



**Comprehensive Program Review 2013 – 2015**

Kapiolani Service & Sustainability Learning (KS&SL)



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## Executive Summary

This is the first Comprehensive Program Review (CPR) submitted by Kapiolani Service Learning (KSL). This CPR describes an institutionalized, centralized, comprehensive program supporting multiple stakeholders at the college, under a new name: Kapiolani Service & Sustainability Learning (KS&SL)\*. We care equally about student learning, faculty development, and community needs. Through collaboration, publication, and membership, we also play a role in sustainability and civic engagement in the UH System, at the state and regional level, as well as nationally and internationally.

Highlights of programmatic changes:

- greater flexibility in curriculum design through direct, indirect, and research-based course integration;
- multi-modal expression of final reflections through words, images, and video;
- technology integration and support for online S-L courses;
- efficiency in tracking hours through x2VOL;
- greater collaboration with campus groups such as library and Kahikoluamea;
- greater inclusion of community partners in dialogue with faculty and students; and
- more effective deployment of pathway leaders as integrated teaching assistants.

Completed on August 1, 2013, this report represents our most current scope and status; many things are evolving. For example, the conclusion of over 15 years of continuous federal (via Learn & Serve America) funding through Hawaii Pacific Islands Campus Compact indicates our readiness to envision our next incarnation on campus. Also, system-wide momentum with the UH Sustainability Policy invites new opportunities. We are proud of the recognition received by Kapiolani Service-Learning in the last accreditation cycle and we are enthusiastic about the next strategic planning cycle.

\*We use KSL and KS&SL interchangeably throughout this document: KSL for reference to the past and present, and KS&SL for reference to the present and future.

*Note: Hawaiian diacritical marks intentionally removed for the sake of accuracy and consistency.*

## Part I. Alignment with Strategic Plan, Mission, and Vision of the College

KS&SL aligns strongly with aspects of the college's strategic plan and Mission and Vision statements. Specifically:

- *GLOBALLY COMPETITIVE AND COLLABORATIVE WORKFORCE: Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.*

Strategies include: “Develop a New Ecology of Engaged Learning for Retention and Persistence,” and “Develop a New Ecology of Engaged Learning and Teaching for Degree Completion and Transfer” by “strengthening comprehensive program delivery to underserved communities in Palolo, Leeward Oahu, and the Neighbor Islands.”

KS&SL also integrates new sustainability initiatives, with a focus on integrating sustainability across the curriculum. Service-Learning is one of the active pedagogies required to obtain the college's new “SF” (for Sustainability focused) Designation. This is in alignment with strategic plan goal F3: *Increase the number of courses, programs and initiatives that integrate assignments and opportunities to improve sustainability learning outcomes.*

In addition, strategic plan goal D7 that states we will:

- *Increase the number of students completing course-embedded Service-Learning assignments from 600 to 1,000.*

Everything contained in this document explains how we will achieve these goals on behalf of the college. KS&SL contributes to a unique educational climate and creates meaningful real-world experiences at the college. As reflected in the college mission and vision statements, we model: open access to learning opportunities; a nurturing and supportive environment; an emphasis on respect, integrity, and ethical conduct as reflected in themes of cultural diversity, service-learning, international experience, and sustainability that run through the curriculum and the planning process.

## Part II. Service-Learning Program Description

### **Mission**

Kapiolani Service & Sustainability Learning is a comprehensive academic program engages students, faculty, and our community partners in co-creating balanced, equitable, life-enhancing systems for our neighborhoods, islands, and Earth island.

### **Vision**

To transcend the traditional walls of higher education to strengthen academic learning and the communities we serve.

### **Guiding Principles**

#### ***Ma ka hana ka ike***

***It is in the doing that we learn***

- *KS&SL is committed to active learning in community, and the practice and development of “change agent qualities” and soft skills, for managing and creating systemic change.*

#### ***Malama i na ahupuaa***

***Malama i ka nuu***

***Kulia i ka nuu***

- *KS&SL is committed to thriveability of neighborhoods in our geographic area, namely the Waikiki Ahupuaa, and the areas touching the waters of Maunalua Bay.*

#### ***Ma ka nuu ka maluhia o ke kumupaa***

***Peacefulness is established at the summit***

- *KS&SL is committed to a social justice framework of reciprocity, by bringing awareness to the underlying causes of social injustice (individual, social, historical, or systemic) that perpetuate societal problems.*

### **History**

The initiative to integrate Service-Learning into course curriculum at Kapiolani 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 (foundation courses), liberal arts and careers curricula. 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 revise

the prompts, which serve as program-level Learning Outcomes for the service-learning program. Since 2011, KS&SL has integrated campus and system-wide efforts in sustainability (social, environmental, cultural, and economic dimensions) by collaborating with the faculty senate ad hoc committee for sustainability and participating in the development of the University of Hawaii Sustainability Policy.

[Insert: History of sustainability integration at KCC]

Kapiolani Service & Sustainability Learning is a local, regional, and national leader, yet grounded in the work of faculty, staff, and students who manage the program, constantly seeking innovative and promising ways to better serve the College and support efforts toward a sustainable campus and community.

