

Academic Senate Minutes

September 8, 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	Y
Vacant	Arts, Communication & Design B	2026-2028	
Nicole Farrand	Arts, Communication & Design B	2025-2027	N
Myra Andrade	Academic & Career Counseling	2026-2028	Y
Wendy Whitney	Academic & Career Counseling	2025-2027	N
Joseph Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2026-2028	N
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	Y
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	N
Christina Holdiness	Instructional Support	2025-2027	Y
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	N
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	Y
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	Y
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 Henry Leonor, ACD

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.)

4. Adoption Of Agenda

4.1. September 8, 2026

4.2. Motion for Approval - Senator Polidano moved to adopt the agenda. Senator Doget seconded the motion. The motion was approved. 9.8.26, 19Y/0N/0A.

5. Consent Agenda

5.1. September 1, 2026 **Meeting Minutes.** (See attachment titled "Academic Senate Minutes, September 1, 2026 Draft.")

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

5.2.1 Instructor, Associate Degree Nursing (One-Year Temporary)

Jay Scott, Instructor, Automotive Technology
Terzah DePonte, Instructor, Nursing, Associate Degree
Lauren Lopez, Instructor, Nursing, Associate Degree
Roseline Duru, Instructional Specialist, Nursing, Associate Degree

5.2.2 Instructor, Ethnic Studies (One Year Temporary)

Maryline Chemama, Instructor, Chemistry
Patricia Gomez, Instructor, Ethnic Studies
Jessica Moronez, Instructor, Sociology
Hannah Lucas, Instructor, Psychology
Paula Snyder, Instructor, Sociology

5.2.3 Motion for Approval - Senator Polidano moved to adopt the Consent Agenda. Senator Boboye seconded the motion. The motion was approved. 9.8.26, 21Y/0N/0A.

6. Guest(s)/Presentation(s)

6.1. **Building Shared Language for Outcomes and Credentials:** *Digital credentialing at Chaffey College · January – September 2026*, presented by Administrator of Instructional Systems & Pathways Innovation, Bradley Franklin.

- 6.1.1. Senator Bratcher asked whether digital credentials replace ACES badges. Digital credentialing works alongside ACES. ACES are tied to our ILOs, and serve as the blueprint for upcoming work PLOs and CLOs.
- 6.1.2. Classified Senate Liaison Schmidt asked to what degree are employers trained in accessing metadata when they're looking at new hires, or interviewing in the private sector. Employers are, to some extent, trained for it. Employers in the private sector, however, are moving towards automatic resume review, so the systems being used, Copilot, ChatGPT, etc., know to look for that metadata. That is another reason for moving towards even more of a metadata-rich environment.
- 6.1.3. Senator Andrade asked whether this work will be connected to ConexEd since this is what counseling currently uses. Eventually, the ACES in ConexEd is going to be sunset and counseling will have a workflow in but tied to Canvas. ConexEd is very hard to get data out of, so the goal is to move the data to live in Canvas, and give counseling staff and counselors ease of access.
- 6.1.4. Senator Polidano asked whether there were statewide discussions on raising the value of digital credentials for the more general workforce/private sector. The broader messaging, outside was initially halted with the advent of LLMs and AI, because of how easy it is for somebody to spoof an institution's (for example, create an image, or produce a real looking website, or record). Because of that, organizations like Credential Engine paused their messaging while they looked at how to fix this problem. Now, with the issuer Identity Registry, once your institution is tied to it, it cannot be spoofed. The unique identifier cannot be scraped by an LLM, so there will be much broader messaging to the workforce in general, both private and public sector, on the value of digital credentials. .

