

2024 CAEL-WICHE CPL Equity Awards Webinar

May 16, 2024



Today's CAEL-WICHE Webinar



Gloria Mwase, SVP, Research, Impact, Innovation, and Learning, CAEL



Christina Sedney, Director of Policy and Strategic Initiatives, WICHE



Becky Klein-Collins, VP, Research and Impact, CAEL



Pat Lane, Vice President, Policy Analysis and Research, WICHE

- Overview of the CPL Equity Awards
- Announcement of the 2024 Winners
- Thematic highlights from the 7 institutions
- 3 model approaches
- Q&A

<https://www.cael.org/equity-awards>

Today's Webinar



Dr. Philip Giarraffa,
Executive Director of
Articulation and Academic
Pathways for Miami Dade
College



Dr. Richard Finger, Vice
President of Enrollment
Management at Lehman
College of the City
University of New York
in the Bronx



Dr. Allison Tom-Miura,
Dean of Academic
Affairs, West Los Angeles
College in California

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2020 PLA/CPL Impact Study, 72 Institutions - *The PLA Boost* (CAEL and WICHE)

PLA/CPL Adult Students:

- Saved time and money in earning credentials
- Were more likely to complete credentials

*PLA/CPL effect on completion strong and positive for **all** races/ethnicities, income levels, gender, institutional settings*

However, PLA was used by ONLY about 1 in ten adult students

And PLA usage was lowest for adult students who were:

- Black
- Lower-income
- Enrolled at community colleges

The promise of PLA/CPL to be a tool for equity is unrealized if target student populations are not receiving such credit.

2021 Research Report: Equity Paradoxes in *The PLA Boost*

How do we explain why Black and lower income students are less likely to have earned PLA/CPL credit?

Factors suggested by interviews with PLA/CPL practitioners:

- **Cost:** PLA/CPL related assessment fees are not covered by Pell Grants or other federal financial aid.
- **The amount and nature of outreach, marketing, and support:** Adult learners may not be hearing about PLA/CPL at the right time, or they may need additional encouragement and support.
- **Adaptivity of institutional policies and processes:** PLA/CPL opportunities may be focused on a limited set of learners' labor market experiences or programs of study (e.g., primarily office work, IT and healthcare).
- **Individual adult learner self-confidence:** Some adult learners may have lower confidence in themselves as learners, leading them to believe that PLA/CPL does not apply to them.

About the CPL Equity Awards

- Goals
 - Recognize institutions effectively using CPL to improve outcomes for underrepresented student populations in postsecondary education.
 - Highlight evidence-based practices that help to close the CPL Equity gap
- Target populations
- Full report found here:
<https://www.cael.org/equity-awards>

2024 CPL Equity Award Winners



CPL EQUITY CHAMPION

Miami Dade College (Florida)

- A comprehensive approach with consistent implementation, data capture, workforce connections, and leveraging technology to create new efficiencies.
- Evidence of impact: A 366% increase in CPL awards over a two-year period, with CPL credit-earning reflecting proportional representation of Black and Latino/a students.

<https://www.cael.org/equity-awards>



CPL EQUITY RISING STARS

- Lehman College (New York)
 - Pilot testing new approaches, engaging faculty, and focusing on regular review of disaggregated CPL data.
 - Evidence of impact: Dramatic increase in CPL credit-earning, with 93% of CPL students being students of color.
- West Los Angeles College (California)
 - Cross-college planning and oversight, data infrastructure, and intentional expansion within female-dominated technical career programs.
 - Evidence of impact: A seven-fold increase in CPL credit-earning, with a narrowing of the gender gap and an increase in CPL credit among Latino/a students.

