



July 19, 2022

The Pandemic Impact on Students: Equity and Access

Joint Board of Trustees and
Leadership Council Meeting

Centering our Understanding in Equity



National Enrollment Landscape



National Enrollment Landscape

National Student Clearinghouse Spring 2022 Enrollment Estimates:

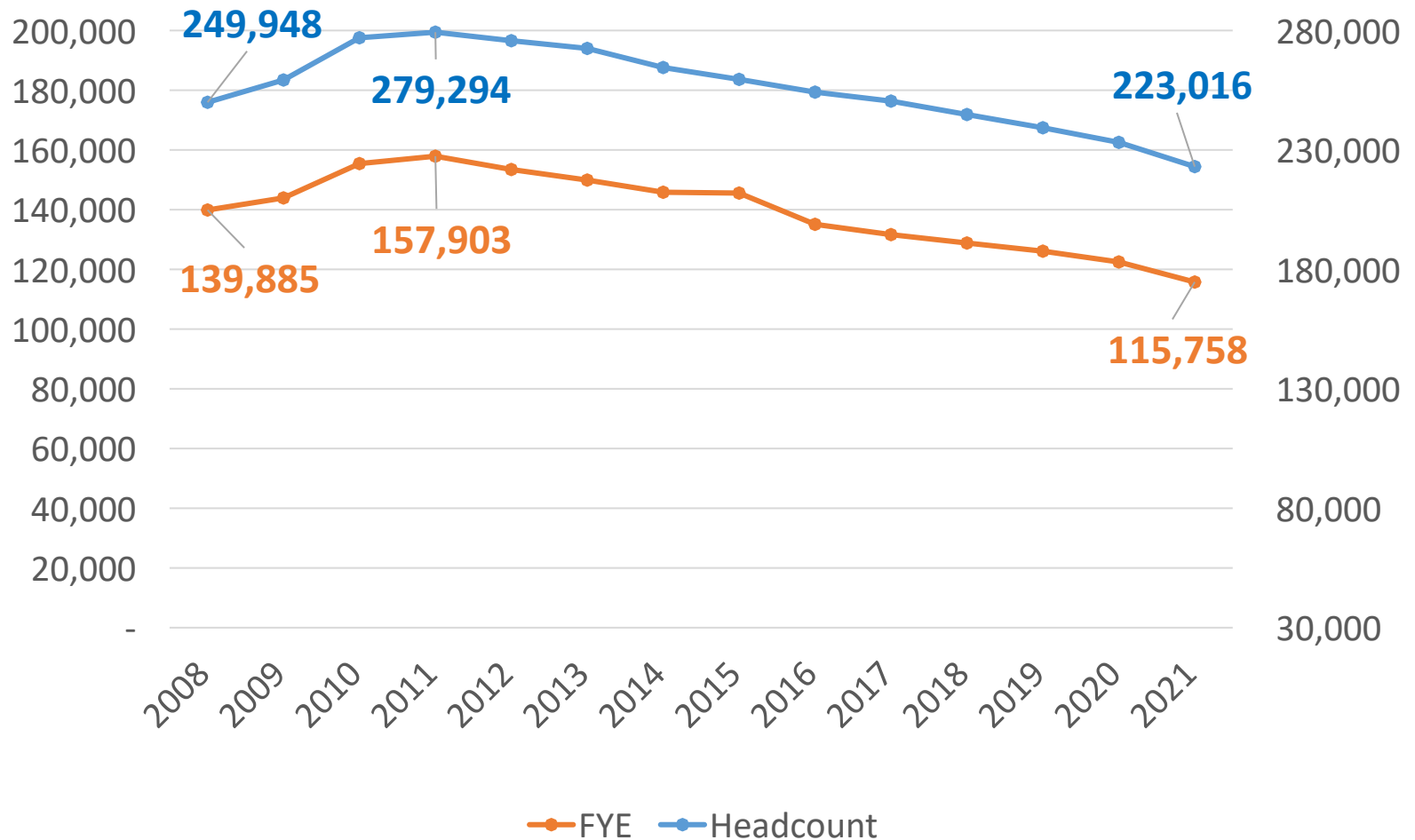
- Overall enrollment declined 4.1 percent nationally in spring 2022, nearly three times the rate of enrollment decline reported in spring 2019 and the largest decline in the past four spring terms (2019-2022)
- From spring 2020 to spring 2022, total decline of 7.5 percent or nearly 1.3 million students
- Undergraduate enrollment declined 4.7 percent while graduate enrollment declined 0.8 percent
- The public 2-year sector saw the largest percent declines
- Enrollment change by sector:

Sector	Fall 2020 to Fall 2021	Spring 2021 to Spring 2022
Public 2-Year	-3.4%	-7.8%
Public 4-Year	-3.0%	-3.4%
Private Non-Profit 4-Year	-1.6%	-1.7%
Private For-Profit 4-Year	-9.3%	-0.2%
All Sectors	-2.5%	-4.1%

