Crafton Hills College Adjunct Faculty Orientation: Fall 2025

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Session Objectives

- Announcements: CTA and Academic Senate

- Icebreaker

- Regular and Substantive Interaction (RSI)

- Open Educational Resources Opportunities

- Fraudulent Students

- Common Course Numbering

- Final Exam Week – Required to meet for regular schedule during finals week

- Appendix

The 10 + 1

Academic Senate(s) (Title 5 Sections 53200-53206)
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

1. Curriculum

2. Degree and certificate requirements

3. Grading policies

4. Educational program development

5. Standards or policies regarding student preparation and success

6. District and college governance structures

7. Faculty roles and involvement in accreditation processes

8. Policies for faculty professional development activities

9. Processes for program review

10. Processes for institutional planning and budget development

11. Any other academic and professional matters

Your Senate

Natalie Lopez
President

Rick Hogrefe
Treasurer

AS

Chris Olivera
VP 1

Vacancies
VP 2
Liaison
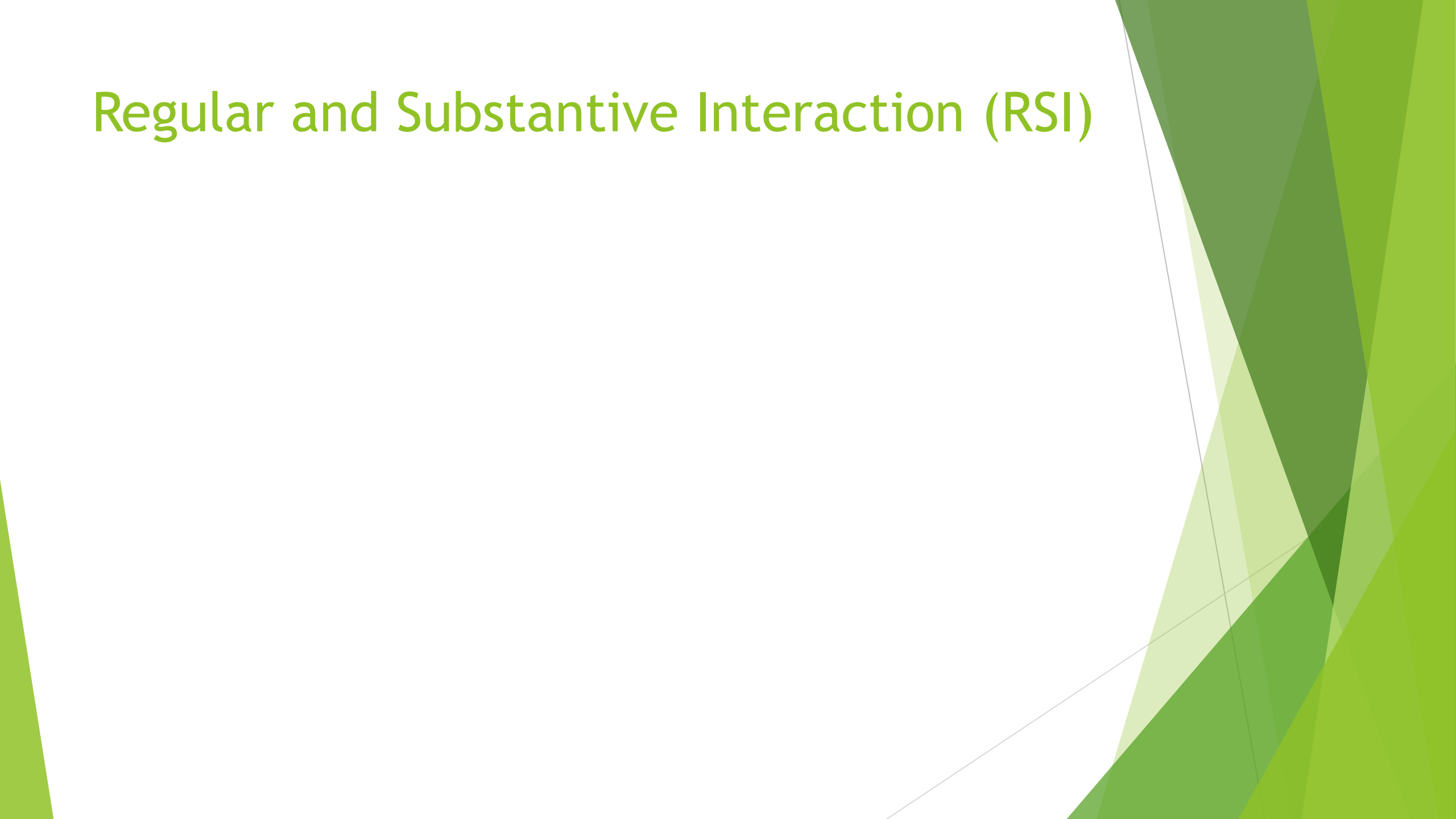
Questions?

Nalopez
Colivera
Rhogrefe
@craftonhills.edu
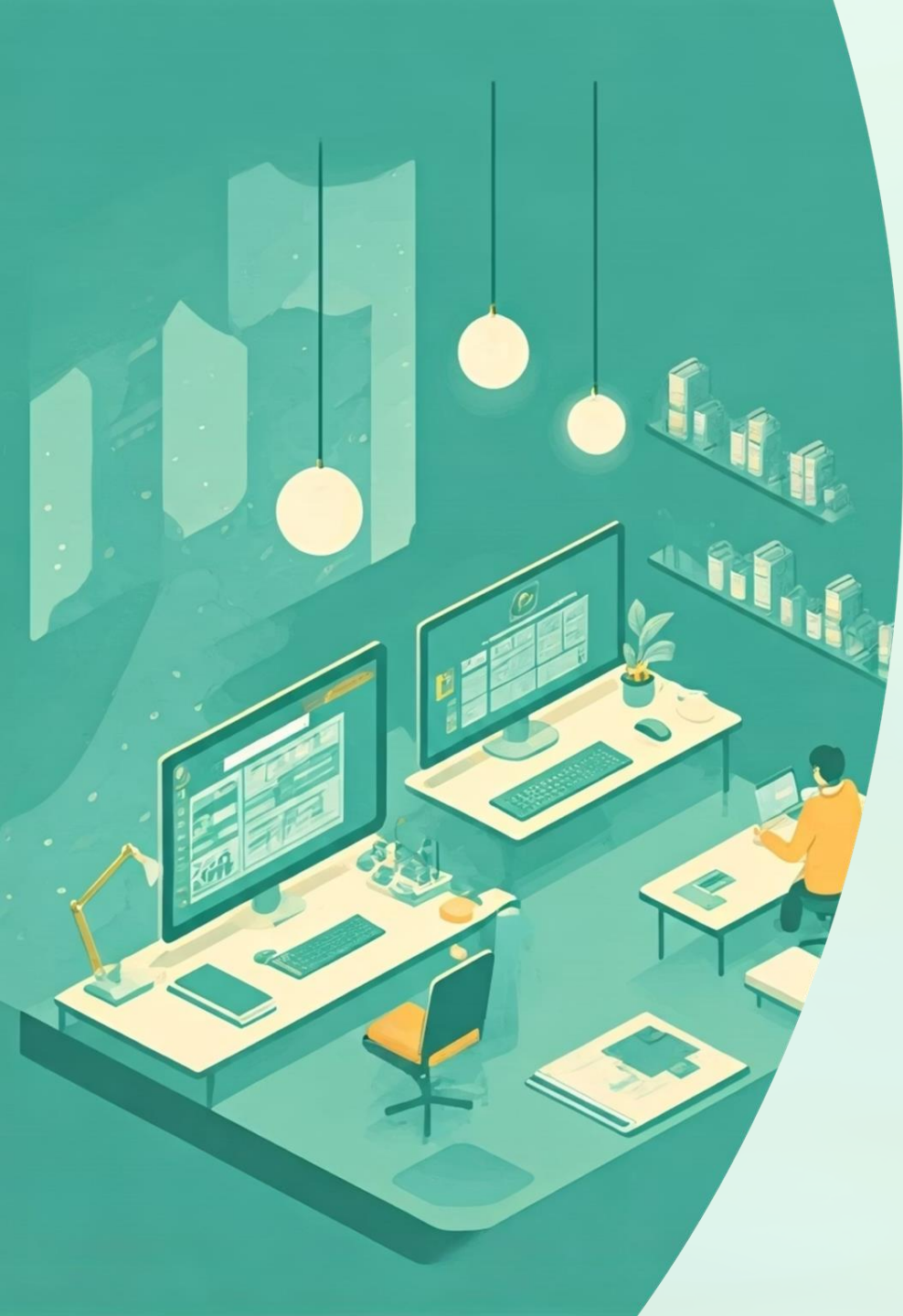
CTA Announcements

Icebreaker:

- What TV show would you want to be in?

