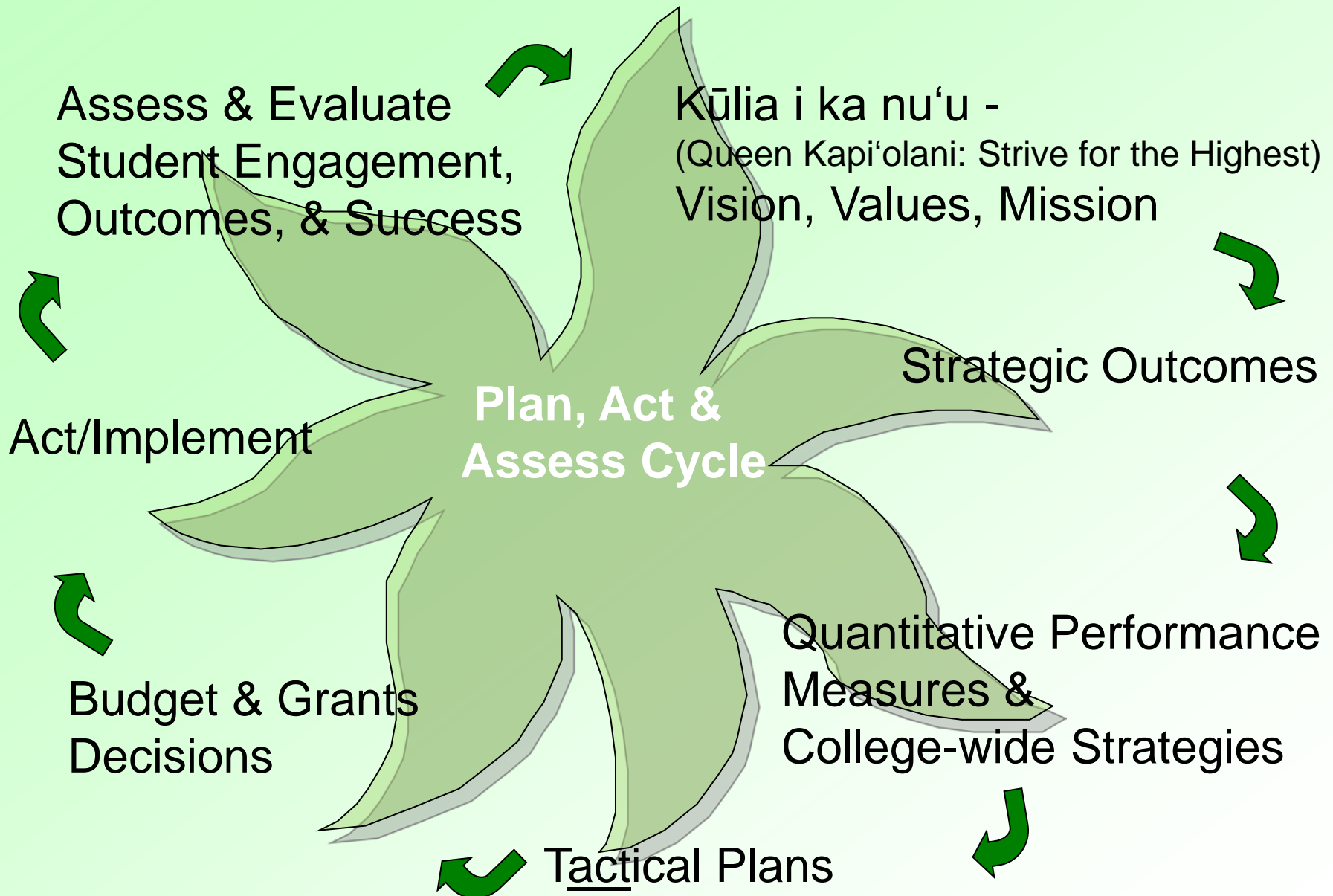


# Innovation to Institutionalization



# VISION

*Kapi'olani Community College prepares students for lives of critical inquiry and effective engagement and leadership in careers which strengthen the health, well-being, and vitality of*

- *the individuals, families, and communities that support all of us,*
- *the cultural traditions that shape and guide all of us, and*
- *the land and sea that sustain all of us.*

## Values:

- Aloha for Hawai'i, and its diverse peoples, cultures, languages, and environments.
- Service and attention to the needs of our diverse students and their experiences, contributions, expectations, and dreams.
- High quality, active, ongoing learning for everyone.
- Respect and appreciation for our faculty, staff, students, and administration, in recognition of their ongoing innovation and achievements.
- Honesty, integrity, and clarity in professional relationships.
- Imagination and innovation in curriculum and pedagogy and support services, and in planning, assessment and improvement.
- Shared responsibility, effective communication, and partnerships in working for the educational, social, economic, and environmental betterment of the communities we serve.

