

Dual Enrollment Committee - Minutes

Meeting Details

Date: February 5, 2026

Time: 12:45 p.m. - 2:00 p.m.

Location: CCR 233

Acronyms used in this agenda

- SD# = Strategic Direction number(s)
- SEG# = Student Equity Goal number(s)

Members (Attendance)

Enter P (present) or A (absent) in the Attendance column.

Attendance (P/A)	Member	Role / Representation
	Willie Blackmon	Stu. Serv. Dir.
	Jonathan Anderson	Faculty
	Ashley Hayes	Faculty
	Julie McKee	Faculty
P	Sara Butler	Dean
P	Delmy Spencer	VPSS
P	Jeff Smith	Dean
P	Souts Xayaphanthong	Faculty
P	Larry Aycock	Director
	Belinda Navarrette	Faculty
P	Rich Hogrefe	Faculty
	Breanna Brighton	Faculty
	Sabrina Jiminez	Faculty
P	Toni Parsons	Associate Dean
P	Keith Wurtz	VPI
P	Lauren Bond	Faculty

Action Items

Item, presenter, time	Minutes	SD#	SEG#	Proposed action / next steps
December 4, 2025 - Minutes Presenter: Keith Wurtz Time: 5 min	Minutes approved as written.	4		
Review the Spring 2025 Committee Self-Evaluation Results Presenter: Keith Wurtz Time: 10 min	Discussed Spring 2025 Committee Self-Evaluation. Ratings were mostly agree and strongly agree. Also discussed a potential new meeting time. We are now using an accessible agenda and meeting template.	4		Sharon to send out new meeting time options.
Review the Future Dual Enrollment Instructor Application Form Presenter: Keith Wurtz Time: 15 min	The dual-enrollment instructor application form has been loaded to laserfiche.	1-3	1-5	Keith to work on CCAP Seniority list. Keith to bring FTES revenue report for CCAP courses.
Develop next steps for facilitating applicants for future dual enrollment instructors Time: 20 min	Districts to distribute the dual- enrollment instructor application form. Discussed creating a flyer to distribute. Outreach can also distribute. Flyer needs to list the disciplines, English and Math etc. Information that will not qualify should also be listed.	1-3	1-5	Keith- to provide dual-enrollment instructor application link/flyer to Districts. Lauren to share review with Chairs before the flyer is distributed. Toni to work with Marketing to develop draft flyer.

Item, presenter, time	Minutes	SD#	SEG#	Proposed action / next steps
Review the CHC IEPI Dual Enrollment Plan Time: 20 min	Committee reviewed the Dual enrollment plan and identified completed action items and action items that need to be completed.	1-3	1-5	

Dual Enrollment 2025-2026 Committee Accomplishments

Use this section to capture accomplishments discussed during the year.

Topic	SD#	SEG#
Development of Dual Enrollment Faculty Lead job duties		
Development of MQ Plan		

College Mission, Vision, and Values

Mission Statement

The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

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.

Institutional Values

- **Respect:** To champion active listening and open dialogue within our community.
- **Integrity:** To uphold honesty in our interactions and academic pursuits and maintain community collaboration.
- **Diversity & Inclusion:** To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.

- **Innovation:** To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and new ideas.
- **Leadership:** To develop and inspire current and future leaders through professional development, mentorship, education, and experience.
- **Sustainability:** To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.

Strategic Directions

1. Increase Student Enrollment
2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability
3. Increase Student Success and Equity
4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community
5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Student Equity Goals

1. Increase the percentage of Asian, African American/Black, and White students who apply and enroll at CHC in the same year.
2. Increase the percentage of Hispanic/Latinx and First-Generation students completing transfer level Math and English.
3. Increase the percentage of Hispanic, First Generation and African American/Black, students persisting from fall to spring.
4. Increase the percentage of Hispanics, African American/Black Males, First Generation and Economically Disadvantaged students' degree or certificate attainment.
5. Increase the percentage of Hispanic/Latinx, First Generation and White Male students transferring to a four-year institution.

Dual Enrollment Committee Charge

The Dual Enrollment Task Force's primary focus is to recommend a process into the successful and efficient implementation of dual enrollment at Crafton Hills College while ensuring compliance with local, state, and federal guidelines for dual enrollment programs. The Task Force will be formed for two years. If at the end of two years, the task force believes that it needs to be a permanent committee a proposal will be taken to Crafton Council.

- Using qualitative and quantitative data to inform recommendations on implementing dual enrollment processes including persistence data, barriers to student access that may prevent students from participating (e.g.: financial, geographic, academic obstacles, etc.), increasing student success, and goal attainment.

- Make process recommendations to increase student success among Disproportionately Impacted groups: Latinx and Black / African American students.
- Make recommendations to ensure that college processes are followed consistently.
- Make recommendations to ensure that equitable teaching environments are being maintained.
- Make recommendations to ensure that scheduling practices align with college practices.
- Make recommendations on dual enrollment processes to address closures, rules and processes at the high schools, parking, etc.
- Evaluating on-going dual enrollment trends.
- Collect and incorporate feedback from faculty, students, administrators, and high school districts to inform the process for the scheduling of dual enrollment classes.

Dual Enrollment Committee Membership

- Up to 6 Managers (to be determined)
- Up to 6 Faculty (Academic Senate will recommend the faculty chairs of departments with dual enrollment classes; recommending at least two from both Math and English)
- Up to 6 classified professionals (three appointed by CSEA; three appointed by Classified Senate)
- 1 Student (appointed by Student Senate)

Dual Enrollment Committee Norms (2025-2026)

- 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;”
- We will make decisions based on clear information.
- We will bring closure to decisions.
- We will support committee recommendations.
- We will accept the fact that there will be differing opinions.
- We will use the best interest 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 reprisal.
- 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.
- We will work to support equity and inclusion in our decision-making.

To export your Word document to an accessible PDF

1. Start by clicking the "File" menu toward the top left corner.
2. Select "Save As" from the left-side menu.
3. Click the file extension/type drop-down menu and choose "PDF (*.pdf)." Then,
4. Select the "More options..." blue link just below the drop-down menu. When the "Save As" window appears,
5. Select the "Options" button at the bottom of that window. This will pop up one more small window for your PDF "Options."
6. Here, you want to ensure that "Create bookmarks using:" is checked if you have headings or bookmarks of any kind in your document (recommended for longer documents of 10 pages or more), "Document properties" is checked, and "Document structure tags for accessibility" is also checked.
7. Lastly, select the "Okay" button in the Options window, and finish by selecting the "Save" button in the Save As window.

Accessibility checklist for editors

- Use built-in heading styles (Heading 1, Heading 2, etc.) instead of manually bolding/underlining.
- Write full words the first time you use an acronym; avoid unexplained abbreviations.
- Use tables only for data; include a clear header row; avoid merged cells where possible.
- If you add links, use descriptive link text (not "click here").
- If you add images, charts, or logos, include concise alt text and ensure information is not conveyed by color alone.
- Exporting to PDF: use "Save As PDF" (not print-to-PDF) and verify that text is selectable, and headings/tags are preserved.