


<b>Crafton Hills College</b> <b>SEA Committee</b> <b>Minutes</b>			Date: March 9, 2026 Time: 2:30pm-3:30pm CCR 233 In-Person
Delmy Spencer Keith Wurtz Chloe De Los Reyes-A Diana Vaichis-A Claudia Hayton Ericka Paddock James Grabow Sara Sosa-A Julie McKee-A	Sarah Bulter Ivan Pena Gio Sosa-A Nikki Baugh (Student Rep)-A Danae Hart Elizabeth Lopez -A Karen Petersen Denise Jackson Toni Parsons Andrew Guevarra-Guest	Note taker: Veronica Salceda	
Guests	A=Absent		
<b>TOPIC</b>	<b>DISCUSSION</b>	<b>FUTURE ACTION</b>	
Review of 02/09/26 Meeting Minutes	<ul style="list-style-type: none"> <li>Equity Minutes <a href="#">02/09/26</a></li> <li>Minutes Approved</li> </ul>		
Intentional Interventions for African American/Black and Hispanic/Latinx Students  Delmy & Keith	<ul style="list-style-type: none"> <li><a href="#">Board of Trustees Strategy Presentation</a> <ul style="list-style-type: none"> <li>Quick highlights of presentation</li> </ul> </li> <li>Vision Alignment Reporting (VAR) back in November           <ul style="list-style-type: none"> <li>CHC was a pilot school. 1 in 15 schools that started work early; Lessons to move from compliance to data learning.</li> </ul> </li> <li>Desegregate data based on race according to services.</li> <li>Intentional interventions for African American/Black, Latinx students to close equity gaps within; FA, EOPS, Counseling etc.</li> <li><a href="#">CHC VAR Dashboard</a> <ul style="list-style-type: none"> <li>Shows how services for Black/African American, Hispanic/Latine went up based on early interventions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Keith will follow up with the bookstore process for ZTC.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Team effort of Counseling, Mariana and her team with the transfer center have done a great job.</li> <li>• Each department had to look at their data and reflect on how their program activities were reaching Black/African American, Hispanic/Latine, and economically disadvantaged students.</li> <li>• What can departments do differently to better reach and serve this population of students? <ul style="list-style-type: none"> <li>○ FA example: A few years ago, there was a big gap of African American students not receiving financial aid. FA department did intentional outreach and called the students to let them know of eligibility. In that semester, FA was able to close that gap. Students came to application workshops.</li> </ul> </li> </ul> <p><b>Keith:</b> <a href="#"><u>Course Success Data</u></a></p> <ul style="list-style-type: none"> <li>• During pandemic (2020) CHC started working with USC.</li> <li>• Strategies that were successful with instructional faculty <ul style="list-style-type: none"> <li>○ 3 cohorts approx. 90 faculty went through their training, and it made an impact on course success rates</li> <li>○ 79% course success rate “C” or better.</li> <li>○ The course success rate has consistently increased over the last five years</li> <li>○ African American course success rate increased from 64% to 71%.</li> <li>○ Latine course success rate increased from 73% to 77%/</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>○ Data shows disproportional impact; however, this data is significant.</li> <li>● <b>Keith: Dual Enrollment</b> has seen an increase in the number of sections offered. <ul style="list-style-type: none"> <li>○ 24'-25' increase from 24 to 99 sections.</li> <li>○ Dual enrolled students perform better than other students.</li> <li>○ Working to improve the proportion of Black/Latine students enrolled in dual enrollment.</li> <li>○ CHC received \$200,000 grant to improve partnership initiative (IEPI). <ul style="list-style-type: none"> <li>▪ Offering classes at the high school</li> </ul> </li> </ul> </li> <li>● <b>Jimmy/Ivan: New Counseling Model</b> <ul style="list-style-type: none"> <li>○ Student Success Team Model: Single-Point of Contact</li> <li>○ Proactive</li> <li>○ Several touch points with students <ul style="list-style-type: none"> <li>▪ Not waiting for students to reach out.</li> </ul> </li> <li>○ 90% of course success rate students working with completion coaches. <ul style="list-style-type: none"> <li>▪ Coaches are all alumni</li> <li>▪ Support with registration</li> <li>▪ 4 coaches serve approx. 1,000 students (varies by semester)</li> </ul> </li> <li>○ CHC #1 in UC Admission Rates for transfer in region 9.