EQUITY, ACCESS & DIVERSITY COMMITTEE
Minutes of the Meeting
February 9, 2015

[These notes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions or actions reported in these notes represent the views of, nor are they binding on, the Senate, the Administration or the Board of Regents.]

In these minutes: [Underrepresented student retention data; retention data]

PRESENT: Deena Wassenberg, co-chair; Geoff Maruyama, co-chair: Rebecca Dean, Judith Katz, Jeremy O'Hara, Kimberly Hewitt, Priscilla Flynn, Naty Lopez, Teddy Potter

REGRETS: Ellyn Woo, Yi-Ping Chang, Andra Fjone, Susan Seltz, Richard Graff, Irene Duranczyk

ABSENT: Cynthia Messer, Christopher O'Brien, Katrice Albert, Tyler Lande

GUESTS: Bob McMaster, vice provost & dean, Undergraduate Education; Patricia Jones Whyte, director, Office for Diversity in Graduate Education

OTHER: Shakeer Abdullah, Anne Phibbs

Chairs Wassenberg and Maruyama welcomed the committee.

1. Underrepresented student retention data

Wassenberg welcomed Bob McMaster, vice provost & dean, Undergraduate Education, who presented information on disaggregated retention data of underrepresented students. He noted that the data had been received within the last month and was being rechecked.

Maruyama gave background regarding the information, saying that last year the committee looked at social class and admissions, as part of an issue being addressed by the Faculty Consultative Committee (FCC). In discussing the admissions process, the committee received some aggregated data of percent retention on students of color, including Asian Americans and underrepresented students. Maruyama noted the low success rates were of concern to the committee, and it wanted to look at under-representation across a range of different dimensions.

McMaster began with first year retention rates, saying it was a significant metric because it was a primary indicator of graduation rates. McMaster said in the following first-year retention information there would be two data points, disaggregated by first-year retention:

- Students who came in 2010 and retained in 2011
- Students who came in 2013 and retained in 2014

McMaster presented the salient figures:

- Asian students (529 students): 91.1% to 95.4% for 2010-2013

- African American (220): 87.8% to 89.8%
- Hawaiian (16): 81.3% to 87.5%
- Hispanic (134): 85.8% to 87.3%
- International (244): 96.3% to 97.2%
- Unknown (30): 86.7% to 100%
- White (4080): 90.4% to 92.4%

McMaster added that the first-year retention for American Indian students went down in 2010 from 83.6% to 82.1% and in 2012 it was 88.3%, saying that because there were so few American Indian students on the Twin Cities campus (55 in 2010), the number tended to vary.

McMaster noted the following aggregated numbers:

- In 2000-2013, students of color first-year retention went from 79.6% to 92.2%
- Other: 84.1% to 92.5%
- First-year retention rate for international students: 97.2%

The four-year graduation rates, same subgroups, and two cohorts: students who entered in 2006 and entered in 2010:

- American Indian: 24.6% to 56.4%
- Asian: from 39.3% to 52.9%
- African-American: 24.6% to 39.6%
- Hawaiian (there is no number for 2006 because of the newness of this category. The first number that shows up is 50% in 2009; most recent four-year grad rate is 43.8%.)
- Hispanic: 44.0% to 53.7%
- International: 43.5% to 58.6%
- Unknown: 53.8% to 46.7%
- White: 54.7% to 63.8%
- The four year graduation rate for all students for 2010 was 60.9%

McMaster noted the 2010 internal four-year graduation rate for all students was 60.9%. However, he explained, there are two different graduation rates calculated. One is the internal rate, which refers to students who start at Twin Cities and graduate from any campus. The federal government rate, calculated at 60.5%, is called IPEDS (Integrated Postsecondary Education Data System), which accounts for students who start on this campus and finish on this campus.

