Crafton Hills College Adjunct Faculty Orientation: Fall 2024

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Vice President of Instruction

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909-317-4158

CRAFTON HILLS COLLEGE

Session Objectives

- Announcements: CTA and Academic Senate
- Icebreaker
- One Book, One College: "Parable of the Sower"
- Open Educational Resources Opportunities
- Roster and eSchedule Census and Drop Dates
- Self-Service Add Authorization
- Additional Self-Service Videos
- Final Exam Week – Required to meet for regular schedule during finals week
- Enhancing Student Support through Accurate Assessment: FW Grades
- Compressed Calendar
- Navigating Mental Health Issues at Crafton
- Appendix

Announcements

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

CTA Announcements

Academic Senate

PART TIME FACULTY
ORIENTATION
FALL 2024

WELCOME TO FALL 2024

CHC Vision Statement

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.

LET'S GO!

WHAT IS ACADEMIC SENATE?

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

FT and PT Faculty working together with Administration to provide faculty insight on policy and procedures impact the 10+1
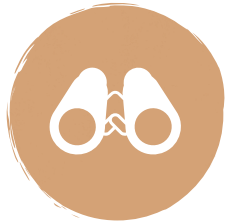
THE LAW – EDUCATION CODE
Ed Code § 70902(b)(7)

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

ACADEMIC SENATE AT CRAFTON

WHO WE ARE ?

Full time & Part time Faculty

HOW WE WORK ?

Meet 2x a month, discussion on matters related to the 10+1, resolutions

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

ACADEMIC SENATE

CRAFTON HILLS COLLEGE

GENERAL AREAS OF FOCUS FOR FALL 2024

- DUAL ENROLLMENT
- BEST PRACTICES RECOMMENDATIONS
  - SYLLABI
  - CURRICULUM/COURSE OUTLINE OF RECORD
- EFFECTIVE COMMITTEE PRACTICES
  - SCHEDULING
  - SUPPORTING
- UPDATES TO THE FACULTY HANDBOOK

Scan me!

FACULTY
COMMITTEES

VIEW CURRENT COMMITTEES

CONSIDER JOINING!

COMMITTEES

EXEC BOARD MEMBERS

AS PRESIDENT

MERIDYTH MCLAREN
mmclaren@craftonhills.edu

VP - Outreach

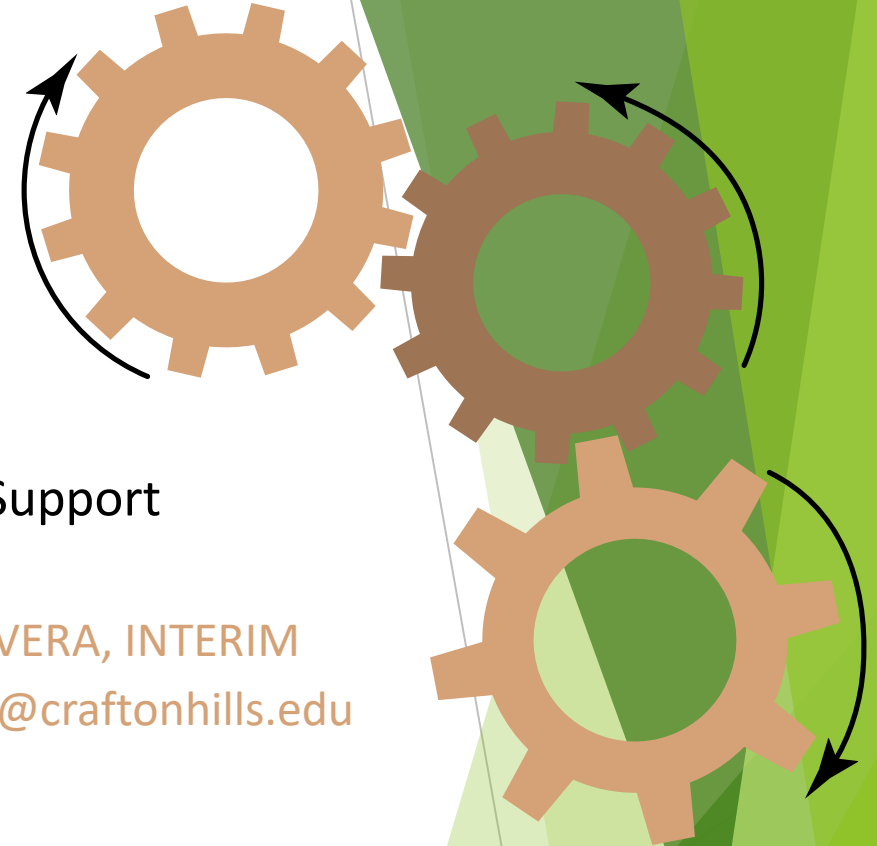NATALIE LOPEZ
nalopez@craftonhills.edu

VP - Support

CHRIS OLIVERA, INTERIM
COLIVERA@craftonhills.edu

TREASURER

GWEN DIPONIO

LEADERSHIP LIAISON

VACANT

Icebreaker: Answer one of the following questions

- What's the weirdest food you've ever eaten, and would you try it again?

- What's your favorite breakfast food?

- Which favorite cartoon character still makes you smile today?

One Book/One College

2024-2025

Thank you, One Book Team!

- Sara Butler
- Ciera Divens
- Ed Ferrari
- Kashaunda Harris
- Monica Khalaj-LeCorre
- Heather King
- Eugenia Livingston
- Natalie Lopez
- Ericka Paddock
- Michelle Riggs
- Kay Weiss

- More members welcome! Please email Sara to join the team.

Criteria for Book Selections

1   Addresses issues of Equity and Inclusion

2   Relevant to the current student population

3   Interdisciplinary and accessible

4   Has a message that can develop empathy

5   Helps build community amongst students and employees

Precocious and clear-eyed, Lauren must make her voice heard in order to protect her loved ones from the imminent disasters her small community stubbornly ignores.

