



New Full Time Faculty Orientation

Prepared and Presented by
Dr. Kevin Horan, President
Dr. Keith Wurtz, Vice President of Instruction

Agenda: 9:00AM – 10:45AM

- 9:00AM – 9:30AM: Continental Breakfast and Get to Know You Activity
- 9:30AM – 9:45AM: Introduction from Kevin
- 9:45AM – 10:45AM: Instructional Items
 - Fraudulent Students
 - Education Code
 - AB607 – Estimated Cost Per Section
 - Common Course Numbering
 - Dropping Students Prior to Census
 - Finals Week
 - FW Grade
 - Submitting Grades
 - Compressed Calendar

Agenda: 10:45AM – 1:00PM

- 10:45AM – 11:00AM: Break
- 11:00AM – 11:15AM: Get to Know You Activity
- 11:15AM – 12:00PM: Instructional Support and Development
 - Professional Development / Flex
 - One Book / One College
 - STEM Center / MESA
 - Tutoring Center
 - Library
 - Academic Senate
 - Dual Enrollment
- 12:00PM – 1:00PM Lunch

Agenda: 1:00PM

- 1:00PM - 2:00PM: Student Support Services and Tour
- 2:00PM – 2:30PM: Student Learning Outcomes
- 2:30PM – 2:40PM: Break
- 2:40PM – 3:00PM: Planning and Program Review
- 3:00PM – 4:00PM: Diversity, Equity, Inclusion, and Anti-Racism

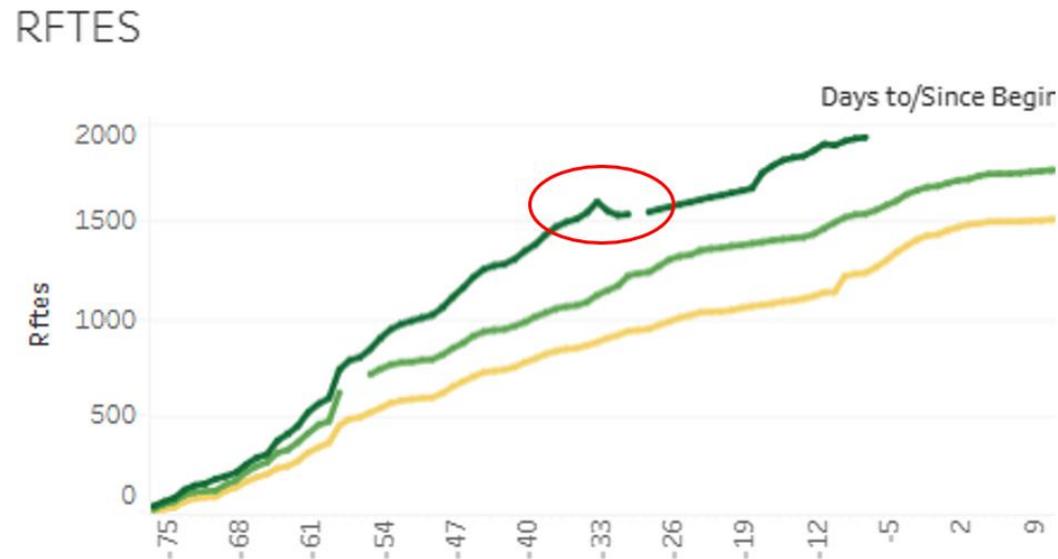
Get to know You activity:

- Find your buddy and enjoy breakfast while getting to know each other
- After breakfast you and your buddy will come up and introduce each other to the group
- Things you may want to know (just suggestions)
 - Name – where they are from / where do they live
 - What are they teaching at CHC
 - What hobbies do they have or what do they do for fun
 - Any fun or interesting facts about your buddy



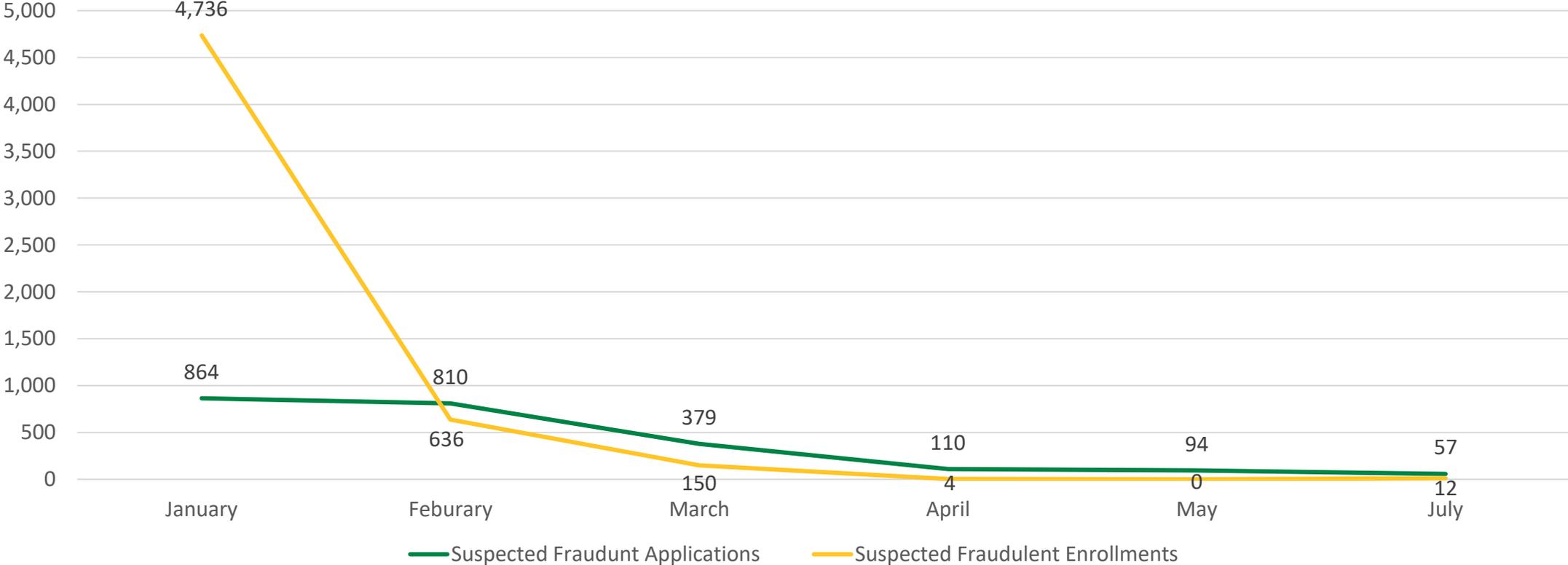
Spring 2025 Fraudulent Students

- On December 19, 2024, 500 fraudulent students were identified
- The Resident FTES enrollments decreased from 1,599 to 1,530, a decrease of 69 RFTES (4%)

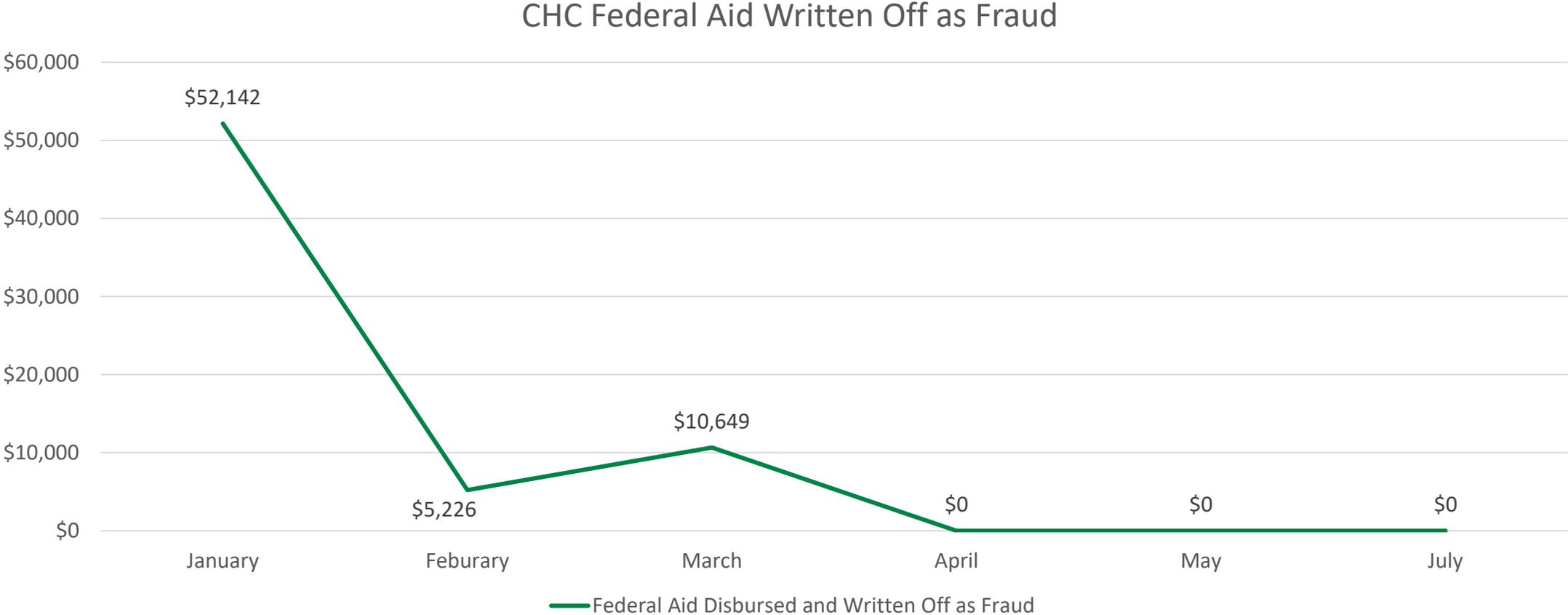


January - July 2025 Suspected Fraudulent Student Applications and Enrollments

CHC Fraudulent Suspected Fraudulent Applications and Enrollments



January - July 2025 Federal Aid Written Off as Fraud



What to look for in your online classes to identify fraudulent students?

- Students who give the same or similar answers on discussion posts with a possible 'same format.'
- Student comments where there may be a [bracket] as a placeholder for key words that would identify the institution.
- The comments appear to be 'machine generated.'
- Any work that is a required assignment the student does not complete.

How you can help identify fraudulent students in your online classes?

- Assign a low-stakes participation activity or discussion post early in the semester
- Check in with each student early in the semester
- Make sure all students are participating in the course by checking their time spent in Canvas

What to do if you think one of your students is a fraudulent student?

- Contact Larry Aycock (laycock@craftonhills.edu), Director of Admissions and Records, and cc your dean.
- Admissions and Records and TESS will work together to verify the students.
- Do not drop the student at this time.

Dropping Inactive Students (More information to come) helps to combat fraud

- This is a reminder to drop any inactive students in your sections prior to the census date
- Inactive students include those that have not signed in, those who have not recently signed in, those who have never completed an assignment, and those who have not recently completed an assignment

AB607 – Estimated Cost Per Section (Spring 2025)

- AB607 requires us to “prominently display...that may include a link to a sperate internet web page the estimated costs for each [section] all required course materials and fees” within the following timeline:
 - 40 percent by January 1, 2025,
 - 55 percent by January 1, 2026
 - 65 percent by January 1, 2027
 - 75 percent by January 1, 2028
- Currently, Crafton in Spring 2025 is prominently displaying the estimated cost for each section in 88% of the class sections.

eSchedule

- : The textbooks used for these sections are available free of charge. Students may still be required to purchase supplies.
- : The estimated course materials cost is \$2 - \$49.99
- : The estimated course materials cost is \$50 - \$99.99
- : The estimated course materials cost is \$100 - \$199.99
- : The estimated course materials cost is \$200 or more

Courses: 16 | Sections: 16

BIOL-100 - General Biology

Non-major's introduction to biology with an emphasis on scientific analysis and problem solving. Offers a broad understanding of the living world from cellular and molecular levels to anatomy, physiology, evolution, and ecology. [Copy Link](#)

- **Credit Type:** Earned units for this course are applicable to an Associate Degree.
- **Transferability:** Course credit transfers to both CSU and UC.

The estimated course materials cost is \$2 - \$49.99

FULL

Ref# 0200 Sec 15 Units 4.00 Books

Last day to drop the course and receive a refund of enrollment fees: 01/31/25

Last day to drop the course without a "W:" 02/09/25

Last day to withdraw from the course and receive a "W:" 04/11/25

MEETING 1

Avail _____ 0

Self-Service

The textbooks used for these sections are available free of charge. Students may still be required to purchase supplies.

