



Civic Action Plan 2018-2021



Grand Challenges of Water Institute
May 15-17, 2017



‘A‘ohe hana nui ke alu ‘ia.

No task is too big when done together by all.

Kapi‘olani Service and Sustainability Learning program

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 program that weaves through the Kīkaha o Lae‘ahi (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. In 2013, the name of our program changed to Kapi‘olani Service and Sustainability Learning (KSSL) to acknowledge its sustainability curriculum efforts. While KSSL 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.

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

KSSL 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

From 1995 to May 2017, 12,883 Kapi‘olani Community College students contributed 289,879 hours to the community, averaging 22.50 hours per student.

In sum, faculty and community partners take collective responsibility for student learning and community development.

**Kapi'olani Community College, University of Hawai'i
Civic Action Plan 2018-2021**

To advance the public purposes of higher education, Kapi'olani Community College (hereafter, the College) has aligned its Civic Action Commitments with those of Campus Compact and the College's Mission and Vision statements for 2015-2021.

Kapi'olani Civic Action Commitments

We empower our diverse students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, sustainable, and resilient future for our island communities in an evolving global community.

We embrace our responsibilities as an indigenous-serving and place based institution, contributing to the health and strength of our island communities—economically, socially, environmentally, educationally, and politically.

We prepare our students for productive futures in their professional, personal, and civic lives, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.

We foster an environment that consistently affirms the centrality of the civic purposes of higher education by encouraging and supporting deeper public service engagements by members of the campus.

We harness the capacity of our College —through teaching, service, research, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.

Campus Strategic Directions

Campus Strategic Direction I: Hawai'i Graduation Initiative. Through KSSL and civic engagement, increase the number of graduates and transfers and reduce their time to completion by investing in student services and supporting learning in and out of the classroom. Increase student engagement, learning, and achievement.

Engagement

1. Increase the annual number of students completing service-learning and civic engagement assignments from 700 to 900.
2. Increase the annual number of students who demonstrate the capacity to deliberate, act, and lead in pursuit of the public good to 60.
3. Increase the annual number of student who demonstrate the capacity to deliberate, act, and lead in pursuit of a more sustainable and resilient Hawai'i to 30.

4. Increase the annual number of online students completing service and sustainability learning assignments to 100.

Learning

5. Improve learning assessment relative to general education learning outcomes:
 - **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.
 - **Communication** - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
 - **Self and Community/Diversity of Human Experience** - 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.
 - **Aesthetic Engagement** - Through various modes of inquiry, demonstrate how aesthetics engage the human experience revealing the interconnectedness of knowledge and life.
 - **Integrative Learning** - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

6. Deepen student learning outcomes assessment relative to institutional learning outcomes:

Within professional, civic, and personal contexts, and in the pursuit of their current individual learning goals, KCC students are able to:

- use critical and creative thinking and reasoning.
- communicate clearly and appropriately.
- demonstrate an active awareness of the Hawaiian Islands and the rich diversity of its peoples, in particular the values and history of the indigenous culture.
- make contributions to their communities

7. Deepen student learning outcomes assessment relative to UH system level sustainability program level outcomes:
 - Systems thinking
 - Values thinking
 - Futures thinking
 - Strategic thinking
 - Effective collaboration and communication
 - Integrative synthesis
8. Develop the “civic learning facilitator” roles of student leaders in current service-learning issue pathways, Bridging Generations, Education, Environment, Health, Arts and Culture, and Intercultural Perspectives.

Achievement

9. Increase the percentage of students who complete service-learning and achieve grades of “C” or higher to 80 percent.
10. Increase the percentage of students who complete service-learning and re-enroll in the subsequent semester to 80 percent.
11. Increase the percentage of students who first complete service-learning in an entering fall semester and then complete a degree or transfer within three years to 60 percent.

Approach

1. Support Service-Learning Outreach Coordinator with professional development opportunities.
2. Identify and set goals for currently underserved populations through outreach to and access for high school students, GED completers, Filipino, Native Hawaiians, Pacific Islanders, and working age adults, and sharpen the focus on how service-learning can contribute to their re-enrollment and academic progress to degree completion and transfer.
3. The Civic Action Plan will be presented to the Student Congress for their insights and guidance.
4. Fund and support a student web designer to promote: a) service-learning issue pathways and partnerships; b) issue-based public forums where students can demonstrate the capacity to deliberate, act, and lead in pursuit of the public good.
5. Fund and support student leaders for each of the issue pathways and develop their capacity to facilitate dialogues on their civic issue.
6. Further refine existing reflection prompts, scoring rubrics, and learning assessment protocols for service-learning students, sustainability learning students, and students engaging in public forums.
7. Work with Institutional Researchers to design academic progress tracking methods for service-learning, sustainability learning, and students engaging in public forums.
8. Create and strengthen internship, service, and research opportunities for students with

community partners that use Native Hawaiian practices to sustain and restore the environment.

