THE FACULTY SENATE

PALOMAR COLLEGE

FACULTY SENATE MEETING

August 24, 2020

EXHIBITS

	Session Start Date	Session End Date	COVID-19 EW Drops Auto Approved (No Petition)		Drops Processed as Normal - EW Petitions Allowed	
Full Term	8/24/2020	12/19/2020	8/24/2020	10/17/2020	10/18/2020	12/19/2020
4W1	8/24/2020	9/19/2020	8/24/2020	* 50% Point	* 50% Point + 1 Day	9/19/2020
FT1	8/24/2020	10/17/2020	8/24/2020	* 50% Point	* 50% Point + 1 Day	10/17/2020
4W2	9/21/2020	10/17/2020	9/21/2020	* 50% Point	* 50% Point + 1 Day	10/17/2020
4W3	10/19/2020	11/14/2020	10/19/2020	* 50% Point	* 50% Point + 1 Day	11/14/2020
FT2	10/19/2020	12/19/2020	10/19/2020	* 50% Point	* 50% Point + 1 Day	12/19/2020
4W4	11/16/2020	12/19/2020	11/16/2020	* 50% Point	* 50% Point + 1 Day	12/19/2020

Palomar College Course Drop (Withdrawal)   Procedure due to COVID-19 Pandemic

Fall 2020

* 50% point is calculated by individual class for these sessions. Please check your MyPalomar account for the enrollment date called "Last Day to Drop with a "W". This COVID-19 extension of an Auto Approved EW Petition will allow you to convert the "W" grade to an "EW" grade by notifying admissions@palomar.edu.

If you need help finding the class Enrollment Dates in My Palomar, please visit this website for detailed instructions and tutorials for retrieving these important dates.   www.palomar.edu/???

Candidates for Emeritus Status

<u>With > 20 years FT experience</u>

Hugh Gerhardt	Athletics
Sherry L. Goldsmith	DRC
Brent Gowen	English
Barbara Neault Kelber	English
Shannon Lienhart	Math
Dennis Lutz	Drafting Technology

<u>With < 20 years FT experience but other qualifying factors</u>

Robert Sasse   Child Development   19 years
- Five years of PT teaching at Palomar (1989 – 1994)
- Six years of service on college committees
    - Workforce & Community Development Committee (4 years)
    - Distinguished Faculty Award Committee (2 years)
    - Equivalency Committee (2 years)

Credit for Prior Learning Coordinator

Palomar College CPL Initiative

Role of Credit for Prior Learning (CPL) Coordinator: to oversee, coordinate and ensure accreditation standards regarding the Credit for Prior Learning State Initiative: [ACCJC Policy on Credit for Prior Learning](#)

Reporting Duties: Report to the Faculty Senate and Guided Pathways at the end of each semester regarding CPL data and progress campus-wide

Other Committee Duties: attend regular Curriculum Committee meetings and regular Guided Pathway meetings

Communication Duties: communicate on a regular basis with areas such as : Student Services, Articulation Office, Counselors, Faculty, Evaluations, Pathways.

- Ensure District's compliance with policy affecting prior learning and update policies as needed
- Coordinate academic and instructional practices
- Liaison between student services and instruction in terms of data collection and CPL on transcripts
- Coordinate between faculty, instruction, students and student services to create sections of CPL in Canvas as a temporary work-around for CPL transcription
- Collaborate with Articulation Officer and Transfer Center Director on practices related to CPL
- Collaborate with faculty discipline experts to identify new credit for prior learning opportunities
- Ensure equitable assessments are taking place and portfolio review includes a department approved rubric on file
- Coordinate with Student Learning Outcomes Facilitation training to ensure outcomes are CPL friendly
- PD Workshops for faculty
- CPL workshops for students
- Coordinate CPL workflow - make the student process an easy one - create a form with ATRC for this
- Messaging to students and counselors CPL opportunities
- Website development and maintenance
- Developing and overseeing CPL Intake Survey
- Resource for CPL ACE recommendations for military records
- Collaborate with Norco College on the JST/ACE state-wide database
- Collaborate and share research and best practices with CCCCO and ASCCC and other community colleges on CPL effort

Implementation duties only					
Ongoing duties					

Objective 1: Continue to integrate Credit for Prior Learning into Palomar College campus culture.

#	Activities	Performance Outcomes	Deliverables	Guided Pathways Pillar	Hours per semester - faculty coordinator (s)	Timeline
1.1	Continue to identify, inform and assist faculty with the implementation of CPL into their discipline/program	Ensure equitable assessments are taking place and portfolio review includes a department approved rubric on file, coordinate with Student Learning Outcomes Facilitation training to ensure outcomes are CPL friendly. Faculty also assess their courses and programs to assess whether students have mastered outcomes and built skills through CPL.	1. Meet with faculty to review their rubrics and other methods of assessment 2. Develop and maintain database of discipline faculty rubrics, housed within each discipline and linked to CPL Coordinator 3. Spreadsheet of hours spent meeting one-on-one with faculty to work on assessment methods - approx 4 hrs a week 4. Ongoing communication with CPL faculty and faculty at large: oversee CPL Teams, update worksheets, meeting minutes, emails, schedule meetings (Items 1-4 about 4 hrs a week for 16 weeks)	Pillar 4A Pillar 4D	64	fall 2020 - spring 2022
1.2	Continue to inform and collaborate with counselors on best practices to inform and guide students who may be eligiable for CPL towards completing their program requirements and creating ed plans, which is required in Title V.	As new students explore career/college options, choose their program of study and develop their full-program plan, they will also be informed of CPL options by counselors and discipline faculty. In order to earn CPL, Title V requires that student to have an ed plan on file. Counselors and discipline faculty will continue to support/monitor CPL students towards completing program requirements, and helping students complete their programs in as short as time as possible, giving them credit for what they already know and can do.	1. Keep an inventory list of CPL courses for counselors' reference and update it as needed - inform counselors regularly of any changes 2. Attend dept meetings to keep counselors informed of CPL processes and updates	Pillar 2A Pillar 3A Pillar 3E	8	fall 2020 - spring 2022
1.3	Develop "how to" workshops for faculty to integrate CPL	PD workshops developed and scheduled to include ACE resources and CPL processes such as portfolio assessment as defined by CPL Policy AP4235 to improve assessment of CPL.	1. Develop and conduct plenary workshops 2. Develop and conduct PD workshops on CPL and assist with ePortfolios workshops 3. Develop PD ACE/JST workshops	Pillar 4E Pillar 4F	12	fall 2020 - spring 2022
1.4	Continue to collaborate with student services stakeholders to develop processes for implementing CPL policy	CPL processes for student services developed including transciption of CPL and data collection	1. Meet with student services weekly until development for student CPL survey is complete and then once per semester (5) 2. Work closely with developers to overhaul and test out the student transcript (16) 3. Coordinate between faculty, instruction, students and student services to create sections of CPL in Canvas as a temporary work-around for CPL transcription and train ADAs on CPL (20) 4. Continue to develop an online form that starts with the student and gathers signatures through the process to award students CPL - work with ATRC on a Gideon form (20) 5. Test this form with students and gather feedback (10)		76	fall 2020 - spring 2021
1.5a	Make CPL information publicly available to all students	CPL information is easily accessible for prospective and current students. College website is designed to help students navigate through the CPL process: including the CPL and dicipline specific webpages development and maintanence. Information may also be provided in peoplesoft entrance survey. Programs in the GP mapper clearly identify which courses are CPL eligible. Offer workshops, workshops, etc. to students to help them document their learning from employment, military, etc. through portfolio and other methods of assessment.	1. Develop the website with ATRC and filter by discipline, metamajors, programs/degrees, CPL methods (5) 2. And Maintain and update the website as needed (10) 3. Test the website with students and gather their feedback (5) 4. Test the website with counselors and gather their feedback (5) 5. Test the website with faculty and gather their feedback (5) 6. Add CPL language to the catalogue	Pillar 1C Pillar 1D Pillar 4F	30	fall 2020 - spring 2021
1.5b	Make CPL information publicly available to all students		6. Develop and offer workshops for students (10) 7. Create informational videos for students on CPL, portfolio assessment (work with individual disciplines on this) (10) 8. Be the POC for students and faculty on all matters of CPL - respond to emails (20) 9. Maintain and update the CPL website (10)	Pillar 1C Pillar 1D Pillar 4F	50	fall 2020 - spring 2022

Objective 2: Continue to institutionalize Credit for Prior Learning at Palomar College.

#	Activities	Performance Outcomes	Deliverables			Timeline
2.1	Continue to Institutionalize policies for CPL	Work with the GP Pillar Leads to integrate CPL into Guided Pathways framework, ensure District's compliance with policy affecting prior learning.	1. Meet with GP pillars to discuss opportunites institutionalize CPL - 1 to 2 workgroup meetings a semester	All GP Pillars	4	spring 2019 - spring 2020

#	Activities	Performance Outcomes				Timeline
2.2	Integrate CPL into shared governance structure	Report out regularly to shared governance and attend committee meetings, including Curriculum, Senate and Guided Pathways.	1. Attend Curriculum Committee meetings every 2 weeks 2. Report out to Senate once a semester 3. Report out to GP at least once a semester or more often if requested		20	fall 2020 - spring 2022
2.3	Evaluate CPL policies and procedures for effectives and make changes where necessary	CPL policy and procedures updated as needed	1. Keep track of any changes from the Chancellor's Office regarding CPL Policies and Title V changes - report out on changes to shared governance		1	fall 2020 - spring 2022
Objective 3: Continue to ensure that Palomar College incorporates superior practices in CPL and share with regional and state partners.						
#	**Activities**	**Performance Outcomes**				**Timeline**
3.1	Collaborate with California Community College Chancellor's office, Academic Senate for California Community Colleges, and other California Community Colleges piloting CPL efforts	Meetings regarding best practices scheduled and documented	1. Attend monthly meetings with CCCCO Success Center 2. Attend monthly meetings with CCCCO CPL Workgroup Meetings	Pillar 1 Pillar 2	12	fall 2020 - spring 2022
3.2	Collaborate with community stakeholders within the existing community of practice and identify new opportunities for CPL faculty advisory groups and to inform a community of practice framework	Attend regional community of practice meetings as needed and collaborate with discipline advisory groups to scale CPL in the region and educate and inform faculty, articulation officers, administrators	1. Organize and attend meetings with Mira Costa, CSUSM, and Region 10 colleges and other local colleges to discuss regional work on CPL 2. Work on Norco College database project for military ACE/JST CPL - report out regular updates to shared governance (10) 3. Host and help coordinate regional workshop with ACE (American Counsel on Education) either online, or if permitted, in person at Palomar College. (10)	Pillar 1 Pillar 2	25	fall 2020 - spring 2022
3.3	Collaborate with college constituents, including Articulation Officer, instructional faculty, Dean, and Chairs on CPL transfer opportunities	Work with Articulation Officer to identify transfer opportunities and challenges of CPL in the growth and development of CPL aproved courses	1. Implement CPL course approval process to include CPL Coordinator, appropriate discipline faculty and Chair, appropriate Dean, and Articulation Officer approval workflow - this aligns with 1.4 (15)	Pillar 1 Pillar 2	5	fall 2020 - spring 2021
3.4	Collaborate and be the point of contact for military partners and CPL opportunities in the region	Regular meetings established between Palomar College and appropriate Military leadership	1. Continued collaboration with 29 Palms Communications and Electronics School for CPL - materials to instructors and students, coordinate meetings with Palomar faculty and military faculty 2. Continued collaboration with Marine Corps for CPL collaboration with computer science department/degree - schedule meetings, work with faculty to assess and add more CPL courses 3. Be the POC for other military CPL opportunities/contacts as they arrise and coordinate with discipline faculty	Pillar 1 Pillar 2	15	fall 2020 - spring 2022
3.5	Share research and best practices with Community of Practice and other education partners interested in implementing CPL and continue to search for funding and write grants	Shared database of policies, procedures and practices created, grant applications	1. Attend, prepare for and present on CPL at ASCCC and CCCCO Institutes and events as needed - one or two times per semester (the number of hours could change if we go back to F2F conferences, etc. in the spring) (15)	Pillar 1 Pillar 2	15	fall 2020 - spring 2022

Implementation duties only				
Ongoing duties		**Estimated Faculty Hours**		
		Hours per semester - YEAR 1		
		Faculty Coordinator Implementation and ongoing duties	337	
		Hours per semester - YEAR 2		
		Faculty Coordinator - Ongoing duties	226	

California
Community
Colleges

Credit for Prior Learning

Policy Implementation Toolkit

Acknowledgments

Contents

Introduction

Credit for prior learning (CPL) is credit awarded for validated college-level skills and knowledge gained outside of a college classroom—it's a strategy to grant students credit for what they already know and can do. Across the nation, individual institutions and systems of higher education are implementing comprehensive CPL practices to help working adults reskill and achieve quality credentials that increase their economic mobility. On September 16, 2019, the Board of Governors of the California Community Colleges approved a revision to Title 5, Section 55050 that redesigns how students at California Community Colleges receive credit for prior learning. The new regulation aims to make the process more consistent and equitable for students who come to community colleges with college-level skills and knowledge acquired in a variety of non-classroom settings. Research suggests that CPL benefits students and colleges by increasing completion and closing achievement gaps. In California, this means CPL can help the system achieve the goals outlined in the *Vision for Success* and increase college funding through improving measures on the Student Centered Funding Formula metrics.