Lower Material Cost: The estimated course materials cost is \$2 - \$49.99

The estimated course materials cost is \$50 - \$99.99

The estimated course materials cost is \$100 - \$199.99

The estimated course materials cost is \$200 or more

Search for Courses and Course Sections

[Return to Course Catalog](#)

Search Results Hide

Availability ^

Open and Waitlisted Sections
Open Sections Only

Subjects ^

Ethnic Studies (5)

Locations ^

Crafton Hills College (5)
Crafton Off Campus (CHC) (2)

Terms ^

Spring 2025 (5)

Days of Week ^

Advanced Search Selection: ETHS

Filters Applied: Crafton Hills College Spring 2025

ETHS-107 Native Peoples North America (3)

Introduces the history of the Native peoples of North America policy development and the roles of American Indians to ensure

Requisites:
Departmental Recommendation(s): Eligibility for ENGL-C1000

Locations:
Crafton Hills College, Crafton Off Campus (CHC)

Offered:
All Terms, All Years

[View Available Sections for ETHS-107](#)

Spring The estimated course materials cost is \$2 - \$49.99

ETHS-107-70 (1548)

Native Peoples North America
Runs from 2/18/2025 - 5/22/2025

Common Course Numbering in Fall 2025

- Phase I involves developing Common Course Numbers for the following set of high enrollment courses

Current Course	Course Title	New Course
COMMST-100	Introduction to Public Speaking	COMM-C1000
COMMST-100H	Introduction to Public Speaking-Honors	COMM-C1000H
ENGL-101	Academic Reading & Writing	ENGL-C1000
ENGL-101H	Academic Reading & Writing-Honors	ENGL-C1000H
ENGL-102	Critical Thinking & Writing	ENGL-C1001
ENGL-102H	Critical Thinking & Writing-Honors	ENGL-C1001H
POLIT-100	American Government and Politics	POLS-C1000
POLIT-100H	American Government and Politics-Honors	POLS-C1000H
PSYCH-100	Introduction to Psychology	PSYC-C1000
PSYCH-100H	Introduction to Psychology-Honors	PSYC-C1000H

Common Course Numbering in Fall 2025 – Prefix Changes

- Phase I involved developing Common Course Numbers for the following set of high enrollment courses

Current Discipline	New Discipline	Number of Courses to change Prefixes
COMMST	COMM	12
ENGL	ENGL	0
POLIT	POLS	4
PSYCH	PSYC	7

Common Course Numbering Phase II Courses

Discipline	Number of Courses
Art	2
Astronomy	2
Biology	3
Chemistry	6
Child Development	1
Communication Studies	1
Economics	2
English	2
History	2
Math	2
Sociology	1

Dropping Students Prior to Census: What do I need to do?

- Assess your student's activity through attendance tracking and/or in Canvas to identify inactive students.
 - Inactive students include those that have not signed in, those who have not recently signed in, those who have never completed an assignment, and those who have not recently completed an assignment.
- To drop an inactive student, sign in to [Self-Service](#), and drop the student.

Dropping Inactive Students is Required

- Please note that section [58004](#) of Title 5 states that students who have been identified as a no-show or who are inactive are required to be dropped prior to the census date. Thus, faculty are required to clear their rosters of inactive/no-show students before the census date.

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

Submission of Grades

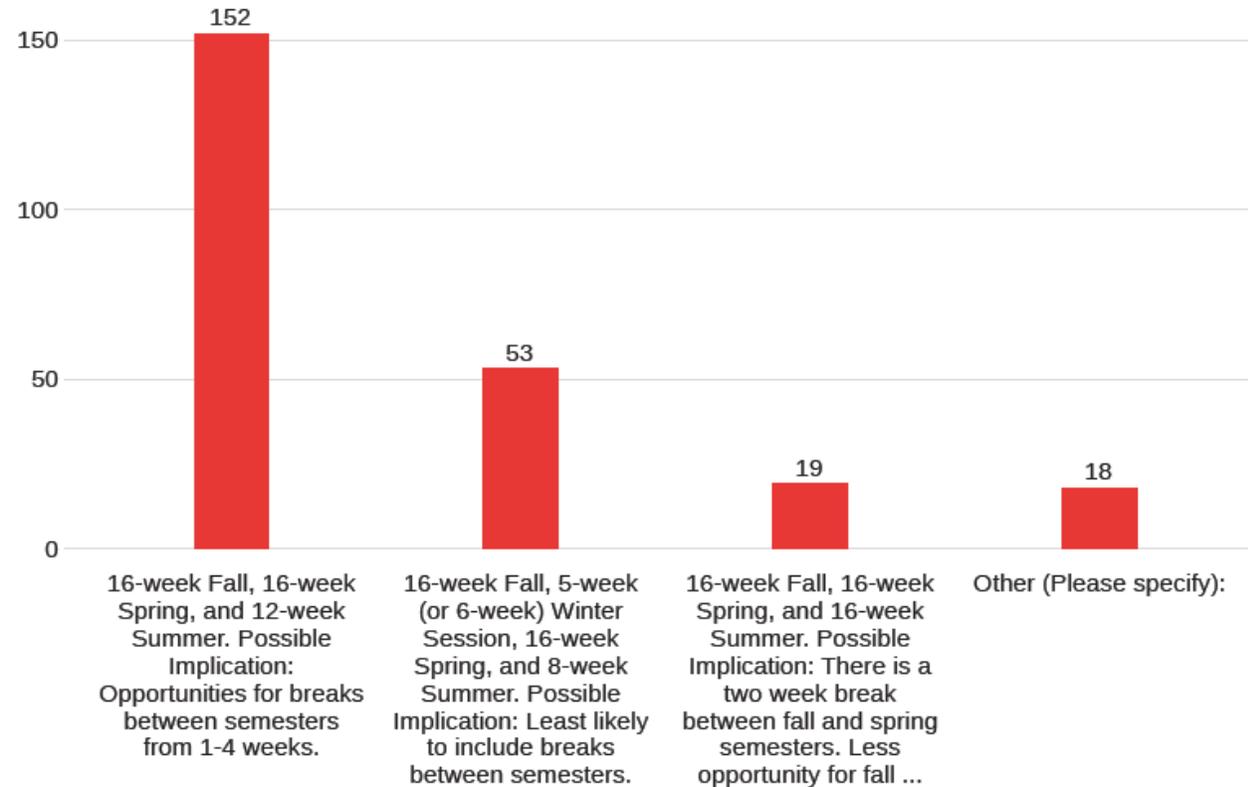
- Make sure that your grades are submitted 5 business days after the section ends
- Submitting grades late can impact students financial aid and the ability to transfer

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?





2025-2026 ACADEMIC CALENDAR

FALL SESSION 2025 AUGUST 25 – DECEMBER 19

Fall 2025 Compressed Calendar

REGISTRATION FOR CLASSES

	16-Week Session 08/25 - 12/19	8-Week Session:1 08/25 - 10/18	8-Week Session: 2 10/20 - 12/19
Application Period Begins (Open CCC)	October 01, 2024		
Registration Period Begins	April 07, 2025		
Instruction Begins	August 25	August 25	October 20
Final Examinations	December 13-19	October 13-17	December 13-19
Instruction Ends	December 19	October 18	December 19
Grades due from Faculty	Grades are due 5 working days after the last class.		
2026 Commencement	May 15, 2026		

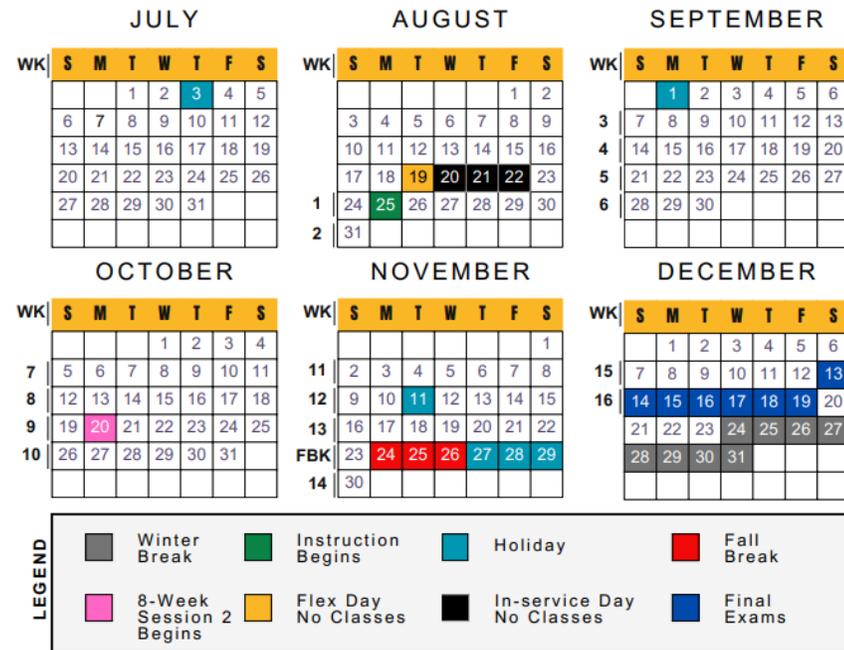
HOLIDAYS

Independence Day (Campus Closed)	July 4 th , 2026 (Observed July 3)
Labor Day (Campus Closed)	September 1, 2025
Veterans Day (Campus Closed)	November 11, 2025
Thanksgiving (Campus Closed)	November 27-29, 2025
Winter Break (Campus Closed)	December 24, 2025 - January 2, 2026

Weekend classes meet after Friday holidays and before Monday holidays unless designated as a holiday on this calendar.

OTHER IMPORTANT DATES

Emergency Drill	TBD
Fall Census Date	September 8, 2025
Final Exams (Regular Classes)	December 13-19, 2025
Graduation apps due to Admissions & Record	September 30, 2025
Semester Ends	December 19, 2025



CAMPUS DRILLS

Emergency Drill	TBD
The Great CA ShakeOut Earthquake	October 17, 2025

INSTRUCTIONAL FLEX DAYS

Flex Day	August 19, 2025
Faculty In-Service	August 20-22, 2025

Updated 5.8.25



2025-2026 ACADEMIC CALENDAR

SPRING SESSION 2026 JANUARY 20 – MAY 15

Spring 2026 Draft Calendar

REGISTRATION FOR CLASSES

	16-Week Session 01/20 - 05/15	8-Week Session:1 01/20 - 03/14	8-Week Session: 2 03/23 - 05/15
Application Period Begins (Open CCC)	TBD		
Registration Period Begins	TBD		
Instruction Begins	January 20	January 20	March 23
Final Examinations	May 08 -14	March 09-14	May 08-14
Instruction Ends	May 14	March 14	May 14
Grades due from Faculty	Grades are due 5 working days after the last class.		
2026 Commencement	May 15, 2026		

HOLIDAYS

Martin Luther King, Jr. Day (Campus Closed)	January 19, 2026
Lincoln's Birthday (Campus Closed)	February 6, 2026
Washington's Birthday (Campus Closed)	February 16, 2026
Memorial Day	May 25
Juneteenth (Campus Closed)	June 19, 2026 (Observed June 18)

Weekend classes meet after Friday holidays and before Monday holidays unless designated as a holiday on this calendar.

OTHER IMPORTANT DATES

Instruction Begins	January 20, 2026
Spring Census Day	February 2, 2026
Final Exams (Saturday Classes)	May 9, 2026
Final Exams (Regular Classes)	May 08-14, 2026
Graduation application due to Admissions & Records	February 28, 2026
Semester Ends	May 15, 2026
Summer Session	Starts May 26, Ends August 14

JANUARY

WK	S	M	T	W	T	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

WK	S	M	T	W	T	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

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

APRIL

WK	S	M	T	W	T	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

WK	S	M	T	W	T	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

WK	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				

LEGEND

 Holiday	 8-Week Session 2 Begins	 Instruction Begins	 Commencement
 Spring Break	 Flex Day No Classes	 Final Exams	 In-service Day No Classes

CAMPUS DRILLS

Emergency Drill	TBD
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INSTRUCTIONAL FLEX DAYS

Flex Day	January 13, 2026
Faculty In-Service	January 14-16, 2026

Updated 5.8.25

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

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

WK7

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

Notes

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

Getting to Know You

- Question: If you could have lunch with one person dead or alive, who would it be and why?

Instructional Support and Development

YOUR CRAFTON HILLS COLLEGE ACADEMIC SENATE



NATALIE LOPEZ
ACADEMIC SENATE PRESIDENT
NALOPEZ@CRAFTONHILLS.EDU

YOUR ACADEMIC SENATE

- [Executive Team](#)
 - [Chris Olivera, Vice President of Support](#)
 - [Vice President of Outreach \(vacant\)](#)
 - [Rick Hogrefe, Treasurer](#)
 - [Lead Faculty Liaison \(vacant\)](#)
- [10 + 1](#)
- [Education Code](#)
- [Title V](#)
- [Committees](#)
- [Resolutions](#)
- First Senate meeting for Fall
- See you Friday, August 22 for the All Faculty Meeting



Professional Development / Flex

Criteria for One Book / One College 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

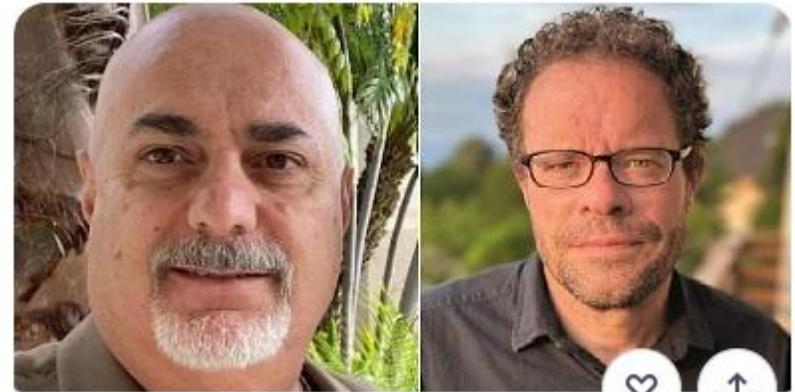
Books and Resources

- Faculty wanting to use the book in their curriculum may pick up the book today.
- Save the OBOC website to check for updates.