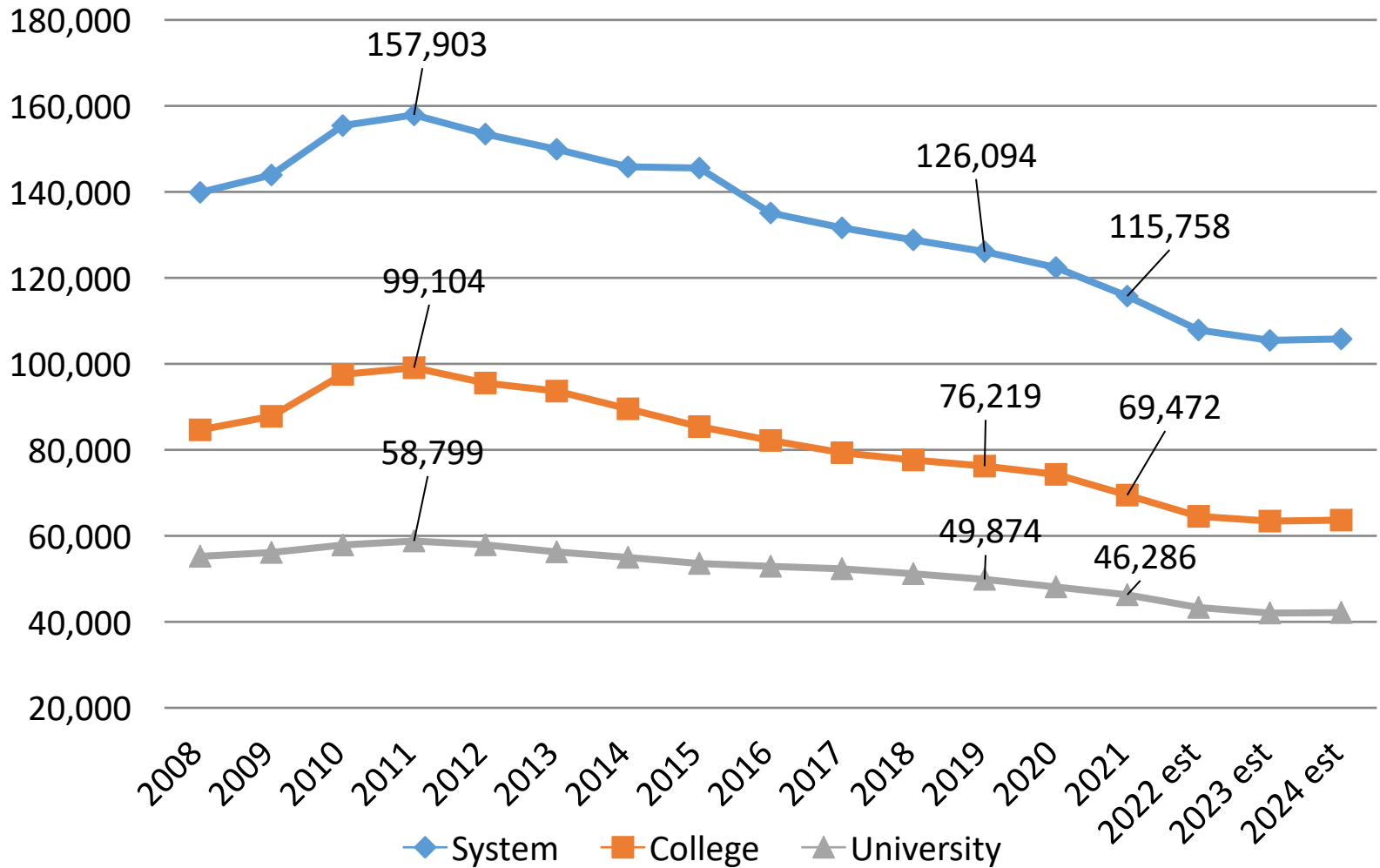
Minnesota State Enrollment Profile



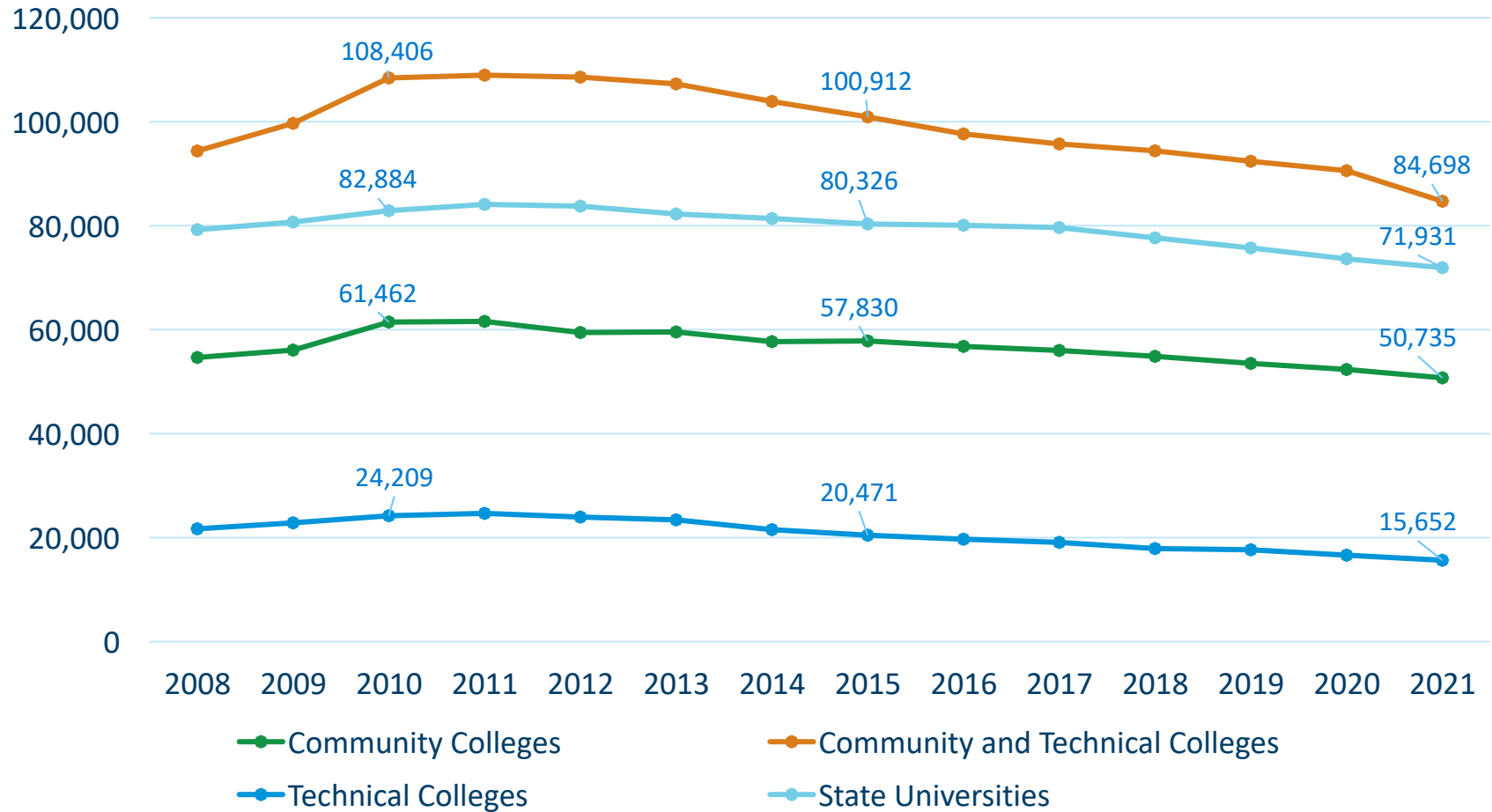
Historical Enrollment (FYE & Headcount)



Historical and Projected FYE Enrollment

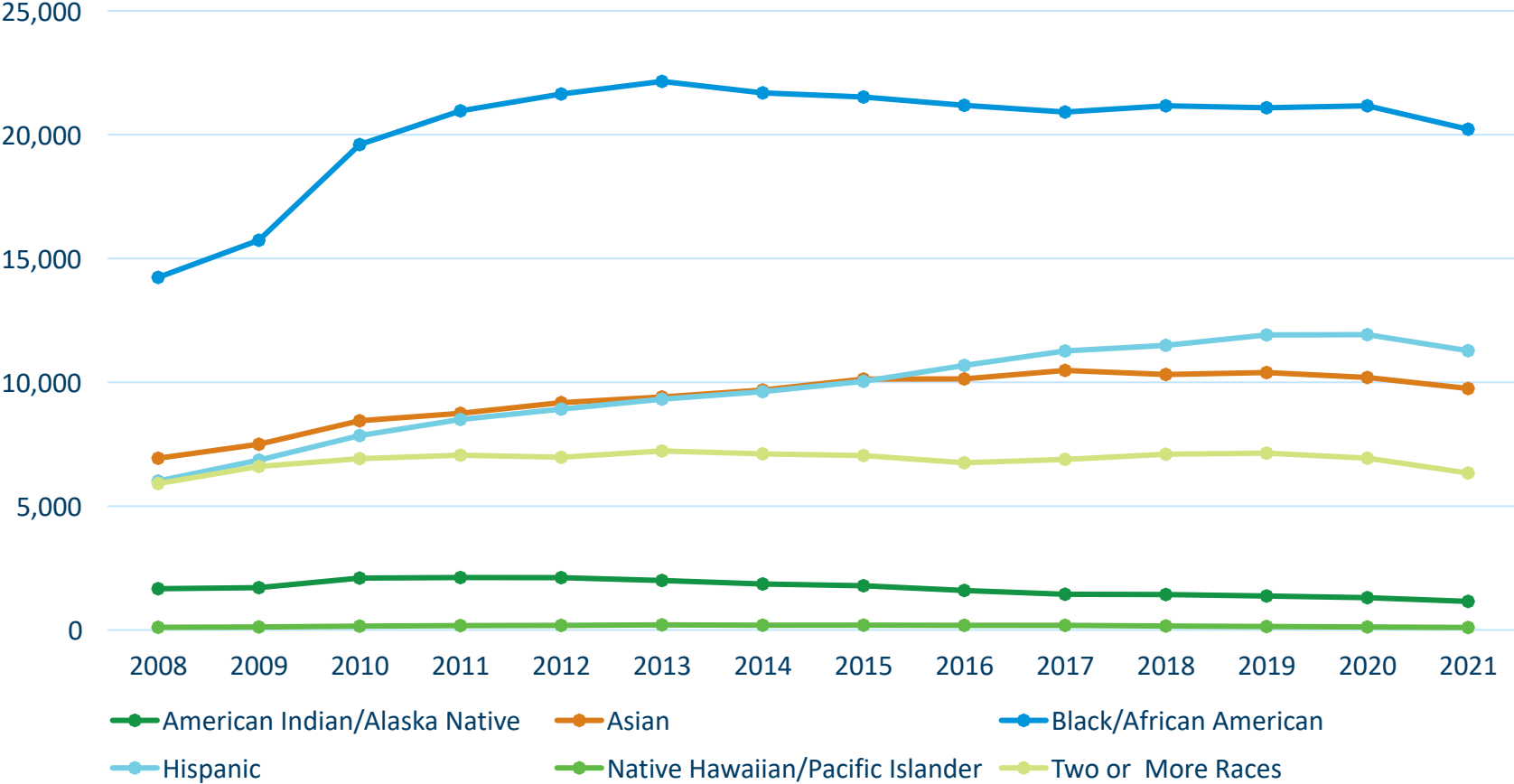


HC Enrollment Trends by Institutional Type



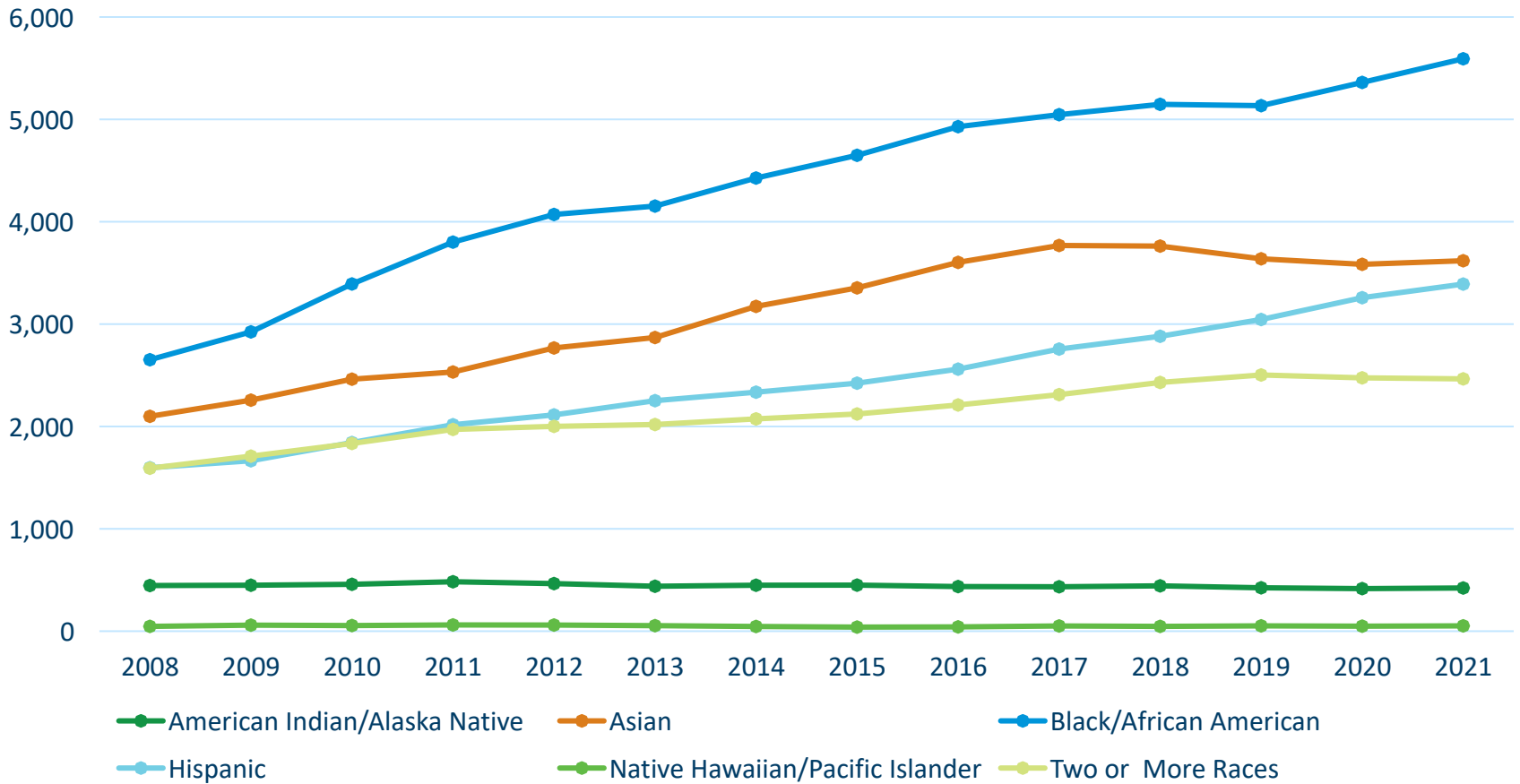
Source: System Office Research – Academic and Student Affairs
End of Fiscal Year Y record, Enrollment DTL

