



October 2023

Office of Equity and Inclusion and Center for Data Access & Analytics

Equity Scorecard Update

**Diversity, Equity and
Inclusion Committee**

Board of Trustees

Equity Scorecard Overview



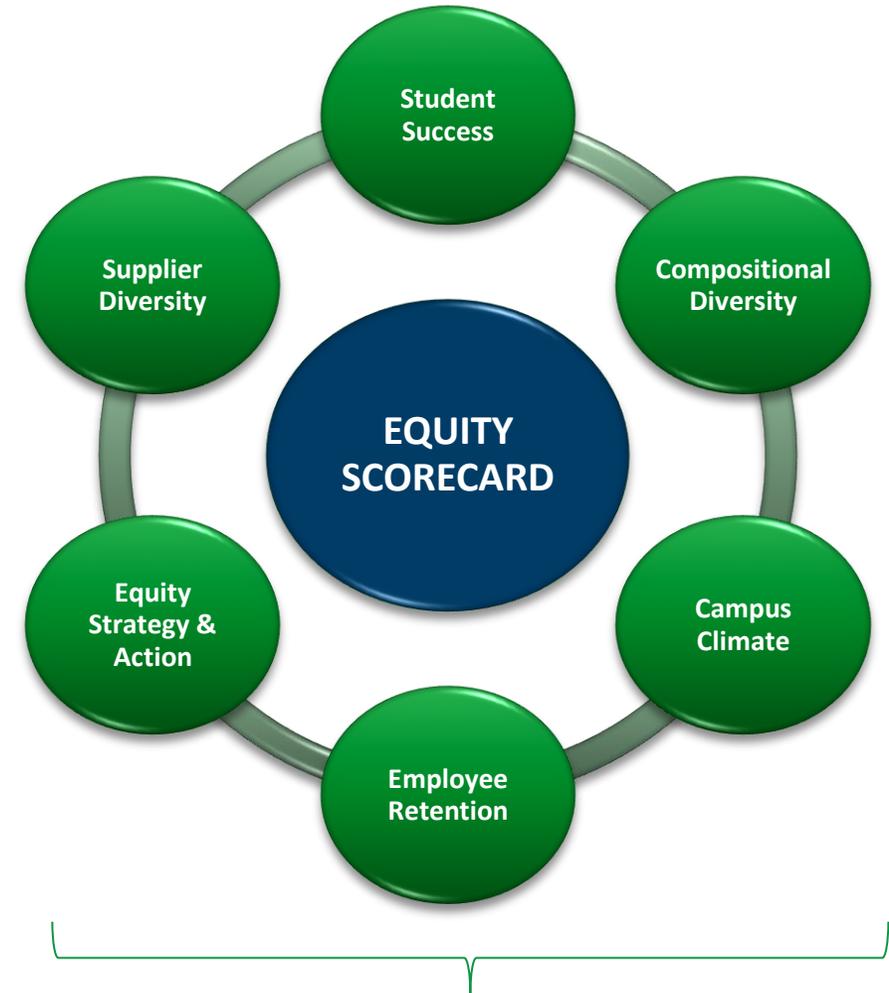
Equity Scorecard Overview

Big Picture

1. Provide picture of disparities in student and employee outcomes
2. Make Equity Gaps evident & readily understandable
3. Encourage holistic view of interlinked facets of equity, diversity, & inclusion
4. Prompt inquiry & consideration of conditions/factors impeding equitable outcomes
5. Inform strategies & facilitate process for identifying opportunities for pursuing equity

Key Performance Indicators

- Multifaceted & Holistic
- Key Performance Indicators
 1. Student Success
 2. Compositional Diversity
 3. Employee Retention
 4. Supplier Diversity
 5. Equity Strategy & Action *(In Development)*
 6. Campus Climate *(In Development)*



