

Ferris State University

"The Ferris Institute is one of the most democratic schools in the United States. It has no color line; it has no age limit; it has no educational requirements for admission. It is open to every man and woman every boy and girl who are hungering for an education."

Michigan Manual of Freedman's Progress. - Governor Woodbridge N. Ferris, 1915.



Diversity Report 2015-2016

Office of Diversity and Inclusion
CSS 312
1201 S. State Street
Big Rapids, MI 49307

PHONE
(231) 591-3946

E-MAIL
pilgrimd@ferris.edu

WEB
ferris.edu/diversity



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Diversity at Ferris 2015-16

In 1903, W. E. B. Du Bois published *The Souls of Black Folk*, a classic work of American literature and a cornerstone of African American protest. In this collection of essays, Du Bois persuasively argues that it is beneath the dignity of human beings to beg for rights—including the right to an education—that should belong to all people. Written during the Jim Crow period, Du Bois' ideas were considered radical and out of touch with the everyday functioning of the United States. In that same year, Woodbridge Nathan Ferris read excerpts from *The Souls of Black Folk* to the Ferris Institute student body. This was hardly surprising. Woodbridge Ferris was an ardent supporter of education for all people, including students of color. This commitment to education for all people is a part of his legacy. Today, it is our mandate.

In 2016, Ferris State University adopted its second diversity plan, entitled, *There Is a Home for You at Ferris State University*. The initiatives in the plan grew out of a yearlong assessment which included 1) a diversity audit conducted by two external agencies: Ibis Consulting Group and Creative Diversity; 2) the deliberations of a University-wide planning group; and 3) discussions between the vice president of Diversity and Inclusion and individuals and groups at the University. Unlike the first plan—adopted in 2007—the new plan has a focus on both diversity and inclusion. In other words, the plan endeavors to not only change the way Ferris looks, but to change the way it lives.

The Diversity and Inclusion Office produces an annual report assessing the University's progress toward addressing its diversity-related goals. This year's report, *Diversity at Ferris 2015-16*, bridges the ending of the 2007 plan and the beginning of the 2016 plan. This year's assessment will gauge the University's progress toward meeting the six strategic goals in the 2016 plan. The goals are presented in bold lettering, followed by a) areas of progress and achievement; b) continued challenges; and c) a brief overall assessment and recommendations. The material in these sections draws from and is representative of the information in the reports produced by the diversity teams in the divisions and colleges. Readers are encouraged to review the full reports submitted by divisions and colleges listed in Appendix A.



Goal 1: Create a University that is respectful of differences and civil toward people who are different

A university that is truly diverse creates and maintains a learning and working environment that is respectful, civil, and free from harassment. The following section is representative of some of the work being done to help the University become more respectful of differences, and more welcoming and inclusive.

Progress and Achievements

- ✓ The College of Pharmacy identified two rooms to accommodate students of all faiths/backgrounds. The rooms, available starting Fall 2016, will be comfortable and safe spaces for prayer, reflection, and meditation.
- ✓ The Ropes Challenge Course hosts a variety of groups—educational, faith based, community service, and sports teams—to assist in developing relationships, self-expression, understanding, leadership, and problem solving. These activities occur in an environment that encourages respectful dialogue while recognizing similarities and differences regarding ethnicities, beliefs, and abilities.
- ✓ A number of single stall bathrooms were designated as gender neutral.
- ✓ The Student Recreation Center (SRC) staff locker room has utilized as a lactation room for nursing mothers.
- ✓ My Program for Language and Culture Exchange (MyPlace), a conversation partner program, matches International students enrolled in the West Michigan English Language Institute (WMELI) with Ferris students who are native speakers of English for group conversation and project-based activities.
- ✓ The web content team in Advancement and Marketing supports the website for the Center for Latin@ Studies, maintaining it in English and Spanish.
- ✓ The Office of Housing and Residence Life collaborated with Diverse Sexuality and Gender Alliance (D-SAGA) to provide safe place training to all student staff members on campus. The Office also continued



the Harmony Project, which is a student run initiative to provide diversity education within the residence halls.

- ✓ Faculty in the Social Sciences department started the Equity Counts initiative in 2015 to bring awareness to Ferris faculty and staff of possible stereotyping and profiling that minority students, LGBT, students with disabilities, and others not in a majority group, may experience in and out of the classroom. The goal is to create a supportive environment for all students.
- ✓ Student Affairs is leading the effort to lay the groundwork for a policy or protocol for handling a student's preferred name.
- ✓ Several resources have been identified for food insecure students. For example, view this link for a list of local community meals and food pantries at <http://www.ferris.edu/HTMLS/administration/president/DiversityOffice/arearesources/index.htm>.
- ✓ The Office of Multicultural Student Services (OMSS), the Office of International Education, and the Center for Latin@ Studies organized, implemented and sponsored collaborative meet, greet and dialogue events. OMSS organizes the Latin@ Heritage Celebration, Native American Heritage Celebration, Black History Celebration, Women's History Celebration and an Asian Pacific Islander American Heritage Celebration.
- ✓ The number of students with disabilities receiving accommodations continued to grow in 2015-16. Educational Counseling and Disabilities Services (ECDS) and Media Production worked to achieve compliance regarding the accessibility of video materials (i.e., captioning) for hearing impaired students and textbooks and print materials (i.e., e-text) for visually impaired students.
- ✓ The Center for Leadership, Activities and Career Services (CLACS) facilitated a discussion between the Veterans Office and ECDS to provide an expo for veterans and their families in the community. The University earned the Michigan Veterans Affairs Agency's gold-level rating for veteran friendly programs.



