



DIVERSITY AND MULTICULTURALISM COMMITTEE
NOVEMBER 18, 2008
3:30 PM

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 July 16, 2008**
- (2) **Minutes of Minutes of Joint Advancement and Diversity and Multiculturalism Committees of July 16, 2008**
- (3) Diversity and Multiculturalism Update
- (4) Update on Enrollment and Retention of Underrepresented Students
- (5) Update on Underrepresented Student Programs
- (6) Campus Climate Update: Community College Student Engagement Survey
- (7) FY 2009 Diversity and Multiculturalism Division Work Plan

Members

Duane Benson, Chair
Clarence Hightower, Vice Chair
Allyson Lueneburg
Tom Renier
Louise Sundin
Terri Thomas

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
DIVERSITY AND MULTICULTURALISM COMMITTEE
MEETING MINUTES
July 16, 2008**

Diversity and Multiculturalism Committee Members Present: Trustees Duane Benson, Chair; Clarence Hightower, Vice Chair

Diversity and Multiculturalism Committee Members Absent: None

Other Board Members Present: Trustees Cheryl Dickson, Jacob Englund, Allyson Lueneberg, Christine Rice, Louise Sundin, Scott Thiss, Terri Thomas, and James Van Houten.

Leadership Council Members Present: Dr. Whitney Stewart Harris, President Larry Lundblad

A meeting of the Diversity and Multiculturalism Committee was held on July 16, 2008 at Wells Fargo Place, 4th Floor Board Room, 30 7th Street East, St. Paul. Chair Benson called the meeting to order at 11:25 a.m.

1. Minutes of the May 20, 2008 Diversity and Multiculturalism Committee

The minutes of the May 20, 2008 meeting were approved with the addition of the following, to be added at the end of indicator three in the Diversity and Multiculturalism Update: “In response to a question, Dr. Harris said that hiring decisions are based on qualifications, not on demographics. Affirmative action is practiced according to the policies and laws that govern it.”

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.

The staff of the Diversity and Multiculturalism Division conducted eight campus visits to work with campus staff on various recruitment and retention activities and held five meetings with student leaders who are engaged in campus activities that support access and opportunity. Division staff is working with these groups to develop outcome-based diversity work plans that focus on access and success for students from underrepresented groups.

2) Provide institutions with models to improve the success of underrepresented, underserved, and American Indian students.

One of the reported problems for potential American Indian students has been challenges with registration and funding. The Diversity and Multiculturalism division has conducted several workshops for frontline workers on such issues as how the American Indian Scholarship Program works.

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

The Diversity Committee of the Leadership Council is working to review the hiring process, with an aim of increasing inclusivity. Dr. Harris expects to bring a more complete report at a later date.

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

The division completed and submitted a 1,000-page Compliance Review Report for the Office of Civil Rights of the Department of Education. This report summarizes the system's ongoing review to ensure that campuses are complying with all relevant civil rights laws and policies and includes plans for the future. This is part of the work of making campuses more accessible.

Update on the board's retreat initiatives:

This update was presented in the joint committee meeting with Advancement Committee.

3. Update on Funding for Diversity and Underrepresented Programming

Trustee Benson referred to the ongoing process of determining the portion of recruitment and retention funding that is related to diversity and called on Whitney Harris to further clarify the issues.

Dr. Harris said that in FY 2007 while total enrollment was up 3.7%, enrollment for students of color was up by 10.6% or 32,412 total students of color. This increased the percentage of students of color to approximately 13.9% of the student body. In answer to questions, this number is a headcount of actual students, not full-time equivalents and only includes United States citizens and permanent residents.

The tentative FY 2008 figures show a similar trend, with preliminary figures showing enrollment of students of color at 11.3 %, increasing the percentage of students of color to approximately 15.8% of the student body. The actual numbers will be available in September.

The staff was asked to provide information on funding for recruitment, retention and success for underrepresented students. Dr. Harris referred Trustees to the PowerPoint

printed in the committee materials. Data on funding for campus diversity programming are on page 13 of the committee report, and additional information on underrepresented students' enrollment, persistence and completion is included in pages 10 - 14. Most of this information is based on campus self-reporting. On pages 7 - 9 are updates on the three College Access and Opportunity Centers.

Trustee Rice asked about the grand total the system has spent on recruitment and retention for the underrepresented. In response, Judy Borgen, Associate Vice Chancellor for Budget, said that the figures provided in the report are an estimate from the campuses on what they have spent on the underserved. The numbers do not include estimates of the relatively small amount spent by the Office of the Chancellor. In response to requests by the Board of Trustees, work is now underway to modify the accounting system so that it will yield the overall recruitment and retention figures directly. This should be completed within the next year or two, and it will then be easier to compare the portion of recruitment and retention funds spent for underrepresented students to the total amount spent. The calculated total spent will include federal funds, private dollars and the general fund. The recruitment and retention portion will continue to be an estimate.

Trustee Hightower asked about the implications of the data and the ramifications for the system, for example, the figure that 42% of the students are from underrepresented groups. Dr. Harris said the trends are important in determining the success of programs and allocations of resources. If more at-risk students with lower academic achievement levels enroll at the system's institutions, more support programs will be needed to help these individuals achieve their educational goals. In the short term it could impact the success rate of the colleges and universities. The data are useful in determining standards of success for both students and institutions.

Trustee Van Houten asked if it would be possible to tally the new immigrant class separately from the other people of color. Craig Schoenecker, System Director for Research, said that this is possible to a limited extent, but there is not always complete data identifying new immigrants.

The meeting adjourned at 11:53 a.m.

Respectfully submitted by Gale Rohde

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
JOINT ADVANCEMENT AND DIVERSITY AND MULTICULTURALISM
COMMITTEE
MEETING MINUTES**

July 16, 2008

Advancement and Diversity and Multiculturalism Committee Members Present:
Trustees Christine Rice, co-chair; Duane Benson, co-chair; Cheryl Dickson, co-vice chair; Clarence Hightower, co-vice chair; Thomas Renier

Advancement and Diversity and Multiculturalism Committee Members Absent:
Trustee David Paskach

Leadership Council Committee Members Present: *Presidents Doug Allen and Larry Lundblad, Linda Kohl, Maria McLemore, Whitney Harris*

Leadership Council Committee Members Absent: *Mary Davenport*

Other Trustees Present: *Trustees Jacob Englund, Allyson Lueneburg, Louise Sundin, Scott Thiss, Terri Thomas, James Van Houten*

The meeting was called to order at 11:00 a.m.