Upcoming (1)

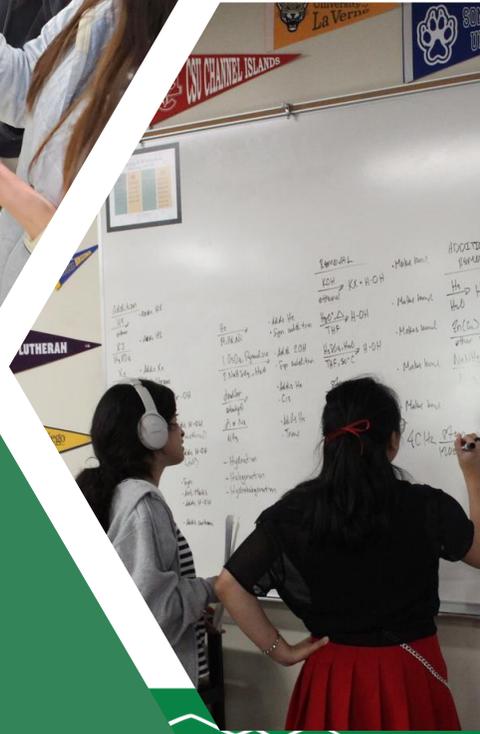
Past



The Boys of Riverside Kick Off Event!

Mon, Sep 15 • 12:00 PM

Free

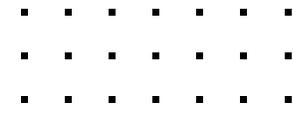


STEM & MESA



STEM CENTER

CNTL-218



The STEM Center is a learning resource center that provides academic support, transfer preparation, and career exploration in the fields of Science, Technology, Engineering & Mathematics within our Roadrunner community.

Faculty Benefits:

- Space for office hours or SI
- Access to student engagement outside of classroom
- Collaboration fo curriculum-linked activities

STEM Center



STEM CENTER RESOURCES

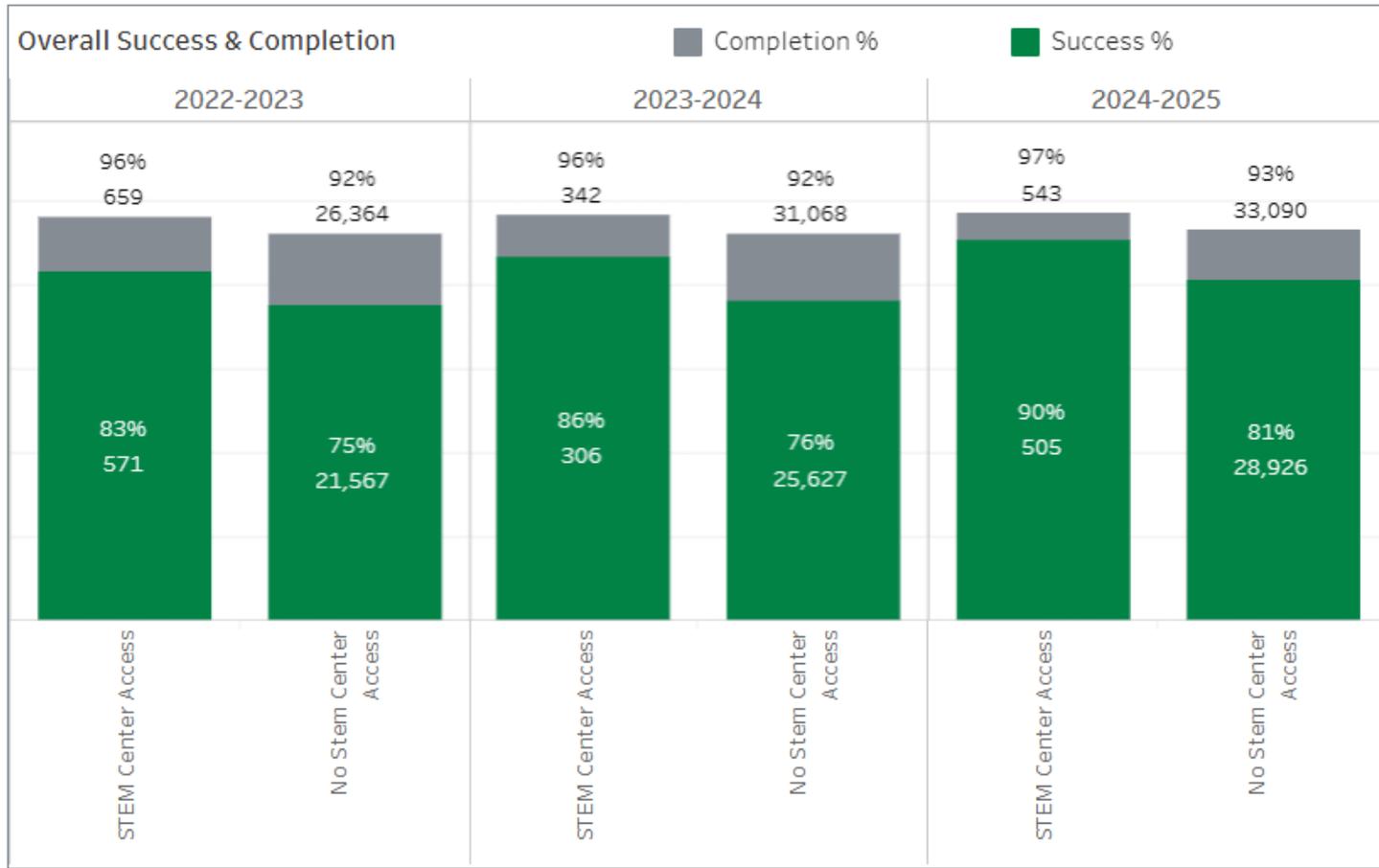


All students and faculty are welcome to take advantage of the many resources we have available in the STEM Center!



STEM CENTER USAGE STATISTICS

Overall, we see that students who used the STEM Center had higher rates of success and completion compared to students who did not access the STEM Center.



We also see these outcomes when the data is disaggregated by gender, race/ethnicity, age, and financial aid status.

MESA PROGRAM

A student support program with the goal of advancing the educational success of students majoring in a calculus-based STEM field, especially those with disproportionately impacted backgrounds.

ELIGIBILITY:

- First-generation college student
- Declared calculus-based STEM major
- ✓ • Currently enrolled in 6+ units
- Have at least two (2) semesters remaining at CHC
- Demonstrated financial or educational need

MESA Program





SUPPORTING FACULTY



STEM/MESA prioritizes faculty support and engagement by serving as a collaborative partner to advance teaching excellence, student success, and DEIA initiatives.

Instructional Support

- Assistance with integrating active learning in STEM
- Supplemental instruction and tutoring services
- Guest speakers, field trips, hands-on research

Student Engagement & Retention

- Connecting students to resources early to reduce drop/withdraw rates
- Provide targeted outreach for at-risk students

Professional Development

- Workshops on culturally responsive STEM teaching
- Collaboration on conferences, advising opportunities, and grants



ADVANCING DEIA IN STEM



STEM/MESA is committed to advancing Diversity, Equity, Inclusion, and Accessibility in STEM by creating welcoming spaces, removing barriers to participation, and celebrating the diverse perspectives that strengthen innovation.

Diversity

- Actively recruiting students from underrepresented groups in STEM

Equity

- Removing barriers through tutoring, mentoring, and material support (calculators, laptops, textbooks, etc.)

Inclusion

- Creating safe, affirming spaces for students to collaborate and share their experiences

Accessibility

- Offering flexible learning support, adaptive technology, and staying up to date with DEIA initiatives



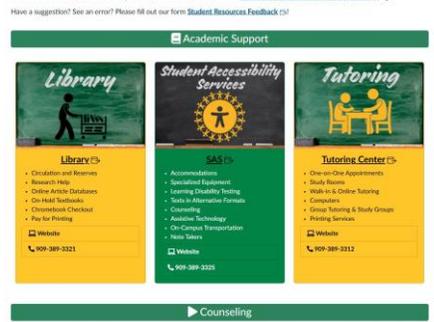
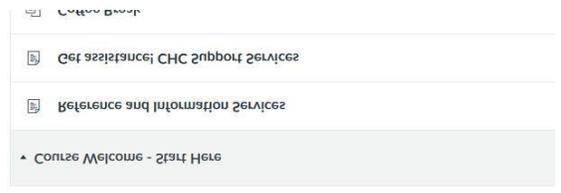
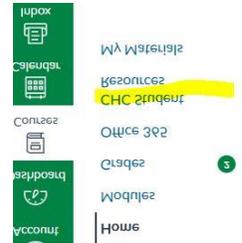
- We cover most subjects at CHC and do not turn students away- We find a way
- Drop-in and appointment tutoring both online and in-person
- Sunday-online tutoring with our tutors (All writing and most STEM)
- Students are welcome to hangout; they do not need to work to be in the center
- Our tutors are the same staff for in-person, online, embedded, and SI
- We will print small jobs for free for students
- Faculty are welcome to meet with students at any time in the center
- Snacks and games- It's a safe and fun learning environment
- Workshops and study groups in multiple locations
- We offer space for clubs and more!

CRAFTON HILLS COLLEGE

TUTORING CENTER

We are in building 8 (LRC) on the bottom floor- Mon-Thurs 8-7, Friday 8-noon, Sunday online 10-2

From Canvas



We're also in the black ribbon on the CHC homepage



From CHC homepage



Front desk- 909-389-3312
 Karen Peterson- 909-389-3395
 Nick Reichert-909-389-3317



YOUR CRAFTON HILLS COLLEGE LIBRARY



NATALIE LOPEZ
LIBRARIAN, DEPARTMENT CHAIR
NALOPEZ@CRAFTONHILLS.EDU

ADVANCING DIVERSITY, EQUITY AND INCLUSION (DEI) THROUGH LIBRARY COLLABORATIONS

- Support culturally responsive pedagogy with our [diverse collections](#)
- Curate inclusive and representative course materials, including [Open Educational Resources \(OER\)](#) and [Textbooks](#)
- Collaborates on [instructional sessions](#), orientations or workshops tailored to DEI-related content
- Provides equitable access to learning tools, technology, and textbooks
- Request librarian support for embedding DEI into assignments or syllabi
- Work with us to identify inclusive, no-cost course materials (ZTC/OER)
- Schedule a DEI-themed library instruction or workshop for your class
- Suggest books, films, or [databases](#) to diversify the collection
- Join campus DEI initiatives the library participates in: [Heritage Months](#)



What is Dual Enrollment?



Dual enrollment lets K–12 (and certain adult school) students take college-level courses at Crafton Hills College. These courses allow both college credit and — in some programs — high school credit to be earned simultaneously.

Benefits:

- Enrollment fees are waived (though students are responsible for other fees like books or supplies, depending on the program).
- Students gain access to CHC resources, experience college-level learning, and can potentially earn a college degree faster.

3 types of Dual Enrollment

1. Standard Dual Enrollment

- High school or adult school students (including GED seekers) taking CHC courses on CHC campus or online.
- Enrollment fees waived; some student services fees may apply.

2. College and Career Access Pathways (CCAP)

- Grades 9–12; CHC courses taught on high school campus during the school day.
- All fees and books waived.
- Earn both high school and college credit.

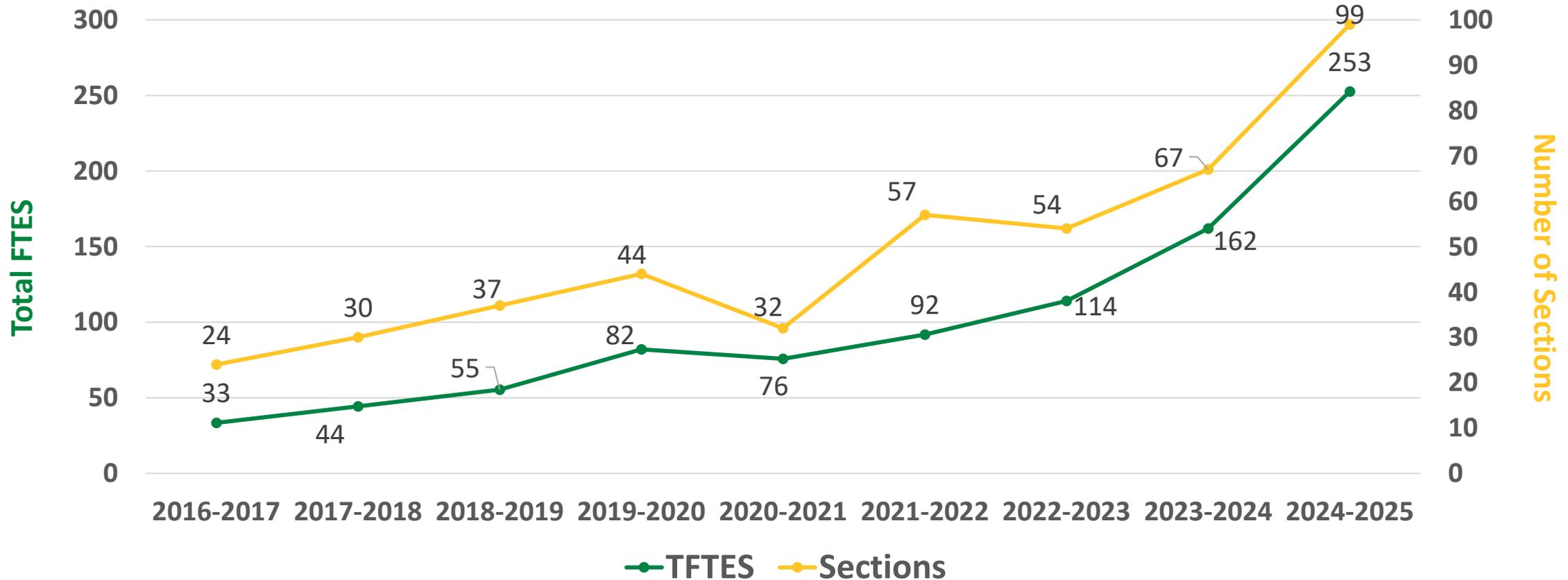
3. Partnerships (Concurrent Enrollment)

- Grades 9–12 or adult school students taking CHC courses on high school campus after school.
- All fees and books waived.
- Earn both high school and college credit.



