

## Academic Senate Minutes

**September 1, 2026**

|                             |                                                                                  |           |   |
|-----------------------------|----------------------------------------------------------------------------------|-----------|---|
| Elizabeth “Liz” Encarnacion | President                                                                        | 2025-2027 | Y |
| Stephen Shelton             | Vice President                                                                   | 2026-2027 | Y |
| Laura Santamaria Brady      | Secretary/Treasurer                                                              | 2026-2027 | Y |
| Angela Burk – Herrick       | Curriculum Chair                                                                 | 2025-2027 | Y |
| Laura Santamaria Brady      | Arts, Communication & Design A                                                   | 2026-2028 | Y |
| Henry Leonor                | Arts, Communication & Design A                                                   | 2025-2027 | N |
| Vacant                      | Arts, Communication & Design B                                                   | 2026-2028 |   |
| Nicole Farrand              | Arts, Communication & Design B                                                   | 2025-2027 | Y |
| Myra Andrade                | Academic & Career Counseling                                                     | 2026-2028 | N |
| Wendy Whitney               | Academic & Career Counseling                                                     | 2025-2027 | N |
| Joseph Lee                  | Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology | 2026-2028 | Y |
| Jonathan Polidano           | Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology | 2025-2027 | Y |
| Hannah Carter               | Chino Campus                                                                     | 2026-2028 | Y |
| Manar Hijaz                 | Chino Campus                                                                     | 2025-2027 | Y |
| Sean Connelly               | Fontana Campus                                                                   | 2026-2028 | Y |
| Anthony Guaracha            | Fontana Campus                                                                   | 2025-2027 | N |
| Vacant                      | Hospitality, Fashion, Interior Design, and Culinary                              | 2025-2027 |   |
| Vacant                      | Hospitality, Fashion, Interior Design, and Culinary                              | 2026-2028 |   |
| Lisa Doget                  | Health & Wellness - Health Sciences                                              | 2026-2028 | Y |
| Vacant                      | Health & Wellness - Health Sciences                                              | 2025-2027 |   |
| Annette Henry               | Health & Wellness - Kinesiology, Nutrition & Athletics                           | 2026-2028 | N |
| Candice Hines-Tinsley       | Health & Wellness - Kinesiology, Nutrition & Athletics                           | 2025-2027 | Y |
| Terezita Reyes Overduin     | Instructional Support                                                            | 2026-2028 | Y |
| Christina Holdiness         | Instructional Support                                                            | 2025-2027 | N |
| Melanie Bratcher            | Public Service, Culture, & Society                                               | 2026-2028 | Y |
| Patricia Gomez              | Public Service, Culture, & Society                                               | 2025-2027 | N |
| Justin Keller               | Science, Technology, Engineering & Mathematics                                   | 2026-2028 | Y |
| Louisa Villeneuve           | Science, Technology, Engineering & Mathematics                                   | 2025-2027 | Y |
| Tamari Jenkins              | Senator-At-Large                                                                 | 2026-2029 | Y |
| Jin Liu                     | Senator-At-Large                                                                 | 2025-2028 | Y |
| Sarah Chamberlain           | Senator-At-Large                                                                 | 2024-2027 | Y |
| Vacant                      | Adjunct Senator-At-Large                                                         | 2026-2028 |   |
| Ekta Kandhway               | Adjunct Senator-At-Large                                                         | 2025-2027 | Y |

### Alternates & Liaisons

|                      |                                                                                  |           |   |
|----------------------|----------------------------------------------------------------------------------|-----------|---|
| Stephen Shelton      | Arts, Communication & Design A                                                   | 2026-2028 | Y |
| Vacant               | Arts, Communication & Design B                                                   | 2025-2027 |   |
| Jackie Boboye        | Academic & Career Counseling                                                     | 2026-2028 | N |
| Fabiola Espitia      | Academic & Career Counseling                                                     | 2025-2027 | N |
| Jay Scott            | Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology | 2025-2027 | N |
| Vacant               | Chino Campus                                                                     | 2025-2027 |   |
| Vacant               | Fontana Campus                                                                   | 2025-2027 |   |
| Vacant               | Hospitality, Fashion, Interior Design, and Culinary                              | 2026-2028 |   |
| Vacant               | Health & Wellness - Health Sciences                                              | 2025-2027 |   |
| Robert “Rob” Hadaway | Kinesiology, Nutrition, & Athletics                                              | 2026-2027 | N |
| Rose Ann Osmanian    | Instructional Support                                                            | 2025-2027 | N |
| Vacant               | Public Service, Culture, & Society                                               | 2026-2028 |   |
| Vacant               | Science, Technology, Engineering & Mathematics                                   | 2025-2027 |   |
| Vacant               | Adjunct Alternate Senator                                                        | 2025-2027 |   |
| Sarah Schmidt        | Classified Senate Liaison                                                        | 2025-2027 | Y |
| Zeinah Abdelrhman    | Chaffey College Student Government                                               | 2026-2027 | Y |
| Sarah Libdeh         | Chaffey College Student Government                                               | 2026-2027 | Y |

**1. Personal Expression (12:30 P.M.)**

**2. Call To Order (12:35 P.M.)**

**2.1. Land Acknowledgement**

*With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.*

*Read by Ekta Kandhway, Adjunct Senator-at-large*

**2.2. Attendee Identification** (Chino and Fontana Senators: cameras must be on; turn off all virtual backgrounds.)

**3. Public Comment** (Reserved for Guests only and limited to two minutes.)

**3.1. David Rentz, CCFA President, delivered a public comment regarding Prop 3 in the upcoming November election:**

3.1.1. This is one of the many measures on the ballot this November, and its passage is very important to this college's future, to the students, the faculty, and all other employee groups. It's an existential matter. It is the permanent extension of Prop 55, which is itself the extension of Prop 30, which was passed in 2012. It is a tax on the income of the highest wage earners in California. For the past tax year, this was joint filers in excess of about \$745,000 a year. This tax supports PK-14 public education. In terms of Chaffey, that's about \$30 million, or 15% of our budget. In terms of our theater schools, our district, we're talking over a half a billion dollars a year. This tax will expire in 2030 unless it is extended by Prop 3. The college probably wouldn't have to close if that \$30 million went away, but it would mean vast swathes of our sections being canceled, many, if not all, of our part-time instructors losing their jobs, students not being able to get their classes, and students not being able to get the support they need. So, it's not a new tax, it's just continuing the tax on those high earners, and I hope that you are personally planning to vote for it if you are an eligible voter. You'll be hearing from me about some other ways you can support. You also heard about this in your Wednesday convocation ACC, etc. meetings, if you were there. We'll be doing some canvassing in this area on September 19th. So, again, keep an eye on emails from me and your CCFA reps, and I will hope to see you all there, and to see this measure pass resoundingly in November.

**4. Adoption Of Agenda**

4.1. September 1, 2026

4.2. **Motion for Approval** - Senator Doget moved to adopt the agenda. Senator Polidano seconded the motion. The motion was approved. 9.1.26, 18Y/0N/0A.