1. Reaching the Underrepresented Initiative Update

Whitney Harris, Executive Director of Diversity and Multiculturalism, presented the update on the Reaching the Underrepresented initiative, one of four initiatives identified by the Board of Trustees for fiscal year 2009. Harris presented the findings of the focus groups' research conducted with middle-school youth from groups traditionally underrepresented in higher education in an attempt to get middle-school age students thinking about and preparing for higher education, and to become more informed with advertising, public relations and marketing efforts. Some of the findings include the need to make sure parents are included in the decision to go to college because focus group participants said they want to make their parents proud. Harris said a way to do this is to reach out to parents through Hair Shop Saturdays. Other findings include the use of technology. Focus group participants said that while they expect to learn about higher education opportunities on the internet, they still want personal contact. Participants said they do not find You Tube or My Space appropriate internet sites for college information. Harris said a barrier for students include a need for students to remain faithful to family and culture yet still attend college.

Co-chair Christine Rice asked if the motivation to go to college at age 14 is to make parents proud, what is the motivation for 17-18 year olds? This question segued into the second part of the presentation, which Linda Kohl, associate vice chancellor for public

affairs, presented. Kohl talked about the “Make college a part of your future” brochure. A focus group was conducted of 17-18 year olds to collect input on the recruitment brochure. Findings from the focus group included the need for a more colorful brochure that focuses on students that represent themselves. The focus group also said they would like to see a table of contents, financial aspects and collateral materials that include; posters, newspaper ads, Web sites and videos. Kohl said that the brochure will be translated into eight languages.

After the presentation, committee members discussed the findings of the focus groups. Trustees talked about how to reach students, including those who are concerned about leaving their family to go to college. It was discussed that mentoring is very important. Trustees talked about the need for one-on-one mentoring, similar to that of the relationship between a coach and an athlete. It was discussed that recruitment of underrepresented students is important, but so also is the need for retention of students.

The meeting adjourned at 11:26 a.m.

Respectfully submitted,
Melissa Fahning

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

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism **Date of Meeting:** November 18, 2008

Agenda Item: Update on Enrollment and Retention of Underrepresented Students

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

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

Update and discussion by Trustees on recent trends in underrepresented student enrollment and retention.

Scheduled Presenter(s):

Whitney G. Harris, Executive Director, Diversity and Multiculturalism
Craig Schoenecker, System Director for Research

Outline of Key Points/Policy Issues:

- The system implemented an Access, Opportunity and Success Initiative to improve recruitment, retention and success of underrepresented students in Fiscal Year 2008.
- Additional funds were allocated to the colleges and universities and to three access and opportunity centers of excellence to expand recruitment and support services for underrepresented students in both fiscal years 2008 and 2009.
- Enrollment of new underrepresented students and second fall retention of underrepresented students are outcome measures for the initiative.
- Enrollment of new underrepresented students increased by 2,539 between fiscal years 2007 and 2008.
- The fall 2008 retention rate of fall 2007 entering underrepresented increased at both the colleges and the universities, compared to the fall 2007 retention rate of fall 2006 students.
 - The retention rate for the colleges increased from 47.5 percent for fall 2006 entering students in fall 2007 to 48.3 percent for fall 2007 entering students in fall 2008.

- The retention rate for the universities increased from 70.1 percent for fall 2006 entering students in fall 2007 to 71.2 percent for fall 2007 entering students in fall 2008

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 enrollment and retention of underrepresented students.

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

INFORMATION ITEM

**UPDATE ON ENROLLMENT AND RETENTION OF
UNDERREPRESENTED STUDENTS**

BACKGROUND

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 Governor and the 2007 Legislature approved \$22 million in additional resources to support the Access, Opportunity and Success initiative. The system implemented the initiative to improve recruitment, retention and success of underrepresented students in Fiscal Year 2008. Additional funds were allocated to the colleges and universities and to three access and opportunity centers of excellence to expand recruitment and support services for underrepresented students in both fiscal years 2008 and 2009.

Underrepresented students include three groups:

- Students of Color – American Indian, Asian or Pacific Islander, Black and Hispanic students.
- Low Income Students – Classification includes students who were determined to be eligible for a federal Pell Grant using data from the Free Application for Federal Student Aid (FAFSA) and financial aid award data.
- First Generation Students – Classification includes students whose parents did not attend college based on student-provided data on parental education.

Enrollment of new underrepresented students and second fall retention of underrepresented students are outcome measures for the initiative. While new underrepresented students entered a system college or university throughout the fiscal year, the retention rate is the proportion of fall semester entering full-time regular and transfer undergraduate students, who re-enrolled at the same college or university during the second fall semester after entry.