- ✓ The Personal Counseling Center (PCC) staff hosted a presentation at the request of the Center for Latin@ Studies called “Stress Management with Cultural Considerations.” This was an educational program for first-generation Latino students.
- ✓ Human Resources facilitated video captioning training.
- ✓ The Physical Plant, along with representatives from Academic Affairs and Governmental Relations and General Counsel, collaborated to make a number of ADA related facility improvements.
- ✓ Human Resources collaborated with the Office of International Education for immigration training and individual status updates. The Staff Center for Training and Development provided immigration and individual guidance sessions with an external attorney.
- ✓ Governmental Relations and General Counsel provided in excess of 75 campus training sessions on anti-harassment, non-discrimination, respect in the workplace, equal employment opportunity, and affirmative action, to approximately 790 University attendees.
- ✓ Human Resources presented the videos “In This Together” and “Workplace Bullying” to the entire dining services staff. The training modules “Discrimination” and “Diversity for Employees” were viewed by members of the management team and discussed at departmental meetings.
- ✓ The University will implement a workplace satisfaction survey in Fall 2016 to assess pride and satisfaction with the work environment.

Continued Challenges

According to the diversity audit, the majority of Ferris students and employees see and experience the University as a welcoming and inclusive environment. Although this assessment is shared by most of the University’s members from underrepresented groups, some categories—racial and ethnic minorities, non-U.S. citizens, persons with disabilities, and LGBTQ people—were more likely than others to have members who view the University and/or the surrounding community as unwelcoming. For example, the audit found that



approximately 40% of faculty of color, 40% of staff of color and 25% of students of color disagree that “Ferris does a good job of promoting diversity and inclusion in all areas of the university community.”

In some areas of the University there is confusion about the definition of diversity and a perceived lack of clarity on performance expectations of employees related to the diversity measure in the performance evaluation tool and process.

General Assessment and Recommendations

Diversifying a university is difficult; making a university truly inclusive is even more challenging. The University has enjoyed some success regarding diversifying its student body. This diversification of the institution necessitates that additional changes are made—changes that will increase the likelihood that these students will be successful. The following recommendations are:

- ✓ Offer training for student organizations on the topic of civility. The Center for Leadership, Activities, and Career Services (CLACS) can provide diversity and anti-bias training annually for Registered Student Organizations.
- ✓ Offer “Respectful Workplace” program to faculty and staff.
- ✓ Increase faculty and staff awareness of accommodations for students and employees who are religious or have disabilities.
- ✓ Identify best practices for handling food in ways inclusive of medical, religious, ethnic, and philosophical concerns.
- ✓ Display art with diversity and inclusion themes across the campus.

Goal 2: Build and maintain an infrastructure that supports diversity and promotes inclusion

The work of transforming a university into an inclusive institution can be led by an office. However, no single office can do all the work that needs to be done. To continue to move forward and to meet new challenges, the University must develop an institutional infrastructure to sustain diversity and inclusion work.



Progress and Achievements

- ✓ A university-wide Diversity and Inclusion Work Group was established to sustain diversity and inclusion initiatives and support the implementation of the diversity and inclusion plan.
- ✓ A Multicultural Student Advisory Group was established to provide informal counsel to the vice president of Diversity and Inclusion and the vice president of Student Affairs on various issues affecting the undergraduate experience. This group acts as a sounding board, provides constructive feedback, and identifies issues needing attention.
- ✓ University Advancement and Marketing has taken the lead to facilitate the conducting of an Electronic Information and Technology Accessibility Audit and Planning initiative that focuses on auditing all University EIT systems, providing a correction action plan, and developing an EIT Accessibility Policy and Procedures for the University.
- ✓ Student Affairs and the Diversity and Inclusion Office have begun the work of creating an LGBTQ Resource Center.

Continued Challenges

There are multiple offices in several divisions that work with diversity and inclusion related efforts, which sometimes results in redundancy of efforts and inefficient use of resources. Moreover, the work of the diversity teams within divisions and colleges is uneven.

General Assessment and Recommendations

Building and maintaining an infrastructure that supports diversity and promotes inclusion will fortify these efforts across all Ferris campuses. Moreover, it also will strengthen leadership, communication, accountability and opportunities for collaboration. The recommendations are

- ✓ Reallocate a faculty member to the Diversity and Inclusion Office (DIO) to serve as a liaison between that Office and the diversity work teams in divisions and colleges.



- ✓ Each division should designate a person to work with the DIO Office. This person should be a part of that division's diversity work team.
- ✓ The Diversity and Inclusion Office will work closer with the diversity teams in the divisions and colleges.
- ✓ Enhance the physical and technological infrastructure to provide accessibility for all University members.

Goal 3: Recruit, retain, and graduate a diverse student population

Despite a decrease during the last year, there was significant racial and ethnic diversification of the Ferris student body during the past decade. The number of students who identify as one of the racial and ethnic groups that we count doubled between 2007-2015. The University is challenged to continue this growth trend and to augment and improve its efforts to support these students and other underrepresented students as they pursue college degrees.

Progress and Achievements

- ✓ University Advancement and Marketing, and Administration and Finance collaborated to provide funding to expand outreach to the Latino community in West Michigan.
- ✓ The Office of Multicultural Student Services organizes and implements Transitions to Success: Multicultural Freshman Orientation.
- ✓ The College of Engineering Technology implemented several initiatives aimed at recruiting and retaining female students.
- ✓ Tutoring services are reaching a diverse group of students. For the first time, the Academic Support Center was able to calculate the race/ethnicity of students who participated in tutoring: 69% White, 14% Black, 6% Latino, 5% Asian, 4% multiracial, and 0.2% American Indian/Alaskan Native.



