

WCC CONVOCAION 2021

AUGUST 11, 2021

WOODLAND
COMMUNITY COLLEGE

Agenda

August 11, 2021

- Welcome
- Strategic Planning Update- Dr. Sonja Lolland
- Educational Master Planning Presentation- Diane White
- Equity Keynote- Dr. Keith Curry
- Break
- Equity Breakouts
- Break
- Address from YCCD Chancellor Dr. James Houpis
- Lunch
- Just-in-time Modules
- Guided Pathways Keynote- Stephanie Curry
- Break
- Guided Pathways Breakouts
- Employee Association Meetings (Optional)

Welcome



WCC
congratulates...

Dr. Lisceth Brazil-Cruz – Dean of Student Success & Institutional Effectiveness

Danielle Crawford- Instructional Associate (Student Success Center)

Michelle Dicus- Chemistry Professor

Rajdeep Johal- Guided Pathways Coordinator

Lynne Krause- Administrative Assistant II (Arts & Sciences)

Michael Minnick- Special Programs Director (CTE)

Dr. Lorena Navarro – MESA Director

Jose Vallejo- Counseling Coordinator

Shared Governance Leadership

Dr. Artemio Pimentel- WCC President

Christopher Howerton- President Academic Senate

Kevin Ferns- FAYCCD Vice President

Kristina Passerini- YCAFT Rep

Rebecca “Becky” Reyes- CSEA Vice President (WCC)

Maris Samsel- ASWCC Director of Sustainability

CSEA would like to say...



Welcome
BACK

WCC Vice President-
Rebecca “Becky” Reyes



California
Congressman-
3rd District
John
Garamendi



YCCD Strategic Planning Update

Dr. Sonja Lolland

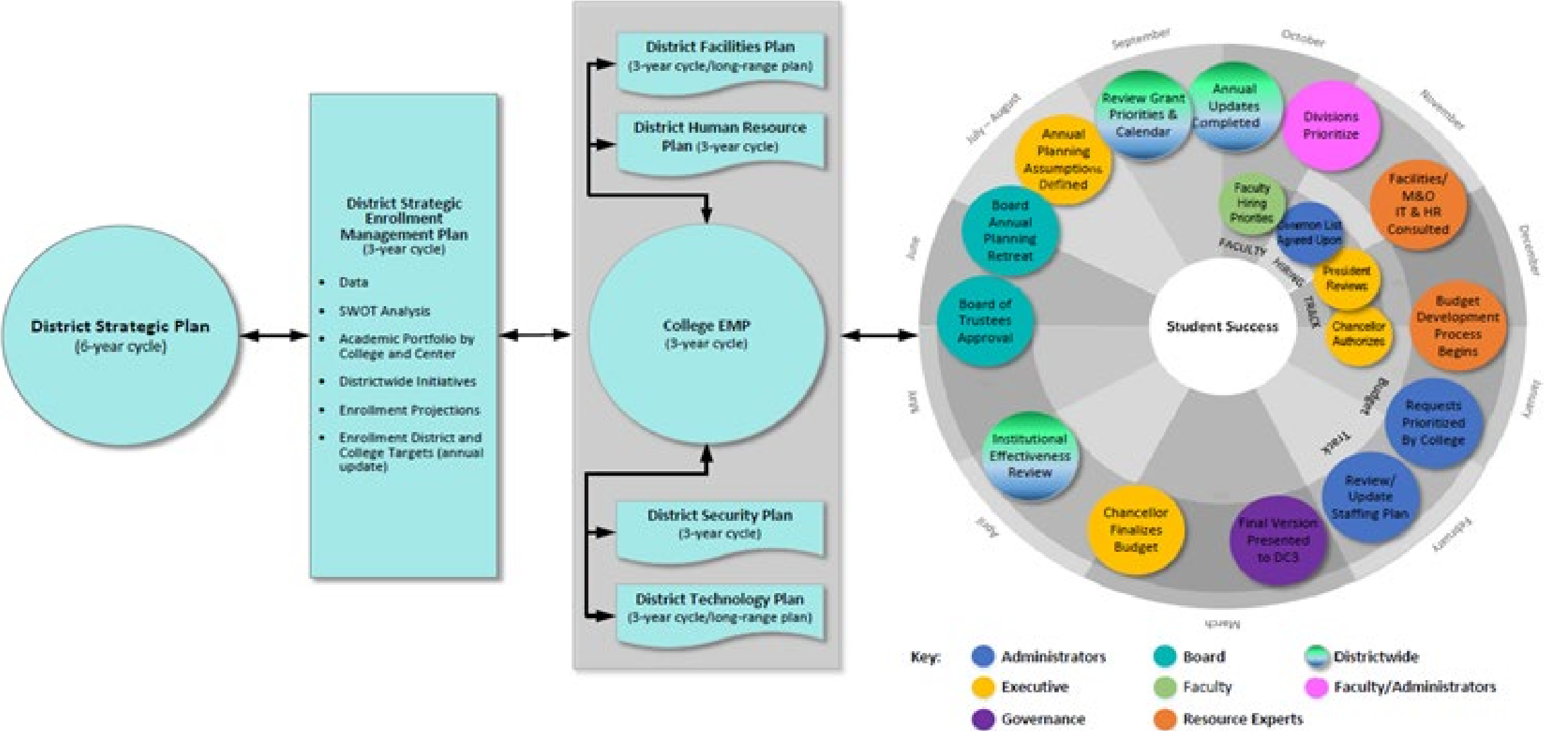
Vice Chancellor of Education & Planning

Yuba Community College District Integrated Planning Model

8/20/2020

Long-Range Planning

Annual Planning



Plan Elements:

District Mission Statement

Vision Statement

Values

Goals



Mission:

What we do.



Vision:

Where we aim to be.

Core Values: Foundation and Context

Community-oriented
focused on our communities:
education, economic, civic/social and
health.

YCCD Strategic Plan
FY 2020-2030

The next YCCD Strategic Plan will have a 10-
year focus but with a 30-year "horizon."

Future-facing
anticipating and shaping the future
of education, the future of work and
the future of our communities.

Leverage Partnerships
to extend access broad array of
educational programs and services.

District vs. College Mission Statements

- ▶ **District Mission:** Articulates the “*greater mission*” or overarching institutional purpose. Defines the aspirational goal of the organization, articulates its competitive advantage, and *provides direction and purpose to all stakeholders.*
- ▶ **College Mission:** Describes the *college’s broad educational purposes*, its intended student population, the types of degrees and credentials it offers, and its commitment to student learning and student achievement (ACCJC, Standard I.A.1.)

FALL 2020



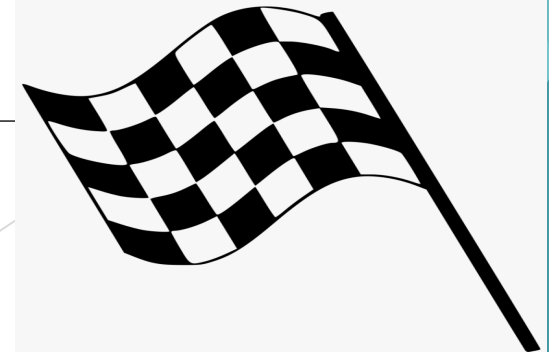
Spring 2021

- Professional Development
- Data collection
- Web Page
- New Integrated Planning Framework
- Writing Teams Formed
- Community Forums
- College & DO Flex Workshops

- Draft #1
- Feedback survey
- Feedback from Board of Trustee's Policy Committee
- Feedback from ASYC & ASWCC
- Draft #2
- Feedback from Board of Trustees, July 2021

Summer/Fall 2021....