Research indicates that students who earn CPL:

- are roughly twice as likely to complete a degree than those who do not
- accumulate more credits through coursework at the institution than their counterparts, which translates to increased enrollment for colleges
- save an average of 6-10 months in time to degree compared to their non-CPL counterparts

There are a significant number of current and potential students who could benefit from CPL. About 42% of students enrolled in California community colleges in fall 2017 were over age 25 —many of whom hold industry certifications, are graduates of public service academies, and were trained for military service occupations, for example. A much broader population of potential students without degrees could also benefit:

- More than 6.8 million Californians age 25-54 have a high school diploma, some of whom attempted college but none of whom earned an associate degree or higher
- Nearly three-quarters of this population is employed, 79% of whom are working 31 or more hours per week
- On average, 8% of adults are enrolled in a postsecondary institution
- About 4% (272,000) of the target population have military experience. About 8% of the target population with military experience (21,760) are enrolled in any postsecondary institution
- More than half of the target population are people of color; using CPL to advance them towards certificates and degrees could help reduce equity gaps

CPL is an important equity imperative integrated within the *Vision for Success*. California's working adults, predominantly people of color, need on-ramps to education and off-ramps to work to stay competitive in the future workforce. CPL makes it easier for learners to get a jumpstart towards a certificate or degree; in addition, validating their skills and knowledge with credit is a valuable signal that they belong in college. As a system, we must tailor learning and supports to help Californians upskill for future jobs. This toolkit is meant to help colleges implement CPL as consistently as possible to achieve these goals.

Colleges can contribute to *Vision for Success* goals by optimizing student success initiatives for working learners.

About This Toolkit

The purpose of this toolkit is to provide resources and examples to aid implementation of CPL according to Title 5, Section 55050. College stakeholders are encouraged to view these resources and examples as a starting point. Recommendations and artifacts in this toolkit are derived from three sources:

CPL Initiative Advisory Committee

The Lumina Foundation provided funding to the Success Center at the Foundation for California Community Colleges (FoundationCCC) to create a policy and resource infrastructure to expand CPL in our system. The initiative—led by Vice Chancellor Alice Perez with the support of the Success Center—convened a statewide CPL Advisory Committee to inform recommendations to help students have more equitable opportunities to earn CPL. Recommendations that were appropriate to implement at the state level were incorporated into Title 5, Section 55050. The rest can be considered guidance for local policy and practice and are included in this toolkit (see page 10 "Advisory Committee Recommendations"). The CPL Initiative also seeded two pilots to bolster implementation of CPL.

Palomar College Pilot

Palomar College piloted implementation of CPL through a cross-role task force operating in the 2019-20 academic year. FoundationCCC helped the Palomar team document their college-wide implementation process, captured lessons learned, and incorporated the tools and examples included in this toolkit.

Discipline Cross-Walk Pilot

In a faculty-driven pilot supported by the Academic Senate for California Community Colleges and the Chancellor's Office, approximately 20 faculty members in seven disciplines over the 2019-20 year considered how military training, industry certifications, and standardized exams could be considered for credit in their disciplines. In some cases, they compared (or "cross-walked") the student learning outcomes of courses to common prior learning experiences, such as military training or industry certifications, and made recommendations based on the alignment. The cross-walks are available as starting points for other faculty to consider (see page 27).

> All resources are available for download, editing, and repurposing in the CPL Community on the Vision Resource Center.

What is CPL

CPL Definition

Credit for prior learning is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom.

Students' knowledge and skills might be gained through experiences such as:

- Military training
- Industry training
- State/federal government training
- Volunteer and civic activities (e.g. Peace Corps)
- Apprenticeships, internships, work-based learning, or otherindustry-based experiential learning

CPL is not awarded for knowledge and skills already assessed and awarded credit through formal education at regionally accredited in-state and out-of-state institutions.

CPL Policy Standards[1]

The Chancellor's Office encourages all districts to elevate the following principles in their CPL policies in order to ensure equity in the process of students obtaining CPL, and quality, integrity and rigor in assessment of prior learning:

STANDARD ONE: EQUITY

CPL policy ensures that all students have equitable access to consistent opportunities to earn credit for prior learning.

STANDARD TWO: PHILOSOPHY AND ACADEMIC FRAMEWORK

CPL policy is grounded in the institution's philosophical and academic framework and is consistent with institutional mission, goals, and approaches to learning.

STANDARD THREE: INTEGRITY

CPL policy ensures that all stakeholders (including faculty, institutional representatives, students, and any external contributors) promote integrity in the evaluation and documentation of prior learning.

STANDARD FOUR: FACULTY QUALIFICATIONS

CPL policy assures the involvement of qualified discipline faculty and the preservation of discipline faculty purview over the awarding of credit.

STANDARD FIVE: STUDENT SERVICES

CPL policy assures that students have timely and continuous access to transparent information, resources, and services to guide them on CPL.

STANDARD SIX: CREDIT MANAGEMENT

CPL policy clearly identifies how credits are organized and applied to student records.

STANDARD SEVEN: PLANNING, RESOURCES, IMPROVEMENT

CPL policy assures continuous improvement and scalability of processes by providing sufficient infrastructure and data to support policy implementation and review.

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1   Standards based on Brewer, Patricia and Lakin, Mary Beth. (2018). Credit for Prior Learning: Putting Standards for Policy in Place. American Council on Education: Washington, D.C. Retrieved from https://www.plaio.org/index.php/home/article/view/135/173

Implementing Policy

All resources outlined in this and following sections can be downloaded from the Vision Resource Center CPL Community.

Process Flow

This suggested process flow outlines steps and tactics a college may take to develop and implement CPL policy and procedures. The step-by-step process encompasses everything from recruiting a cross-role task force to communicating CPL procedures to students.

(See pages 14-15)

Suggested Stakeholder List

The development of a successful CPL policy and procedure will take the collaboration of many stakeholders – this suggested list is a starting point to consider involving in development of a district CPL policy.

(See page 16)

Sample Board Policy and Administrative Procedures

Colleges can use Palomar's Board Policy and Administrative Procedures (BP/AP) as a reference as they work to revise their own policies to meet the needs of their students and local context. Palomar started by taking their Credit by Exam BP/AP and met with stakeholders to revise the policy to a broader context that included the other forms of prior learning assessment (PLA). As these revisions were drafted, key stakeholders were consulted to provide feedback and capture critical elements across program areas.

(See page 17-22)

Implementing Procedures

Sample Student Process Flow

The *Vision for Success* calls on stakeholders to "design and decide with the student in mind." Colleges should center CPL procedures on the student experience. This sample process flow outlines how students would experience the CPL process at Palomar College.

(See pages 23-24)

Course Eligibility Template

Once a CPL policy has been established on a campus, it is beneficial to put into place processes that make the policy scalable across disciplines. This sample Course Eligibility Approval template enables faculty to propose CPL for a course. The template establishes criteria for eligibility, approval procedures, and procedures to ensure that the course's eligibility is updated in the appropriate systems.

(See page 25)

Cross-Walk Template

The Cross-Walk Template can be used to identify the types of prior learning assessments that could be used to award credit in courses. The template suggests various prior learning assessment methods and can be used in conjunction with the sample cross-walks developed in the statewide pilot (see page 27). The Cross-Walk Template is a useful tool for larger groups such as CPL task forces or by individual or small faculty discipline teams.

(See page 26)

Cross-walks

Cross-walks are a mechanism to help faculty examine common learning experiences offered by government agencies or professional organizations and compare (or "cross-walk") the competencies achieved in those experiences with student learning outcomes of aligned courses. Faculty can access credit recommendations of third-parties such as the American Council on Education (ACE), which has evaluated thousands of military training programs. The goal of developing cross-walks is to get as much consistency as possible in credit awards for common learning experiences. The cross-walks provided in this toolkit were developed by California community college faculty participating in the statewide pilot and can be used as a starting point for college faculty to consider. The cross-walks are available for download in the CPL Community on the Vision Resource Center.

SUGGESTED STEPS TO DEVELOP YOUR OWN CROSS-WALK:

STEP 1

Convene discipline faculty and student learning outcomes experts at your college.

STEP 2

Ask faculty to identify common prior learning experiences in their discipline such as aligned industry certifications, military training programs, public service academies, workplace training, civic service, etc.

STEP 3

Ask faculty to consult third-party credit recommendation guides like American Council on Education (ACE), or consult industry experts, workplace trainers, or other educators to learn about what competencies students achieve in the identified prior learning experiences.

STEP 4

Identify courses where the student learning outcomes might be aligned with those competencies. If faculty have already completed their CPL Cross-walk, use that document as a resource in the discussion.

STEP 5

Compare the competencies achieved in the prior learning experiences to the student learning outcomes in aligned courses.

STEP 6

Consider what is required in the course for the student to demonstrate "sufficient mastery." If "sufficient mastery" can be demonstrated through participation in the prior learning experience, then determine how faculty should assess the student for credit (note: keep in mind that the student's burden of proof should be just enough to demonstrate sufficient mastery). This might include showing documentation such as test scores, certificates of completion, or Joint Services Transcript, or completing a skills demonstration, a portfolio, or another type of assessment that the faculty deems appropriate.

STEP 7

Outline the recommended prior learning assessment method and credit recommendation on the CPL Cross-walk form.

(See pages 27-31)

FAQ

This Frequently Asked Questions (FAQ) template provides a starting point of questions to expect to answer as you develop and implement CPL policy on your campus. Having clear and consistent answers will assist in building support for the work among stakeholders and reduce points of confusion.

(See pages 32-33)

Assessing Prior Learning

Portfolio Assessment Rubric

This sample rubric, developed by faculty at Palomar College, provides an example of how portfolios can be assessed to determine if credit should be awarded for prior learning. The rubric can be used as a starting point for colleges to consider and modify based on their student learning outcomes and criteria of learning. Discipline faculty and student learning outcome experts are encouraged to participate in the development and/or approval of rubrics.

CPL Initiative Advisory Committee Recommendations

After reviewing CPL policies and practices from systems across the country, the CPL Advisory Committee made the following recommendations:

Awarding Credit

- Students' educational goals should be the guiding factor in the award of credit.

- Students should be able to have their prior learning assessed early in their educational journey and prior to registering for a course.

- They should be able to access clear timelines and processes toward receiving a credit recommendation.

- When setting limits on CPL, rely on existing minimum/maximum credit allowances already stipulated in transfer policy.

- Follow accreditation requirements.

- If a student seeks credit for a course that a college does not have in its catalog (i.e. Russian language), consider connecting the student to faculty at a college where the course is offered. The student may be eligible to complete a prior learning assessment there.

- Students should be advised of the recommended credit before it is officially awarded. Title 5 Section 55050 allows students to accept, decline, or appeal decisions on assessments in order to protect their financial aid or veteran's benefits.

- Students, informed by a counselor, should decide when credit is applied.

- Each district should consider whether its faculty will assess prior learning of students who are not yet enrolled. CPL can be a benefit to attract potential students.

- Each district should consider setting a time limit for how long prior learning remains valid and eligible for assessment for credit.

Transparency and Accessibility

- Students have a right to receive information on CPL; doing so puts the burden on institutions to be transparent.

- Engage stakeholders early and often in the development of CPL policy, which could increase buy-in.

- CPL policies and communications should stipulate that CPL should be transparent and accessible to all stakeholders, including current and potential students, faculty, staff, administrators, industry, and other community partners.

- Stakeholders should clearly understand how CPL impacts student success, college completion rates and enrollment, course scheduling, and student diversity.

- CPL should be clearly identified as curriculum under faculty purview per title 5.

- Clear guidelines for faculty in prior learning assessment will help them trust their colleague's credit award decisions.

- Students need easy access to a resource on CPL at a college, such as a website that explains CPL, why and how it's available, who to contact, what process to expect, what types of prior learning might qualify for credit, etc.

Student Supports

- Counselors should be at the center of informing students about CPL.

- Inform students about CPL during matriculation and placement activities or processes.

- Integrate prior learning assessment advising into educational planning.

- Integrate CPL with Guided Pathways. Identify opportunities for CPL within mapped pathways and make that information available to students. For example, a CompTIA certification might make a student eligible for credit in the Information Technology certificate and degree pathways.

- Develop a clear process flow for students, including steps and timeline, so that students can manage their expectations.

- Within the process flow, identify key decision points for the student so that institutions know when action is required by internal stakeholders.

- Assign staff to operate as a CPL coordinator at each college. There may be an opportunity to leverage staff formerly assigned to assessment and placement.

Professional Development

- Provide professional development (PD) training and webinars so that faculty are equipped to identify opportunities for CPL, conduct crosswalks to determine credit recommendations, and apply the credit consistently for all students.

- Incorporate PD on CPL into Guided Pathways professional development.

- Work with your local Academic Senate representatives to set standards for faculty in conducting prior learning assessment. Clear guidelines for faculty in prior learning assessment will help them trust their colleague's credit award decisions.

- All stakeholders on campus who are affected by CPL (admissions, registrar, institutional research, faculty, etc.) should be aware of their roles and responsibilities related to CPL and should be able to advise students on process. Consider convening a CPL conference or workshop for faculty or staff involved with CPL.

- Consider holding a CPL conference or workshop for faculty or staff involved with CPL.

- Make faculty training on CPL a part of "flex day" programming.

- Find resources through organizations such as the Council on Adult and Experiential Learning (CAEL) and the American Council on Education (ACE).

Transfer

- Colleges should recognize and accept CPL awarded at other California community colleges.