- ✓ Scott Herron and Andrea Lodholtz worked with Admissions Assistant Director Jason Daday to host a group of Native American high school students from the Saginaw Chippewa Indian Community in Mount Pleasant for a campus visit. This event was featured in the Tribal Observer newspaper.
- ✓ The College of Arts and Sciences will be part of a \$5 million grant from the National Science Foundation to investigate retention factors for STEM students. Ferris will partner with Historically Black Colleges and Universities, and Hispanic Serving Institution and a Primarily University Institution (PUI) in a metropolitan region with similar student demographics as Ferris.
- ✓ Ferris State University remains an institution that offers opportunity to lower-income students. However, the number and percentage of students receiving Pell Grants has been going down for several years (see Appendix B).
- ✓ The Tuition Incentive Program (TIP) student population is more diverse than the general student population (see Appendix C).
- ✓ The Honors Program is more diverse than it has ever been (see Appendix D).

Continued Challenges

As mentioned above the number and percentages of students from racial/ethnic groups decreased from Fall 2015 to Fall 2016 (see Appendix E). This interrupted a decade-long pattern of growth. It is not known if this is an aberration or the beginning of a new pattern. Additionally, the University continues to have a significant graduation gap between students of color and white students, (see Appendix F).

General Assessment and Recommendations

The recommendations are:

- ✓ In each college someone should be designated to monitor the achievement gaps in the college.
- ✓ Strengthen the academic resources in the Office of Multicultural Student Services (OMSS) and foster a stronger collaboration between OMSS, colleges, and faculty to create intentional learning opportunities for students.



- ✓ Assess and enhance the support provided to enrolled TIP students to increase degree completion rates and reduce time to achieve associate degrees.

Goal 4: Recruit, employ, and retain a diverse workforce

Hiring and retaining a diverse workforce remains a persistently difficult challenge at the University. The University ranks 13th among the state's 15 public 4-year institutions. Greater headway will result from this goal being seen as a top priority throughout the institution (see Appendices G and H).

Progress and Achievements

- ✓ Several leadership positions have been filled with racial minorities or women.
- ✓ Administration and Finance (A&F) has made a concerted effort to hire more women and racial minorities. Some of these include the new associate vice president for Human Resources, the chief technology officer, an assistant coach in women's Basketball, an assistant coach in Golf, an assistant coach in Softball, and a new officer in the Department of Public Safety.
- ✓ Administration and Finance plans to establish an annual review of the A&F positions to measure diversity outcomes of the candidate pool effort.
- ✓ In the spirit of "growing your own," the Department of Public Safety has sought and employed minority student employees entering the field of criminal justice. The goals are to provide employment and help ensure that minority student employees receive experience and mentoring.
- ✓ The Athletics Department continues to recruit a diverse workforce. This includes two female head coaches and five female assistant coaches, two of which were new positions to the department in FY16. In addition, they hired one Latino male assistant coach, two male African American assistant coaches and two female African American assistant coaches, and a female compliance officer.

Continued Challenges

Most diversity reports from Ferris divisions and colleges included comments about the difficulty of hiring and retaining staff from diverse backgrounds. Also, in the past two years the University lost several diversity



champions who were themselves members of underrepresented groups. Retaining talented employees from underrepresented groups is a persistent challenge for the University.

According to the diversity audit, roughly 30 percent of white faculty did not believe that hiring a diverse faculty should be a priority for the institution. This is significant because faculty have the primary responsibility for hiring faculty.

General Assessment and Recommendations

To make diversity in the workforce a top priority, the following recommendations are offered:

- ✓ Develop a clear and consistent message to faculty, staff, and administration that having a diverse workforce is an institutional priority and that efforts to create and maintain a diverse and inclusive campus community include faculty, staff, and administrators as well as students.
- ✓ Have divisions, in cooperation with the Diversity and Inclusion Office, develop plans for increasing diversity of workforce.
- ✓ Establish mentoring and other support systems for faculty in tenure process, particularly faculty from underrepresented groups.

Goal 5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research

The Ferris student body looks very different compared to 20...even 10 years ago. A faculty member in 2016 is more likely to teach students of color, Muslim students, LGBTQ students, and students with disabilities. The professor is also likely to have students with other differences that are not visible. Faculty should be encouraged, given learning opportunities, and provided with adequate resources to improve inclusivity in their classes and scholarly work.

Progress and Achievements

- ✓ The Faculty Center for Teaching & Learning (FCTL) supported numerous professional development opportunities for faculty. Among the seminars and learning communities facilitated at the FCTL were:



"Our Identities, Ourselves: De-privileging the Classroom," "The Inclusive and Engaged University Community," and "Creating Inclusive Classrooms"—the latter two were part of the New Faculty Transition Program. FCTL also developed a module that demonstrated how diversity and inclusion may be incorporated into the design of courses.

- ✓ Anuli Njoku, assistant professor of Public Health, co-presented a workshop with Vanessa Marr from FCTL, entitled, "Modeling De-Privileged Teaching and Learning Practices in Faculty Development," at the Equity Within the Classroom Conference in Troy, Mich.
- ✓ The Pharmacy Diversity Committee supplied copies of the book *Respect*, by Sara Lawrence-Lightfoot, to third-year pharmacy students. Each student completed journal entries related to issues of respect when working with underserved populations. Pharmacy students also heard a presentation by Gottfried Oosterwal, "Relating to and Caring for People from Diverse Cultures."
- ✓ Academic Affairs and Advancement and Marketing are collaborating to bring the Shoah Foundation Visual History Archive, a rich set of online video testimonies of people's firsthand experiences with genocide, to the University.
- ✓ BEYOND, an interdisciplinary campus-wide initiative led by the Office of International Education, connects Ferris' general education outcomes to co-curricular experiences to bring global awareness and encourage students to study abroad.
- ✓ Debbie Dawson, director of the School of Engineering and Computing Technology, with assistance from Leigha Compson, university career programs specialist, facilitated a hands-on learning experience to introduce female students to engineering concepts at the Raven Hill Discovery Center in East Jordan, Michigan.
- ✓ Several Retention and Student Success departments—including Educational Counseling and Disabilities Services, Developmental Curriculum, and the Associate Provost's office—collaborated to bring author Luis Montalvan to campus for Disabilities Awareness Month. Students enrolled in reading courses were required to read his book, *Until Tuesday*, and attend his presentation.



