

ICT Educator Webinar Series

Credit for Prior Learning is Ready for Action!

April 23, 2021

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(00:00:00) Welcome

STEVE WRIGHT: Good morning, everybody. Welcome to the ICT Educator Webinar Series. I'm Steve Wright, and I'm the statewide director of the ICT sector team, which is part of the Workforce and Economic Development Department of the California community college system, and these webinars are brought to you by our entire sector team, and they're produced by Nicole Sherman. Our guest speakers all volunteer their time for the sake of students' success in our system.

On our website now, we have... I think it's 59 webinars recorded with transcripts, slides, links, and these are very successful. A lot of these are how-to techniques that you can use. Most of our faculty as the result of a survey told us they use them directly in their classroom a lot of times, so it's really having a big value.

- **April 30** – *Alternative Pathways to Tech: Co-Creating Innovative Workforce Training Programs in AI and Beyond*
- **May 7** – *Facebook: Student Certifications and Digital Badges*

In the next two weeks, we're going to take a look at a new way of creating a pathway. I think it's an AI (artificial intelligence) at Skyline College, working with the semiconductor industry association and what they were able to pull off. It's very innovative. I recommend you take a look at not only what they developed but how they developed it.

Following that, Facebook has been pretty successful in rolling out some new certifications. They initially had high-level certifications for social media-type stuff. Then they realized they wanted to make it more accessible for all, so they've been rolling out more entry level certifications. Then they're going to talk about their program and their scholarship program and their diversity approach and everything else they do on May 7, and we have a number of colleges in the Bay Region that are already working with them, so that's going to be kind of exciting to get caught up to speed on that, and that will wrap up our spring session.

(00:01:40) Today's Webinar

WEBINAR PRESENTERS

Credit for Prior Learning is Ready for Action!



CHANTEE GUINEY

Specialist, Educational
Services & Support, CA
Community Colleges
Chancellor's Office



ODENARIS VALDIVIA

Instructor, Computer Science
Information Systems Dept.,
Santa Monica
College



JACKIE MARTIN

Professor and Business
Department Chair, Palomar
College

STEVE WRIGHT: Today is going to be interesting. For a long time, people have asked questions like, “Well, if I’ve already got my A+, do I need to take this course that’s the same thing?” and “What flexibility has there been?” So, this whole idea for credit prior learning is really important in a sector like information communications technologies, where we have so many well-established third-party certifications, and a lot of our classes teach to them, so we’re very interested to see how we can adopt credit for prior learning.

So, today we’re pleased to have the architects and experienced leaders of the community college system talk to us about credit for prior learning and their experience. So, first I’m going to ask Chantee Guiney, who is pretty much the lightning rod for everything happening in the Chancellor’s Office, and who has coordinated this entire presentation here to share what’s going on there. And then Odenaris and Jackie will come in with more particulars on how you could get involved.

I think one of the key things, Chantee, that you and I talked about initially was that in order for this to work, colleges have to take a championship role. They have to do it. You can lay out the blueprint for them, but they have to do it. So, that’s a lot of what today is about, is how they do that. So, I’ll turn it over to you, Chantee.

CHANTEE GUINEY: Wonderful. Thank you. Thank you so much, Steve, and thank you, everybody, for the opportunity to share perspectives with you this morning.

(00:03:11) CPL is an EQUITY Lever

CPL is an EQUITY Lever

| Vision for Success | |
|---|--|
| 1. Increase credential obtainment by 20% | ➤ most Californians who could benefit from CPL are people of color (age 25-54) |
| 2. Increase transfer by 35% to UC and CSU | ➤ CPL validates college-level learning that has occurred |
| 3. Decrease unit obtainment for a degree | ➤ saves students money and time |
| 4. Increase employment for CTE students | ➤ increases CCC employer partnerships |
| 5. Reduce and erase equity gaps | ➤ aligns with Vfs, Strong Workforce, and Guided Pathways |
| 6. Reduce regional gaps | |



CHANTEE GUINEY: First I just want to share a perspective from the Chancellor's Office statewide goals for CPL and to acknowledge, first and foremost, that CPL is, by all means, absolutely an equity lever. If you think of our vision for success and also our goals towards strengthening the vision towards success for students, you can notice there on the left our vision for success goals, what we orient ourselves around currently to achieve those key metrics:

- Increasing credential obtainment by 20%
- Increasing transfer by 35%
- Decreasing unit obtainment
- Increasing CTE employment for students
- Erasing equity gaps, reducing equity gaps
- And also reducing regional equity gaps

By all means, credit for prior learning is a critical lever to help to continue to meet those key milestones to strengthen our vision.

And then on the right there, I just wanted to offer kind of some perspectives around other equity levers that are attributed to credit for prior learning. For instance, we know that most Californians who could benefit from credit for prior learning are, in fact, people of color. Ages 25 to 54 is the oftentimes disproportionately impacted population. When we think around equity and also erasing regional gaps,

erasing equity gaps, credit for prior learning is a viable option for access for many of our students that need it most.

Also, credit for prior learning validates college-level learning that has occurred. If you think in terms of experiential learning, what often our adults in ages 25 to 54, the rich insights, the experience that they bring with them on their education journey, CPL absolutely could be a mechanism to validate that learning.

CPL saves students money and time. Thinking of our vision for success and our goal to increase credential obtainment, to decrease unit obtainment, and also to increase transfer, CPL is a powerful vehicle to help students to achieve those education milestones.

Also, CPL increases the community college employer partnerships. I know many of you here today have great partnerships. We might even have our industry partners on our webinar with us today and just all the great things that Steve Wright and his team do on the ICT Educator Webinar Series. We look forward to continually strengthening those employer partnerships.

Also, credit for prior learning aligns with our vision for success, Strong Workforce, Guided Pathways, strengthening our vision—all of those critical equity levers to help students to fulfill their education outcomes.

(00:06:08) Chancellor's Office CPL Statewide Workgroup

Chancellor's Office CPL Statewide Workgroup

>Purpose

- To provide recommendations and perspectives to the CCCCCO on alternative methods for awarding college credit, and practices to assist colleges in establishing and maintaining viable CPL mechanisms.

>Leadership

- Co-chaired by CO (Chantée Guiney) and ASCCC (Mayra Cruz). Workgroup representatives include: CO staff, ASCCC members (faculty, counselors), 5C, CCC Online Education Initiative (OEI), CCC Admissions and Records Officers (CACCRAO), CSU System Office, Council for Adult and Experiential Learning (CAEL).

>Intersegmental Collaboration

- On-going close coordination with the CSU System Office on CPL policy

>Activities and Goals

- Provide recommendations to CCCCCO on practices to support and leverage CPL system-wide
- Framework for system-wide resources: PD; on-going consultation and collaborations; innovative technologies to support colleges and students.



CHANTEE GUINEY: So, also I just want to offer some perspectives around statewide activities that are occurring kind of behind the scenes. About a year ago this time, when our credit for prior learning amended

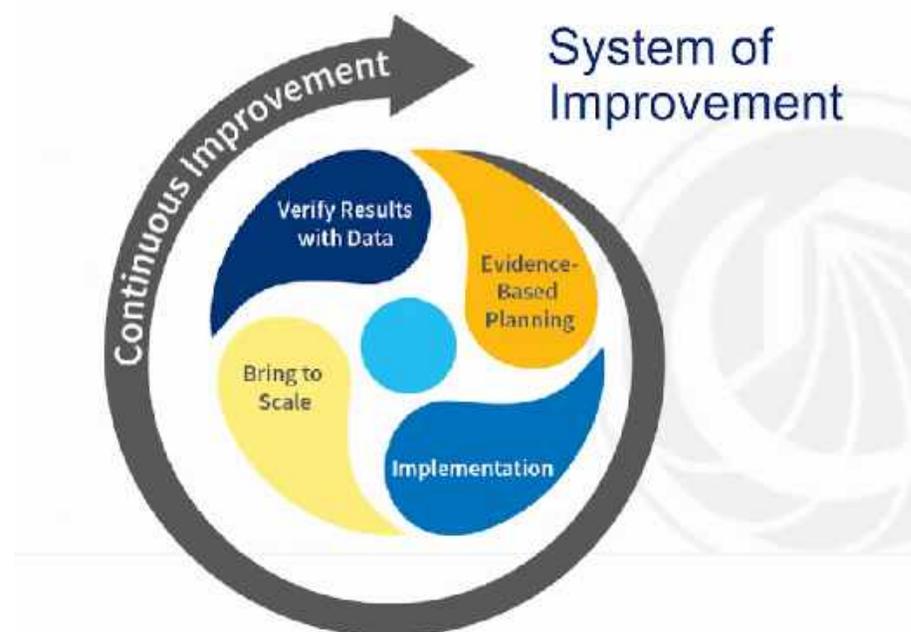
regulation went into effect, that was, by all means... Just we have great practitioners that are system wide that help us continually to form into shape and to keep a framework for CPL advancing throughout the system.

