Crafton Hills College SEA Committee **Minutes**		Date: February 24, 2025 Time: 3:00 pm- 4:00 pm CCR 233 In-Person
Larry Aycock Sara Butler Chloe de Los Reyes Jimmy Grabow LaTesha Hagler Claudia Hayton	Elizabeth Lopez Natalie Lopez Ericka Paddock Ivan Peña Vannesa Ramirez Nick Reichert	Gio Sosa Delmy Spencer Victoria Van Stee Diana Vaichis Keith Wurtz Note taker: Lili Medina
Guests		

TOPIC	DISCUSSION	FUTURE ACTION
Review of 11-18-24 & 02-10-25 Meeting Notes	• Equity Minutes 11-18-24 Action: Approved unanimously. No changes are suggested. Equity Minutes 02-10-25 Action: Approved unanimously. No changes are suggested.	
Equity Plan Amendment Diana & Delmy	• **Delmy:** Introduced the amendment process for the equity plan, focusing on the transfer metric. • Focus: Transfer rates to four-year institutions, particularly for Hispanic students. • 2021 baseline: 13.4% of Hispanic students (449 out of 3,382) transferred. • 2023-24 data: Transfer rate dropped to 12.6% (368 students), missing the Year 2 target of 13.6%. Indicates need for further inquiry. • Issue: The Chancellor's Office provided inaccurate data (e.g., reported 27% transfer rate), likely due to misclassification or inclusion of transfers to other community colleges, which local data couldn't verify. • Decision: Rely on local data for accuracy and control, rather than Chancellor's Office calculations.	

	• Questions Raised:
	
	    ○ What specific errors did the Chancellor's Office make? (Unclear due to missing category in the annual report.)
	    ○ Does the denominator include all Hispanic students enrolled or just those with a grade on record? (Confirmed as the latter for 2021, and also including 12 or more units)
	
	• Motion: Amend the equity plan to reflect local data (13% transfer rate instead of 27%).
	• Moved by: Chloe; Seconded by: Natalie
	• Vote: Unanimous approval.	

25-28 Equity Plan Delmy	• **State Chancellor's Office Updates for 2025-2028 Plan** • New Goals: 1. Eliminate disproportionate impact (DI). 2. Fully close equity gaps, aligned with Vision 2030 and local college goals. • **Five Key Metrics:** Successful enrollment, transfer-level Math/English completion, persistence, degree/certificate completion, and transfer to four-year institutions. • Change: The state now provides data and definitions (MIS codes), reducing the reporting burden on colleges. Local role shifts to verifying data accuracy with IT/research teams. • Discussion of Key Metrics and Action Plans • **Successful Enrollment** Definition: Students applying and enrolling at the college (excludes special admits like dual enrollment). • Focus Group: African American students (highest DI, consistent with the prior plan). • **Departments to Engage:** ○ Black Faculty/Staff Association, Classified Staff, Student Services Council, Marketing, Enrollment Strategies/Instruction, Ethnic Studies, Sociology, EOPS, Library (for	

diverse collections), SAS, Multicultural Center
- Proposed Activities: Field trips (e.g., for Black students), marketing campaigns (e.g., multicultural events, African American literature courses).
- Questions for Research:
  - Has an African American student survey been conducted (like the LGBT survey)?
  - Are our numbers comparable to other institutions?
  - What specific marketing campaigns target African American and Hispanic students?
  - How can we collaborate with community businesses or high schools to improve perception and outreach?

- **Completed Both Transfer-Level Math and English**
  - Definition: Proportion of students completing both transfer-level math and English in their first year.
- Focus Group: First-generation students (noted most Hispanic students are first gen).
- **Departments to Engage:**
  - Student Center, Counseling, Professional Development, Math/English Departments, Tutoring
- Proposed Activities: Cohort models, supplemental instruction (SI) leaders, mental health support for Math/English anxiety.
- Questions for Research:
  - Disaggregate data: Are students failing math or English more?
  - Why do faculty resist SI, and how can we increase buy-in?
  - What barriers (e.g., anxiety) prevent completion, per student feedback?