## 5. Consent Agenda

5.1. August 25, 2026 **Meeting Minutes**. (See attachment titled “Academic Senate Minutes, August 25, 2026 Draft.”)

5.2. **Faculty representatives who have been requested to serve on these selection/hiring committees:**

**5.2.1** Administrative Assistant II, STEM

Alif Wardak, Mathematics, STEM

**5.2.2** Research & Data Solutions Analyst

~~Julie Song, Instructor, Sociology~~ (no longer serving on this committee)

Sharon Solis, Computer Science, BTH

5.3. **Faculty representatives who have been requested to serve on these campus committees:**

**5.3.1** Outcomes and Assessments Committee

Laura Picklesimer, English, ACD

Ana Rosales, Criminal Justice, PSCS

Kevin Cameron, Political Science, PSCS

Sharon Solis, Computer Science, BTH

5.4. **Faculty representatives who can no longer serve on these campus committees:**

**5.4.1** Senator, PCSC, Academic Senate

Patricia Gomez, Ethnic Studies, PSCS

**5.4.2** Outcomes and Assessments Committee

Jane Warger, Earth Science, STEM

**5.4.3** Colleague Steering Committee

Jinny Lee, Earth Science, STEM

5.5. **Motion for Approval** - Senator Overduin moved to adopt the Consent Agenda. Senator Polidano seconded the motion. The motion was approved. 9.1.26, 18Y/0N/0A.

## 6. Guest(s)/Presentation(s) -

6.1. Advancing Student Success and Institutional Impact through Credit for Prior Learning, presented by Administrator of Instructional Systems & Pathways Innovation, Shireen Awad

- 6.1.1. Senator Jenkins asked for clarification regarding students coming in with AP proficiency and whether that could take away from enrollment in courses they already have AP credit for. AP courses make up the highest amount of CPL we have right now. Students are already coming in with that AP credit, but what CPL does is ensure that credit actually applies to their educational degree or certificate. These students would still need to take the remaining courses for their specific major.
- 6.1.2. Senator Lee asked whether a passing AP test is part of the certification for CPL. AP tests are part of the evidence required for CPL.
- 6.1.3. Senator Villeneuve asked whether there will be data dashboards on this data. There is already a data dashboard on this in a former report.
- 6.1.4. Senator Kandhway asked whether the department has any role in direct evaluation or whether it is strictly faculty (i.e. full time faculty). Whether a course is eligible for CPL is department-based through the curriculum process. In terms of the evidence being evaluated, Title V says it should be evaluated by the faculty member that's currently teaching the course. So it's going to be full-time faculty members who regularly teach the course who are the leads for evaluating.
- 6.1.5. Senator Liu asked for clarification on what the minimum AP score is for CPL. The minimum score is 3.
- 6.1.6. Senator Lee asked whether there are any gray areas that faculty should be mindful of when evaluating for CPL. There are considerations on whether certain certifications have to be revisited later, especially in areas that change constantly.
- 6.1.7. President Encarnacion recommended a call to faculty within the areas that have a lot of potential for CPL, exploring the nuances of CPL for military personnel who have highly sensitive and censored information in military paperwork, and having liaisons from veteran services from local networks partner with the college/ our veteran's resource center.
- 6.1.8. Senator Batcher asked whether it is up to the faculty member to decide whether to accept AP courses. AP is a standardized examination that's college level.
- 6.2. Governance Handbook Overview: Presentation and Q&A
  - 6.2.1. [Handbook Overview Video](#)
  - 6.2.2. [Chaffey Community College District Participatory Governance Handbook](#)
  - 6.2.3. Senator Chamberlain asked for clarification on how committees would know which steering committee to report to. Specific questions should be directed to specific steering committees. Senator Farrand, in her role as CPC tri-chair, explained that one way would be to contact CPC tri-chairs/Academic Senate to help direct towards the appropriate pathway for communication.

- 6.2.4. Only summary notes are posted to [Chaffey Central](#). For help with setting up a homepage in Chaffey Central and other IT questions, contact David Stoner in IT. Contact Mark Vidal for content questions. Individuals will be able to upload content to their committee's Chaffey Central homepage. This process of centralizing summary notes will be helpful to create transparency.
- 6.2.5. Curriculum Chair Burk-Herrick asked whether there will be summary notes for President's cabinet and all governance councils on Chaffey Central. Currently those are in our local SharePoint, but Chaffey Central will make this more accessible.
- 6.2.6. Senator Overduin asked whether agendas also need to be submitted to Chaffey Central or the events calendar. Agendas do not necessarily need to be submitted but do need to be created for committee meetings.

## **7. Report(s)**

### **7.1. President**

- 7.1.1. Special Governing Board Meeting approving the ACCT to conduct the Superintendent/President search. [View the Special Governing Board meeting through this link.](#)
- 7.1.2. Recently the discussion regarding Smart Glasses, also known as META Glasses, has come to the Senate floor as well as to me personally by email for guidance by the Academic Senate given our involvement in the AI Taskforce to create a Board Policy and Administrative Policy on Artificial Intelligence, as well as the Academic Senate's recent vote on the Best Practice on Generative and Agentic AI and Authentic Assessment. Given the rapid advancement of AI through a variety of formats and functions, I am not surprised that this conversation has reached our metaphorical doorstep, and I agree that it is the Academic Senate's responsibility to provide guidance as well as serve as the faculty voice for the directive in which the District will use to set policy around smart glasses in terms of their recording abilities and artificial intelligence use. The College is exploring the creation of a policy that covers use/prohibition of use of AI glasses in the classroom, and I have been asked to obtain faculty feedback on the topic. Through the Academic Senate, we can have dialogue and discourse that weighs the pros and cons on banning, restricting, or allowing these devices within our classroom, discussing the nuances of potential privacy concerns, academic integrity, and where academic accommodations and prescriptions come into play within these matters. Through these Academic Senate discussions, and through our discipline discourse on the matter, we have the opportunity to encourage forward momentum through our governance process to support both effective student learning outcomes, faculty pedagogy and design, as well as administrative decision making in a collaborative way. I encourage faculty, classified professionals, and students to engage in discussions surrounding this topic. I also ask that the Academic Senate be prepared to provide robust insight on this extremely important topic. Until a policy is in place, please utilize your

classroom syllabus as a steadfast way to enact your personal policies and guidelines within your classroom in the best ways that you see fit.

- 7.1.3. The first commencement committee meeting is taking place on September 8, Hope Ell is requesting feedback on faculty's experience from commencement about being in the concourse as opposed to the green room, availability of food items, the seating for non-processing faculty, etc. Any feedback will be shared with the Commencement Committee.

- 7.1.3.1. Some feedback already shared includes: the water stations were not refilled, the parking situation was rough, there were no cookies or sweet treats, the sound system was too loud, and there was no exit music. Please send any other feedback to me, Liz Encarnacion so I can forward the compiled feedback to Hope prior to September 8.

## 7.2. **Vice President**

- 7.2.1. We will be running elections to fill two PCS seats. Please reach out to the folks you know in PCS and let them know how important it is that they have representation. There are a lot of great faculty in that area, so hopefully the extra little nudge from a sitting senators will help encourage some of them to run for the open seats.