<https://www.cael.org/equity-awards>



CPL EQUITY HONORABLE MENTIONS

- Salt Lake Community College (Utah)
- Capella University (Minnesota)
- Metro State University (Minnesota)
- City University of New York School of Professional Studies

<https://www.cael.org/equity-awards>

Thematic Highlights

- Collecting data to explore the problem
- Focusing on professional/occupational programs
- Raising the visibility of CPL
- Addressing policy across the institution

<https://www.cael.org/equity-awards>

Thematic Highlights

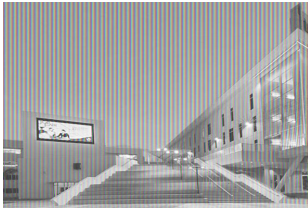
- Engaging the whole enterprise
- Defining equity specifically for the institutional context
- Leveraging data systems to track progress and success
- Using CPL creatively to expand access to diverse student populations

<https://www.cael.org/equity-awards>

The Approaches and Results



An Innovative Approach for Implementing Prior Learning Assessment



HIALEAH



WOLFSON



PADRÓN



KENDALL



NORTH

1) Are we engaging job readiness and reentry programs such as CareerSource of South Florida and offering defined PLA opportunities?

2) How are we engaging Miami Dade County's workforce industries in effort to upskill workers (Hospitality, Tourism, Aviation, Culinary, Health Care Providers, and Social Service Agencies)?

3) How are we promoting credit articulations for students that received state-recognized industry certifications?



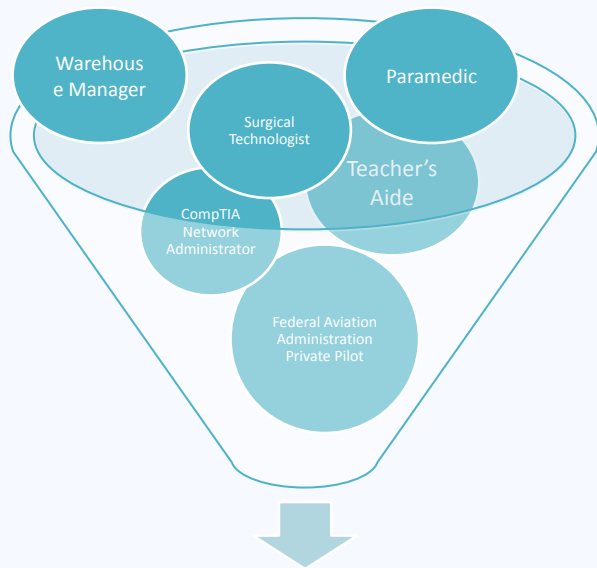
HOMESTEAD



WEST



MEDICAL



Collegewide PLA OFFICE

MDC's Office of Prior Learning STRATEGIC OBJECTIVES

1) DEVELOP TRANSPARENT
POLICIES AND
PROCEDURES.

2) CREATE SEAMLESS
REFERRAL AND OPTIMIZED
CREDIT AWARD
PROCESSES.

3) CONDUCT FACULTY AND
STAFF TRAININGS.

4) CREATE AWARENESS
AND PROMOTE PLA
OPPORTUNITIES ACROSS
THE COLLEGE AND WITHIN
THE COMMUNITY.

5) CHARGE COLLEGEWIDE
FACULTY COMMITTEES
WITH THE DEVELOPMENT
OF NEW CHALLENGE
EXAMS &
PORTFOLIO-BASED
ASSESSMENTS

PARTNERSHIP AGREEMENTS

PORT MIAMI

AREAS OF COLLABORATION AND COOPERATION

Within the context of their respective mandates, objectives, and procedures, the Parties will collaborate to focus on their shared goals in the following areas:

Provide accelerated learning opportunities for PortMiami and the trade and logistics industry employees through the provision and implementation of a MDC's Prior Learning Assessment Program.

Trade and
Transportation Logistics
Associate in Science



MIAMI CEREBRAL PALSY, INC.

Purpose

The purpose of this MOU is to use the Prior Learning Portfolio-Based Assessment (PBA) program to facilitate the award of credit towards a college credit certificate program and/or Associate in Science degree in Human Services or other relevant degree (Education, Psychology, etc.) for MCP employees who have obtained approved experiential professional learning experiences.

