

Crafton Hills College Adjunct Faculty Orientation: Fall 2023

Prepared by Keith Wurtz, Ph.D.

Vice President of Instruction



Session Objectives

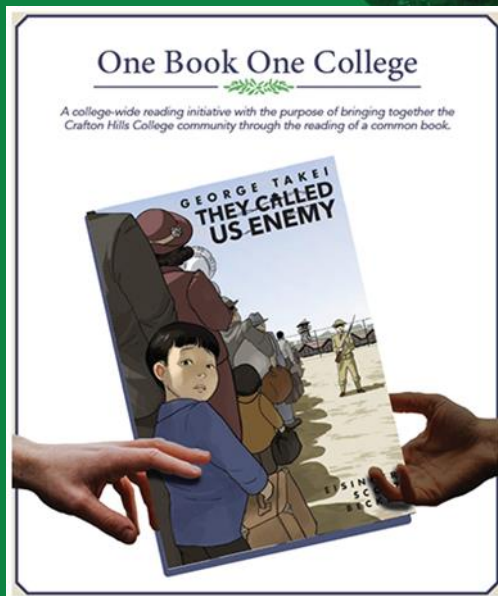
- ▶ Announcements
- ▶ Icebreaker
- ▶ Final Exam Week - Required to meet for regular schedule during finals week.
- ▶ Eligible for \$500 for adopting ZTC (Zero Textbook Cost) or OER (Open Educational Resources)
- ▶ Update on the Office of Instruction Reorganization
- ▶ Navigating Mental Health Issues at Crafton
- ▶ Equity Data Review
- ▶ Review DEI Strategies at Crafton Hills College
- ▶ Equity Mindedness and Syllabus Activity
- ▶ Resource Materials Available in the Appendix

Announcements

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

CTA Announcements

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The text 'CTA Announcements' is positioned in the upper left quadrant in a clean, sans-serif font.



One Book/One College

2023-2024

Thank you, One Book Team!

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

Spring, 2024

When	Where	What	Note
Ongoing	Library	Gallery Walk	View the posters housed in the Library and post your reactions
1 st and 3 rd Thursday at 2:00pm	Library	Book Discussion	You do NOT have to have read the book to participate!
February 7 at		Reading a Graphic Novel	
February 21 at 12:00	Zoom	Documentary Screening: A Question of Loyalty	
March 27 at 12:00	LRC 226	Documentary Screening - Children of the Camps	
April 9 at 4:30	PAC	An Evening with George Takei	A Q&A with the author
April 17 at 12:00	Zoom	Guest Speaker Pat Hayashi	meet Mr. Hayashi who was born in an internment camp

Gallery Walk

Righting a Wrong: Japanese Americans and World War II *Poster Exhibition Educators' Guide*

HOW CAN
WE LEARN FROM
THE PAST? HOW
WILL YOU SHAPE
THE FUTURE?



The Mochida Family were forced to leave their home and greenhouse operation in Eden, California in May 1942. Courtesy of National Archives

- ▶ Stop by the library and view the posters *Righting a Wrong: Japanese Americans and World War II*
- ▶ Each Poster poses questions. Use provided “sticky notes” to post your reflections regarding those questions
- ▶ Bring your class to the library to add to the dialogue!