Regular and Substantive Interaction (RSI)

Regular & Substantive Interaction, Accessibility, DEI, and ACCJC Compliance

**You DO care and it's not (very) boring** 😄

ACCJC Compliance

If more than 50% of students take at least one online course per semester at any California Community College undergoing accreditation review, the institution must demonstrate that its distance education programs meet the same standards of quality and rigor as traditional offerings, especially regarding regular and substantive interaction, but also including the other aspects of distance discussed in this presentation.

RSI, Accessibility, DEI, and Other Distance Education Best Practices

These are **compliance requirements** and *also* **good teaching practices**.

Regular & Substantive Interaction (RSI)

Diversity, Equity, & Inclusion (DEI)
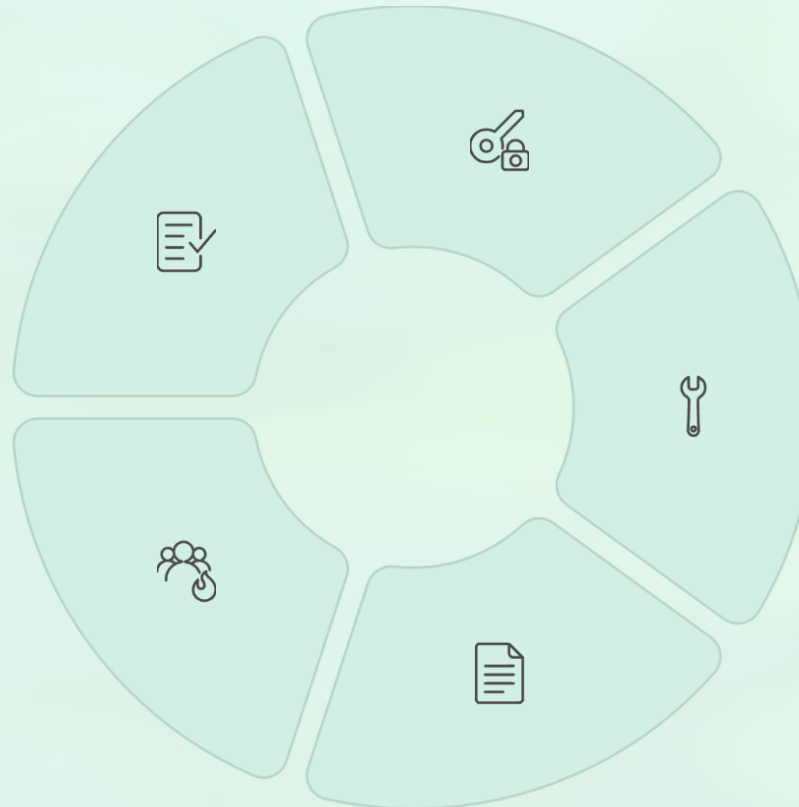
Minimum Accessibility Practices

Third-party Tools Caution

DE Addenda & your commitments

What is RSI?

Definition

RSI stands for Regular and Substantive Interaction, a key requirement for distance education courses.

Regular

frequency and predictability of interactions between students and instructors. It means that communication between the instructor and students should be consistent, scheduled, and predictable, rather than sporadic or infrequent.

Substantive

quality and depth of interaction between instructors and students, focusing on content-related teaching, learning, and assessment activities. It goes beyond simple communication and requires meaningful engagement with the course material.

To comply with ACCJC RSI accreditation standards, a course must include at least 2 of the following:

direct instruction - instructional materials and videos created *by the instructor*

timely feedback - (text, audio, and/or video feedback in Speedgrader)

responding to student questions about course content - (Q&A discussion board; individual responses via Canvas Inbox or email)

facilitated, instructor-led discussions

regular instructional announcements

RSI Examples

✅ DO

- Regular announcements and updates (weekly, twice a week, etc)

- Timely, personalized feedback on assignments

- Timely responses to student outreach (email, Canvas messages, etc)

- Instructor-led discussions

- Instructor-created instructional materials & videos

- Mini-lectures addressing errors (recorded tutorials)

❌ DON'T

- Post-and-forget course design

- Auto-grading only

- Office hours only

- Publisher platform with no instructor interaction

- YouTube videos by unaffiliated content creators

RSI Resources

CHC Course Reviewers Canvas shell. Encouraged: review your course against the CVC-OEI Rubric (specifically, Section B) and the CHC DE Checklist for self-check

CHC RSI PlayLab bot (Try asking: "What are some ways to ensure RSI in my course?" or "What can I do in the first week of class to establish RSI?")

Support from: District DE, upcoming CHC courses & workshops, @ONE courses

Accessibility Basics

Headings

communicate the organization of the content on a page and enable navigation for screen reader users

Links

good link text provides a clear description of where the link will take the user

Lists

provide an easily understood, structured order to content

Color

sufficient contrast between foreground (text) and background is important, especially for sight impaired students

Tables

sight-impaired students can't benefit from visual illustration of the relationship between cells
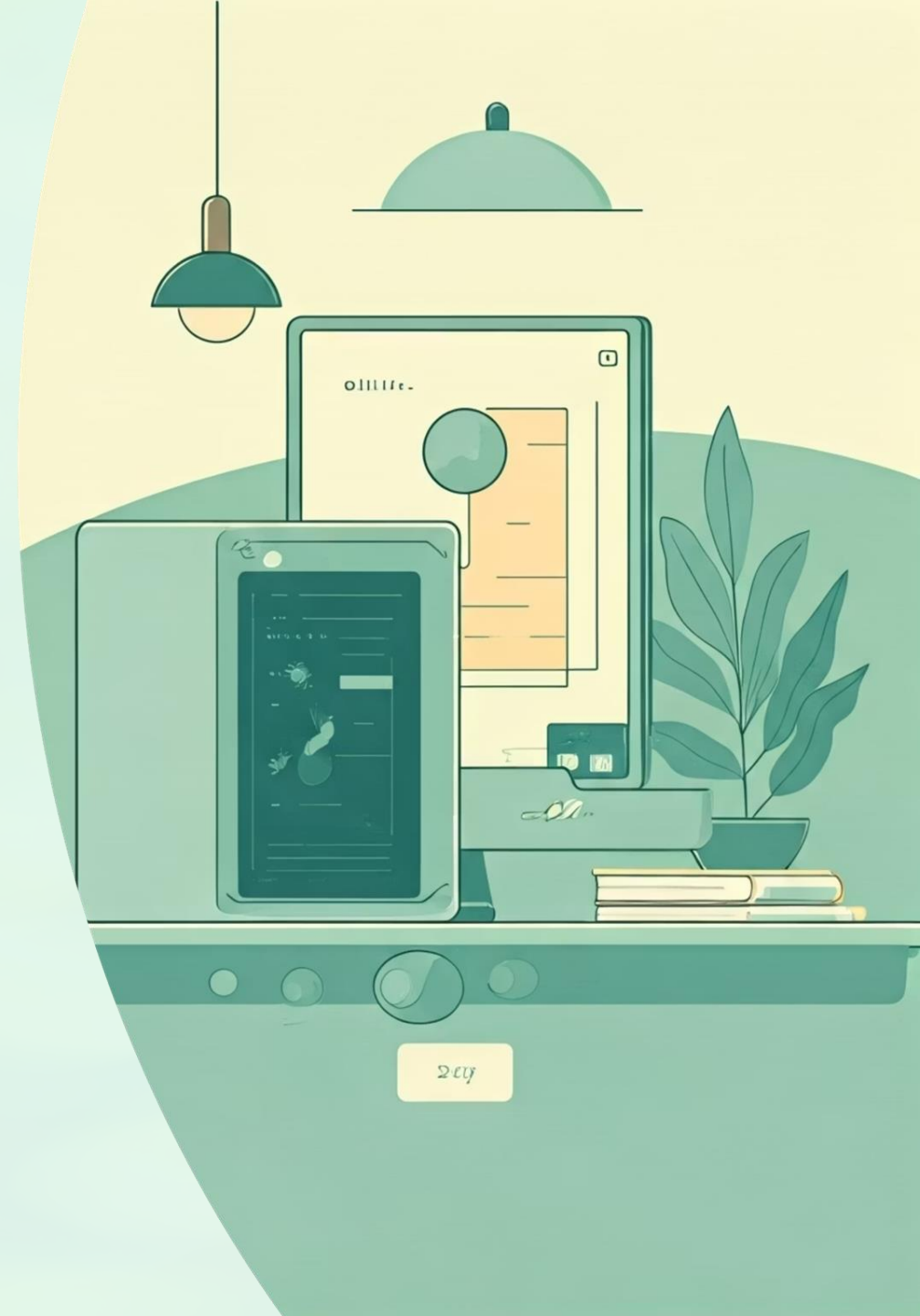
Alt Text

for images – descriptive text read by screen readers or shown when images don't load

