

Meeting Summary

Great Basin College
Diverse Populations Committee Meeting
Thursday, November 27, 2018, 9:30 A.M.
Elko – HTC 123
Blue Jeans link: sent via email

Present: Season Riley, Jeannie Bailey, Byron Caulkins, Meachell Walsh, Eric Walsh, Erin Jensen, Jake Hinton-Rivera

1. Findings from All College Conversation Day

The papers and notes available from the All College Conversation Day were reviewed, as the committee had intended to use that information in addition to the Task Force report recommendations to help focus priorities. However, after the review, there was no real usable data that directly related to Diverse Populations that could be tabulated. After the synthesis of information and consensus process during that day, there were not really any specific Diverse Populations recommendations. The committee decided to move forward with using the Task Force report recommendations to determine priorities and objectives.

2. Review of Task Force Recommendations

a. Prioritization of Committee Objectives

The committee discussed how the initial Task Force had a different purpose. Now as an Ad Hoc Faculty Senate Committee, the group determined that the committee scope should be to support students, faculty and staff in understanding what resources are available for GBC's diverse population and how to access those resources.

The committee then reviewed the following summary of recommendations from the Task Force report:

1. Recruit and retain members of diverse populations, particularly Latino/Hispanic and non-traditional students.
2. Create a new "Director of Equity and Inclusion" or similar full-time position and recruit a candidate with education and experience serving diverse populations in higher education. The position description and duties should be based on what is known of best practices.
3. If it is not possible to hire a diversity officer position right away, we recommend looking into multiple people in key positions receiving intensive diversity training, who can then come back and offer professional development for the institution until the position can be filled.
4. Offer Professional Development for all full and part-time personnel regarding supporting GBC's diverse populations according to best practice.
5. Ensure all faculty and staff know where multi-lingual and immigration resources are available for students/potential students and their family members.
 - a. Compile a list of all languages in which faculty and staff are fluent

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- b. Consider adding the non-English languages in which faculty or staff members are fluent to the GBC Phone Directory (volunteer basis).
 - c. Consider creating signage for faculty and staff members to put on their office doors to indicate in which non-English languages they are fluent (volunteer basis).
6. Keep a Latino/Hispanic/Sub-Group committee or task force active (maybe in Faculty Senate) to continue to review institutional data, provide a forum for deeper discussions about the barriers our students encounter, and make future recommendations for all diverse populations.
7. Ensure the GBC advising handbook that is currently available is updated to include specific information to support sub-group success including tips and checklists students can use.
8. Explore offering more live and IAV classes. We should survey all students regarding whether they would attend more live classes at various times during the day and evening/night including “non-traditional” times to offer classes as well.
9. Offer summer bridge programs for students who need additional help before taking on the academic rigor of college courses (we need to determine what these programs might be and how they might work).
10. Run regular regression analysis on current data to determine statistically significant changes in course success rates, retention, completion, etc. If Latino/Hispanic students have lower success rates, use qualitative methods to determine reasons that contribute to Latino/Hispanic students to be less successful in certain course completions.
11. Market GBC as a small, safe school.
12. Involve parents in recruiting and retention activities. Have a Family Day on campus for parents to come and see GBC and meet faculty/staff, tour housing and see our community. Provide translators so that all parents/family/support system feel included.
13. Ensure the marketing of our programs show/highlight successful sub-group students.
14. Ensure integration in high-schools that is educationally purposeful...college expectations, navigating the system, preparing for college, financial aid, academic preparation, realistic time expectations, etc.
15. Target Latino/Hispanic dual credit students for recruitment to GBC, live and/or online. If our dual credit students are not coming to GBC, where are they going?
16. Hold focus groups with existing students, parents, future students and GBC graduates to gain greater insight into our students’ expectations and needs.
17. Explore starting a Latino/Hispanic student organization as well as other sub-group student organizations.

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18. Survey non-returning students to find out why they did not come back to GBC.
19. Survey Pell eligible students who did not apply for funding.
20. Explore the possibility of providing more scholarships for students who do not or cannot fill out the FAFSA, ensure students visit financial aid for assistance to fill out the FAFSA correctly.

The group determined that the majority of the items need to be forwarded to the appropriate area/department for further review and follow-up. Areas may already be addressing recommendations in some fashion. VPSA Jake Hinton-Rivera stated that he is currently creating a Student Affairs strategic enrollment management plan. Many of the items are also becoming part of that plan or are related to it, and as such all but the following are being referred to Student Affairs for follow-up and reporting back to the committee: 2, 4, 5, and 6.

b. Recommended timeframe for prioritized objectives

Items not being forwarded to Student affairs in which the committee will follow-up include:

- #2: This will need significant resources, will likely have a 2-5 year timeline.
- #4: The committee will begin working on this, with the goal of at least one professional development opportunity during spring 2019. Committee members will look within the NSHE system for available professional development opportunities to offer at GBC. Members will also reach out to any contacts at other colleges and universities for potential opportunities. Members will report back at the next meeting.
- #5: The committee will begin working on this spring 2019 by surveying all employees and including all who wish to participate in a listing and/or in the GBC directory with indication of languages spoken. Additionally, the committee will also connect with the Evaluation Committee to see what possibilities there are for faculty to be able to get credit within the evaluation process for being willing to offer their language abilities to assist students.
- #6: This committee has been created, and members determined the need for a modified scope which is to provide education and promotion of diversity on campus by supporting students, faculty and staff in understanding what resources are available for GBC's diverse population and how to access those resources.

3. Gap Analysis

Additional data still needs to be collected regarding most of the Task Force recommendations to determine if certain areas or departments are already working on items, or if items have been addressed and solutions implemented. Jake also stated that additional information from IR is needed regarding enrollments. He indicated that he will facilitate working with IR. Additional priorities will likely surface after additional data is collected and analyzed.

4. Future meeting schedule

Future meetings will be scheduled for the spring semester.