Board Retreat	Plan Development: BOT review and feedback on drafts written by DC3	July 2021	
Writing team leads incorporate BOT feedback	Revision	Aug 2021	Writing Team Leads
Strategic Plan design and creation of marketing materials	Plan Development	Fall 2021	VCEP
Community Forum & Press Release	Communication & Feedback	Oct 2021	Chancellor
Plan Approval	Approval	Nov 2021	



Writing Team Members

YCCD Strategic Plan Writing Teams		
Mission: Co-Chairs	Christopher Howerton	Sonja Lolland
Mission: Alisan Haste, Adam Pharris, Renee Hamilton, Annette Lee, Kasey Gardner, Kuldeep Kaur, Jennifer Hanson, Winifred Taliaferro		
Vision: Co-Chairs	Crystal Ferrer	Tawny Dotson
Vision: Jeremy Brown, Terri Pyer, Adela Esquivel-Swinson, Nili Kirschner, Susanna Bravo		
Values: Co-Chairs	Georgie O'Keefe Schwering	Cirilo Cortez
Values: Meredith Seldon, Daniel Guzman, Lisceth Brazil-Cruz, Sonya Horn, Tonya Mack, Cassie Leal		
Goals: Co-Chair	Christoph Noffsinger	Art Pimintel
Goals: Carla Tweed, Judith Kreft, Devin Crosby, Cathy Richter, Jay Lowden, Dalexh Hunt, Marc Flacks, Joe Radding		

Draft YCCD Mission and Vision

► **YCCD MISSION STATEMENT:**

Yuba Community College District (YCCD) provides every person in our diverse communities with access to high-quality, affordable, and community-focused higher education. We inspire and advocate through our passion and commitment to teaching and learning, social justice, and student success.

► **VISION:**

Our vision is to empower our students and strengthen our communities by providing equitable, student-centered learning opportunities.

Draft YCCD Values

- ▶ **Equity-Mindedness:** Yuba Community College District champions' diversity, equity and inclusion through purposeful acts to ensure all students achieve equal outcomes on success measures.
- ▶ **Responsiveness:** Yuba Community College District is committed to learn and quickly respond to the needs of students, faculty and staff to create a learning environment that addresses short-term and long-term needs.
- ▶ **Holistic Support:** Yuba Community College District provides support that addresses all the needs of students beyond academic support to include personal and basic needs.
- ▶ **Data-Informed Decision Making:** Yuba Community College District commits to developing a data informed campus decision making process. Establish institutional procedures of accountability that are guided by data and research.

Draft YCCD Values

- ▶ **Workforce and Economic Development:** Yuba Community College District provides clear pathways and opportunities for staff, faculty and students to grow their skills and develop the tools they need for success in the workplace. Be agents for economic development to improve the quality of life for students, communities and local businesses.
- ▶ **Inclusiveness:** Yuba Community College District expands student awareness and diversity within our community by welcoming new cultures and identities with open arms.
- ▶ **Accountableness:** Yuba Community College District is accountable to our communities for developing critical thinking and civic engagement in our students. We are accountable for stewarding resources effectively to meet the diverse needs of our communities and region.
- ▶ **Community Oriented:** At the heart of community engagement is the ability for an individual and the entire community to become lifelong learners. Through engagement, we can develop collaborative relationships to conquer the diverse challenges facing our society. Yuba Community College District works with local community leadership to enhance our service areas through community engagement projects, which provides opportunities for learning and collaboration. Increasing public interaction with our colleges and district through enhanced community involvement, continue to develop and expand partnerships with our local businesses, local high schools (9-12), and all persons within our five-county district.

Draft Values

- ▶ **Honesty:** Yuba Community College District encourages a sense of trust among employees, the institution, and the communities we serve by embracing transparency and cultivating a safe environment that welcomes feedback and ideas from all stakeholders.
- ▶ **Respect:** Yuba Community College District promotes the value to treat all people with appreciation and dignity to help improve communication between stakeholders, increase teamwork, and reduce stress.
- ▶ **Trust:** Yuba Community College District encourages a sense of honesty among employees, the institution, and the communities we serve by embracing transparency and cultivating a safe environment that welcomes feedback and ideas from all stakeholders.

Draft YCCD Goal - #1

- ▶ ***Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion by 2023.***
 - ▶ Increase by at least 20 percent the number of students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;
 - ▶ Increase by 35 percent the number of students transferring annually to a UC or CSU;
 - ▶ Decrease the average number of units accumulated by students earning associate's degrees to 79 units;
 - ▶ Increase to 76% the percentage of CTE students who report being employed in their field of study;
 - ▶ Reduce by 40% the equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups; fully closing those achievement gaps within 10 years;
 - ▶ Over five years, reduce achievement gaps across all of the above measures through faster improvements in our service area, focused on campuses with the lowest educational attainment for adult learners.

Draft YCCD Goal - #2

- ▶ *Foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes.*
 - ▶ Access to technology.
 - ▶ Including being competitive in an online environment.
 - ▶ Providing equitable access at all hours and for students in all circumstances.
 - ▶ Create opportunities for professional development focused on anti-bias, racism and equity.
 - ▶ Adopt practices that focus on improving the diversity of faculty and staff to better reflect the students and communities we serve.

Draft YCCD Goal - #3

- ▶ *Continuously improve integrated planning and institutional effectiveness processes within a collaborative culture of evidence.*
 - ▶ Utilize data to inform decision making.
 - ▶ Enhance collaborative planning and programming between the colleges to improve outcomes for students.
 - ▶ Increase professional development opportunities to better utilize available data tools.
 - ▶ Improve enrollment management through accountability and use of resources, available tools and strategic foresight.

Draft YCCD Goal - #4

- ▶ *Refine standards, processes, roles and responsibilities to be a more efficient multi-college district.*
 - ▶ Develop a resource allocation model that is equitable and reflects the needs of a multi-college district.
 - ▶ Create and/or refine service level agreement to better define the relationships between Colleges and all district service's departments.

Draft YCCD Goal - #5

- ▶ *Integrate strategic foresight into our planning to better anticipate the future needs of our students and communities through innovation and technology.*
 - ▶ Embrace innovation and provide the latest technology that increases enrollment, retention, persistence, graduation and transfer rates.



Draft YCCD Goal - #6

- ▶ *Offer safe, reliable and welcoming environments and provide services that contribute to a safety net for students and the college communities.*
 - ▶ Address the basic needs of students in regard to food and housing insecurities.
 - ▶ Provide modern and safe facilities that are conducive to learn and work.
 - ▶ Update and maintain campus emergency action plans that are inclusive of natural disasters.

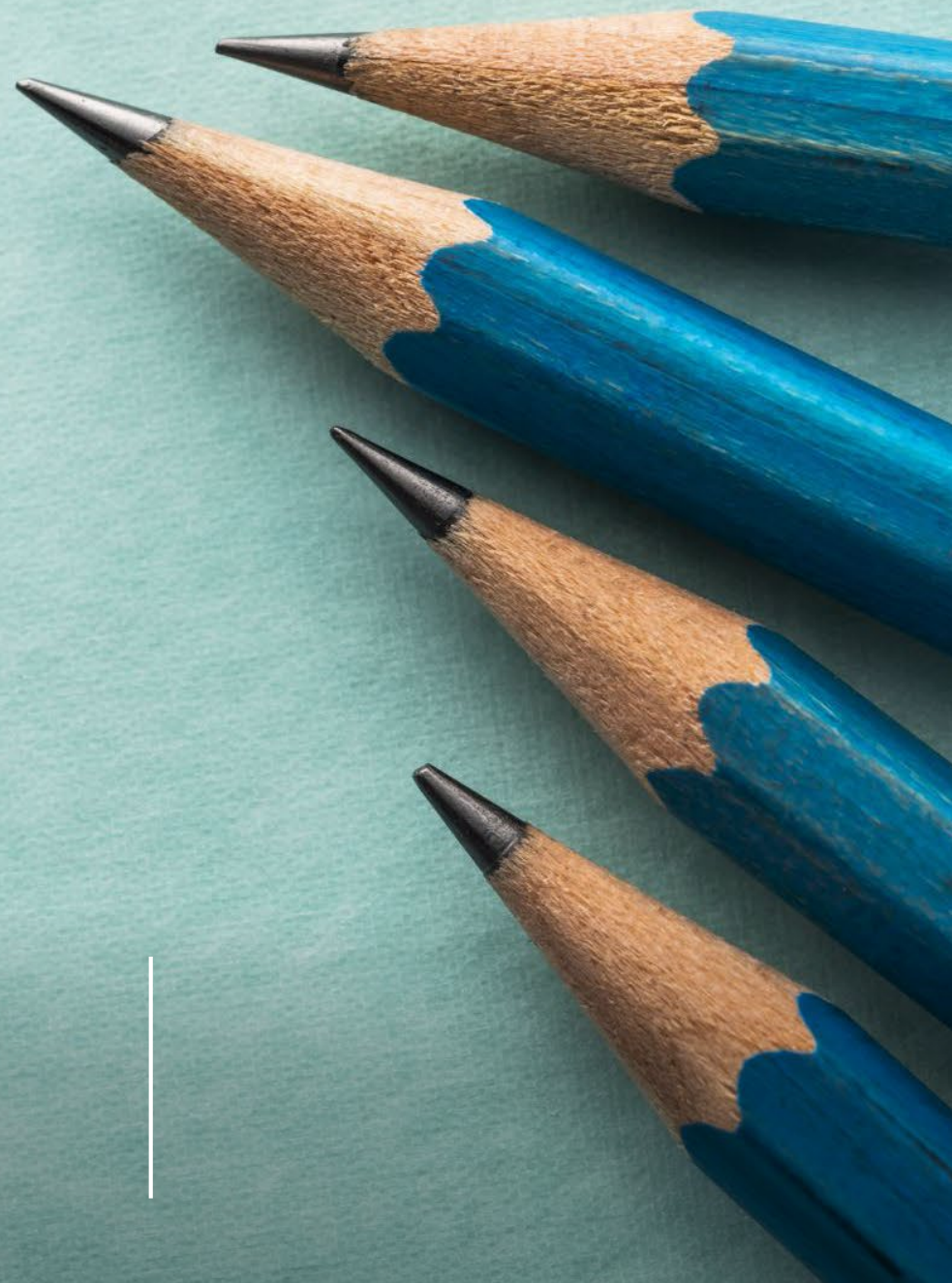
[illegible]