## Mission: Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

<p style="text-align: center;"><b>Strategic Outcomes</b></p> <hr/> <p style="text-align: center;"><b>Performance Measures</b></p> <p style="text-align: center;"><b>2006 Baselines and 2015 Benchmarks</b></p>	CAMPUSWIDE STRATEGIES							
	I. Manage and Grow Enrollment Strategically	2. Diversify, Improve and Increase the College's Financial Aid Portfolio for Students.	3. Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence.	4. Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer	5. Diversify, Sustain and Increase the College's Funding Portfolio and Revenue Streams.	6. Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise	7. Strengthen Community Outreach and Partnerships	8. Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting
<b>STRATEGIC OUTCOME A: NATIVE HAWAIIAN EDUCATIONAL ATTAINMENT: Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher education institutions.</b>								
<b>PERFORMANCE MEASURES</b>	<b>Potential Strategies for Implementation by Academic and Support Units in Tactical Plans 2009-2012, 2012-2015</b>							
A1 Increase total fall enrollment of Native Hawaiian students by five percent annually, from 840 to 1,303.	A1 (A,B,C,D)	A1 (C,D)	A1 (A,B,C,D)	A1 (A,B,C,D)			A1 (B,D)	A1 (A,B)
A2 Promote low-income Native Hawaiian success and graduation by increasing their overall financial aid participation rate from 19.4 to 38.0 percent.		A2 (A,B)			A2 (B)	A2 (B)	A2 (A,B)	
A3 Increase the percentage of Native Hawaiian students, who if assigned to a developmental reading, writing, or math intervention, successfully complete that sequence. Native Hawaiian success rates in developmental writing to increase from 72 to 81 percent; in developmental reading from 50 to 76 percent; in developmental math from 52 to 72 percent.			A3 (B,C,D)	A3 (D)		A3 (A,B)		A3 (B,C,D)
A4 Increase by six percent per year the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions while maintaining the percentage (71%) of transfers who achieve a GPA of 2.0 or higher at the transfer institution. Increase certificate and degree completion by Native Hawaiian students from 64 to 105 per year, and total increase in Native Hawaiian transfer is from 59 to 85 per year.		A4 (A)	A4 (A,C,D,E, G,M)	A4 (G,H,I,J,K,L,M, N)				A4 (D,E,F,G,H,I, J,N)
<b>STRATEGIC OUTCOME B: HAWAII'S EDUCATIONAL CAPITAL: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.</b>								
<b>PERFORMANCE MEASURES</b>	<b>Potential Strategies for Implementation by Academic and Support Units in Tactical Plans 2009-2012, 2012-2015</b>							
B1 Increase total fall enrollment by two percent per year, from 7,272 to 8,918.	B1 (A,B,C,D)	B1 (A,B,C)	B1 (A,B,C)	B1 (A,B,C)			B1 (A,C)	
B2 Promote low income student success and graduation by increasing their Pell Grant participation from 16.1 percent to 38.0 percent.		B2 (A,B)					B2 (A,B,C)	B2 (B,C)
B3 Increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent. All student success in developmental writing to increase from 74 to 83 percent; in developmental reading from 63 to 80 percent; in developmental math from 62 to 80 percent.			B3 (B,C,D)	B3 (C)				B3 (B,C,D)
B4 Increase by three percent per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage (78%) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. Increase in certificate and degree completers is from 641 to 885, and increase in transfers is from 561 to 828.			B4 (B,C,D,E,F, H,I,N,O)	B4 (J,K,L,M)			B4 (F,G,O)	B4 (E,I,J,K,O)
B5 Using effective distance and off site learning strategies, increase enrollment of students from under-served regions from 1,103 to 1,481, and increase degrees awarded to these students from 114 to 150.			B5 (A,B)	B5 (A,B)			B5 (A,B)	
B6 Every two years, target 2 CCSSE benchmark items for improvement by the next administration of the CCSSE. These items should have major impact on student success. For example, as a result of CCSSE 2008, improve student effort in completing assignments on time, and improve faculty use of textbooks, readings, and assignments. Improve all CCSSE Benchmarks to the 80 <sup>th</sup> percentile.			B6 (A,B,C,D)	B6 (A,B)				B6 (A,B)
B7 All certificate and degree programs complete two documented cycles of development, assessment, evaluation, and improvement of student learning outcomes. Career programs seek industry validation of learning outcomes. Strengthen assessment of employer and student satisfaction.			B7(A,B)	B7(A,B)				B7A
<b>STRATEGIC OUTCOME C: ECONOMIC CONTRIBUTION: Contribute to the state's economy and provide a solid return on its investments in higher education through research and training.</b>								
<b>PERFORMANCE MEASURES</b>	<b>Potential Strategies for Implementation by Academic and Support Units in Tactical Plans 2009-2012, 2012-2015</b>							
C1 Increase extramural grant funds by 3 percent per year, from \$4.7 to \$5.9million.					C1 (A,B,C,D, E,F,G)	C1 (A,B,C,D, E,F)	C1 (D,E,F)	C1 (A,B,C,D, E,FG)

