

**Educational Master  
Plan  
Committee Minutes**

**Date: January 26, 2021  
Time: 3:00 p.m.  
Location: Zoom Meeting**

**Members:**

Kevin Horan, Chair  
Artour Aslanian, Classified Rep  
Brandi Bailes, President, Academic Senate  
TL Brink, faculty  
Nathan Cunningham, Student Senate  
Ruth Greyraven, faculty  
Paul Jacques, faculty  
Julie McKee, one faculty PPR Committee  
Michelle Riggs, Director, IA

Scott Rippy, faculty=**A**  
Delmy Spencer, VPSS  
Gio Sosa, Dean IERP  
Dave Stevenson, CSEA VP  
Mike Strong, VPAS  
Jonathan Townsend, CSEA Rep=**A**  
Dan Word, Instructional Dean  
Keith Wurtz, VPI

**A=ABSENT**

TOPIC	DISCUSSION	Further Action
Welcome new member	Welcoming Nathan Cunningham as the new Student Senate representative.	
Approval of minutes for January 26, 2021	The minutes for 01-26-21 were approved as amended. Changed FTF to FTEF and marked Dan Word as present. Motion by Brandi, seconded by Keith. TL Brink abstained as he was absent. Motion Carried.	
EMP Scorecard Discussion – Gio	Keith asked that we table this discussion and place on the agenda for next meeting.	Put on 2-23-21 agenda
Environmental Scan Draft – Gio	<p>Gio reminded everyone that these documents are used to help inform our planning for our Educational Master Plan document and strategic directions. Gio asked for any changes, insights, revisions or input to the executive summary or the main document. Gio stated that one noteworthy area he found was the specific area that talks about the Kaiser Facility that is planned to be built in Yucaipa and it expands on what that impact may be for our region. They included a table with anticipated occupational needs of that facility.</p> <p>Kevin stated there was a large retail and movie complex planned to be built off I-10 and Yucaipa Boulevard and that has now been changed to a Kasier facility. Not a full hospital but a medical professional building. Gio stated that EMSI indicated the need of nearly 180 positions to staff it.</p> <p>Kevin would like the executive summary to include more substantial data in the summary about demographic changes to the region, high school graduation rates in the service area, and employment growth in the area. Those are major things that will drive decisions about educational planning.</p>	

<p>Environmental Scan Draft – Gio (continued)</p>	<p>Keith indicated that he spoke with Christopher Crew at the District Institutional Effectiveness Committee and asked that the certificate and degree sections include information specific to Crafton rather than the entire district.</p> <p>Paul had concerns about the geographic scope of the data. He felt it was too broad an area. Dan wanted to make sure we incorporate data from other colleges in our region.</p> <p>Kevin indicated the last scan was done in 2016. This environmental scan provides a wealth of data in our area that we will use as a means to evaluate whether we consider new academic programs or expansion of existing programs.</p>	
<p>Equity Data Results – Gio and Delmy</p>	<p>The intent here is to examine the extent to which we have instances of disproportionate impact across the College by looking at different academic or achieving outcomes and whether there are differences between student groups. It is broken down into categories including likelihood of transferring to a four-year institution, their likelihood of earning a degree or certificate, their likelihood of staying at the College from fall to spring, and completion of transferable math or English within the first year and comparing the outcomes across different demographic variables including age and ethnicity.</p> <p>The data used is from the State Chancellor’s Office and it includes data from 2018/2019.</p> <p>There are two methods that are employed across the state when it comes to operationally defining this disproportionate impact. PPG is the Percentage Point Gap method and PA is the Proportionality Index method. If a specific column has both listed, it is even more compelling evidence because you have two separate methods telling you the same thing.</p> <p>The data includes different student populations i.e. Black African American, Spanish students, and older students. In looking at the data, it indicates that Black and African American students relative to other student groups were less likely to stay enrolled at the College from fall to spring and less likely to earn a degree certificate or to transfer. This is consistent with what we’ve observed historically. Kevin asked about a comparison to previous data to see if there has been improvements. Gio indicated that in our data from 2019/2020, African American students and students of color in general achieved the highest success rates they have in the last five years.</p>	

<p>Equity Data Results – Gio and Delmy (continued)</p>	<p>Nathan asked about data for younger students right out of high school. We do have that data but it is not listed here as they have not been found to be disproportionately impacted as it relates to these outcomes.</p> <p>TL asked about getting a more precise measure in a numerical proportion or percentage instead of just being flagged as this does not pick up our progress in closing the gap or quantify the magnitude of that gap.</p> <p>Delmy indicated that the Equity Committee is working on this and looking at the differences and then will be sharing it with other committees and the campus.</p>	
<p>Announcements - All</p>	<p>None.</p>	
<p>Next meeting is 2-23-21, 3:00 p.m.</p>	<p>Meeting adjourned at 3:31 p.m.</p>	
<p><b>Mission Statement</b> The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.</p>	<p><b>Vision Statement</b> 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.</p>	<p><b>Institutional Values</b> Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.</p>