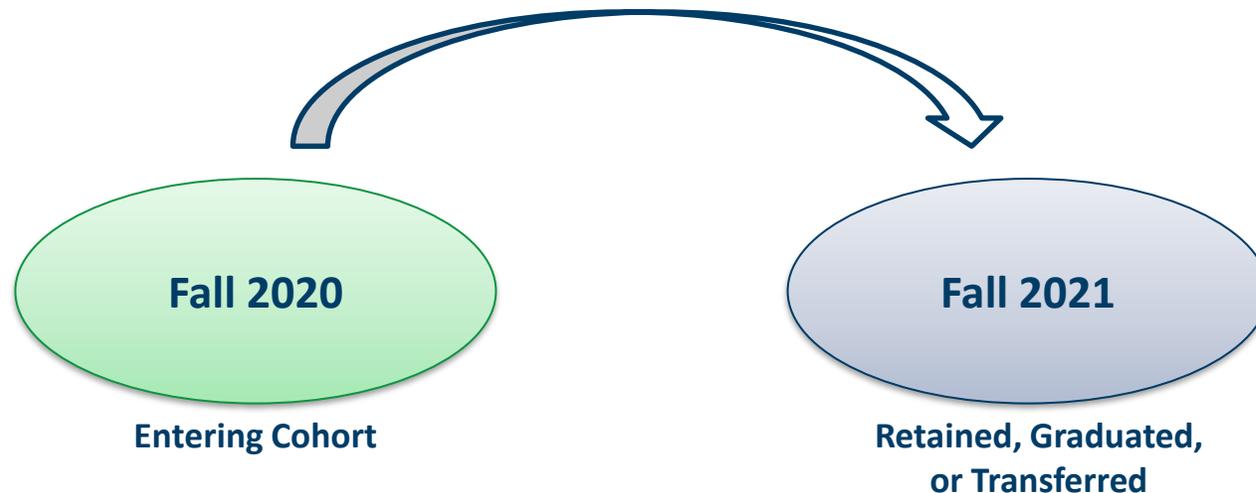
INTRINSICALLY LINKED

Equity in Student Success Outcomes: 2 Key Metrics



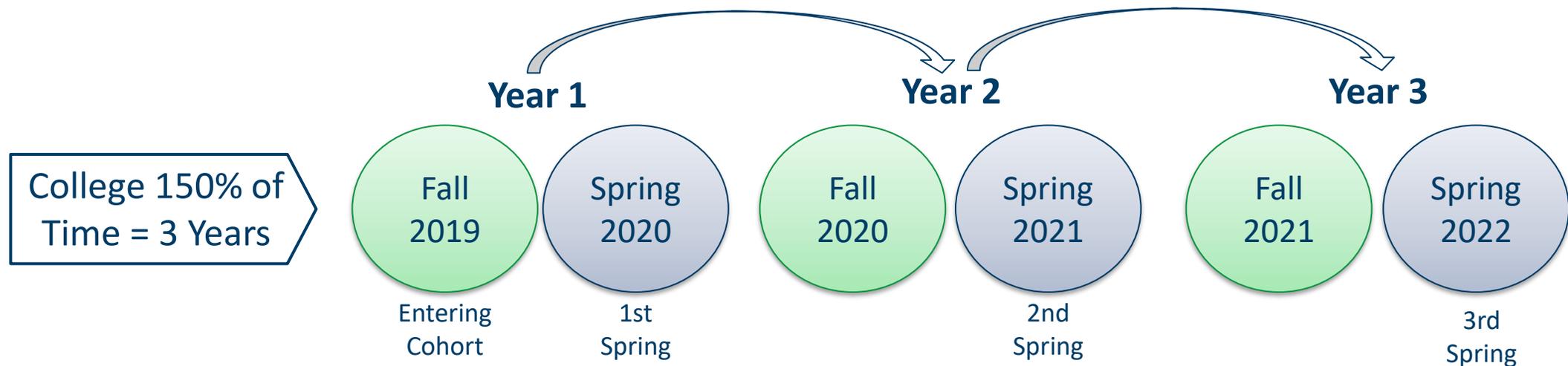
Metric 1: Fall to Fall Outcome

- “2nd Fall Student Persistence & Completion Rate”
- Percentage of a cohort of undergraduate students (regular or transfer admit status), who enter in a fall semester, that have been retained, graduated, or transferred by the following fall.



Metric 2: Completion Rate at 150% of Time

- Percentage of a cohort of undergraduate students (regular or transfer admit status), who enter in a fall semester, that have graduated or completed a credential.
- Colleges: 3 years after entry; Universities: 6 years after entry



Summary of Fall-to-Fall Outcome Equity Gaps

First Generation Status

- First generation students have lower success rates than non-first-generation students, for both Colleges & Universities.
- Equity gap is relatively persistent; approximately 6%.

Pell Eligible Status

- Pell Eligible students have lower success rates than non-Pell Eligible students, for both Colleges & Universities.
- Equity gap is relatively persistent; approximately 8%.

Race & Ethnic Identity

- Race and ethnic groups have notable variation in their outcomes.
- All groups have equity gaps relative to white students at the aggregate College & University levels.
- While gaps fluctuate overtime, disparities persist.

Summary of 150% of Time Completion Rate Equity Gaps

First Generation Status

- First generation students have lower success rates than non-first-generation students, for both Colleges & Universities.
- Equity gap is relatively persistent; 10% for Colleges and 6% for Universities.

Pell Eligible Status

- Pell Eligible students have lower success rates than non-Pell Eligible students, for both Colleges & Universities.
- Equity gap is relatively persistent; approximately 13% for Colleges and 10% for Universities.

Race & Ethnic Identity

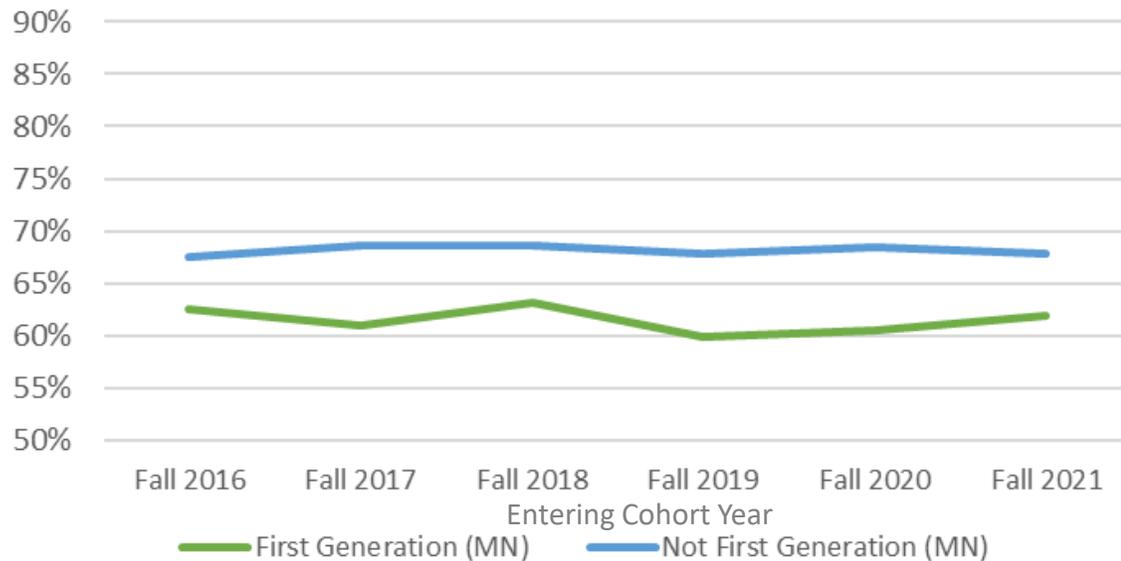
- Race and ethnic groups have notable variation in their outcomes.
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Equity Gap Visuals

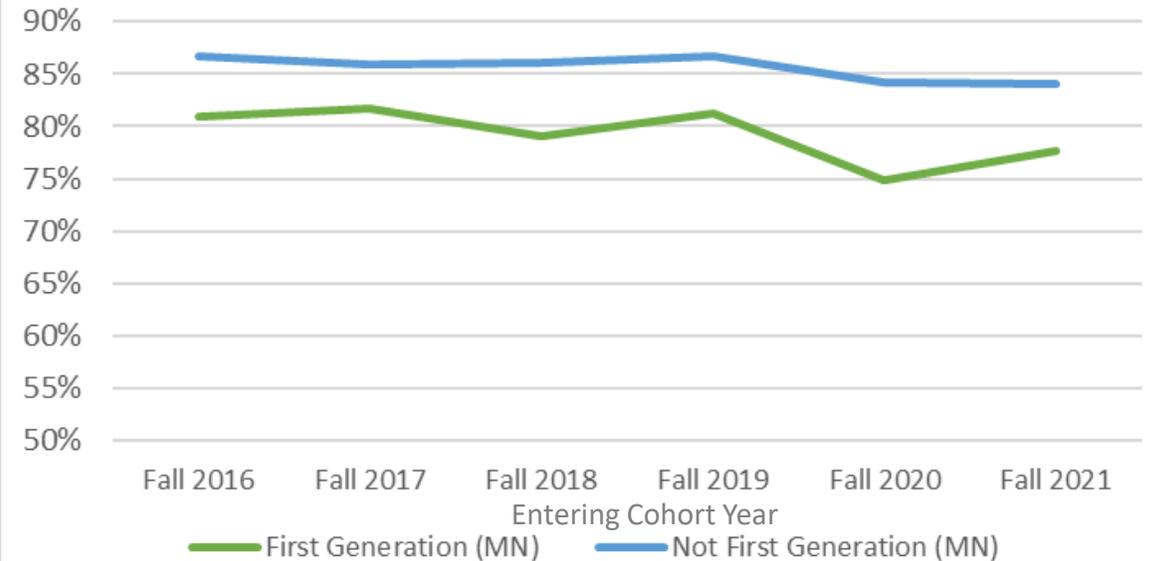
Fall to Fall Outcome: First Generation Status (MN)

- First generation students have lower success rates than not first-generation students.
- Relatively persistent gap – approximately 6%.

