

SCUP Award for Institutional Innovation and Integration
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“Innovation at Kapiolani: From the Margins to the Mainstream”

Goal of the Planning Initiative: To Strengthen Coherence in Student Learning

In the mid-1980s, the College set out to establish multiple across the curriculum emphases that would drive collaboration and integration across the liberal arts and career and technical education departments. The goal of this collaboration was to strengthen coherence in student learning across their general education and career courses and programs. By 1996, the College established four now longstanding across the curriculum emphases: 1) Writing and Critical Thinking; 2) Information Technology; 3) Asia-Pacific Studies; 4) Service-Learning. All four of these emphases drove more collective work by faculty so that our students would encounter coherent curricula and pedagogies resulting in a unique Kapiolani learning experience. The College has continued to provide statewide and national leadership in all four of these areas and receives substantial external funding for two ongoing innovations in its Asia-Pacific and Service-Learning Emphases.

After nearly a decade of national recognition for these two innovations and for overall quality by the Association of American Colleges and Universities (AAC&U), American Council on Education (ACE), Carnegie Foundation for the Advancement of Teaching, and Campus Compact, the College has integrated these two innovations into its updated Strategic Plan for 2008-2015, and they visibly shape and support the College's Vision, Values, and Mission. In the College's 2006 ACCJC/WASC Self Study, the College received commendations for its work in International Education and Service-Learning. Since 2004, the processes used to develop the Asia-Pacific and Service-Learning Emphases have been adapted to support new learning-centered innovations in science, technology, engineering, and math.

Sustaining the Initiative: From Learning Coherence to Learning-Centered

In the late 1990s, as American higher education moved to embrace greater accountability to student learning, that is, to emphasize high context, learning-centered pedagogies, and enhanced student engagement, the College was well-situated to further institutionalize the Asia-Pacific and Service-Learning Emphases.

Participation in the ACE “*Promising Practices in Institutionalizing International Education*” project required thorough internal and external audits of the Asia-Pacific Emphasis. For the internal audit, the College developed a “Rubric for Assessing the Institutionalization of International Education” that was adapted from collaborative work with researchers at Western Washington University (Kevin Kecskes, Julie Muyliaert) and UC Berkeley (Andrew Furco) who were developing this rubric to assess service-learning and civic engagement. This rubric identifies six institutional components, each with 3-6 dimensions, that must be synchronized for the sustainability of an innovation: 1) Philosophy and Mission; 2) Faculty and Staff Support; 3) Student Support; 4) International, National, and Local Partnerships; 5) Institutional Support; 6) Curriculum and Co-curriculum. After explaining the rubric to a large focus group of more than 40 staff, faculty, and administrators interested in Asian, Pacific, and International Education, each dimension was individually scored a 1 - Critical Mass Building, 2 - Quality Building, or 3- Sustained Institutionally. As a result of this internal audit and the external audit conducted by ACE experts, the College identified the need to move beyond just an emphasis on Asia and the Pacific, to an “Integrated International Education and Globalization” (IIEG) emphasis that would simultaneously advance indigenous, intercultural, and international learning for our students. The College later provided leadership in the ACE-FIPSE project to identify and assess learning outcomes for the “globally competent” student.

From 2004-2006, the rubric components and dimensions developed by Kecskes, Muyliaert, and Furco were refined by Campus Compact to conduct a national study entitled *Indicators of Engagement in the Two Year College (2004)*. Dr. Franco led this national study and Kapiolani was recognized for administrative and academic leadership, for establishing community-related work as a “defining value of the college,” and for creating a “culture of service as a way of life...the culture of engagement has become a defining characteristic of the faculty and their sense of identity” (p.45). Dr. Franco was then invited to participate in the development of the Carnegie Foundation Elective Classification for Community Engagement which also draws on the same rubric components and dimensions. The college was one of only four community colleges initially classified as Community Engaged by the Carnegie Foundation. In 2007, the Service-Learning Emphasis developed its new 3-year tactical plan in relation to the rubric components and dimensions.

In 2005, the College received its first National Science Foundation grant entitled “Roots, Resilience, and Reach” to develop a STEM infrastructure supportive of Native Hawaiian student transfer into baccalaureate STEM fields. A second NSF grant entitled, “Science Talent Expansion Program in Urban Polynesia” was funded in 2006. In 2008, based on the success of these two projects, we submitted a successful proposal to the NSF “Innovation Through Institutional Integration” (I3) program. A key process in the institutionalization of STEM innovation is the newly revised “Assessing Institutionalization Matrix” (AIM) based on the earlier rubric but adapted from a focus group implementation to an institutional, online survey administration. The online survey closes today, but we have already achieved a nearly 40 percent survey return rate. Results will be evaluated in the weeks ahead and a STEM 3-year tactical planning process, aligned with new institutional strategic plan outcomes and performance measures, will ensue.

