admissions** office implemented automatic notification systems. Over 2500 students were automatically notified via email that we had received their applications and 1664 received automatically generated acceptance letters. The **Graduation** office conferred the Associate in Arts and Associate in Science in Natural Science degrees to 103 students who met the degree requirements without students' having to apply for graduation. The **Financial Aid** office continues to support enrollment efforts through multiple workshops and collaboration with the Kamehameha Schools Scholars and Punahou's Pueo Program. **Online Learner Success** has provided online success outreach, strategies, and early alert support specifically to online learners in 2016-2017.







## 2016 - 2017 — *A Retrospective*

### Program Highlights

#### SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)

##### Biotechnology

- Biotechnology Symposium (held at John A. Burns School of Medicine), 7 student posters, 2 of the College's students were recognized as the best of the overall Top 4
- Student, Leiolani Malagon-Leon, one of 348 community college students and the only one from the State of Hawai'i selected to participate in the NASA Community College Aerospace Scholars Project (NCAS)
- Undergraduate Research Experience: Student Poster Sessions: STEM, Respiratory Care, English, Communication (May)



Biotechnology Symposium

- STEM Program and Board of Student Publications produce and print Pueo O Kū, Journal of Science, Technology, Engineering, and Mathematics

##### CULINARY

- Culinary Team - American Culinary Federation Western Region Champions
- In July 9-13, the Culinary Team won silver medal in National Championship
- Placed first and second in the Biennial Hawai'i Culinary Competition Expo and Salon
- Completion of Culinary Institute of the Pacific, Phase I
- Lē'ahi Concept Kitchen opens
- Apprenticeship Programs
- Culinary Innovation Center



Culinary Team

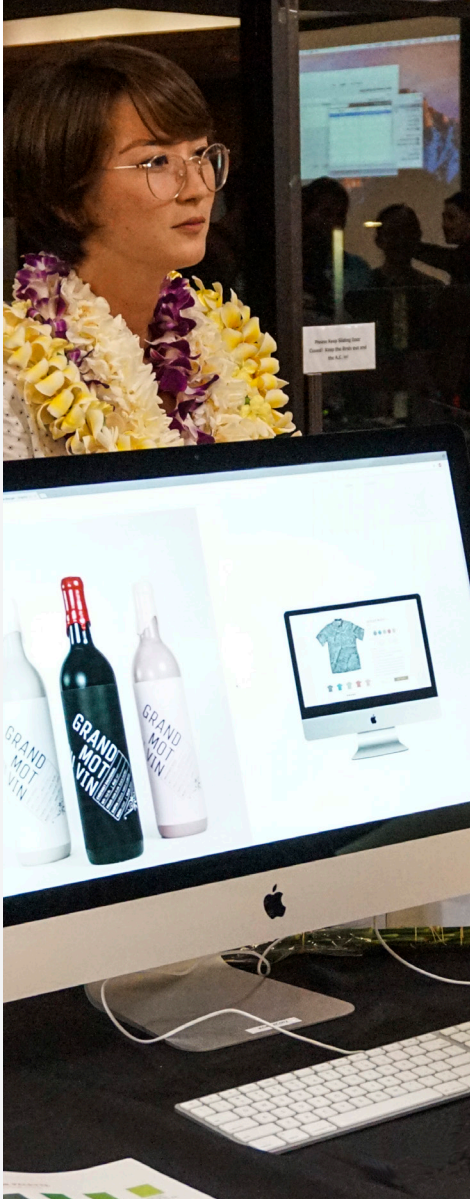
#### HEALTH

##### Respiratory Care

- Distinguished Registered Respiratory Therapist Credentialing Success Award – for the fifth straight year, awarded by the Commission on Accreditation for Respiratory Care. Of the 430 Respiratory Care programs in the US, only about 10% receive this award.

##### Health Occupations Students of America (HOSA)

- 40th Annual International Leadership Conference: 7 Kapi'olani CC HOSA students competed in various events, against the top 3 of each delegation. Nearly 10,000 students from across the world attended the conference, held in Orlando, Florida, on June 21-24, including delegates from Canada, Puerto Rico, and American Samoa



New Media Arts Showcase

(HOSA cont.)

Our students recognized were:

- Medical Spelling – Jolene Jordan, 2nd place
- Medical Assisting – Latanya Edwards, 1st place (2nd year in a row)
- Nursing Assisting – Bernadette Agcaoili, 1st place
- Medical Math – Howard Dang, top 10
- Clinical Specialty – Ashley Cabrito, top 10
- Sports Medicine – Alden Chong and Royce Moux, moved on to round 2

HOSA is a national student organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division of the Association for Career and Technical Education. These students convene to compete among different categories of skills within the health profession.