The deadline to drop without a W for early 14-week sections is 9/3

Full-term census will be due on 9/4

The deadline to drop full-term classes without a W is 9/9

I'm sure many of you saw the email from Nicole Leonard reminding us that title IX training will be available starting today 9/1 and needs to be completed by 9/30

I hope everyone has a great week, and a restful holiday weekend ahead.

## 7.3. **Secretary/Treasurer**

## 7.4. **Curriculum Chair**

## 7.5. **Classified Senate Liaison**

## 7.6. **Chaffey College Student Government Liaison**

## 7.7. **Academic Senate Workgroups, Reporting Committees, and Liaisons**

## 8. **Unfinished Business**

- 8.1. **Action Item - Discussion/Possible Action Item** - Update to Sabbatical Leaves: Procedures and Documentation Handbook from the Institutional Research Committee. The complete handbook and all associated resources can be found on the [Academic Senate Canvas shell \(Use this link to enroll in the course if you are a first time visitor\)](#)

### **8.1.1. For prospective faculty (considering a sabbatical involving research):**

Faculty considering a sabbatical that involves conducting research with human participants — such as surveys, interviews, or other data-gathering methods — should be aware that this work falls under the oversight of the Chaffey College Institutional Review Board (IRB). Before submitting a sabbatical proposal, faculty should review the IRB requirements, including the training and application process required to remain in compliance with federal and institutional research standards. Details on these requirements, along with the [IRB application](#), are available on the IRB webpage on the Chaffey College website. For questions, faculty may contact Matt Vincent ([Matthew.Vincent@chaffey.edu](mailto:Matthew.Vincent@chaffey.edu)) or Dr. Melissa Mosley ([Melissa.Mosley@chaffey.edu](mailto:Melissa.Mosley@chaffey.edu)). Starting this process promptly is important, as training completion and IRB approval must be secured before data collection begins.

*Typical Sequence—plan to allow 4-6 weeks for entire process:*

- A. Email the IRB co-chairs to introduce your project and ask about current training requirements
- B. Complete any required training
- C. Submit the IRB application via the Formstack form.
- D. Respond to any requests for revisions or clarification from the IRB.
- E. Receive written IRB approval (or determination of exempt status) before beginning data collection.

### **8.1.2. For faculty approved for a sabbatical:**

Once a sabbatical has been approved, faculty planning to conduct research involving human participants should contact the Chaffey IRB team directly to begin the process of obtaining any required training and initiating their IRB application. Starting this process promptly is important, as training completion and IRB approval must be secured before data collection begins. Faculty can access the [IRB application](#) directly, and for questions, may contact Matt Vincent ([Matthew.Vincent@chaffey.edu](mailto:Matthew.Vincent@chaffey.edu)) or Dr. Melissa Mosley ([Melissa.Mosley@chaffey.edu](mailto:Melissa.Mosley@chaffey.edu)).

*Typical Sequence—plan to allow 4-6 weeks for entire process:*

- A. Email the IRB co-chairs to introduce your project and ask about current training requirements
- B. Complete any required training
- C. Submit the IRB application via the Formstack form.
- D. Respond to any requests for revisions or clarification from the IRB.
- E. Receive written IRB approval (or determination of exempt status) before beginning data collection.

- 9. New Business - None.**
- 10. Floor Items \*10 minutes each** (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)
- 11. Announcements**
- 11.1. **Chaffey College**
- 11.2. **Academic Senate for California Community Colleges (ASCCC) Information**
- 11.2.1.** Check out the Academic Senate for California Community Colleges webpage for other great webinars/events at [asccc.org](https://asccc.org)
- 11.3. California Community Colleges- The Collective Equity Impact Institute 2026, September 22, 25, 2026, Anaheim, CA. We are pleased to invite you to Save the Date for the 2026 Collective Equity Impact (CEI) Institute. This year's institute will highlight Vision 2030 and feature strands focused on transfer alignment, climate action, workforce development, generative artificial intelligence, and diversity, equity, inclusion, and accessibility (DEIA). Each strand will include sessions designed to strengthen collaboration and support the exchange of strategies that prioritize student needs, student success, and equity across the California Community Colleges system.
- Please join us in Anaheim, CA, for this three-day institute, taking place September 22–25, 2026.
- Who Should Attend? All individuals working within the California Community Colleges ecosystem are encouraged to attend.
- Registration Opens in Early April. We encourage you to share this opportunity with colleagues. An early-bird registration rate of \$175 will be available in April and May, with registration increasing to \$250 starting June 1.
- Additional details, including registration information and the tentative agenda, will be shared soon. We look forward to learning, collaborating, and shaping the future together.
- 11.4. California Community Colleges - [Just Transition: Academic Academy for Climate Justice and Action](#) taking place October 23-24, 2026 at the Hyatt Regency in Newport Beach.
- Join faculty leaders statewide and CCCCCO Climate Fellows at the ASCCC Academic Academy for co-learning and collaboration. The [Just Transition: Academic Academy for Climate Justice and Action](#) equips participants with tools and strategies to integrate climate action, sustainability, and equity into teaching, programs, and institutions.
- Participants will develop tailored climate action plans while exploring climate literacy, curriculum innovation, and community engagement across key strands, including climate justice, environmental equity, leadership, and workforce development.

**12. Adjournment (1:50 P.M.)**

*The next Academic Senate meeting will continue on September 8, 2026.*

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**Lissa A. Napoli, Recording Secretary**

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**Laura Santamaria Brady, Treasurer / Secretary**



# Advancing Student Success and Institutional Impact Through Credit for Prior Learning

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Shireen Awad, Administrator of Instructional Systems & Pathways Innovation  
September 1, 2026  
Academic Senate



## Purpose of Today's Conversation

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- Build shared understanding of current CPL processes
- Highlight the progress and impact of CPL
- Share the new institutionalized CPL structure and framework

## BASIC OVERVIEW



# Inside Credit for Prior Learning

## What is CPL?

- At its foundation, Credit for Prior Learning (CPL) acknowledges a simple reality: learning does not begin when a student enters a college classroom. Through a structured process grounded in faculty expertise and academic standards/integrity, students can demonstrate knowledge developed through work, service, training, and lived experience.
- CPL transforms that learning into meaningful academic progress, helping students start from where they are rather than where the institution assumes they should begin.