But what begins as a fight for survival soon leads to something much more: the birth of a new faith . . . and a startling vision of human destiny.[1]

1 Octavia Butler website

https://www.octaviabutler.com/parableseries
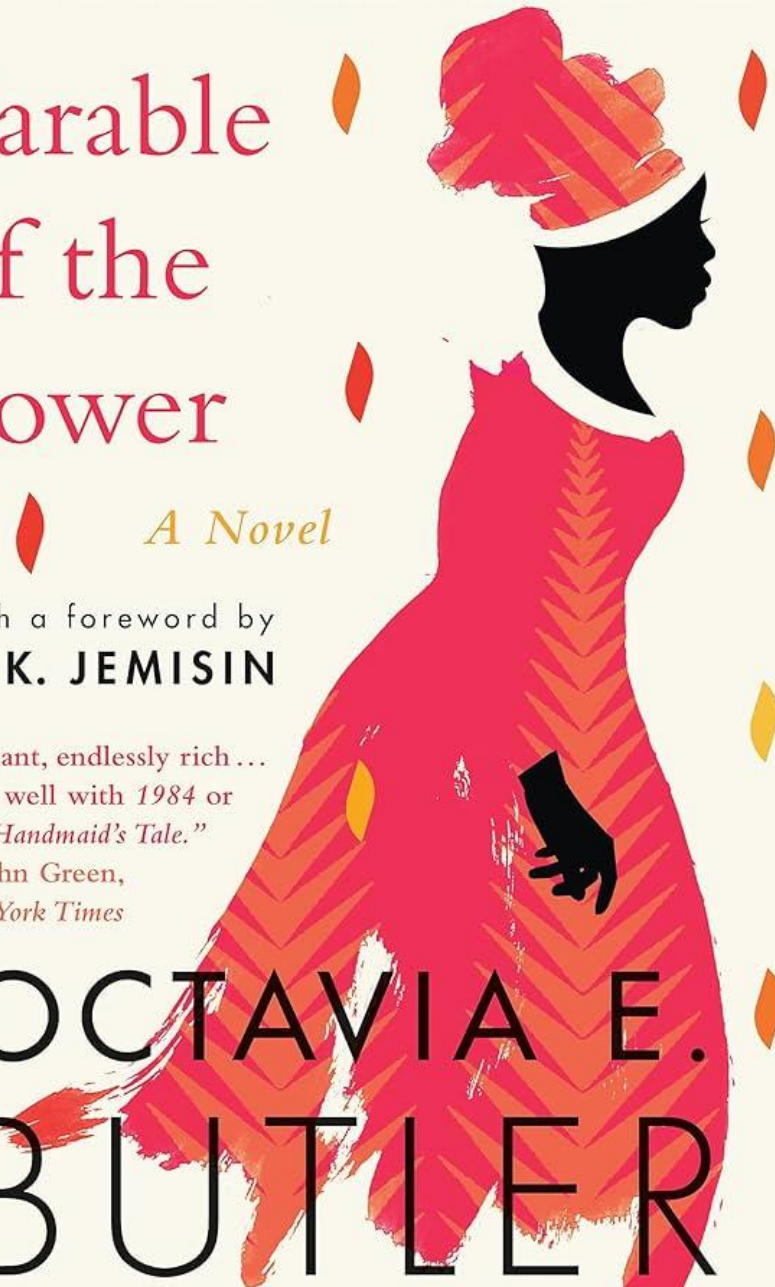
NEW YORK TIMES NOTABLE BOOK OF THE YEAR

Parable of the Sower

A Novel

With a foreword by
N. K. JEMISIN

"Brilliant, endlessly rich . . . pairs well with *1984* or *The Handmaid's Tale.*"
—John Green,
New York Times

OCTAVIA E. BUTLER

Books and Resources

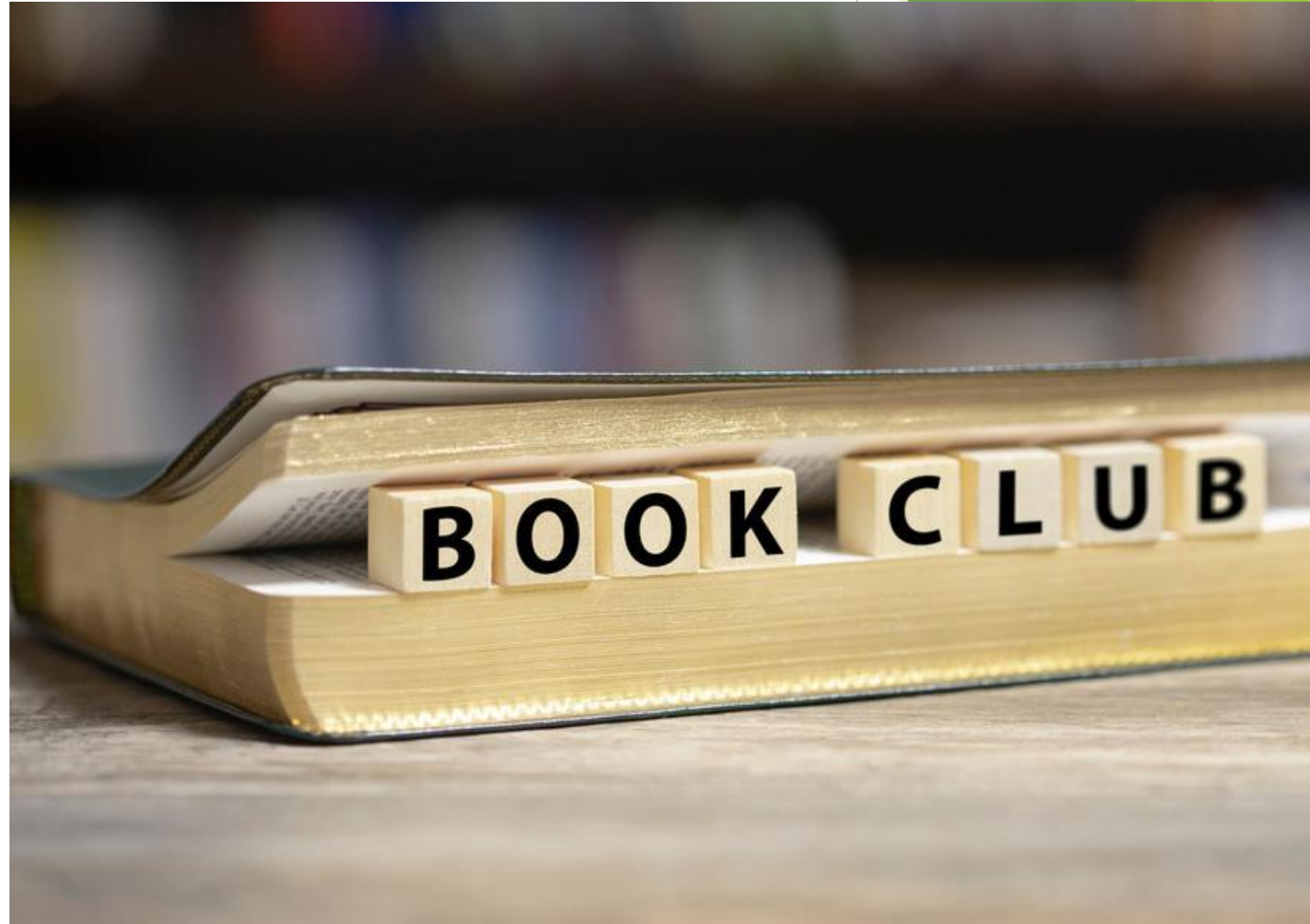- Faculty wanting to use the book in their curriculum may pick up the book today
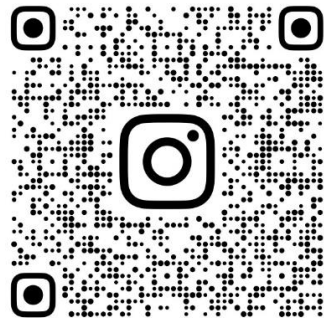

