Outcome 1: Increase the number of part-time students earning credits for Prior Learning.

Outcome 2: Increase the number of credits earned via Prior Learning Assessment.

Outcome 3: Identify a sustainable process for Hawai'i Community College students and faculty to implement a comprehensive Prior Learning Assessment program.

The additional support created by this project is designed to assist students who can potentially reduce their time to degree completion via credits earned through PLA. Faculty enlisted by this project to coach students will provide instruction, advice, guidance and expertise in creating a comprehensive developmental portfolio which will subsequently be reviewed by faculty evaluators for potential college credit. Coaching will take various forms ranging from but not limited to workshops, seminars or one-on-one sessions with students.

Faculty will also be required to develop assessment rubrics which can be used in any other form of Course Challenge or Credit by Institutional Exam and by any other University of Hawai'i system school. In addition, faculty will establish working timelines for participating students, identify student obstacles and establish a system of support by bridging student needs with institutional recourses.

This project will be composed of a development phase and an implementation phase. The development phase will take place in the fall 2013 semester and the implementation phase will take place in spring 2014.

Development Phase – Fall 2013:

- Academic programs will establish policy of granting college credit via assessment of experiential learning.
- Academic programs will identify courses which will become available for students who can demonstrate mastery of contents and provide evidence to support how through experiential learning they have met all student learning outcomes.
- Academic programs will designate faculty members to act as faculty coaches for students who qualify to submit developmental portfolios.
- Academic programs will designate faculty members to conduct assessment of developmental portfolios and provide credit or no-credit recommendation of assessment.
- Development of marketing materials, informational workshops, campus and program advertisements and student outreach by campus representatives.
Implementation Phase – Spring 2014:

- Cohort of students who are approved to create and submit developmental portfolios or students who participate in UHCC System Portfolio Development course are matched with Faculty Coaches.
- Faculty Coaches will conduct initial instruction and provide guidance in developing a comprehensive development portfolio. In addition, Faculty Coaches will meet with students throughout semester to evaluate progress, make recommendations and provide additional support as needed. At end of semester, Faculty Coaches will review final drafts before submission to faculty evaluators.
- Participating students will submit completed work to campus PLA Coordinator who will collect student data and forward completed work to academic divisions.
- Faculty evaluators designated by academic divisions will conduct assessment and report credit or no-credit recommendation to division chairs and Vice Chancellor of Academic Affairs.
- Courses for which credit is granted based on assessment will be recorded as Credit by Examination (CE) or (CR) as appropriate.

The target population for this project will consist of a student cohort of approximately one thousand students who are enrolled in 1-9 credits. At Hawai‘i Community College as of fall 2012, 262 students were enrolled with 3 credits, 732 students were enrolled with 3-6 credits and 1,174 students were enrolled with 1-9 credits. From the sample of students enrolled with 1-9 credits, 156 (13.3%) were 90% complete with their degree and had an average cumulative GPA of 2.70. This group also had an average number of 62 credits and an average number of 6 transfer credits with 599 (51%) students being 25 years of age or older and 561 (47.8%) pursuing an Associate in Arts degree in Liberal Arts.

This project’s development stems from Hawai‘i Community College’s fall 2012 Part-time Student data which indicates 67.5% of 1,174 students taking 1-9 credits are enrolled in an Associate in Arts or in an Associate of Science degree and would greatly benefit by earning PLA credits and reducing their time to complete a degree.

Summary of Results:
Project Accomplishments:
- Business Education & Technology Division has made available college credit through portfolio assessment for 16 of its courses.
- Hospitality Division has made available college credit through portfolio 10 of its courses.
- List of 26 courses identified by academic programs as available to students to earn credit via Portfolio Assessment:
  - Bus 120  Principles of Business  3cr
  - Busn 121  Introduction to Word Processing  3cr
  - Busn 123  Word Processing for Business  3cr
  - Busn 150  Introduction to Business Computing  3cr
  - Busn 164  Career Success  3cr
  - Busn 166  Professional Employment Preparation  1cr
  - Busn 170  Records and Information Management  3cr
  - Busn 193V  Cooperative Vocational Education  Variable
  - ECom 100  Introduction to E-Commerce  3cr
  - Mgt 124  Principles of Supervision  3cr
  - Mkt 120  Principles of Marketing  3cr
  - Mkt 121  Marketing Topics  3cr
  - Mkt 130  Principles of Retailing  3cr
  - Mkt 151  Principles of Customer Service  3cr
  - Mkt 193V  Cooperative Vocational Education  Variable
  - Mkt 292  Integrated Marketing Projects  3cr
  - HosT 100  Career and Customer Service Skills  3cr
  - HosT 101  Introduction to Hospitality and Tourism  3cr
  - HosT 150  Housekeeping Operations  3cr
  - HosT 152  Front Desk Operations  3cr
  - HosT 154  Food and Beverage Operations  3cr
  - HosT 193V  Cooperative Vocational Education  Variable
  - HosT 258  Hospitality Marketing  3cr
  - HosT 261  Meeting, Convention Management  3cr
  - HosT 290  Hospitality Management  3cr
  - HosT 293V  Cooperative Vocational Education  Variable

