

Medgar Evers College

City University of New York

The Executive Institute: Utilizing CLEP as a vehicle to harness human capital

CAEL 2007 International
Conference :

Transformation Through Lifelong
Learning



Presenters

- **Dr. Gale Gibson-Ballah**

Dean, College of Freshman Studies

- **Dr. Joan Parrott-Fonseca**

Dean, School of Business



Executive Summary

- Intentional Intervention developed in Fall 2006 geared at identifying students who acquired prior learning and provide them with equivalent course credits
- Collaboration with School of Business & College of Freshman Studies
- Individualized plan of study
- Attended CUNY wide CAEL meeting in March 2007
- MEC became CAEL member institution



Executive Summary

- Established Protocol with Candidate
- On-going communication with relevant faculty members
- Reviewed critical documents & policies to determine methodology
- Reviewed initial assessment tools (catalogue, college policies, etc.) to utilize for EI
- Candidate submitted portfolios
- Portfolios were evaluated & highly approved
- Candidate graduated June 07 - a year prior to his expected date of graduation



Institutional Profile

- Established in 1970 as a result of collaborative efforts by community
- Named for the late Civil Rights leader, Medgar Wiley Evers (1925-1963)
- Located in Central Brooklyn
- CUNY “comprehensive”, offering baccalaureate and associate degrees
- ~5500 students
- 4-year, non-residential, public, co-educational college
- Part of CUNY, the 3rd largest Public University System in the US.
- 150 Full time faculty
- 200 Part time faculty



Medgar Evers College Student Profile

- 100% non-residential
- 73% female
- 65% have been out of HS on average 7 years
- 50% work more than 20 hours per week
- 70% earn less than 30K
- 25% weren't born in the US
- 70% have no college prep course work
- 75% need 1-3 non-credit remedial courses
- 85% have parents who did not graduate from college
- 84% full-time
- Average age 25 years
- 86% live in Brooklyn
- 49% support at least one child
- 28% GED
- 69% First-generation college
- 93% Black
- 11% Permanent Residents
- 50% 1st Generation Immigrants



Medgar Evers College Student Profile

- Mature adult learners
- Bring experiential richness and vibrancy to the teaching / learning setting
- Have responsibilities of school, work, and family
- Are highly motivated
- Believe that education can make a difference in the quality of their lives
- Are non-traditional
- Largest Caribbean population outside the Caribbean



Culture of Assessment

- CLEP by Examinations
- CLEP by Portfolio
- Transfer Credits
- Certifications / Licenses
- Prior learning via work experiences
- Military service
- Distance / Continuing Education
- Professional / organizational memberships
- Department & External Challenge Exams
- Publications
- Presentations
- Job descriptions / resumes



Executive Institute Candidate Profile / Characteristics

- Senior level position
- Age 35+
- Attained external success through involvements in professional clubs and organizations
- Self Motivated
- Type A personalities
- High level of commitment to complete their unfinished education



Examples of Executive Institute Candidates

- Wall Street Licensed Broker and Hedge Fund Manager
- Government official/trustee who manages over 3 billion dollars of pension funds
- Political Strategist
- Highly Decorated War Veteran
- Media Executive in high profile industry
- Hotel & Hospitality Senior Manager



Executive Institute Accomplishments

- Student awareness of services
- Provision of additional internship opportunities for students
- Cadre of professional mentors for students
- Cultivate job shadowing experiences via collaboration with Career Development Center
- Institutional commitment
- College Policy statements updated Fall 2007 CLEP by exam and Portfolio



Executive Institute -Next Steps

- Establishment of Office for Executive Institute (brochures, website, staffing, funding, marketing/advertisement, discretion/confidentiality)
- Implement Assessment / Evaluation Training – (Academic Advisors, Testing Center and Enrollment Management/Admissions staff) via workshops and CAEL PLA online certification
- Realignment of Services
- Funding Sources for Institute



Next Steps Continued

- Establishment of Advisory Board (Internal & External)
- Utilize SCORE – Organization for Retired Executives
- Organize Corporate / Business Roundtable



Discussion

