

# Crafton Hills College Adjunct Faculty Orientation: Fall 2023

Prepared by Keith Wurtz, Ph.D.

Vice President of Instruction



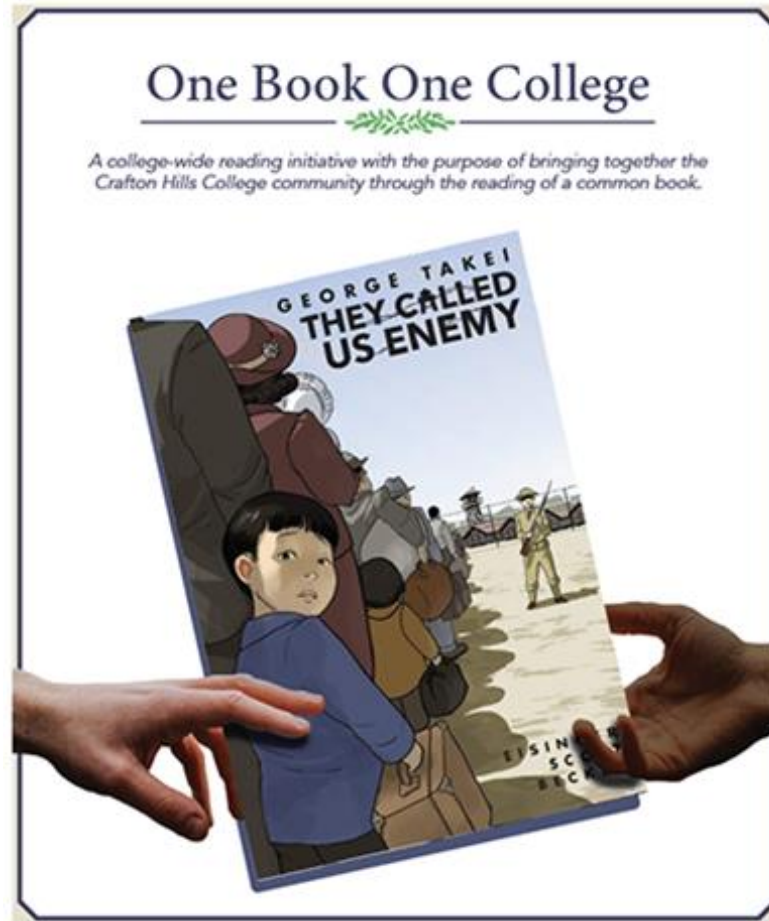
# Session Objectives

- ▶ Announcements
- ▶ Icebreaker
- ▶ Equity Data Review
- ▶ Review DEI Strategies at Crafton Hills College
- ▶ Equity Mindedness and Syllabus Activity
- ▶ Resource Materials Available in the Appendix

# Announcements

- ▶ CTA Announcements (5 minutes)
- ▶ One Book One College Announcement (5 minutes)
- ▶ Academic Senate Announcements, Meridyth McClaren, Academic Senate President (5 minutes)

# One Book/One College 2023-2024



# Thank you, One Book Team!

- ▶ Judy Cannon
- ▶ Rejoice Chavira
- ▶ Chloe de los Reyes
- ▶ Ed Ferrari
- ▶ Kashaunda Harris
- ▶ Krista Ivy
- ▶ Monica Khalaj-LeCorre
- ▶ Natalie Lopez
- ▶ Ericka Paddock
- ▶ Michelle Riggs

# Criteria for Book Selections

- ▶ Addresses issues of Equity and Inclusion
- ▶ Relevant to the current student population
- ▶ Interdisciplinary and accessible
- ▶ Has a message that can develop empathy
- ▶ Helps build community amongst students and employees

GEORGE TAKEI  
~~THEY CALLED~~  
~~US ENEMY~~

IRISINGO SCOTT BEEKER

# Books and Resources

**CHC**  
AY 2023-2024

**ONE BOOK ONE COLLEGE  
FACULTY GUIDE**



Front Cover of *They Called Us Enemy*

Becker, Harmony, illustrator. Front Cover of *They Called Us Enemy*.  
George Takei, et al. Top Shelf Productions, 2019. Front Cover.

- Faculty wanting to use the book in their curriculum may pick up the book today
- Faculty resource guides are available today. Watch for updates online in our Canvas shell



# Dr. Virginia Loh-Hagan

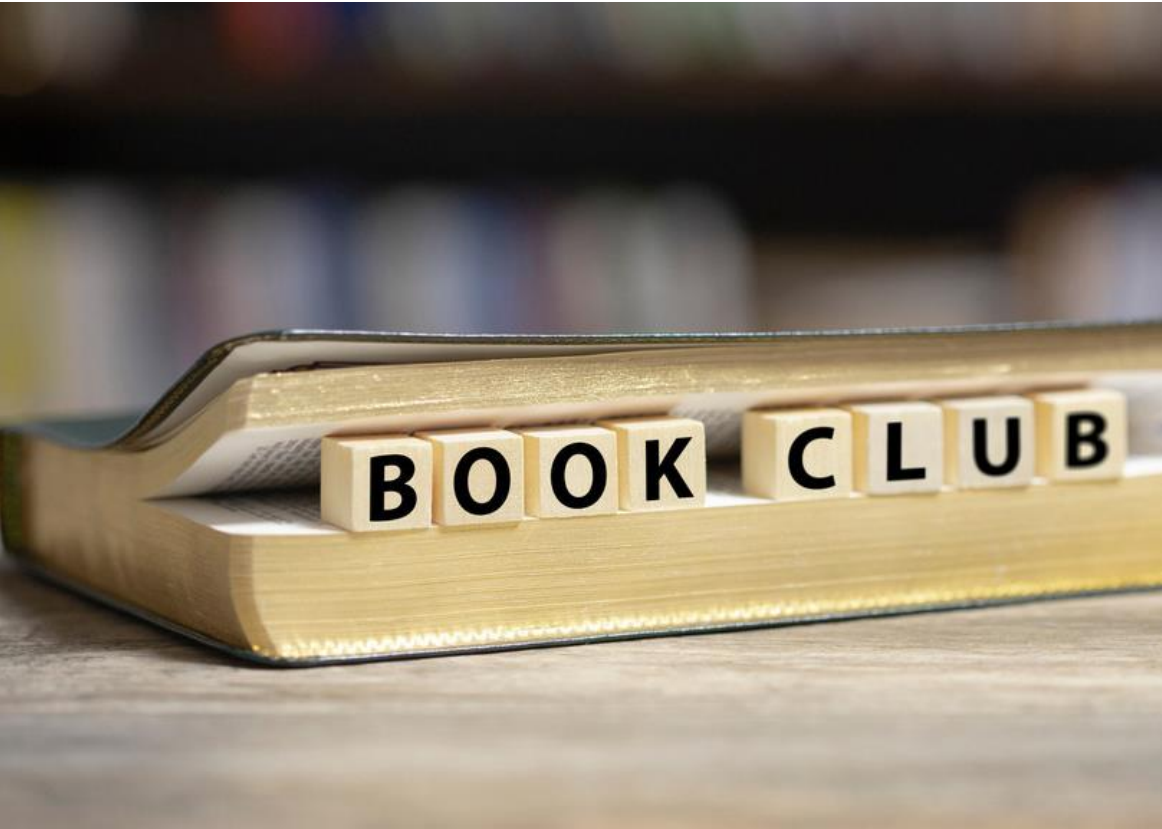
September 12 @ noon (Zoom)