- Faculty Guide
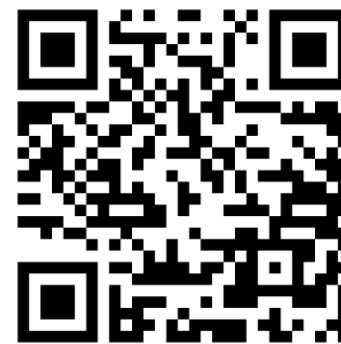
- Lib Guide

Book Club Discussions

- Fall Dates will be announced soon. Working with University of Redlands on scheduling!

Additional Activities – Coming this year

- Workshops
- Speakers
- Essay/Art Competition

Watch for details – coming soon!

@PARABLEPROJECT24

University of Redlands
Instagram
Page for Parable Project 24
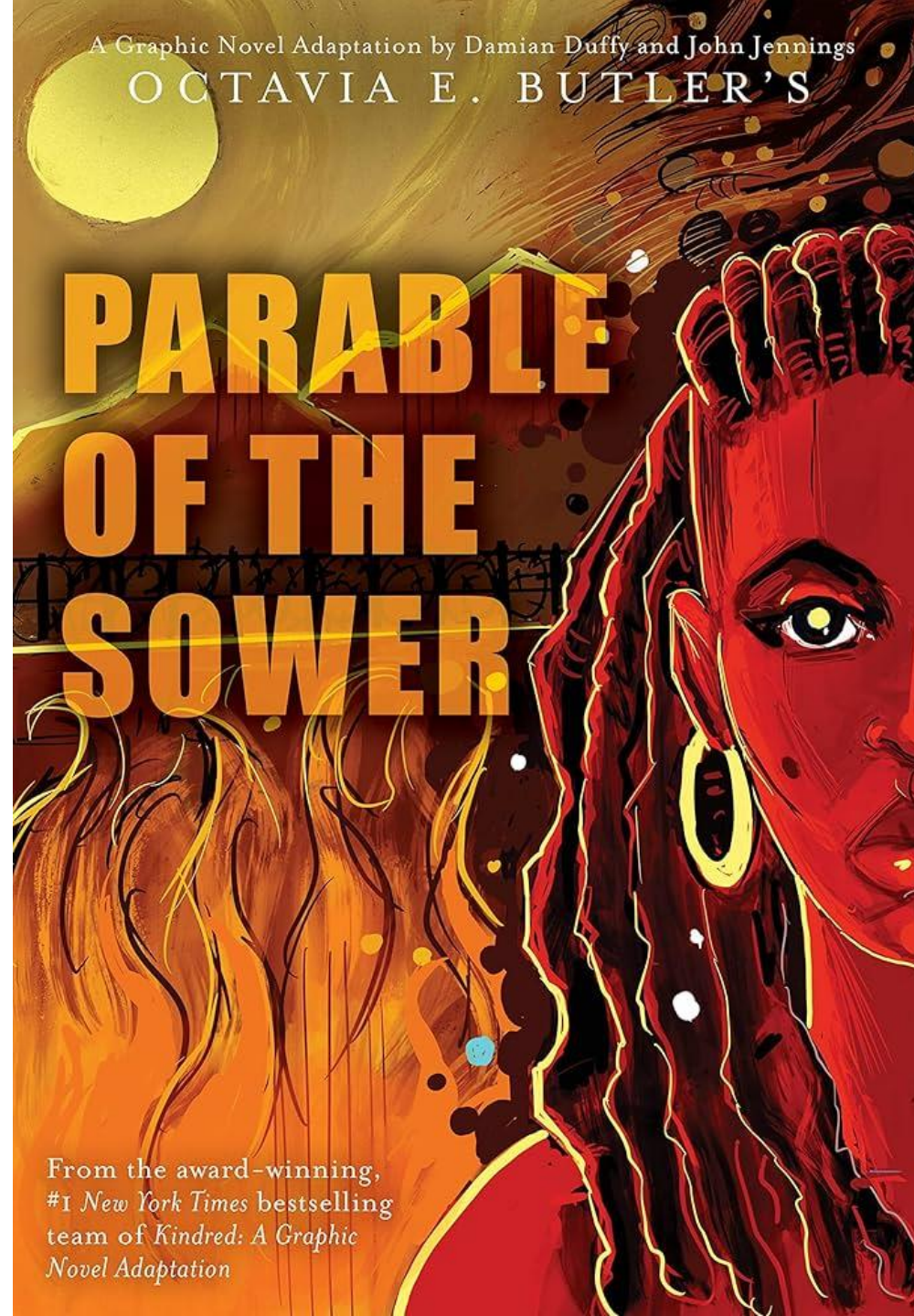
💸 **$500 Stipend Awaits You!** By adopting ZTC or OER, you're not only enhancing accessibility but also becoming eligible for a fantastic $500 stipend. It's a win-win for both you and your students!

▶ 📚 **Check Out the Canvas Shell for More!** Curious to know more about this exciting opportunity? Head over to the Canvas shell for comprehensive details, guidelines, and everything you need to kickstart your journey towards affordability and innovation.

