

## SUMMARY OF BOARD PANEL DISCUSSIONS

### Joint Meeting with Advisory Council

April 26, 2007

#### Minimum Admissions Standards

Randy Spaulding, HECB director of academic affairs, presented.

- The HECB is required to set minimum freshman admissions standards for four-year institutions. This work has been ongoing since 2003.
- The proposed set of revisions would encourage students to take more challenging courses rather than "safe" courses, where a good grade is guaranteed.
- Under the proposed revisions, students would have to take at least three math classes, and would have to take at least one class with quantitative coursework their senior year.
- Districts would determine which courses meet core requirements for graduation. Passing the math WASL would be equivalent to two math classes; passing the English WASL would be equivalent to two English classes.

#### Panel I: Increasing Minority Postsecondary Participation and Success

**Rosalund Jenkins**, executive director, Commission on African American Affairs; **Ellen Abellera**, executive director, Commission on Asian Pacific American Affairs; **Felix Negron** of the Hispanic Affairs Commission; and **Craig Bill**, executive director, Governor's Office of Indian Affairs, presented.

Jenkins said the African American community is disappointed in the state's efforts toward increasing participation.

- Data collection alone is insufficient.
- The link between challenges and recommendations is weak.
- The pipeline issue between K-12 and higher education must be resolved.
- Campus climate problems, especially at four-year institutions, must be addressed.

**Ellen Abellera** said Asians and Pacific Islanders are the largest minority in Washington.

- Nearly one in three Washington residents will belong to a minority group by 2010.
- The most pressing issue is in K-12, because the pipeline issue affects minority participation rates in higher education.
- Also at issue are the need to encourage greater parental involvement, and to address problems that are the result of cultural miscommunication.
- There must be cultural mediators and interpreters in the schools for parents and the community to be involved.
- Teachers must be trained to be aware of cultural differences in their classrooms, and minority teachers must be recruited to reflect the changing demographics of Washington.

**Felix Negron** said that the term Hispanic is impossible to define since it includes such a wide range of cultures.

- Language remains the single biggest hurdle for Latino participation in higher education.
- Almost one in five Latinos in the U.S. do not speak English.
- Education matters more than immigration to the Latino community.
- The HECB should base its success rate on how well it educates those who are most difficult to reach.
- The WASL is a major concern in the Latino community, since many students who are told that they won't be able to pass the WASL believe that if they don't pass the WASL, they won't graduate from high school. Therefore they're more likely to drop out of high school early.
- Information needs to be available to Latino students and their parents. When conducting outreach, it must be done in Spanish as well as English. Furthermore, by the time students receive information on postsecondary education, all the deadlines are past.

**Craig Bill** said Native Americans tend to assume that work on diversity is conducted solely at individual universities, not at the statewide level.

- Part of why Native Americans have low participation rates is that as recently as the 1950s, they were forcibly removed from their tribes and sent to boarding schools, where they were instructed to reject their

culture and trained to become nurses and laborers.

- There is still a fear in the Native community that attending college means being forced to renounce their culture.
- Furthermore, college is regarded as an unattainable goal, and students who leave their reservations for college often experience culture shock.
- Having campuses on reservations, and offering programs such as Evergreen's Master in Tribal Administration, are positive steps to increase participation rates.

## **Panel II: Demographic Issues in Public Higher Education in Washington**

**Irv Lefberg**, assistant director, Forecasting, and **Carol Jenner**, Education Demographics, at OFM presented at the meeting.

Washington faces five major demographic issues:

1. By 2030, the higher education system will need to accommodate an additional 38,000 FTE over today's levels.
2. Future college enrollments will be more diverse than those of today.
3. College is becoming less affordable for middle-income families.
4. Washington is over-dependent on in-migration of well-educated workers.
5. There are significant demographic variations in the state's regions.

The projections were made based on current participation rates. OFM and the HECB have studied projections based on increased participation rates, but such projections are difficult to achieve in a vacuum. **Vi Boyer** added:

- There is no guarantee that participation rates will increase, since most of our population growth will come from increase in minority populations;
- Unless we make an earnest effort to increase participation within those communities, we'll lose ground.
- The master plan must come up with a robust outreach plan.