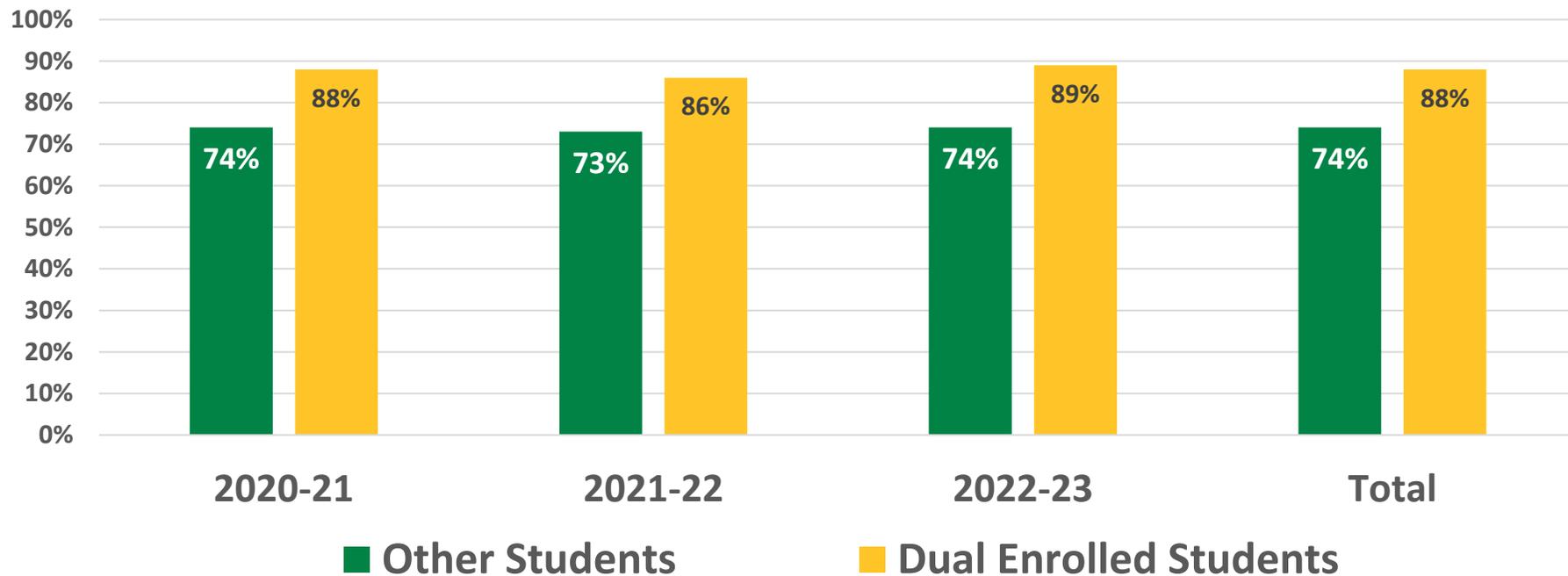
The FTES in CHC Dual Enrolled classes increased from 33 in 2017-2018 to 253 in 2024-2025, a 667% increase (n = 220)

The number of Dual Enrolled sections increased from 24 to 99, an increase of 313% (n = 75).



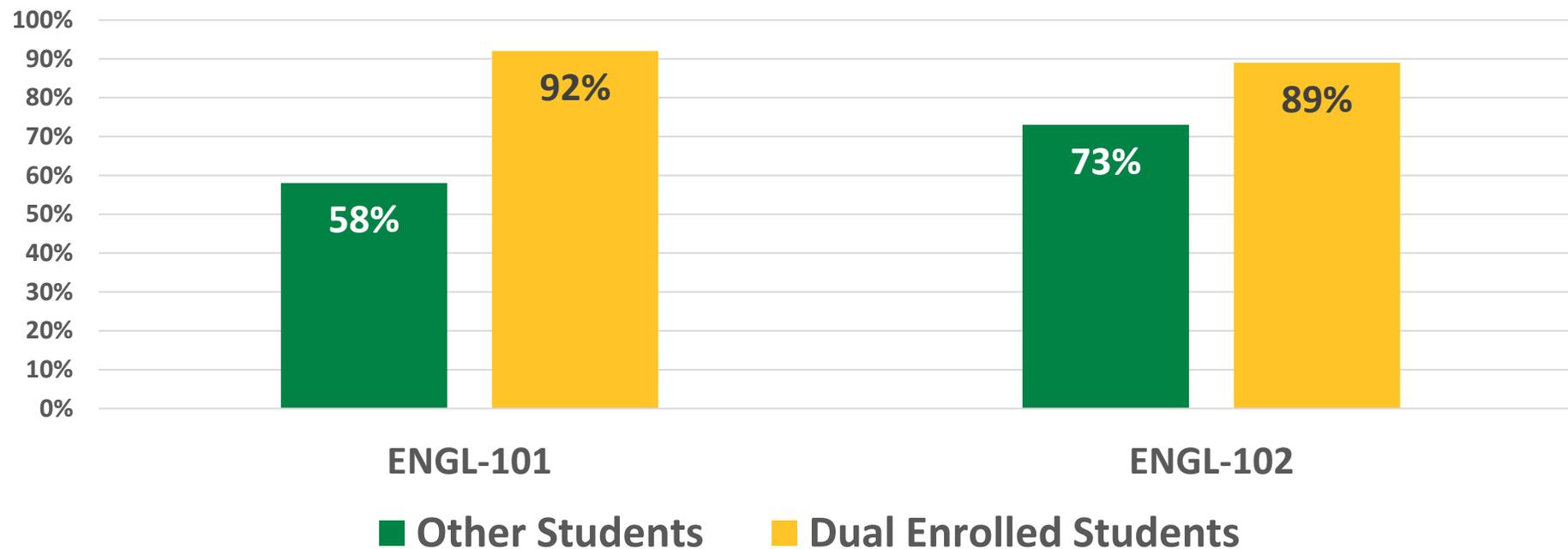
Dual Enrollment Students were statistically significantly ($p < .001$) and substantially ($ES = .33$) more likely to successfully complete their courses (88%) than non-dual enrollment students (74%)

Dual Enrollment Student Course Success from 2020-2021 to 2022-2023



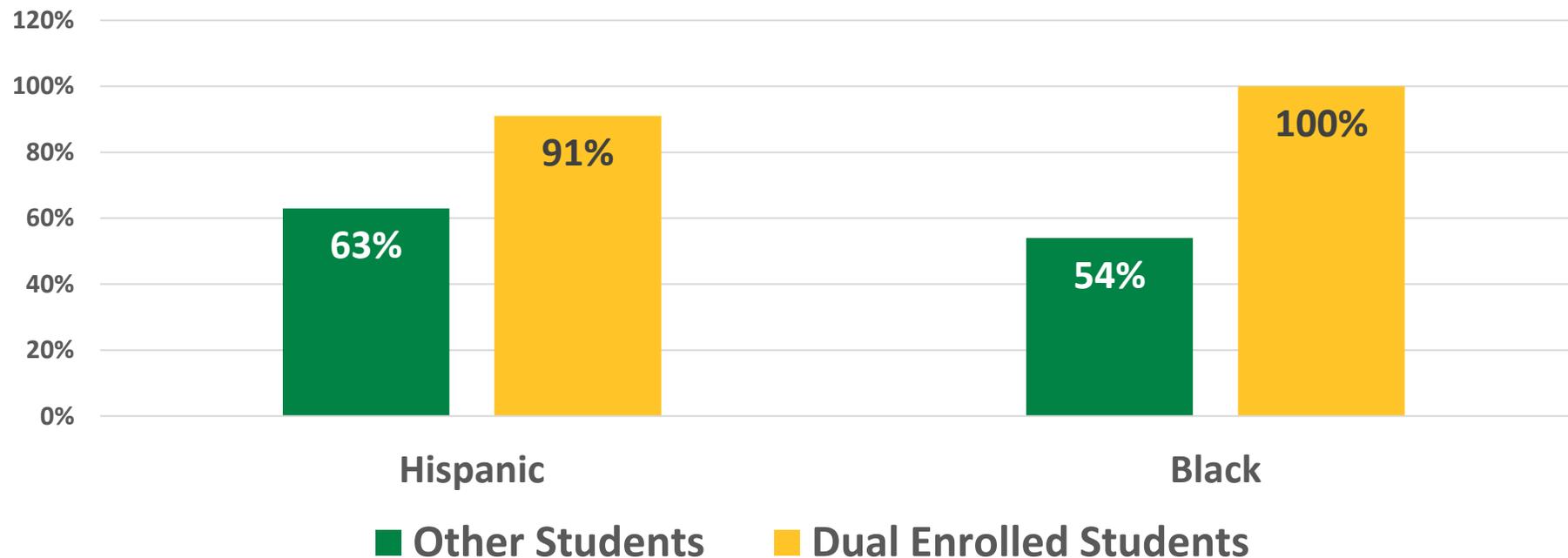
Dual Enrollment Students enrolled in ENGL-101 and ENGL-102 were statistically significantly ($p < .001$) and substantially ($ES = .56$) more likely to successfully complete their courses (92%) than non-dual enrollment students (66%)

Dual Enrollment Student ENGL 101 and 102 Course Success
from 2020-2021 to 2022-2023



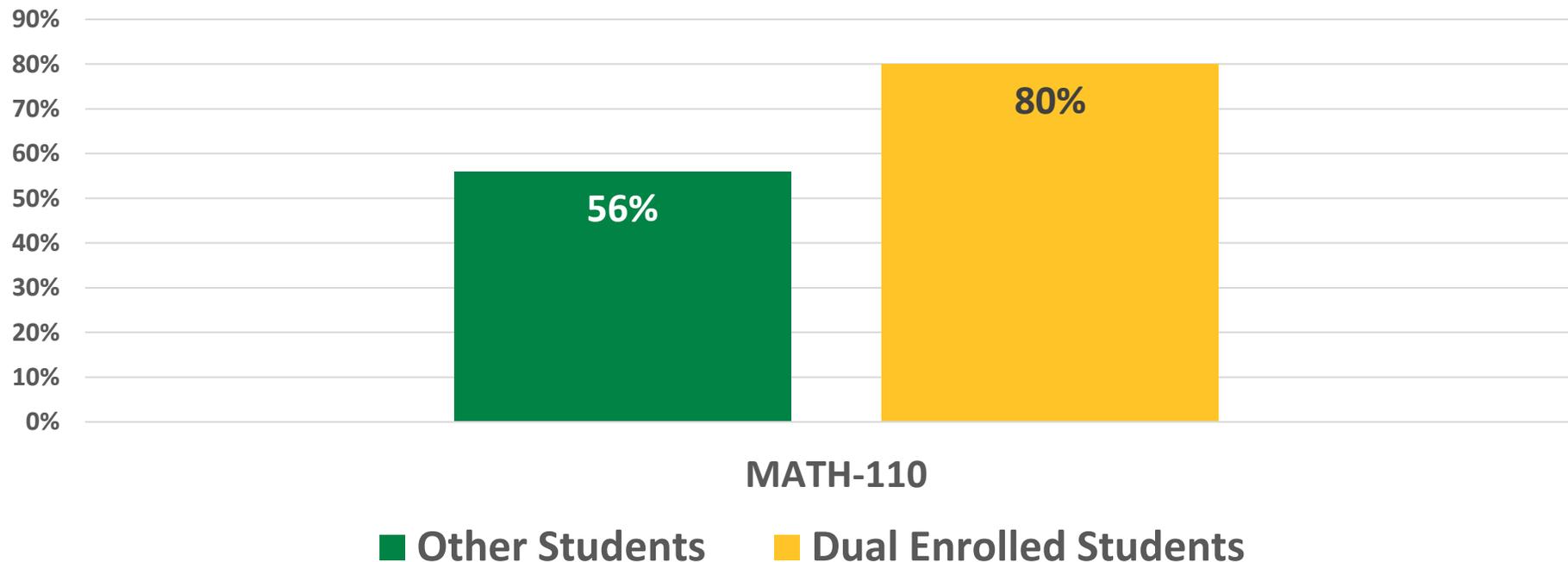
Dual Enrolled English Course Hispanic ($p < .001$, $ES = .59$) and Black ($p < .001$, $ES = .94$) Students were Statistically and Substantially more likely to Complete ENGL-101 and 102

Dual Enrollment ENGL-101 and 102 Course Success in 2022-2023 for Hispanic and Black Students



