ENROLLMENT BY THE NUMBERS

THE AVERAGE STUDENT ON CAMPUS IN SPRING 2018 HAS THE FOLLOWING CHARACTERISTICS:

• 26 years old
• Major - Liberal Arts
• 8.38 average credits
• 2.6+ GPA
# ENROLLMENT BY THE NUMBERS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>2,628</td>
<td>1,031</td>
</tr>
<tr>
<td></td>
<td>+4.1%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>Total Enrollment - Headcount</td>
<td>7,095</td>
<td>6,679</td>
</tr>
<tr>
<td></td>
<td>-3.9%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Total Student Semester Hours</td>
<td>60,983</td>
<td>54,953</td>
</tr>
<tr>
<td></td>
<td>-3.7%</td>
<td>-3.4%</td>
</tr>
</tbody>
</table>

- **Re-Enrollment Rate:** 74.7%
- **Majority of Students:** Between 18-34 yrs. old

## Spring 2018

- **Increased Yield Rate:** 60.7% (+3.3% compared to Spring 2017)
## ENROLLMENT BY THE NUMBERS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th>Fall 2016</th>
<th>% Change from Fall 2016</th>
<th>Spring 2018</th>
<th>Spring 2017</th>
<th>% Change from Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>7,095</td>
<td>7,382</td>
<td>-3.89%</td>
<td>6,679</td>
<td>6,700</td>
<td>-0.31%</td>
</tr>
<tr>
<td>Student Semester Hours (SSH)</td>
<td>60,983.1</td>
<td>63,341.5</td>
<td>-3.72%</td>
<td>54,953.3</td>
<td>56,917.2</td>
<td>-3.45%</td>
</tr>
<tr>
<td>Freshman-Classified &amp; First Time Students</td>
<td>1,089</td>
<td>1,052</td>
<td>3.52%</td>
<td>234</td>
<td>263</td>
<td>-11.03%</td>
</tr>
<tr>
<td>Undeclared First Time Students</td>
<td>482</td>
<td>281</td>
<td>71.53%</td>
<td>254</td>
<td>342</td>
<td>-25.73%</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>690</td>
<td>817</td>
<td>-15.54%</td>
<td>605</td>
<td>426</td>
<td>42.02%</td>
</tr>
<tr>
<td>Returning Students</td>
<td>367</td>
<td>374</td>
<td>-1.87%</td>
<td>337</td>
<td>253</td>
<td>33.20%</td>
</tr>
</tbody>
</table>
ENROLLMENT MANAGEMENT INITIATIVES

• Vice Chancellor for Student Affairs Enrollment Management Taskforce
• Returning Adult Initiative, 20% Yield
• Prospective Student Viewbook/Landing Page
• Spring 2018, Continuing Student Focus Group
• Using Predictive Modeling
• Proactive Approach: Social Media Campaign & Texting
• Direct from High School Subcommittee
FACULTY SENATE FOR SUSTAINABILITY CURRICULUM AND PEDAGOGY

• 52 Sustainability Designated Courses (S-Designated) (KCC Strategic Plan II.F states 60 courses by 2021)

• Sustainability Plan

• Sustainability Certificate in Hospitality & Tourism

• New Academic Subject Certificate in Sustainability as part of the Associate in Arts Degree and Transfer
  • Biology 124 or Botany 130 (3)
  • S-Designated Course (3)
  • Capstone (3)
    • Research/Service-learning
FACULTY SENATE FOR SUSTAINABILITY CURRICULUM AND PEDAGOGY

• Student Clubs: Ecology, Economics, Engineering for a Sustainable World, Civics Club, Sustainability Promotion Team
• Using the Campus as a Sustainability Learning Environment
• Sustainability Summit
• International Programs

The result is a transdisciplinary approach to empowering students’ perspectives pertaining to sustainability & the future.
ASSOCIATE IN SCIENCE IN NATURAL SCIENCE IMPLEMENTATION

Kapi‘olani 2007

Maui 2010

Leeward 2011

Honolulu 2013

Kaua‘i 2013

Hawai‘i 2013

Windward 2013
BUILDING THE CAPACITY

ASNS Degree Implementation

ASNS Capacity building: Summer Bridges, Mentoring, Undergraduate Research

Undergraduate Research in Biomedical / Molecular Biology

Faculty Development and Grants Integration

Biological Science (ASNS)

Engineering (ASNS)

ASNS Students Scholarship

Mathematics

NSF/LSAMP: $1.5 million

NSF/S-STEM: $1 million

NSF/PEEC: $3 million

NSF/TCUP: $0.3 million

NSF/S-STEM: $0.6 million

NSF/PEEC: $5 million

NSF/TCUP: $2.5 million

NSF/I^3: $1 million

NIH/INBRE: $1 million

NSF/STEP: $0.5 million

NASA/SPACE GRANT: ~$0.3 million

Total grant funded amount from 2005 until 2022: ~ $18 million
ASSOCIATE IN SCIENCE IN NATURAL SCIENCE (ASNS) STUDENT ENROLLMENT PER CONCENTRATION

Number of students

- Engineering
- Info & Communication Technology
- Biological Science
- Physical Science

Year:
- Fall 2008
- Spring 2009
- Fall 2009
- Spring 2010
- Fall 2010
- Spring 2011
- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014
- Fall 2014
- Spring 2015
- Fall 2015
- Spring 2016
- Fall 2016
- Spring 2017
- Fall 2017
ASNS STUDENT ENROLLMENT OVERALL

