



Board of Regents Work Session

June 2017

June 9, 2017

7:30 a.m. - 8:45 a.m.

West Committee Room, McNamara Alumni Center

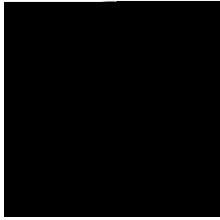
BOR - JUN 2017 - Work Session

1. Diversity in Undergraduate Enrollment at the Twin Cities Campus: Aligning the University's Outcomes with Its Aspirations

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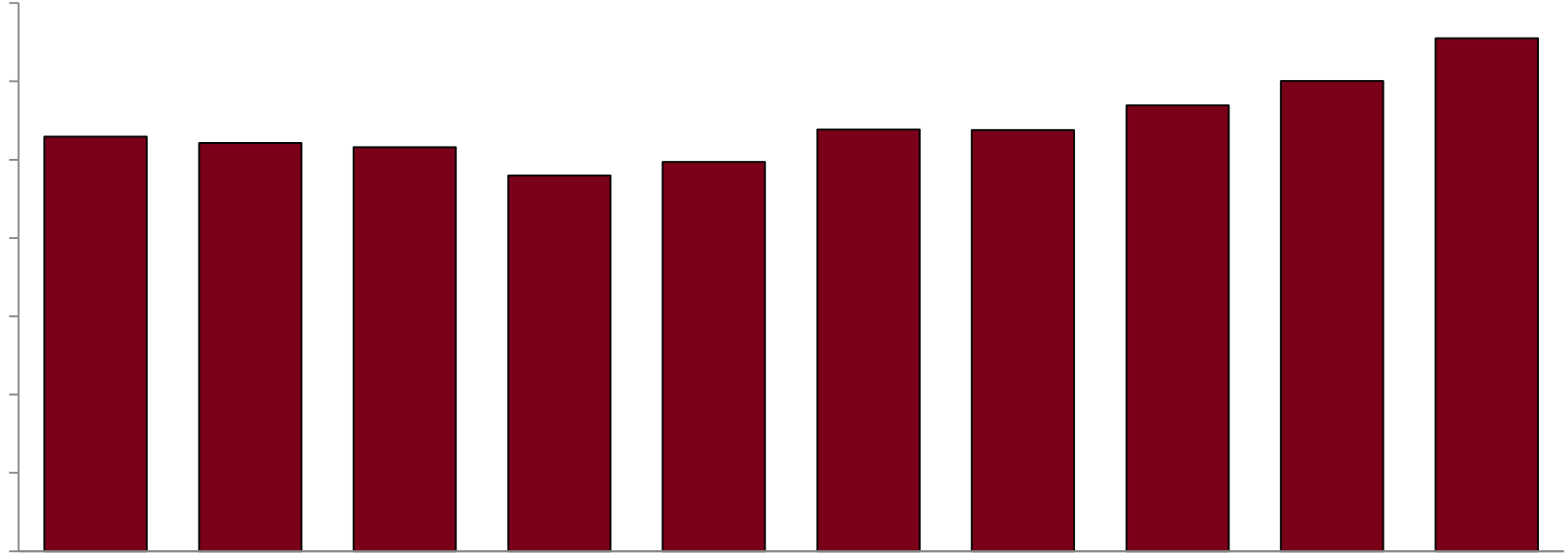


BOARD OF REGENTS
DOCKET ITEM SUMMARY

Board of Regents Work Session

June 9, 2017

Twin Cities Campus Fall Semester New Freshman (NHS) Student of Color Enrollment



Twin Cities Student of Color and American Indian Undergraduate Headcount Enrollment

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
◆ Am. Indian	180	181	189	234	261	274	280	339	369	372	372	390	372	367	397
◆ Asian	2,336	2,574	2,656	2,694	2,760	2,777	2,791	2,833	2,879	2,880	2,957	3,010	3,121	3,229	3,391
■ Black	1,180	1,260	1,282	1,326	1,357	1,392	1,397	1,490	1,524	1,458	1,354	1,384	1,433	1,506	1,616

