Committee: Diversity and Multiculturalism   Date of Meeting: July 16, 2008

Agenda Item: Update on Funding for Diversity and Underrepresented Programming

Cite policy requirement, or explain why item is on the Board agenda:
Discussion by members of the Board of Trustees regarding expenditures focused on Strategic Plan Goal 1.1 of access and opportunity.

Scheduled Presenter(s):
Whitney G. Harris, Executive Director, Diversity and Multiculturalism

Outline of Key Points/Policy Issues:
- Underrepresented students expenditures, enrollment, persistence and completion update
- College Access and Opportunity Career Centers update

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 expenditures for the recruitment and retention of underrepresented students and for Diversity-Oriented Academic Support Services and Diversity-Oriented Cultural Support Services.
BACKGROUND
Campuses are engaged in a number of programs and activities that focus on the Board of Trustees’ Strategic Direction One, Access and Opportunity, which is a commitment to providing higher education access and opportunity to all Minnesotans, especially those who have been traditionally underrepresented in the Minnesota State Colleges and Universities system. The ultimate assessment of the effectiveness of these labors is the level of access and success (retention, transfer or graduation) achieved by the targeted groups.

- Recruitment and retention expenditure information regarding programs and activities focused on underrepresented students was presented at the October 2007 meeting.
- Expenditure data for Diversity-Oriented Academic Support Services and Diversity-Oriented Cultural Support Services were presented at the March 2008 meeting. The expenditure data presented, were self reported by colleges and universities based upon guidelines and definitions provided by the Office of the Chancellor.
- A review of the TRiO programs was presented at the May 2008 meeting.

The information was provided in a systemwide summary manner based upon input from the colleges and universities. Through this process, baseline spending data were established for recruitment and retention of underrepresented students, Diversity-Oriented Academic Support Services and Diversity-Oriented Cultural Support Services.

The support services not only further the goals of the recruitment and retention of students from underrepresented groups but support Minnesota State Colleges and Universities’ commitment to producing “graduates who have strong, adaptable and flexible skills” and knowledge.

Underrepresented Students Expenditures Enrollment, Persistence and Completion Update

The attached PowerPoint provides graphic information regarding expenditures, recruitment, persistence and completion of underrepresented students.
Underrepresented Students

Underrepresented students are defined as undergraduates who are first generation students, low-income students and/or students of color.

- There were 49,670 first generation undergraduate students enrolled at system colleges and universities in fiscal year 2007, which represented 21 percent of all undergraduate students, as shown in Figure 1.
- There were 56,445 low-income undergraduate students enrolled in the system in fiscal year 2007, which represented 24 percent of all undergraduate students.
- There were 32,142 undergraduate students of color enrolled in fiscal year 2007, which represented 13.9 percent of all undergraduate students, as shown in Figure 2.
- There were 98,211 underrepresented undergraduate students enrolled in fiscal year 2007, which represented 42.1 percent of all undergraduate students. The number of underrepresented students is unduplicated across the three characteristics.

Persistence and Completion Rates

The persistence and completion rate is the percent of fall entering full-time undergraduate students who are retained at the same college or university, have graduated from that college or university or have transferred to another college or university by the second fall term after entry. This measure is reported in the accountability dashboard, and changes in the rates for underrepresented students can be used to assess the return on investments in improved retention.

- The persistence and completion rate for first generation students has decreased slightly from 72.2 percent for fall 2003 entering students to 71.1 percent for fall 2006 entering students, as shown in Figure 3.
  - The rate for first generation students is five to six points lower that the rate for non-first generation students.
  - The number of full-time entering first generation students decreased by 15 percent from 9,294 in fall 2003 to 7,862 in fall 2006.
- The persistence and completion rate for low-income students has decreased slightly from 71.1 percent for fall 2001 entering students to 69.0 percent for fall 2006 entering students, as shown in Figure 4.
  - The rate for low-income students is six to ten points lower that the rate for not low-income students.
  - The number of entering low-income students increased by nine percent from 10,487 in fall 2001 to 11,431 in fall 2006.
- The persistence and completion rate for full-time students of color has decreased slightly from 66.7 percent for fall 2001 entering students to 65.5 percent for fall 2006 entering students, as shown in Figure 5.
  - The rate for students of color is ten to eleven points lower than the rate for white students.
The number of full-time entering students of color increased by 86 percent from 2,561 in fall 2001 to 4,769 in fall 2006.