- ✓ FLITE is collaborating with the FCTL to investigate how to encourage faculty to become more familiar with and adopt open educational resources (OER) such as freely-available textbooks, to increase access to textbooks for students.
- ✓ The College of Arts and Sciences had many lectures that examined diversity and inclusion. For a partial listing visit.
<http://ferris.edu/HTMLS/administration/president/DiversityOffice/pdf/2015Diversityreports/2015-2016CASDiversityReport.pdf>
- ✓ The University is preparing to host the State of Michigan Equity Within the Classroom Conference in 2017.

Continued Challenges

Although there are many faculty who incorporate diversity and inclusion in significant ways in teaching, learning, and research, there are other faculty who do not see this work as important. Also, while all faculty have an important role to play, a diverse faculty is critical to creating inclusive learning environments.

General Assessment and Recommendations

This is an area of strength in some parts of the University. There are many faculty—often working with the FCTL—who are incorporating diversity and inclusion in their teaching, learning, and research. The recommendations are:

- ✓ Host an Institute to teach faculty and staff how to implement a Difficult Dialogues program.
- ✓ Develop an online resource to share successful inclusive teaching and assessment strategies.
- ✓ Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate research opportunities based in diverse communities.



Goal 6: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations

Partnerships are central to creating a truly diverse and inclusive university. They provide faculty, staff, and Ferris State University students with opportunities to engage with different communities, and they bring people from those communities to Ferris. Partnerships also make it possible for Ferris to work with others to support student success across the state, at all of our campuses and within all of our cohorts.

Progress and Achievements

- ✓ The College of Pharmacy has an Engaged Partners Program with Bethany Christian Services which offers a multicultural, interdisciplinary opportunity for pharmacy and medical students to develop their clinical and community leadership skills as they provide basic healthcare assistance and services to international refugees in the greater Grand Rapids area. Pharmacy students are also engaged with patients at the Grand Rapids Cherry Street Clinic, a pharmacy located in Baldwin, Michigan, and at Indian Health Services in Mt. Pleasant.
- ✓ Faculty and staff in the Michigan College of Optometry are working with individuals from Academic Affairs, the Latino Business and Economic Development Center, the College of Pharmacy, and the College of Health Professions to develop a "pharmacia" in the Roosevelt Park section of Grand Rapids.
- ✓ The Architecture and Sustainability Small Town Studio students held a design workshop for middle school students from the Mecosta County Youth and Family Center.
- ✓ Several Technology Engineering Aptitude (TEA) events were hosted for female students and a mother or guardian to expose them to career opportunities in engineering and related fields. TEA events were facilitated for students in elementary through high school both at Ferris and at host schools surrounding Ferris.
- ✓ The University continues to build partnerships with foster youth agencies and departments within the State of Michigan government in support of the Ferris Youth Initiative.



- ✓ The University was a “Michigan Minority Supplier Development Council Corporation of the Year Award” nominee.
- ✓ Faculty members from Changsha Social Work College of China were provided with opportunities to advance their teaching skills and knowledge as well as experience culture in the United States and improve their English skills. In turn, mentoring Ferris faculty learned more about Chinese culture and higher education in China.
- ✓ Ferris works with and sponsors events with the LUCERO/MEN OF COLOR/ GLBT/Multi-Cultural Office at Lansing Community College.
- ✓ Ferris Flint actively participates in community education and resource fairs throughout Genesee County. These include Mott Workforce Development fairs, church functions, Veterans Affairs resource events, Genesee Area Skill Center Open House, and college access and transfer events.
- ✓ Ferris Grand Rapids is a partner with the Hispanic Center in providing 50 Hispanic rising 10th, 11th and 12th graders with math-focused programming. Students spend the mornings in summer school and afternoons on the Ferris Grand Rapids Campus located at Grand Rapids Community College.

Continued Challenges

Members of the University are involved in many partnerships with businesses, civic organizations, colleges and universities, and others. The sheer volume of these partnerships sometimes results in a lack of coordination.

General Assessment and Recommendations

The recommendations are:

- ✓ Develop meaningful relationships with tribal nations, tribal community colleges, and other tribal and Indigenous organizations in Michigan and the greater Great Lakes region to determine how we can best collaborate.



- ✓ Create ways to intentionally bring students, including students from underrepresented groups and international students, and local community people together.
- ✓ Create new partnerships between the College of Education and Human Services and organizations already involved in the Grandville Corridor Project.

Conclusion

Woodbridge Ferris said, “My plea in Michigan—and it will be my plea to the last breath I draw, and the last word I speak—is education for all children, all men, and all women of Michigan, all the people in all our states all the time.” This is an eloquent statement made long before words like diversity and inclusion became topics on college campuses. Almost from its beginning, the institution that Woodbridge and Helen Ferris founded included women, African Americans and international students. And, he made sure that all Ferris students, regardless of their backgrounds, were given the tools to be successful in a supportive environment.

We remain committed to the ideals espoused by our founders, most notably, our commitment to continuing the journey toward becoming a truly diverse and inclusive institution. We must remain vigilant in addressing our most persistent diversity challenges—closing the achievements gaps between racial groups and hiring and retaining a diverse workforce. Equally important, we must continue to do the hard work of making sure that the University is welcoming and inclusive. This work is ongoing. It is work that is never finished.



