

## INNOVATIONS & AWARDS

### NATIONAL AWARDS & RECOGNITION

Widely recognized for its learning-centered excellence and for integrating a coherent curriculum that connects and reinforces learning across classroom, campus, community and cyberspace, the College is nationally recognized for particular excellence by several higher education associations. These include:

- American Association of Colleges and Universities (AAC&U) Greater Expectations Initiative: The Commitment to Quality as the Nation Goes to College. Kapiolani is one of 16 “innovative, learning-centered colleges and universities serving as models of best practices in liberal education.” Since 2001, the College has participated in AAC&U’s Consortium for Quality Education to develop First Year Experience programs, Hawaiian faculty leadership skills, learning communities and learning outcomes assessment.
- American Council of Educations’ Promising Practices Initiative: The College is among eight in the nation selected for quality programs in international education.
- In Spring 2005, the College was the only community college nationally to be selected to participate in the Lumina Foundation National Coalition for E-portfolio Research. Through funding from a Title III grant, the college plans to pilot e-portfolios with 30 first-year Native Hawaiian Students in fall 2005.
- The Carnegie Foundation for the Advancement of Teaching has twice, in 2000 and 2005, recognized the College for its Service-Learning and Community Engagement programs.

### A COMMITMENT TO INTEGRATED LEARNING & TEACHING

The College’s Fall 2004 enrollment was 7,174 students of which 37% were full time and 63% were part time. The average age of our students is 25. Our students are 42% male and 58% female. The majority of our students are Hawaii residents with 2% coming from the mainland and 8% from abroad.

Kapi’olani Community College is committed to making every learning experience challenging, informative, useful, and geared to each individual’s needs. The College’s 2003-2010 Strategic Plan includes objectives explicitly focused on our commitment to meeting the learning needs of our students and providing them with coherent learning experiences. These objectives will be met through faculty participation in classroom assessment and research, programs of professional development, the College’s cross -curricular and pedagogical approaches based on established best practices in enhancing student learning.

## CROSS-CURRICULAR INITIATIVES

Kapi’olani Community College focuses on the following cross-curricular initiatives, which serve to integrate course content, infuse skills, and provide cohesive learning contexts:

### WRITING ACROSS THE CURRICULUM AND THINKING AND REASONING EMPHASIS

This college-wide emphasis includes both writing and thinking. It provides a multidisciplinary approach to writing as a mode of learning - a way of organizing thoughts, understanding concepts, discovering connections, and articulating and communicating ideas. Writing, thus, is a powerful tool that can assist understanding of course content and improve critical thinking. But writing does not exist in a vacuum. It is ultimately connected with other aspects of language use - reading, speaking, and listening - and has a social as well as individual dimension. Instructors from Liberal Arts and technical, occupational and professional programs are encouraged to integrate writing, reading, and thinking strategies into their course objectives and activities.

### KAPI’OLANI INFORMATION TECHNOLOGY EMPHASIS

Research suggests that students who have access to technology excel in their chosen career or educational field. The Kapi’olani Information Technology Emphasis (KITE) is KCC’s commitment to the development of knowledgeable and capable students for the 21st century information and interactive age. KCC provides an environment where students and faculty utilize technology in their learning activities; computer labs are located throughout the campus where fast, convenient Internet access is readily available.

### MATHEMATICS ACROSS THE CURRICULUM EMPHASIS

The ability to understand basic mathematical ideas and perform mathematical computations is critical to success in today’s world. To participate as a contributing citizen and to find employment in modern vocations and professions, mathematics is essential. The College offers special workshops aimed at increasing students’ “math confidence.” Tutors and computer-based programs are available at the Holomua Center to assist students with developmental math skills. Counselors and instructors assist students in finding the most appropriate sources for the mathematics skills development that students need to succeed.

### INTERNATIONAL EDUCATION

International education at Kapi’olani CC recognizes that working and learning environments increasingly assume multicultural dimensions. In order to prepare our students to meet the challenges and opportunities in the multicultural arena, international education at KCC is built on three pillars: supporting the languages, cultures, and histories of Hawai’i’s people; developing our students capacity to understanding and respect diverse cultures; and establishing and nurturing strong educational and economic partnerships in Asia, the Pacific, and the Americas.