Expenditure Data

- As reported to the federal government as part of an annual survey of college and university expenditures, the system spent $190.1 million in FY 2007 to provide student support services to all students and almost an identical amount, $190.2 million, for support of academic activity (slide 7).
- Student support services include expenses for admissions, registrar, and activities that contribute to the student emotional and physical well-being.
- Academic support activities include expenses for library and media services, academic computing, academic administration including the academic deans, course and curriculum development as well as professional academic development.
- The next graphic (slide 8) shows that within the total academic support and student service expenditures of $380.3 million, the estimated amount spent on recruitment and retention of underrepresented students is about 8% of the total or $30.6 million dollars during FY 2007.
- Slide 9 shows the estimated level of spending to recruit and retain underrepresented students. The colleges and universities will provide their estimates for FY 2008 of total spending on recruitment and retention for all students, including a break out of the expenditures for underrepresented students.

At this time the system does not track retention and recruitment activities directly back to student services and academic support expenditures. However, many of these activities are included in these functional areas. Work is now underway to create, through revisions to the system’s chart of accounts, a procedure that will be used to identify functional activity in the accounting system. It will take the next year to develop a systemwide approach to collect this data. Then it will not be possible to gather the data until the end of FY 2010. Until then, colleges and universities will be required to self report expenditures for recruitment and retention for all students. However the colleges and universities will always be required to estimate the amount spent on those activities for the underrepresented students, as that will not be able to be tracked in the accounting system.

College Access and Opportunity Centers Update

College Access and Opportunity Centers received notification of funding and the colleges and universities involved in these centers began work to implement their action plans in spring of 2008. Although problems associated with staff recruitment and hiring caused delays in the implementation of some action steps, the centers have all begun their work toward improving the high school graduation rate, college readiness levels, and college participation rates of underrepresented students in Minnesota.
The College Readiness Center at Minnesota State Community and Technical College has successfully expanded the Ready or Not Writing program that partners high school students, their teachers, and college English faculty to improve student writing skills. Fourteen school districts participated in the program during the spring semester. An online writing support program for 8th grade students is currently being developed, as is a series of podcasts to support writing development for students in grades 8 to 12. A mathematics program using principles similar to Ready or Not Writing is being developed; and seven school districts have signed up to participate in this aspect of the College Readiness Center during fall semester, with five more districts joining in 2009. Approximately 175 pre-algebra and algebra students will be involved in these activities during fall semester. Research is being conducted to develop an online support program in reading for students during the school year. Due to issues of timing, it was decided to postpone the initial implementation of Summer Camps in Technology and Science until summer of 2009. With the hiring of a full-time Program Director at the beginning of June, the College Readiness Center is well underway.

The College Access and Opportunity Center in St. Cloud began refining a process of recruiting, hiring, training and placing college students as mentors and tutors. The university identified university staff to serve as trainers; developed training materials, and created policies and guidelines for mentors and tutors. Over 100 students applied for these positions, 56 were trained, and about 30 were placed in school and community settings. During the spring, meetings were held in each District 742 secondary school building with counseling staff and/or administrators to describe the project, answer questions, and discuss preparations for the 2008-09 academic year. A presentation was also given to the district school board. A three-week summer extension of the tutoring and mentoring for District 742 students was offered from June 16 to July 3, 2008, on the St. Cloud State University campus. Approximately thirty students received instruction in language arts, mathematics, cultural arts, and computer work, as well as information on career and post-secondary options and college admissions. The college orientation was provided by both St. Cloud Technical College and St. Cloud State University staff. A new project, entitled College Readiness Program, to be offered by St. Cloud State University and St. Cloud Technical College for graduating seniors and recent recipients of the GED will be started in July and August, 2008. A team of representatives from District 742, St. Cloud Technical College and St. Cloud State University is meeting weekly to plan for the project’s activities for the 2008-09 academic year.