Appendix A

Divisional College Reports

Division/College	Annual Progress Report
<u>Administration and Finance</u>	Yes
<u>College of Health Professions</u>	Yes
<u>College of Arts and Sciences</u>	Yes
<u>College of Business</u>	Yes
<u>College of Education and Human Services</u>	Yes
<u>College of Pharmacy</u>	Yes
<u>College of Engineering Technology</u>	Yes
<u>FLITE</u>	Yes
<u>Governmental Relations and General Counsel</u>	Yes
Kendall College of Art and Design	No
<u>Michigan College of Optometry</u>	Yes
<u>Extended and International Operations</u>	Yes
<u>Student Affairs</u>	Yes
<u>University Advancement and Marketing</u>	Yes
<u>Retention and Student Success</u>	Yes



Appendix B

Pell Grants

Award Year	Undergraduates at Ferris	Pell Eligible Students	% of Students Eligible	# of Pell Students Awarded	% of Pell Students Awarded
2016-17	12,866	4,891	38.00%	4,624	35.90%
2015-16	13,304	5,467	41.09%	5200	39.09%
2014-15	13,357	5,874	43.98%	5,290	39.60%
2013-14	13,469	5,761	42.77%	5,453	40.49%
2012-13	13,261	5,757	43.41%	5,486	41.37%
2011-12	13,350	5,676	42.52%	5,575	41.76%
2010-11	13,134	5,645	42.98%	5,548	42.24%

*The percentages do not match in all cases because some students are not eligible for the Pell Grant due to an enrollment status that doesn't allow Pell to pay, and other students have reached their lifetime Pell Grant limit of 6 years.



Appendix C

Tuition Incentive Program

TIP Scholars	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13*	Fall 14	Fall 15	Fall 16
Phase 1 Students	429	549	631	692	748	865	1014	1102	1206	1145
Phase 2 Students	48	48	89	118	138	175	186	143	155	208
Total	477	597	720	810	886	1040	1200	1245	1361	1353
Phase 1 FTIAC's	211	258	304	277	316	408	431	422	470	445

Ethnicity - TIP Scholars	Fall 2011	Fall 2012	Fall 2013*	Fall 2014	Fall 2015	Fall 2016
White	559	626	744	792	845	828
Black or African American	228	269	281	267	319	312
Hispanic or Latino	37	53	58	77	89	106
Asian	13	13	9	7	11	15
American Indian or Alaskan Native	4	3	6	7	3	6
Multiracial	29	50	73	72	79	73
Unknown	16	26	29	23	15	13
TOTAL	886	1040	1200	1245	1361	1353

*F13 enrollment per WebFocus Report extracted 8/20/14

F14 Enrollment Per Webfocus Report SE000258 TIP STUDENT DEMOGRAPHICS extracted 9/1/2014

F15 Enrollment Per Webfocus Report SE000258 - Tip Student Demographics, extracted 9/9/15

S. VandePanne, 9/9/2015

F16 Enrollment Per Webfocus Report SE000258 - Tip Student Demographics, extracted 9/6/16

E.Burbatt, 9/6/16



Appendix D

Honors Ethnicity

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	<u>8</u> 1.37%	<u>6</u> 1.03%	<u>8</u> 1.35%	<u>4</u> 0.69%	<u>4</u> 0.57%	<u>3</u> 0.39%	<u>4</u> 0.54%	<u>13</u> 1.49%	<u>14</u> 1.40%	<u>15</u> 1.45%
American Indian/Alaskan Native	<u>7</u> 1.20%	<u>8</u> 1.34%	<u>6</u> 1.01%	<u>4</u> 0.69%	<u>10</u> 1.43%	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u> 0.10%	<u>2</u> 0.19%
Asian	<u>11</u> 1.88%	<u>12</u> 2.01%	<u>13</u> 2.19%	<u>11</u> 1.89%	<u>16</u> 2.29%	<u>13</u> 1.69%	<u>8</u> 1.08%	<u>18</u> 2.07%	<u>22</u> 2.20%	<u>18</u> 1.74%
Hispanic/Latino	<u>5</u> 0.855%	<u>4</u> 0.67%	<u>3</u> 0.51%	<u>7</u> 1.20%	<u>7</u> 1.00%	<u>6</u> 0.78%	<u>17</u> 2.28%	<u>21</u> 2.41%	<u>31</u> 3.10%	<u>33</u> 3.19%
Native Hawaiian/Pac Islander	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u> 1.20%	<u>1</u> 0.14%	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Unknown	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>20</u> 2.86%	<u>25</u> 3.25%	<u>35</u> 4.70%	<u>17</u> 1.95%	<u>12</u> 1.20%	<u>19</u> 1.84%
International *	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u> 0.43%	<u>2</u> 0.26%	<u>5</u> 0.67%	<u>2</u> 0.23%	<u>2</u> 0.20%	<u>1</u> 0.10%
Two or More Races	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u> 0.57%	<u>18</u> 2.34%	<u>18</u> 2.42%	<u>21</u> 2.41%	<u>23</u> 2.30%	<u>28</u> 2.71%
White, not of Hispanic Origin	<u>554</u> 94.70%	<u>568</u> 94.98%	<u>563</u> 94.94%	<u>554</u> 95.35%	<u>635</u> 90.71%	<u>700</u> 91.26%	<u>662</u> 88.98%	<u>780</u> 89.66%	<u>898</u> 89.71%	<u>920</u> 88.89%
Total	585	598	593	581	700	767	744	870	1001	1035

	585	598	593	581	697	765	744	870	1001	1035
NW-U	31	30	30	27	42	40	47	73	91	96
%NW	5.30%	5.02%	5.06%	4.65%	6.00%	5.22%	6.32%	8.39%	9.09%	9.28%

*Not counted in the total number of students



Appendix E

Comparative Enrollment by Race/Ethnic Origin*

Race and Ethnic Origin	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
American Indian/Alaskan Native	<u>114</u> .871%	<u>108</u> .798%	<u>125</u> .902%	<u>120</u> .835%	<u>104</u> .714%	<u>76</u> .523%	<u>83</u> .564%	<u>78</u> .534%	<u>76</u> .517%	<u>81</u> .571%
Asian or Pacific Islander	<u>269</u> 2.06%	<u>259</u> 1.91%	<u>251</u> 1.81%	<u>223</u> 1.55%	<u>225</u> 1.55%	<u>247</u> 1.70%	<u>224</u> 1.52%	<u>207</u> 1.42%	<u>187</u> 1.27%	<u>214</u> 1.51%
Black	<u>840</u> 6.42%	<u>843</u> 6.23%	<u>888</u> 6.40%	<u>957</u> 6.66%	<u>909</u> 6.24%	<u>955</u> 6.57%	<u>1005</u> 6.83%	<u>1015</u> 6.95%	<u>1042</u> 7.08%	<u>958</u> 6.75%
International	<u>157</u> 1.20%	<u>163</u> 1.21%	<u>161</u> 1.16%	<u>176</u> 1.22%	<u>226</u> 1.55%	<u>322</u> 2.22%	<u>404</u> 2.75%	<u>439</u> 3.01%	<u>536</u> 3.64%	<u>390</u> 2.75%
Hispanic/Latino	<u>246</u> 1.88%	<u>259</u> 1.91%	<u>296</u> 2.13%	<u>340</u> 2.36%	<u>423</u> 2.91%	<u>452</u> 3.11%	<u>507</u> 3.45%	<u>556</u> 3.81%	<u>696</u> 4.73%	<u>672</u> 4.74%
Native Hawaiian or Pacific Islander	NA	NA	<u>1</u> .007%	<u>4</u> .028%	<u>5</u> .034%	<u>7</u> .048%	<u>8</u> .054%	<u>7</u> .048%	<u>10</u> .068%	<u>12</u> .084%
White	<u>10,879</u> 83.13%	<u>10,857</u> 80.23%	<u>11,019</u> 79.47%	<u>11,352</u> 78.94%	<u>11,518</u> 79.11%	<u>11,390</u> 78.37%	<u>11,486</u> 78.10%	<u>11,381</u> 77.95%	<u>11,289</u> 76.72%	<u>11,012</u> 77.62%
Two or More Races	NA	NA	<u>62</u> .447%	<u>174</u> 1.21%	<u>243</u> 1.67%	<u>327</u> 2.25%	<u>399</u> 2.71%	<u>442</u> 3.03%	<u>452</u> 3.07%	<u>457</u> 3.22%
Unreported	<u>582</u> 4.45%	<u>1043</u> 7.71%	<u>1,062</u> 7.66%	<u>1035</u> 7.20%	<u>907</u> 6.23%	<u>757</u> 5.21%	<u>591</u> 4.02%	<u>475</u> 3.25%	<u>427</u> 2.90%	<u>391</u> 2.76%
Total	13,087	13,532	13,865	14,381	14,560	14,533	14,707	14,600	14,715	14,187

* Data regarding the ethnic and racial identities of Ferris State University students obtained from Fall 2016 4th Day Extract.

**Note: Changes in IPEDS race and ethnicity categories per federal mandate for Fall 2009.



Appendix F

Graduation Rates by Racial and Ethnic Backgrounds*

Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in All Two-Year Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
2005 Fall	White	1231	10%	21%	35%	47%	53%
	Black or African American	123	0%	3%	8%	14%	24%
	Hispanic or Latino	23	9%	17%	26%	26%	26%
	American Indian or Alaska Native	12	0%	0%	8%	17%	17%
	Asian	28	0%	0%	18%	21%	32%
	International	7	0%	29%	29%	29%	29%
	Unknown	12	0%	8%	8%	8%	8%
	Two or More Races	1	0%	0%	0%	0%	0%
2006 Fall	White	1070	11%	20%	35%	45%	52%
	Black or African American	85	0%	1%	7%	14%	26%
	Hispanic or Latino	31	3%	10%	29%	35%	42%
	American Indian or Alaska Native	12	0%	25%	42%	58%	67%
	Asian	25	8%	32%	36%	44%	48%
	International	9	0%	0%	22%	44%	56%
	Unknown	7	14%	29%	43%	43%	57%
2007 Fall	White	1029	11%	22%	34%	44%	50%
	Black or African American	134	2%	10%	13%	20%	24%
	Hispanic or Latino	26	0%	8%	23%	27%	42%
	American Indian or Alaska Native	11	0%	0%	9%	27%	36%
	Asian	27	0%	4%	19%	26%	48%
	International	9	33%	33%	33%	33%	33%
	Unknown	8	0%	0%	0%	0%	13%
2008 Fall	White	1089	11%	19%	34%	44%	52%
	Black or African American	133	0%	4%	8%	20%	25%
	Hispanic or Latino	35	3%	11%	20%	20%	29%
	American Indian or Alaska Native	12	8%	33%	33%	33%	42%
	Asian	26	8%	19%	27%	35%	46%
	International	9	22%	33%	33%	33%	33%
	Unknown	8	13%	13%	25%	25%	25%
2009 Fall	White	942	10%	18%	31%	43%	50%
	Black or African American	167	1%	2%	10%	20%	24%
	Hispanic or Latino	28	4%	11%	11%	21%	25%
	American Indian or Alaska Native	10	30%	30%	30%	40%	50%
	Asian	18	0%	22%	28%	39%	39%
	International	5	0%	20%	40%	40%	60%
	Unknown	56	11%	13%	20%	30%	45%
	Two or More Races	1	0%	0%	0%	0%	0%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2015.