Resources

CHC
AY 2023-2024

**ONE BOOK ONE COLLEGE
FACULTY GUIDE**



Front Cover of They Called Us Enemy

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

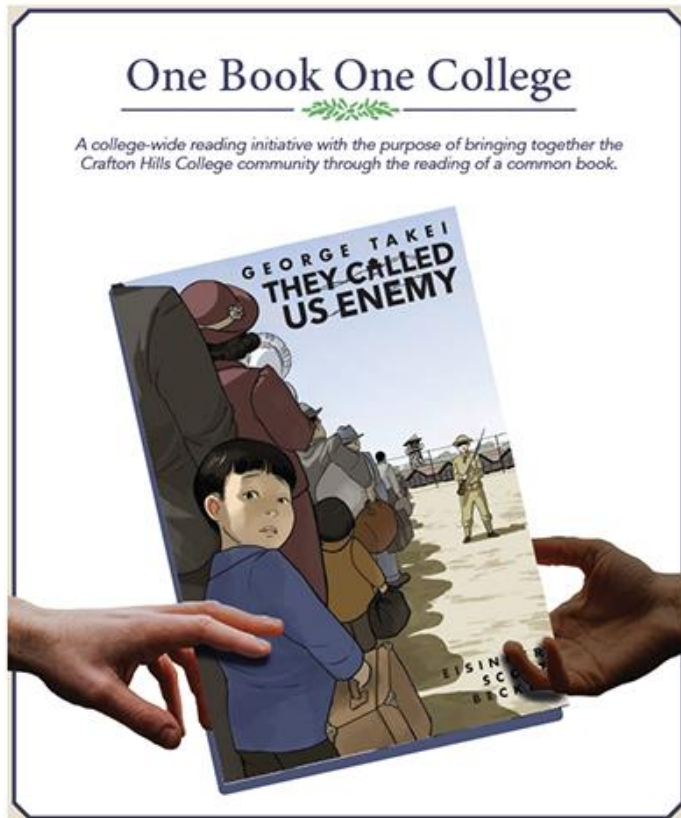
- Faculty resource guides are available. Let us know if you would like a copy! Watch for updates online in our Canvas shell

George Takei

- ▶ April 9
- ▶ 4:30pm



Additional Resources



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



Criteria for Book Selections

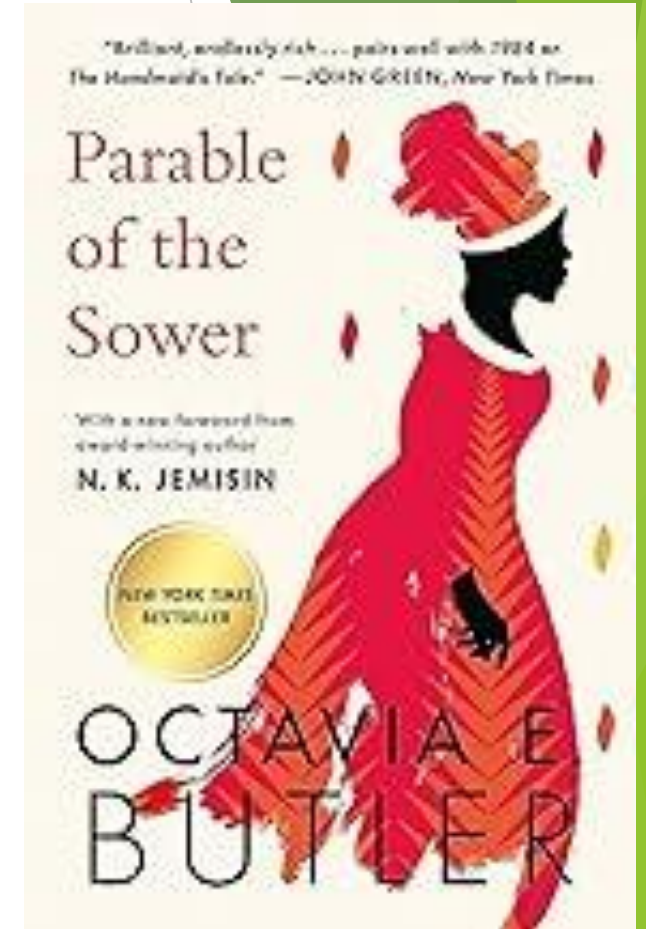
- 1** Addresses issues of Equity and Inclusion
- 2** Relevant to the current student population
- 3** Interdisciplinary and accessible
- 4** Has a message that can develop empathy
- 5** Helps build community amongst students and employees

Announcing - 2024-2025 One Book Selection

- ▶ When global climate change and economic crises lead to social chaos in the early 2020s, California becomes full of dangers, from pervasive water shortage to masses of vagabonds who will do anything to live to see another day. Fifteen-year-old Lauren Olamina lives inside a gated community with her preacher father, family, and neighbors, sheltered from the surrounding anarchy. In a society where any vulnerability is a risk, she suffers from hyperempathy, a debilitating sensitivity to others' emotions.

Precocious and clear-eyed, Lauren must make her voice heard in order to protect her loved ones from the imminent disasters her small community stubbornly ignores. But what begins as a fight for survival soon leads to something much more: the birth of a new faith . . . and a startling vision of human destiny.