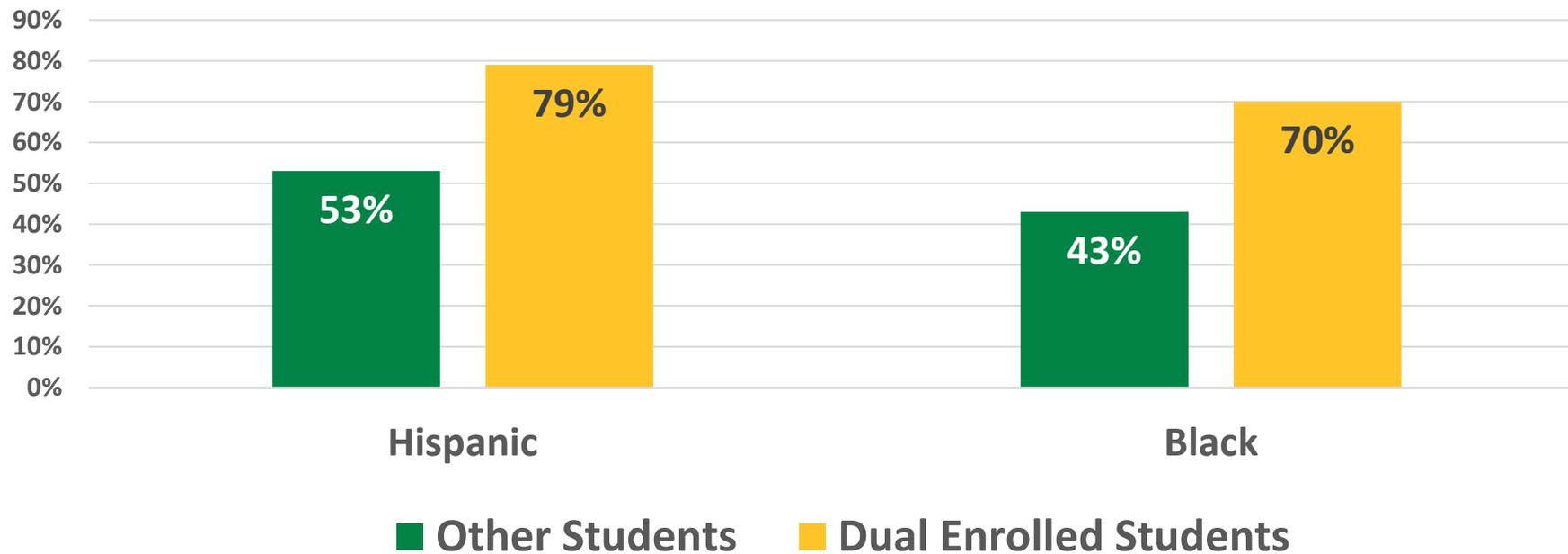
Dual Enrollment Students enrolled in MATH-110 were statistically significantly ($p < .001$) and substantially ($ES = .50$) more likely to successfully complete their courses (80%) than non-dual enrollment students (56%)

Dual Enrollment Student MATH-110 Course Success from
2020-2021 to 2022-2023



Dual Enrolled MATH-110 Course Hispanic ($p < .001$, $ES = .53$) and Black ($p = .162$, $ES = .53$) Students were Substantially more likely to Complete MATH-110

Dual Enrollment MATH-110 Course Success in 2022-2023 for Hispanic and Black Students



Student Services: Supporting Our Students & Our Campus Community



Faculty Role

As faculty, you are often the first point of contact for students and play a crucial role in identifying and addressing student needs and concerns.

- Understanding these services is vital for student success and campus safety.
 - Goals of Presentation:
 - Familiarize you with key student support services.
 - Clarify reporting pathways for student conduct, concerning behaviors, and Title IX incidents.
 - Empower you to connect students with appropriate resources.

Key Student Services at CHC

- **SAS** – Student Accessibility Service
- **Counseling Services** – Academic, and career counseling.
- **Tutoring & Academic Support** – Tutoring Center, Writing Center, Math Lab.
- **Basic Needs Center** – Food pantry, emergency aid, housing resources.
- **Financial Aid & Scholarships** – FAFSA, CA Dream Act, grants, scholarships.
- **Health & wellness Center** - Provides students with wellness, illness, and injury care.

Specialized Support Programs

- **EOPS/CARE/NextUp** – Support for low-income, single-parent, and foster youth students.
- **Dreamer Resource Center** – Undocumented student support.
- **Veterans Resource Center** – Benefits guidance, peer support.
- **CalWORKs** – Support for students receiving TANF.
- **Rising Scholars** – Supports students impacted by the carceral system.

Referral Process for Faculty

- **When and how to refer students**
- **Early Alert system in Starfish**
- **Direct email or phone to service area**

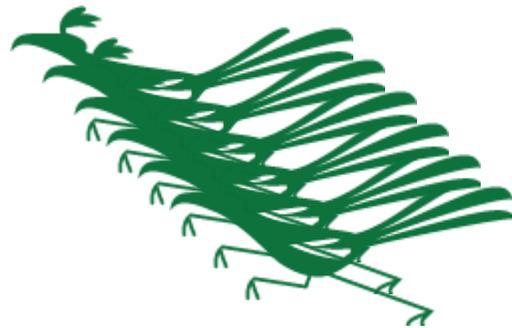


How We Collaborate with Faculty

- Classroom presentations & workshops
- Sharing student progress updates
- Co-developing interventions for struggling students
- Participating in campus committees and events



Classroom Resources



Student Conduct Process

•What is Student Conduct?

The Student Conduct process addresses violations of the Crafton Hills College Student Code of Conduct, outlined in the college catalog and Board Policy 5500. These policies are designed to maintain a safe and productive learning environment.

•Common Violations (Examples):

- Academic dishonesty (cheating, plagiarism)
- Disruptive behavior in the classroom
- Harassment or bullying (non-Title IX related)
- Theft or damage to property
- Violation of campus policies (e.g., substance abuse)

•Faculty Role:

- Address minor classroom disruptions directly (if appropriate).
- Document incidents thoroughly.
- Refer serious or repeated violations to the Conduct Officer.

Behavioral Intervention Team (BIT)

• **What is BIT?** The Behavioral Intervention Team (BIT) is a multidisciplinary team dedicated to supporting students in distress or exhibiting concerning behaviors that may pose a risk to themselves or others.

BIT focuses on early intervention and support, not just discipline.

• **Examples of Concerning Behaviors:**

- Significant changes in behavior, appearance, or academic performance.
- Expressions of hopelessness, suicidal ideation, or self-harm.
- Aggressive or erratic behavior.
- Social isolation or withdrawal.
- Unusual or bizarre communications.

• **Faculty Role:**

• **"See Something, Say Something":** Report any concerning behavior, no matter how minor it may seem.

• **How to Make a BIT Referral:**

- Utilize the online BIT Referral Form (link to be provided).

Title IX Process

What is Title IX?

- Title IX is a federal law that prohibits discrimination on the basis of sex (gender) in education programs or activities receiving federal financial assistance. This includes sexual harassment, sexual assault, dating violence, domestic violence, and stalking.

Examples of Title IX Violations:

- Sexual harassment (unwelcome conduct of a sexual nature).
- Sexual assault.
- Dating or domestic violence.
- Stalking.
- Discrimination based on gender identity or sexual orientation.
- Retaliation for reporting a Title IX concern.

•Faculty Responsibilities (Mandatory Reporters):

- **All faculty are "Responsible Employees"** under Title IX, meaning you must report any information
- about potential Title IX violations to the Title IX Coordinator.
- You are *not* expected to investigate but to report.
- Maintain student privacy as much as possible while fulfilling reporting obligations.

How to Report a Title IX Incident:

- Contact the College's **Title IX Coordinator** (Dr. Willie Blackmon).
- Complete an online Title IX reporting form (link to be provided).

Key Contacts & Resources

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

Student Conduct

Use this form to report general incidents of misconduct. Incidents include, but are not limited to:

- Disruptive behavior
- Drug use
- Alcohol use
- Physical Assault
- Unauthorized use of college facilities
- Engaging in intimidating conduct or bullying

[Report »](#)

Academic Integrity

Use this form to report incidents of academic misconduct. Academic misconduct includes, but is not limited to:

- Cheating
- Plagiarism
- Use of unauthorized sources
- Prohibited behaviors noted on a class syllabus

[Report »](#)

Student of Concern Referral for the Behavior Intervention Team

Use this form to provide information about a student who is exhibiting behaviors that are of concern in relation to their personal (e.g., physical and emotional) well-being.

[Report »](#)

Sexual Harassment / Discrimination Reporting Form

Use this form to report gender-based discrimination, dating violence, domestic violence, hostile environment, sexual assault, sexual exploitation, sexual harassment, stalking, retaliation, or other forms of sexual misconduct. [Crafton Hills College Sexual Misconduct Policy](#)

[Report »](#)

Questions?



Assessing Student Learning and Enhancing Program Effectiveness

Presented by the OIERP



Assessing Student Learning Using the SLO Cloud



The SLO Cloud is available via LOGINS on the CHC Homepage.

1. Navigate dropdown menus to identify your course sections

2. Select Outcome Statements and align with PLO, GEO, and ILOs

3. Enter student-level data per Outcome Statement

4. Enter Proposed Actions for all Outcome Statements

5. Save and Submit!

SLO Submission Form

Instructions

Please refer to the [video walkthrough](#) and/or [help guide](#) for a quick overview of the SLOCloud submission Process.

 Please use the drop-down menus to locate your course section(s) and enter your responses.

 **Please note:**
To avoid an error message, please ensure that each SLO outcome statement has rubric scores for all students and selections for PLO, ILO, and GEOs.
Please review the [video walkthrough](#) and [help guide](#) for more information.

Your SLO Reporting Coordinator

SLOCloud™ is the official platform used at Crafton Hills College for capturing student learning outcomes (SLO) data at the student level. If you have questions about the platform or its contents, please contact one of the following individuals:

- Giovanni Sosa - gsosa@craftonhills.edu
- Diana Vaichis - dpineda@craftonhills.edu
- Ruby Zuniga - rzuniga@craftonhills.edu

Term

--Select One--

Assessing Student Learning Using the SLO Cloud

Key Resources

1. [SLO Cloud Quick Guide](#)
 - Note the Common Errors section (p. 4-5)
2. [SLO Cloud Quick Video Overview](#)

Analyzing Student Learning Using the SLO Dashboard

SLO Dashboard - Demographics by CHC Research



SLOs by Demographics

FILTER PANE

Use the filters on the left to explore Student Learning Outcome (SLO) competency rates across student groups and course characteristics.

You can filter by academic year, program, subject, course, and specific SLO or related Program/Institutional Learning Outcomes (PLOs/ILOs). The graphs below will update to show the percentage of students scoring 3 (Competent) or 4 (Mastery) on SLO assessments indicating successful demonstration of course learning outcomes. Gaps in competency rates can highlight areas where students may benefit from additional support or instruction.

Academic Year
2024-2025

Subject
(All)

Course Name
(All)

Student Ethnicity
(All)

ILO Name
(All)

GEO Name
(All)

PLO Statement
(All)

Student Ethnicity

Ethnicity	Competency Rate
Asian	85%
Black/African American	81%
Filipino	84%
Hispanic	81%
Native American/Alaskan Native	83%
Pacific Islander/Hawaiian Native	71%
White	86%
Two or More Races	84%
Unknown/Unreported	69%

Average=80%

The [SLO Cloud Dashboard](#) is available via the OIERP Page.

1. Identify your subject and/or course
2. Examine SLO data by ethnicity, gender, age group
3. Can also examine data by Outcome (SLO) Statement, ILO, and GEO

Applying Your Knowledge of the SLO Dashboard

Use the [SLO Cloud Dashboard](#) to examine subject/discipline-specific PLO assessment results by ethnicity, gender, and age:

1. What conclusions can you draw from your examination? Are there groups of students whose SLO competency is lower than expected?

Hint: Compare the observations to the average shown in each bar graph

2. Offer some ideas for program and/or instructional improvements you can make to improve student learning for identified groups of students

Planning and Program Review (PPR) Overview

Presented by the OIERP



What is PPR?

Program Review is a process that provides an opportunity for every college program and service area to reflect on their mission, long term goals, and evidence gathered in support of their respective areas. It also allows an opportunity to request and secure additional resources to meet those mission and goals.