- ▶ Dr. Loh-Hagan will join us via Zoom on Sept. 12. She will discuss the Japanese incarceration and the importance of learning about this history
- ▶ Dr. Loh Hagan is an author of children's literature focusing on the Asian American experience. She has been on the faculty at San Diego State University and is the Co-Executive Director of the Asian American Education Project.

# Book Club Discussions

- ▶ August 30-December 6
- ▶ 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays
- ▶ Library
- ▶ 2:00-3:00



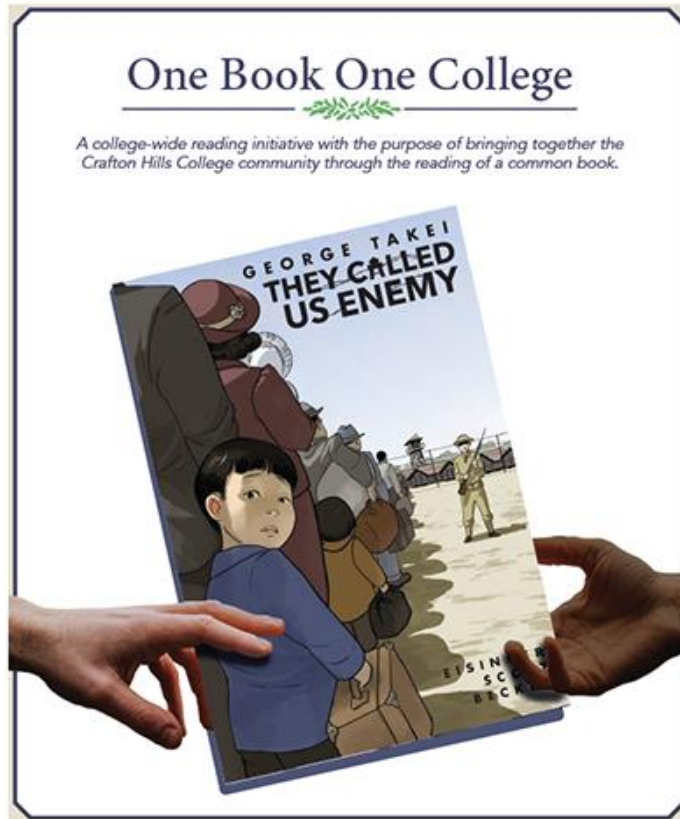
# Additional Activities - Coming this year

- ▶ Workshops
- ▶ Speakers
- ▶ Essay/Art Competition

Watch for details - coming soon!



# Additional Resources



Scan QR Code for a list of  
resources on *They Called Us  
Enemy*

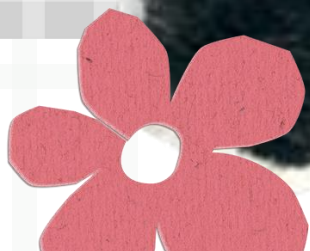




# Academic Senate Updates

Fall 2023

AMAZING



OCT 6

OCT 27 19

NOV 30 19

DEC 29 1

JUL 1

SEP 1

# What is Academic Senate

1.



10+1

2.

Academic senates have the primary responsibility for making recommendations to their governing boards or designees in regard to all matters academic and professional.

Academic & Professional Areas - identified by and typically called the 10+1

[https://www.asccc.org/10\\_1](https://www.asccc.org/10_1)

FT and PT Faculty working together with Administration to provide faculty insight on policy and procedures impact the 10+1






# The Law – Education Code

## Ed Code § 70902(b)(7)

Board of Governors shall establish “minimum standards” and local governing boards shall “establish procedures not inconsistent” with those standards to ensure the following:

- Faculty, staff, and students the right to **participate effectively** in district and college governance;
  - The right of the academic senates to assume **primary responsibility** for making recommendations in the areas of curriculum and academic standards.
- 



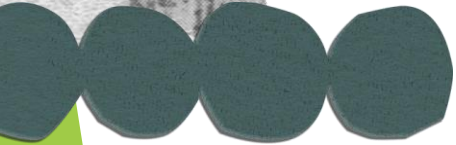





# Regulation – Academic Senate

Title 5 § 53203

(d)(1) Governing board action: **Rely Primarily**

- 
- 
- Recommendations of the academic senate will normally be accepted
  - Only in exceptional circumstances and for compelling reasons will the recommendations not be accepted
  - If not accepted, board/designee communicate its reasons in writing, if requested
- 
- 

# Committee Sign-Ups

[tinyurl.com/4fedxpbz](https://tinyurl.com/4fedxpbz)



Senate Committees are face-to-face.  
Part-time faculty are not required to serve on a committee.

District and Crafton Council Committees are Remote

- If you have the ability to serve in-person, please prioritize Senate committees.
- If your schedule requires remote committee, please prioritize Crafton Committees.
  - There is less workload on PTF to share information with Senate for college level committees.