- ▶ ~from Amazon



Academic Senate





PART TIME FACULTY ORIENTATION SPRING 2024

WELCOME TO SPRING 2024

CHC Vision Statement

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

LET'S GO!





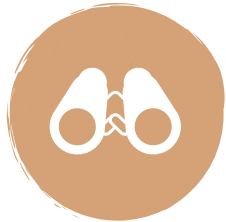
WHAT IS ACADEMIC SENATE?

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

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

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

https://www.asccc.org/10_1



THE LAW – EDUCATION CODE

Ed Code § 70902(b)(7)

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

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

REGULATION – ACADEMIC SENATE

Title 5 § 53203

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

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

ACADEMIC SENATE AT CRAFTON

WHO WE ARE ?

Full time & Part time Faculty

HOW WE WORK ?

Currently - Representative, but
moving to Consensus

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



ACADEMIC SENATE

CRAFTON HILLS
COLLEGE

GENERAL AREAS OF FOCUS FOR SPRING 2024

- BEST PRACTICES RECOMMENDATIONS
 - SYLLABI
 - CURRICULUM/COURSE OUTLINE OF RECORD
 - CLASS CAPS
- WHAT IS ACADEMIC FREEDOM?
- COMPRESSED CALENDAR
- UPCOMING SELF SERVICE SYSTEM





FACULTY COMMITTEES

VIEW CURRENT COMMITTEES
CONSIDER JOINING!

COMMITTEES

EXEC BOARD MEMBERS

AS PRESIDENT

MERIDYTH MCLAREN

mmclaren@craftonhills.edu

VP - Outreach

NATALIE LOPEZ

nalopez@craftonhills.edu

VP - Support

BRANDI BAILES

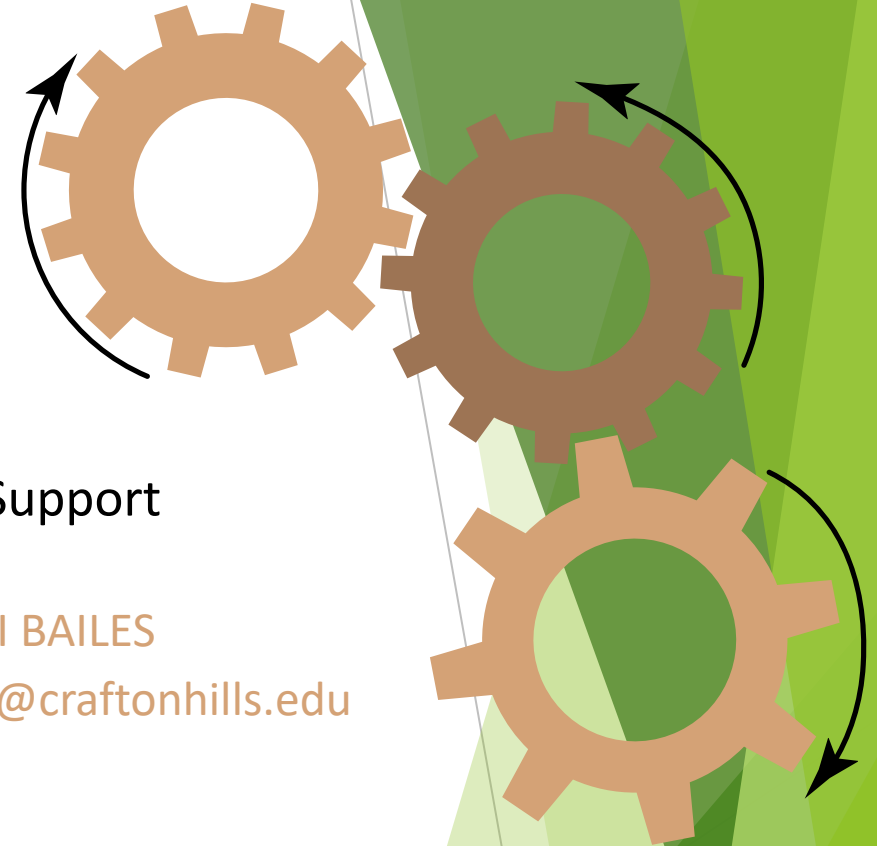
bbailes@craftonhills.edu

TREASURER

GWEN DIPONIO

LEADERSHIP LIAISON

VACANT



Icebreaker: Answer one of the following questions

- ▶ How long would you last in a zombie apocalypse?
- ▶ What is your favorite guilty pleasure?
- ▶ What “old person” things do you do?