# Types of CPL

- Advanced Placement (AP) Exams
- International Baccalaureate (IB) Tests
- College Level Examination Program (CLEP) Exams
- Institutional Assessment/Evaluation
- Military Training/Joint Services Transcripts/DANTES/DSST
- Industry Training/Industry Credentials
- Student-created Portfolios
- State/federal Government Training
- Apprenticeships, internships, work-based learning, or other industry-based experiential learning
- Validated volunteer and civic activities (e.g. Peace Corps)
- High School Articulation
- Any other evidence provided by student

## Goals & Regulations



## Statewide Goals and Regulations

# Education Code, Title 5, ACCJC, and Title 38

## California Education Code

[§66025.7 General Provisions](#)

[§66025.71 CPL and Joint Service Transcript \(JST\) evaluation](#)

[§75001 CPL and CalBright](#)

[§88821 CPL and non-credit workforce training programs](#)

*CPL and Transfer Level English/ Math:*

[California Education Code § 78212.5](#)

[California Education Code § 78213](#)

*CPL and Apprenticeships:*

[California Education Code § 8808](#)

## Title 5 California Code of Regulations

[§55050 Credit for Prior Learning](#)

[§55524 - Student Education Plan](#)

[§55021 - Grading Policies](#)

[§55023 - Academic Record Symbols](#)

## ACCJC

[Accrediting Commission for Community and Junior Colleges \(ACCJC\), Policy on Credit for Prior Learning \(2024\)](#)

California State University (CSU)

[The California State University- Credit for Prior Learning Policy](#)

[CSU Systemwide Policy on Credit for Prior Learning](#) PRESENTATION

## US Code Title 38

[Chapter 33 \(Post-9/11 GI Bill\) Educational Assistance](#)

# Chancellor's Message: Vision 2030



- **Goal 1:** Expand CPL Opportunities and Boost Student Success for at least 250,000 Californians, including 220,000 working adults and apprentices, and 30,000 veterans.
- **Goal 2:** Build a Unified, Statewide CPL System that creates CPL-embedded outreach pathways.
- **Goal 3:** Establish Clear CPL Policies, Sustainable Resources, Professional Development, and Best Practices.



## The "Wow" as of "Now"

## Challenges to Address (February 2026)

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- Limited articulations (85)
  - What is an articulation in CPL?
  - What is the significance?
- No scalable institutional framework
  - Reliance on a small number of individuals
  - Inconsistent workflows
  - Limited and inconsistent data collection
  - Limited visibility for students
  - No formal counselor lead structure
  - JST processing largely manual and underdeveloped
- Data Cleanup

## CPL Evidence & Evaluation

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- Every CPL request begins with student submitted evidence.
- Faculty evaluate whether the evidence meets course outcomes.
- Approved evidence becomes an institutional articulation in the MAP system.
- Future students with the same verified evidence no longer require an individual faculty review.

Student Evidence → Faculty Review → Approved → Institutional Articulation → Future Students

## CPL Pathways for Students

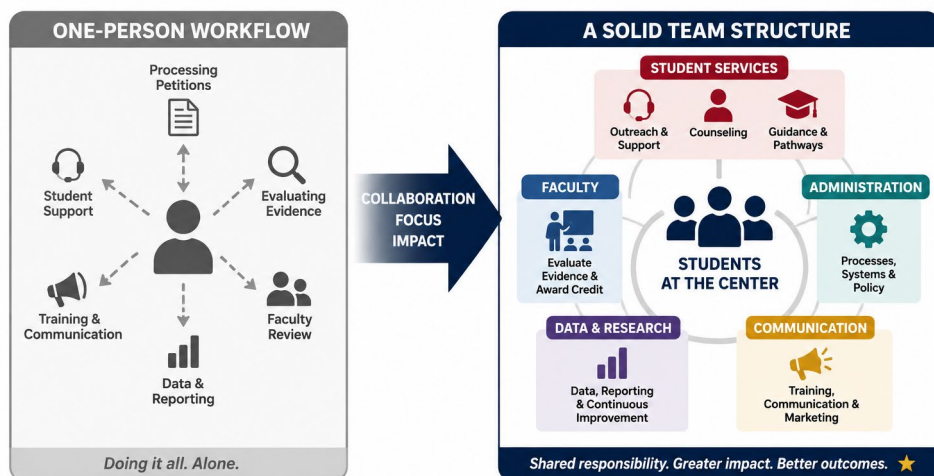
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## New Infrastructure Built

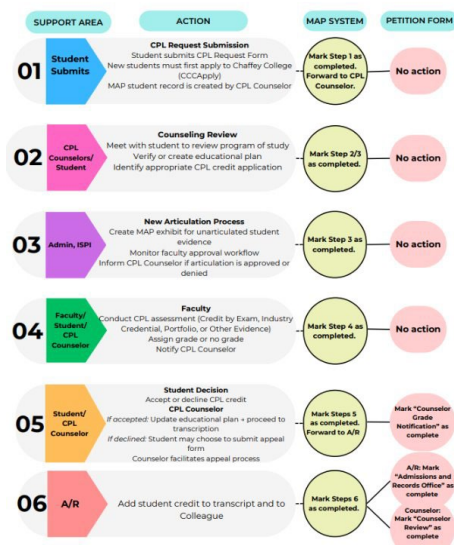
### FROM ONE-PERSON WORKFLOW TO A SOLID TEAM STRUCTURE

STRONGER TOGETHER. BETTER FOR STUDENTS.