# Fall 2023 Focus

## Best Practices

- Syllabus
- Curriculum/Course Outline of Record
- Course Caps

## What is Academic Freedom?



# Senate Resource Page

Senate Meets: 1st & 3rd Wednesdays

3-4:30 pm

LRC 226

Agenda and Minutes Emailed at

least 72 hours before meeting

Also available on the CHC AS

website:

<https://www.craftonhills.edu/faculty-and-staff/academic-senate/index.php>





# Senate Exec

President

Meridyth McLaren

[mmclaren@craftonhills.edu](mailto:mmclaren@craftonhills.edu)

VP of Outreach

Natalie Lopez

[nalopez@craftonhills.edu](mailto:nalopez@craftonhills.edu)

VP of Support

Vacant

Treasurer/Foundation Liaison

Gwen DiPonio

[gdiponio@craftonhills.edu](mailto:gdiponio@craftonhills.edu)

Senate Exec also works<sup>u</sup> with the Academic Senate for CA Community Colleges (ASCCCO) Leads & Faculty Leads to stay connected to campus and statewide initiatives and requirements



**Thank  
you!**

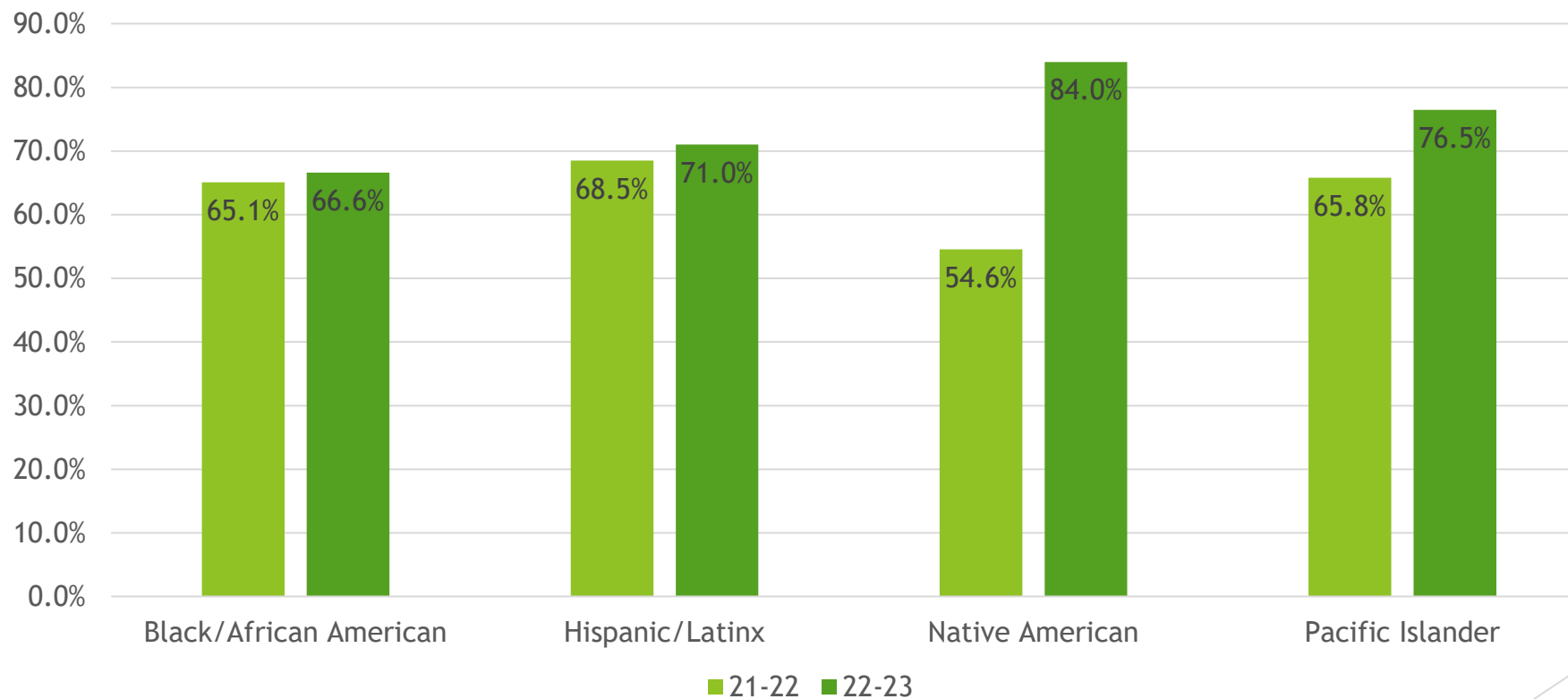


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# Icebreaker: Which statement resonates most with you?

- ▶ I am a morning person, and I love getting things done during the early hours of the day.
- ▶ I am a night owl and am most productive after dinner.
- ▶ I am neither a morning or night person - my productivity depends on the amount of coffee I've had!

# CHC Disaggregated Course Success Rate from 2021-22 to 2022-23



The course success rate increased for all four disproportionately impacted groups and no longer is apparent for Native American and Pacific Islander students



# Current DEI Instructional Strategies

- ▶ **Based on USC Race and Equity Center Training**, recruiting emails sent to individuals at institutions communicating that Crafton is looking for diverse applicant pool
- ▶ Development of equity question and rubric for current recruitments
- ▶ Improved implementation and use of adverse impact analysis
- ▶ Classroom DEI training **based on USC Race and Equity Center Training**
- ▶ Provided disaggregated data by course success for classes taught by instructors **based on USC Race and Equity Center Training**
- ▶ Provided class rosters with ethnicity for classes taught by instructors **based on USC Race and Equity Center Training**
- ▶ Classroom DEI training provided by **USC Race and Equity Center** in 2022-23 for 30 teaching faculty
- ▶ Classroom DEI training provided by **USC Race and Equity Center** in 2023-24 for 28 teaching faculty
- ▶ Provide disaggregated course success and roster data to all instructional faculty as an option to apply to their self-evaluation.

