

KAPIOLANI SERVICE-LEARNING ~ FACT SHEET

ACADEMIC YEAR 2013-2014

WHAT IS SERVICE-LEARNING?

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

SERVICE-LEARNING ENCOURAGES STUDENTS AND FACULTY TO BE ACTIVE PARTNERS WITH COMMUNITY MEMBERS IN BUILDING STRONGER COMMUNITIES AND PROVIDES STUDENTS WITH OPPORTUNITIES TO DEVELOP AND DEMONSTRATE:

- Newly acquired knowledge, skills, and attitudes
- Deeper understanding and application of course content and broader appreciation of the discipline
- Deeper understanding of their relationship and responsibility to local, national, regional, and global communities

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

- Arts, History & Culture
- P-20 Education & Support for Families
- Elder Care
- 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.

SERVICE-LEARNING REQUIRES RECIPROCAL COMMUNITY PARTNERSHIPS BASED ON:

- Clear lines of communication
- Clear roles and responsibilities
- Campus-Community needs assessment and assets mapping
- Strategic planning toward mutually beneficial goals, evaluation, and continuous improvement
- Active and collaborative learning for all

IN SUM, FACULTY AND COMMUNITY PARTNERS TAKE COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING.

KAPIOLANI SERVICE-LEARNING

The initiative to integrate Service-Learning into course curriculum at Kapi'olani Community College in 1995. Since then, S-L has become increasingly institutionalized and is recognized as a student engagement pedagogy which faculty are encouraged to adopt, especially as the College develops a new ecology of learning—connecting classrooms, centers and labs, campus, community, countries abroad, and cyberspace. S-L is formally a faculty-driven *Emphasis* that weaves through the Kahikoluamea (pre-college courses), liberal arts and careers curricula. Additionally since 2008, faculty have worked to align S-L outcomes—evident in student reflection assignments—with the College's General Education Student Learning Outcomes, and have engaged in assessment sessions to evaluate student reflections and eventually revise the prompt (full report available by request). While Kapi'olani Service-Learning is a local and national leader, the faculty, staff, and students that manage the program constantly seek innovative and promising ways to better serve the College and support efforts toward a sustainable campus and community.

HIGHLIGHTS FROM 2013- 2014:

- The Service-Learning office was relocated from Iliahi 129 to the new office in Iliahi 117 & 118 as of September 2013.
- The very First Ho'ike Celebration was held as a way to showcase students' experience and emphasize collaboration between the Service-Learning program and the community.
- x2VOL was introduced to students and faculties as a tool for recording service hours instead of timesheet and has been considered to be fully applied in the academic year 2014-2015.
- Reflection Journal was created to assist students with their reflection essay and has become a learning tool used by instructor.
- SUSTAINABILITY PROMOTION TEAM: was introduced and potentially will become a new community site for the additional pathway - Sustainability.
- SUSTAINABILITY PROMOTION TEAM: Implemented Earth Week activities and an Earth Day Campus Events Spring 2014.
- HEALTH PROMOTION TEAM: The '21 Days Challenge' created to promote and help students of Kapi'olani Community College live a more healthy life.

FOR MORE INFORMATION ABOUT THE SERVICE-LEARNING EMPHASIS, PLEASE CONTACT:

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KAPIOLANI SERVICE-LEARNING AND ITS PROGRAMS RECEIVE SUPPORT FROM THE FOLLOWING:



STUDENT ENGAGEMENT ~ STUDENT LEARNING~ STUDENT ACHIEVEMENT

Service-Learning ~ Kapiolani Community College

4303 Diamond Head Road. Iliahi 117 & 118. Honolulu, HI 96816

P: (808) 734-9353 E: kccserve@hawaii.edu WWW: <http://kapiolaniserve.weebly.com>



STUDENT CONTRIBUTION TO THE COMMUNITY

From 1995 to May 2014, 11,265 Kapiolani Community College students contributed 255,102.25 hours to the community, averaging 22.65 hours per student. Our goal for the year 2015, as stated in the 2008-2015 College Strategic Plan is to have 1,000 service-learning completers* per year.

*A "completer" is a student identified as having submitted either a timesheet or an essay—we realize that at the end of the semester, many students forget to do one or the other.

SPRING 2014

Total students that submitted timesheets: 248

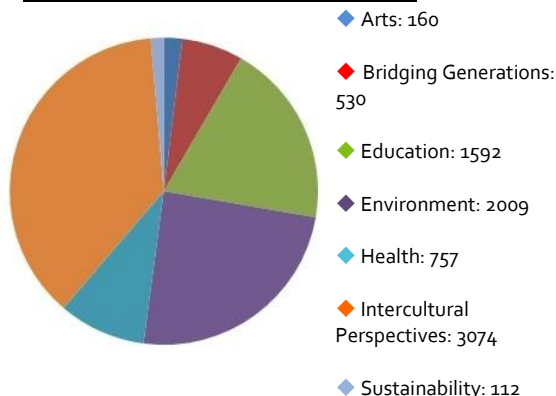
Total hours these students contributed: 8234

FALL 2013

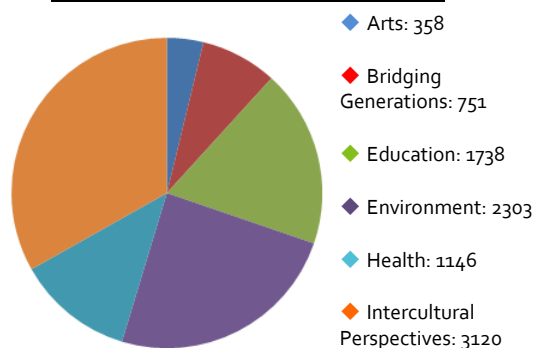
Total students that submitted timesheets: 309

Total hours these students contributed: 9416

BREAKDOWN OF HOURS BY PATHWAY



BREAKDOWN OF HOURS BY PATHWAY



ECONOMIC VALUE OF SERVICE-LEARNING HOURS

Independent Sector (www.independentsector.org), a leadership network for the charitable and philanthropic community, helps the public to understand the economic value of volunteer time. According to their website, the 2013 national average was \$22.55 per hour. In Hawaii, the current dollar value (as of 2013) is \$22.16/hour.

$$\$22.16 \times 17,650 = \$391,124.00$$

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* *new evaluation area added Spring 2011*
- 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.

YEAR	# OF EVALS	RELIABILITY	SENSITIVITY	LEARNING	COMMUNICATION	COMMITMENT	OVERALL
FALL 2013	309	3.79	3.85	3.84	3.77	3.75	3.8
SPRING 2014	248	3.83	3.89	3.86	3.83	3.85	3.9
Total 2013-14	557	3.81	3.87	3.85	3.8	3.79	3.84

PERFORMANCE INDICATORS FOR SERVICE-LEARNING STUDENTS

Student evaluations conducted between 1996-97 and 2005-06 indicate statistically significant improvement in S-L students' attitudes about working as a team, ability to make a difference in the community, and instructors as caring individuals. Fall 2009 and 2010 students had course success and fall-spring persistence rates that were 25% higher than non-S-L students. Service-Learning students in developmental courses also had much better outcomes on these measures.

SUCCESSFUL COURSE COMPLETION RATES	S-L STUDENTS	COLLEGE	S-L STUDENTS	COLLEGE
GRADE "C" OR BETTER	FALL 2010	FALL 2010	SPRING 2011	SPRING 2011
COLLEGE COURSES	90%	72%	89%	71%
DEVELOPMENTAL COURSES	83%	60%	76%	56%

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