Language, Linguistics, and Literature Poster Session

## ARTS

### New Media Arts Program (NMA)

- Took over half the college awards at the Pele Competition, part of the American Advertising Awards competition

Students won gold for:

- Animation/Visual Effects (first year student Coleen Lochaby)
- Website Design (second year student Alissa Masutani)
- And students garnered Silver for: Poster Design (second year student Kristy Inouye)
- Illustration (second year student Alissa Masutani)

The Pele Gold winners are sent to the National American Advertising Awards (formerly the ADDYs) to compete in the National Final. Two NMA students will be



KAPI'OLANI COMMUNITY COLLEGE

Annual Report 2016 - 2017

competing at the national level in the categories of Animation/Special Effects and Graphic Design.

- First-time win for Kapi'olani CC in the category of Animation/Special Effects. Last year the College's NMA Program took the best-in-show award in the college category

## LANGUAGES, LINGUISTICS, AND LITERATURE

- Undergraduate Research Experience: Student Poster Sessions: English, Communication, Language, and Literature

STUDENT ACHIEVEMENTS (a random selection):

- Alumnus and Staff, Derek Sung Jae Lee, recipient of HSCPA Outstanding Accounting Graduate
- Masaki and Mumoe Kunimoto Memorial Award for Outstanding Contributions in Vocational Education recipient, Nathaniel Weeks
- Student, Honoka Katayama, 2017 University of Hawai'i President's Green Initiative Award and Alaska Airlines Environmental Endowed Scholarship
- Associate of Science, Natural Science major, Mia Melamed, accepted to the Shannon Point Marine Center Summer REU Program for 2017

## OFFICE FOR INSTITUTIONAL EFFECTIVENESS

- Brandon Marc Higa selected as one of Pacific Business News 40 Under 40

## STUDENT AFFAIRS

### Student Publications

- Ka Hue Anahā
- Lē'ahi
- Kapi'o News
- Pueo O Kū

NEXT PAGE

2016-2017: A Retrospective  
(continued)







PAU Violence Campaign

Events at College

- PAU Violence Campaign (October 2016)
- College Transfer & Employment Fair (100+ employers) (March 2017)
- Pamantasan Conference (March 2017)
- International Festival (March 2017)
- Earth Day Event (April 2017)
- Health E-Fair (April 2017)

Professional Development

This year, to foster the professional development of faculty and staff, each of the program administrators was given an allocation to support travel by her/his constituents.\*

The faculty development council: \$20,000.  
The staff professional development: \$6,000.

One full-year and four half-year sabbaticals for 2017-2018 were awarded.

Professional Development Funding\*

Academic Affairs  
\$20,000

Student Affairs  
\$10,000

Administrative Services  
\$10,000

Chancellor's Office  
\$5,000

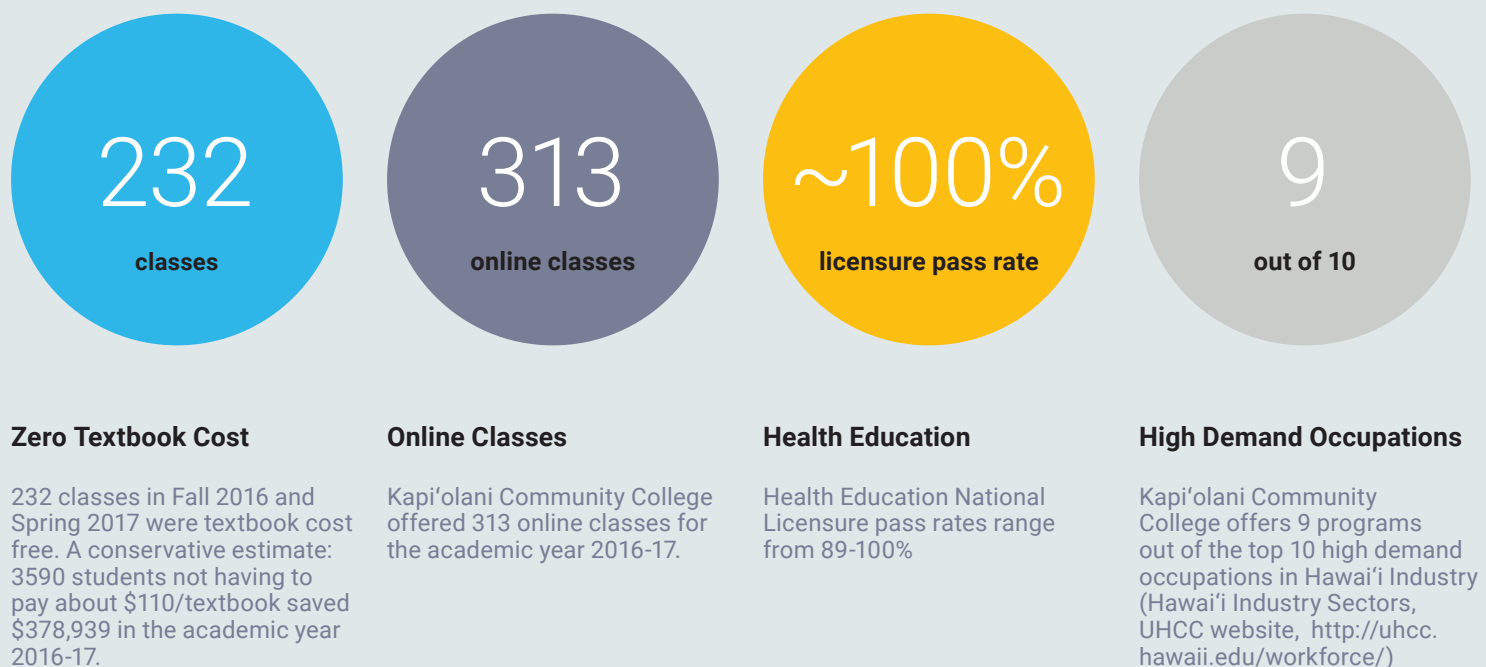
Community & Continuing Education  
\$5,000