# Current DEI Instructional Strategies (Continued)

- ▶ Leading from the Middle Course Outline of Record DEI Project working to incorporate diversity, equity, and inclusion into the course outline of records as well as into syllabi
- ▶ Guided Pathways task force is evaluating DEI in Career and Academic Pathways (**USC Race and Equity Center Training**)
- ▶ Updating Outcome Cloud to include and address DEI in outcomes assessment
- ▶ Revised the PPR to include and address DEI in the curriculum and in the achievement measures
- ▶ Year long USC Race and Equity Center training for 60 CHC faculty, staff, and administrators in 2020-2021 (**USC Race and Equity Center Training**)
- ▶ Working to improve accessibility for faculty to be able to regularly access their own class rosters that include race to track patterns in homework, grades, and attendance (**USC Race and Equity Center Training**)
- ▶ Working to improve accessibility for faculty to be able to regularly access their own course success data disaggregated by race, gender, and age (**USC Race and Equity Center Training**)

# Draft Dashboard

## Crafton Hills and San Bernardino Valley College Completion and Success Rates

Course completion and success rates include districtwide data. Select among the filters below to drill down into specific planning and instructional units for additional insights. Terms are defaulted to Fall and Spring terms only; however, Summer terms may be selected to review overall course completion and success rates. For more details on methodology, or any other questions, please contact the department of Institutional Effectiveness, Research, and Planning at Crafton Hills College.

College:  DHC

Summer, Fall, and/or Spring Terms:  Specific Term(s):  Academic Year:

PPR Division:  PPR Department:  PPR Unit:  Subject:

Transferable Courses:  CTE Courses:  Instruction Attendance Type:  Courses:

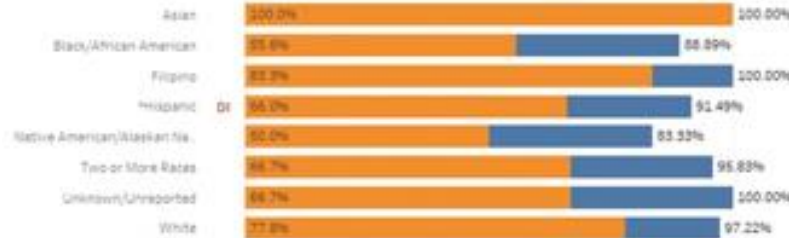
Legend:   
■ Completion Rate   
■ Success Rate

Faculty ID:  Faculty Name:

Completion & Success by Academic Year (All courses combined) <sup>?</sup>



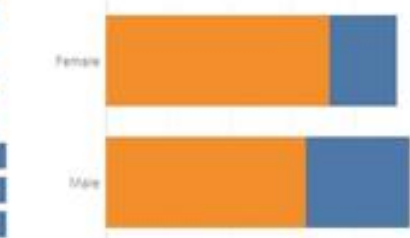
Ethnicity Disproportionate Impact Calc <sup>?</sup>



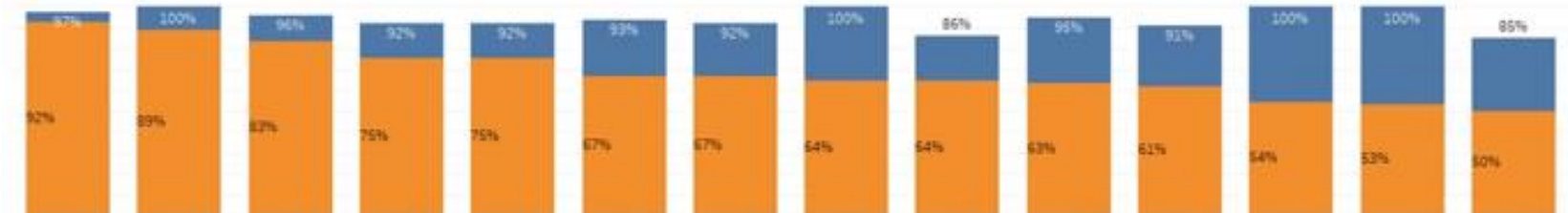
Age Group



Gender



Section Level Success and completion (2018-19 to 2022-23)



# Recruitment to Increase Diversity of Applicant Pools

- ▶ Mathematics Recruitment: Sent individual emails to 24 individuals at 11 institutions
- ▶ Computer Science Recruitment: Sent individual emails to 19 individuals at 8 institutions
- ▶ **Based on USC Race and Equity Center Training**, emails specifically included the following:
  - ▶ Crafton Hills College is committed to fostering and promoting a diverse, inclusive, and equity minded environment both in and outside of the classroom. We are especially interested in selecting our new computer science faculty from a diverse applicant pool.
  - ▶ The successful candidate will demonstrate a commitment to integrating equity and inclusion in all aspects of their work.
- ▶ Have used similar strategies in future recruitments

# Ongoing Professional Development

- ▶ Provide annual DEI training
  - ▶ *Equity and Culturally Responsive Teaching Online*
  - ▶ *Humanizing Online Teaching and Learning*
- ▶ ACUE - The Association of College and University Educators
  - ▶ Two cohorts have completed the ACUE certification on effective teaching. The program includes evidence-based teaching practices designed to increase student success.
- ▶ Inservice Days - Equity Thread each semester. Each semester, there is a thread of workshops related to equity
- ▶ New Faculty Orientation - 2<sup>nd</sup> and 3<sup>rd</sup> year faculty reviewed their own equity data and did an equity praxis - exploring practices to create more equitable learning environments. Equity 101 and Equity 102 content from 3CSN is included
- ▶ One Book/One College - criteria for book selection includes a focus on equity. Selections have included:
  - ▶ Spare Parts (20-21)
  - ▶ Between the World and Me (21-22)
  - ▶ This is How it Always is (22-23)
  - ▶ They Called Us Enemy (23-24)

# Equity-mindedness is characterized by:

- ▶ **Being color-conscious (as opposed to color-blind) in an affirmative and critical sense**
- ▶ **Being aware that one's own knowledge, beliefs, and practices assumed to be neutral can have outcomes that disadvantage racially minoritized groups**
- ▶ **Viewing racial inequities as problems of practice and feeling a personal and institutional responsibility to address them**
- ▶ **Being aware that while racism is not always overt, racialized patterns nevertheless permeate policies and practices and perpetuate inequitable educational outcomes**

# Critical Takeaways

- ▶ Most of us are first generation equity practitioners. In other words, though well educated, we have not been socialized as anti-racist practitioners
  - ▶ We may not be fully aware of how institutional racism manifests in the language, practices, routines, artifacts, rules, division of labor, curriculum, governance, resource distribution, hiring, and the practices that keep colleges running

# Culturally Relevant Syllabi

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The text is positioned in the upper left quadrant against a plain white background.



