

# Thank You to Our Sponsors:



Bronze Sponsor



Bronze Sponsor



Bronze Sponsor



**The Tepper  
Foundation**

Featured Sponsor



Bronze Sponsor



Exhibitor Sponsor



Bronze Sponsor



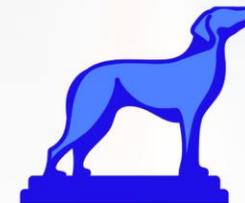
Lanyard Sponsor



Meal Sponsor



[NJCommunityColleges.org](http://NJCommunityColleges.org)



**Coursedog**

Exhibitor Sponsor



2024  
NJ COMMUNITY COLLEGE  
OPPORTUNITY SUMMIT

# Building Pathways

to Equity & Economic Prosperity

A decorative graphic consisting of several thick, curved arrows in shades of blue and purple. The arrows are arranged in a way that suggests movement and interconnectedness, with some pointing upwards and others downwards, creating a sense of dynamic flow.

**June 11-13, 2024**

Bally's Atlantic City  
Hotel & Casino

[NJCommunityColleges.org](https://NJCommunityColleges.org)

# PROMISING PRACTICES: SUPPORTING ADULT LEARNERS



**Dr. Vanessa O'Brien-McMasters**

Vice President, Institutional Effectiveness and Chief Strategy Officer, Atlantic Cape Community College



**Dr. Lisa Dougherty**

Senior Vice President for Student Affairs and Enrollment, Hudson County Community College



**Jasmine Jilus**

Director of Career Services, UCNJ, Union College of Union County, NJ



**Lauren Collier**

Senior Consultant, Vantage Point Consulting

## **Moderated by:**

**Maria Heidkamp**, Chief Innovation and Policy Officer, New Jersey Council of County Colleges

**Dr. Linda Scherr**, Chief Academic Officer, New Jersey Council of County Colleges

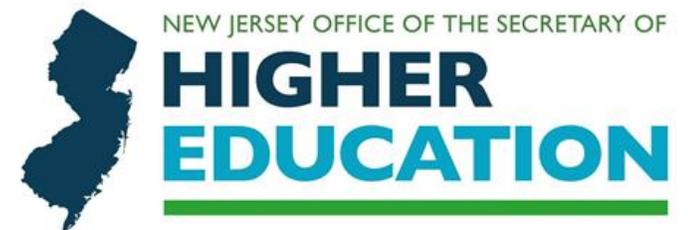
# Agenda

- **Improving Economic Mobility for Adult Learners Initiative (with Achieving the Dream and Jobs for the Future)**

- **Dr. Vanessa O'Brien-McMasters**, Vice President, Institutional Effectiveness and Chief Strategy Officer, Atlantic Cape Community College
- **Dr. Lisa Dougherty**, Senior Vice President for Student Affairs and Enrollment, Hudson County Community College
- **Jasmine Jilus**, Director of Career Services, UCNJ Union College of Union County, NJ

- **OSHE's Credit for Prior Learning Technical Assistance Initiative**

- **Lauren Collier**, Senior Consultant, VantagePoint



# PROMISING PRACTICES: SUPPORTING ADULT LEARNERS

**Dr. Vanessa O'Brien-McMasters**

**Vice President, Institutional  
Effectiveness**

**And Chief Strategy Officer**

**Atlantic Cape Community College**



# Atlantic Cape Community College

Dr. Vanessa O'Brien-McMasters  
Vice President, Institutional Effectiveness; Chief Strategy Officer

# Improving Access and Retention - Adult Learners Focus

- ▶ By changing reengagement policies and practices we anticipate greater enrollment and completion of new and returning stopout adult students.
  - ▶ Gaining a better understanding of the adult learner experience
    - ▶ Characteristics, Enrollment Patterns
    - ▶ Process Mapping Adult Learner Experience - One Stop Welcome Center
    - ▶ Process Mapping Website and Redesign to address returning adult learner needs
  - ▶ Embedding Labor Market Information throughout the enrollment management process (onboarding, advising, persistence) to connect academic programs to career opportunities
  - ▶ Leveraging technology to improve graduation audit process, identifying adult learner stop outs who are close to degree completion

