

Academic Senate Agenda

September 8, 2026

Rancho Campus, Berz Excellence Building, Ardon Alger Conference Room, BEB-204

Chino Campus, Conference Room, CHMB 102

Fontana Campus, Conference Room, FNAC 210

[Academic Senate Zoom Meeting ID 8570 107 4312](#)

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

Alternates & Liaisons

Stephen Shelton	Arts, Communication & Design A	2026-2028
Vacant	Arts, Communication & Design B	2025-2027
Jackie Boboye	Academic & Career Counseling	2026-2028
Fabiola Espitia	Academic & Career Counseling	2025-2027
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027
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
Rose Ann Osmanian	Instructional Support	2025-2027
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
Zeinah Abdelrhman	Chaffey College Student Government	2026-2027
Sarah Libdeh	Chaffey College Student Government	2026-2027

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.

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

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

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.

7. Report(s)

7.1. President

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

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.
9. **New Business** - Selection of Senate members to serve on a Sabbatical Sub-committee. *Deadline to report back to Senate: 9/29.* 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)
 - b. **Robert Ian Jones**, English/Journalism (Spring 2026)
 - c. **Laura Picklesmier**, English (2025-2026 Academic Year)
 - d. **Jackie Boboye**, Counseling (Spring 2026)
 - e. **Sheila Malone**, Theater (Spring 2026)
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
 - 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.

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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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 \(Canvas Credentials\)](#)

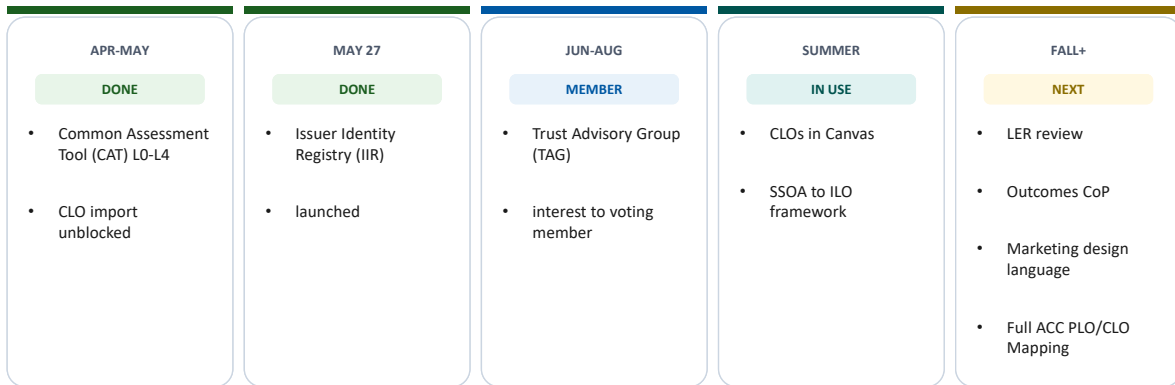
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YEAR SPINE · 2026

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](#)

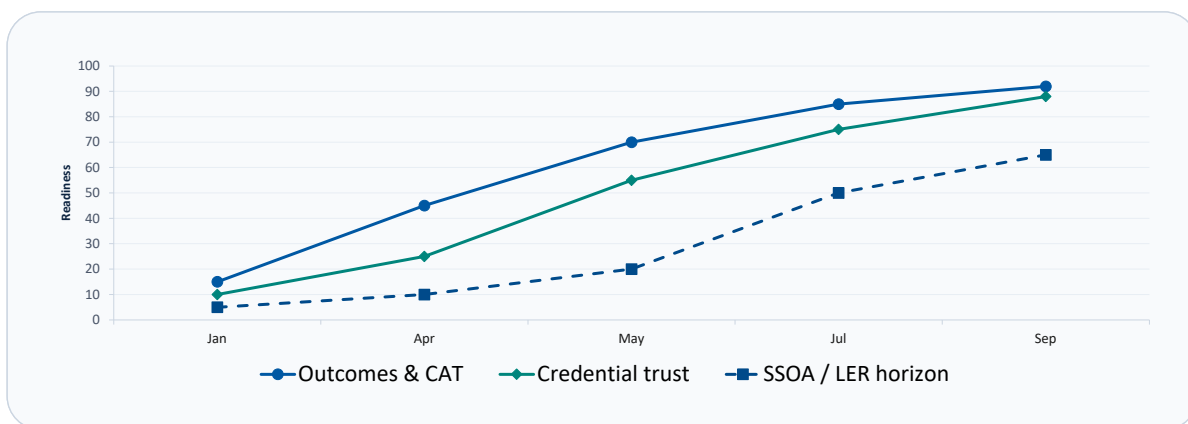
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YEAR SPINE · PROGRESS

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

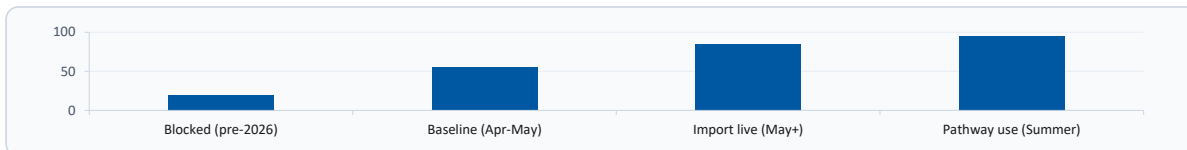
Before the CAT, bulk **Course Learning Outcome (CLO)** import was blocked: no standardized assessment baseline.