- Colleges are encouraged to work closely with their intersegmental partners to ensure credit will be accepted for transfer.

Finance

- Use existing funding from programs where objectives are aligned. Colleges could leverage existing program funds such as Student Equity and Achievement (SEA) Program, Guided Pathways, and Strong Workforce, among others.

- Leverage funding from community industry partners, particularly when awarding credit for industry certifications.

Policy Review

- Title 5 Section 55050 requires that policies be reviewed every three years. Therefore, local policy language should set some expectation for an evaluation process, potentially including elements such as a review timeline, stated goals, and what factors will be assessed.

- CPL review should include qualitative data from students and "content experts" such as faculty.

- Successful review processes include active involvement from key stakeholders such as Academic Senate, the Associated Student Government, and allow for local flexibility.

- Evaluation methods should enable greater understanding of the impact of CPL on equity gaps.

Appendix

The resources are not depicted in their entirety in this Appendix due to their size and complexity. The full resources are available for download from the Vision Resource Center CPL Community.

Implementing policy

- Process Flow
- Suggested Stakeholder List
- Sample Board Policy and Administrative Procedures

Implementing procedures

- Sample Student Process Flow
- Course Eligibility Template
- Cross-walk Template
- Cross-walks
- FAQ

Assessing prior learning

- Portfolio Assessment Rubric

This process flow outlines steps and tactics a college may take to implement credit for prior learning—a strategy using students' previously acquired skills and knowledge to accelerate their paths to completion. Find more resources, including templates (underlined below), in the Credit for Prior Learning Community on the Vision Resource Center.

Step 1

GOAL

Develop a College Credit for Prior Learning (CPL) Workgroup.

STRATEGIES

- Identify stakeholders on campus with varying expertise and perspectives, such as:
  - Student services faculty
  - Instructional faculty
  - Administrators
  - Student Learning Outcome (SLO) coordinators

- Identify a CPL lead to be responsible for advancing the outcomes of the workgroup. Be realistic about the time this person will commit and consider institutionalizing the position.

- Marshall resources to support the workgroup and campus CPL efforts, such as Guided Pathways or Student Equity and Achievement Program funds.

- Consider using GP or SEA funds.

Step 2

GOAL

Develop an engagement plan to enable multi-directional dialogue about CPL.

STRATEGIES

- Identify affected stakeholders and develop suggested roles for them in CPL implementation.

- Involve accreditation representation.

Step 3

GOAL

Develop meeting cadence and key communication artifacts for stakeholder engagement.

STRATEGIES

- Hold brainstorming sessions to address challenges, opportunities, questions, and concerns about engaging identified stakeholders.

- Use group meetings to develop shared goals for the workgroup and for CPL implementation.

- Develop an FAQ to answer stakeholder questions and provide consistency.

- Develop a Frequently Identified Concerns (FIC) document to identify future issues, demonstrate willingness to hear stakeholders and intent to increase buy-in.

Step 4

GOAL

Draft a Student Services CPL Process.

STRATEGIES

- Hold meetings to analyze procedures for CPL intersections.

- Identify existing student data needed for CPL and what new data variables should be created to track success of CPL impact.

- Develop a list of CPL data elements.

- Use lean process mapping to check for redundancies or conflicts.

- Build consensus around a central entry point for implementing CPL.

- Develop a CPL intake form.

Step 5

GOAL

Develop a plan to communicate with students about CPL.

STRATEGIES

- Meet with the campus IT team to discuss information systems infrastructure.

- Establish when/where student data will be gathered, and when/where it will be linked to other student data.

- Determine how the process can be automated or completed electronically.

Step 6

GOAL

Develop a timeline for board policy and administrative procedure development and adoption.

STRATEGIES

- Identify the date that final revisions need to be completed.

- Develop a schedule working backwards from the final revisions date.

- Identify any dependencies that could affect the timeline.

Step 7

GOAL

Create a cross-walk of courses eligible for CPL and the types of prior learning assessments required.

STRATEGIES

- Develop a CPL cross-walk template to be used across meetings and individual work.

- Collaborate with faculty to identify types of prior learning assessments that would be required to award CPL in select courses. This requires considering how the assessment reveals whether a student acquired the course's student learning outcomes.

- Use the cross-walk template when working with faculty to identify courses that could be awarded through the various types of CPL.

Step 8

GOAL

Advance revised board policy and administrative procedures through shared governance processes.

STRATEGIES

- Share with key stakeholders and incorporate feedback.

Step 9

GOAL

Develop a process for CPL assessment development and approval with reviews from faculty, administrators, IT, evaluators, and Student Learning Outcome subject matter experts.

STRATEGIES

- Build consensus for collaborative development of prior learning assessment processes.

- Develop rubrics for assessments, such as evaluating portfolios or Joint Services Transcripts. Highlight the need for professional development for faculty.

- Brainstorm and build consensus for the process.

- Schedule a recurring review process aligned to program evaluations or changes from CSU and UC.

- Use lean process mapping to check for redundancies or conflicts, and revise processes as needed.

Step 10

GOAL

Develop a plan to communicate with the campus community about CPL.

STRATEGIES

- Develop resources such as a website, short videos, or workshops to explain CPL opportunities to students, using language that is accessible and easy to understand.

- Use existing infrastructure to send information, such as student newsletters, text or email, clubs, etc.

- Use ACC & JC standards to continually inform your process.

Suggested Stakeholder List

> The development of a successful CPL policy and procedure will take the collaboration of many stakeholders – this suggested list is a starting point to consider involving in development of a district CPL policy.

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Suggested Stakeholder Starting Point

- Student Services Faculty
- Instructional Faculty
- Administration Allies (ideally in a leadership role)
- Student Learning Outcomes Subject Matter Expert (SME)
- Articulation SME
- CTE SME
- Veterans Services
- Records/Registrar Staff
- Evaluator
- Dean of Strong Workforce
- Chair of Counseling
- Research and Policy (R&P) Director
- Curriculum Chair
- Senate President and Vice President
- Professional Development Coordinator
- Director of IT

Additional Key Stakeholders for Policy Review

- Transfer Center SME
- Union President
- Faculty Senate Representatives on Policies and Procedures
- Veterans Certifying Official
- Financial Aid SME

Sample Board Policy and Administrative Procedures

Colleges can use Palomar's Board Policy and Administrative Procedures (BP/AP) as a reference as they work to revise their own policies to meet the needs of their students and local context. Palomar started by taking their Credit by Exam BP/AP and met with stakeholders to revise the policy to a broader context that included the other forms of prior learning assessment (PLA). As these revisions were drafted, key stakeholders were consulted to provide feedback and capture critical elements across program areas.

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INSTRUCTIONAL SERVICES | BP 4235 CREDIT FOR PRIOR LEARNING

References:

Title 5 Section 55050

Credit for prior learning may be earned for eligible courses approved by the district for students who satisfactorily pass an authorized assessment. Authorized assessments may include the evaluation of approved external standardized examinations, Joint Services Transcripts, student-created portfolios, and credit by examination. The Superintendent/ President shall consult with the Faculty Senate and rely primarily on the recommendations of the Faculty Senate to establish administrative procedures to implement this Board Policy.

Date Adopted: 4.12.2011; Revised: 12.11.2018; Revised: 12.17.2019   1
(Replaces all previous versions of BP 4235)

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INSTRUCTIONAL SERVICES | AP 4235 CREDIT FOR PRIOR LEARNING

References:

Education Code Section; 66025.71, 66700, 70901, Sections 70901 and 70902
Title 5 Sections 55002, 55023, 55021, 55025, 55052, 55052

Students may demonstrate proficiency in a course eligible for Credit for Prior Learning and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on an Advanced Placement (AP) examination

- Achievement of a satisfactory score on a high level International Baccalaureate (IB) examination

- Achievement of a satisfactory score on the College Level Examination Program (CLEP)

- Evaluation of Joint Service Transcripts (JST)

- Achievement of an examination administered by other agencies approved by the district

- Evaluation of industry-recognized credential documentation

- Evaluation of student-created portfolios

- Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an active course listed in the current college catalog

Determination of Eligibility for Credit for Prior Learning

- The student must be in good standing in the district

- The student must have previously earned credit or noncredit from the district or be currently registered in the district

- Current students must have an education plan on file

- The course is listed in the current college catalog

- The student is not currently enrolled in the course to be challenged

- Credit by Examination: The student is registered in the district and not currently enrolled in nor received credit for a more advanced course in the same subject (may be waived by department)

Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits. Credits acquired by examination shall not be counted in determining the 12 semester hours of credit in residence required for an associate's degree.

Date Approved: 3.23.2010; Revised: 12.4.2018; Revised: 11.19.2019   1
(Replaces former Palomar Procedure 415 and all previous versions of AP 4235)

Prior Learning Assessment Grading Policy

- Grading shall be according to the regular grading system in accordance with

- [insert name of administrative procedure/policy] Grading and Academic Record Symbols

- Students shall be offered a "Pass/No Pass" option, in accordance with

- [insert name of administrative procedure/policy] Pass/No Pass Grading Option, if that option is ordinarily available for the course

- Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, and in cases of Credit by Examination, pursuant to AP

- 4230 Grading and Academic Record Symbols and AP 4231 Grade Changes

Transcription of Credit for Prior Learning

- The student's academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning

Advanced Placement

See [insert name of administrative procedure/policy] Advanced Placement Credit

International Baccalaureate

Students requesting Credit for Prior Learning using International Baccalaureate shall receive credit for completing a satisfactory score on a district approved high-level International Baccalaureate (IB) examination under the following circumstances:

- Official IB transcripts must be on file in the Records Office

- The student achieved a minimum acceptable score on the IB examination a recommended by the district's IB equivalency guide

College Level Examination Program

Students requesting Credit for Prior Learning using the College Level Examination Program shall receive credit for completing a satisfactory score on a district-approved College Level Examination Program (CLEP) under the following circumstances:

- Official CLEP transcripts must be on file in the Records Office

- The student achieved a minimum acceptable score on the CLEP examination as recommended by the district's CLEP Equivalency Guide

Date Approved: 3.23.2010; Revised: 12.4.2018; Revised: 11.19.2019   2
(Replaces former Palomar Procedure 415 and all previous versions of AP 4235)

Credit for Military Service/Training

Students interested in Credit for Prior Learning using Joint Service Transcripts shall receive credit as recommended by the American Council on Education (ACE) Directory and approved by the appropriate discipline faculty of the college under the following circumstances:

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office

- Official transcripts must be on file in the Records Office. These may include Joint Services Transcript (JST), Sailor/Marine American Council on Education Registry Transcript (SMART), Army and American Council on Education Registry Transcript Service (AARTS), Community College of the Air Force (CCAF), Coast Guard Institute (CGI), DANTES/USAFI, Defense Language Institute Foreign Language Transcripts (DLIFLC), Defense Manpower Data Center (DMDC), DLPT Examinee Results, DA Form 330 Language Proficiency Questionnaire, or verified copies of DD214 or DD295 military records.

- Credit course equivalency shall be determined by the faculty of the appropriate discipline

Industry Recognized Credentials

Students interested in Credit for Prior Learning using industry recognized credential(s)shall receive credit as recommended by the appropriate department chair or faculty designee:

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records office

- Enrollment services shall grant credit for industry recognized credential(s) that have already been evaluated and approved by the appropriate department chair or faculty designee

- If an industry recognized credential(s) has not yet been evaluated and approved by the appropriate faculty:
  - o The student meets with the department chair or faculty designee to receive further instructions for industry recognized credential(s) assessment
  - o The student submits all industry recognized credential documents to the department chair or faculty designee for assessment of prior learning
  - o If the department chair or faculty designee determine the industry certification adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s), and forward the completed petition and supporting documents to the Records Office to be kept on file and recorded on the student transcript

Date Approved: 3.23.2010; Revised: 12.4.2018; Revised: 11.19.2019   3
(Replaces former Palomar Procedure 415 and all previous versions of AP 4235)

Student-Created Portfolio Assessment

Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

- A department approved portfolio assessment rubric for the course is on file

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office

- The student meets with the department chair or faculty designee to receive further instructions for student-created portfolio assessment

- The student submits all portfolio documents to the department chair or faculty designee for assessment of prior learning

- If the department chair or faculty designee determine the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the appropriate grade and forward it to the Records Office to be kept on file and recorded on the student transcript

Credit by Examination from Within the District

The department chair or faculty designee shall determine whether or not a student requesting Credit by Examination is sufficiently well prepared to warrant being given this opportunity. This determination is based upon a review of previous course work and/or experience.

Students wishing to take a course through Credit by Examination are encouraged to informally discuss the matter with the department chair or faculty designee and instructor prior to initiating the formal process. All steps must be completed in the order listed or the Petition for Credit by Examination shall not be processed. The Petition for Credit by Examination must be completed prior to the end of the current semester or session.

The district will award college course credit for successful completion of a district examination administered by the appropriate departmental faculty under the following circumstances:

- Achievement of a grade that qualifies for Credit by Examination through the Career and Technical Education (CTE) Transitions program

- Credit by satisfactory completion of an examination administered by the district in lieu of completion of a course listed in the Palomar College Catalog

Date Approved: 3.23.2010; Revised: 12.4.2018; Revised: 11.19.2019   4
(Replaces former Palomar Procedure 415 and all previous versions of AP 4235)

The District Credit by Examination Process

In order to permit students to demonstrate that they have met the objectives of a course through experience in the work place, foreign language proficiency, or some other process outside the conventional academic setting, students may earn credit by receiving a passing grade on an examination administered by the appropriate instructional department/ program. The completion of Credit by Examination may require the demonstration of other skills or the completion of assignments in addition to an examination.