7. Report(s)

7.1. **President**

- 7.1.1. Concerns regarding student use of Microsoft 365 were brought to my attention two weeks ago, after working with Mike Fink and the Information Technology Services department, they were able to determine the concerns and provide working solutions that are student facing. Faculty and Staff received an email from ISRepairs on Thursday, Sept. 3 at 4:20 pm with further information and details. Please review that email and share with your students.
- 7.1.2. The Office of Instruction has met with CCFA President David Rentz and myself regarding the future of faculty offices, in what Dr. McClellan called the "Faculty Office Renaissance." It's important to note that these discussions are in its infancy and there are

many nuanced layers that must be addressed regarding faculty office sharing, use, norms, and the potential for increasing the number of offices on campus. There has been a Taskforce established, where Dr. McClellan asked both the CCFA and the Academic Senate to participate through their presidents as well as one additional representative. Given the extremely high working conditions involved, I chose that it was in the best interest of faculty to have CCFA select two faculty representatives to serve on the taskforce, in addition to CCFA President and myself as the Academic Senate representative. As I attend those meetings I will report back on the updates and request your feedback for issues that fall under the purview of the 10+2 Academic and Professional Responsibilities for this matter. This “renaissance” we have been assured, is not a short term plan but a long term plan. Dr. McClellan stated that “Tenure-track faculty and contract faculty will not be losing their offices”

7.2. Vice President

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

7.7.1. The Regular and Substantive Interaction Workgroup met last week and will likely have a report by early October and requests a presentation block on the agenda.

7.7.2. Senator Chamberlain requested a dedicated resource that has examples on mission, purpose statements for committees reviewing their committee information to match governance handbook guidelines.

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) or Dr. Melissa Mosley (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) or Dr. Melissa Mosley (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

- 8.2. Motion for Approval** - Curriculum Chair Burk – Herrick moved to approve the update to the Sabbatical Leave Procedures and Documentation Handbook from the Institutional Research Committee. Senator Doget seconded the motion. The motion was approved. 9.8.26, 20Y/0N/0A.

- 9. New Business** - Selection of Senate members to serve on a Sabbatical Sub-committee. *Deadline to report back to Senate: 10/6.* Refer to "Sabbatical Report Subcommittee & Report Rubric" in the Sabbatical Process Module on the [Academic Senate Canvas shell](#) for resources on reviewer information. Sabbatical Report Subcommittee (3 members each)

- a. **Allison Tripp**, Anthropology (2025-2026 Academic Year)
Sabbatical Sub-committee: Senator Jenkins, Senator Kandhway
- b. **Robert Ian Jones**, English/Journalism (Spring 2026)
Sabbatical Sub-committee: Senator Hines-Tinsley, Senator Carter
- c. **Laura Picklesmier**, English (2025-2026 Academic Year)
Sabbatical Sub-committee: Senator Connelly, Senator Chamberlain
- d. **Jackie Boboye**, Counseling (Spring 2026)
Sabbatical Sub-committee: Senator Doget, Senator Holdiness,
- e. **Sheila Malone**, Theater (Spring 2026)
Sabbatical Sub-committee: Senator Villeneuve, Senator Polidano,

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.)

10.1. Senator Doget brought issues with commencement:

10.1.1. The faculty mentioned that because they weren't near the students, when they went down to greet students, faculty had trouble finding their way back.

10.1.2. Cups of water ran out, so faculty is requesting that those be available underneath all the chairs.

10.2. Senator Villeneuve asked whether the last day to add date has always been three weeks after the semester starts and whether students have to be added if a spot is available during that time but it may be hard to catch up a student in the course. Every faculty member has the right to determine what is academically appropriate within their own classroom.

10.3. Senator Connelly requests guidance on language on how to communicate with students' repeatedly requesting to be added to a course.

10.4. Senator Osmanian asked what the college's preparation will be for the upcoming El Niño season, citing concerns over past weather events.

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://www.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 15, 2026.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

ACADEMIC SENATE · CHAFFEY COLLEGE

Building Shared Language for Credentials and Outcomes

Digital credentialing at Chaffey College · January to September 2026

Bradley Franklin

Instructional Systems & Pathways Innovation (ISPI) · 8 September 2026

Designed for contrast parity with WCAG 2.1 AA+

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1

OPENING · PURPOSE OF THIS REPORT

ISPI Project Status Report

A status report for Academic Senate focused on **faculty ownership** of outcomes, student value, and technology that follows assessment already underway.