- 4 faculty members are currently involved in evaluating student portfolios for potential college credit.
- A total of 10 students have participated in developing a portfolio to request college credits for their previous experiential

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learning.

- 5 out of the 10 students requesting credit through portfolio have returned to college after years in the workforce and have applied and enrolled at HawCC to continue towards a certificate or degree if credit is awarded from portfolio assessment.
- 1 of the 10 students will qualify to earn a Certificate of Competence in Business Foundations (AAS: Marketing) if awarded credit through Portfolio Assessment.
- As awareness and understanding of Prior Learning Assessment (PLA) types has grown, faculty have been more willing to work with the multiple forms of PLA.

  Based on survey sent to HawCC Faculty regarding Prior Learning Assessment (PLA) in September 2014, out of the 29 faculty members who completed the survey, when asked “If PLA were to be applicable to your academic discipline, would you be interested in collaborating with other faculty members in your discipline in developing assessments?”

  - 74% answered Yes.
  - 10% answered No.
  - 10% answered Not Applicable.
  - 6% did not answer.

I. Accomplishments & improvements as they relate to UH System Strategic Outcomes and Performance Measures:

UH System Strategic Outcome B: A Learning, Research, and Service Network.
Strategic Outcome: Globally Competitive Workforce

Performance Measure:
1. Increase by 3% per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai’i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006=$38,651).
2. Contribute to meeting the State’s incumbent worker education goal by increasing enrollment of 25-49 years old in credit programs by 3% per year.

HawCC accomplishments and campus improvements as they relate to UH System Strategic outcome B:
- As students earn college credit for their experiential learning, time to degree as well as the costs in attaining a certificate or degree will be reduced dependent on the amount of PLA credits earned.
- 1 of the 10 students requesting credit through portfolio assessment is requesting college credit for 5 courses (15 credits) within the AAS Hospitality and Tourism degree (a Shortage Area Statewide per University of Hawai’i System Strategic Outcomes and Performance Measures, 2008–2015) and if credit is awarded, the student will have earned a full time semester’s worth of credits and saved $1,710 in tuition (not counting books).
- 3 of the 10 students requesting credit through portfolio assessment are above 25 years of age and have returned to college after years in the workforce to attain a degree in a credit program.

II. Results on the measurable outcomes compared to baseline data identified in your application.

Measure 1: Currently, there are 1,174 students enrolled with 1-9 credits. From this population 51% (599 students) are 25 years of age or older and 13.3% (156 students) are 90% complete with their degree. This project aims to have 10% (16 students) of the 156 students currently at 90% degree completion receive PLA credit.

Results: Measure not met. This measure identifies the population of students who this project aimed at enrolling as participants. Although we did not enlist 16 students who were at 90% degree completion to participate, we enlisted 10 students of which:

- 5 are returning students who enrolled in the college to participate in this project.
- 4 are classified as part time students.
- 1 is classified as a full time student.

Measure 2: Hawai’i Community College offers a very limited number (16) of courses available for PLA or Course Challenge. This project aims to increase the number of courses available for PLA or Course Challenge by 30% (5 courses).

Results: Measure has been met. 26 courses have been made available through courses challenge via Portfolio Assessment.
Measure 3: Hawai'i Community College’s PLA program awards credit through a limited number of methods. With this new option, this project aims to increase the number of PLA credits earned by 10%.

Results: Unable to provide results until end of Fall 2014 semester. Students who requests credits through Portfolio Assessment will have their portfolios evaluated at the end of this current Fall 2014 semester.

