July 26, 2012

TO: Manuel Cabral, Chancellor
    Leeward Community College

SUBJECT: Career & Technical Education Award

Leeward Community College is awarded $37,554 in 2012-2013 Title I Career and Technical Education funds to support the entitled project:

    Developing an Experiential Credit Plan for CTE Courses/Programs

$37,554

The award period for the project is from July 1, 2012 to June 30, 2013 and the award number for the project is: LEE2012/13(1)-T1-05 and should be referenced on all future correspondence and reports. These funds must be expended and goods received by June 30, 2013. A completion report is due on October 10, 2013.

Please call Dominic (Nic) Estrella at 956-3865 if you have questions.

Sincerely,

[Signature]

Peter Quigley
Assoc. Vice President for Academic Affairs

Cc: M. Pecsok, VCAA
    M. Lane, VCAS
    R. Umehira, Dean, CTE
    C. Wakamura, FA
    L. Tshukako, FA
    S. Robinson, Dir. of Academic Programs
1. College: Leeward Community College

2. (Descriptive) Strategy Title: Developing an Experiential Credit Plan for CTE Courses/Programs

3. Proposer's Name: Kay Ono 
   E-Mail: kayono@hawaii.edu

   Is this proposal a part of a multiple-year strategy? Yes
   If this is a multiple-year strategy, for what year is this proposal requesting funding?
   Year 3

5. Brief Statement of identified problem area and reason for selection:

   a) Prove relevant program and/or college data to support the need to address this problem.

   The Council for Adult and Experiential Learning (CAEL) is an organization that supports the adult learner. The tag line on CAEL’s website is “Meaningful Learning, Credentials, and Work for Every Adult.” The Council for Adult and Experiential Learning (CAEL) links learning and work. CAEL is a nonprofit that works at all levels within the higher education, public, and private sectors to make it easier for people to get the education and training they need. [http://www.cael.org/home]

   The initiatives set by UH President Greenwood are aligned with the focus of the White House’s Middle Class Task Force. [http://www.whitehouse.gov/blog/2011/03/23/call- action-college-completion]. Not only has college access and affordability been the key areas of focus, but the need to have more American students graduate from college is President Obama’s goal: “By 2020, America will have the highest proportion of college graduates in the world. Right now we are ninth.”

   According to the White House website sited above, “70 percent of students go on to pursue some kind of postsecondary education after high school, but less than half actually get a degree or certificate within 6 years. Why is this so important? Because more than half of all new jobs created in the next decade will require a postsecondary degree. And college graduates make more money and are less likely to be unemployed than individuals with only a high school diploma. Ensuring that more students graduate from college is essential to maintaining a strong middle class.”
The main purpose of this Perkins grant is to provide an opportunity for adult learners in our community to return to Leeward Community College (Leeward CC) and earn an associate degree. A UHWO faculty member has also been invited to participate on the Leeward CC PLA Review Committee with the plan of articulating the Leeward CC credits to UHWO.

According to the Council on Adult and Experiential Learning (CAEL) [http://www.cael.org/What-We-Do/College-Credit]:

The college degrees people earn—and the credit they receive toward those degrees—matter. Not only can they mean the difference between landing jobs or not, but they also can mean the difference between success or stagnation for our nation and its economy.

We must face some hard facts* about college education in our country:

- By 2018, 63% of jobs in the U.S. will require at least some college
- Only 42% of adults aged 25-34 have attained a postsecondary degree
- Our global leadership position in the number of adults 25-34 with college degrees slipped from 4th place in 1997 to 11th place in 2009
- To catch up with leading nations, the U.S. needs to increase the rate of degree production by 50.8%.

The second purpose of this Perkins grant is to address the number of active military and military veterans returning to our postsecondary campuses. Will I receive academic credit for what I have learned in the military? That is a question that is asked often by our military/military vets and it usually goes unanswered. With PLA, military/military vets can get credit for life and military experiences and be directed toward career paths. CAEL supports the return of active military and veterans to school. [http://www.cael.org/How-We-Help/Military-and-Veterans] Leeward CC needs to start exploring ways to assist our Active Military and Military vets as documented in Duty, Honor, Country...& Credit—Serving the Education and Learning Needs of Active Military and Veterans, CAEL Forum and News 2010. [http://www.cael.org/pdfs/128_2010dutyhonorcountryserviceandcreditfornaturalnews]

The Hawai’i House of Representatives, H.B. No. 2639, Section 1. Section 304A-802, Hawaii Revised Statutes’ description is being amended to include: “The program shall also award credits for professional experience gained through service in the United States armed forces.” In addition, this same section under “b, 4” is being amended to include: “A learning assessment or other criteria to determine college-level learning gained during service in the United States armed forces.” This documents the importance of our active military and military veterans educational journey and how credits can be documented through the PLA process.