# Before

## INTRODUCTION TO CULTURAL ANTHROPOLOGY

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Section #74008, M/W 8:00—9:25am  
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Long Beach City College  
Professor: Michael Robertson  
Email: [mrobertson@lbcc.edu](mailto:mrobertson@lbcc.edu)  
Office Hours: W 9:30-10:30am T-2323

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ANTHR 4, Section 31469, Spring 2022  
Long Beach City College, ONLINE



Professor Michael Scott Robertson

Email: xxxxxxxxx@xxx.edu  
Phone Call/Text: (111)111-2222

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This course is an introduction to the study of the concepts, theories, and methods used in the comparative study of sociocultural systems. This course includes a comparison of subsistence patterns, social structure, political organization, language, family, kinship, religion, and the arts as practiced by different cultures. It also explores social inequality, ethnicity, and gender and the application of anthropological perspectives to contemporary issues in the midst of culture change.

### Student Learning Outcomes—After taking this course, students will be able to:

1. Analyze the origins and development of the human species from a cultural and technological perspective.
2. Compare and contrast variations in social customs unique to individual cultures.
3. Assess the importance of culture to the human species.
4. Analyze and evaluate the various theories set forth that explain the origins and development of human culture

### Course Objectives

1. Describe and illustrate different societies in scientific terms.
2. Discuss the uniqueness of human culture and behavior.
3. Identify and describe characteristics of human culture.
4. Locate and discuss important cultural groups on a world map.
5. Discuss various scientific theories as to human cultural variation.
6. Discuss the importance of kinship and the family.
7. Trace the evolution of human culture from its beginning to the present.
8. Identify and discuss the important elements of various other aspects of culture such as: art, politics, economics, and other topics.

### Required Textbook:

Cultural Anthropology: A Toolkit for a Global Age, by Kenneth J. Guest. W.W. Norton Publishing, 2013.  
ISBN: 0393929574

Students are asked to do the weekly reading assignments BEFORE coming into class.

### Attendance Policy:

- Attendance is mandatory.
- Each unexcused absence deducts 20 points from your participation grade.
- TWO late arrivals/leaving early = ONE absence. Please be on time and plan to stay the entire class.
- If unable to complete the class, it is your responsibility to drop otherwise you will receive an F.
- Professional documentation is required for all excused absences.
- Advanced notice is required for all absences (Example: an email to "call out sick")
- YOU are responsible for all assignments, information, and updates even if you miss class.

# AFTER

## Linguistic Anthropology

ANTHR 4, Section 31469, Spring 2022  
Long Beach City College, ONLINE



Professor Michael Scott Robertson

Email: xxxxxxxxx@xxx.edu  
Phone Call/Text: (111)111-2222

**W**elcome to my anthropology course Long Beach City College. It is good to have you in class and I look forward to a great Spring semester as we learn together. Here are a few things you should do before moving to the next page:

This course is designed to be accessible for diverse students of many different backgrounds, and my job is to make sure everyone has what they need to succeed. Whether this is your first online class or your tenth, I am here to help you. Please let me know what you need.

Additionally, anyone is able to earn high grades in this class if they are willing to put in some work. No previous knowledge of anthropology or linguistics is necessary to be successful. I will provide you with the tools to pass the course, and we will work together towards your success.

Lastly, together we will explore many aspects of linguistic behavior and patterns on a global scale and within our own community. We will not just learn about diversity—we will celebrate it. Thank you for enrolling, and I am excited to begin.

**Class meetings:** This online class is asynchronous, meaning we do not have required Zoom meetings. Access Canvas through the [Viking Portal](#).

**Student/Office Hours:** Zoom: Wednesdays, 11:00AM – 12:00PM and online by appointment.

# Before

## INTRODUCTION TO CULTURAL ANTHROPOLOGY

ANTHR 2 — Fall 2014  
Section #74008, M/W 8:00—9:25am  
Classroom: LAC T-1327  
Long Beach City College  
Professor: Michael Robertson  
Email: [mrobertson@lbcc.edu](mailto:mrobertson@lbcc.edu)  
Office Hours: W 9:30-10:30am T-2323

### Course Description:

This course is an introduction to the study of the concepts, theories, and methods used in the comparative study of sociocultural systems. This course includes a comparison of subsistence patterns, social structure, political organization, language, family, kinship, religion, and the arts as practiced by different cultures. It also explores social inequality, ethnicity, and gender and the application of anthropological perspectives to contemporary issues in the midst of culture change.

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2. Compare and contrast variations in social customs unique to individual cultures.
3. Assess the importance of culture to the human species.
4. Analyze and evaluate the various theories set forth that explain the origins and development of human culture

### Course Objectives

1. Describe and illustrate different societies in scientific terms.
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3. Identify and describe characteristics of human culture.
4. Locate and discuss important cultural groups on a world map.
5. Discuss various scientific theories as to human cultural variation.
6. Discuss the importance of kinship and the family.
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ANTHR 4, Section 31469, Spring 2022  
Long Beach City College, ONLINE



Professor Michael Scott Robertson

Email: xxxxxxxxx@xxx.edu  
Phone Call/Text: (111)111-2222

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Lastly, together we will explore many aspects of linguistic behavior and patterns on a global scale and within our own community. We will not just learn about diversity—we will celebrate it. Thank you for enrolling, and I am excited to begin.

**Class meetings:** This online class is asynchronous, meaning we do not have required Zoom meetings. Access Canvas through the **[Viking Portal](#)**.

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ANTHR 2 — Fall 2014  
Section #74008, M/W 8:00—9:25am  
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Professor: Michael Robertson  
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### Course Objectives

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Lastly, together we will explore many aspects of linguistic behavior and patterns on a global scale and within our own community. **We will not just learn about diversity—we will celebrate it. Thank you for enrolling, and I am excited begin.**

**Class meetings:** This online class is asynchronous, meaning we do not have required Zoom meetings. Access Canvas through the [Viking Portal](#).