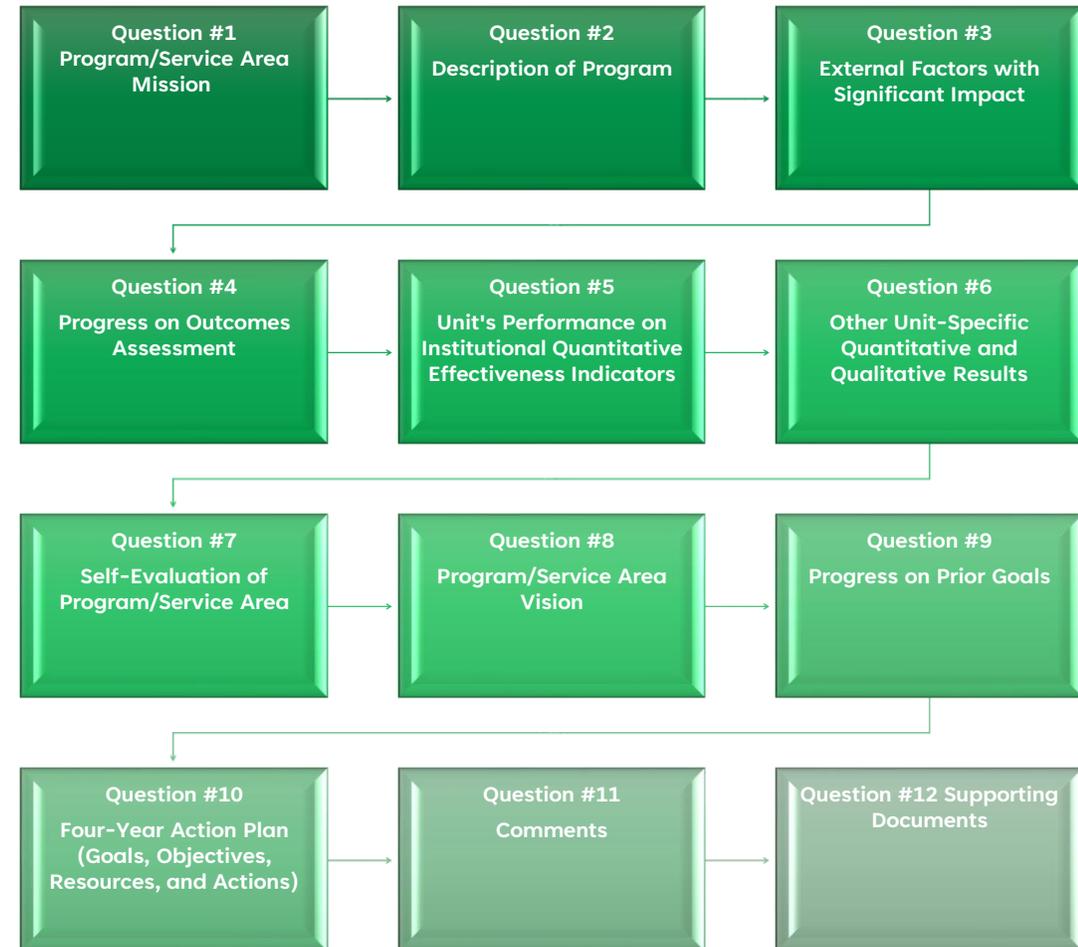
Additionally, it allows the college to determine the impact of its efforts at all levels of the institution with regards to the College's Mission, Vision, and Institutional Goals.

What does the PPR plan require?

The PPR plan provides an opportunity to update current status on outcomes assessment, progress on effectiveness measures, and progress made on set goals and objectives. [\(See PPR handbook\)](#)

There are three types of PPR updates:

- **PR (Four-Year Plan):** Comprehensive update of questions 1-10. With a strong emphasis on question #4 (progress on outcomes) and #10 (four-year action plan for future goals, objectives, resources, and actions).
- **2yr (Two-Year Plan):** Review and update of questions #4 (progress on outcomes) and #10 (four-year action plan for future goals, objectives, resources, and actions).
- **SLOs/SAOs:** Assessing and reporting SLOs/SAOs updates and changes.



What PPR update do I have scheduled?

Crafton Hills College
Four-Year Planning Schedule – Start Year 2024-2025

Requirements for Each Type of Plan

1. **SLOs (Copy prior plan and submit)** – Programs need to continue assessing and reporting SLOs using the SLO Cloud reporting tool. Plan needs to be copied from the prior year and finalized by the Two-Year Plan due date. (Note: units that are categorized as needing improvement will be required to complete an update every year until they have been removed from this status. See requirements for Two-Year Plan if you unit has been categorized as needing improvement.)
2. **2yr – (Two-Year Plan) (Questions #4 and #10 need to be updated)** – Review and update the goals and objectives and the SLOs. Submit the finalized two-year plan by the due date in the spring term (see PPR Timeline for date). The PPRC will review each two-year plan and provide written feedback.
3. **PR – Program Review** – Complete all questions and write a four-year plan. **Please note: You will not be able to copy over prior year goals, objectives, and resource requests for Question 10.**

Please Note: Include SLO/SAO assessment data from at least the prior year.

	2024 2025	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	2030 2031
Office of the President	0	0	1	0	0	0	1
Institutional Advancement	2yr	SLO	PR	SLO	2yr	SLO	PR
Administrative Services	2	0	1	0	2	0	1
Athletics/Aquatics Program	PR	SLO	2yr	SLO	PR	SLO	2yr
Facilities (Custodial, Maintenance, & Grounds)	PR	SLO	2yr	SLO	PR	SLO	2yr
Technology Services	2yr	SLO	PR	SLO	2yr	SLO	PR
Instruction							
Social, Information, and Natural Sciences	10	1	2	1	10	1	2
Biological Science and Physical Science							
Biological Sciences	PR	SLO	2yr	SLO	PR	SLO	2yr
Chemistry	2yr	SLO	PR	SLO	2yr	SLO	PR
Earth Science (Environmental Science, Geography, Geology, Oceanography)	PR	SLO	2yr	SLO	PR	SLO	2yr
Physics/Astronomy	PR	SLO	2yr	SLO	PR	SLO	2yr
College Honors Institute	2yr	SLO	PR	SLO	2yr	SLO	PR
Kinesiology/Health Education/Athletics	SLO	PR	SLO	2yr	SLO	PR	SLO
Mathematics	PR	SLO	2yr	SLO	PR	SLO	2yr
Social and Cultural Studies							
Philosophy/Religious Studies	SLO	2yr	SLO	PR	SLO	2yr	SLO
Sociology	PR	SLO	2yr	SLO	PR	SLO	2yr
Social Sciences							
Anthropology	PR	SLO	2yr	SLO	PR	SLO	2yr
History	PR	SLO	2yr	SLO	PR	SLO	2yr
Political Science	PR	SLO	2yr	SLO	PR	SLO	2yr
Psychology	PR	SLO	2yr	SLO	PR	SLO	2yr
STEM Program and Center	PR	SLO	2yr	SLO	PR	SLO	2yr

A PPR schedule is provided on the PPR resource webpage.

In it you will find the scheduled update (4yr, 2yr, SLO/SAO) by academic year and academic program/service area. SLO updates can be done through the SLO Cloud.

Timeline and Meeting Schedule

The submission deadline for four-year and two-year plans is October 31st, 2025.

This [timeline and meeting schedule](#) will reflect the submission deadline for your respective area

SAVE THE DATE!

Upcoming PPR Workshop

- August 21st @ 9:00am (CCR 233)

Crafton Hills College Planning and Program Review Committee

2025-2026 Timeline and Meeting Schedule

Approved May 5, 2025

Dec. 2, T	PPRC Meeting—Plan Review and Discussions		
Jan. 15, Th	No Meeting—PPR and 2Yr Workshops	In-Service training for plan writers	
		Deadline for departments to prioritize objectives (Roll-up Submission)	
Jan. 20, T	PPRC Meeting—Plan Review and Discussions		
Feb. 3, T	PPRC Meeting—Plan Review and Discussions	Deadline for divisions to prioritize objectives (Roll-up Submission)	
Feb. 17, T	PPRC Meeting—Plan Review and Discussions	Deadline for areas to prioritize objectives	
Mar. 3, T	Long meeting: PPR Committee Prioritizes Objectives from Area Plans		
Mar. 17, T	PPRC Meeting—Plan Review and Discussions	President's Cabinet meets to discuss PPR Committee Prioritized Objectives	
Apr. 7, T	PPRC Meeting—Plan Review and Discussions		
Apr. 21, T	PPRC Meeting—Plan Review and Discussions	President's memo to the campus community regarding prioritized objectives	
May 5, T	PPR Committee Meets to discuss process recommendations, revisions to PPR web tool, finalize timeline and schedule for following year	PPR survey distributed to participants by April 24	

Planning and Program Review Resources

Home » About CHC » Institutional Effectiveness, Research & Planning » Planning & Program Review Resources

Program Review Links

- [Link to the Planning and Program Review \(PPR\) Web Tool](#)
- [Link to the PPR Committee Website](#)
- [Program Review Cheat Sheet](#)

Program Review Documents

2021-2022

- [2021-2022 PPR Handbook: 12th Edition \(Draft\)](#)
- [2021-2022 Schedule: 2021-2028](#)
- [2021-2022 PPR Timeline](#)
- [PPR Prioritized Objectives Dashboard](#)
- [CHC Integrated PPR Excellence in Planning Presentation PDF](#)
- [PPR Objective Prioritization Process](#)

Instructional

- [2021-2022 PPR Instructional Questions \(Draft\)](#)
- [2021-2022 PPR Instructional Rubric \(Draft\)](#)
- [2021-2022 Instructional Feedback Form \(Draft\)](#)

Instructional Data Dashboards

- [Must be logged in to District Computer to access](#)
- [Demographics \(Unduplicated by Year\)](#) (Question 6.a)
- [Course Completion and Success Rates](#) (Rubric Item 5.a.i and 5.a.ii)
- [Faculty Ratio](#) (Rubric Item 5.a.iii)
- [Full/FTEF Ratio](#) (Rubric Item 5.a.iv)
- [Graduation Rate](#) (Rubric Item 5.a.v)
- [Degree and Certificate Completion](#) (Question 6.b)

Non-Instructional

- [2021-2022 PPR Non-Instructional Questions \(Draft\)](#)
- [2021-2022 PPR Non-Instructional Rubric \(Draft\)](#)
- [2021-2022 PPR Non-Instructional Feedback Form \(Draft\)](#)

Planning Step-by-Step Guides

- [CHC Integrated Planning & Program Review Process PDF](#)
- [How to Create a Plan by Copy in the CHC PPR Web Tool PDF](#)
- [How to Edit Progress on Goals, Objectives, and Actions PDF](#)
- [PPR Data Guide PDF](#)
- [CHC Goals & Objectives PPR Web Tool Guide PDF](#)
- [How to Write Goals and Objectives PDF](#)
- [Active Verbs for Writing Goals and Objectives PDF](#)
- [How to combine objectives at the Department, Division, and Area Levels PDF](#)
- [CHC Step-by-Step PPR Web Tool Guide PDF](#)

Planning & Program Review Resources

Funding Status of Prioritized Objectives

ppr-2017-18

PPR FAQ

PPR Login, Resources, and Coaching

PPR Coaching

2025-2026 PPR Committee Members and Coaching Assignments			
PPR Committee Member	Email	4YR PPR Unit(s) Member is Coaching	2YR PPR Unit(s) Member is Coaching
Shirley Juan	sjuan@craftonhills.edu	Speech Communication/Journalism	English
Meridyth McLaren	mmclaren@craftonhills.edu	Spanish	Child Development Center, Emergency Training Center
Caroline Aguirre	annaguirre@craftonhills.edu	Transfer Center	Tutoring Center
Cheryl DiBartolo	cdibartolo@craftonhills.edu	American Sign Language	Foreign Language
Diana Vaichis	dvaichis@craftonhills.edu	Mathematics, Emergency Medical Services, Kinesiology/Health Education/Athletics, Multimedia	Paramedic, Fire Academy/Fire Technology
Giovanni Sosa (Chair)	gsosa@craftonhills.edu	Physics/Astronomy, Music, Psychology, Business/Accounting/Marketing, Ethnic Studies	Economics
Delmy Spencer	dspencer@craftonhills.edu	Student Life	Financial Aid
Keith Wurtz	kwurtz@craftonhills.edu	Allied Health/Respiratory Care, Radiologic Technology	Philosophy/Religious Studies
Ruby Zuniga	rzuniga@craftonhills.edu	Counseling, Dual Enrollment, Veterans Center	Health & Wellness

A PPR Coach is assigned to every program/service area that is scheduled to submit a four-year or two-year plan.

The role of coaches is multi-faceted:

- ▶ They offer program writers with the support and resources needed for the development of a comprehensive plan at every step of the process.
- ▶ They serve as liaisons and advocates for program units during the entire review process.
- ▶ For more details, please see [PPR handbook](#).

Applying Your Knowledge of PPR Dashboards

Use the [Completion and Success Dashboard](#) to examine subject/discipline-specific course success results by ethnicity, gender, and age:

1. What conclusions can you draw from your examination? Are there groups of students whose course success is lower than expected?

Hint: Use the *DI* (Disproportionate Impact) labels to identify student racial/ethnic groups achieving lower than expected success rates

2. Offer some ideas for program and/or instructional improvements you can make to improve course success for identified groups of students

Any questions or suggestions?

