MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism    Date of Meeting: May 20, 2008

Agenda Item: Preliminary Report on Inventory of Recruitment and Retention Programs

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

☒ Information

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

Update the Board about the campuses’ recruitment and retention strategies which support the system’s Strategic Plan Goal 1.1 of access and opportunity.

Scheduled Presenter(s):
Ka Vang, Diversity Programs Director, Diversity and Multiculturalism
Whitney Stewart Harris, Executive Director, Diversity and Multiculturalism

Outline of Key Points/Policy Issues:
• Overview of the Minnesota State Colleges and Universities schools’ recruitment and retention strategies.

Background Information:

The Board of Trustees of the Minnesota State Colleges and Universities system recognizes that recruiting and retaining college students in groups traditionally underrepresented in higher education is critical to the state’s economic future (Strategic Plan Goal 1.1). The colleges and universities have included recruitment and retention strategies in their diversity plans, which they submitted to the Office of the Chancellor’s Diversity and Multiculturalism Division in October 2007.

The staff of the Diversity and Multiculturalism Division, with the assistance of President Larry Litecky of Century College, has reviewed the diversity plans and created an inventory of recruitment and retention strategies.
BACKGROUND

The Board of Trustees of the Minnesota State Colleges and Universities system recognizes that recruiting and retaining college students in groups traditionally underrepresented in higher education is critical to the state’s economic future (Strategic Plan Goal 1.1). The colleges and universities have included recruitment and retention strategies in their diversity plans, which they submitted to the Office of the Chancellor’s Diversity and Multiculturalism Division in October 2007.

Diversity and Multiculturalism Division, with the assistance of President Larry Litecky of Century College, has reviewed the diversity plans and created an inventory of recruitment and retention strategies.
Institutional Representative Recruitment and Retention Strategies

Strategic Direction 1: Increase access and opportunity
Goal 1.1: Raise Minnesota’s participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.

Recent Trends in Enrollment and Persistence and Completion:

- **Underrepresented Students:**
  - Underrepresented students are defined as undergraduates who are students of color, first generation students and/or low-income students.
  - In comparison, undergraduate enrollment increased by 1.5 percent, going from 229,799 to 233,321 between fiscal years 2006 and 2007.
  - Underrepresented students increased by 1.3 percent, going from 96,970 to 98,211 between fiscal years 2006 and 2007 and constituted 42 percent of undergraduate students in 2007.
  - Undergraduate students of color increased by 10.1 percent, going from 29,429 to 32,412 between fiscal years 2006 and 2007 and constituted 15 percent of undergraduate students in 2007.
  - Undergraduate low-income students increased by 2.5 percent, going from 55,088 to 56,445 between fiscal year 2006 and 2007 and constituted 24 percent of undergraduate students in 2007.
  - Undergraduate first generation students decreased by 4.5 percent from 52,035 to 49,670 between fiscal year 2006 and 2007 and constituted 21 percent of undergraduate students in 2007.

- **Persistence and Completion Rates for Full-Time Degree-Seeking Undergraduates:**
  - The persistence and completion rate for students of color increased by 1.3 from 64.2 percent to 65.5 percent between fall 2006 and fall 2007.
  - The persistence and completion rate for white students increased by .4 from 76.8 percent to 77.2 percent between fall 2006 and fall 2007.