The Honda International Center (HIC) is tasked with facilitating and implementing KCC’s commitment to International Education. The International Education Committee, Honda International Center and

other key faculty, students and staff committees and clubs promote, develop and implement programs, activities and services that provide a better understanding of multi-culturalism, internationalism and the interconnectedness of the global community through:

- A. Academic Curricular Infusion
  - Language & culture requirements for the AA degrees
  - Global/multicultural foundation requirements
  - Academic Subject Certificates in Hawai'i/Pacific Island Studies, Asian Studies and International/Global Studies
- B. Cultural Extracurricular Infusion
  - International Education Week
  - International Festival
  - International lectures, conferences, seminars and special presentations
- C. First and Second Language Development and Teaching
  - Intensive and content-based second language and culture studies in English, Chinese, Japanese, Korean and Spanish as Second Languages
  - Second Languages for Specific Purposes for Tourism/Hospitality, Business, leisure activities
  - Applied first languages and cultures
- D. Intercultural Programs
  - International Café
  - International Service Learning
  - International Student Club
  - Kaikuana and Kaikana (mentor/mentee) program
- E. Honda International Center (HIC) Programs
  - International student recruitment and enrollment management
  - Study Abroad and international student exchanges
  - International customized contract educational and training programs
  - International exchange agreements
  - International protocol activities
- F. Enrollment Management and Student Transitional Services
  - Admission and application assistance for entering KCC and its ESOL programs
  - Orientation to KCC and its academic programs and services
  - Assistance with health insurance, housing and transportation information and referrals
  - Assistance with work permits, OPT, CPT
  - Counseling and advising on academic issues, visa issues, financial resources, cultural adjustments
  - Workshops on F-1 and other visa regulations, tax issues and intercultural communication
- G. ESOL Intensive Transition Program
 

The ESOL Intensive Transition Program serves as an academic vehicle to transition students who score between 400 and 499 (paper based) or between 97 and 172 (computer based) on the Test of English as a Foreign Language (TOEFL) into the college and their academic major. After successfully completing the one-semester program which meets 22 hours a week for 16 weeks, students are eligible to take a range of credit courses offered at KCC.

Students in the ESOL Intensive Transition Program develop their linguistic competence by studying content related to American and Hawaiian cultures and by giving

oral presentations, writing a variety of assignments, listening to/watching videotapes, reading extensively, doing research, using computers and the internet, going on field trips.

KCC's ESOL Intensive Transition Program educational model is based on access, linguistic development, and concept/context-based learning. This model has been very successful for many international students entering U.S. colleges and universities.

## SERVICE LEARNING

Service learning is a teaching and learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Service learning enhances what is taught by extending student learning beyond the classroom and providing opportunities for students to use newly acquired skills and knowledge in real life situations in their own communities. Most Kapi'olani students (nearly 2,000 since January, 1995) choose to serve at more than 70 nonprofit organizations and schools in the East Honolulu area. Critical reflective journals link the students' service experience to the course curriculum. Students are encouraged to serve at least 20 hours per semester and for more than one semester.

## FIRST YEAR EXPERIENCE

In keeping with Kapi'olani CC's philosophy, which encourages students to Kūlia i ka nu'u—reach for the highest, the College's First-Year Experience (FYE) Program sets out to welcome students from all levels of preparedness and experience and serves as a bridge for their transition into college. The program provides students with a MAP (Master Academic Plan) and the learning tools, training, and support necessary for the journey toward academic and personal success. Upon completing the first year, students will have the direction and the skills necessary to move forward on their learning and personal paths. Having this solid foundation, students will be able to *Mai nea mua aku, kūlia i ka nu'u*—"from this point on, reach the highest." In order to achieve these goals, FYE activities include high school liaison, new student orientation, and summer bridge for transition into Kapi'olani CC, and College Skills classes and ACE (Access to College Excellence) clusters during the first two semesters. ACE clusters are cohorts of 10 students who take two or three classes together and meet once a week for a special seminar related to college success. Students may call the Kapi'olani STARTING LINE at (808) 734-9245 or e-mail [kapstart@hawaii.edu](mailto:kapstart@hawaii.edu) for more information.

## OTHER COLLEGE INITIATIVES

### MALAMA HAWAII

Malama Hawai'i is a cluster of courses for first-year students who are interested in Hawaiian language and Hawaiian and Pacific issues. Selected courses in language arts and humanities provide the core of the first-year classes and will include community projects focusing on caring for the Islands and their indigenous culture. Students continue in the Malama Hawai'i program to earn an A.A. degree in Liberal Arts and may also earn an Academic Subject Certificate in Hawaiian and Pacific Studies. Students may contact Kawika Napoleon at 734-9751 for more information.

