Student Equity and Achievement Program
Annual Report (2024-25)

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Crafton Hills College CERTIFIED

SEA Annual Report

Status:

Contacts

Project Lead Contact

Delmy Spencer Crafton Hills College
Vice President of Student Services
dspencer@craftonhills.edu
(909) 389-3355

Chief Instructional Officer

Dr. Keith Wurtz
Vice President of Instruction
kwurtz@craftonhills.edu
(909) 389-3202

Chief Student Services Officer

Delmy Spencer Crafton Hills College
Vice President of Student Services
dspencer@craftonhills.edu
(909) 389-3355

Academic Senate President

Natalie Lopez
nalopez@craftonhills.edu

Alternate Project Lead Contact

Giovanni Sosa
Dean -- Research, Planning, & Institutional Effectiveness
gsosa@craftonhills.edu
(909) 389-3206

Guided Pathways Coordinator/Lead

Dr. Keith Wurtz
Vice President of Instruction
kwurtz@craftonhills.edu
(909) 389-3202

Approvers

Chancellor/President

Kevin Horan Crafton Hills College
President
khoran@craftonhills.edu
(909) 389-3201

Approved by Kevin Horan Crafton Hills College

12/19/2025 11:02 AM PST

Chief Business Officer

Michael Strong
Vice President of Administrative Services
mstrong@craftonhills.edu
(909) 389-3210

Approved by Michael Strong

12/19/2025 08:35 AM PST

Expenditures

Year 1 Expenditures

2024-25 Allocation

$2,589,239

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	$342,183	13.22%
2000 - Non-Instructional Salaries	$215,697	8.33%
3000 - Employee Benefits	$256,400	9.9%
4000 - Supplies and Materials	$3,199	0.12%
5000 - Other Operating Expenses and Services	$242,852	9.38%
6000 - Capital Outlay	$0	0%
7000 - Other Outgo	$7,405	0.29%
Total Expenditures	**$1,067,736**	**41.24%**
Year 2 Forecast	$1,521,503	58.76%
Total	**$2,589,239**	
Remaining Allocation	**$0**	**0%**

Category Spending

Category Spending

2024-26 Allocation Amount

$2,589,239

Activity Category	Percent	Amount
Counseling	30%	$776,772
Professional development	10%	$258,924
Tutoring	10%	$258,924
Orientation/Welcome activities	5%	$129,462
Emergency Aid for Students (AB943)	0%	$0
Embedded Tutoring	5%	$129,462
Sub-Totals	100%	$2,589,239
Uncategorized	0%	$0
Total	100%	$2,589,239

Activity Category	Percent	Amount
First Year experience	5%	$129,462
Basic needs support (food, transportation, housing)	1%	$25,892
Other (Specify)	34%	$880,341
Sub-Totals	100%	$2,589,239
Uncategorized	0%	$0
Total	100%	$2,589,239

Other Spending *

Funds are used for retention, Transfer, and Career Services.

Metrics & Outcomes

Successful Enrollment

Black or African American

Action Steps (from your Plan)

☐ **Instruction**

Crafton Hills College is currently in the process of working to increase the feelings of belonging, inclusion, welcome and safety among African American / Black students.

• Develop a targeted plan to increase the number of African American/Black students taking classes taught by professors of color Increase marketing efforts that highlight African American/Black student success stories.

• Develop plan to increase marketing efforts that highlight African American/Black student or Alumni success stories.

• Establish African American/Black studies courses or programs.

• Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African American faculty and staff.

• Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.

• Increase tutors who are African American and use Starfish to send messaging to African American students—particularly as they reach academic milestones (attainment of fifteen units, 30 units).

• Identify African American students that have yet to complete their educational plans and using Starfish and partnerships with their instructors to connect them with the Counseling Department.

• Identify barrier courses for African American students and deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.

• Provide open educational resources to students.

