



**DIVERSITY AND MULTICULTURALISM COMMITTEE**  
**JANUARY 18, 2011**  
**11:30 A.M.**

**BOARD ROOM**  
**WELLS FARGO PLACE**  
**30 7TH STREET EAST**  
**SAINT PAUL, MN**

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Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

Committee Chair Louise Sundin calls the meeting to order.

- (1) **Minutes of November 16, 2010** (pp. 1-3)
- (2) Diversity and Multiculturalism Division Update
- (3) Enrollment and Retention Data for Underrepresented Students (pp. 4-9)
- (4) Discuss and Report Progress on Committee Goals (pp. 10-13)

Members

Louise Sundin, Chair  
Duane Benson, Vice Chair  
Jacob Englund  
Alfredo Oliveira  
Christine Rice  
James Van Houten

**Bolded** items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
DIVERSITY AND MULTICUTURALISM COMMITTEE  
MEETING MINUTES  
November 16, 2010**

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**Diversity and Multiculturalism Committee Members Present:** Trustees Louise Sundin, Chair; Trustee Duane Benson, Vice Chair; Alfredo Oliveira; Christine Rice; James Van Houten

**Diversity and Multiculturalism Committee Members Absent:** Jacob Englund

**Other Board Members Present:** Chair Scott Thiss, Trustees Cheryl Dickson, Christopher Frederick, Phil Krinke, David Paskach, Thomas Renier,

**Leadership Council Members Present:** Whitney Stewart Harris, Executive Director; Phil Davis, President

A meeting of the Diversity and Multiculturalism Committee was held on November 16, 2010, at Wells Fargo Place, 4<sup>th</sup> Floor Board Room, 30 7<sup>th</sup> Street East, St. Paul. Chair Sundin called the meeting to order at 2:10 p.m.

**1. Minutes of September 15, 2010**

The minutes of the September 15, 2010, meeting were approved as written.

**2. Diversity and Multiculturalism Division Update**

Trustee Sundin called on Dr. Whitney Harris to give the update.

**Planning**

- Twenty-eight campus diversity officers attended the diversity officers' fall professional development meeting on October 22, hosted by the Diversity and Multiculturalism division at the Office of the Chancellor. The session included a presentation from Dr. Robert C. Johnson on the Access, Opportunity and Success project. This was a practical application of the statistical training the division offered diversity officers last spring, assisting the diversity officers to develop and assess their programs based on backward design. The officers also reviewed the system's draft American Indian Work plan 2006-2010. This plan is due for revision.
- The division co-hosted a meeting of system employees who are working to increase higher education access, opportunity and success for American Indians. This meeting was held at Central Lakes College and focused specifically on fall-to-fall retention for American Indian Students, which is a problem nationwide. The division is considering working with Bemidji State University to develop a

pilot program on retention because of its proximity to three American Indian Nations.

### **Evaluation, assessment and accountability**

- The Diversity and Multiculturalism division conducted two system On-Site Civil Rights Compliance Reviews. The reviews were conducted at Hennepin Technical College and Central Lakes College.
- In 2007, Minnesota State Colleges and Universities began participation with the National Association of System Heads (NASH) program designed to narrow the gap, decreasing the enrollment, persistence and success gap of underrepresented students.

Underrepresented students include three groups: Pell-eligible students (which is a proxy for low-income students), first generation students, and students of color.

At the time of joining the NASH program, the base rate for persistence and completion for underrepresented students at system colleges was 65.8 %, which represented 7,826 successful students out of an entering cohort in 2006 of 11,889. The target for the colleges was to increase to 69.0 % by 2014. As of fall 2009, the persistence and completion rate for system colleges was 68.4%, which means that the colleges as a group have accomplished 80% of the improvement needed to achieve the target. The system is making great progress, due in part to Board actions, such as providing Access, Opportunity and Success funds and holding those in the system accountable.

The base rate in 2006 for all system universities was 83.3%, which represented 3,677 successful students out of an entering cohort of 4,413. The target persistence rate for the universities was 88.4 % by 2014. As of fall 2009, the persistence and completion rate was 85%, which means that the universities as a group have accomplished 81% of the improvement needed to achieve the target. These are stretch goals, and tremendous progress has been made.

- Regarding the Office of the Legislative Auditor (OLA) update, the only OLA recommendation that concerned this division is that the Board continue to cooperate with the Chancellor to monitor the division's work. This report is in furtherance of that goal.

### **Training**

- The division recently began a new series of webinars, offering systemwide training on a variety of topics. The first one was entitled: Access and Success for Men of Color. More than 30 sites participated in this webinar, many with multiple participants. This webinar shared research-based techniques for supporting educational access, opportunity and success for men of color. There will be webinars addressing other demographic groups, and many of the practices discussed in this webinar have applicability for all students.

President Davis said that in the past, diversity officers often saw their jobs as focused around organizing cultural events and celebrations. Dr. Harris' division has been training officers to think about their roles in increasing the academic success of underrepresented students. The division has set a new and commendable standard of what the role involves and how to measure results.

In answer to a question from Chancellor McCormick about NASH, Dr. Schoenecker said that there are 22 systems now involved with NASH. The NASH initiative committed to halving the gap in enrollment, participation, graduation and transfer of underrepresented students. The effort's focus is on measuring the gap for students of color and Pell-eligible students. The NASH program does not include first-generation students, because most other systems do not have the measurement systems in place. The goals were set in 2008, with the target of cutting the gap in half by 2015. Each year, all of the participating systems report on their progress. The Minnesota State system's gap is more pronounced with respect to race-ethnicity than with Pell-eligible students.

### **3. Discuss and Report Progress on Committee Goals**

Chair Sundin called attention to the committee goals in the Board documents. She said that Dr. Harris and President Davis might want to take the issues raised by Trustee Van Houten to the Leadership Council and the division: to examine the mix of majors underrepresented students are choosing and to determine whether to focus on two-year rather than four-year institutions. President Davis said that there is plenty of room in the framework to accommodate these issues.

Trustee Sundin invited further discussion on the two committee goals that have been revised based on input from the last meeting. The first goal now includes credit transfer in addition to the recruitment, persistence and completion analysis.

There was some discussion about whether rewarding campuses was actually beneficial. Dr. Harris suggested that to maximize the benefits, it is important to tie new reward programs to other system programs and to have a stringent assessment procedure in place to verify the effectiveness of the reward system.

The meeting adjourned at 2:50 p.m.

Respectfully submitted by Gale Rohde

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES**

**Agenda Item Summary Sheet**

**Committee:** Diversity and Multiculturalism      **Date of Meeting:** January 18, 2011

**Agenda Item:** Enrollment and Retention Data for Underrepresented Students

Proposed Policy Change       Approvals Required by Policy       Other Approvals       Monitoring

Information

**Cite policy requirement, or explain why item is on the Board agenda:**

Update and discussion by trustees on recent trends in underrepresented student enrollment and retention.

**Scheduled Presenter(s):**

Whitney Stewart Harris, Executive Director, Diversity and Multiculturalism  
Craig Schoenecker, System Director for Research

**Outline of Key Points/Policy Issues:**

- The system implemented the Access, Opportunity and Success Initiative to improve recruitment, retention and success of underrepresented students in Fiscal Year 2008.
- Additional funds were allocated to the colleges and universities and to three access and opportunity centers of excellence to expand recruitment and support services for underrepresented students in Fiscal Years 2008 through 2011.
- Enrollment of underrepresented students and second fall retention of underrepresented students are outcome measures for the initiative.
- Enrollment of new underrepresented students increased by 9,893 between Fiscal Years 2009 and 2010.
- Enrollment of continuing underrepresented students increased by almost 8,500 students, or 14 percent, between fall semester 2009 and fall semester 2010.

**Background Information:**

The Board of Trustees of the Minnesota State Colleges and Universities system is committed to increasing higher education access and success for all Minnesotans. The discussion focuses on enrollment and retention of underrepresented students.

**BOARD OF TRUSTEES  
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

**INFORMATION ITEM**

**ENROLLMENT AND RETENTION DATA FOR  
UNDERREPRESENTED STUDENTS**

**BACKGROUND**

The Board of Trustees of the Minnesota State Colleges and Universities system is committed to increasing higher education access and success for all Minnesotans. The Governor and the 2007 Legislature approved \$22 million in additional resources to support the Access, Opportunity and Success initiative. The system implemented the initiative to improve recruitment, retention and success of underrepresented students. Funds were allocated to the colleges and universities and to three access and opportunity centers of excellence to expand recruitment and support services for underrepresented students in Fiscal Years 2008 through 2011.

Underrepresented students include three groups:

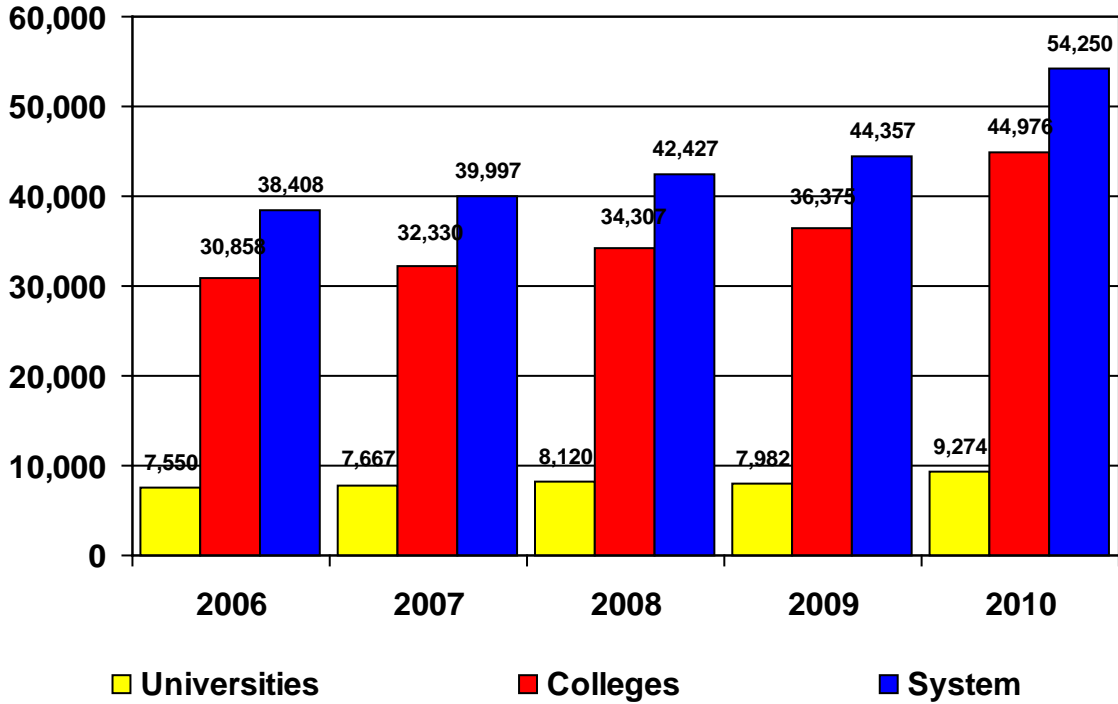
- Students of Color – American Indian, Asian or Pacific Islander, Black and Hispanic students.
- Low Income Students – Classification includes students who were determined to be eligible for a federal Pell Grant using data from the Free Application for Federal Student Aid (FAFSA) and financial aid award data.
- First Generation Students – Classification includes students whose parents did not attend college based on student-provided data on parental education.

Enrollment of new underrepresented students and second fall retention of underrepresented students are outcome measures for the initiative. While new underrepresented students entered a system college or university throughout the fiscal year, the retention rate is the proportion of fall semester entering full-time regular and transfer undergraduate students, who re-enrolled at the same college or university during the second fall semester after entry.

**ENROLLMENT UPDATE**

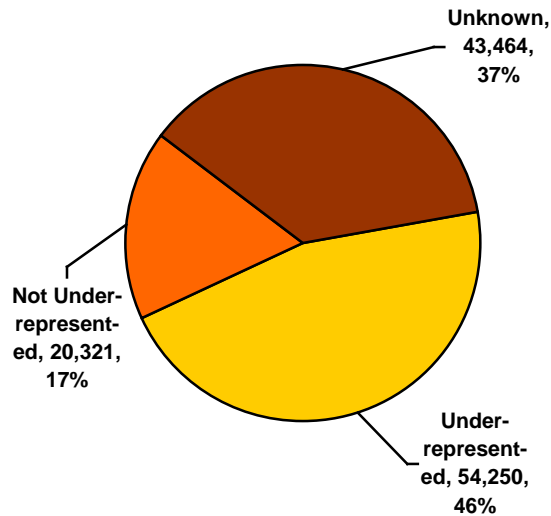
**Fiscal Year 2010 Underrepresented Undergraduate Students:** Systemwide enrollment of new underrepresented undergraduate students increased by 9,893, or 22 percent, from 44,357 in Fiscal Year 2009 to 54,250 in 2010, as shown in Figure 1. Total new undergraduate student enrollment increased by 6 percent.

**Figure 1: New Underrepresented Undergraduate Students  
Minnesota State Colleges and Universities  
Fiscal Years 2006 to 2010**



Systemwide, underrepresented students constituted 46 percent of new students, while students who were not underrepresented constituted 17 percent of new students in Fiscal Year 2010, as shown in Figure 2.

**Figure 2: New Undergraduate Students by Underrepresented Status  
Minnesota State Colleges and Universities  
Fiscal Year 2010**

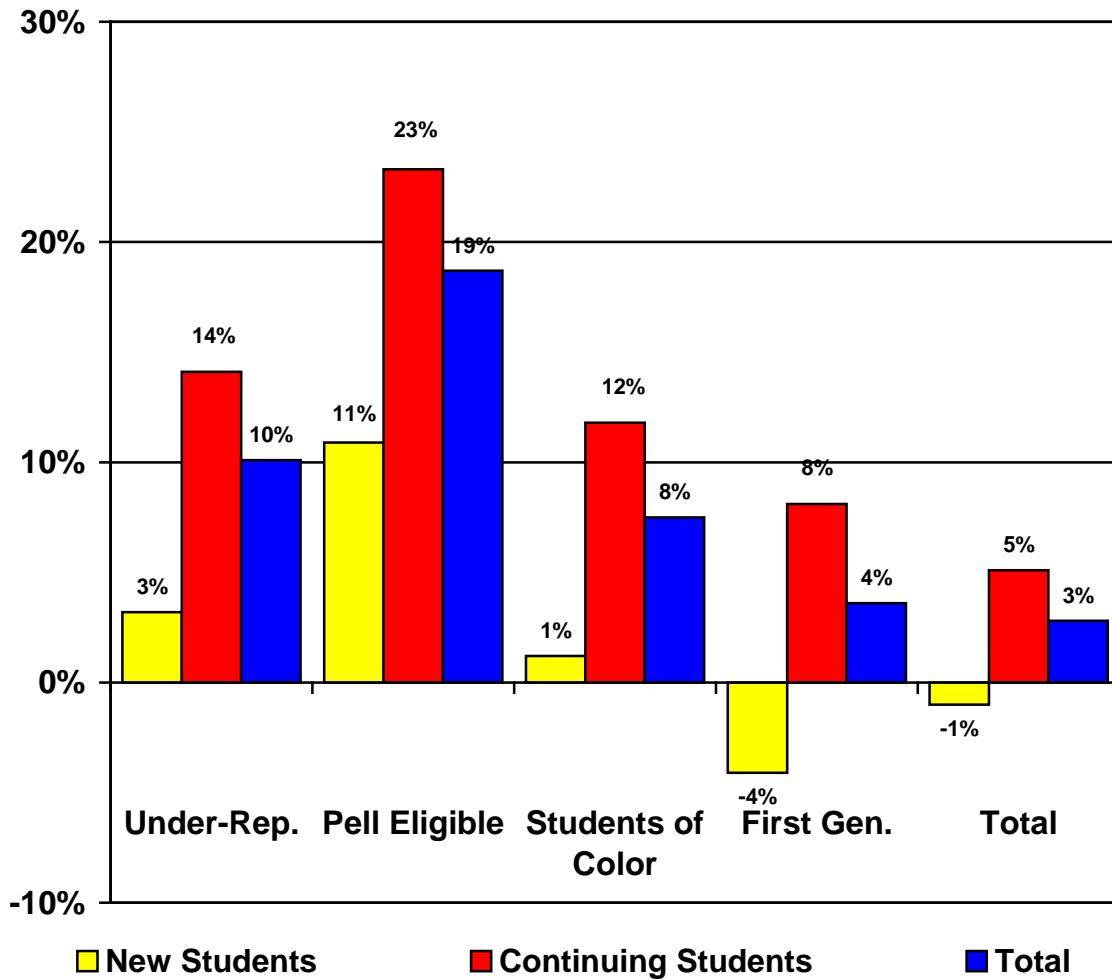




**Fall 2010 Underrepresented Undergraduate Students:** Systemwide enrollment of continuing underrepresented undergraduate students increased substantially in several categories between fall 2009 and fall 2010, while enrollment of new underrepresented students grew modestly.

- Enrollment of continuing underrepresented students increased by almost 8,500, or 14 percent, while enrollment of new underrepresented students increased by over 1,100, or 3 percent, from fall 2009 to 2010, as shown in Figure 3.
  - Enrollment of continuing students who are eligible for Pell Grants increased by 9,800, or 23 percent;
  - Enrollment of continuing students of color increased by 12 percent;
  - Enrollment of continuing first generation students increased by 8 percent;

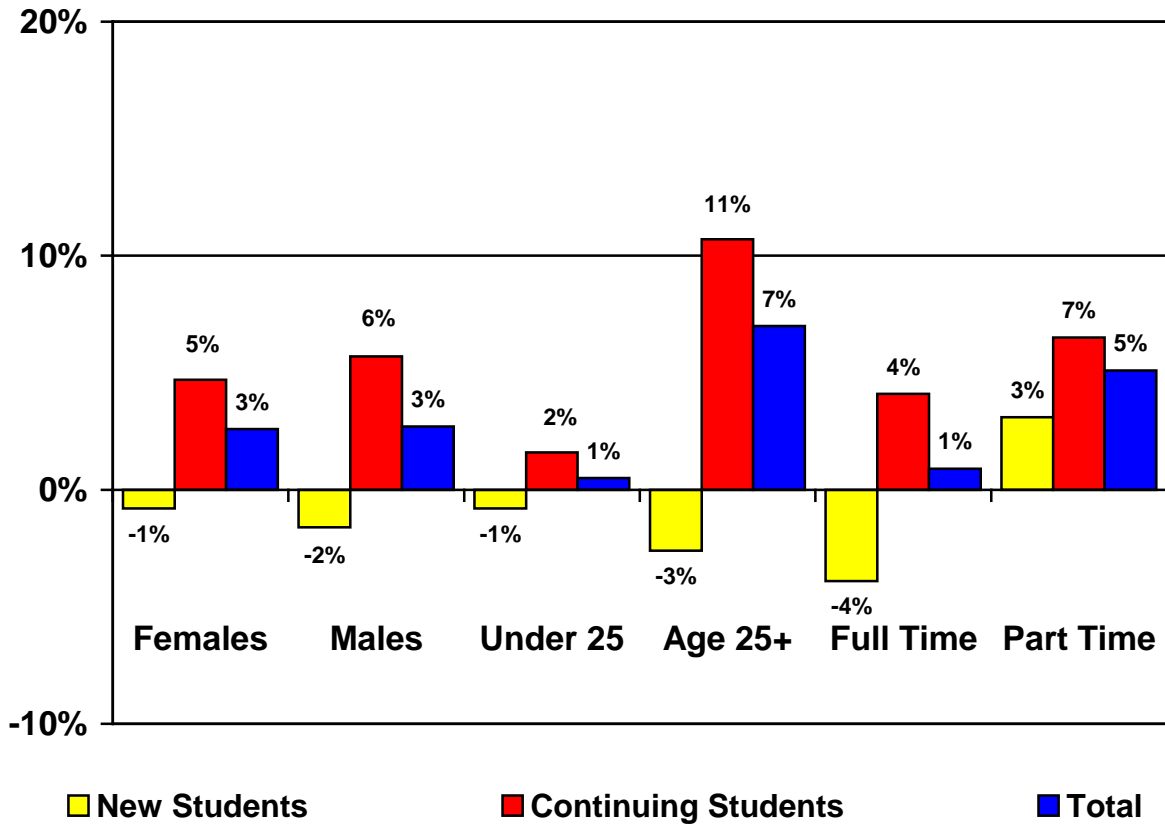
**Figure 3: Increase in Undergraduate Students by Underrepresented Category  
Minnesota State Colleges and Universities  
Fall 2009 to Fall 2010 (30<sup>th</sup> Day)**



**Fall 2010 Undergraduate Students:** Systemwide enrollment of continuing undergraduate students increased in several categories while enrollment of new undergraduate students decreased between fall 2009 and fall 2010, as shown in Figure 4.

- Enrollment of continuing female and male students increased by 5 and 6 percent respectively while enrollment of new females and males decreased by 1 and 2 percent.
- Enrollment of continuing students aged 25 and above increased by 11 percent while enrollment of new students in this age category decreased by 3 percent.
- Enrollment of continuing full-time students increased by 4 percent while new full-time enrollment decreased by 4 percent.

**Figure 4: Increase in Undergraduate Students by Age, Gender and Status  
Minnesota State Colleges and Universities  
Fall 2009 to Fall 2010 (30<sup>th</sup> Day)**



**RETENTION UPDATE**

The analysis of fall retention rate has not been completed due to a delay in tracking of student enrollment at non-system institutions through the National Student Clearinghouse.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES**

**Agenda Item Summary Sheet**

**Committee:** Diversity and Multiculturalism      **Date of Meeting:** January 18, 2011

**Agenda Item:** Discuss and Report Progress on Committee Goals

- Proposed Policy Change       Approvals Required by Policy       Other Approvals       Monitoring
- Information

**Cite policy requirement, or explain why item is on the Board agenda:**

Each committee of the Board of Trustees is expected to select achievement goals for Fiscal Year 2011. At the November meeting, the Diversity and Multiculturalism Committee approved the goals, with the understanding that an action plan for implementing the Relationship (R) Factor would be further developed. A proposed plan of action will be presented for Board discussion. With regard to the first goal, work is ongoing, with an update scheduled for a presentation at the March 2011 meeting.

**Scheduled Presenter(s):**

Whitney Stewart Harris, Executive Director for Diversity and Multiculturalism  
Phil Davis, President, Minneapolis Community and Technical College

**Outline of Key Points/Policy Issues:**

Minnesota State Colleges and Universities will:

1. Increase the successful recruitment, persistence, completion and credit transfer of underrepresented students using Action Analytics and existing measures (e.g., Community College Survey of Student Engagement, dashboard measures) to evaluate the effectiveness of campus programs.
2. Reward campuses that demonstrate measurable progress toward, or achievement of, benchmarks in building relationships that support student engagement and success of underrepresented students. The project that supports this goal is referred to as the Relationship (R) Factor Program.

**BOARD OF TRUSTEES  
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

<b>INFORMATION ITEM</b>
<b>DISCUSS AND REPORT PROGRESS ON COMMITTEE GOALS</b>

**The Relationship Factor Program Proposed Implementation Strategy**

**Purpose (Goal)**

The purpose of the Relationship (R) Factor program is to reward campuses that demonstrate measurable progress toward, or achievement of, benchmarks in building relationships that support student engagement and success of underrepresented students.

**Guiding Principles**

The following principles will guide the work focused on achieving the committee goals and the implementation of the “R” Factor Rewards Program.

1. There is a preference for offering rewards based on performance measures that are currently in use at colleges and universities and for which systemwide data is being collected.
2. All presidents currently have targets on retention; this work should build on those measures.
3. The results of progress toward the goals will be aggregated to demonstrate system progress. The type of progress might be based upon most improvement and/or best achievement.
4. The Leadership Council Diversity and Academic and Student Affairs Committees will participate in refining and benchmarking goals.
5. The goals will be “stretch goals.”
6. The “R” Factor Rewards Program will:
  - a. Complement and be compatible with any existing and future system measures, including “Resources for Results,” implemented by the Minnesota State Colleges and Universities system;
  - b. Reward innovation that produces measurable results; and
  - c. Reward institutions rather than individuals.
7. Measures of performance of underrepresented students’ transfer and graduation should be a part of presidents’ annual performance appraisals.

8. A committee composed of representatives from constituent groups will be established to monitor the progress and determine the manner in which the awarded funds will be used. Groups represented could include labor, management, students and others.

### **Outcome Measures<sup>1</sup>**

Outcome measures:

- a. Measurement of awards conferred
- b. Fall-to-fall persistence and completion rate

**Expected completion date: June 2012**

### **Implementation Strategy**

- Review program with Leadership Council for critique and support.  
**Expected completion date: June 2011**
- Develop a formula for determining award recipients. Both number and type of awards will be factored into the formula.  
**Expected completion date: June 2011**
- Communicate and distribute information about the “R Factor Program” to colleges and universities.  
**Expected completion date: September 2011**
- Collect baseline data.
  - a. The number and types of awards granted by each institution 2009 – 2011
  - b. The fall-to-fall persistence/completion rate**Expected completion date: September 2011**
- Secure funding to support awards.
  - a. Internal funding sources
  - b. External funding sources**Expected completion date: August 2011**

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<sup>1</sup> The outcome measures will be further developed after the “Resources for Results” program has been formally approved. The measure for the Relationship (R) factor program will focus solely on underrepresented students, and weighted values will be determined for each type of award.

- Campuses will establish committees composed of representatives from constituent groups to monitor the progress and determine the manner in which awarded funds will be used.

**Expected completion date: December 2011**

- Awards will be conferred at a Board of Trustees meeting.

**Expected completion date: October 2012** (This will be aligned with the “Resources for Results” awards program.)