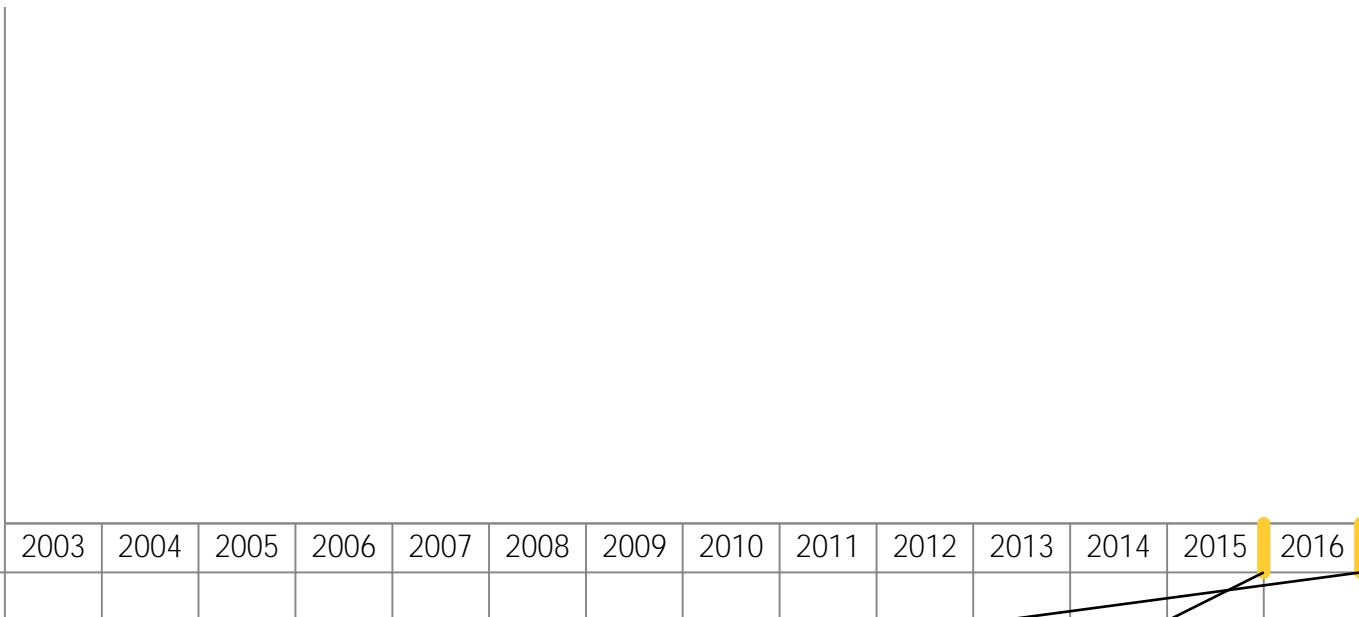




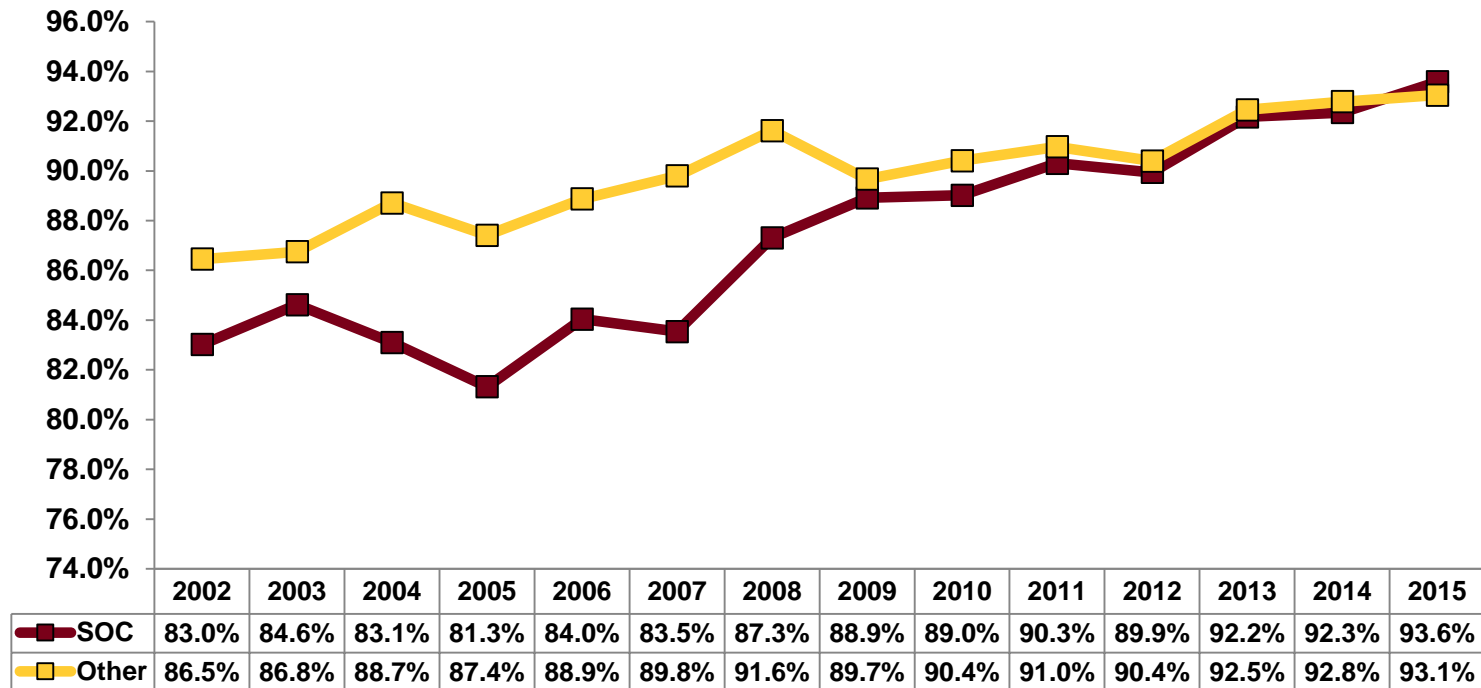
UNIVERSITY OF MINNESOTA

Driven to Discover