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

 **\$500 Stipend Awaits You!** By adopting ZTC or OER, you're not only enhancing accessibility but also becoming eligible for a fantastic \$500 stipend. It's a win-win for both you and your students!

- ▶  **Check Out the Canvas Shell for More!** Curious to know more about this exciting opportunity? Head over to the Canvas shell for comprehensive details, guidelines, and everything you need to kickstart your journey towards affordability and innovation.
- ▶  **Contact Our OER Experts:** Have questions or need assistance? Reach out to our OER experts:
 - ▶ Brandi Bailes: bbailes@craftonhills.edu | 909 389 3335
 - ▶ Jeff Smith: jefsmith@craftonhills.edu | 909 389 3205



Office of Instruction Reorganization: Career Education and Human Development Division

▶ Career Education and Human Development (Disciplines remaining in Division)

- ▶ CNA/N
- ▶ HIT
- ▶ RADIOL
- ▶ RESP
- ▶ EMS
- ▶ FIRET
- ▶ PBSF
- ▶ CD
- ▶ EDU

▶ Career Education and Human Development (New Additional Disciplines)

- ▶ ACCT
- ▶ BUSAD
- ▶ ECON
- ▶ MARKET
- ▶ WFP/N
- ▶ CIS
- ▶ CSCI

▶ Career Education and Human Development (New Office Location)

- ▶ EAST-103



Office of Instruction Reorganization: Social, Information, and Natural Sciences Division

▶ SINS (Disciplines remaining in Division)

- ▶ ANAT
- ▶ ANTHRO
- ▶ ASTRON
- ▶ BIOL
- ▶ CHEM
- ▶ GEOG/GEOL
- ▶ HEALTH
- ▶ HIST
- ▶ HUM
- ▶ KIN/D/F/S/X
- ▶ MICRO
- ▶ OCEAN
- ▶ PHIL
- ▶ PHYSIC
- ▶ POLIT
- ▶ RELIG
- ▶ SOC/SOWO

▶ SINS (New Additional Disciplines)

- ▶ PSYCH
- ▶ MATH

▶ SINS (New Office Location)

- ▶ CYN-225



Office of Instruction Reorganization: Language, Arts, and Academic Support Division

▶ LAAS (Disciplines remaining in Division)

- ▶ CNA/N
- ▶ HIT
- ▶ RADIOL
- ▶ RESP
- ▶ EMS
- ▶ FIRET
- ▶ PBSF
- ▶ CD
- ▶ EDU

▶ LAAS (New Additional Disciplines)

- ▶ ACCT
- ▶ BUSAD
- ▶ ECON
- ▶ MARKET
- ▶ WFP/N
- ▶ CIS
- ▶ CSCI

▶ LAAS (New Office Location)

- ▶ Coming Soon (CTB-338)





Navigating Mental Health Issues at Crafton

- ▶ 44% screened positive for depression
- ▶ 37% screened positive for anxiety
- ▶ 15% indicated suicidal ideation
- ▶ 37% had received mental health therapy/counseling within the past year

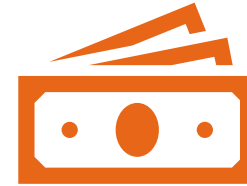
Common Stress Factors for College Students



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



40% of college students in the U.S. admit to feeling inadequately rested 5 out of 7 days a week



70% of U.S. students are stressed about their financial health

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

How can you help students at Crafton?

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Example of a syllabus statement to include in your syllabi

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

Crafton Hills College provides cost-free mental health services through the [Health and Wellness Center](#) to help you manage personal challenges that impact your personal or academic well-being.