Indigenous Students and Students of Color Enrollment Trends - Colleges



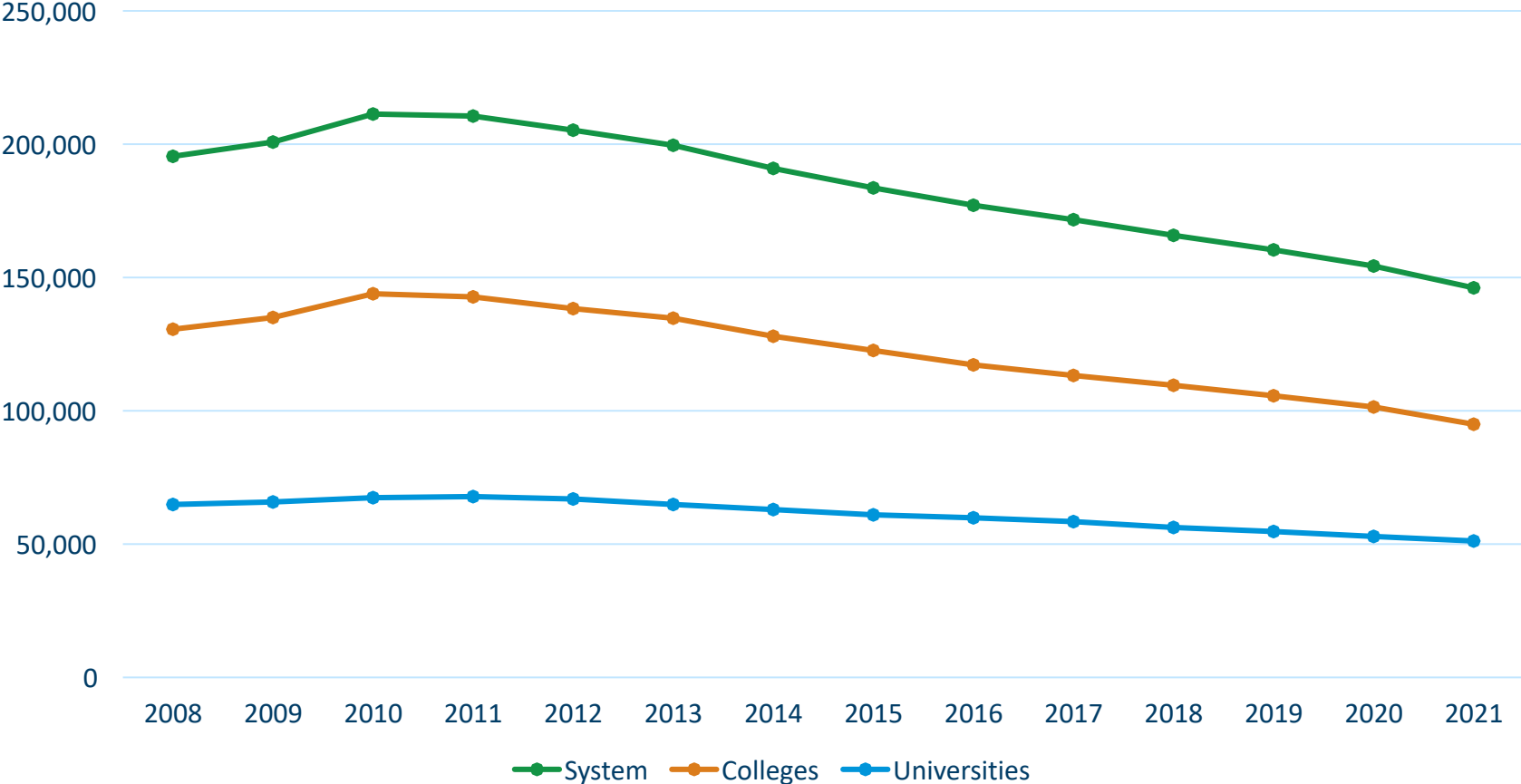
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Indigenous Students and Students of Color Enrollment Trends – Universities



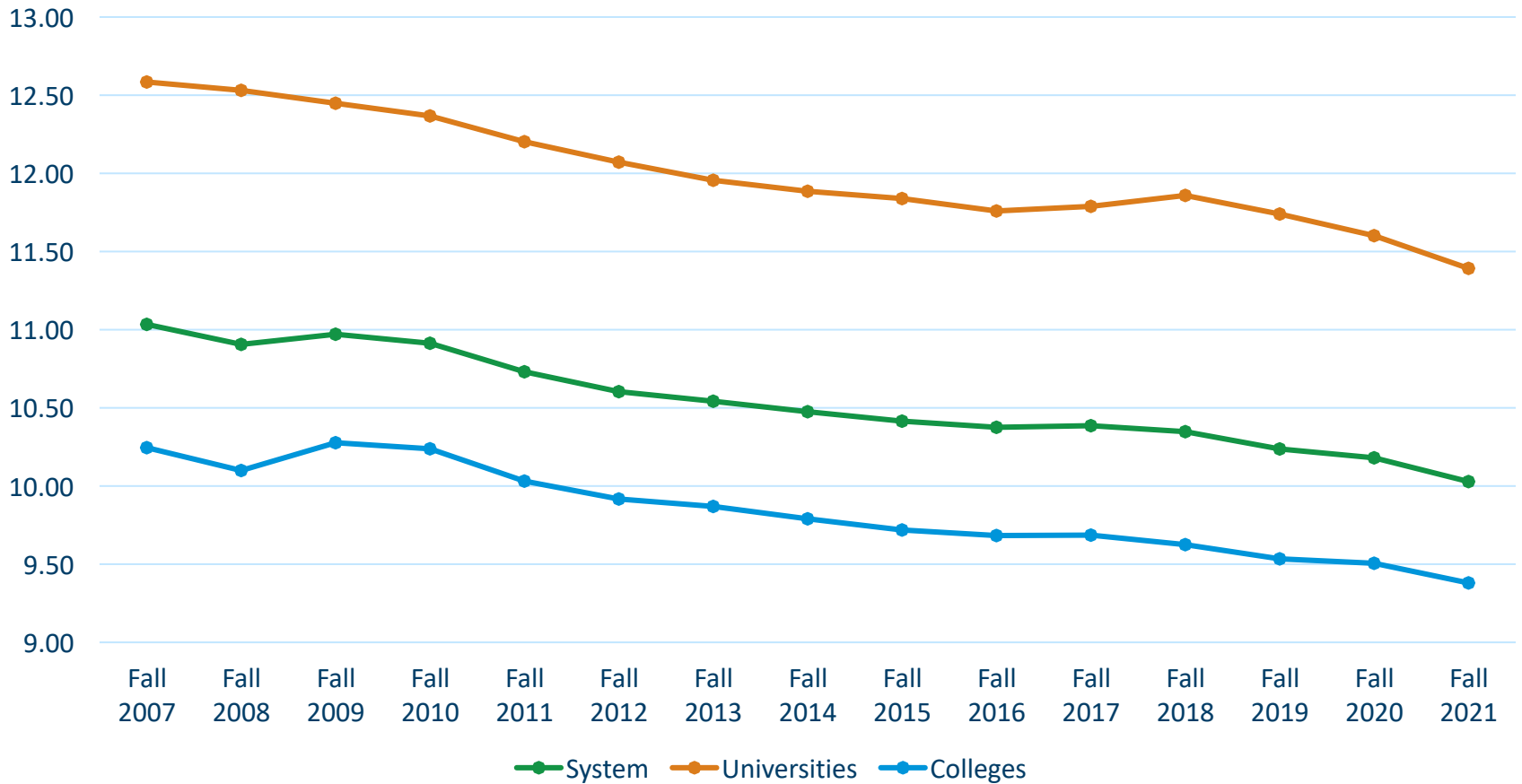
Source: System Office Research – Academic and Student Affairs
End of Fiscal Year Y record, Enrollment DTL

