

SERVICE-LEARNING FACT SHEET

SUMMER/FALL 2011

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.

SERVICE-LEARNING AT KAPI'OLANI COMMUNITY COLLEGE

The initiative to integrate Service-Learning into course curriculum at Kapi'olani Community College began 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 SPRING & SUMMER 2011

- HEALTH PROMOTION TEAM: Supported the collection of 300 pints of blood between August 2010 and July 2011, possibly saving up to 900 lives!
- INTERNATIONAL CAFÉ: Members of the Café were very active in generating community support for Japan relief efforts after the tsunami on March 11, 2011.
- PROJECT SHINE: National consortium, which includes Hawai'i, received the E Pluribus Unum Prize from Migration Policy Institute for promoting immigrant integration.
- EXPLORING WINDWARD: MY BACKYARD... AND BEYOND!: STEM summer outreach program for 19 "rising 7th graders" from Pāloa, Kahuku and Waimānalo communities.

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

Ms. Melisa Orozco Vargas, Outreach Coordinator
melisao@hawaii.edu

Ms. Claudia Martinez, AmeriCorps VISTA Member
cgm2009@hawaii.edu

Ms. Krista Hiser, Faculty Coordinator
hiser@hawaii.edu

Dr. Robert Franco, Director, Office for Institutional Effectiveness
bfranco@hawaii.edu

KAPI'OLANI SERVICE-LEARNING AND ITS PROGRAMS RECEIVE SUPPORT FROM THE FOLLOWING:



STUDENT ENGAGEMENT ~ STUDENT LEARNING ~ STUDENT ACHIEVEMENT

Service-Learning ~ Kapi'olani Community College

4303 Diamond Head Road. 'Iliahi 129. Honolulu, HI 96816

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



STUDENT CONTRIBUTION TO THE COMMUNITY

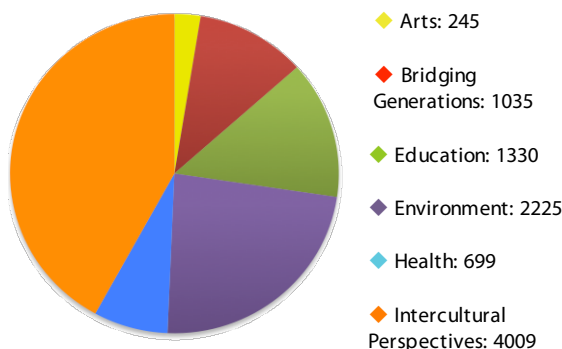
From 1995 to May 2011, 9,481 Kapi'olani Community College students contributed 204,082.25 hours to the community, averaging 21.5 hours per student. Our goal for the year 2015, as stated in the 2008-2015 College Strategic Plan is to have 1,000 service-learning completers* per year.

*A "completer" is a student identified as having submitted all required forms and/or the reflection assignment—we realize that at the end of the semester, many students forget to submit one or the other.

SPRING 2011

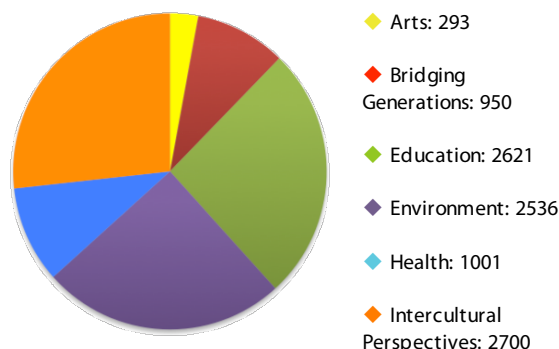
Total students that submitted timesheets: 280

Total hours these students contributed: 9,543

BREAKDOWN OF HOURS BY PATHWAY**FALL 2010**

Total students that submitted timesheets: 345

Total hours these students contributed: 10,101

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 2010 national average was \$21.36 per hour. In Hawaii, the current dollar value (as of 2009) is \$17.36/hour.

$$\$17.36 \times 204,082.25 = \$3,661,235.57$$

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
1999-2010	5367	3.73	3.80	3.81	3.75	N/A	3.88
SPRING 2011	275	3.79	3.87	3.87	3.85	3.36	3.84
TOTAL	5642	3.74	3.81	3.81	3.76	3.36	3.79

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%