Please contact us

Name	Title	Office Location	Phone Number	Email Address
Giovanni Sosa	Dean	CCR 240	(909) 389-3206	gsosa@craftonhills.edu
Diana Vaichis	Senior Research & Planning Analyst	CCR 238	(909) 389-3420	dvaichis@craftonhills.edu
Ruby Zuniga	Research Data Specialist	CCR 240.1	(909) 389-3394	rzuniga@craftonhills.edu



Checking in Activity

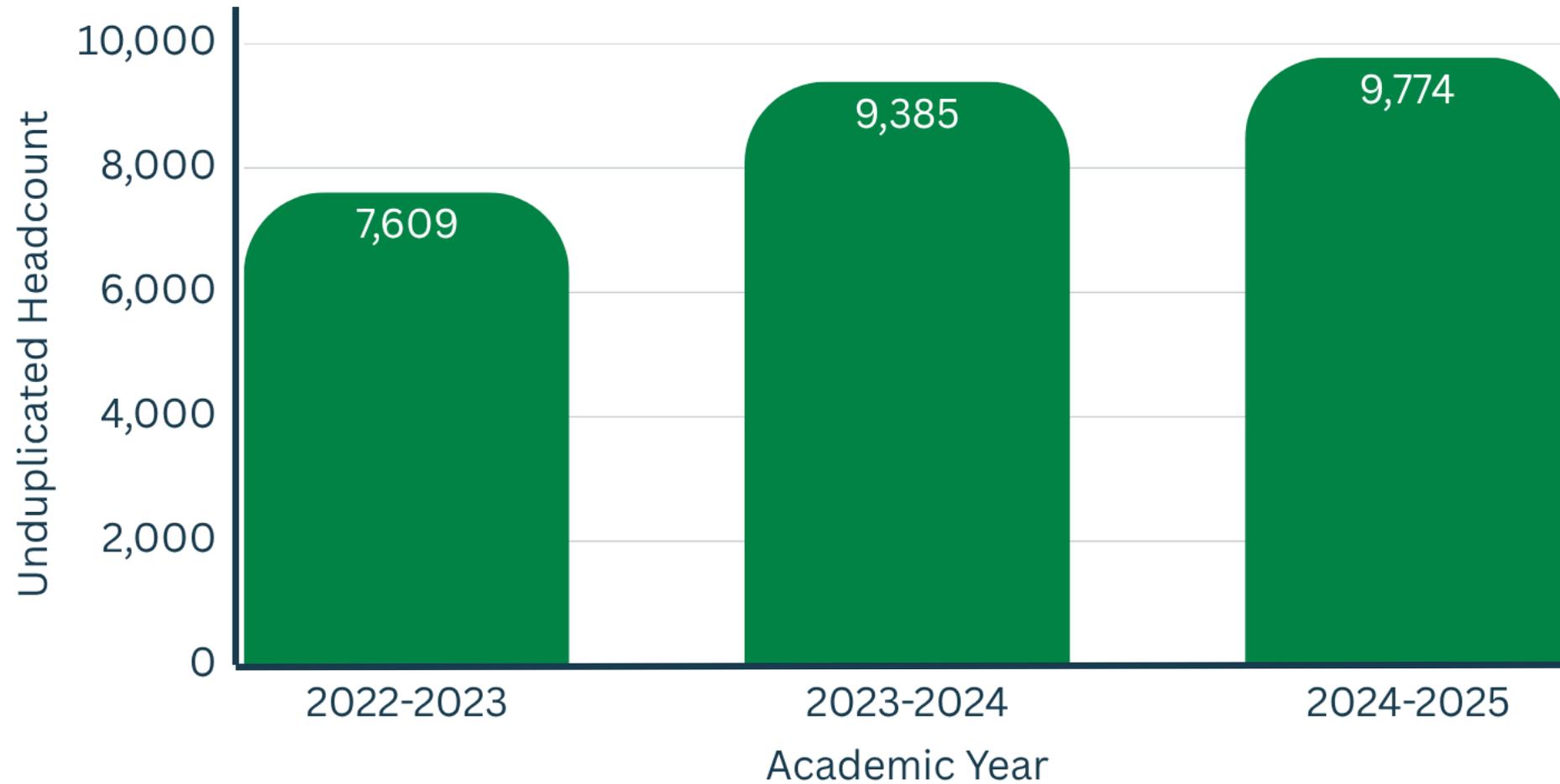
- What is one thing you learned today and one thing you haven't but would like to know?

Diversity, Equity, Inclusion, and Anti-Racism

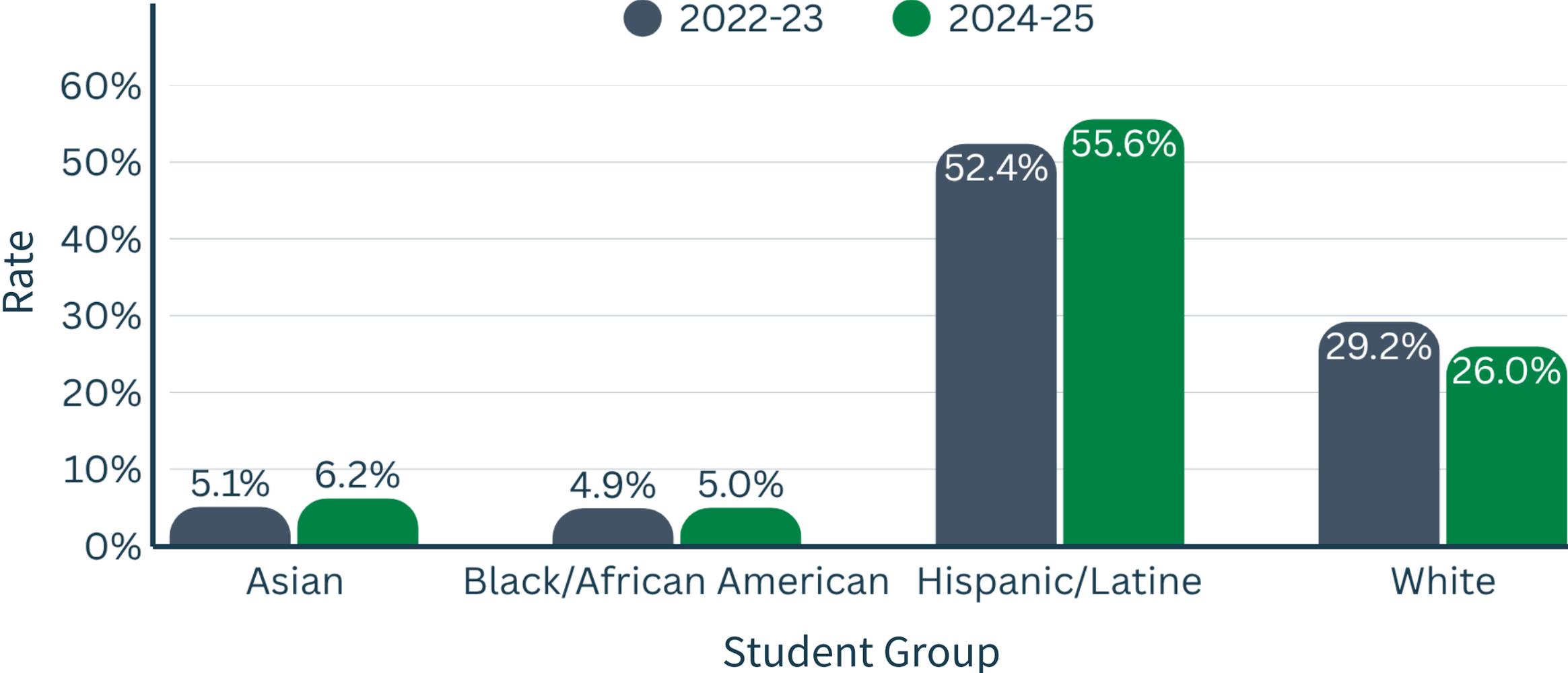
Recent Enrollment Trends

GROWTH OF STUDENT BODY

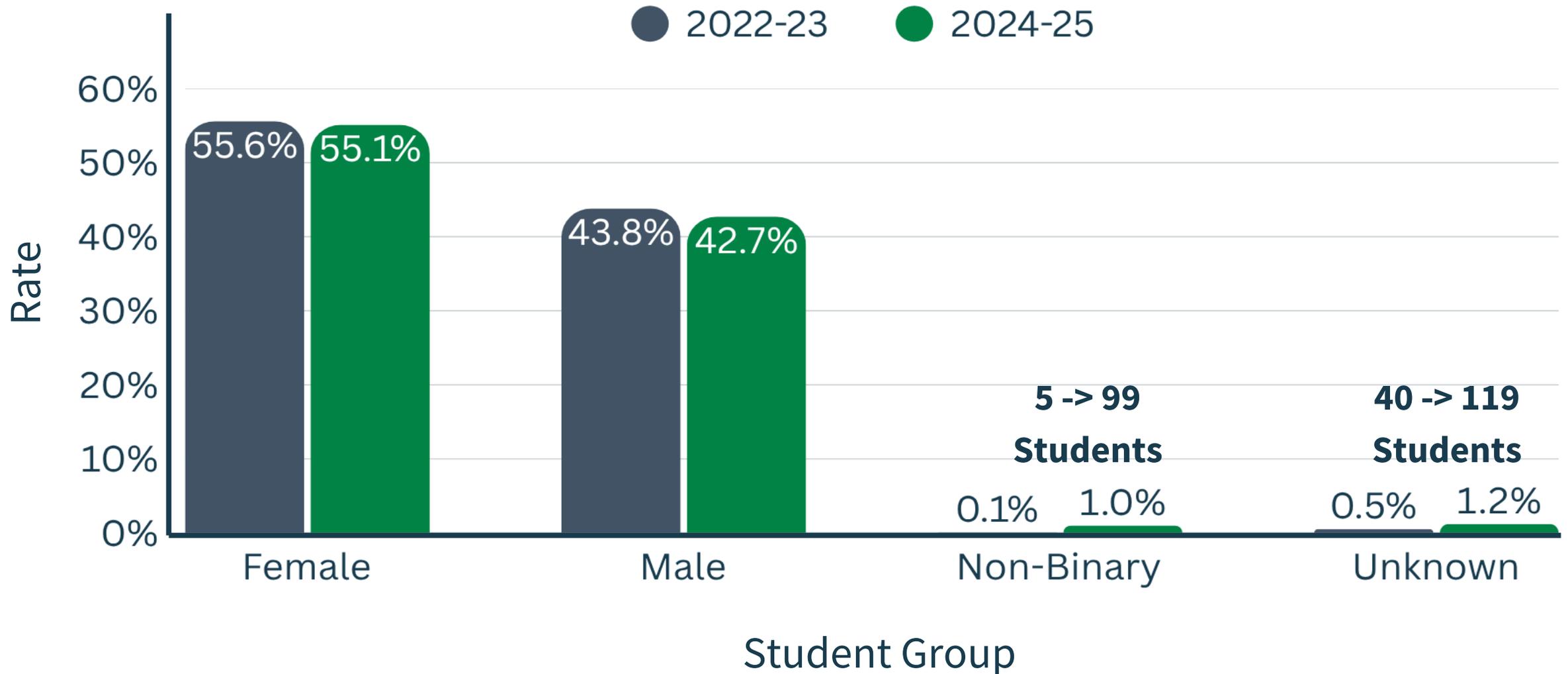
The college has experienced a 28% increase in the number of students since 2022-2023



