

**PRESIDENT'S COMMISSION ON DIVERSITY**  
**Meeting Notes**  
**April 11, 2006**

**Attendees:** April Jensen, Amanda Schaefer, Diana Holz, Jean Carmack, Mimi Jimmy, Mark Mitsui, Susan Davis, Jean Jewell, Rich Rutkowski, Lesley Hogan, Willard Bill Sr. & Vik Bahl

**Guests:** Gail Himes & Shirley Quenga

**Introductions**

Thank you to Diana Holz for coordinating the lunch/treats.

Muckleshoot Tribal guests: Craig Martin, GED/ABE Instructor and Renee Lozier-Rojas, MOST Community Liaison for Muckleshoot Tribal College. Other Muckleshoot Tribal College staff arrived later for introductions.

MOST - (The Muckleshoot Occupational Skills Training Program) offers 4 state certificated programs: Office Assistant Beginning, Office Assistant Intermediate, A+ (Computer Technician), NW+ (Networking Technician). All programs are offered at NO COST through a vocational training grant.

Renee shared some of her techniques/strategies in assisting students and getting them enrolled. She makes people feel welcome to return to school.

Craig Martin has been teaching for 31 years. He too shared his techniques/strategies and uses the term “we” and “our” when talking with students and explains to them that they will work together to strive for success and to believe in yourself, learn with fun and have humor.

Willard shared the importance of the Muckleshoot Tribal history.

**Updates**

- Next meeting is scheduled for May 9, 2006, 2-5 p.m. in the AD Boardroom
- Mark Mitsui's last day at GRCC is April 28, 2006

**Financial Aid**

Gail Himes reported that at the last meeting Rich ask that the subcommittee look at the statistics, review the data, and why students of color aren't getting financial aid etc.,

Gail and Jean Carmack reviewed the data of financial aid award to GRCC students from 2000-2004 and passed out Table 1: Number and Percentage of GRCC students who received financial aid by race and ethnicity (bar graph) and Table 2: Number and percentage of GRCC students enrolled by race/ethnicity.

The overall population for GRCC has shown an increase from 10,086 in 2000-2001 to 10,201 in 2004-2005. As our Caucasian population decreased by over 1,000 students our African American and Asian/Pacific Islander populations have increased by 248. The groups known as “other” and “race/ethnicity not given” make up the remaining increase in the student population.

The 2000-2001 Academic Year handout shows that the population of GRCC seems to mirror that of the surrounding area, in this case Auburn. However, the percentage of the population below the poverty level for the city of Auburn does not mirror the percentage of the population receiving financial aid. Latino/Hispanic and Native Americans have the highest percentage of poverty yet received the least financial aid. Latino/Hispanics are projected to be the fastest growing segment of the population in Auburn and Washington State.

Jean Jewell stated that the retention piece is not listed. Students have problems with the procedures in filling out the financial aid forms. Students who don't reach 2.0 (academic) are placed on academic probation. The plan is to adhere to that plan for acceptance given another try/assistance not to mention the CAP Program.

The committee asked how they can attract more Latino/Hispanic and Native American students to GRCC. How can they assist more students of color in applying for financial aid and scholarships?

Some of their suggestions were:

- Advertise – take financial aid and scholarship information to each student club
- Assistance – put information on all forms noting who to contact for assistance in filling out the form, simplify forms when possible
- Educate – hold workshops that increase awareness of financial aid and scholarships (focusing on parent, bilingual aspects in filling out forms)
- Outreach – focus on students of color, in particular Latino/Hispanic and Native American (form better relationships, explore all different ways with the college, finding ways/working together, and benefiting the students)
- Late start – student orientation course, coordinated studies, CDs in different languages for high schools

Jean Carmack suggested that for the late start, study skills class offers the skills to get students prepared.

Mark and Rich both suggested downloading procedures in filling out financial aid forms by means of iPod and CDs. Jean Carmack stated that Mary Edington is already giving out information to students.

Gail stated that the City of Kent is more diverse than Auburn. Willard commented that the high retention rate is generated through coordinated studies; getting faculty involvement takes a lot of coordination.

Rich complimented Gail and Jean Carmack for all the work they have done in getting the statistics and reviewing the financial aid data.

### **Assessment**

Mark passed out the data summary and recommendations for assessment and gave a brief overview.

The compass test to registration conversion is significantly lower among students of color than white students. Of those taking the compass test and did not apply or register at GRCC is 20% Caucasians and 40% Non-Caucasians. Multiple compass testing is more likely helping students of color (January 1-March 31, 2006). Based on the chart given Non-Caucasian testing twice scored 52% in writing; 56% in reading; 27% in math; Those testing 3 times scored 67% in writing; 67% in reading and 40% in math. Students can test twice a quarter.

A policy for re-testing was discussed. Jean Carmack stated that this is different for running start students versus the general population. Running Start students go to Educational Planning for permission. Students may take the COMPASS twice the first quarter they assess and once each quarter thereafter and always with permission.

### **Recommendation:**

- Provide additional support for students of color through CAP or other staff in the Student Success Center.
- Work with the high schools to provide COMPASS testing to high school students.
- Provide program information rack in the Testing Center.
- Continue to work with English Department as it evaluates the COMPASS essay element as a possible option for entry testing.

### **Instruction**

Mark reported that Louise was unable to attend this meeting, therefore no report on Instructional and Student Services Issues.

### **Progression and Attainment**

Mark reported that this information should be in everyone's notebooks.

### **Transition – looking at next year**

Mark would like to implement a team (operational in key positions) for next year, take their recommendation and report back to the committee something like a commissioner's task force and then have a final summary of recommendations. He would like to prioritize recommendations and implement a college structure and endorse the undertakers by this structure. This group will give consideration to the task force and that of the college.

Vik stated that having a fixed group as oppose to the president's commission is re-inventing another group.

April stated that such a structure already exist which is the President's Cabinet. Rich says that this is good observation; the Cabinet could inform him of critical issues and examine the recommendations. He says that to pull another team together involves a tremendous amount of work and then to report final recommendations, when we have already involved the key players throughout this process.

Rich requested to meet with Mark and Diana (co-chairs for the President's Commission on Diversity) prior to Mark's departure from Green River.

Rich congratulated Mark in his new position and wished him the very best!

Meeting adjourned.