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

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

Make reasonable accommodations

- ▶ 70% of students who needed mental health disability accommodations reported not receiving them
- ▶ Only 20% said it was because they did not want accommodations

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

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

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

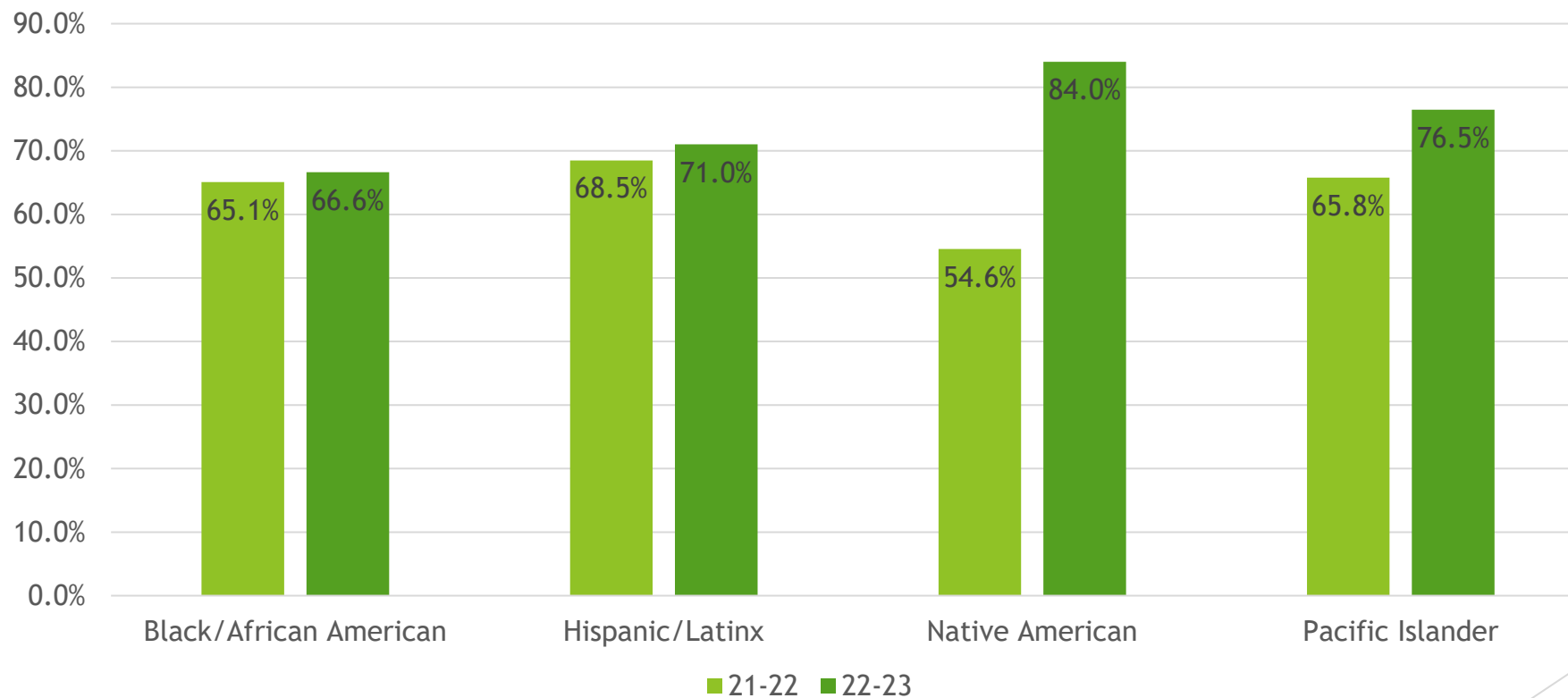
Additional strategies for helping students

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

Appendices

- ▶ [Equity Data Review](#)
- ▶ [Review DEI Strategies at Crafton Hills College](#)
- ▶ [Equity Mindedness and Syllabus Activity](#)
- ▶ [Covid Resources](#)
- ▶ [Books+ Free Book Rentals for All Students for the 23-24 academic year](#)
- ▶ [Course Syllabus Requirements](#)
- ▶ [Student Learning Outcomes Reporting Process and Requirements](#)
- ▶ [Professional Development Availability to Adjunct Faculty](#)
- ▶ [Office Hour \(ASCCC recommends changing to Student Hour in Syllabi\) requirements for Adjunct Faculty](#)
- ▶ [Adjunct Office Locations](#)
- ▶ [Supplies in CTB-335 Adjunct Office](#)
- ▶ [Scantron Machine Locations](#)
- ▶ [Adjunct Health Benefits](#)
- ▶ [Available Student Support Services for Students](#)
- ▶ [Student Services and Student Resources](#)