Captioned Media

Auto-caption + edit for accuracy

Essential for hearing impaired students

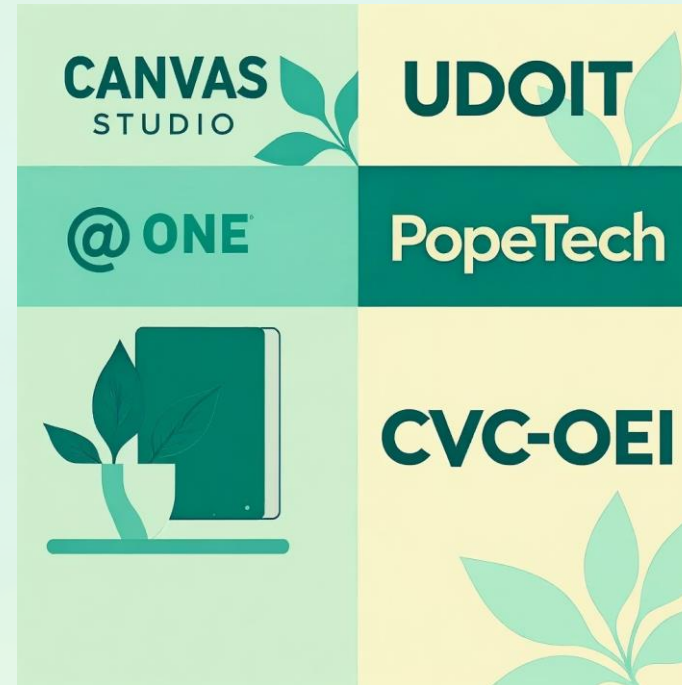# Accessibility Tools & Assistance

Available Tools

The **Canvas Accessibility Checker** within the Canvas Rich Content Editor will point out the *most obvious* problems

Pope Tech and **UDOIT** accessibility checkers built into Canvas can help ensure other areas of accessibility are in compliance

Canvas Studio, Zoom, and YouTube all auto-caption videos (but *will* need final edits)

CHC & District DE can offer 1-on-1 accessibility support

@ONE and **CVC-OEI** training modules can provide solid training to help you feel self-sufficient in creating accessible course content

These tools are provided to help you meet accessibility requirements with minimal effort.

Accessibility Resources

- SBCCD Faculty Resources UDOIT assistant

- Pope Tech accessibility resources

- CHC Designing for Accessibility (micro-course) - counts for 1 hour of

  professional development time!

- @ONE Accessibility Courses

Joshua (PlayLab Accessibility Bot) - remediates your Canvas HTML code for

accessibility compliance)

Diversity, Equity, & Inclusion

Diversity, Equity, and Inclusion shape equitable learning. DEI means:

- using content that reflects student diversity

- encouraging all voices

- recognizing unique student circumstances

Embedding DEI practices is essential to student success and equity in access and support.

Examples of Equity and Inclusion Online

Course Design & Content

- Accessible materials: Provide captioned videos, transcripts, alt text for images, and readable documents (structured headings, good contrast, plain language).

- Representation in content: Include diverse voices, authors, case studies, and examples that reflect different cultures, identities, and perspectives.

- Multiple formats: Offer readings, podcasts, infographics, and videos so students can choose how they engage.

Instructional Practices

- Flexible assessments: Allow choices in how students demonstrate learning (e.g., paper, presentation, creative project).

- Universal Design for Learning (UDL): Plan activities that anticipate a wide range of learners instead of retrofitting for accommodations.

- Transparent expectations: Clearly explain assignment purposes, steps, and grading with rubrics—reduces inequity for students unfamiliar with academic norms.

Interaction & Community

- **Inclusive introductions: Let students share names, pronouns, and interests; model respect for identities.**

- **Low-stakes check-ins: Build community with informal discussion boards, polls, or journals so all voices are heard.**

- **Structured group work: Provide guidance on collaboration, assign rotating roles, and ensure accountability to prevent marginalization.**

Support & Flexibility

- **Acknowledge external challenges: Be open about late work policies or offer flexibility when life barriers arise (work, family, internet).**

- **Resource sharing: Provide links to campus supports (tutoring, counseling, disability services, food or housing help).**

- **Regular instructor presence: Send weekly announcements, give personalized feedback, and check in with students who disengage.**

Equity-Minded Teaching

- **Avoid assumptions: Recognize students may have varied access to technology, quiet space, or prior knowledge.**

- **Culturally responsive pedagogy: Connect course topics to students' lived experiences and encourage multiple perspectives.**

- **Bias reflection: Review assessments and discussions for unintended bias and encourage critical reflection.**

DE Addendum Commitments

1 **Every Course Outline of Record (COR) must include a DE Addendum for the course to be taught online**

2 **Commits faculty to:**

- Provide regular and substantive interaction (RSI)

- Ensure accessibility compliance

- Maintain instructor presence in the online classroom

3 **Think of it as your course's compliance contract**

CONTRACT

Third-Party Tool Cautions

Tracking Challenges

Publisher platforms, external discussion tools (e.g., Pronto, Flip, Padlet, Zoom, etc.), and other 3rd party tools = Canvas can't track RSI.

RSI must be visible and verifiable *inside Canvas*.

Best Practices

- Use external tools as supplements, not substitutes.
- Integrate via Canvas LTI where possible
- Document communication inside Canvas (through Canvas Inbox, Speedgrader feedback, Q & A discussion responses, etc.)

Quick Recap

RSI
Regular, predictable teaching-focused interaction.

Accessibility
Headings, Links, Lists, Alt text, Tables, Color, Video captions.

DEI
Diverse content, inclusive practices, equitable support.

DE Addendum
Commits us to RSI & accessibility.

Third-party Tools
Supplement, not replacement.

Peer Online Course Review

- Peer-mentored course design guidance

- CVC-badging to indicate quality course design

See full details at the **CHC POCR webpages**

Thank you for participating!

Scan the QR Code to save this slide deck

Regular & Substantive Interaction, Accessibility, DEI, and ACCJC Compliance

BookSaver & Zero Textbook Cost (ZTC)

BookSaver

$20 per class unit rental access to textbooks
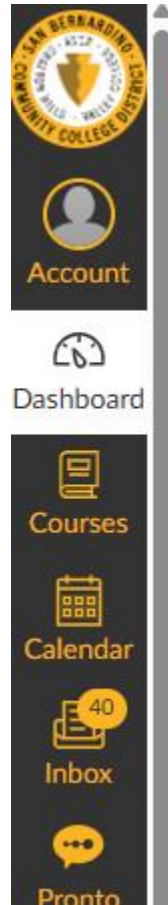
- Students automatically enrolled
- Crafton Bookstore can answer questions