## TEACHER PREPARATION

As part of Kapi'olani Community College's mission to *"prepare students to meet rigorous baccalaureate requirements...and...rigorous employment and career standards..."*, the Teacher Preparation Program aims to offer high quality two-year programs to support and prepare pre-education students and educational assistants to meet the rigorous requirements of their intended programs. The TPP program will prepare pre-education students to successfully transfer to a baccalaureate teacher education program; and prepare Hawaii's Department of Education (DOE) educational assistants to meet the mandates of President Bush's "No Child Left Behind (NCLB)" Act of 2002. The curricular and co-curricular activities are designed to provide students opportunities for classroom experiences as they learn the fundamental concepts of education. Students may contact The Teacher Education coordinator at 734-9833 or the Pre-Education Counselor at 734-9247 for more information.

## LEARNING COMMUNITIES

Learning Communities are created when students are enrolled in the same two or more classes and when faculty integrate the content and assignments of those classes to provide all participants with a richer learning experience. Learning Communities give students an active, experiential way of absorbing and applying knowledge and concepts, while developing social and intellectual relationships with other students and with faculty members. Learning Communities also provide a satisfying and creative experience for faculty members, who gain new insights on their academic subject area, and develop collaborative relationships with faculty partners and with students. Each semester, a number of learning communities are offered. Details can be found in the Schedule of Classes. Students can contact the Learning Communities Coordinator at 734-9703 for more information.

## THE HONORS PROGRAM

### *Pi'i aku a kau i ka nu'u.*

(Ascend and stand on a place of honor.)

Honors Education is designed to recognize high-achieving students and to offer them opportunities that enrich their college experience. There are two distinct parts of Honors Education: The Honors Curriculum Program and Phi Theta Kappa International Honor Society of the Two-Year College. The eligibility requirements are the same for both programs. Students receive letters of invitation when they have completed 12 or more credits at 100-level or above and they have attained a cumulative GPA of 3.5 or above. Students are encouraged to take advantage of both facets as they provide different experiences.

The Honors Curriculum Program allows academically excellent students to enroll in honors classes at KCC. There are two different types of honors classes: (1) Small seminar classes in which all students are participants in the Honors Curriculum Program. The teaching style and course materials may be more individual than in a regular class. (2) Honors classes within regular classes in which honor students complete the regular class with the other students, and in addition, they work with the instructor to design and complete an honors component. The students attend the regular class and meet with the instructor in completing honors projects. All honors classes are writing intensive. Upon completion of degrees, honor students who have completed two honors classes and maintained a cumulative GPA of 3.5 or above will attain the distinction of Kapi'olani Scholar. This honor is indicated on students' transcripts.

Phi Theta Kappa International Honor Society is the International Honor Society of the Two-Year College. Recognizing and promoting scholastic achievement among community, technical, and junior college students since 1918, Phi Theta Kappa International Honor Society offers academically excellent students international recognition and opportunities to develop records of leadership and service to the College and the community. The society is built on four hallmarks: leadership, scholarship, service and fellowship. KCC's chapter, Alpha Kappa Psi, is an active chapter that organizes many campus-wide activities and events. The chapter participates in many regional events with other chapters in the Pacific Region, and students regularly travel to international society events. The chapter, individual members, and officers have won many awards at the international and regional levels. By participating in the society and its programs, students receive additional recognition and develop resumes that lead to more successful applications for scholarships, university transfers, and employment. Phi Theta Kappa offers lifetime membership and benefits including scholarship opportunities, discounts, and references. Upon completion of degrees, Phi Theta Kappans receive special seals for their diplomas, and students are distinguished at commencement as they wear Phi Theta Kappa stoles and tassels with their graduation regalia.

Contact the Honors education coordinator at 734-9370 for additional information.

## INDEPENDENT STUDY

The purpose of Independent Study is to provide students with an opportunity to participate in the design and selection of learning experiences geared to their interests, aptitudes, and desired learning outcomes. Students may pursue a project or program of study for credit in any subject area in which credit courses are offered.

Independent Study is undertaken under the guidance of at least one student-selected faculty member of the College who agrees to serve as a voluntary advisor.