# Early Wins

- ▶ Adult Learner Reengagement
  - ▶ IR identifies target populations (FA19-FA23 (exclude Clearinghouse other college attendees, prior balances, USAP)) 278 Stop Outs Identified
  - ▶ Deliberate Effort to Reengage Stop Outs - Leverage Degree Audit Automation and designate Registrar to lead the effort
  - ▶ Goal 1: Outreach to 100% of eligible student - 278 Stop Outs Identified
- ▶ Goal 2: 25% of eligible students will re-enroll
  - ▶ SP24, 16 students; SU24, 5 students; FA24, 2. (6/6/24)
  - ▶ Of the 16SP24 students, 6 graduated in SP24.
- ▶ Goal 3: Degree Completion
  - ▶ 35 identified stop outs were eligible without needing additional credits
  - ▶ 15% have been awarded degree within scope of the project

# Findings & Next Steps

- ▶ Adult Student Experience
  - (Re)brand Adult Learner identities on the new website design (high-impact strategy)
  - **Process mapping** adult student experience through **One Stop Welcome Center** and **website**.
  - Reenrollment through lens of returning student needs attention
- ▶ Academic Program/ Degree Pathways
  - Identify adult learners with 52+ credits program selection; detail changing programs and time to completion.
- Professional Development
  - Advising Protocols to address unique needs of Adult Learners
- ▶ Labor Market Data
  - Embedded in enrollment process, highlighted in web design, Welcome Center, Advisement protocols
  - Implementation Strategy - Prioritize Regional industry, growth industry, popular programs

# PROMISING PRACTICES: SUPPORTING ADULT LEARNERS

**Dr. Lisa Dougherty**

**Senior Vice President for  
Student Affairs and Enrollment**

**Hudson County Community College**



# JFF/ATD Adult Learner Economic Mobility Initiative

## OSHE Some College, No Degree

### Team:

Dr. Lisa Dougherty | Sr. Vice President for Student Affairs

Dr. Heather DeVries | Associate Vice President for Academic Affairs and Assessment

Matthew Fessler | Dean of Enrollment

Lori Margolin | Associate Vice President for Continuing Education and Workforce Development

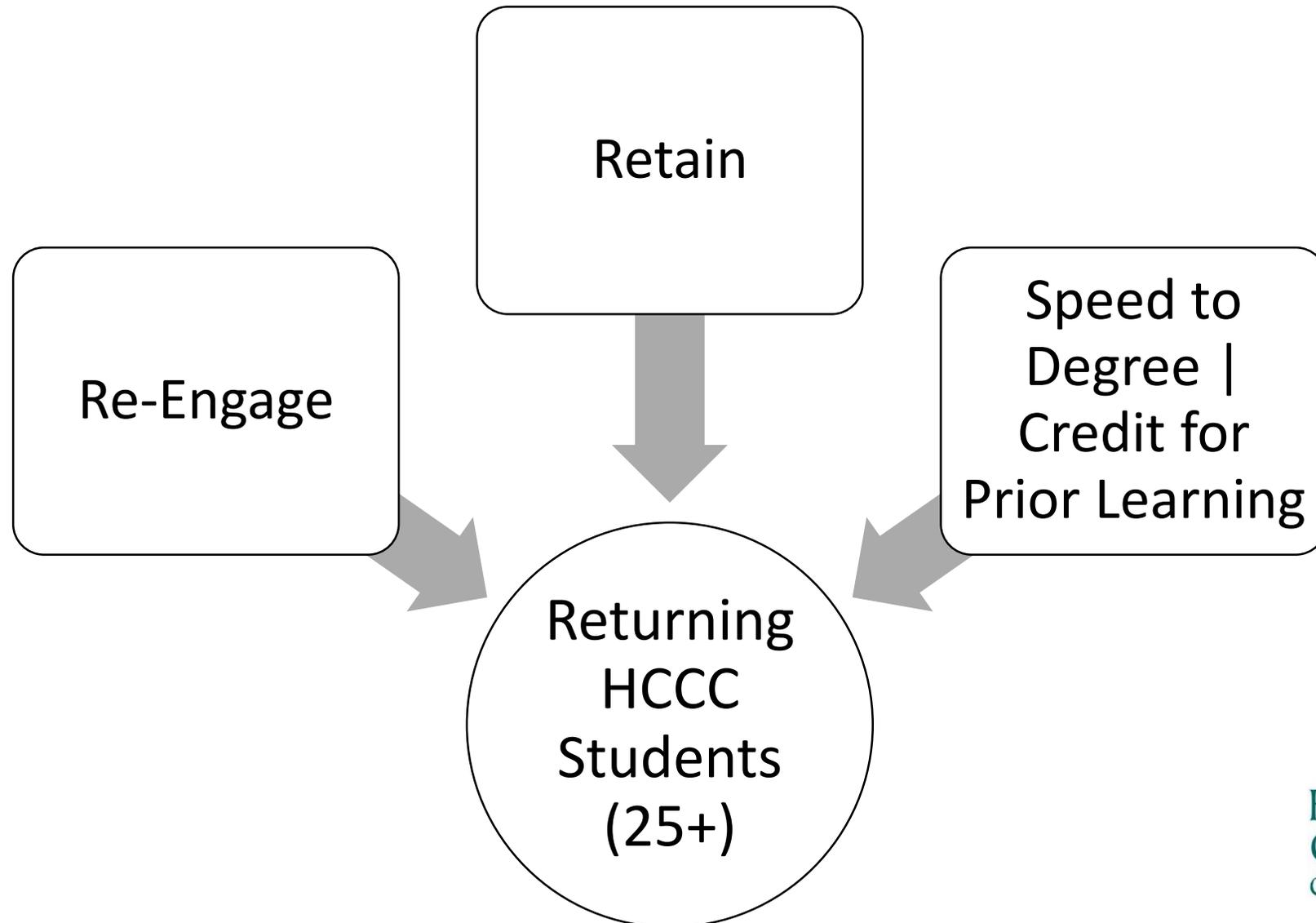
John Scanlon | Associate Vice President, Institutional Research and Planning