## The College By the Numbers

- Ranked in the Top 10 Community Colleges in America by Niche
- Ranked in the Top 40 for Institutions Hosting International Students by Institute of International Education
- Ranked in Top 50 Best Culinary Schools in the US (2016) by Best Choice Schools
- Ranked 4th for Most Scenic Community College Campuses
- Ranked top program in the State by registerednursing.org
- Ranked #105 (out of 543; top 20%) in the United States and The Best in Hawai'i by Best-Community-Colleges.com
- Top two-year College in Hawai'i where students earn high salaries after graduation by PayScale, Inc.
- Top 25 Community Colleges in the West by Best-Community-Colleges.com
- Recognized for Service-Learning and Community Engagement by Carnegie Foundation for the Advancement in Teaching
- The only Community College in the country that receives funding from the Freeman Foundation
- The only state-approved training program for EMT's and Paramedics who work on Ambulances (State Licensed EMT's and Paramedics.)
- The only Community College in the system to offer Dental Assisting, Medical Assisting, Medical Lab Technician, Occupational Therapist Assistant, Physical Therapist Assistant, Radiologic Technologist and Respiratory Care
- The only Community College in the system to offer Paralegal and New Media Arts programs
- The largest liberal arts program of all the University of Hawai'i Community Colleges
- The highest number of international students enrolled, more than the combined total of all other University of Hawai'i Community Colleges
- The leader in STEM, Nursing, and Health Sciences for the UH Community College system
- The highest number of degree and certificate completers of all the UH Community Colleges.
- The highest number of transfers to University of Hawai'i four-year campuses

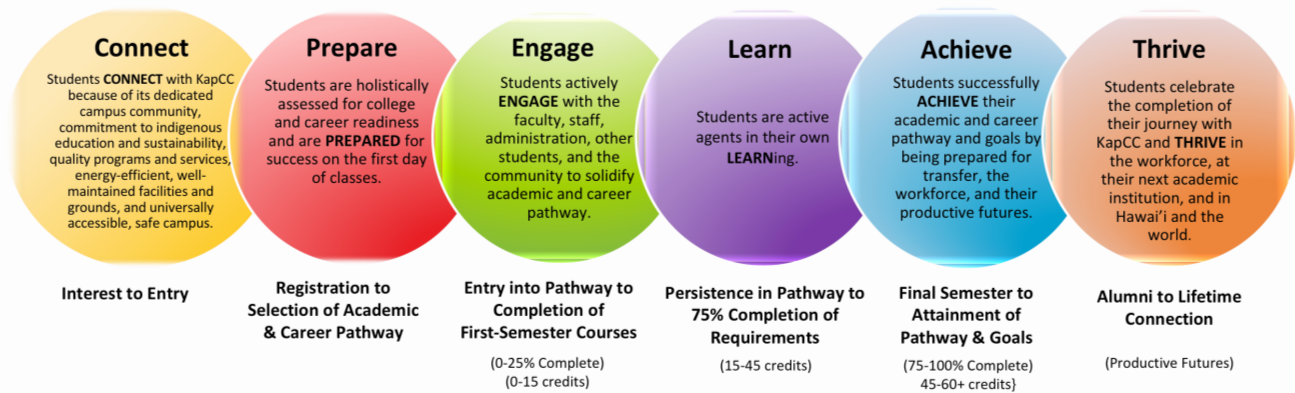
## Did you know?