Source: Colleges and Universities’ Diversity Plans
## Recruitment and Retention

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<tr>
<th>Definition</th>
<th>Examples</th>
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<td>The goal of these strategies and activities is to hire and retain diverse faculty and staff.</td>
<td>- Faculty teaching opportunities/programs for graduate students of underrepresented backgrounds&lt;br&gt;- Scholar-in-residence programs for visiting diverse faculty&lt;br&gt;- Advertise positions to minority-targeted media, e.g., <a href="http://www.mndiversity.com">www.mndiversity.com</a>&lt;br&gt;- Working through community partnerships with social service organizations, unions and businesses to advertise open positions and create networks and pipelines to schools’ positions&lt;br&gt;- Compliance with federal anti-discrimination, anti-harassment laws, and expectations as identified in the Office of Civil Rights review process and affirmative action plans</td>
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<td>These are ongoing and short-term collaborations between the school and community groups to increase the community’s awareness of the school, which will help the school create a presence in the community, build credibility as a stakeholder and ultimately recruit students from underrepresented communities to the school.</td>
<td>- Partnership with underrepresented social service agencies&lt;br&gt;- Partnership with K-12 institutions&lt;br&gt;- Partnership with businesses from minority-own businesses to Fortune 500 companies</td>
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Source: Colleges and Universities’ Diversity Plans
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<th>Research and assessment</th>
<th>These are ongoing and short-term projects and programs designed to gather data, identify trends in student enrollment, identify best practices, evaluate the campus climate, and critique the school’s diversity strategies and goals.</th>
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|                         | ✤ Campus climate surveys  
 |                         | ✤ National Survey of Student Engagement (NSSE)  
 |                         | ✤ Community College Survey of Student Engagement (CCSSE)  
 |                         | ✤ Intercultural Development Inventory (IDI)  
 |                         | ✤ Diversity Scorecard  
 |                         | ✤ Campus Institutional Research department/staff  

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<th>Diverse curriculum</th>
<th>These are strategies and programs to infuse diversity into the classroom, which include diverse degrees and courses. There are also specific opportunities for faculty members to incorporate diversity and multiculturalism into their courses even though the course may not be a diversity course per se. Some schools link courses and degrees to service learning projects, underrepresented community organizations and campus events and activities.</th>
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|                     | ✤ Diverse degrees, e.g., Women’s Studies, African American Studies  
 |                     | ✤ Multicultural courses  
 |                     | ✤ Anti-discrimination curriculum  
 |                     | ✤ American Indian Studies Summer Institute  

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<th>Technology</th>
<th>These are strategies that use technology to help recruit students and increase the visibility of the school to underrepresented communities.</th>
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|           | ✤ Multicultural Web pages and translated Web sites  
 |           | ✤ Technology-infused student success support programs, e.g., GPS  

Source: Colleges and Universities’ Diversity Plans
### Recruitment

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| Outreach               | These are strategies and activities designed to connect with and recruit underrepresented students. | ❖ College fairs  
❖ Sponsorship and tables at diverse community events, such as American Indian Pow Wows, Rondo Days, Cinco De Mayo and Hmong New Year |
| Bridge programs        | These are programs and activities created to increase recruitment and the success of underrepresented students by introducing them to higher education life and skills. | ❖ Student summer programs  
❖ Student weekend programs  
❖ Upward Bound |
| Diverse marketing      | These are strategies and practices to market the school to diverse students. | ❖ Advertise school and open positions to minority-targeted media  
❖ Translated recruitment brochures and Web sites |

### Retention

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| Academics              | These are academic courses, workshops and experiences designed to increase the skills and knowledge of underrepresented students so they succeed.                                                               | ❖ First-year experience courses  
❖ College success workshops, e.g., study skills, time management and financial literacy  
❖ Tutors  
❖ Learning communities |
| Multicultural centers  | Designed to be safe and culturally competent environments and centers for underrepresented students on campus.                                                                                               | ❖ Centers such as American Indian Center, Multicultural Center and Women’s Center |

Source: Colleges and Universities’ Diversity Plans
| Student success advisors/ Multicultural advisors | These are staff members whose primary responsibility is to support underrepresented students to success. | Multicultural advisors  
Student Success Services advisors |
| Early alert system | This is a method of intrusive counseling designed to give the school information early on concerning students who are not doing well academically. This process is often a collaboration between faculty, student affairs and other campus departments. Some schools have used technology as a part of early alert system and use a software program to collect and analyze student data. | Partnerships between campus divisions  
An early alert software program |
| Campus activities | These are activities designed to create a welcoming environment for underrepresented students and improve the cultural competence of the school’s staff and faculty. | Activities such as race, ethnicity and heritage months, guest speakers, cultural days |