Associate in Science in
Human Services



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PLA Trends

Academic Department	Credits Awarded 2020-2021	Credits Awarded 2021-2022	Credits Awarded 2022-2023	Credits Awarded 2023-2024 (Thru Apr. 30 th)
Aviation	793	1071	1,102 (73)	1709 (99)
Criminal Justice/Law Enforcement	0	430	1,266 (52)	2,040 (85)
ENTEC	253	304	429 (50)	394 (38)
EMT	0	266	170 (18)	30 (3)
Fire Sciences	36	212	278 (13)	118(14)
Histotechnology	0	54	162 (6)	0
Nursing	0	30	650 (71)	0
Dental Hygiene	0	8	0	10 (5)
Real Estate	36	8	0	0
School-Based Pathway Programs	0	6	60 (7)	15 (1)
Business	53	52	3 (1)	0
SEDT	26	12	0	0
Clinical Lab Sciences	0	0	1,084 (40)	810 (30)
Total	1,197 (71)	2,453 (311)	5,165 (331)	5,126 (275)



Lehman College Credit for Prior Learning Equity Initiatives



Presented by:

Dr. Richard Finger

Vice President, Enrollment Management

Lehman College, City University of New York

Lehman College

- Located in the nation's poorest congressional district in a county that ranks 2nd to last in educational attainment in New York State.
- The college consistently ranks in the Top 10 for Social Mobility in most national rankings.
- The college's Adult Degree Program, founded in 1977, is a pioneer in New York City.
- The college was among the pioneers of Credit for Life Experience Portfolios at the University

Lehman Students

- Average age of a Lehman College student is 27 years old. 53% are over the age of 24.
- 90% of Lehman College students are from underrepresented groups.
- 76% of Lehman students received some institutional support.
- 63% are Pell eligible.



A Campuswide Approach to Supporting Credit for Prior Learning

- School of Arts & Humanities
- School of Business
- School of Continuing and Professional Studies
- School of Education
- School of Health Science, Human Services, and Nursing
- School of Natural and Social Sciences
- Academic Affairs
- Learning Recovery
- Return to Learning
- Adult Degree Program
- Onboard Advising Office
- Academic Advising
- Graduation Specialists
- SEEK
- ACE
- College Now
- Registrar
- Financial Aid
- Enrollment Management
- Many more.....

Reimagining CPL as a Non-Traditional Student Success Strategy



Non-Traditional Student Success Strategies for “Non-Traditional Students”

- Assist students to complete degree requirements who have exhausted aid eligibility.
- Work with students to fulfill elective credits.
- Assist students in maintaining New York State Excelsior Scholarship eligibility.
- Identified opportunities for students to earn missing Liberal Arts credits to meet credit requirements for Bachelor of Arts Degrees.
- Created Alternative Credit Opportunities for stop-out students to continue to earn course credits as they planned their return to college.
- Leveraged challenge exams and other opportunities to address issues related to pandemic-related learning loss.

Operational Approaches to Facilitate Improved Student Success

- Created an Alternative Credit Options website to highlight available credit programs.
- For new students, ensure that all credits earned are posted at admission.
- Developed targeted advisor training programs and student communication plans to support this change in mindset.
- Reallocated “Senior Success” scholarship funds to offset the cost of CPL transcripts, etc.
- Articulated CLEP, DANTES, Cambridge Level A, and Empire State proficiency exams.
- Leveraged CSM Learn to offer returning students a credit-bearing pathway to assist them in easing into college.
- Articulated numerous FEMA, Coursera, ACE, Google, Bloomberg, and other workforce certifications.

Impactful Outcomes

Bridging the Equity Gap

3143 students had CPL credits posted on their record amounting to 16,061 credits awarded.

- 57% of students n=1795 used those credits to complete their degree with many more currently registered.
- 92.8% of students n=2917 awarded credits were either Native American, Asian, Black, or Hispanic.
- 71.9% of student n= 2261 awarded were female.
- 50.9% of students n=1602 were over the age of 25.

Thank You!

Richard Finger
Vice President, Enrollment Management
Lehman College, City University of New York
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LEHMAN
COLLEGE

CU
NY

CPL @ WLAC from 2018-2021

- 35 students earned college credit through CPL
- CPL was awarded only for credit by exam
- CPL was awarded only in the disciplines of Administration of Justice, Aviation, and Computer Science
- Equity gaps existed for Latinx, African Americans and females

	African American	Latinx	Female
Percentage of WLAC population	19%	47%	62%
Percentage of CPL awardees	18%	35%	17%

Formed CPL Workgroup

- Academic Affairs
- Admissions & Records
- Counseling

- Co-chaired by Dean of Academic Affairs and Articulation Officer
- Included faculty, curriculum chair, classified staff, and administrators