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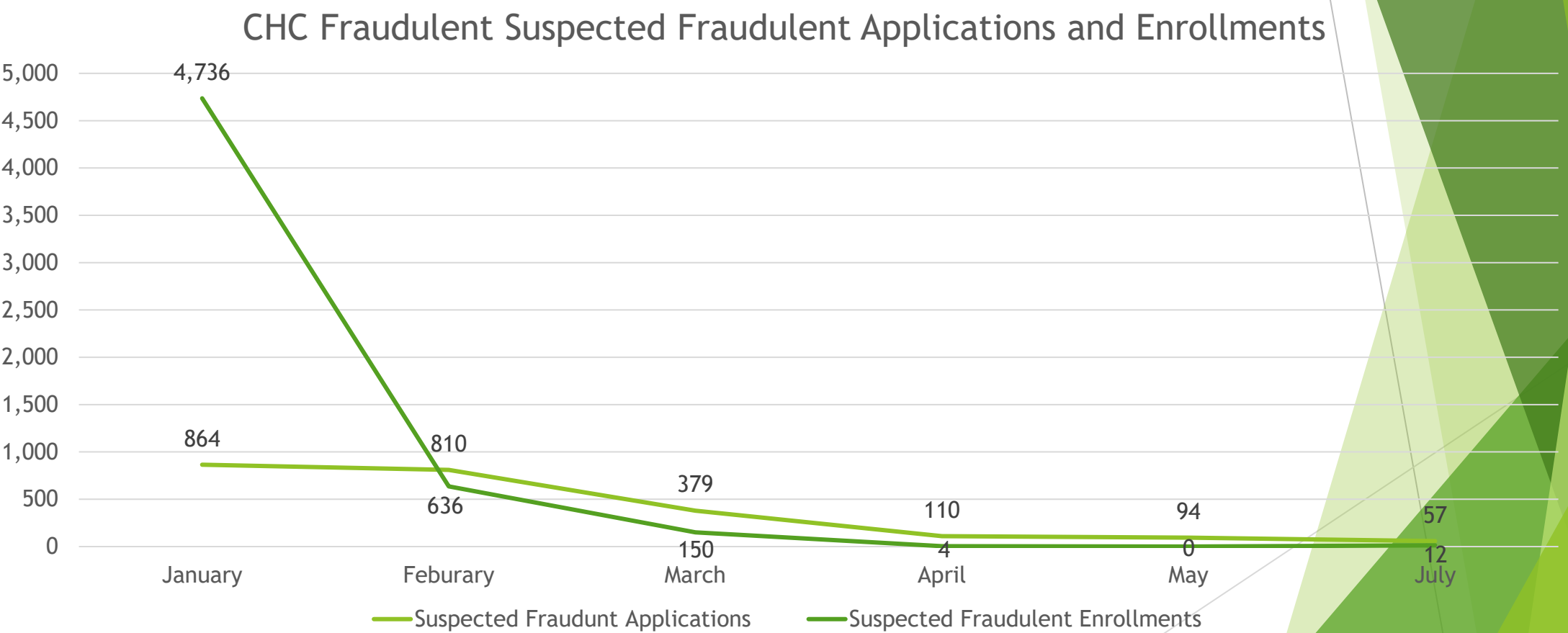
Project Gutenberg - Free epub and Kindle eBooks to download or read online. You will find the world's great literature here, with focus on older works for which U.S. copyright has expired. Thousands of volunteers have digitized and diligently proofread the eBooks

Account

Dashboard

Courses

Calendar

Inbox

Pronto

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%)
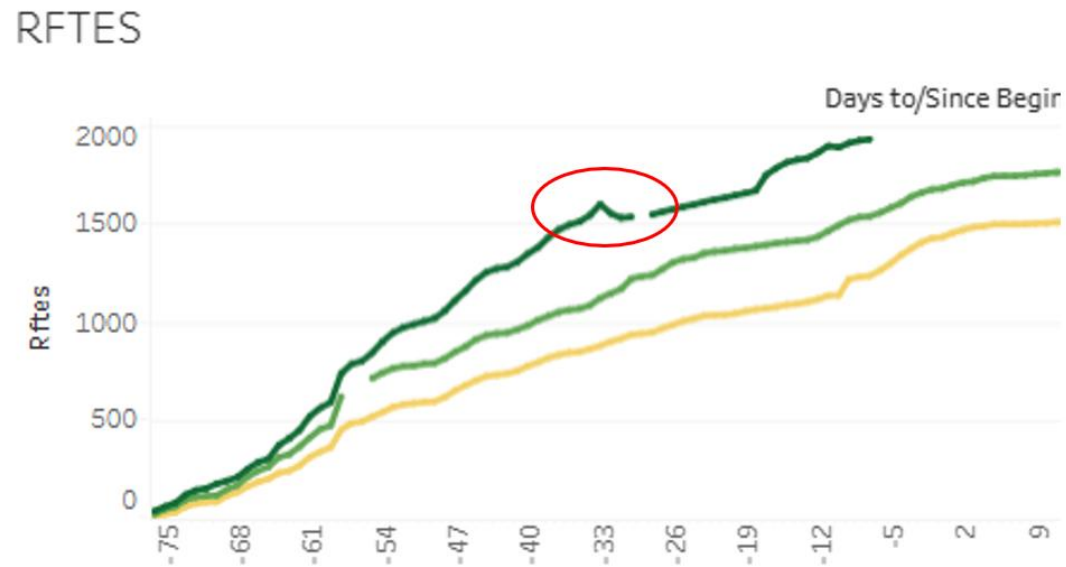
January - July 2025 Suspected Fraudulent Student Applications and Enrollments

CHC Fraudulent Suspected Fraudulent Applications and Enrollments

Line chart data:

Month	Suspected Fraudulent Applications	Suspected Fraudulent Enrollments
January	864	4,736
Feburary	810	636
March	379	150
April	110	4
May	94	0
July	57	12

Legend:
— Suspected Fraudunt Applications
— Suspected Fraudulent Enrollments

January - July 2025 Federal Aid Written Off as Fraud

CHC Federal Aid Written Off as Fraud
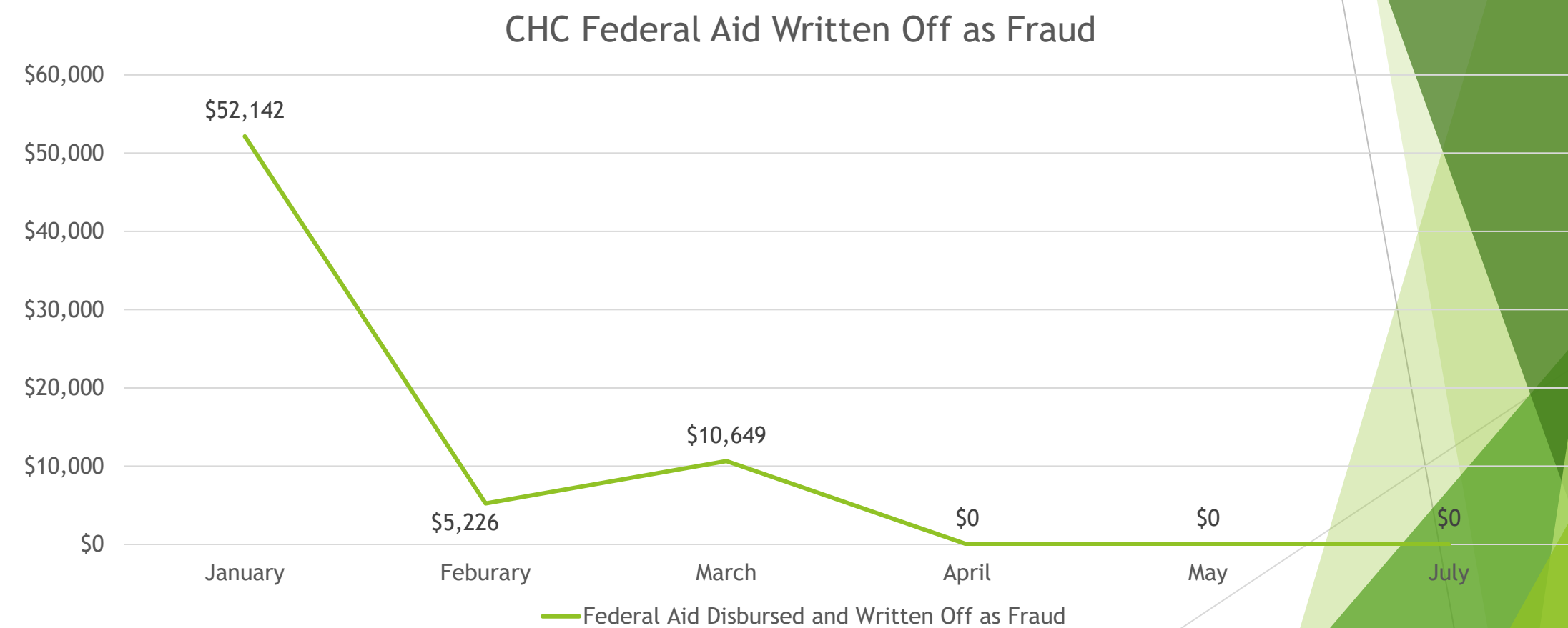
What to look for in your online classes to identify fraudulent students?