### **Goals of the Service & Sustainability Learning Program**

We support four types of service-learning:

- **direct** - person-to-person, face-to-face service projects in which the students' service directly impacts individuals who receive the service from the students
- **indirect** - working on broad issues, environmental projects, community development-projects that have clear benefits to the community or environment, but not necessarily to individual identified people with whom the students are working.
- **advocacy and awareness** - educating others about topics of public interest - projects that aim to create awareness and action on some issue that is in the public interest.
- **research** (inquiry based) - gathering and presenting information on areas of interest and need-projects that find, gather, and report on information that is needed.

Through one or more of these forms, all stakeholders in KS&SL will benefit.

- By actively participating in meaningful projects, **STUDENTS** will 1) understand and apply their learning to issues and pressing questions, 2) gain change agent skills\*, and 3) plan and prepare for the future.
- Through professional development, pedagogical practices, and course (re)design, **FACULTY** will 1) enhance student learning, engagement, and achievement, 2) integrate service as part of their work, 3) cultivate vision and respond to change.
- Maintaining an ongoing relationship with the college will enable **COMMUNITY PARTNERS** to 1) effectively utilize direct labor, 2) engage future leaders, and 3) contribute to the curriculum as co-educators.

### **Program Student Learning Outcomes and assessment results**

Service-Learning Students will be able to:

- Identify the societal problems in Hawaii, and describe how their service has ameliorated the problem.
- Describe key concepts from their coursework and relate these concepts to specific service experiences.

- Describe how their experiences have changed their view about the community they helped.
- Discuss personal, academic or career goals achieved through service, and describe a plan for future community engagement.

**Requirements:**

While service-learning is not a degree or certificate granting program, KS&SL maintains standards of participation for faculty and students. Faculty are required to communicate with the office and encouraged to attend a professional development orientation, and follow-up workshops. Advanced practitioners are invited to participate in the annual assessment process. Students must be currently enrolled in a service-learning or S-designated course, must register with the office, and must maintain standards of integrity. Federal work-study students must have received an FWS award from Financial Aid and apply for a job through SECE. Student leaders employed by KS&SL are required to have prior service-learning experience or the equivalent.

**Credentials Offered:**

After completing a semester of service-learning, students will have a record of their service that includes a timesheet with hours verified by their supervisor and an evaluation completed by a community partner or project leader. KS&SL maintains these records for students and makes them available to students.

The Umeke ka eo Certificate, which represents 50 hours (or two semesters) of service-learning.

The umeke is a food storage gourd, representing experiences that you always keep with you to draw from and to share. Umeke ka eo is a figurative way of saying someone is “full” of experience or knowledge. This certificate will be signed by the Chancellor.

After completing one semester or 25 hours, students become eligible for SL-PLUS (Practicing Learning & Understanding in Service), which connects them to library research experts to develop research related to their service projects.

The President’s Volunteer Service Award, which represents 100 hours over the course of a calendar year. Only U.S. citizens or legal permanent residents are eligible for this prestigious national recognition. Recipients receive a certificate, a memo signed by the president of the United States, and a lapel pin.

The Kapiolani Engagement, Learning, and Achievement (KELA) Award is a tuition waiver distributed at the discretion of KS&SL to any program participant—including paid student leaders—who exhibits extraordinary engagement, learning, or achievement.

The Change Agent Cup is awarded annually to any non-student program stakeholder (ie: faculty, staff, or community partner) who embodies the change agent qualities in an extraordinary fashion. Nominations are accepted each January.

**Faculty and Staff\*\***

Currently, KS&SL consists of one FTE, an academic support specialist: “Education Specialist: Outreach Coordinator.” In addition, the success of KS&SL depends on:

- 6-8 part-time paid student leader positions: “Pathway Leader.”

- In addition, KS&SL manages grant-funded and federal work-study positions, such as: “Palolo STEM Learning Assistants (EPSCoR),” “P-3 and Family Literacy Leader (FWS).” This is an additional 5 to 8 student staff that the program coordinates and manages.
- 3-6 Credits of Teaching Equivalency (TE) for a Faculty Service-Learning Coordinator and a Faculty Assessment Coordinator
- 45-50 faculty who offer Service-Learning in more than 90 course sections in Fall and Spring semesters, including Distance-Learning courses.
- Of these faculty, 15 serve on the Advanced Practitioners (AP) Team which receives a summer overload stipend for assessment and program review.
- 5-8 Discipline Coaches provide department-level leadership to integrate service-learning across the disciplines
- Each of the 6 service pathways has a faculty mentor who serves in an advisory role.