## Chaffey Workflow: Non-Military Student

### CPL Internal Workflow - Non-Veteran Student



#### 1. Student Starts

Completes the CPL Request Form

#### 2. CPL Counselor Review

Reviews educational goal and explores CPL opportunities

#### 3. CPL Pathway Identified

Existing articulation is identified or a new articulation is explored

#### 4. Faculty Assessment

Faculty evaluates the student's prior learning

#### 5. Student Decision

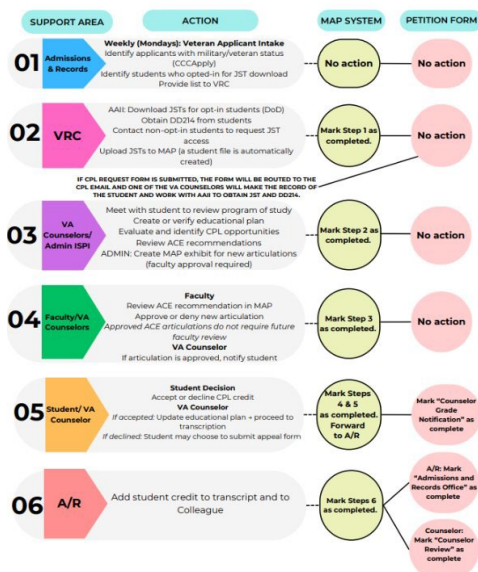
Student accepts or declines CPL credit

#### 6. Credit Awarded

Admissions & Records posts approved credit to the transcript

# Chaffey Workflow: Veteran Student

## CPL Internal Workflow - Veteran Student



### 1. Veteran Identified

Veteran student information is received and reviewed

### 2. Military Training Reviewed

Joint Services Transcript (JST) is obtained and evaluated for potential CPL

### 3. CPL Counselor Review

Reviews program of study and explores applicable CPL opportunities

### 4. Faculty Review

Faculty reviews military training and determines course equivalency

### 5. Student Decision

Student accepts or declines CPL credit

### 6. Credit Awarded

Admissions & Records posts approved credit to the transcript

## Student Petition Redesign

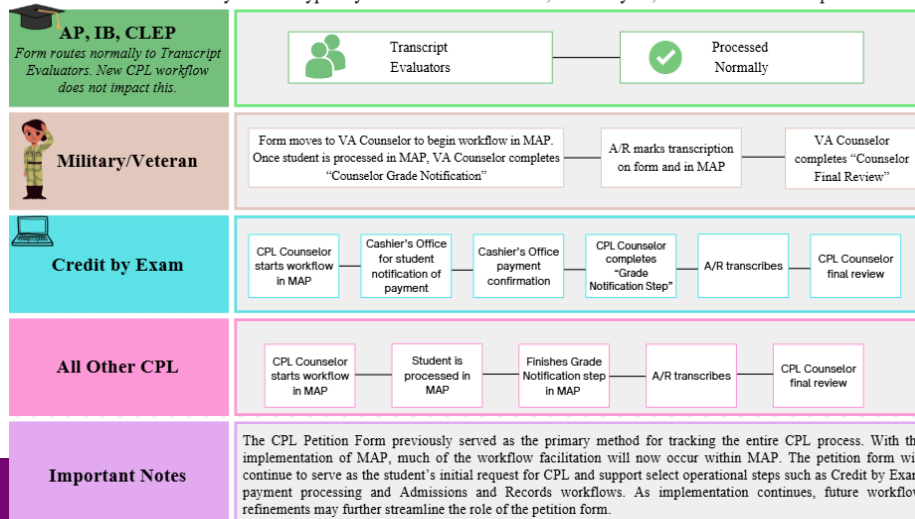
18 to 8 steps in Formstack!

### CPL Student Petition Workflow (Formstack)

How CPL Forms Are Routd and Processed

This explains the CPL Student Petition Formstack process. Most student processing will be in MAP. See important notes below

Note: Veteran/Military students typically will not submit this form, but if they do, there is a workflow captured.



# Faculty Workflow

Your expertise makes it possible to recognize and validate learning beyond the classroom.

## Faculty Purview and Responsibility

Per California Title 5 §55050, discipline faculty determine whether student-submitted evidence for CPL demonstrates mastery of course learning outcomes. Discipline faculty:

- Evaluate alignment of CPL evidence with course learning outcomes
- Approve or deny awarding CPL credit
- Assign a grade, where appropriate

## Course Eligibility (Required First Step)

- Courses must be designated as Credit for Prior Learning (CPL) eligible through the curriculum approval process and/or the Curriculum Office.
- Approved courses are identified in the catalog as eligible for CPL.

### Credit by Examination



Prior learning is assessed through an exam that aligns with course learning outcomes, typically equivalent to a final assessment.

#### Credit by Examination Process

- Faculty are notified via MAP/CPL Counselor.
- Faculty administer the exam to the student.
- Faculty assign a grade.
- Faculty notify CPL Counselor.
- Students accept, decline, or optionally appeal.

### Industry Certification/Credential



A recognized certification or license that verifies specific skills or competencies.

#### Industry Credential Process

- Faculty are notified via MAP/CPL Counselor.
- Faculty evaluate the credential and assign a grade.
- Faculty notify CPL Counselor.
- Approved credentials do not require future review.
- Students may accept, decline, or optionally appeal.

### Portfolio Assessment



A collection of student-submitted work and documentation used to demonstrate mastery of course outcomes for credit.

#### Portfolio Process

- Faculty are notified via MAP/CPL Counselor.
- Faculty evaluate the portfolio using a rubric.
- Faculty assign a grade.
- Faculty notify CPL Counselor.
- Students accept, decline, or optionally appeal.

### Other Evidence



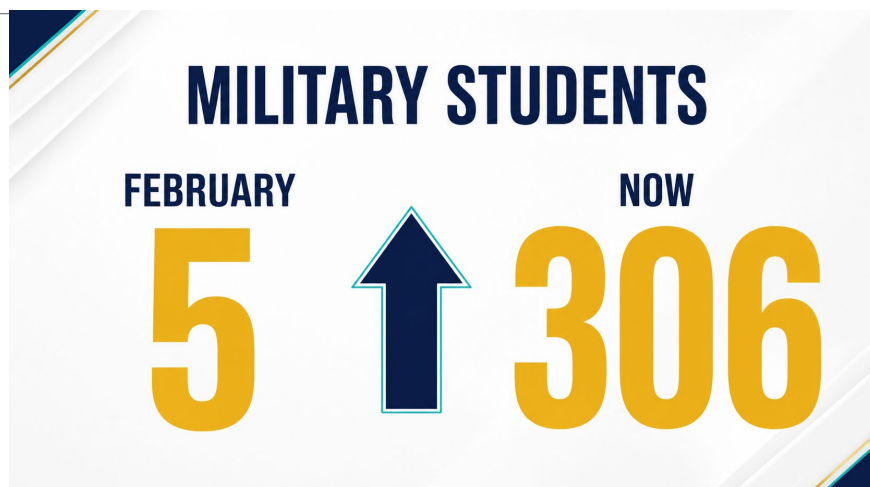
Prior learning gained through non-traditional experiences such as government training, work-based learning, or volunteer service.

#### Other Evidence Process

- Faculty are notified via MAP/CPL Counselor.
- Evidence is reviewed for alignment with outcomes.
- Faculty assign a grade.
- Faculty notify CPL Counselor.
- Students accept, decline, or optionally appeal.

**Questions?** CPL support is available! Contact: Shireen Awad, Administrator, ISPI

## Increase in Military Student Support



Successfully met Goal 1 of the 2025 Veteran Sprint!  
306 students downloaded into the CCCCO MAP Platform