McMaster said there was a new graduation rate being calculated, the Student Achievement measure (SAM). It is designed by APLU (American Public Landgrant University Association) and essentially accounts for transfers, which are not accounted for in other figures. McMaster said it was a means of tracking and reporting full-time students who leave the University of Minnesota and enroll in or graduate from another institution. McMaster said this SAM rate increased the four-year graduation rate by 4%.

Professor Potter asked what the issues were for students who didn't graduate. McMaster said they were myriad: one major reason is lack of financial resources, leading students to "stop out

or drop out." Students stop attending school for a year or two to gather more resources. McMaster noted that once a student stops, it is difficult to return. Other primary factors are personal issues, such as poor academic performance, which leads to suspension or dropping out. Another reason may be the University does not have the programs the student wants, and they transfer elsewhere. McMaster said that when a student leaves the system, advisors try to get information as best they can about why he or she left.

Maruyama said that perhaps students wouldn't necessarily use the four-year graduation rate as a metric of success, and that underrepresented students don't necessarily feel the same pressure to graduate in four years. Katz added she had been seeing a number of students who had been away from college for a length of time and still wanted a degree. Maruyama said it might be interesting to ask students what success meant to them, and that it might be different than what the University holds it to be. McMaster said he didn't disagree, and that there was never going to be a 100% success rate. However, he noted, one of the drivers for the four-year timeline is cost of education, and the possibility of burdening a student with more loans the longer they attended. This consideration must be balanced with timeline flexibility. Maruyama pointed out that different groups of students come to the University with a different number of credits already in hand, and wondered what could be done to lessen costs for students. McMaster agreed that if different financial resources were available, it would create many more options. Shakeer Abdullah said that the University's pre-college session had made a significant difference in success rates. McMaster said the program had been very successful but had to be cut because it was very expensive. There is a new bridge program, Summer Seminar, which is a week-long program that provides advising and mentoring for students so they are up to speed when the fall session begins.

McMaster went on to discuss Pell eligible students and the four-, five-, and six-year graduation rates:

- In 2001, the four-year graduation rate was 27.4%; in 2010, it was 49.7%
- 2001, five-year rate was 45%, to the class of 2009 to 61.5%
- 2001, six-year rate, at 52.2% went up 67.2% for the class of 2008

McMaster said for first generation students, the rate was 34.8% for the class that came in 2002 and graduated in 2006. In 2010, it was 53.7%. The committee discussed the definition of "first generation" and referred to the admissions form, in which the question is stated: Have either of your parents received a four-year undergraduate degree from a college or university?

Another variable McMaster noted was living on campus in the student's first year, and there is a high correlation of students of color not living on campus their first year. This is a problem the University needs to tackle, McMaster said.

McMaster said he was optimistic about the numbers continuing to improve, and discussed the President's Emerging Scholar (PES) program. PES brings in students whose formal academic records (based on ACT, and/or GPA, and/or class rank) may not be at the top of the heap, but after a holistic review of the application, lead them to believe the student can succeed at the University. There was slightly over 92% first-year retention rate for students coming out of PES in their second year.

Maruyama and Wassenberg thanked McMaster for the information.

2. Retention data

Wassenberg said she had gathered retention rates from the colleges and distributed information to the committee. She discussed acquisition of some of the data, saying some colleges would only provide certain years. She said she was struck by the difficulty for admissions in accepting someone who might not be equipped for success, and possibly leave before acquiring a degree and encumbered with debt. Abdullah said the information was very useful to share with those who were discussing this on a regular basis.

The committee thanked Wassenberg for her work.

3. Old and New Business

Maruyama discussed the draft of the committee's response to the strategic plan, saying he would like to finalize it. The committee agreed.

Wassenberg spoke about the campus climate workshop that had been held the previous week. The discussion turned to the student demonstration being held in the building as the committee meeting was taking place. Some of the protesters' demands were noted, and Wassenberg said she would be curious to see what happens as a result of the protests.

Hearing no further business, Wassenberg and Maruyama adjourned the meeting.

Mary Jo Pehl
University Senate