Graduation Rates by Racial and Ethnic Backgrounds*

Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in Four-Year Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
2005 Fall	White	622	2%	6%	23%	44%	50%
	Black or African American	36	0%	3%	11%	33%	44%
	Hispanic or Latino	17	0%	6%	29%	47%	53%
	American Indian or Alaska Native	6	0%	0%	0%	33%	50%
	Asian	7	14%	14%	14%	14%	14%
	International	13	15%	15%	15%	23%	23%
	Unknown	50	0%	0%	8%	20%	20%
2006 Fall	White	590	3%	8%	32%	53%	58%
	Black or African American	21	0%	0%	10%	33%	33%
	Hispanic or Latino	14	0%	0%	14%	21%	21%
	American Indian or Alaska Native	6	17%	17%	50%	67%	67%
	Asian	11	0%	0%	18%	55%	73%
	International	4	0%	0%	0%	0%	0%
	Unknown	10	0%	0%	10%	30%	30%
2007 Fall	White	616	2%	7%	28%	48%	54%
	Black or African American	30	0%	0%	23%	37%	43%
	Hispanic or Latino	9	11%	11%	11%	33%	44%
	American Indian or Alaska Native	9	0%	0%	0%	11%	11%
	Asian	6	0%	0%	0%	17%	17%
	International	4	0%	0%	50%	75%	75%
	Unknown	114	0%	2%	29%	51%	61%
2008 Fall	White	591	2%	6%	26%	46%	52%
	Black or African American	30	0%	0%	3%	27%	33%
	Hispanic or Latino	9	0%	0%	11%	33%	44%
	American Indian or Alaska Native	2	0%	0%	0%	0%	0%
	Asian	14	0%	0%	14%	21%	36%
	International	4	0%	0%	75%	75%	75%
	Unknown	136	0%	0%	29%	45%	49%
	Two or More	3	0%	0%	67%	67%	67%
2009 Fall	White	584	1%	4%	24%	48%	53%
	Black or African American	26	0%	0%	15%	27%	27%
	Hispanic or Latino	18	6%	6%	22%	44%	50%
	American Indian or Alaska Native	9	0%	0%	11%	33%	33%
	Asian	10	0%	0%	50%	70%	80%
	International	4	0%	0%	75%	75%	75%
	Unknown	69	0%	6%	23%	41%	43%
	Two or More	6	0%	0%	17%	33%	33%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2015.



Graduation Rates by Racial and Ethnic Backgrounds*

Ferris State University Graduation Rates for Full-Time/First Time Freshman by Race and Ethnic Background in All Two-Year and Four-Year Degree Programs							
Year Entering	Race/Ethnicity	# of Students	Year 2	Year 3	Year 4	Year 5	Year 6
2005 Fall	White	1853	7%	16%	31%	46%	52%
	Black or African American	159	0%	3%	9%	18%	28%
	Hispanic or Latino	40	5%	13%	28%	35%	38%
	American Indian or Alaska Native	18	0%	0%	6%	22%	28%
	Asian	35	3%	3%	17%	20%	29%
	International	20	10%	20%	20%	25%	25%
	Unknown	62	0%	2%	8%	18%	18%
	Two or More Races	1	0%	0%	0%	0%	0%
2006 Fall	White	1660	8%	16%	34%	48%	54%
	Black or African American	106	0%	1%	8%	18%	27%
	Hispanic or Latino	45	2%	7%	24%	31%	36%
	American Indian or Alaska Native	18	6%	22%	44%	61%	67%
	Asian	36	6%	22%	31%	47%	56%
	International	13	0%	0%	15%	31%	38%
	Unknown	17	6%	12%	24%	35%	41%
2007 Fall	White	1645	8%	17%	31%	45%	52%
	Black or African American	164	2%	8%	15%	23%	27%
	Hispanic or Latino	35	3%	9%	20%	29%	43%
	American Indian or Alaska Native	20	0%	0%	5%	20%	25%
	Asian	33	0%	3%	15%	24%	42%
	International	13	23%	23%	38%	46%	46%
	Unknown	122	0%	2%	27%	48%	58%
2008 Fall	White	1680	8%	15%	31%	45%	52%
	Black or African American	163	0%	3%	7%	21%	26%
	Hispanic or Latino	44	2%	9%	18%	23%	32%
	American Indian or Alaska Native	14	7%	29%	29%	29%	36%
	Asian	40	5%	13%	23%	30%	43%
	International	13	15%	23%	46%	46%	46%
	Unknown	144	1%	1%	28%	44%	48%
	Two or More Races	3	0%	0%	67%	67%	67%
2009 Fall	White	1526	6%	13%	28%	45%	51%
	Black or African American	193	1%	2%	11%	21%	26%
	Hispanic or Latino	46	4%	9%	15%	30%	35%
	American Indian or Alaska Native	19	16%	16%	21%	37%	42%
	Asian	28	0%	14%	36%	50%	54%
	International	13	15%	23%	46%	46%	46%
	Unknown	125	5%	9%	22%	36%	44%
	Two or More Races	7	0%	0%	14%	29%	29%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2015.



Appendix G

Ferris State University – Full Time Workforce*

	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female
Black	<u>16</u> 2.75%	<u>11</u> 1.72%	<u>18</u> 3.05%	<u>10</u> 1.60%	<u>18</u> 3.01%	<u>12</u> 1.87%	<u>17</u> 2.18%	<u>14</u> 2.15%
Hispanic	<u>7</u> 1.20%	<u>6</u> .940%	<u>10</u> 1.69%	<u>5</u> .798%	<u>9</u> 1.51%	<u>6</u> .933%	<u>10</u> 1.65%	<u>9</u> 1.39%
American Indian or Native Alaskan	<u>5</u> .859%	<u>2</u> .314%	<u>5</u> .846%	<u>2</u> .319%	<u>5</u> .835%	<u>2</u> .311%	<u>5</u> .827%	<u>2</u> .308%
Asian or Pacific Islander	<u>24</u> 4.12%	<u>12</u> 1.88%	<u>21</u> 3.55%	<u>11</u> 1.76%	<u>18</u> 3.01%	<u>12</u> 1.87%	<u>20</u> 3.31%	<u>16</u> 2.46%
White	<u>517</u> 88.83%	<u>598</u> 93.73%	<u>521</u> 88.16%	<u>580</u> 92.50%	<u>513</u> 85.64%	<u>570</u> 88.65%	<u>544</u> 89.92%	<u>602</u> 92.62%
Multi-Race	<u>4</u> .687%	<u>1</u> .157%	<u>6</u> 1.02%	<u>1</u> .159%	<u>6</u> 1.00%	<u>1</u> .156%	<u>7</u> 1.16%	<u>1</u> .154%
Unknown	<u>9</u> 1.55%	<u>8</u> 1.25%	<u>10</u> 1.69%	<u>18</u> 2.87%	<u>30</u> 5.01%	<u>40</u> 6.22%	<u>2</u> .331%	<u>6</u> .923%
Total	582	638	591	627	599	643	605	650

*Data collected November 1st of each year. Information obtained from Human Resources.

