Multicultural Student Success Committee

Report submitted August 15, 2019

Background

In the fall of 2018, the University of Minnesota reported an enrollment of 7,464 undergraduate students of color. This represents 24% of the student body, an increase of 8% over the past 15 years. During this time, student success metrics have risen for all students with retention and graduation rates at the highest levels in university history. However, the experience of students of color lag behind white students in retention, graduation and satisfaction.

In 2018, the Board of Regents passed the Resolution Relating to Diversity in Undergraduate Education at the University of Minnesota Twin Cities, outlining specific measures aimed at improving the experiences and outcomes of multicultural students. Through the lens of strategic enrollment initiatives and the University's Enrollment Plan, the Multicultural Student Success Committee (MSSC) was formed in August of 2018 to specifically support the measures to:

- reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025
- improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates.

Charge

The goal of the Multicultural Student Success Committee (MSSC) was to make recommendations to improve the retention, graduation, and success of undergraduate students of color on the Twin Cities campus. The committee was charged by the Strategic Enrollment Management Committee and worked to coordinate efforts with the broader enrollment efforts and across campus initiatives.

Specifically, the MSSC was charged to:
1. Review existing data in order to identify barriers to student success for multicultural students.
2. Identify and coordinate the various programs, services and units working with predominantly multicultural student populations to assure alignment and coordination.
3. Identify gaps, trends, and/or ideas to enhance support of various student populations.
4. Work with other committees on campus who are engaged in addressing similar issues.
5. Brings items/issues to Strategic Enrollment Management Committee and others as appropriate.
6. Recommend strategies for improvement to address the graduation gap and campus climate.

Committee members were appointed by associate deans in the colleges and leaders in Office of Undergraduate Education, Office for Student Affairs, and the Office of Equity and Diversity. See Appendix B for a full list of committee and subcommittee members.

Actions Taken

The MSSC met from August 2018-June 2019. The committee's work was a collaborative effort by its members and informed the committee's final recommendations proposed in this report.

Subcommittees

From the committee expertise and understanding of the student experience, five themes emerged as areas for subcommittee work. Subcommittees met throughout the year in addition to the MSSC.

Student Services, Support, & Programs
Charge: To analyze the inventory of current programs on campus, look for gaps, duplication, and ways to collaborate to create a campus-wide effort.

Outcomes, Structure & Institutional Barriers
Charge: To identify macro level institutional policies, procedures, and institutional culture that impede student success including retention, persistence, and graduation of students of color.

Faculty & Classroom
Charge: Develop system-wide strategies to implement best practices for faculty development & classroom pedagogy.

Building Community & Diversity Values / Training & Development
Charge: To intentionally promote and educate the values of diversity and equity that impacts all people of the U of M system and the broader MN community.

Data Alignment and Data Subcommittee

MSSC identified overarching questions regarding multicultural student success and experiences to inform the group's work. The MSSC Data Subcommittee was formed to link these questions to numerous sources where they may be answered or partially answered. A high-level overview of data linking to the guiding questions is found in Appendix C.

Guiding Questions:
- What is the classroom experience like for students of color?
- What types of service-oriented support make a difference for students?
- What experiences contribute to students' success? What gets in the way?
- Why do first-year students leave?
- How do students experience belonging?
- How engaged are students (in- and outside the classroom)? What helps/hinders?
- How do students describe/experience campus climate?
- How does the University express its values relating to diversity, equity and inclusion?
- What can the University do to make a more desirable experience for students?

Inventory of Multicultural Offerings

There are a variety of services and offerings for underrepresented students but not a clear picture of where these opportunities exist, whom they serve, and how well they are aligned in serving students. To create a more comprehensive understanding, the MSSC conducted a survey of undergraduate offerings specifically designed for students of color. This mapping allowed the committee to inventory current offerings and identify programmatic and service gaps. Given the range of offerings and various assessment measures, the committee did not evaluate services. Highlights include:

- 85 programs, services or initiatives and 75 student groups were offered in 2018-19 specifically for indigenous and students of color
- Most programs are offered for students in the first year with less structured opportunities as students progress
- Transfer students have less offerings and structured opportunities/programs

Listening Sessions

Listening sessions were conducted to hear directly from students what barriers or structures hinder their success and what support services, programs, or offices have been beneficial to their success. Committee members worked in partnership to conduct 11 listening sessions with approximately 90 students of color participating. These sessions were held in existing communities with facilitators who were familiar to students. The hope was to obtain more forthcoming and nuanced feedback that they may not share in university surveys. Listening sessions were held in: APARC, St. Paul (CFANS/CDES), CSE, MCAE, PES, CEHD, Coffman Student Union 2nd floor student groups (OSA), and CBS shared data from a recent listening session.

Analysis of SERU Qualitative Responses

As part of the committee work, qualitative data from the 2018 Student Experience at a Research University (SERU) survey were analyzed in order to understand how meaningful learning is experienced by Students of Color. Responses from students of color were analyzed for the following question: "What is one of the most meaningful learning experiences you have had at this University?" An executive summary is found in Appendix D and a more detailed report is available upon request.

Exploration of a Diversity, Equity and Inclusion Online Module

The idea of a campus-wide training on Diversity, Equity and Inclusion (DEI) evolved early in the Multicultural Student Success Committee (MSSC) meetings as a means to improve campus climate for all students. The committee explored a new online module offered by Everfi as subject matter experts, reviewing the content of the DEI module and possible implementation on the UMTC campus.

Campus Conversations

Campus conversations regarding the role of faculty and classroom climate with the Directors of Undergraduate Studies at the fall OUE meeting and the Council on Undergraduate Education. Facilitated by MSSC Co-Chair, Sean Garrick.

Recommendation Development

Each of the subcommittees were asked to develop "big ideas" that they believed would move the dial on decreasing graduation gaps and improving campus climate for students of color. These primary recommendations were to be data-driven, scalable and innovative. Subcommittees were also encouraged to identify additional recommendations that were more attainable but still considered impactful to the student experience (secondary recommendations). Each committee developed recommendations with supporting rationale and documentation for the entire committee to review. The MSSC selected the following recommendations addressing financial aid, structural barriers, classroom climate, and direct student support.

Primary Recommendations

The following recommendations represent strategies that will contribute to improving student success for multicultural students.

Recommendation 1: Increase Financial Support for Low-Income Students

Financial support for underrepresented populations is a top strategy to improve student success. The high financial cost of attending college is an ongoing access and degree completion barrier for students of color as indicated in the quantitative and qualitative student data collected. The intersectionality of low-income, first-generation and student of color identities compound as barriers to students' degree completion. Of the undergraduate students of color enrolled Fall 2018, 43% were low-income students, with 12% of these students Pell-eligible and 31% Pell-eligible and first-generation. In addition, the university should address institutional barriers which negatively impact low-income students and provide embedded support to increase students' financial knowledge and skills.

> *Action: Offer more need-based scholarships for low-income students where currently 50% of Pell-eligible students are also students of color. Establish a student financial success subcommittee that will oversee alignment of financial success support and more intrusive financial success coaching for low-income students of color.*

Recommendation 2: Examine Institutional Structures and Effectiveness

The MSSC inventoried current student offerings to map the types of services and opportunities offered to students of color. However, due to time, resources and committee make-up, the MSSC was unable to evaluate the scope or effectiveness of current structures, program alignment and existing programs and services. We suggest convening a small committee to develop an implementation strategy and timeline to conduct an equity-minded student success review with the possibility of external evaluators, consultants or diversity scorecard tools. Included in this effort should be the creation of common measures for evaluation to capture a more cohesive and sustainable narrative to student support and success efforts.

> *Action: Conduct an equity-minded examination of the campus-wide effectiveness in supporting multicultural students to evaluate and inform structural alignment and campus initiatives needed to meet students' needs.*

Recommendation 3: Improve the Classroom Climate

From the MSSC Listening Sessions, 91% of responding students of color believe that their classroom experience is impacted because of their diverse identities.