**Metric 1.2: Fall to Fall Success - Colleges
1st Generation Status**



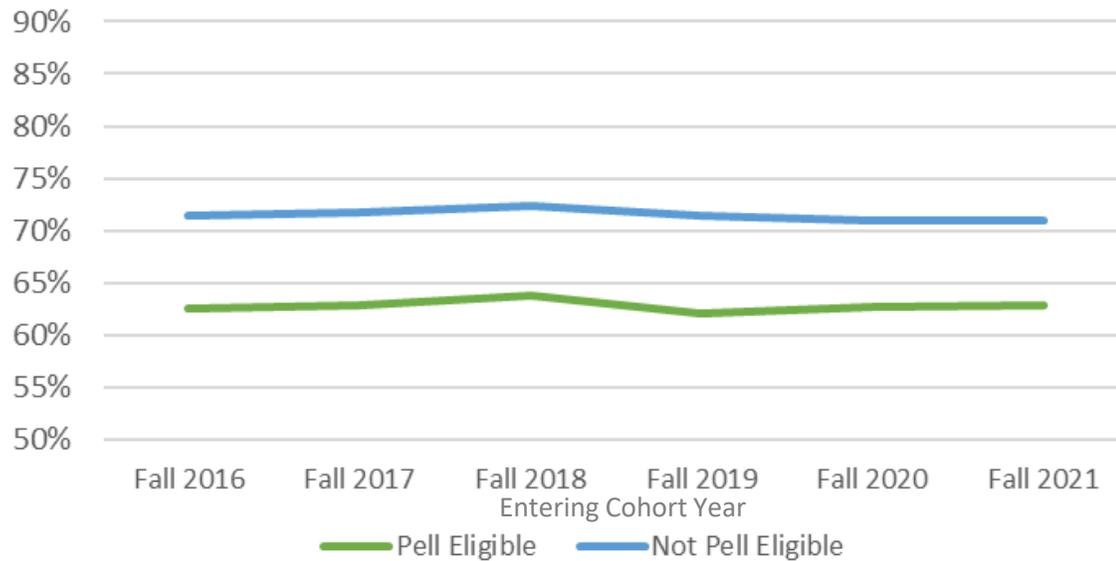
**Metric 1.2: Fall to Fall Success - Universities
1st Generation Status**



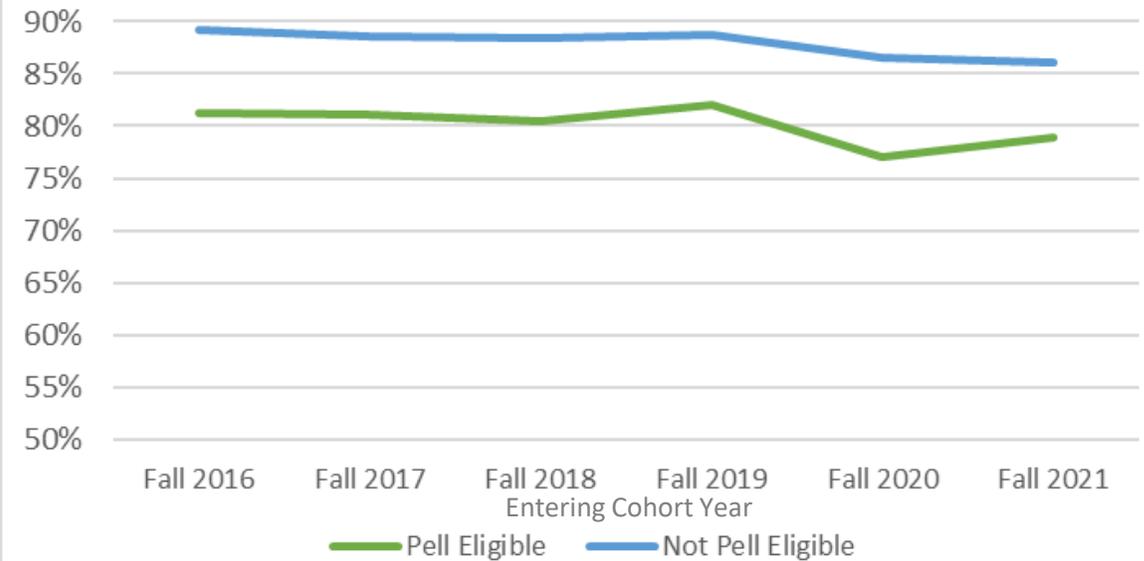
Fall to Fall Outcome: Pell Status

- Pell eligible students have lower success rates than non-Pell eligible students.
- Relatively persistent gap – approximately 8%