▶ 🔗 **Contact Our OER Experts:** Have questions or need assistance? Reach out to our OER experts:

▶ Jeff Smith: jefsmith@craftonhills.edu | 909 389 3205

Roster has Census and Drop Dates

Instructor Roster

Coll:	Div:	Dept:	Course:	Sec:	Title:	Syn:	Term:	Pos:	Cred:	Instructor:
CHC	CPSS	CEMER					2024SM			

Bldg:	Room:	Meeting Pattern:	Beg Dt:	Add Dt:	Cens Dt:	Drop Dt:	Wd Dt:	End Dt:
		-------	06/03/24	06/11/24	06/21/24	06/20/24	07/30/24	09/06/24

As of Fall 2024, eSchedule Now Includes Census and Drop Dates

Self-Service Faculty Granting Add Authorization

- https://www.youtube.com/watch?v=tJKA8S5ClO8&list=PLZ-7KYo5C3KlETy9grArat8gQgKR2V1UV&index=4&pp=iAQB

Add Authorization:
Click on Manage My Courses

Add Authorization:
Select the Desired Section

Add Authorization:
Click on the Permissions Tab

▶ Defaults to the roster tab

▶ To give add authorization, need to click on the permissions tab
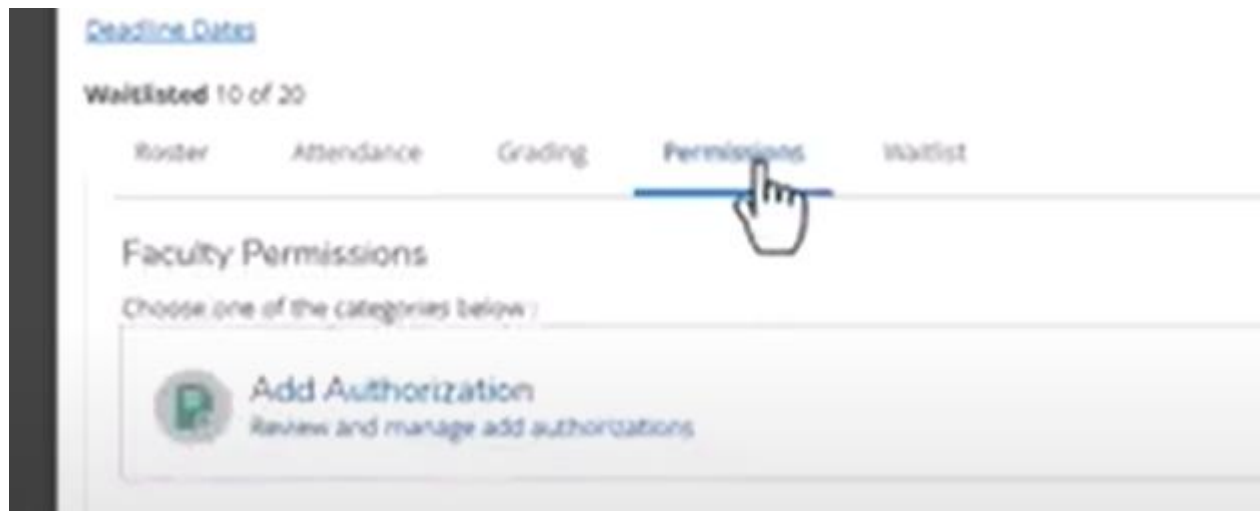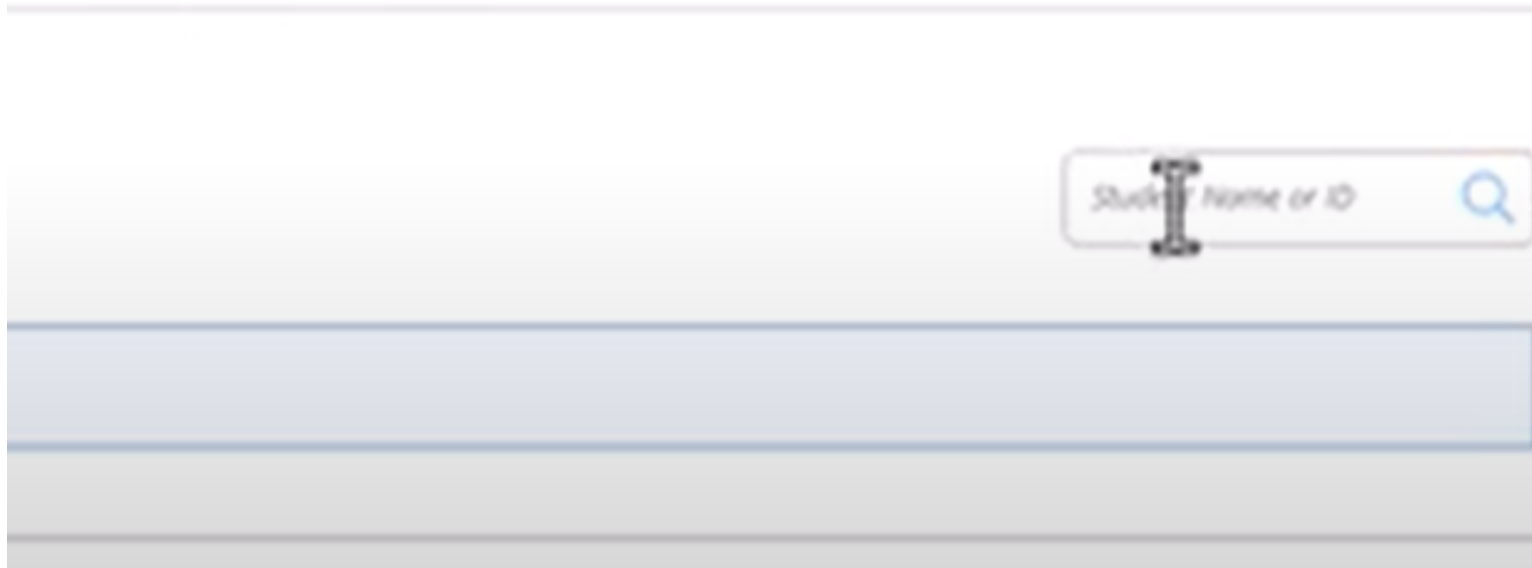
Add Authorization:
Click on Add Authorization
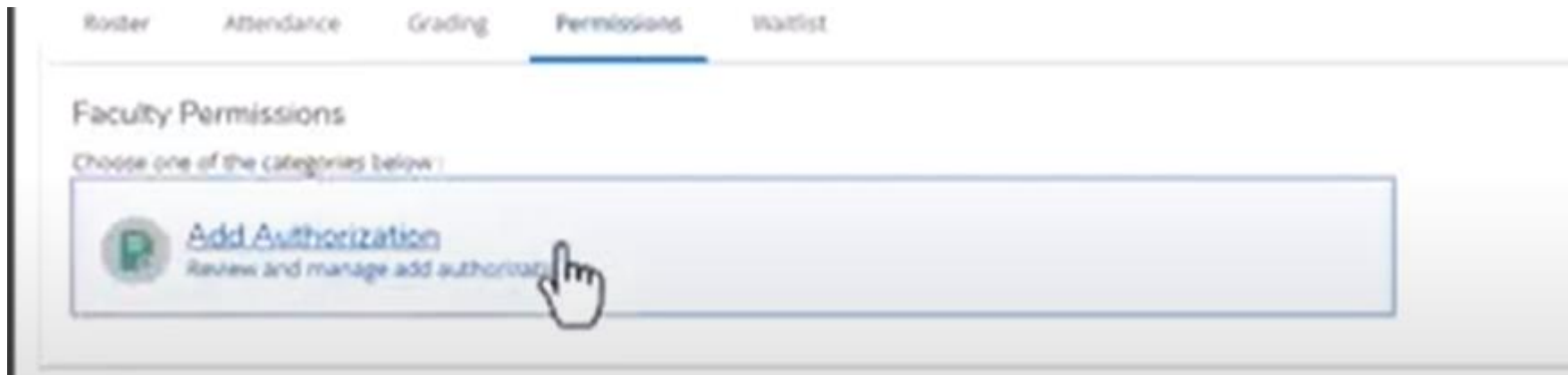
Grant student permission to add by using the search bar