### **Resources**

KS&SL receives funds from the following sources:

G-funds (“Educational Specialist: Outreach Coordinator”)

Tuition and Fees (Teaching Equivalencies for “Faculty Coordinator(s)”)

Grants (HUD, EPSCoR, HIPCC, LSAMP)

Grants – Indirect Cost Returns (RTRF)

Federal Work-Study (for student employment in community-based FWS)

We also maintain a UH Foundation Account

With the closure of the federal Learn and Serve program and the ending of over 15 years of soft funds through HIPCC, the need to institutionalize funding of KS&SL moves to the forefront. KS&SL relies on the student leader positions, at approximately \$7,000 per student leader per academic year. In the future, the program could run more efficiently with a tripartite leadership team: a full-time community coordinator (APT B), a full-time student coordinator (APT A) a full-time faculty position (or TE).

Articulation Agreements (MOU)

Community Connections, Advisory Committees, Internships, Coops, DOE

Distance Delivered

### Part III. Quantitative Indicators for Program Review

In this section, we discuss the following quantitative indicators: 4-semester assessment cycle since 2011; student performance evaluations; # of hours provided in each service Pathway; persistence rates for S-L and non S-L students; and number of presidential service awards. *See also the latest "Fact Sheet" in the Appendix.*

#### 1. 4-semester assessment cycle:

Semester/ Item	A. Problem	B. Learning	C. Change	D. Future goals	E. Affect
Fall 2011	2.20	1.57	2.73	1.60	2.28
Spring 2012	1.50	1.13	2.13	1.77	1.27
Fall 2012	0.93	1.90	1.13	1.47	1.93
Spring 2013	1.96	1.30	1.90	1.30	1.60

#### Interpretation:

While none of the scores reached the target level of 2 in this year's assessment, each dimension has reached that level for at least one semester, and 3 dimensions have been close to level 3, during the previous two assessment cycles. However, after three completed cycles, the KS&SL Leadership Team realizes that the scores are not necessarily definitive because of the limits of this assessment. It does not account for the following factors and variables: the percentage of essays assessed (10 percent), the randomization, the number of different courses (28), the number of different community sites (34), the range of student credit hours earned (20 or fewer 47 percent, 40 or fewer 28 percent, 60 or fewer 14 percent, more than 60 11 percent), the number of students who are assigned reflection assignments in class, the number of students who participate in reflection writing workshops, the number of students whose classes require the reflection essay as part of the course grade, etc. As annual data are accumulated, the KS&SL Leadership Team will be able to analyze the scores to account for a number of these factors and variables.

In interpreting the evidence, the readers focus on what they observed in the essays and suggest improvement strategies. For example, during the second assessment cycle, the readers noticed lower scores for Learning. They recommended that individual faculty help students identify key concepts from the course that relate to the students' service. The readers also noticed lower scores for Statement of the Problem and, thus, recommended that the KS&SL Office work together with community partners to help articulate for students the problems they are addressing. While these implemented changes may not

appear in subsequent year results (because of the assessment’s limits), this assessment make us all better practitioners. It shows us what our students need and motivates us to make changes individually and programmatically. These changes make for a richer SL experience for our students, allowing them to meet their general education requirements powerfully.

**2. Student performance as evaluated by community partners**

At the end of each semester, community site supervisors and service-learning project leaders--who are also faculty and students--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 and project leaders 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
Fall 2011	301	3.8	3.85	3.86	3.75	3.82	3.86
Spring 2012	247	3.8	3.8	3.8	3.8	3.7	3.9
Fall 2012	320	3.78	3.82	3.82	3.77	3.7	3.82
Spring 2013	263	3.84	3.86	3.88	3.79	3.8	3.87

Interpretation: As the table indicates, student performance is fairly consistent year after year. They do best in the areas of “sensitivity” and “willingness to learn,” but receive lower marks on “reliability,”

“communication,” and “commitment,” which seems typical of college students who are still working on developing these in their own personal lives. “Commitment” to partner’s mission was recently added in 2011, inspired by Windward Community College’s Service-Learning office. In the first year that we included this area, it was surprising to see that students scored much lower than the others. While students have improved in this area, they it is still the area they struggle with the most. It could be attributed to the limitations of the average 25 hours students serve.

### 3. Areas of service - Pathway Breakdown (# of hours provided)

AY	Arts, History, Culture	Bridging Generations	Education	Environment	Health	Intercultural Perspectives
Fall 2010	293	950	2621	2536	1001	2700
Spring 2011	245	1035	1330	2225	699	4009
Fall 2011	303	1147	1015	2324	844	2799
Spring 2012	300	716	1230	2077	462	2505
Fall 2012	259	586	1014	2688	911	3629
Spring 2013	470	341	756	1946	801	4247

Interpretation: Part of our reporting to Learn & Serve America for the numerous grants we received through Hawaii Pacific Islands Campus Compact for nearly fifteen years required breaking down the different areas our students served. This table divides student hours by the pathways by which the community partner or project they helped are categorized. The numbers differ greatly for several reasons: 1) unequal distribution of partners by pathway, 2) we need to build more partnerships especially in the arts, history and culture and bridging generations pathways; 3) service-learning is a requirement in JPNS 290, KOR 290, and CHNS 290, with most students working with partners and projects categorized within the Intercultural Perspectives Pathway. These students also do more than the base 20-25 hours, as their courses require 30 hours of service-learning. We need to do more outreach to community partners from the underrepresented pathways, especially bridging generations as the elderly population and the need to serve this group continues to increase. Furthermore, as we attempt to demonstrate to students the interconnectedness and interdisciplinary nature of the community, these categories will become less distinctive.