□ Wrap-Around Services

Crafton Hills College is currently in the process of planning to implement wraparound services to increase the number of African American/Black students who apply and enroll. The action items are listed below:

• Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE (Career Technical Education) activities, peer ambassador in reach and outreach, etc. to increase AA/ Black student enrollments. Activities may include making presentations about the Summer Bridge Program at local high schools, college preview days, promoting dual enrollment opportunities, and contacting applicants via the welcome center to answer questions about the enrollment process. Note: Outreach is cognizant that African American/Black student population is low in the surrounding high schools and will also reach out to churches, non-profits, and workforce in the area to harness that community (emails, flyers, and onsite visits).

• Evaluate the student enrollment process and modify the steps as appropriate to improve enrollment of AA/Black students.

• Create a communication plan to focus on developing K-12 and community relationships with our African American/Black communities to improve enrollment.

• Address the data integrity concerns for African American/Black student enrollment. It will use internal college data as an alternative approach to look at not only students that apply to CHC but those that apply and attend orientation to ascertain how many of those students enroll at CHC. This would mean narrowing our target population since we are now also considering students who participate in orientation. However, this can be helpful for outreach purposes specifically for our African American/Black students which historical data has indicated there is evidence of DI when looking at this enrollment metric.

The research office has access to data on students that apply, participate in online orientation, and enroll. Therefore, if there is still evidence of DI found for our AA/Black students, outreach efforts can be focused on reaching out to these students and helping them complete the remaining steps of enrollment (i.e., placement process, new student advisement workshop, student educational plan appointment, and registering for classes).

Target Outcomes

1-year outcome:
Objective 1.1: Increase the percentage of African American students who apply and enroll at CHC in the same year from 33.4% to 33.6%.

2-year outcome:
Objective 1.2: Increase the percentage of African American students who apply and enroll at CHC in the same year from 33.6% to 33.9%.

3-year outcome:
Objective 1.3: Increase the percentage of African American students who apply and enroll at CHC in the same year from 33.9% to 34.1%.

Target Outcome Status

Not Met

Describe the Status of Target Outcomes *

We found that the enrollment rate for Black/African American students was 23.7% (166/701) for 2024-2025. This is below our target of 34.1. This finding is surprising given that the college observed an enrollment rate for Black/African American students of 37.7% in 2023-2024, which met the college's three-year target.

The college continues to prioritize providing supports to Black/African American students, as demonstrated by its new equity plan (2025-2028). The following represents a snapshot of the supports that the college will continue to prioritize moving forward in reference to enrollment:

The college has partnered with its Public Information Office to amplify efforts to increase the rates of enrollment by Black/African American students through digital storytelling and social media platforms. Testimonials were gathered from Black/African American student alumni who successfully transferred to UC campuses to highlight lived experiences and reinforce the message that the college is a strong and supportive launchpad for transfer-bound students of color. These stories helped humanize the data and reach students in culturally resonant ways.

The college also has been working to finalize an updated New Student Orientation experience, designed to deliver key onboarding information in a clearer, more structured, and user-friendly format. The new orientation integrates support resources, program exploration, and milestone planning in alignment with Guided Pathways, ensuring students are not only welcomed but also better prepared to enroll and persist.

Completed Transfer-Level Math & English

Hispanic or Latino

Action Steps (from your Plan)

☐ **INSTRUCTION**

Crafton's action steps center on the key themes stemming from campus wide dialogue specifically on the topic of increasing the transfer of Hispanic/Latinx students.

● Increase diversity, equity and inclusion strategies implemented in the classroom by instruction

● Increase access to disaggregated data by course success for classes taught by instructors

● Increase access to class rosters with ethnicity for classes taught by instructors

● Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi

● Increase the use of literature in classes that highlight and support the Hispanic/Latinx experience

● Provide research based instructional strategies to increase equity outcomes in the classroom

● Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms

● Revise the student learning outcomes reporting web tool to make it easier for instructors to examine disaggregated SLO data

● Revise the Planning and Program review web tool to make it easier to include and address DEI in the curriculum and in the achievement measures

● Provide more professional development specifically designed to serve Hispanic/Latinx students

● Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students.