- Type in the student's name or ID number

Add Authorization:
Click on the student's name and then click ok to grant an add authorization
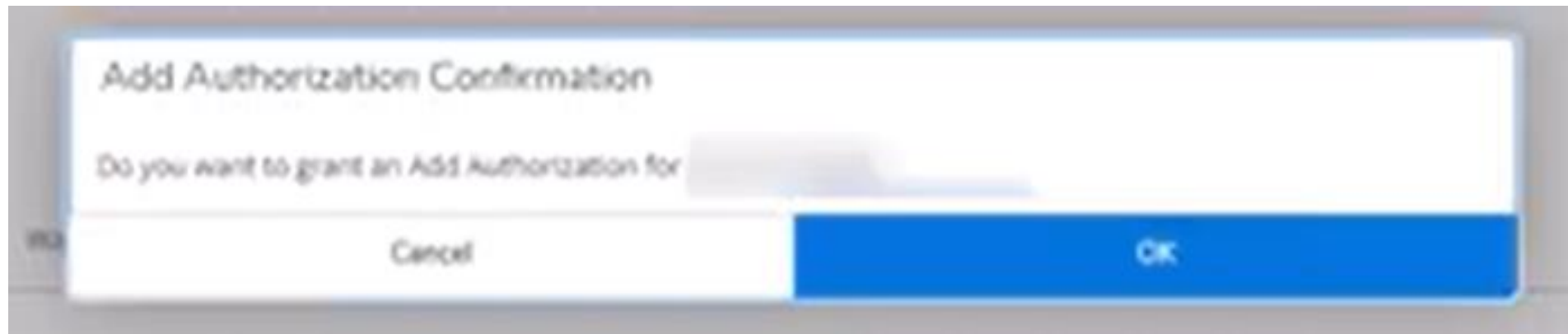
Add Authorization

▶ See a green message on upper right corner saying add authorization granted.
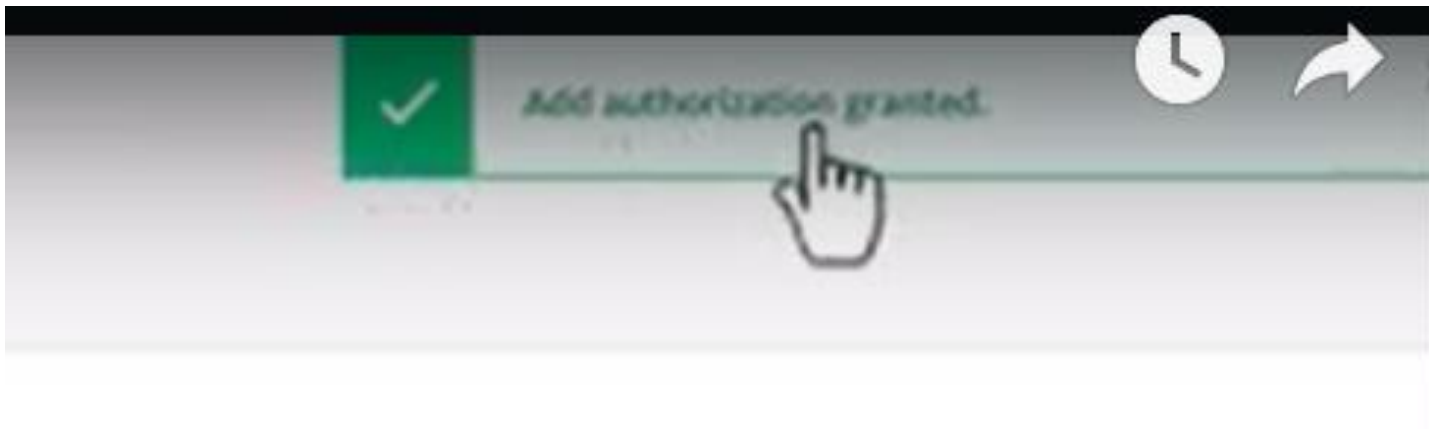
Add Authorization

▶ Below, student is now on the list for add authorizations

Add Authorization

- It is possible to review the status

Student Add Authorization

Student Name	Student ID	Authorization Code	Status Date	Status
J			5/24/2023 10:53:31 AM	Revoke

Additional Self Service Videos

▶ Crafton Hills College Self Service Login:
https://www.youtube.com/watch?v=vdp5ZljTQT4&list=PLZ-7KYo5C3KlETy9grArat8gQgKR2V1UV&index=1&pp=iAQB

▶ Faculty View Roster: https://www.youtube.com/watch?v=82fSU-5JLbA&list=PLZ-7KYo5C3KlETy9grArat8gQgKR2V1UV&index=2&pp=iAQB

▶ Faculty View Waitlist:
https://www.youtube.com/watch?v=T3XdpJUjny0&list=PLZ-7KYo5C3KlETy9grArat8gQgKR2V1UV&index=3&pp=iAQB

▶ Faculty Submitting Grading:
https://www.youtube.com/watch?v=dZq8lMDFzyY&list=PLZ-7KYo5C3KlETy9grArat8gQgKR2V1UV&index=5&pp=iAQB

Finals Week

Classes need to meet for their regularly scheduled times and days during finals week

If regularly meet MW from 6PM to 7:20PM, then...