Educational Master Planning Mission, Vision, Values

Foundations for Woodland Community College's Future

Diane White



Introductions

Diane White

Integrated Academic Solutions, LLC

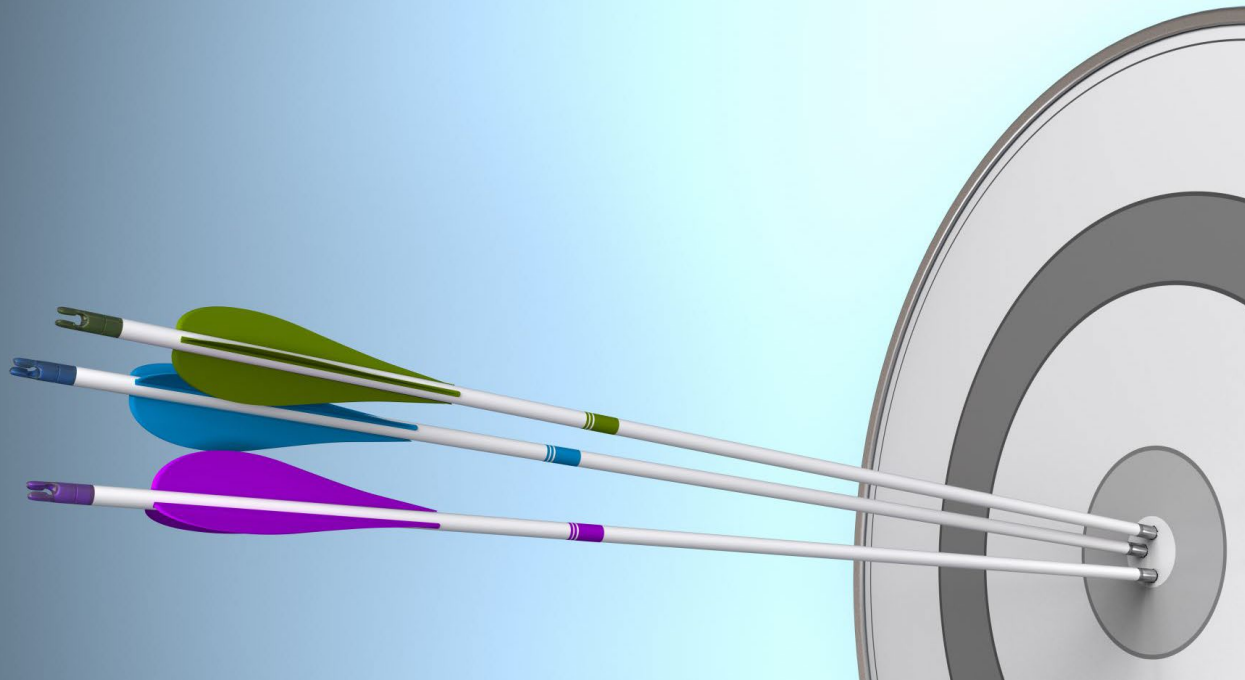
Dr. José Ortiz

Chancellor Emeritus, Peralta Community
College District

Overview

- Purpose and Outcomes: Mission, Vision, Values and EMP
- Process
 - ✓ Preplanning Activities
 - ✓ Planning Principles
 - ✓ Timeline
 - ✓ EMP Team and Responsibilities
 - ✓ Engagement and Communications
- Mission, Vision, Values – Definitions and Purposes
- Educational Master Plan Foundations
- Integrated Planning Components
- Getting Started Together
- Wrap up and Next Steps

Project Purpose and Outcomes



- Renew planning cornerstones: mission, vision, and values
- Create a Three-Year Educational Master Plan to:
 - set the course to meet students' educational and support needs, close opportunity gaps, and achieve equitable outcomes;
 - establish "SMART" goals and objectives (Specific, Measurable, Achievable, Realistic, and Time-based);
 - develop an implementation protocol to ensure goal achievement; and,
 - align with YCCD's 6-year Strategic Plan.

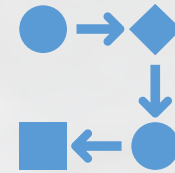
Preplanning



Thoughtful organizing of the entire planning process.

Preplanning Team Roster

Kasey Gardner
Carid Servin
Deanna Pierro
Christopher Howerton
Annette Lee
Lisceth Brazil-Cruz
Rebecca Reyes
Diane White (Consultant)



Preplanning Components

Desired outcomes

Planning approach and plan framework

Roles and responsibilities

Alignment with planning cycles

Project budget and resources needed

Project communication and outreach strategies

Data to be used

Preliminary timeline and key activities

Plan approval process

A close-up, high-contrast photograph of several interlocking metal gears. The gears are made of a polished, reflective metal, likely steel, and are arranged in a way that creates a sense of depth and mechanical complexity. The lighting highlights the sharp edges of the teeth and the smooth surfaces of the gear bodies. The background is blurred, focusing attention on the foreground gears.

Process Principles

- Student-centered
- Equity-focused
- Inclusive
- Collaborative
- Transparent
- Transformative

Timeline



Project Team and Responsibilities

President

- responsible for project oversight

Subcommittee of PIE (appointments in August)