Project Completion Date: December 22, 2014

<table>
<thead>
<tr>
<th>Actions Planned (from approved proposal)</th>
<th>Completed? (If not, please explain.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Development:</strong></td>
<td>Action completed:</td>
</tr>
<tr>
<td>• Academic programs will establish policy of granting college credit via assessment of experiential learning.</td>
<td>Academic programs participating in project have identified courses available for credit through Portfolio Assessment along with faculty who provide student coaching and faculty who conduct assessments. Outreach materials have been developed, Information Sessions were held and Student Orientation conducted for students participating. Campus PLA policy has been drafted and pending Academic Senate review and approval.</td>
</tr>
<tr>
<td>• Academic programs will identify courses which will become available for students who can demonstrate mastery of contents and provide evidence to support how through experiential learning they have met all student learning outcomes.</td>
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<tr>
<td>• Academic programs will designate faculty members to act as faculty coaches for students who qualify to submit developmental portfolios.</td>
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<td>• Academic programs will designate faculty members to conduct assessment of developmental portfolios and provide credit or no-credit recommendation of assessment.</td>
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<tr>
<td>• Development of marketing materials, informational workshops, campus and program advertisements and student outreach by campus representatives.</td>
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<tr>
<td><strong>Phase 2: Implementation</strong></td>
<td>Action completed:</td>
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<td>• Cohort of students who are approved to create and submit developmental portfolios or students who participate in UHCC System Portfolio Development course are matched with Faculty Coaches.</td>
<td>Students who completed application process and enrolled to participate in this project have attended during Spring 2014 and are attending for Fall 2014 to a Portfolio Development Workshop series where they meet with their faculty coach to develop a portfolio. At the end of the semester students will submit portfolios for review and faculty assigned as evaluators will evaluate for college level equivalencies.</td>
</tr>
<tr>
<td>• Faculty Coaches will conduct initial instruction and provide guidance in developing a comprehensive development portfolio. In addition, Faculty Coaches will meet with students throughout semester to evaluate progress, make recommendations and provide additional support as needed. At end of semester, Faculty Coaches will review final drafts before submission to faculty evaluators.</td>
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<tr>
<td>• Participating students will submit completed</td>
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</table>
work to campus PLA Coordinator who will collect student data and forward completed work to academic divisions.
- Faculty evaluators designated by academic divisions will conduct assessment and report credit or no-credit recommendation to division chairs and Vice Chancellor of Academic Affairs.
- Courses for which credit is granted based on assessment will be recorded as Credit by Examination (CE) or (CR) as appropriate.

<table>
<thead>
<tr>
<th>Effectiveness Indicators/Outcomes and Benchmarks (from approved proposal)</th>
<th>Results (If continuation project, also include prior year’s outcomes.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See summary of results above</td>
<td>See summary of results above</td>
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</table>

**Discussion of results:** Preliminary observations, discussions, and early data seem to suggest that there is potential for all types of PLA to assist students at Hawai'i CC. Through implementing this project, we have also identified areas of success and areas of weakness for PLA. While many support the idea of PLA, the lack of funding to keep faculty active and participation from disciplines and programs need to be overcome to a wider implementation of PLA.

**Discussion of effectiveness indicators/outcomes and benchmarks identified in approved proposal:** In general, the project can be deemed a success if simply for the opportunity to solidify a process and to examine the policies most conducive to PLA; and Hawai'i CC was also able to gauge the interest in PLA from the students and programs. Reporting on deliverables, HawCC increased the number of courses eligible for Portfolio Assessment to 26 but fell short of the minimum 16 students projected to earn PLA credits. The number of credits earned from Portfolio Assessment is unreportable since the seminars are still currently in session.

**Discussion of relationship of results to campus and UHCC strategic plans:** This project and the results provide Hawai'i CC the opportunity to support non-traditional students, adult learners, and military connected learners and earn credits towards a degree based on the skills, knowledge, and experience they possess. This project targets completion, persistence, and enrollment to name a few indicators.

**Discussion of scalability and sustainability of the project based upon the results:** As discussed above, there are some real barriers that need to be addressed, including system-wide policies that create inconsistencies. Hawai'i CC will continue to pursue PLA opportunities for students based on cost and impact on student and student success.

**Expenditure Report:** Use original budget from approved proposal and add line(s) to show actual expenses and total. Highlight or note changes from original budget and provide explanation.

<table>
<thead>
<tr>
<th>A PERSONNEL (itemization required)</th>
<th>Amount Budgeted in Approved Proposal</th>
<th>Amount Expended</th>
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<tbody>
<tr>
<td><strong>A1</strong></td>
<td>2 Faculty Coaches/Evaluators to build program capacity, provide academic support to students and create assessment rubrics for courses and assess Developmental Portfolios. ($4,233/semester overload for each)</td>
<td>$8,466.00</td>
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<td><strong>A2</strong></td>
<td>Fringe rate of 2.06% for faculty overload ($87.20) for 2 faculty members.</td>
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<tr>
<th>Date</th>
<th>Type of Expense</th>
<th>Item</th>
<th>Quantity</th>
<th>Amount</th>
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