So, we do have a Chancellor's Office statewide CPL workgroup. The purpose of the workgroup is to provide recommendations and perspectives to the Chancellor's Office on alternative methods for awarding credit, and to also assist colleges in establishing and maintaining viable CPL mechanisms.

The workgroup is co-chaired by myself and also Mayra Cruz, a representative with the Academic Senate for California Community Colleges, and we also have the student representatives, for instance, from the Chancellor's Office academic senate with faculty and counselors, 5C representatives, OEI representatives, CACCRAO (the Admissions and Records Officers), our CSU System Office, our partners from CSU, and also CAEL (the Council for Adult and Experiential Learning) have been just phenomenal in helping to offer viable insights and best practices around prior learning assessment.

On the horizon, we also have goals to continue to provide recommendations on best practices to support CPL, to leverage CPL frameworks system wide and truly build and strengthen those as we look to ongoing professional development opportunities with our system partners as well.

(00:07:52) System of Improvement



CHANTEE GUINEY: So, just before I close, I just want to encourage the great work that you're doing. Think of it as a system of improvement, so we think of evidence-based planning, kind of taking a look at what works, what's working great within credit for prior learning innovations. Those Title 5 regulations that were

amended, by all means, greatly expanded opportunities for credit for prior learning, so thinking of evidence-based planning around those expanded opportunities.

Also, as you implement and bring those practices to scale, we'll continue to provide system-wide resources, and our Palomar partners in CPL at Palomar College have just been phenomenal with bringing to scale and sharing what's really worked great across their campus with CPL. Also, the development of a system-wide toolkit around CPL to help colleges to highlight those best practices...

And then again verifying the results with data, so on the horizon in the future, we look forward to working with our management information systems partners to build out a credit for prior learning data elements, entire schematic for data collection around CPL, to take a look at the results and looking at what's working.

So, again, a continuous process of improvement, and we're just so fortunate to have dedicated and passionate practitioners like yourselves helping us to shape and to frame and to lead this great work on behalf of our students. On that, I will pass it back to Steve. Thank you very much.

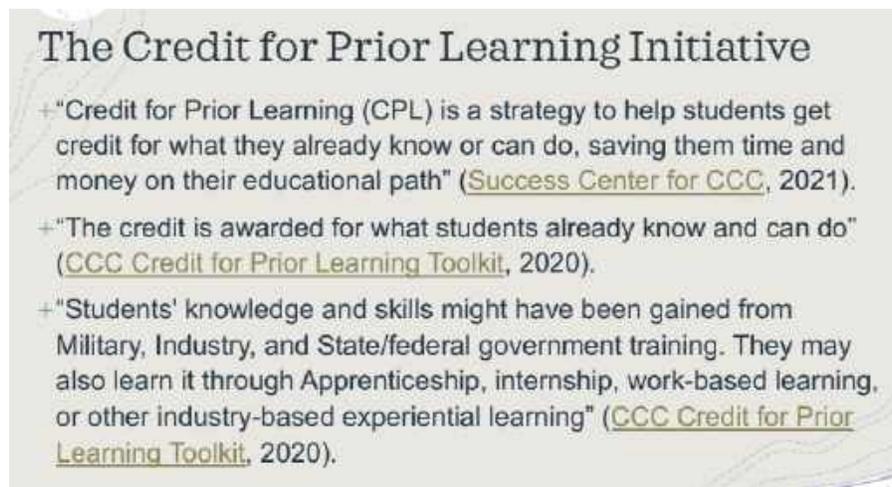
STEVE WRIGHT: Thank you, Chantee. And I think, Odemaris, you're ready to roll.

(00:09:33) The Credit for Prior Learning Initiative

ODEMARIS VALDIVIA: I'm Professor Valdivia, and I am from Santa Monica College. I also work for some of the other community colleges, like Valley College, so I want to welcome all of you to this presentation.

What we are planning to do is I'm going to go very quickly on the layout that we already have in place. And hopefully, by the end of this presentation, we get a lot of people motivated to go to their campus and start doing it at their campus.

Jackie Martin, she will show some examples of what is being done in Palomar, which they have a very amazing program right now, and this presentation will also give you some of the links where we got this information and links for Palomar College that you can use in your college.



One of the things that I wanted to mention is, of course, what credit for prior learning is and how this is going to help our students. Mainly, not only are they going to help them... We're going to recognize their skills, but also it's time saving for them and cost/money saving so that they can get all these certificates that we have created for them. So, if we can find a way to do this for them, we're going to have more educated people in California also, because the business industry also needs students that have certain skills.

So, again, students' knowledge and skills, again, is something that they might have gained from military, industry, the government, I will say. Also, we have programs in our college today that we offer apprenticeship, internship, work-based learning, so all that experience should be allowed. Especially if we sponsor that, we should allow students to get credit for it.

Sometimes time is... What do they say? Time is money. They don't have to be sitting in our classroom when they have to be learning the same thing that they already know. What they should be learning is what they don't know. So, that's the whole purpose of this program.

(00:12:08) Credit for Prior Learning Research

Credit for Prior Learning Research

- + Under the Credit for Prior Learning Initiative, ([CCC Credit for Prior Learning Toolkit](#), 2020), research showed that students who earn CPL
 - were twice as likely to complete a degree than those who do not.
 - Accumulated more credits through coursework increasing enrollment for colleges.
 - Could save an average of 6-10 months in time when compare with those with non-CPL credits.

ODEMARIS VALDIVIA: Another thing that I want to emphasize is that there is research, again, that was done in the... It's a toolkit that was prepared from the Chancellor's Office. The outcome was that students were more likely to get a degree than those that did not have a certificate.

Also, when they accumulate all this credit and start getting motivated to go back to school, the hour enrollment increased. The college benefited it from it. Also, when students finished, their certificates... You know that today that's a plus for the college, because now we're being paid by the outcome of the students, not necessarily what we used to be paid just by having a body in the classroom, so this is very important for us today.

Also, the research pointed out that students will save from 6 to 10 months, which could be very significant for maybe students who have a family, and they have to support their family. We want them to start getting all this experience so that they can find better jobs. The whole purpose is to improve their lives. And not the life for the student necessarily but also their quality of life because they also benefit their families.

(00:13:37) Participants

Participants

- + We had a group of faculty from different disciplines that collaborated in this pilot group.
- + Faculty was grouped to work in this pilot during the fiscal year 2020/2021



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Disciplines that participated

- + Accounting/Business
- + Administration of Justice
- + Allied Health
- + Automotive Technology
- + Business Office Technology
- + Computer Information Systems
- + Computer Science
- + Fire Technology
- + Health



College Representation

- | | |
|--------------------------------|--------------------------------|
| 1. Butte College | 11. Los Angeles Valley College |
| 2. Cosumnes River College | 12. Los Medanos College |
| 3. Cuesta College | 13. Modesto Junior College |
| 4. Cuyamaca College | 14. Palomar College |
| 5. De Anza College | 15. San Diego Continuing Ed |
| 6. East Los Angeles College | 16. San Diego Miramar College |
| 7. Las Positas College | 17. San Jose City College |
| 8. Lassen College | 18. Santa Ana College |
| 9. Long Beach City College | 19. Santa Monica College |
| 10. Los Angeles Pierce College | |

ODEMARIS VALDIVIA: Now, with the way that this came about is we had a participant group of faculty from different disciplines, and we actually got together in 2020 and 2021 fiscal, and we had different disciplines participating. And as you can see, they come from different areas. Of course, this one is going to be specific to Computer Information Systems and Computer Science, but we did have... We brought different expertise into the table.

Also, a lot of colleges were involved, participated, and this is 19 of those colleges. So, if your name is not there from one of your colleges, we need you to be the champion to go back and to promote these programs in your college.