Report Title: Higher Education; College-Credit Equivalency Program

Description: Amends the University of Hawaii college-credit equivalency program to require the award of college credit for service in the United States armed forces. Requires the program to develop a learning assessment to determine eligibility. Effective July 1, 2012. (HB2639 HD2) [http://www.capitol.hawaii.gov/session2012/bills/HB2639_HTM]
The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.

The UHCC system will be marketing to adult learners during the Merrie Monarch Festival. In addition, a UHCC survey (from Susan Lee’s office) will be distributed to students system-wide to obtain more information about adult learners and military/military vets.

Prior Learning Assessment (PLA) will provide a method for our military veterans to jump-start their educational journey toward an associate degree. In a recent Leeward CC survey conducted by Michael Moore (BUSN 193, Cooperative Education, student and retired military), 124 students responded that are either on active or Guard/Reserve military duty.

Question: Have you encountered administrative problems concerning testing, transfer of credits, enrollment, funding of tuition, or other administrative concerns?

- 28.57 percent answered “yes” that are Active Duty or Guard/Reserve military students
- 42.11 percent answered “yes” that are using Post-911 or Montgomery GI Bill benefits

Although the question did not specifically ask about transfer of credits, the following survey comments (unedited) were documented, and PLA can be a method for these students to receive college credit. Leeward CC will also provide an evaluation of ACE and military transcripts.

- Transfer of credits. Have credits from prior schools and military training that does not transfer, yet I am required to take courses of a lower academic level.

- I came to Leeward CC with 50+ credits and though I was fairly close to receiving my AA from California state college, I have spent the last two years RETAKING classes. I have had problems associated with having to RETAKE classes because previous classes from previous colleges were not “world centric” or did not fit the EXACT criteria of a prerequisite.

- I was told that it is going to take a year to transfer my credits from Clark College in WA to LCC

- Credit transfers are always an issue.

- I... have found that how credits are transferred between UH institutions varies greatly, and that LCC gives a lot less credits for military service than Manoa or HCC.

- I've tried to transfer credits I've earned from Basic Military Training and Technical Training, but it always fails to go through.

Leeward CC and other community colleges need to provide access and motivation for the adult learners to return to college and this can be done through PLA. "There is growing evidence that adults who have gone to college but not received a degree are looking for a second chance but need the right kind of information and motivation to help them succeed," says Lumina President and CEO Jamie Merisotis. “Given demographic trends and
attainment rates among young adults, it is highly unlikely that the nation can meet its growing need for college-educated workers only by focusing on recent high school graduates. *(Schools Step Up Efforts to Attract Adult Learners into College Programs, by Jamal Eric Watson, November 2, 1010; http://diverseeducation.com/article/14346/)*

For the students, value is placed on their documented prior learning and is the first step in pursuing a postsecondary certificate and/or degree. According to The Council for Adult and Experiential Learning (CAEL) research study released in February 2010, the findings supported “CAEL’s long-held belief that prior learning assessment (PLA) helps students persist and complete their degrees.” The study also concluded that 13 percent of PLA students, compared to 6 percent of non-PLA students earned an associate’s degree. *(Full Report: http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf)* Experiential learning credit will attract adult learners; and the CAEL data indicates that these adults are more likely to finish their degree.


Nearly 50 percent of adults aged 25-64 [over 97 million] have a high school degree or equivalent, but no postsecondary degree. There are over 7 million adults aged 25-34 with some college, but no degree, according to the U.S. Census Bureau.

One of the fastest, cheapest, and most effective ways to increase the number of citizens in your state with a college certificate or degree is to target adults who have “some college, but no degree.”

![Adults as a Completion Target](image)

Make use of “prior learning assessments” to grant credit for college-level skills learned outside of the classroom. These assessments can range from national examinations to locally administered, institution-specific portfolio assessments. Over half of all colleges award prior learning credit, but few embrace multiple assessment or conduct portfolio assessment to award it to large numbers of adult students beyond those with military experience. Yet according to a recent study, adult undergraduates who receive “prior learning credit” are more than twice as likely to graduate as their non-prior learning credit peers. Moreover, they complete a bachelor’s degree 2.5 to 10 months faster and an associate degree up to 4.5 months faster than their non-prior learning credit peers.