# Kapi'olani Community College's Student Success Pathway



## Student Success Pathway

The Student Success Pathway is an integrated, institution-wide approach to student success based on research supported by organizations such as Community College Research Center, American Association of Community College, Achieving the Dream, Complete College America, Jobs for the Future and Completion by Design. This Student Success Pathway model is based on intentionally designed clear and structured educational experiences that guide students from their point of entry to graduation, transfer, and career.

Aligning the University of Hawai'i Community College strategic directions and the College's outcomes and performance measures, Kapi'olani Community College is committed to using the student success pathway model as a framework for annual performance review and strategic planning. The College will focus on increasing graduation rates, innovation, and enrollment, and implementing sustainable teaching and learning environments.



# Strategic Plan

The Strategic Plan includes specific goals, outcomes and measures that the College endeavors to meet or to exceed. These strategic directions align with the University of Hawai'i Community College's Strategic Directions, 2015-2021 and ultimately with the University of Hawai'i Strategic Directions, 2015-2021.

The four Strategic Directions are:

- I. Hawai'i Graduation Initiative
- II. Hawai'i Innovation Initiative
- III. Enrollment: Improve Re-enrollment and Outreach
- IV. Modern Teaching and Learning Environments

## Strategic Plan Scorecard (2015 - 2021)

\* = Kapi'olani CC Specific Measure

### Hawai'i Graduation Initiative: Focus on Student Success

UHCC and UH Performance Funding Measures for Kapi'olani Community College	
Strategic Direction	Actual
Increase annual CA and Degree completion from 1,347 to 1,805	1383
Increase annual Native Hawaiian CA and Degree completion by 5% growth per year from 191 to 257	191
Increase annual CA and Degree completion by Pell grant recipients by 5% growth per year from 556 to 746	580
Increase annual UH and non-UH 4-year transfer from 1327 to 1721 (UH System Measure)	1273
Increase annual STEM CA and Degree completers (including 4-year degrees) at KCC and UH 4 year by 5% growth per year from 196 to 262	257





## Strategic Plan Scorecard (2015 - 2021) (continued)

\* = Kapi'olani CC Specific Measure

### Hawai'i Graduation Initiative: Focus on Student Success

Gap Closing Measures -- Selected groups, compared with their percent of enrollment	
Strategic Direction	Actual
Close Native Hawaiian success gaps in percent of all degrees and certificates, STEM degrees and certificates, and 4-year transfer	
Enrollment	17%
Degree & Certificate Completion	14%
STEM Degree Completion	7%
Transfer	16%
Close Filipino success gaps in percent of all degrees and certificates, STEM degrees and certificates, and 4-year transfer	
Enrollment	14%
Degree & Certificate Completion	14%
STEM Degree Completion	6%
Transfer	11%
Close Pacific Islander success gaps in percent of all degrees and certificates, STEM degrees and certificates, and 4-year transfer	
Enrollment	2%
Degree & Certificate Completion	1%
STEM Degree Completion	0%
Transfer	1%



# Strategic Plan Scorecard (2015 - 2021) (continued)

\* = Kapi'olani CC Specific Measure

## Hawai'i Graduation Initiative: Focus on Student Success

Gap Closing Measures -- Selected groups, compared with their percent of enrollment	
Strategic Direction	Actual
Close Pell Recipient success gaps in percent of all degrees and certificates, STEM degrees and certificates, and 4-year transfer	
Enrollment	39%
Degree & Certificate Completion	42%
STEM Degree Completion	24%
Transfer	42%
Increase percent fall first-time, full-time, degree-seeking students completing a Degree or CA and/or transferring to an external institution within three years, from 38.5% to 50%*	36.6%
For students placing one level below college ready, 75% will complete a college level English and/or math course within one semester	35.1%
For students placing 2 or more levels below college ready, 70% will complete a college level English and/or math course within one year	30.3%
Associate in Science/Natural Sciences Measures	
Strategic Direction	Actual
Increase the annual number of students participating in the ASNS degree by 6% from 356 to 535*	587
Increase the annual number of ASNS students transferring to UH 4-year campuses by 6% from 42 to 64*	95
Increase the annual number of students completing ASNS undergraduate research experiences and research internships by 10% from 70 to 136*	179
Increase the annual number of students completing ASNS degree by 10% from 30 to 60*	61