Faculty own the learning

CLOs, assignments, and feedback stay with faculty. Shared tools support consistency; they do not replace disciplinary judgment.

Students gain visible proof

When mastery is demonstrated in work faculty already assess, credentials make that progress portable while students are still enrolled.

Technology follows the work

Canvas Credentials auto-awards when outcome evidence is already in place. Design goal: no new grading burden.

How this report is organized

Opening context · Three pillars (outcomes, credentials, trust) · Closing misconceptions, takeaways, and Q&A.

OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee · [Instructure Parchment Digital Badges \(Canvas Credentials\)](#)

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OPENING • THE FIELD IS SHIFTING

From gamified badges to portable, verifiable credentials

The difference is not the artwork. It is whether third parties can **understand and verify** what was earned.

DISCONNECTED / GAMIFIED

- Platform-hosted images or participation tokens.
- Hard to verify if the platform changes.
- Little shared meaning for employers or transfer partners.

PORTABLE & SIGNED

- Open Badges 3.0 aligns education credentials with W3C Verifiable Credentials
- Cryptographically signed, machine-readable, wallet-ready metadata.

COMPLEMENTS THE TRANSCRIPT

- Learner-record standards add richer evidence of learning.
- Support, not replace, degrees and the official transcript.

[1EdTech Open Badges](#) • [AACRAO CLR](#)

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THREE PILLARS

One student story across outcomes, credentials, and trust

When assessment starts with what students should know, understand, or be able to do, credentials can make that progress **visible along the academic journey**.

01

Outcomes & Assessment

Common Assessment Tool (CAT), Course Learning Outcomes (CLO) import, lifecycle maintenance, faculty agency

02

Canvas Credentials & ACES

Academic, Community, Employability Skills (ACES); Student Services Outcomes Assessment (SSOA) architecture

03

Credential trust & infrastructure

Credential Transparency Description Language (CTDL), Issuer Identity Registry (IIR), Learning & Employment Records (LER)

OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee • [Instructure Parchment Digital Badges \(Canvas Credentials\)](#)

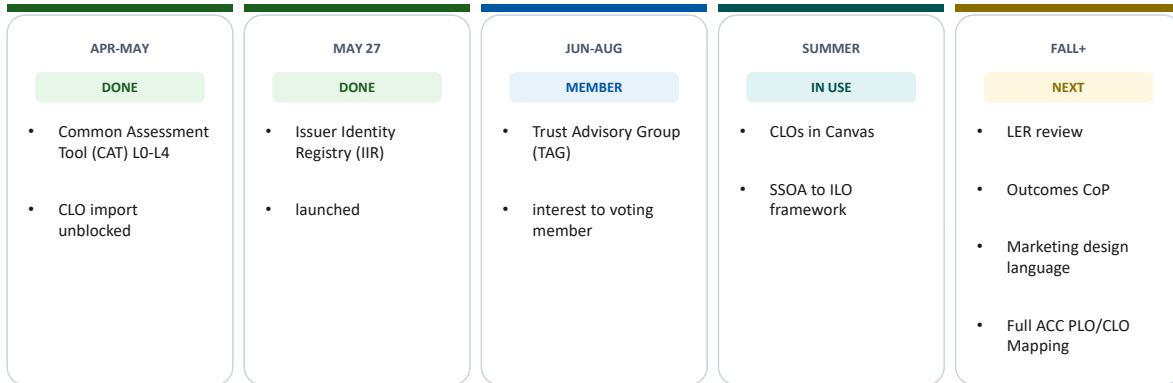
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YEAR SPINE · 2026

Milestones that matter

From spring assessment alignment through summer trust participation, with a fall horizon on **Learning & Employment Record (LER)** infrastructure, Marketing design partnership, and full ACC PLO/CLO mapping.