During finals week, the class needs to meet on both Monday and Wednesday from 6PM to 7:20PM

Remember that your class ends on the stated end date

Enhancing Student Support through Accurate Assessment: FW Grade

▶ Academic Senate recommended to implement the FW Grade for Fall 2024

  ▶ In pursuit of educational equity, Crafton would like to refine our assessment methods to accurately gauge student progress, recognizing the limitations of a simplistic "F" grade for students who disengage.

  ▶ Utilizing the "FW" grade, coupled with faculty and student insights, enables us to differentiate between students struggling with course content versus those who have disengaged for other reasons.

  ▶ This approach expands Crafton's ability to offer targeted interventions tailored to individual student needs, enhancing the likelihood of academic success.

  ▶ By adopting the "FW" grade, Crafton is not only acknowledging students' challenges but also endeavoring to address underlying issues to support their educational journey effectively.

Understanding the FW Grade

▶ The "FW" grade is outlined in Title 5 to differentiate between two critical scenarios:

- ▶ Incomplete Mastery: Students who fulfill course requirements and complete the final examination but do not fully master the course objectives

- ▶ Non-Engagement: Students who fail to attend/participate in assignments neglect the final examination, and do not withdraw from the course

▶ Clarification: Addressing the "F" vs. "FW" Grade

- ▶ An "F" grade indicates that a student attended, participated in, and completed the course but failed to master the curriculum.

- ▶ An "FW" grade signifies that a student ceased attending/participating in the course after the withdrawal deadline and subsequently did not fulfill any course requirements or participate in examinations. This may occur even after initially meeting attendance/participation criteria outlined in the syllabus, leading to failure due to incomplete coursework/assignments.

▶ **Both grades carry equivalent weight, with a value of zero grade points**.

Implications and Benefits of the FW Grade

▶ Should faculty choose to utilize the "FW" grade, it would be assigned to students who fail to take the final exam and neglect to withdraw from the course.

▶ Both "F" and "FW" grades carry a grade point value of 0.

▶ The introduction of the FW grade enables the District to conduct further research and identify areas for improvement.

▶ Additionally, from a student perspective, their transcript would reflect failure to complete the course due to non-attendance at the final exam, rather than an inability to master the course objectives

Compressed 16-Week Calendar beginning in Fall 2025

- Benefits of Compressed 16-Week Calendar
  - Research strongly indicates that students are more likely to be successfully in sections that are 16 weeks or less
  - Each semester, approximately 66% of students take less than 12 units, on average they take 7.2 units
  - A year-round approach toward education will enable students to progress towards their academic goals at a greater rate
  - Builds on Career and Academic Pathways and provides more opportunities for dual enrollment

Most of the respondents to the survey preferred a 16-week fall, 16-week spring and 12-week summer

Q5 - If the District moves to a compressed calendar, which calendar would you prefer?

Calendar	Count
16-week Fall, 16-week Spring, and 12-week Summer. Possible Implication: Opportunities for breaks between semesters from 1-4 weeks.	152
16-week Fall, 5-week (or 6-week) Winter Session, 16-week Spring, and 8-week Summer. Possible Implication: Least likely to include breaks between semesters.	53
16-week Fall, 16-week Spring, and 16-week Summer. Possible Implication: There is a two week break between fall and spring semesters. Less opportunity for fall ...	19
Other (Please specify):	18

Fall 2025 Draft Calendar

Spring 2026 Draft Calendar

CALENDAR

JANUARY 2026

WK	S	M	T	W	TH	F	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
1	18	19	20	21	22	23	24
2	25	26	27	28	29	30	31

FEBRUARY 2026

WK	S	M	T	W	TH	F	S
3	1	2	3	4	5	6	7
4	8	9	10	11	12	13	14
5	15	16	17	18	19	20	21
6	22	23	24	25	26	27	28

MARCH 2026

WK	S	M	T	W	TH	F	S
7	1	2	3	4	5	6	7
8	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
9	22	23	24	25	26	27	28
10	29	30	31				

APRIL 2026

WK	S	M	T	W	TH	F	S
				1	2	3	4
11	5	6	7	8	9	10	11
12	12	13	14	15	16	17	18
13	19	20	21	22	23	24	25
14	26	27	28	29	30		

MAY 2026

WK	S	M	T	W	TH	F	S
						1	2
15	3	4	5	6	7	8	9
16	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

JUNE 2026

WK	S	M	T	W	TH	F	S
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				

LEGEND:

- ◯ = Instruction Begins
- ▢ = Final Exams
- ▢ = Spring Break
- ◇ = Inservice Day No classes
- △ = Holiday
- ▢ = Fall Break
- ◇ = Flex Day No classes
- 🎓 = Commencement

Summer 2026 Draft Calendar

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

WK1 (row of May 24–30)

Jun 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Jul 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

WK6 (row of Jul 1–4)
WK7 (row of Jul 5–11)

Aug 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

WK12 (row of Aug 9–15)

Notes

- Summer starts on May 26.
- Summer would end on August 14.
- Flex and In-Service for Fall 2026 would by August 18-21
- The Fall 2026 Term would start on August 24, two weeks after summer ends.

Navigating Mental Health Issues at Crafton

- ▶ 44% screened positive for depression

- ▶ 37% screened positive for anxiety

- ▶ 15% indicated suicidal ideation

- ▶ 37% had received mental health therapy/counseling within the past year

Common Stress Factors for College Students

31% of U.S. students listed finals and midterms as their top source of stress

40% of college students in the U.S. admit to feeling inadequately rested 5 out of 7 days a week
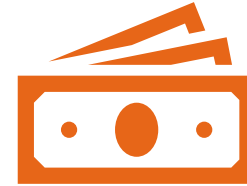
70% of U.S. students are stressed about their financial health

Compared to previous years 63% of community colleges would say that the mental health of students is worse then in previous years

How can you help students at Crafton?