## Strategic Plan Scorecard (2015 - 2021) (continued)

\* = Kapi'olani CC Specific Measure

### Hawai'i Innovation Initiative: Productive Futures for Students, Faculty, and Staff

Strategic Direction	Actual
Increase annual CTE (non-CA) certificate completion by 3% annually from 551 to 667*	685
Increase annual number of students completing service learning assignments from 700 to 900*	461
Increase the number of sustainability designated course sections from 27 to 60 and develop "Pathways to UH 4-year Campuses"*	42

### Grow Enrollment: Improve Re-enrollment and Outreach

Strategic Direction	Actual
Increase fall-to-spring re-enrollment to 75% by spring 2021*	73.8%
Increase fall-to-fall re-enrollment to 65% by fall 2021	53%
Increase annual Native Hawaiian enrollment by 5% growth per year from 1318 to 1854*	1669
Increase annual dual enrollment (high school & Kapi'olani CC) by 5% growth per year from 141 to 200*	173
Increase annual enrollment from feeder high schools from 794 to 866	601
Increase annual enrollment of working age adults by 5% growth per year from 2293 to 3740	2148
Increase annual enrollment of GED completers by 2% growth per year from 309 to 355	271
Increase annual enrollment of Pacific Islander students from 123 to 156	126
Increase annual enrollment of international students (citizenship Non-US) by 3% growth per year from 751 to 897	718





## Selected Grants

2016 to 2017 (unless otherwise noted)

Name of Grant	Award Sponsor	Amount
Renovation (from 2015 to 2020)	Title III	\$9,845,787
Part A, Strengthening Institutions (from 2016 to 2021)	Title III	\$3,894,015
Shared services center collaborative & fellowships (from 2016 to 2021)	Title III	\$2,153,487
DOH-UHKCC for MICT stipends	State Dept. of Health	\$240,000
DOH-UHKCC for EMT Distance Learning, Maui, Hawai'i, Kaua'i	State Dept. of Health	\$149,480
DLIR/WDD Kapi'olani CC Employment and Training Fund Program	Labor & Industrial Relation, DPT-HI (DLIR)	\$30,000
Apprenticeship State Expansion Grant Culinary and Healthcare Apprenticeship Programs	Labor & Industrial Relation, DPT-HI (DLIR)	\$1,167,291
Phlebotomy Program for Wai'anae Health Academy	Labor & Industrial Relation, DPT-HI (DLIR)	\$14,280
Kapi'olani Community College HOSA Future Health Professionals International Leadership Conference June 20-24, 2017	Labor & Industrial Relation, DPT-HI (DLIR)	\$25,000
Phlebotomy Program for Hawai'i Island	Labor & Industrial Relation, DPT-HI (DLIR)	\$20,220
Kai Yama 2017: An International Student and Faculty Exchange	Japan United States Friendship Commission	\$45,000
Collaborative Research: Hawai'i PEEC II	National Science Foundation	\$494,973
Concentrating on Completing and Competing in the STEM Technical Workforce in Urban Polynesia: C3 UP	National Science Foundation	\$999,997
Bridge to the Baccalaureate: Strategic Transfer Alliance for Minority Participation (STAMP)	National Science Foundation	\$493,400





## Grants

(continued)

Name of Grant	Award Sponsor	Amount
Wahiawā Value-added Food Product Development and Testing from off-grade locally grown produce	Wahiawā Community-based Development Org	\$14,994
Hawai'i Tourism Authority ("HTA") 2017 Training Program	Hawai'i Tourism Authority	\$112,850
Kapi'olani CC Project Olonā Research	Kamehameha Schools Bishop Estates	\$60,350
Research project on Molecular Characterization and Generation of a Recombinant Single-chain Variable Domain Antibody	INBRE	\$49,991
Freeman Scholars	Freeman Foundation	\$67,488
New Arts Series	Wallis Foundation	\$7,000
Teagle Foundation Multi-Year Award	Teagle Foundation	\$8,500
International Education	UHCC Honda Grant	\$5,000
Maida Kamber Center Partial Grant	UH SEED	\$1,968
Waikīkī Aquarium Project	UH SEED	\$3,000

### Impact to Facilities

Title III Part F renovation funds for 'Iliahi, 'Ilima, 'Ōhi'a, Mokihana and the Lama building sites improved classrooms and collaborative engagement spaces.

### Impact to Research

John Berestecky, in collaboration with John A. Burns School of Medicine, researched molecular characterization and generation of a recombinant single-chain variable domain antibody.

