Aewa

Building a Genealogy

The Degree Qualifications Profile Project
at Kapiʻolani Community College
The DQP Project @ KCC
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- Gail Harada
- Roger Kadala
- Lisa Kanae
- Wendy Kuntz
- Kapulani Landgraf

- Kealalokahi Losch
- MacKenzie Manning
- Richard Miller
- Frank Noji
- Antonio Pizarro
- Catherine Primavera
- Nelda Quensell
- Mike Ross
- Sharon Rowe
- Man Beryl Yang
Mapping and alignment of KCC General Education Outcomes and course competencies to the DQP Outcomes in the context of the AA in Hawaiian Studies Degree
Phase 1 = Mapping

- DQP Project Team **mapped** DQP Outcomes to KCC General Education Outcomes
- DQP Task Force **reviewed and revised mapping** of KCC General Education Outcomes to DQP Outcomes
- Lead faculty **mapped** course competencies (SLOs) to the DQP Outcomes
Phase 2 = Alignment

- DQP Task Force *aligned* KCC General Education Outcomes to DQP Outcomes
- Lead faculty *aligned* course competencies (SLOs) to the DQP Outcomes
General Education
Student Learning Outcomes
5 General Education Outcome Areas

- Thinking / Inquiry
- Communication
- Self and Community
- Aesthetic Engagement
- Integrative Learning
<table>
<thead>
<tr>
<th></th>
<th>Thinking / Inquiry</th>
<th>Communication</th>
<th>Self and Community</th>
<th>Aesthetic Engagement</th>
<th>Integrative Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad Knowledge</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Intellectual Skills</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Applied Learning</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Civic Learning</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
## Final Mapping

<table>
<thead>
<tr>
<th></th>
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<th>Aesthetic Engagement</th>
<th>Integrative Learning</th>
</tr>
</thead>
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<tr>
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<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>6</td>
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<tr>
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<td>5</td>
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<td>1</td>
<td>1</td>
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<td>Applied Learning</td>
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<td>2</td>
<td></td>
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<tr>
<td>Civic Learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Broad Knowledge</th>
<th>Intellectual Skills</th>
<th>Applied Learning</th>
<th>Civic Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – 4 – 5</td>
<td>1 – 2 – 4</td>
<td>1 – 2</td>
<td>3</td>
</tr>
</tbody>
</table>
Communication

Through the effective use of visual, oral, written, and other forms of communication, interpret and ethically convey the intended message

<table>
<thead>
<tr>
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<th>Applied Learning</th>
<th>Civic Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2–3–4–5–6</td>
<td>1–2–3–4–5</td>
<td>1–2</td>
<td>1–2</td>
</tr>
</tbody>
</table>
Evaluate one’s own ethics and traditions in relation to those of other peoples; examine the diversity of cultural perspectives; and / or engage in local, regional, and global communities.

<table>
<thead>
<tr>
<th>Broad Knowledge</th>
<th>Intellectual Skills</th>
<th>Applied Learning</th>
<th>Civic Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td></td>
<td>1 – 2 – 3</td>
</tr>
<tr>
<td>Broad Knowledge</td>
<td>Intellectual Skills</td>
<td>Applied Learning</td>
<td>Civic Learning</td>
</tr>
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</tbody>
</table>
Explore and synthesize knowledge, attitudes, methods, and skills from a variety of cultural, aesthetic, and academic perspectives to enhance analytical, practical, and/or creative tasks in our local and global communities.

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<th>Applied Learning</th>
<th>Civic Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2 - 3 - 4 - 5 - 6</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Course Competencies
## Course Competency Mapping

<table>
<thead>
<tr>
<th></th>
<th>Broad Knowledge</th>
<th>Intellectual Skills</th>
<th>Applied Learning</th>
<th>Civic Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td># of courses mapped</td>
<td>28</td>
<td>32</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td># of competencies mapped</td>
<td>122</td>
<td>143</td>
<td>54</td>
<td>46</td>
</tr>
</tbody>
</table>
Course Distribution

- Broad Knowledge: 29%
- Intellectual Skills: 33%
- Applied Learning: 19%
- Civic Learning: 19%
Course Competency Alignment

- BIOL 124
- BIOL 124L
- BOT 130
- BOT 130L
- ESL 100
- GEOG 102
- GEOG 151
- HIST 284
- HIST 288
- MUS 107
- PACS 108
- REL 150
- ZOOL 200
- ZOOL 200L
Original

* Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading for grammatical accuracy (Intellectual Skills 5)

Aligned

* Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading for grammatical accuracy (Intellectual Skills 5)
Survey of Pacific Islands History

Original

* Distinguish between culture contact among Native peoples and between Natives and outsiders
* Articulate an understanding of the complexity of cultural change and cultural persistence in island communities

Aligned

* Describe how cultural perspectives could affect interpretation of cultural change and persistence in island communities (Broad Knowledge 2)
Original

* Critically analyze concepts and issues within the framework of the course

Aligned

* Critically analyze contemporary and historical geographic concepts and issues within the framework of the course (Civic Learning 2)
Plants in the Hawaiian Environment

Original

* Recognize common native and introduced plant species

Aligned

* Recognize common native and introduced plant species and their importance to resource management and issues of sustainability (Broad Knowledge 6)
Introduction to the World’s Major Religions

Original

* Describe his / her own religious background and that of the surrounding community

Aligned

* Describe his / her own religious background, **including origins, development, assumptions, and predispositions**, as well as those of the surrounding community
  (Civic Learning 1)
Music in World Cultures

Original

* Contrast / compare your own music traditions within the broader context of other music traditions

Aligned

* Using appropriate citations, contrast / compare your own music traditions within the broader context of other music traditions
  (Intellectual Skills 2)
Elementary Hawaiian 1

Original

* Communicate orally in Hawaiian at a mid-novice level

Aligned

* Presents **substantially error-free communication** in Hawaiian at a mid-novice level (Intellectual Skills 5)
Key Take-Aways

* Adapting vs adopting
* Getting faculty buy-in
* Collaborative dialog
* Extending DQP to course assignment level
Going Forward
Going Forward

* Expand DQP from AA in Hawaiian Studies to other degrees
* Explore the use of DQP in Career and Technical Education Programs / Degrees
* DQP 2.0
Aewa

Building a Genealogy

The Degree Qualifications Profile Project
at Kapiʻolani Community College

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