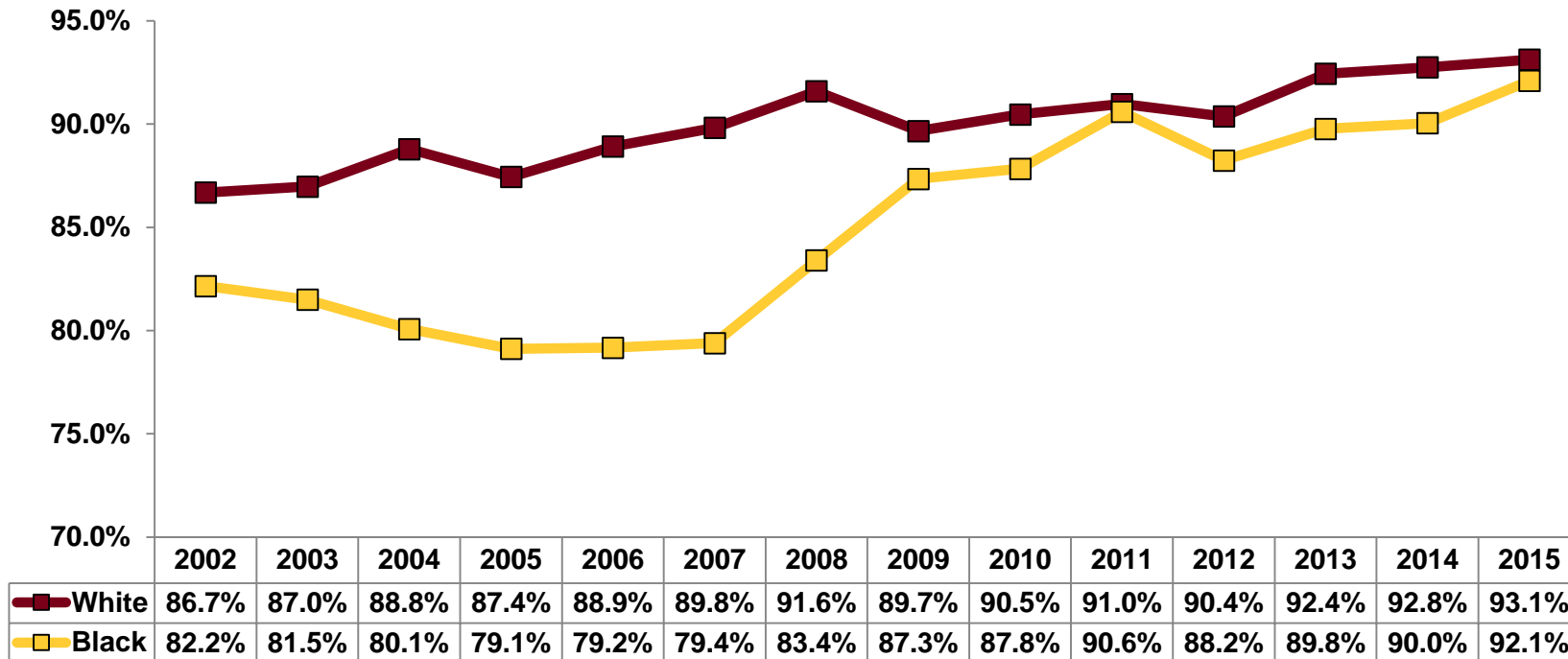
Twin Cities Campus Student of Color Percentage Among New Freshmen (NHS) and New External Transfers (NAS)