- 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

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.

Starfish

Purpose of Common Course Numbering

- Create a shared "course language" so equivalent classes have the same number/title across colleges—easy to recognize and compare.

- Reduce credit loss and repeated coursework when students transfer or move, speeding time-to-degree and lowering costs.

- Advance equity and completion by removing administrative barriers that disproportionately slow mobile and first-gen students.

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 involves 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

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

Appendices

- [Roster and eSchedule Census and Drop Dates](#)

- [Self-Service Add Authorization](#)

- [Additional Self-Service Videos](#)

- [Navigating Mental Health Issues at Crafton](#)

- [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](#)

Appendices

- 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

- AB607 – Estimated Cost Per Section

Appendices

- Enhancing Student Support through Accurate Assessment: FW Grades

- Submission of Grades

- Compressed Calendar

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

Roster has Census and Drop Dates

Instructor Roster

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

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

Self-Service Faculty Granting Add Authorization

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

Add Authorization:
Click on Manage My Courses
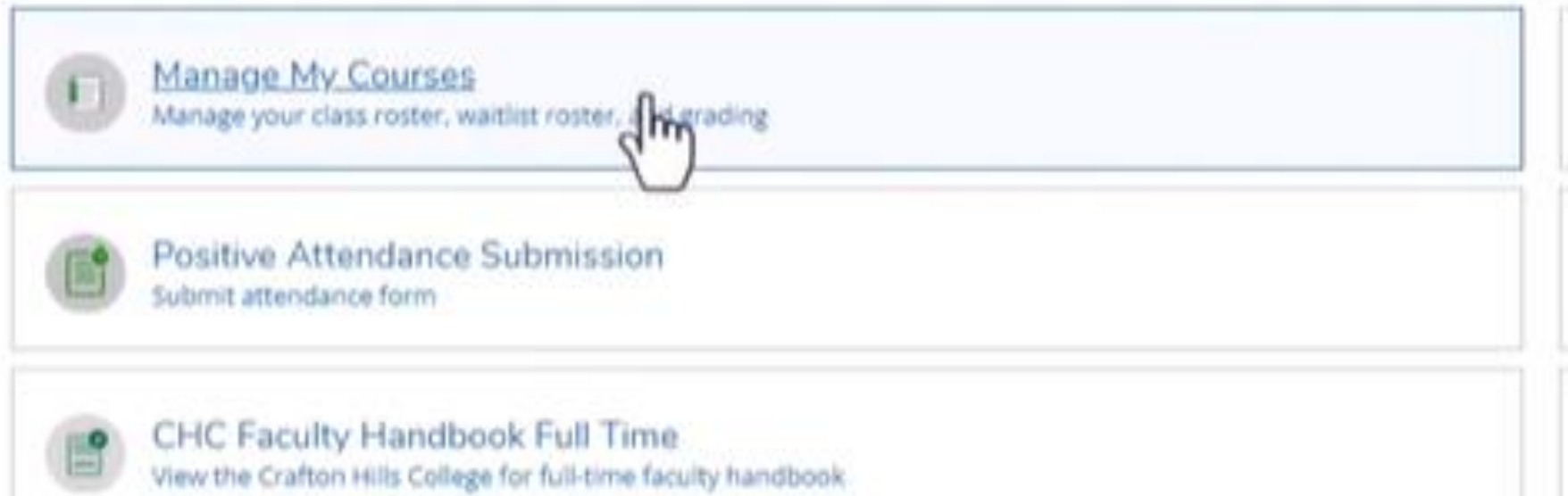
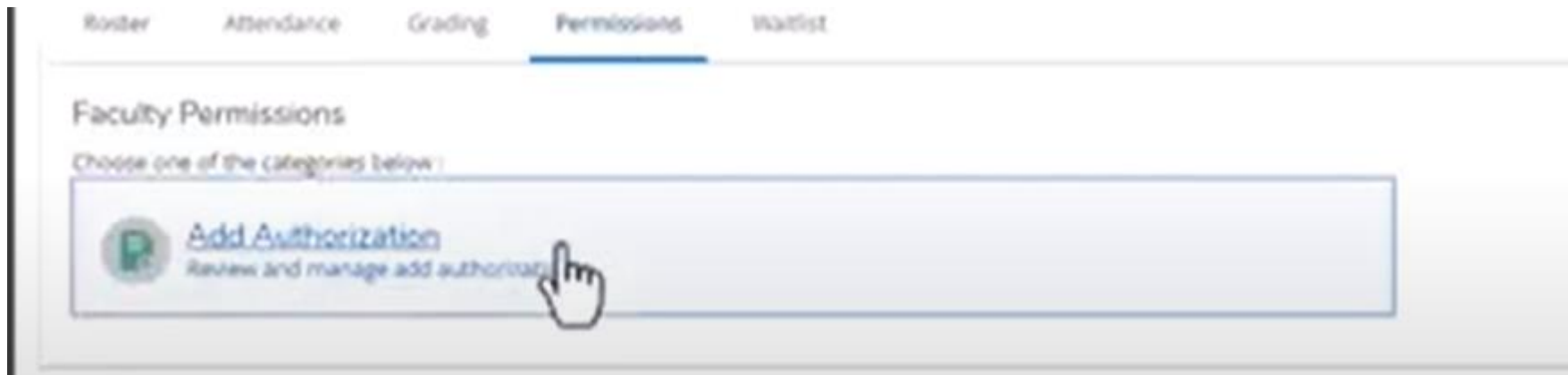# Add Authorization:
Select the Desired Section

Add Authorization:
Click on the Permissions Tab

▶ Defaults to the roster tab

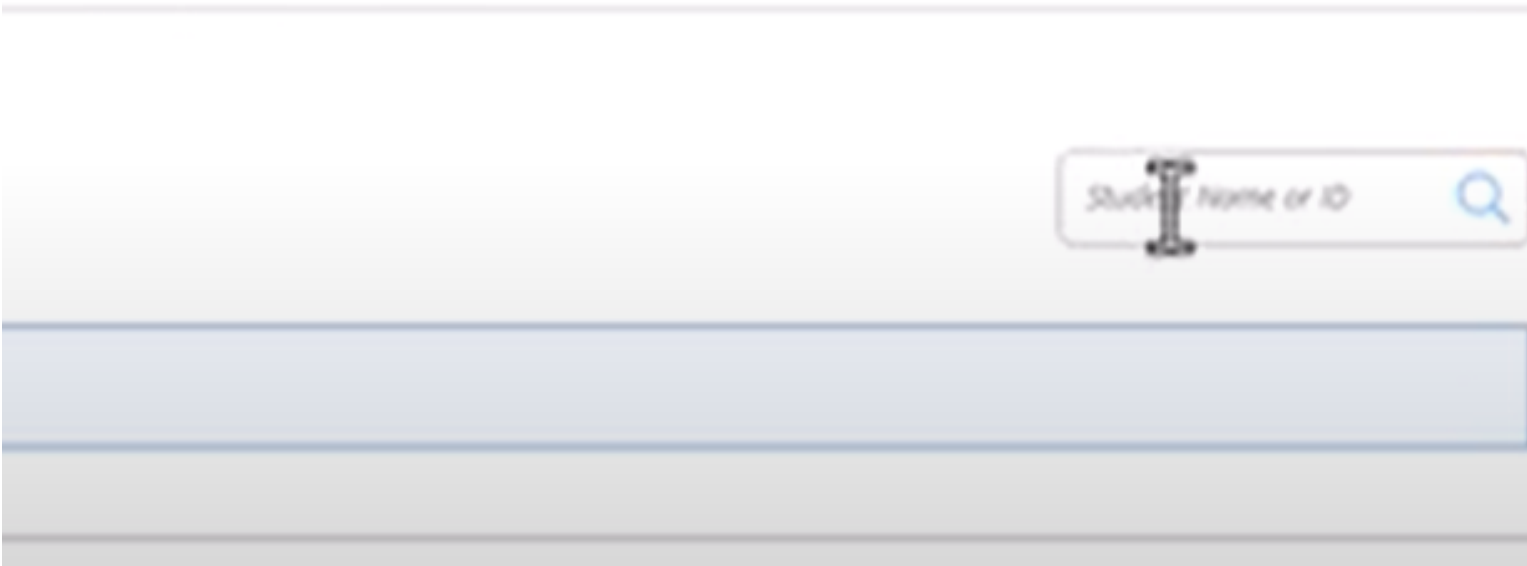▶ To give add authorization, need to click on the permissions tab