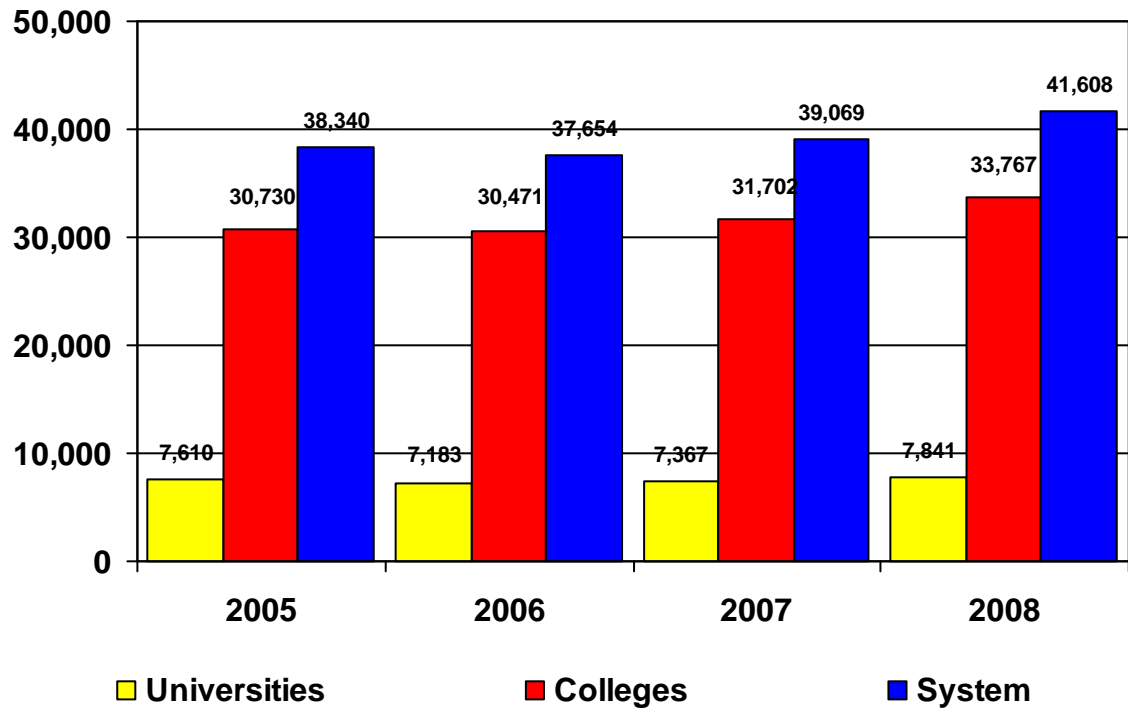
ENROLLMENT UPDATE

Systemwide enrollment of new underrepresented undergraduate students increased by 2,539, or 6.5 percent, from 39,069 in fiscal year 2007 to 41,608 in 2008. Total undergraduate student enrollment increased by 4 percent, and enrollment of not underrepresented students increased by 2.1 percent.

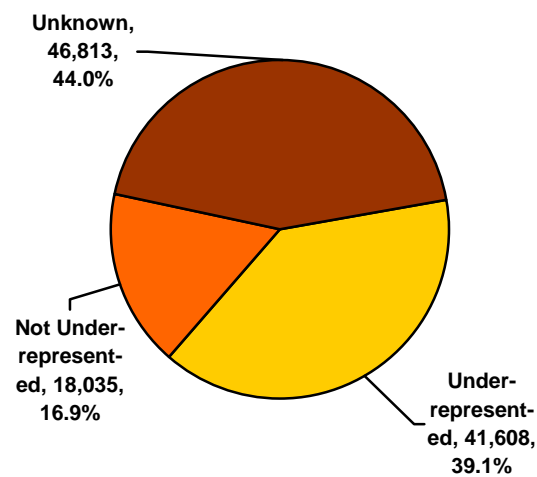
- Enrollment of new underrepresented students at the colleges increased by 2,065, or 6.5 percent, at the colleges and by 474, or 6.4 percent, at the universities from fiscal year 2007 to 2008, as shown in Figure 1.

- Underrepresented students constituted 39 percent of new students systemwide, 42 percent of new college students and 30 percent of new university students in fiscal year 2008, as shown in Figure 2.

**Figure 1: New Underrepresented Undergraduate Students
Minnesota State Colleges and Universities
Fiscal Years 2005 to 2008**



**Figure 2: New Undergraduate Students by Underrepresented Status
Minnesota State Colleges and Universities
Fiscal Years 2005 to 2008**