Upon completion of an education plan, students interested in Credit for Prior Learning using Credit by Examination shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

The Credit by Examination Procedures

- Student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office

- Student meets with the department chair or faculty designee further instructions for Credit by Examination

- If the department chair or faculty designee determine the Credit by Examination assessment measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade and forward to the Records office to be kept on file and recorded on the student transcript. Completed exam materials must remain on file with the department/program for three years

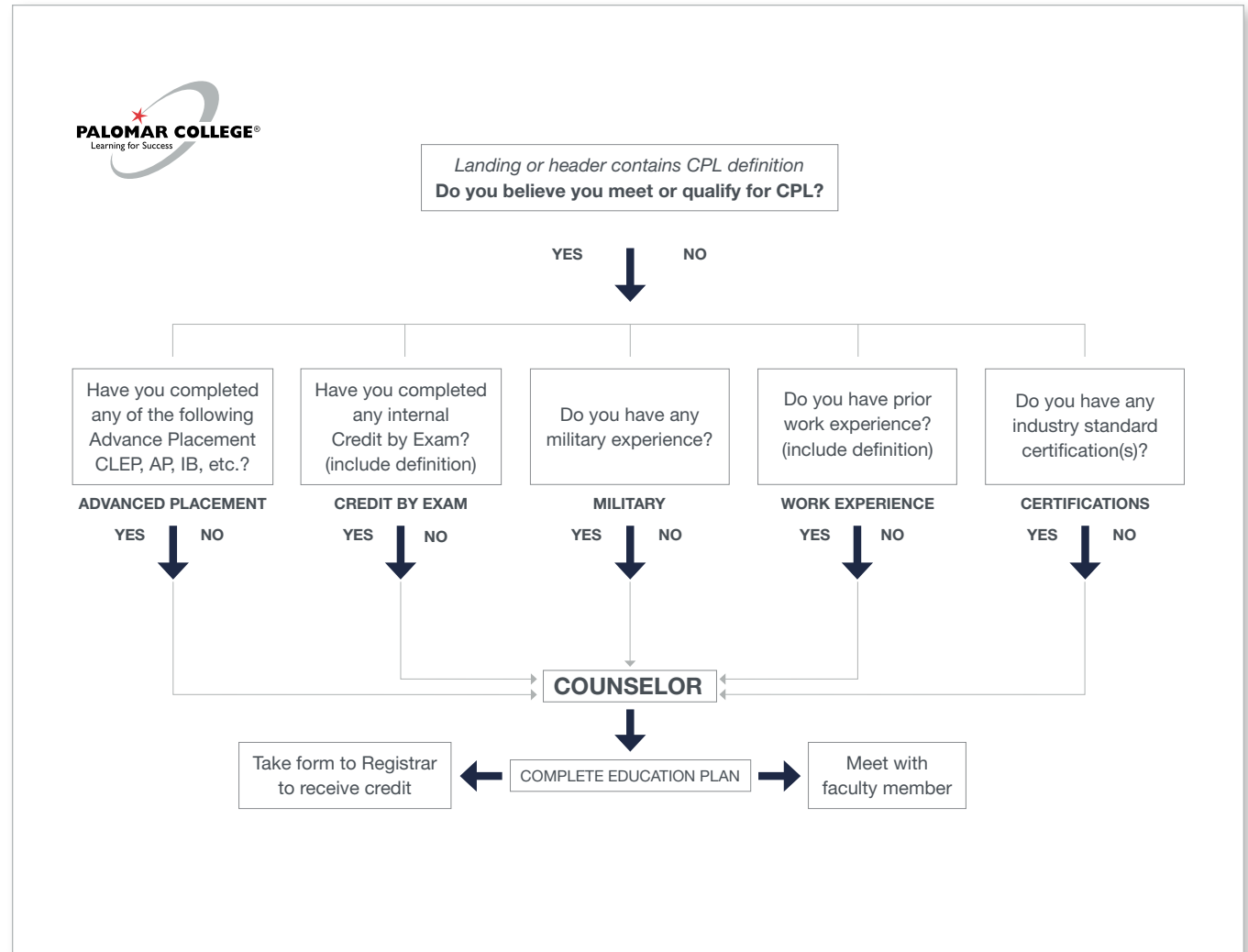Office of Primary Responsibility: Instructional Services

Date Approved: 3.23.2010; Revised: 12.4.2018; Revised: 11.19.2019   5
(Replaces former Palomar Procedure 415 and all previous versions of AP 4235)

Sample Student Process Flow
Version A

The *Vision for Success* calls on stakeholders to "design and decide with the student in mind." Colleges should center CPL procedures on the student experience. This sample process flow outlines how students would experience the CPL process at Palomar College.

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Landing or header contains CPL definition
Do you believe you meet or qualify for CPL?

YES → NO

| Have you completed any of the following Advance Placement CLEP, AP, IB, etc.? | Have you completed any internal Credit by Exam? (include definition) | Do you have any military experience? | Do you have prior work experience? (include definition) | Do you have any industry standard certification(s)? |

ADVANCED PLACEMENT YES / NO

CREDIT BY EXAM YES / NO

MILITARY YES / NO

WORK EXPERIENCE YES / NO

CERTIFICATIONS YES / NO

COUNSELOR

Take form to Registrar to receive credit ← COMPLETE EDUCATION PLAN → Meet with faculty member
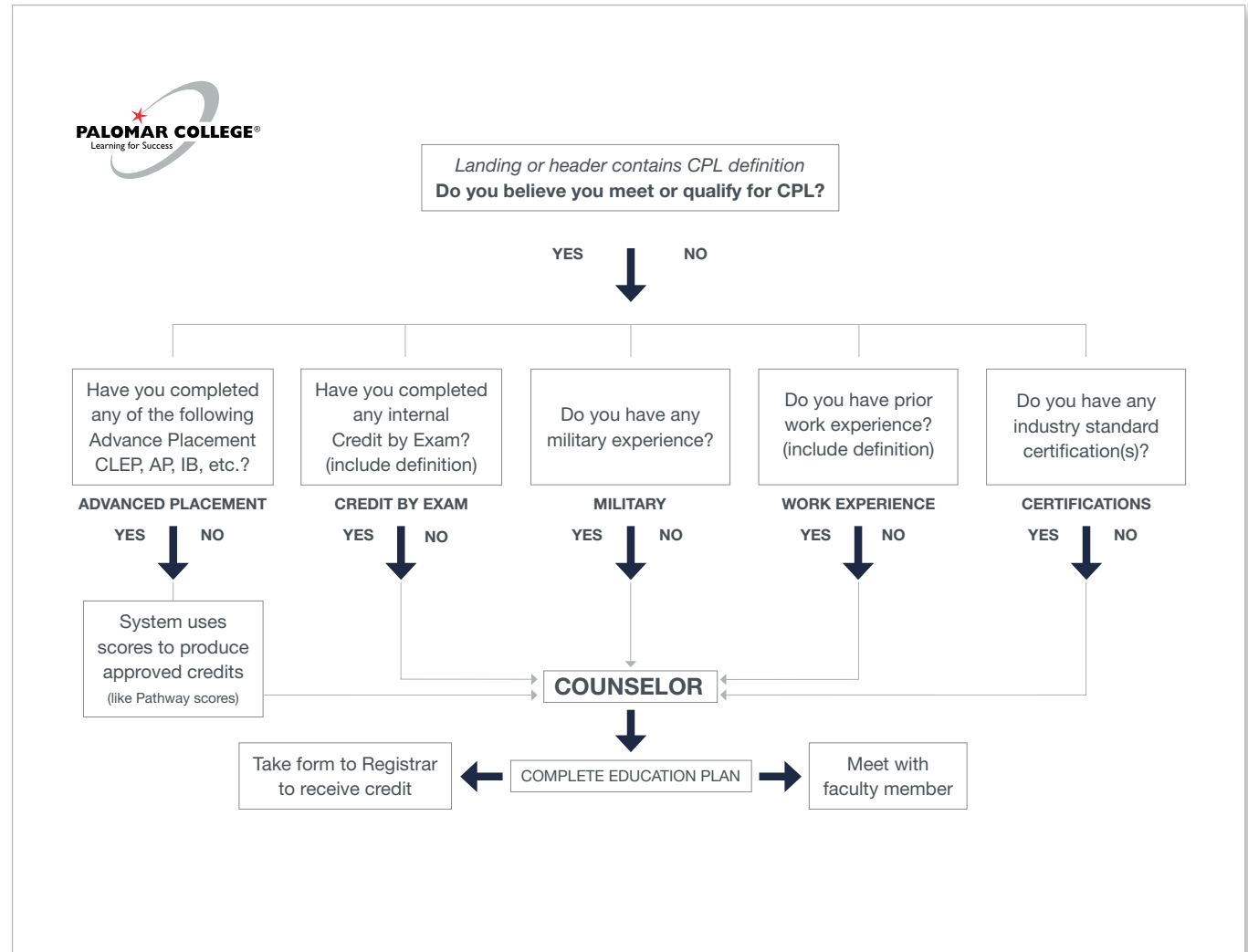
Sample Student Process Flow
Version B

The *Vision for Success* calls on stakeholders to "design and decide with the student in mind." Colleges should center CPL procedures on the student experience. This sample process flow outlines how students would experience the CPL process at Palomar College.

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Landing or header contains CPL definition
Do you believe you meet or qualify for CPL?

YES   NO

Have you completed any of the following Advance Placement CLEP, AP, IB, etc.?	Have you completed any internal Credit by Exam? (include definition)	Do you have any military experience?	Do you have prior work experience? (include definition)	Do you have any industry standard certification(s)?
ADVANCED PLACEMENT	**CREDIT BY EXAM**	**MILITARY**	**WORK EXPERIENCE**	**CERTIFICATIONS**
YES NO	YES NO	YES NO	YES NO	YES NO

System uses scores to produce approved credits
(like Pathway scores)

COUNSELOR

Take form to Registrar to receive credit ← COMPLETE EDUCATION PLAN → Meet with faculty member

Course Eligibility Template

Once a CPL policy has been established on a campus, it is beneficial to put into place processes that make the policy scalable across disciplines. This sample Course Eligibility Approval template enables faculty to propose CPL for a course. The template establishes criteria for eligibility, approval procedures, and procedures to ensure that the course's eligibility is updated in the appropriate systems.

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CREDIT FOR PRIOR LEARNING COURSE ELIGIBILITY APPROVAL FORM

Course ID   Course Title   Course Units

Credit for Prior Learning Eligibility - Check all that apply:

☐ Credit by Exam

☐ Industry Certification

☐ Portfolio

☐ Military Joint Service Transcripts

☐ College Level Exam Program (CLEP)

☐ Advanced Placement (AP)

☐ International Baccalaureate (IB)

Per accreditation policy on assessing prior learning, in making the determination whether to award college credits, certificates, and degrees tostudents for prior learning, the following should be considered:

- Credit or its equivalent should be awarded only for learning, and not for experience

- Assessment should be based on standards and criteria for the level of acceptable learning that are published

- Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes

- The determination of credit awards and competence levels must be made by appropriate subject matterand academic or credentialing experts

- Credit or other credentialing should be appropriate to the context in which it is awarded and accepted

- All faculty involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform

- Prior learning assessment should be regularly monitored, reviewed, evaluated, and revised as needed for currency

	Signature	Date
Discipline Faculty Expert		
Department Chair		
Articulation Officer		
CPL Coordinator		

Cross-Walk Template

The Cross-walk Template can be used to identify the types of prior learning assessments that could be used to award credit in courses. The template suggests various prior learning assessment methods and can be used in conjunction with the sample crosswalks developed in the statewide pilot (see page 27). The Cross-walk Template is a useful tool for larger groups such as CPL task forces or by individual or small faculty discipline teams.

1. Ask faculty to identify common prior learning experiences in their discipline such as aligned industry certifications, military training programs, public service academies, workplace training, civic service, etc.

2. Ask faculty to consult third-party credit recommendation guides like American Council on Education (ACE), or consult industry experts, workplace trainers, or other educators to learn about what competencies students achieve in the identified prior learning experiences.

3. Identify courses where the student learning outcomes might be aligned with those competencies. If faculty have already completed their CPL Cross-walk, use that document as a resource in the discussion.

4. Compare the competencies achieved in the prior learning experiences to the student learning outcomes in aligned courses.

5. Consider what is required in the course for the student to demonstrate "sufficient mastery." If "sufficient mastery" can be demonstrated through participation in the prior learning experience, then determine how faculty should assess the student for credit (note: keep in mind that the student's burden of proof should be just enough to demonstrate sufficient mastery). This might include showing documentation such as test scores, certificates of completion, or Joint Services Transcript, or completing a skills demonstration, a portfolio, or another type of assessment that the faculty deems appropriate.