White Student Enrollment Trends



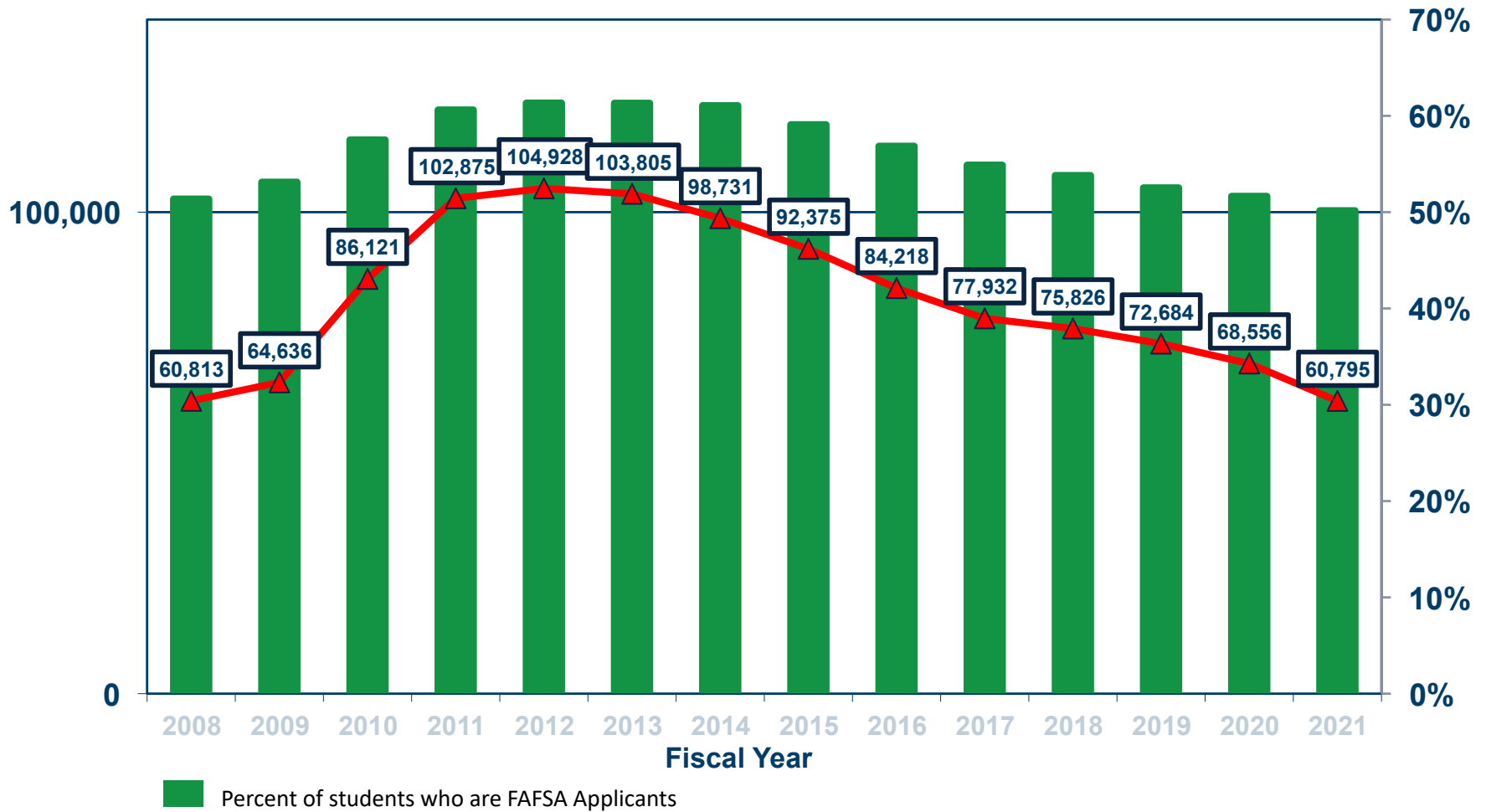
Source: System Office Research – Academic and Student Affairs
End of Fiscal Year Y record, Enrollment DTL

Average Fall Semester Credit Load Trends



Source: System Office Research – Academic and Student Affairs
Fall 30th Day R record, Enrollment DTL
Undergraduate Admission Categories only

Pell-eligible Student Enrollment Trends



Source: System Office Research – Academic and Student Affairs
End of Fiscal Year Y record, Enrollment DTL

Enrollment Trend Summary

- Decade long trend of declining enrollment
 - Pell eligible student enrollments declining more
 - Black, Indigenous, and students of color enrollment has been stable or increasing up to the pandemic
- Enrollment recent decline is sharpest among comprehensive colleges
- Average undergraduate credit load declining



Pandemic Impacts

Accelerated decline in enrollments due to the Pandemic

- Magnitude of FYE decline significantly higher for both fall 2020 and fall 2021; fall 2022 showing signs of leveling off
- FY20 to FY21 headcount enrollment declined more among American Indian, Alaskan Native, Native Hawaiian and other Pacific Islander student groups
- FY20 to FY21 headcount enrollment declined least among Black, Asian, and Hispanic student groups
- FY20 to FY21 headcount enrollment declined more among first-generation than non-first generation student groups
- **FY20 to FY21 headcount enrollment decline among Pell eligible students significantly higher than that of other groups**
 - Corresponds to significant decline in FAFSA filing rates

What we know about the “why”

- Declining FASFA completion rates
- Price sensitivity and competitiveness
- Marketplace competition – boarder states, for-profit institutions, and employers
- Public narrative questioning the value of higher education
- Pandemic exacerbation of:
 - Health and safety concerns
 - Financial vulnerability
 - Housing, food, and childcare insecurity
 - Increased mental health stressors
 - International student access
- Improving employment opportunities



Student Demographic Profile

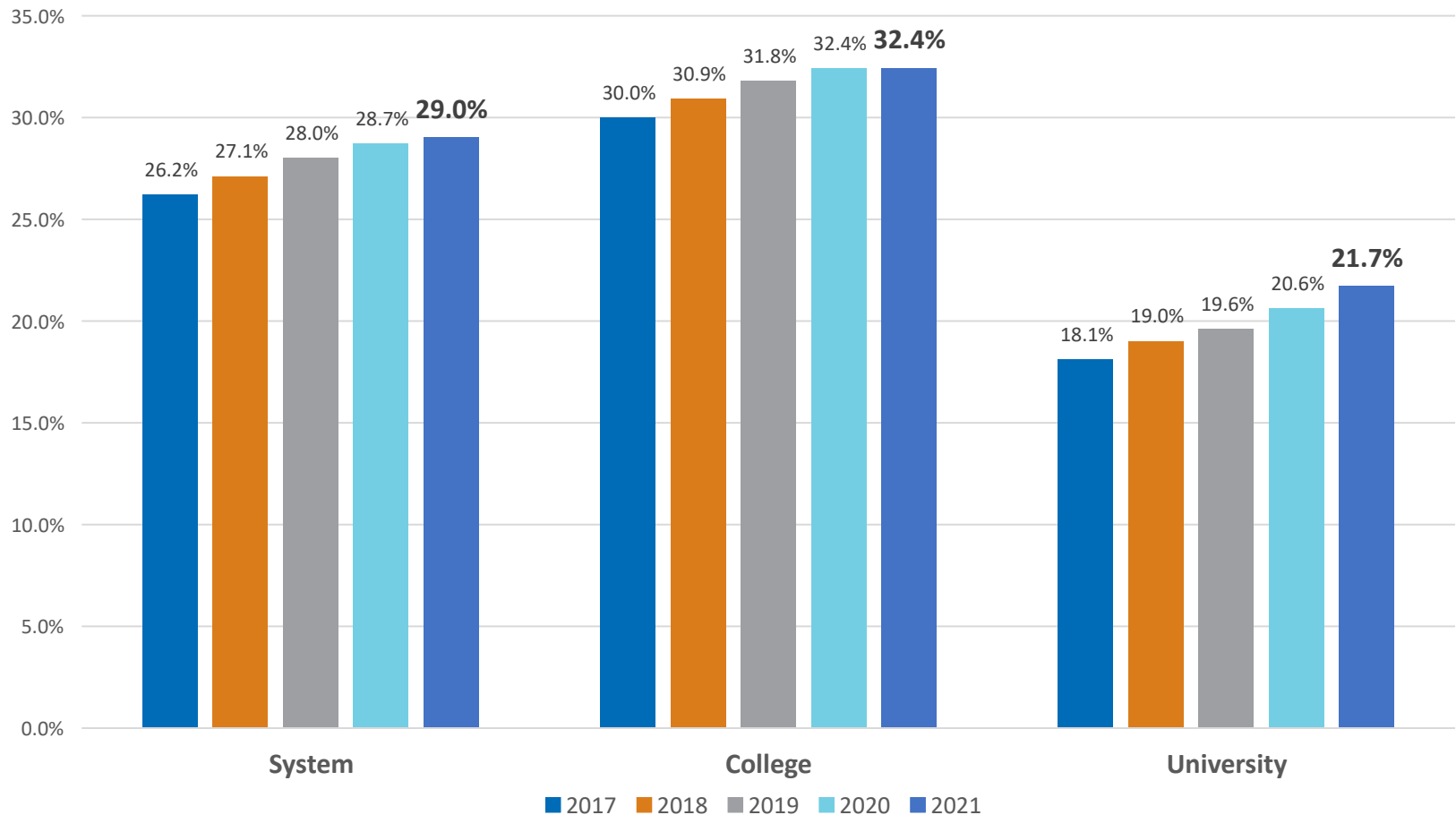


The diversity of Minnesota State students continues to increase

- In FY21 our colleges and universities served 223,013 students in credit courses.
- Students of color and American Indian students accounted for 29% of credit students in 2021, up from 26% in 2017.
- 36% of non-HS undergraduate credit students in 2021 were eligible for Pell, down from 39% in 2017.
- Three in ten credit students are aged 25 and over.
- Part-time students accounted for 54% of credit students in Fall 2020, up from 51% in 2015 and 44% in 2007.



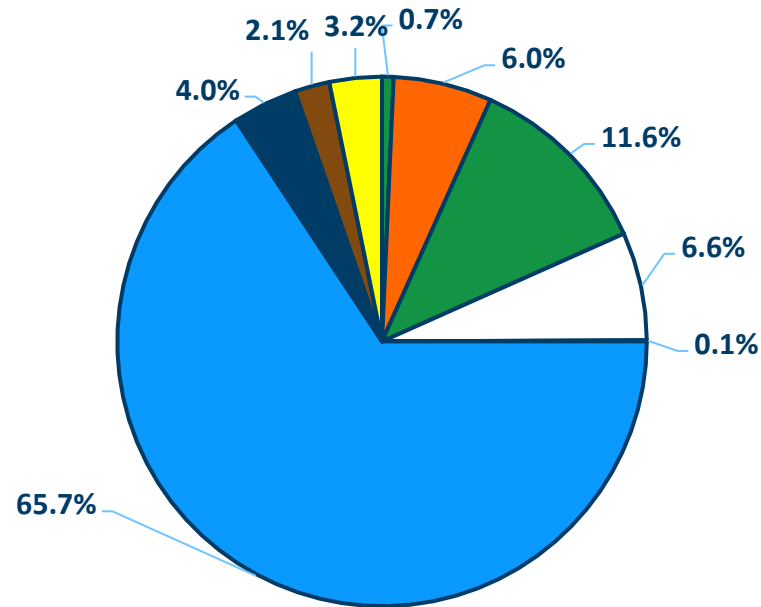
Indigenous Student and Students of Color



Source: System Office Research – Academic and Student Affairs
APPSODS Enrollment Detail, All Credit Students, End of Fiscal Year FY21, June 2022

FY21 Racial/Ethnic Diversity

IPEDS Reporting Race/Ethnicity – All Students

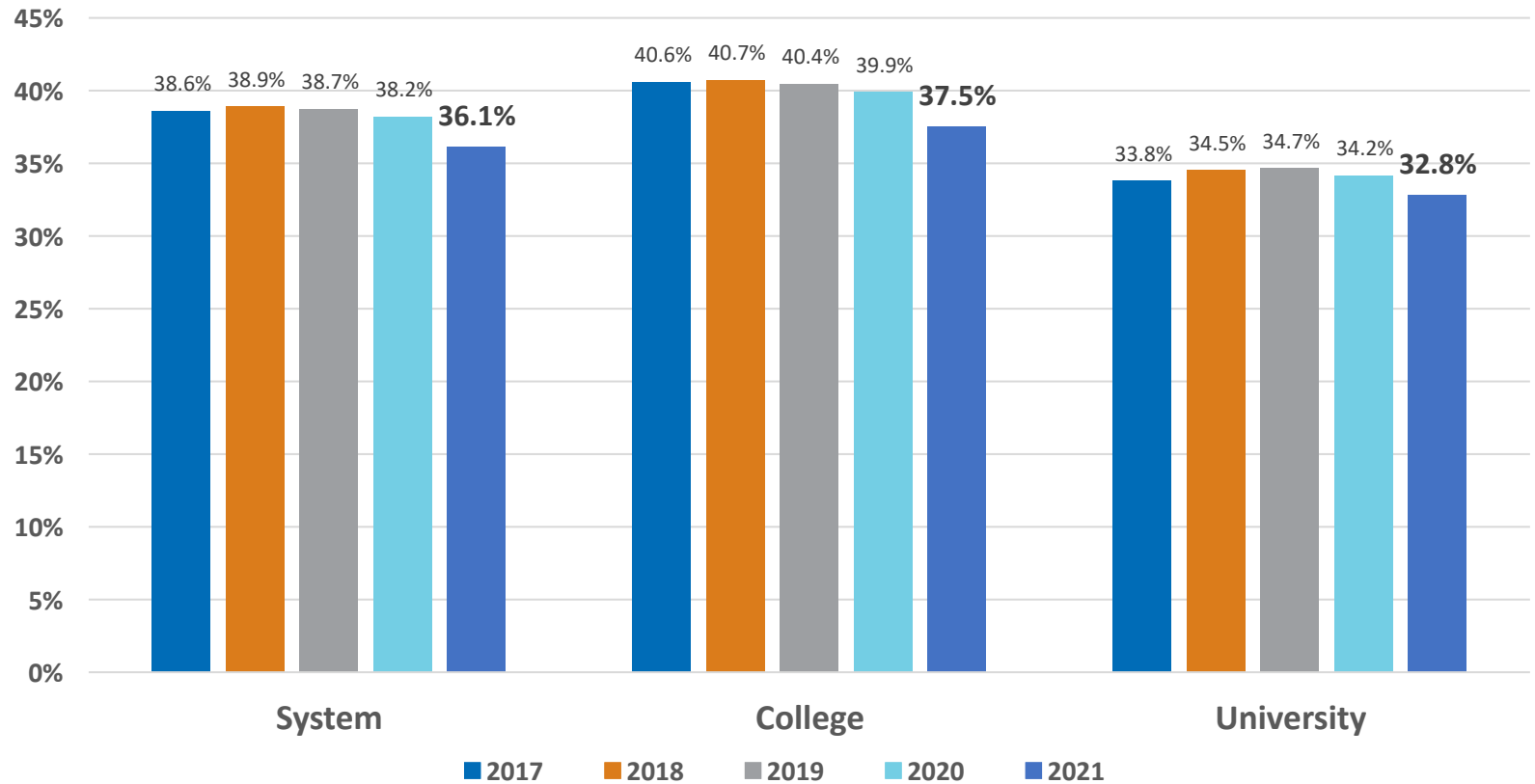


- American Indian or Alaska Native
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Two or more races
- Unknown race and ethnicity
- Asian
- Hispanic of any race
- White
- Nonresident

Source: System Office Research – Academic and Student Affairs
APPSODS Enrollment Detail, All Credit Students, End of Fiscal Year FY21, June 2022

Pell Eligible Students

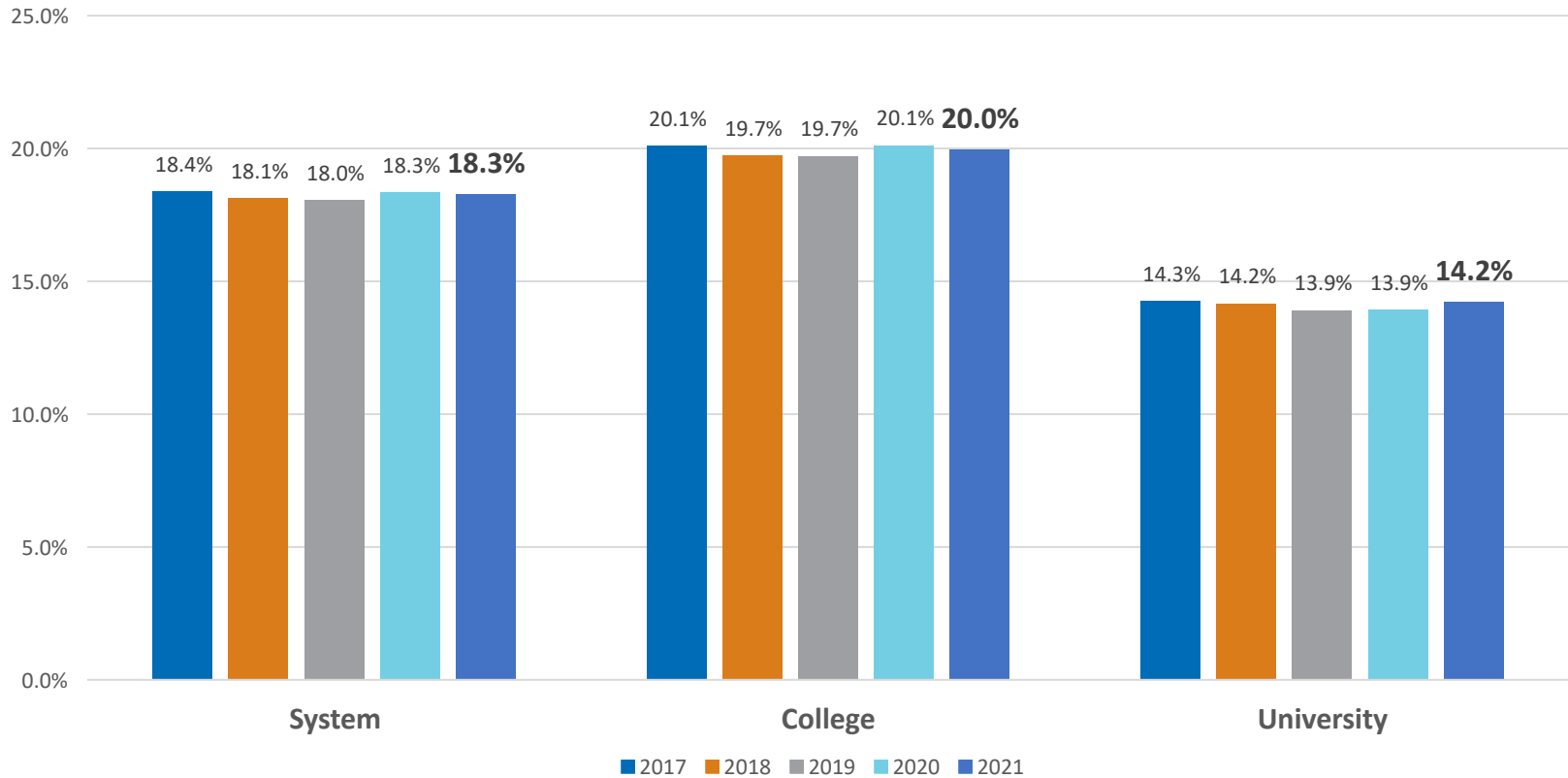
Percent Pell Eligible Students, Non-HS Undergraduates Only