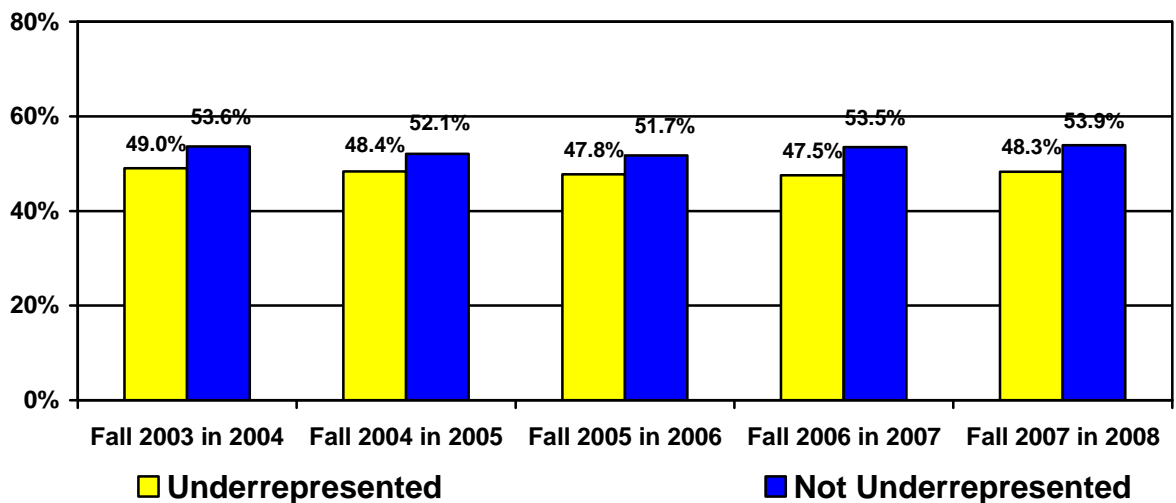


RETENTION UPDATE

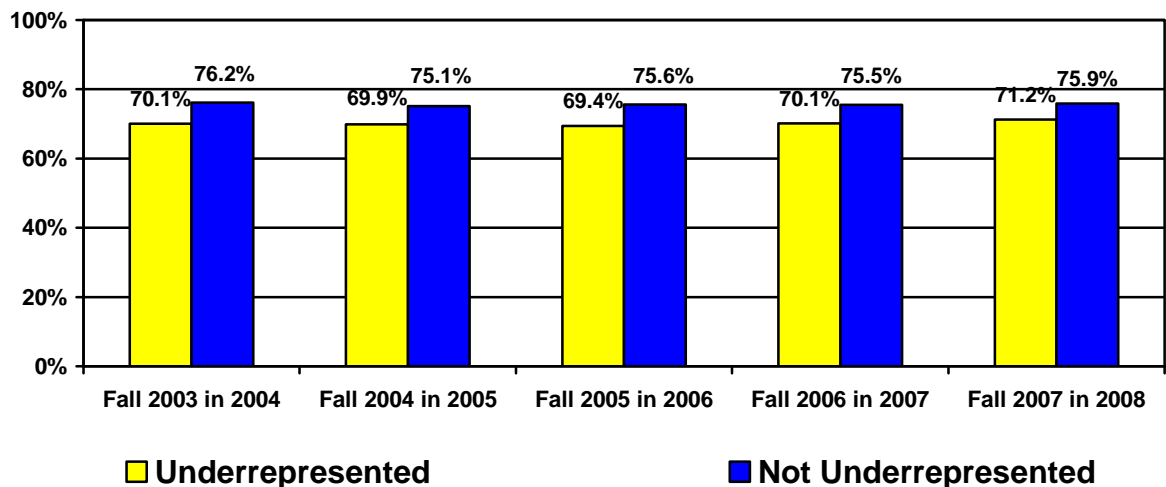
The second fall retention rate for fall entering full-time underrepresented undergraduate students increased both at the colleges and the universities.

- The college retention rate for underrepresented students increased from 47.5 percent for fall 2006 entering students in fall 2007 to 48.3 percent for fall 2007 entering students in fall 2008, as shown in Figure 3.
- The university retention rate for underrepresented students increased from 70.1 percent for fall 2006 entering students in fall 2007 to 71.2 percent for fall 2007 entering students in fall 2008, as shown in Figure 4.

**Figure 3: Second Fall Retention Rate
Underrepresented Full-Time Undergraduate Students
State Colleges**



**Figure 4: Second Fall Retention Rate
Underrepresented Full-Time Undergraduate Students
State Universities**

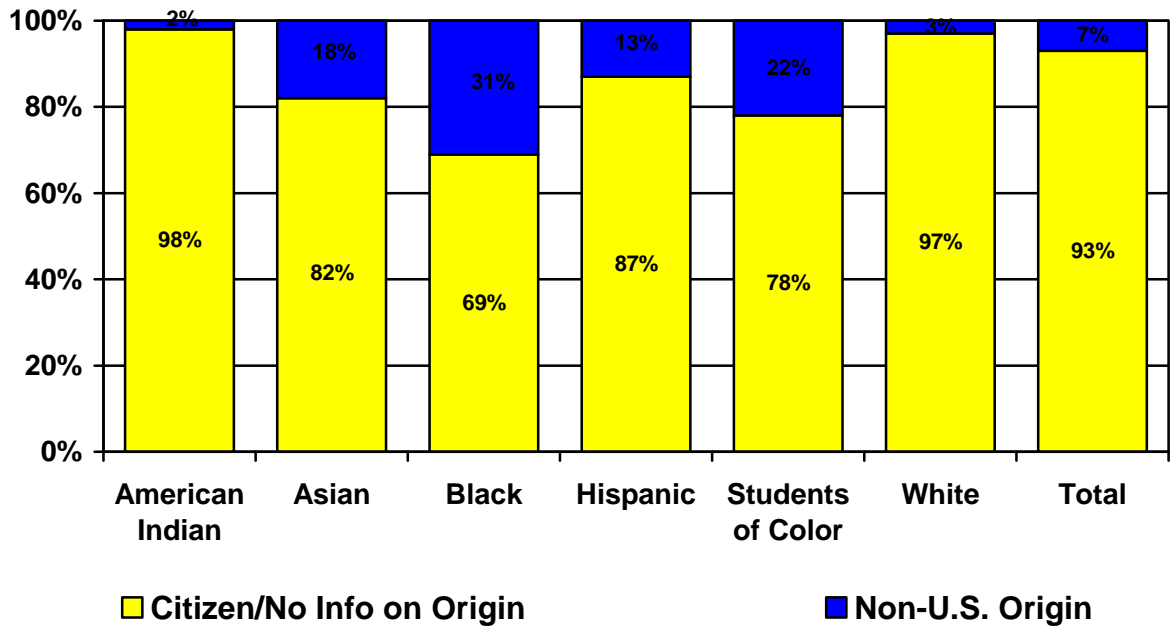


STUDENTS WITH NON-U.S. ORIGINS

System colleges and universities enroll substantial numbers of immigrants. While the number of immigrant students cannot be accurately determined, the number of students with non-U.S. origins can be determined using information on students' birth country or country of citizenship from the Integrated Statewide Record System. If a student had a birth country other than the U. S. on record, he or she was classified as having non-U.S. origins. If a student had not reported birth country, but holds citizenship in a country other than the U. S., he or she was classified as having non-U.S. origins.

- Information on birth country and country of citizenship suggest that five percent of credit students in fiscal year 2008 had non-U.S. origins, as shown in Figure 5.
 - 18 percent of Asian students had non-U.S. origins;
 - 31 percent of Black students had non-U.S. origins;
 - 13 percent of Hispanic students had non-U.S. origins;
 - 2 percent of American Indians students had non-U.S. origins;
 - 22 percent of students of color had non-U.S. origins.
 - 3 percent of White students had non-U.S. origins.

**Figure 5: Credit Headcount by Race-Ethnicity and U.S. Origin Status
Minnesota State Colleges and Universities
Fiscal Year 2008**



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

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism **Date of Meeting:** November 18, 2008

Agenda Item: Update on Underrepresented Student Programs

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

City policy requirements, or explain reason for item to go before the Board:

The Board allocated \$11 million in each year of the biennium for programs to increase the recruitment and retention of underrepresented students. Board members have requested regular updates on the progress of these programs at the colleges and universities.