[Issuer Identity Registry](#) · [Credential Engine CTDI](#)

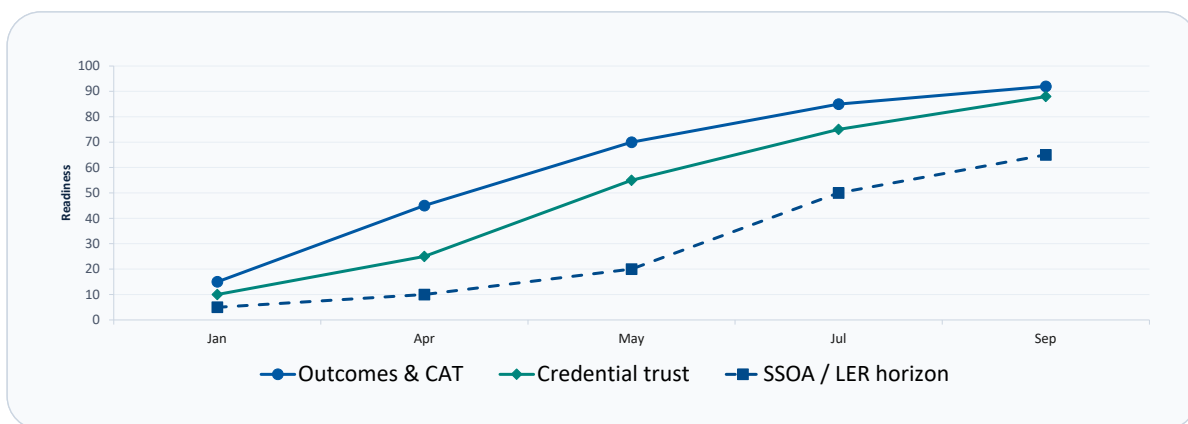
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YEAR SPINE · PROGRESS

Three workstreams, one student story

Readiness picture across outcomes, credential trust, and SSOA/LER horizon


 OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee · [Credential Engine CTDI](#)

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FACULTY OWNERSHIP

Why this matters

Digital credentials work when assessment stays meaningful, and when students can carry verified proof of what they **demonstrated**.

Faculty agency gives the CAT its meaning

OAC Examiner: the Common Assessment Tool (CAT) provides the common language; faculty give that language meaning. Students do not automatically know what Skilled looks like in a discipline.

Day-to-day value on the student journey

Credentials turn demonstrated outcomes into portable milestones students can see and share while still enrolled.

Trust and infrastructure Senate should see

CTDL helps partners read what a credential means; IIR confirms Chaffey issued it. Emerging LER work connects assessment to IE reporting.

OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee · [Credential Engine CTDL](#) · [Issuer Identity Registry](#)

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PILLAR 01 · OUTCOMES & ASSESSMENT

Common Assessment Tool (CAT)

The **Common Assessment Tool (CAT)** is a shared performance language for **Course Learning Outcomes (CLOs)**, not a replacement for CLO definitions.

L0	L1	L2	L3	L4
No Evidence	Foundational	Novice	Skilled	Highly Skilled

- One universal 0-4 scale across CLOs · CurriQunet remains system of record · assignments stay in faculty design
- Faculty agency (OAC Examiner): CAT provides the common language; faculty give that language meaning by translating L3/L4 into discipline examples.

OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee

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PILLAR 01 • BREAKTHROUGH

CAT unlocked CLO import into Canvas

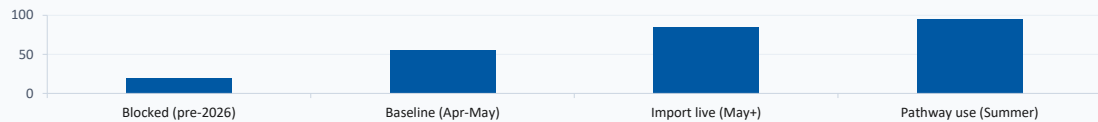
Before the CAT, bulk **Course Learning Outcome (CLO)** import was blocked: no standardized assessment baseline.

