

Current Diversity,
Equity, and
Inclusion
Instructional and
Student Services
Strategies

CRAFTON HILLS
COLLEGE

Current Diversity, Equity, and Inclusion Instructional Strategies

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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 15-30 teaching faculty

LFMA One Book, One College works to have books included in curriculum, conducts trainings, guest speakers, and activities throughout the year with all faculty, staff, and managers

- Spare Parts by Joshua Davis
- Between the World and Me by Ta-Nehisi Coates

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**)

Applied for Calculus Equity Grant to remove disproportionate impact for African American and Latinx students

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 course success data disaggregated by race, gender, and age (**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**)

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.**

Will be doing similar strategy with future recruitments

Development of Equity Question and Rubric to be completed by Applicants

Worked with the Mathematics and Computer Science Departments to develop an equity question and rubric for applicants selected for an interview

Will be doing similar strategy with EMS, FIRET, ENGL, and ASL recruitments

This strategy was also **based on training from the USC Race and Equity Center.**

Need to work on question and rubric for the entire District and in all recruitments.

Sample Equity Question and Rubric

Equity Question: As part of our work supporting diversity, equity, and inclusion, Crafton Hills College is committed to addressing systemic racial justice issues in higher education. In alignment with this goal, please explain why racial equity is a fundamental part of diversity, equity, and inclusion and how you can improve the success of racially minoritized students in your classroom.

Rubric Area	Rubric Score		
	1-2	3	4-5
Understanding of racial justice issues as a crucial factor to DEI			
Strategies to improve success of racial minoritized students			

Improved Implementation of Adverse Impact Analysis During Hiring Process

Implemented Improved Adverse Impact Analysis based on training from the USC Race and Equity Center

Based on AI analysis in Fall 2021 decided to suspend recruitment and do a new recruitment in Fall 2022

Step 1: Enter Applicants Selected for Initial Pool (Only include those)		
RACE/ETHNICITY	COUNT	PERCENT
Asian/PI	17	32.1%
Black or AA	2	3.8%
Decline to State	6	11.3%
Hispanic/Latino	14	26.4%
Native American	1	1.9%
White	13	24.5%
Grand Total	53	100.0%

Step 2: Enter Applicants invited for Second Level Interview		
RACE/ETHNICITY	COUNT	PERCENT
Asian/PI	0	0.0%
Black or AA	1	25.0%
Decline to State	1	25.0%
Hispanic/Latino	1	25.0%
Native American	0	0.0%
White	1	25.0%
Grand Total	4	100.0%

Classroom Diversity, Equity and Inclusion Training based on USC Race and Equity Center Training

Provided 28 math faculty and 32 English faculty with disaggregated classroom course success data for classes that they taught

Approximately 13 math faculty and 15 English faculty attended the DEI training

Approximately 9 Faculty being trained in Reading Apprenticeship across multiple disciplines

Faculty were provided the following

Classroom roster in Excel with race

Course success rates for each faculty for classes they taught disaggregated by race

Section	Race	GOR	Success Rate
ENGL-101-XX	African American	1	0.00
ENGL-101-XX	Asian	1	100.00
ENGL-101-XX	Caucasian	3	33.33
ENGL-101-XX	Hispanic	11	36.36
ENGL-101-XX	Multiple Races	1	0.00
ENGL-101-XX	Unknown1	1	0.00

Faculty were provided the following (Continued)

Training on the following Classroom Strategies

- Start homework in class
- Talk with students more one-on-one
- Use the class roster to track who is attending class, turning in work, who is asking questions, and who is not. Is there a pattern? If so, reach out to those students
- Implement low stakes assignments and assessments
 - Mastery learning quizzing systems in which students are able to repeatedly take quizzes on specific topics until they master the material ([link to reference](#))
 - Re-allocate final exam questions into multiple shorter assessments ([link](#))

Low-stakes testing

Overview

Low-stakes testing involves the frequent use of evaluation instruments that have little impact on a student's course grade. Two examples of low-stakes testing include:

- the use of [clickers](#) in class, and
- mastery-learning quizzing systems in which students are able to repeatedly take quizzes on specific topics until they master the material.