(00:14:42) Methods Used for Credit for Prior Learning

Methods Use for Credit for Prior Learning

- + Standardize examinations
- + Credit for Military Service and/or Training
- + Student-created portfolios
- + Industry-recognized credential documentation
- + Credit by examination

ODEMARIS VALDIVIA: So, some of the methods that we are going to discuss about credit for prior learning... We already have some in place, but other ones we're just going to add in, and we already have some standardized examinations we can use for students.

Also, one of the things we really wanted to do too is help our military veterans. They come with so much experience, and they spent a lot of time serving for our country. And when they come, we want them. Sometimes we force them to start from the very beginning, and I think this will be an opportunity to recognize that they don't have to start from the very beginning. They can start... If we find the methods of giving them some credit by examination, or if they come with industry-recognized credentials, we can help them, promote them to get all those degrees faster, and they will be much more motivated to stay in college and find jobs, because we want them to find jobs.

And of course, we want also students... We can create some portfolios because sometimes there are certain, I will say, areas in which... I will throw out auto mechanic, for example, that they might not have something that they can necessarily do a simple examination, but they have to demonstrate things, so they have to show things. Also, with designers, probably a portfolio will help, so there are some examples that Jackie will present of what they're doing in Palomar, but these are some examples of what we have in there.

(00:16:31) Eligibility for CPL

Eligibility for CPL - Part 1

At Palomar College, [Credit for Prior Learning at Palomar](#) (2021).

- + Student must be in good standing in the District
- + Student must be a current student or has taken courses at the District
- + Course must be active

+ Course is not being challenged

+ If the student is getting a credit by examination, the student should not be enrolled for more advanced courses within the same subject.

[Credit for Prior Learning at Palomar](#)

ODEMARIS VALDIVIA: This is very brief. We have a little bit more of this when you go and visit Palomar, and you can see the links that I provided to you. But of course, we know the student has to be in good standing. There are rules that students will have to follow based on the campus, but most of these rules we already have them for our credit courses, so we're not adding anything more.

So, those are the things that we want to emphasize, that when students have all this good standing, they have taken classes for our certificates, which some colleges, they specify that they want at least 12 units in their college before they can get a certificate. So, it's the same policy. It's not changing any of that.

And then students have to be active, of course, and the classes that... The credit that we're going to give to the students are credits that exist in our campus. We're not going to give credit for something that doesn't exist or maybe exists in another college. So, those are kind of the layout that I want to mention.

Eligibility for CPL - Part 2

- + CPL acquired by examination cannot be unit load for Selective Service deferment, Veterans, or Social Security benefits.
- + CPL will not count as required class hours for an Associate degree.

Also, one thing that emphasizes what already exists is that this credit by examination will not be something like the load for Selective Service. Sometimes they have to show proof that they're taking classes, so it will not apply to that. Or for social security benefits, that will not apply. So, we need to be...

The reason we have to understand what applies and what doesn't apply is because we might be the people advising them, OK? Faculty and staff will be the people doing all this, so that's what we need to understand, how this works. Also, we will have to be able to count, again, as hours for an associate degree. So, if they have a minimum amount of hours or units that they have to have to earn it, they will have to do that.

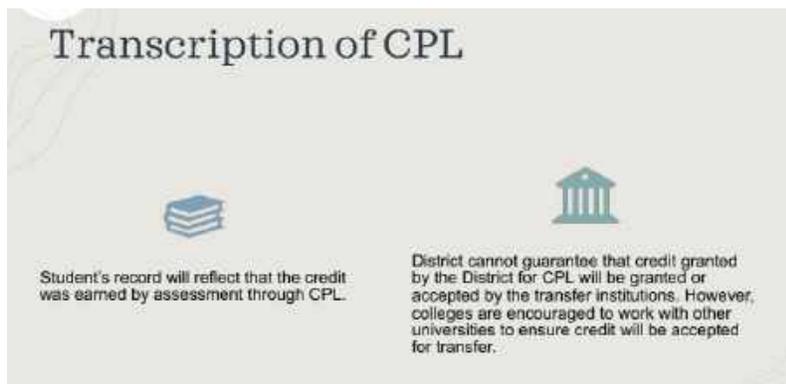
(00:18:44) Grading Policy



ODEMARIS VALDIVIA: Also, in the grading policy, again, is the same thing that we have on Title 5. We have the same grading scale. Also, we can offer pass/no pass, and I'm going to talk about the industry certification, which is pass/no pass also, so we could do that. So, if we give a credit by examination and they get 70%. 80% is our minimum, and that's a pass, then we should have that.

We also have to, since it is a credit for them to get a degree, students can also challenge, so it will have the same weight as a regular course. They can accept it, decline it, and they can even challenge the grading or whatever they're challenging.

(00:19:40) Transcription of CPL



ODEMARIS VALDIVIA: When it comes to the transcription of the CPL, that's when it goes into the records. Students will have that line set up into their transcript. It will say that that credit that they've got is for CPL. Also, one thing that the district, and they have to put it in the board when they submit it, is that we cannot guarantee. We cannot guarantee that the CPL will be accepted into another university, for example.

But we can always be working side by side with universities to promote that, to say, "Hey, we're going to make sure that if we give credit, this student will have the right preparation so that when you go to a university, it will be accepted." So, I think having very good relationships with the universities is a plus, is a must, I will say, because we're in here to help our students.

(00:20:47) Credit for Military Service/Training

Credit for Military Service/Training

Students submitting military service transcripts (JST, CCAF, AARTS, CGI, SMART, USAFI, DLIFLC, DMDC, DLPT, and other military records shall receive credit as recommended by the American Council on Education (ACE) Directory ([Yosemite Community College District Policies and Administrative Procedures, 2018](#)).



[Yosemite Community College District Policies and Administrative Procedures](#)

ODEMARIS VALDIVIA: Now, when it comes to credit for military and training, there are a lot of different transcripts, and I've just put the abbreviations because it's a huge list, but these are some of the different types of transcripts that the students can bring to us, and we just have to find a way to evaluate them, and we can also have some kind of recommendation with the American Council of Education that they do have some kind of reviews, and they can help us and guide us to, say, which training goes with what. So, we can also work in that aspect.

(00:21:31) Industry-Recognized Credentials



Industry Recognize Credentials

Students interested in CPL using industry recognized credential(s) shall receive credit as it is appropriate by the department chair of faculty designee.

ODEMARIS VALDIVIA: When it comes to industry-recognized credentials, we have students, again, that they might want to, if they had been... Especially, let's say somebody who has experience in the industry, and I'm going to give you an example in Excel. They don't want to take my Excel class, for example. If they can prove to me that they can pass one of these tests, then I'm not going to make them redo that test because they already passed the test. And I'm going to give you some examples of the different credentials.

Industry Credentials

- MOS Certification
- Adobe Certification
- Cybersecurity Certification
- QuickBooks, Bookkeeping, and other business certifications are now available to be used on campus.

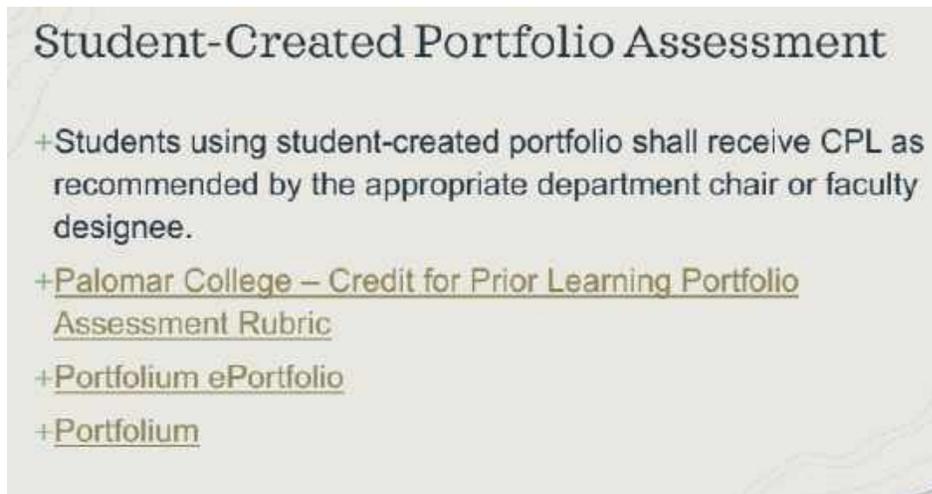
We have a lot of MOS exams, which is Microsoft certifications, and Microsoft is also adding a lot more with not just software but also now with cloud and all these IT certifications, so this is a very good way to help our students.