Before CAT • through early spring 2026

- Incompatible rubric baselines per CLO
- Import pipeline stalled
- Each discipline inventing its own scale

With CAT • Apr to May 2026 (Phase 1)

- Shared L0-L4 baseline on every CLO
- Immediate CLO onboarding into Canvas Outcomes
- ACES pathways live as early proof of awarding pipeline functionality



OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee • [Instructure Chaffey College case study \(Canvas Credentials / Outcomes automation\)](#)

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PILLAR 01 • MAINTENANCE

Lifecycle maintenance going forward

Shared rubric language makes outcome updates **repeatable**: not a one-time import project.

- Shared rubric language makes outcome updates repeatable, not a one-time import
- Credentialing Outcomes Community of Practice (CoP) supports Canvas Outcomes version control
- Faculty agency preserved: CAT is the measuring instrument; CLOs and assignments remain faculty-owned
- Cleaner handoff: CurriQunet to Canvas Outcomes to credentials and IE reporting

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PILLAR 01 • CONTINUED

Course Learning Outcomes (CLOs) in Canvas

CLOs define the destination. Fall 2026 work protects **accurate maps** and **safe updates**.

PHASE 1 DONE • Summer 2026

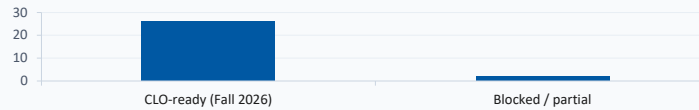
- Current CLOs in Canvas Outcomes
- CAT baseline on import.

PROGRAM MAPPING • Summer to Fall 2026

- Arts, Communication and Design (ACD) + Business, Technology and Hospitality (BTH)
- 90% + of programs CLO-ready.

FACULTY LEADERSHIP • Fall 2026

- Faculty-led outcome maps; written confirmation before any Canvas replace.
- November target for unique final program maps.



OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee

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PILLAR 01 • PROGRAM MAPS

Outcomes Assessment Committee (OAC)

Fall 2026 Goals

- Goal: unique final program maps by end of November
- Credentials reflect learning when maps match what faculty teach and assess
- Faculty-led maps to SharePoint finals to Canvas import
- Written confirmation before any replace protects faculty authorship

OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee

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STUDENT VALUE

Credentials increase day-to-day value of the journey

OAC themes of **Journey** and **Ownership**: progress and portable proof while still enrolled.

See skills grow across courses

ACES and outcome tokens make durable skills visible beyond a single exam.

Know what success looks like

Faculty translate CAT levels into discipline examples so students can monitor learning.

Share proof when opportunity appears

A portable Canvas Credential supports jobs, internships, or transfer this term.

Belonging through recognized progress

Visible milestones support persistence without waiting for the final transcript alone.

OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee · [Instructure Parchment Digital Badges \(Canvas Credentials\)](#)

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PILLAR 02 · CANVAS CREDENTIALS & ACES

Durable skills: more than the next exam

Academic and Career/Community Employability Skills (ACES): develop durable skills for future courses, careers, and life.

1

Intentional design

Learning built around outcomes and ACES skills faculty already teach

2

Meaningful assessment

Students demonstrate learning with CAT language on existing assignments

3

Credential awarded

Mastery evidence triggers portable Canvas Credential (auto-award path)

4

Student uses it now

Share with employers, transfer partners, portfolio

[Instructure Parchment Digital Badges \(Canvas Credentials\)](#) · [Instructure Chaffey College case study \(Canvas Credentials / Outcomes automation\)](#)

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PILLAR 02 · ACES STRUCTURE

Twelve skills · four tokens · one credential

Instruction and Student Services Outcomes Assessment (SSOA) share the same **Institutional Learning Outcome (ILO)** domains, with different evidence paths.



