



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

NOVEMBER 17, 2015

2:30 P.M.

MCCORMICK ROOM

30 7TH STREET EAST

SAINT PAUL, MN

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.

1. **Minutes of October 20, 2015 (pp. 1-4)**
2. ASA Fall Leadership Conference Update (pp. 5-6)
3. Charting the Future: Implementation Update of Academic and Student Affairs Initiatives (pp. 7-8)
4. Student Demographics (pp. 9-63)

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Alexander Cirillo, Chair

Louise Sundin, Vice Chair

Duane Benson

Dawn Erlandson

Maleah Otterson

Thomas Renier

Elise Ristau

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
OCTOBER 20, 2015**

Academic and Student Affairs Committee Members Present: Chair Alexander Cirillo; Trustees Duane Benson, Dawn Erlandson, Maleah Otterson, Thomas Renier, Elise Ristau and Louise Sundin.

Other Board Members Present: Trustees Margaret Anderson Kelliher, Jay Cowles, Philip Krinkie and Michael Vekich.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on October 20, 2015 at Wells Fargo Place, 4th Floor, McCormick Room, 30 East 7th Street in St. Paul. Academic and Student Affairs Committee Chair Alexander Cirillo called the session to order at 1:00 pm.

1. Minutes of the June 16, 2015 Academic and Student Affairs Committee meeting

Trustee Benson moved and Trustee Ristau seconded that the minutes from the June 16, 2015 meeting be approved as written. Motion carried.

2. Student Pipeline Recruitment and Pathways to Higher Education Update

Presenters:

Craig Schoenecker, System Director for Research
Pakou Yang, System Director of P-20 and College Readiness
Connie Gores, President, Southwest Minnesota State University (SMSU)
Kimberly Guenther, Director of Concurrent Enrollment, SMSU
Larry Lundblad, President, Central Lakes College (CLC)
Betsy Picciano, Outgoing Director of Secondary Relations, CLC
Paul Preimesberger, Incoming Director of Secondary Relations, CLC

An update was offered on the Post-Secondary Enrollment Option (PSEO) and concurrent enrollment programming.

PSEO was established 30 years ago for high school juniors and seniors; recent legislative changes expanded access for 9th and 10th graders. PSEO students can earn both secondary and postsecondary credit for college or university courses completed on a college or university campus, at a high school or at another location. Concurrent enrollment courses are made available through the PSEO program, but are typically offered at a high school, taught by high school faculty.

All of the system's colleges and universities serve PSEO students and 29 offer concurrent enrollment programs in partnership with school districts. In 2014, the system's colleges and universities served 90 percent of all PSEO students in the state.

PSEO student headcount increased by 65 percent since 2005, primarily due to a doubling of concurrent enrollment.

PSEO students' course success rates are substantially higher than those of other undergraduate students, and after high school they have higher college persistence and completion rates than those who did not take PSEO courses, Vice Chancellor Anderson said.

System Director Yang said there are eligibility requirements for students interesting in PSEO. Juniors need to rank in the upper one-third of their class or score at or above the 70th percentile on a nationally standardized, norm-referenced test. Seniors need to rank in the upper one-half of their class or score at or above the 50th percentile on a nationally standardized, norm-referenced test. Ninth and tenth graders need to rank in the top 10 percent of their class. She added colleges and universities can consider other factors when determining if a student is academically ready to take PSEO courses.

Trustee Benson asked if the eligibility policies are too restrictive, thereby limiting the system's ability to increase higher education opportunities for students. A policy revision may be in order, he said. Trustee Sundin agreed that the policy needs to be reviewed since reliance on test cut scores limits students' access to PSEO.

Chancellor Rosenstone said the system needs to ensure that every student who is interested in participating in PSEO is academically ready to take college courses. The rigor of the college-level curriculum must be maintained, he said.

College Now at Southwest Minnesota State University

President Connie Gores said Southwest Minnesota State University's College Now programming started in 1985 and has steadily grown to serve high school students throughout the southern part of the state. Courses at 101 high schools are provided by 309 high school teachers and 30 SMSU professors. More than 5,000 unduplicated and 9,900 duplicated students are served by College Now.

Kimberly Guenther, SMSU's College Now Director, said the program is of critical importance in their region. Allowing students to earn college credit at no cost while in high school is instrumental in increasing the affordability of higher education. It is estimated that SMSU's College Now saves Minnesota families \$9 million a year, Guenther said.

College Now works to bridge the gap from high school to college by promoting partnerships and educational alliances. High school students are able to experience SMSU programming firsthand and this experience may lead them to enroll at the university after graduation to earn their baccalaureate degree.

High school faculty benefit through mentorships and collaborations with university faculty and university faculty are enlightened by work with high school students, faculty and administrators, Guenther said. The partnership works to foster understanding on both sides.

Trustees requested that President Gores provide information on the completion rates of PSEO students who later choose to enroll at SMSU to earn a baccalaureate degree, as well as on the diversity of PSEO students.

Central Lakes College

President Larry Lundblad said Central Lakes College is the second largest provider of PSEO and concurrent enrollment in the state. Enrollment in the programs has increased by 24 percent over the past 8 years and now 35 percent of the college's unduplicated headcount is related to PSEO and concurrent enrollment.

In 2014-2015, a total of 93 PSEO students earned an associate's degree by the time they graduated from high school, Betsy Picciano, Director of CLC Secondary Relations, said. Nearly 18 percent of PSEO students matriculated to CLC after graduating from high school, she added.

In 2015, CLC's programming dramatically reduced educational debt for the nearly 2,000 concurrent enrollment students at 30 regional high schools. The average credit load per student was 11.2, which meant the average savings per student was \$2,128. In all, concurrent enrollment resulted in \$3.9 million in savings for students and families in their region.

Picciano said in addition to being offered challenging courses, PSEO students gain college-ready skills, such as time management, organization and self-discipline. They are able to continue to participate in high school activities while earning dual credit and their ultimate educational debt is decreased.

President Lundblad said high school superintendents and boards in a 60-mile radius of CLC are committed PSEO and concurrent enrollment since they recognize its benefits, especially for under-represented students.

As for the future, Vice Chancellor Anderson said the system will be working to expand PSEO career and technical education offerings. New statutory language requires student participation surveys, local concurrent enrollment advisory boards and mandates concurrent enrollment programs be accredited by the National Alliance of Concurrent Enrollment Partnership

Marketing to high school students, particularly through the use of social media, would be a way to keep PSEO and concurrent enrollment programs strong, Trustee Sundin said.

Colleges and universities interested in recruiting PSEO students need to make them more involved in the campus community, Trustee Otterson said. Campuses need to make high school students feel like they "belong" on that campus while attending classes. This can be done by creating PSEO clubs, study groups and sponsoring activities to make high schoolers feel welcome and keep them involved, she said.

Trustee Benson said it would be a good idea to have a board study session focused on student retention. Discussion topics could include ways to recruit and retain PSEO and transfer students and how to bolster the retention of university students.

Trustee Anderson Kelliher asked how pending Higher Learning Commission faculty credentialing rules will impact high school faculty teaching concurrent enrollment programs. The rules, which will go into effect in September 2017, will require high school teachers teaching concurrent enrollment classes to have a master's degree or a minimum number of graduate-level credits in the subject area.

Chancellor Rosenstone said an inventory of the credentials of concurrent enrollment faculty across the state will be done to determine the scope of the deficiencies. The system will then need to play a central role in developing ways to bridge the gaps, such as increased educational opportunities for working teachers, the chancellor said.

The HLC credentialing rules also have implications for college and university faculty, especially those teaching courses at smaller, rural campuses, Chancellor Rosenstone said. Alternative paths to certifying the credentials of teachers other than the credits they have accumulated may be considered.

Trustee Sundin said the system should partner with Education Minnesota in the development of a plan meet these rule changes.

Trustees Erlandson and Anderson Kelliher said success stories surrounding PSEO and concurrent enrollment need to be presented to the legislature. MnSCU serves 90 percent of the students in PSEO and saves Minnesota families millions in higher education costs yearly, they noted.

While there is no doubt that the system's work with PSEO is the right thing to do, Trustee Anderson Kelliher said there needs to be sufficient funding to ensure the system can sustain it.

Chancellor Rosenstone agreed the PSEO return on investment is huge for Minnesota families and the system will need to make a strong case for adequate funding, especially considering the work that will be needed to ensure high school teachers meet new credentialing standards.

Chair Cirillo said future committee meetings will focus on:

- Topics directly affecting system academic and student affairs strategic efforts, such as Charting the Future and the Metro Baccalaureate plan;
- Items driven by a reporting group relationship;
- Important topics for the board or the public to know;
- Items pertaining to legislation;
- Items relating to diversity.

The meeting adjourned at 2:33 pm
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs

Date: November 17, 2015

Title: Academic and Student Affairs Leadership Conference Update

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

The Vice Chancellor for Academic and Student Affairs will provide an update on the recent Academic and Student Affairs fall leadership conference held October 27-30 in Brainerd, Minnesota.

Scheduled Presenter(s):

Ron Anderson, Vice Chancellor for Academic and Student Affairs

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

INFORMATION ITEM

ACADEMIC AND STUDENT AFFAIRS LEADERSHIP CONFERENCE UPDATE

BACKGROUND

Each fall, the Academic and Student Affairs division hosts a leadership conference for academic and student affairs administrators from across the system. Centered on a common theme, this conference provides a venue for the sharing of high impact practices as well as discussion and problem solving around critical issues facing our colleges and universities.

The most recent leadership conference held October 27-30, focused on leading for equity and change. This update will include an overview of the conference theme and its tracks, examples of the high impact practices shared, and next steps emerging from the conference discussions.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs

Date: November 17, 2015

Title: Charting the Future: Implementation Update on Academic and Student Affairs Initiatives

Purpose (check one):

- | | | |
|---|---|---|
| <input type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input checked="" type="checkbox"/> Information | |

Brief Description:

The Vice Chancellor for Academic and Student Affairs will provide an update on Charting the Future work that is being lead and/or supported by the Academic and Student Affairs division.