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



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

Current DEI Instructional Strategies

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

Current DEI Instructional Strategies (Continued)

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

Draft Dashboard

Crafton Hills and San Bernardino Valley College Completion and Success Rates

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

College: DHC

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

PPR Division: PPR Department: PPR Unit: Subject:

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

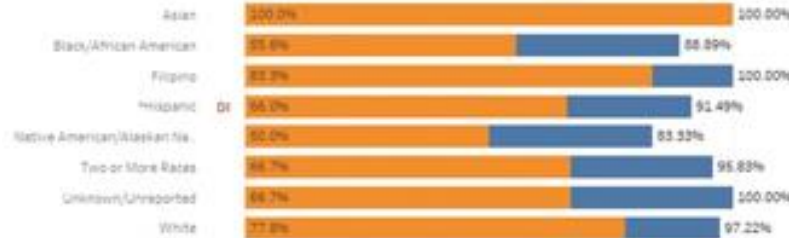
Legend:
■ Completion Rate
■ Success Rate

Faculty ID: Faculty Name:

Completion & Success by Academic Year (All courses combined) [?]



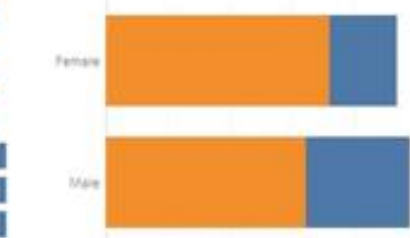
Ethnicity Disproportionate Impact Calc [?]