● Celebrate faculty successes and student achievements

● Identify and remove roadblocks for faculty and staff to serve students (e.g.: sharing in Canvas, OER, etc.)

● Develop and/or improve action steps that help to reduce likelihood burnout

☐ **WRAP-AROUND SERVICES**

• Develop a Summer Bridge Program (pilot for first-year program) for AA/Black, Hispanic/Latinx and LGBTQ+ students. As part of this model, we plan to initiate a peer mentor program to lead discussions on the importance of registering

for Math and English within the first year during Counseling or orientation sessions.

• Implementing the new Counseling Guided Pathway model to focus on Student Equity principles. Our next step is to work closely with our Research office to collect the necessary data to measure the impact of these interventions to determine what shifts we need to make to ensure the model is effectively leading to more Hispanic/Latinx and African American/Black students complete transfer level Math and English.

Target Outcomes

1-year outcome:

Objective 1.1: Increase the percentage of Latinx students completing transfer level math and English within the first year from 17.4% to 18.1%.

2-year outcome:

Objective 1.2: Increase the percentage of Latinx students completing transfer level math and English within the first year from 18.1% to 18.9%.

3-year outcome:

Objective 1.3: Increase the percentage of Latinx students completing transfer level math and English within the first year from 18.9% to 19.6%.

Target Outcome Status

Met

Describe the Status of Target Outcomes *

We observed that 19.9% (298/1,498) Fall 2024 first-time Hispanic/Latine students completed transfer-level math and English within the first year (FA24-SM25), surpassing the goal of 19.6%.

The campus continues to prioritize corequisite offerings to help students complete transfer-level math and English. In Fall 2024, we offered two sections of ENGL-101 that had the ENGL-917 co-requisite. ENGL-917 is a support lab for students in the two ENGL-101 sections. The same instructor teaches ENGL-101 and the accompanying support lab after the lecture part of the course. In Spring 2025, we offered three ENGL-101/917s, including one in the early morning to capture working students.

In Fall 2024, MATH-250E: Single Variable Calculus I Enhanced was approved, which provides additional instruction time to help students with extra support. The course was redesigned to include active learning techniques involving multiple modalities and individual and/or group active learning projects, activities, and/or student presentations. The course will first be offered Fall 2025.

In English, we will continue to assess retention and success rates compared to students enrolled in ENGL-101 (without support), specifically focusing on whether or not the support labs close equity gaps for DI groups over a longer period of time.

In Fall 2025, the impact of MATH-250E on student success and retention rates will be analyzed and evaluated for changes in the percentage of Hispanic/Latinx and Black/African American and other DI groups students successfully completing the course.

Persistence: First Primary Term to Secondary Term

Black or African American

Action Steps (from your Plan)

The action steps below are taken to address each of the areas identified in the Current Structures sections where specific changes need to occur.

☐ **Instruction**

• Increase diversity, equity and inclusion strategies implemented in the classroom by instruction

• Provide training and ongoing support to 30 teaching faculty on the use of DEI (Diversity, Equity, and Inclusion) strategies in the classroom

Provide easy access to disaggregated data by course success and ethnicity/race for each teaching faculty

• Provide easy access to class rosters by ethnicity/race for each teaching faculty

• Work with the Academic Senate to provide training and research-based strategies to improve DEI outcomes in the classroom

• Develop Leading from the Middle group to review and revise Course Outlines of Records (CORs) to provide specific guidance on incorporating DEI strategies in CORs and syllabi

• Fully implement the revision of the SLO tool and PPR tool and processes to regularly examine DI outcomes and make improvements

• Faculty evaluations that include disaggregated data so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes

• Provide research based instructional strategies to increase equity outcomes in the classroom

• Develop African American/Black studies curriculum

• Increase the use of literature in classes that highlight and support the Black experience

• Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi

• Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for African American/Black students

☐ **Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**

increase African American/Black students persisting from Fall to Spring student are listed below:

• Create a targeted student engagement plan to increase the number of opportunities and activities for African American/Black students to connect to other African American/Black students, faculty, staff, and administration

• Show case African American/Black students success stories and celebrate African American/Black students' accomplishments

• Explore the creation of a safe physical space for students to be able to form a sense of community and get a sense of belonging on campus

• Develop a plan and processes to recognize Student Education Plan (SEP) achievements for African American/Black students and increase the number SEP for AA/Black students

• Increase funding to support an increase of AA/Black students attending culturally specific leadership conferences

• Provide disaggregated data by ethnicity/race for all support services

• Develop targeted outreach and marketing plan to increase support services participation in services of African American/Black students for counseling and support services.

