



**DIVERSITY AND MULTICULTURALISM COMMITTEE**  
**NOVEMBER 16, 2010**  
**2:00 P.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 September 15, 2010** (pp. 1-4)
- (2) Diversity and Multiculturalism Division Update
- (3) Discuss and Report Progress on Committee Goals (pp. 5-10)

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  
September 15, 2010**

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

**Diversity and Multiculturalism Committee Members Absent:** None

**Other Board Members Present:** Chair Scott Thiss, Trustees Cheryl Dickson, Clarence Hightower, David Paskach, Michael Vekich

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

A meeting of the Diversity and Multiculturalism Committee was held on September 15, 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 9:40 a.m.

**1. Minutes of July 20, 2010**

The minutes of the July 20, 2010, meeting were approved as written.

**2. Diversity and Multiculturalism Division Update**

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

**Planning**

- The division funded a pilot project at Fond du Lac Tribal and Community College called Nandakikendan, Ojibwe for “seek to learn.” This two-week program started just before the school year and brought together a group of at-risk students in a program that immersed them in the American Indian culture, looking at areas such as registration and finance from an American Indian cultural perspective. The program appears to have been successful, but the students will be tracked to verify this, with a goal of providing best practice ideas to the other institutions.
- The Diversity and Multiculturalism division plans to reduce its staff by 1.5 positions. These reductions will result in the restructuring of the division’s work. The division will continue its focus on access, opportunity and success; monitoring compliance with appropriate federal and state laws and Board policies concerning equal opportunity and nondiscrimination in education and

employment; and providing technical assistance to campuses, supporting campus work to enhance access, opportunity and success to students and to create an innovative, diverse workforce. The division will reduce or eliminate direct community outreach, eliminating the Super Weekend program and Office of the Chancellor presence at community events, such as the Chinese New Year and Rondo Days. Rather, technical assistance will be made available to campuses that may wish to engage in such activities. The work of the division will be primarily compliance, monitoring, policy, leadership and training.

**Evaluation, assessment and accountability**

- Staff conducted six training events with campus staff and faculty concerning access, opportunity, and success and issues of diversity.
- A conference call was held with the seven institutions that are piloting a new program, “Get Cut, Get Styled, Get College,” which the division is sponsoring. In this program, admissions officers go to hair salons and barber shops and either directly recruit new students or train the staff there to indirectly recruit them. The division expects to bring a report at a future meeting, perhaps next spring. The goal of the program is to increase overall college awareness, including information about financial aid and the registration process.

**3. Discuss and Select Committee Goals**

Trustee Sundin called the committee’s attention to the revised goal sheets that were distributed at the meeting. President Davis reviewed the proposed goals. These goals reflect the priorities of the Leadership Council Diversity Committee, and there are sufficiently few that he believes they could all be completed.

The overall emphasis is to use data to drive behavior. The first proposed goal, “Use Action Analytics to evaluate the effectiveness of campus recruitment and retention programs,” focuses on recruitment and retention. Last month’s Board report showed considerable success in increasing access for underrepresented students. At the last meeting of the Leadership Council Diversity Committee, Dr. Craig Schoenecker introduced the committee to the data warehouse and searchable tool that he and his team are developing for system use.

Regarding the second proposed goal, “Increase the persistence and completion rate of underrepresented students and reduce the achievement gap between underrepresented and non-underrepresented students,” President Davis said that the role of successful transfer is missing from that goal and should probably be included. Persistence and completion is an issue that is currently of great interest in the system.

The third goal listed is, “Reward campuses that demonstrate measurable success in building relationships that support student engagement on college and university campuses.” President Davis said that a reward program creates a context of improvement that he believes is very important. The Leadership Council Diversity Committee recommends that, prior to launching a program such as this, more precise criteria be developed and feedback sought from campuses. Because of the preparatory work needed, the suggested goal is to have the reward program ready to launch by spring.

The following are some points that were made in the discussion that followed:

- The Action Analytics goals could be incorporated into the other two goals, by defining it as the process by which those goals are completed. This would reduce the number of goals to two.
- For the goal to be significant, it should include some target numbers or goals, particularly for persistence and completion rates, that would require the campuses to stretch.
- Diversity and Multiculturalism staff in consultation with the Leadership Council Diversity Committee could be asked to return with suggested numbers or benchmarks, targets for performance, for this goal.
- Publicly announcing expectations drives behavior and motivates people, particularly when this is combined with a system of rewards.
- It would be valuable to have more information about the process by which underrepresented students decide about whether or not to attend college and at what age this decision is made. Perhaps market research would provide useful information.
- Much of this research has been done; the challenge is to use research from other regions and apply it to Minnesota: to know the factors that lead to success and to develop programs based on them. It is important to keep the issue visible, hold people accountable and develop a reward structure based on success.
- It would be advantageous to have something in place that would require high school students to apply to college in order to graduate from high school.
- The system may want to expand its advertising about the Post-Secondary Enrollment Option program.
- Diversity and Multiculturalism may want to have joint committee meetings, perhaps with Academic and Student Affairs.
- It makes sense to count transfer as a success. Many underrepresented students start at two-year colleges and transfer to universities.

Trustee Sundin summarized her understanding of the action desired by the committee. The goals would be rewritten to eliminate the first goal and incorporate Action Analytics into the second and third goals. Increasing enrollment and successful transfer would be incorporated into the goal about the persistence and completion rate, as would goals or benchmarks. Existing methods of assessing, such as CCSSE, would be used for the reward program. A revised set of goals, including benchmarks would be presented at the next meeting for committee approval. The Diversity and Multiculturalism division and

the Leadership Council, in consultation with the committee chair, could revise the goals. If necessary, a time for discussion could be found at the Board retreat. Additional information about student college attendance decisions could be presented at a future meeting.