Partnering with Community Stakeholders

The IIEG Emphasis involves sustained partnerships within the University of Hawaii System, with State of Hawaii Departments, and with dozens of colleges and universities in Asia, the Pacific and around the world. Service-Learning engages more than 40 community-based organizations, and 15 public schools, as well as a pipeline of community and school partners in Palolo Valley, a multi-ethnic, low income community in the College’s service area. A collaboration with the City and County of Honolulu resulted in the development of a 5,000 square foot learning center for Palolo Homes residents in November 2008 (see endorsement letter). This new center enables the college to expand the learning environment for service-learning students and to support residents as they now aspire for a college education. The new STEM initiative partners with UH Manoa STEM departments and universities and research labs on the continent to support research opportunities for our students. The STEM program also partners with the State Department of Business, Economic Development and Tourism and emerging businesses to build a stronger STEM workforce and economy. The results of the AIM online survey relative to the Partnership Component survey results will suggest new areas for growth and improvement.

Synergizing Resources

Since 1995, internal budget allocations and external grants have supported faculty engagement in the IIEG and Service-Learning Emphases. These resources support faculty leadership (6-12 credits released time/year) as well as intensive summer institutes where faculty engage with colleagues, students, and

partners over a 3-5 day period. The College also supports and staffs the Honda International Center, a Service-Learning Center, and a new STEM Learning Center. Annually, more than 600 international students contribute substantial tuition revenue, enhance the campus learning environment, and provide service to the campus and wider community. The College has successfully pursued international contract training opportunities for its faculty and staff in Asia, Africa, and the Americas. Over the last 5 years, the Freeman Foundation has provided \$3.0 million for the college to support 30 UH community college students per year in intensive Japanese, Chinese, and Korean language learning and a semester of study abroad in each of these countries. Recent Freeman funding will enable the college to expand this effort into Vietnam. More than 700 service-learning students contribute 14,000 hours of service in the community. Hundreds of students participate in the weeklong International Festival (now in its 21st year) each spring. Nearly 400 students are now engaged in the STEM program and 60 percent of these students are Native Hawaiian. The College's Center for Excellence in Learning, Teaching, and Technology (CELTT), developed with US Department of Education Title III funding, supports faculty development and integration of IIEG, Service-Learning, and STEM via distance learning and web-based program implementation and database management. In addition, CELTT oversees the development of innovative electronic portfolios for both students and faculty. The College's *Engaged in Education* faculty development program is providing active leadership in National Coalition for Electronic Portfolio Research. Recent HUD funding (\$800,000) has enabled the college to synthesize and synergize intercultural, service, and STEM learning in the Palolo Learning Center.

Development of Academic Plan, Learning and Research

The IIEG Emphasis has created Asian Studies and International Studies Academic Certificates that are strongly aligned with general education course requirements. In addition, based on the College's collaboration with the ACE-FIPSE "global competence" learning outcomes project, both of our certificates have identified learning outcomes. The college offers two year programs in eight second languages and students must complete one year of second language study for the Associate in Arts degree. Service-Learning courses are organized into issue pathways (Education, Environment, Health, Long-Term Care, Intercultural Communication) that connect courses with community partners, and courses over multiple semesters across their undergraduate experience, including transfer to UH Manoa. Students are

authentically evaluated by community partners and required to complete end-of-semester capstone essays that are rubric assessed and scored. These quantitative measures, and other pre- and post-test measures, are used to evaluate Service-Learning program effectiveness. Currently, “civic responsibility” and “global competence” are being refined as general education learning outcomes. The STEM program has developed an Associate Degree in Natural Science with identified learning outcomes and will be engaged in developing outcome assessment strategies as part of the new NSF I3 project.

Enhancing Campus Heritage

The College bears the name of Queen Julia Kapiolani who was deeply committed to health and well-being of her people. In the 1870s and 1880s, she and her husband, David Kalakaua, the last male sovereign of the Kingdom of Hawaii, traveled to Asia, the United States, and Europe, and King Kalakaua signed more than a dozen treaties with other nations in these regions. They both understood that Hawaii was emerging into a globalizing era, and that Hawaii had many challenges to confront and opportunities to advance. Queen Kapiolani was also a contemporary of Father Damien who gave his life in nurturing support of people living with Hansen’s disease at Kalaupapa on the island of Molokai. Queen Kapiolani was deeply concerned about the children of Hawaiian parents exiled to Molokai and she established the Kapiolani Women and Children’s Hospital and other social services programs for her people who were experiencing unprecedented mortality rates. It is appropriate that the college honor her commitment to service. Finally, Native Hawaiians were a highly literate people in the late 19th century with dozens of Hawaiian language newspapers which are a source of serious historical scholarship today. Iolani Palace, which once housed Kalakaua and Kapiolani, was outfitted with the most up-to-date amenities, including indoor plumbing, “Gas chandeliers installed when the Palace was first built were replaced by electric lighting five years later (less than seven years after Edison invented the first practical incandescent bulb). The King also installed a modern communications system that included the recently invented telephone” (Iolani Palace Website, Feb 27, 2009). Moving Native Hawaiian women and men into challenging STEM careers and futures also honors the innovations and legacies of Queen Kapiolani and King Kalakaua.

Aligning Innovations With Strategic Plan: Mission, Vision and Values

The 2008-2015 Strategic Plan is driven by the Queen’s motto, *Kulia i ka nuu*, Reach for the highest. This motto shapes our mission to lead locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations; prepare students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement; and deliver high quality 21st century career programs to support a diversifying Hawaii economy. This motto also shapes our campus values including: 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; 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. It also shapes our vision to prepare 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.