

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
- Critical thinking 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/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.

Service-Learning requires reciprocal community partnerships based on:

- Clear lines of communication
- Defined 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 and strengthening our community.

Kapi'olani Service-Learning

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 Center for Student Success via 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.

For more information about The Service & Sustainability Learning Program, please contact:

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Kapi'olani Service-Learning and its programs receive support from the following:



Student Engagement - Student Learning - Student Achievement

Student Contribution to the Community

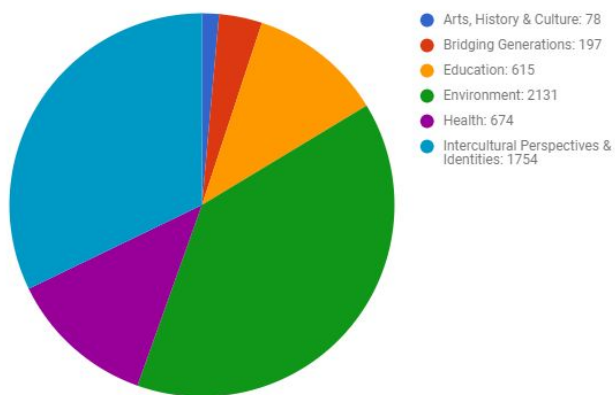
From 1995 to May 2016, 12,233 Kapi'olani Community College Students contributed 280,287 hours to the community, averaging 22.91 hours per student. Our goal for the year 2016, as stated in the 2015-2021 College Strategic Plan is to have an increase on the annual number of students completing service-learning assignments.

Spring 2016

Total students that submitted timesheets: 222

Total hours these students contributed: 5,603

Breakdown of Hours by Pathway

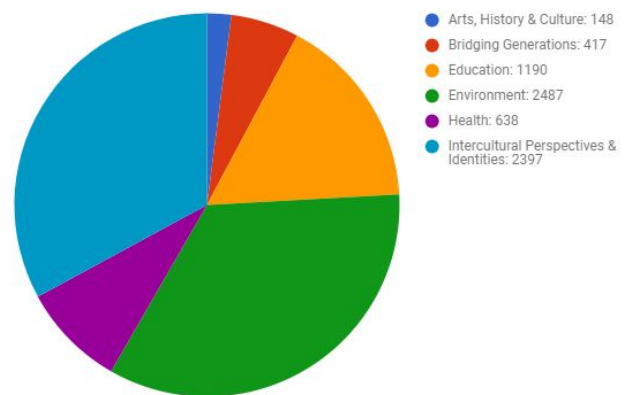


Fall 2015

Total students that submitted timesheets: 289

Total hours these students contributed: 7,337

Breakdown of Hours by Pathway



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.

| Year | # of Evals | Reliability | Sensitivity | Learning | Communication | Commitment | Overall |
|---------------|------------|-------------|-------------|----------|---------------|------------|---------|
| Fall 2015 | 275 | 3.79 | 3.82 | 3.84 | 3.79 | 3.78 | 3.84 |
| Spring 2016 | 219 | 3.91 | 3.94 | 3.94 | 3.91 | 3.91 | 3.94 |
| Total 2015-16 | 494 | 3.85 | 3.88 | 3.89 | 3.85 | 3.85 | 3.89 |