Source: Colleges and Universities’ Diversity Plans
Minnesota State Colleges and Universities
Diversity and Multiculturalism Division

Institutional Representative Recruitment and Retention Strategies Glossary

Community College Survey of Student Engagement (CCSSE)-
The Community College’s Survey of Student Engagement survey instrument, The Community College Student Report, provides information on student engagement, a key indicator of learning, and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The Community College Student Report is a versatile, research-based tool appropriate for multiple uses. It is a:

- Benchmarking instrument - establishing national norms on educational practice and performance by community and technical colleges.
- Diagnostic tool - identifying areas in which a college can enhance students’ educational experiences.
- Monitoring device - documenting and improving institutional effectiveness over time.


Diversity Scorecard-
The "Diversity Scorecard" is an ongoing initiative designed to foster institutional change in higher education by helping to close the achievement gap for historically underrepresented students.

Developed by the Center for Urban Education in the Rossier School of Education at the University of Southern California with grants underwritten by The James Irvine Foundation, the Diversity Scorecard is centered on helping campuses assess their effectiveness in providing historically underrepresented students with the credentials they will need to gain economic, social, and political power. It is:

- A comprehensive campus-based strategy for assessing and improving institutional effectiveness
- A holistic and systematic strategy that spotlights and prioritizes race/ethnic (and other) inequities for action planning
- A source of a solid base of information for closing the access and achievement gaps


Intercultural Development Inventory (IDI)-
The Intercultural Development Inventory measures how a person or a group of people tend to think and feel about cultural difference. IDI is the basis for developing competence leading, working, and succeeding in an increasingly-diverse global workplace and marketplace.
IDI was designed by Dr. Milton Bennett and Dr. Mitchell Hammer and is a scientifically valid and reliable psychometric instrument. In use globally since 1998, the IDI consist of fifty items or statements, answered in terms of the extent to which a person agrees or disagrees with the statement and is available in many different languages and in paper and on-line form.


National Survey of Student Engagement (NSSE)-
The National Survey of Student Engagement obtains, on an annual basis, information from hundreds of four-year colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey items on The National Survey of Student Engagement represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college.

Institutions use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes to policies and practices more consistent with good practices in undergraduate education. This information is also used by prospective college students, their parents, college counselors, academic advisers, institutional research officers, and researchers in learning more about how students spend their time at different colleges and universities and what they gain from their experiences.

More than 1200 different colleges and universities in the U.S. and Canada have participated in NSSE since it was first administered in 2000. NSSE's widespread use has spawned several other nationally-used instruments, including the Beginning College Survey of Student Engagement, the Community College Survey of Student Engagement, the Faculty Survey of Student Engagement, and the Law School Survey of Student Engagement, all of which are supported through institutional participation fees.


Scholar-in-residence programs for visiting diverse faculty-
These are programs where a school or department sponsors an educator or distinguished community member with relevant skills and knowledge from another institution or from outside the home school to teach, facilitate a project and/or engage in the campus community.

**Student summer programs-**
These are bridge programs where students come to visit the campus and learn skills and knowledge regarding the school and higher education life in order to help them transition successfully.


**Student weekend programs-**
These are bridge programs where students come to visit the campus and learn skills and knowledge regarding the school and higher education life in order to help them transition successfully.


**Technology-infused student success support programs-**
These are projects and programs with student success as the ultimate goal and where technology is a key component.

Source:  [http://www2.nea.org/he/techno.html](http://www2.nea.org/he/techno.html). Retrieved: May 9, 2008

**Upward Bound-**
Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; high school students from families in which neither parent holds a bachelor's degree; and low-income, first-generation military veterans who are preparing to enter postsecondary education. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.