

Aewa

Building a Genealogy

The Degree Qualifications Profile Project
at Kapi'olani Community College

Aewa

Imua

The DQP Project @ KCC

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DQP Project @ KCC

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

Initial Mapping

	Thinking / Inquiry	Communication	Self and Community	Aesthetic Engagement	Integrative Learning
Broad Knowledge	4	5	1		1
Intellectual Skills	3	4	1		
Applied Learning	2	2	1	1	1
Civic Learning	3	2	1		1

Final Mapping

	Thinking / Inquiry	Communication	Self and Community	Aesthetic Engagement	Integrative Learning
Broad Knowledge	3	6	1	2	6
Intellectual Skills	3	5	1	1	1
Applied Learning	2	2			1
Civic Learning	1	2	3		1

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

Broad Knowledge	Intellectual Skills	Applied Learning	Civic Learning
3 - 4 - 5	1 - 2 - 4	1 - 2	3

Communication

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

Broad Knowledge	Intellectual Skills	Applied Learning	Civic Learning
1 – 2 – 3 – 4 – 5 – 6	1 – 2 – 3 – 4 – 5	1 – 2	1 – 2

Self and Community

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

Broad Knowledge	Intellectual Skills	Applied Learning	Civic Learning
2	3		1 – 2 – 3

Aesthetic Engagement

Broad Knowledge	Intellectual Skills	Applied Learning	Civic Learning

Integrative Learning

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

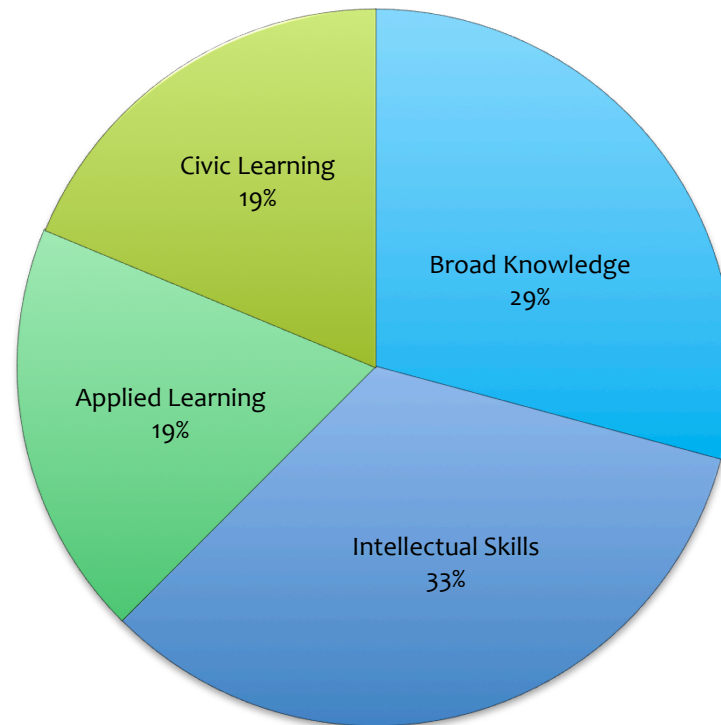
Broad Knowledge	Intellectual Skills	Applied Learning	Civic Learning
1 – 2 – 3 – 4 – 5 – 6	3	2	2

Course Competencies

Course Competency Mapping

	Broad Knowledge	Intellectual Skills	Applied Learning	Civic Learning
# of courses mapped	28	32	18	18
# of competencies mapped	122	143	54	46

Course Distribution



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

Composition 1

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

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)

World Regional Geography

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

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