<p style="text-align: center;"><b>Strategic Outcomes</b></p> <hr/> <p style="text-align: center;"><b>Performance Measures</b></p> <p style="text-align: center;"><b>2006 Baselines and 2015 Benchmarks</b></p>	<p style="text-align: center;"><b>CAMPUSWIDE STRATEGIES</b></p>							
	1. Manage and Grow Enrollment Strategically	2. Diversify, Improve and Increase the College's Financial Aid Portfolio for Students.	3. Develop a New Ecology of Engaged Learning and Teaching for Improved Retention and Persistence.	4. Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Successful Transfer.	5. Diversify, Sustain and Increase the College's Funding Portfolio and Revenue Streams.	6. Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise	7. Strengthen Community Outreach and Partnership	8. Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting.
<p><b>STRATEGIC OUTCOME D: GLOBALLY COMPETITIVE AND COLLABORATIVE WORKFORCE: Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.</b></p>								
<p><b>PERFORMANCE MEASURES</b></p>	<p><b>Potential Strategies for Implementation by Academic and Support Units Tactical Plans 2009-2012, 2012-2015</b></p>							
D1 Increase by 3 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated shortage of qualified, local workers, or where the average annual wage is at or above the U.S. average (\$38,651). Increase in degree completion in these programs is from 301 to 381. Increase in the number of UH baccalaureate transfers in these programs from 403 to 511.	D1 (A)		D1 (B,C,D)	D1 (B,C,D)			D1 (A,B,C,D)	
D2 Increase total annual student enrollment in continuing education programs that address critical workforce shortages by three percent per year, from 5,269 to 6,675	D2 (A)				D2 (A,B,C)	D2 (C)	D2 (A,B,C)	
D3 Increase the enrollment of 25-55+ year olds in credit programs by 3 percent per year, from 2,221 to 2,813 students.	D3 (A)	D3 (A)	D3 (A)	D3 (A)		D3 (A)	D3 (A)	
D4 Increase degree completion in campus STEM fields (Nursing, Health Sciences, Biotech, IT, Digital Media Arts, Food Service) by 8 percent per year, from 222 to 410 students.			D4 (B)	D4 (A)		D4 (C,D)	D4 (C)	D4 (A,B,C,D)
D5 Increase the number of students pursuing the Associate in Science/Natural Science transfer degree, with concentrations in Physical or Life Sciences, from 5 to 300.			D5 (A,B)	D5 (A,B)			D5 (A,B)	D5 (A)
D6 Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes assessed through e-portfolios or comparable assessment tools.			D6 (A,B,C)	D6 (A,B,C)	D6 (D,F)		D6 (A,B,C)	D6 (A)
D7 Increase the number of students annually completing course-embedded Service-Learning assignments from 600 to 1,000.			D7 (A)				D7 (A)	
D8 Increase International (F-1 and other visa) student enrollment by three percent per year, from 630 to 800.	D8 (A)				D8 (A)		D8 (A)	
D9 Increase the number of the College's "TEACH Hawaii" students transferring to UHM as Pre-Education and Education majors from 110 to 150.			D9(B)	D9 (A,B,C)		D9 (A,B,C)	D9 (A,B)	D9 (A,B,C)
D10 Redesign curriculum approval and revision process and fully implement five year curriculum review process.			D10 (A,B)	D10 (A,B)				D10 (A,B)
<p><b>STRATEGIC OUTCOME E: RESOURCES AND STEWARDSHIP: Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.</b></p>								
<p><b>PERFORMANCE MEASURES</b></p>	<p><b>Potential Strategies for Implementation by Academic and Support Units in Tactical Plans 2009-2012, 2012-2015</b></p>							
E1 Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership committed to the strategic outcomes and student-centered performance measures. Increase professional development funding by three percent per year from \$776,000 to \$955,000 for the achievement of these measures			E1 (A,B,C,D,E,F)	E1 (B,E,F)	E1 (A,B,)	E1 (A,B,E)	E1 (A,B,C,D,E,F)	E1 (B,E,F)
E2 Strengthen faculty and staff development to increase by one every two years the number of programs that can be completed by students in underserved regions via distance and off site learning.	E2 (A,B)		E2 (A,B)	E2 (A,B)		E2 (A,B)	E2 (A)	
<p><b>STRATEGIC OUTCOME F: RESOURCES AND STEWARDSHIP: Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all of the University's resource for a sustainable future.</b></p>								
<p><b>PERFORMANCE MEASURES</b></p>	<p><b>Potential Strategies for Implementation by Academic and Support Units in Tactical Plans 2009-2012, 2012-2015</b></p>							
F1 Request \$45,000,000 in repair and maintenance funds over the period, an average of \$5.6 million per year.	F1 (A,B,D,E)		F1 (A,B,D,E)			F1 (A,B,C,D,E)	F1 (D,E)	
F2 Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement	F2 (B,C,D,F,H)	F2 (B)	F2 (B,C,D,E,F)	F2 (B,C,D,E,F)		F2 (A,B,C,D,E,F,G,H)	F2 (B,F)	F2 (H)
F3 Promote sustainability by reducing annual KWH/gross square feet consumed by 2 percent per year, from 20.12 to 17.47, and reducing annual consumption of water from 4.1 million to 3.3 gallons.						F3 (A,B)	F3 (A)	
F4 Increase number of courses, programs and initiatives that integrate assignments and opportunities leading to improved sustainability learning outcomes.	F4 (A)		F4 (A)	F4 (A)		F4 (A)		F4 (A)
F5 Increase non-state revenue by five percent per year from \$23.5 million to \$36.4 million..					F5 (A)	F5 (A)	F5 (A)	F5 (A,B)