An overwhelming body of evidence from studies in cognitive science, psychology, economics, physics, chemistry, math, and many other disciplines indicates that students learn most effectively when frequent opportunities to recall and attempt to apply the knowledge they have acquired. Roediger (2013) provides a summary of the cognitive psychological research on this issue. He notes that student learning is enhanced by frequent practice, and this is most effective when the practice is distributed across time and across tasks.

Faculty were provided the following (Continued)

Messages to communicate in Syllabi

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

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
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.

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



Welcome to my anthropology course at 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 know 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!



Professor
Michael Scott Robertson

Email:
mrobertson@lbcc.edu

Phone Call/Text:
(562)452-3186

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

Source: Arias, P. B. & Robertson, M.S. (2021). Conducting a cultural curriculum audit: A faculty journey of redesigning courses for student equity and success. *Long Beach City College*.

Faculty were provided the following (Continued)

Questions to Consider when reviewing Syllabus

- 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?

Faculty were provided the following (Continued)

Transparent Assignment Template

Transparent Assignment Template

© 2013 Mary-Ann Winkelmes

This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.¹

Assignment Name

Due date:

Purpose: Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

Terms from Bloom's Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:

- understanding basic disciplinary knowledge and methods/tools
- applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context
- analyzing
- synthesizing
- judging/evaluating and selecting best solutions
- creating/inventing a new interpretation, product, theory

Knowledge: This assignment will also help you to become familiar with the following important content knowledge in this discipline:

- ...
- ...

Task: Define what activities the student should do/perform. "Action verbs" from this chart might be helpful:

https://ilthighered.com/assets/pdffiles/revised_blooms_taxonomy_action_verbs.pdf. List any steps or guidelines, or a recommended sequence for the students' efforts. Specify any extraneous mistakes to be avoided. If there are sound pedagogical reasons for withholding information about how to do the assignment, protect students' confidence and sense of belonging in college with a purpose statement something like this: "The purpose of this assignment is for you to struggle and feel confused while you invent and test your own approach for addressing the problem..."

Criteria for Success:

Define the characteristics of the finished product. Provide multiple examples of what these characteristics look like in real-world practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. Engage students in analyzing multiple examples of real-world work before the students begin their own work on the assignment. Discuss how excellent work differs from adequate work. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. It is often useful to provide or compile with students a checklist of characteristics of successful work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed, graded work allows them to focus on changes to their learning strategies that might improve their future work.

The author developed an earlier version of this template at the University of Illinois, Urbana-Champaign.

¹ Winkelmes, Mary-Ann. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." *Liberal Education* 99,2 (Spring 2013); Winkelmes et al. "A Teaching Intervention that Increases Underserved College Students' Success." *Peer Review* 18,1/2 (Winter/Spring 2016).

USC Race and Equity Training

Equity-Minded Classroom Equity Training in 2022-2023

Training is 6 three-hour sessions for a total of 18 hours

15 – 30 teaching faculty

Day 1

- 9:00AM – 12:00PM: Introduction to salience of race and how operates
- 1:00PM – 4:00PM: Examine disaggregated data by ethnicity

Day 2

- 9:00AM – 12:00PM: Create grade and attendance maps.
- 1:00PM – 4:00PM: Class artifacts

Day 3

- 9:00AM – 12:00PM: Faculty pair up and do classroom observations
- 1:00PM – 4:00PM: Operationalize/Institutionalization