### 4. 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%

**5. Awards and Recognition**

Since 2006, KS&SL has recognized 79 students who served 100 or more hours over the course of any 12-month period. The office funds the purchase of the award package which includes a certificate, lapel pin, and a congratulatory letter from the President of the United States.

Each semester, we also award between 5 and 12 students the UH Achievement Award, a.k.a., the Kapiolani Engagement, Learning and Achievement Award.

In the past five years, KS&SL students and student leaders have received numerous accolades and recognition both locally and nationally. These awards include: 3- HIPICC Community Student Impact Award, 2- Schidler School of Business FISH Awards, 1- UH Presidential Scholar, 2- Jack Kent Cooke Scholars, and these were only those awarded to students with whom we have worked with intimately as student leaders.

KS&SL is also nationally recognized for its work with the Palolo community, having received the Service-Learning Collaboration Award for Collaboration with Social Agencies from the Community College National Center for Community Engagement in 2010.

**Part IV. Faculty Engagement**

Service-Learning is an active pedagogy that is best delivered as an integral part of course design and curriculum. The “learning” side of service-learning is very faculty-driven, and relies on continual professional development. The table below indicates courses in which the faculty are: Active (A), meaning that they reliably integrate the service-learning orientation and tracking, ongoing reflection, at least one integrated assignment, plus a graded final reflection assignment. Passive (P), meaning that they offer S-L as an option replacing one course assignment or as extra credit. New faculty (N) are still learning about the pedagogy of service-learning, and the Advanced Practitioners (AP) and Discipline Coaches (DC) have participated in the service-learning assessment cycle and Discipline Coaches are serving as mentors to faculty in their department. The purpose of this table is to show us areas of expansion, ie. HOST and BUS, and departments where we have strong leadership (LLL, SOCSOCI).

Department	# of S-L Course Titles	Course Alpha	Instructor Engagement Code
ARTS & HUMANITIES	8	ART, HIST, IS, REL, PHIL, PACS	AP – 2 A – 3 N – P – 1
HOSPITALITY & TOURISM	4	HOST	N – 1 P – 1
LANGUAGE ARTS, LINGUISTICS, LITERATURE	14	ENG, CHNS, JPNS, KOR, SLT	AP – 6 A - 1 N – 4 P - 1
MATH & NATURAL SCIENCES	13	CHEM, MATH, MICR, BOT, BIOL, ZOO	AP – 1 A – 4 N – 4 P – 1
SOCIAL SCIENCES	11	ANTH, ECON, ED, FAMR, POLS, PSY	AP - 3 A - 3 N - 3 P – 2
BUSINESS & COMPUTER SCIENCES	1	BLAW	1 – AP

**V. Campus Synergies**

Our goal is to leverage relationships on campus with those in the community, letting the needs of community partners lead us towards stronger collaborations on campus. These are some synergies KS&SL enjoys with programs, units, emphases and initiatives on campus.

- PEER MENTORS: collaboration on Change Agent Retreat and centralizing leadership training opportunities for students.
- STEM (NSF LSAMP, EPSCoR): working with STEM based on service-to-science platform, creating STEM paths through service-learning experiences. S-L in major STEM-leading course, BIOL 124. Opportunities to fund STEM students as S-L leaders through (NSF-LSAMP) and to create community programs (EPSCoR).
- MALAMA CENTER: also through Change Agent Retreat and the S-L-based project at the Manele Building Garden, “Maunuunu.”
- KAHIKOLUAMEA: pilot of “community mapping” curriculum to integrate place-based service-learning in English 22 courses.

- SLT PROGRAM / CORE (CENTER ON RESPONSIVE EDUCATION)
- SUSTAINABILITY: creation of an active pedagogy requirement within criteria for Sustainability Designation; ultimately, all S-L courses should become eligible for the S Designation.
- ONLINE LEARNING: beginning focus on supporting faculty who teach online in offering service-learning. By utilizing the HIPICC network of institutions of higher education, we are able to easily find placements for DL students in other locations besides Honolulu. The shift to a paperless office is also useful in facilitating progress monitoring of DL students.
- HEALTH SCIENCES: Through the Health Promotion Team KSL collaborated with Health Sciences for its Health-E Fair in 2012. Since S-L is a major experiences for potential Health Sciences students through gatekeeper courses like FAMR 230 and ZOOL 141, 142, we need to work together to create more experiences for these students.

### *Examples of campus synergies*

Example 1: KSL partnered with the Tobacco Products Policy Taskforce, which was motivated by participation in the Nov, 2011 Great American Smokeout which included collection of 10,000 cigarette butts on campus, leading to real dialogue with the Chancellor's office and resulting in the 2012 adoption of the Smoke Free Campus.