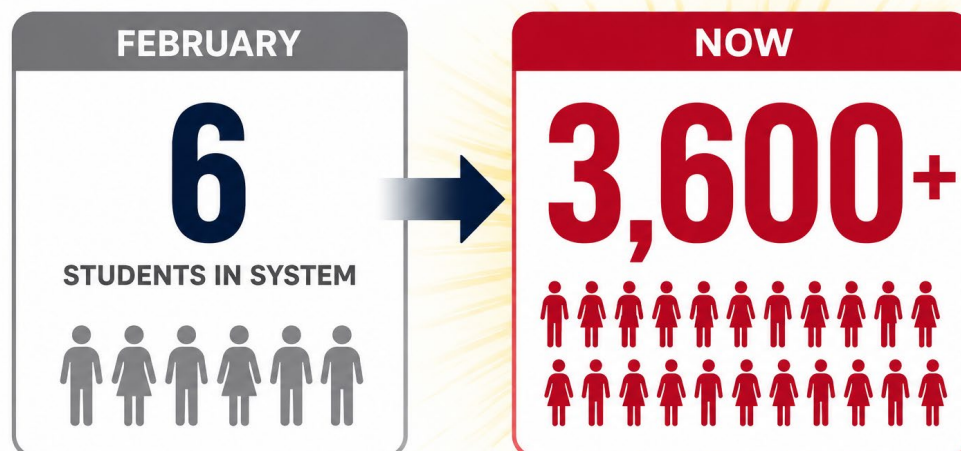
## Chaffey Courses Eligible for CPL

**OVER 20%**  
of Chaffey courses  
are eligible for CPL

### Challenge #3 Data Cleanup

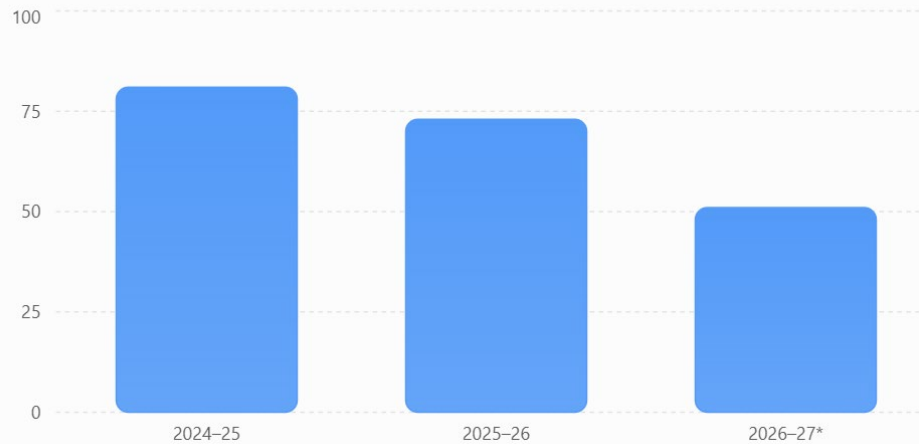
## CCCCO Student Data

### STUDENT REPRESENTATION TO CCCCCO



## Current Trends (Industry Credentials)

2026-27 has already reached 51 units within the first two months.



# Members of the STRIKE Team

| Student Services                                                                                                                                                                                                                                                                                                                                                                    | Institutional Effectiveness & High School Partnerships          | Academic Affairs/Instruction                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------|
| <b>Admissions &amp; Records</b><br>Brian Stone<br>Gustavo Chavez<br>Hugo Flores<br>Nabil Torres Arguelles<br>Therese Coming<br><b>Counseling</b><br>Carri Reyes<br>Delia Salgado<br>Julie Law<br>Kirk Collins<br>Ryan Hogan<br><b>Veterans Resource Center</b><br>Albert Rodriguez<br>Jessica Galvan<br>Sara Pertusati<br>Victor Sandoval<br><b>Financial Aid</b><br>Patricia Bopko | Andrew Long<br>Shireen Awad<br>Jocelyn Carbajal<br>Jonae Varela | Jin Liu<br>Nicole DeRose<br>(More to come!) |

## Departmental Partnerships

| Department                                 | Institutional Contribution                                                   |
|--------------------------------------------|------------------------------------------------------------------------------|
| Administrative Systems                     | State reporting, data integrity, and transcript coding                       |
| Admissions & Records, Cashiers, Counseling | Student records, transcript evaluation, CPL processing, committee leadership |
| Financial Aid                              | Student aid compliance and maximizing financial resources for students       |
| DPS                                        | Accessible CPL documents                                                     |
| Institutional Research                     | Cohort development, dashboards, completion and time-to-completion metrics    |
| Marketing                                  | Student outreach, awareness campaigns, and success stories                   |

# Faculty Champions

**The following departments are leading the way in expanding access through CPL!**

|                           |                              |                                  |                    |
|---------------------------|------------------------------|----------------------------------|--------------------|
| American Sign Language    | Business Technology          | English and French               | Nursing: ADN       |
| Art                       | Chemistry                    | Fire Technology                  | Nursing: VN        |
| Art History               | Chinese                      | Geography                        | Nutrition and Food |
| Art: Graphic Design       | Computer Science             | Geology                          | Photography        |
| Astronomy                 | Criminal Justice             | History                          | Physics            |
| Automotive Technology     | Culinary                     | Industrial Electrical Technology | Political Science  |
| Aviation Maintenance Tech | Dental                       | Information Technology/Systems   | Psychology         |
| Biology                   | Drafting/Engineering Tech    | Interior Design                  | Public Health      |
| Broadcasting and Cinema   | Economics                    | Mathematics                      | Spanish            |
| Business and Real Estate  | Emergency Medical Technician | Music                            | Theatre            |

## Student Access and Awareness: [CPL Webpage](#)



### Credit for Prior Learning (CPL)

#### CPL Methods

#### Course Eligible for CPL

#### Courses with Ready-to-Go CPL Options

#### How to Apply for CPL

#### After Applying for CPL

#### CPL Strike Team

#### What is MAP?

#### Faculty Support and FAQ

#### Student FAQ

#### CPL Resources

#### CPL Connect

Home > Credit for Prior Learning (CPL)

### Credit for Prior Learning (CPL)

#### You Belong Here!

#### Get College Credit For What You Already Know!

Chaffey College values the skills and knowledge you have acquired throughout your journey. With Credit for Prior Learning (CPL), you can receive course credit for validated college-level skills, knowledge, and experiences gained outside of the college classroom!

#### Knowledge and skills can be demonstrated through the following ways:

- Advanced Placement (AP) Exams
- International Baccalaureate (IB) Tests
- College Level Examination Program (CLEP) Exams
- Institutional Assessment/Evaluation
- Military Training/Joint Services Transcripts/DANTES/DSST
- Industry Training/Industry Credentials
- Student-created Portfolios
- State/federal Government Training
- Apprenticeships, internships, work-based learning, or other industry-based experiential learning
- Validated volunteer and civic activities (e.g. Peace Corps)
- High School Articulation

# Our Success in a Story



## CREDIT FOR PRIOR LEARNING (CPL) AT A GLANCE

One of the most impactful ways to support our community is recognizing the knowledge many adults gain outside of the traditional classroom setting. In California alone, an estimated 6 to 7 million adults ages 25 to 54 do not hold a college degree (California Competes, 2021), many of whom bring significant learning from work experience, military service, on-the-job training, and industry credentials, among others. By valuing this learning, we have the opportunity to open the door to higher education for adults who may not have previously seen college as an option.

Credit for Prior Learning (CPL) provides a structured, faculty-evaluated and discipline-aligned process to assess and translate that learning into academic credit without compromising academic rigor. By aligning prior learning with course outcomes, CPL ensures that credit is awarded with integrity while helping students move more efficiently through their programs, reduce costs, and accelerate progress toward their goals. At its core, CPL is about honoring what students already know and redesigning their starting point to make higher education accessible and achievable.

Common CPL pathways include, but are not limited to, AP, IB, CLEP, credit by examination, military and industry training, portfolios, apprenticeships and work-based learning, government training, volunteer service, and high school articulation.



## STUDENT SUCCESS STORIES



## Data Cleanup in Progress

| Approach                               | Chaffey's Approach                                                                                                |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Understand the History</b>          | Learn how each CPL method has historically been entered, transcribed, and reported before interpreting the data.  |
| <b>Bring the Right People Together</b> | Engage A&R, IT, IR, Counseling, and other key partners to understand how CPL data moves across the institution.   |
| <b>Create a Translation Table</b>      | Map local SIS entries to MIS reporting codes so each CPL method is accurately reported to the state.              |
| <b>Standardize Going Forward</b>       | Establish clear and consistent transcription practices across all CPL methods.                                    |
| <b>Document the Limitations</b>        | Be transparent about gaps or inconsistencies in historical data and what conclusions can reasonably be made.      |
| <b>Validate Before Reporting</b>       | Confirm the underlying coding and transcription practices before using CPL data for reporting or decision making. |

2026–27 represents a transition toward a more reliable baseline for accurately measuring CPL growth and impact moving forward.