**Metric 1.2: Fall to Fall Success - Colleges
Pell Status**

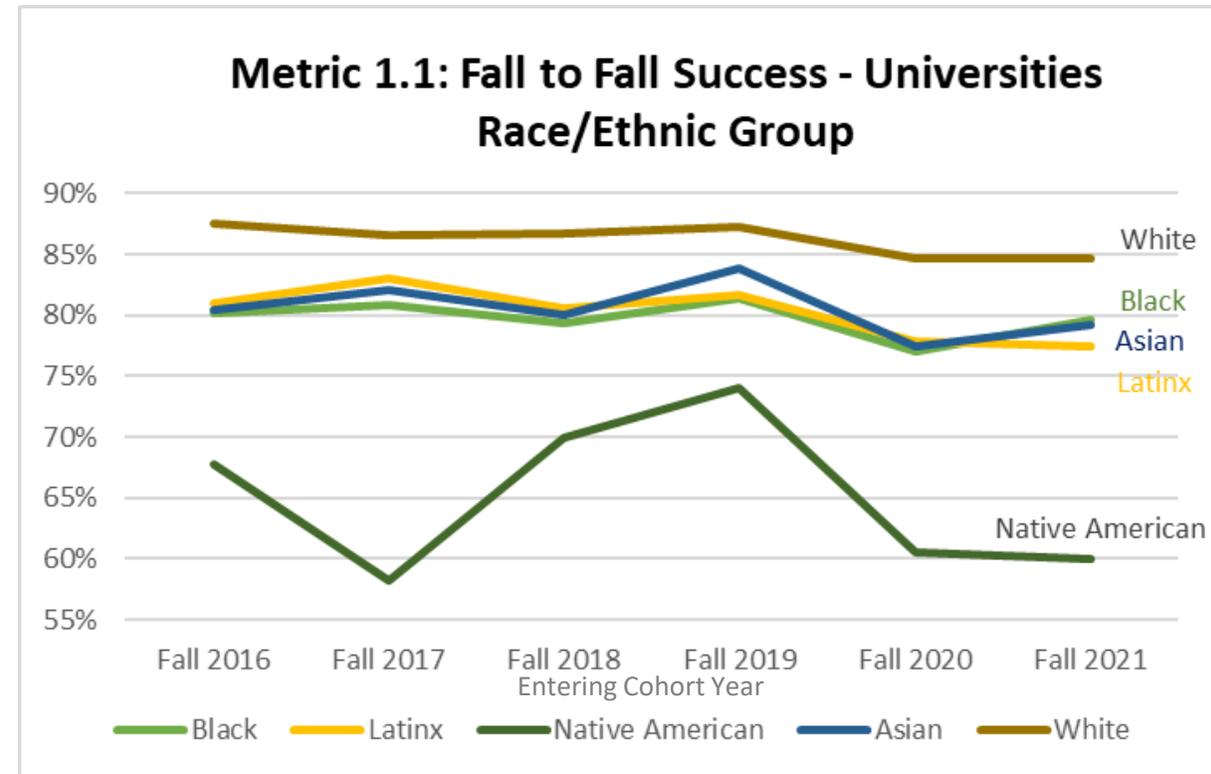
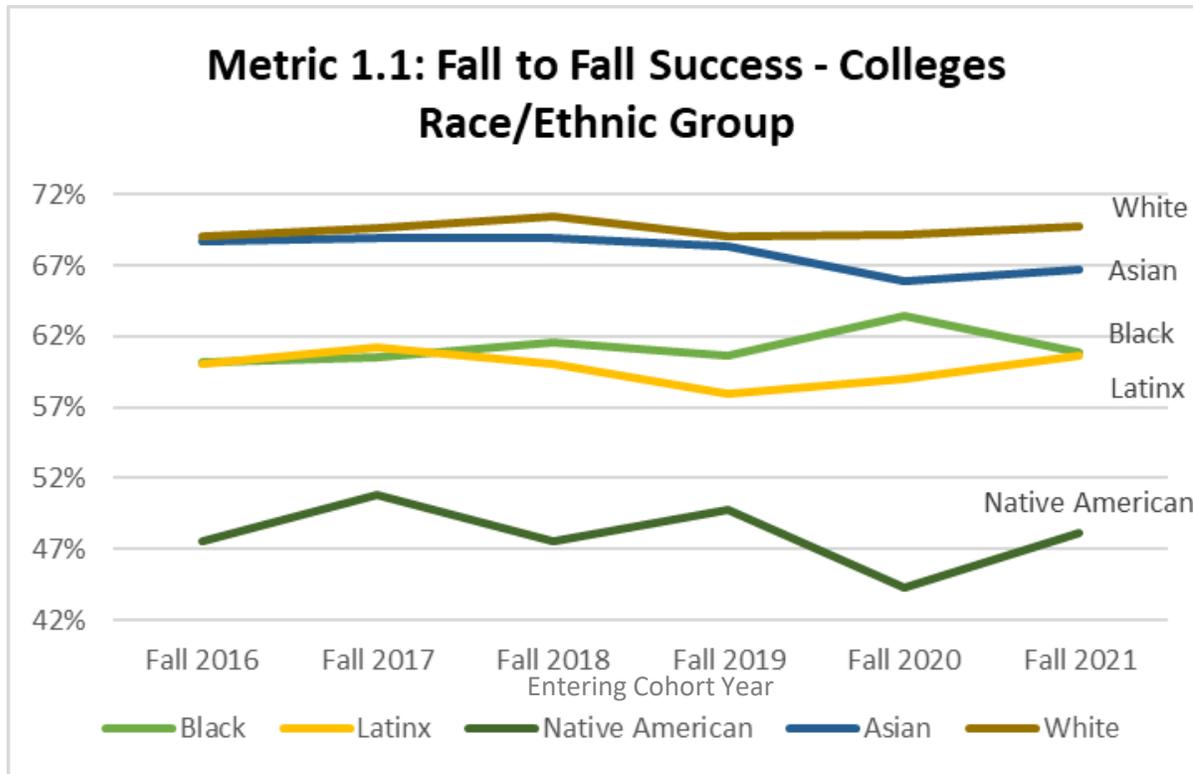


**Metric 1.2: Fall to Fall Success - Universities
Pell Status**



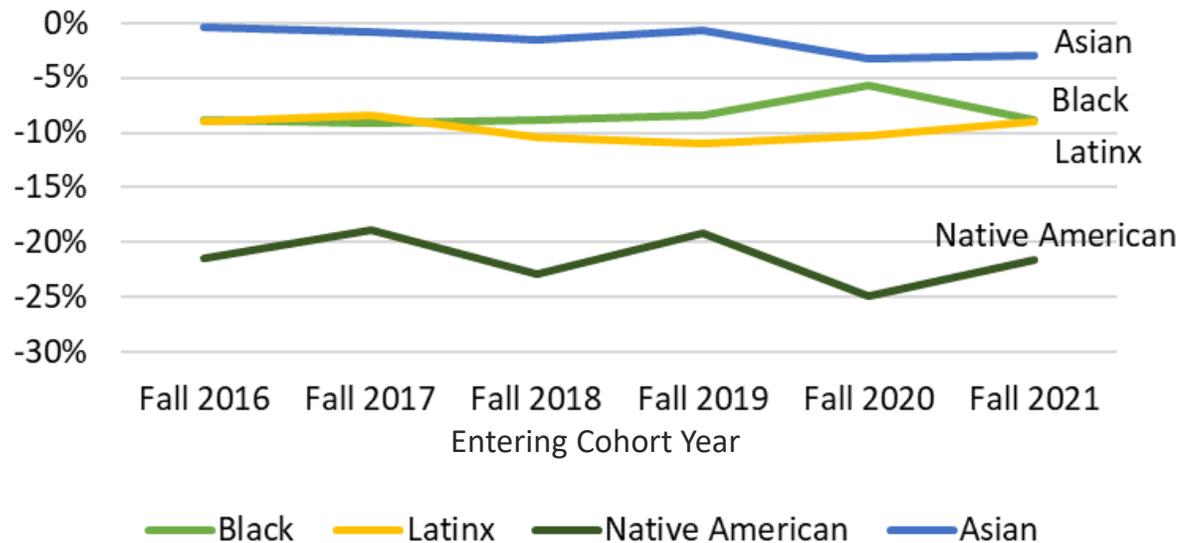
Fall to Fall Outcome: Race & Ethnic Groups

- Race and ethnic groups have notable variation in their outcomes.
- While gaps fluctuate overtime and persist.