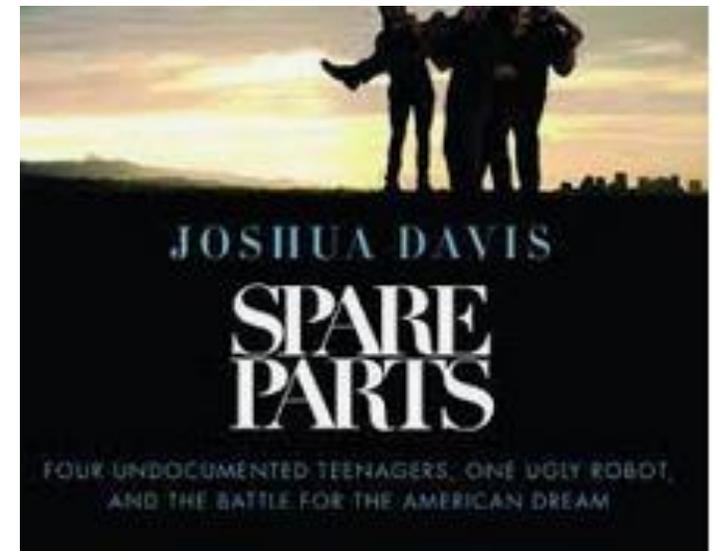
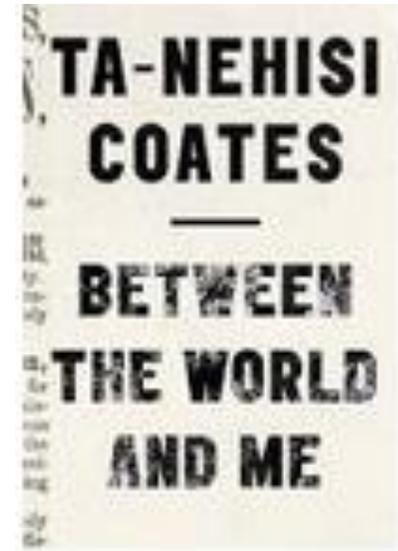
Leading from the Middle Academy One Book, One College

2020 – 2021 Book was *Spare Parts* by Joshua Davis - follows the true story of four undocumented students who enter a robotics competition sponsored by the National Science Foundation

2021 – 2022 Book was *Between the World and Me* by Ta-Nehisi Coates - Written as a letter to his teenaged son, *Between the World and Me* describes Coates' experience of being Black in America. The book explores issues of race, racism, justice, education, fear, relationships, identity, and diversity.

2022 – 2023 Book is currently being chosen

The CHC One Book, One College program works to have books included in curriculum, conducts trainings, guest speakers, and activities throughout the year with all faculty, staff, and managers.



Leading from the Middle Course Outline of Record DEI Project 2022- 23

This group is working to incorporate diversity, equity, and inclusion into the course outline of records as well as into syllabi

CURRICULUM CULTURAL COMPETENCY REVIEW

Please review the Course Outline of Record (COR) using the following prompts. This course, where appropriate:

- Provides relevant examples of significant contributions from persons of diverse backgrounds (age, race, ethnicity, gender, sexuality, religion, ability, and socio-economic status).
- Provides inclusive context to major events and contributions to a discipline/field.
 - In courses with a/an historical, social, and/or cultural focus, significant events are presented and described with attention to diversity and the social and cultural circumstances that produced them.
- Represents the full scope of a given discipline/field.
 - Sub-disciplines, or specialties, are appropriately represented and described.
- Is sensitive to the experiences of marginalized groups.
 - Language, including naming conventions of ethnic groups, is current and appropriate.
- Is adaptable to accommodate the evolution of dynamic disciplines.
 - Objectives are written to allow the course to adapt to changes in the field including new specialties, theories, or practices.
- Texts are culturally-competent.
 - Selected texts are current, include significant contributions from persons of diverse groups, provide social and cultural context where appropriate, and use appropriate language.