9. Work with campus groups to put on events to engage students and community members. Campus groups include Phi Theta Kappa Honors, Student Success Pathways Engage Team, the Lamakū Learning Center, Civics Club, Engineers for a Sustainable World, and Ecology club to sponsor and host civic engagement presentations, dialogues and talk stories.

Campus Strategic Direction II: Hawai'i Innovation Initiative. Through KSSL and civic engagement, support the productive futures of students, faculty, and staff.

- 1) Increase annual number of students completing service learning assignments from 700 to 900.
- 2) Increase the number of sustainability designated course sections from 27 to 60 and develop "Pathways to UH 4-year Campuses."
- 3) Engage community partners, administrators, faculty and staff in collaborative dialogues focused on the health and strength of our island communities—economically, socially, environmentally, educationally, and politically.
- 4) Engage faculty in more robust assessments of student impact with community partners.
- 5) Establish a network and calendar of public forums and invite students, faculty, and staff to participate in these forums as well as integrate them into the learning environment.
- 6) Develop a public forums series on campus aligned with community sustainability and resilience issues, as well as the issue-based pathways.
- 7) Increase the annual number of faculty integrating civic engagement into their traditional and online courses by five each year.
- 8) Increase the number of faculty teaching to "grand challenges" (Conservation, Water Security, Food Security, and Health) by five each year, in collaboration with the National Center for Science and Civic Engagement.
- 9) Collaborate with existing C4wd professional development committees to annually increase the number of faculty attending workshops on how to strengthen the public service component of their contract renewal, and tenure and promotion dossiers.

Approach

Encourage faculty to use service-learning assessment methods to document student learning of course and general education learning outcomes.

Present the Civic Action Plan to the College's Faculty Senate and Staff Council for their feedback and guidance.

Work with the Distance Education committee to integrate service-learning and civic engagement into online courses.

Convene faculty dialogues with community partners on a semester and summer cyclical basis, beginning with sustainability and resilience partners, then health, education, environment, bridging generations, arts and history, and intercultural perspectives.

Hire a Social Science undergraduate research student to create, develop, and maintain a “Civic Engagement” website that can be accessed by students and faculty in traditional and online courses.

Encourage faculty and staff to take advantage of Professional Development opportunities to attend the annual UH System Sustainability Summits, Grand Challenges Institutes, Science and Civic Engagement (SENCER) Summer Institutes, and the Campus Compact Western Region Continuums of Service Conference in San Diego in Spring 2019.

Develop workshop curriculum on improving the public service component of contract renewals and tenure and promotion applications. Encourage and support deeper public service engagements by members of the campus.

Campus Strategic Direction III: Community and Civic Engagement. Develop local, national, and global community partnerships that challenge the prevailing social and economic inequalities and strengthen the health of our island communities.

1. Sharpen focus on co-creating mutually respectful partnerships.
2. Strengthen Campus & Community Engagement for a Sustainable and Resilient O’ahu
3. Implement the Quality Partnership Practices listed below:
 - a. Clear roles and responsibilities in the partnering process. Partners recognize each other's need and assets. Design for inclusion and ownership.
 - b. Clear lines of communication in the partnering process. Practice culturally responsive communication. Boost morale to maintain motivation and momentum.
 - c. Partners are clear and explicit about mutual benefits. Create integrated programs, resources, and infrastructure
 - d. Partners are clear that achieving these benefits requires a long-term commitment. Promote visible network and relationships for program resilience.
4. Strengthen community partnerships for Service and Sustainability Learning, Undergraduate Research, and unpaid and paid internships.
5. With the guidance of Kalāualani, promote leadership development opportunities for Native Hawaiian students at the College, and the University of Hawai’i Mānoa and West O’ahu campuses.

Approach

KSSL make links with non-profits, advocacy organizations, and city, state and federal agencies, and encourage students to participate in democratic decision making (as part of or apart from class).

Convene community partner dialogues to discuss the United Nations Sustainable Development Goals and their alignment with Civic Action Plan.

Survey, based on the quality partnership principles above, current and future community partners about policy areas and agencies on which we should focus. Hold a community partner dialogue each semester and summer.

Contact city, state and federal agencies that focus on planning and policies related to sustainability and the service-learning issue pathways. Identify meeting days/times, well in advance, for policy meetings that allow public comment and democratic dialogue.