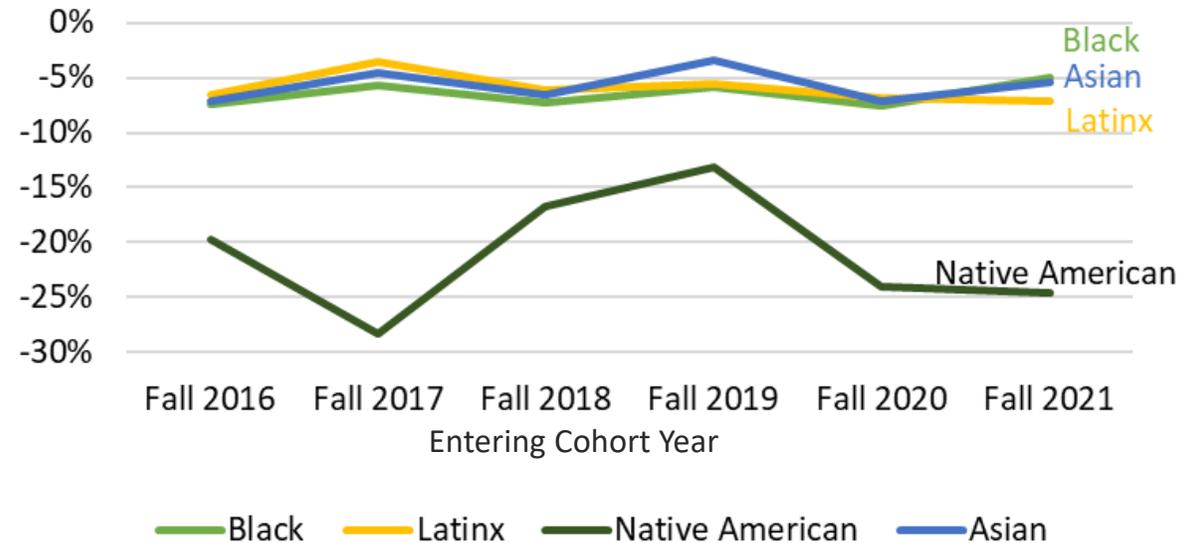


Fall to Fall Outcome: Race/Ethnic Equity Gaps Relative to White Students

**Metric 1.1: Fall to Fall Success - Colleges
Race/Ethnic Equity Gaps**



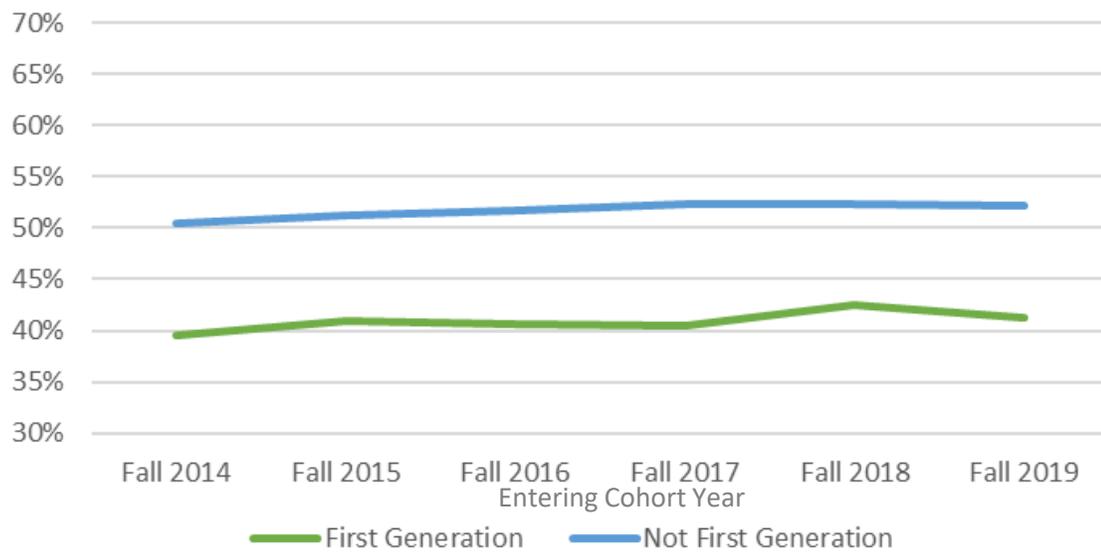
**Metric 1.1: Fall to Fall Success - Universities
Race/Ethnic Equity Gaps**



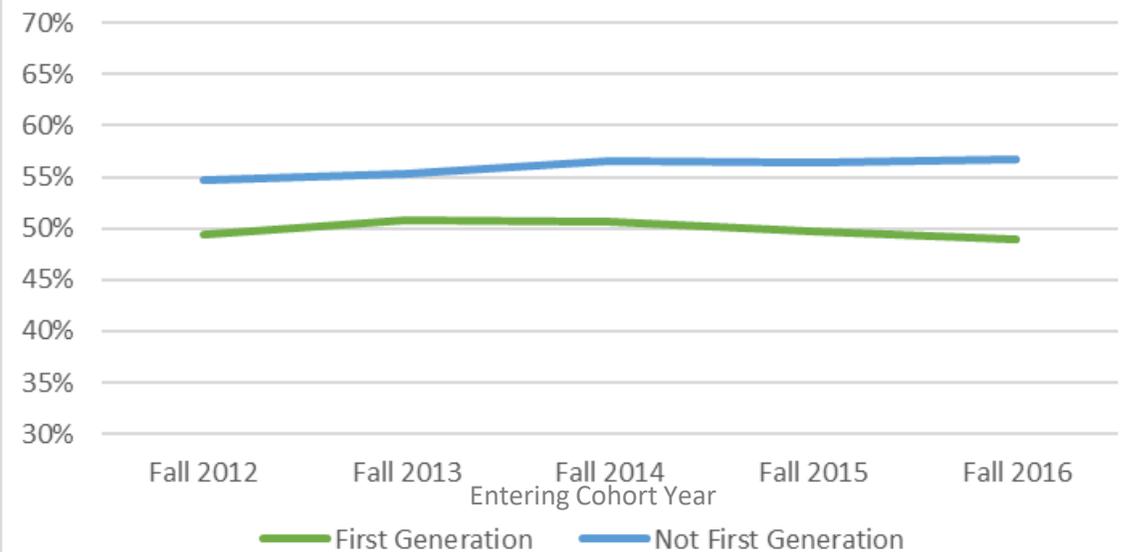
Completion at 150% of Time: First Generation Status (MN)

- First generation students have lower success rates than not first-generation students.
- Relatively persistent gap, approximately 10% for colleges and 6% for universities.