As a faculty, one of the biggest recommendations that will do—take the test yourself, because the only way we can sell a product is by testing it. So, I personally take almost every single certification that I can get ahold on, because now I can even talk to the industry and say, “Hey, these students know what they're talking about, and if they pass the certification, it's because they know Excel. They cannot do X, Y,

and Z if they don't have the knowledge." So, I will say with certainty that these certifications do have a big weight because the student has to be very knowledgeable to pass it.

And then, of course, we have some certification when it comes to business. A lot of business areas do require a lot of computer skills, so that's why we have some examples of QuickBooks, because we have it in my area, QuickBooks, so that's what we wanted to emphasize.

(00:23:34) Student-Created Portfolio Assessment



- [Palomar College – Credit for Prior Learning Portfolio Assessment Rubric](#)
- [Portfolium ePortfolio](#)
- [Portfolium](#)

ODEMARIS VALDIVIA: Also, the portfolio... I put a bunch of links that Jackie will talk about it. They have an amazing portfolio, and we do have some similar to that at Santa Monica, but it's more for our graphic design department because we do have a bachelor's degree, and students have to walk with a portfolio. But if they have industry skills, we don't make them take... They validate some of those for the bachelor's, but they have to have a huge portfolio and prove that they already met those skills. So, it's not just limited to an AA degree. It also applies to some bachelor's degrees too.

Portfolio Assessment Examples

- + Some colleges are asking students to present a portfolio with a list of certificates of participations to different workshops, industry examinations, employers' recommendation letters confirming that the applicant has applied the skills at the work placed.
- + [Arkansas Northeastern College Prior Learning Assessment Sample Portfolio](#)

[Arkansas Northeastern College Prior Learning Assessment Sample Portfolio](#)

Again, this is another example that I wanted to bring up. I put a link... I went even to Arkansas. I flew to Arkansas because I found a really cool portfolio that they had a lot of pieces, and I was amazed at how they put it together. The students had to have a lot of proof to get credit for certification, so they put an example, so I went ahead and put the link to that website.

(00:24:47) Credit by Examination from Within the District

Credit by Examination from Within the District

- + Students may earn credit by receiving a passing grade on an examination administrated by the department or program.
- + The examination my required the demonstration of other skills or the completion of assignments in addition to an examination.



ODEMARIS VALDIVIA: Now, when it comes to credit by examination from within the district, students my earn, again, credit by receiving a pass/no-pass. These are a specialized exam, so they're not the standardized exam, so I wanted to point it out. Also, the examination may require demonstration of the skills. I can only picture technically something... For example, auto mechanic—they have to demonstrate physically that they know how to change oil or do all the things that they say they have to do. I will say, with a designer, they have to demonstrate that they know how to do a website. So, those will be the skills that they have to actually demonstrate.

(00:25:38) CPL Cost to Students

CPL Cost to Students

- + Students will not be charged for the receipt of Credit for Prior Learning, except when prior learning is assessed through the colleges' Credit by Examination processes. If fees are collected, the cost shall not exceed per-unit current tuition rates for in-state, out-of-state, or international students.

ODEMARIS VALDIVIA: When it comes to cost, of course, everything that we want to do is save money to our students, and we want them to maybe just pay for the courses and the knowledge that they don't have so that they can proceed faster into getting a certification from community colleges.

So, there is, only for credit by examination... The college may collect funding. May. It doesn't mean it must, but it may collect funding, but the funding is limited to the tuition rate. It cannot be more than the tuition rate. Again, it depends on how the college lays out this, but they may do...

Because this one, one emphasis that I want to do is that whoever makes the recommendations for these exams, it is actually the faculty of that discipline. It's not going to be the admissions. It's not going to be the administration. It's actually the community colleges that... I mean, the discipline that has the specialty who will be determining all of these examinations and the credits and what we can accept as a college.

(00:27:05) Benefits for Students, Colleges, and Community

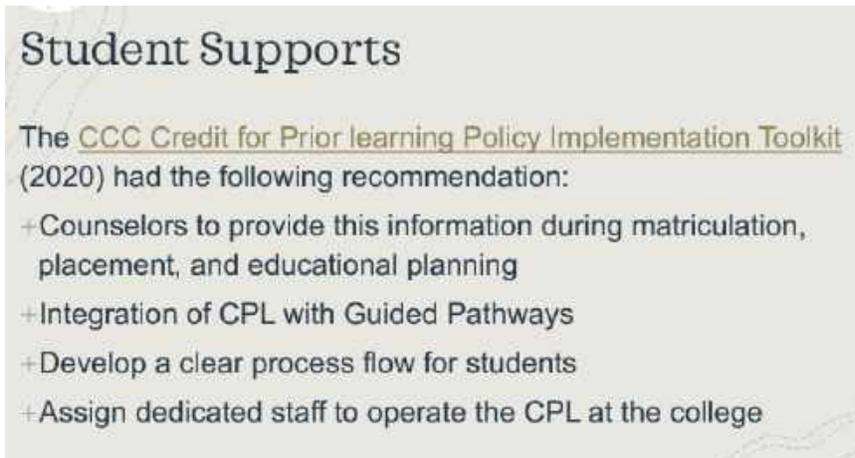
Benefits for Students, Colleges, and Community

- + Students need to take college courses that will give them knowledge and get them back to the workforce.
- + Recognizing what they already know will help students stay in school to finish their degrees.

ODEMARIS VALDIVIA: And the benefits, again, for the students, the college, and the community is that students need to take, of course, the courses to get back to the workforce, like I mentioned to you before, and also recognizing that they already know this stuff. I think the students get more motivated when we

have that acknowledged: “Hey, you know stuff. You don’t need to repeat it.” They want that. They don’t want to be told that what they know is not valid.

(00:27:35) Student Supports



[CCC Credit for Prior Learning Policy Implementation Toolkit](#)

ODEMARIS VALDIVIA: Also, when it comes to these certifications, we need a whole team, so it’s not just the faculty. It’s the administration. It’s counseling. We have to integrate all that with the people who work in the Guided Pathways. We also have to, again, develop a clear path for students.

So, one of the things I know we have done in a Guided Pathway is we lay out what the students should be having into their courses. So, why don’t we add just a small, little section with what we already have of a course that could be taken by examination. We could do that. We could say CPL applies because I know that some of the higher level sometimes courses do not apply, but some of the lower division courses could apply for this, and we could recognize it.

If the students know, “Hey, I could take a test for that,” they might as well, even before they go into the program. They can test out. They can test out and try, and if they pass, hey, one less course that they have to take, but it has to be clear and put in the process.

And of course, we have to assign a specific staff that would handle that. So, again, it’s a whole team that we need in place for this to actually be successful.

(00:29:14) Professional Development

Professional Development

The [CCC Credit for Prior Learning Policy Implementation Toolkit \(2020\)](#) had the following recommendation:

- + Training and webinars for faculty and staff
- + Work with your local Academic Senate representatives
- + Involve all the college stakeholders in this process and make them aware of their responsibilities (admissions, counselors, faculty, and so forth.)
- + Seek for other resources outside the college (Council on Adult and Experimental Learning and the American Council on Education (ACE)).

[CCC Credit for Prior Learning Policy Implementation Toolkit](#)

ODEMARIS VALDIVIA: And of course, the college has to be willing to handle that whole professional development, where we have webinars like this for faculty and staff where we train people. Also, we need to be working with the Academic Senate, our representative, because they have some decision making in the process. We also have to have, again, training for admissions, counselors, faculty, and everybody who is involved into the program, and some of the resources that are outside the college that will support us, like the American Council on Education and the Council on Adult and Experimental Learning, because they will help us with those transcripts that sometimes we might not be able to pass it through.

(00:30:12) Wrap-Up

Dr. Odemaris Valdivia's Bio

Dr. Odemaris Valdivia is a full-time faculty at Computer Science Information System department from Santa Monica College. She has over 20 years of teaching experience in the area of business, accounting, and computer technology. She has also worked part time for Los Angeles Valley College, Los Angeles Southwest College, and Los Angeles, City College.

During my college years, I had the opportunity to work for different industries like medical, graphic design, sales, etc. I also had a great opportunity to work for small CPA firms before earning my bachelor's degree. I left the private sector to work as a staff member for Los Angeles Community College District in various capacity.

Odemaris is a graduated from Fielding Graduate University. She earned a doctorate in Education with a concentration in Community College Leadership for Change. She also has a double master's degree in Business Administration and Public Administration. Odemaris has earned several industry certifications in Microsoft, Adobe, and QuickBooks. Dr. Valdivia is a product of the California community college system.