**Student/Office Hours:** Zoom: Wednesdays, 11:00AM – 12:00PM and online by appointment.

# Messages communicated in the revised syllabus

- ▶ Welcome
- ▶ Good that you are here
- ▶ We learn together
- ▶ Course designed for diverse students from many different backgrounds
- ▶ My job is to make sure everyone has what they need to succeed
- ▶ Please let me know what you need



# Messages communicated in the revised syllabus (Continued)

- ▶ Anyone can earn a high grade in this class
- ▶ I will provide you with the tools to pass the course
- ▶ We will work together for your success
- ▶ We will learn and celebrate diversity
- ▶ I am excited

# Activity I (Individual and Small Group Activity): Additional cultural Competency review of syllabi

- ▶ What did you observe about your syllabus in relation to the information reviewed on creating a Culturally Relevant Syllabus?
- ▶ What changes can you make to your syllabus to make it more welcoming, communicate that we are here to learn together, that the course is designed for diverse students from many different backgrounds, that you are here to make sure everyone has what they need to succeed, anyone can earn a high grade in the class, that you will provide the tools needed to succeed in the course, that you will work together for the students to succeed, that you will celebrate diversity, etc.?

## Activity II (On your own):

# Additional cultural Competency review of syllabi

- ▶ Do the readings, assignments, etc. provide relevant examples of significant contributions from persons of diverse backgrounds (age, race, ethnicity, gender, sexuality, religion, ability, and socio-economic status)?
- ▶ Are significant events presented and described with attention to diversity and the social and cultural circumstances that produced them?
- ▶ Is language, including naming conventions of ethnic groups, current and appropriate?
- ▶ Are reading materials current, include significant contributions from persons of diverse groups, provide social and cultural context where appropriate, and use appropriate language?

Source: College of the Canyons. 2021. Curriculum Cultural Competency Review.

# Appendices

- ▶ [Covid Resources](#)
- ▶ [Books+ Free Book Rentals for All Students for the 23-24 academic year](#)
- ▶ [Course Syllabus Requirements](#)
- ▶ [Student Learning Outcomes Reporting Process and Requirements](#)
- ▶ [Professional Development Availability to Adjunct Faculty](#)
- ▶ [Office Hour requirements for Adjunct Faculty](#)
- ▶ [Adjunct Office Locations](#)
- ▶ [Supplies in CTB-335 Adjunct Office](#)
- ▶ [Scantron Machine Locations](#)
- ▶ [Adjunct Health Benefits](#)
- ▶ [Available Student Support Services for Students](#)
- ▶ [Student Services and Student Resources](#)

# What should I do if I think I have COVID-19?

- ▶ If you exhibit symptoms of COVID-19, you should stay at home and notify District Human Resources and your Dean (if you are a faculty or staff member)
- ▶ Email District Human Resources at [covid19@sbccd.edu](mailto:covid19@sbccd.edu)



# What if a student in my class tells me that they have COVID-19?

- ▶ Refer the student to District Human Resources at [covid19@sbccd.edu](mailto:covid19@sbccd.edu)
- ▶ Also, inform your Dean and Faculty Department Chair



# Books+: Free Book Rentals for All Students

- ▶ For Fall 2023 and Spring 2024, Crafton Hills College is providing all students free rental access to textbooks plus course materials.
- ▶ More detailed Books+ Information is available at the following link:  
<https://sbccd.edu/books-plus/index.php>

# How does Books+ work for students?

## Registered Email

Once students have registered for their courses, we will automatically send their course list to the Campus Bookstore, and they will get the student's materials ready for them. All the student needs to do is pick up their course materials from the Campus Bookstore.

## Free Access

Books+ provides students with free rental access to: digital textbooks, hardcopy textbooks, hardcopy workbooks, lab equipment, and other learning materials

## Returns

If a student drops a course, they will need to return all course materials to the Campus Bookstore as soon as they can.



# How does Books+ work for students (Continued)?

## Required Materials

Only materials identified by you as “required” are included as part of the program. All “recommended” or “suggested” materials will be available for purchase at the Bookstore or online at the [OHIO Bookstore](#).

## All Rentals

All physical textbooks or course materials in the Books+ program are rentals. They must be returned to the Campus Bookstore when the semester ends. After finals, students will need to return the materials to the Bookstore.

# Books+ Sample Syllabi Language

- ▶ Sample
- ▶ Amazing news in Fall 2023. Crafton Hills College is providing all students free rental access to required textbooks and course materials during the Fall 2023 semester. After registering for classes, students should receive an email from the Campus Bookstore detailing how they can access the free materials. Any physical materials, like books or calculators, need to be returned to the Campus Bookstore at the end of the class. If you need help, please contact the Crafton Hills College Campus Bookstore at [craftonhills@bkstr.com](mailto:craftonhills@bkstr.com) or 909-389-3250.

# Course Syllabus Requirements

Heading	Requirements
Submit Copy of Syllabus to Dean	You must submit a current syllabus for each course you teach, preferably electronically, to your Division Dean at the beginning of each of semester
Faculty Chair	Your Faculty Chair may also request a copy
Course Name and SLOs	Syllabi must include the course name and student learning outcomes
Academic Senate Syllabus Checklist (Currently Being Revised)	Link to Syllabus Checklist that was developed by the Academic Senate: <a href="https://www.craftonhills.edu/faculty-and-staff/documents/chc-syllabus-checklist-option-7-5012015-finalized.pdf">https://www.craftonhills.edu/faculty-and-staff/documents/chc-syllabus-checklist-option-7-5012015-finalized.pdf</a>

# What are the SLO reporting requirements for adjunct faculty?

- ▶ <https://sbccd.edu/district-services/human-resources/bargaining-unit-information/documents/cta-bargaining-agreement-2022-2025.pdf>
- ▶ Student Learning Outcomes
  - ▶ All semester-end documentation (grade submission, SLO/SAO data collection, and professional development reporting) must be completed (Article 13)
  - ▶ Part-time faculty are compensated for the SLO/SAO/PLO work in the pay rate as specified in Appendix A-2a of the bargaining agreement.
  - ▶ Documenting the SLO results  
(<https://craftonhills.edu/slocloud/login?page=/slocloud/>)

# What is Crafton's Assessment Process?

- ▶ Crafton has adopted a four-level rubric
- ▶ Students are assessed at the course level
- ▶ The course outcomes are mapped to the program, General Education (GE), and Institutional Learning Outcome (ILO) levels
- ▶ Programs are using the information entered in the SLO Cloud to inform planning and program review