Scheduled Presenter(s):

Ron Anderson, Vice Chancellor for Academic and Student Affairs
Jaime Simonsen, System Director

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

INFORMATION ITEM
CHARTING THE FUTURE: IMPLEMENTATION UPDATE ON ACADEMIC AND STUDENT AFFAIRS INITIATIVES

BACKGROUND

The Charting the Future Work Plan developed by the Leadership Council in September includes 21 initiatives that will be undertaken in 2015-2016. The Academic and Student Affairs division is responsible for supporting 12 of the 21 initiatives.

This item will provide an update on the role of the Academic and Student Affairs division in implementing the work plan. The presentation will include an overview of the 12 initiatives and a description of how the campus-based work groups, convened by the division, will support colleges and universities implementation.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: November 17, 2015

Title: Student Demographics

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

The Academic and Student Affairs Committee will discuss trends in college and university enrollment and student characteristics. Trustees will receive a background presentation in advance of the meeting. The session will include an opportunity for questions on the background information and for discussion of strategic questions. Leadership and staff from North Hennepin and Metropolitan will discuss how their campuses are responding to the changing demographics of their students. This item provides background and serve as context for Board discussions and deliberations throughout the year.

Scheduled Presenter(s):

Ron Anderson, Vice Chancellor for Academic and Student Affairs
Craig Schoenecker, Senior System Director for Research
Barbara McDonald, President, North Hennepin Community College
Landon Pirus, Vice President, North Hennepin Community College
Michael Birchard, Chief Diversity Officer, North Hennepin Community College
Devinder Malhotra, Interim President, Metropolitan State University
Ginny Arthur, Executive Vice President and Provost, Metropolitan State University

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

INFORMATION ITEM
STUDENT DEMOGRAPHICS

BACKGROUND

The Academic and Student Affairs Committee will have a discussion about trends in college and university enrollment and student characteristics. The session will include a presentation and opportunities for discussion and questions.

The presentation will address the following topics:

- Enrollment trends
- Predictors of enrollment
- Student demographic characteristics
- Student enrollment and academic characteristics
- Student financial aid patterns
- Campus presentations on their responses to the changing demographics of their students

This session presents an opportunity for trustees to discuss changes in student characteristics and their implications for the colleges, the universities and the system. This item will provide background and serve as context for Board discussions and deliberations throughout the year.

Student Demographics



Board of Trustees Academic and Student
Affairs Committee

November 17, 2015

Minnesota State Colleges and Universities

The Minnesota State Colleges and Universities system is an Equal Opportunity employer and educator.



Executive summary

- In 2015 our colleges and universities served 395,700 students in credit and non-credit courses.
- Total student headcount peaked during the recession and has decreased since 2013, but remains 6,000 students above 2008 levels.
- Students of color and American Indian students accounted for 24% of credit students in 2015, up from 15% in 2006.
- Pell-eligible students accounted for 36% of credit students in 2015, up from 23% in 2006.
- Over one-third of credit students are aged 25 and over.
- First-time undergraduate students only account for 36% of credit students.
- Part-time students accounted for 51% of credit students in 2015, up from 43% in 2006.



Executive summary (cont'd)

- A decreasing percent of new first-time students took developmental courses in 2015.
- College and university student completion rates vary by college readiness and financial need.
- 62% of our students received some form of financial aid in 2014, up from 53% in 2005.
- Financial aid awards totaled \$1.3 billion in 2014.
- The average award was \$7,952 in 2014, up from \$5,225 in 2005.
- 27% of bachelor's graduates, 34% of associate graduates and 46% of certificate graduates complete their credential with no student loan debt.



“The New Student”

- A Student of Color or American Indian student
- Average age is 26
- Eligible for a federal Pell grant, a proxy measure of low income
- Enrolled on a part-time basis
- Parents did not earn a bachelor’s degree



Questions on background materials?



Strategic questions for consideration and discussion

- What are the implications should the changing demographics of our students have for the work of academic and student affairs?
- In light of these changing demographics how can we insure the success of our efforts to reduce the gaps in student success between Students of Color and American Indian students on the one hand and white non-Hispanic students on the other?
- Given the changing demographics of our students are there policies that need to be reexamined to effectively serve our students?



Campus presentations

- North Hennepin Community College
- Metropolitan State University



Background to Presentation and Committee Discussion: Slides 7 through 32



Additional Background to Presentation

The following slides and accompanying narrative provide background information on our college and university students' characteristics for the Board of Trustee's Academic and Student Affairs Committee November meeting. The meeting also will include presentations from one college and one university focusing on the impact that changing students demographics has on campus practices and services.

Outline

- Who are our students?
 - *Demographic diversity*
 - *Academic diversity*
- Predictors of headcount
- How do they finance their education?

Snapshot of 2015 student demographic diversity

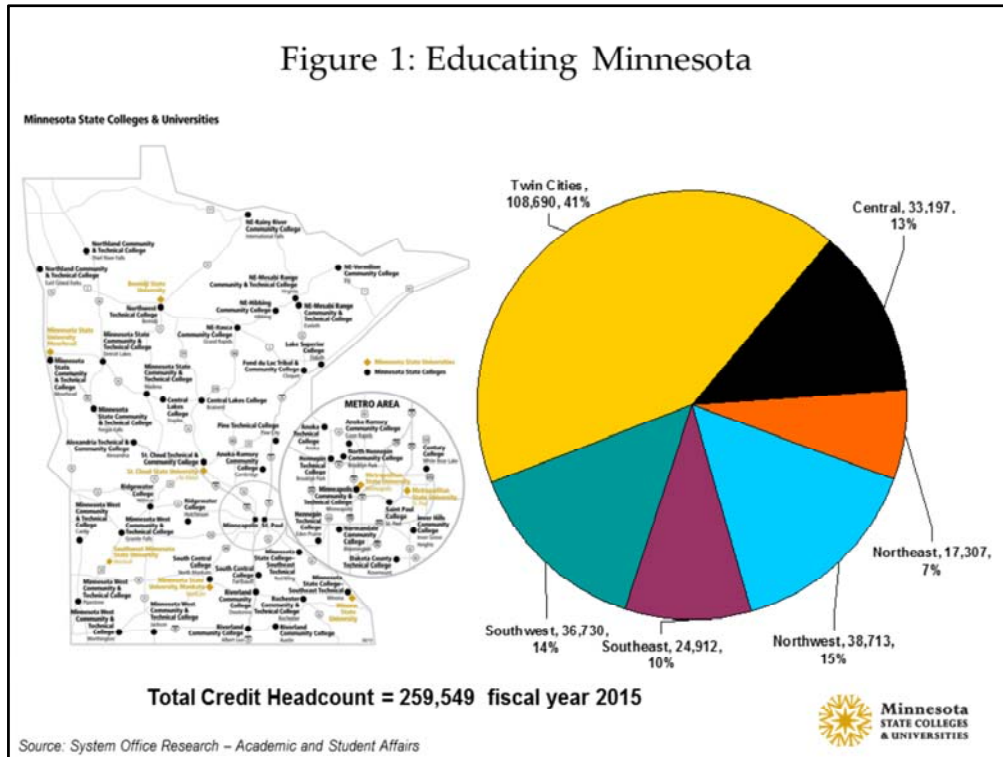
- Total credit students served: 259,549
- 58% of students are in Greater Minnesota
- 24% are American Indian or students of color (62,800)
- 37% are 25 or older (average age is 26)
- 55% are female
- 36% are Pell-eligible (92,000)
- 19% are first generation (50,000) (54% by the federal definition)
- 51% are from underrepresented groups (133,000)
- 11,000 are veterans



Our students are more diverse than ever, and diverse in many ways.

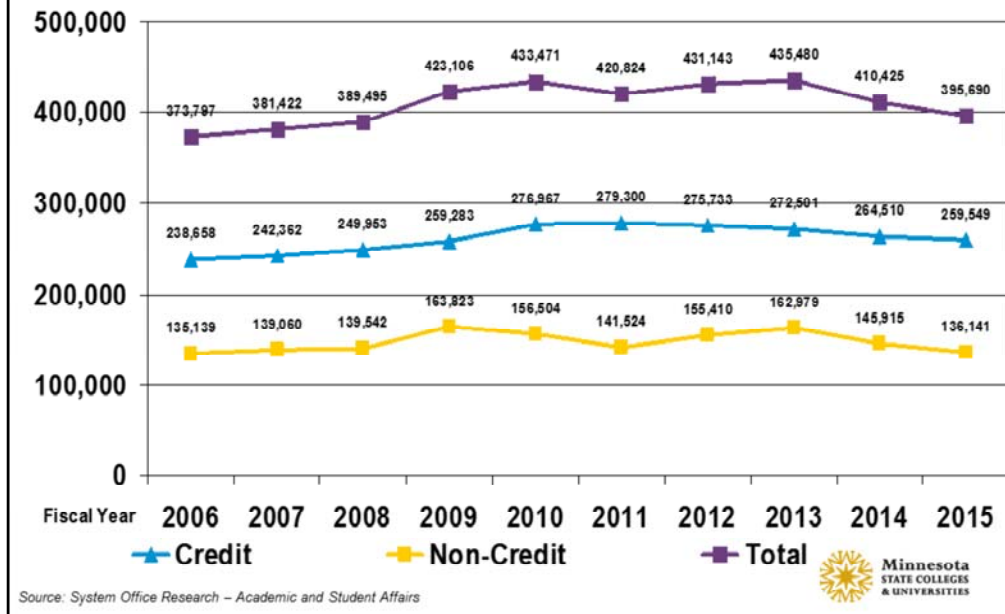
- We serve more students of color and American Indian students than any other higher education institution or sector in Minnesota.
- 37% of our students are older than the traditional college age population of 18 to 24.
- Pell-Eligibility is a proxy for “low income,” and our colleges and universities serve more federal Pell grant eligible students than any other higher education institution or sector in Minnesota.
- 19% of our students are first generation based on the state definition: Neither parent attended college.
- 54% of our students are first generation based on the federal definition: Neither parent earned a bachelor’s degree.
- We served 133,000 underrepresented students (51% of our credit headcount in 2015).
 - “Under-represented in higher education”: a student of color or American Indian student, a first generation student, or a low income student)
- Our colleges and universities proudly served over 11,000 veterans in 2014, up by 60 percent from 2008.

Figure 1: Educating Minnesota



Our colleges and universities serve large numbers of students in all six regions of the state. This slide reveals the depth and breadth and diversity--the power of our system.

Figure 2: Total headcount peaked during the recession and has decreased since fiscal year 2013



Total credit and non-credit headcount continued to grow through fiscal year 2013. Credit headcount has gradually decreased since peaking during the Great Recession in 2011.

Predictors of student headcount

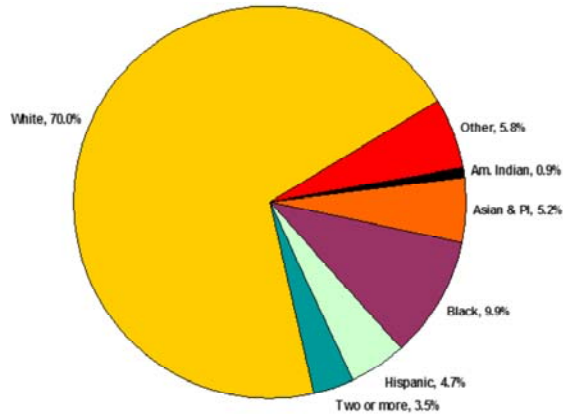
- The number of high school graduates
- Adult population aged 24 to 34
- Minnesota's unemployment rate
- Minnesota per capita income
- Three of these predictors are declining
 - *Minnesota's unemployment rate declined from 4.3 percent in August 2014 to 3.8 percent in September 2015, ninth lowest among the states.*
 - *The Twin Cities unemployment rate at 3.1 percent is the lowest in the U.S. for major metro areas*
 - *The number of public high school graduates is expected to decline by 7.0% between 2014 and 2016.*
 - *The population aged 25 to 34 is projected to decline by 0.7 percent between 2014 and 2015.*



Trends in enrollment are not solely linked to the rise and fall of the economy. There are four primary predictors of change in student headcount. These four predictors explain most of the variance in our system's headcount during the last 20 years (high school graduates, adults aged 25 to 34, the state unemployment rate and state per capita income). We attribute recent changes in our enrollment to changes in three of the predictors:

- Minnesota's unemployment rate has dropped from 4.3% to 3.8% in the last year and the rate in the Twin Cities is the lowest in the US for metropolitan areas with a population of 1 million or more.
- The number of public high school graduates has been declining for several years and is expected to decrease by 7.0% between 2014 and 2016.
- The adult population aged 25 to 34, a group from which we draw many students, declined by 0.7% this year.

Figure 3: Racial Ethnic diversity



Total American Indian and Students of Color = 62,808
Total Credit Headcount = 259,549
fiscal year 2015

Source: System Office Research – Academic and Student Affairs

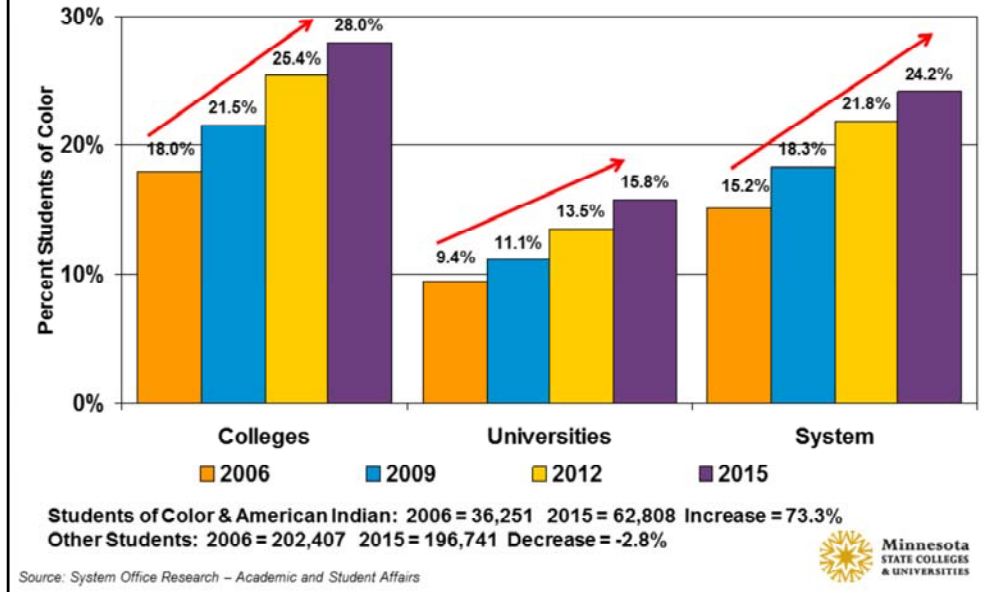


The racial ethnic diversity of our students brings significant assets to campus life and creates a dynamic community for learning together from one another. The racial-ethnic categories reported here are those used for reporting to the U.S. Department of Education and the Minnesota Office of Higher Education. Students who report more than one racial group are included in the two or more category and students who report that they are Hispanic are included in that category regardless of their race or races.

If we dig deeper into these categories, we find even more racial-ethnic diversity. American Indian students are the best example since almost three-quarters of them also reported another race or ethnicity:

- 2,200 students who indicated that they were American Indian and reported no other race or ethnicity are represented by the black slice of the pie.
- Almost 3,900 additional students reported that they were American Indian and one or more other races and are included in the green “two or more” slice.
- Another 2,400 American Indian students also reported that they were Hispanic and are included in the light green Hispanic slice of the pie.
- So in total, there were almost 8,500 American Indian students enrolled in 2015.
- About one-sixth of Asian students and one-sixth of Black students also reported another race or ethnicity.

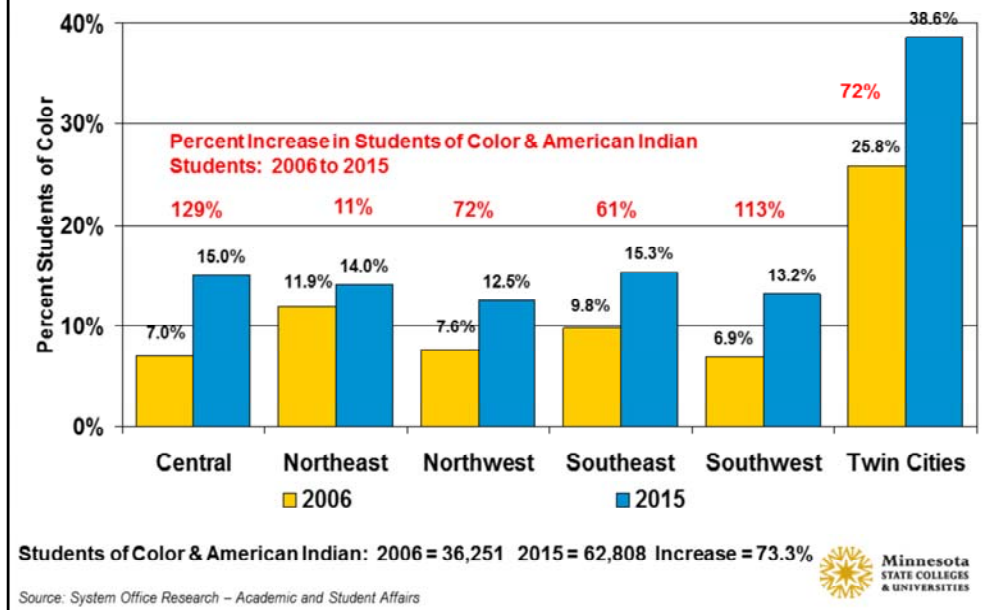
Figure 4: Students of color and American Indian students comprise an increasing percentage of our students



This slide illustrates the substantial growth in the number and percent of students of color and American Indian students during the last nine fiscal years, an increase of 73%.

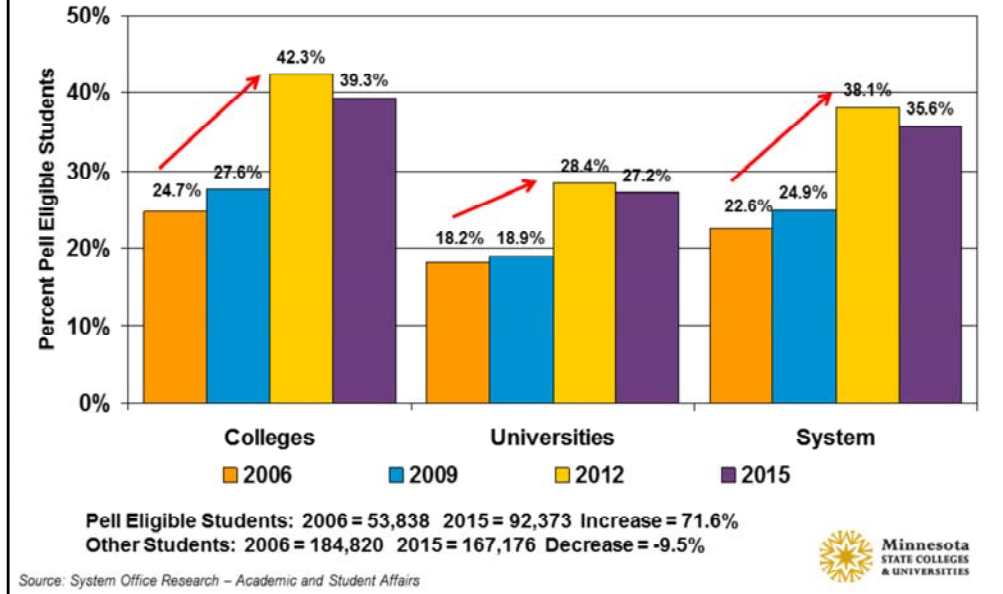
- The colleges and universities have increased from 15% to 24% students of color and American Indian students.
- It is estimated that people of color and American Indian people comprise 17.6% of the state's population.
- All of our credit enrollment growth between 2006 and 2015 could be attributed to the increase in students of color and American Indian students.

Figure 5: Student of color and American Indian student enrollment has grown in all regions of the state



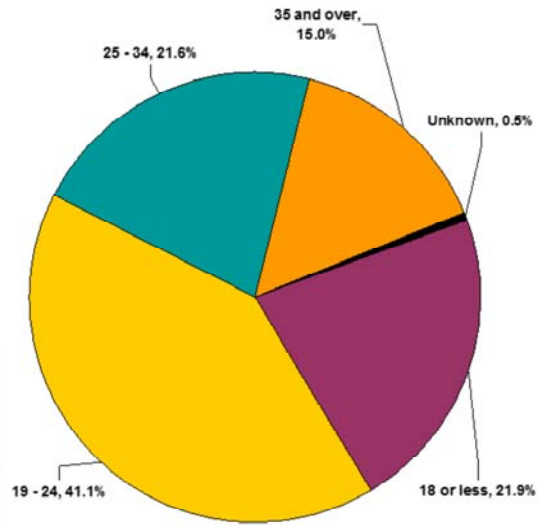
- The growth in students of color and American Indian students at our colleges and universities has occurred in all regions of Minnesota.
- Student of color and American Indian student credit headcount enrollment has increased by 60% or more in five of the six regions.

Figure 6: Significantly more students are low income (eligible for Pell grants)



- Growth in the number of Pell grant eligible students during the last ten years has been substantial, a 72% increase.
- The colleges and universities have increased from 22.6% to 35.6% Pell eligible students.
- The recent decrease in the percent of Pell eligible students is likely due to the improving economy.
- All credit enrollment growth between 2006 and 2015 could be attributed to the increase in Pell eligible students.

Figure 7: Age diversity



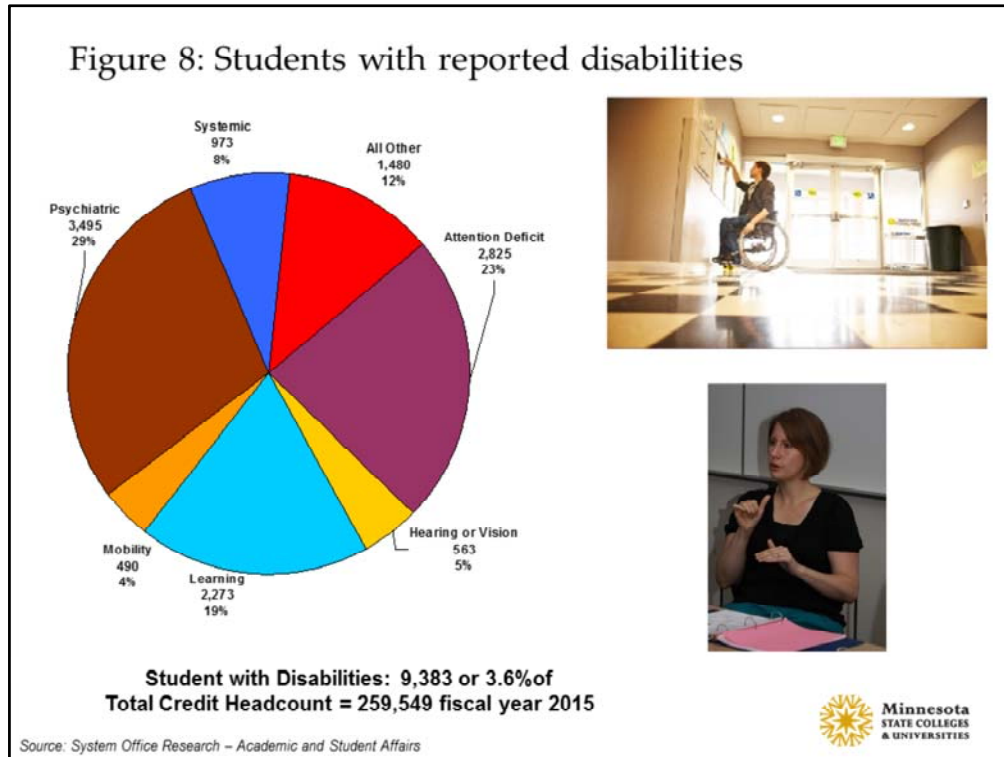
Total Credit Headcount = 259,549
fiscal year 2015



Source: System Office Research – Academic and Student Affairs

- Age diversity is significant and our colleges and universities serve a wide range of ages, from 14 year old high school students to students in their 80's.

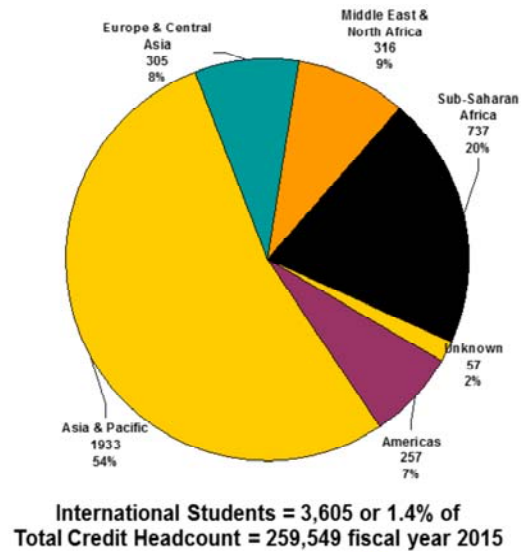
Figure 8: Students with reported disabilities



This slide illustrates another aspect of our students' diversity, their disabilities.

- The colleges and universities enrolled 9,383 students in 2015 with a variety of disabilities.
- These figures represent the number of students who have reported their disabilities to campus staff who arrange for support services and accommodations.
- They do not include students with disabilities who do not seek assistance or accommodations from campus staff.

Figure 9: International students come from around the world



Source: System Office Research – Academic and Student Affairs

The colleges and universities serve international students from around the world. They bring a diversity of language, culture and perspective to our campuses.

- The 3,600 international students enrolled in 2015 came from 144 different countries ranging from Afghanistan to Zimbabwe.

Our students are academically diverse

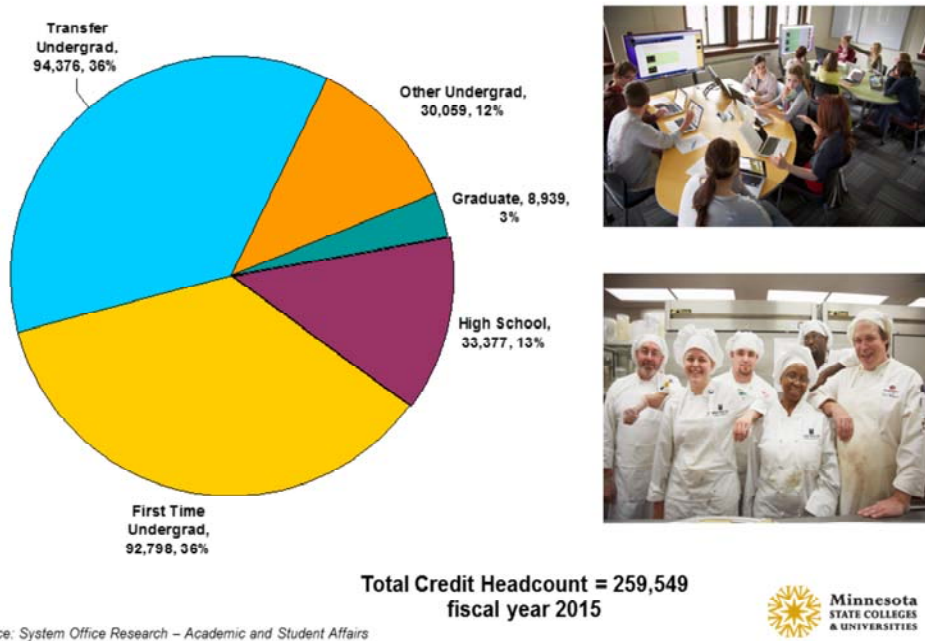
- High school students, high school graduates, graduate students, adult learners, workers and professionals
- 59% of college and 36% of university students enroll part-time
- 44% take one or more online courses and 14% are entirely online
- 7% enroll at more than one college or university in a year
- 57% of college and 21% of university first-time students take developmental courses



Our students pursue their education at the colleges and universities in a variety of ways, ranging from high school students to graduate students and adult learners.

- Many enroll on a part-time basis in order to balance employment and/or family responsibilities.
- Many of the students who come to our “open door” community and technical colleges are not prepared for college courses and need to complete developmental courses first.

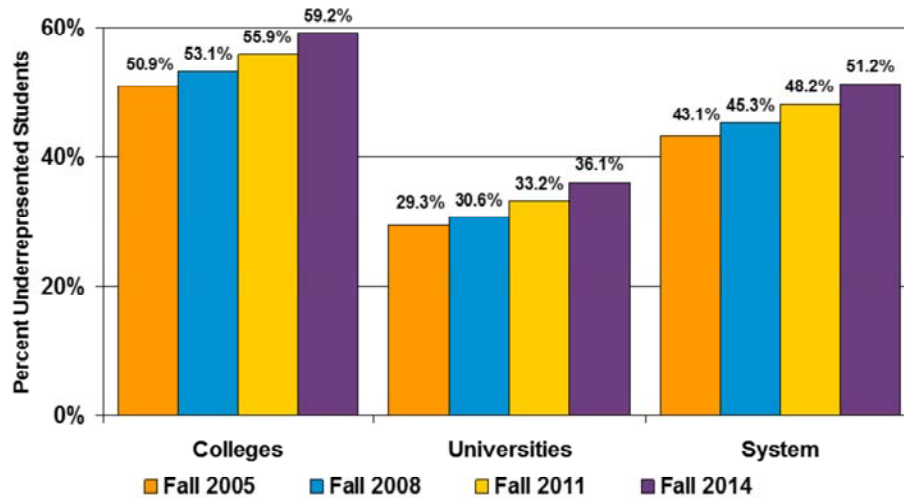
Figure 10: Diversity of enrollment status



Students enrolling as a first-time undergraduate student, represent a minority of our students (36%). Another 36% enrolled in our colleges and universities as transfer students.

- Thirteen percent of our students are still in high school and are taking advantage of the PSEO program to earn college credits.
- Three percent of our students are enrolled at our universities at the graduate level.
- Finally 12% of our students come to us to take credit courses but aren't seeking a certificate or degree.

Figure 11: An increasing percentage of our students are enrolled on a part-time basis



Part-Time Students: 2006 = 75,727 2015 = 98,232 Increase = 29.7%
 Full-Time Students: 2006 = 99,904 2015 = 93,775 Decrease = -6.1%

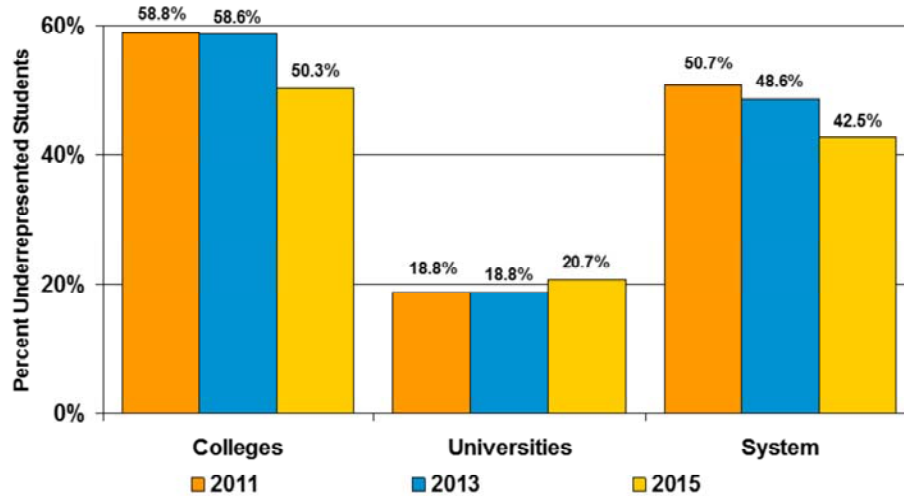


Source: System Office Research – Academic and Student Affairs

As our students juggle jobs, finances, children, and other responsibilities, an increasing percentage are enrolled on a part-time basis.

- Since 2006 the number of part-time students increased by 30% across the system, which accounts for all enrollment growth during the last ten years.

Figure 12: Percent of new students taking developmental courses in their first year



New first time undergraduate students taking developmental courses:
2011 = 19,494 2015 = 13,234 Decrease = 32.1%

Source: System Office Research – Academic and Student Affairs



The percent of new first time undergraduate students that take developmental courses is a measure of college readiness and of how developmental education delivery is being redesigned. These figures do not include transfer students or high school students enrolled in Postsecondary Options courses.

- The systemwide percent of first time students taking developmental courses decreased from 50.7% in 2011 to 42.5% in 2015.

Figure 13: Completion rates vary by academic preparation and financial need

Minnesota State Colleges
Students Entering in Fall 2004 through Fall 2010

Completion Rates at Third Spring After Entry	Less Prepared	Moderately Prepared	Highly Prepared
Low Financial Need	49%	56%	57%
Moderate Financial Need	44%	52%	54%
High Financial Need	35%	41%	42%

Minnesota State Universities
Students Entering in Fall 2002 through Fall 2006

Completion Rates at Sixth Spring After Entry	Less Prepared	Moderately Prepared	Highly Prepared
Low Financial Need	51%	53%	57%
Moderate Financial Need	45%	49%	56%
High Financial Need	40%	45%	51%

Source: System Office Research – Academic and Student Affairs



Academic preparation and financial need are predictors of student success.

This chart illustrates how our students' completion rates vary based on preparation and financial resources.

- Completion rates are measured three years after entry at the colleges and include both graduation and transfer.
- Completion rates are measured six years after entry at the universities and include graduation.
- The overall completion rate for both college and university students is 49%.

As academic preparedness declines and financial need increases, completion rates decrease. Most of our students are not in the upper right-hand corner of these tables. Most do not have high ACT or Accuplacer scores nor do they come from families that can easily afford the cost of a post-secondary education. However, to meet the state's pressing need for more graduates with post-secondary credentials we must address the college readiness and financial needs of these students. Hence, we pursue strategies to address both affordability and completion.

How our students finance their education

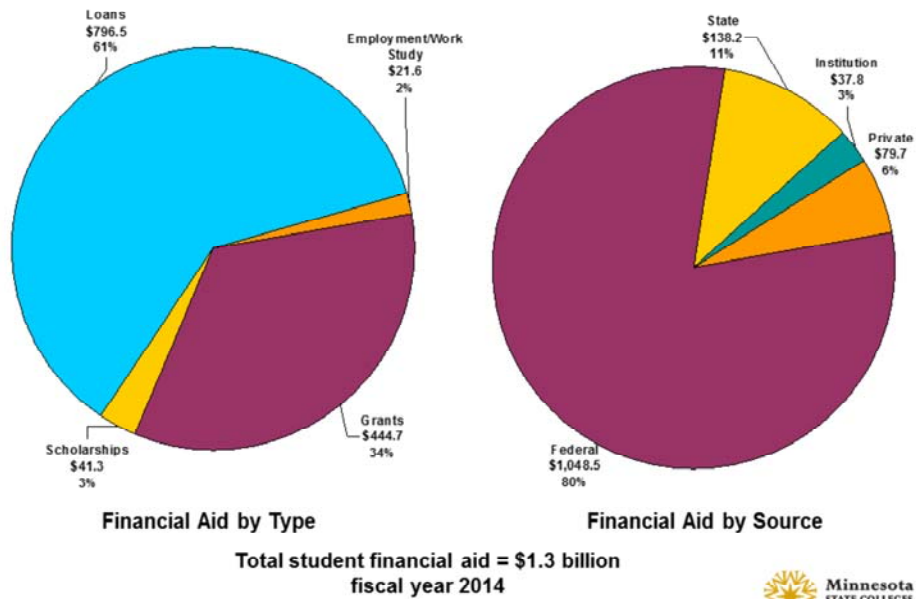
- 62% of all students receive some form of financial aid
- 52% of our students who apply for financial aid are considered to be independent of their parents
- 46% receive grants
- 9% receive scholarships
- 42% take out student loans
- 4% receive work-study awards or student employment



How students finance their education has changed – an increasing percent of our student receive some form of financial aid.

- 62% of all students receive financial aid.
- 52% of those who apply for financial aid are independent of their parents.

Figure 14: Student financial aid by type and source



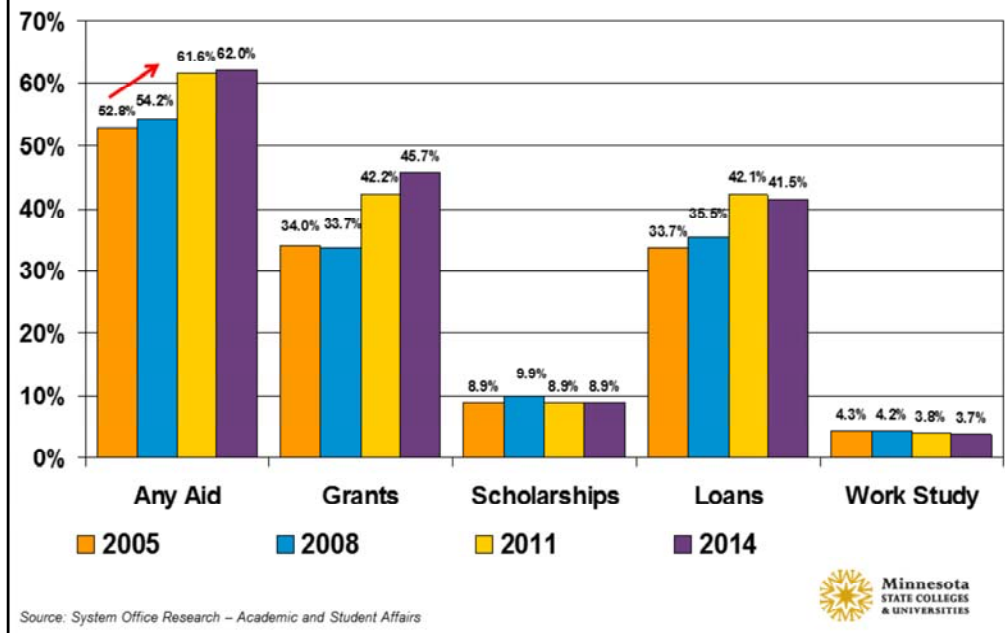
Source: System Office Research – Academic and Student Affairs



Our students received \$1.3 billion dollars in financial aid in fiscal year 2014.

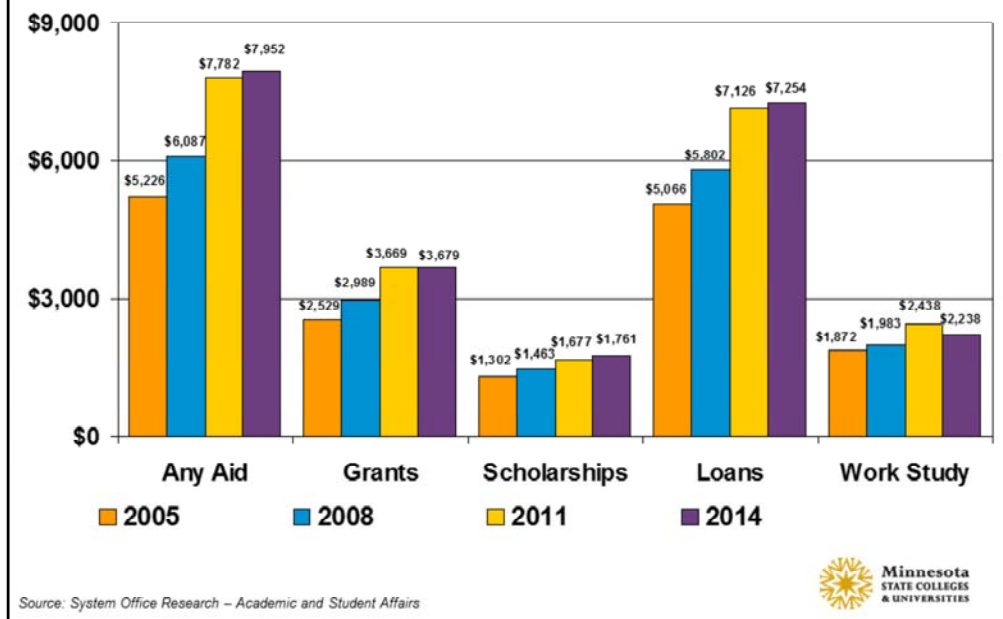
- Student loans accounted for 61% of the aid, and grants for another 34%.
- 80% of all student aid is federally funded and another 11% is state funded.

Figure 15: More students are eligible for and are receiving financial aid



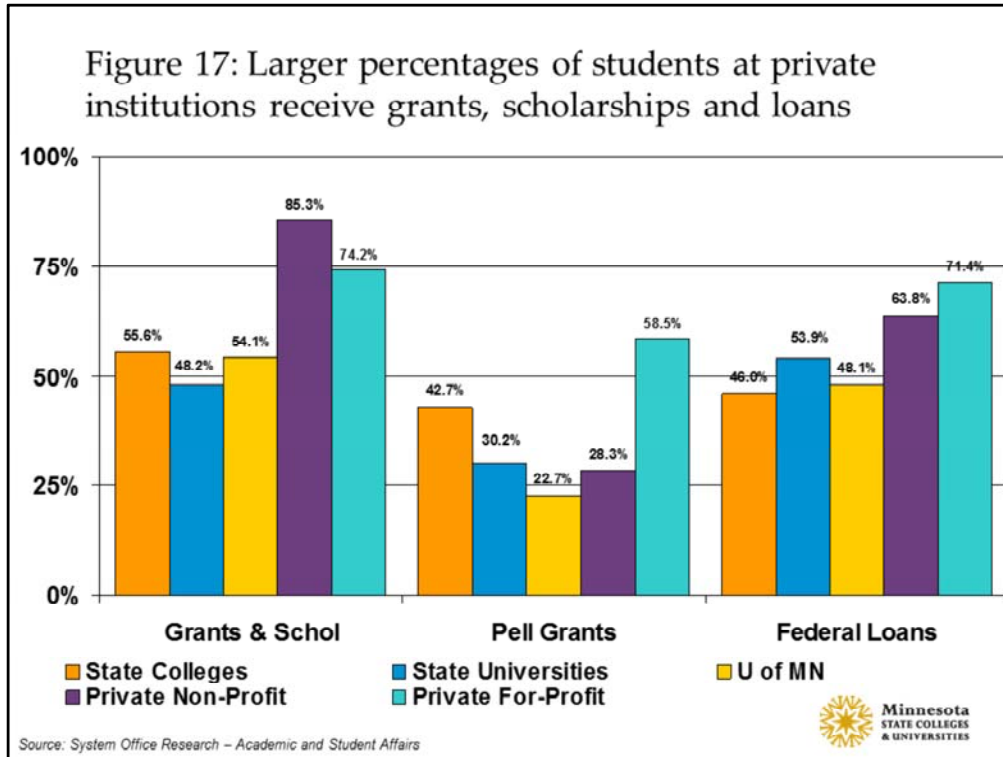
This chart shows the steady increase in the percent of students receiving financial aid from 2005-2014.

Figure 16: Our students are receiving increasing amounts of financial aid



Similarly, there has been an increase in the dollar amounts students receive in grants, scholarships, and loans.

- The average total financial aid award increased by 52% from \$5,226 in 2005 to \$7,952 in 2014.
- The average increase in tuition and fees between 2005 and 2014 was 45%.



This chart shows how financial aid for our students compares to that offered by the University of Minnesota and private colleges/universities.

- Much larger percentages of students at the private non-profit (purple) and for-profit colleges and universities (light blue) receive grants and scholarships and take out federal student loans.
- Students at the private for-profit institutions also have the highest percentage of receipt of Pell grants.
- The most notable differences in average awards are in grants and scholarships for students at the University of Minnesota and the private non-profit colleges and universities.
 - Our students had average grants and scholarships of \$4,000 while students at the privates had an average of \$18,000 and students at the U of MN averaged almost \$7,000.

Figure 18: Debt of MnSCU Graduates

	MnSCU % With No Debt	Median Debt for All Graduates
Certificates/ Diplomas	46.4%	\$2,778
Associate Degrees	34.3%	\$8,777
Baccalaureate Degrees	26.3%	\$19,064

Cumulative student loan debt for 2014 graduates.

Source: System Office Research – Academic and Student Affairs



It's important to recognize the unique advantage of our system:

- Significantly lower debt loads for students at the colleges.
- A large percentage of MnSCU students graduate with no debt at all: 26% to 46%, depending on the academic award received.



Minnesota
STATE COLLEGES
& UNIVERSITIES

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North Hennepin
Community College
Board of Trustees
ASA Committee
Presentation
November 17, 2015



North Hennepin
Community College



NHCC Profile

- 10,655 credit students - 4,610 full-year equivalent (FYE) students enrolled in fiscal year 2015
- 72% attend part-time and 28% attend full-time
- 13.3 is the average credit load for full-time students; 6.9 is the average credit load for part-time students
- 57% are female and 42% are male
- 27 is the average age
- 45% are students of color or American Indian students
- 45% are low income
- 59% are first generation (federal definition)
- 66% are underrepresented
- Significant increase in faculty and staff of color



North Hennepin
Community College

North Hennepin's efforts to provide access to an affordable higher education

- “Free” health services on campus
- Food services on campus
 - Food shelf and working with contract food vendors
- Transportation support
- Personal & mental health counseling
- Increasing funding to support student emergencies
 - Random Act of Kindness
- Increase scholarships



North Hennepin
Community College

North Hennepin's response to the diverse needs of our students

- Create environments in which the needs of diverse populations are understood and celebrated
 - Space for student engagement
 - College student/staff led initiatives:
 - Black Men's Leadership Movement
 - Women on Wednesdays
 - Asian Heritage Initiative
 - Many others
- Design relevant curriculum and faculty practices that support student engagement and success
 - Faculty Engagement in Best Practices: Excellence in Education with Equity
 - Accelerated developmental curriculum

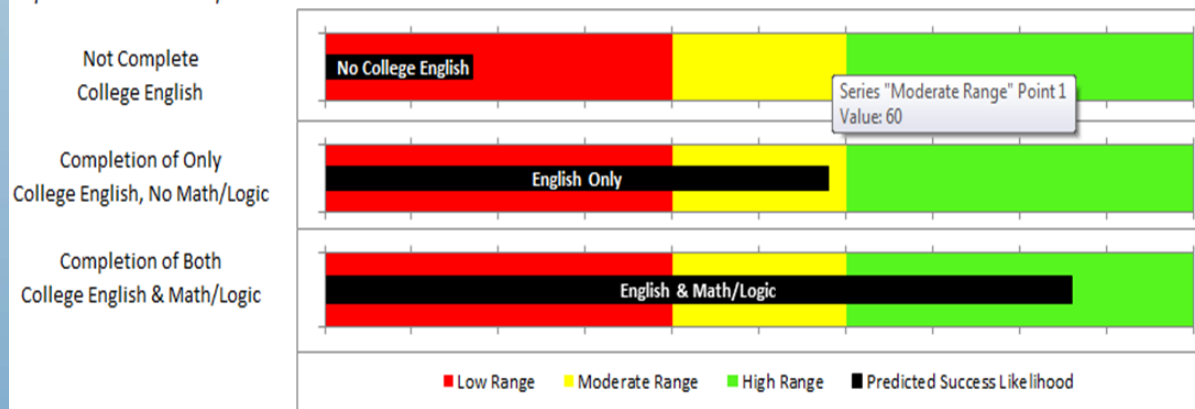


North Hennepin
Community College

North Hennepin's response to the diverse needs of our students

- Implement retention efforts and supportive structures
 - Strategic Enrollment Management
 - Hobsons, AgileGrad, Predictive Analytics
 - Mandatory Orientation and Advising
 - Latino Outreach and Success initiative
 - Russ Haugen Program – tutors in the classroom

III. Results Based on Completion of Gateway Courses in English and Math/Logic. *The important gateway courses for earning an Associate degree are College English and either a College Math or Logic course (MnTC Goal Area 4). Nearly all graduates (except a few Certificate programs) must complete College English. Students interested in earning a STEM-related Associate degree also should complete College Algebra. Students interested in a non-STEM Associate in Arts degree have the option of completing another college-level math course, such as Statistics, or a Philosophy course in Logical Reasoning. Some Associate degrees and most Certificate programs do not require students to complete MnTC Goal Area 4.*

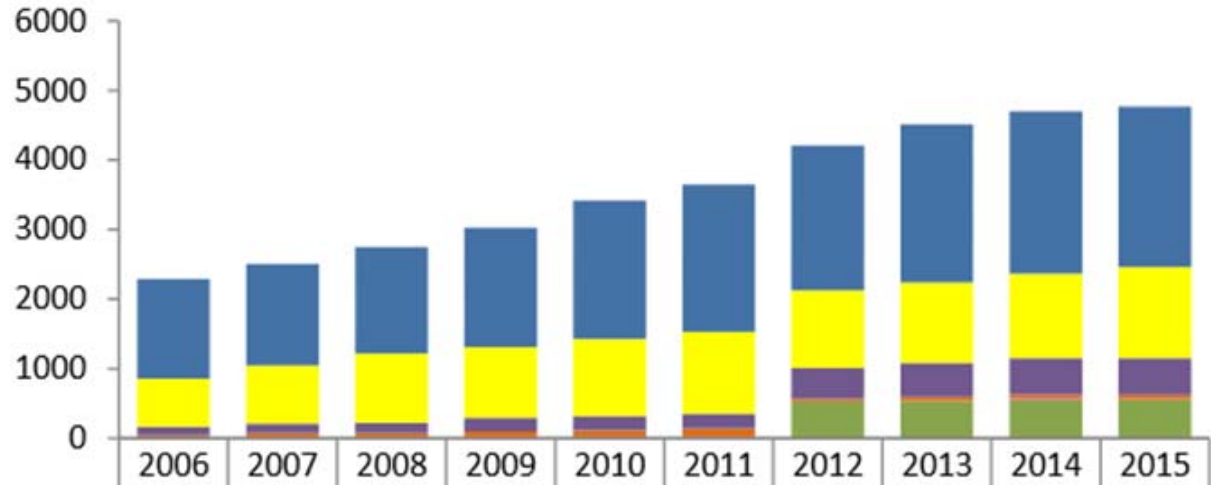


North Hennepin
Community College



Questions?

Enrollment by Race/Ethnicity

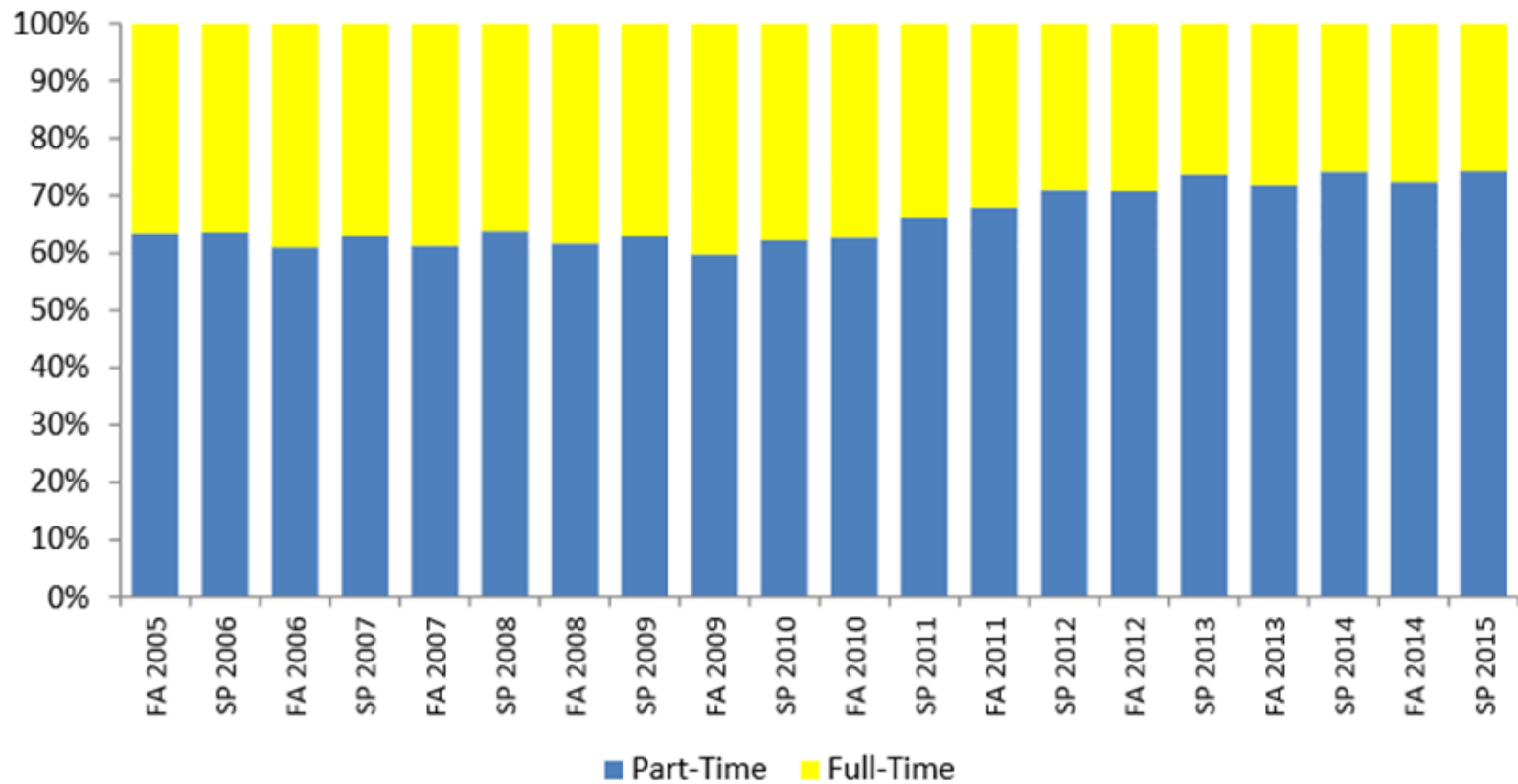


■ Black or African American	1,434	1,459	1,533	1,720	1,997	2,116	2,082	2,274	2,334	2,309
■ Asian	687	836	998	1,013	1,103	1,175	1,116	1,154	1,211	1,303
■ Hispanic	123	137	145	198	210	216	449	496	529	533
■ Native American	47	65	66	83	97	116	39	50	52	58
■ Native Hawaiian or Pacific Islander	-	12	10	16	15	23	-	-	11	12
■ Two or More Races*							526	540	564	553



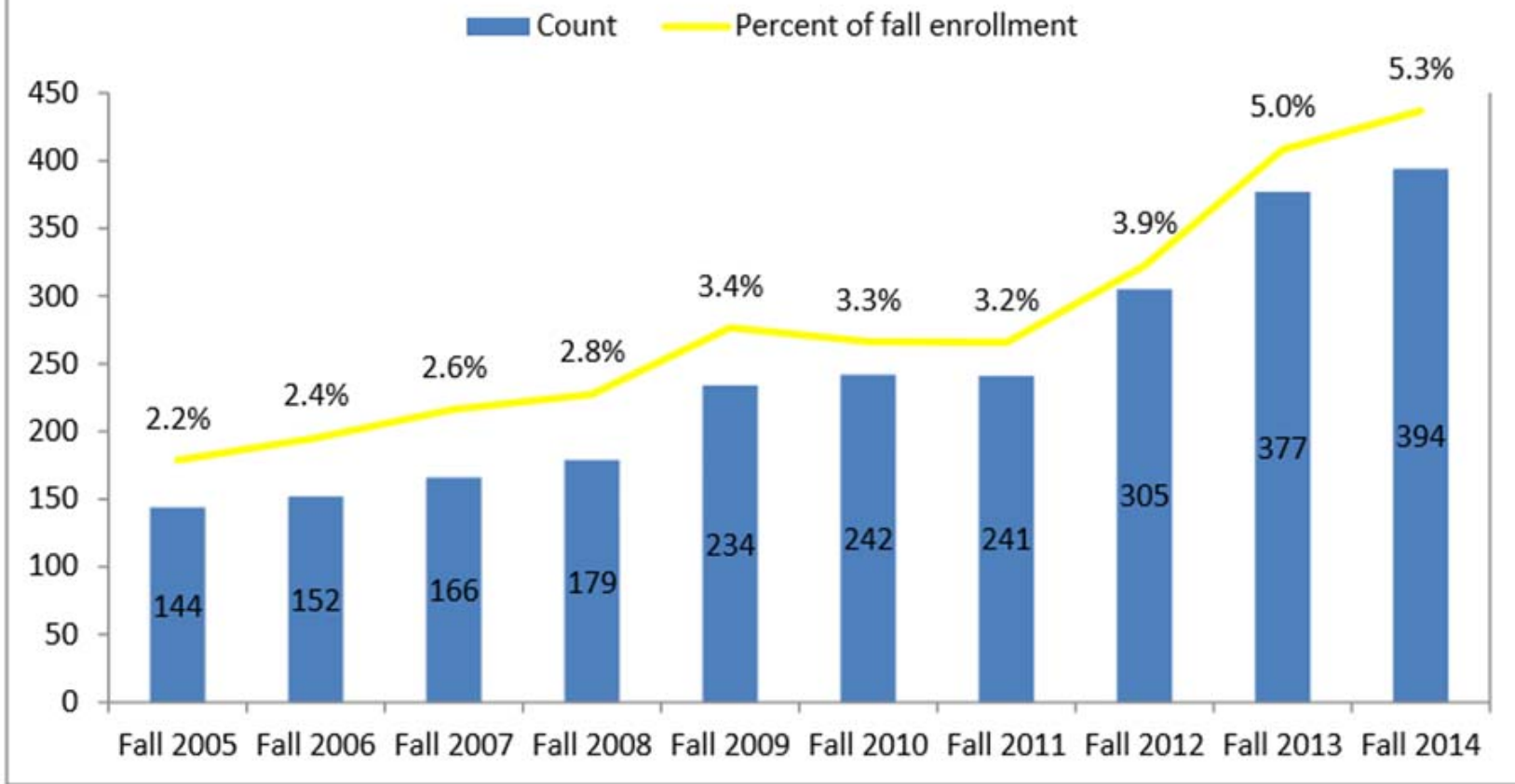
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Part-Time and Full-Time Students