</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>○ Closed DI gaps with Black/African American, Latine students are transferring at or higher rates than white traditional students.</li> <li>● CHC does not have specialized groups (Puente, Imoja etc) as a college-CHC is intentional about working to meet the needs of our DI students.</li> <li>● <b>Keith: Zero Textbook Cost</b> <ul style="list-style-type: none"> <li>○ 11% to 55% increase in ZTC sections</li> <li>○ Refining how data is gathered.</li> </ul> </li> <li>● <b>Delmy: MCC</b> <ul style="list-style-type: none"> <li>○ Place for gathering in community, safe space for students.</li> <li>○ Grand opening in Sept. 2025</li> </ul> </li> <li>● <b>Delmy: Basic Needs</b> <ul style="list-style-type: none"> <li>○ Suggestion to have staff/faculty donate a % from their check to Basic needs</li> </ul> </li> <li>● <b>Ivan: Mental Health</b> <ul style="list-style-type: none"> <li>○ How to better support our students</li> <li>○ Utilize counseling model and move into a proactive approach</li> <li>○ Offering training for staff/faculty to better support students.</li> </ul> </li> <li>● <b>Keith-Program Expansions</b> <ul style="list-style-type: none"> <li>○ 6 non-credit certificate programs.</li> <li>○ 7 credit certificate programs</li> <li>○ 4 programs in development</li> </ul> </li> <li>● <b>Delmy-Financial Aid</b> <ul style="list-style-type: none"> <li>○ Increased Pell awards</li> <li>○ Scholarships more than doubled from 176 to 355 for students.</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>• <b>Delmy-Foundation</b> <ul style="list-style-type: none"> <li>○ The foundation provided over \$533,000 in direct student and program support.</li> </ul> </li> <li>• <b>Delmy-Student Fee referendum</b> <ul style="list-style-type: none"> <li>○ Encourage students to vote “yes”.</li> <li>○ Student activities fees</li> </ul> </li> </ul>	
Retention Efforts African American/Black and Hispanic/Latinx Students Next Steps <ul style="list-style-type: none"> <li>• Delmy</li> </ul>	<a href="#">Equity Plan Website</a> <ul style="list-style-type: none"> <li>• Identify resources for students to feel supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Veronica S.-email Kristi S.-change Danae’s title to faculty.</li> <li>• All members look at Equity Plan <ul style="list-style-type: none"> <li>○ Focus improvement on retention, persistence efforts.</li> </ul> </li> <li>• Review Equity Plan and bring ideas for the next meeting; what do you want to see on the website, what are next steps.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• <a href="#">2025-2028 CHC Equity Plan</a> <ul style="list-style-type: none"> <li>• <a href="#">25-28-Executive Summary</a></li> </ul> </li> <li>• <a href="#">2022-2025 CHC Equity Plan</a> <ul style="list-style-type: none"> <li>• <a href="#">Equity Plan Executive Plan</a></li> </ul> </li> <li>• <a href="#">SEPI Equity Hubs Design and Structure</a></li> </ul>	
Other	<ul style="list-style-type: none"> <li>• Andrew G: Curriculum Nuggets</li> </ul>	<ul style="list-style-type: none"> <li>• Review in a couple weeks with committee.</li> </ul>
Adjournment	3:30pm	Next Meeting: March 23, 2026
Future Agenda Items: <ul style="list-style-type: none"> <li>• Equity Statement for Charters</li> </ul>	<ul style="list-style-type: none"> <li>• NACCP Research Presentation - Gio</li> <li>• USC Race and Equity - Keith</li> <li>• Priority Registration Rubric Review Keith &amp; Delmy</li> </ul>	

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|  | <ul style="list-style-type: none"> <li>• Adult Education Student Parking-Delmy</li> </ul> |  |
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**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:** 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.

**Values:** We rely on the following values to support our vision and mission:

- 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.

**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. In addition, the committee works to promote a welcoming environment through equitable and antiracist practices in all aspects of our work.

**Preferred Membership:**

- At least six managers (including Vice President of Student Services, Vice President of Instruction (co-chair))
- At least six faculty
- 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
- Ethnic Studies Faculty
- English and math faculty
- Tutoring representative

**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 a 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.