Subject	Course Number (*** indicates course part of ADT/ASSIST)	California State C-ID Number, https://c-id.net	Course Name	Unit Value	Cal State University (CSU) transfer	University of California (UC) transfer	Credit By Exam Pass (CBE-P)	Credit By Exam (CBE-G)	Joint Service Transcript Pass (JST-P)	Portfolio (P)	Industry Certification/ Licensure	International Baccalaureate (IB)	Advanced Placement (AP)	College Level Exam Program (CLEP)	Course Student Learning Outcomes (SLO)	Prior Learning Outcomes

College Name:

Sample Cross-walks

Cross-walks are a mechanism to help faculty examine common learning experiences offered by government agencies or professional organizations and compare (or "cross-walk") the competencies achieved in those experiences with student learning outcomes of aligned courses. Faculty can access credit recommendations of third-parties such as the American Council on Education (ACE), which has evaluated thousands of military training programs. The goal of developing cross-walks is to get as much consistency as possible in credit awards for common learning experiences. The cross-walks provided in this toolkit were developed by California community college faculty participating in the statewide pilot and can be used as a starting point for college faculty to consider. The cross-walks are available for download in the CPL Community on the Vision Resource Center.

Sample Cross-walk — Automotive

Sample Cross-walk — Business

College Name: Palomar Community College													
							CPL Assessment Method						
Subject	Course Number (*** indicates course part of ADT/ASSIST)	California State C-ID Number, https://c-id.net	Course Name	Unit Value	Cal State University (CSU) transfer	University of California (UC) transfer	Credit By Exam Pass (CBE-P)	Joint Service Transcript Pass (JST-P)	Portfolio (P)	Industry Certification (IC)	International Baccalaureate (IB)	Advanced Placement (AP)	College Level Exam Program (CLEP)
ACCT	101		Bookkeeping	3			X	X					
ACCT	104		Accounting Spreadsheet Concepts	2			X	X					
ACCT	105		Individual Income Taxes	4			X	X					
ACCT	107		Taxation of Business Entities	4			X	X					
ACCT	110		QuickBooks	2			X	X		X (1)			
ACCT	115		Employee Benefits	2			X	X					
ACCT	201***	ACCT 110	Financial Accounting	4									
ACCT	202***	ACCT 120	Managerial Accounting	4									
BMGT	101		Introduction to Management				X	X					
BMGT	105		Small Business Management	3			X	X					
BMGT	153		Entrepreneurship	3			X	X		X (2)			
BUS	100***	BUS 110	Introduction to Business	3									
BUS	104***	BUS 140	Business Information Systems	3									
BUS	110		Business Mathematics	3			X	X					
BUS	117***	BUS 120	Legal Enviorment of Business	3									
BUS	125		Business English	3			X	X					
BUS	129		Introduction to Logistics	3			X	X		X (3)			
BUS	130		Supply Chain Management	3			X	X		X (3)			
BUS	136		Money Management	3			X	X					
BUS	150		Advertising	3			X	X	X				
BUS	152		Social Media for Business	3			X	X	X				
BUS	155		Marketing	3			X	X	X				
BUS	157		E-commerce	3			X	X					
BUS	165	BSOT120X	Beginning Keyboarding	2			X	X					
BUS	166	BSOT130X	Intermediate Keyboarding	2			X	X					
BUS	170	BSOT111X	Word for Business - Basic	1			X	X		X (4)			
BUS	171	BSOT121X	Word for Business - Advanced	1			X	X		X (4)			
BUS	173		Job Search	1			X		X				
BUS	175	BSOT112X	Excel Basic	1			X	X		X (4)			
BUS	176	BSOT122X	Excel Intermediate	1			X	X		X (4)			
BUS	177***	BSOT132X	Excel Advanced	1			X	X		X (4)			
BUS	204***	MATH 110	Quantitative Business Analysis	4									
BUS	205***	BUS 115	Business Communications	3									
LS	121***		Legal Studies	3									
LS	145		Legal Ethics	3			X						
LS/POSC	240***		Civil Liberties and Procedures	3									
RE	100	Coming Soon! - Vetting closed.	Introduction to Real Estate	3			X	X		X			
RE	105	https://c-id.net/mod	Real Estate Finance	3			X	X		X			
RE	110		Real Estate Appraisal	3			X	X		X			
RE	115		Real Estate Practice	3			X	X		X			
RE	120		Legal Aspects of Real Estate	3			X	X		X			
RE	140		Introduction to Property Mgt.	3			X	X		X			

1 = QuickBooks Certiport	Definitions:	Credit By Exam Pass (CBE-P)	Passing (credit) grade given upon completion of an examination on the subject given by the Department. This will generally not satisfy the UC/CSU transfer requirements
2 = Small Business Entrepreneurship		Credit By Exam (CBE-G)	Letter grade given upon completion of an examination on the subject given by the Department. This may satisfy UC/CSU transfer requirements
3 = ScPro Fundamentals		Joint Service Transcript Pass (JST-P)	potentially award college credit for military training.
4 = MOS		Portfolio (P)	Submission of a portfolio showing experience and competency
		Industry Certification	Attainment of a recognized certificate in the industry
Faculty determine recency.		International Baccalaureate (IB)	Awarding of the degree.
		Advanced Placement (AP)	Passing grade of 4 or more on AP exam
		College Level Exam Program (CLEP)	Exams given by the College Board to assess college-level skills

Sample Cross-walk — Cybersecurity

CyberSecurity						
Inventory of eligible courses			**Inventory of Prior Learning Opportunities Related to Each Course**			**Other Considerations to Note about the course:**
Subject	**Course #**	**Course name**	**Industry Certification**	**Military Training**	**Accreditation/Cer**	**Diploma/Certificate of Completion (Academy, Workplace Training)**
COSN	5	Computer Hardware Fundamentals	CompTIA A+			C-ID IITS 110
COSN	10	Networking Fundamentals	CompTIA Network+			C-ID IITS 150
COSN	205	UNIX/Linux Fundamentals	CompTIA Linux+			
COSN	225	Microsoft Windows Client	MD-100 Windows 10			
COSN	230	Microsoft Windows Server	70-740 Installation, Storage, and Compute with Windows Server 2016			
COSS	271	Network Security Fundamentals	CompTIA Security+			CID IITS 160
COSS	272	Digital Forensics	Certified Forensic Computer Examiner (CFCE)			CID IITS 165
COSS	273	Ethical Hacking	CompTIA PenTest+; CEH;			CID IITS 164

Sample Cross-walk — Fire Technology

FIRE TECHNOLOGY CROSSWALK

Inventory of eligible courses				Inventory of Prior Learning Opportunities Related to Each Course				Other Considerations to Note about the course:
Subject	Course # (credits)	Course name	Course Description	Industry Certification	Military Training	Accreditation/Certificate(s)	Diploma/Certificate of Completion (Academy, Workplace Training)	
FT	300 (3)	Organization	fire protection and emergency	Certificate from State	Service		Certification as Firefighter I	Transferable GE: CSU Breadth Area
FT	301 (3)	Technology	knowledge relating to the field				Fire Inspector 1A, 1B, 1C, 1D and Hazardous Materials Fire Responder	Transferable GE: CSU Breadth Area
FT	302 (3)	Equipment and	to the features of design and				Fire Protection Systems **or** ProBoard Installed Fire Protection Systems	Transferable GE: CSU Breadth Area
FT	303 (3)	Construction for	building construction that				Construction 16 hours and Combustible Construction 16 hours	Transferable GE: CSU Breadth Area
FT	304 (3)	Combustion	how and why fires start.				fundamentals of how and why fires start, spread, and are controlled.	Transferable GE: CSU Breadth Area
FT	305 (3)	and Survival	history related to the national					Transferable GE: CSU Breadth Area
FT	320 (3)	Materials	fighting practices related to	course which meets or	Service	Operations Level or greater	Certification in Hazardous Materials Awareness and Hazardous Materials	Transferable GE: CSU Breadth Area
FT	110 (3)	Fire Apparatus	This course covers various aspects of fire apparatus. Topics include design, typing, specifications, construction, performance capabilities, and maintenance. This course includes principles and techniques for maintaining and operating fire service pumping and other mobile apparatus. The course includes fire service equipment and apparatus troubleshooting; principles and techniques of preventive maintenance; construction and operation of fire service pumps and pump accessories; basic highway operating techniques for fire apparatus; fire apparatus specifications and testing procedures. Also included are warning devices and the utilization of apparatus in fire service emergencies. Effective utilization of equipment on the fireground will be the focus with emphasis on practical applications.	International Fire Service Accreditation Congress (IFSAC) or Pro-Board Certification as Driver/Operator		California SFT or CFSTES equivalent: Fire Apparatus Driver/Operator Aerial and Fire Apparatus Driver/Operator Pump Apparatus - IFSAC Certified	International Fire Service Accreditation Congress (IFSAC) or Pro-Board Certification as Driver/Operator	
FT	130 (3)	Fire Company Organization and Management	An in-depth review of the operation, organization and planning concepts of today's fire departments. Emphasizes the functions of management including budgeting, time management, delegation, motivation, and discipline. Explores concepts of continuous improvement, team-building, and principles of quality management, relative to fire service operations.				NFA Course: Command and Control of Incident Operations (R0312) [*Should only be used for FT130 or FT190. Not intended as double substitution*]	

Sample Cross-walk — Information Technology

Information Technology

Inventory of eligible courses			Inventory of Prior Learning Opportunities Related to Each Course				Other Considerations to Note about the course:
Subject	Course #	Course name	Industry Certification	Military Training	Accreditation/Certificate	Diploma/Certificate of Completion (Academy, Workplace Training)	
BSOT	100	Introduction to Business Information Worker				Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE
BSOT	105	Computer Literacy	IC3			Certificate of Completion / Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	106	MS Outlook	MOS exam			Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE
BSOT	110	Keyboarding I				Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE
BSOT	111	MS Word I	MOS exam			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	112	MS Excel I	MOS exam			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	113	MS Access I	MOS exam			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	114	MS PowerPoint I	MOS exam			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	115	Practical Math for Business and Consumers				Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE
BSOT	120	Keyboarding II				Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE
BSOT	121	MS Word II	MOS exam			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	122	MS Excel II	MOS exam			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	123	MS Access II	MOS exam			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	124	MS PowerPoint II	MOS exam			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	125	Adobe Acrobat				Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE
BSOT	126	Workplace Communication	CSB exam			Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE
BSOT	127	Introduction to Accounting (QuickBooks)	QuickBooks exam			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	130	Keyboarding III				Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE
BSOT	131	MS Word III	MOS Expert			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	132	MS Excel III	MOS Expert			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	133	MS Access III	MOS Expert			Certificate of Completion/Achievement (Workplace Training/Academy)	This is a CTE Course and it is not part of GE
BSOT	150	Business Information Professional				Certificate of Completion / Achievement (Workplace Training)	This is a CTE Course and it is not part of GE
CIS	201	Introduction to Computer Science	MCSD Exam 70-480				C-ID COMP 112
CIS	203	iOS Development I	Certiport App Development with Swift Certification Level 1				This is a CTE Course and it is not part of GE
CIS	204	iOS Development II					This is a CTE Course and it is not part of GE
CIS	207	Android Development I	Google Associate Android Developer Certification				This is a CTE Course and it is not part of GE
CIS	208	Android Development II	Google Associate Android Developer Certification				This is a CTE Course and it is not part of GE
CIS	217	C Programming	CLA – C Programming Language Certified Associate				Transfer support course similar to ENGR 120
CIS	220	Introduction to Cloud Computing	AWS Cloud Practitioner				This is a CTE Course and it is not part of GE
CIS	223	Cloud Programming	AWS Cloud Developer - Associate				
CIS	225	Cloud Databases	AWS Big Data				
CIS	226	Cloud Architecture and Security	AWS Solutions Architect - Associate, AWS Security				
CIS	231	Fundamentals of Computer Science I					
CIS	232	Fundamentals of Computer Science II					
CIS	233	Fundamentals of Computer Science III					
CIS	240	Microcomputer Architecture and Programming		AR-1402-0043 v2			
CIS	241	Discrete Structures					
CIS	271	Computer Game Design					
COSN	5	Computer Hardware Fundamentals	CompTIA A+				
COSN	10	Networking Fundamentals	CompTIA Network+				
COSN	205	UNIX/Linux Fundamentals	CompTIA Linux+				
COSN	225	Microsoft Windows Client	MD-100 Windows 10				
COSN	230	Microsoft Windows Server	70-740 Installation, Storage, and Compute with Windows Server 2016				
COSS	271	Network Security Fundamentals	CompTIA Security+				
COSS	272	Digital Forensics	Certified Forensic Computer Examiner (CFCE)				
COSS	273	Ethical Hacking	CompTIA PenTest+; CEH;				