Example 2: Resiliency is built through service learning. The International Café network can be activated at a moment's notice to participate in community project, or respond to a disaster. The Health promotion team was formed to create an ongoing network to respond to health-related emergencies such as SARS or H1N1. Integration of the x2VOL tracking system will amplify this ability to deploy networks of change agents as needed.

Example 3: KS&SL partners with the Library and Learning Resource specialists on several initiatives that enhance the profile of KS&SL, while drawing students to the library in new ways.

**Workbook:** Combining existing materials, the library has designed a Reflection Workbook that will be distributed to all S-L students.

**Faculty Resources:** the Library has compiled a list of books and online resources related to service-learning and community-based learning pedagogy; KSL shares these resources with faculty.

**Subject Guide:** Organized by Service Pathways, the subject guide is designed to help students find research materials about compelling issues related to their service-learning placements and projects. The Library will create a display of topical literature during the weeks when students are choosing a service-learning placement.

**Talk Story about Sustainability:** Lastly, KSL and the Library will partner through the S.O.S. (Secrets of Success) program to provide and market monthly "Talk Story about Sustainability" workshops. These sessions are organized by pathway, with a session each month focused on Education, Environment, Health, etc., but the conversation is designed to be expansive, illustrating the interconnectedness of sustainability in all its dimensions: social, environmental, political, and economic. These Talk Story workshops bring together service-learning students, faculty, and community partners for the purpose of having "conversations that matter."

**Integrating Authentic Research in S-L – S-L PLUS:** After completing 25 hours of service, students are eligible for S-L Plus, a leadership program that helps the student shape a deeper commitment and a project of greater responsibility; students in S-L plus also work with research librarians to enhance their knowledge about community issues.

### **Key Community Partners,**

Our partners are of many types, including: Non-profit organization, Government organizations, For-profit organizations, Grassroots efforts, social entrepreneurs, and College/university organized opportunities.

We are deeply committed to the following key partners and programs, which provide productive learning experiences for Kapi’olani CC students and important services to the community. *See complete list of community partners in the Appendix.*

#### *KCC-focused projects*

Health Promotion Team (includes partnerships with Blood Bank of Hawaii, American Cancer Society, Life Foundation, and others)  
 International Café & Aloha Peace Center  
 Johnson Controls Inc. Fellows Program (a.k.a., Sustainability Promotion Team)  
 Maunuunu - Manele Student Garden

#### *Nuu-focused projects*

Leahi Hospital (Leahi Sensory Stimulus Garden)  
 Waikiki Aquarium  
 Waikiki School  
 Kuhio Elementary School  
 Project Dana  
 School for Examining Essential Questions of Sustainability

#### *HIPICC Partner Projects*

Malama i na Ahupua‘a  
 SHINE (Students Helping in the Naturalization of Elders)

#### *Palolo Pipeline Program Partners*

Palolo Elementary School  
 Jarrett Middle School  
 Kaimuki High School  
 Palolo Ohana Learning Center  
 The Green House

#### *Hawaii Pacific Islands Campus Compact (HIPICC)*

As members of HIPICC, KS&SL participates in monthly meetings with the service-learning consortium of the Pacific. Through our membership, we are able to collaborate with higher ed. service-learning programs throughout Hawaii and the Pacific Islands. This network has proven especially useful in the implementation of service-learning in Distance Education. We also gained partnership and collaboration

with *Youth Service Hawaii*, a local non-profit that serves as a service-learning resource for K-12 public and private schools; the College was the host of its 2011 annual conference.

## Part VI. Analysis of the Program

At a March 2013 retreat, we asked members of the 2012-13 KSL Faculty Assessment Team (Advisory Board) to offer their input on how they viewed the current situation of the program. Many innovations described in this document were created to improve upon our strengths and address our weaknesses.

### Current Situation (Strengths and Weaknesses)

*Strengths of the current KSL program include:*

- KSL is a comprehensive, centralized program with a strong presence on the campus and a well-managed office.
- KSL is built around paid student pathway leadership positions.
- Service-Learning staff alumni go on to do great things.
- We are committed to our more than 50 community partners representing a wide range of issues.
- We have a strong data-driven assessment cycle that is used for program improvement and professional development.
- KSL is committed to a service-learning model, integrated with course concepts and course learning outcomes.
- KSL policies are consistent and coherent.
- KSL is designed around choice: faculty choose S-L as a pedagogy, students choose to enroll in S-L courses, choose S-L as an option, and co-create an experience with a community partner. Students construct how they learn.
- KSL provides an intercultural experience for local students, like “study abroad at home.”

*Weaknesses of the KSL program include:*

- We can't keep up all of our community relationships as true partnerships.
- Faculty do not always integrate S-L as meaningfully as they could. (ie: too much S-L as extra credit, not enough integrated as graded assignments.)
- Community partners don't always focus on learning—it's not their responsibility anyway. Multiple stakeholders are needed to make learning connections.
- We don't integrate our partners enough; we should treat them as adjunct faculty
- Spastic innovations don't stick (ie: Action XChange Blog)
- Too one-size fits all; KSL doesn't cater well enough to different needs and levels of students.
- Student reflection papers are weak, and are not widely read or shared.
- Students don't take advantage of reflection sessions, orientation, and office resources which could directly influence their entire experience.
- We don't thank our partners enough
- We don't prepare students enough, and sending them out into the community unprepared can perpetuate injustice and do harm.