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

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

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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

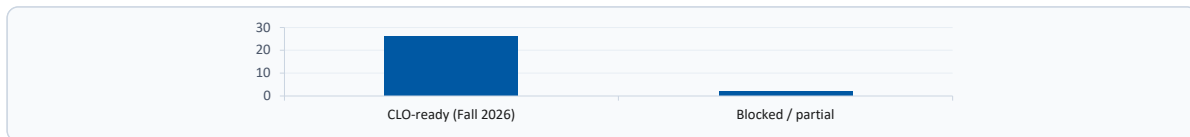
- Current CLOs in Canvas Outcomes
- CAT baseline on import.

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 \(Canvas Credentials\)](#)

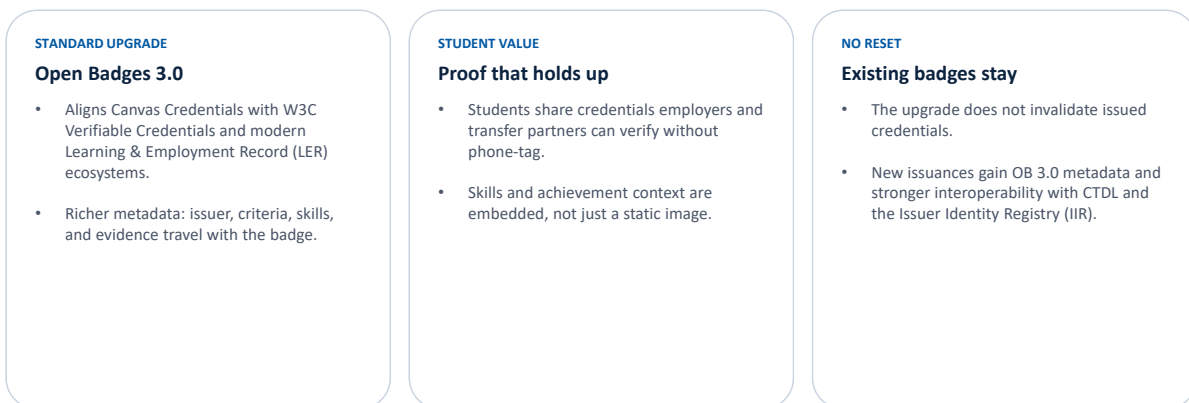
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PILLAR 02 · OPEN BADGES 3.0

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 \(Canvas Credentials\)](#)

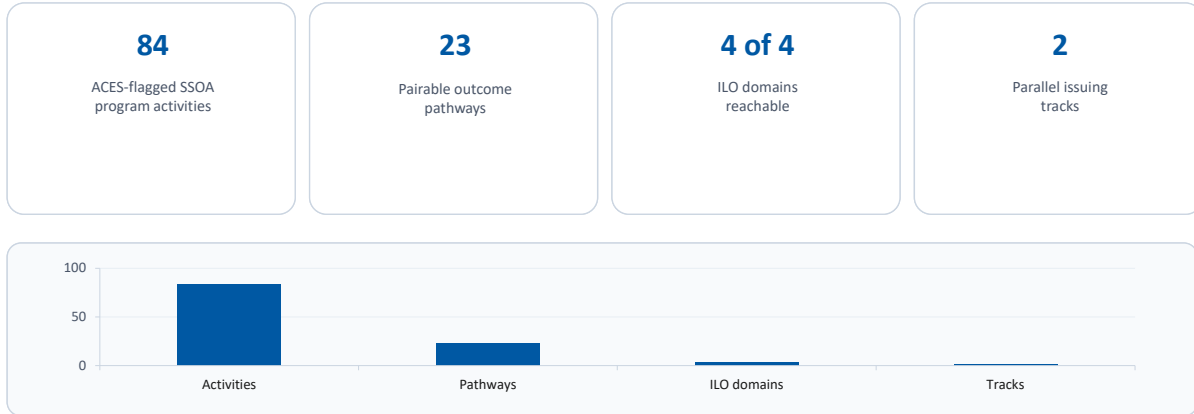
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PILLAR 02 · ARCHITECTURE

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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9.8.26 | Academi Senate Agenda Packet

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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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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
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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) 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.

- 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
- 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.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary