

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
DIVERSITY AND MULTICUTURALISM COMMITTEE  
MEETING MINUTES  
April 20, 2010**

---

**Diversity and Multiculturalism Committee Members Present:** Trustees Duane Benson, Chair; Clarence Hightower, Vice Chair; Christopher Frederick, Thomas Renier, Louise Sundin

**Diversity and Multiculturalism Committee Members Absent:** Terri Thomas

**Other Board Members Present:** Trustees Cheryl Dickson, Jacob England, James Van Houten

**Leadership Council Members Present:** Whitney Harris, Executive Director; Edna Szymanski, President

A meeting of the Diversity and Multiculturalism Committee was held on April 20, 2010, at Wells Fargo Place, 4<sup>th</sup> Floor Board Room, 30 7<sup>th</sup> Street East, St. Paul. Chair Benson called the meeting to order at 4:10 p.m.

**1. Minutes of the March 17, 2010 Diversity and Multiculturalism Committee**

The minutes of the March 17, 2010 meeting were approved as written.

**2. Diversity and Multiculturalism Update**

Trustee Benson called on Dr. Harris to give the update.

**Evaluation, assessment and accountability**

- An Office for Civil Rights on-site review was completed at Pine Technical College. An on-site review is a monitoring visit, but it is also a way to create a welcoming environment for diverse students.

**Operations**

- The Diversity and Multiculturalism division has been collaborating with the Council on Asian Pacific Minnesotans in a focused outreach program to Asian American groups. This collaboration included a weekend leadership retreat for Asian American and Pacific Islander youth and a poster campaign which produced posters that were sent to 700 Minnesota high schools. Although Asian American students are stereotyped as model students, they have similar access and opportunity issues to those of other underrepresented groups. This work is being evaluated by enrollment figures, Community College Survey of Student

Engagement (CCSSE) and National Survey of Student Engagement (NSSE) data and program evaluations completed by participants.

### **3. Follow-up to OLA Evaluation of the System Office**

Dr. Harris pointed out that the Office of the Legislative Auditor (OLA) Report had no specific recommendations for change for the Diversity and Multiculturalism division. One recommendation the report made was to offer training on a regional and systemwide basis. The division already conducts about 60 percent of its training in this manner. The other 40 percent is in response to specific campus requests or issues. The other OLA recommendation that requires the attention of the Diversity and Multiculturalism division is the recommendation to improve the Board's ability to monitor administrative productivity and efficiency and to measure costs against reasonable benchmarks. This recommendation is applicable to all divisions of the Office of the Chancellor. The items listed in the Board documents are for preliminary discussion and feedback before Dr. Harris and his staff develop a draft Diversity and Multiculturalism divisional response to the OLA report.

Trustee Benson summarized that what was being requested of the committee was help in defining performance indicators to use in measuring outcomes of Diversity and Multiculturalism work. Much of the work of the division is hard to measure, and it is hard to prove that the recent positive enrollment trends are the result of this work.

After discussion, the committee agreed that the performance standards to be used for the work of diversity should be based upon student recruitment, retention and graduation. Dr. Harris, in consultation with Trustee Benson and President Szymanski, will come back to the Diversity and Multiculturalism Committee with a proposal which will lay out ways to measure these three goals and some measurable tactics for achieving them.

### **4. Century College and Inver Hills Community College Access and Opportunity Center Evaluation Report**

Dr. Harris called on Dr. Mike López, Associate Vice Chancellor for Student Affairs, to provide background for this agenda item and to introduce the guest presenters. Dr. López said that the Board had provided funding for three higher education access and opportunities centers. These centers were to address two major issues: (1) to provide college awareness and college readiness programs for high school students in partnership with local school districts, and (2) to develop innovative approaches to retention of students that were on their campuses.

Dr. Lopez said that representatives from the Century College and Inver Hills Community College Access and Opportunity Center of Excellence had come to brief the Board on the outcomes of the center, based on a recent outside evaluation, and on the efforts to disseminate successful best practices from the center. He introduced the first speaker, Barbara Read, Vice President of Student Affairs at Inver Hills Community College.