Add Authorization:
Click on Add Authorization

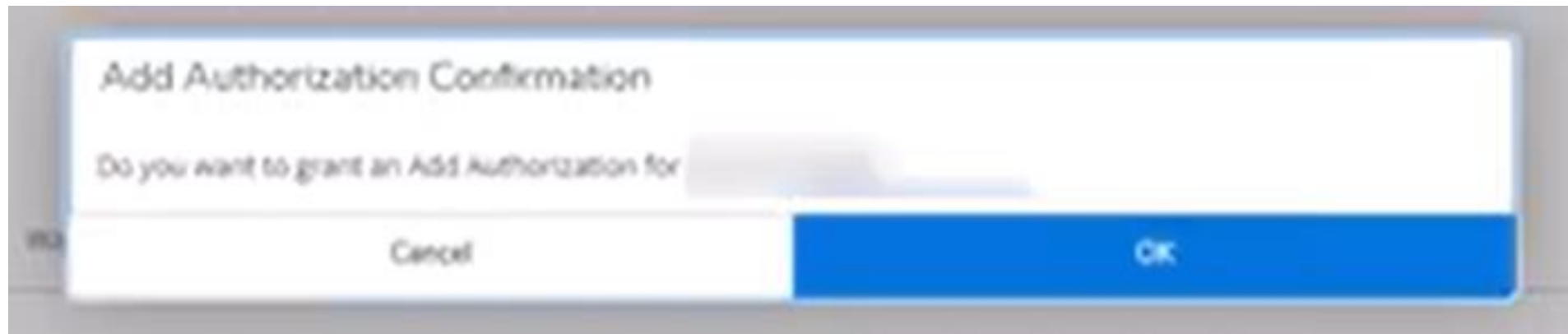# Grant student permission to add by using the search bar

- Type in the student's name or ID number

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

Add Authorization

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

Add Authorization

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

Add Authorization

- It is possible to review the status

Additional Self Service Videos

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

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

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

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

Navigating Mental Health Issues at Crafton

- 44% screened positive for depression

- 37% screened positive for anxiety

- 15% indicated suicidal ideation

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

Common Stress Factors for College Students

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

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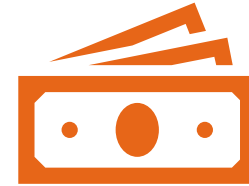
70% of U.S. students are stressed about their financial health

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

How can you help students at Crafton?

TimelyCare new 24/7 free mental health for students

It's for Students.
FOR FREE.

@timelycare
@timely_care

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

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

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

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

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

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

Example of a syllabus statement to include in your syllabi

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

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

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

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

Make reasonable accommodations

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

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

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

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

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

Additional strategies for helping students

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

Resources to take care of yourself

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

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

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

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

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

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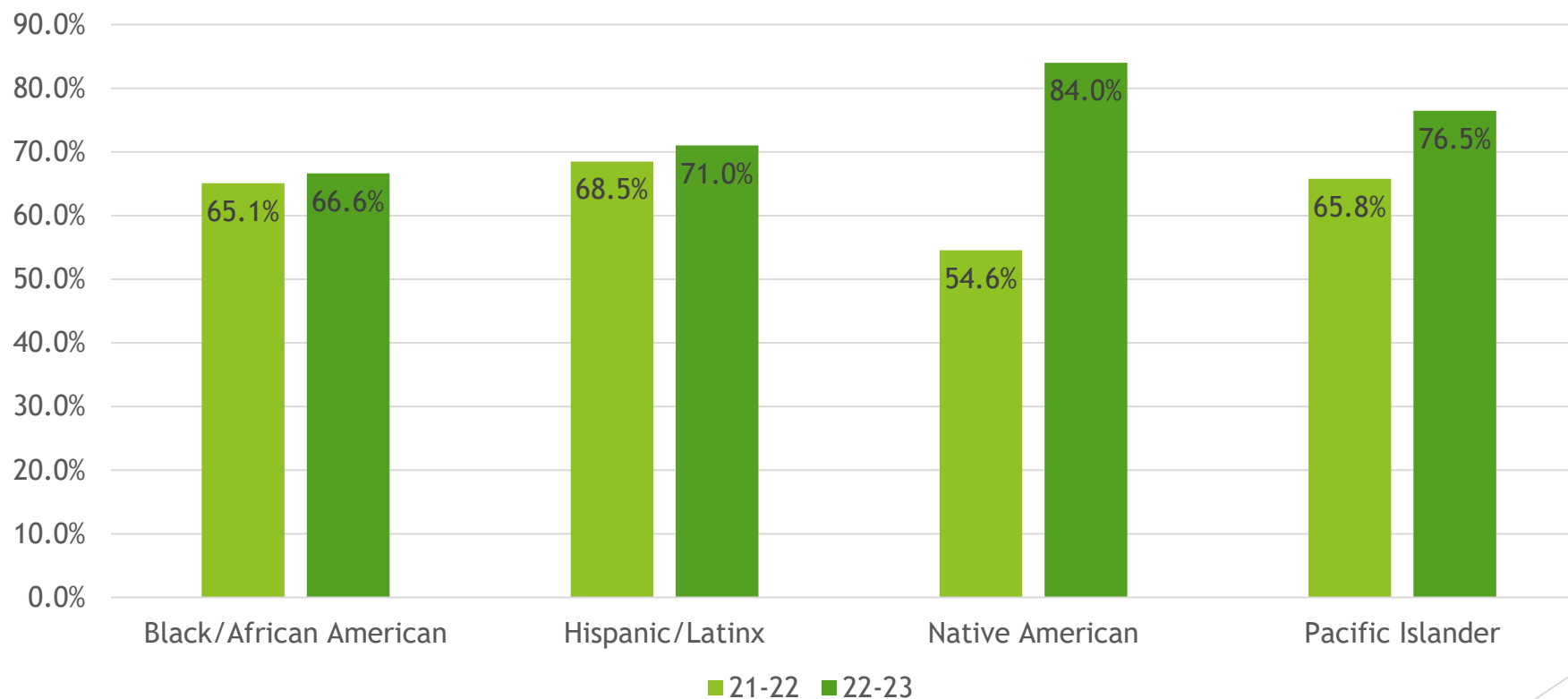
The course success rate increased for all four disproportionately impacted groups and no longer is apparent for Native American and Pacific Islander students

Current DEI Instructional Strategies

▶ **Based on USC Race and Equity Center Training**, recruiting emails sent to individuals at institutions communicating that Crafton is looking for diverse applicant pool

▶ Development of equity question and rubric for current recruitments

▶ Improved implementation and use of adverse impact analysis

▶ Classroom DEI training **based on USC Race and Equity Center Training**

▶ Provided disaggregated data by course success for classes taught by instructors **based on USC Race and Equity Center Training**

▶ Provided class rosters with ethnicity for classes taught by instructors **based on USC Race and Equity Center Training**

▶ Classroom DEI training provided by **USC Race and Equity Center** in 2022-23 for 30 teaching faculty

▶ Classroom DEI training provided by **USC Race and Equity Center** in 2023-24 for 28 teaching faculty

▶ Provide disaggregated course success and roster data to all instructional faculty as an option to apply to their self-evaluation.