**Real Students.  
Real Impact.**

## The Difference We Make

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## The Next Chapter/Opportunities for CPL

## Phase 2

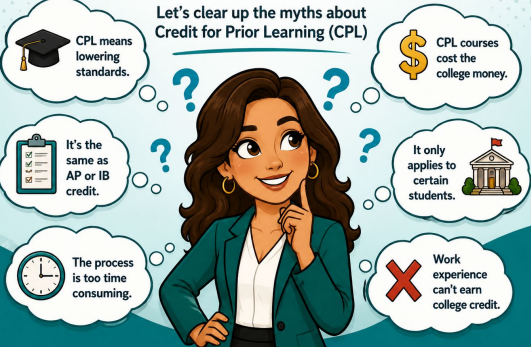
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### Phase 2

- Outreach and marketing
- Continued refinement
- Data collection
- Student outcomes analysis
- Additional articulations
- Expanded awareness
- Ongoing training
- Continuous improvement

## COMMON MISCONCEPTIONS

Let's clear up the myths about Credit for Prior Learning (CPL).



## Common Misconceptions

### In General - CPL is Not...

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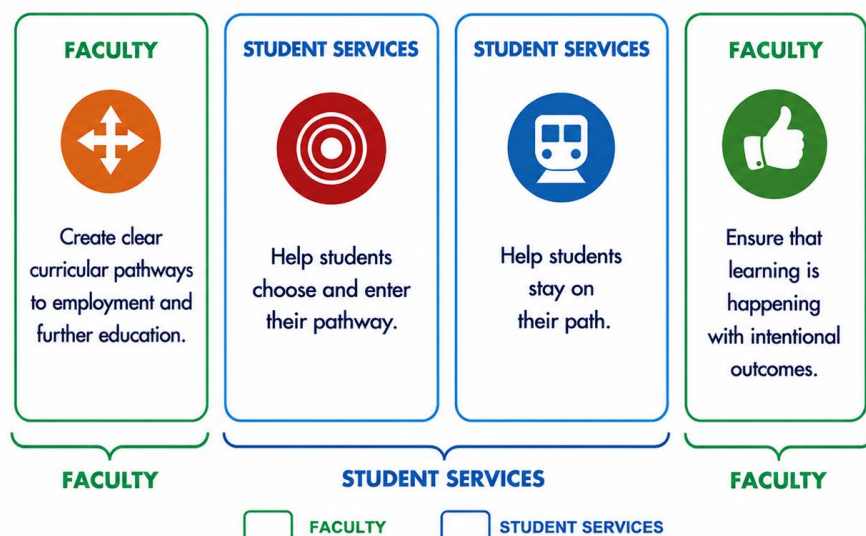
- Lowering standards
- Loss of academic integrity
- External Course Credit
- Dual Enrollment

# Misconception 1: Faculty Only

Faculty are the only ones involved and responsible for CPL.

## Reality: CPL is Institutional

### Four Pillars of Guided Pathways



# Reality: CPL is Across Divisions

- Relies on the expertise of instructional faculty, counselors, admissions and records professionals, Veterans specialists, curriculum professionals, evaluators, information technology staff, and administrators.
- Collaborative ecosystem that supports students from inquiry to credit transcription



# Reality: Shared Responsibility

- Faculty focus on evaluating learning, not managing the entire process.
- Counseling, Admissions and Records, IT, Curriculum, Veterans Services, and others support the workflow.
- Clearly defined roles reduce duplication and administrative burden.
- Technology streamlines reviews and tracks approved evidence.
- Once faculty approve evidence for CPL, it will be reused for future eligible students and does not have to be reviewed again by the faculty.
- Shared processes create long term efficiency and scalability.

# Misconception 2: CPL Loses Academic Standards

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Credit for Prior Learning lowers academic standards.

## Reality: Rooted in Academic Integrity

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- Credit is awarded only when students demonstrate that their prior learning meets the same course outcomes and academic standards expected of every student.
  - Same course outcomes
  - Same academic expectations
  - Same faculty oversight
  - Same rigor
  - Different pathway for demonstrating learning
- CPL does not waive learning. It validates learning that has already occurred through faculty evaluated assessments aligned with course outcomes.

## Misconception 3: Decreases Enrollment

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CPL decreases enrollment

## Reality: CPL Increases Enrollment AND Completions

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- “Adult learners who receive CPL complete a program of study at almost twice the rate, 49% vs 27%, of those who receive no CPL” (Klein-Collins et al., 2020).
- Torpey-Saboe & Clayton (2022) found that 54% of adults stated that CPL was the factor that increased their probability of post-secondary college or university enrollment.
  - Students continue enrolling to complete their educational goals.
  - CPL recognizes learning for select courses, not entire programs.
  - Students often use saved time and units to pursue additional coursework or credentials.
- Students complete their degrees and certificates faster giving the institution a completion metric for SCFF.
  - Students: Bret, Albert, and Justin.
- CPL doesn't eliminate a student's educational journey. It simply redesigns their starting point. Students still complete programs, earn credentials, and engage with faculty. They just spend less time repeating learning they've already mastered.



# Institutional Impact

## Why CPL Matters: Outcomes That Impact Transfer & Completion

CPL is not just about access. It drives measurable student success towards completion of academic and career goals.

### Faster Time to Completion

Students receiving CPL are more likely to:

- Complete degrees and certificates more quickly
- Reduce time repeating known content
- **Supports guided pathways acceleration**

### Positive Impact for Veterans

Veterans bring extensive leadership. CPL translates this into:

- **Recognized academic progress**
- Reduced duplication of learning

### Reduces Unit Accumulation

Prevents re-taking known courses and supports:

- **Efficient unit completion**
- Staying within UC/CSU transfer thresholds

### Equity & Efficiency

Recognizes learning from work, military service, and credentials:

- Expands access for diverse learners
- **Maintains academic integrity**

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# THANK YOU!

Any questions?