Dr. Read asked the others presenters to introduce themselves. The other presenters were: Tadael Emiru, Access and Opportunity Center Director, Inver Hills Community College; Jason Cardinal, Access and Opportunity Center Director, Century College; and Andrea Roberge, Dean of Student Support Services, Century College.

Dr. Read said that the center was designated in January of 2008, and that by the summer of 2008, they had successfully replicated PACE (Preparing to Achieve a College Education) from Century College to Inver Hills Community College. The first cohort of this program is now about to graduate from PACE and from high school.

The mission of the center is to increase high school graduation rates, strengthen college readiness and develop collaborative relationships between high school and college teachers. The two colleges have a strong collaborative relationship as well.

Jason Cardinal spoke of the importance of a postsecondary partnership with K-12 institutions to recruit, retain and graduate students. The most vulnerable students, he said, are those from underrepresented groups. Century College started the PACE program in 2005, modeled after a program in the Arizona schools. The Access and Opportunity Center grant allowed the program to be developed to a deeper level, growing from one cohort at a time at Century in 2008 to four there today, in addition to the PACE program at Inver Hills.

Tadeal Emiru explained that the PACE programs offer students the chance to take college courses and earn college credits while still in high school. During the school year there are Saturday classes. In the summer there are six weeks of classes on the college campuses. The program is provided at no cost to students, and transportation is provided. The program is designed for underrepresented students who are in the academic middle. Eighty-eight percent of PACE students are students of color. Sixty percent are low income. PACE uses a cohort model and provides academic support. Parents and guardians are required to participate in the process, and PACE works closely with high school guidance counselors.

Some important outcomes of the Pace program are:

- Since July 2008, 213 students have participated in PACE, with a 95 percent term-to-term retention rate.
- Results exceeded the target retention rate of 70 percent.
- Ninety-five percent of participants earned GPAs of 2.0 or above.
- Retention over four semesters is 74 percent.

Prior to this year, Century has graduated two cohorts from PACE, and 100 percent of those students went on to college.

Dr. Read summarized some of the methodology and the results of a positive evaluation recently conducted by The Evaluation Group at Institute on Community Integration (ICI), University of Minnesota.

Mr. Cardinal spoke of the teacher collaboration program, which pairs high school teachers with college faculty. The collaboration includes visits to each other's classrooms and bringing high school students to campus. This is an opportunity for high school and college teachers to work together to create lesson plans and design activities to meet the needs of the participants. Over six hundred high school students have participated in this program. Sometimes college and high school students collaborate on projects. College students blog on what it meant to be a college student and what they wished they had known about college when they were in high school. In order to experience college life, high school students shadow college students. As a result of this program, an online college readiness course curriculum has been developed.

Andrea Roberge, Dean of Student Services at Century College, spoke about the learning communities. This is a retention program designed for first-year college students. With the learning communities, students take common courses and get extra support, using the cohort model. The academic support includes customized tutoring, advising, and other college success strategies. Faculty members collaborate to design integrated course content and activities. In the fall of 2009, 737 students participated in learning communities. There was an 84 percent retention rate from fall 2009 to spring 2010, 80 percent for underrepresented students. Eighty-seven percent have a GPA of 2.0 or higher.

The goal for FY 2011 is to share the insights from the center and the best practices that it has used, both with the Minnesota State Colleges and Universities system and nationally. The plan would be to present a variety of workshops, to host online forums and to share information about replicating these programs. Representatives of the center have already presented at the system's Student Affairs conference in two different years, first on the PACE program and this year on the research and outcomes. There also have been presentations at an ACT conference, the League of Innovation Conference, and at the Higher Learning Commission annual conference.

President Larry Litecky said that in a related project, a work group made of 15 presidents of two-year colleges has been meeting in response to the American Graduation Initiative, developed by President Obama and focused on two-year colleges. This initiative also addresses high school completion, college readiness, participation in college and completion of a college degree or certificate. President Cheryl Frank said that they are looking at federal resources to supplement the important work already being done thanks to the funding provided by the Trustees.

Chair Benson and Dr. Harris offered congratulations and thanks to the presenters.

The meeting adjourned at 5:25 p.m.

Respectfully submitted by Gale Rohde