> *"I'm often the only Black person in the class which puts pressure on my participation efforts and alienation in terms of connecting with other students. I think of certain topics differently as opposed to white students and when I try to address negative feels about certain curriculum it's stressful and gets old."*

> *"My faculty members do not represent me or look like me and sometimes it is discouraging. They also don't understand, or care, about how personal factors/crisis can really impact school"*

> *"In our discussions I am the only Hispanic in the room. They are dismissive of what I have to say. Maybe it's because I'm Hispanic. I feel like I have to prove that I know what I'm talking about."*

The retention and satisfaction of students of color and American Indian students is directly tied to their experiences in the classroom. When students see their communities represented in the curriculum, and their identities respected through inclusive pedagogy, qualitative and quantitative outcomes improve, students experience a greater sense of belonging, and they are more likely to succeed at course expectations and proceed towards graduation. Many of our faculty are already skilled at facilitating inclusive spaces. All can benefit from ongoing support and training opportunities which are available through the Center for Educational Innovation and the Office for Equity and Diversity. Unfortunately, for faculty not versed in the 21st-century skills, there is little incentive to develop these skills. Too often they are considered an add-on, rather than integral to the process of teaching and learning. The University of Minnesota's hiring and tenure review processes need to be updated to reflect the necessity of racial equity and cultural awareness.

> *Action: Convene a committee of distinguished faculty, along with staff from the Center for Educational Innovation, to address teaching practices that support positive classroom climate and recommendations to sustain inclusive practices and accountability.*

Recommendation 4: Increase direct support and programs for multicultural and underrepresented students.

Based on the inventory of multicultural student offerings, the committee identified gaps in service or support for students that should be addressed. Currently, a great deal of attention and support is focused on students' first year experience, which by causation or correlation also sees minimal or no gaps in first year retention between students of color and white students. Efforts beyond the first year are fewer, more optional, and less tailored to supporting students through complex student success barriers and preparing for post-graduation success. There is also a lack of programs and services tailored to transfer students in which students of color make up 28% of the entering fall cohort. This recommendation should be addressed by investing new resources towards data-driven strategies, aligning existing resources to create more intentional pathways across campus, and expanding existing student services to include more equity-minded service strategies.

> *Action: Invest in direct services and initiatives to support individual students throughout their undergraduate experience. The committee identified three specific initiatives:*
>
> - Implement success coaching as a model to provide holistic and individualized support for underrepresented students.
>   - This strategy has proven successful for low-income, first-generation and students of color at peer institutions. Ideally, UMTC would add more advising lines and/or success coaches to increase individualized support. Given financial limitations, an alternative is to create an extensive on-campus training program to embed coaching skills and techniques in existing academic advising, President's Emerging Scholars and other student services units.
> - Develop programming aimed at specific underrepresented populations beginning with indigenous men and men of color and expanding where data indicates.

- ○ During the 2018-2019 academic year, staff and faculty men of color created the iMEN Retreat to support students identifying as indigenous men and men of color which was well received by students and community members.
- Invest in programs and retention initiatives geared beyond the first year and targeting transfer students.
  - ○ There is no gap in first-year retention between students of color and white students. As students progress, the retention gap emerges and grows. When analyzing the multicultural student offerings, many programs were geared for first-year students, leaving a gap in support for students in later years as well as for entering transfer students.

Additional Recommendations

The following recommendations are viewed by the committee as valuable and worthy of attention. Some are more accessible for implementation while others are out of the scope of this committee's exploration.

- Online module introducing Diversity, Equity and Inclusion during students' first year
  - A pilot is being explored in the College of Liberal Arts First Year Experience

- Create a coordinated web page highlighting the resources, services and programs aimed at underrepresented populations
  - OED has agreed to lead this effort

- Create common measures for evaluation to capture a more cohesive narrative to student support and success efforts
  - Embed this effort in Recommendation 2 efforts

- Institutionalize support for the Asian Pacific American Resource Center (APARC) which is on its 4th year of a 5 year grant
  - Embed this effort in Recommendation 2 efforts

- Increase Mental Health support for students of color
  - Encourage OSA and colleges to invest in additional resources

- Create an ongoing committee focusing on multicultural undergraduate student success
  - OUE will work with key partners to determine structure and charge

Appendix A: Board of Regents Resolution

REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

Diversity in Undergraduate Education on the Twin Cities Campus

WHEREAS, Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action* states that "a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society"; and

WHEREAS, the Twin Cities campus strategic plan identifies diversity as a strategic necessity for advancing the University mission and enhancing academic excellence; and

WHEREAS, the University serves Minnesota by addressing the state's most pressing problems including those related to ethnic, racial, and socio-economic disparities; and

WHEREAS, at its March 2016 meeting, the Board of Regents (Board) endorsed a five-year enrollment plan for the Twin Cities campus; and

WHEREAS, the African-American and Latinx populations in Minnesota are predicted to grow significantly over the next 30 years, with particularly high population concentrations in St. Paul and Minneapolis; and

WHEREAS, retention and graduation rates for African-American, Latinx, and American Indian students are below the average rates for undergraduate students on the Twin Cities campus; and

WHEREAS, African-American, Latinx, and American Indian students report lower satisfaction than the average of undergraduate students on the Twin Cities campus; and

WHEREAS, in March 2017, the Student Representatives to the Board of Regents recommended that the University collect and analyze disaggregated racial information from students in order to monitor and address the achievement gap; and

WHEREAS, in June 2017, the Board discussed increasing diversity in undergraduate enrollment at the Twin Cities campus.

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents (Board) directs the president to increase diversity in undergraduate education on the Twin Cities campus in the following ways:

1. Enhance and measure efforts with the Minneapolis and St. Paul public high schools to increase participation in University-sponsored recruitment events held throughout the Twin Cities.
2. Record and evaluate, on an annual basis, the number of direct contacts with students, and the specific places where the University is recruiting.
3. Reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025 and establish a separate graduation rate goal for transfer students.
4. Collect, record, and monitor the rates for locally significant underrepresented populations not currently recorded, including but not limited to Hmong and East African populations in order to identify gaps in the four- and six-year graduation rates.
5. Improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates.

BE IT FURTHER RESOLVED that the president will report to the Board annually on these efforts, with the first report to the Mission Fulfillment Committee in December 2018.

Appendix B: Multicultural Student Success Committee & Subcommittee Membership

Sean Garrick, Associate Vice Provost, OED/Faculty, CSE (Co-Chair)
LeeAnn Melin, Assoc. Vice Provost for Student Success, OUE (Co-Chair)
Joseph Ballard, II, Coordinator for Diversity Retention and Recruitment, CFANS
Steve Cisneros, Director, President's Emerging Scholars, OUE
Anita Gonzalez, Teaching Consultant, Center for Educational Innovation
Lisa Gruszka, Director of Orientation Programs, Orientation & Transition Experience, OUE
Amy Hackett, Director of Central Advising Initiatives & Special Scholarships, OUE
KC Harrison, Youth Studies Program, School of Social Work, CEHD
Kate Hemmer, Assistant Registrar, Academic Support Resources
Kong Her, Program Director, Asian Pacific American Resource Center (APARC)
Alexander Hines, Director of Diversity, Equity, and Access, CLA
Linda Kim, Academic Advisor, College of Design
Nikki Letawsky Shultz, Assistant Dean, College of Biological Sciences
Beth Lingren Clark, Assoc. Vice Provost for Strategic Enrollment Initiatives, OUE
Michelle Livingston, Sr. Academic Advisor, CLA
Anise Mazone, Director, Multicultural Student Engagement, OSA
Peyton Owens, III, Associate AD/Student-Athlete Development/Diversity & Inclusion
Fernando (Fernie) Rodriguez, Assist. Dir of Social Justice & Inclus, Housing & Res Life
Jillian Rowan, Senior Coordinator, Circle of Indigenous Nations, MCAE
Shezwae Fleming, Interim Director of MCAE, OED
Jeannie Stumne, Director, Career Services, CEHD
Marquis Taylor, Academic Advisor/Diversity and Inclusion Coordinator, CSE
Maggie Towle, Vice Provost for Student Affairs, OSA
Allyson Trochez, Director of Diversity, Carlson School of Management
Shelly Wymer, Office of Measurement Services/SEMC Data Comm Rep

MSSC Subcommittees:

Student Services, Support, & Programs
Joseph Ballard II (chair), Office for Diversity and Inclusion, CFANS
Kong Her, Asian-Pacific American Resource Center, CEHD/CLA
Nina Hernandez-Beithon, Student Counseling Services, OSA
Linda Kim, Academic Advising, CDES
Anise Mazone, Multicultural Student Engagement, OSA
Will O'Berry, President's Emerging Scholars, OUE
Emily O'Hara, Care Program, OSA
Jillian Rowan, Circle of Indigenous Nations/Multicultural Center for Academic
Jeannie Stumne, Career Services, CEHD
Marquis Taylor, Academic Advising/Diversity and Inclusion, CSE
Allyson Tróchez, Diversity Initiatives, CSOM

Outcomes, Structure & Institutional Barriers
Linda Kim (chair), Academic Advising, CDES
Joseph Ballard II, Office for Diversity and Inclusion, CFANS
Courtney Bell, MLK Program, CLA
Sara Carvell, Student Services Fee & Spirit Initiatives, OSA
Caley Conney, Recreation Sports and Wellness, OSA
Shezwae Fleming, Interim Director of MCAE, OED
Kate Hemmer, ASR-Office of the Registrar, OUE
Melanie Johnson, MLK Program, CLA
Beth Lingren Clark, Strategic Enrollment Initiatives, OUE
Gayle Smaller Jr, MLK Program, CLA

Faculty & Classroom
Steve Cisneros (chair), President's Emerging Scholars, OUE
Thorunn Bjarnadottir, International Student Scholars Services
Jessica Chung, LEAD-UP, OSA
Anita Gonzalez, Center for Educational Innovation
K.C. Harrison, Youth Studies, SSW, CEHD
Kate Hemmer, ASR-Office of the Registrar, OUE
Jungeun Park, College of Education & Human Development
Fernando Rodriguez, Housing & Residential Life

Building Community & Diversity Values/Training & Development
Evonne Billotta-Burke (co-chair), LEAD-UP, OSA
Alex Hines (co-chair), Director of Diversity, Equity, and Access, CLA
Lisa Gruszka, Orientation & Transition Experiences, OUE
Amy Hackett, Advising Initiatives, Office of Undergraduate Education
Michelle Livingston, Academic Advising, CLA
Meaghan Miller-Thul, Parent and Family Program, OSA
Gayle Smaller, Jr., MLK Program, CLA
Marquis Taylor, Academic Advising/Diversity and Inclusion, CSE

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Appendix C

Executive Summary of Multicultural Student Data 2019

Prepared by the MSSC Data Subcommittee

Overview

The University of Minnesota Twin Cities Campus is focusing on the experiences of multicultural students supporting the Board of Regents Diversity Resolution passed in February of 2018. Through the lens of strategic enrollment initiatives and the University's Enrollment Plan, the Multicultural Student Success Committee (MSSC) was formed in August of 2018. The committee charge was to enhance experiences and multicultural student success and more specifically supports the Regent's Resolution which aims to:

- reduce the four- and six-year graduation rate gaps for African-American, Latinx, and American Indian students by 50 percent by 2025

- improve the satisfaction of students of color and American Indian students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by 50 percent by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates

As the committee formed and identified subcommittees, members asked many questions about multicultural students' experiences and the data we have to inform our efforts. A member from the Data Subcommittee served on the main committee and led this effort. Committee members identified several guiding questions. The MSSC Data Subcommittee linked these questions to numerous sources where these questions may be answered or partially answered. **This report synthesizes the data from multiple projects and is designed to provide a high-level overview of data linking to the guiding questions.**

Guiding Questions

1) What is the classroom experience like for students of color?

2) What types of service-oriented support make a difference for students? What experiences contribute to students' success? What gets in the way?

3) Why do students leave?

4) How do students experience belonging?

5) How engaged are students (in- and outside classroom)? What helps/hinders?

6) How do students describe/experience campus climate?

7) How does the University express its values relating to diversity, equity, and inclusion?

8) What can the University do to make a more desirable experience for students?

Findings

This section includes findings that correspond to the guiding questions. The committee focused primarily on SERU findings and findings from the Multicultural Student Success Committee Listening Sessions focusing on students of color which is not defined to include international students. The University has many sources of data yet to be explored.

Guiding Question #1: What is the classroom experience like for students of color?

Students' experiences are highly variable by their race/ethnicity, for instance:

SOURCE: SERU 2018

- Black, Latinx, international, and White students are all significantly **more likely** than Asian students to indicate that they spend more time
  - contributing to class discussion.
  - asking insightful questions in class.
  - bringing up ideas or concepts from different courses during class discussions.

- Black, White, and Latinx students are **more likely** than Asian students to have a class in which the professor knew or learned their names.

- White students are significantly **more likely** than Asian, international, and Black students to indicate that they frequently experience
  - students being treated equitably and fairly by faculty.
  - faculty maintaining respectful interactions in classes.
  - opportunities for active participation in classes.

- White students are significantly **more likely** than Asian and Black students to frequently experience
  - open channels of communication between faculty and students.
  - instructors who increase their enthusiasm for the subject material.

- White students are significantly **more likely** than Asian and Black students to be satisfied with the following areas:
  - quality of faculty instruction
  - availability of courses for general education requirements
  - availability of courses needed for graduation
  - access to small classes
  - access to faculty outside of class
  - ability to get into the major that they want

Inequities by Identity

SOURCE: MSSC Student Listening Sessions

91% of students of color said that their learning experiences are affected by their identities in challenging or inequitable ways as compared to White students.

> *"as a [person of color] I am always on the spotlight. I feel like my identity is always looked at even if it's just sitting in a classroom"*

> *"...I'm often the only Black person in the class which puts pressure on my participation efforts and alienation in terms of connecting with other students. I think of certain topics differently as opposed to white students and when I try to address negative feels about certain curriculum it's stressful and gets old."*

> *"Being in a classroom where I am one of the few colored students can be empowering because we are able to give our own opinions to others. On the other hand, being a student of color with peers that aren't open minded can make me feel oppressed and unimportant, making me dreading attending a class. When a teacher doesn't help stand up for me, I resent them and have less of a desire to learn the material."*

> *"My faculty members do not represent me or look like me and sometimes it is discouraging. They also don't understand, or care, about how personal factors/crisis can really impact school"*

> *"My identity does affect my classroom experience. One can simply tell when I am treated differently by peers or given different expectations compared to others. Although I will never let it hinder me, it does affect me."*

> *"In our discussions I am the only Hispanic in the room. They are dismissive of what I have to say. Maybe it's because I'm Hispanic. I feel like I have to prove that I know what I'm talking about."*

> *"Sometimes I feel like I have such a hard time understanding and learning in class. Sometimes I feel like my professor tends to ignore me because I'm more quiet or doesn't include me how she/he would other non-Hmong"*

> *"Sometimes there are things I want to share but am too tired to share. I am not even learning."*

> *"We are minorities of a country run by whites and an institution that is predominantly white; we may feel inferior/afraid to speak up or give our opinions in many cases."*

Guiding Question #2: What types of service-oriented support makes a difference for students?

Support Services
SOURCE: MSSC Listening Sessions
(Many of the students interviewed participated in informal listening sessions hosted by some of the support services and program mentioned.)

Top support services, programs, or offices critical to success as reported by students of color

- Multicultural Center for Academic* Excellence
- President's Emerging Scholars*
- Asian Pacific American Resource Center*
- TRIO
- Writing Center

- One Stop
- Boynton Health
- Martin Luther King Jr. Program
- Center for Academic Planning and Exploration
- Pet Away Worry and Stress
- Student Counseling Services

All other support services, programs, or offices mentioned as being critical to student success (listed alphabetically):

- Academic Skills Counseling/Coaching
- Admissions Office
- American Indian Student Cultural Center
- Asian Student Union
- ASPIRE APARC Mentoring Program
- Aurora Center
- Black Motivated Women BMW
- Black Student Union
- Career Services
- Carlson Undergraduate Advising
- CASA SOL
- CCEL
- CEHD Advising
- CEHD Student Support Services*
- Charlotte's Home LLC
- CLA career services
- CLA Office/Advising
- Computer lab
- CSE Career Services
- David Larson Scholarship
- Dean's Scholars Program in CBS
- Disability Resource Center
- Family Social Science Dept
- Global Studies Advising office

- Gopher Chauffeur
- Honors Program
- Housing and Residential Life
- American Indian Cultural House
- Individualized Degree Programs IBS
- Institute of Electrical and Electronic Engineers
- International Students and Scholars Services
- La Raza
- Latina International Student Association
- Leadership Minor
- Students Legal Services
- Library
- Living and Learning Community
- Minnesota Student Association
- National Society of Black Engineers
- Northstar STEM Alliance
- Office for Equity and Diversity
- Organizational Leadership, Policy, and Development Department
- Our Voices
- Paratransit
- Philippine Student Association
- Professor/TA

- PSEO Department
- Psychology Department
- SMART Learning Commons

- Society of Hispanic Professional Engineers
- Society of Women Engineers

*indicates offices who hosted a listening session

Of the campus support services, programs, or offices you use, what is it about them that is helpful to you?
- Friendly, Responsive, Supportive (31%)
- Opportunities/Resources (22%)
- Welcoming (comfortable, clean, etc) (13%)
- People look like me/Diversity (9%)
- Staff are Knowledgeable (9%)
- Individuality (8%)
- Advocacy (8%)

Guiding Question #2: What experiences contribute to students' success? What gets in the way?

Finances
SOURCE: 2018 SERU and (2019 Undergraduate Pulse Survey)

- **7.1% of students of color indicated that they were struggling** (barely meeting expenses with large sacrifices) and 25.9% indicated they were just getting by (paying expenses, but making some definite sacrifices).

- **9.5% (11%) of students of color would definitely be willing to talk to a student peer financial coach about their personal finances** and 15.8% (18%) would probably be willing to talk to a student peer financial coach about their personal finances.

- **Students of color report being more concerned than White students paying for their undergraduate education** (now and also for next year), are more likely to have received Pell grants than White students, and are more likely to have skipped or cut the size of meals because there wasn't enough money for food (2018 & 2019).

- **Students of color who work *on* campus have a significantly higher sense of belonging** than students of color who work *off* campus (2018 & 2019).

- Common themes in the 2018 SERU qualitative data related to finances are as follows:
  - **Employment:**
    - [Having to work more hours, work more jobs, to make ends meet](#) - 224
  - **Housing:**
    - [students mentioned the high cost of living expenses both on/off campus](#) - 62
    - [students mentioned commuting or living at home to save costs](#) - 33
    - [Expensive off-campus housing](#) - 35
    - [Expensive on-campus housing](#) - 39
    - [Homelessness](#) - 1
    - [Struggles paying rent](#) - 53
  - **Food:**
    - [students mentioned the high cost of food](#) - 26
    - [Food desert around the U](#) - 4
    - [Food insecurity](#) - 20
    - [Meal plan too expensive](#) - 22

Housing
SOURCE: 2018 Housing and Residential Life Spring Check-In Survey (all students, not just SOC)

- Over 70% of White students and students of color agreed or strongly agreed with the following statements:
  - I can call my residence hall/apartment my home away from home.
  - I feel respected in my residence hall/apartment.
  - I feel accepted in my residence hall/apartment.
  - I feel like I can be myself in my residence hall/apartment.
- The top three reasons why students decide to move out of University housing…
  - believe that it will be less expensive to live off campus,
  - they prefer an environment that provides more independence/autonomy,
  - and they would like more space.
- The one thing that would have kept the majority of students living in University housing was if it were less expensive.

Working
SOURCE: Orientation & Transition Experiences Surveys

- 9.6% of students of color disagreed with the statement, "My 1:1 financial aid counseling has provided me with the information I needed," compared to 6.96% of white students. (First-year Orientation Evaluation)

- 14.6% of students of color disagreed with the statement "My 1:1 financial aid counseling has made me feel more at ease about managing college costs" compared to 15.72% of white students. (First-year Orientation Evaluation)

- 45% of students of color reported working off-campus compared to 36% of non-students of color. 39% of students of color reported working on-campus compared to 28% of non-students of color. (2019 spring First-Year Check-In Survey)

- Students are asked to report the amount of time they spend working for pay on and off campus. There is little difference in the amount of time reported between students of color and white students. (2019 spring First-Year Check-In Survey)

Financial Difficulties
SOURCE: 2018 College Student Health Survey (responses from all undergraduates)

- 32.3% of students reported that financial difficulties were an issue they faced (and 27.5% of those students reported that the issue impacted their academics).
- 6.7% reported experiencing food insecurity
- 1.1% reported experiencing homelessness

Mentorship
SOURCE: 2018 Multi-Institutional Study of Leadership OSA

According to the 2018 MSL survey, students of color have faculty and staff mentors at similar rates as White students (although there are variations between race/ethnicity). Students of color who have faculty or staff mentors have a slightly higher sense of belonging and resilience compared to their peers who do not have a mentor.

Guiding Question #3: Why do first-year students leave?

Compounding Effects Lead to Leaving
SOURCE: First-Year Retention Project - Leavers 2014 - 2018

- There is no one single factor to predict why a first-year student leaves the U of M.

- Compounding effects of various student characteristics increases the risk of leaving.

- First-year leavers have taken one of two paths:
  - Transfer to an institution in their home state (46%)
  - Discontinue college entirely (40%)

- The first year retention rate of students of color has exceeded the overall NHS cohort for those who started fall of 2017 and 2015.
  - Students of color from the Twin Cities metro area have a 1.4% retention gap between students of color leavers and non-students of color leavers.

Reference Class of 2021 Infographic
Reference Fall 2017 Transfer Infographic

If you have thought about leaving the University of Minnesota, what were those reasons?
SOURCE: MSSC Listening Sessions

- Campus Culture is Problematic (17%)
- Lack of Diversity and Understanding of it (16%)
- Need More Financial Support (16%)
- Classroom Experience Isn't Good (11%)
- Lack of Academic Support (6%)
- Homesickness (6%)
- Health/Mental Health (6%)

Guiding Question #4: How do students experience belonging?

Where do you feel most at home on campus?
SOURCE: OSA Survey 2017 (all students, not just students of color)

Table 1. Theme Area Counts and Percentages

Number	Theme	% of total
431	Program Spaces	29.26
240	Living Spaces	16.29
193	Student Groups, Rec Well, and other OSA Spaces	13.10
179	In Classes	12.15
56	Sharing Common Cultural or Religious Identities	3.8
51	Campus Jobs or Research	3.46
49	Fraternities or Sororities	3.33
38	Specific Staff, Advisors, or Faculty	2.58
38	All of campus	2.58
36	Athletic team	2.44
35	Don't feel a sense of belonging	2.38
32	Friends	2.17
31	Libraries or Study Spaces	2.10
17	Specific Campus Events	1.15
17	Unusable (incomplete or incoherent)	1.15
16	Other	1.09
14	St. Paul Campus	.95
1473	**Total responses**	**100%**

Guiding Question #5: How engaged are students (inside and outside classroom)? What helps/hinders?

SOURCE: 2018 SERU

- Students of color reported skipping class more often (often or very often) than White students.

- 66% of students of color reported that students are treated equitably and fairly by faculty often or very often compared to 76% of White students.

Guiding Question #6: How do students describe/experience campus climate?

Campus Climate
SOURCE: 2019 Undergraduate Pulse Survey

- 85% of students of color agree (somewhat agree, agree, strongly agree) that students of their race/ethnicity are respected on this campus compared to 97% of White students.

- 80% of students of color agree (somewhat agree, agree, strongly agree) that they feel comfortable with the climate for diversity and inclusiveness at the University compared to 91% of White students.

Housing
SOURCE: Housing and Residential Life 2018 Fall Resident Survey

- White students and students of color reported similar agreement levels with the ways they experience belonging in their residence halls or apartments.

- 52% of students of color agreed or strongly agreed with the statement, "I share similar interests/goals with others in my residence hall/apartment," compared to 59% of White students. This was the largest disparity between the groups among the 13 items.

- 76% of students of color agreed or strongly agreed to the statement, "I feel respected in my residence hall/apartment" and is the sense of belonging item with the highest percentage of agreement for students of color and White students

Guiding Question #7: How does the University express its values relating to diversity, equity, and inclusion?

SOURCE: 2018 SERU (qualitative data)

Several students of color noted they feel programs related to their needs are underfunded, indicating that the University does *not* value diversity, equity, and inclusion.

SOURCE: 2018 SERU (quantitative data)

Students of color were significantly less likely than White students to agree that
- the University provides an environment for the free and open expression of ideas, opinions, and beliefs.
- the curriculum provides an adequate opportunity to learn about the social, historical, and intellectual contributions of a variety of people (e.g. people from different races and ethnicities, sexual identities, individuals with disabilities, etc.).
- that students, faculty and instructors, administrators, staff, student government, and the campus community overall value diversity.

Guiding Question #8: What can the University do to make a more desirable experience for students?

"What is one of the most meaningful learning experiences you have had at this university?
SOURCE: 2018 SERU ([Report on Students of Color Responses](#))

1) Increase access to programming and courses facilitated by faculty or staff who are aware of and support diverse learners. Programming and courses are by far the most important vehicles for fostering meaningful learning on and off-campus. Several specific programs and courses were mentioned as critical to students' success. Exploring how to increase access to these experiences could be an effective way to expand a positive sense of belonging for more students.

2) Expand and strengthen vehicles for making meaningful connections. According to the respondents, making meaningful connections with others such as faculty, staff, mentors, teaching assistants, and peers makes a positive difference. Expanding and strengthening vehicles (e.g., small group work, student groups, office hours, research opportunities, shared events) for making these kinds of connections is critical for students' success.

3) Increase access to high impact practices. Many of the overall meaningful learning categories identified by students of color are considered "high impact practices" (Kuh, 2008), such as having the opportunity to conduct research, study abroad, have an internship or service learning experience, and be part of learning communities. Continued support of high impact practices will be necessary in the future as well as finding ways to provide access to these activities for students who do not have time to participate currently due to working multiple jobs or extensive family responsibilities.

4) Continue to support spaces and programming that specifically supports students of color and communicate funding commitment to students. Advertising that we are a diverse campus and offer resources for diverse learners can be a powerful attractant for students; however, the reality of the experience can sometimes fall short of the advertising. Students often associate the amount of funding programs and spaces that specifically support students of color with the amount of support the institution has overall for diversity. It is important that efforts and funding are clearly communicated in transparent and timely ways.

Cited Data Sources

Check-In Survey
Sponsor: Orientation and Transition Experiences
Audience: all new NHS, NAS and IUT
Administered/Analyzed: winter before start of spring semester

College Student Health Survey
Sponsor: Boynton Health
Audience: Undergraduate students (all 4 campuses)
Administered/Analyzed: Winter (every other year)

Fall Resident Survey
Sponsor: Housing and Residential Life
Audience: students living in University owned housing
Administered/Analyzed: end of fall semester

First Year Retention - Leavers Analysis
Sponsor: Office of Undergraduate Education
Audience: first-year students who did not enroll/leavers
Administered/Analyzed: fall and spring

Multicultural Student Success Committee Listening Sessions
Sponsor: MSSC
Audience: all SOC undergrads (91 total participants across campus)
Administered/Analyzed: spring 2019

Multi-Institutional Study of Leadership
Sponsor: Office for Student Affairs
Audience: all undergrads (across Big10)
Administered/Analyzed: January 2018

Orientation Evaluation - First-Year
Sponsor: Orientation and Transition Experiences
Audience: all new NHS
Administered/Analyzed: summer during orientation

Orientation Evaluation -Transfer
Sponsor: Orientation and Transition Experiences
Audience: all new NAS and IUT
Administered/Analyzed: summer and winter during orientation

Student Engagement Survey
Sponsor: Office for Student Affairs
Audience: sampling of undergrads
Administered/Analyzed: Fall 2017

Student Experience at a Research University
Sponsor: Office of Institutional Research/Office of Undergraduate Education
Audience: sampling of undergrads
Administered/Analyzed: Spring 2018

Other Sources of Data

Survey Item Inventory
Includes over 1200 survey items collected from surveys administered to students within the past two academic years. These sources are not cited in this summary, but should be explored in order to enhance the understanding of the student's experience.

Campus Sexual Misconduct Survey
Sponsor: AAU/OSA
Audience: UMTC students
Administered/Analyzed: Spring and Summer (March - Sept) 2019

Spring Check-In Survey
Sponsor: Housing and Residential Life
Audience: students living in University owned housing
Administered/Analyzed: end of spring semester

Housing and Residential Life: 1st year off-campus survey
Sponsor: Housing and Residential Life
Audience: students living off-campus housing their first year
Administered/Analyzed: end of fall semester

Housing and Residential Life: 2nd year off-campus survey
Sponsor: Housing and Residential Life
Audience: Students living off-campus housing their 2nd year after living in University housing their first year
Administered/Analyzed: end of fall semester

President's Emerging Scholars Listening Sessions
Sponsor: President's Emerging Scholars in the Office of Undergraduate Education
Audience: sampling of undergrads in the PES program
Administered/Analyzed: 2017

Retention Outreach Survey
Sponsor: Academic Support Resources in the Office of Undergraduate Education
Audience: all undergrads not enrolled for next term
Administered/Analyzed: fall and spring

Second Year Experience Survey
Sponsor: Office of Undergraduate Education
Audience: sampling of second year students
Administered/Analyzed: 2017

Student Degree Progress Outreach Survey
Sponsor: Academic Support Resources in the Office of Undergraduate Education
Audience: undergrads who are off track to degree
Administered/Analyzed:

Student Mental Health Survey
Sponsor: Boynton Health, Office for Student Affairs

Student Rating of Teaching
Sponsor: Office of Measurement Services
Audience: all undergrads
Administered/Analyzed: each term

Welcome Week Evaluation
Sponsor: Orientation and Transition Experiences
Audience: all new NHS, NAS and IUT
Administered/Analyzed: fall after Welcome Week ends

Tell Us About Yourself
Sponsor: Orientation and Transition Experiences
Audience: all new NHS, NAS and IUT
Administered/Analyzed: fall and spring on the new student checklist prior to OR date selection

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Appendix D: Executive Summary of Analysis for SERU Question: "What is one of the most meaningful learning experiences you have had at this University?"

In 2018, the University of Minnesota Regents set forth a charge to better support students of color in achieving timely graduation and academic success. As part of this work, qualitative data from the 2018 Student Experience at a Research University (SERU) survey were analyzed in order to understand how meaningful learning is experienced by Students of Color at the University of Minnesota, Twin Cities campus.