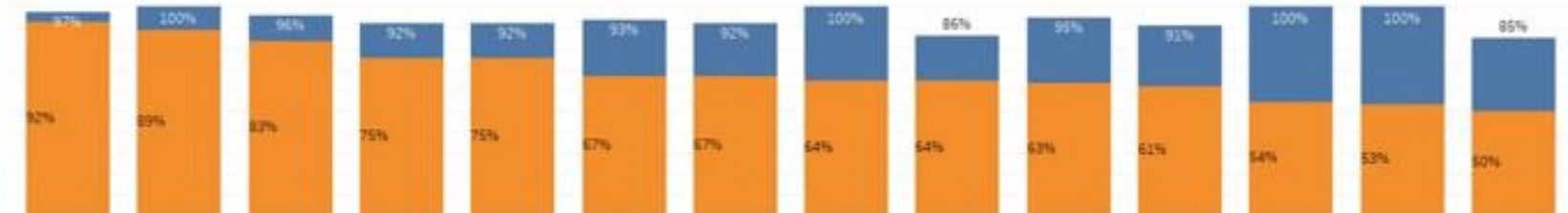
Age Group



Gender



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



Recruitment to Increase Diversity of Applicant Pools

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

Ongoing Professional Development

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

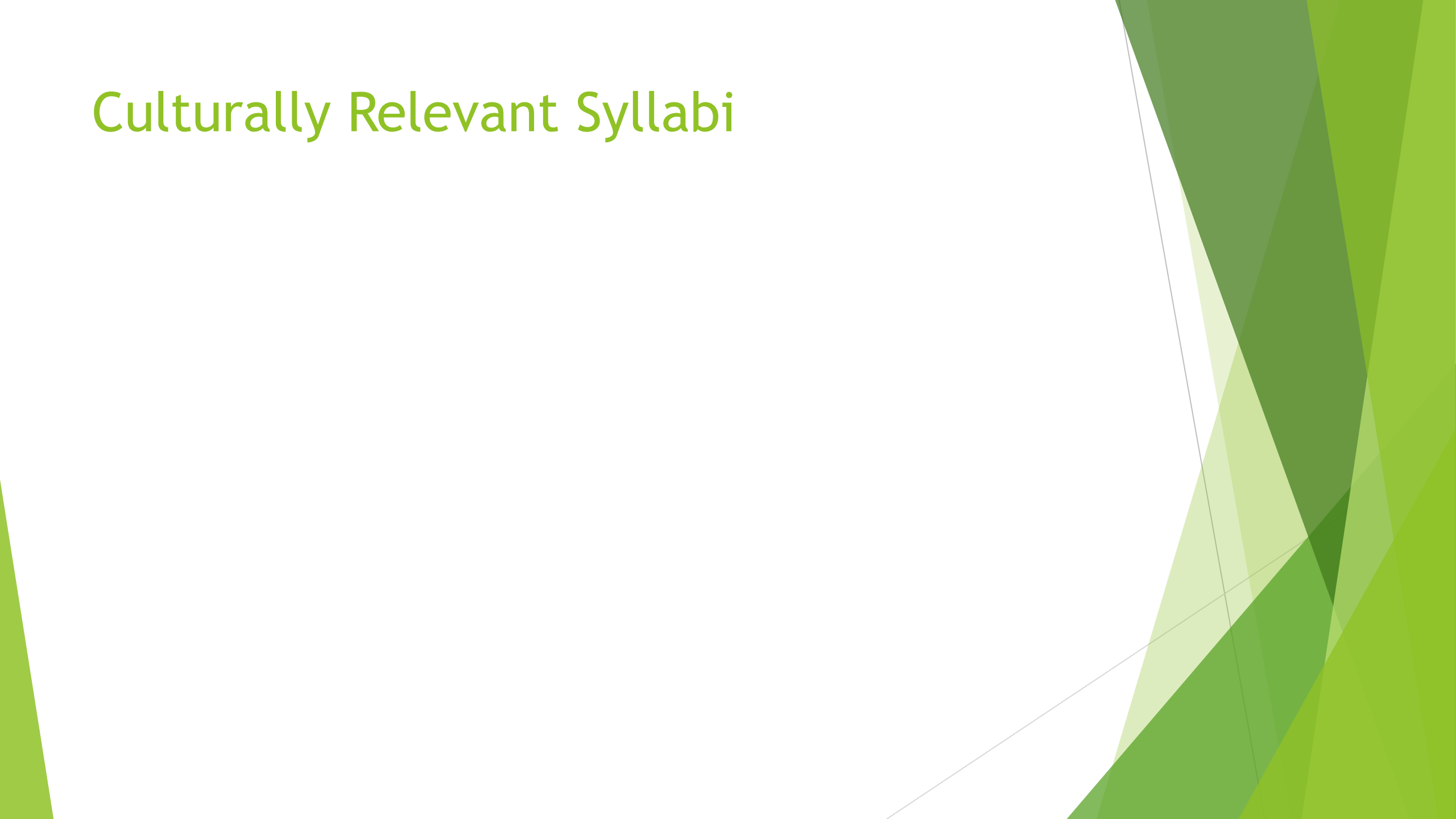
Equity-mindedness is characterized by:

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

Critical Takeaways

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

Culturally Relevant Syllabi



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



Professor Michael Scott Robertson

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

Welcome to my anthropology course Long Beach City College. It is good to have you in class and I look forward to a great Spring semester as we learn together. Here are a few things you should 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 begin.

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

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

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3. Assess the importance of culture to the human species.
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AFTER

Linguistic Anthropology

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



Professor Michael Scott Robertson

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

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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:

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Messages communicated in the revised syllabus

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

Messages communicated in the revised syllabus (Continued)

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

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

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

Activity II (On your own):

Additional cultural Competency review of syllabi

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

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

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

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



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

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



Books+: Free Book Rentals for All Students

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

How does Books+ work for students?

Registered Email

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

Free Access

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

Returns

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

How does Books+ work for students (Continued)?

Required Materials

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

All Rentals

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

Books+ Sample Syllabi Language

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

Course Syllabus Requirements

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

What are the SLO reporting requirements for adjunct faculty?

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

What is Crafton's Outcomes Assessment Process?

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

Recording Outcomes Assessment Results

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

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

Logging into the Outcomes Cloud

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



The screenshot shows the top navigation bar of the Crafton Hills College website. The navigation bar is orange and contains the following links: Find People, Departments, Mission, Give to Crafton, and Logins. The Logins dropdown menu is open, showing the following options: Blackboard, WebAdvisor, Student Email, Faculty/Staff Email, Program Review, SLO Cloud (highlighted with a red arrow), CurricUNET, and Forgot Password. The main content area features the Crafton Hills College logo and navigation links for Prospective Students, Current Students, Online Students, and Faculty. Below the logo is the text "Office of Institutional Effectiveness, Research & Planning" and a breadcrumb trail: Home » About CHC » Institutional Effectiveness, Research & Planning.