**Metric 1.4 : Completion at 150% of Time -
Colleges - First Generation Status**

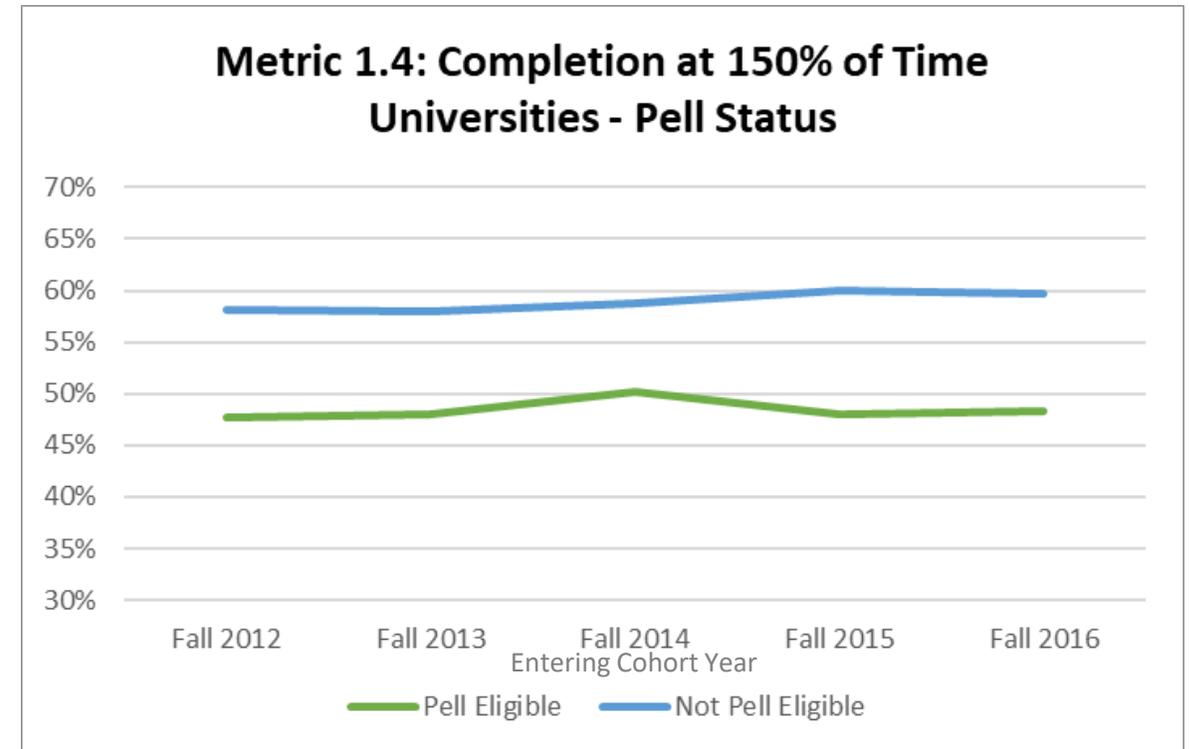
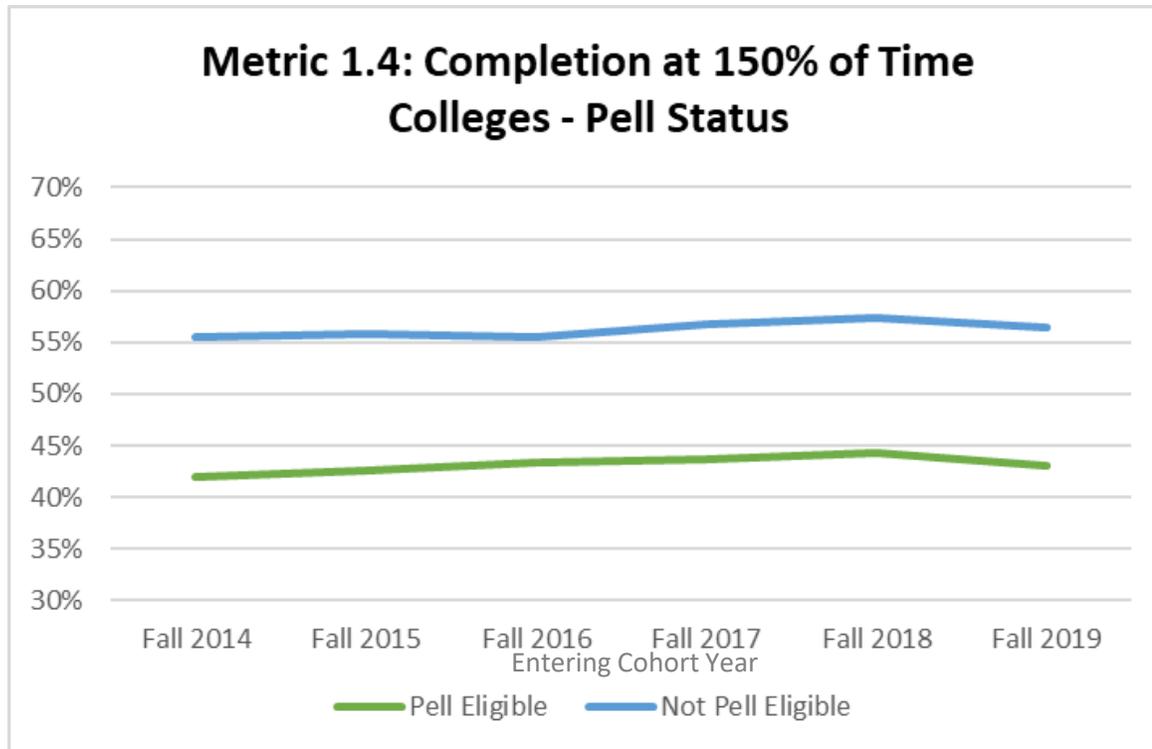