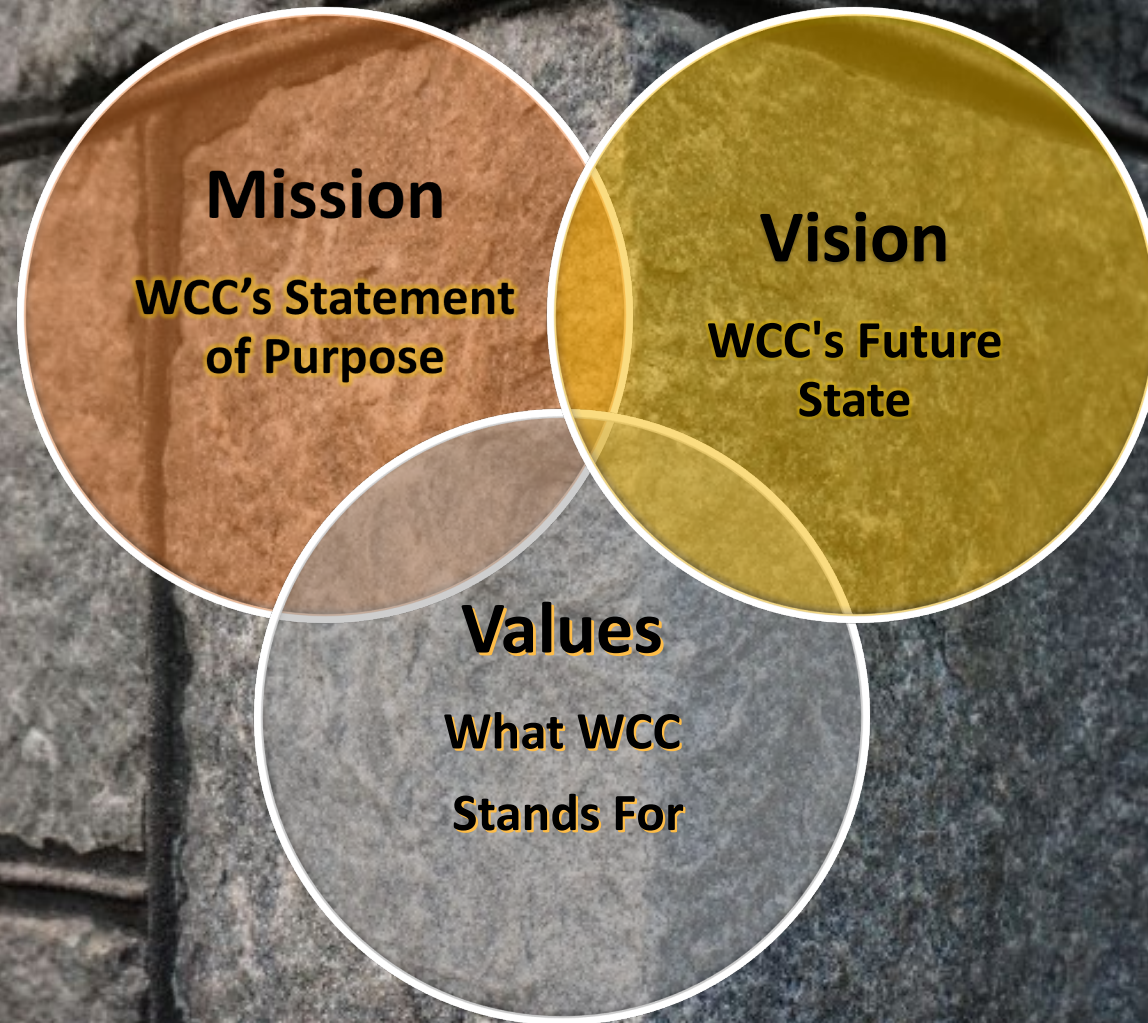
- responsible for helping guide the process for development of MVV and EMP
- responsible for supporting constituent feedback loops

Engagement: Together we plan for equity.

- Multiple Opportunities for Participation and Input
 - ✓ Surveys
 - ✓ Interviews
 - ✓ Forums and Town Halls
 - ✓ Educational Master Plan Questions & Feedback
 - ✓ [WCC Educational Master Plan](#)

Engagement: Together we plan for equity.

- Regular Communications and Feedback Loops
 - ✓ Dr. Pimentel's Monthly Updates
 - ✓ Update Bulletins for Division Meetings
 - ✓ College-wide Assemblies and "Town Halls" – in-person and virtual (recorded and posted)
 - ✓ Presentations to stakeholder and participatory governance groups



Planning Cornerstones

Mission Statement

Definition & Purpose:

Brief statement that answers basic questions:

- Why does the college exist?
- What needs has the college been created to fulfill?

Functions:

- Touchstone or litmus test for decision-making during challenging times
- Helps establish and maintain programmatic priorities
- Helps the college adhere to its primary purpose.

Accreditation Standard I

“The institution demonstrates strong commitment to a mission that ***emphasizes student learning and student achievement.***”

“The mission describes the institution’s ***broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.***” (IA1)

Review Criteria

addresses the institution’s
educational purpose

defines the student
population the institution
serves

educational purpose is
appropriate to an institution
of higher learning

addresses types of degrees,
credentials, certificates the
institution offers

demonstrates commitment to
student learning and student
achievement

Vision

Describes:

- what the college intends to become
- the institution's destination for the length of the plan.

Function:

- identifies specific characteristics or features that will define the college
- motivates, inspires around an achievable future state.



Values

- What the college stands for (e.g., principles, standards, mores)
- Way in which it intends to conduct its activities
- Declares: “*These are the characteristics we believe are important in how we do our work.*”

WCC's Current Statements

The mission of Woodland Community College is to provide quality degrees, career certificates, transfer programs, and life-long skills.

This is important at WCC because our growing community demands increased higher education attainment as well as workforce development.

This is important at CCC because the increased higher education attainment strengthens our diverse rural community.

This is important at LCC because higher education and career training benefit our diverse community economically and socially.

We do this at WCC by creating guided academic pathways to meet all students' needs.

We do this at CCC by increasing access to academic and career technical programs to meet the needs and expectations of the regional economy.

We do this at LCC by providing access to educational opportunities, services, and technology supporting student success.

WCC's Current Values Statement

Woodland Community College is committed to creating a safe and open environment for all students, staff and faculty.

Our Pledge to you is:

- To promote a positive learning environment free of bias, discrimination, intolerance and violence.
- To engage in civil and informed dialogue with those who may have different views.
- To recognize and respect the need for privacy and to comply with all related policies.
- To act upon instances of bias, discrimination, intolerance or violence that are witnessed or reported.

Educational Master Plan

Outlines the college's direction for the future

Identifies the educational needs in the service area

Establishes goals and objectives to address needs

Prioritizes the work required to accomplish its purpose



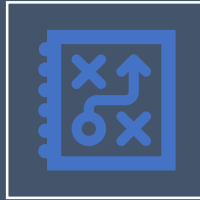
EMP
Five Guiding Questions
To
Outline Direction
&
Focus on Needs

- 1. Who are the students we serve now and who will our future students be?
 2. What are the needs of our current students and what will students' needs be in the future?
 3. Do our current delivery systems serve student needs? Will they serve students' future needs?
 4. How can we best serve the educational needs of the population in our service area?
 5. What resources (e.g., technology, facilities) and practices will best ensure equitable access and outcomes for our students?

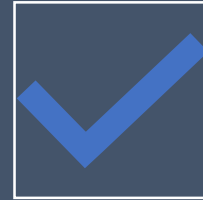
Integrated Functions



**Mission, Vision,
Values**
Basis for all planning



District Strategic Plan
Guides the direction
of the District's
energies and
resources



**Educational Master
Plans**
Outlines the long-
term course for
addressing
educational needs.



**Institutional Support
Plans** (e.g., technology,
enrollment
management)
Guide the
implementation of the
key plans' goals and
objectives.

Getting Started Together: Part 1 - Vision

What does WCC aspire to become?

What characteristics will define the College?

- Talk with people at your table or nearby; capture two “big” ideas;
- one person write down the “big three” on PINK post-its (on each table)
- 10 minutes
- Bring your table’s post-it to large poster labeled “VALUES.”



Getting Started Together: Part 2 - EMP

Five Guiding Questions

- One of five “EMP Guiding Questions” per table.
 - Talk with people at your table (or nearby).
 - Capture **two “big ideas” that answer the Guiding Question**
 - One person write down the ideas on **orange post-its**.
 - Bring your table’s post-its to large poster labeled **“GUIDING QUESTIONS.”**
-
- **10 minutes**



A photograph of a wooden boardwalk winding through a grassy dune landscape. The boardwalk is made of light-colored wooden planks and curves from the bottom left towards the center. The landscape is covered in green grass and some purple flowers. In the background, there are sand dunes and a line of trees under a cloudy sky. A white, irregular shape is overlaid on the right side of the image, partially obscuring the boardwalk and the landscape.

Wrap Up & Next Steps

- **Brief “share out” – Your Take-aways**
 - Values
 - EMP Guiding Questions
- **Next Steps**
 - Information from today posted on EMP webpage.
 - Values ideas will be basis for mission and vision “town hall” activity.
 - EMP ideas will be used for an initial EMP survey of all stakeholders.



Thank you, WCC
Community!