In the 2017-2018 academic year, all eligible undergraduates (n = 29,513) at the University of Minnesota were invited to take the Student Experience in the Research University (SERU) survey, a comprehensive survey of their student experience. A total of 8,712 (30%) students completed the SERU. Of this group, 1,850 (or 21%) identified as students of color (which does not include international students). A total of 954 students of color (SOC), or 52% of SOC who took the survey, completed the question, "What is one of the most meaningful learning experiences you have had at this University?"

Overall, students identified three categories where they are currently experiencing meaningful learning in positive ways:
- Programming and courses, facilitated by faculty or staff who are aware of and support diverse learners, are by far the most important vehicles for fostering meaningful learning on and off-campus.
- Making meaningful connections with others such as faculty, staff, mentors, TAs and peers through small group work, student groups, office hours, research opportunities, shared events, etc. makes a positive difference.
- Many of the overall meaningful learning categories identified by students of color are considered "high impact practices" (Kuh, 2008), such as having the opportunity to conduct research, study abroad, have an internship or service learning experience, and be part of learning groups.

In addition, students identified several areas of concern that are important for the university address:
- Students spoke about how alone or unsupported they felt as students of color on campus.
- Some students felt that the university portrays an inclusive and diverse student body in its advertising, but in reality underfunds programs and spaces for students of color, making some students feel tricked.
- Some students identified institutional barriers that could be addressed to make it easier for students to navigate this large, decentralized system.

Appendix E: Summary of Diversity Programs, Services and Initiatives to Support Undergraduate Indigenous Students and Students of Color

Data Collection

To create a more comprehensive understanding of current offerings for multicultural students, the Multicultural Student Success Committee (MSSC) conducted a survey of undergraduate offerings specifically designed for students of color.

Total:

85 programs, services or initiatives offered in 2018-19 AY
(not including student groups)

Types of Offerings:

Affinity Groups	12	14%	Lecture or Film Series	6	7%
Workshop	11	13%	Mentoring	6	7%
Conference	10	12%	Course	5	6%
Individual Support	10	12%	Event	4	5%
Program	10	12%	Space	3	3%
Living Learning Communities	8	9%			

Category of Offerings

Community & Belonging	23	27%
Leadership	11	13%
Cultural Awareness/Support	9	11%
Academic Support	8	9%
Student Success	8	9%
Career Development	7	8%
Academic	6	7%
Research	5	6%
Financial Wellbeing	3	4%
Health and Wellness	3	4%
Recruitment	2	2%

Opportunity by Target Year

1st Year NHS	27
2nd Year NHS	12
3rd Year NHS/NAS	13
4th Year NHS/NAS	14
All students	44

Category by Target Year	1st Yr	2nd Yr	3rd Yr	4th Yr	All
Academic	4	0	0	1	1
Academic Support	4	3	0	0	4
Career Development	0	1	3	3	4
Community & Belonging	11	3	0	0	12
Cultural Awareness and Support	0	0	0	0	9
Financial Wellbeing	2	2	0	0	1
Health and Wellness	0	0	0	0	3
Leadership	2	1	6	6	3
Recruitment	0	1	1	1	1
Research	0	0	3	3	2
Student Success	4	1	0	0	4

Student Group Summary
There are 261 active student groups in the Cultural & Diversity category, serving diverse students in areas relating to their academic, career and personal interests. For purposes of this inventory, groups serving primarily indigenous students and domestic students of color were highlighted, totaling 75 student groups with 4957 active students as self-reported by student groups during the annual registration process. A full listing is at the end of this report.

Focus Areas

Culturally Specific Student Associations/Unions	36 groups	3435 students
Major/Career Related	11 groups	368 students
Language Specific	3 groups	142 students
Academic Success	5 groups	331 students
Gender Specific	3 groups	327 students
Greek Organizations	17 groups	354 students

Campus-Wide Initiatives

Asian Pacific American Resource Center (APARC) (CLA & CEHD)
APARC provides space for Asian Americans and Pacific Islander (AAPI) students to foster a sense of community, access resources and programs focused on AAPI student identity development and academic success. Typically, the APARC logs over 1,300 student contacts per year. Programs include:

- New Student Welcome: welcome event for AAPI students, 124 students
- Youth Summit: Annual one-day conference for leadership development, 70 students
- Career Connections: workshops about career readiness, interests and opportunities
- Storytelling Project: workshops led by local AAPI artists to bring students' stories to life through creative formats (new Spring 2019)
- Academic Support Services: tutoring and writing support in partnership with SMART Learning Commons and Student Writing Center
- Speaker Series: provides opportunities for students to think critically about AAPI issues, explore AAPI studies, network with local and national AAPI figures, and enhance their academic experiences. Offered once a semester
- Teaching Pathways Program: resources and support to
- Peer Mentoring Program: first year AAPI students mentored by second year students

Boynton Health Services (BHS) (Office for Student Affairs)
Boynton's Mental Health Clinic offers a multi-session group therapy semesterly, "Understanding Self and Others for Students of Color", that provides a safe space for students of color to deepen their understanding of self in the context of relationships and cultures.

Circle of Indigenous Nations-COIN (MCAE, Office of Equity & Diversity)
The Circle of Indigenous Nations (COIN) office fosters an environment that allows Indigenous students to feel a sense of community on campus.

- Activities held the first week of fall semester
- Dakota Sacred Sites Tour: one day tour in fall
- Elder in Residence: drop-in or appointments with Elder available for 2 hrs/week
- Lunch with Faculty Series: monthly meetings open to all, 15-25 participants total

Gender and Sexuality Center for Queer and Trans Life (Office of Equity & Diversity)
The GSC advances LGBTQIA+ education, outreach, advocacy, and support and offers the following programs for students of color/indigenous students:

- Tongues Untied: monthly sessions by and for People of Color who identify as LGBTQIA and/or Same-Gender-Loving. 10-15 undergraduate students at sessions
- Andrea Jenkins Lecture Series: annual program serving approximately 100 undergraduate

iMEN (improve, Mentor, Engage, Nurture) Indigenous and Males of Color Retreat (campus-wide collaboration)
The iMEN Indigenous and Males of Color Retreat provides male-identified students of color a place to build community, learn tips and strategies on successfully navigating the college experience, and continuing the necessary conversation around masculinity and manhood. This event was created and implemented by a team of staff and faculty who identify as indigenous and males of color.

Living Learning Communities for First Year Students (Housing & Res Life + Partner)
- American Indian Cultural House (COIN): 4 students in AY 18-19
- Casa Sol (Latinx students) (MCAE): 13 students in AY 18-19
- Charlotte's Home for Black Women* (Women's Center): 28 students in AY 18-19
- Huntley House for African American Males* (OED): 16 students in AY 18-19
- Social Justice Action LLC (MSE/OSA): 27 students in AY 18-19
- STEM Diversity House, (CSE), 9 students in AY 18-19
- TRIO Multicultural LLC (TRIO): 11 students in AY 18-19
- Tsev Hmoob (Hmong Students) (MCAE): 22 students in AY 18-19
- MLK Beloved Community (CLA MLK): new for AY 19-20
 Indicated communities open to second year students

Multicultural Center for Academic Excellence (MCAE) (Office of Equity & Diversity)
The Multicultural Center for Academic Excellence serves over 1,000 students a year and is an academic support office serving students of color and students from historically underrepresented and marginalized backgrounds. MCAE's services and programs include:
- VIP Leadership Retreat: A 3-day on-campus experience for multicultural high school juniors. (Admissions/MCAE)
- Outreach Initiatives (admissions events, college fairs, special events/request)
- Multicultural Student Kickoff Event: 2-day welcome for new first year students
- Ambassador Program: Leadership opportunity for upperclass students to participate in various outreach and recruitment events, implementation of student-centered programs, activities, services, and initiatives that advance diversity and equity. (~20 students annually)
- Living Learning Communities for First Year Students (see LLC description)
- Academic Support: Tutoring, research and writing support, and academic skills programs offered throughout the year. Dedicated computer lab
- Celebration of Achievement: end of year graduation event
- Circle of Indigenous Nations (see description)