- We need better outreach to weaker students (civic minded students with higher GPAs are the ones who tend to choose and do well S-L).
- Low retention of less-committed students

## Part VII. Tactical Action Plan

A) Integrate technology, including iPad/tablet, x2VOL tracking system, and Kukui, the ePortfolio system. Support a media palette for student reflection products: video, images, and words.

B) Guide student pathway leaders with more increasing levels of leadership on campus, in classrooms, and in the community. Give them opportunities to grow, and shine.

C) Assist community-based organizations in developing strategies to achieve their individual missions and overcome challenges they face.

- Improve service-learning opportunities with “level A, B, C” descriptions
- Develop a post-service-learning internship program
- Employment opportunities (FWS, campus jobs, community jobs)

D) Promote the inclusion of service-learning across all degree programs and pathways, reaching 1000 students per year.

E) Integrate service-learning with sustainability initiatives and curriculum (internal); support sustainable communities geographically near the college: Palolo, Waikiki, Maunalua Bay, and Kapahulu, using relevant metaphors: nuu, ahupuaa, eco-district.

F) Clarify recognition for students with award structures at 50 and 100 hours; recognize community leaders and faculty leaders as well.

G) Review current leadership model of S-L Task Force/Advisory Board and seek to include community partners in leadership.

H) Provide student, faculty, and staff opportunities for personal development (Change Agent Retreat, Alternative Spring Breaks) and service (First Fridays of Service); research possibility of a directed study or other variable credit service/leadership course models.

I) Energize faculty service as a key component of their work; support research in the community, direct engagement with partners, class projects, and service (see H); include service-learning in hiring and criteria for promotion.

J) Create a stronger leadership team (hire adequate staff) to institutionalize Service-Learning as a program, and raise the profile of civic engagement as an institutional effectiveness strategy and a top priority of the college.

**Part VIII. Resources and Funding**

<b>Tactical Action Plan Items 2013-2016</b>	<b>Person Responsible</b>	<b>Resources/Funding Needed</b>
<p>A) Integrate technology, including iPad/tablet, x2VOL tracking system, and Kukui, the ePortfolio system. Support a media palette for student reflection products: video, images, and words.</p>	<p>Student coordinator Faculty coordinator Student leaders (8)</p>	<p>\$1000 x2VOL 1000 students @ \$1.00 each</p> <p>\$5600 iPads 8 iPads @ \$700 each</p>
<p>B) Guide student pathway leaders with more increasing levels of leadership on campus, in classrooms, and in the community. Roles: teaching assistants, community or pathway or project leaders. Give them opportunities to grow, and shine. Provide them with mentorship opportunities.</p>	<p>Outreach coordinator Faculty coordinator Student leaders</p>	<p>\$32,400 6 students 15 hrs x \$10/hr x 36 weeks During regular semesters</p> <p>\$16,000 4 students 40 hrs x \$10/hr x 10 weeks For year-long program assistance, development and evaluation.</p>
<p>C) Assist community-based organizations in developing strategies to achieve their individual missions and overcome challenges they face.</p> <ul style="list-style-type: none"> <li>- Improve service-learning opportunities with “level A, B, C” descriptions</li> <li>- Develop a post-service-learning internship program</li> <li>- Employment opportunities (FWS, campus jobs, community jobs)</li> </ul>	<p>Outreach coordinator Faculty coordinator Student leaders</p> <p>Financial aid office for FWS</p>	<p>\$500 Community partner fairs in fall and spring semesters</p> <p>\$500 Community partner recognition and participation in summer institute</p>
<p>D) Promote the inclusion of service-learning across all degree programs and pathways,</p>	<p>OFIE Director Faculty Coordinator Outreach Coordinator Discipline Coaches</p>	<p>\$600 2 workshops per semester @ 100 ea. x 3 years</p>

reaching 1000 students per year.	Student leaders	
E) Integrate service-learning with sustainability initiatives and curriculum (internal); support sustainable communities geographically near the college: Palolo, Waikiki, Maunalua Bay, and Kapahulu, using relevant metaphors: nuu, ahupuaa, eco-district.	OFIE Director Faculty Coordinator Outreach Coordinator Discipline Coaches Student leaders	
F) Clarify recognition for students with award structures at 50 and 100 hours; recognize community leaders and faculty leaders as well.	Outreach coordinator	Request annual allocation between \$9,000-\$10,000 for KELA Awards  \$100 President Volunteer Service Award recognition for students completing 100 hours or more during a 12-month period
G) Review current leadership model of S-L Task Force/Advisory Board and seek to include community partners in leadership.	OFIE Director Faculty Coordinator Outreach Coordinator	
H) Provide student, faculty, and staff opportunities for personal development (Change Agent Retreat, Alternative Spring Breaks) and service (First Fridays of Service); research possibility of a directed study or other variable credit service/leadership course models.	OFIE Director Faculty Coordinator Outreach Coordinator Discipline Coaches Student leaders	\$10,000 from ASKCC or BOSA, plus student fee for venue rental, food, workshop leaders, materials and supplies, transportation, documentation
I) Energize faculty service as a key component of their work; support research in the community, direct engagement with partners, class projects, and	OFIE Director Faculty coordinator Discipline coaches	Faculty development C4ward