Equity Keynote

Dr. Keith Curry

President/CEO Compton College

YCCD Chancellor

Dr. James Houpis

Just-in-time Training Modules

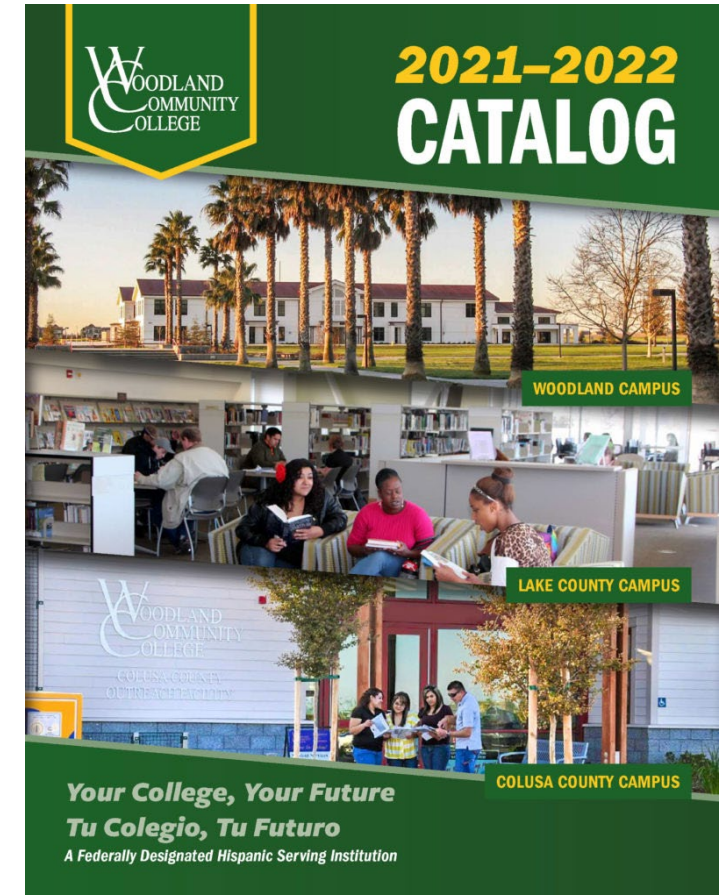


Refresher on Instructional Modalities



Kasey Gardner, VP of Instruction

Nili Kirschner, Curriculum Co-Chair and Professor of Sociology



AP 4105 Definitions (YCCD BoT)

Distance Education: Instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology (§ 55200)

Fully Online: A course in which 100% of the instruction and interaction between instructor and student is delivered online asynchronously

Online with Flexible In-Person Component: Online, asynchronous course with in-person/proctored assessment/activities at a flexible time and place

Partially Online/Hybrid: A course that replaces some, but not all, face-to-face or online synchronous class time with asynchronous online instruction

Broadcast Education: A course offered synchronously through 2-way interactive/point-to-point instruction

(Emphasis Added – Underlined)

Vernacular Crosswalk

Modalities

- Face to Face
- Point-to-Point – *Broadcast (Telelecture)*
- Hybrid – F2F – *Hybrid*
- Asynchronous Online – *Fully Online*
- Synchronous Online – *Broadcast (Not telelecture)*
- Hybrid – Online – *Hybrid*

Insights and Analysis

Justifications provided for modality approvals to curriculum committee

Compliance and obligations for teaching in scheduled modality

Student communication of scheduled courses

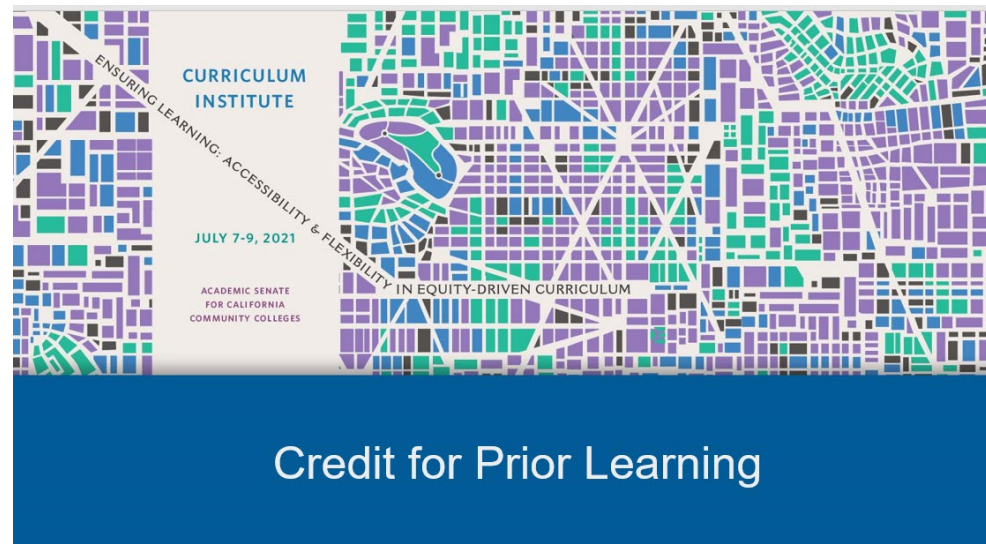
Student preference in early enrollment patterns

Questions? Ready for the game?

Credit for Prior Learning at WCC

Faculty Lead: Brandi Asmus

Faculty Co-lead: Candice Stafford Banks



What is Credit for Prior Learning?

Credit for Prior Learning (CPL) is college credit awarded for validated college-level skills and knowledge gained outside a college classroom. Students' knowledge and skills might be gained through experiences such as:

Title 5 § 55050 - Credit for Prior Learning; CCCCO Memo ES20-300-001

- Military training
- Industry training and certification
- State/federal government training
- Volunteer and civic activities
- Apprenticeships, internships, work-based learning, or other industry-based experiential learning

Methods of Assessment:

Portfolio Review

Credit by Exam

Industry Certification

Military Transcript

Advanced Placement, International Baccalaureate, College Level Exam Preparation



CPL is an EQUITY Lever

CCC Vision for Success and Core Commitments

Vision for Success

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment for CTE students
5. Reduce and erase equity gaps
6. Reduce regional gaps

Core Commitments

1. Focus on students' goals
2. Design and decide with the student in mind
3. Pair high expectations and high support
4. Evidence-based decisions
5. Own student performance
6. Enable innovation and action
7. Cross-system partnership

Closing the equity gap

ASCCC: [Credit for Prior Learning as an Equity Lever](#)

CA Competes ["Credit for Prior Learning: Leveraging Past Learning to Close Present-Day Equity Gaps"](#)

- Most Californians who could benefit from CPL are people of color¹
- Validates learning that has occurred
- Saves money and time
- Increases employer partnerships
- Aligns with Guided Pathways

¹ California Competes [CAsCompetes CPL-Brief Final.pdf \(californiacompetes.org\)](#)

Figure 1: Many students who could benefit from CPL are nonmilitary veterans.

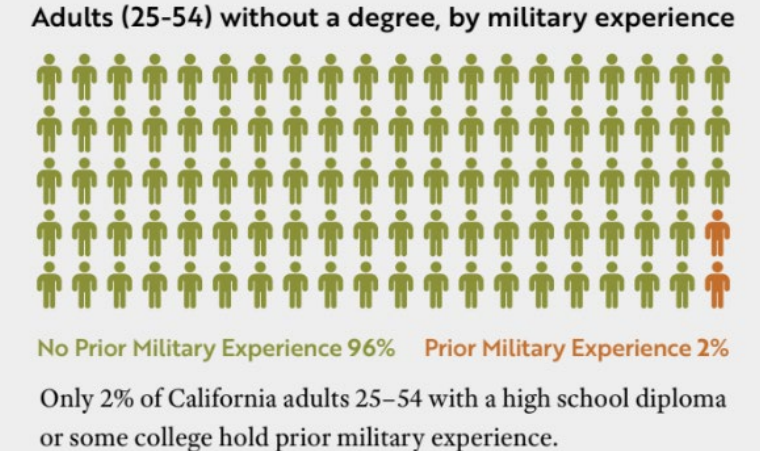
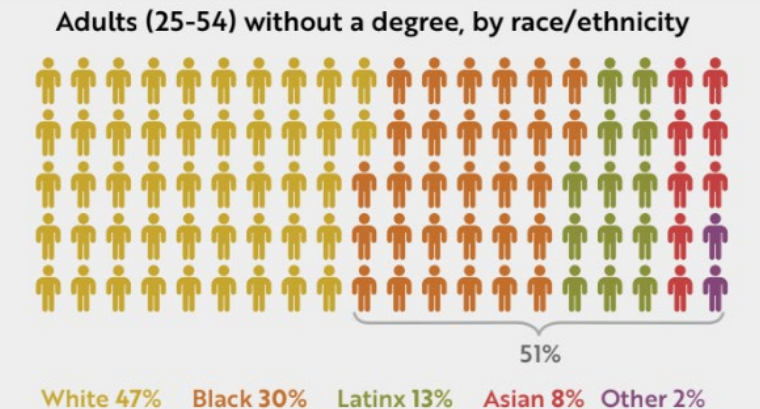


Figure 2: Most Californians who could benefit from CPL are people of color.ⁱ



Tying it all together...