Additional Equity Efforts

Guided Pathways task force is evaluating DEI in Career and Academic Pathways
(USC Race and Equity Center Training)

Applied for Calculus Equity Grant to remove disproportionate impact for African American and Latinx students

Updating Outcome Cloud to include and address DEI in outcomes assessment

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Year long USC Race and Equity Center training for 60 CHC faculty, staff, and administrators in 2022-2023 **(USC Race and Equity Center Training)**

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Class Roster - MATH-102-XX							
FacultyID	FacultyFirstName	FacultyLastName	Term	SectionNar	sid	FullName	Races
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Caucasian
			2022SP	MATH-102			Caucasian
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Caucasian
			2022SP	MATH-102			Multiple Races
			2022SP	MATH-102			Caucasian
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Caucasian
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			African American
			2022SP	MATH-102			Caucasian
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Asian
			2022SP	MATH-102			Hispanic
			2022SP	MATH-102			Hispanic

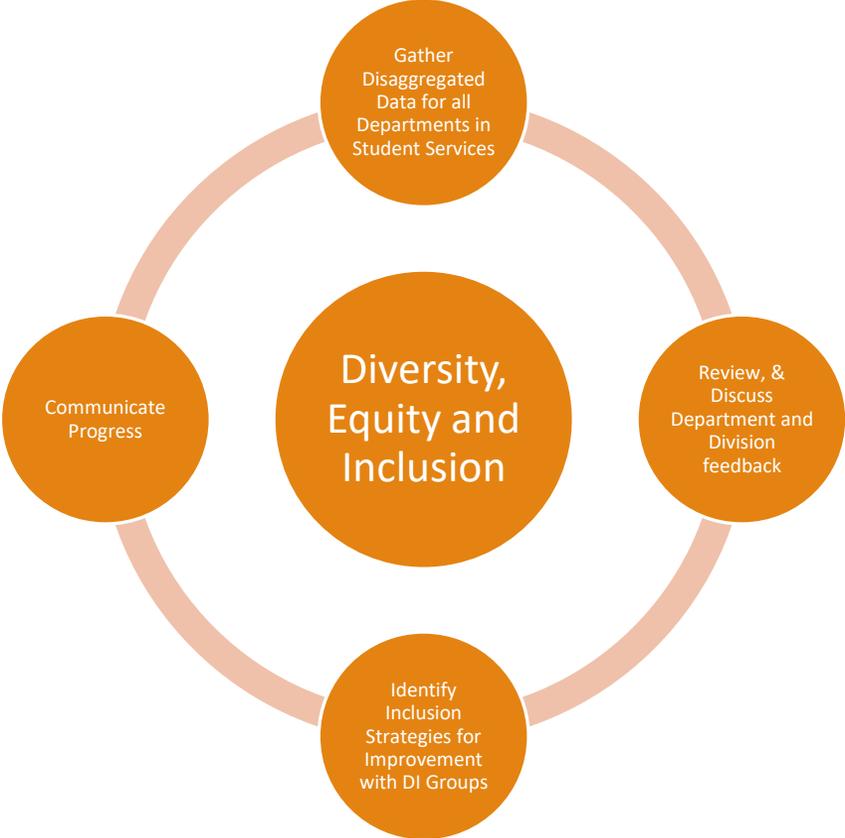
Student Services Strategies

EQUITY AND
INCLUSION
INTERVENTIONS

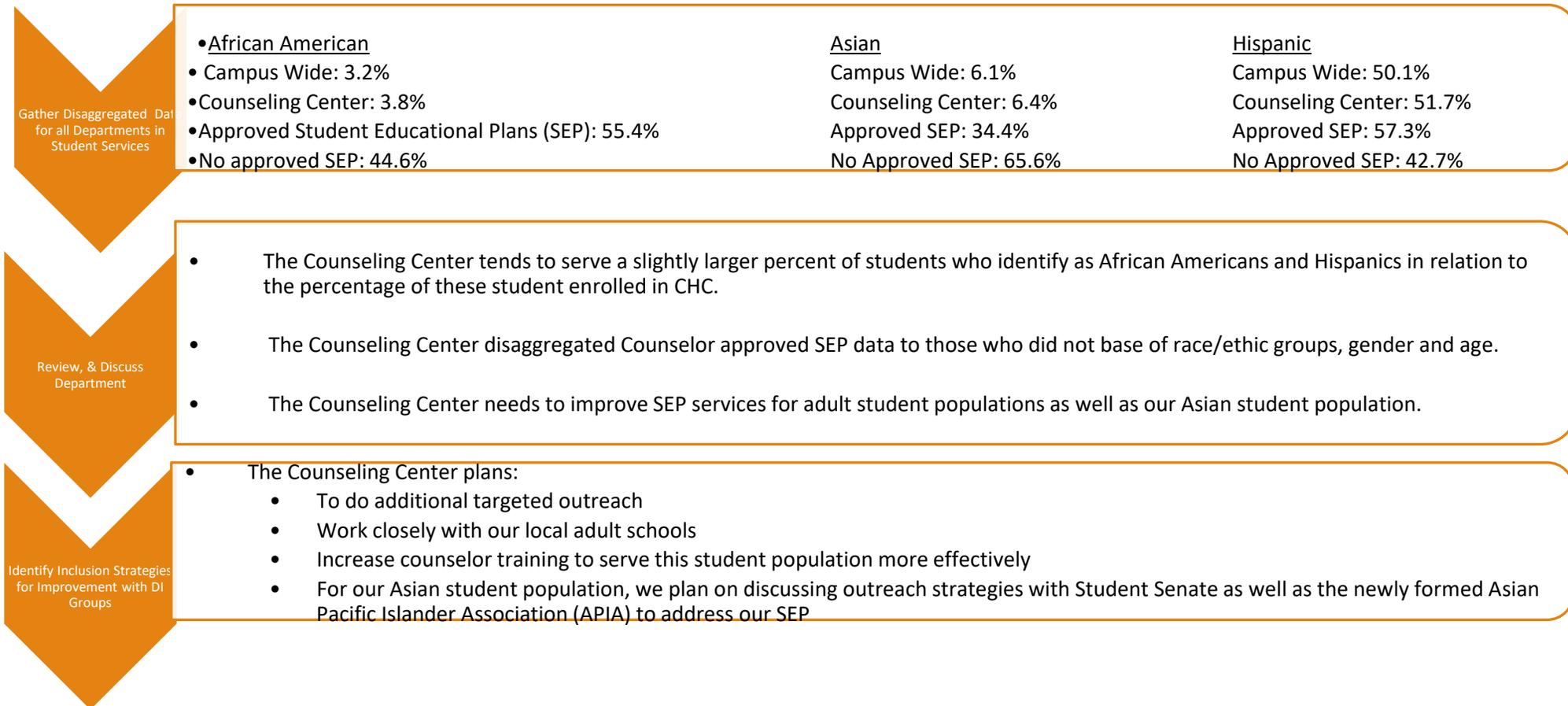
College Highlights

- CHC purposefully created a campus tagline “Let’s Go”/“Adelante” in English and Spanish to help students feel a sense of belonging.
- CHC has actively created a diverse marketing campaign to help cultivate a welcoming environment and students see themselves at CHC.
- Admin Services is taking an active role in creating a welcoming environment for students.
 - Centralized Food Pantry
 - Student Lounge Project
 - “Wall Art”
- CHC is participating in a yearlong Student Equity Planning Institute where 12 faculty, staff and administrators are reviewing institutional data to close equity gaps for African American and Latinx students.