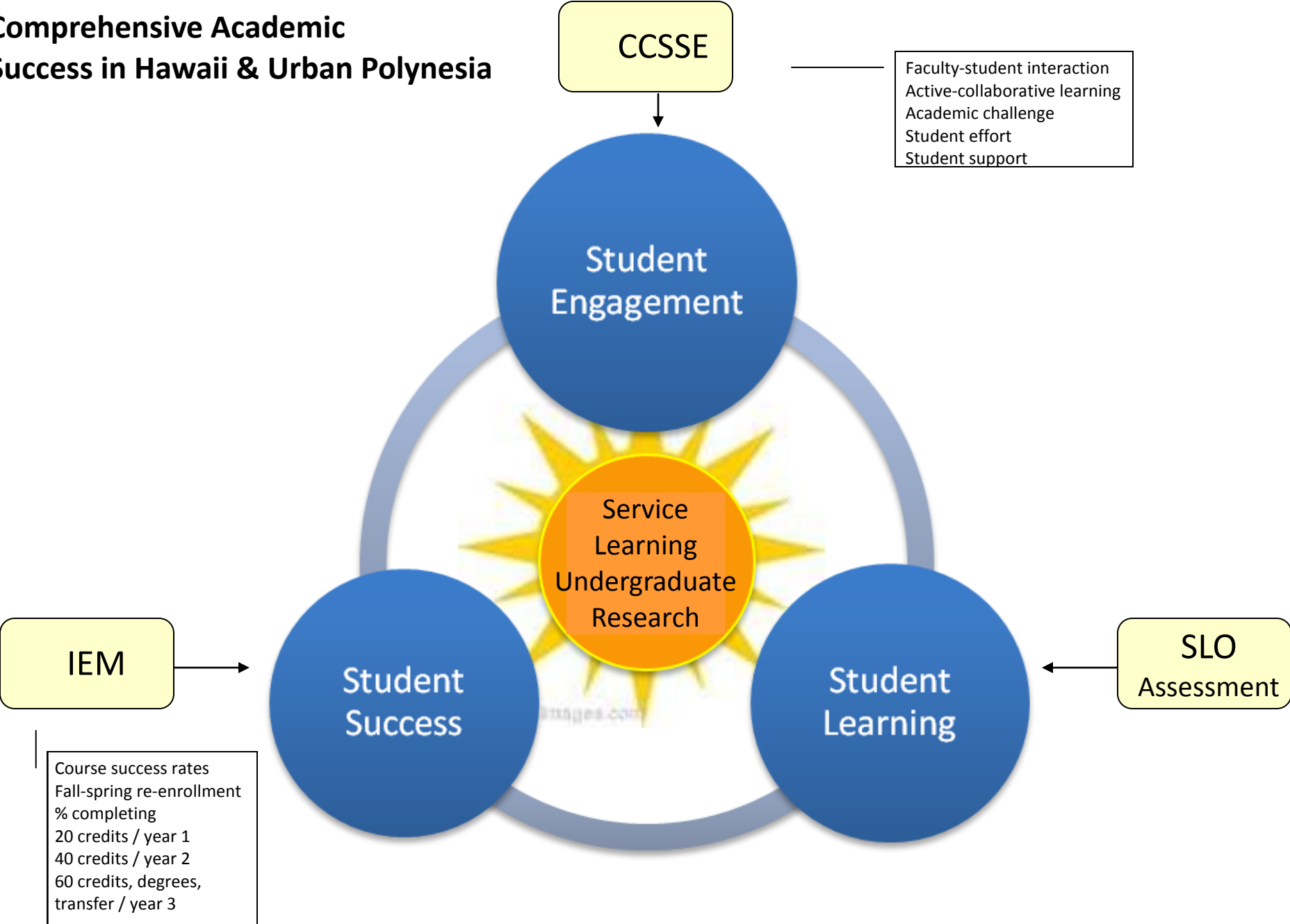
COLLEGEWIDE STRATEGIES

1	<p>Manage and Grow Enrollment Strategically by: 1) conducting ongoing analyses of internal and external enrollment factors such as, going, retention, and persistence rates; certificate, degree and transfer demand and completion; workforce, economic, and community data; campus facilities and online capacity; reach to and impact in underserved communities; 2) implementing, assessing, evaluating, and improving precision student marketing and recruitment strategies led by Kuilei, the Honda International Center, and Continuing Education, with the assistance of the Office for Institutional Effectiveness, Vice-President for Community Colleges Marketing office, community-based organizations, departments, faculty and staff.</p>
2	<p>Diversify, Improve and Increase the College's Financial Aid Portfolio for Students by: 1) assessing and evaluating Achieving the Dream data for Native Hawaiian and all student participation rates; 2) reviewing current financial aid policies and practices for the awarding of financial aid; 3) modifying processes as needed to achieve optimum access using online technology in the marketing and awarding of scholarships (i.e., Kuilei Chancellor's scholarship, centennial scholarships); 4) integrating financial aid planning into Kuilei and First Year Experience as a success strategy for new, lower income students; 5) integrating financial aid with academic advising and other success strategies for continuing students to achieve college enrollment and non-general fund revenue goals; 6) increasing student awareness and use of private scholarships; and 7) communicating the availability of aid and focusing on strategies that ensure that students complete the application process in order to determine their qualification for aid.</p>
3	<p>Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence by: 1) improving technology-enhanced learning environments and support services for Native Hawaiian and all students in the Kahikoluamea Center. Services include entry and exit assessments, development of personal learning plans and electronic portfolios for learning and assessment, and peer mentoring and tutoring in pathway academies aligned with academic clusters and advising; 2) assessing and evaluating the Achieving the Dream, CCSSE, and program review data to better meet the diverse learning needs of Native Hawaiian and all students; 3) promoting the effective use of student engagement pedagogies such as learning communities, service-learning, gatekeeper course initiatives, online classes and tutorials; and 4) providing quality professional and staff development.</p>
4	<p>Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer by improving : 1) improving integrated, technology-enhanced learning environments and support services for Native Hawaiians and all students in all programs; 2) improving programs that meet critical workforce shortages in nursing, health science, hospitality, information technology, teaching, and social work, and prepare students for high wage careers in science, technology, engineering, digital media and other knowledge-intensive industries; 3) developing comprehensive academic degree pathways with learning outcomes assessment and supporting current and new articulation agreements with baccalaureate campuses; 4) promoting the effective use