Course # and name	Prior Learning Experience	Unit Value	Competencies/Student Learning Outcomes of course	Competencies/Student Learning Outcomes of experience	Evidence required for credit
BSOT 100: Introduction to Business Information Worker		3	Apply principles, techniques, and strategies for effective verbal and written communication at work, in teams, and in a multi-cultural business environment. Prepare a variety of business communication including letters, reports, presentations, and other messages that are clear, complete and grammatically correct. Solve workplace communication problems through planning, problem solving, organizing, writing, and listening. Apply appropriate strategies for creation of resumes and employment documents.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student has to pass a test assessment that includes all the components listed on the SLO objectives.
BSOT 105: Computer Literacy		1	Demonstrate fundamental knowledge of computer hardware and software functions to perform basic computing tasks. Recognize and use programs to create and edit introductory word processing, spreadsheet, and presentation software files, including MS Office. Access and manage login accounts and documents effectively, including downloading, creating, naming, copying, deleting, retrieving, and compressing/decompressing files and folders. Open and use an e-mail account including sending and receiving email with attachments, saving files, and managing the inbox. Search and navigate the Internet and other types of media environments.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the IC3 Certification exam
BSOT 106: MS Outlook		1	Create rules to manage incoming mail by using folders. Compose, send, and respond to e-mail messages, including using attachments. Create and manage contacts and groups. Create, edit, and update calendar appointments, events, and meeting requests.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the MOS certification exam in Outlook.
BSOT 110: Keyboarding I		1	Key straight-copy alphanumeric material including symbols and punctuation using correct touch techniques at a minimum net rate of 15 words per minute (wpm) net or better on a 2-minute timing. Identify and perform correct ergonomics for body position at a computer workstation.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Students can type alphanumeric material including symbols and punctuation using correct touch techniques at a minimum net rate of 15 words per minute (Wpm) net or better on 2-minute timing using the correct ergonomics for body position at a computer workstation.
BSOT 111: MS Word		1	Plan, create, edit, and complete production of business documents. Analyze document requirements and apply word processing software features. Determine and apply appropriate problem solving techniques.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the MOS certification exam in Word.
BSOT 112: MS Excel I		1	Plan, create, edit, and print spreadsheet files using basic spreadsheet features for cells, worksheets, and workbooks. Apply formulas and functions to produce solutions. Create a variety of charts and graphs to represent data. Determine and apply appropriate problem-solving techniques.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the MOS certification exam in Excel.
BSOT 113: MS Access I		1	Explain basic relational database concepts, structure, and components. Create a database including tables with primary keys, fields with appropriate properties, and defined relationships. Manage a database including backup, compacting, and converting. Plan, design, build, modify, and print basic database tables, forms, queries, and reports. Determine and apply appropriate problem solving techniques.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the MOS certification exam in Access.
BSOT 114: MS PowerPoint I		1	Create and edit a slide show, and use formatting tools. Create a table, insert graphics, print, and perform file management. Produce advanced animations, self-running presentations, kiosk browsing, and packaging for a CD. Integrate PowerPoint with other programs including importing, embedding, linking with Word and Excel, and exporting handouts to Word. Determine and apply appropriate problem-solving techniques in the slide presentation production process.	Students need to demonstrate that their daily work operations matches with what is being taught in this classroom similar to what it is posted on the SLO objectives.	Student can bring proof of passing the MOS certification exam in PowerPoint.

Frequently Asked Questions Template

> This Frequently Asked Questions (FAQ) template provides a starting point of questions to expect to answer as you develop and implement CPL policy on your campus. Having clear and consistent answers will assist in building support for the work among stakeholders and reduce points of confusion.

PALOMAR COLLEGE®
Learning for Success

Frequently Asked Questions

1. **Won't CPL hurt enrollment in my course?**

   CPL should increase enrollment in more advanced courses in your discipline as a result of students' learning recognized in requisite curricula.

2. **Why should we be interested in CPL?**

   CPL increases a student's self-efficacy, creates a sense of direction, and increases focus on their goals. As a result, student retention is increased, time to completion is decreased, and program completion is increased.

3. **How are we granting college-level credit for employment experience?**

   CPL is not granting credit for experience; rather, CPL is granting credit for experiential learning. CPL faculty assess the learning from the student's experience and crosswalks that learning to the student learning outcomes and objectives of the course outline of record.

4. **Will four year universities honor CPL?**

   Intersegmental discussions are ongoing with the CSU and UC systems. Many private universities will honor CPL from the community colleges. Students will need to make informed decisions with counselors based upon their educational and career goals.

5. **How will a student know to request CPL?**

   Title 5 requires students to have an education plan on file before requesting CPL. The goal is to ensure the education plan is current and matches the student's career and educational goals.

6. **Is my discipline required to do CPL?**

    Title 5 requires districts to have a Board Policy and Administrative Procedure on file addressing CPL; however, disciplines are not required to award credit via CPL. There are many disciplines where CPL may not be appropriate. It's important to consider all stakeholders including outside accreditation agencies and licensure organizations.

7. **Is there a limit to the number of CPL units awarded?**

    Title 5 does not specify any limitations in the number of units awarded for CPL. This is a local decision of each district.

8. **Who is involved in deciding CPL?**

    The entire college is engaged in CPL for successful implementation. This should remain a faculty driven effort with the support of administration and classified professionals.

9. **CPL sounds like it fits into guided pathways. How do we start?**

    CPL is an excellent fit for guided pathways. It helps students enter and stay on the path when their learning is recognized and faculty ensure learning took place in the assessment of prior learning. Guided pathways is an excellent platform to secure funding for a faculty guided pathways coordinator on partial release time or funded via a stipend. This coordinator can then find CPL champions ready to examine possibilities and form stakeholder groups to begin policy and procedure development and implementation guidelines.

Credit for Prior Learning - FAQ   2

Portfolio Assessment Rubric

This sample rubric, developed by faculty at Palomar College, provides an example of how portfolios can be assessed to determine if credit should be awarded for prior learning. The rubric can be used as a starting point for colleges to consider and modify based on their student learning outcomes and criteria of learning. Discipline faculty and student learning outcome experts are encouraged to participate in the development and/or approval of rubrics.

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PORTFOLIO ASSESSMENT RUBRIC

STUDENT:	STUDENT ID:	COURSE ASSESSED:	
FACULTY ASSESSOR:	FACULTY ASSESSOR SIGNATURE:	DATE:	GRADE:

I. Portfolio Rubric

CRITERIA	LONGER DESCRIPTION	MAXIMUM POINTS PER CRITERION
Criterion #1: Examine and compose evidence of learning	The portfolio demonstrates critical thinking, high level communication skills, is well organized, coherent, and includes college level thinking, writing, and/or speaking. The student integrates each of the objectives in the course outline of record throughout the portfolio and emphasizes student-learning outcomes in the opening and closing statements of the portfolio.	40
Criterion #2: Identify, discuss, and apply learning	Artifacts, exhibits, and other relevant documentation provide evidence of learning. Applied learning could be demonstrated in various ways to include but not be limited to: an interview; college level MLA, APA, or Chicago style report; a hands-on skills demonstration format; an exhibit or show.	30
Criterion #3: Describe and reflect learning	The student is able to integrate into the portfolio a reflective narrative that contextualizes their learning as it relates to the field of study.	30

Adapted from: Council for Adult and Experiential Learning, Learning Counts Portfolio Assessment Rubric (2019)
04/22/2022

Adapted from: Zane State College Rubric for Portfolio Based Credit, PLA with a Purpose Network, Ohio Department of Higher Education (2016)
https://my.zanestate.edu/ICS/icsfs/PLA_Rubric_for_Portfolio_Based_Credit___Portfolio_.pdf?target=1bca6e28-2925-436b-8869-78076da1843d

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PALOMAR COLLEGE®
Learning for Success

PORTFOLIO ASSESSMENT RUBRIC

II. Rubric and Mastery Level: Includes three essential criteria (down) for determining the level of mastery (across).

CATEGORY	A. SUPERIOR	B. GOOD	C. SATISFACTORY	D. LESS THAN SATISFACTORY	E. FAILING
1. Examine and Compose evidence of learning	The portfolio is well organized with all learning outcomes and course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating critical thinking, with minimal grammatical errors; proper citations (i.e., MLA, APA, Chicago) are used.	The portfolio is organized with all learning outcomes and the majority of course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating good critical thinking skills, but missing analysis, synthesis, or evaluation with minor grammatical errors; proper citations (i.e., MLA, APA, Chicago) are used.	The portfolio is organized with all learning outcomes and at least half of the course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating some critical thinking skills, but missing more than one area of analysis, synthesis, and evaluation with some grammatical errors; proper citations (i.e., MLA, APA, Chicago) are used.	The portfolio lacks organization, has insufficient learning outcomes integration and the majority of the course objectives are not integrated throughout. Written and/or oral communication is not composed at a high level and lacks skills in analysis, synthesis, and evaluation with some grammatical errors at an unsatisfactory level and improper use of citations (i.e., MLA, APA, Chicago).	The portfolio is not organized with no evidence of learning outcomes and objectives integrated throughout. Written and/or oral communication is not composed at a high level and critical thinking skills in analysis, synthesis, and evaluation are missing, with major grammatical errors and no use of citations (i.e., MLA, APA, Chicago.
2. Identify, discuss, and apply learning	The student provided documentation and detailed descriptions of the learning experiences related to each learning outcome demonstrating mastery of the knowledge and skills gained from the course outcomes and provided concrete examples of their application.	The student provided documentation and descriptions of the learning experiences related to each learning outcome demonstrating mastery of the knowledge and skills gained from the course outcomes and provided sound examples of their application.	The student provided satisfactory documentation and descriptions of the learning experiences related to the majority of the learning outcomes demonstrating acquisition of the knowledge and skills gained from the course outcomes with sufficient examples of their application.	The student provided inadequate documentation and descriptions of the learning experiences related to the learning outcomes demonstrating limited knowledge and skills gained from the course outcomes.	The student did not provide documentation and descriptions of the learning experiences related to the learning outcomes demonstrating no knowledge and skills gained from the course outcomes.
3. Describe and reflect learning	The student described in detail an understanding of the learning outcomes with an in depth reflection of how prior learning experience is related to each outcome and provided concrete examples.	The student described a sound understanding of the learning outcomes and reflected upon how prior learning experiences are related to the majority of the outcomes and provided examples that were mapped to the outcomes.	The student described a basic understanding of the learning outcomes and included minimal reflection of prior learning related to the majority of the outcomes and provided examples.	The student described the learning outcomes but provided inadequate understanding of the learning outcomes and provided minimal reflection of prior learning experience related to the learning outcomes and provided minimal examples.	The student did not provide a description and understanding of the learning outcomes and did not reflect prior learning experience related to the outcomes and provided no examples.

California
Community
Colleges

MEMORANDUM
August 14, 2020

ESS 20-300-001 | Via Email

TO: Chief Executive Officers
           Chief Instructional Officers
           Chief Student Services Officers
           Academic Senate Presidents

FROM: Aisha Lowe
           Vice Chancellor, Educational Services & Support

           Dolores Davison
           President, Academic Senate for California Community Colleges

RE: Guidance and System-wide Policy Advisory for the Approved California Code of
           Regulations, title 5 section 55050, Credit for Prior Learning (CPL), Effective March 20,
           2020

The purpose of this memorandum is to provide policy guidance on the amendment to title 5 of the California Code of Regulations, § 55050, Credit for Prior Learning (CPL), as well as comprehensive recommendations to support the local implementation of CPL policy.

To support and achieve the requirements enacted in statute and the goals identified by the Credit for Prior Learning (CPL) Advisory Committee, the Board of Governors unanimously approved an amendment to title 5 § 55050, Credit for Prior Learning. The amended title 5 regulation became effective March 20, 2020.

Credit for Prior Learning is an important strategy to assist California Community Colleges in achieving the goals of the *Vision for Success*. The revised CPL regulations affirm consistent and equitable practices that enable students to obtain credit for validated college-level skills and knowledge gained outside of a college classroom.

This policy reform requires districts and colleges to provide students more consistent and equitable access to prior learning assessments, to promote quality, integrity and equity in the award of credit, and make programs more accessible to millions of students without certificates or degrees.

This guidance memorandum includes the following:
- CPL Definition
- Amendments to CCR title 5, § 55050, Credit for Prior Learning
- CPL Assessment Methods
- Local Policy Implementation Guidance

CPL Definition

The California Community Colleges Chancellor's Office adopts the following definition of CPL and encourages colleges to adopt the same language following local decision-making processes:

Credit for prior learning is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom.

Students' knowledge and skills might be gained through experiences such as:
- *Military training*
- *Industry training*
- *State/federal government training*
- *Apprenticeships, internships, work-based learning, or other industry-based experiential learning*
- *Validated volunteer and civic activities (e.g. Peace Corps)*

This CPL definition does not include knowledge and skills already assessed and awarded credit through formal education at regionally accredited in state and out-of-state institutions.

Amendments to CCR title 5, § 55050, Credit for Prior Learning

Summarized below are the amended sections of regulation 55050, for which compliance is mandatory. Additional guidance is provided within bulleted text. Attached with this memorandum is a copy of the complete text of the amended regulatory language, along with the Credit for Prior Learning Implementation Toolkit, which provides tools for policy development and implementation.

Title: The amendment to the regulation incorporated a revision to the title of section 55050. The previous title of the regulation was *Credit by Examination* and the amended title is *Credit for Prior Learning*.

CCR, tit. 5, § 55050 (a): The governing board of each community college district shall adopt and publish policies pertaining to credit for prior learning. The policies shall be transparent and accessible to all stakeholders, published at least in college catalogs. Procedures for students to attain credit for prior learning shall include, but not be limited to, credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams.

CCR, tit. 5, § 55050 (b): The governing board may grant credit to any student who satisfactorily passes an assessment approved or conducted by proper authorities of the college. For purposes of this section, "assessment" means the process that faculty undertake with a student to ensure the student demonstrates sufficient mastery of the course outcomes as set forth in the course outline of record. "Sufficient mastery" means having attained a level of knowledge, skill, and information equivalent to that demonstrated generally by students who receive the minimum passing grade in the course.

CCR, tit. 5, § 55050 (c): The nature and content of the assessment shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in

accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the assessment adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an assessment conducted at a location other than the community college for this purpose.

CCR, tit. 5, § 55050 (d): Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college. Colleges shall consider the credit recommendations of the American Council on Education pursuant to Education Code section 66025.71. Upon a student's demonstration of sufficient mastery through an examination or assessment, an award of credit should be made, if possible, to California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, and local community college general education requirements or requirements for a student's chosen program. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.