TimelyCare new 24/7 free mental health for students

It's for Students. FOR FREE. @timelycare @timely_care

- **Comprehensive Virtual Care:** Free mental health and basic needs support available 24/7 via TimelyCare: timelycare.com/chc.

- **Immediate Access:** Connect with a provider in under 5 minutes, reducing wait times for mental health counseling.

- **Diverse Provider Network:** Access to culturally responsive care, including providers who identify as people of color and LGBTQIA+, with services in over 240 languages.

- **Secure and Compliant:** HIPAA-compliant platform ensuring safe, coordinated care.

- **Promotional Efforts:** App promotion through gift card drawings, outreach during enrollment, workshops, and student engagement activities.

- **More Information:** Contact the Health & Wellness Center 909-389-3272

Example of a syllabus statement to include in your syllabi

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or personal struggle or crisis can also contribute to decreased academic performance.

Crafton Hills College Health and Wellness Center provides cost-free culturally responsive care mental health services through TimelyCare at timelycare.com/chc.

In the event I suspect you need additional support, expect that I will express to you my concerns and connect you to campus resources. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Remember, getting help is a smart and courageous thing to do—for yourself and for your loved ones.

Make reasonable accommodations

- 70% of students who needed mental health disability accommodations reported not receiving them

- Only 20% said it was because they did not want accommodations

Students who struggle with mental illness may occasionally need to miss class or have a deadline extended, similar to when students experience a physical illness

Make sure students know that they can and should communicate with you when they are struggling

Remember that each situation is different, and you should use a case-by-case approach to making accommodations

Additional strategies for helping students

- Encourage students to seek help
- Take advantage of training opportunities
- Take care of yourself

Resources to take care of yourself

- Mental health support is available for faculty and staff 24/7

- You can utilize services through the website www.anthemeap.com (enter SISC to login), or by calling 800-999-7222

- You can choose in person, online, or services can be provided over the phone

- The services are available to all district employees and are free

- If you need any help, please reach out to Janae Jacoby at the District Office, jjacoby@sbccd.edu or 909-388-6942.

Appendices

- Equity Data Review
- Review DEI Strategies at Crafton Hills College
- Equity Mindedness and Syllabus Activity
- 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 (ASCCC recommends changing to Student Hour in Syllabi) 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

CHC Disaggregated Course Success Rate from 2021-22 to 2022-23
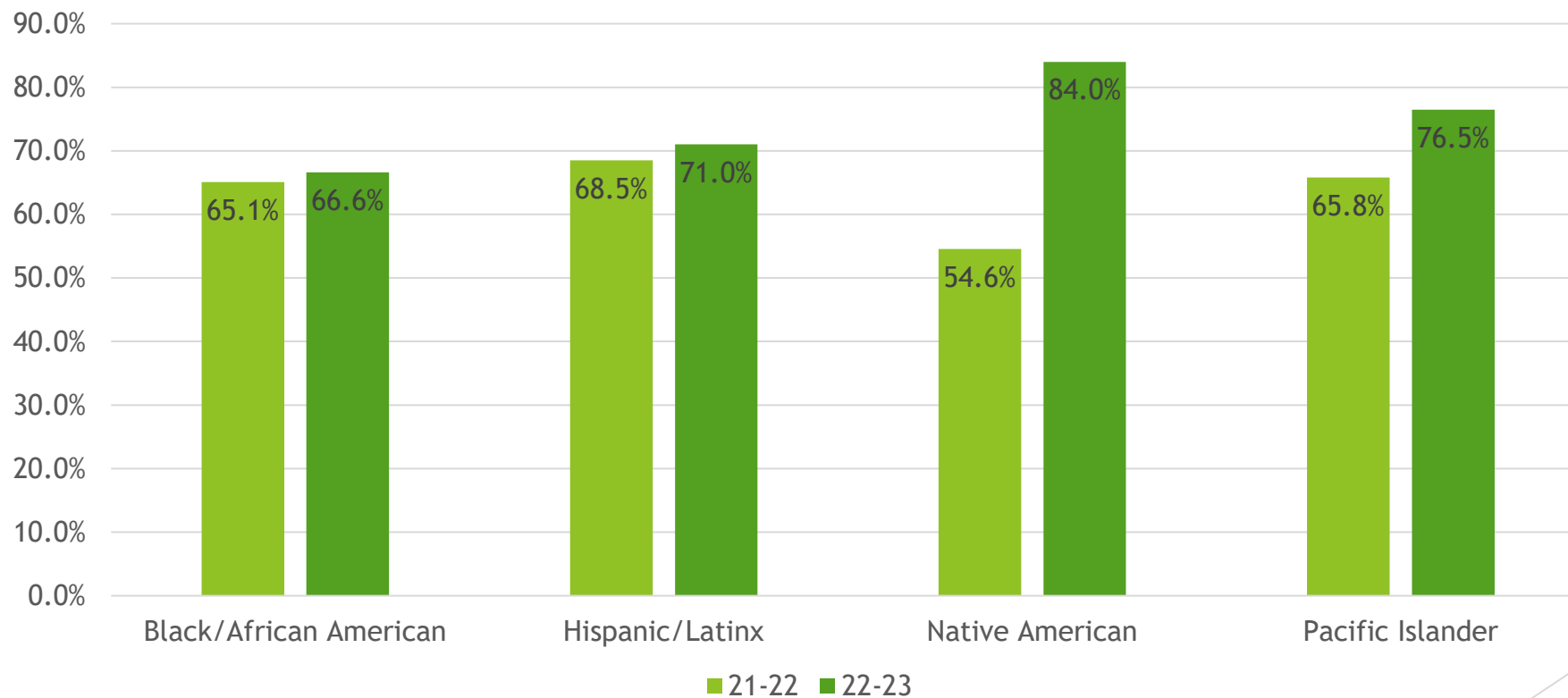
The course success rate increased for all four disproportionately impacted groups and no longer is apparent for Native American and Pacific Islander students

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 deprtment of Institutional Effectiveness, Research, and Planning at Crafton Hills College.