CCC Vision Goals Workforce

Guided Pathways

Strong



- “The pandemic-induced recession presents a uniquely important opportunity to support unemployed and underemployed Californians, particularly those of color, in reskilling and upskilling to secure better-paying jobs in the future.”
- “When colleges require students to take courses with content they have already mastered on the job, in the military,... potential graduates often must spend extra time and money duplicating their education—or deferring it.”
- “By contrast, more uniform and widely implemented CPL policies throughout California’s public higher education segments could elevate the economic trajectories for hundreds of thousands of uncredentialed adults — while helping the state increase degree attainment and meet workforce demands.” California Competes: Higher Education for Stronger Economy

Institutionalizing CPL

Effective CPL practices requires a team:

Faculty, Student Services, Administrators, Instruction, Academic Technology, Information Services, Counselors, Articulation Officer, Veterans Services and more...

- CPL AP and BP Policies
- CPL and Guided Pathway
- Transcribing CPL
- CPL Petition Process
- CPL Database
- Integrating CPL into the Curriculum Process
- Statewide partnerships CCCCO
- CPL messaging to student
- CPL website and course list

Current WCC CPL Website and Petition Form

<https://wcc.yccd.edu/admissions/credit-for-prior-learning/>



Petition for Credit for Prior Learning

Date: _____

Credit for Prior Learning Eligibility: (Check all that apply)

- ☐ Credit by Exam
☐ Industry Certification
☐ Portfolio
☐ Military Joint Service Transcripts
☐ Baccalaureate (1B)

Student Information

Birth Date: _____

Student ID #: _____ Email Address: _____

Name (*Last, First, MI*): _____

Telephone #: _____

Course # (*Math 52*) _____ Course Title (*Intermediate Algebra*) _____ Units (*4.0*)

Grade Basis Selection: ☐ A, B, C, D, F Grading **or** ☐ Pass/No Pass Grading

My rationale for this request is as follows:

I hereby petition to take the above-listed course in accordance with the rules governing Credit for Prior Learning as set forth in the College Catalog. I understand all steps must be completed in order.

Student Signature _____ Date _____

Step 2: Eligibility Verification (Completed by Admissions and Records)

- ☐ Currently enrolled in the semester in which the exam is to be taken
☐ In Good Academic Standing (Not on Warning, Probation, or Dismissal)
☐ Less than 15 units earned through credit by examination
☐ Not currently enrolled in the course to be challenged
☐ Not currently enrolled in nor received credit for a more advanced course in the same subject (*may be waived by dept*)
☐ Grade Basis Selection
☐ The course is listed in the current Woodland Community College or Yuba College Catalog

Step 3: Examination Completion

Grade Basis: ☐ A-F **or** ☐ P/NP Exam/Portfolio Grade: _____ Exam Date: _____

Instructor of Record (*please print*): _____

Instructor Signature _____ Date _____

Administrator of Academic Area Signature _____ Date _____

Step 4: Examination Posting (Office Use Only)

Subject/Catalog ID: _____ Date Recorded: _____

Course Number: _____ Records Technician: _____

Transcribing Credit for Prior Learning Example

“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.”

ACCJC Policy on Credit for Prior Learning, June 2020

Prior Learning Assessment					
Military Credit			Test Date	Score Units	Grade
CSNT	110	MCE 5939-001 Aviation Comm	01/01/2020	9.00	
CSNT	111	HARDWARE/OS FUNDAMENTALS		3.0	P
CSNT	111	NETWORKING FUNDAMENTALS		3.0	P
CSNT	140	LINUX ADMINISTRATION		3.0	P

2019 Fall					
Course		Description	Attempted	Earned	Grade
ASTR	100	PRINCIPLES OF ASTRONOMY CSU:B1,IGETC:5A	3.0	3.0	C
SPAN	101	SPANISH I CID:SPAN 100,CSU:C2,IGETC:6A Prior Learning Assessment: Portfolio	5.0	5.0	A


2019 Fall					
Course		Description	Attempted	Earned	Grade
ASTR	100	PRINCIPLES OF ASTRONOMY CSU:B1,IGETC:5A	3.0	3.0	C
SPAN	101	SPANISH I CID:SPAN 100,CSU:C2,IGETC:6A Prior Learning Assessment: Credit by Exam	5.0	5.0	A

Prior Learning Assessment: Other Credits					
Industry Certification		AWS Certification	11/13/2020	3.000	P
CSNT	150	AWS ACADEMY CLOUD FOUNDATIONS			

* Please note these are examples of transcript verbiage only and not necessarily what is actually being awarded for CPL.


The Student CPL Experience

- Getting the word out to students about Credit for Prior Learning opportunities
- Who can students contact to learn more about CPL?
- Guidance for students by a CPL Counselor
 - Is CPL the right choice?
 - Developing an education plan
- Streamlining the CPL petition process from start to transcription
- Additional Support to make sure your CPL students succeed:
 - Portfolio review support
 - Credit by Exam preparation
 - Submitting Military Transcripts
 - Submitting Industry Certifications



[Canvas](#)
[MyPalomar](#)
[Faculty/Staff](#)
[Library](#)
[Governing Board Agenda](#)

[ABOUT PALOMAR](#)
[NEW STUDENTS](#)
[CURRENT STUDENTS](#)
[ACADEMICS](#)
[COMMUNITY](#)
[A-Z](#)



Find the latest Coronavirus (COVID-19) information

HELPING STUDENTS GET CREDIT FOR WHAT THEY ALREADY KNOW AND CAN DO

Back to CPL Home

YOUR SELECTIONS

Clear All

DEGREE / CERTIFICATION

Please Choose One

ASSESSMENT METHOD

☐ Credit by Exam (61)
 ☐ Credit by Exam + Portfolio (1)
 ☐ Industry Certification (16)
 ☐ Military Transcript (57)
 ☐ Portfolio (20)

PALOMAR PATHWAY/METAMAJOR

☐ Arts, Media, and Design (7)
 ☐ Business (31)
 ☐ Health and Public Services (9)
 ☐ Humanities and Languages (10)
 ☐ Science, Technology, Engineering, and Math (22)

Credit for Prior Learning Course List

Sort for CPL eligible courses through the filter categories in the left menu.

For more information and CPL next steps, contact Tina Barlolong in Counseling at cbarlolong@palomar.edu or at (760) 744-1150 x 3415 to schedule a counseling appointment.”

You can also email Candace Rose, Interim CPL Coordinator, at cpl@palomar.edu for more information.

Also, check out the [Palomar Pathways Mapper](#) – a useful tool to review certificate and degree maps.

Sort by

1 2 3 ... 5 >>

ACCT 101: Bookkeeping

ASSESSMENT METHODS

Credit by Exam

Military Transcript

DEGREES / CERTIFICATES

Administrative Assistant - A.S. Degree Major/Cert. Achievement

Advertising and Merchandising - A.S. Degree Major/Cert. Achievement

Bookkeeping/Accounting Clerk - Cert. of Proficiency

General Business - A.S. Degree Major

Marketing

PALOMAR PATHWAY

Business

ACCT 104: Accounting Spreadsheet Concepts

ASSESSMENT METHODS

Credit by Exam

Military Transcript

DEGREES / CERTIFICATES

Accounting Major/Cert. Achievement

Bookkeeping Major/Cert. of Proficiency

Business Major/Cert. of Proficiency

Internal Auditor Major/Cert. of Proficiency

PALOMAR PATHWAY

Business

ACCT 105: Individual Taxes

ASSESSMENT METHODS

Credit by Exam

Military Transcript

DEGREES / CERTIFICATES

Accounting Major/Cert. Achievement

Bookkeeping Major/Cert. of Proficiency

Business Major/Cert. of Proficiency

Internal Auditor Major/Cert. of Proficiency

PALOMAR PATHWAY

Business

DMT 100: Intro to Diesel

MAJOR DEGREE

Diesel Technology – A.S. Degree Major/Cert. Achievement 18 units/more

NOTES

ASE Master Tech Level

Palomar College

searchable

CPL Webpage

Enhancing the Student Experience

Easily search for CPL eligible courses by:

- Assessment Method
- Discipline
- Palomar Pathway/Meta Major

Degree(s)/Certificate(s) and course specific CPL notes

Computer Network Administration with Emphasis: Cisco Associate in Science Degree

Pathway To: Career Time to Completion: 3 years Map View ☒ List View

1 ST TERM	2 ND TERM	3 RD TERM	4 TH TERM	5 TH TERM
<div>CSNT110 4.0 Units HARDWARE AND O.S. FUNDAMENTALS</div>	<div>CSNT160 3.0 Units CISCO NETWORKING FUNDAMENTALS</div>	<div>CSNT161 3.0 Units CISCO ROUTER CONFIGURATION</div>	<div>CSNT260 3.0 Units CISCO ADVANCED ROUTING AND SWITCHING</div>	<div>CSNT261 3.0 Units CISCO WIDE AREA NETWORK DESIGN AND SUPPORT</div>
<div>CSNT111 3.0 Units NETWORKING FUNDAMENTALS</div>	<div>CSNT180 3.0 Units WIRELESS NETWORKING</div>	<div>CSNT181 3.0 Units HACKER PREVENTION/SECURITY</div>	<div>CSNT280 3.0 Units COMPUTER FORENSICS FUNDAMENTALS</div>	
<div>Palomar GE: Area A1 - English Composition 4.0 Units Choose a course</div>	<div>Competence in Health - Palomar GE: Area E 3.0 Units Choose a course</div>	<div>List 1-U.S. History, Constitution, and American Ideals/GE Area D 3.0 Units Choose a course</div>	<div>List 2-U.S. History, Constitution, and American Ideals/GE Area D 3.0 Units Choose a course</div>	
<div>Competence in Mathematics- Palomar GE: Area A2 3.0 Units Choose a course</div>	<div>Fitness Lab requirement 1.0 Units Choose a course</div>	<div>Palomar GE: Area C - Humanities 3.0 Units Choose a course</div>	<div>Palomar GE: Area B - Natural Sciences 3.0 Units Choose a course</div>	
	<div>Multicultural Requirement 3.0 Units Choose a course</div>	<div>Electives 3.0 Units Choose a course</div>	<div>Electives 3.0 Units Choose a course</div>	

Military Credit

Thinking outside the box...

Aviation
Communication
Systems Technician

Marine Corps
Communications
Electronics School

Marine Corps students who complete this 600+ hour training program qualify for 7 courses (22 units) of CSNT credit plus 2 elective courses (6 units) towards a Certificate or AS degree in **Computer Network Administration with Emphasis: Cisco**

CPL Progress at WCC

District CPL Meeting 3/4/21

- Gantt Chart (District)
- Shared Resources
- Training (ASCCC Brown Bag – March 8-11, 2021)

WCC CPL Action Items

- Identify courses at WCC that may be eligible for CPL
- Develop standardized Portfolio Rubric Assessment
- Review NFN Industry Certification & Create Crosswalk
- Fall 2021 Trainings @ Convocation

WCC CPL Update

- Worked with VPSS on CPL language for 2021-2022 Catalog
- Develop/shared preliminary course list with faculty in disciplines identified; identify methods of assessment
- Hosted drop-in informational & feedback session (4/6) ; updated course list

In Process

- Develop process for faculty to petition new courses for CPL
- Develop/refine process for student petition
- Work with IT on integration with Self Service
 - Canvas for Portfolio?
- Work with eLumen to identify CPL on COR
 - COR populates on CPL Website?

Questions?

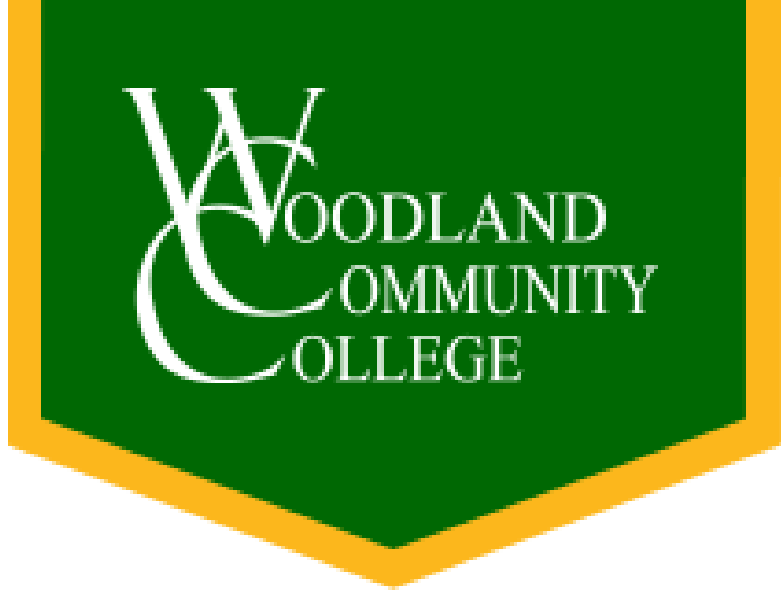
Contact your WCC CPL Leads
Brandi Asmus and Candice
Stafford-Banks

SLO, Curriculum, Program Review & Assessment

Dr. Lisceth Brazil-Cruz, Dean of Student Success & Institutional Effectiveness

Professor of Agriculture of Brandi Asmus

Professor of Sociology Nili Kirschner



eLumen Updates

CURRICULUM, SLOS, AND PROGRAM REVIEW

AUGUST 2021 CONVOCATION

Curriculum Updates

New Program Builder tool in eLumen

- Help materials are updated and posted in Canvas
- Flex session on Aug **13** at **10am**

Curriculum update reminders in eLumen

- Work underway to put 5-year revision due dates into eLumen for courses
- For FA 2021, we will provide spreadsheet of courses that need to be revised

Ethnic Studies Requirement Update

- ETHN classes approved for CSU Area F, included in catalog addendum
- AB 1040 - legislation to require ethnic studies at community college

Professional Development

- Aug **13** - Program Builder in eLumen
- Sep 3 - Revising Curriculum in eLumen
- Oct 6 - Infusing Equity into Your Curriculum, from the COR to the Classroom

SLO Updates

Successful first round!

- **89%** of courses have SLO data submitted for SP 2021
- SU 2021 **SLO data in progress**

Integration with Canvas ON HOLD

- Focus on creating authentic assessments, using Canvas Outcomes tool to track SLOs

eLumen Enhancements

- Student demographics and section attributes added
- Will continue to use default assessment template for FA 2021

Professional Development

- **Aug 13 at 11am:** Preparing for SLOs and Program Review 2.0
- Brown Bag Academy for FA 2021 (schedule on slide 5)

Program Review 2.0

Program Review Cycle

- Review due October **15**
- See where your program is in cycle **in SLO/Program Review Canvas site**

Changes to version 2.0

- Includes “milestones” for annual updates
- Ability to add action plans and **resource** requests more easily
- Ability to map to program and institutional goals/SLOs

Program Review Guide

- New and improved guide: Best Practices for your Program Review – coming soon in Canvas!

Professional Development

- Aug **13**: Preparing for SLOs and Program Review 2.0
- Brown Bag Academy for FA 2021 (schedule on slide 5)

SLO/Program Review Brown Bag Academy

Zoom sessions are Fridays, 12-1. Sessions will be recorded and archived in Canvas.

1. Aug 27: Writing and Mapping Meaningful SLOs
2. Sep 3: Revising Curriculum in eLumen
3. Sep 10: Authentic Assessments and Rubrics
4. Sep 17: Completing Your Program Review (2.0 training)
5. Sep 24: Best Practices for Action Plans and Resource Requests
6. Oct 1: Program Review Highlights from 2020

Additional Support

- Aug 13: Preparing for SLOs and Program Review 2.0
- Oct 6-7: Program Review drop-in office hours with Dean Brazil-Cruz
- Nov: SLOs Entry Refresher/Results Explorer
- Dec: SLO drop-in office hours with Dean Brazil-Cruz during/after finals



Attend all 6
Academy
sessions to
receive a
certificate of
completion!



Faculty & Staff Development Center @ Woodland Community College



Curriculum

Access the Canvas pages for Curriculum information and processes.



Professional Development

Training opportunities and resources for Flex credit and professional growth.



SLO & Program Review

Resources for writing SLO's and program reviews.