Implement the Career and Academic Pathways (i.e., guided pathways) approach to providing counseling to African American/Black students

• Develop plan to celebrate faculty, staff and departments equity student successes and achievements

• Identify and remove barriers for faculty and staff to serve students (e.g.: sharing in Canvas, OER (Open Educational Resources), etc.)

• Develop and/or improve action steps that help to reduce initiative burnout for faculty and staff

Budgeting and Administration (HR, Purchasing, Processes, etc.)

Crafton Hills College needs to improve its recruitment and retention processes to increase the number of African American/Black faculty as well as improve the use and weight of the equity question in the application process.

• Fully implement equity question and rubric district wide for all applications

• Fully develop process for sending recruiting emails to individuals at HBCU institutions communicating that Crafton is looking for a diverse applicant pool based on the training from the US Race and Equity Center

Target Outcomes

1-year outcome:
Objective 2.1: Increase the percentage of African American students persisting from fall to spring from 56.2% to 56.8%.
2-year outcome:
Objective 2.1: Increase the percentage of African American students persisting from fall to spring from 56.8% to 57.3%.
3-year outcome:
Objective 2.1: Increase the percentage of African American students persisting from fall to spring from 57.3% to 57.9%.

Target Outcome Status

Not Met

Describe the Status of Target Outcomes *

Black/African American students achieved a persistence rate 50.6% (119/235) between Fall 2024 and Spring 2025. This is below our target of 57.9%.

The college continues to prioritize providing supports to Black/African American students, as demonstrated by its new equity plan (2025-2028). The following represents a snapshot of the supports that the college will continue to prioritize moving forward:

The college's Vision Aligned Reporting (VAR) efforts specifically focus on the extent to which Black/African American students access programs and services. The college has made great strides in closing equity gaps for Black/African American students with respect to accessing financial aid, Transfer Center resources, and counseling supports (among others). The college will continue to monitor access rates of Black/African American students across various support services.

Two cohorts of full-time and part-time instructional faculty have completed the USC Race and Equity training for instructional faculty to apply DEIA strategies in the classroom. The third cohort started in Fall 2024. To date, 88 instructional faculty have participated or are participating in the USC Race and Equity Training.

Summer Bridge targets first generation students and students who may need a kick-start to their college careers. We anticipate that the impact of the Summer Bridge experience has positive impacts on retention, academic performance, etc. due to small class size, field trips, and academic enrichment opportunities. For Summer 2025 all participating students successfully passed both Summer Bridge Courses.

The Basic Needs Center's efforts to increase awareness of their services through marketing campaigns, partnerships and events led to several accomplishments. For example, the successful ThriveFest Mental Health Resource Fair in March 2025 provided vital on campus and community resources for students, such as free ultrasounds and guided tours of the campus garden. Student participation resulted in the serving of over 500 plates of food and 200 Farm Fresh veggie boxes.

Transfer

Hispanic or Latino

Action Steps (from your Plan)

☐ **INSTRUCTION**

Crafton's action steps center on the key themes stemming from campuswide dialogue specifically on the topic increasing the transfer of Hispanic/Latinx students.

• Increase diversity, equity and inclusion strategies implemented in the classroom by instruction.

• Increase access to class rosters with ethnicity for classes taught by instructors.

• Develop Course Outlines of Records (CORs) that provide specific guidance on incorporating diversity, equity, and inclusion strategies for all courses taught at Crafton that are incorporated into syllabi.

• Increase the use of literature in classes that highlight and support the Hispanic/Latinx experience.