# Recording Outcomes Assessment Results

- ▶ Enter the aggregated number of students who scored a 1, 2, 3, or 4 on the rubric for the outcome that was assessed
- ▶ If an outcome was assessed that isn't listed, click on the green + and manually enter the outcome

Rubric Value	Broad Rubric Description
1	0-69% D and F
2	70-79% or C
3	80-89% or B
4	90-100% or A

# Logging into the Outcomes Cloud

- ▶ Login to the SLO Cloud (Enter your District login username and password)



The screenshot shows the top navigation bar of the Crafton Hills College website. The navigation bar is orange and contains the following links: Find People, Departments, Mission, Give to Crafton, and Logins. The Logins dropdown menu is open, showing the following options: Blackboard, WebAdvisor, Student Email, Faculty/Staff Email, Program Review, SLO Cloud, CurricUNET, and Forgot Password. A red arrow points to the SLO Cloud option. Below the navigation bar is the Crafton Hills College logo, which features a stylized mountain range in green and orange. Below the logo is a dark green navigation bar with the following links: Prospective Students, Current Students, Online Students, and Faculty. Below the dark green navigation bar is a light blue navigation bar with the text: Office of Institutional Effectiveness, Research & Planning. At the bottom of the page is a breadcrumb trail: Home » About CHC » Institutional Effectiveness, Research & Planning.



# Recording Outcomes Assessment Results (Submission Form)

## ► Use the submission form

The screenshot shows a web browser window with the URL <https://craftonhills.edu/slocloud/form>. The page header includes the SLO Cloud logo and Crafton Hills College name, with navigation links for Submission Form, Reports, Exports, and Logout. The main content area is titled "SLO Submission Form" and contains several sections:

- Instructions:** A list of three key points:
  - Fill out each section:** Completeness is key to creating actionable reporting. Fill out all the fields and be as verbose as necessary.
  - Discuss your Ideas:** Every single proposed action is considered, so use this time to get your best ideas on the plate.
  - Keep doing what you're doing:** Faculty are the backbone to any educational institution. Without you, we'd be nothing!
- Your SLO Reporting Coordinator:** A box containing the text: "SLOCloud™ is an open-source higher education innovation project for Crafton Hills College. If you have any questions about this application or the contents herein, please contact" followed by the name **Keith Wurtz** and email [kwurtz@craftonhills.edu](mailto:kwurtz@craftonhills.edu).
- Form Fields:** Four dropdown menus for selection:
  - Term:** 2016FA
  - Division:** Mathematics
  - Dept:** MATH
  - Course:** MATH-102

# Recording SLO Results (Outcome Data)

Term

2022FA

Department

Mathematics

Discipline

Mathematics

Course

MATH-110

Section

MATH-110-05 (Submitted: Never)

Student Level Reporting (optional)

Class SLOs

Use the button on the left to indicate any statements you did not assess. Do not report any information for those students that were not assessed.

#	Outcome Statement	# of Students Meeting SLO Rubric?				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
<input type="checkbox"/> 1	Data Literacy: interpret descriptive statistics and know proper sampling techniques.	0	5	10	20	35	85.7	Yes
		Program-Level			Outcomes Mapping General Ed		Institutional	
		Recognize, def			Critical Thinkin		Information Lite	

# Recording SLO Results (Student Level)

Term  
2022FA

Department  
Mathematics

Discipline  
Mathematics

Course  
MATH-110

Section  
MATH-110-05 (Submitted: Never)

Student Level Reporting (optional)

## Class SLOs

Use the button on the left to indicate any statements you did not assess. Do not report any information for those students that were not assessed.

#	Outcome Statement	# of Students Meeting SLO Rubric?				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
<input type="checkbox"/> 1	Data Literacy: interpret descriptive statistics and know proper sampling techniques.	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="10"/>	<input type="text" value="20"/>	35	85.7	Yes
		Program-Level		Outcomes Mapping General Ed		Institutional		
		Recognize, def		Critical Thinkin		Information Lite		

# Recording SLO Results (Student Detail)

## Class SLOs

Use the button on the right to indicate any statements you did not assess. Do not report any information for those students that were not assessed.

**Outcome Statement** Statement 1: Data Literacy: interpret descriptive statistics and know proper sampling techniq... ⌵ ✖ +

Data Literacy: interpret descriptive statistics and know proper sampling techniques.

**Program Level** Recognize, define, and apply formal mathematical notation to explain mathematica... ⌵




Recognize, define, and apply formal mathematical notation to explain mathematical ideas.

**General Education** Critical Thinking & Information Literacy ⌵

Students successfully completing a course in this area will be able to access, analyze, synthesise, evaluate and use various forms of information.

**Institutional** Information Literacy ⌵

Students are able to apply research to access information and technology. They can analyze, evaluate, synthesise, and use information resourcefully.

Student	SLO Rubric Score <span>?</span>					Met	
	NA <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	Total	%
<b>Results</b>	27	1	2	0	0	3	0.0
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

# The Most Important Aspect of Outcome Assessments is **Entering the Proposed Actions**

- ▶ Enter the Proposed Actions
- ▶ Entering the proposed actions is the most important aspect of the assessment process.
  - ▶ What actions can you take to improve students' knowledge, skills, or abilities?
  - ▶ Do you have any new insights into teaching and learning process that you learned from the assessment?
  - ▶ What did you learn from the assessment that will inform your teaching, student learning, or the curriculum?

# What did you **learn from the assessment** that will inform your teaching, student learning, or the curriculum?

- ▶ ASL: Need to **revisit Reception/Comprehension assessment as the questions may be misleading** or options that are similar with other answers. However, its known that this portion of assessment is most challenging of the 3 by watching the video of signer signing sentences. More difficult than in person or in real world settings. Worth exploring the questions and answer and modify as needed.



# What **actions** can you take to improve students' knowledge, skills, or abilities?

- ▶ MATH: I believe I should **institute some sort of group work** in the areas that where less than 65%.

Do you have any new **insights into teaching and learning process** that you learned from the assessment?