PPR, SAO, and Streamlining Projects



Example: Counseling Center PPR and SAO Data Analysis



Example: The University Transfer Center Streamlining & PPR Data Analysis

Gather Disaggregated Data for all Departments in Student Services

- Overall, the UTC is doing an excellent job in helping economically disadvantaged students, between 62 - 68% on all services rendered.
- 4.3 - 6.8% of all students who access services through the UTC are African American, yet only 4% of Crafton students are African American.
- Primarily, African American students prefer to participate in *Drop-Ins* for quick questions and engage with university representatives

Review, & Discuss Department

- Hispanic students make up 50% of the student population. In previous years, they visited the transfer center in proportion to their enrollment at Crafton. However, during the quarantine, their participation was between 38% to 50% in transfer activities.
- Their highest participation was in transfer workshops (50.7%), followed by counseling drop-ins (47.2%), versus their lowest participation (38.4%) in advising with university representatives

Identify Inclusion Strategies for Improvement with DI Groups

- In analyzing activity engagement for Hispanic and African-American students, we found that African-American students prefer to go straight to the source by meeting with university representatives.
- Meanwhile, Hispanic students prefer counseling appointments and workshops. This is in alignment with what we know about Hispanic students and their preference to have a connection with staff and faculty. Further, Hispanics engage the least with university partners, an outsider, and perhaps viewed as an authority figure.

Cultural Events

- CHC faculty, staff and administrators have taken a proactive approach to coordinate over 51 cultural events for the campus community to cultivate a safe and welcoming environment for all.
 - **Activities include:**
 - Black History Month
 - *GayPril*
 - Hispanic Heritage Month
 - National “Coming Out” Day
 - Native American Month
 - Undocumented Student Action Week
- Pre-Pandemic the Student Life Department hosted approximately two "in person" events per month.
- Post-Pandemic, the Student Life Department hosts between one and four virtual/ "in person" events per week.

Actively Participating Cultural Conferences

The African American Male Education Network & Development (A2MEND) Conference

Hispanic Association of Colleges and University (HACU) Conference

Asian Pacific Americans on Higher Education Conference

Student Equity Plan 2.0

STEPS TO DEVELOP EQUITY PLAN



Summary of Groups Disproportionately Impacted

Group	Successful Enrollment (Access – Applied and actually enrolled)	1. Transfer to four-year institution	2. Retention: Fall to Spring	3. Completion both Transfer Level Math and English with the district in the first year	4. Earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree
Latinx		X		X	
African American			X		X
25-29 years old		X	X		
30-34 years old		X	X		
40-54 years old			X		X
Not Eligible for College Promise Grant/BOG Waiver			X	X	X
Never Received PELL Grant			X	X	X
Not Perkins Economically Disadvantaged			X	X	X

Summary of the Center for Urban Education (CUE) Review of Crafton's Previous Student Equity Plan

Prioritizes the use of data and research to inform and evaluate the effectiveness of activities

Plan is data driven:

- Data has been collected and analyzed to determine which services were most effective in improving success for DI students
- Example: Supplemental instruction was found to positively impact course success for Hispanic students and tutoring was most effective with male, Hispanic, and African American students

Plan also included activity to research the gaps that exist to deepen the understanding of why DI exists

Center for Urban Education's (CUE) recommendations for Crafton

Focus on specific **racially minoritized** student populations rather than on all students.

Create equity activities that explicitly **align** the race-specific metrics to race-specific activity descriptions (Example: The college will conduct targeted outreach activities to increase the number of **African American and LGBTQ students** that complete the **matriculation process**.)

Adopt **equity-minded language**, including operationalizing a **definition of equity** for the college.

Include **transfer-specific** equity activities.