Twelve institution-wide ACES employability skills · four outcome tokens per skill · skill credential when complete.

[Instructure Parchment Digital Badges \(Canvas Credentials\)](#)

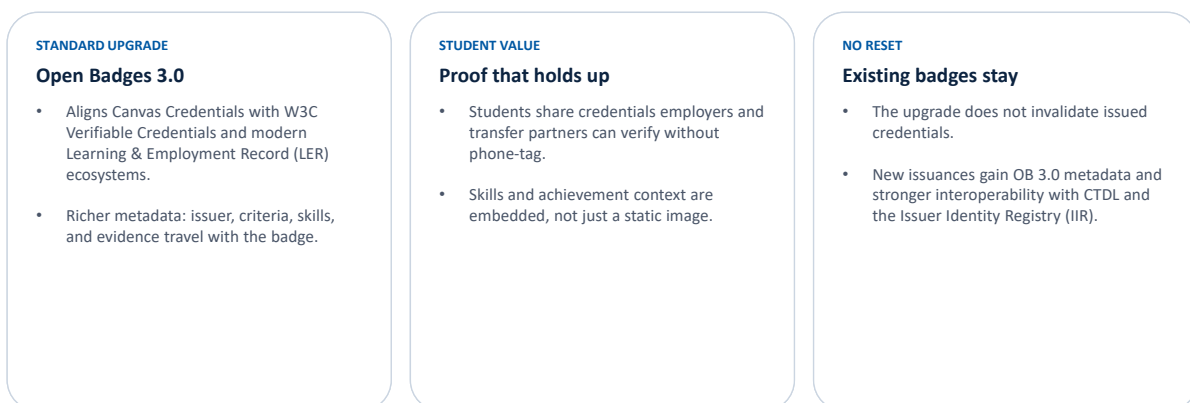
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PILLAR 02 · OPEN BADGES 3.0

Richer, verifiable credentials for students

Chaffey is upgrading Canvas Credentials to **Open Badges 3.0**: the current standard for portable, machine-readable digital credentials.



[1EdTech Open Badges](#) · [Open Badges 3.0 spec](#) · [Instructure Parchment Digital Badges \(Canvas Credentials\)](#)

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PILLAR 02 · ARCHITECTURE

SSOA to Institutional Learning Outcomes (ILOs)

Most colleges have not solved co-curricular credentialing. Chaffey's **two-track architecture** will map to the same ACES and ILO framework with different evidence.


[Instructure Parchment Digital Badges \(Canvas Credentials\)](#)

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PILLAR 02 · TWO TRACKS

Instruction vs co-curricular evidence

Evidence is **not interchangeable** between course-based and SSOA issuing paths.

INSTRUCTION

Course-based track

- Common Assessment Tool (CAT) rubric mastery
- Two demonstrations per ACES outcome
- Four outcomes to ACES skill credential
- Auto-award from assessment already in Canvas

SSOA

Co-curricular track (async)

- Self-report after program activity (VAR crosswalk)
- Two activities, same ACES outcome to outcome token
- ILO area tokens to full SSOA credential
- ILO domains: Communication; Critical Thinking; Personal/Academic/Career; Community/Global

OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee · [Instructure Parchment Digital Badges \(Canvas Credentials\)](#)

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PILLAR 03 · CREDENTIAL TRUST

CTDL and Issuer Identity Registry (IIR)

Trust comes when others can understand what it means and confirm Chaffey issued it.

SHARED LANGUAGE

CTDL

Credential Transparency Description
Language: common credential descriptions
for employers and transfer partners.

VERIFIED ISSUER

IIR

Issuer Identity Registry (27 May 2026).
Confirms Chaffey issued the credential, with
no phone-tag loop.

OPEN BADGES 3.0

Student-ready metadata

Canvas Credentials on Open Badges 3.0
embed issuer, criteria, and skills so students
carry verifiable proof beyond campus.