By providing an opportunity that assesses prior learning experience for those in the workforce, these adults will have access to a new entry point into the educational
pipeline in which they will be able to earn a certificate or degree in less time and at a lower cost. According to the Hawaii Workforce Development Council, there is a “need for skills upgrading and lifelong learning for incumbent workers.” (Comprehensive State Plan for Workforce Development, State of Hawai‘i, 2009-2014: [http://hawaii.gov/labor/wdc/pdf/WDC%20Comp%20Report%20-%20061509%20FINAL.pdf]

b) Describe alignment of problem to one or more Perkins Core Indicators, and as appropriate, goals from the UHCC Strategic Plan, Achieving the Dream, and/or other UHCC projects. (See pg. 2 of Instructions)

The Perkins Core Indicators, 2P1 and 3P1, along with the UHCC and Achieving the Dream goals, are aligned with this identified population of adult learners, especially the underserved Native Hawaiians.

2P1: Two of the Achieving the Dream’s goals that apply to PLA are (1) persistence from one term to the next and (2) earn a certificate of associate degree. [http://www.achievingthedream.org/goal] The UHCC system is a participating Achieving the Dream institution.

CAEL is the recognized national expert on PLA and has set the Ten Standards for Assessing Learning. In November 2011, CAEL and Achieving the Dream signed a Memorandum of Understanding and issued the press release: Giving Credit Where Credit's Due: New National Partnership Will Remove Obstacles, Accelerate Pace of Adult Learners Earning College Credentials. LearningCounts.org was created to provide PLA credit for adults; however, it has been determined that this program and costs did not fit the needs of the Leeward CC students. Instead, Leeward CC has created its own PLA Program. [http://achievingthedream.org/sites/default/files/press_releases/ATD_Press_Release_111411.pdf]

The Achieving the Dream Challenge [http://www.achievingthedream.org/goal/challenge]:

For the first time in U.S. history, the current generation of college-age Americans will be less educated than their parents’ generation, yet our workplaces require higher-level skills than ever before. A healthy economy and democracy depend upon an educated citizenry, and increasingly, because of rapidly changing demographics and record levels of poverty, that means creating the conditions for more low-income students and students of color to attain postsecondary credentials.

Community colleges are a vital component in returning the U.S. to its place as a global leader in higher education degree attainment; however, fewer than half of all students who enter community college with the goal of earning a certificate or degree have met their goal six years later. And those numbers are much worse for low-income students and students of color. More than just their hopes and dreams are at stake: the very foundation of our economy depends on increasing student success.
3P1: According to the CAEL study, PLA students have a higher retention/persistence rate than non-PLA students. The faculty coordinator will work with the students and provide the necessary resources to encourage the student to remain in the educational pipeline until their academic goals are achieved.

c) Include narrative that is supported by data. Be brief and succinct.

Highlights of "a" that support PLA.

The initiatives set by UH President Greenwood are aligned with the focus of the White House’s Middle Class Task Force. [http://www.whitehouse.gov/blog/2011/03/23/call-action-college-completion]

The Council for Adult and Experiential Learning (CAEL) research study released in February 2010, the findings supported “CAEL’s long-held belief that prior learning assessment (PLA) helps students persist and complete their degrees.” The study also concluded that 13 percent of PLA students, compared to 6 percent of non-PLA students earned an associate’s degree. (Full Report: http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf) Experiential learning credit will attract adult learners; and the CAEL data indicates that these adults are more likely to finish their degree.


Leeward CC needs to start exploring ways to assist our Active Military and Military vets as documented in Duty, Honor, Country...& Credit—Serving the Education and Learning Needs of Active Military and Veterans, CAEL Forum and News 2010. [http://www.cael.org/pdfs/128_2010dutyhonorcountryandcreditforumandnews]

The Hawai‘i House of Representatives, H.B. No. 2639, Section 1. Section 304A-802, Hawaii Revised Statutes amends the University of Hawaii college-credit equivalency program to require the award of college credit for service in the United States armed forces. Requires the program to develop a learning assessment to determine eligibility. Effective July 1, 2012. (HB2639 HD2) [http://www.capitol.hawaii.gov/session2012/bills/HB2639_HTM]
Two of the Achieving the Dream’s goals that apply to PLA are (1) persistence from one term to the next and (2) earn a certificate of associate degree.