Recording Outcomes Assessment Results (Submission Form)

- ▶ Use the submission form

The screenshot shows a web browser window with the URL <https://craftonhills.edu/slocloud/form>. The page header includes the SLO Cloud logo and the text "Crafton Hills College". Below the header is a navigation bar with "Submission Form" selected, and other options: "Reports", "Exports", and "Logout".

SLO Submission Form

Instructions

- Fill out each section**
Completeness is key to creating actionable reporting. Fill out all the fields and be as verbose as necessary.
- Discuss your Ideas**
Every single proposed action is considered, so use this time to get your best ideas on the plate.
- Keep doing what you're doing**
Faculty are the backbone to any educational institution. Without you, we'd be nothing!

Your SLO Reporting Coordinator

SLOCloud™ is an open-source higher education innovation project for Crafton Hills College. If you have any questions about this application or the contents herein, please contact

Keith Wurtz
kwurtz@craftonhills.edu

Term
2016FA

Division
Mathematics

Dept
MATH

Course
MATH-102

Recording SLO Results (Outcome Data)

Term

2022FA

Department

Mathematics

Discipline

Mathematics

Course

MATH-110

Section

MATH-110-05 (Submitted: Never)

Student Level Reporting (optional)

Class SLOs

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

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

Recording SLO Results (Student Level)

Term

2022FA

Department

Mathematics

Discipline

Mathematics

Course

MATH-110

Section

MATH-110-05 (Submitted: Never)

Student Level Reporting (optional)

Class SLOs

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#	Outcome Statement	# of Students Meeting SLO Rubric?				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
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		Program-Level		Outcomes Mapping General Ed		Institutional		
		Recognize, def		Critical Thinkin		Information Lite		

Recording SLO Results (Student Detail)

Class SLOs

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

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

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

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



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

General Education Critical Thinking & Information Literacy ⌵

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

Institutional Information Literacy ⌵

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

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

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

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

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

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

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

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

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

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

PD available to Adjunct Faculty

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

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

- ▶ ASCCC recommends changing Office Hours in Syllabi to Student Hours because evidence suggests students are more likely to use them (Fall 2023).
- ▶ <https://sbccd.edu/district-services/human-resources/bargaining-unit-information/documents/cta-bargaining-agreement-2022-2025.pdf>
- ▶ Office Hours
 - ▶ Compensation for Office Hours is included in the pay rate at the non-instructional rate as specified in Appendix A-2a of the bargaining agreement :
 - ▶ Up to .4 load for .50 scheduled office hour per week per semester or session
 - ▶ .401 load and above for 1 scheduled office hour per week per semester or session
 - ▶ **Posted office hours must be submitted to the immediate supervisor [Dean] by the end of the first week of class (Article 10, E1)**
 - ▶ **Office hour submissions may be included in the syllabus**

Adjunct Office Locations

- ▶ This list is currently being updated and revised

Room	Location
CDC-103	Child Development Center
CYN-238	Canyon Hall
PSAH-120G	Public Safety and Allied Health
CTB-335	Clock Tower Building
ARTS-103	Visual Arts
ARTS-131	Visual Arts
EAST-103B	East Complex 2
LRC-107	Learning Resource Center staff area
STEM Center	CNTL-234
Tutoring Center	LRC-137 (Check-in with staff at the center)

Supplies in CTB-335 Adjunct Office



Scantron Machine Locations

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



CHC Adjunct Health Benefits

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

CHC Student Resources Page

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

Health and Wellness Center

- ▶ [Mental Health Services](#)

Emergency Assistance

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

Student Support Services Resources



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

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

Distressed Students

Please contact Behavior Intervention Team

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

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

▶ **How do I report?**

- ▶ Submit a Student Concern Referral Form Online at https://cm.maxient.com/reportingform.php?SanBernardinoCCD&layout_id=2

Disruptive Students

Online reporting of student issues

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

Student Conduct Officer Ivan Pena, Dean of Student Services

mpena@craftonhills.edu, (909)389-3327

Sexual Harassment/Assault and Danger to Self or Others

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