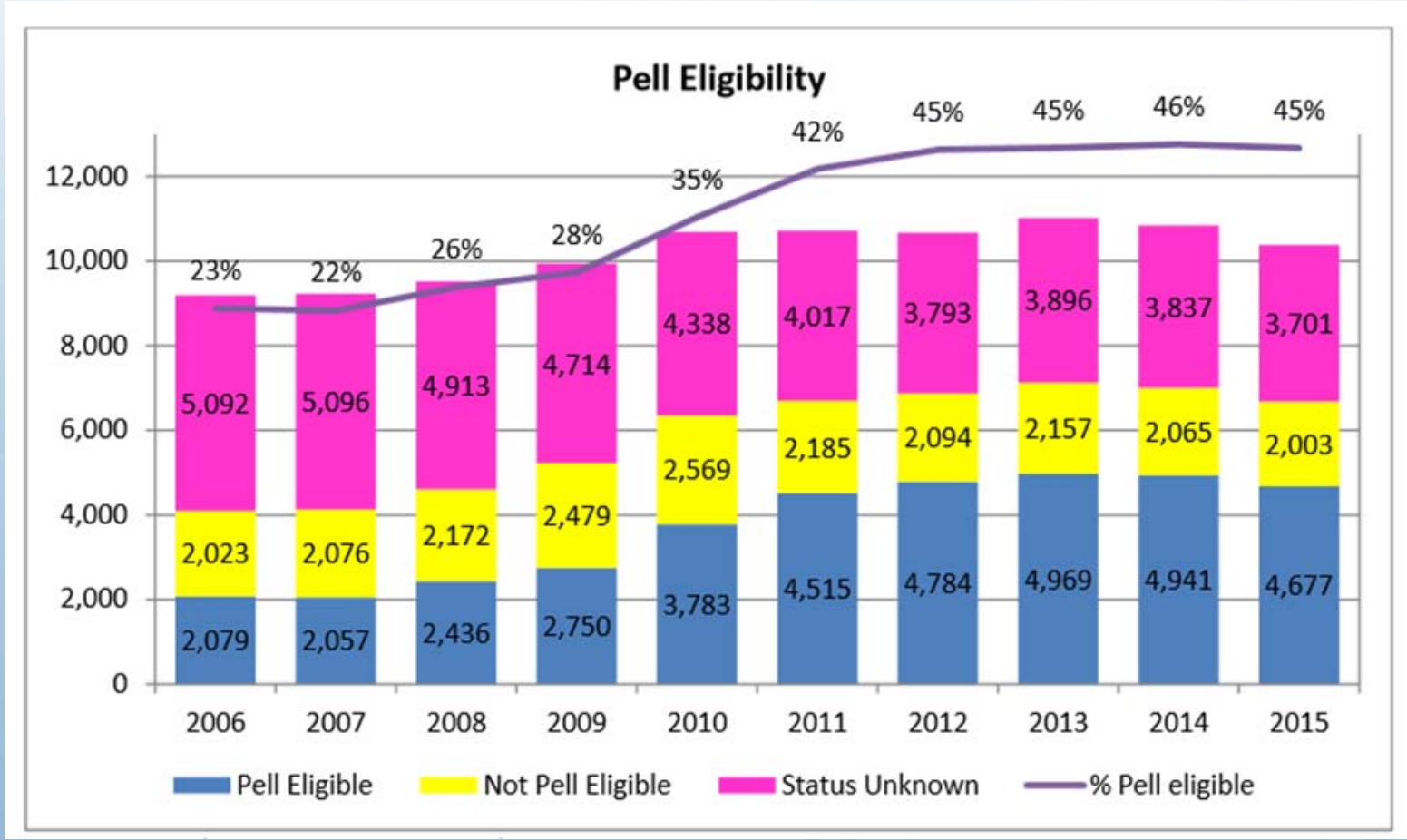


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Students with Disabilities



North Hennepin
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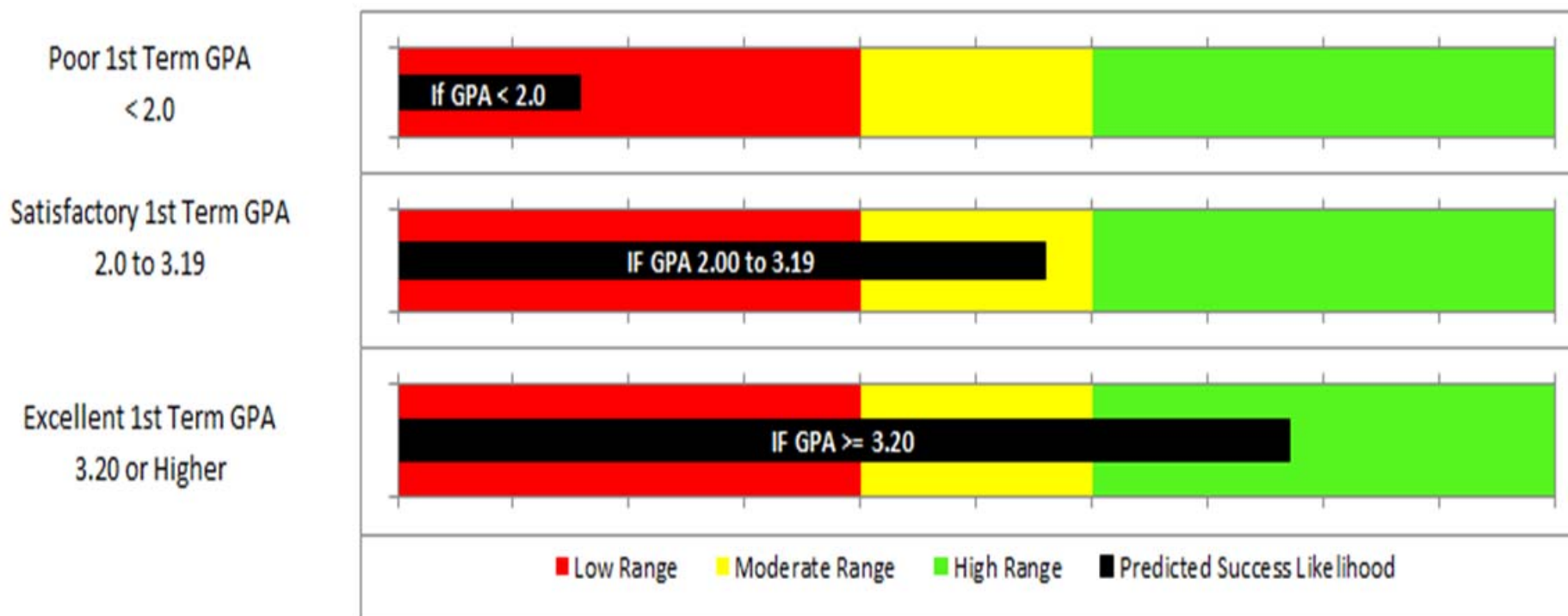
How Does NHCC Mirror its Student Body? Student Body & Faculty/Staff Comparison

Gender Status	Percentage	Percentage	Percentage
	Fall 2013	Fall 2014	Fall 2015
Female Students	56%	57%	57%
Female Faculty & Staff	60%	59%	59%
Military Veteran Status	Percentage	Percentage	Percentage
Students	2%	3%	3%
Faculty & Staff	2%	3%	2%
Disability Status	Percentage	Percentage	Percentage
Students	5%	5%	5.3%
Faculty & Staff	2%	2%	1%
Race/Ethnicity Status	Percentage	Percentage	Percentage
Students	41%	44%	44%
Staff of Color	30.92%	30.7%	32.4%
Faculty of Color	8.51%	11%	12.99%
All Faculty & Staff	20.05%	20.5%	21.02%



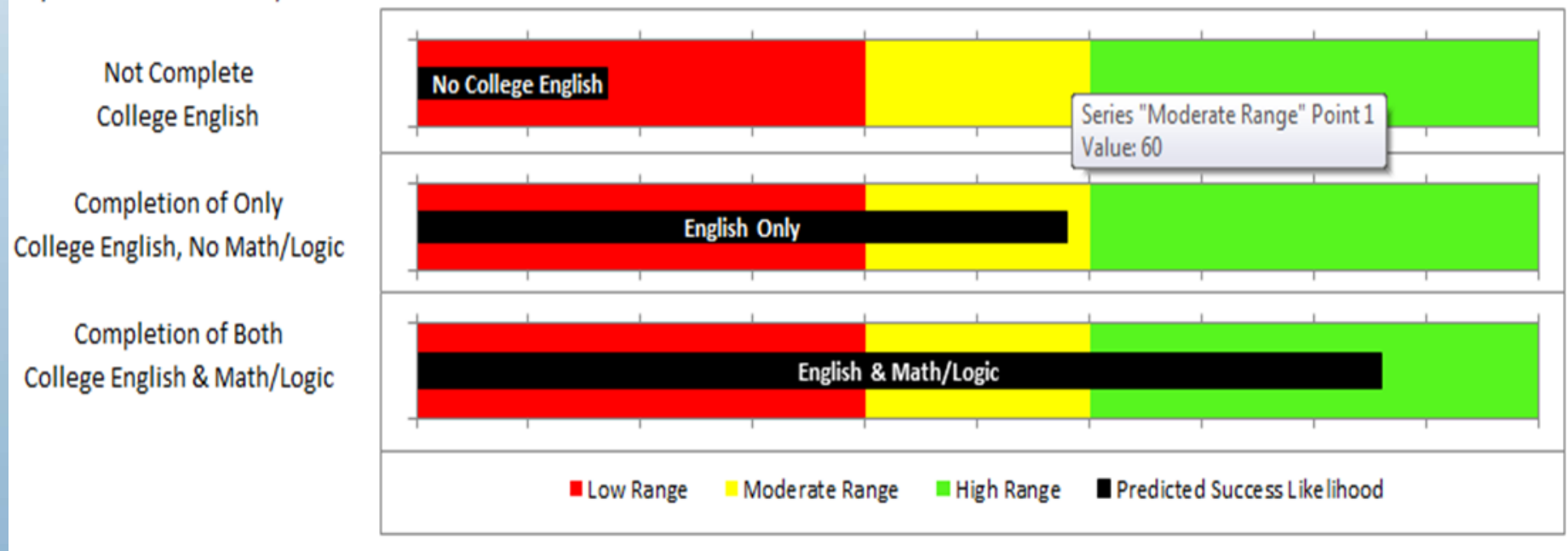
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II. Results Based on First Term Academic Performance. *A good academic start is critical to longer term student success. The following charts show how predicted student success rates change based a student's first term grade point average.*



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III. Results Based on Completion of Gateway Courses in English and Math/Logic. *The important gateway courses for earning an Associate degree are College English and either a College Math or Logic course (MnTC Goal Area 4). Nearly all graduates (except a few Certificate programs) must complete College English. Students interested in earning a STEM-related Associate degree also should complete College Algebra. Students interested a non-STEM Associate in Arts degree have the option of completing another college-level math course, such as Statistics, or a Philosophy course in Logical Reasoning. Some Associate degrees and most Certificate programs do not require students to complete MnTC Goal Area 4.*







Minnesota State Colleges and Universities

Board of Trustees

Academic and Student Affairs Committee

November 17, 2015

Presenters:

Devinder Malhotra, Interim President

Ginny Arthur, Executive Vice President & Provost

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WHO WE ARE?

Mission: Provides accessible, high quality education with continued emphasis on underserved groups, including adults and communities of color.

Vision: Faculty, staff and students...will reflect the area's rich diversity [and] build a culturally competent and anti-racist learning community

Employees:



26% American Indian/ non-white

Students-culturally and linguistically diverse:

Historically underserved: 41%

Pell eligible: 42%

Veterans: 7%

First generation: 23%

Graduates in STEM related fields:

- Biology: 41%

- Computer Science: 30%

- Applied Math: 25%

Average age: 32

Creating an Inclusive Environment through Community Engagement

Learning in, with and from our communities



Love Grows Here –
Nursing and Dental Hygiene students
Guadalupe Alternative Learning Center –
Social Work



Forum on Mass Incarceration –
Criminal Justice and
Human Services students

Inclusion: It takes a Campus

Academic Alignment:

- Racial Issues Graduation Requirement
- Faculty Development workshop – “Race Matters”

Student Services:

- Cultural coordinators
- Dedicated admissions liaisons
- Parent Center/Food Shelf/Vet’s Center

Skills Training:

- National Coalition Building Institute affiliate

Facilities:

- Upgrading auditorium to digital cinema
 - Will host Hmong, African-American and International Film Festival

Policies:

Academic integrity policy revision



International Center
for
Academic Integrity

Meeting Needs and Challenges

Multilingual learners:

Developing tutoring support services



Campus climate:


NCBI Skill Building workshops

Extended Management Team training and development


Metropolitan State's identity

We're So Metro


WHERE **DIVERSITY** LIVES.
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