**Metric 1.4 : Completion at 150% of Time -
Universities - First Generation Status**



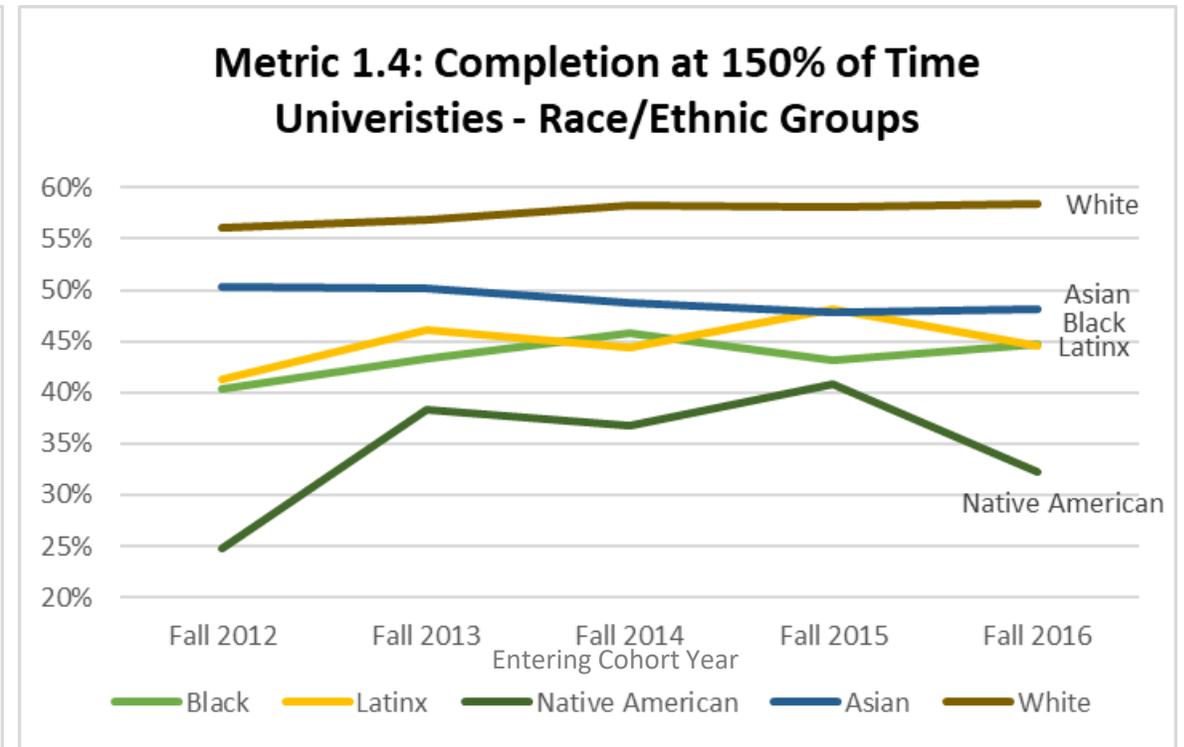
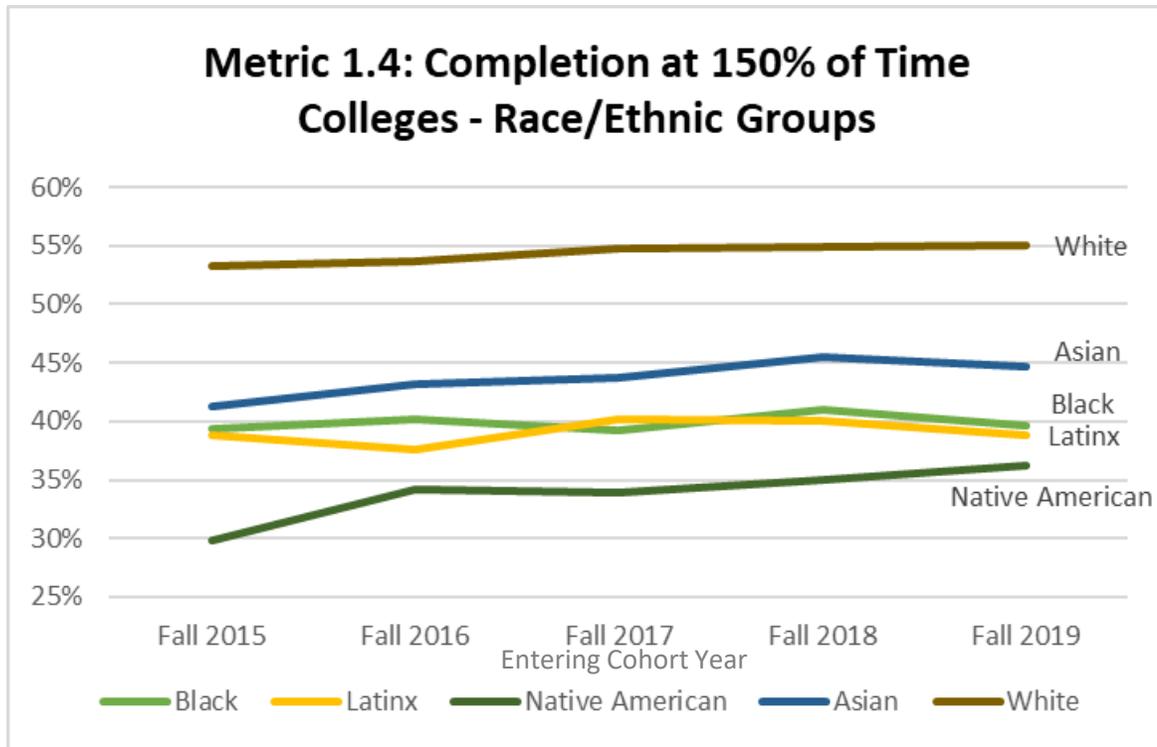
Completion at 150% of Time: Pell Status

- Pell eligible students have lower success rates than not Pell eligible students.
- Relatively persistent gap, approximately 13% for colleges and 10% for universities.



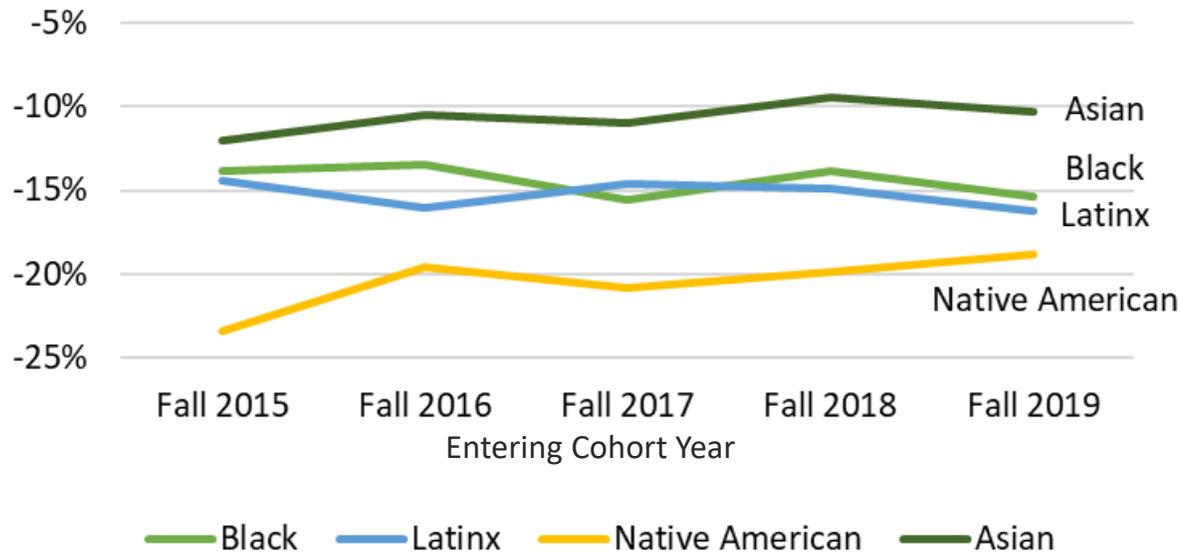
Completion at 150% of Time: Race & Ethnic Groups

- Race and ethnic groups have notable variation in their outcomes.
- Gaps fluctuate overtime.