service (see H); include service-learning in hiring and criteria for promotion.		
J) Create a stronger leadership team (hire adequate staff) to institutionalize Service-Learning as a program, and raise the profile of civic engagement as an institutional effectiveness strategy and a top priority of the college.	OFIE Director Faculty Coordinator Outreach Coordinator Discipline Coaches Student leaders	\$5000 Travel and fees for participation in local and national conferences

In the longer term, we envision a reorganization of the current Service-Learning administration and job description infrastructure under the Office of Institutional Effectiveness, and integrating campus sustainability initiatives and community partnerships. Our office currently operates on an annual budget of approximately \$120,000, with the proposed reorganization, Kapiolani Service & Sustainability will require an additional budget of \$130,000, or \$250,000 annually.

<b>Position</b>	<b>Description</b>	<b>Resources/ Funding Needed</b>
Sustainable Communities Director  <i>APT B or Faculty</i>	The SCD integrates community relations, sustainability emphases, grants management, publications and presentations, and the overall vision and operation of KSL. Oversees budget, major team initiatives like the Change Retreat. System liaison. This person is housed in OFIE. <i>This person has an advanced degree and is a high level person who has a voice in the College Administration.</i>	\$65,000
Community Coordinator  <i>APT A</i>	The CC is responsible for the day-to-day communication and on-the-ground support of community partners and on-site relations as well as campus-based programs (like the Manele Garden). Coordinates First Fridays of Service. Handles matters regarding FWS students, including their placement in the community. Oversees community partner assessment of students and also conducts regular assessment of current	\$40-45,000

	and potential partners. This person has a BA, is organized, connected to the community and models an activist ethic. Develops MOUs and conducts community needs-assessments.	
Student Outreach Coordinator <i>APT A</i>	The SC is responsible for the day-to-day student relations. This is a management position providing leadership to the student employees and handling records, recruitment, orientation and tracking of students and representing KSL at the college. Organizes S-L matrix, collects and showcases This person has a BA and strong leadership and management skills. A counseling background is desirable.	\$40-45,000
Faculty Coordinator <i>Faculty TE (3-6 credits per semester)</i>	This is 3-year rotation for one or two faculty. This person recruits and supports faculty and curriculum development and manages the assessment process. Conducts workshops, oversees the discipline coaches. It is desirable for this person(s) to come from different parts of the campus.	\$20,000
Student Leaders	Paid hourly positions in each of the six pathways--at least one per pathway--between 8 and 20 hours per week. Must have completed one semester of service-learning. Appointment is for at least sixteen months, not semester to semester. This is the longest-term student commitment. Each is responsible for managing groups in x2VOL, read online reflection entries related to their pathway. Serve as teaching assistants in classes where more than 50 per cent of the students are doing s-l. Each has a commitment/project with a community partner (for example, managing the Leahi Sensory Garden). They assist all staff lines.	\$40-50,000

**Part IX. Acknowledgements and References***Acknowledgements*

We would like to acknowledge the team of faculty and staff who came together in early March and again in July 2013 to help us (re)vision our program. Their feedback and evaluation is the catalyst for long-term improvements and helps us to shape a program that is useful to all members of the campus and community. We are inspired by the work of our colleagues, especially those who collaborated with us at the April 2013 Change Agent Retreat to take on a project that none of us had really anticipated, and yet found it so valuable and necessary. Students and student leaders of the past, present and future drive us to create a program that is based on actual community needs and that will affect real change in the communities we live, work and play in. And to our community partners, who ride along with us in partnership; they are the shining stars that light the path for all of us, students, faculty, staff, and the community.

Definitions of four types of service-learning:

<http://servicelearning.mysdhc.org/PDF/What%20is%20Service-Learning%20revised%20pdf.pdf>



## APPENDIX

# KAPIOLANI SERVICE-LEARNING ~ FACT SHEET

ACADEMIC YEAR 2011-2012

## 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 2012- 2013:

- MARTIN LUTHER KING JR DAY 2013: Waikiki School Food Farm, beautification of the farm, composting, harvesting, and donating food to those in need via Aloha Harvest.
- INTERNATIONAL CAFÉ: Continues to build cultural awareness and perspective. It's leader, Sensei Linda Fujikawa, receives Honolulu Star Advertiser's Heroes Next Door award (among others!).
- CHANGE AGENT RETREAT: First-time weekend retreat at Camp Kokokahi develops leaders, promotes engagement, and inspires change! Sponsored by HIPICC EcosySTEMs grant.
- EXPLORING MY BACKYARD... AND BEYOND!: STEM-enrichment summer program for rising 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> graders from the Palolo Homes community in partnership with UH Manoa, College of Social Sciences as well as many community partners. Funding from EPSCoR and HIPICC EcosySTEMs Grant (L&S).