Dr. Valdivia has participated as a presenter for other organizations such as LLN, CBEA and other non-profit organizations. She also served as a board member of BESAC and LLN.



Prof. Jackie Martin's Bio

Jackie Martin is a Professor at Palomar College in San Marcos, CA. She is Professor and Chair of the Business Department, has served as VP of the Faculty Senate, has served on many college wide committees and contributed to many college initiatives, including Credit for Prior Learning. A seasoned educator, Jackie Martin's qualifications include the California Basic Educational Skills Test (CBEST) Certification, a California Community College Instructor Credential, a Clear Designated Subjects Vocational Teaching Credential, and certification as a Microsoft Office Specialist. Jackie has contributed to the Credit for Prior Learning initiative at Palomar College as a faculty lead and assisted with the initial conceptual strategies for implementation. She has presented at several CPL workshops and was interviewed recently regarding her involvement with CPL and how it impacts students, the college and the community workforce.

Jackie Martin earned her Bachelor's degree in Communication and her Master's degree in Spanish from Bowling Green State University in Bowling Green, OH. Jackie Martin's educational background has provided her with broad communication skills that help her connect with and teach her students as she creates unique classes that blend the integration of language with technology.

Jackie possesses a teaching record that includes instructing a number of diverse courses at Palomar College, including Business Communications, Computer Literacy, Job Search and Electronic Portfolio. Jackie Martin also teaches classes that focus on gaining high proficiency in Desktop Applications that are in demand. Her courses are hands-on, and she integrates real-world applications into her teaching. She has been termed an "educational entrepreneur," blending academic and vocational classes, consistently aiming to treat "computer literacy" as a basic skill and integrating it into mainstream curriculum and assessments. An initiative that Jackie Martin and colleagues have been undertaking for the past five years is a Digital Information Literacy assessment, which will help students assess and master computer literacy and information competency.

Jackie has published two textbooks for Kendall Hunt Publishing recently: *Business Communication with an Edge*, and *The Last Little Job Finding Manual You'll Ever Need*, and she continues to coach hundreds of students and individuals in Career Search each year.



ODEMARIS VALDIVIA: So, at this point, I'm going to stop my share because we got to the end. And yes, this is me, and this is Jackie, so you can read our bios. And then at the end, you do have some of the references to the same links, and they will be available for anybody who needs them, for you to use them for information. So, I'm going to stop sharing, and the floor is yours.

STEVE WRIGHT: Wow. That was a lot! It is amazing how complicated this can be, but you seem to have simplified it somewhat, and now Jackie is going to show us how incredibly simple it is.

(00:30:50) Getting Started with Credit for Prior Learning

JACKIE MARTIN: So, Chantee and Odemaris did a really good job of giving us the conceptual overview of credit for prior learning, so what I'd like to focus on is the actual implementation of CPL, and the example that I'm using is Palomar. So, I'm going to start with my files, only because sometimes when you go to the website... I'll take you to the website in a moment, at Palomar, but I'm going to give you a process. You might want to take notes.

I've done a few of these workshops now, and there's a lot of information related to credit for prior learning, but I want to give you just a few bullet points of how to get started at your college with credit for prior learning.

(00:31:39) Getting in Touch with the Right People

JACKIE MARTIN: First of all, you need to talk to the right people. Who are the right people? You can determine who that is at your college. However, I can tell you what worked at Palomar. At the time, I was the VP of the Senate, so I got the Senate involved. I asked for release time from the Senate. We didn't have enough, but they were willing to do it.

I talked to the President of the college because I met with him every week, just on a regular basis as part of the Senate, and he said, "Yes, absolutely."

I said, "In order for this to work, I think we need release time." Ask for release time. You need a coordinator. You can't have a faculty member or even two faculty members, in my opinion, do this successfully. There's a lot of work involved.

You have to institutionalize it. We knew that would be important. How did we do that? We made credit for prior learning report to the faculty Senate, so we have a reporting relationship. We now have a committee—Credit for Prior Learning Committee. We have a Credit for Prior Learning Coordinator. I'm going to show you her information in a moment. And that's how we started.

Then I love workgroups. We had a three-person workgroup—myself, Candace Rose, and Ben Mudgett—who had the initial conversations about how to implement and really institutionalize this at Palomar.

Chantee mentioned, I think, Strong Workforce and Guided Pathways. Our money actually ended up coming out of Guided Pathways, and that's where the money is coming from now to pay for Candace and also to pay for our faculty who are now working with credit for prior learning.

I'm meeting in the next few weeks with the first three students in business to give them credit for prior learning for certifications. One is QuickBooks. She's following an accounting pathway. The other one is real estate. She's taken some private classes for real estate and wants to translate that information to real estate classes in our department, so it's going to be interesting to see how it works.

with a few faculty from across the state. We just met three or four times and talked a lot about this template, and you can use this as a starting point. So, let me start right here.

So, what are the methods that we can use to grant credit for prior learning? Probably the one that most faculty (or, I would say, faculty who have been around for a while) would recognize is credit by exam. We've had that at Palomar College for a long time, but I can tell you that the younger faculty don't really recognize that.

But that's essentially a process whereby the student says, "OK, I'd like to challenge this class." A faculty member gives them an exam, and they can take the exam, and they pass or they don't pass, and then that grade is transcribed. Students can do a credit-by-exam pass, or they can do a credit by exam for grade. We recommended at our college that mostly we want to do credit by exam for a grade so that that course will articulate with other colleges if they decide to transfer somewhere down the line.

Joint service transcript relates to folks who have military experience. About 17% of our students at Palomar College are veterans, so this is a very strong avenue for our veterans, and we have a counselor who is dedicated to this, by the way, at Palomar, and you'll see this on the information page when we get to the website.

Another way in which we can demonstrate proficiency is via a portfolio. You can determine what kind of portfolio you're going to use. We're going to show you examples, and you can use our rubric as a starting point as well, because we have a rubric for portfolio examinations.

This will cross the gamut of career tech ed classes. It could be someone taking a video of themselves doing some work, like maybe auto mechanics or air conditioning/heating/refrigeration or an art class or ceramics class or graphic design. We get a lot of people who come in from graphic design. Or they could use Portfolium.com and put anything—any class projects, any former work experience. They can continue to build that portfolio, and I'll show you Portfolium.com in a moment, too. But that's another avenue.

Industry certification licensure—we're all familiar with that in CTE. There are so many, right? There's QuickBooks. There's real estate exams. There's all the IC3 and Certaport exams and supply chain management and logistics, and I think bookkeeping just came out with an industry certification exam. Business communications, which is my favorite class to teach, just came out with an industry exam, so there's a lot of potential here.

And then these have been around for a while—the International Baccalaureate, so if a student comes to campus with that. Advanced placement—their counselor is going to know. And the CLEP, but this is all counseling, right? So, that's going to happen in counseling, so counseling is a huge element of this as well.

(00:38:00) Example at Palomar College

| College Name: Palomar Community College | | | | CPL Assessment Method | | | | | | | |
|---|------------------------------|-------------------------------------|--|----------------------------|-----------------------------|--------------------------------------|---------------|----------------------------------|-------------------------------|-------------------------|-----------------------------------|
| Subject | Course Number (no asterisks) | Cal State University (CSU) transfer | University of California (UC) transfer | Credit By Exam Pass (CDEP) | Credit By Exam Grade (CECG) | Joint Service Transcript Pass (JSTP) | Portfolio (P) | Industry Certification/Licensure | International Recognition (I) | Advanced Placement (AP) | College Level Exam Program (CLEP) |
| ACCT | 101 | | | X | | X | | | | | |
| ACCT | 104 | | | X | | X | | | | | |
| ACCT | 105 | | | X | | X | | | | | |
| ACCT | 107 | | | X | | X | | | | | |
| ACCT | 110 | | | X | | X | | X | | | |
| ACCT | 115 | | | X | | X | | | | | |
| ACCT | 201** | | | | | | | | | | |
| ACCT | 210** | | | | | | | | | | |
| BMGT | 101 | | | X | | X | | | | | |
| BMGT | 102 | | | X | | X | | | | | |
| BMGT | 103 | | | X | | X | | X | | | |
| BUS | 100** | | | | | | | | | | |
| BUS | 104** | | | | | | | | | | |
| BUS | 110 | | | X | | X | | | | | |
| BUS | 117** | | | | | | | | | | |
| BUS | 120 | | | X | | X | | | | | |
| BUS | 125 | | | X | | X | | | | | |
| BUS | 126 | | | X | | X | | X | | | |
| BUS | 130 | | | X | | X | | | | | |
| BUS | 135 | | | X | | X | | | | | |
| BUS | 136 | | | X | | X | | | | | |
| BUS | 138 | | | X | | X | | | | | |
| BUS | 140 | | | X | | X | | X | | | |
| BUS | 150 | | | X | | X | | X | | | |
| BUS | 155 | | | X | | X | | X | | | |
| BUS | 157 | | | X | | X | | | | | |
| BUS | 160 | | | X | | X | | X | | | |
| BUS | 165 | | | X | | X | | X | | | |
| BUS | 170 | | | X | | X | | X | | | |
| BUS | 171 | | | X | | X | | X | | | |

JACKIE MARTIN: All right, so what does this template look like if it's all filled out? At Palomar College, this is what it looks like. So, here are all of our courses at Palomar College. Here's the course number. CSU and UC, by the way, are still developing their policies on whether or not they are going to accept credit for prior learning for courses that would be articulated, and for transfer, and it's looking positive.