of student engagement pedagogies such as learning communities, service-learning, undergraduate research, online classes and tutorials, study abroad, and capstone experiences; 5) providing quality professional and staff development; 6) <b>strengthening outreach and comprehensive program delivery to underserved communities in Palolo, Leeward Oahu, and the Neighbor Islands;</b> 7) improving alternative delivery classes and programs and contract training; 8) embedding academic subject certificates and concentrations in existing and/or new programs.</p>
5	<p>Diversify, Sustain and Increase the College's Funding Portfolio and Revenue Streams by: 1) improving grants identification, development, administration, implementation and evaluation processes; 2) strengthening the alignment between external grants and strategic and tactical planning for institutional and program improvement, especially in emerging innovation and knowledge-intensive fields 3) involving deans and department chairs in identifying faculty for assigned time related to grants processes; 4) providing training and professional development opportunities; 5) developing mutually beneficial and sustainable partnerships with private, non-profit, educational, and governmental sectors statewide, nationally and internationally for the development of contracts and grants, and to increase funding from auxiliary enterprises, foundations, investments and endowments; 6) consolidating and reforming continuing education for increasing revenues and revenue streams.</p>
6	<p>Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise by: 1) exercising exemplary stewardship over all College's resources; 2) identifying resource priorities and aligning general and non-general funding to meet these priorities; 3) creating an environmentally sustainable and energy efficient campus; 4) providing more high quality professional development opportunities for faculty and staff; 4) hiring of new faculty and staff.</p>
7	<p>Strengthen Community Outreach and Partnerships by: 1) working collaboratively and effectively with leaders in under-served regions and populations; 2) recognizing both the assets and needs of our partners; 3) engaging private, non-profit, educational and governmental sector partners in improving program outcomes related to workforce development and human services needs; 3) obtaining local, state, national and international resources; 4) improving ongoing communication, especially through the use of technology.</p>
8	<p>Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting by: 1) using best practice research, assessment and evaluation processes; 2) using data for decision-making; 3) engaging all campus governance bodies; 4) aligning decision-making with strategic planning, program review and tactical planning, program and institutional accreditation standards, biennium and supplemental budget requests, and non-general funds; 5) developing ten core institutional effectiveness measures to be featured in a dashboard format on the College's website. Measures might include: A) enrollment; B) retention rate; C) persistence rate; D) number of degrees, certificates completed and transfers; E) general and non-general funds; F) active and Collaborative Learning; G) academic challenge; H) student effort; I) faculty-student interaction; J) support for learners (F-J are CCSSE Benchmarks).</p>