Scheduled Presenters:

Mike López, Associate Vice Chancellor for Student Affairs
Jason Cardinal, Access and Opportunity Center Director, Century College
Barbara Read, Vice President for Student Affairs, Inver Hills Community College
Tadael Emiru, Access and Opportunity Center Director, Inver Hills Community College

Outline of Key Points/Policy Issues:

Dr. López will provide an overview of progress made by the three College Access and Opportunity Centers. This will be followed by an in-depth description of the Access and Opportunity Center of Excellence at Century College and Inver Hills Community College, presented by Mr. Cardinal, Dr. Read, and Mr. Emiru. Dr. López will conclude the presentation by giving examples of activities undertaken by colleges and universities using their Access, Opportunity and Success funding allocations.

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

INFORMATION ITEM
UPDATE ON UNDERREPRESENTED STUDENT PROGRAMS

BACKGROUND

Following a competitive RFP process, three College Access and Opportunity Centers were funded beginning in FY 2008. The centers provide quarterly updates on their progress to the Office of the Chancellor. Since summaries have been provided to the Board at previous meetings, it was decided at this time to give the Board an in-depth look at one of the centers, a center jointly operated by Century College and Inver Hills Community College. The complete quarterly report submitted by the center is attached for the Board's information. In addition, representatives from the center will describe the components of the program and their operation, and Board members will view a DVD of the PACE (Preparing to Achieve a College Education) program.

ACCESS AND OPPORTUNITY CENTER OF EXCELLENCE
Century College and Inver Hills Community College
Quarterly Progress Report, October 2008

During the third quarter of operation, there has been significant progress toward achieving the goals of the Century College and Inver Hills Community College Center of Excellence. This report describes current activities, outcomes and plans for *College Within Your Reach*.

I. Project Management

The Center of Excellence steering committee, formed in January 2008, has continued to meet bi-weekly to implement and measure project activities. The following subteams were charged with responsibility for implementing the Center's targeted programs: High School/College Teacher Collaborations, PACE (Preparing to Achieve a College Education), Bridge to College, and R U Ready? The progress and outcomes of these initiatives appear in section two of this report. The steering committee also oversees the Center's marketing/outreach activities and research agenda.

Marketing and Outreach

Two major promotional items were disseminated in August. First, a comprehensive Center of Excellence brochure was created and distributed to faculty/staff at both Century College and Inver Hills Community College. A DVD to market the PACE program to both internal and external stakeholders was also created and shown to Century and Inver Hills faculty and staff during August Professional Development Days. In addition to the DVD and brochure, internal workshops were scheduled, in order to inform both campus communities of PACE and other project activities.

Center of Excellence promotional materials are currently being disseminated to external project stakeholders during Fall Semester 2008. Members of the steering committee and project staff are meeting with partner high school administrators, counselors and teachers to acknowledge their support, provide updates on student participation, and discuss ways to solidify K-12 and college relationships at all levels.

Research Agenda

The steering committee selected a research team from the Institute for Community Integration (ICI) at the University of Minnesota. Dr. Mary McEathron is serving as evaluator and Principal Investigator for the research project. Outcomes of the research agenda are included as an appendix to this report. Members of the project research subteam are:

- Dr. Mary McEathron, University of Minnesota
- Dr. Jo Mattson, Institutional Researcher, Century College
- Dr. Mike Stebleton, University of Minnesota faculty (Inver Hills faculty, 2004-08)
- Dr. David Arendale, University of Minnesota

- Dr. Barbara Read, Vice President Student Affairs, Inver Hills (liaison to Center of Excellence steering committee)
- Danielle Ricard, Enrollment Research Specialist, Inver Hills
- Research Specialist representing Century College (Hiring in process)

II. Programming

The following sections describe progress and outcome measures for the third quarter of project operations.

1. Awareness Programming for Middle and High School Students:

- Two career exploration and college awareness events, *R U Ready?*, have been planned for Fall 2008. The student success events will be held at Century College on October 25 and at Inver Hills on November 15. Eighth graders from Cleveland, Falcon Ridge and Valley Middle Schools will participate in *R U Ready?* Students will participate in hands-on career exploration activities in Nursing, Paramedic/EMT, Biology, Criminal Justice, and other Health, Science and Business careers.

This activity is on track to reach its goal of serving 100 students.

- A family engagement track will be offered at both *R U Ready?* events. Parents and family members of participating eighth graders will attend sessions such as College Readiness, Choosing Your College and Career, Financial Aid, PSEO, and Scholarships. The family engagement sessions will also include educational opportunities for parents and other adults through Century's Adult Learner Program and Inver Hills' ASAP degree program, *Adult Success through Accelerated Programming*.

This activity is on track to reach its goal of serving 50 family members.

2. Teacher Collaboration Teams:

- The Teacher Collaboration initiative provides support for college faculty and high school teachers who establish working partnerships. Each teacher partnership plans and implements specific college readiness activities that meet identified needs of underrepresented high school students. Specific activities are being implemented during the Fall 2008 Semester.
- In preparation, faculty teams from Century and Inver Hills attended the Institute for Academic Innovation at St. Olaf College in June. At the end of the conference the teams had developed goal statements and measures for their teacher collaboration projects.

Outcomes:

Ten teacher teams have been formed, five with teachers at Arlington High School (St Paul Public Schools) and five with teachers at Henry Sibley High School (Independent School District 197). The following disciplines are represented by Century and Inver Hills faculty: Language Arts, Mathematics, Chemistry/Engineering, Business/Marketing, ELL (English Language Learners), Sociology, Reading/Study Skills, English/Journalism, Spanish, and Psychology. The following three examples demonstrate the breadth and creativity of the Center's teaching collaborations.

- *In an English and Reading pairing, students from both Arlington High School and Century College are reading and processing the book Speak Up, which deals with issues of diversity. The students will be creating dialog poems about ways in which one can be an agent for change; students will share their work with each other when the Arlington students come to Century's campus to participate in a learning community, library tour and GPS planning session.*
- *A Henry Sibley High School ESL teacher and Inver Hills College Reading teacher are reviewing and aligning their curricula to enable English Language Learners to transition immediately into an Inver Hills Learning Community that offers college-level courses paired with developmental English and Structured Learning Assistance. High school students are participating in college activities at Inver Hills, and college students will visit Henry Sibley High School.*
- *In a Science and Engineering pairing, students from Arlington High School will tour the Orthotic and Prosthetic lab and the new science building at Century College. These Arlington students will use the Century Fab Lab to produce a 3D model of their bio-engineering project.*

What do faculty participants say?