[http://www.achievingthedream.org/goal]

CAEL and Achieving the Dream signed a Memorandum of Understanding and issued the press release: Giving Credit Where Credit’s Due: New National Partnership Will Remove Obstacles, Accelerate Pace of Adult Learners Earning College Credentials. The MOU shows the alignment of CAEL PLA Standards and Achieving the Dream.


6. Strategy Description:

What do you want to do based on information provided in item #5 above?

1) Build upon the successes and failures in the PLA Spring 2012 Pilot Program to create a sustainable PLA Program offered to CTE students.
2) Recruit Active Military and Military Vets to assist them in obtaining multiple credits through the PLA process.
3) Continue researching PLA best practices and learning from seasoned PLA veterans to find determine what is best for Leeward CC students.
4) Continue meeting with Leeward CC PLA Committee members and building their PLA educational foundation to assist in the promotion and development of the PLA Program.

If this strategy is a continuation of a current strategy, indicate rationale for continuance.

1) Offer a PLA class based on the Pilot Program model.
2) Expand the PLA Program to include Active Military and Military Veterans in need of credits to jump start their educational journey toward an associate degree; and explores ways to help this special group of students.
3) Market the PLA Program to Leeward CC students and the community.
4) Participate in the UHCC system meetings to share Leeward’s PLA Program.
5) Assist the PLA Committee in expanding and understanding various PLA programs throughout the U.S. in order support and guide the Leeward CC toward the best program for its students. It is important to continue the PLA education since there are many different established processes. Leeward CC started with a course match system; however, changed to an e-Portfolio program system after viewing and understanding the Vermont State College’s system. It is imperative that the PLA Committee members, who have made an investment in their time and committee to support this new Program, continue their education by attending as many conferences and workshops possible.

Include supporting data i.e. effectiveness measures.

1) See Number 8 for Effectiveness Measures.
2) The Spring 2012 PLA Pilot Program recruited five students in the class; however, the final enrollment was three. When the Program is offered in Spring 2013, the anticipated number of participants will be ten (10) with at least four (4) of the students
being either Active Military or Military Vets.
3) The effectiveness of Goal 1 (See Number 7) will be the number of students that persist from the PLA Pilot Program to the Fall 2012 semester.

Evidence of industry support.

1) The Council of Adult and Experiential Learning (CAEL) has documented industry support on its website at www.cael.org. In addition, CAEL has a MOU with Achieving the Dream; the UHCC system is a participant in Achieving the Dream due to its common goal of having more adult learners achieve a certificate or a degree.

- Personnel to be paid for by these funds.
  - the position(s) FTE
    - Faculty Coordinator position, 9 credits (Fall 2012-Summer 2013)
  - the position's/positions' job duties and how the duties will benefit the project
    - Create a strong PLA Program at Leeward CC by
      - meeting with the Leeward CC PLA Committee and UHCC system.
      - teaching the PLA e-Portfolio course and instructing the students how to create an e-Portfolio.
      - marketing the PLA e-Portfolio course through an informational seminar, meeting with the counselors, and assisting and creating PLA flyers.
      - reaching out to various student and community groups to recruit for the PLA course.
      - revising the student handbook.

    - Create an informed PLA Committee and Review Committee by
      - attending the CAEL Conference and Thomas Edison Institute for Assessment to form a strong educational foundation in the CAEL Standards and reinforce best practices used throughout the U.S.
      - teaching them how to use Box.com, the e-Portfolio system that will be used to house the portfolios.

- For travel
  - CAEL Conference, Washington, DC; November 7-9, 2012 (Pre-conference workshop, November 6)
    - Airfare and baggage, $1050
    - Hotel, $1,259.50
    - Ground transportation, $70
    - Per Diem, $355
    - CAEL Pre-conference workshop fee, $360
    - CAEL Member Conference fee, $520
    - Total = $3,614.50
7. Calendar of Planned Activities: (add or delete rows as appropriate)
   In chronological order, briefly describe the procedures/activities planned to achieve stated goal(s) or outcome(s)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month(s) the Activity will take place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> (a) Meet with PLA Spring 2012 Pilot Program participants, (b) continue research on best practices, and (c) conduct a Leeward CC PLA Committee meeting.</td>
<td>Summer 2012-Summer 2013</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> (a) Revise the student handbook, (b) revise the PLA Laulima site, and (c) network with seasoned professional.</td>
<td>Summer 2012-Summer 2013</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> (a) Market the Leeward CC PLA Program, (b) conduct an informational PLA seminar, and (c) outreach to CTE students, especially active military and military veterans</td>
<td>Fall 2012-Summer 2013</td>
</tr>
<tr>
<td><strong>Goal 4:</strong> (a) Create and teach a Spring 2013 PLA e-Portfolio class and (b) assist in organizing the PLA Review Committee to evaluate the e-Portfolios.</td>
<td>Spring 2013-Summer 2013</td>
</tr>
</tbody>
</table>