Dr. Bernadette So | Dean of Student Success

Dr. Alison Wakefield | Dean, School of Humanities and Social Sciences



# Three Goals



# How?

## RE-ENGAGE

- Partner with OSHE and ReUp to re-engage Returning HCCC Students (25+)
- Increase the number of returning adult (25+) HCCC students by 15% by fall 2024.

## RETAIN

- Apply small caseloads and stipends to expand Hudson Scholars Program to adult learners; leverage Career Coach Assessment
- Increase spring 2024 to fall 2024 retention from 50% to 60% by fall 2024 for returning HCCC adult (25+) students.

## SPEED TO DEGREE

- Inventory all existing forms of Credit for Prior Learning (CPL), review and revise policies, implement CAEL Credit Predictor Pro, and pilot one course for multiple methods of CPL.
- For fall 2024 returning students (25+), increase the percentage of students receiving CPL credit from 2% to 10%.

# Additional Efforts

- Student Parents | Generation Hope FamilyU Cohort
  - Collecting student parent data
  - Priority registration for student parents
  - New lactation policy for student and staff parents
  - Purchasing Lactation Pods
  - Exploring childcare options
- Auto-Graduation
  - Ensuring students earn embedded certificates while pursuing degrees
  - Proactively advising students when they approach graduation
- Shortened dismissal period from 3 years to 1 year

# PROMISING PRACTICES: SUPPORTING ADULT LEARNERS

**Jasmine Jilus**

**Director of Career Services**

**UCNJ, Union College of Union County,  
NJ**



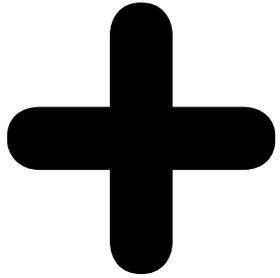
# Supporting Adult Learners: JFF/ATD Union College of Union County, New Jersey

Jasmine Jilus, M.A. Director of Career Services  
Thursday June 13, 2024



**UCNJ**  
Union College of  
Union County, NJ

# PARAMETERS FOR ADULT LEARNER COHORT



**Adult Learners**

24 years of age or older

**Identity**

Black/ African American  
or Hispanic

**Major**

Liberal Arts or Liberal  
Studies

**Credits**

Completed 30 credits  
or less at start of grant



**UCNJ**

Union College of  
Union County, NJ

## Major Changes

20% of students will change their major

- Fall 23: 5%
- Spring 24: 7%

# GOALS

## Career Tool Usage

Title V: Excel

25% of students will use at least one Career Tool

- Fall 23: 10%
- Spring 24: 0%

## Persistence

70% percent of students will register for subsequent semesters

- Fall 23: 63%
- Spring 24: 26%



# UCNJ

Union College of  
Union County, NJ

# Challenges and Adjustments

## *Fall 2023 to Spring 2024*

- Created a Canvas Shell JFF/ATD
- Coded Cohort (JFAD)