Source: System Office Research – Academic and Student Affairs
APPSODS Enrollment Detail, via ADM STAT DESCR UR/UT/UU, End of Fiscal Year, June 2022

First Generation Students

Percent First Generation Students,
All Undergraduates



Source: System Office Research – Academic and Student Affairs
APPSODS Enrollment Detail, All Undergraduate Credit Students, End of Fiscal Year, June 2022

Early Success Indicators: Pre-Pandemic Trends



Progression Measure 1: Developmental-level Course Enrollments

Declines in developmental education course enrollments **exceed cohort enrollment declines:**

- Colleges: 50.1% decline in DE compared to 31.9% decline in overall enrollment
- Universities: 29.0% decline in DE compared to 25.8% decline in overall enrollment
- Developmental course enrollments declined in all subject areas, with the **greatest declines observed in mathematics**
- Developmental course enrollments **declined more sharply among underrepresented student groups** (Indigenous students and students of color, and Pell eligible students)

Progression Measure 2: Developmental-level Course Completion

- The greatest gains seen in **mathematics**, though those rates continue to lag behind completion rates in writing and reading
 - Completion rates remain highest among white/non-resident students and non-Pell eligible students
 - Rates improved among all groups, while the greatest gains were seen among white/non-resident students and Pell eligible students

Developmental-level Course Completion GAPS

- The largest completion gaps are consistently observed in mathematics
- Completion gaps between white students and Indigenous students and students of color are generally **increasing**, most notably in reading
- Completion gaps between Pell eligible students and non-Pell eligible students are **decreasing**, most notably in writing

Progression Measure 3: College-level Course Completion

- While gains in completion were seen in mathematics, completion rates in writing remain relatively unchanged
- Completion rates in mathematics continue to lag significantly behind writing completion rates
 - Completion rates remain highest among white/non-resident students and non-Pell eligible students
 - Mathematics completion rates **increased** among all student groups, while writing completion rates declined among white/non-resident students and non-Pell eligible students
 - Completion rate gains were **greatest** for underrepresented student groups (Indigenous students and students of color, and Pell eligible students)

College-level Course Completion GAPS

- The largest completion gaps are consistently observed in mathematics
- Completion gaps between white/non-resident students and Indigenous students and students of color are generally **decreasing**, most notably in writing
- Completion gaps between Pell eligible students and non-Pell eligible students are **decreasing**, most notably in writing



Progression Measure 4: Credit Completion Intensity

Students successfully completing **20 credits** in their first year of enrollment:

- Remained relatively stable between FY12 and FY21
 - Dropped 2.6% between FY20 and FY21 (from 67.4% to 64.8%)
-
- Students successfully completing **30 credits** in their first year of enrollment:
 - Increased 5.1% between FY12 and FY21
 - Dropped 0.5% between FY20 and FY21 (from 34.2% to 33.7%)



Credit Completion Intensity GAPS

Completion of **20 credits** in year 1

- Gaps by racial/ethnic status **narrowed 1.1%** between FY12 to FY21
- GAPS by Pell eligibility status **increased 0.7%** between FY12 to FY21

- Completion of **30 credits** in year 1

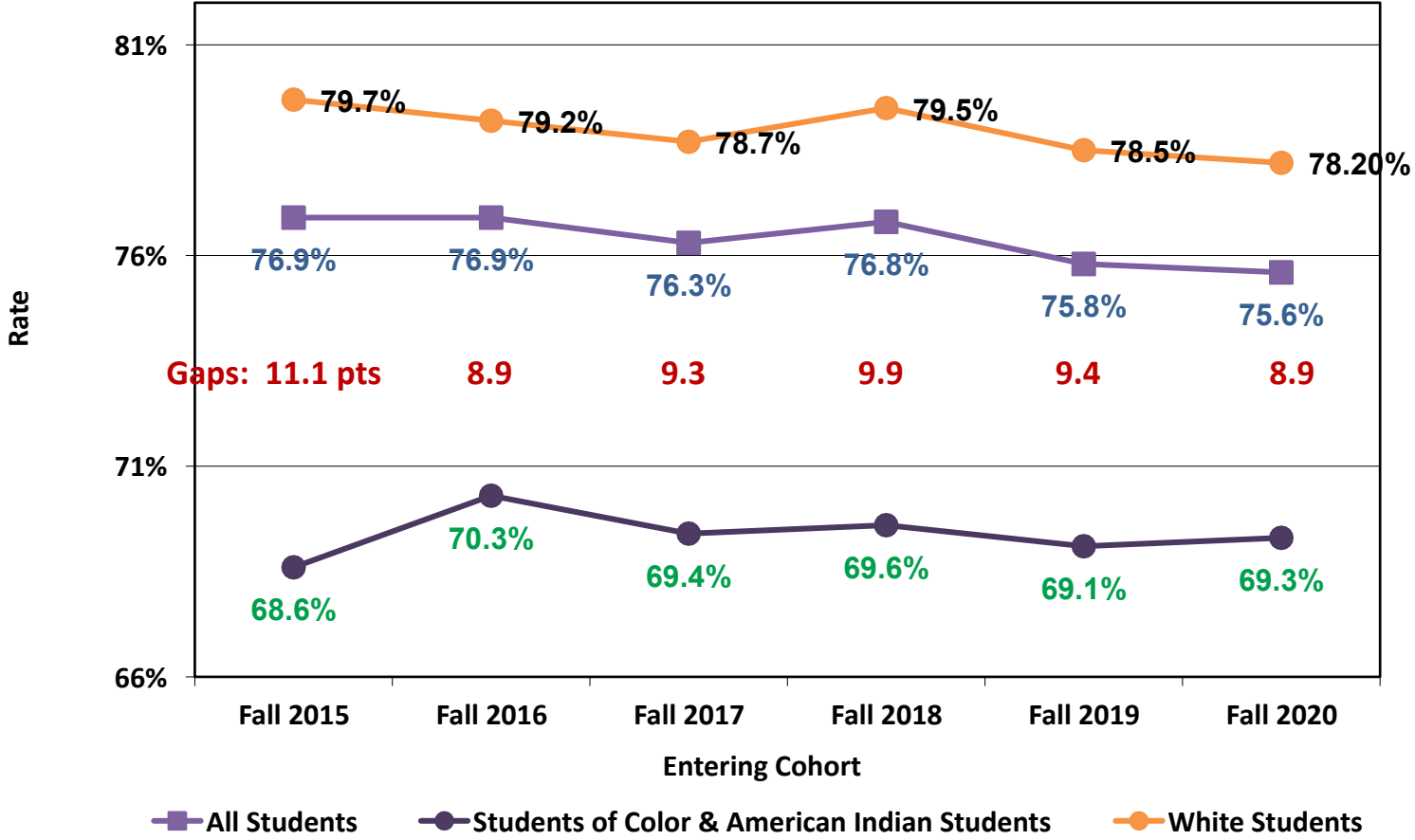
- Gaps by racial/ethnic status **increased nominally (0.2%)** between FY12 to FY21
- GAPS by Pell eligibility status **increased 3.5%** between FY12 to FY21