- CPL must be tied to a course so that faculty can assess prior learning according to a course's student learning outcomes. If the college does not offer a course aligned with the student's learning, faculty can work with faculty at another college on the assessment or refer the student to another college for assessment. Faculty must grant credit first in General Education (GE) or program areas, and grant credit in electives only as a last resort. This ensures that the credits help advance students towards certificates or degrees.

CCR, tit. 5, § 55050 (e), Credit by Examination: The determination to offer credit by examination rests solely on the discretion of the discipline faculty. A separate examination shall be conducted for each course for which credit is to be granted. Credit may be granted only to a student who is registered at the college and in good standing, and only for a course listed in the catalog of the community college.

- *This section draws a distinction between Credit by Exam and other methods of CPL assessment.*

CCR, tit. 5, § 55050 (f): The student's academic record shall be clearly annotated to reflect that credit was earned by an assessment of prior learning.
- In designating these notations, districts should ensure local policy aligns with title 5 section 55052, which requires that credit earned through an advanced placement examination be specifically noted as such.

CCR, tit. 5, § 55050 (g): Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

CCR, tit. 5, § 55050 (h): Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

CCR, tit. 5, § 55050 (i): A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

- While districts may charge a fee for examinations (as defined in the "CPL Assessment Methods" section below), districts should keep student equity in mind when determining fees and ensure fees do not limit access to CPL by placing an undue financial burden on students.

CCR, tit. 5, § 55050 (j): The policies and procedures adopted by the governing board of a community college district pursuant to this section shall require that a student, upon completion of their educational plan pursuant to California Education Code Section 78212, shall be referred to the college's appropriate authority for assessment of prior learning if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning.

- Colleges must put into place a process to automatically refer students to faculty for assessment of prior learning if they meet one of the three conditions.

CCR, tit. 5, § 55050 (k): The policies for assessments adopted by the governing board of a community college shall offer students an opportunity to accept, decline, or appeal decisions related to the award of credit, and in cases of credit by exam, pursuant to sections 55021 and 55025.

CCR, tit. 5, § 55050 (l): The governing board of each community college district shall review the credit for prior learning policy every three years and report findings to the Chancellor's Office. Findings shall include data disaggregated by gender and race/ethnicity including the number of students who received credit for prior learning, the number of credits awarded per student, retention and persistence rates of students earning credit for prior learning, completion data (for certificate, degree, and transfer) for students earning credit for prior learning, and qualitative assessments by students of the policies and procedures.

- Data domain/element structures are being incorporated into the Chancellor's Office Management Information System (MIS) to support data reporting requirements. Additional guidance from the Chancellor's Office, including a survey tool to support the qualitative data collection requirement, is forthcoming.

CCR, tit. 5, § 55050 (m): The governing board of each community college district shall incorporate policies pursuant to section 55052 on College Board Advanced Placement examinations and any other districtwide policies governing the award of credit for prior learning to create a comprehensive credit for prior learning policy.

- This CPL policy does not supersede existing policies on advanced placement, international baccalaureate, or other standardized exams.

CCR, tit. 5, § 55050 (n): By December 31, 2020, the district shall certify in writing to the Chancellor of the California Community Colleges that the policies required by this section have been adopted and implemented.

- The Chancellor's Office will administer an electronic form for districts to certify compliance with this section. The certification process will require: 1) submission of the CPL policy language, and 2) districts to confirm that each community college campus within the district has posted its CPL policy in the college catalog and on its Website. The Chancellor's Office will review the district certifications to ensure alignment with Title 5, § 55050, and provide guidance to districts where policies are not aligned.

CPL Assessment Methods

Qualified discipline faculty shall determine the CPL assessment that is appropriate for the student based on their experiences, and credit should be determined by qualified faculty who conduct the CPL assessment. Title 5 § 55050 requires districts and colleges to make various methods of CPL assessment available to students. **For the purposes of charging a fee**, the policy distinguishes two different categories: "assessment" and "examination."

Examination: _A fee can be charged_

Credit by examination is a process whereby discipline faculty administer a locally developed exam to determine whether a student can demonstrate sufficient mastery of the learning outcomes of that class. The college may charge a fee.

Assessment: _A fee cannot be charged_

This type of assessment can include a student developing a portfolio or completing a skills demonstration that is evaluated by faculty. This can also include faculty evaluating a Joint Services Transcript, or developing a "cross-walk" in which they assess the competencies a student achieved in a prior learning experience and determine whether they match the student learning outcomes of a course. College faculty can consult credit recommendations made by the American Council on Education (ACE) in assessing prior learning experiences. Once a faculty member has assessed a standard/common training, the credit recommendation can be made available for other faculty to consider for other students with identical credentials to prevent duplication of assessment and encourage consistency in credit for identical experiences. Students cannot be charged a fee for these types of assessments (this includes standardized tests, such as Advanced Placement (AP), International Baccalaureate (IB), CLEP, Defense Language Proficiency Test, or others).

Local Policy Implementation Guidance

While the regulation is a first step in creating a more equitable, statewide approach to CPL, many decisions are left to local discretion so that colleges can contextualize support for students. The Chancellor's Office is providing resources and support through:

1. _Pilots._ Two pilots were launched to help operationalize CPL. In a joint initiative of the Chancellor's Office and Academic Senate, approximately 20 faculty across seven disciplines created "cross-walks" that examine outcomes from military- and industry-related prior learning experiences and recommend credit in aligned courses. In addition,

Palomar College is a pilot site for college-wide CPL implementation. Resources from these pilots are being shared in a CPL Implementation Toolkit on the CPL Community of the Vision Resource Center. Join the community at <u>visionresourcecenter.cccco.edu</u> to access resources, connect with colleagues, and share practices and challenges.

2. *Data*. Details will be forthcoming about a data element for MIS related to CPL. In the meantime, colleges are encouraged to build into their policy a process of continuous improvement using data. Title 5 § 55050 requires that every college track and report data related to CPL every three years (see details above).

3. *Transfer*. The Chancellor's Office and Academic Senate continue to collaborate with our intersegmental partners to ensure that CPL is accepted for transfer. Colleges are encouraged to also work with their local four-year partners to ensure transfer of credit.

If you have questions, please contact Chantée Guiney, CPL Specialist (cguiney@CCCCO.edu).

cc: Eloy Ortiz Oakley, Chancellor
        Dr. Daisy Gonzales, Deputy Chancellor
        Marty Alvarado, Executive Vice Chancellor
        CCCCO Staff

Attachments:

Board of Governors of the California Community Colleges, Revisions to Title 5 Regulations of Curriculum and Instruction, §55050 (March 20, 2020)

Credit for Prior Learning Implementation Toolkit (August 2020)

The PD Committee voted to make three changes to the structure of the committee. The governance structure change was brought to Strategic Planning Council, since the PD Committee reports to SPC. Craig asked that it start with the senate rather than SPC, so it was not approved at SPC and I am asking to please include it at our first senate meeting.

None of the proposed changes impact faculty representation or policy.

- Change 1: Change the Co-Chair from the VPHR to the Staff/Admin Professional Development Program Coordinator
    - Matt Grills was just hired in March as the Staff/Admin PD Program Coordinator to lead the PD progam along with the Faculty PD Coordinator.
    - The VPHR has never actually co-chaired the committee even though they have been listed for 3 years, I have chaired it by myself.
- Change 2: Change meeting date/time from meeting 2x/month to 1x/month and end by 4pm to reduce overlap with Governing Board meetings.
    - The committee used to meet once a month and we changed to twice a month when we transitioned to an all-college PD model to allow for more time to work through the transition.
    - The committee feels we no longer need 2 meetings each month.
- Change 3: Reduce the Professional Growth rep from two (2) to one (1) and add that position to Staff increasing from two (2) to three (3) reps from staff.
    - We have never had two reps from PGP, the position has always been unfilled.
    - We have Staff Professional Development Funds from the state that can only be used for staff PD and need more staff representation to oversee the funds.

| **Request submitted by:** Kelly Falcone | | | | | | **Date:** 5/12/20 |

	Council	x	**Committee**		**Subcommittee**		**Task Force**
Action Requested:		**Add**		**Delete**	x	**Change**	

Role: Identify and assess faculty and staff development and training needs, recommend funding, review outcomes and ensure all PD aligns with Ed Code and Title 5.

Products:
Develop the Human Development Resource Plan.
Ensure the college is providing learning opportunities for all employees.
Oversee the reporting and tracking of learning from all employee groups.
Oversee the budget and expenditures for all PD.

Reporting Relationship:
Strategic Planning Council

Meeting Schedule:
~~2nd and 4th Tuesday 3-4:30pm~~
4th Tuesday from 2:30-4pm

Chair:

Co-Chair: ~~VPHRS~~ Staff/Admin Professional Development Program Coordinator
Co-Chair: Faculty PD Coordinator

Members:

- One (1) Instructional Dean representative appointed by the Superintendent/President
- Eight (8) Faculty representatives: one from each Instructional Division, one from Student Services Faculty, one from the Library, and one Adjunct Faculty, appointed by the Faculty Senate
- Two (2) Administrative Association representatives, one Educational, one Classified, appointed by the AA
- One (1) Confidential and Supervisory Team representative appointed by CAST
- ~~Two (2)~~ Three (3) Classified Unit Employee representatives appointed by CCE/AFT
- ~~Two (2)~~ One (1) representatives from the Professional Growth Committee
- One (1) PFF representative appointed by PFF
- One (1) representative from Human Resource Services appointed by the VPHRS

Approved by PAC: 10/2/01

<u>Canvas & Starfish Full Integration (Data Sharing)</u>

The Starfish Early Alert Product has the capability of connecting directly with Palomar's learning management system, Canvas. Faculty interact with students daily and gather data about course progress but at this time, data in Canvas is only available to faculty and students. Sharing valuable and timely data with our retention team through integration with Starfish Early Alert could make our retention work more effective.

Student Grade and Activity Data

Starfish can be populated with gradebook activities for all specified sections as part of the Canvas data integration. Data would be sourced from Canvas, inputted by faculty and available in a standard Starfish view by selected retention staff only.

(Click here for integration technical specs).

Retention staff would have "view only" access to course attendance, homework participation, student grades and course averages. This will help with:

- Insight into students' performance including how they are progressing through their classes, grades, and participation.
- Access to accurate data without relying on self-reported data from the student.
- Automated flags for low course average, missing assignments and missed course logins.
- A holistic view of student progress.

Accessing Canvas data from Starfish is more important while we are dependent on a virtual learning environment. Using Starfish will help our retention team identifying at-risk students early, using reliable data to identify areas of concern and offer intrusive intervention and valuable resources. Early intervention can help students achieve their goals with the least momentum lost.

Committee on Committees Synopsis

In August 2019 I began to identify areas in need of improvement or clarification within our Senate shared governance. After being tabled for lack of time over several meetings, the initial presentation to Senate on the current state of Senate's committees and membership was given on October 7, 2019.

Since that time, I have worked to clarify and compile the existing guidelines and policies for the Committee on Committees. This information was brought to Senate leadership in February, but was not always included in the Senate agendas, and when it was, ended up tabled due to lack of time. On April 6, 2020, I presented again to Senate on recommendations for revision to existing guidelines, suggestions on Senate committee records and structure, and information on Zoom meeting locations (as by that time the campus had rapidly made the covid transition to online).

The following three Senate meetings the Committee on Committees policy proposals were tabled due to lack of time. On May 4, 2020, the "Committee on Committees Policies and Procedures" revision was presented to Senate as an Information item. This revision was brought back for Action on May 11, 2020 but was ultimately tabled as some Senators had not yet read the document. The proposal was brought back for Information on May 18, 2020, but was tabled due to lack of time.

Please now find that same document (unchanged since May) for your review. I have also included a highlighted version of this proposal: items highlighted in yellow are already existing written guidelines for Committee on Committees; items highlighted in blue are currently established practices for the Chair of Committee on Committees (dating back to at least 2009). My hope is that the highlighting will more easily show that there are only two major areas of proposed revisions: in clarifying expectations for committee members, and in creating a more fair election procedure for selection of volunteers to committees. There is additionally a minor revision being proposed to codify the timing of committee calls (as the current guideline information has been out of date with past practice of the Chair since at least 2015).

Thank you.

Anastasia Zavodny
Chair, Committee on Committees
August 2020

Committee on Committee

Policies and Procedures

I. Determining Assignments

1. The Chair of Committee on Committees will determine the open committee assignments prior to soliciting volunteers

2. Committee terms will be for 2 years, unless otherwise dictated by the Constitution of the Faculty Senate

3. Committee terms will be staggered to provide continuity:
   a. For committees with an even number of elected members, 50% will be elected each academic year
   b. For committees with an odd number of elected members, 50% +1 will be elected in one year and the remaining seats will be elected in the alternating year

4. Faculty may re-apply for membership on a committee when their term expires, but re-appointment is not automatic nor guaranteed.

II. Soliciting Volunteers

1. The Chair of Committee on Committees will solicit faculty volunteers for committee appointments. In each call for volunteers, the Committee will email all faculty a description of the process by which committee appointments are made by the Senate. This description will include:
   a. A list of openings by committee
   b. Committee meeting location(s)/days/time(s)
   c. A list (or link to list) of current committee membership information
   d. A reminder that Senate will hold an election (or confirmation) for each position (the date of this election/confirmation will also be listed)
   e. A means by which interested faculty may volunteer for open positions

2. Volunteers for committees will be required to provide a short statement of interest and/or qualifications for each submission of interest. This statement will be included on the ballot during the election/confirmation. If there are multiple vacancies on the same committee, volunteers must specify the position(s) for which they are interested in volunteering. Volunteers may submit for multiple positions on the same committee.