## *Spring 2024 to Fall 2024*

- Levels 5 and 6
- Levels 3 and 4
- JFF/ATD Grant Funding



**UCNJ**

Union College of  
Union County, NJ

# UCNJ: On The Horizon

- **Adult Learner Focused changes**

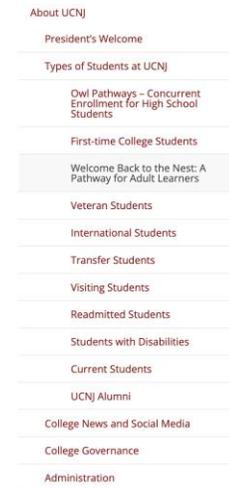
- Communication Center Technology
- Re-imagining our online chatbot
- Adult Learner Admissions Events
- Career Exploration

We anticipate greater ease of access for Adult Learners in acquiring information as current and prospective students.

- **If our college can adopt**

- A Communication Center Technology platform
- Student Engagement Platform
- Adult Learner Info Sessions and Webinars
- Career Exploration Platform

We will see significant improvements in access and success for adult learners.



## Pathway for Adult Learners

No One Flies Alone! UCNJ offers a tailored experience for the working adult student



Returning to college as an adult learner is a courageous and transformative decision. Whether you are seeking to advance your career, switch professions, or fulfill a lifelong dream of earning a degree, we understand the unique challenges and opportunities you face. Our mission is to support and guide you every step of the way, offering flexible, tailored pathways and resources to help you succeed. We understand the unique challenges and opportunities you face. Our mission is to support and guide you every step of the way, offering flexible, tailored pathways and resources to help you succeed.



**UCNJ**  
Union College of  
Union County, NJ

# Special Thanks

**Lacy Guzman, M.A.**

**Student Service Specialist-Career Services**

Bernard Polnariev, Ph.D.

Vice President for Administrative Services

Donnell Clement, M.Ed.

Assistant Dean of Advising, Career, and Transfer



**UCNJ**

Union College of  
Union County, NJ

# PROMISING PRACTICES: SUPPORTING ADULT LEARNERS

**Lauren Collier**

**Senior Consultant**

**Vantage Point Consulting**



# New Jersey Credit for Prior Learning Community of Practice

---

NJCCC Opportunity Summit  
June 13, 2024

 VantagePoint

 ACE<sup>®</sup> American  
Council on  
Education



NEW JERSEY OFFICE OF THE SECRETARY OF

**HIGHER  
EDUCATION**

# Project Timeline

Year	2023						2024					
Quarter	Q1			Q2			Q3			Q4		
Month	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>Adult Learner/Credit for Prior Learning (CPL) Assessment</b>		Survey Design, Distribution, Data Collection			Assessment Report(s) Creation and Distribution							
		HEI Interviews			Professional Development Needs Summary							
<b>Identify, Develop, and Facilitate Professional Development Workshop Series</b>					Develop CPL Professional Development Workshop Series			Facilitate CPL Professional Development Workshops				
<b>On-Going Technical Assistance through State Cohort Membership</b>		Initial Design, Launch & Support of Initial New Jersey (NJ) CPL Resource on ACE Engage							Develop new NJ CPL online Workshop and Resources		Version 2 Design, Launch & Support of NJ CPL Resource on ACE Engage	
<b>Proof of Concept "Clickable-Mockup"</b>									Development of "Clickable-Mockup"			



# New Jersey: Pioneering a Data-Informed Ecosystem

- Recognizes the mobility of adult worker/learners and lifelong learning pathways
- Convenes stakeholders to define and align shared goals
- Utilizes data to translate and transfer credit awards

# Credit for Prior Learning Framework

CPL self-assessment to inform institutional strategy

- Outlines lanes of responsibility
- Benchmarks practice

## Maximizing Credit for Prior Learning in a Data-Informed Ecosystem



This tool was developed for **colleges and universities** that are ready to implement or scale credit for prior learning (CPL) to support working learners. Institutions should use this tool as a self-assessment exercise for strategic planning. The matrix identifies lanes of responsibility by function (e.g., academic engagement) and enables campuses to estimate their current level of practice based on the descriptions.

Leaders and cross-functional teams can then identify gaps and plan strategic efforts to move toward effective, sustainable CPL practices. Colleges and universities that demonstrate effective practices are best positioned to enroll, empower, and graduate underserved adult learners.

Institutional Functions	New/Emerging Stage	Developing Stage	Effective Practice Stage
	<i>Has a basic understanding of prior learning with demonstrated institutional interest</i>	<i>Begins to deepen understanding of prior learning across the institution and develops standard policies, practices, and procedures</i>	<i>Has broad and deep understanding of prior learning and acknowledges its role in equity and postsecondary pathways; sustains systematic and accessible CPL practices</i>
<b>Academic Engagement</b>	Determination of prior learning credit by pockets of faculty; grants credit awards on an ad hoc basis in response to requests	Provides professional opportunities for faculty and staff, including conferences and research; encourages faculty to include CPL activities in annual reviews; implements other incentives	Supports prior learning across institution; actively involves faculty in crafting policy and practice, such as crosswalks and articulations; creates venues for information sharing across the institution; invests in automation for standardized tasks (e.g., credit awards for known experiences) to optimize human resources for new assessments
<b>Student Support and Outreach</b>	Accepts prior learning on ad hoc basis in response to requests; CPL options are not yet fully transparent or well coordinated across institution	Shares CPL policies and options on website and through orientations and advising	Informs students of prior learning options before admission; uses all types of communication tools to share information with students; provides transparent and up-front guarantees of credit awards for prior learning; proactively grants CPL credit awards
<b>Institutional Supports</b>	Identifies policies, processes, practices, and governance structures that will help meet institution's CPL goals	Establishes policies and practices; puts people, resources, and structures into place to manage programs	Executes new, data-informed policies and refines practices in a continuous improvement process; shares best practices and benchmark data with peers; engages effectively with ecosystem partners; supports CPL for student success
<b>Technical Capacity/Data</b>	Collects best practices on how to manage CPL data but may not fully integrate CPL data and processes in SIS platforms	Records, tracks, and collects data related to CPL credit awards systematically; consistently tracks equivalency decisions; expects technical proficiency in roles and responsibilities	Manages, tracks, and shares CPL data internally and externally for maximum transparency; uses historic data to make proactive CPL awards; automates standardized tasks (e.g., credit awards for known experiences); provides ongoing training to encourage technical proficiency
<b>Ecosystem Engagement</b>	Researches and identifies best practices for partnerships with state-level entities, workforce boards, employers, other institutions, or credential providers; initiates and sets foundation for relationships with partners	Establishes a regular meeting cadence with ecosystem partners to share data, understand needs or requirements, and remove barriers to collaboration	Maintains tight alignment and collaboration between partners that supports direct-hire pipelines, custom training, and upskilling options for learners

# Research Methods

Mixed-method approach to assess current practice and identify opportunities for professional development and technical assistance

- Institutional Capacity Survey
- Exploratory interviews
- Web analysis
- National data (IPEDS, Census, BLS)
- Faculty Engagement Survey
- Adult Learner Questionnaire
- Institutional CPL data

Institutional Functions	Assessment Method						
	Institutional Capacity Survey	Interviews	Web Analysis	National Data	Faculty Engagement Survey	Adult Learner Questionnaire	Institutional Data
Academic Engagement	✓	✓	✓	✓	✓		✓
Student Support and Outreach	✓	✓	✓	✓		✓	✓
Institutional Supports	✓	✓					✓
Technical Capacity/Data	✓	✓					✓
Ecosystem Engagement	✓	✓		✓			
Total number of assessment methods received from participating institutions	20 / 20	18 / 20	20 / 20	20 / 20	15 / 20	15 / 20	12 / 20

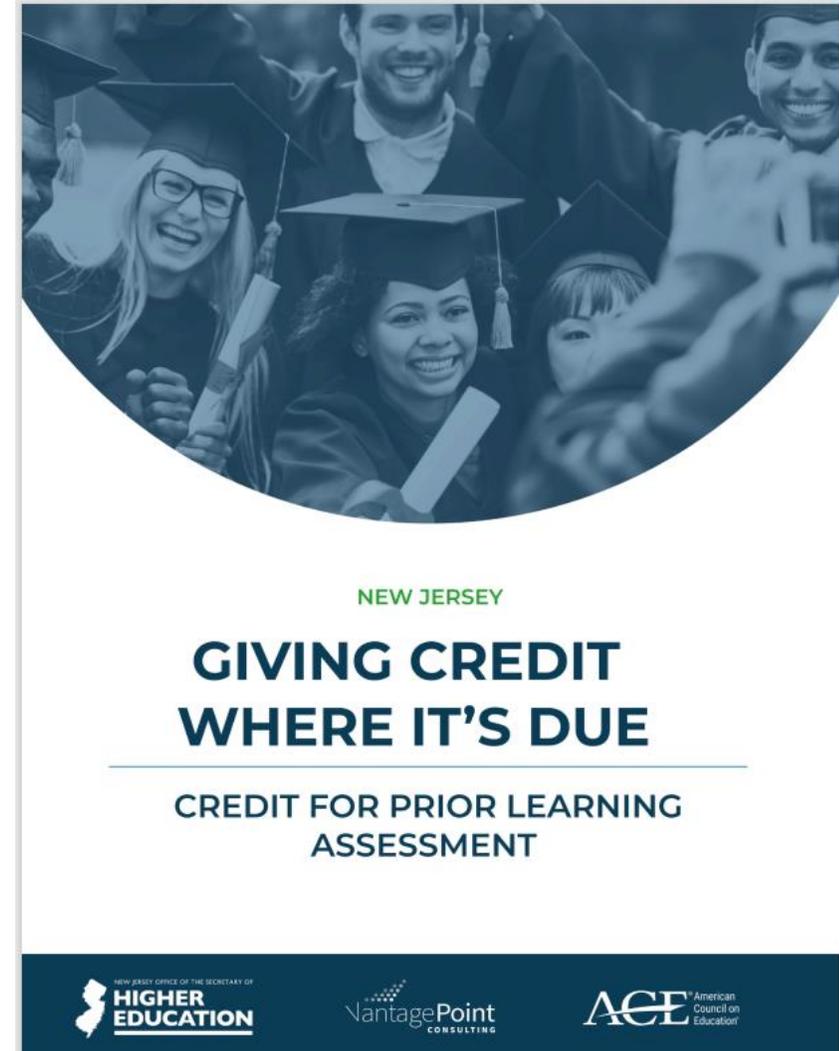
# Assessments

- Define each tactic
- Benchmark institutions to research and promising practices
- Drill down to organizational change (with available survey data)
- Offer custom Next Steps and Considerations



# Assessments

- NJ State report
- 20 institutional reports
- Professional Development Needs Assessment





## NJ Credit for Prior Learning Foundations

NJ Investments in Adult Learners and those with Some College, No Degree

Table of Contents

Members



NEXT UP

New Jersey Credit for Prior Learning...

NJ Credit for Prior Learning Resources & Links

Continue

⌵ Collapse All

### NJ Initiatives to Support Adult Learners

#### ▼ New Jersey Credit for Prior Learning Resources and Links

- ☰ Institutional Supports
- ☰ Student Support and Outreach
- ☰ Academic Adaptations
- ☰ Ecosystem Engagement

# Custom Professional Development

- 10 Role-based, self-directed micro-courses
- Expert facilitated Community of Practice
  - ACE Facilitators
  - Weekly content
  - Webinars/Workshops
- Technical assistance
- Curated NJ resources

# Role-based CPL Learning Journeys

For CPL, I:	Common Campus Positions	Course 1: Demystifying Credit for Prior Learning	Course 2: Validating Credit for Prior Learning's Value Proposition for Students	Course 3: Validating Credit for Prior Learning's Value Proposition for Institutions	Course 4: An Integrated Model of Student-centered, Sustainable CPL	Course 5: Equipping Advisors for Efficiency and Adaptability Through Student Support and Outreach	Course 6: Equipping Administrators and Faculty for Efficiency and Adaptability Through CPL Methods and Application	Course 7: Learning Evaluations and Process Guides	Course 8: Data-driven Decision Making and CPL	Course 9: CPL Policy, Processes, and Procedures	Course 10: Activating Workforce and Ecosystem Partnerships
Lead CPL efforts	CPL Champion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lead institutional planning, resource allocation, and communications	President, Provost, VP/AVP Academic or Continuing Education	✓	✓	✓	✓		✓			✓	✓
Initiate conversations with learners to elicit experiences and introduce CPL opportunities	Academic Advising, Career Services, Adult Advising, Veteran/Military Services	✓	✓			✓					
Craft messaging for adult learners	Marketing, Recruitment, Admissions, Orientation	✓	✓			✓					✓
Develop and assess academic programs, create academic policies, implement/refine processes	Dean, Department Chair, Academic Affairs	✓	✓	✓	✓		✓	✓	✓	✓	✓
Create and assess program outcomes, evaluate learning and crosswalk to other learning avenues	Faculty, Academic Assessment, Curriculum development	✓						✓	✓		✓
Define, document, and govern credits and course-level data	Institutional Research, Registrar	✓							✓		✓