- ▶ **CIS: Improve the quality of existing asynchronous lecture materials; include a full unit on newer NoSQL database technologies; research and develop more interactive course activities**

# PD available to Adjunct Faculty

- ▶ <https://sbccd.edu/district-services/human-resources/bargaining-unit-information/documents/cta-bargaining-agreement-2022-2025.pdf>
- ▶ Professional Development
  - ▶ Part-time faculty shall be compensated an additional four (4) hours of professional development time (orientation, committee work, mentoring session, etc.) at the non-instructional rate as specified in Appendix A-2a of the bargaining agreement. (Article 10, E2)
  - ▶ The maximum professional development time that can be compensated is eight (8) hours per semester and shall be compensated at the non-instructional rate as specified in Appendix A-2a of the bargaining agreement (Article 10, E2):
    - ▶ Up to .4 load for a maximum of 4 hours
    - ▶ .401 load and above for a maximum of 8 hours

# Office Hour requirements for Adjunct Faculty

- ▶ <https://sbccd.edu/district-services/human-resources/bargaining-unit-information/documents/cta-bargaining-agreement-2022-2025.pdf>
- ▶ Office Hours
  - ▶ Compensation for Office Hours is included in the pay rate at the non-instructional rate as specified in Appendix A-2a of the bargaining agreement :
    - ▶ Up to .4 load for .50 scheduled office hour per week per semester or session
    - ▶ .401 load and above for 1 scheduled office hour per week per semester or session
  - ▶ **Posted office hours must be submitted to the immediate supervisor [Dean] by the end of the first week of class (Article 10, E1)**
  - ▶ **Office hour submissions may be included in the syllabus**

# Adjunct Office Locations

- ▶ This list is currently being updated and revised

Room	Location
CDC-103	Child Development Center
CYN-225	Canyon Hall
PSAH-120G	Public Safety and Allied Health
CTB-335	Clock Tower Building
ARTS-103	Visual Arts
ARTS-131	Visual Arts
EAST-103B	East Complex 2
LRC-107	Learning Resource Center staff area
STEM Center	CNTL-XXX (Check-in with staff at the center)
Tutoring Center	LRC-137 (Check-in with staff at the center)



# Supplies in CTB-335 Adjunct Office



# Scantron Machine Locations

- ▶ PSAH-105A (Copy Room)
- ▶ CHL-231
- ▶ ARTS-118
- ▶ CTB-314



# CHC Adjunct Health Benefits

- Medical insurance will be available to **all** part-time faculty members
- The Open Enrollment period will be taking place at the end of August. Please keep an eye out for emails from HR
- Please reach out to Janae Jacoby, Senior HR Analyst at (909) 388-6942 or [jjacoby@sbccd.edu](mailto:jjacoby@sbccd.edu) for any questions on part-time faculty benefits
- The District currently offers benefits to Part-Time faculty members and will continue to do so for the 2023-2024 academic year.
- To view the current benefits offered to Part-Time Faculty members, please visit [www.sbccd.edu](http://www.sbccd.edu)

# CHC Student Resources Page

<https://www.craftonhills.edu/current-students/online-student-services/index.php>

## Health and Wellness Center

- ▶ [Mental Health Services](#)

## Emergency Assistance

- ▶ [Emergency Assistance Application](#)
- ▶ [Emergency Grants](#)

# Student Support Services Resources

Academic Support	Student Life	Student Services	Support Programs
College Honors	Career Center	Admissions and Records	Child Development Center
Library	Food Pantry/ COACH Cupboard	Counseling	Student Accessibility Services
STEM Center	Homeless Student Resources (REACH)	Financial Aid	EOP&S; CARE; CalWORKs
Tutoring Center	Student Life (Clubs)	International Students	Guardian Scholars (Foster Youth)
University Transfer Center	Student Senate	Student Services	Health and Wellness Center
			Veterans Resource Center

<https://www.craftonhills.edu/current-students/student-services.php>



# Student Support Services



Academic Support	Student Life	Student Services	Support Programs
College Honors	Career Center	Admissions and Records	Child Development Center
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STEM Center	Homeless Student Resources (REACH)	Financial Aid	EOP&S; CARE; CalWORKs
Tutoring Center	Student Life (Clubs)	International Students	Guardian Scholars (Foster Youth)
University Transfer Center	Student Senate	Student Services	Health and Wellness Center
			Veterans Resource Center

<https://www.craftonhills.edu/current-students/student-services.php>

# Distressed Students

## Please contact Behavior Intervention Team

### ▶ **When Should you Make a BIT Report? If a student is ...**

- Experiencing a decline in work and/or academic performance.
- Showing dramatic changes in appearance, behavior, and/or weight.
- Having problems at home, with classes and/or work.
- Making disturbing comments in conversation, email, letters, social media postings and/or papers.
- Sad, anxious and/or experiencing dramatic mood shifts.
- Abusing alcohol and/or drugs.
- Isolating himself/herself socially.
- Acting paranoid and/or suspicious.
- Frequently angry and/or easily frustrated.
- Struggling with health problems.

### ▶ **How do I report?**

- ▶ Submit a Student Concern Referral Form Online at [https://cm.maxient.com/reportingform.php?SanBernardinoCCD&layout\\_id=2](https://cm.maxient.com/reportingform.php?SanBernardinoCCD&layout_id=2)

# Disruptive Students

Online reporting of student issues

<https://www.craftonhills.edu/faculty-and-staff/student-conduct/index.php>

Student Conduct Officer Ivan Pena, Dean of Student Services

[mpena@craftonhills.edu](mailto:mpena@craftonhills.edu), (909)389-3327

# Sexual Harassment/Assault and Danger to Self or Others

- ▶ If an emergency, call Campus Police at 911
- ▶ For non-emergencies, or to report a crime, call 909-389-3275
- ▶ If you're not sure, report the behavior or event using the online reporting tool.
  - ▶ <https://www.craftonhills.edu/faculty-and-staff/student-conduct/index.php>
- ▶ For Sexual Harassment
  - ▶ Contact Delmy Spencer, Vice President of Student Services and Title IX Coordinator (909) 389-3355.
  - ▶ For more information about sexual misconduct:
    - ▶ <https://www.craftonhills.edu/faculty-and-staff/student-conduct/title-ix-and-sexual-misconduct/index.php>