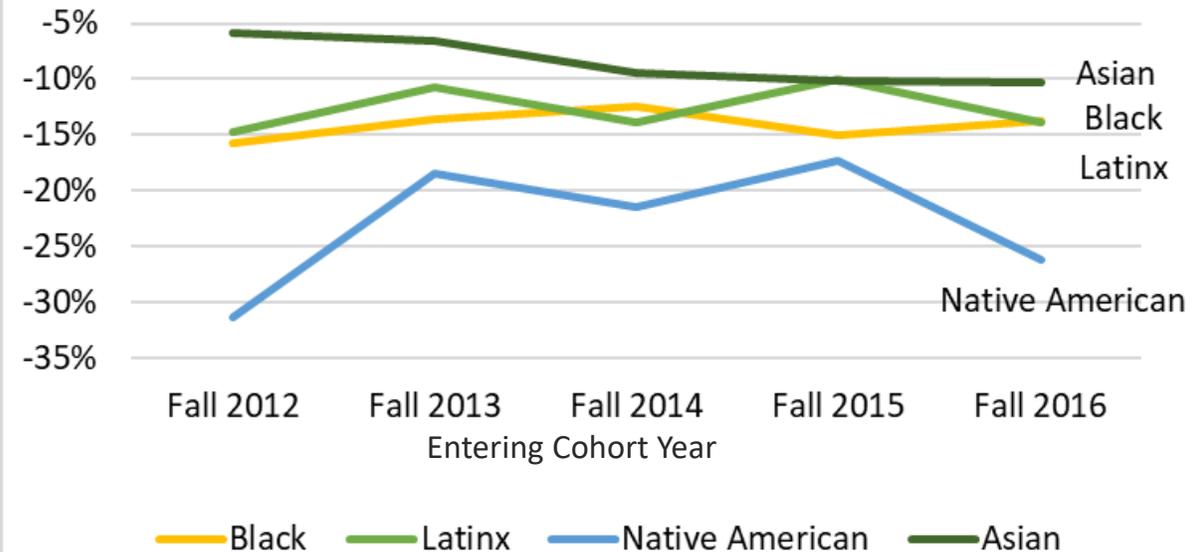


Completion at 150% of Time: Race/Ethnic Equity Gaps Relative to White Students

**Metric 1.4: Completion at 150% of Time
Colleges - Race/Ethnic Equity Gaps**



**Metric 1.4: Completion at 150% of Time
Universities - Race/Ethnic Equity Gaps**



Leveraging the Scorecard: What's Next?



Next Steps – FY 2024

Continued Development of Scorecard

- KPI 1, 5, & 6
- Development of needed metrics and measures
- Convening new workgroup

Enhancing Visuals – Longitudinal Data

Consideration of how Equity Scorecard can be further leveraged to support to Equity 2030

- Normalization and acclimation to the tool
- “See” the equity gaps
- Prompt inquiry into how equity gaps can be impacted – campus level strategies

Equity 2030: Roadmap & Evaluation Framework

Equity Scorecard Demonstration





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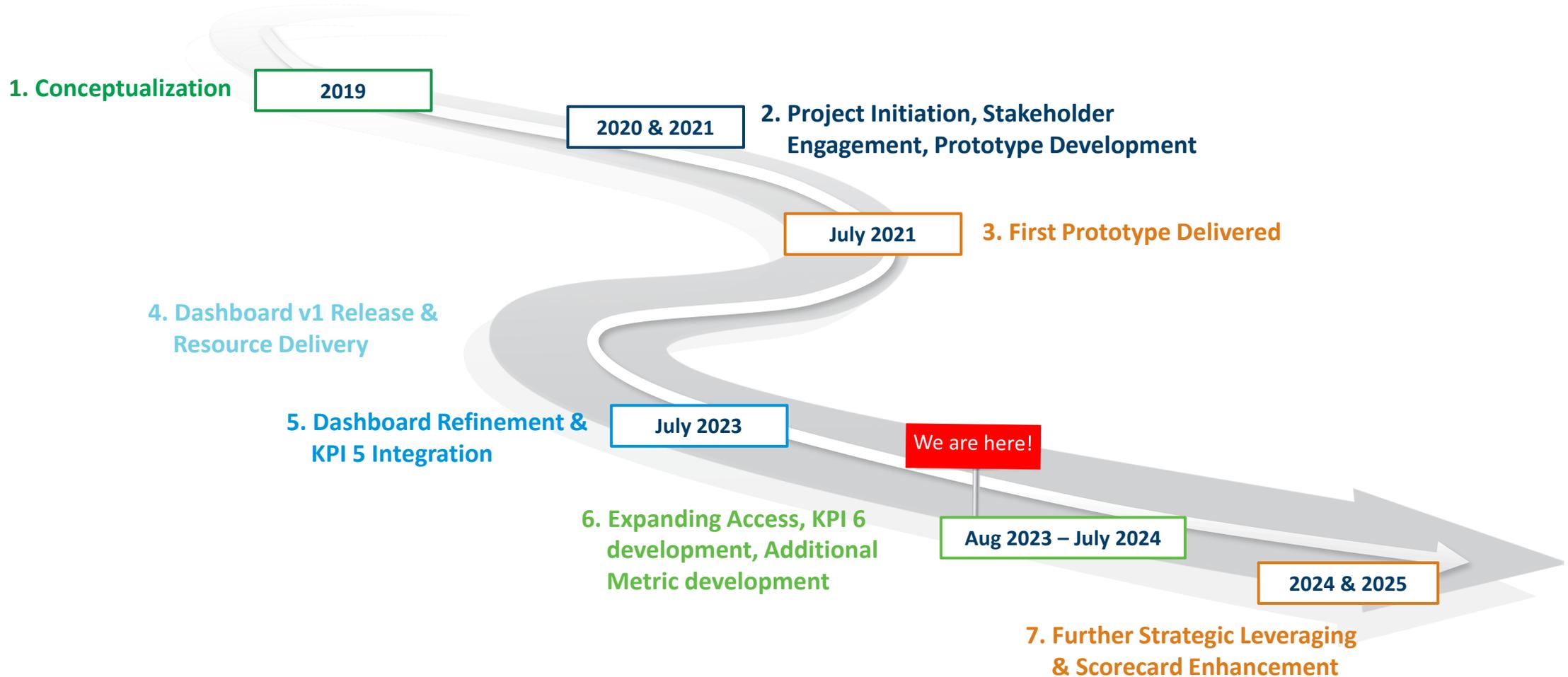
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Supplemental Slides

Equity Scorecard | Rollout & Milestone Roadmap



Equity Scorecard and Strategic Aims



Equity Scorecard

Background & Looking Ahead

- Current version, 2019
- Evolving tool & collaborative effort
- Resource for advancing Equity 2030

Partnerships & Acknowledgements

- Constituents from campus and system office
- Workgroup
- IR/IE, HR, Finance, CDOs, Legal, SEM, Academic Affairs, Student Affairs, student organizations, IT and Leadership Council

Important Considerations

- Not an exhaustive analytical tool
- Iterative in nature; not “written in stone”
- Will not tell us, or determine, root causes of equity gaps
- Multiple identities & intersectionality
- Not intended to supplant existing/on-going efforts
- Others in higher education are engaging in such efforts & tools
- Much work ahead: processes, mechanisms, & collaboration