## **The Six Kapi'olani Community College Principles for Successful Innovation**

1. Successful innovations are faculty driven and administration supported.
2. Successful innovations are integrated through professional development support. Summer institutes with deliverable products, such as a revised syllabus, are especially effective.
3. Successful innovations are built on existing strengths.
4. Existing strengths are used to leverage requests for external funding. External funds are used to develop new innovations.
5. Responsibility for new innovations is distributed widely throughout the faculty before support is centralized. Knowing when to centralize and institutionalize the support is the key to success. Too soon, and the faculty are absolved of responsibility for the innovation. Too late, and the faculty are worn out from the extra work.
6. Identify and fund support staff (outreach coordinators, peer mentors, student leaders, technologists) and new learning spaces (centers, labs, community sites, cyber) to demonstrate administrative commitment for the long-run.

# Comprehensive Academic Success in Hawaii & Urban Polynesia



Kapi'olani Community College Service-Learning Courses - Fall 2010

Mahalo for your interest in service-learning! This is our service-learning course matrix, which indicates which courses and instructors are offering the service-learning option in their class for Fall, and from which "pathways," or social-issue based tracks, their students may choose a service-learning site. Please check with your instructor for any specific requirements. For more info on the service-learning projects, visit our website: [www.kcc.hawaii.edu/object/servicelearning](http://www.kcc.hawaii.edu/object/servicelearning) or email us: [kccserve@hawaii.edu](mailto:kccserve@hawaii.edu)

CRN	Course	#	Course Title	Course Code	Instructor	Arts	BridGen	Edu	Envir	Health	Intl
<b>ARTS &amp; HUMANITIES</b>											
31269	ART	101	Intro to Visual Arts	DA	Souza, C.	x					
31270	ART	101	Intro to Visual Arts	DA	Souza, C.	x					
31271	ART	101	Intro to Visual Arts	DA	Souza, C.	x					
31273	ART	101	Intro to Visual Arts	DA	Souza, C.	x					
32043	HIST	151	World Civilizations I	FGA	Alvarez, P	x	x	x	x	x	x
32089	HIST	151	World Civilizations I	FGA	Alvarez, P	x	x	x	x	x	x
32090	HIST	152	World Civilizations II	FGB	Alvarez, P	x	x	x	x	x	x
31761	HIST	152	World Civilizations II	FGB	Alvarez, P	x	x	x	x	x	x
31302	HIST	151	World Civilizations I	FGA	Higgins, C.	x	x	x	x		x
31716	HIST	284	Hawaiian History	DH,HAP, WI	Higgins, C.	x	x	x	x		x
31327	REL	150	Intro to World's Major Rel	FGC	Sweeney, J.			x	x		
31501	REL	150	Intro to World's Major Rel	FGC	Sweeney, J.			x	x		
32086	REL	150	Intro to World's Major Rel	FGC	Sweeney, J.			x	x		
32161	REL	209	Contemporary Religions	DH,WI	Sweeney, J.			x	x		
31594	PHIL	102	Intro to Phil: Asian Traditions	DH	Fujikawa, R.		x				x
32260	PHIL	103	Intro to Phil: Environmental	DH	Rowe, S.				x		
31326	PHIL	250	Ethics in Health Care	DH	Fujikawa, R.		x			x	
31338	PHIL	250	Ethics in Health Care	DH	Fujikawa, R.		x			x	
<b>HOSPITALITY &amp; TOURISM</b>											
32265	HOST	168	Tour Directing	--	Yagodich, F.	x			x		
<b>LANGUAGE ARTS, LINGUISTICS &amp; LITERATURE</b>											
31578	ENG	22	Beg. Composition	--	Abbott, J.	x	x	x	x	x	x
31399	ENG	22	Beg. Composition	--	Abbott, J.	x	x	x	x	x	x
32216/32233	ENG	22/100	Beg. Composition/ Composition I	--	Abbott, J.	x	x	x	x	x	x
32220/31944	ENG	22/100	Beg. Composition/ Composition I	--	Acoba, F.	x	x	x	x	x	x
32221/32038	ENG	22/100	Beg. Composition/ Composition I	--	Hiser, K.	x	x	x	x	x	x
31087	ENG	100	Composition I	FW	Acoba, F.	x	x	x	x	x	x
32039	ENG	100	Composition I	FW	Acoba, F.	x	x	x	x	x	x
32097	ENG	100	Composition I	FW	Acoba, F.	x	x	x	x	x	x
31790	ENG	270B	American Literature	DL, WI	Kirkpatrick, J.		x	x			
31803	ESL	100	Composition I	FW	Kellogg, G.			x			
31781	ESOL	94F	Advanced ESOL	--	Mastandrea, A.				x		
31713	CHNS	290	Chinese Language and Culture	--	Fujitani, S.		x	x			x
31555	JPNS	202	Intermediate Japanese II	--	Kobuke, L.			x			x
31630	JPNS	290	Japanese Language and Culture	--	Fujikawa, L.						x
31631	JPNS	290	Japanese Language and Culture	--	Fujikawa, L.						x
31632	KOR	290	Korean Language and Culture	--	Yuen, S.		x	x		x	
31199	LING	102	Intro to the Study of Language	DH, WI	Inouye, S.			x			x
31417	LING	102	Intro to the Study of Language	DH, WI	Inouye, S.			x			x
32082	SLT	102	Language Learning	--	Ford, S.			x			
32083	SLT	203	Integrating Content and SLT	--	Ford, S.			x			
<b>MATH &amp; NATURAL SCIENCE</b>											
31201	MICR	130	General Microbiology	DB	Tuthill, M.				x	x	
31204	MICR	140	General Microbiology Lab	DY	Tuthill, M.				x	x	
31205	MICR	140	General Microbiology Lab	DY	Tuthill, M.				x	x	