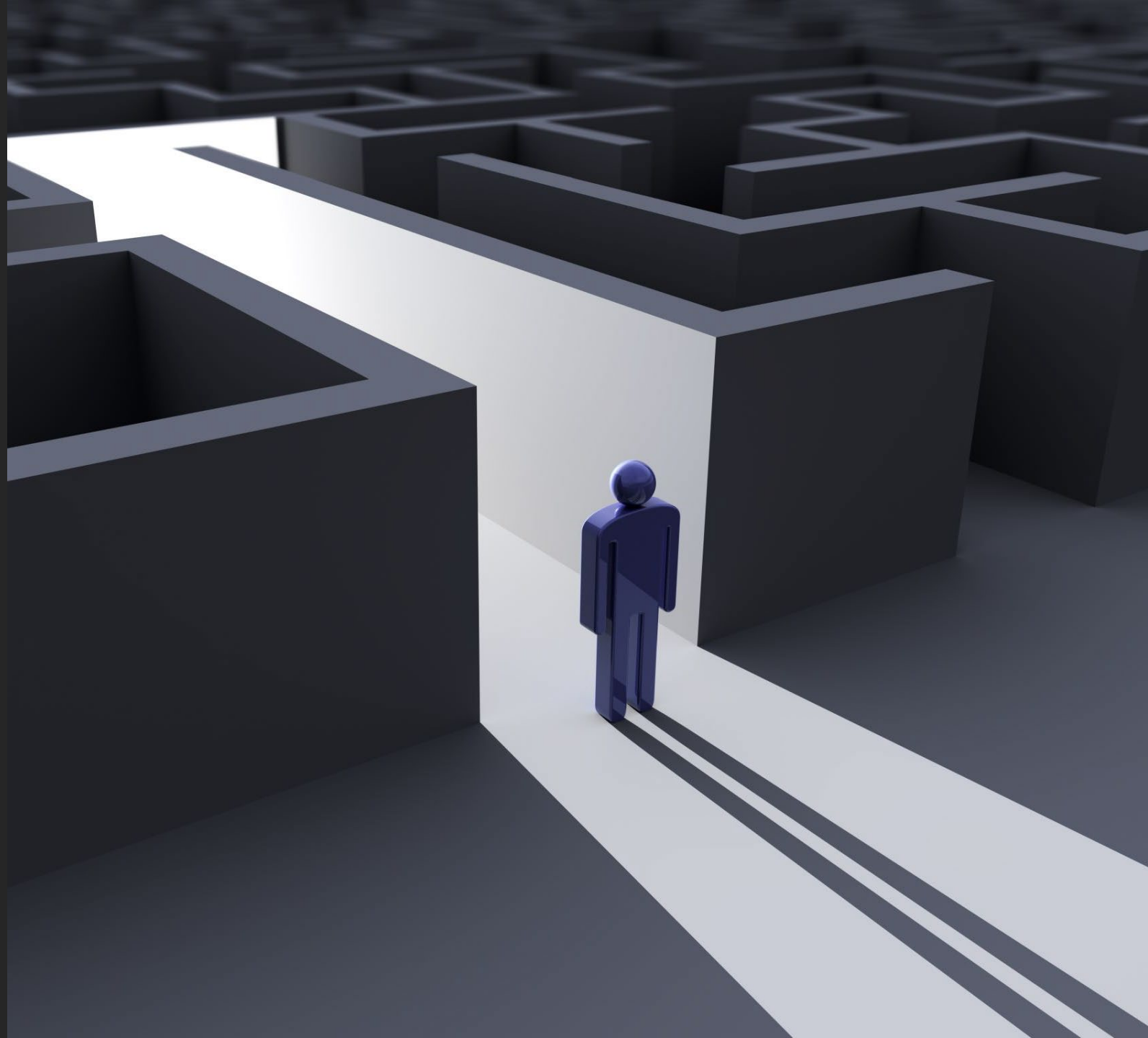
Teaching & Learning

Ideas for teaching and learning excellence, link to syllabus upload and forms, and resources to support students.



Pathways
Keynote
Stephanie Curry
Reedley College

Guided Pathways Breakouts



Employee Association Meetings



Adjourn



EARLY ALERT UPDATE

ADELA ESQUIVEL-SWINSON

August 11, 2021

Guided Pathways



Four Pillars of Guided Pathways

Clarify
the Path



Create Clear
Curricular
Pathways to
Employment
and Further
Education

Enter
the Path



Help Students
Choose and
Enter Their
Pathway

Stay on
the Path



Help Students
Stay on
Their Path

Ensure
Learning



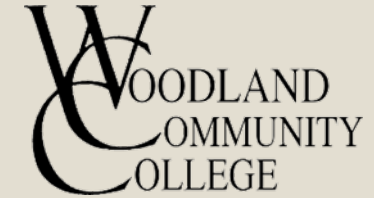
Follow Through, and
Ensure that Better
Practices are
Providing Improved
Student Results.

Early Alert

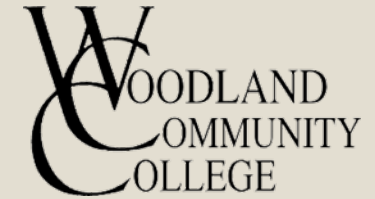
- Faculty Awareness
- Issues addressed via Early Alert
- Who can use Early Alert?
- How does it work?




Easy Access to Early Alert



Navigation



Employee Resources

 > Employee Resources



Convocation

Curriculum

Flex Workshops

FWS Supervisor Resources

Professional Development

Employee Resources for Faculty & Staff

[Submit an Early Alert for a Student Needing Personal Assistance](#)

Select Language 

Powered by  Google Translate

[Manage My Flex](#)

Upcoming Flex Workshops

[Information Security IT2617 Details here](#)

Identify Student



Early Alert: Identify Student

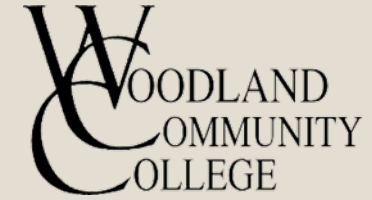


Look up by student id

Look up by student last name

[reload search criteria](#)

Select Alert Options



For: Student Name and ID # will appear here

Please answer the following questions

Indicate the nature of
the concern

<<Select One>>



What would you like to
see happen?

Early Alert Contact Modalities



Improvements to Early Alert

Drop down menu for selection of concerns

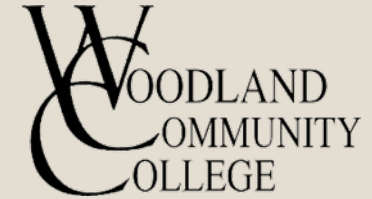
- Tardiness or non-attendance
- Unprepared to meet class requirement
- Missing homework
- Poor quiz/test scores
- Medical/behavioral assistance

Other Improvements



- Updates before each case is closed
- Link to submitted/closed concerns
- Quick alert when first contact is made
- Included a category for emergency/urgent situations
- Student home location and class name now included
- Faculty Id numbers no longer visible

EA Improvements



Email Student

Text Student

Log Entries

Entered by	Date	Assigned To	Status	
Marrisa Boswell	07/06/2021	Alberto Miranda	Assigned	
Notes: Hi Alberto, please contact this student.				
Marrisa Boswell	07/06/2021	Isabel Duenas	Assigned	
Notes: Hi Isabel - Alberto is on vacation can you please contact this student				
Isabel Duenas	07/08/2021	Isabel Duenas	In Process	

EA Improvements Cont.



Isabel Duenas	07/08/2021	Isabel Duenas	In Process
Notes: Hello [REDACTED] My name is Isabel Duenas, WCC staff. Please contact me, I want to ensure we are helping you complete the semester successfully! iduenas@yccd.edu			
Isabel Duenas	07/15/2021		Closed
Notes: I spoke to [REDACTED] about classes and they explained that they are considering dropping a class. I encouraged them to speak to a counselor and review their options. I provided information as well as offering to meet with them. I will update the case if the student responds.			

Add Log Entry

Archive Concern

Other Improvements Planned

- Kudos!
- Positive reinforcement
- Ability to congratulate students
- Other ideas?



Kudos to you!

GROUP DISCUSSION AND IDEAS



Thank You!

Adela Esquivel-Swinson

aesquive@yccd.edu

530 668-2536