Number of students

Fall 2008: 44  
Spring 2009: 86  
Fall 2009: 217  
Spring 2010: 208  
Fall 2010: 207  
Spring 2011: 223  
Fall 2011: 297  
Spring 2012: 343  
Fall 2012: 346  
Spring 2013: 340  
Fall 2013: 376  
Spring 2014: 427  
Fall 2014: 437  
Spring 2015: 420  
Fall 2015: 449  
Spring 2016: 450  
Fall 2016: 427  
Spring 2017: 420  
Fall 2017: 449
ASNS STUDENT GRADUATION PER CONCENTRATION

- Engineering
- Info & Communication Technology
- Biological Science
- Physical Science

Cumulative Number of ASNS Graduates

Years: 2008 to 2017
Kapiʻolani CC graduated 344 total students since 2008
ASNS STUDENTS TRANSFER

Cumulative number of ASNS transferred Students

Physical Sciences
Biological Sciences
Engineering
Info & Communication Technology
ASNS STUDENTS TRANSFER OVERALL

Kapiʻolani CC transferred 439 total students since 2008
## UNDERGRADUATE RESEARCH EXPERIENCE (URE)

<table>
<thead>
<tr>
<th>Research Intensive Courses</th>
<th>F13</th>
<th>S14</th>
<th>F14</th>
<th>S15</th>
<th>F15</th>
<th>S16</th>
<th>F16</th>
<th>S17</th>
<th>F17</th>
<th>S18</th>
<th>Total Head - Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>9</td>
<td>84</td>
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<tr>
<td>Molecular Biology</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>11</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Physics</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>8</td>
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<td>13</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>106</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>9</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>65</td>
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<tr>
<td>Electrical Engineering</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>8</td>
<td>12</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>71</td>
</tr>
<tr>
<td>Botany</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>89</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>25</td>
<td>48</td>
<td>50</td>
<td>43</td>
<td>38</td>
<td>50</td>
<td>52</td>
<td>50</td>
<td>45</td>
<td>44</td>
<td>466</td>
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</table>
### UNDERGRADUATE RESEARCH EXPERIENCE (URE)

<table>
<thead>
<tr>
<th>STEM Research Experience Courses</th>
<th>F13</th>
<th>S14</th>
<th>F14</th>
<th>S15</th>
<th>F15</th>
<th>S16</th>
<th>F17</th>
<th>S18</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ecology</td>
<td>10</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Engineering</td>
<td>16</td>
<td>7</td>
<td>13</td>
<td>8</td>
<td>8</td>
<td>20</td>
<td>7</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Microbiology</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Physiology</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Botany</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>39</td>
<td>39</td>
<td>316</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Headcount:** 316
<table>
<thead>
<tr>
<th>NCUR</th>
<th>SACNAS</th>
<th>ERN</th>
<th>ASM</th>
<th>CCURI</th>
<th>CANSAT</th>
<th>EPSCoR</th>
<th>INBRE</th>
<th>SURF</th>
<th>NCAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCUR</td>
<td>SACNAS</td>
<td>ERN</td>
<td>ASM</td>
<td>CCURI</td>
<td>CANSAT</td>
<td>EPSCoR</td>
<td>INBRE</td>
<td>SURF</td>
<td>NCAS</td>
</tr>
</tbody>
</table>

- National Conference on Undergraduate Research
- Society for Advancement of Chicanos and Native Americans in Science
- Emerging Researchers National Conference
- John A. Burns Medical School Biomedical Symposium
- American Society for Microbiology
- Community College Undergraduate Research Initiative
- International Cansat Competition
- MATE ROV Competition
- NASA Annual Robotic Mining Competition (MarsBotic)
- National Community College Aerospace Scholars
- EPSCoR State Conference
- STEM Undergraduate Research Fair
- NASA Space Grant Consortium
- Grace Hopper Celebration
- First Nation Launch
## URE Student Awards

<table>
<thead>
<tr>
<th>Conferences</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACNAS</td>
<td>7 Travel Awards (Physics, Biology &amp; Microbiology)</td>
</tr>
<tr>
<td></td>
<td>1 Outstanding Research in Molecular Biology</td>
</tr>
<tr>
<td></td>
<td>1 Outstanding Research in Indigenous Knowledge – Inaugural Award</td>
</tr>
<tr>
<td>ASM – Hawai‘i Branch Conference 2012</td>
<td>1 Travel Award</td>
</tr>
<tr>
<td>ERN 2013, 2014, 2015, 2017</td>
<td>5 Travel Awards (Physics/Engineering)</td>
</tr>
<tr>
<td></td>
<td>1st Place in Ecology, Environmental &amp; Earth Sciences</td>
</tr>
<tr>
<td></td>
<td>1st Place in Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>International Cansat Competition 2013</td>
<td>1st Place</td>
</tr>
<tr>
<td>JABSOM Biomedical Symposium 2013</td>
<td>Best Undergraduate Presentation</td>
</tr>
<tr>
<td>University of Hawai‘i Honors Program and Undergraduate Research Opportunities Program 2013</td>
<td>1st Place in the Undergraduate Division</td>
</tr>
<tr>
<td>American Indian Science and Engineering Society (AISES) Regional 2 Conference 2014</td>
<td>1st Place Poster Overall</td>
</tr>
</tbody>
</table>
MATHEMATICS IMMERSION MODEL

RESULTS

<table>
<thead>
<tr>
<th>Mathematics Immersion Model</th>
<th>Traditional Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length: 1 semester</td>
<td>Length: 3 semesters</td>
</tr>
<tr>
<td>Success rate: 44%</td>
<td>Success rate: 25%</td>
</tr>
</tbody>
</table>
MAHALO!