Current DEI Instructional Strategies (Continued)

- Leading from the Middle Course Outline of Record DEI Project working to incorporate diversity, equity, and inclusion into the course outline of records as well as into syllabi

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

- Updating Outcome Cloud to include and address DEI in outcomes assessment

- Revised the PPR to include and address DEI in the curriculum and in the achievement measures

- Year long USC Race and Equity Center training for 60 CHC faculty, staff, and administrators in 2020-2021 (**USC Race and Equity Center Training**)

- Working to improve accessibility for faculty to be able to regularly access their own class rosters that include race to track patterns in homework, grades, and attendance (**USC Race and Equity Center Training**)

- Working to improve accessibility for faculty to be able to regularly access their own course success data disaggregated by race, gender, and age (**USC Race and Equity Center Training**)

Draft Dashboard

Crafton Hills and San Bernardino Valley College Completion and Success Rates

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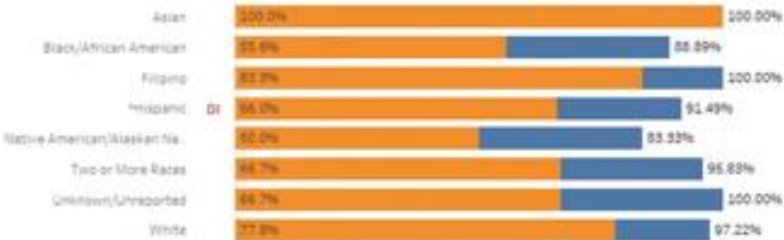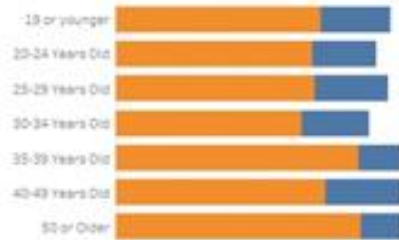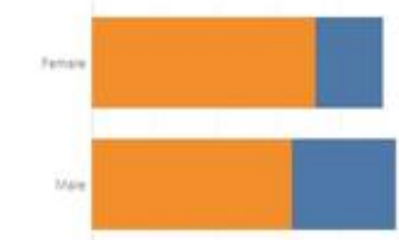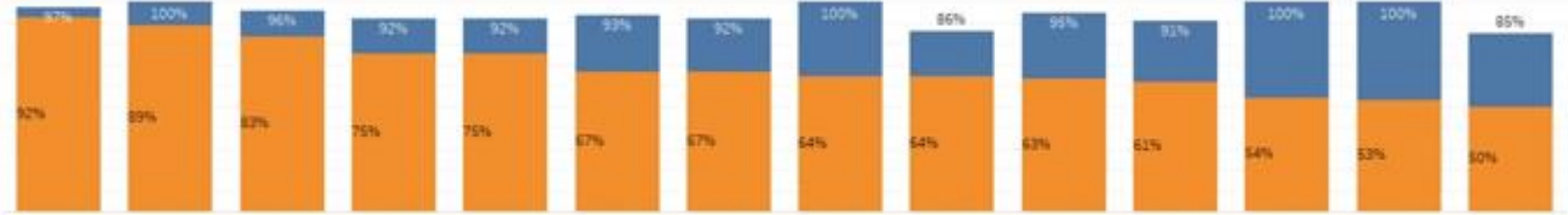
Recruitment to Increase Diversity of Applicant Pools

- 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
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Long Beach City College
Professor: Michael Robertson
Email: mrobertson@lbcc.edu
Office Hours: W 9:30-10:30am T-2323

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Required Textbook:
Cultural Anthropology: A Toolkit for a Global Age, by Kenneth J. Guest. W.W. Norton Publishing, 2013. ISBN: 0393929574

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Messages communicated in the revised syllabus

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

Messages communicated in the revised syllabus (Continued)

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

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

► What did you observe about your syllabus in relation to the information reviewed on creating a Culturally Relevant Syllabus?

► What changes can you make to your syllabus to make it more welcoming, communicate that we are here to learn together, that the course is designed for diverse students from many different backgrounds, that you are here to make sure everyone has what they need to succeed, anyone can earn a high grade in the class, that you will provide the tools needed to succeed in the course, that you will work together for the students to succeed, that you will celebrate diversity, etc.?

Activity II (On your own):
Additional cultural Competency review of syllabi

- Do the readings, assignments, etc. provide relevant examples of significant contributions from persons of diverse backgrounds (age, race, ethnicity, gender, sexuality, religion, ability, and socio-economic status)?

- Are significant events presented and described with attention to diversity and the social and cultural circumstances that produced them?

- Is language, including naming conventions of ethnic groups, current and appropriate?

- Are reading materials current, include significant contributions from persons of diverse groups, provide social and cultural context where appropriate, and use appropriate language?

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

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

- If you exhibit **symptoms of COVID-19**, you should stay at home and notify **District Human Resources** and your Dean (if you are a faculty or staff member)

- Email District Human Resources at **covid19@sbccd.edu**

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

▶ Refer the student to District Human Resources at covid19@sbccd.edu

▶ Also, inform your Dean and Faculty Department Chair

Books+: Free Book Rentals for All Students

▶ For Fall 2023 and Spring 2024, Crafton Hills College is providing all students free rental access to textbooks plus course materials.

▶ More detailed Books+ Information is available at the following link: https://sbccd.edu/books-plus/index.php

How does Books+ work for students?

Registered	Email	Free Access	Returns
Once students have registered for their courses, we will automatically send their course list to the Campus Bookstore, and they will get the student's materials ready for them. All the student needs to do is pick up their course materials from the Campus Bookstore.	Students will receive an email when their course materials are ready.	Books+ provides students with free rental access to: digital textbooks, hardcopy textbooks, hardcopy workbooks, lab equipment, and other learning materials	If a student drops a course, they will need to return all course materials to the Campus Bookstore as soon as they can.

How does Books+ work for students (Continued)?

Required Materials	All Rentals
Only materials identified by you as "required" are included as part of the program. All "recommended" or "suggested" materials will be available for purchase at the Bookstore or online at the CHC Bookstore.	All physical textbooks or course materials in the Books+ program are rentals. They must be returned to the Campus Bookstore when the semester ends. After finals, students will need to return the materials to the Bookstore.

Books+ Sample Syllabi Language

- Sample

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

Course Syllabus Requirements

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

What are the SLO reporting requirements for adjunct faculty?

▶ https://sbccd.edu/district-services/human-resources/bargaining-unit-information/documents/cta-bargaining-agreement-2022-2025.pdf

▶ Student Learning Outcomes

  ▶ All semester-end documentation (grade submission, SLO/SAO data collection, and professional development reporting) must be completed (Article 13)

  ▶ Part-time faculty are compensated for the SLO/SAO/PLO work in the pay rate as specified in Appendix A-2a of the bargaining agreement.

  ▶ Documenting the SLO results (https://craftonhills.edu/slocloud/login?page=/slocloud/)

What is Crafton's Outcomes Assessment Process?

▶ Crafton has adopted a four-level rubric

▶ Students are assessed at the course level

▶ The course outcomes are mapped to the program, General Education (GE), and Institutional Learning Outcome (ILO) levels

▶ Programs are using the information entered in the SLO Cloud to inform planning and program review

Recording Outcomes Assessment Results

▶ Enter the aggregated number of students who scored a 1, 2, 3, or 4 on the rubric for the outcome that was assessed

▶ If an outcome was assessed that isn't listed, click on the green + and manually enter the outcome

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

Logging into the Outcomes Cloud

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

Recording Outcomes Assessment Results (Submission Form)

▶ Use the submission form

Recording SLO Results (Outcome Data)

Term

2022FA

Department

Mathematics

Discipline

Mathematics

Course

MATH-110

Section

MATH-110-05 (Submitted: Never)

☐ Student Level Reporting (optional)

Class SLOs

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

#	Outcome Statement	# of Students Meeting SLO Rubric❓				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
✖ 1	Data Literacy: interpret descriptive statistics and know proper sampling techniques.	0	5	10	20	35	85.7	Yes ⌄

	Program-Level	Outcomes Mapping General Ed	Institutional
	Recognize, def ⌄	Critical Thinkin ⌄	Information Lite ⌄

Recording SLO Results (Student Level)

Term

2022FA

Department

Mathematics

Discipline

Mathematics

Course

MATH-110

Section

MATH-110-05 (Submitted: Never)

☐ Student Level Reporting (optional)

Class SLOs

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

#	Outcome Statement	# of Students Meeting SLO Rubric❓				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
✖ 1	Data Literacy: interpret descriptive statistics and know proper sampling techniques.	0	5	10	20	35	85.7	Yes ▾

	Outcomes Mapping	
Program-Level	**General Ed**	**Institutional**
Recognize, def ▾	Critical Thinkin ▾	Information Lite ▾

Recording SLO Results (Student Detail)

Class SLOs

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

Outcome Statement	Statement 1: Data Literacy: interpret descriptive statistics and know proper sampling techniq...	⌄	✕	✚

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

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

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

General Education	Critical Thinking & Information Literacy	⌄

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

Institutional	Information Literacy	⌄

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

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

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

- Enter the Proposed Actions

- Entering the proposed actions is the most important aspect of the assessment process.