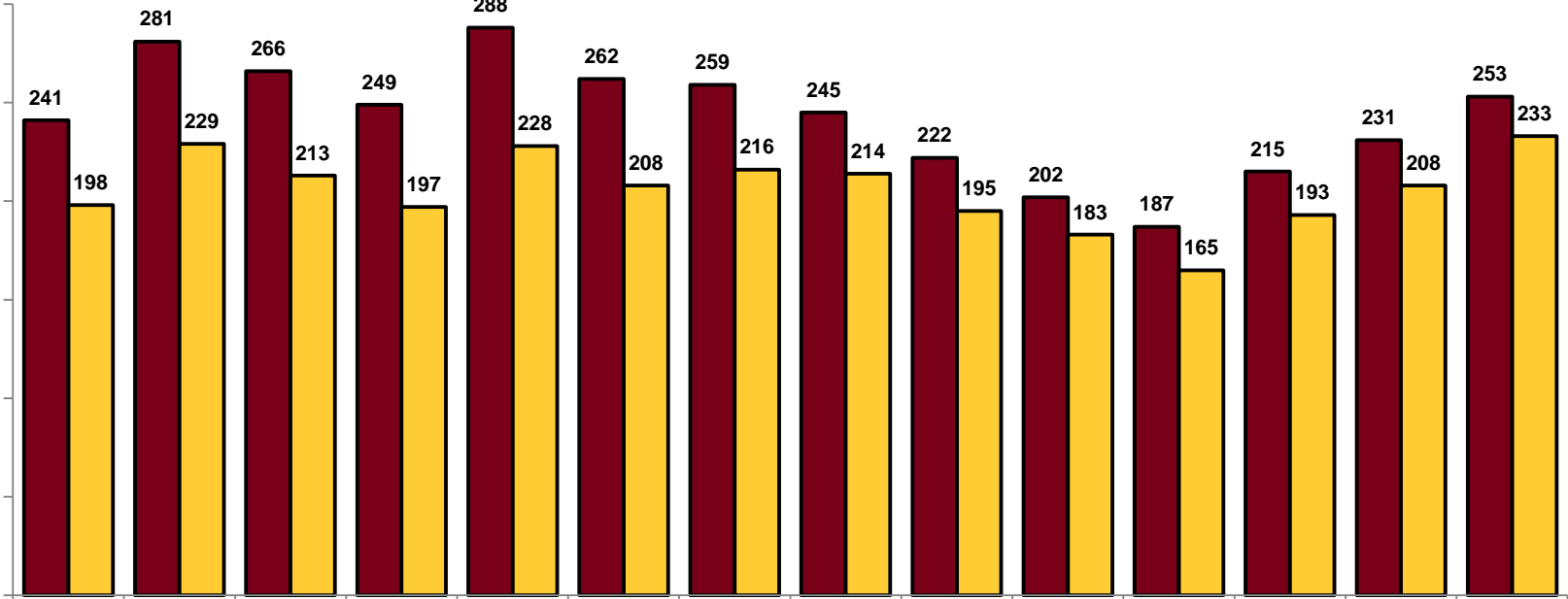
Twin Cities Campus Fall Semester New Freshman (NHS) First-Year Retention of Students of Color and All Other Domestic Students