Individual and group study cannot be in a catalog-listed course and should not be used as a substitute for a canceled class or classes. Before applying for Independent Study, students must successfully complete all or a substantial portion of the regular credit courses offered in the subject area.

Prior to applying for Independent Study, a student or student group consults with the faculty member about the project or program of study to be undertaken and the number of credits to be earned.

A group study course should not involve more than six students without authorization by the Program Dean. Faculty should consider the amount of time required to serve as a voluntary advisor, as no teaching reduction or overload assignment is granted for the service.

After a project or program of study has been agreed upon by the faculty member and the student or student group and approved by the Department Chair and the Program Dean, an Independent Study course is set up: ALPHA 299V (e.g. HWST 299V) for individual study and ALPHA 199V for group study.

Applications for Independent Study are available in department offices.

## INTENSIVE PREPARATORY CURRICULUM FOR DEAF STUDENTS

Kapi'olani Community College has the largest population of deaf and hard of hearing students among all the campuses in the University of Hawai'i system. Since the establishment of the Gallaudet University Regional Center for the Pacific Region in 1988, the population of deaf and hard of hearing students has increased from one or two per semester to 25 per semester. The students come from a variety of educational backgrounds and geographic locations. Through coordination of services with Kapi'olani Deaf Center, Special Student Services, and the State Department of Vocational Rehabilitation, a strong foundation of supplemental support has been built to assist the students. Components of this support system include individual and small group tutoring, interpreter services and training, notetakers and Computer Assisted Notetakers (CAN), deaf awareness training for staff and students through orientations, and a dedicated counselor proficient in ASL.

To fulfill the need for a more intensive, holistic approach to education that takes into consideration cross-cultural differences, a preparatory program has been offered since the Fall of 1996. The Intensive Preparatory Program for the Deaf has been designed as a comprehensive, immersion program that exposes deaf students to various experiences and concepts while improving and increasing their language abilities. The program approaches the deaf student with respect for their culture and language in order to increase self-esteem and therefore increase their motivation to study and learn. For more information, please contact the coordinator at 734-9796.

## STUDENT SUPPORT SERVICES

*He pao'o ka i'a a'obe kabeka lehei'ole ia.*

(There is no sea pool that a pao'o does not leap into).

An active person is found everywhere, the Hawaiian proverb says. This adage is especially appropriate at Kapi'olani Community College, where student services, activities, and special programs have expanded along with the Diamond Head campus.

## A COMMITMENT TO STUDENT SERVICES

### SPECIAL STUDENT SERVICES (SSSO)

Located in 'Ilima 103, this office houses several programs to help students achieve equal access to instruction and other campus activities. The TRIO Student Support Services Project has three counselors exclusively available to first generation, economically disadvantaged, and minority students with physical or learning disabilities. All SSSO counselors offer academic advising, personal and career counseling, and financial aid information.

The SSSO counseling staff also assists students in obtaining the services of readers, note-takers, scribes, sign language interpreters, as well as other instructional and classroom accommodations as appropriate. Campus maps showing the locations of ramps, restrooms, elevators, and handicapped parking are available at the SSSO. TTY locations are shown on the campus map at the end of the catalog. To learn more about Special Student Services at Kapi'olani Community College, call 734-9552.

## SERVICES FOR DEAF AND HARD OF HEARING STUDENTS

Deaf and Hard of Hearing students may receive the following support services: application, orientation, and registration assistance; academic, personal, and career counseling by a counselor fluent in American Sign Language; interpreters for any credit or noncredit class, workshop, or campus activity; note-takers; and tutors. An intensive preparatory program taught in American Sign Language has been developed for Deaf and Hard of Hearing students. Deaf and Hard of Hearing individuals desiring information about the intensive preparatory program or other services may contact the College at (808) 734-9210 (V/TTY) or by using the text Telecommunication Device for the Deaf (TDD) relay service at (808) 643-8833. Campus TTY locations are printed on the campus map.

## COUNSELING

Counselors are available to assist prospective as well as enrolled students with educational, personal, and career concerns. Counseling services are available in the areas of self-evaluation, selection of majors, and academic planning. Interest inventories are also available to students, upon request, to assist them in narrowing possible career choices. In addition to individual and group counseling sessions, STAR, a degree audit program, is available to help students in their second and subsequent semesters' selection of courses. The printout