3. The names and statements from all faculty volunteers eligible for appointment to any committee will be brought to Senate for election/confirmation at the next Senate meeting. Any faculty volunteers who are ineligible will be notified promptly.

III. Timing of Solicitations

1. For committee membership terms expiring at the end of Spring semester, the Chair of Committee on Committees will:
   a. Notify committee members with expiring membership of their status and inform them of the opportunity to re-apply for membership on the committee. These notifications will be sent in the month of April.
   b. Solicit volunteers for all expiring committee membership terms following the process outlined in **Soliciting Volunteers**. The committee will send no fewer than 2 calls for volunteers to all faculty. The call for volunteers will be open for a period of no fewer than 8 academic days.
   c. Bring the names and statements of all eligible volunteers for election/confirmation during the last 2 regular meetings of the Faculty Senate in May.
   d. Send a call for volunteers in August for any positions remaining unfilled as of the last regular meeting of the Faculty Senate in Spring.
   e. Bring forward any volunteer applications received after the last regular meeting of the Faculty Senate in Spring to the first regular meeting of the Senate in the Fall. The Chair of Committees on Committees will verify each volunteer's continued willingness to serve prior to bringing forth the applications.

2. For committee membership terms unfilled at the end of the Spring semester, the Chair of Committee on Committees will:
   a. Solicit volunteers for all vacant committee membership terms following the process outlined in **Soliciting Volunteers**. The committee will send no fewer than 2 calls for volunteers to all faculty. The calls for volunteers will be open for a period of no fewer than 8 calendar days prior to the start of the Fall Semester.

    b. Bring forward all volunteer applications, including those received after the last regular meeting of the Senate in Spring but prior to the August call for volunteers, for consideration in election/confirmation at the first regular meeting of the Senate in the Fall. In the case of those applications received after the last Senate meeting in Spring but prior to the August call for volunteers, the Chair of Committees on Committees will verify each volunteer's continued willingness to serve prior to bringing forth the applications.

3. For committee membership terms which remain vacant after the Fall semester has begun, and for those committee membership terms which become vacant during the academic year, the Chair of Committee on Committees will:
    a. Solicit volunteers for all vacant committee membership terms following the process outlined in **Soliciting Volunteers**. Each call for volunteers will be open for a period of no fewer than 5 calendar days.
    b. Bring the names and statements of all eligible volunteers for election/ confirmation to the next regular meeting of the Faculty Senate.

IV. Faculty Eligibility and Duties for Committee positions

1. Unless otherwise specified in the Constitution of the Faculty Senate, all faculty are eligible to volunteer for all committee positions.
2. During the initial call for volunteers at the end of the Spring Semester, the Senate will only consider volunteers whose division matches any divisional representation requirements of the committee position.
3. All unfilled committee positions will be deemed "at-large" during the second call of the Fall Semester and open to faculty from any division. The Senate will strive to appoint members to achieve divisional diversity whenever possible.
4. If a committee member misses more than one-third of the regularly scheduled meetings, the member will lose the position on that committee (and may also lose service points).
5. If a committee does not have an official position for a faculty member, but the president wants a faculty member to serve on that committee, the Senate will appoint that faculty member through its regular appointment process.

V. Duties and Responsibilities of all Faculty Committee members

1. Attend all regular and special meetings of the committee. Should an absence become unavoidable, promptly inform your Committee Chair.
2. Actively participate, read, and provide feedback on all presentations, reports, and other matters brought before the committee membership.
3. Complete any committee assignments deligated to you in a timely manner.

4. Ensure that regular communication and reports are established between the committee and your Division and Department.
5. Complete an end-of-the-year committee report and evaluation.
6. Promptly notify the Committee Chair should you be unable to continue in your role on the committee membership.

VI. Duties and Responsibilities of Committee Chairs

1. The Committee Chair must ensure roll is taken for each meeting. This information shall be sent to the Chair of the Committee on Committees at the conclusion of each semester.
2. When a committee member is found to be absent for more than one-third of the regularly scheduled committee meetings, the Committee Chair will promptly notify the Chair of Committee on Committees.
3. Meeting Agendas and Minutes are to be made publicly available and posted according to the provisions of the Brown Act.
4. Ensure that regular communication and reports are established between the committee and the Chair of the Committee on Committees.
5. Ensure that all Adjunct committee members be properly compensated for their service, as outlined in the Contract (Article 15).
6. Should a committee move into an Executive Session, a report out of any Actions taken during that session must be made immediately following the conclusion of the Executive Session, per provisions of the Brown Act.
7. Should a change in membership occur (eg a committee member resigns), the Committee Chair shall notify the Chair of the Committee on Committees promptly.
8. Should a change in committee meeting time, day, and/or location occur, the Committee Chair shall notify the Chair of Committee on Committees promptly.
9. Ensure an end-of-the-year committee report and evaluation is conducted and sent to the Chair of the Committee on Committees.

VII. Elections and Confirmations

1. In preparing the ballot for elections/ confirmations for Senate, the Chair of the Committee on Committees will:
   a. Include the Name, Division, and volunteer Statement for each eligible volunteer
   b. Ensure all volunteers for any individual committee are displayed together on the ballot
   c. Further ensure all volunteers for any individual position on any individual committee are displayed together on the ballot

2. In conducting the committee appointment elections, The Chair of the Committee on Committees will distribute the ballots, collect the ballots, tally the results, and report these results to the Senate. This voting mechanism may be either paper, electronic, or a combination of telecommunications.

3. In the event of an election between two volunteers for a single position, the volunteer receiving the highest number of votes shall be declared the appointee. In the event of a tie, the vote shall be taken again. In the event that three ballots have been cast, each resulting in a tie, then the Chair of Committee on Committees shall determine an openly transparent means of randomizing the selection of the appointee. This randomization selection shall occur in full view of the Senate membership.

4. In the event of an election among more than two volunteers, the volunteer receiving the lowest number of votes on the ballot shall be eliminated, new ballots prepared, and the vote shall be taken again. This process will continue until there are two volunteers remaining, at which point the provisions for elections with two volunteers are to be followed.

5. In the event of an election among more than two volunteers and one volunteer receives 50%+1 of the votes on the first ballot, that volunteer shall be selected and the provisions outlined in VII Elections and Confirmations Point 4 shall not apply.

6. In the event the number of volunteers is exactly equal to the number of open positions, the Senate may make the committee appointment by confirmation.

7. The Senate will strive to appoint members to achieve divisional diversity whenever possible.

Ratified in Senate on: [date 2020]

Contact: Anastasia Zavodny

Requesting Faculty Senate vote on the process we use as a college to add non-student users to our Canvas classes

Current process to add non-student users to Canvas courses (such as TERB observers, TAs, Staff assistants, etc):

- Request is made by email to the Instruction Office to add an observer to a class.
- Instruction Office (Rebecca Diaz) adds the person to the course as an Instructor utilizing a custom role in PeopleSoft (they had to create a custom process because adding them as actual instructors added the course to their workload).
- When added to the course in PeopleSoft the person then gets access to the Canvas course.
- To remove the person, Rebecca must manually remove them from the course in PeopleSoft when requested to do so

Proposed Process

- Enable "Add People" to our Canvas environment.
- Faculty can add the observer themselves, control their level of access, and remove them when needed.
- Many colleges utilize the built-in capability in Canvas to allow faculty to control the addition of people in their courses, here are some examples:
  - MiraCosta: https://tic.miracosta.edu/add-ta-or-other-mcc-employee-to-canvas/
  - Butte college: https://tmi.butte.edu/tmi/add-another-instructor-to-your-course/
  - Tufts University: https://canvas.tufts.edu/courses/152/pages/tip-how-do-i-manually-add-users-to-a-course?module_item_id=107671
  - Brown University: https://ithelp.brown.edu/kb/articles/add-users-to-a-canvas-course

Why current process is used

- This is likely a carryover from Blackboard because Blackboard didn't have the capability for instructors to be able to add people themselves.
- ATRC has been asked for several years about enabling the "Add People" option to Canvas and have said they cannot due to policy.
- When asked about where the policy is written we were provided with minutes to two senate meetings in which there was a DE Chair written report that explained the SIS process to add people.
  - https://www2.palomar.edu/pages/facultysenate/files/minutes-agendas-newsletters/Minutes_2017-09-25.pdf pages 9-10).
  - http://www2.palomar.edu/pages/facultysenate/files/2015/11/fsm09142015.pdf (Page 6)
- I do not believe the Senate has ever voted on the two processes or wrote policy in regards to this.
- ATRC has concerns over possible FERPA violations if faculty control access but the current process doesn't include any check on the person requesting access. DE Coordinator feels better controls and protections for students comes from faculty controlling access.
- The new process would allow faster/more efficient TERB evaluations since all evaluations are online during this academic year.

Reports to Faculty Senate – 8/24/20

<u>President</u>
I have been busy this summer getting used to the position and preparing for this new academic year with its attendant challenges. This has involved individual meetings with administrators—particularly President Kahn and Vice Presidents Sivert and Lakhani. I have also been attending various other meetings as well, such as the BP/AP 4021 (Program Development, Review, Revitalization, and Discontinuance) workgroup and the Student Success and Equity Council. In addition to the "Information" items on the 8/24 agenda, a couple of other issues have evolved this summer that we will address more fully in future meetings:

- BP/AP 4021. This policy draft is being wrapped up and will soon work its way through shared governance—specifically, through Curriculum, Faculty Senate, and IPC.

- I have been approached by VP of HR Linda Beam and President Jack Kahn about administrative concerns with faculty appointments to certain committees that they have called "operational" (as opposed to "shared governance"). I have asked VP Beam for a list of the specific committees that they were concerned about, but I have not received anything beyond an email promising a fuller list but also mentioning both Work Based Learning and UMOJA. My understanding is that the positions they're talking about are those receiving release time or stipends connected to grant-funded sources; in one case, a faculty member required to complete work did not do so, and according to President Kahn, the District was forced to return a portion of the grant money. The informal proposal put forward to allay their concerns is to have more administrative input on certain faculty appointments. In my conversations, I emphasized the Faculty Senate's purview over academic and professional matters and that this naturally extends over any committee—shared governance or operational—that impacts these matters. The Senate will discuss this much more extensively as it develops, and we should think about ways to maintain our authority while also acknowledging administration's concerns.

- The Spring '21 schedule & its online options. The deadline for finalizing the spring schedule has been moved up to September 4, and departments are being asked to identify which of essentially four online options will be used for classes: 100% synchronous, 100% asynchronous, 50%/50% hybrid, 75%/25% hybrid or 25%/75% hybrid. This is still being worked through, and department chairs may need some guidance/clarification from Senate, the DE Committee, and possibly the PFF.

- Tutoring reorganization. The District had planned to have tutoring services reorganized effective 7/1/20, but after several meetings (still ongoing), the shape of that reorganization is still being discussed by Dean Chauderlot and various Languages & Literature faculty. Math, of course, has also been involved. Final plans should come through the Senate, as tutoring is clearly an instructional matter.

- The Student Senate of the California Community Colleges had a student town hall earlier this month in which BIPOC students shared their experiences encountering racism at

their various campuses. I met with a small group of faculty, student, and administrative leadership here to brainstorm ways that we might create a forum for our own students to share their experiences so that we can work on solutions. We talked about a plan to solicit student narratives, and hopefully all of us on Senate can help disseminate that information and opportunity as plans develop.

In an effort to make sure that we use our time for the deliberations, etc., that need to be done, I am proposing an idea for new Reports system, one that has worked well with PFF meetings. Specifically, I am asking that anyone responsible for giving a report in our "Reports" section submit a written report to me by noon on the Wednesday BEFORE the next Senate meeting. I'll put them into a single document and include it as an exhibit to the agenda for the following Monday's meeting. That way, people can read the reports in preparation for the meeting, and during the meeting itself, the people who have reports to give can simply deliver the highlights if they deem it necessary.

SSEC
The SSEC had a retreat earlier in the summer, during which we reviewed the budget. Numbers were not definite because of a few factors. First, it was unclear what the rollover from last year was going to be; second, at the time of the retreat, we did not know if they would get the same amount of funding as last year (we later found out that we are); third, the cost savings to the District because of the changes to benefits (several peoples' salary and benefits are paid, at least in part, from state equity money) had not yet been factored in; and fourth, the Disproportionate Impact (DI) student populations have shifted somewhat and the costs of "pivoting" to address this have not yet been assessed. The upshot is that there should be over $500K in Equity Funds, which sounds like a lot but might not be depending on how it is spent. One proposal came forward for two iterations of a more "complete" Retention Team, and the more scaled-down version would still cost about $500K. VP Lakhani mentioned that retention efforts should be spread across several areas, and I mentioned that tutoring services is absolutely crucial to student retention, and it's currently underfunded (surplus funds in other areas have covered the shortfall in tutoring). Decisions will be made moving forward, and I will be working with the other two chairs—VP Lakhani and VP Sivert—to make sure that those funds are spent in areas that will do the most good for improving equity among our disproportionately impacted students.

Budget
There were a few meetings over the summer of the Budget Committee, and there have been regular updates about it (and the FCMAT progress) over the last few months as well. The bottom line is that while we have made good progress on the FCMAT recommendations, the budget remains an issue due mainly to COVID-19.