



Service-Learning

Service-Learning 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:

- Arts, History & Culture
- Education
- Elderly Care
- Environmental Sustainability
- Health
- International Education

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 students learning collective responsibility.



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SERVICE-LEARNING FACT SHEET

Updated January 2009

Kapi'olani began its Service-Learning initiative in 1995. Since that time 7,884 students have contributed 186,626 hours of meaningful service to the community, an average of 23.7 hours per student per semester. At \$10/hour (see www.independentsector.org, which calculates this rate at \$19.51/hour for 2007) these hours represent an economic contribution of \$1,856,626 in educational and human services. Student evaluations conducted between 1996-97 and 2005-06 indicate statistically significant improvement in Service-Learners' attitudes about working as a team, ability to make a difference in the community, and instructors as caring individuals. They also had higher GPAs and persistence (re-enrollment) rates than non-Service-Learners.

Supervisor Evaluations of Students (4 =Excellent, 3=Good, 2=Fair, 1=Needs Improvement)						
Year	# of Evals	Student Reliability	Sensitivity to Clients	Willingness to Learn	Communication Skills	Overall
Fall 1999, Spring 2000	310	3.67	3.77	3.77	3.69	3.72
Fall 2000, Spring 2001	340	3.78	3.84	3.85	3.78	3.8
Fall 2001, Spring 2002	606	3.81	3.88	3.89	3.82	3.85
Fall 2002	328	3.52	3.57	3.57	3.55	3.56
Spring, Summer, Fall 2003	554	3.65	3.83	3.83	3.76	3.82
Spring, Summer, Fall 2004	370	3.80	3.85	3.89	3.85	3.82
Spring 2005	233	3.75	3.84	3.88	3.83	3.80
Fall 2005, Spring 2006	371	3.79	3.83	3.84	3.77	3.83
Fall 2006	237	3.62	3.62	3.67	3.61	3.65
Spring 2007, Fall 2007	352	3.85	3.85	3.90	3.81	3.89
Spring 2008	141	3.84	3.82	3.81	3.82	3.82
Fall 2008	238	3.63	3.68	3.70	3.59	3.69
Total	4,080	3.72	3.78	3.80	3.74	3.77

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