Align equity planning with Vision for Success

More classroom specific activities – the primary aim of the activity is focused on what happens in the classroom like training faculty on equitable classroom practice

Approach to including entire campus to develop equity activities

Align outcomes with committees, departments, and groups

Present this presentation to each committee and group and review activity template

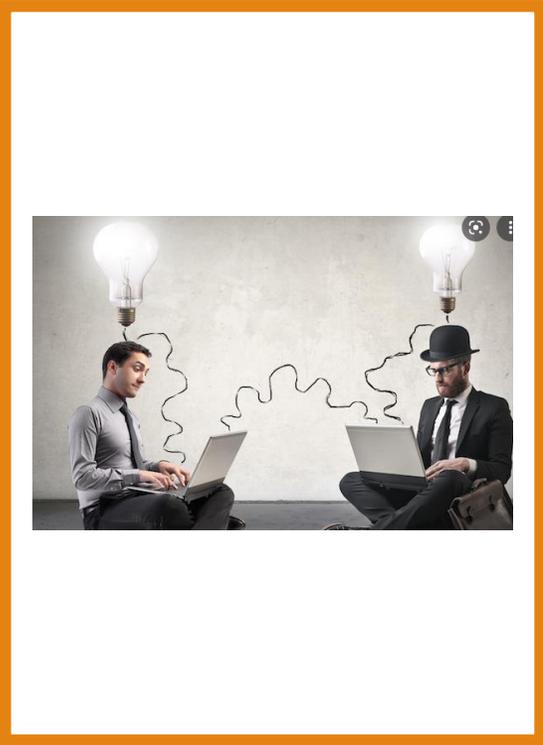
Review data, CUE recommendations, and research identifying which activities are effective with which DI Groups

Send out instructions to identified groups

- Review the data
- Review the research identifying which activities are effective with which DI groups
- Provide activities to increase outcomes (and remove gaps) that are specific to DI groups

Design teams will review activities developed by the committees, departments, and groups and align each activity with the GP Pillars and ensure that the CUE recommendations are being incorporated

Outcome	Successful Enrollment (Access – Applied and actually enrolled)	Transfer to four-year institution	Retention: Fall to Spring	Completion both Transfer Level Math and English with the district in the first year	Earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree
Committees	<ul style="list-style-type: none"> • Enrollment Strategies • Student Services Council (Delmy) • EOPS/CalWORKs (Rejoice) • A&R • Adult Schools: Yucaipa and Redlands, CRYROP (Ivan) • Dual Enrollment (Ivan) • GP Taskforce (Josh) • API (Chloe) /BFS/LFSAA • Latino Faculty Staff & Administrators Association: LFSAA • Black Faculty & Staff Association: BFSAA 	<ul style="list-style-type: none"> • Enrollment Strategies (Keith) • Student Services Council (Delmy) • EMPC (Gio) • PD (Kay) • SEAC • Student Senate (Ericka) • UTC (Jimmy) • Honors (Lindsey) • Counseling (Jimmy) • GP Taskforce (Josh) • University Transfer Center (Jimmy) • API/BFS/LFSAA 	<ul style="list-style-type: none"> • Chairs Council (Keith) • Enrollment Strategies (Keith) • EMPC • PD • SEAC • ETC (Kay) • Student Senate • Student Services Council (Delmy) • Tutoring/STEM Centers (Kay) • GP Taskforce (Josh) • Honors (Lindsey) 	<ul style="list-style-type: none"> • Enrollment Strategies (Keith) • EMPC (Gio) • PD (Kay) • SEAC • English and Math Departments (Gwen/Josh) • AB 705 Leads (Ed/Josh) • Student Senate (Ericka) • Tutoring/STEM Centers (Kay) • GP Taskforce (Josh) • Student Services Council (Delmy) • API/BFS/LFSAA 	<ul style="list-style-type: none"> • Enrollment Strategies (Keith) • EMPC (Gio) • PD (Kay) • SEAC • Student Senate (Ericka) • GP Taskforce (Josh) • API/BFS/LFSAA • Counseling (Jimmy) • Student Services Council (Delmy)
Activities	<ul style="list-style-type: none"> • UMOJA, USEAA, and RAIN. • PUENTE 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Gateway Momentum (Complete in first year) 	<ul style="list-style-type: none"> •



Questions/Additional Strategies?

Review syllabi template recommendations with the Academic Senate

Provide syllabi example developed by Crafton faculty