• Provide research based instructional strategies to increase equity outcomes in the classroom.

• Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining impact on diversity, equity, and inclusion outcomes in their classrooms.

Revise the student learning outcomes reporting web tool to make it easier for instructors to examine disaggregated SLO data.

• Revise the Planning and Program review web tool to make it easier to include and address DEI in the curriculum and in the achievement measures.

• Provide more professional development specifically designed to serve Latinx/Hispanic students.

• Increase access to supplemental instruction and embedded tutoring. Research strongly indicates that this is one of the most effective strategies for Hispanic/Latinx students.

☐ **WRAP-AROUND SERVICES**

Crafton's action steps center on the key themes stemming from campus wide dialogue specifically on the topic increasing the transfer of Hispanic/Latinx students.

• Create targeted outreach plan for Hispanic/Latinx parents at our local feeder high schools in both English and Spanish. These efforts will include inviting current students and their families to open houses/transfer fair nights that offer attendees popular Hispanic foods coupled with information about our successful programs, such as EOPS (Extended Opportunity Programs and Services) and Financial Aid.

• Develop marketing and promotion materials to help increase a transfer-going culture in the Hispanic/Latinx community and businesses to help students and families better understand the benefits of transferring to a four-year University relative to employment immediately after an Associate's Degree. These efforts will use Spanish phrasing in marketing materials (e.g., "Si se Puede!") when providing transfer-related information, and the development of support programs, such as Learning Communities and Hispanic Heritage Month activities.

• Develop student connecting activities for Hispanic/Latinx students with peers or alumni that can offer them insight and mentoring on a range of matters relating to the process of transferring and/or the benefits of transferring. This will include holding career fairs with Hispanic/Latinx panelists that can speak to navigating the myriad of challenges of transferring and to the value of doing so, including students from nearby universities and colleges. Completion Coaches who are Crafton alumni will serve as support, promote, and help students navigate the transfer process.

• Provide disaggregating data for counseling appointments by ethnicity to identify Hispanic/Latinx students not having yet developed an educational plan. This will include recruiting students to the Transfer Fair and to transfer-related field trips by identifying courses with high Latinx enrollment (including career technical education courses).

• Create Dashboard to implement Guided Pathways Counseling model to allow Counselors to readily access real time data and monitor ed plan towards completion.

Target Outcomes

1-year outcome:
Objective 1.1: Increase the percentage of LATINX students transferring to a four-year institution from 27.8% to 28.0%.
2-year outcome:
Objective 1.2: Increase the percentage of LATINX students transferring to a four-year institution from 28.0% to 28.3%.
3-year outcome:
Objective 1.3: Increase the percentage of LATINX students transferring to a four-year institution from 28.3% to 28.6%.

Target Outcome Status

Not Met

Describe the Status of Target Outcomes *

We found that the transfer rate for Hispanic/Latine students was 12.6% (368/2,921). This is below our target of 13.7%.

The college continues to prioritize providing supports to Hispanic/Latine students, as demonstrated by its new equity plan (2025-2028). The following represents a snapshot of the supports that the college will continue to prioritize moving forward:

The Transfer Center is actively engaged in programming and student outreach; it actively recruits students with 30+ units to participate in transfer activities, prioritizing outreach to DI groups.

Fourteen percent of African-American students participated in University Campus Tours, triple the percentage enrolled at CHC. During these tours, students interact with staff and particularly the Transfer Center Coordinator. Counseling appointments & field trips served the highest percentage of African-American students compared to the other activities.

The Transfer Center works closely with EOPS to make sure their students receive all transfer-related announcements and opportunities. In addition to the free applications that EOPS provides to students for transfer, the University Transfer Center, through a partnership with the Foundation, provides two free applications for transfer to students who participate in application workshops and do not qualify for a fee waiver.

For the third consecutive year, the college has been recognized as the top community college in Region 9 for University of California (UC) transfer admission rates, continuing its proud legacy of student achievement and equity in higher education. According to the latest data from the UC Information Center, the college's transfer admission rate for 2024–2025 rose to 78.99%, up from 73.68% the previous year.