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

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

Krista Hiser, PhD, Faculty Outreach Coordinator  
hiser@hawaii.edu

Mr. Francisco Acoba, Assessment Coordinator  
facoba@hawaii.edu

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

## 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 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 2013, 10,708 Kapiolani Community College students contributed 237,452.25 hours to the community, averaging 21.7 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 2013**

Total students that submitted timesheets: 264

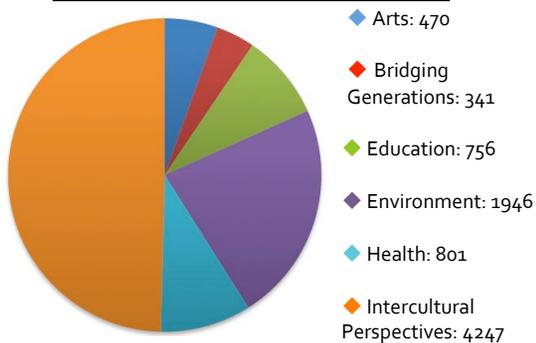
Total hours these students contributed: 8561

**FALL 2012**

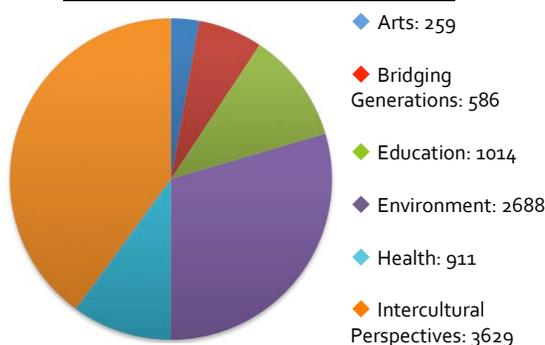
Total students that submitted timesheets: 321

Total hours these students contributed: 9087

**BREAKDOWN OF HOURS BY PATHWAY**



**BREAKDOWN OF HOURS BY PATHWAY**



**ECONOMIC VALUE OF SERVICE-LEARNING HOURS**

Independent Sector ([www.independentsector.org](http://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 2011 national average was \$21.79 per hour. In Hawaii, the current dollar value (as of 2010) is \$18.08/hour.

$$\$18.08 \times 17,648 = \$319,075.84$$

**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 2012	320	3.78	3.82	3.82	3.77	3.7	3.82
SPRING 2013	263	3.84	3.86	3.88	3.79	3.8	3.87
Total 2012-13	583	3.81	3.84	3.85	3.78	3.63	3.85

**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%

**Service-Learning ~ Kapiolani Community College**

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## Kapiolani Service and Sustainability Learning Program

### Community Partners and Service Projects

as of July 31, 2013

American Cancer Society via HPT	Leahi Hospital
B.E.A.C.H.	Leahi Hospital - Sensory Stimulus Garden
Blood Bank of Hawaii via HPT	Leahi Hospital - Sunday Art Visits
Boys and Girls Club of Hawaii	Life Foundation via HPT
Castle Medical Center	Living Art Marine Center
Catholic Charities	Lyon Arboretum
Diamond Head Clubhouse	Malama i na Ahupua'a
Diamond Head State Monument	Maunuunu – Malama Mala
Family Programs Hawaii	Manoa Heritage Center
Family Promise of Hawaii	Mary Jane Program
Give It Fresh Today	Mission Houses Museum
Good Beginnings Alliance	Moanalua High School
Hale Ku'ike	Mutual Assistance Association Center
Hawaii Nature Center	Next Step Homeless Shelter
Hawaii State Art Museum	Palolo Chinese Home
Health Promotion Team	Palolo Elementary School
Holo Holo General Store	Palolo Head Start
Honolulu Museum of Art	Palolo Ohana Learning Center
Honolulu Zoo	Palolo Science Discovery Center
International Café and KCC Aloha Peace Center	Papakole'a Community Center
Iolani Palace	Project Dana
Japanese Cultural Center	Project SHINE
Jarrett Middle School	Ronald McDonald House Charities
Just Add Water	School for Examining Essential Questions of Sustainability
Kaiser Permanente	Sea Life Park
Kalaupapa Names Project	Sustainability Promotion Team – UHCC
Kawananakoa Middle School	Johnson Controls Inc. Fellows
Ke Ola Mamo	The Green House
Kids Hurt Too	Waikiki Aquarium
Kuhio Elementary School	Waikiki School –Food Farm
Kumuola Foundation	Waikiki Health Center Friendly Neighbors Program
Lanakila Pacific – Meals on Wheels	
Language Tutoring at KCC (SLT Program)	