STEM students benefitted from two extramural awards supporting undergraduate research experiences from Kamehameha Schools and the Japan-U.S. Friendship Exchange. Undergraduate research experiences for Native Hawaiian students in STEM fields continued to receive support from Kamehameha Schools for Project Olonā (Keolani Noa, PI). Students conducted research on traditional medicinal plants and participated in a summer bridge program. STEM students participated in a year-long



## Grants (continued)

research project investigating local and global environmental issues in partnership with Kansai University in Osaka. Students participated in a two-week exchange to Japan and hosted students from Osaka to develop ideas for issues concerning ecology, environmental science, and local community conservation issues.

### **Impact to Faculty & Staff Professional Development**

The campus continues Title III investment in curriculum development for a college success course to improve student persistence, as well as professional development for faculty to integrate an indigenous perspective into teaching and learning through the integration of 'āina-based education and community engagement and to promote undergraduate research and culturally-relevant practices that motivate students' progress toward degree completion.

### **Workforce Development & Continuing Education Programs**

Workforce development programs in culinary, hospitality, health and cybersecurity were supported by federal Department of Labor & Industrial Relation (DLIR) grants. These projects were leveraged to secure a new award in partnership with DLIR for culinary and health apprenticeships.

Continuing education programs for Emergency Medical Technicians continued to receive funding from the Department of Health to support trainings on the islands of Maui, Hawai'i, and Kaua'i. A new partnership was created with the Kaua'i Fire Department to provide Emergency Medical Technician (EMT) training to Kaua'i firefighters.

### **Scholarships and Other Financial Support for Students**

Students across programs received financial support through several federal grants and private sources. Title III provided stipends for peer mentoring and tutoring to improve students' academic success. STEM students received scholarships from several National Science Foundation awards to improve persistence, transfer, and graduation rates.

Kapi'olani Community College is the lead campus to support STEM majors at various UH campuses.

Students with financial need continued to receive financial support from private and state sources, including TRIO, King William Charles Lunalilo Scholars and First-to-Work.

Students studying Japanese, Chinese, and Korean received financial support from the Freeman Foundation.

A new Hawaiian 290 course was created to provide bilingual Hawaiian speakers with back credit for their proficiency in Hawaiian language equivalent to first- and second-year courses. Stipends are available for successful Hawaiian 290 course completers to serve as interpreters and translators.

### **Innovations**

Culinary Arts received funding to deepen its work on value-added food product development and testing.

Sustainability projects were supported by two grantors. Faculty members Wendy Kuntz and Kelli Goya received a second Japan United States Friendship Commission grant to support student and faculty exchanges to explore sustainability and the environment. Faculty members Bob Franco and Krista Hiser continue course and sustainability pedagogy development through the Teagle Foundation.

Title III Funds supported the implementation of a campus-wide TaskStream assessment management system.





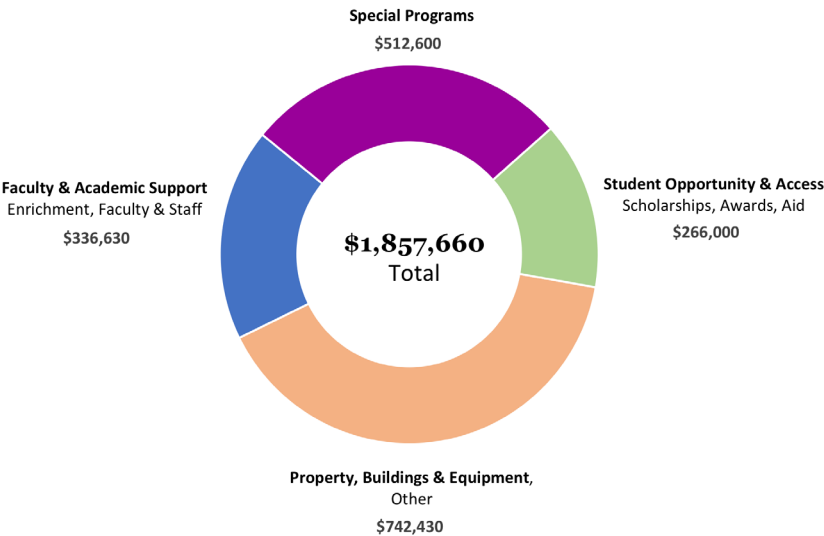
# UNIVERSITY OF HAWAI'I FOUNDATION

## — Kapi'olani Community College Private Gifts Raised

Fiscal Year 2017

Through partnerships with private donors, the University of Hawai'i Foundation raised \$77.6 million this fiscal year to benefit the 10-campus system of the University of Hawai'i. Funds support students, faculty, research and programs.

Here at Kapi'olani Community College more than 1,200 donors gave collectively to fund initiatives and areas of excellence that are only possible through private support. Donors consisted of friends, alumni, faculty and staff, corporations, and foundations.