But here is what you can do already, so we've highlighted the CPL assessment method, and then just check, check, check! For these courses, we as a faculty in our department have determined that these are the methods by which we will accept credit for prior learning as an assessment. It's all on the website. I'll show you in a moment. Any questions?

STEVE WRIGHT: So, do the students have access to this information? Or is this through a counselor they ask?

JACKIE MARTIN: Students will have access to all of this. It's all on the website. You'll see that in a moment. And we have just about... This is, I think, a really exciting piece. We conceptualized this all a year and a half ago that to implement this, we needed to have a process that would follow them from the beginning of the process from applying for credit for prior learning to the very end, to transcribing it on their transcript, and I'll show you that in a moment.

And students can see all of that, and they're brought into the process from the very beginning. They're meeting with me as the chair. They're meeting with the counselor, who is dedicated to credit for prior learning. And they're meeting with Candace. Their very first meeting is with the coordinator for CPL,

the counselor for CPL, and the chair relevant to the courses they're applying for. Does that answer the question?

STEVE WRIGHT: Yeah, and I don't want to belabor the issue, but I mean, if this goes well... I mean, if a student comes to you and they've got some very interesting certifications or things already, does it really go, "Oh, I've got these, and now that I get credit for three of them?" Is there a limit? And how fluid is it? Because right now, it sounds pretty complicated!

JACKIE MARTIN: Yeah.

STEVE WRIGHT: Is the student experience smooth or what?

JACKIE MARTIN: Yeah, no, no, no. It's not really that complicated. In fact, the complicated part is what I'm showing you here, is that getting it instituted at your college, like finding a coordinator and that kind of thing. But actually, meeting with the student is great! It's just like any other meeting that I'm having as a faculty member or chair. We set a meeting. I have three meetings over the next two weeks with three different students with Candace and with the counselor, and then we just start...

It really to me feels a lot like the course equivalency and substitution process as a chair that you go through. You have to reach out to your faculty to say, "Hey, take a look at this course. Here's the unofficial copy of their transcripts." We look at that, and then they bring in their evidence, and we look at that. But no, it's not that big a deal.

STEVE WRIGHT: Wow. That's great.

JACKIE MARTIN: Yeah.

(00:41:12) 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, and 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 but not as | The student described a basic understanding of the learning outcomes and included minimal reflection of prior learning experience related to the majority of the outcomes and provided examples. | The student provided 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 upon learning experience related to the outcomes and provided no examples. |



CREDIT FOR PRIOR LEARNING PORTFOLIO ASSESSMENT RUBRIC

I. PORTFOLIO RUBRIC

| Criteria: | Longer Description: | Maximum Points per Criterion |
|--|--|------------------------------|
| <p>Criterion #1:</p> <p>Examine and compose evidence of learning</p> | <p>The portfolio demonstrates critical thinking, high level communication skills, is well organized, coherent, and includes college level thinking, writing, and/or speaking.</p> <p>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.</p> | 40 |
| <p>Criterion #2:</p> <p>Identify, discuss, and apply learning</p> | <p>Artifacts, exhibits, and other relevant documentation provide evidence of learning.</p> <p>Applied learning could be demonstrated in various ways to include but not be limited to an interview, college level MLA, APA, or Chicago style reports; a hands-on skills demonstration format, an exhibit or show.</p> | 30 |
| <p>Criterion #3:</p> <p>Describe and reflect learning</p> | <p>The student is able to integrate into the portfolio a reflective narrative that contextualizes their learning as it relates to the field of study.</p> | 30 |

Adapted from: Council for Adult and Experiential Learning, Learning Goals Portfolio Assessment Rubric (2018)
 Adapted from: Zuni State College Rubric for Portfolio Based Credit: FA with a Paralegal Network, Ohio Department of Higher Education (2016)
https://my.zonestate.edu/KCS/cefs/PLA_Rubric_for_Portfolio_Based_Credit_Portfolio.pdf?target=13c06e28-2925-426b-8869-78076da2843d

04/22/2022

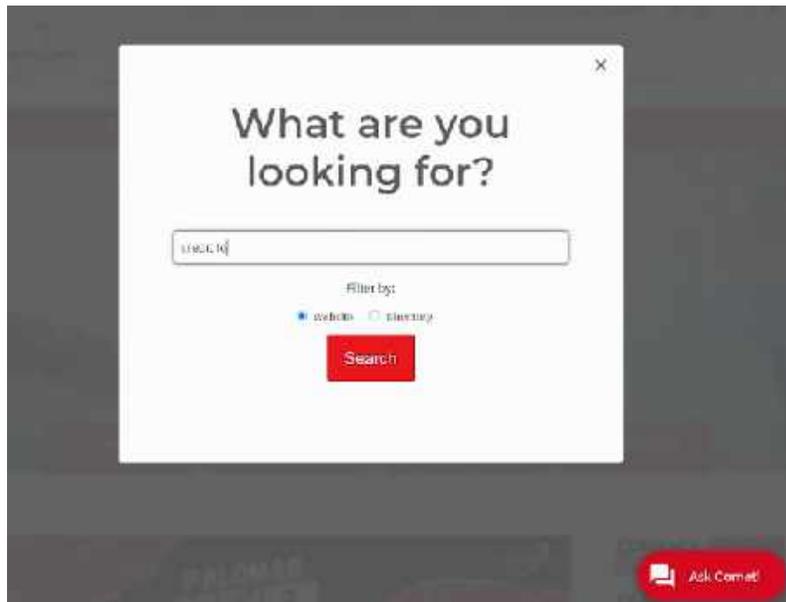
II. RUBRIC and MASTERY LEVEL: Includes three essential criteria (down) for determining the level of mastery (across).

JACKIE MARTIN: So, this is a rubric, which you can take a look at. We've got the criterion. We just came up with three. We want to have the students examine and compose their evidence. They bring their evidence. Then we want the student to identify, discuss, apply the learning. How do they do that? They can do it through all those other methods of assessment that we showed you.

And then we actually want for the students to, in person when we get out of COVID, be able to articulate what they learned. So, the integration, the articulation, that higher level of knowledge that they understand what it is that they learned and how they can apply it. So, here's a rubric that you could, again, use as a starting point.

And then let me take you out to... I knew that was going to happen. I had the website open, and all the windows open, and it disappeared. So, let me find the proper... I'm going to show you the Palomar College website. Let me just bring it up again.

(00:42:12) Palomar Website Demo



[CPL Materials and Resources](#)

JACKIE MARTIN: OK, so this is our main page. It doesn't hurt to show you how to get there anyhow. Just search for 'credit for prior learning.' It will be the second link, actually.

ODEMARIS VALDIVIA: By the way, I posted this site on the PowerPoint.

JACKIE MARTIN: OK, great. Thank you, Odemaris. So, in terms of simplicity, here's where the students reach out—preferred email address, phone number, how can we help you, what are you interested in. It's that easy. This, believe it or not, is the beginning of the automated survey that's dynamic that follows them through the whole process.

So, CPL Materials and Courses, what I was just showing you, everything that you need to find is right here, and the things that I pulled out to simplify it for you are the important things. This template, we just looked at the template... The rubric... You know, feel free to grab this information, use it at your college, these two links, and then a portfolio review as an example of a portfolio... We've got a step-by-step guide on how to do that, and there's all kinds of examples. There's another site called Portfolium.com, and Odemaris has placed that in the PowerPoint as well.