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

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

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

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

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

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

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

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

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

PD available to Adjunct Faculty

- https://sbccd.edu/district-services/human-resources/bargaining-unit-information/documents/cta-bargaining-agreement-2022-2025.pdf

- Professional Development

  - Part-time faculty shall be compensated an additional four (4) hours of professional development time (orientation, committee work, mentoring session, etc.) at the non-instructional rate as specified in Appendix A-2a of the bargaining agreement. (Article 10, E2)

  - The maximum professional development time that can be compensated is eight (8) hours per semester and shall be compensated at the non-instructional rate as specified in Appendix A-2a of the bargaining agreement (Article 10, E2):

    - Up to .4 load for a maximum of 4 hours

    - .401 load and above for a maximum of 8 hours

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

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

▶ https://sbccd.edu/district-services/human-resources/bargaining-unit-information/documents/cta-bargaining-agreement-2022-2025.pdf

▶ Office Hours

  ▶ Compensation for Office Hours is included in the pay rate at the non-instructional rate as specified in Appendix A-2a of the bargaining agreement :

    ▶ Up to .4 load for .50 scheduled office hour per week per semester or session

    ▶ .401 load and above for 1 scheduled office hour per week per semester or session

  ▶ **Posted office hours must be submitted to the immediate supervisor [Dean] by the end of the first week of class (Article 10, E1)**

  ▶ **Office hour submissions may be included in the syllabus**

Adjunct Office Locations

▶ This list is currently being updated and revised

Room	Location
CDC-103	Child Development Center
CYN-238	Canyon Hall (Shared Conference Room)
PSAH-120G	Public Safety and Allied Health
CTB-317, 320	Clock Tower Building
ARTS-123	Visual Arts
LRC-107	Learning Resource Center staff area
STEM Center	CNTL-234
Tutoring Center	LRC-137 (Check-in with staff at the center)

Supplies in CTB-335 Adjunct Office

Scantron Machine Locations

- PSAH-105A (Copy Room)
- CHL-231
- ARTS-118
- CTB-314
- LRC-107

CHC Adjunct Health Benefits

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

CHC Student Resources Page

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

Health and Wellness Center

▶ Mental Health Services

Emergency Assistance

▶ Emergency Assistance Application

▶ Emergency Grants

Student Support Services Resources

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

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

Distressed Students

Please contact Behavior Intervention Team

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

- Experiencing a decline in work and/or academic performance.

- Showing dramatic changes in appearance, behavior, and/or weight.

- Having problems at home, with classes and/or work.

- Making disturbing comments in conversation, email, letters, social media postings and/or papers.

- Sad, anxious and/or experiencing dramatic mood shifts.

- Abusing alcohol and/or drugs.

- Isolating himself/herself socially.

- Acting paranoid and/or suspicious.

- Frequently angry and/or easily frustrated.

- Struggling with health problems.

▶ **How do I report?**

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

Disruptive Students

Online reporting of student issues

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

Student Conduct Officer Ivan Pena, Dean of Student Services

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

Sexual Harassment/Assault and Danger to Self or Others

- If an emergency, call Campus Police at 911

- For non-emergencies, or to report a crime, call 909-389-3275

- If you're not sure, report the behavior or event using the online reporting tool.

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

- For Sexual Harassment

  - Contact Delmy Spencer, Vice President of Student Services and Title IX Coordinator (909) 389-3355.

  - For more information about sexual misconduct:

  - https://www.craftonhills.edu/faculty-and-staff/student-conduct/title-ix-and-sexual-misconduct/index.php

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   Copy Link
solving. Offers a broad understanding of the living world from cellular and molecular
levels to anatomy, physiology, evolution, and ecology.

- ○ **Credit Type**: Earned units for this course are applicable to an Asso   The estimated course
- ○ **Transferability**: Course credit transfers to both CSU and UC.   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

ch for Courses and Course Sections

to Course Catalog

Advanced Search Selection: ETHS

Filters Applied: (Crafton Hills College ✕) (Spring 2025 ✕)

er Results   Hide

ilability   ⌃

pen and Waitlisted Sections
pen Sections Only

jects   ⌃

hnic Studies (5)

ations   ⌃

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

ns   ⌃

pring 2025 (5)

s of Week   ⌃

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 ensu

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

The estimated course materials cost is $2 -
$49.99

Sprir

ETHS-107-70 (1548)
Native Peoples North America
Runs from 2/18/2025 - 5/22/2025

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?
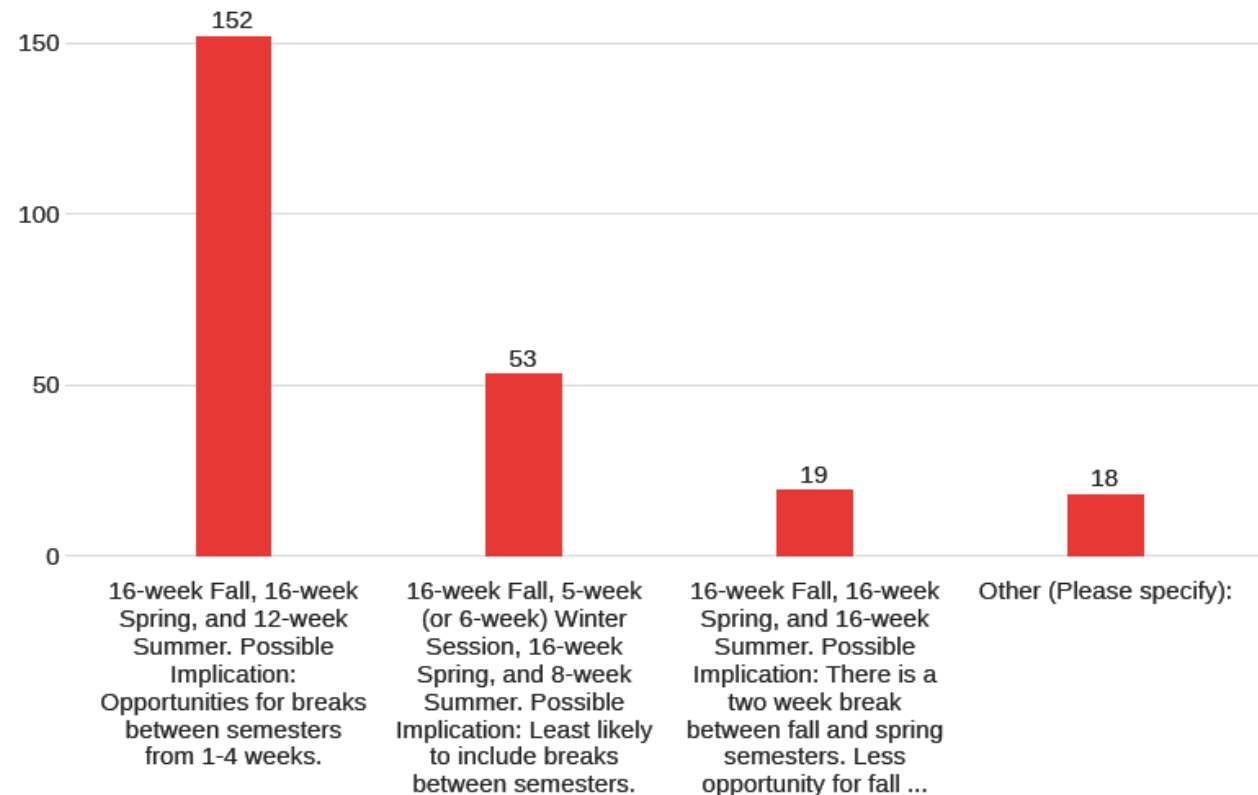
Fall 2025 Compressed Calendar

Spring 2026 Draft Calendar

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
SBK	15	16	17	18	19	20	21
9	22	23	24	25	26	27	28
10	29	30	31				

APRIL

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

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	WK6
5	6	7	8	9	10	11	WK7
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

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 by August 18-21
- The Fall 2026 Term would start on August 24, two weeks after summer ends.