CRN	Course	#	Course Title	Course Code	Instructor	Arts	BridGen	Edu	Envir	Health	Intl
31992	MICR	161	Immunology & Protein Chemistry	DB	Berestecky, J.					x	
31819	MICR	230	Molecular Biology	DY	Tuthill, M.				x	x	
31155	BOT	101	General Botany	DB	Quensell, N.				x		
31977	BOT	105	Ethnobotany	DS, HAP	Quensell, N.				x		
31622	BOT	130	Plants in Hawaiian Environment	DB	Quensell, N.				x		
32087	BIOL	101	Intro to Sci: Biol Sciences	DB	Lam, M.				x	x	
31101	BIOL	101	Intro to Sci: Biol Sciences	DB	Lam, M.				x	x	
31097	BIOL	101	Intro to Sci: Biol Sciences	DB	Lam, M.				x	x	
31987	BIOL	101	Intro to Sci: Biol Sciences	DB	Kuntz, W.				x	x	
31981	BIOL	124	Environment & Ecology	DB	Kuntz, W.				x		
<b>HEALTH SCIENCES</b>											
31833	HLTH	118	Interpersonal Skills	--	Paul-Watanabe, C.		x	x		x	
31391	HLTH	270	Aging and Rehabilitation	WI	Wakabayashi, J.		x	x		x	
<b>SOCIAL SCIENCE</b>											
31633	ANTH	152	Global Perspectives on Humanity	FGB	Hasager, U.	x	x	x	x	x	x
31015	ANTH	200	Cultural Anthropology	DS	Hasager, U.	x	x	x	x	x	x
31018	ANTH	200	Cultural Anthropology	DS	Hasager, U.	x	x	x	x	x	x
32134	ANTH	200	Cultural Anthropology	DS	Hasager, U.	x	x	x	x	x	x
31019	ANTH	200	Cultural Anthropology	DS	Hefner, C.	x	x	x	x	x	x
31017	ANTH	200	Cultural Anthropology	DS	Young, F.			x	x		
31593	ED	285	Classroom Management	--	Ogata, V.			x			
31024	FAMR	230	Human Development	DS	Branson, C.	x	x	x	x	x	x
31025	FAMR	230	Human Development	DS	Branson, C.	x	x	x	x	x	x
31517	FAMR	230	Human Development	DS	Branson, C.	x	x	x	x	x	x
31899	FAMR	230	Human Development	DS	Branson, C.	x	x	x	x	x	x
32030	FAMR	230	Human Development	DS	Branson, C.	x	x	x	x	x	x
31031	FAMR	230	Human Development	DS	Cohen, I.	x	x	x	x	x	x
31348	FAMR	230	Human Development	DS	Cohen, I.	x	x	x	x	x	x
32173	FAMR	230	Human Development	DS	Ogata, V.		x	x	x	x	x
31032	FAMR	230	Human Development	DS	Ogata, V.		x	x	x	x	x
31033	FAMR	230	Human Development	DS	Phillips, S.	x	x	x		x	
31288	FAMR	230	Human Development	DS	Phillips, S.	x	x	x		x	
32095	FAMR	231	Human Development	DS	Phillips, S.	x	x	x		x	
31436	POLS	120	Introduction to World Politics	DS	Overton, J.						x
31054	POLS	130	Intro to American Politics	DS	Fujiwara, K.	x	x	x	x	x	x
31057	PSY	100	Survey of Psychology	DS	Renner, J.	x	x	x	x	x	x
31059	PSY	100	Survey of Psychology	DS	Renner, J.	x	x	x	x	x	x
31065	PSY	100	Survey of Psychology	DS	Renner, J.	x	x	x	x	x	x
31466	PSY	100	Survey of Psychology	DS	Havey, J.	x	x	x	x	x	x
32196	PSY	170	Psychology of Adjustmen	DS, WI	Renner, J.	x	x	x	x	x	x
31068	PSY	230	Introduction to Psychobiology	DB	TBA						
31069	PSY	240	Developmental Psychology	DS	Azman, R.			x		x	
31070	PSY	260	Psychology of Personality	DS	Renner, J.	x	x	x	x	x	x
31942	PSY	270	Intro to Clinical Psychology	DS	Havey, J.	x	x	x	x	x	x
31076	SOC	257	Sociology of Aging	DS, WI	Modavi, N.		x				
31522	SSCI	260	Food and Society	DS	Modavi, N.				x	x	
<b>COMPUTER SCIENCE</b>											
31704	ITS	227	Web Site Development	--	Singer, S.	x	x	x	x	x	x
<b>Learning Communities</b>											
31715/32224	HIST288/ENG272M		Time Traveling & Island Hopping	DH,HAP,WI	Higgins/Hershinow	x	x	x	x		x

## Service-Learning Reflection Prompt

How has your Service-Learning experience changed you?

- What did you learn in your course (and other courses, if applicable) that relates to your service or community site? What did you learn during your service or at your community site that relates to your course?
- What problem(s) did you help solve, enhancing our community? How did you accomplish this?
- How has your experience affected your thinking about the community, its problems, and the solutions to those problems?
- What personal, academic or career goals did you achieve? How has your experience affected your thinking about personal, academic or career goals? How will you serve the community in the future?

The prompt addresses the following general education SLOs:

**Aesthetic Engagement:** Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.

**Communication:** Ethically compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.

**Integrative Learning:** Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

**Self and Community:** Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and global communities.

**Thinking/Inquiry:** Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.

(The prompt also addresses Accreditation Standard II language about students assuming civic responsibilities after college.)

### Instructor's notes:

1A. The instructor should specify an audience for the reflection, such as the following: parents or other family members; professor, classmates or members of the discipline or profession; a religious official or faith community; a website or publication editor; a government official or body, such as the governor or legislature; etc.

1B. The instructor may specify a course-appropriate learning artifact in a medium other than a written essay. Depending on the course, artwork, a website, an oral presentation, etc., may be assigned. This artifact should be created through a course-appropriate ("ethical") process.

2. The instructor should specify in his/her syllabi which SLO(s) the Service-Learning project addresses, adapt the first set of sub-questions, and provide specific guidance for student work and reflection. What did you learn about information literacy, quantitative/symbolic reasoning, communication, ethics, diversity, and/or aesthetics?

3. The instructor should also help students make connections between their current Service-Learning experience and other courses/experiences that they may have had. The Integrative Learning SLO and the AA Cornerstone Project are meant to address/assess learning across the curriculum, not just in a particular course.