Outcome Indicators



Outcome Measure 1: Second Fall Persistence or Completion Systemwide

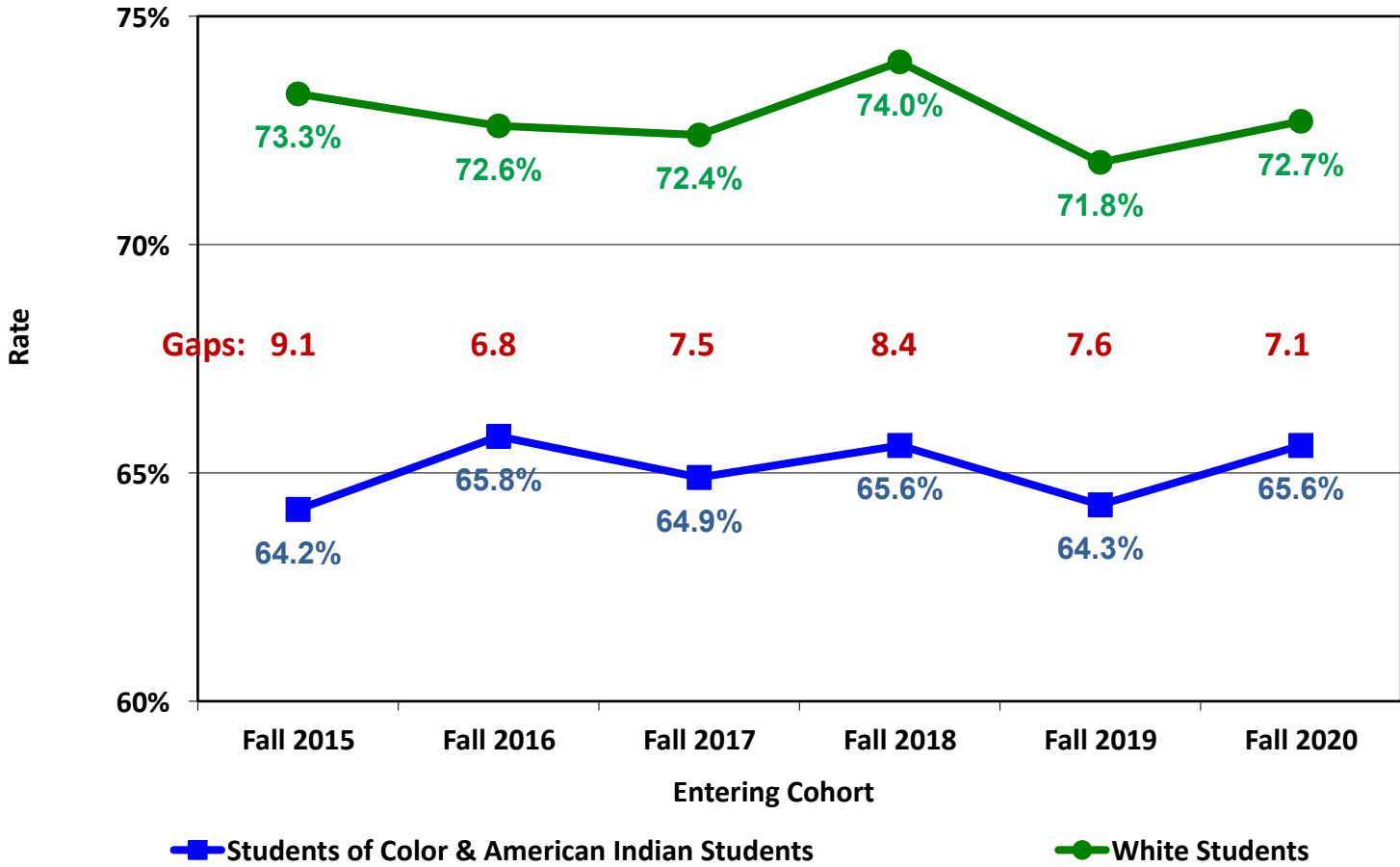


Second fall persistence and completion rate of fall entering undergraduate full-time degree seeking students (retention, graduation or transfer)

Source: System Office Research – Academic and Student Affairs
Student Success & Performance Metrics Combined Rollup Report 20220418



Outcome Measure 1: Second Fall Persistence or Completion— Colleges

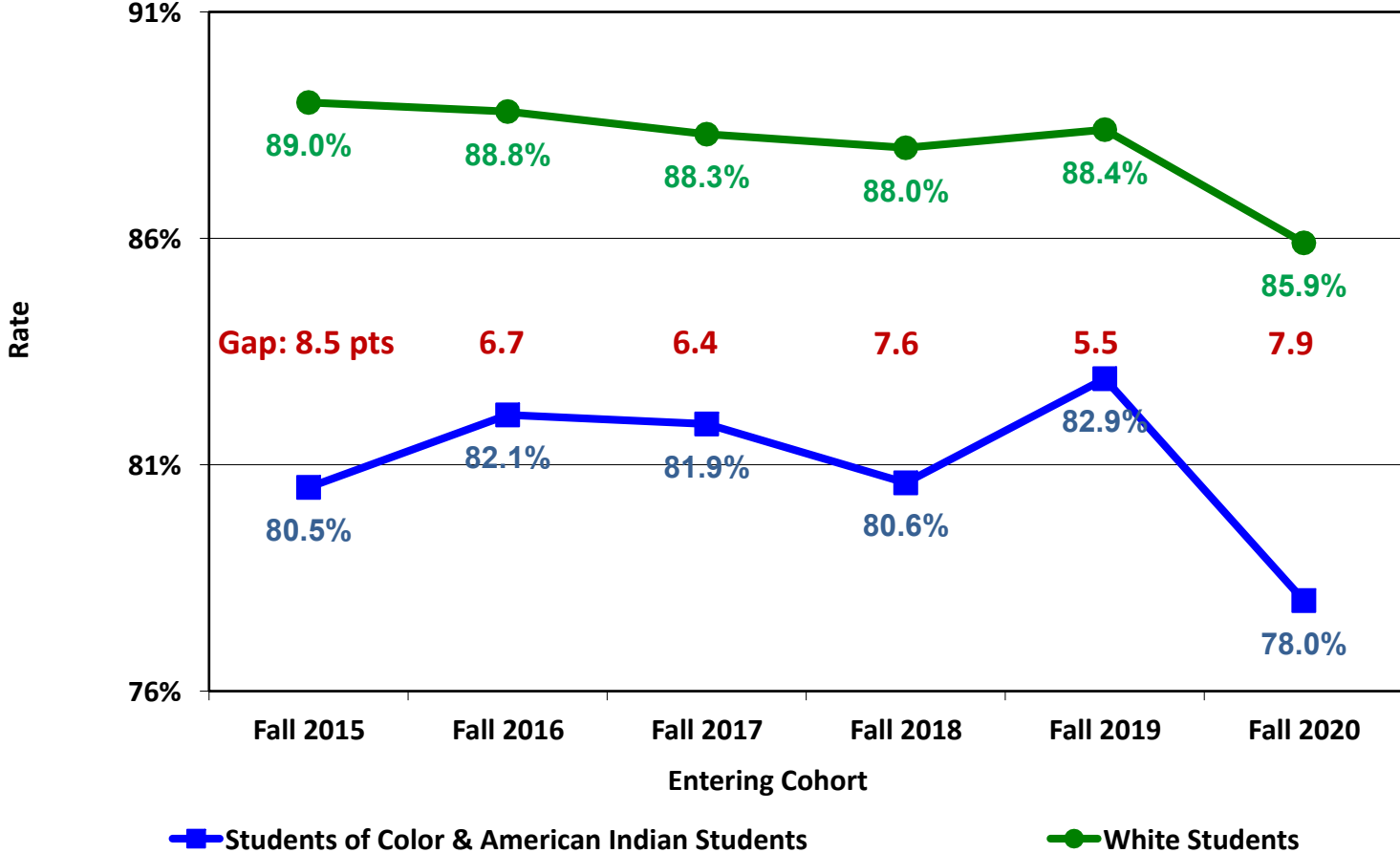


Second fall persistence and completion rate of fall entering undergraduate full-time degree seeking students (retention, graduation or transfer)

Source: System Office Research – Academic and Student Affairs
 Student Success & Performance Metrics Combined Rollup Report 20220418



Outcome Measure 1: Second Fall Persistence—Universities



Second fall persistence and completion rate of fall entering undergraduate full-time degree seeking students (retention, graduation or transfer)

Source: System Office Research – Academic and Student Affairs
Student Success & Performance Metrics Combined Rollup Report 20220418



Outcome Measure 1:

Institution Level Persistence

Colleges

- Two colleges demonstrating no aggregate racial equity persistence gap for fall 2020 cohort
- 21 colleges demonstrating aggregate racial equity persistence gaps of 6 or more percentage points; of these twelve have gaps of more than 10 points
- Six-year trend: 17 colleges narrowed the aggregate persistence gap, three by more than 10 percentage points

Universities

- All universities demonstrating some level of aggregate racial equity persistence gap for fall 2020 cohort
- Four universities demonstrating aggregate racial equity persistence gaps of 6 or more percentage points; two of these have gaps of more than 10 points
- Six-year trend: three universities narrowed the aggregate racial equity gap in persistence, one by over 6 percentage points

Second fall persistence and completion rate of fall entering undergraduate full-time degree seeking students (retention, graduation or transfer)

Source: System Office Research – Academic and Student Affairs

Persistence across the system:

Fewer campuses exceeding expectations

Third-term persistence when compared to expected rates (based on the students served):

- Colleges: 6 exceeded expectations with most recent cohort (as compared to 15 in prior year)
- Universities: No university is exceeded expectations with most recent cohort (as compared to 1 in prior year)
- Directed the allocation of \$653k in performance-based funding (as compared to \$3.91M in prior year)

Second fall persistence and completion (retention, graduation, or transfer) for fall entering undergraduate full-time degree seeking students and the second spring rate for spring entrants – based on FY19 entering students