# NJ CPL Community of Practice + Technical Assistance

---

- Community Forum
- Weekly topics
- Facilitated workshops and webinars
- Office-hours for technical assistance

05/20/2024 - remove joe ashby

## ACE Facilitators



Scott Cohn



Derrek Dunn



Lindsey Gietzen



Chris Johnson



Terry Lynn



Susan Nash



# June 2024

Topic	Monday	Tuesday	Wednesday	Thursday	Friday	Activities
Orientation	NJ Engage Opens 3 Onboard CPL Champions Participating IHEs	4	5 Workshop: Designing Learning for your Institution	6	7 Hot topics: 15 minute Q/A	Onboarding/troubleshooting- • Login • Create Profile • Faculty Facilitators begin prompting engagement (Polls, Prompts, Q/A)
Institutional Support/ Cross-functional Staffing	10 Post: Topic with Assessment data	11 Post: Highlighted Course	12 Office hours	13 Post/Poll	14 Hot topics: 15 minute Q/A	<a href="#">Course 1: Demystifying Credit for Prior Learning</a>
Institutional Support/ Mission, Leadership, and Strategy	17 Onboard Teams/Participating IHEs Post: Topic with Assessment	18 Post/Poll:	19 Office hours	20 Post/Poll	21 Hot topics: 15 minute Q/A	<a href="#">Course 2: Validating Credit for Prior Learning's Value Proposition for Students</a>
Academic Engagement/ Faculty and Staff Involvement and Communications	24 Post: Topic with Assessment	25 Post/Poll:	26 Workshop:	27 Post/Poll	28 Hot topics: 15 minute Q/A	<a href="#">Course 3: Validating Credit for Prior Learning's Value Proposition for Institutions</a>

*All faculty and professional staff from public colleges and universities, community colleges, and public mission private colleges and universities may participate in Professional Development.*

# New Jersey CPL Onboarding

*Phased approach with intentional outreach and onboarding instructions*

Phase I: By invitation to institutions participating in Assessments

- June 3: CPL champions
- June 17: CPL teams
- July 8: all professionals

Phase II: Open onboarding with instructions and links shared via OSHE Biweekly Broadcast

- July 15: OPEN to professionals from all eligible institutions

Phase III: Targeted outreach to faculty

- August 5

Scan now to join!

OR

join via link:

[NJ CPL on Engage](#)



VantagePoint

ACE<sup>®</sup> American  
Council on  
Education



NEW JERSEY OFFICE OF THE SECRETARY OF

**HIGHER  
EDUCATION**

Thank you!

Any questions or inquiries please reach out to one of the following emails:



**Vance Stephens**

---

vance.stephens@oshe.nj.gov



**Lauren Collier**

---

lauren.collier@vantagepoint-inc.com

A group of diverse people in a professional setting, smiling and clapping. The image is overlaid with a large, bold, blue 'Q & A' text. In the background, several individuals are visible, some wearing lanyards and name tags. One woman in the foreground is holding a tablet. The overall atmosphere is positive and celebratory.

**Q & A**

# FOLLOW ALONG



[NJCommunityColleges.org](https://NJCommunityColleges.org)



[@NJCommColleges](https://www.facebook.com/NJCommColleges)



[@NJ Community Colleges](https://www.linkedin.com/company/NJCommunityColleges)



[@NJCommColleges](https://www.instagram.com/NJCommColleges)



[@NJCommColleges](https://twitter.com/NJCommColleges)



[@NJCommColleges](https://www.youtube.com/NJCommColleges)