



DIVERSITY AND MULTICULTURALISM COMMITTEE
JANUARY 21, 2009
8:00 AM

ROOM 4310
SAINT PAUL COLLEGE
235 MARSHALL AVENUE
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 November 18, 2008** (pp. 1-3)
- (2) Diversity and Multiculturalism Update
- (3) Campus Climate Update: Community College Student Engagement Survey (pp. 4-10)
- (4) FY 2009 Diversity and Multiculturalism Division Work Plan (pp. 11-13)

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 MULTICUTURALISM COMMITTEE
MEETING MINUTES
November 18, 2008**

Diversity and Multiculturalism Committee Members Present: Trustees Duane Benson, Chair; Clarence Hightower, Vice Chair; Allyson Lueneburg, Tom Renier, Terri Thomas.

Diversity and Multiculturalism Committee Members Absent: Louise Sundin

Other Board Members Present: Trustees Cheryl Dickson, Jacob Englund, Christine Rice and James Van Houten.

Leadership Council Members Present: Dr. Whitney Stewart Harris, President Patrick Johns

A meeting of the Diversity and Multiculturalism Committee was held on November 18, 2008 at Wells Fargo Place, 4th Floor Board Room, 30 7th Street East, St. Paul. Chair Benson called the meeting to order at 3:45 p.m.

1. Minutes of the July 16, 2008 Diversity and Multiculturalism Committee

The minutes of the July 16, 2008 meeting were approved as written

2. Minutes of Joint Advancement and Diversity and Multiculturalism Committees of July 16, 2008.

The minutes of the July 16, 2008 joint committee meeting were approved as written.

3. Diversity and Multiculturalism Update

This item was deferred to allow more time for other agenda items. Whitney Harris introduced Aicha Cooper, the new student intern for the Diversity and Multiculturalism division.

4. Update on Enrollment and Retention of Underrepresented Students

Dr. Craig Schoenecker reported on some of the impacts of the investment in Access and Opportunity Centers for Fiscal Year 2008. Dr. Schoenecker reiterated the definition of underrepresented students as students of color, low-income students, and/or first-generation students. Between FY2007 and FY2008 there was an increase in underrepresented students (about six and one half percent) as compared to the total

enrollment (about four percent). There was also an increase in retention rates of underrepresented students. At system colleges the retention rate of underrepresented students increased from to 47.5 percent to 48.3 percent; at the universities, it increased from 70 percent to 71.2 percent.

There is not complete data on the origins of students, but it is estimated that about 22 percent of students of color are from origins outside of the United States.

5. Update on Underrepresented Student Programs

Dr. Mike López introduced the update by saying the board had allocated money for the creation of three college access and opportunity centers. In previous meetings he has provided summaries of their work. At this session, in order to provide a more in-depth review of the centers' work, he brought representatives from the center operated by Century Community College and Inver Hills Community College: Jason Cardinal, Barbara Read and Tadael Emiru. Reports on the other two centers will be provided at the March and May meetings.

Dr. Barbara Read said the goals of the center include increasing high school graduation rates for underrepresented students, strengthening their college readiness, and developing collaborative relationships between high school and college teachers. The center aims to address both systemic change and direct services to students. Dr. Read described the "R you Ready?" program as a direct-service program designed to help middle school students aspire to college.

Jason Cardinal introduced a DVD on "Preparing to Achieve a College Education (PACE)," which assists high school students to do college-level work by taking courses in a cohort on Saturdays during the summer. This is not just for high-level academic students, but is designed for middle-level students, with a focus on underrepresented students; and the students can earn college credits as a result. Tadael Emiru distributed a handout which described how the PACE program exceeded the center's goals for enrollment, completion rate, grades and retention. For example, he said, center staff had hoped to have 100 students enrolled in the program, but 123 were enrolled.

Dr. Read characterized the program as a balance of rigorous academics and very intrusive advising. She spoke of using the grant money also to expand the existing learning community program, and she described how the cooperation among students and between students and instructors has enhanced the effectiveness of the programs. Mr. Cardinal said that the program has increased the communication and collaboration between the community colleges and the high schools. Trustee Hightower and Trustee Benson both said the work of the center was very impressive, but asked that staff find ways to document the difference the program has made. Dr. Harris said that there is both a strong evaluation component and a research component built into these programs as a way of learning which programs are most effective.

6. Campus Climate Update: Community College Student Engagement Survey
7. FY 2009 Diversity and Multiculturalism Division Work Plan

The Campus Climate Update and the Diversity and Multiculturalism Work Plan were deferred to the January meeting.

The meeting adjourned at 4:40 p.m.

Respectfully submitted by Gale Rohde

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

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism **Date of Meeting:** January 21, 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
Renée Hogoboom, Associate 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 relate 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 State College - Southeast Technical, 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 State College - Southeast Technical, 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 State College - Southeast Technical, 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:** January 21, 2009

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):

Reneé Hogoboom, Associate 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