College	Summer, Fall, and/or Spring Terms	Specific Term(s)	Academic Year
⊙ CHC	(All)	(All)	(Multiple values)

PPR Division	PPR Department	PPR Unit	Subject
(All)	(All)	(All)	(All)

Transferable Courses	CTE Courses	Instruction Attendance Type	Courses
(All)	(All)	(All)	(All)

Legend
- Completion Rate
- Success Rate

Faculty ID

Faculty Name

Completion & Success by Academic Year (All courses combined) ⑦

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
90.0%	63.8%	66.7%	66.7%	70.6%
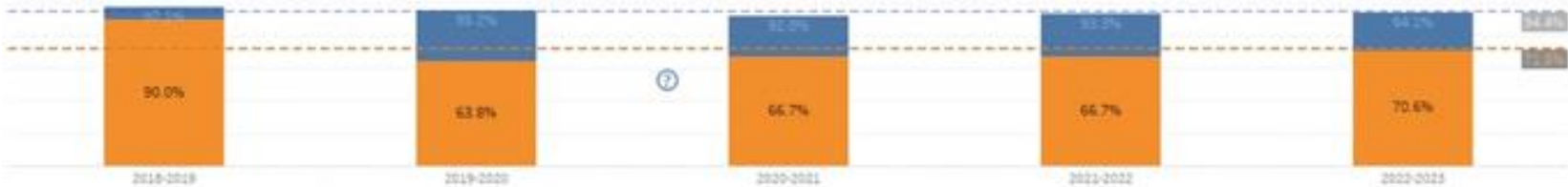
Ethnicity Disproportionate Impact Calc ⑦

	DI	%
Asian	100.0%	100.00%
Black/African American	88.8%	88.89%
Filipino	83.3%	100.00%
Hispanic	66.0%	91.49%
Native American/Alaskan Na.	50.0%	83.33%
Two or More Races	66.7%	95.83%
Unknown/Unreported	66.7%	100.00%
White	77.8%	97.22%

Age Group

- 18 or younger
- 20-24 Years Old
- 25-29 Years Old
- 30-34 Years Old
- 35-39 Years Old
- 40-49 Years Old
- 50 or Older

Gender

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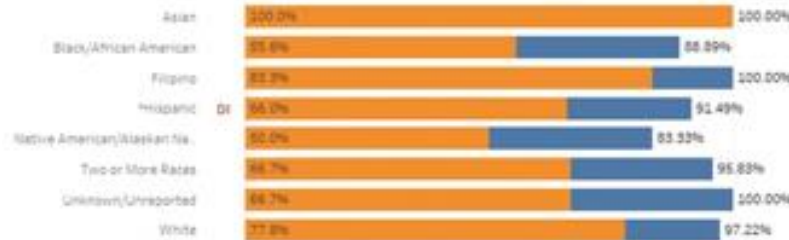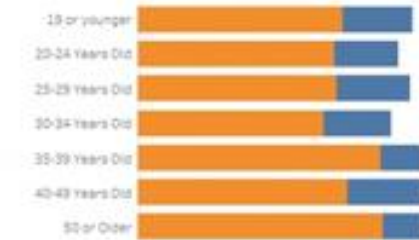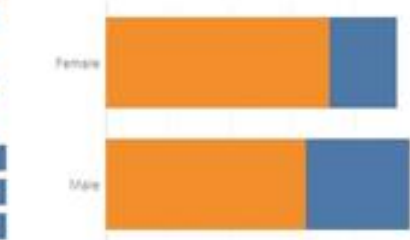
Section Level Success and completion (2018-19 to 2022-23)

97%	100%	96%	92%	92%	93%	92%	100%	86%	95%	91%	100%	100%	85%
92%	89%	82%	75%	75%	67%	67%	64%	64%	63%	61%	54%	53%	50%
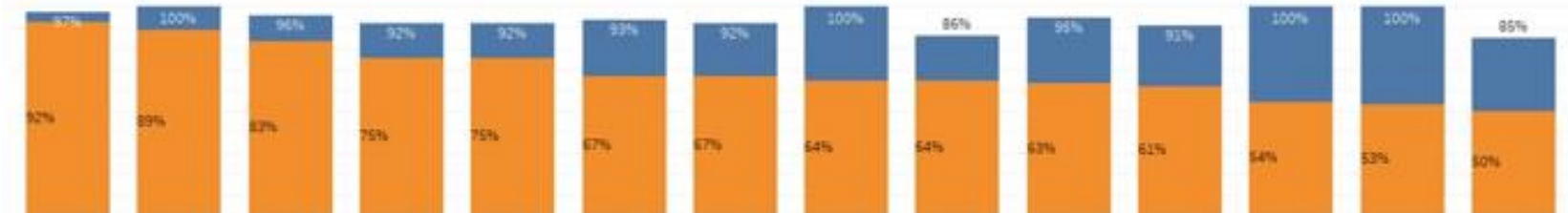
Recruitment to Increase Diversity of Applicant Pools

- 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 – 2nd and 3rd 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

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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.

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

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

▶ 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	Free Access	Returns
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.	Students will receive an email when their course materials are ready.	Books+ provides students with free rental access to: digital textbooks, hardcopy textbooks, hardcopy workbooks, lab equipment, and other learning materials	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	All Rentals
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 CHC Bookstore.	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 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: https://www.craftonhills.edu/faculty-and-staff/documents/chc-syllabus-checklist-option-7-5012015-finalized.pdf

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 Outcomes 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)

Recording Outcomes Assessment Results (Submission Form)

▶ Use the submission form

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			
❌ 1	Data Literacy: interpret descriptive statistics and know proper sampling techniques.	0	5	10	20	35	85.7	Yes ▼

	Outcomes Mapping	
Program-Level	**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			
✖ 1	Data Literacy: interpret descriptive statistics and know proper sampling techniques.	0	5	10	20	35	85.7	Yes ˅

	Outcomes Mapping		
	Program-Level	**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, synthesize, 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, synthesize, and use information resourcefully.

Student	SLO Rubric Score					Met Yes	
	NA ☑	1 ☑	2 ☑	3 ☑	4 ☑	Total	%
Results	27	1	2	0	0	3	0.0
	☐	☑	☐	☐	☐		
	☐	☐	☑	☐	☐		
	☐	☐	☑	☐	☐		

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 (ASCCC recommends changing to Student Hour in Syllabi) requirements for Adjunct Faculty

- ASCCC recommends changing Office Hours in Syllabi to Student Hours because evidence suggests students are more likely to use them (Fall 2023).

- 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-238	Canyon Hall (Shared Conference Room)
PSAH-120G	Public Safety and Allied Health
CTB-317, 320	Clock Tower Building
ARTS-123	Visual Arts
LRC-107	Learning Resource Center staff area
STEM Center	CNTL-234
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
- LRC-107

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 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

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

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

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, (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