“I’m proud to be a part of the UH Foundation. We truly care about our mission in working with those who want to make an impact by helping those who want to better their lives through education.”

Linh Hoang Poe  
Senior Director of Development  
for Kapi'olani Community College  
University of Hawai'i Foundation







## FEATURED SCHOLARSHIPS

The National Science Foundation has granted \$1 Million to Kapi'olani Community College for Science, Technology, Engineering, and Math (STEM) scholarships to annual cohorts of sophomores, transferring juniors, and completing seniors for implementation of the, "Cohorts Concentrating on Completing and Competing in the STEM Technical Workforce (C4) in Urban Polynesia" project. Kapi'olani CC's first project is led by Dr. Robert Moeng, professor of biology and principal investigator for the project. Under Dr. Moeng's leadership, a total of 105 STEM majors received scholarships, and 70 students successfully completed an Associates Degree in Science, Natural Science degree or transferred to a STEM related baccalaureate degree program.

The King William Charles Lunalilo Scholars Program was launched at Kapi'olani Community College in the summer of 2012 through the generous philanthropy of Lester and Marian Kaneta (Kaneta Foundation) and the University of Hawai'i Foundation. The mission of the Lunalilo Scholars program is to provide opportunities for transformative college experiences for students who have not considered higher education as a viable alternative because of financial or other barriers limiting college access. Through full scholarships, academic and personal support and community service, the Lunalilo scholars build a foundation for success in their first year of college as measured by student engagement, learning, and achievement. The Kaneta Foundation with its \$1 Million challenge grant has encourage over 60 donors to join in the mission to support.

Jill Abbott so admired the strength and resilience of the single parents she taught at Kapi'olani Community College that she created an endowed scholarship to help students in similar circumstances after she retired. "I decided to make my gift for students who were most likely to be in those composition classes that I used to teach and who have great financial need. If it makes the difference between a single parent – man or woman – deciding I can go to or stay in school, then that's huge to me. It means they can provide not only for themselves but for their children greater opportunities and hopefully communicate to their children how important it is to get a college education. I believe the ripple effects are greater by providing that possibility for single parents." Jill's endowed scholarship, will support single parent students in perpetuity.

The Queen's Health Systems Native Hawaiian Program, has been supporting health education at Kapi'olani Community for over 10 years. Director, Dr. Diane Paloma states, "The Queens Native Hawaiian Health Program gives annually because ultimately, we would like to overcome the health disparities of Native Hawaiians at Queen's Medical Center. By developing the social capital of those who are committed to Native Hawaiians and the people of Hawai'i, we are contributing to the health of the entire community." Since 2006, the programs have received \$329,000, helping over 230 students move towards careers in the allied health fields.





# College Financial Overview

## Statement of Cash Flow

For the Fiscal Year Ended June 30, 2017

	General Funds	Special Funds (Tuition and Fees)	Total
Revenue	\$24,210,822	\$19,658,902	\$43,869,724
Expenditures			
Payroll	\$27,177,522	\$7,833,376	\$35,010,898
Operations	\$1,007,908	\$6,517,749	\$7,525,657
Total Expenditures	\$28,185,430	\$14,351,125	\$42,536,555
Transfers	\$3,974,608	\$(4,748,327)	\$(773,719)
<b>Cash Balance</b>	<b>-</b>	<b>\$559,450</b>	<b>\$559,450</b>

\*Breakdown of Expenditures by Area:

	General Funds	Special Funds (Tuition and Fees)	Total
Academic Affairs	\$21,099,263	\$6,935,465	\$28,034,728
Student Affairs	\$2,275,729	\$2,627,621	\$4,903,350
Campus Operations	\$3,494,747	\$3,327,008	\$6,821,755
Administration	\$1,315,690	\$1,461,032	\$2,776,722
<b>Total Expenditures</b>	<b>\$28,185,430</b>	<b>\$14,351,125</b>	<b>\$42,536,555</b>