- **Persistence (Fall to Spring)**
  - Definition: Proportion of students persisting from first term to next.
- Focus Groups: Hispanic students; African American students.

- **Departments to Engage:**
  - Student Services Council, Outreach, Counseling, Completion Coaches
- Proposed Activities: Express registration workshops, and increased text reminders/follow-ups by completion coaches.
- Questions for Research:
  - How effective are current registration texts/coach follow-ups?
  - What are withdrawal reasons (via survey data)?
  - What faculty interventions improve persistence (e.g., PD opportunities)?

- **Degree/Certificate Completion**
  - Definition: Students earning a certificate, associate degree, or bachelor's within three years.
- Focus Groups: Hispanic male students, and African American students.
- **Departments to Engage:**
  - Counseling, Faculty Chairs, Completion Coaches, Categorical Programs, Marketing, Academic Senate.
- Proposed Activities: Adjust class scheduling (e.g., address block conflicts), use Starfish data to inform chairs of demand, and market to males/males of color.
- Observation: The recent compressed calendar (16 weeks) may impact scheduling; evaluate after this semester.

- **Transfer to Four-Year Institutions**
  - Definition: Students with 12+ units transferring to a four-year institution within four years.
- Focus Groups: White males (state-identified, possibly CTE-focused), first-generation; Hispanic students.
- **Departments to Engage:**
  - Research, Counseling, CTE Programs.
- Proposed Activities: Investigate if white males in CTE (e.g., fire tech) are completing certificates instead of transferring.

	• Questions for Research: ○ Does the CCC bachelor's program count as a transfer? Confirm with state definitions.	
Resources	• [2022-2025 CHC Equity Plan](#) • [Equity Plan Executive Plan](#) • [SEPI Equity Hubs Design and Structure](#)	
Other		Equity Plan Draft: Due by May 2025.
Adjournment	4:00 pm	
Future Agenda Items: • Equity Statement for Charters	• NACCP Research Presentation - Gio • USC Race and Equity - Keith • Streamlining - Delmy • Adult Education Student Parking-Delmy	

Mission Statement: To advance the educational, career, and personal success of our diverse campus community through engagement and learning.
Vision: Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.
Values: Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.

Charge:

The Student Equity and Achievement Committee (SEAC) is charged with developing and overseeing the implementation of the Student Equity Plan for the college. Specifically, the SEA Committee addresses the recruitment, admission, retention, and success of all students, including the development of support services and programs for transitioning students to higher levels of learning.

Preferred Membership:

- At least six managers (including Vice President of Student Services, Vice President of Instruction (co-chair)
- At least six faculty (including a faculty member from Academic Senate, English, mathematics, the Tutoring Center Coordinator, and one counselor)
- At least three classified Senate Representatives
- At least three CSEA Representatives
- At least six Student Senate Appointees or Proxies

Desired Term: Two Semesters (for appointees)

Recommended Representation:

- SAS/EOPS/CARE/CalWORKS/NextUp
- Financial Aid
- Student Life
- Veterans
- Admissions and Records

Norms:

- We will start and end meetings on time.
- We will follow the agenda.
- We will read materials, minutes, etc. and be prepared to discuss at meetings.
- We will listen to our colleagues without interruption and will show mutual respect.
- We will operate on consensus and seek agreements all can "live with." All points of view will be considered before reaching consensus.
- We will make decisions based on clear information.
- We will bring closure to decisions.
- We will support the committee's recommendations.
- We will accept the fact that there will be differing opinions and encourage open dialogue and courageous conversations.
- We will use the best interests of our stakeholders (especially students) as the basis for our decision making.
- We will honor brainstorming without being attached to our viewpoint.
- We will give the opportunity for all members to contribute.
- We will be free to speak our minds without fear of consequences.
- We will be transparent with our colleagues and our positions on issues.
- We will identify pending issues, agreements, and action steps at the end of the meetings.
- We will stay focused on topics under the charge of the committee.
- We will report back to and seek input from constituents.