[Credential Engine CTDL](#) · [Issuer Identity Registry](#) · [1EdTech Open Badges](#)

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INFRASTRUCTURE HORIZON

Learning & Employment Records (LERs)

LERs are the next major **SIS** infrastructure layer beyond a transcript endpoint. Canvas Credentials are LER-compatible building blocks.

What an LER holds

- Degrees and certificates
- courses and competencies
- skills credentials and badges; assessment evidence over time.

Why Canvas matters

- Canvas is where learning happens.
- Outcomes and credentials originate here, avoiding confusion with other systems.

Chaffey context

- Review underway for comprehensive learner records.
- CTDL as shared vocabulary.
- National guidance: richer records complement the transcript; they do not replace it.

[Credential Engine LER Action Guide](#) · [AACRAO CLR](#) · [1EdTech CLR](#)

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ON THE HORIZON

National voice • maintenance • campus design partnership

Chaffey is a working partner: implementing locally and shaping national standards.

VOTING MEMBER

Trust Advisory Group (TAG)

June interest to August voting member on Credential Engine IIR governance.

IN PROGRESS

Outcomes Community of Practice (CoP)

Consulting voice for version control in Canvas Outcomes, assessment, and credentialing.

IN PROGRESS

Program mapping

Faculty-led maps to SharePoint finals to Canvas import; November target.

UPCOMING

Marketing design partnership

ISPI and Chaffey College Marketing: unified design language for course-specific digital credentials.

PENDING

CTDL Academic Catalog focus group

Credential Engine sessions September – October 2026: how CTDL describes catalogs, courses, credentials, and policies.

[Issuer Identity Registry](#) • [Credential Engine CTDL](#) • [Credential Engine](#)

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CLOSING • MISCONCEPTION 01

"Digital credentials do not matter"

Credentials matter when they carry **shared meaning** and can be verified beyond campus.

Campus practice

Students can share Canvas Credentials for jobs, internships, or transfer while still enrolled. Visible milestones support journey and ownership of learning (OAC Examiner themes).

National framing

Credential Engine emphasizes open, consistent credential and skill data so Learning and Employment Records are meaningful, interoperable, and actionable for learners and employers.

OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee • [Credential Engine LER Action Guide](#) • [Instructure Parchment Digital Badges \(Canvas Credentials\)](#)

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CLOSING · MISCONCEPTION 02

"Digital credentials will replace degrees and transcripts"

Richer learner records **complement** the transcript; they do not replace it.

What degrees and transcripts remain

The official transcript remains the verified record of courses, credits, and grades among institutions. Degrees and certificates retain their role.

What credentials add

Comprehensive Learner Record / LER approaches capture competencies, co-curricular learning, and skills evidence that a traditional transcript alone cannot convey.

[AACRAO CLR](#) · [1EdTech CLR](#)

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CLOSING · MISCONCEPTION 03

"Digital credentialing will place more work on faculty"

Design goal: credentials are a **byproduct of assessment already underway**, not a parallel grading system.

What faculty already own

- CLO definitions
- Assignment design
- Feedback
- Disciplinary examples of CAT performance levels.

What shared infrastructure does

- CAT provides one L0-L4 language so incompatible scales stop blocking Canvas Outcomes import and reporting.

What auto-award does

- When mastery evidence is recorded in Canvas, credentials can issue without a second, manual award workflow for each student.

OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee · [Instructure Chaffey College case study](#) · [Instructure Parchment Digital Badges](#)

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CLOSE · FOR ACADEMIC SENATE

Takeaways

Meaningful assessment made visible: for students and for partners beyond campus.