Admission rates to the California State University (CSU) system are the second highest in the region in Fall 2024. Our students were admitted at a rate of 91.37% (FA24), an increase from 88.10% the previous year (FA23).

Black and African American students achieved a 100% UC admission rate, and Latinx students were admitted at a rate of 81.03%—figures that emphasize the college's deep commitment to equity and its efforts to close persistent opportunity gaps.

Completion

Black or African American

Action Steps (from your Plan)

Our action steps center on the key themes stemming from campuswide dialogue specifically on the topic of increasing the completion of African American students. The themes are as follows:

☐ Instruction

Develop structures and processes designed to enhance African American/Black students' connection to the college– their connection to faculty, staff, and other students.

• Establish African American/Black studies courses or programs.

• Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African American faculty and staff.

• Increase Supplemental Instruction offerings for courses with high African American/Black student enrollment, and courses taught by African American instructors.

• Increase tutors who are African American and use Starfish to send messaging to African American students— particularly as they reach academic milestones (attainment of fifteen units, 30 units).

• Identify African American students that have yet to complete their educational plans and using Starfish and partnerships with their instructors to connect them with the Counseling Department.

• Identify barrier courses for African American students and deploy additional tutoring, Supplemental Instruction, and student support services specifically designed for those courses.

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

The actions steps tied to this theme include:

• Develop a Summer Bridge program and explore Learning Communities like an UMOJA program, a mentoring program (including faculty/staff-to-student mentoring, peer-to-peer mentoring, and external internships with local agencies).

• Develop and implement a comprehensive and integrated outreach and marketing plan aligning high school outreach activities, parent targeted outreach, CTE activities, peer ambassador in reach and outreach, etc. to increase AA/ Black student retention to completion. Activities will include one that connects prospective students with current students.

• Continue to regularly schedule cultural events that celebrate African American/Black heritage and increase community events via partnerships with local organizations (e.g., A2MEND, 100 Black Men of the Inland Empire, 100 Black Women of the Inland Empire).

Target Outcomes

1-year outcome:

Objective 1.1: Increase the percentage of African American / Black students degree or certificate Attainment from 5.9% to 6.1%.

2-year outcome:

Objective 1.2: Increase the percentage of African American / Black students degree or certificate Attainment from 6.1% to 6.2%.

3-year outcome:

Objective 1.3: Increase the percentage of African American / Black students degree or certificate Attainment from 6.2% to 6.3%.

Target Outcome Status

Met

Describe the Status of Target Outcomes *

Black/African American students achieved a completion rate of 6.7% (29/435) in 2024-2025. This exceeds our three-year target of 6.3%.

The following represents a list of activities that the college believes has contributed greatly to enhancing the completion rates of Black/African American students:

Two cohorts of full-time and part-time instructional faculty have completed the USC Race and Equity training for instructional faculty to apply DEIA strategies in the classroom. The third cohort started in Fall 2024. To date, 88 instructional faculty have participated or are participating in the USC Race and Equity Training.

The Office of Instruction implemented a strategy whereby faculty critically assessed their course materials and teaching methods through an equity lens, particularly focusing on addressing barriers for Hispanic/Latinx and Black/African American students during the self-evaluation process. In order to encourage the analysis of disproportionate impact, faculty going through the evaluation process receive their previous academic year's disaggregated course success and roster data in the initial conference with their dean.

Lastly, a team of six faculty members from across the campus will participate in the Open for Anti-racism (OFAR) program in 2024-25. The program is designed to give participants a better understanding of anti-racist teaching and how the use of open education resources (OER) and open pedagogy can empower them to involve students in the co-creation of an anti-racist classroom. The findings and resources will be shared with the broader college community so that additional faculty can incorporate what was learned in their own classrooms.

Success Story (optional)

Story Title

Not Entered

Responsible Person

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Challenges (optional)

Description of Challenge

Not Entered

Categories

Not Entered

Responsible Person

Not Entered

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