| Alternate Senators <i>Italicized</i>                                                                                                                              |                                             | Present  | Adoption of the 9.1.26 Agenda | Motion to approve the 9.1.26 Consent Agenda | Approve the update to the substatutory Leaves, Procedures and Documentation Handbook from the Institutional Research Committee. |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------|-------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---|---|
| Representation                                                                                                                                                    | Name                                        |          |                               |                                             |                                                                                                                                 |   |   |
| President                                                                                                                                                         | Elizabeth "Liz" Encarnacion                 | Y        |                               |                                             |                                                                                                                                 |   |   |
| Vice President                                                                                                                                                    | Steve Shelton                               | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| Secretary/Treasurer                                                                                                                                               | Laura Santamaria Brady                      | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| Curriculum Chair                                                                                                                                                  | Angela Burk-Herrick                         | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| ACD-A                                                                                                                                                             | Laura Santamaria Brady                      |          |                               |                                             |                                                                                                                                 |   |   |
| ACD-A                                                                                                                                                             | Henry Leonor                                | N        |                               |                                             |                                                                                                                                 |   |   |
| <i>ACD-A Alternate</i>                                                                                                                                            | <i>Steve Shelton</i>                        |          |                               |                                             |                                                                                                                                 |   |   |
| ACD-B                                                                                                                                                             | Vacant                                      |          |                               |                                             |                                                                                                                                 |   |   |
| ACD-B                                                                                                                                                             | Nicole Farrand                              | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| <i>ACD-B Alternate</i>                                                                                                                                            | <i>Vacant</i>                               |          |                               |                                             |                                                                                                                                 |   |   |
| ACC                                                                                                                                                               | Myra Andrade                                | N        |                               |                                             |                                                                                                                                 |   |   |
| ACC                                                                                                                                                               | Wendy Whitney                               | N        |                               |                                             |                                                                                                                                 |   |   |
| <i>ACC Alternate</i>                                                                                                                                              | <i>Jackie Boboye</i>                        | <i>N</i> |                               |                                             |                                                                                                                                 |   |   |
| <i>ACC Alternate</i>                                                                                                                                              | <i>Fabiola Espitia</i>                      | <i>N</i> |                               |                                             |                                                                                                                                 |   |   |
| BTH/MIDT                                                                                                                                                          | Joseph Lee                                  | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| BTH/MIDT                                                                                                                                                          | Jonathan Polidano                           | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| <i>BTH/MIDT Alternate</i>                                                                                                                                         | <i>Jay Scott</i>                            | <i>N</i> |                               |                                             |                                                                                                                                 |   |   |
| Chino Campus                                                                                                                                                      | Hannah Carter                               | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| Chino Campus                                                                                                                                                      | Manar Hijaz                                 | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| <i>Chino Campus Alternate</i>                                                                                                                                     | <i>Vacant</i>                               |          |                               |                                             |                                                                                                                                 |   |   |
| Fontana Campus                                                                                                                                                    | Sean Connelly                               | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| Fontana Campus                                                                                                                                                    | Anthony "Tony" Guaracha                     | N        |                               |                                             |                                                                                                                                 |   |   |
| <i>Fontana Campus Alternate</i>                                                                                                                                   | <i>Vacant</i>                               |          |                               |                                             |                                                                                                                                 |   |   |
| HFID&C                                                                                                                                                            | Vacant                                      |          |                               |                                             |                                                                                                                                 |   |   |
| HFID&C                                                                                                                                                            | Vacant                                      |          |                               |                                             |                                                                                                                                 |   |   |
| <i>HFID&amp;C Alternate</i>                                                                                                                                       | <i>Vacant</i>                               |          |                               |                                             |                                                                                                                                 |   |   |
| HW - HS                                                                                                                                                           | Lisa Doget                                  | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| HW - HS                                                                                                                                                           | Vacant                                      |          |                               |                                             |                                                                                                                                 |   |   |
| <i>HW - HS Alternate</i>                                                                                                                                          | <i>Vacant</i>                               |          |                               |                                             |                                                                                                                                 |   |   |
| HW - KNA                                                                                                                                                          | Annette Henry                               | N        |                               |                                             |                                                                                                                                 |   |   |
| HW - KNA                                                                                                                                                          | Candice Hines-Tinsley                       | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| <i>HW - KNA Alternate</i>                                                                                                                                         | <i>Robert "Rob" Hadaway</i>                 | <i>N</i> |                               |                                             |                                                                                                                                 |   |   |
| Instructional Support                                                                                                                                             | Terezita Reyes Overduin                     | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| Instructional Support                                                                                                                                             | Christina Holdiness                         | N        |                               |                                             |                                                                                                                                 |   |   |
| <i>Instructional Support Alternate</i>                                                                                                                            | <i>Rose Ann Osmanian</i>                    | <i>N</i> |                               |                                             |                                                                                                                                 |   |   |
| PCS                                                                                                                                                               | Melanie Bratcher                            | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| PCS                                                                                                                                                               | Patricia Gomez                              | N        |                               |                                             |                                                                                                                                 |   |   |
| <i>PCS Alternate</i>                                                                                                                                              | <i>Vacant</i>                               |          |                               |                                             |                                                                                                                                 |   |   |
| STEM                                                                                                                                                              | Justin Keller                               | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| STEM                                                                                                                                                              | Louisa Villeneuve                           | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| <i>STEM Alternate</i>                                                                                                                                             | <i>Vacant</i>                               |          |                               |                                             |                                                                                                                                 |   |   |
| Senator-At-Large                                                                                                                                                  | Tamari Jenkins                              | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| Senator-At-Large                                                                                                                                                  | Jin Liu                                     | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| Senator-At-Large                                                                                                                                                  | Sarah Chamberlain                           | Y        |                               |                                             |                                                                                                                                 |   |   |
| Adjunct Senator-at-Large                                                                                                                                          | Vacant                                      |          |                               |                                             |                                                                                                                                 |   |   |
| Adjunct Senator-at-Large                                                                                                                                          | Ekta Kandhway                               | Y        | Y                             | Y                                           |                                                                                                                                 |   |   |
| <i>*Adjunct Alternate Senator</i>                                                                                                                                 | <i>Vacant</i>                               |          |                               |                                             |                                                                                                                                 |   |   |
| Classified Senate Liaison                                                                                                                                         | Sarah Schmidt                               | Y        |                               |                                             |                                                                                                                                 |   |   |
| CC Student Government                                                                                                                                             | Zeinah Abdelrhman                           | Y        |                               |                                             |                                                                                                                                 |   |   |
| CC Student Government                                                                                                                                             | Sarah Libdeh                                | Y        |                               |                                             |                                                                                                                                 |   |   |
|                                                                                                                                                                   | PURPLE indicates reported tardy/leave early | 23       | 18                            | 18                                          | 0                                                                                                                               | 0 | 0 |
| Total Yes Votes                                                                                                                                                   |                                             |          | 0                             | 0                                           | 0                                                                                                                               | 0 | 0 |
| Total No Votes                                                                                                                                                    |                                             |          | 0                             | 0                                           | 0                                                                                                                               | 0 | 0 |
| Total Abstentions                                                                                                                                                 |                                             |          |                               |                                             |                                                                                                                                 |   |   |
| - = Not available during meeting to vote                                                                                                                          |                                             |          |                               |                                             |                                                                                                                                 |   |   |
| 34 members total - up to 25 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.25.20 meeting. |                                             |          |                               |                                             |                                                                                                                                 |   |   |
| President ONLY votes to break a tie.                                                                                                                              |                                             |          |                               |                                             |                                                                                                                                 |   |   |
| A quorum shall consist of two-thirds of the voting members of the Academic Senate (include the President-but only votes to break a tie)                           |                                             |          |                               |                                             |                                                                                                                                 |   |   |
| 17 members are needed for QUORUM                                                                                                                                  |                                             |          |                               |                                             |                                                                                                                                 |   |   |
| 23 Members present at this meeting                                                                                                                                |                                             |          |                               |                                             |                                                                                                                                 |   |   |
| 9.1.26 Academic Senate Meeting                                                                                                                                    |                                             |          |                               |                                             |                                                                                                                                 |   |   |