"To be able to work within a collaborative model with the high schools is very exciting. This model is different in that we are engaging in a long term discussion about student readiness as well as sharing and creating best practices which will impact both high school and beginning college students and their success in college."

-Century faculty

On October 1, sixteen students from Henry Sibley High School attended Inver Hills' Student Success Day. They attended college success workshops with first-year college students.

What do teachers say?

"The students thought this was going to be 'just another' field trip. When they realized that they were the only high school students invited to Student Success Day, they got really excited. For the first time they understood that they could go to a community college and transfer to a four-year university."

-Henry Sibley High School teacher

“We have to keep doing activities like this.....these are students who will choose to go down one path or another. We have a real chance to influence the direction they take and the decisions they’re making.”

-Henry Sibley High School ESL teacher

What did students learn?

“To believe I can achieve my goals.”

“To take responsibility for myself.”

-Henry Sibley High School Students

This initiative is on track to achieve its goal of forming 10 teacher partnerships that will create and implement college readiness activities serving 200 students.

3. Readiness Programming for High School Students:

Summer 2008:

- Six cohorts of 11th grade high school students began the PACE (*Preparing to Achieve a College Education*) program at Century and Inver Hills in June 2008. PACE provides a credit-based college experience with extensive academic support and career planning services. Because the PACE program is new at Inver Hills, two cohorts were initially planned for Summer 2008. However, due to the number of qualified applicants and the availability of transportation, a third cohort was created. It should be noted that six school districts demonstrated their support for PACE by arranging and providing funding for school bus transportation from partner high schools to college campuses.
- PACE students at Century College took 5 credits, including Reading and *Strategies for College Success*.
- PACE students at Inver Hills Community College took 4 credits, English and *On Course* (transition to college course).

Fall Semester 2008:

- At Century College, three cohorts of PACE students are taking Interpersonal Communication on Saturdays.
- At Inver Hills, three cohorts of PACE students are taking Interpersonal Communication, Music or Film Studies courses on Saturdays.
- PACE students receive structured learning assistance, tutoring, and intrusive advising services. PACE counselors introduced the concepts of career/life planning using the GPS (Goals + Planning = Success) model to PACE participants.

As documented below, the PACE program is on track to exceed project outcome measures.

Outcome Measures for PACE	Target		Actual	
	Number	Percent	Number	Percent
Number enrolled, Summer 2008	100	-	123	-
Completion rate for all Summer PACE courses	75	75%	119	97%
GPA of 2.0 or above	75	75%	118	96%
College-level course completion rate	75	75%	122	99%
Earned a “C” or above in college-level courses:	75	75%	118	96%
Retention from summer to fall semester	70	70%	120	97%

What do participants say?

As part of the Center’s evaluation process, a focus group was conducted with PACE faculty and staff from both colleges in early August. One faculty stated that PACE students “*worked incredibly hard in my class; they had lots of energy but left their ‘high school behavior’ behind.*”

“This experience renewed my faith in this generation of students and in the education process.”

-PACE Instructors

4. Transition Programming for High School Graduates:

The Bridge to College program offers tuition-free courses to 2008 high school graduates. Bridge courses were offered at both Century and Inver Hills in August 2008. In addition to earning college credits, the students received targeted support services, career planning and specialized orientations.

As shown below, Bridge to College is on track to meet or exceed project outcome measures.

Outcome Measures for Summer Bridge to College	Target		Actual	
	Number	Percent	Number	Percent
Number enrolled	50	-	56	-
Course completion rate	35	70%	56	100%
Earned grade of “C” or above	35	70%	56	100%
Enrolled in college	35	70%	48	86%
Registered for learning community*	35	70%	36	64%
Used targeted services	40	80%	54	96%
Creating career or Life Plan	40	80%	43	77%

*Note: The number reported here does not include students who enroll in a learning community in Spring 2009; those numbers will be reflected in the next quarterly report.

In addition to the quantitative data shown above, separate focus groups were held with Bridge students and faculty. This evaluation yielded several practical suggestions for program improvement and also documented students' perceptions of the experience.

5. Success Programming for First Year College Students:

- A total of 35 Learning Communities were scheduled for Fall Semester 2008. A first-year college success course is embedded in many Learning Communities. In addition, Learning Community students receive intrusive advising, academic support/specialized tutoring services and student engagement activities.
- Century and Inver Hills have developed similar procedures and forms to ensure consistent expectations and compensation for participating faculty members at both colleges.

Outcome Measures for Learning Communities:

The Learning Community initiative has exceeded its enrollment targets of 15 learning communities serving 250 students. As of September 30, 774 students are registered for one of 35 learning communities.

What do participating faculty say?

"Our learning community is focused on the World of Work. It includes 3 classes: Introduction to Sociology, English Composition, and Career Planning. The three teachers took the entire class to Northern Dakota Country Services Center where they received an overview of employment in the county. Next, in small groups, the students interviewed employees from three divisions on their jobs, career paths, and work environment. The purpose of the experience was to expose students to career options, make them aware of work environments and issues related to their Sociology class, and provide a focus for writing in their English class".

-Learning Community Faculty

What do students say?

"One thing that surprised me was the sheer variety of jobs available in a single building. In only three speakers we had people who made graphs, worked with people, and hired employees. There's so many different jobs that have to be done in such a huge operation, and there really is a place for just about anyone to do what they enjoy."

- Learning Community Student

"(The speaker) was very helpful in inspiring me to get out there and try to find jobs that I could possibly intern in, so that I would have a little bit more of a bigger picture of what some of the professions are really like. "

Learning Community Student

6. Transfer Programming to Bachelor's Degree Institutions:

Outcome measures:

This project component has achieved its goal of providing at least 50 students with customized activities to promote transfer to a bachelor's degree-granting institution.

