DIVERSITY AND MULTICULTURALISM COMMITTEE
JULY 16, 2008
11:15 A.M.

BOARD ROOM
WELLS FARGO PLACE
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.

Committee Chair Duane Benson calls the meeting to order.

(1) Minutes of May 20, 2008 (pp. 1-3)
(2) Diversity and Multiculturalism Update
(3) Update on Funding for Diversity and Underrepresented Programming (pp. 4-14)

Members
Duane Benson, Chair
Clarence Hightower, Vice Chair
Vacancy
Vacancy

Bolded items indicate action required.
Diversity and Multiculturalism Committee Members Present: Trustees Duane Benson, Chair; Trustees Caleb Anderson, Ann Curme Shaw

Diversity and Multiculturalism Committee Members Absent: Clarence Hightower, Vice Chair

Other Board Members Present: Trustees Michael Boulton, Cheryl Dickson, Dan McElroy, David Paskach, Christine Rice, Scott Thiss, and James Van Houten.

Leadership Council Members Present: Dr. Whitney Stewart Harris, President Anne Weyandt

A meeting of the Diversity and Multiculturalism Committee was held on May 20, 2008 at Wells Fargo Place, 4th Floor Board Room, 30 7th Street East, St. Paul. Chair Benson called the meeting to order at 1:00 p.m.

1. Minutes of the March 19, 2008 Diversity and Multiculturalism Committee

The minutes of the March 19, 2008 meeting were approved as written.

2. Diversity and Multiculturalism Update

Dr. Harris framed his report in terms of the four divisional priorities and the goals from the Board of Trustees’ retreat.

1) Develop and enhance strategies to support the post-secondary access and success of underrepresented students and American Indian students.

Twenty-five students from four Minnesota State Colleges and Universities institutions recently participated in a leadership training assembly led by Charles Black Lance who is working on behalf of the Diversity and Multiculturalism division to further the Boards’ Systemwide Strategic Work Plan for American Indians.

The Office of the Chancellor's Diversity and Multiculturalism division recently coordinated five professional development sessions for campus diversity officers, teaching program planning and assessment skills.

2) Provide institutions with models to improve the success of underrepresented, underserved, and American Indian students.
In response to a concern for providing “welcoming” campus climates, the staff of the Diversity and Multiculturalism division, in cooperation with campus staff, conducted professional development sessions on several campuses. These sessions provided front-line staff with information and models for dealing with students from different cultures and language groups.

3) Increase the diversity of faculty and staff and administrators.

Although there was activity in this area, it was not reported at this meeting.  

4) Coordinate and manage the Office of Civil Rights program for reviewing campuses.

The Diversity and Multiculturalism Division hosted the Department of Education Office for Civil Rights conference from May 12 to May 16. Thirty-eight participants from throughout the United States and five administrators from the Department of Education were at the conference. The conference focused on compliance with the federal nondiscrimination laws and guidelines. This was an opportunity to showcase the Minnesota State Colleges and Universities system.

With respect to the goals set at the Board of Trustees’ retreat:

Twelve focus groups of middle-school-age students from groups traditionally underrepresented in higher education have been completed. Two more focus groups are scheduled for later in the month. The purpose is to learn how these students prefer to get information about colleges and what types of messages appeal to them. The results of this research will be used to develop a marketing program which will reach down to the middle school level, so that these students will begin to consider higher education at an earlier age. Research shows that this is when students make the decision about whether they will attend college.

Campus staff from admissions and diversity offices in the metropolitan area, the campuses that make up the Metro Alliance, reviewed current recruitment programs and activities focused on new Americans and other underrepresented groups.

The work on revamping and updating the "Make College Part of Your Future" brochure is underway. It is currently in four languages, and more will be added. In addition, it will be on the Web site.

Chancellor McCormick said that more needs to be done with early childhood, elementary, and secondary schools. It might be interesting to hold a seminar showcasing individual examples from the system that demonstrate cooperative programs with the schools that have been effective. Ann Curme Shaw said that many organizations are

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1 The Diversity Division held a work day for affirmative action officers who need assistance in preparing their affirmative action plans.
addressing this issue, and she suggested that the system might have a role in coordinating their efforts.

3. **Minnesota State TRiO Association.**

Whitney Harris said that Minnesota TRiO’s program is one of the best in the nation in terms of effectiveness. He introduced Charles Black Lance, Director of TRiO Programs at Central Lakes College and Project Coordinator for the American Indian Project at the Office of the Chancellor, who in turn introduced Dr. Karen Johnson from Winona State University and Dr. Jennifer Brookins-King from Minneapolis Community and Technical College. The three of them gave a PowerPoint presentation to the Board.

TRiO grew out of the civil rights movement and the war on Poverty. Originally there were three TRiO programs, but there are now nine programs. TRiO serves low-income and first-generation students, and is the nation’s oldest and leading college access program. The speakers showed the correlation between the system’s strategic directions one and two and the work of TRiO. There are 68 TRiO programs in Minnesota, 48 of which are in 22 of the Minnesota State system’s institutions. The first TRiO program in the system started in 1966; and it has served as a model for best practices. Last spring a new initiative was granted to Central Lakes College. It was specifically designed to include American Indian students, although it is not restricted to American Indians. President Weyandt commented that TRiO is all-pervasive across the system; even those institutions that do not have TRiO funding use TRiO best practices.

4. **Preliminary Report on Inventory of Recruitment and Retention Programs**

Whitney Harris introduced, Ka Vang, Diversity Programs Manager, to introduce a chart summarizing recruitment and retention programs used in the system. The chart is drawn from the diversity plans submitted to the Diversity and Multiculturalism Division in October of 2007. These are representative examples and not meant to be an exhaustive list. The data fell into three categories: 1) Recruitment, 2) Retention, and 3) Recruitment and Retention combined, and the programs focus on Strategic Direction One, Access and Opportunity.

There was a discussion of the gender gap between males and females in the system. Trustee Dickson asked if Dr. Harris could circulate some literature about males in higher education. Dr. Harris said that there was currently a systemwide committee, Male Access and Success, that is studying this issue and will be reporting to the Leadership Council Diversity Committee in a few months. He offered to circulate a reading list to the Trustees. Chancellor McCormick encouraged a look at the total picture, including the private colleges and universities.

The meeting adjourned at 2:00 p.m.

Respectfully submitted by Gale Rohde
Committee: Diversity and Multiculturalism  Date of Meeting: July 16, 2008

Agenda Item: Update on Funding for Diversity and Underrepresented Programming

☑ Proposed Policy Change  ☐ Approvals Required by Policy  ☐ Other Approvals  ☐ Monitoring

☐ Information

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

Not Low Income
176,876
76%

Low Income
56,445
24%

First Generation Status
Low Income Status

First Generation
49,670
21.5%

Not First Generation
130,169
56.8%

Unknown
83,492
22.0%

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

- Not Students of Color 182,630
  78.3%
- Students of Color 32,412
  13.9%
- Unknown 15,279
  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: First Generation 72.2%, Not First Generation 76.7%
- Fall 2004: First Generation 71.9%, Not First Generation 75.8%
- Fall 2005: First Generation 71.0%, Not First Generation 76.6%
- Fall 2006: First Generation 71.1%, Not First Generation 76.9%

Fall Term of Entry
Minnesota State Colleges and Universities
FY2007 Expenditures
Academic Support and Student Services

Total $380.3 Millions

Student Services
$90.1 Millions

Academic Support
$180.2 Millions

Minnesota State Colleges and Universities
FY2007 Estimate of Expenditures for
Recruitment and Retention of Underrepresented Students

Total $380.3 Millions