Shifts in Headcount by Ethnicity Between 2022-23 and 2024-25

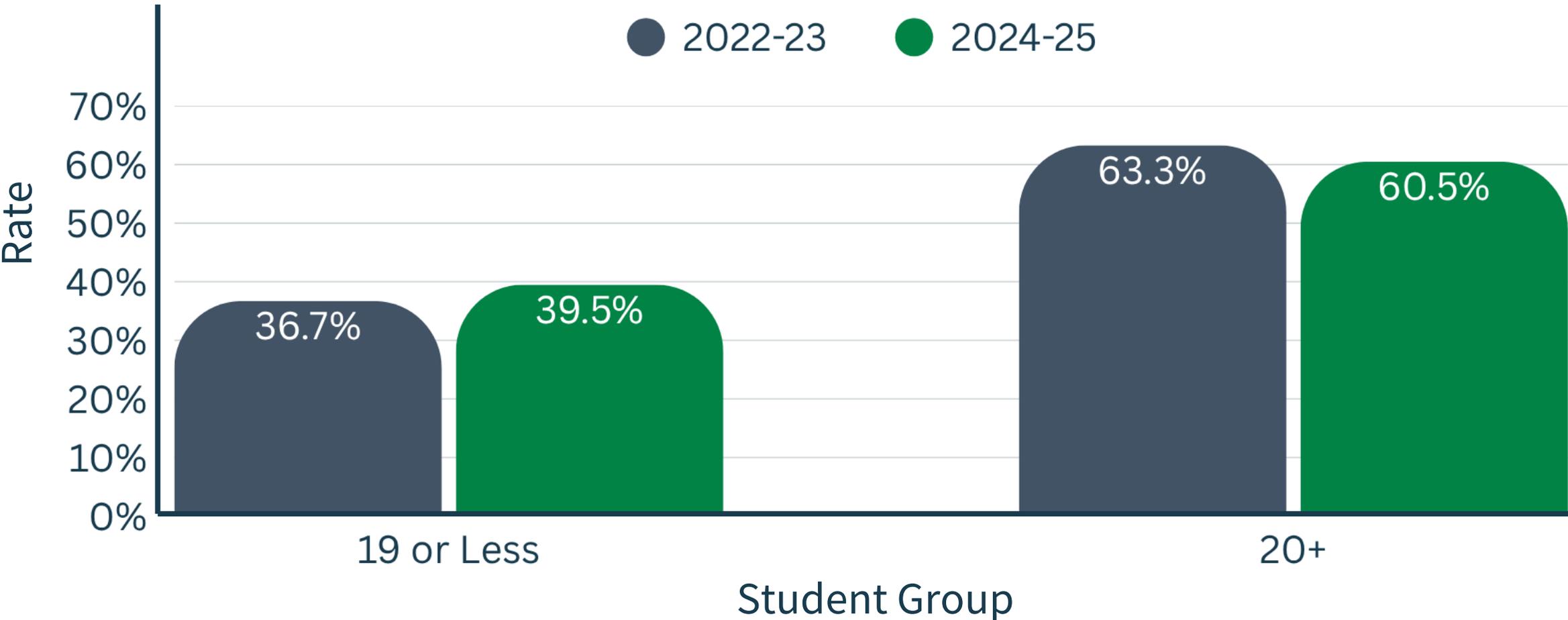


Shifts in Headcount by Gender Between 2022-23 and 2024-25



Shifts in Headcount by Age Range Between 2022-23 and 2024-25

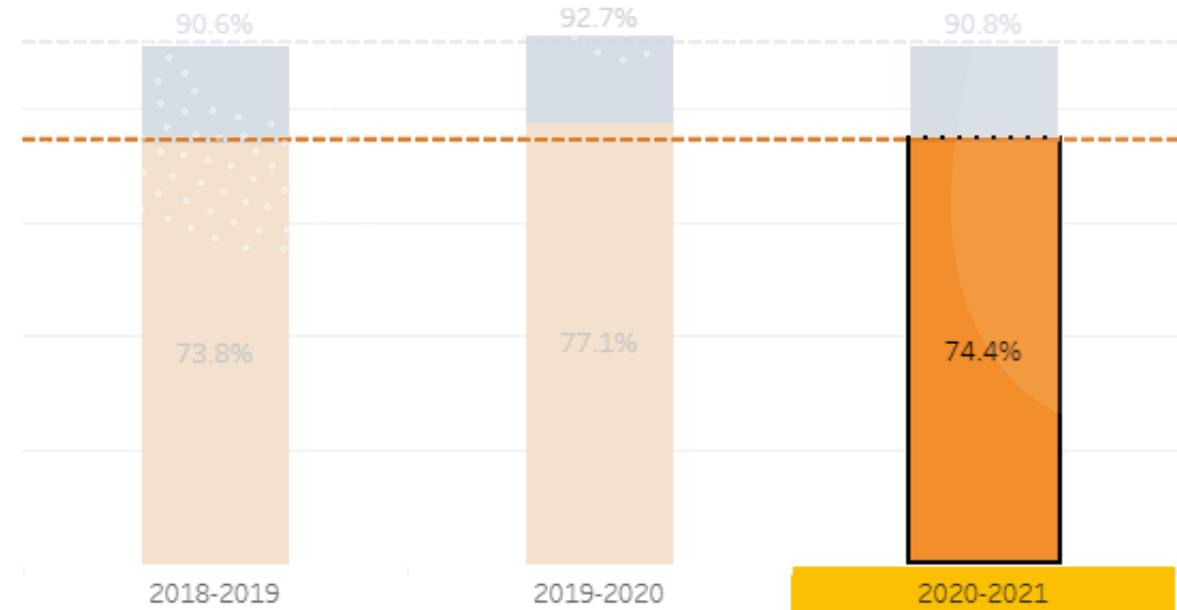
Students 19 or younger were the only age group for which increases were observed



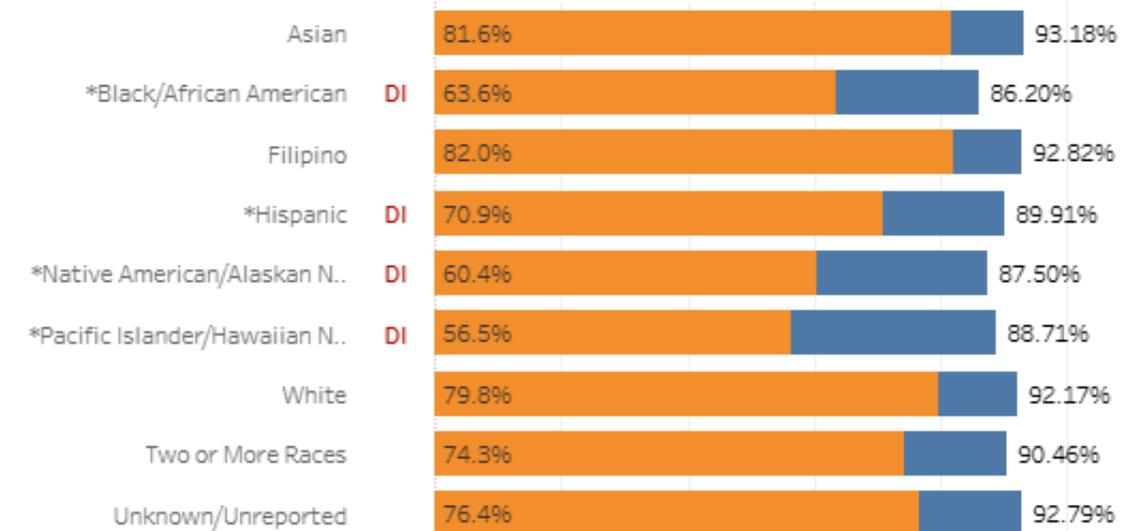
Course Success Rates and Disproportionate Impact

- In 2020-2021, four groups experienced disproportionate impact in course success rate: Black / African American, Latine, native American, and Pacific Islanders.

Completion & Success by Academic Year



Ethnicity Disproportionate Impact Calc



Sample of Instructional Strategies to Remove Disproportionate Impact in Course Success

- Providing Login Access to Disaggregated Course Success Rate data for faculty taught courses only
- Office of Instruction Comprehensive Strategy Incorporating Equity into Faculty Evaluations
- USC Race and Equity Training for Instructional Faculty to Apply DEIA strategies in the classroom
- Faculty Department Chairs / Handbook
- ACUE (Association of College and University Educators) Training
- Distance Education Training
- Open Educational Resources (OER)
- FW Grades

BookSaver & Zero Textbook Cost (ZTC)



BookSaver

\$20 per class unit rental access to textbooks

- Students automatically enrolled
- Crafton Bookstore can answer questions

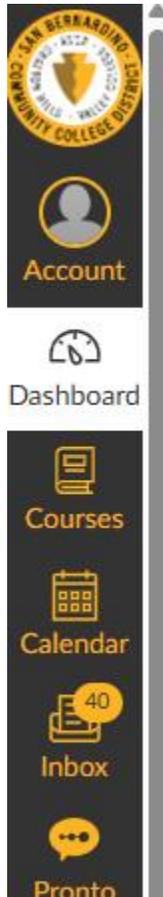


Zero Textbook Cost

Exclusively use digital or materials free to students

- Canvas shell with resources
 - \$500 to convert your course!
- Contact Jeff (jefsmith@craftonhills.edu) or Chloe De Los Reyes (cdelosreyes@craftonhills.edu) if you have questions

Zero Textbook Cost (ZTC)



Dashboard

Published Courses (3)



CHC Zero Textbook Cost (ZTC) an...
CHC Zero Textbook Cost (ZTC...
Programs

[Home](#) » [Online Teaching](#) » OER Resources

OER Resources

Popular sources for OER materials include:

[OER Commons](#) - a public digital library of open educational resources

[Cool4Ed](#) - California Open Online Library for Education

[OpenStax](#) - Free and flexible textbooks and resources

[Merlot](#) - curated online learning and support materials and content creation tools, led by an international community of educators, learners and researchers

[Open Textbook Library](#) - Open textbooks licensed by authors and publishers to be freely used and adapted

[BookBoon](#) - Free textbooks written by professors from the world's top universities

[Orange Grove Texts Plus](#) - The University Press of Florida and the University of Florida Libraries are collaborating to provide open access and ensure long-term digital preservation for volumes published by the University Press of Florida

[Project Gutenberg](#) - Free epub and Kindle eBooks to download or read online. You will find the world's great literature here, with focus on older works for which U.S. copyright has expired. Thousands of volunteers have digitized and diligently proofread the eBooks

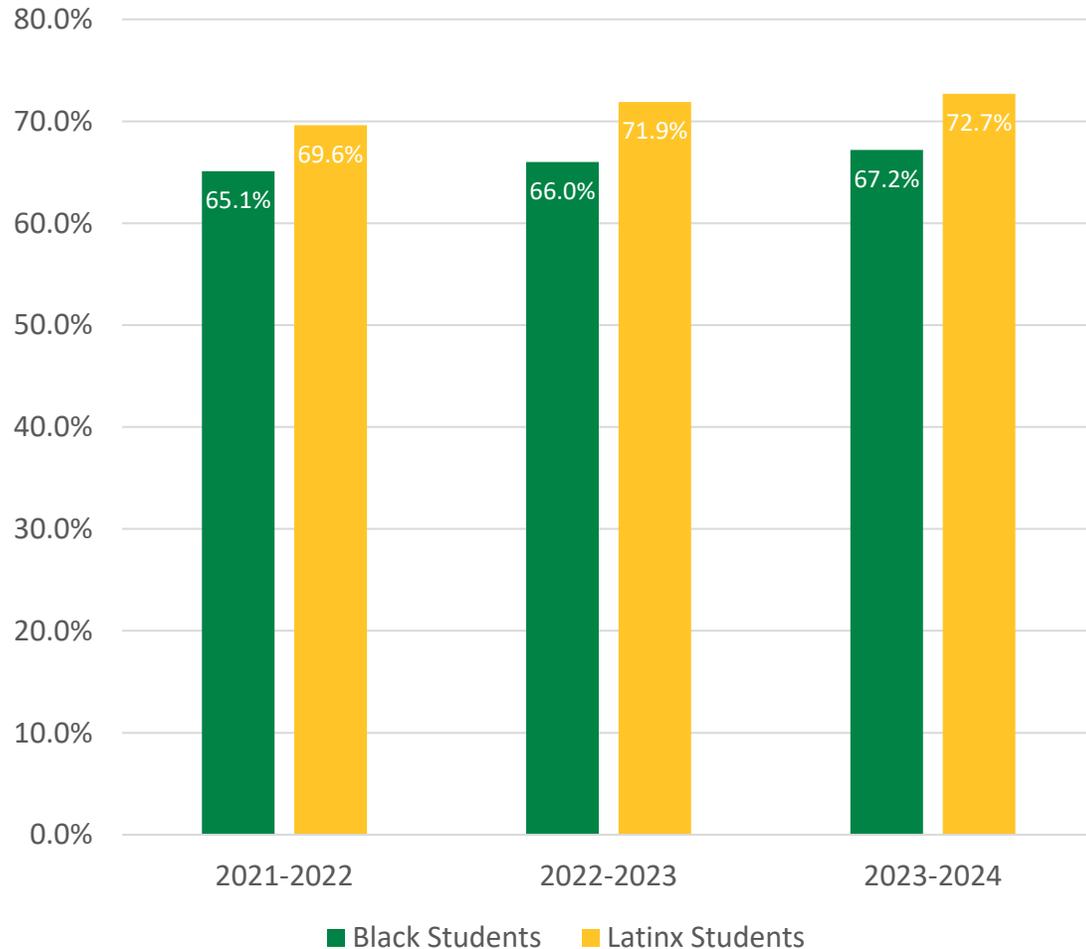
Encouraging the Incorporation of Equity into Faculty Evaluations

- Implemented a comprehensive strategy that included incorporating the USC equity-minded inquiry series syllabus review into both part-time and full-time faculty evaluations
- Faculty members are encouraged to critically assess their course materials and teaching methods through an equity lens
- Specific **emphasis on identifying and addressing barriers to success** for marginalized populations including Hispanic/Latinx and Black/African American students
- During faculty evaluations, **instructors are encouraged to analyze student equity data and make necessary adjustments to their courses** to better serve disproportionately impacted groups

USC Race and Equity Training for Instructional Faculty to apply DEI Strategies in the Classroom

- In 2020-2021 four groups experienced disproportionate impact in course success rate at Crafton Hills College: Black/African American, Latinx/Hispanic, Native American, and Pacific Islander students.
- In three years, Crafton reduced the number of Disproportionately Impacted groups in course success rate from four to two: Black/African American and Latinx/Hispanic students.

Course Success Rate



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- For the two groups still experiencing disproportionate impact, Black/African American and Latinx/Hispanic students, the course success rate has consistently increased over the last three years.
- For Black/African American students the course success rate has increased from 65.1% in 2021-2022, to 66% in 2022-2023, and to 67.2% in 2023-2024, a 2.1% increase ($p = .295$, $ES = .04$).
- For Latinx/Hispanic students the course success rate has increased from 69.6% in 2021-2022, to 71.9% in 2022-2023, and to 72.7% in 2023-2024, a 3.1% increase ($p < .001$, $ES = .07$).

Examples of Strategies Adopted by Instructors Participating in USC Training

- Low Stakes Testing: Four exams each worth 10% and a final exam worth 35%
 - More balanced weighting ensures that no single exam disproportionately impacts a student's grade.
- Students are allowed to resubmit assessments
- Provided options for late work
 - Flexible deadlines acknowledge that students may face challenges during the semester, allowing them to manage their workload more effectively while still mastering the material before the corresponding exam.

Additional Research on Effectiveness of USC Race and Equity Training

- A total of 11 faculty participated in interviews conducted by Hanover Research
- Overall, faculty at CHC find disaggregated data highly effective in improving teaching strategies and increasing awareness of diverse student needs.
- These insights help faculty adopt more inclusive practices and tailor support for student groups.

Based on Feedback, Hanover recommends the following...

- **Incorporate Qualitative Data.** Use surveys and interviews alongside quantitative data to better understand student needs and experiences.
- **Standardize Data Access.** Create a centralized dashboard to give all faculty easy access to disaggregated data, removing the need for special requests.
- **Enhance Administrative Communication & Visibility.** Improve transparency around DEI efforts through regular communication, leadership involvement, and opportunities for open dialogue.
- **Update the Training Framework.** Revise the current DEI framework to include student accountability and shift away from a deficit-based lens.

Course Success Rate Activity by Discipline

- Review the course rate data for your discipline
 - <https://www.craftonhills.edu/about-chc/research-and-planning/borg-data-cubes>
 - Click on the following...
 - **PPR/Annual Plan Instructional Data**
 - [Course Completion and Success Rate](#) (Rubric Items 5.a.i and 5.a.ii)
 - <https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php>
- What do you notice?
- If there is disproportionate impact, where is it occurring? What strategies might you try in your own classes?

Questions?

Insert your contact information here