- As documented in a previous report, over 150 students attended a targeted transfer fair at the February 2008 Student Success Day.
- Thirty students attended a special workshop, "Transfer 101: Confused About Transferring?" at the September 2008 Student Success Day.
- In collaboration with the University of Minnesota, a new series of transfer advising events have been scheduled for Spring and Fall 2008. The goal of the "U is Coming to You" initiative is to offer individual, in-depth transfer planning services. To date, 57 students have participated in four sessions.

What do students say?

"The program helped a lot with some of the confusion that I originally had about transferring & made me feel more confident in my decision to attend the University".

-First Year Student

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

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism **Date of Meeting:** November 18, 2009

Agenda Item: Campus Climate Update: Community College Student Engagement Survey

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

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

Each institution will conduct campus climate assessments every three years, according to the Office of the Chancellor Systemwide Diversity Plan.

Scheduled Presenter(s):

Craig Schoenecker, System Director for Research
Whitney G. Harris, Executive Director for Diversity and Multiculturalism

Outline of Key Points/Policy Issues:

The data provided is baseline data for 11 colleges that participated in the Community College Student Engagement Survey. The data is limited to the items that focus on issues of diversity.

Background Information:

The Diversity and Multiculturalism division is charged with providing timely information on campus climate surveys as they related to the mission of the Board of Trustees Diversity and Multiculturalism Committee.

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

INFORMATION ITEM
CAMPUS CLIMATE UPDATE: COMMUNITY COLLEGE STUDENT ENGAGEMENT SURVEY

BACKGROUND

Findings and insights from campus climate and student engagement surveys can be useful in developing effective programs and strategies for academic program development, student and employee recruitment and retention and for developing effective diversity plans. The information presented here is from the 2008 Community College Survey of Student Engagement (CCSSE). Eleven colleges participated in the 2008 survey, and consequently the results may not be representative of systemwide results. The remaining 19 colleges and six of the seven universities are using the same questions in their student engagement surveys in this academic year.

The first set of data includes campus climate questions developed for the Minnesota State Colleges and Universities system. Therefore, no comparative national data exist. The second set of data is based upon standard questions from the CCSSE. These data allow comparisons with national data. Both sets of data are baseline data that is informative for the schools but cannot be compared with national data nor used to decipher trends.

While the importance of this data in developing effective recruitment and retention strategies for students from underrepresented communities cannot be overemphasized, current research clearly indicates that all students benefit, both cognitively and socially, from student body diversity. Thus, this data base will increase in usefulness to colleges and universities in their efforts to enhance higher education access and opportunity for all Minnesotans, including those from underrepresented communities.

**CCSSE 2008: Additional Campus Climate Questions
Minnesota State Colleges**

Response	How often has your experience at this college exposed you to diverse faculty, staff and administrators (diversity in age, gender, race, ethnicity, national origin, color, sexual orientation, disability, religious beliefs, creeds or income)?					
	All Consortium Colleges*					
	Part-Time		Full-Time		All Students (weighted)**	
	Count	%	Count	%	Count	%
Very often	273	26%	1,040	27%	1,276	26%
Often	326	32%	1,299	33%	1,597	32%
Sometimes	341	33%	1,251	32%	1,659	34%
Never	92	9%	302	8%	400	8%
Total	1,032	100%	3,892	100%	4,932	100%

Response	In your experiences at this college during the current school year, about how often have you had serious conversations with students who differ from you in terms of gender, sexual orientation, age, or disability?					
	All Consortium Colleges*					
	Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%
Very often	136	13%	692	18%	750	15%
Often	234	23%	1,015	26%	1,192	24%
Sometimes	368	36%	1,465	38%	1,821	37%
Never	276	27%	681	18%	1,106	23%
Total	1,014	100%	3,853	100%	4,869	100%

Response	To what extent have your experiences at this college contributed to your understanding of today's international/multi-cultural world?					
	All Consortium Colleges*					
	Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%
Very much	91	9%	350	9%	440	9%
Quite a bit	163	16%	825	21%	903	18%
Some	369	36%	1,508	39%	1,841	37%
Very little	268	26%	869	22%	1,196	24%
Not at all	144	14%	344	9%	561	11%
Total	1,035	100%	3,896	100%	4,942	100%

* Colleges participating in CCSSE in FY 2008: Anoka Technical College, Central Lakes College, Dakota County Technical College, Hennepin Technical College, Minnesota West Community and Technical College, Normandale Community College, Northland Community and Technical College, Northwest Technical College Bemidji, Pine Technical College, Ridgewater College, and South Central College.

** Totals are weighted by the full time/part-time enrollment at the college.

**CCSSE 2008: Additional Campus Climate Questions
Minnesota State Colleges**

Response	Have you considered leaving this institution because of feeling isolated or unwelcome at the institution or in the local community?					
	All Consortium Colleges*					
	Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%
Yes, at the institution	43	4%	207	5%	230	5%
Yes, in the local community	18	2%	98	3%	104	2%
Yes, both at the institution and in the local community.	24	2%	133	3%	136	3%
No, I have not considered leaving because of feeling isolated or unwelcome.	928	92%	3,378	89%	4,367	90%
Total	1,013	100%	3,816	100%	4,836	100%

Response	Please read the following statement and indicate how much you agree or disagree: Faculty use examples of experiences from various racial or ethnic groups in their courses.					
	All Consortium Colleges*					
	Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%
Strongly agree	108	11%	401	11%	510	11%
Mostly agree	461	46%	1,803	47%	2,244	47%
Mostly disagree	272	27%	1,074	28%	1,340	28%
Strongly disagree	154	15%	518	14%	691	14%
Total	995	100%	3,796	100%	4,785	100%

* Colleges participating in CCSSE in FY 2008: Anoka Technical College, Central Lakes College, Dakota County Technical College, Hennepin Technical College, Minnesota West Community and Technical College, Normandale Community College, Northland Community and Technical College, Northwest Technical College Bemidji, Pine Technical College, Ridgewater College, and South Central College.