8. Effectiveness Measures:

**Goal 1 – Effectiveness measure:** (a) Meet with the Spring 2012 Pilot Program participants to assist in registering and transitioning into Fall 2012 classes, and obtain information on ways to improvement the PLA class and program, (b) identify postsecondary colleges with PLA best practices, and (c) conduct a meeting of the Leeward CC PLA Committee to discuss ways to improve the PLA program and process.

**Goal 2 – Effectiveness measure:** (a) Revise Vermont State College's handbook, "Earning College Credit for Prior Experiential Learning" by adapting it for Leeward CC's PLA Program, (b) attend the CAEL and Thomas Edison State College National Institute on the Assessment of Adult Learning Conferences with Leeward CC Review Committee members who are Leeward CC CTE faculty for additional guidance and examples of effective PLA e-Portfolio programs, (c) meet seasoned PLA teachers and network with colleagues to learn more best practices and adapt skills to improve our PLA program for the adult learner.

**Goal 3 – Effectiveness measure:** (a) create and/or assist in the development of PLA Program promotional materials, (b) meet with counselors to update them on the PLA Program and what students are the best candidates, especially military/military vets, (c) conduct a PLA informational seminar for recruiting PLA candidates for the Spring 2013 class, and (d) distribute PLA promotional materials to inform the local workforce and military-related agencies of the PLA class in Spring 2013.

**Goal 4 – Effectiveness measure:** (a) Teach a Spring 2013 PLA e-Portfolio class with at least ten (10) students with at least three (3) being military/military vets, and (b) organize the PLA Review Committee to evaluate the e-Portfolios from the Spring 2013 students.
9. Budget Summary: For system projects, the budget must include a breakdown of costs by campus along with a total system budget. (Double-click to access Excel Worksheet).

<table>
<thead>
<tr>
<th>Salary - Faculty Coordinator</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary - 9 credits</td>
<td>22,362.60</td>
</tr>
<tr>
<td>Fringe @ 40.25%</td>
<td>9,000.95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salary - Faculty Overload</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA Review Committee Stipend - $225 each</td>
<td>900.00</td>
</tr>
<tr>
<td>PLA Review Committee Chair Stipend - $300</td>
<td>300.00</td>
</tr>
<tr>
<td>Overload fringe @ 2.17%</td>
<td>26.04</td>
</tr>
</tbody>
</table>

**TOTAL Salary**: 32,589.59

<table>
<thead>
<tr>
<th>TOTAL CAEL Membership</th>
<th>750.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airfare - Honolulu/Washington, DC/Honolulu</td>
<td></td>
</tr>
<tr>
<td>Nov. 4, HNL/ORD/DCA; Nov. 10, DCA/ORD/HNL</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Baggage</td>
<td>50.00</td>
</tr>
<tr>
<td>Hotel - Omni Shoreham Hotel, Washington, D.C.</td>
<td>1,259.50</td>
</tr>
<tr>
<td>Taxi</td>
<td>70.00</td>
</tr>
<tr>
<td>Per Diem (Washington, D.C. area)</td>
<td>355.00</td>
</tr>
</tbody>
</table>

**TOTAL CAEL Travel**: 2,734.50

| CAEL Pre-conference Workshop (November 6) |       |
| Advising Adult Learning, Defining College Level | 360.00 |
| Learning, or Serving Veterans             |       |
| CAEL International Conference (November 7-9, 2012) |       |
| Early Bird (Due by 10/1), CAEL Member Group (3+) Fee | 520.00 |

**TOTAL CAEL Registration Fees**: 880.00

| Materials and Supplies | 500.00 |
| Mileage                | 100.00 |

**TOTAL Material/Supplies and Mileage**: 600.00

**GRAND TOTAL**: 37,554.09
10. Certifications:

I certify that this proposal, budget, and certifications are accurate and complete and that this project will be conducted in accordance to Perkins policies and Federal, State, and University regulations and requirements.

I also certify that I have consulted with the appropriate Institutional Research, Business Office and Human Resources Office personnel and that they have reviewed all budgets and resource commitments and have found that they comply with Perkins, Federal, State, and University requirements and policies.

Proposer's Signature: [Signature] Date: July 19, 2012
Print name: Kay Ono