Multicultural Student Engagement (MCSE) (Office for Student Affairs)
The MCSE office, located in the student union, provides support for diverse student groups and campus-wide programming. MSE provides the following programs per year:
- Professional staff support to nine cultural centers with over 600 hours of direct contact advising, leadership development, and addressing emergent issues (see Student Groups)
- Power & Privilege Lecture Series: nationally renowned speaker events (2-3 per year) aimed at increasing awareness and dialogue about issues of power and privilege. (1500-3000 attendees each year)
- Social Justice Leadership Certificate (SJLC): year-long interdisciplinary program for undergraduates to explore issues of social justice for those interested in being agents for positive social change. Two-hour monthly workshops throughout year
- Social Justice Action LLC (see LLC descriptions)

Multicultural Summer Research Opportunities Program (MSROP) (OUE)
MSROP is an intensive research and graduate school preparation program for undergraduate students of color and Native Americans. During this ten week summer program, scholars conduct a research project under the guidance of a faculty mentor and attend weekly seminars. Annual participation of 15 students

North Star STEM Alliance (NSSA) (Coll of Science & Engineering/Office of Equity & Diversity)
This program is intended to support undergraduate students majoring in STEM (CSE, CBS, and CFANS) who come from various underrepresented and multicultural backgrounds. It is a partnership between 14 Minnesota colleges and universities as well as three community organizations and is nationally funded. Services include:
- Peer Mentors: student leaders who work to increase academic success and engagement of other underrepresented students in STEM disciplines. 8-10 peer mentors
- Academic Support: tutoring support across STEM courses
- Research Support: provides information on research opportunities across campus, and has two research programs:
    - MnDRIVE (Minnesota's Discovery, Research, and InnoVation Economy): a partnership between the University and the State of Minnesota, which provides research opportunities in robotics, global food, environment, and brain conditions
    - Tiny Earth: provides students the opportunity to learn research methodology and lab techniques while performing cutting edge research on antibiotic resistance. NSSA also offers an Indigenous Research Retreat which explores the intersections of Indigenous and Western scientific traditions
- Career and Professional Development: connects students to professional development opportunities as well as hosting an Indigenous Women and Women of Color in STEM Networking event with University partners

President's Emerging Scholars (PES) Program (**Office of Undergraduate Education)**
PES is an admission-assigned, merit-based scholarship and student success program serving students from all undergraduate colleges. Approximately 525 new freshmen are selected annually and most are first-generation, Pell Grant recipients, and/or students of color. Support and programming is provided centrally through OUE PES in partnership with each undergraduate college. All PES students receive:
- Peer mentoring twice a semester for first two years
- Summer seminar: 4 day on-campus experience for first year students
- Fall Success Conference: 1 day conference for first year students
- Programming throughout the year for all 4 years
- Peer mentors: 35 upperclass students hired and trained to work with 1st/2nd year students
- PES Student Board: student leadership group organizing community events
- Scholarships: $1000 1st year and 4th year based on degree progress and participation
- Engagement Scholarships: additional funds for high-impact practices such as study abroad, internships, research and volunteering

College-specific PES efforts include: (specific efforts in college section)
- Dedicated advisors or program staff to support PES students
- Course in common: First-year courses or sections specifically for PES students
- Programs and/or leadership opportunities specifically for PES students

Student Counseling Services (SCS) (Office for Student Affairs)
The Student Counseling Services provides mental health support to all students with additional offerings to specific underrepresented populations, serving about 200 students per year.
- Diversity Liaison Coordinator: provides mental health support to various student and facilitated groups around campus, connects with advisors and peer mentors as a direct referral and offers various outreach presentations
- Let's Talk: Designed specifically for underrepresented students but open to all, Let's Talk offers informal drop in consultations around campus.
- Mental Health Collective (MHC) of Indigenous People and People of Color: monthly meetings to create a radical healing space to foster conversations around the topic of Mental Health and Wellbeing in our communities (new for AY 19-20)

Student Groups for Undergraduate Students of Color and Indigenous Students
(Student Unions and Activities, OSA)
There are 261 active student groups in the Cultural & Diversity category, serving diverse students in areas relating to their academic, career and personal interests. For purposes of this inventory, groups serving primarily indigenous students and domestic students of color were highlighted, totaling 74 student groups with 4957 active students as self-reported by student groups during the annual registration process. Within this list are the student cultural centers which receive advising support directly from OSA's Multicultural Student Engagement office. See appendix for a complete listing.

Student Legal Services (SLS) (Office for Student Affairs)
SLS offers legal advice and representation to students and educational programming on legal issues.
- Emerging Leaders in the Law seeks to increase equal access to justice for all people by increasing identities represented in the legal system. Currently serves 6-8 students of color annually

TRIO McNair Program (CEHD)
The TRIO Ronald E. McNair Program prepares underrepresented, low-income, first-generation college students for graduate study. Services include academic counseling, tutoring, test preparation for the GRE, paid research internships, mentoring, advocacy, and help in applying to graduate schools, and seminars to help prepare for graduate study. Typically serves 20 students per year

Women's Center (Office for Equity & Diversity)
The Women's Center advances gender equity and offers the following two programs to students:
- Our Voices: This program typically serves 20-30 students per bi-weekly session
- The Indigenous Women and Women of Color Student Summit: Every other year event for 150+ students

College-Specific Initiatives

Carlson School of Management
- President's Emerging Scholars: supports 16 students through:
    - monthly sessions focused on building community and professional development
    - U.S. Bank Case Study Competition
- Project Emerge: a business introduction program for high-achieving and diverse undergraduate students (Jrs and Srs) and emerging professionals from all majors interested in business. It is a selective, application-based 3-day summer business leadership camp at the U of M. Serves about 25 students annually

College of Biological Sciences
- President's Emerging Scholars: supports 17 students through:
    - participation in Dean's Scholars Program with mentor, First-Year Summit and leadership course sequence
- CBS Indigenous Students & Students of Color Affinity Group: space for CBS students to connect and support one another through peer-led discussions and support. Started in spring 2019, the group meets every other week with an average of 15-20 students in attendance

College of Liberal Arts
- President's Emerging Scholars: supports 245 students through:
    - specialized advising
    - first-year courses, CLA 1005: Introduction to Liberal Arts Learning and CLA 2005: Introduction to Liberal Education and Responsible Citizenship
    - leadership development opportunity for upperclass students to serve as peer advisors in CLA
    - joint programming with MLK
- The Martin Luther King, Jr. (MLK) Program is an academic advising office available to any CLA student interested in multiculturalism and serves about 1,200 students per year. Programming includes a year-long course for first-year students, workshops, immersion experiences, and affinity group weekly meetings. Specifically, they offer:
    - MLK Immersion Experience: a week-long immersion experience connecting current day movements to past movements. 10 student participants along with 3 staff
    - Freestyle Fridays: bi-weekly space for MLK students of color/indigenous students to share their experiences, questions, and concerns. 20-30 students in attendance
    - Students Healing and Defending Equity program: Bi-weekly gathering for LGBTQ+ Indigenous students and students of color
    - Cafecito Affinity Group: bi-weekly gatherings led by PES academic advisor
    - Asian Pacific Islander Affinity Group: Gatherings 3 times per semester co-led by a PES and MLK advisor
    - MLK Critical Identity Introspection Dialogue Group: monthly dialogue circle to facilitate dialogue for white identified students to discuss their own white identity
    - Diversity in Careers: semesterly workshops/panels highlighting career opportunities in the area of diversity and inclusion and professional networking. Approximately 100 students attended various events.