Strategies/Approach

- Attended trainings & monthly statewide CPL workgroup meetings conducted by Mapping Articulated Pathways pilot program
- Recruited a team from Academic Affairs who would serve as initiators and reviewers of CPL (5 of us each providing part-time support to CPL)
- Conducted college-wide and faculty workshops/presentations on CPL with a focus on how it benefits students and the college and required compliance with Title 5
- Identified faculty who were early-adopters (green-lighters)
- Provided technical assistance to faculty in approving Industry CPL and the type of evidence they would accept/require
- Created infographics for Industry CPL and Credit by Exam to describe our internal procedures from the student journey perspective to reduce barriers
- Utilize cloud-based MAP software which serves as a repository to track and document awards of student CPL requests

Industry CPL @ WLAC

- Allied Health – 11 courses
- Aviation – 20 courses
- Biology – 1 course
- CIS – 3 courses
- CS – 1 course
- Dental Assisting – 10 courses
- Dental Hygiene – 4 courses
- Kin – 1 course
- Real Estate – 13 courses

Disciplines with Targeted Equity Populations


1. Dental Assisting
2. Dental Hygiene
3. Real Estate

- Cohort-based programs
- Assist students with submitting evidence when they start
- Work with A&R regarding workload and deadlines
- Facilitate students with submitting graduation petitions when they receive CPL and complete other program requirements

Current CPL Priorities

1. Military CPL
2. Expansion of CPL options for Admin Justice and Business
3. Define process and requirements for CPL Portfolio
4. Work with district to improve CPL data reporting

We project these priorities will result in reduction of equity gap in CPL for African Americans



CLOSING EQUITY GAPS IN CREDIT FOR PRIOR LEARNING

*Winners of the
Inaugural 2024 CAEL-WICHE
Credit for Prior Learning
Equity Awards and
Their Lessons for the Field*

CPL EQUITY CHAMPION
MIAMI DADE COLLEGE

CPL RISING STARS
LEHMAN COLLEGE
WEST LOS ANGELES COLLEGE

CPL HONORABLE MENTIONS
SALT LAKE COMMUNITY COLLEGE
CAPELLA UNIVERSITY
METRO STATE UNIVERSITY
CUNY SCHOOL OF PROFESSIONAL STUDIES

Tools and Strategies to Recognize All Learning

By Rebecca Klein-Collins, Christina Sedney,
and Patrick Lane



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About CAEL

The Council for Adult and Experiential Learning (CAEL) is a national nonprofit working to improve education-to-career pathways for adult learners. We help organizations succeed by providing expertise, resources, and innovative solutions that effectively support adult learners as they navigate on-and off-ramps between education and employment. Learn more at www.cael.org.

About WICHE

The Western Interstate Commission for Higher Education (WICHE) works collaboratively to expand educational access and excellence for all residents of the West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life. Visit wiche.edu.

CAEL'S 50TH ANNIVERSARY CONFERENCE



Oct 30 - Nov 1, 2024
Hilton New Orleans Riverside
<https://www.cael.org/cael-conference>

 cael | **50** Anniversary Celebration 1974-2024



Member Appreciation Month



WEEKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	3 Weekly Email & Promotion	4	5 CAEL Trivia	6 Public Webinar	7 Friday Networking
Week 2	10 Weekly Email & Promotion	11 Keynote-Making Second Chances Count	12	13	14 Friday Networking
Week 3	17 Weekly Email & Promotion	18 PD & Pre Conference Sampler	19 Juneteenth CAEL Closed	20 Public Webinar	21 Friday Networking
Week 4	24 Weekly Email & Promotion	25 Member Awards & New Benefits	26	27	28 Friday Networking Scavenger Hunt Winners Announced
		Reminders!	Show your CAEL member pride with our special Zoom background!		

THANK YOU!

In honor of our incredible members, we are hosting Member Appreciation Month. Join us in June for member connections, learning, special discounts and announcements, and, of course, appreciation.



A month to celebrate and appreciate our incredible community of members around the globe!

- ★ Keynote Speaker
- ★ Member Awards
- ★ Launch of New Benefits
- ★ Networking
- ★ Promotions & Prizes

Join CAEL in May or June and receive 10% off any level of membership!