



MinnState.edu

Equity and Student Success

Board of Trustees

Joint Academic and Student Affairs Committee and Diversity, Equity and Inclusion Committee

June 17, 2024

Equity 2030



Aims to close educational equity gaps across race and ethnicity, socioeconomic status, first generation status by the year 2030, with consideration of Minnesota's geographic and workforce contexts.

Discussion Questions

- How can campus climate assessments and practice help to shape the future success of Minnesota State as a system and ensure that our students thrive?
- How can campus climate assessments and initiatives inform the Board's strategic planning?
- Based on the supplemental information that was provided prior to the presentation, what's missing?

Cohort 1 Select Student Results

Campus Climate Dimensions

Student Related

1. Sense of Belonging & Inclusion
2. Safety – Physical
3. Safety – Psychological
4. Cultural Fluency of staff & faculty
5. Discrimination, harassment, & bias experiences
6. Accessibility & facilities

Employee Related

1. Sense of Belonging & Inclusion
2. Safety – Physical
3. Safety – Psychological
4. Cultural Fluency of employees
5. Discrimination, harassment, & bias experiences
6. Accessibility & facilities
7. Supervisor relationships & effectiveness

5 Student Questions

Question #	Conceptual Domain	Question/Statement
1	Sense of Belonging & Inclusion	I feel welcomed at this school.
4	Sense of Belonging & Inclusion	I have not felt isolated or left out at this school because of my identity (such as race, gender, sexuality, age, nationality).
6	Sense of Belonging & Inclusion	At this school, I see people who share my background/identity represented in the campus environment (art, photos, website, advertising, events, etc).
11	Sense of Safety - Psychological	In my classes, I feel comfortable sharing my perspectives and ideas.
14	Cultural Fluency/Competency	Faculty and staff treat students of different backgrounds, cultures, and identities with respect.

Cohort 1 Student Results*

Student Group	Colleges & Universities	Colleges	Universities
I feel welcomed at this school.			
All Respondents	82%	87%	81%
Students of Color	80%	88%	76%
Not-Students of Color	85%	87%	84%
First Generation	83%	87%	80%
Not-First Generation	83%	87%	82%
I have not felt isolated or left out at this school because of my identity (such as race, gender, sexuality, age, nationality).			
All Respondents	74%	78%	73%
Students of Color	69%	82%	63%
Not-Students of Color	77%	77%	77%
First Generation	73%	79%	69%
Not-First Generation	75%	78%	75%

***First 3-year cycle not completed, partial data set.**

Cohort 1 Student Results*

Student Group	Colleges & Universities	Colleges	Universities
At this school, I see people who share my background/identity represented in the campus environment (art, photos, website, advertising, events, etc.).			
All Respondents	75%	73%	75%
Students of Color	67%	74%	64%
Not-Students of Color	79%	73%	80%
First Generation	74%	73%	74%
Not-First Generation	76%	74%	76%

In my classes, I feel comfortable sharing my perspectives and ideas.			
All Respondents	71%	77%	69%
Students of Color	69%	79%	65%
Not-Students of Color	73%	77%	72%
First Generation	73%	80%	69%
Not-First Generation	71%	76%	70%

***First 3-year cycle not completed, partial data set.**

Cohort 1 Student Results*

Student Group	Colleges & Universities	Colleges	Universities
Faculty and staff treat students of different backgrounds, cultures, and identities with respect.			
All Respondents	84%	86%	83%
Students of Color	81%	86%	79%
Not-Students of Color	86%	87%	86%
First Generation	84%	87%	83%
Not-First Generation	84%	87%	84%

***First 3-year cycle not completed, partial data set.**

Support to Campuses

Webinar Series

- » Highlighted promising practices and lessons learned from Minnesota State institutions: Implementation of surveys, leveraging of data, SEM planning, physical environment, accessibility, mental health and well being
- » 17 representatives from 10 different campuses served as presenters

Strategic Enrollment Management Resources

- » Highlight campus climate assessment results as essential feedback to inform strategic enrollment management planning.

Systemwide Comprehensive Student Support Resources

- » Basic needs and mental health resources available at all colleges and universities reinforce supportive campus climates.

Lessons Learned from Cohort 1

Varying capacities to analyze and leverage data

Institutions have shared data with stakeholders

- » Posted results on internal shared platforms
- » Presentations/sharing of aggregated results with stakeholders such as cabinet, campus community, bargaining units, supervisors/managers, staff and faculty groups, students

Institutions have leveraged findings to advance their equity work and improve campus climate

- » Integrated results into strategic planning processes
- » Participatory engagements to identify initiatives that address areas of concern
- » Inform professional development opportunities
- » Integrated into ongoing discussions with supervisors/managers and other employee groups

OEI Support to Campuses

- » **Created a community of campus climate focal points**
- » **FAQ Document**
- » **Guidance for Presidents**
- » **Equity 2030 Summit in 2025**
- » **Uptake of campus climate results**
 - Stakeholder presentations
 - Equity 2030 Framework
 - Equity Scorecard Key Performance Indicator #6: Campus Climate

Thank you.



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