So, once the student fills out that form on the right, they can also look at this: *What is Credit for Prior Learning?* I think Chantee and Odemaris did a great job of presenting that, but then the credit for prior learning course list...

The screenshot shows the Palomar College website. At the top, there is a navigation bar with links for Canvas, MyPalomar, Faculty/Staff, Library, and Governing Board Agenda, along with social media icons. Below this is a search bar and a navigation menu with links for ABOUT PALOMAR, NEW STUDENTS, CURRENT STUDENTS, ACADEMICS, and COMMUNITY. A prominent red banner reads "Find the latest Coronavirus (COVID-19) information". Below the banner, there is a "Clear All" button and text providing contact information for Tina Barolong in Counseling and Candace Rose, Interim CPL Coordinator. A "Sort by" dropdown menu is visible. The main content area displays a list of courses, with two columns visible: "ACCT 101: Bookkeeping" and "ACCT 104: Accounting Spreadsheet Concepts". Each course listing includes sections for "ASSESSMENT METHODS" (with options like Credit by Exam and Military Transcript) and "DEGREES / CERTIFICATES" (with "Administrative Assistant - A.S." listed under ACCT 101).

So, that course list that you saw on business has been replicated throughout most of our departments on campus, so the students can go here, and they can say, "OK, what degree or certificate or program are you looking at?" and here they all are. So, these are all of our degrees and programs that are participating. Most of them are participating already in credit for prior learning.

The screenshot shows the Palomar College website with a navigation bar at the top containing links for Canvas, MyPalomar, Faculty/Staff, Library, and Governing Board Agenda. A red banner reads "Find the latest Coronavirus (COVID-19) information". Below this, there are filters for MAJOR/DEGREE (Accounting - A.S. Degree Major/Cert. Achievement), DEGREE / CERTIFICATION (Accounting - A.S. Degree), and ASSESSMENT METHOD (Credit by Exam, Industry Certification, Military Transcript). Three course cards are displayed: ACCT 104: Accounting Spreadsheet Concepts, ACCT 105: Individual Income Taxes, and ACCT 107: Taxation of Business Entities. Each card lists assessment methods and degrees/certificates.

So, we're going to take a look at... I think I picked Accounting. Sure. And then see how it's populating now the courses. And then, again, pulled from that spreadsheet... We used that spreadsheet example, the template, for every department on campus, gave that information to Candace. She worked with the programmers on our campus at no additional cost, and they programmed all of this.

So, when the student clicks on Accounting, they see, "Oh, wow, look at all these classes that I can apply for in Accounting to use credit for prior learning," and then these are the methods by which we can grant credit for prior learning that also came from that template.

And that's why I showed you that Excel spreadsheet as your starting point. That's your template. That's your starting point.

CHANTEE GUINEY: Jackie, if I could just quickly ask you... You mentioned the Excel spreadsheet. There was a question in the chat regarding to the far left of that Excel spreadsheet was a column for the courses.

JACKIE MARTIN: Yes.

CHANTEE GUINEY: With three red asterisk symbols. Can you speak to what exactly those...

JACKIE MARTIN: Oh, yes. So, the three red asterisks, I just mark those as... They're transfer courses. They're transfer courses, so the three asterisks indicate that they are transfer courses and that they have a CID identifier at CID.net.

AUDIENCE MEMBER: Great. OK, thank you.

The screenshot shows the Palomar College website interface. At the top, there is a navigation bar with links for Canvas, MyPalomar, Faculty/Staff, Library, and Governing Board Agenda, along with social media icons. Below this is a main navigation menu with links for ABOUT PALOMAR, NEW STUDENTS, CURRENT STUDENTS, ACADEMICS, and COMMUNITY. A prominent red banner reads "Find the latest Coronavirus (COVID-19) information".

The main content area features a search filter on the left with the following options:

- Industry Certification (3)
- Military Transcript (7)
- PALOMAR PATHWAY/METAMAJOR**
- Business (7)
- DISCIPLINE**
- Accounting (5)
- Business (2)

The search results are displayed in three columns:

- Column 1:** Lists "Accounting - A.S. Degree Major/Cert. Achievement" and "Bookkeeping/Accounting Clerk - Cert. of Proficiency". It includes a "PALOMAR PATHWAY" section for "Business" and a "NOTES" section.
- Column 2:** Lists "Accounting - A.S. Degree Major/Cert. Achievement". It includes a "PALOMAR PATHWAY" section for "Business" and a "NOTES" section.
- Column 3:** Lists "Military Transcript". It includes a "DEGREES / CERTIFICATES" section for "Accounting - A.S. Degree Major/Cert. Achievement", a "PALOMAR PATHWAY" section for "Business", and a "NOTES" section.

At the bottom, three course cards are visible:

- ACCT T10: QuickBooks
- ACCT T15: Sales Tax, Payroll Taxes and Employee Benefits
- BUS T10: Business Mathematics

JACKIE MARTIN: OK, so this... And of course, you can select these as the method, and it refines the results and so forth. And it also then relates to our Palomar pathway to the metamajors that we have established. We have another webpage at Palomar that describes the Palomar Pathways as part of the Pathways program, and business has seven that will relate to that. So, this is a really good link, very helpful. So, again, the major degree, the assessment method, and the Palomar Pathway or metamajor that that relates to.

STEVE WRIGHT: Excuse me, but there's a question came up already, and I see another one in the chat here. It has to do with, I guess, the ability to qualify for CID or transfer courses. That sounds like it's still kind of being determined.

JACKIE MARTIN: It is, yeah.

STEVE WRIGHT: I would think that a student would be in some sort of jeopardy if they got credit for prior learning for one of those courses, but it wasn't approved. So, how are you handling that right now?

JACKIE MARTIN: Well, it's really being handled... So, we're referring... We're deferring to our articulation officer, and then our articulation officer is Ben Mudgett, and Ben and Candace are the two co-coordinators for credit for prior learning, so Ben is keeping us all apprised of the progress there. So, those discussions are happening at the state level, at the UC and CSU level, and then that information is being relayed to us.

STEVE WRIGHT: So, is that a transfer dialog? Or do they also have their own credit for prior learning exercise going on as well?

JACKIE MARTIN: No. That's their dialog. You establish your credit for prior learning process at the college, and then that dialog at the UC and CSU system is related to credit for prior learning for whether those courses for transfer will qualify.

STEVE WRIGHT: But it does occur to me that if they had a credit for prior learning model going, that could precipitate down, and we could do a similar type...

JACKIE MARTIN: Yeah, I don't think they have that going, do they Chantee, at the state level? I think that's...

STEVE WRIGHT: That's next stage, OK.

CHANTEE GUINEY: I'm sorry. I was in the chat. Can you repeat? I apologize.

JACKIE MARTIN: I don't think they have their own... I don't think they have their own credit for prior learning process or dialog going at the transfer level at the UCs and CSUs, do they?

CHANTEE GUINEY: Actually, the CSU system, we do have CSU representatives that are currently on our statewide CPL workgroup, so we are working closely with them to align policies with CPL. Also, UC, as I understand it, we're still working towards that. Our executive leadership team, our executive Chancellor and Vice Chancellor continue to work with the UC. But definitely at the CSU level, we do have representatives on our workgroup to discuss and to align policy.

JACKIE MARTIN: Right, but they're not actually developing the credit for prior learning process at that level. The credit for prior learning process is being developed at each college—is that right?

CHANTEE GUINEY: Correct, as I understand it, that's how they describe it. It's similar to ours where it's more so faculty driven, but the executive orders, yeah, yeah...

JACKIE MARTIN: Great, thank you. OK, so that's the course list, and then the student... I'll take a look at the student resources, so here's the process...

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ABOUT PALOMAR NEW STUDENTS CURRENT STUDENTS ACADEMICS COMMUNITY A-Z

Find the latest Coronavirus (COVID-19) information

Student Resources

Here are some additional resources to help you on your path to earning credit for prior learning:

Setting up an Education Plan with a Counselor

For more information on CPL and to create an education plan, which is required in order to earn credit through prior learning, contact Tina Barolong in Counseling at tbarolong@palomar.edu or at (760) 744-1150 x 3415 to set up a "CPL counseling appointment."