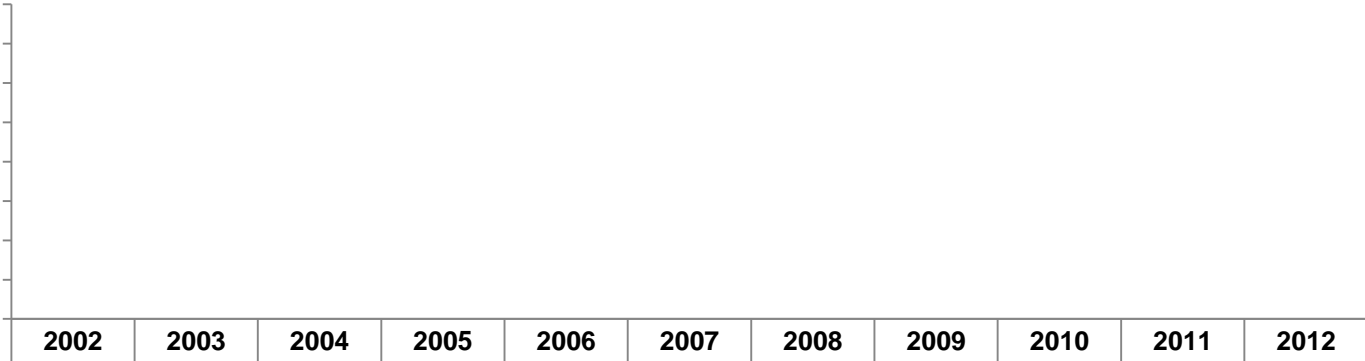
Twin Cities Campus Fall Semester Black/African-American and White New Freshman (NHS) First-Year Retention



Twin Cities Fall Semester Black/African-American New Freshman (NHS) Entering Cohort and First-Year Retention Headcount



Twin Cities Campus New Freshman (NHS) Four-Year Graduation by Race/Ethnicity (Single Identification)



Diversity in Undergraduate Enrollment at the Twin Cities Campus: Aligning the University's Outcomes with its Aspirations

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Karen Hanson, Executive Vice President and Provost

Shakeer Abdullah, Assistant Vice President, Office for Equity and Diversity

Naim Madyun, Associate Dean for Undergraduate Programs, College of Education and Human Development

Julie Sweitzer, Executive Director, College Readiness Consortium



Discussion Questions:

1. What could we do to address this eminent state crisis if we brought the full weight of the University behind this challenge?
2. How do we reshape the work of the Land Grant institution in the 21st Century given this economic imperative?
3. How do we connect our existing programs and outreach activities to recruitment?
4. How do we enhance the connection or better position the University within the Twin Cities urban communities?
5. How do we leverage the Twin Cities Strategic Plan and the principle of reciprocal engagement toward addressing this challenge?
6. How do we commit and hold ourselves accountable for serving the Twin Cities urban communities?