Publicize those meetings on the KSSL website. Offer service-learning hours for student participation. Hire Social Science undergraduate research student to create, develop, and maintain this “Civic Dialogues” website.

Submit Action Request form to Kalāualani, the College’s Hawaiian Council, to invite its feedback and review of the Civic Action Plan.

Work with the Neighborhood Boards on sustainability, resilience, and aesthetic issues to increase support for alternative energy forms on campus and in the community.

Maintain neighborhood qualities such as parking by encouraging carpooling, bus passes as part of student fees, and shuttles to reduce ecological impacts of travel.

Develop logistical support for community-based service-learning and undergraduate research. Secure campus van or group transportation to and from project sites to reduce the ecological impacts of travel.

Gather a community of scholars (faculty, students, community leaders, cultural practitioners) to collaborate and design research/inquiry projects related to sustainability and resilience.

Increase evening, weekend, and online courses on sustainable food service practices such as aquaponics, composting and resource conservation including traditional Hawaiian, western and Asian methods.

Invite Saturday Farmer’s Market attendees and/or host open house events showcasing campus sustainability.

Use the campus to teach the community about landscaping with native plants.

Campus Strategic Direction IV: Garner increasing administrative support in affirming the centrality of the civic purposes of higher education.

1. Tenure and promotion guidelines and reviewing bodies encourage public service in which faculty share their expertise in community development and policy dialogues.
2. Develop workshop curriculum on improving the public service component of contract renewals and tenure and promotion applications. Encourage and support deeper public service engagements by members of the campus.
3. Annually increase faculty participation in these workshops. Evaluate the workshops to make ongoing improvements.

Approach

Meet with VCAA and Deans to discuss how to strengthen the faculty public service component of their contract renewal, tenure and promotion documents.

Present Civic Action Plan for review and guidance to the College's Faculty Senate.

Document shared understanding of public service that values sharing expertise in community policy debates.

Encourage and support deeper public service engagements by members of the campus.

Seek additional campus funding for faculty and staff implementation of the Civic Action Plan.

Implementation and Communication

In Spring 2018, the Civic Action Plan will be put into motion by the College's Service and Sustainability Learning Outreach Coordinator, faculty and student leaders, with support from the Office for Institutional Effectiveness staff including the Director, institutional researchers, and grants developers.

The Civic Action Plan will replace the current Comprehensive Program Review for KSSL and serve as the vehicle for communicating budgeting for program improvement requests for the period 2018-2021. Requests are submitted in spring semester of each academic years.

Numerous scheduled events will serve to launch and communicate the Civic Action Plan in Spring 2018:

- January 17, Community Partner Fair at Kapi'olani Community College

- January 22-24 Roll out and leadership of *Community College Handbook of Sustainability Education and Operations* at the National Council for Science and the Environment annual conference, *The Science, Business, and Education of Sustainable Infrastructure*. Washington, DC.
- January 29-30, We Are Still In event at Kapi'olani Community College
- February 8-9 Fifth annual Hawai'i Higher Education Sustainability Summit, University of Hawai'i, Hilo, livestreamed to all 10 UH campuses.
- February 12 "*Sustainability and Climate Action at Kapi'olani Community College: We Are Still In,*" First in a Lecture Series sponsored by the College's Office of College and Community Relations. Presented by Robert Franco. Honolulu.
- March 25-28 Participation in national Campus Compact Conference, Indianapolis.
- March 27 Presentation of workshop entitled "Indianapolis Accords" and panel presentation on Civic Action Planning at Campus Compact conference, Indianapolis.
- May 13-16, participation of five Kapi'olani faculty at "The Grand Challenge of Conservation" Institute at the University of Hawai'i Mānoa.
- May 18-20, participation in annual Community College Service-Learning Conference at Red Rocks Community College. Workshop presentation on two decades of formative assessment of Service-Learning at Kapi'olani.
- Summer 2018, Learning Assessment Workshops for 5-10 Kapi'olani faculty and leading community partners.
- August 2-5, participation of five Kapi'olani faculty at the SENCER Summer Institute at Santa Clara University.
- August 15, Beginning of implementation year for "Transcending Barriers to Success: Connecting Indigenous and Western Knowledge" grant from Keck Foundation, through 2020.

Qualitative and quantitative formative assessments will be ongoing and results will be shared with campus and community stakeholders.

Opportunities for local, federal and foundational grant funding will require ongoing and authentic planning and communication (see Quality Partnership Principles on page 7 above).



SUSTAINABLE DEVELOPMENT GOALS