1. CAT (LO-L4) removed the assessment-baseline blocker and enabled CLO import; faculty agency gives that language meaning.
2. Lifecycle maintenance: shared rubric language supports repeatable updates, not a one-time import.
3. ACES and Canvas Credentials raise day-to-day journey value while students are still enrolled.
4. SSOA to ILO two-track architecture is a distinctive co-curricular model many peers have not yet built.
5. Open Badges 3.0 gives students portable credentials with richer, verifiable metadata.
6. CTDL and IIR make credentials understandable and attributable beyond campus.
7. LER integration from Canvas is the next SIS horizon for IE reporting.
8. Looking ahead: TAG voting member; CTDL catalog focus group; ISPI and Marketing design partnership, complete ACC PLO/CLO mapping.

OAC Examiner Vol. Ed. 2 (August 2026), Chaffey College Outcomes Assessment Committee · [1EdTech Open Badges](#) · [Credential Engine CTDL](#) · [Issuer Identity Registry](#) · [Instructure Parchment Digital Badges](#)

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ACADEMIC SENATE · CHAFFEY COLLEGE

Thank you.

Questions welcome.

Bradley Franklin

Instructional Systems & Pathways Innovation (ISPI)

Designed for contrast parity with WCAG 2.1 AA+

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Alternate Senators <i>Italicized</i>		Present	Adoption of the 9.8.26 Agenda	Motion to approve the 9.8.26 Consent Agenda	Approve the update to the substatute Leaves, Procedures and Documentation Handbook from the Institutional Research Committee.		
Representation	Name						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Steve Shelton	Y	Y	Y	Y		
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y	Y		
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y		
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y	Y		
<i>ACD-A Alternate</i>	<i>Steve Shelton</i>						
ACD-B	Vacant						
ACD-B	Nicole Farrand						
<i>ACD-B Alternate</i>	<i>Vacant</i>						
ACC	Myra Andrade	Y	Y	Y	Y		
ACC	Wendy Whitney						
<i>ACC Alternate</i>	<i>Jackie Boboye</i>	Y	Y	Y			
<i>ACC Alternate</i>	<i>Fabiola Espitia</i>						
BTH/MIDT	Joseph Lee						
BTH/MIDT	Jonathan Polidano	Y	Y	Y	Y		
<i>BTH/MIDT Alternate</i>	<i>Jay Scott</i>						
Chino Campus	Hannah Carter	Y	Y	Y	Y		
Chino Campus	Manar Hijaz	Y	Y	Y	Y		
<i>Chino Campus Alternate</i>	<i>Vacant</i>						
Fontana Campus	Sean Connelly	Y	Y	Y	Y		
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y	Y		
<i>Fontana Campus Alternate</i>	<i>Vacant</i>						
HFID&C	Vacant						
HFID&C	Vacant						
<i>HFID&C Alternate</i>	<i>Vacant</i>						
HW - HS	Lisa Doget	Y	Y	Y	Y		
HW - HS	Vacant						
<i>HW - HS Alternate</i>	<i>Vacant</i>						
HW - KNA	Annette Henry						
HW - KNA	Candice Hines-Tinsley	Y	Y	Y	Y		
<i>HW - KNA Alternate</i>	<i>Robert "Rob" Hadaway</i>						
Instructional Support	Terezita Reyes Overduin						
Instructional Support	Christina Holdiness	Y	Y	Y	Y		
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>	Y	Y	Y	Y		
PCS	Melanie Bratcher	Y	Y	Y	Y		
PCS	Vacant						
<i>PCS Alternate</i>	<i>Vacant</i>						
STEM	Justin Keller						
STEM	Louisa Villeneuve	Y		Y	Y		
<i>STEM Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y		
Senator-At-Large	Jin Liu	Y	Y	Y	Y		
Senator-At-Large	Sarah Chamberlain	Y		Y	Y		
Adjunct Senator-at-Large	Vacant						
Adjunct Senator-at-Large	Ekta Kandhway	Y	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					
RED indicates reported absence	PURPLE indicates reported tardy/leave early	25	19	21	20	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							
25 Members present at this meeting							
9.8.26 Academic Senate Meeting							