Trustee Benson moved that the Diversity and Multiculturalism Committee adopt the two goals in concept, with the understanding that there will some modifications and details, including target numbers, added in the future. Trustee Rice seconded the motion, and the motion carried.

#### **4. Diversity and Multiculturalism Committee/Division Work Plan for FY 2011**

This issue was not addressed because of a shortage of time.

The meeting adjourned at 10:37 a.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:** November 16, 2010

**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 September meeting, the Diversity and Multiculturalism Committee approved its goals in concept, with the idea that Diversity and Multiculturalism staff could further develop them, in consultation with Chair Louise Sundin and the Leadership Council Diversity Committee. The committee will discuss the proposed goals and implementation strategies. Incorporated into the goals is the “R” Factor project.

**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 “R” Factor Program.

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

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

The Diversity and Multiculturalism Committee of the Board of Trustees has directed the Office of the Chancellor to develop a plan to implement the committee’s fiscal year 2011 goals and the accompanying “R” Factor Program. A proposal will be presented to the Board committee in November 2010.

**Committee Goals**

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 “R” Factor Program.

**Consultation and Staffing**

Within the Office of the Chancellor, the work on this project is being accomplished jointly by the Diversity and Multiculturalism division and the Research, Planning and Effectiveness unit in the Academic and Student Affairs division.

**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 for improvement of their underrepresented student persistence and completion rates (retained, graduated or transferred); this work should build on these targets and measures.
3. The results of progress toward the goals will be aggregated to demonstrate system progress.
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 improvement; 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.

### **Outcome Measures**

The Leadership Council Diversity Committee recommends these outcome measures:

1. Institutional student success rates that are at or above those of similar institutions, as measured in the Access to Success (A2S) initiatives supported by the Minnesota State Colleges and Universities system and other systems participating in the national association of Systems Heads (NASH) collaboration.
2. An institutional achievement gap between underrepresented and non-underrepresented students that is at or less than the gap levels of similar NASH A2S institutions.



Potential Measure	Description/ Option	Advantages	Disadvantages	Existing Measure?
1. Recruitment	<ul style="list-style-type: none"> <li>• Student recruitment measure (dashboard)</li> <li>• Measure is reported by underrepresented categories</li> </ul>	<ul style="list-style-type: none"> <li>• Could use existing recruitment measure</li> </ul>	<ul style="list-style-type: none"> <li>• Data are not always complete, because some students do not provide required information</li> <li>• Some colleges and universities will focus on one aspect of underrepresented students because of regional demographics</li> </ul>	Yes
2. Persistence including transfer	<ul style="list-style-type: none"> <li>• Student success measure (dashboard)</li> <li>• Fall-to-fall retention/ graduation/ transfer is reported by underrepresented categories</li> </ul>	<ul style="list-style-type: none"> <li>• Could use existing success measure</li> <li>• Diversity of outcomes recognized (not just graduation)</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that retention does not always equal progress toward degree</li> <li>• Some institutions may have a small margin for improvement</li> </ul>	Yes Embedded in student success measure
3. Completion: Number of degrees, certificates, diplomas and other awards conferred	<ul style="list-style-type: none"> <li>• Does not depend on FT/PT attendance</li> <li>• Can report by underrepresented categories</li> </ul>	<ul style="list-style-type: none"> <li>• Direct measure</li> <li>• Aligned with national agenda</li> <li>• Readily understood by internal and external stakeholders</li> <li>• Could expand development of short-term certificates (stackable)</li> </ul>	<ul style="list-style-type: none"> <li>• Could encourage proliferation of types of certificates</li> <li>• Not all students are seeking degrees</li> <li>• Takes longer time to increase numbers of degrees</li> </ul>	Yes

Potential Measure	Description/ Option	Advantages	Disadvantages	Existing Measure?
4. Student Engagement	<ul style="list-style-type: none"> <li>• Student engagement measured by the Community College Survey of Student Engagement (CCSSE) and, for universities, the National Survey of Student Engagement (NSSE)</li> </ul>	<ul style="list-style-type: none"> <li>• Board policy currently requires biennial administration</li> <li>• National comparison data for similar institutions available</li> </ul>	<ul style="list-style-type: none"> <li>• Low participation rate in the NSSE at some universities could introduce non-response bias into results.</li> <li>• Use of a subset of items to assess progress may prove challenging.</li> <li>• Rewarding institutions for improvements in their students' outcomes is preferable to rewarding them for improvements in their students' survey responses</li> <li>• Since institutions participate in the engagement surveys once each biennium, the rewards could only be made every other year.</li> <li>• Since the survey is completed by a sample of students, the numbers of students of color that respond is often quite small and their engagement cannot be measured reliably.</li> </ul>	Yes

## **Implementation Strategy**

The following strategies will be implemented in conjunction with Academic and Student Affairs.

- The Office of the Chancellor will work with the Board of Trustees and the Leadership Council to:
  - Establish timelines for implementing the “R” Factor Awards Program and for the campus evaluation program;
  - Seek private, philanthropic and/or system funds to support the implementation of the “R” Factor Awards Program;
  - Gather existing baseline data;
  - Develop a formula for awarding the funds;
  - Provide appropriate technical assistance to campuses;
  - Monitor annually to determine college and university achievement; and
  - Reward campuses that demonstrate measurable progress toward or achievement of benchmarks in building relationships that support student engagement and success of underrepresented students.
  
- Colleges and Universities will:
  - In conjunction with the Chancellor, determine campus goals for their presidential evaluations, using an agreed-upon formula; and
  - Establish “R” factor evaluation committees, composed of representatives from constituent groups, 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.

## **Time Line**

Proposed for implementation in 2012.