- o Diversity, Inclusion, Equity and Social Justice Programming Series: events throughout the year which focus on social justice and intersectionality. Open to all undergraduates, 20-145 students attending
- o MLK peer advisors: leadership development opportunity for upperclass students to serve as peer advisors in CLA
- o MLK Beloved Living Learning Community for Fall '19 (see LLC section)

College of Science & Engineering (CSE)
- President's Emerging Scholars: supports 20 students through a dedicated staff who serves as program liaison to students, advisors and central PES
- Black Engineers @ Medtronic: mentoring project to match students to career mentors. New program
- North Star STEM Alliance: CSE serves as the primary partner (see description)
- STEM Diversity House Living & Learning Community (see LLC section)
- Support of student groups aligned with CSE majors (see appendix of student groups)

College of Education & Human Development
- President's Emerging Scholars: supports 180 students through:
  - o Specialized advising
  - o TRIO support for 150 PES students
- TRIO Student Services (also PES students): promotes retention and graduation for first- and second-year students through advising, academic support, mentoring, and FY courses. TRIO is a federal grant serving underrepresented students, specifically those who are low income, first generation, and have disabilities. Specifically they offer:
  - o First Year Course: 1-credit 7-week course for TRIO students in first semester, *Introduction to TRIO: Identity, Culture, and College Success*
  - o College English Transitions: students born in another country, here less than 10 years, and demonstrate need for writing support. Conditional admissions. Students take a sequence of courses and participate in a faculty mentoring partnership in the Spring. 15-25 students annually
  - o TRIO Affinity Group: weekly gathering for TRIO students to share challenges, concerns, and successes at this University as first generation, underrepresented college students at PWI
  - o Integrated Learning Course: small 18- to 25-student recitation or discussion classes that help students succeed in challenging courses such as biology, chemistry and psychology
  - o MN TRIO Student Leadership Symposium: an annual conference format to engage students in networking and learn new college-success and leadership strategies. 15 students participate annually
  - o TRIO Student Leadership Retreat: offered to first year students to develop leadership skills and build community. Mentoring from Jr/Sr TRIO students. 30 students participate annually
  - o TRIO Student Alliance: Student Group to continue leadership and engagement beyond their time in TRIO SSS. 20-50 students participate

- o FAFSA Info & Completion Night Events: Students learn about FAFSA and get help from professional staff on how to complete it accurately. 70-80 students participate
- o TRIO Student Job Fair: event to promote employment and career resources
- o TRIO Living and Learning Community: (See LLC section)

College of Food, Agricultural, and Natural Resource Sciences
- President's Emerging Scholars: supports 39 students through:
  - o Course in common in the fall of year one, CFAN 1102: Exploring the Five Grand Challenges
  - o Dedicated staff who serves as program liaison to students, advisors and central PES
- Success Workshop Series: workshops designed to help students navigate the college experience. Hosted by the Office for Diversity & Inclusion (15-20 participants per workshop)
- Research Opportunity and Design Prgm (ROAD): a series of workshops that walk students through the process of developing a research topic, finding a faculty mentor, writing a research proposal, and finding funding opportunities
- CFANS Achieve Mentor Program: mentoring program for undergraduate students of color in CFANS to gain knowledge, skills, abilities, networks and connections to resources that will be essential to their academic, personal, and professional success. (Fr/Soph paired with Jr/Sr; 25-30 participants)
- ODI Student Ambassadors: part of the CFANS Ambassadors Program, aims to support, engage, and connect students. (10-20 participants)
- Multicultural Student Kick-Off: Fall semester event to foster community and connect with campus resources (50-80 attendees)
- Support of student groups aligned with CFANS majors (see appendix of student groups)

College of Design
- President's Emerging Scholars: supports 11 students.
- Coaching program for multicultural students: students paired with faculty/staff of color (new for AY 19-20)

Appendix: Student Groups Focusing on Race/Ethnicity as of July 22, 2019

These numbers were self-reported by student groups during the annual student group registration process.

	# of students	
Culturally Specific Student Associations/Unions		**3435**
African Student Association	150	
Al-Madinah Cultural Center	200	
American Indian Student Cultural Center	25	
Asian-American Student Union	250	
Bangladeshi Student Association	28	
Bengali Student Society of Minnesota	40	
Black Student Union	750	
Brazilian Student Association	40	
Cambodian Students Association of Minnesota	8	
Chinese American Student Association	100	
Disabled Student Cultural Center	17	
Egyptian Student Association	10	
Ethiopian Student Association	70	
Hmong Minnesota Student Association	140	
Indian Student Association	14	
Indonesian Student Association	50	
Japan Student Association	9	
Khaleeji Student Union	5	
Korean Student Association	9	
La Raza Student Cultural Center	100	
Lao Student Association	50	
Malaysian Student Association	250	
Middle Eastern Student Association	6	
Minnesota-Mongolian Student Association	17	
Oromo Student Union	40	
Pakistani Students Association at the UM	250	
Persian Student Organization of Minnesota	20	
Philippine Student Association	100	
Puerto Rican Student Association	10	
Somali Student Association	500	
Spanish & Portuguese Across Cultures Organization	10	
Students for the Horn of Africa	11	
Thai Student Association of Minnesota	30	
Tibetan American Student Association	14	
Turkish American Student Association, Minnesota	12	
Vietnamese Student Association	100	
Major/Career Related Organizations		**368**
Asian Business and Economics Student Association	30	
Association of Black Psychology Students	21	
Business Association of Multicultural Students	88	
Minorities in Agriculture, Natural Resources, and Related Sciences	25	
Minority Association of Pre-Medical Students	20	
National Association of Black Accountants	28	
National Society of Black Engineers (UofM)	60	

Appendix: Student Groups Focusing on Race/Ethnicity as of July 22, 2019
These numbers were self-reported by student groups during the annual student group registration process.

National Organization of Minority Architecture Students	20	
Society of Asian Scientists and Engineers	50	
Society of Hispanic Professional Engineers	16	
The Korean-American Scientists and Engineers Association	10	
Language Specific Organizations		**142**
J-Cafe Minnesota (Japanese Student Community	7	
Spanish & Portuguese Across Cultures Organization	35	
TandemPlus Student Association	100	
Academic Sucess Organizations		**331**
Multicultural and First Generation College Students	30	
Multicultural Center for Academic Excellence Ambassadors	24	
Presidents Emerging Scholars Student Board	15	
TRIO Student Alliance	250	
University Association of Intellectual Minorities	12	
Gender Specific Organizations		**327**
Black Motivated Women	300	
HMong Men's Circle	7	
Viivncaus-Hmong Women's Group	20	
Greek Organizations		**354**
Alpha Kappa Alpha Sorority Inc.	30	
Alpha Phi Alpha, Fraternity Inc.	2	
Alpha Phi Gamma Sorority Incorporated	34	
Beta Chi Theta Lambda Chapter	21	
Delta Lambda Phi Fraternity	7	
Delta Phi Omega Sorority, Incorporated	8	
Delta Sigma Theta Sorority, Incorporated	4	
Kappa Alpha Psi Fraternity, Inc. (Psi Chapter)	14	
Multicultural Greek Council at the University of Minnesota Twin Cities	117	
National Pan-Hellenic Council at the University of Minnesota	10	
Omega Psi Phi Fraternity Inc. - Xi Chapter	2	
Phi Beta Sigma Fraternity, Inc.	5	
Pi Delta Psi Fraternity, Inc.	14	
Sigma Lambda Beta International Fraternity, Incorporated	10	
Sigma Lambda Gamma National Sorority Inc	9	
Sigma Psi Zeta Sorority, Inc.	64	
Zeta Phi Beta Sorority, Incorporated	3	
TOTAL Student Participation*		**4957**

*students may be involved in more than one group

Bolded groups are considered cultural centers and supported by OSA's Multicultural Student Engagement Office