The Metro-area College Access and Opportunity Center jointly operated by Inver Hills Community College and Century College has been titled College Within Your Reach. PACE (Preparing to Achieve a College Education), the college-readiness program developed by Century College, has been replicated at Inver Hills, with two cohorts for native and non-native English-speaking 11th grade students conducted during June and a third cohort scheduled for August. Bridge to College programs have been created at both
Century and Inver Hills for August 2008. The Bridge program offers tuition-free courses to 2008 high school graduates. In addition to earning college credits, the students will receive targeted support services, career planning and specialized orientations. The colleges have received about 100 applications for 50 planned slots in the program. The Learning Community initiative is expected to exceed its projected goals of offering 15 learning communities during fall semester, which would serve 250 first-year students at the colleges. A first-year college success course is embedded in many Learning Communities. In addition, Learning Community students will receive intrusive advising and academic support/specialized tutoring services and participate in student engagement activities. A cross-disciplinary steering committee of staff and faculty members at the colleges is meeting on a bi-weekly basis to plan and implement project activities.

Based on these reports, it appears that all three College Access and Opportunity Centers have been successfully initiated. We will continue to receive updates from the College Access and Opportunity Centers on a quarterly basis.
Underrepresented Students Enrollment, Persistence and Completion

Minnesota State Colleges and Universities
July 1, 2008

Figure 1: UNDERREPRESENTED STUDENTS FIRST GENERATION & LOW INCOME FISCAL YEAR 2007

First Generation Status
- First Generation: 49,670 (21.3%)
- Unknown: 83,492 (22.0%)
- Not First Generation: 130,159 (55.8%)

Low Income Status
- Low Income: 56,446 (24%)
- Not Low Income: 176,876 (76%)

Total Undergraduate Students = 233,321
Figure 2: UNDERREPRESENTED STUDENTS RACE-ETHNICITY & TOTAL FISCAL YEAR 2007

- Not Students of Color 182,430
  78.3%
- Students of Color 22,412
  13.9%
- Unknown 18,279
  7.8%
- Not Under-represented 135,110
  57.9%
- Under-represented Students 98,211
  42.1%

Total Undergraduate Students = 233,321

Figure 3: SECOND FALL PERSISTENCE & COMPLETION RATES: FIRST GENERATION STATUS

- Fall 2003: 72.2% First Generation, 78.7% Not First Generation
- Fall 2004: 71.9% First Generation, 76.6% Not First Generation
- Fall 2005: 71.0% First Generation, 76.9% Not First Generation

Fall Term of Entry
Figure 4: SECOND FALL PERSISTENCE & COMPLETION RATES: LOW INCOME STATUS

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<th>Fall Term of Entry</th>
<th>Low Income</th>
<th>Not Low Income</th>
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<tbody>
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<td>Fall 2001</td>
<td>77.2%</td>
<td>69.1%</td>
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<tr>
<td>Fall 2002</td>
<td>77.6%</td>
<td>71.3%</td>
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<tr>
<td>Fall 2003</td>
<td>77.5%</td>
<td>70.3%</td>
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<tr>
<td>Fall 2004</td>
<td>77.0%</td>
<td>69.3%</td>
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<tr>
<td>Fall 2005</td>
<td>77.5%</td>
<td>69.2%</td>
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<tr>
<td>Fall 2006</td>
<td>78.5%</td>
<td>69.0%</td>
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</tbody>
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Figure 5: SECOND FALL PERSISTENCE & COMPLETION RATES: RACE-ETHNICITY

<table>
<thead>
<tr>
<th>Fall Term of Entry</th>
<th>Students of Color</th>
<th>White Students</th>
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<tbody>
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<td>Fall 2001</td>
<td>66.7%</td>
<td>69.7%</td>
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<tr>
<td>Fall 2002</td>
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