** Totals are weighted by the full time/part-time enrollment at the college.

**Community College Survey of Student Engagement (CCSSE) 2008: Campus Climate Questions
Minnesota State Colleges**

Had serious conversations with students of a different race or ethnicity other than your own	What is your racial identification?						Total
	Native American	Asian/ Pacific Isl.	Non-Hisp. Black	Non Hisp. White	Hispanic	Other	
Never	26%	26%	23%	33%	24%	32%	
Sometimes	43%	34%	31%	40%	27%	25%	
Often	11%	22%	22%	18%	26%	22%	
Very often	19%	18%	24%	8%	23%	22%	
Students Responding*	79	200	316	4,763	106	133	5,598

Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	What is your racial identification?						Total
	Native American	Asian/ Pacific Isl.	Non-Hisp. Black	Non Hisp. White	Hispanic	Other	
Never	36%	32%	35%	26%	33%	33%	
Sometimes	25%	34%	28%	42%	40%	28%	
Often	27%	20%	18%	22%	21%	22%	
Very often	12%	14%	19%	10%	5%	17%	
Students Responding*	79	199	319	4,761	104	132	5,594

Source: CCSSE

Understanding people of other racial and ethnic backgrounds	What is your racial identification?						Total
	Native American	Asian/ Pacific Isl.	Non-Hisp. Black	Non Hisp. White	Hispanic	Other	
Very little	27%	15%	12%	29%	29%	28%	
Some	45%	33%	19%	38%	24%	32%	
Quite a bit	15%	32%	31%	23%	27%	23%	
Very much	13%	20%	38%	9%	19%	16%	
Students Responding*	76	197	312	4,726	106	131	5,547

Had serious conversations with students of a different race or ethnicity other than your own.	Sex		Total
	Male	Female	
Never	33%	32%	
Sometimes	39%	39%	
Often	18%	19%	
Very often	10%	11%	
Students Responding*	2,262	3,360	5,622

Source: CCSSE

Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	Sex		Total
	Male	Female	
Never	27%	26%	
Sometimes	40%	41%	
Often	22%	22%	
Very often	11%	11%	
Students Responding*	2,259	3,358	5,617

Understanding people of other racial and ethnic backgrounds	Sex		Total
	Male	Female	
Very little	30%	26%	
Some	38%	36%	
Quite a bit	23%	25%	
Very much	9%	13%	
Students Responding*	2,236	3,335	5,570

Colleges participating in CCSSE in FY 2008: Anoka Technical College, Central Lakes College, Dakota County Technical College, Hennepin Technical College, Minnesota West Community and Technical College, Normandale Community College, Northland Community and Technical College, Northwest Technical College Bemidji, Pine Technical College, Ridgewater College, and South Central College.

* Responses have been weighted to reflect the distribution of part-time and full-time students at each institution.

Source: CCSSE

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

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism **Date of Meeting:** November 18, 2008

Agenda Item: FY2009 Diversity and Multiculturalism Division Work Plan

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

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

The Board of Trustees approved the Systemwide Strategic Diversity Plan and the Systemwide Strategic Work Plan for American Indians 2006 – 2010. These plans support Strategic Direction One: Access and Opportunity. The work plan describes the programs and activities designed to implement the plans.

Scheduled Presenter(s):

Whitney G. Harris, Executive Director, Diversity and Multiculturalism

Outline of Key Points/Policy Issues:

The Diversity and Multiculturalism Committee reviews and discusses strategies and actions that are recommended for inclusion in the annual work plan for the Diversity and Multiculturalism division.

Background Information:

The Diversity and Multiculturalism division updates its work plan annually.

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

INFORMATION ITEM

FY2009 DIVERSITY AND MULTICULTURALISM DIVISION WORK PLAN

BACKGROUND

The Diversity and Multiculturalism Division's FY 2009 Work Plan includes programs and activities focused on achieving the objectives of the Systemwide Strategic Diversity Plan and the Systemwide Strategic Work Plan for American Indians that were accepted by the Board of Trustees in 2006. Below are the areas of focus for the plan. Projects and activities designed to accomplish the goals of the work plan are captured in a matrix and can be provided upon request.

Areas of Focus:

1. Planning

1.1 Provide analysis and technical assistance to the eleven two-year institutions that participated in the Community College Survey of Student Engagement (CCSSE) surveys in the development and implementation of institutional diversity plans.

Report to Board of Trustees October 2009

1.2 Evaluate each institution's diversity plan to determine if it includes timetables and measurable outcomes that raise Minnesotans' participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals. The outcomes will be determined by data from the National Survey of Student Engagement (NSSE) and CCSSE survey instruments and enrollment data. **Report to Board of Trustees October 2009**

1.3 Develop or strengthen partnerships with at least six of the eleven tribal nations to raise Minnesotan's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals. The outcomes will be determined by data from the NESSE and CCSSE survey instruments and enrollment data. American Indian enrollment will increase by percentages to be determined each college or university.

2. Evaluation, assessment and accountability

2.1 Evaluate all Minnesota State Colleges and Universities 2008-2010 affirmative action plans and recruitment, hiring and retention practices to ensure a diverse workforce that will initiate and support innovation throughout the system.

2.2 Provide technical assistance to at least 15 colleges and universities to assist them in evaluating the effectiveness of their plans for recruitment, retention, and success of underrepresented and American Indian students. **Report to Board of Trustees October 2009**

2.3 Conduct U. S. Department of Education Office of Civil Rights campus audits on four campuses in fiscal year 2009. In addition, monitor and provide technical assistance to campuses which need corrective action.
Completion date: June 2009

3. Operations

3.1 Provide models to improve campus climate that are based on the analysis of the data from NSSE, CCSSE and other climate survey instruments.
Completion date: June 2010

3.2 Manage collaborative efforts among colleges and universities to engage in community outreach that supports the recruitment and retention of underrepresented and American Indian students. The increase in underrepresented students and American Indians will reflect the college and university goals.
Completion date: June 2010

3.3 Manage and provide appropriate anti-racism, harassment, discrimination and other cultural competency training to 40% of the system's institutions.
Completion date: June 2009

3.4 Reduce the number of missed opportunities in the affirmative action program at the Office of the Chancellor by 20%.
Completion date: July 31, 2010