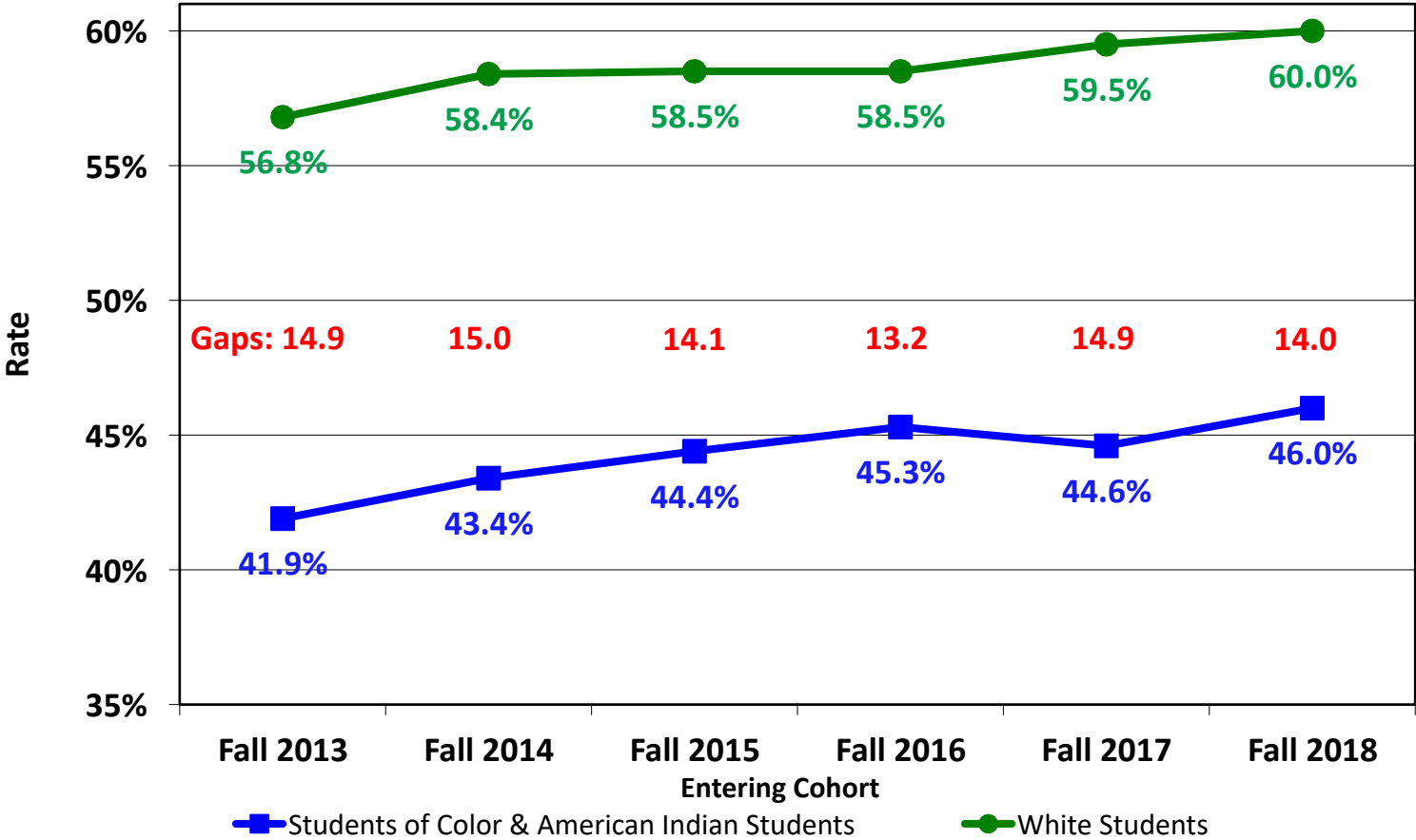
Improvement in persistence across the system: Many campuses showing marked improvement

Two-year improvement in persistence rates for students of color:

- Colleges: 13 colleges demonstrated improvement (compared to 15 in prior year)
- Universities: 3 universities demonstrated improvement (compared to 4 in prior year)
- Directed the allocation of \$468k in performance-based funding (compared to \$1.32M in prior year)

Second fall persistence and completion (retention, graduation, or transfer) for fall entering undergraduate full-time degree seeking students and the second spring rate for spring entrants. FY 2019 as compared to FY 2017.

Outcome Measure 2: College Completion by Third Spring

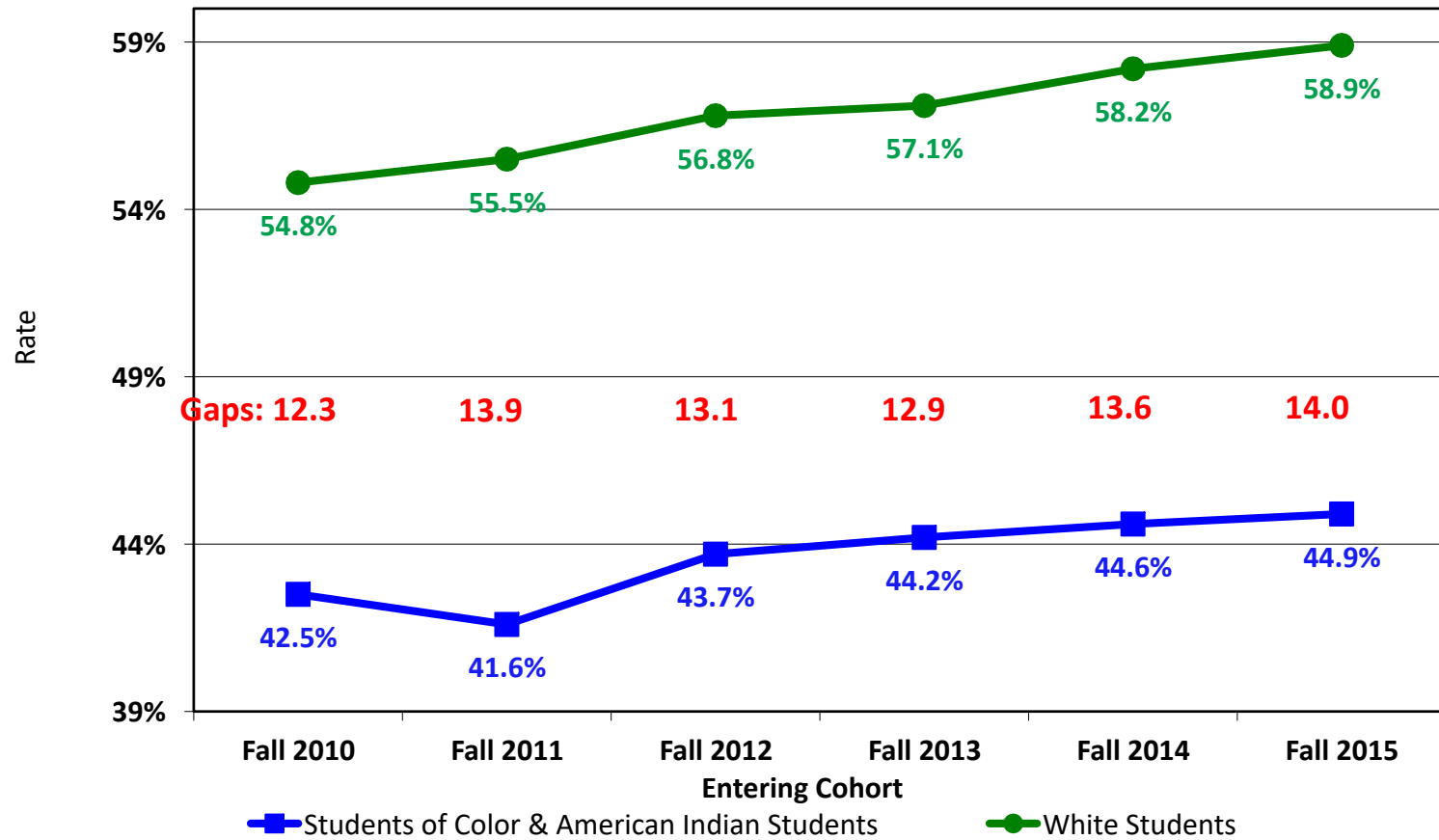


Completion rate of fall entering undergraduate full-time degree seeking students at third spring (graduation and transfer)

Source: System Office Research – Academic and Student Affairs
 Student Success & Performance Metrics Combined Rollup Report 20220418



Key Metric 2: University Completion by Sixth Spring



Completion rate of fall entering undergraduate full-time degree seeking students at sixth spring (graduation and transfer)

Source: System Office Research – Academic and Student Affairs
Student Success & Performance Metrics Combined Rollup Report 20220418

Outcome Measure 2: Institution Level Completion

Colleges

- Two colleges demonstrating no aggregate racial equity gap in completion for fall 2018 cohort
- 26 colleges demonstrating aggregate racial equity completion gaps of 6 or more percentage points; nineteen of these have gaps of more than 10 points
- Six-year trend: 14 colleges narrowed the aggregate racial equity completion gap, three by more than 10 percentage points

Universities

- Six universities demonstrating aggregate racial equity completion gaps of 6 or more percentage points among the fall 2015 cohort
- Six-year trend: four universities narrowed the aggregate racial equity gap, two by at least 6 percentage points

Third spring (for colleges) or sixth spring (for universities) completion rate of fall entering undergraduate full-time degree seeking students

Source: System Office Research – Academic and Student Affairs

How Our Campuses Are Responding

Table Discussion