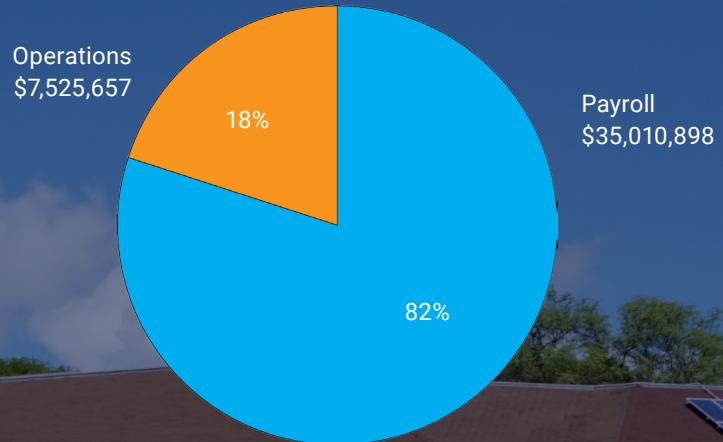




# College Financial Overview

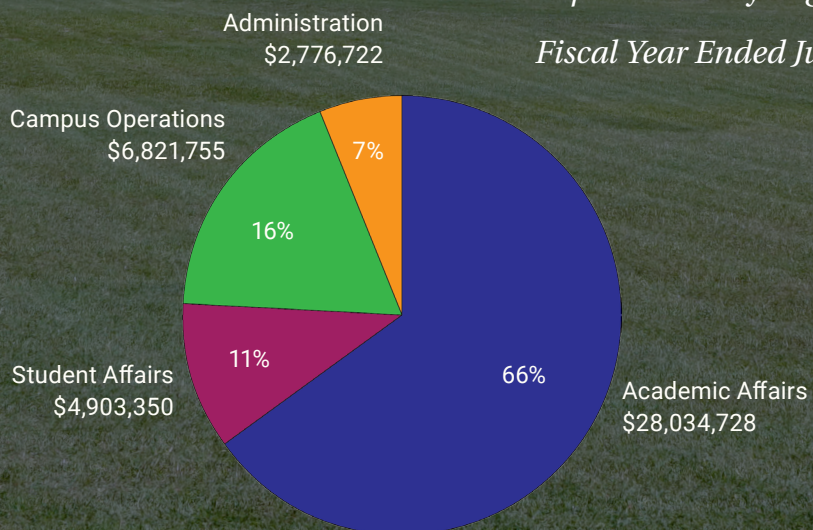
## *Payroll and Operating Expenditures*

*Fiscal Year Ended June 30, 2017*



## *Expenditures by Organizational Area*

*Fiscal Year Ended June 30, 2017*







# About

Kapi'olani Community College started as a post-secondary technical school in 1957. Known then as Kapi'olani Technical School, it was administered by the Territorial Department of Public Instruction. (After statehood in 1959, the department was renamed the Department of Education.) The school was a consolidation of three occupational programs: hotel and restaurant, practical nursing, and business education. In 1965, the school was transferred to the University of Hawai'i system and renamed Kapi'olani Community College. Subsequently, the College has expanded its occupational offerings and added the Liberal Arts, Hawaiian Studies and Natural Sciences programs and designed transfer pathways for career and technical education programs, which allow students to undertake coursework leading to a baccalaureate degree. It has also added the Continuing Education and Training program, which offers short-term continuing education courses and contract training. The college is located on a scenic 44-acre site at Kalāhū, Kapahulu, Kona, on the island of O'ahu. It is next to world-renowned Lē'ahi (Diamond Head Crater), about a mile from Waikīkī Beach.

One of the most diverse  
campuses of the Oahu  
Community Colleges



## Student Diversity

- Hawaiian/Part Hawaiian 17%
- Japanese 15%
- Mixed 13%
- Caucasian 11%
- Filipino 11%
- Chinese 9%
- Pacific Islander 2%
- All other 22%

## Residency

- Hawai'i 86.9%
- Foreign 8.6%
- U.S. Mainland 3.4%
- U.S. Affiliated 0.5%
- Unknown 0.6%





# Degrees & Programs

The College offers 75 degree and certificate programs in 23 subject areas.

**Certificates: 51**

**Advanced Professional Certificates: 3**

**Associate Degrees: 21**



**Enrollment**

**7,994**

Undergraduates

**Student-to-Faculty Ratio**



**18:1**

## Average Age



**24**

**Years Old**

## Gender

**Male 44.6%**

**Female 54.8 %**







KAPI'OLANI COMMUNITY COLLEGE

Annual Report 2016 - 2017

UNIVERSITY of HAWAII®

# KAPI'OLANI

COMMUNITY COLLEGE



## CONTACT



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[kapiolani.hawaii.edu](http://kapiolani.hawaii.edu)

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Produced by Kapi'olani Community College  
Office of the Chancellor

An Equal Opportunity, Affirmative Action Institution





Picture taken from the slopes of Diamond Head on the morning Hōkūle'a returned to O'ahu. Dean Nāwa'a Napoleon led a delegation of the College's administration, faculty, and staff to the summit of Lē'ahi to welcome the Hōkūle'a home and to honor its navigators.





UNIVERSITY of HAWAII  
**KAPĪ'OLANI**  
COMMUNITY COLLEGE