Palomar Student Resource Page

This [Palomar Student Resource page](#) gives you easy access to all the great resources available to you at Palomar.

CONTACT US

Contact Us!

Full Name: *

Preferred Email Address: *

Phone Number:

How can we help you? *

They set up an ed plan with a counselor, they go to the student resource page here, they look at the Mapper, which is where I was just showing you all of that information. This is specific to veterans because we have such a high population of veterans at Palomar, and then this kind of groups together those exams that often come from a student's high school transcript. So, those are the student resources, and then the bulk of the resources are here at the CPL Materials and Resources page.

And I did want to mention, too, that the end product is that these courses end up on the student's transcript, so they are transcribed. They become part of that. Again, just to show you how we did it at Palomar, my ADA (Academic Department Assistant)... For the department, every ADA was tasked with entering the proper code for each course across the campus that qualifies for credit for prior learning, so now when you look at anything on our catalog, it will be coded as credit for prior learning, and various areas that students interface with, they will see when a course is available for credit for prior learning, it's changed our caps. In other words, now there's a couple more slots in my QuickBooks class for students who might be in there for credit for prior learning, for example. So, it is really fully implemented at that level.

Transcribing Credit for Prior Learning

"If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning."

ALCC Policy on Credit for Prior Learning, June 2020

| Prior Learning Assessment | | | | Unit Code | Course Title | Grade |
|---------------------------|-----|---|----------|-----------|--------------|-------|
| History 100N | 100 | 1875 HISTORY: AMERICAN CIVILIZATION | 01000001 | 010 | SI | B |
| 100T | 100 | 1875 HISTORY: AMERICAN CIVILIZATION II | 01000002 | 010 | SI | B |
| 100E | 100 | 1875 HISTORY: AMERICAN CIVILIZATION III | 01000003 | 010 | SI | B |

| Course | Unit | Prerequisite | Grade | Unit Code | Course Title | Grade |
|--------|------|--------------|-------|-----------|--|-------|
| 100N | 100 | 100T | SI | 010 | 1875 HISTORY: AMERICAN CIVILIZATION | B |
| 100T | 100 | 100E | SI | 010 | 1875 HISTORY: AMERICAN CIVILIZATION II | B |
| 100E | 100 | 100N | SI | 010 | 1875 HISTORY: AMERICAN CIVILIZATION I | B |

| Industry Certification | Unit | Prerequisite | Grade | Unit Code | Course Title | Grade |
|------------------------|------|--------------|-------|-----------|--|-------|
| 100N | 100 | 100T | SI | 010 | 1875 HISTORY: AMERICAN CIVILIZATION | B |
| 100T | 100 | 100E | SI | 010 | 1875 HISTORY: AMERICAN CIVILIZATION II | B |
| 100E | 100 | 100N | SI | 010 | 1875 HISTORY: AMERICAN CIVILIZATION I | B |

Please note: These are examples of the transcript entries. Not necessarily complete or actual CPL course assessment methods used at Palomar College.

I wanted to show you an example of what it looks like on the transcript. Tell me if you see... Here we go. CPL transcript examples... There we go. So, that's how that would show up on the transcript. OK, I don't want to give you any kind of information overload, but again, just a tremendous number of links and information here, but again, I would really highlight the transcript example, the portfolio review, the template as a starting point, and the rubric to define, again as a starting point for a portfolio, which is, I think, going to be a really common method for students to demonstrate CPL.

Faculty resources... I talked about the entire process in a video that Candace did with me about a month ago, and it just talks about credit for prior learning from the student perspective, the faculty perspective, implementing it, ideating it, institutionalizing it, and so forth, and the impact that it makes on students' lives in terms of saving them money, saving them time, helping them achieve success with their programs and program completion, and then helping the college experience that same success as well, and then, of course, ultimately putting students to work, which is what they want.

So, here's that video, and you can watch this on your own time. Here I am, in my studio. You'll recognize the same studio that I'm in right now, which is my family room. And fortunately, my dog is being good, but halfway through this video, you're going to see her running around the family room!

But in any case, then the contact page, so the people you really want to contact... I'm very, very active as a faculty member in credit for prior learning, but so are other faculty at Palomar, but Candace has the release time right now, so she's the coordinator, and then Ben is our articulation officer, and he's business faculty in my department as well. He serves on the curriculum sub, so that's the other piece—it's involved in curriculum.

So, you want Senate involved, you want your college President on board, you want your curriculum committee to create, for example, a subcommittee on credit for prior learning because this is faculty driven. It's curriculum. Curriculum is under purview of the Senate, and curriculum, of course, is under the purview of the curriculum committee. Create a subcommittee, assign somebody to that. If it's your A.O., great! Even better because they're going to be on top of the CSU and UC information. Awesome. That concludes my presentation. Thank you very much.

(00:53:47) Wrap-Up and Questions

STEVE WRIGHT: Jackie, that was fantastic. I think all of us are going to jump on your Palomar website.

JACKIE MARTIN: Why not? Yeah.

STEVE WRIGHT: And show it to somebody else and say, “Hey, make this for us!”

JACKIE MARTIN: There you go. Yep. There you go. I’ll stop sharing now.

STEVE WRIGHT: I have a question because so much of what we’ve talked about today just sounds like a good idea, and most of us can see where it could help the colleges and the students and everything else. But Jackie, do you have a goal in mind? When you made the decision, did you say, “Well, we should be able to get X number of students more than we would otherwise because we’re giving them credit for prior learning, and therefore this is going to help build our funnel?” I mean, what was the thinking process behind justifying this effort and the release time and everything else? Because it’s a big commitment!

JACKIE MARTIN: It’s a big commitment, and I think the first fear was that faculty would perceive it as an additional workload. But quite frankly, credit by exam has been around for a very long time. In terms of having a stretch goal of how many students we wish to have enrolled, no, we didn’t determine that. We just decided that we were very committed to helping students succeed and to helping them.

I mean, if you look at the statistics, I don’t know exactly what they are now—we all know that. How long does it take a community college student to get through their program? It’s just way too long. Something like five to seven years or something, and most of our students are working adults. So, I think this just resonated with everybody, but we didn’t set a specific student goal. Not yet.

STEVE WRIGHT: OK. All right, let’s see the questions in the chat here. Had to do with... It was answered by Chantee, but is there a limit at Palomar as to how many courses a person could use credit?

JACKIE MARTIN: Yeah. So, the limit will be determined by the limits that are local to Palomar College. So, for example, our policy currently, I think, is that no more than 50% of the units, so that’s something that is local. It’s unique to your college.

CHANTEE GUINEY: So, I put a comment in the chat. I was on a webinar this morning with Candace and Ben. And I thought I heard Candace mention that right now there’s not a limit, so I’ll clarify that in the chat.

JACKIE MARTIN: OK. Yeah, and you know, she probably has more recent information than I do. However, I can tell you that I’m already looking at... For example, this one real estate student that I have coming my way wants to challenge every course in a particular certificate, and I’m not really on board with that.

So, right now it’s coming down to a faculty decision, I think. I often will tell my students, “You need more recency. You need to take a course, especially in CTE, that’s more recent.” So, I’ll direct them to one or two courses at Palomar, but about a year and a half ago, I think it was—and again, the policy changes, but I think we’re at 50%, and maybe not it is unlimited. I’m not sure, but faculty have to embrace that, and I have to sign off on it as a chair, and I probably won’t do that. I wouldn’t feel comfortable signing off on a

student bringing courses or experience from elsewhere and signing off on every single course. I can't envision that right now.

STEVE WRIGHT: Well, it's great. This is a wonderful status. You know, when we wanted to put this presentation together, invite you all to come speak, I had no idea if it would just be a bunch of murky possibilities or whether people were actually doing it or what. I'm so pleased! This is great, Jackie and Odemaris. Thank you for sharing. And Chantee for heading this up. There may be some more questions, and I'm sure we could deal with them afterwards, but right now we have pretty much used up our special hour of the ICT educator series, so I want to thank our presenters and everybody that's here today for joining us, and I look forward to seeing you next week. This is recorded, and we'll probably have it out with the transcript, and there's so much Jackie said that was... I'm just dying to read it on a transcript because...

JACKIE MARTIN: There you go.

STEVE WRIGHT: If she had slides, I'd be taking screengrabs right now, but she was talking. So, fortunately, we write all that down. OK, thank you, Jackie. Thank you, Odemaris. Thank you, Chantee. Y'all take care. See you next week.

ODEMARIS VALDIVIA: Bye!