Ferris State University – Full Time Faculty*

	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female
Black	<u>6</u> 2.34%	<u>4</u> 2.52%	<u>8</u> 3.15%	<u>2</u> 1.31%	<u>7</u> 2.65%	<u>2</u> 1.14%	<u>5</u> 1.95%	<u>3</u> 1.81%
Hispanic	<u>2</u> .781%	<u>2</u> 1.26%	<u>2</u> .788%	<u>2</u> 1.31%	<u>2</u> .758%	<u>2</u> 1.14%	<u>2</u> .778%	<u>2</u> 1.21%
American Indian or Native Alaskan	<u>2</u> .781%	<u>1</u> .629%	<u>2</u> .788%	<u>1</u> .654%	<u>2</u> .758%	<u>1</u> .572%	<u>2</u> .778%	<u>1</u> .602%
Asian or Pacific Islander	<u>23</u> 8.98%	<u>6</u> 3.77%	<u>20</u> 7.88%	<u>5</u> 3.27%	<u>17</u> 6.44%	<u>5</u> 2.86%	<u>19</u> 7.39%	<u>10</u> 6.02%
White	<u>218</u> 85.16%	<u>146</u> 91.82%	<u>213</u> 83.86%	<u>146</u> 93.46%	<u>212</u> 80.30%	<u>147</u> 84.00%	<u>225</u> 89.55%	<u>148</u> 89.16%
Multi-Race	<u>3</u> 1.17%	0	<u>4</u> 1.57%	0	<u>4</u> 1.52%	0	<u>4</u> 1.56%	0
Unknown	<u>2</u> .781%	0	<u>5</u> 1.97%	0	<u>20</u> 7.58%	<u>18</u> 10.29%	0	<u>2</u> 1.21%
Total	256	159	254	153	264	175	257	166

*Data collected November 1st of each year. Information obtained from Human Resources.



Kendall College of Art and Design – Full Time Workforce*

	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female
Black	<u>2</u> 4.76%	<u>1</u> 1.75%	<u>2</u> 4.26%	<u>1</u> 1.56%	<u>2</u> 4.76%	<u>1</u> 1.43%	<u>2</u> 4.35%	0
Hispanic	<u>1</u> 2.38%	0	<u>2</u> 4.26%	0	<u>1</u> 2.38%	0	<u>2</u> 4.35%	0
American Indian or Native Alaskan	<u>1</u> 2.38%	0	<u>1</u> 2.13%	0	<u>1</u> 2.38%	0	<u>1</u> 2.17%	0
Asian or Pacific Islander	<u>1</u> 2.38%	0	<u>1</u> 2.13%	0	<u>1</u> 2.38%	<u>1</u> 1.43%	<u>1</u> 2.17%	<u>1</u> 1.47%
White	<u>36</u> 85.71%	<u>53</u> 92.98%	<u>40</u> 85.11%	<u>59</u> 92.19%	<u>36</u> 85.72%	<u>64</u> 91.43%	<u>40</u> 86.96%	<u>66</u> 97.06%
Multi-Race	0	0	0	0	0	0	0	0
Unknown	<u>1</u> 2.38%	<u>3</u> 5.26%	<u>1</u> 2.13%	<u>4</u> 6.25%	<u>1</u> 2.38%	<u>4</u> 5.71%	0	<u>1</u> 1.47%
Total	42	57	47	64	42	70	46	68

*Data collected November 1st of each year. Information obtained from Human Resources.

Kendall College of Art and Design – Full Time Faculty*

	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female
Black	<u>1</u> 4.76%	0	<u>1</u> 4.76%	0	<u>1</u> 5.00%	0	<u>1</u> 5.00%	0
Hispanic	0	0	0	0	0	0	0	0
American Indian or Native Alaskan	0	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0
White	<u>19</u> 90.48%	<u>23</u> 100%	<u>19</u> 90.48%	<u>24</u> 100%	<u>18</u> 90.00%	<u>29</u> 96.67%	<u>19</u> 95.00%	<u>28</u> 100%
Multi-Race	0	0	0	0	0	0	0	0
Unknown	<u>1</u> 4.76%	0	<u>1</u> 4.76%	0	<u>1</u> 5.00%	<u>1</u> 3.33%	0	0
Total	21	23	21	24	20	30	20	28

*Data collected November 1st of each year. Information obtained from Human Resources.

**Fall 2009: New categories were established to be in compliance for IPEDS reporting. All employees were re-surveyed to best obtain an accurate reflection of race/ethnicity.



Appendix H

Michigan's 15 State Universities Fall 2014 Workforce Data (Full and Part Time)

Institution Name	Total Full/Part Time Employees	American Indian or Alaska Native Full/part time Employees	Asian Full/part time Employees	Black or African American Full/part time Employees	Hispanic or Latino Full/part time Employees	Native Hawaiian/ Other Pacific Islander Full/part time Employees	Race/ Ethnicity Unknown, Full/part time Employees	Two or More Races Full/part time Employees	Non-resident alien, Full/part time Employees	White Full/part time Employees
Central Michigan	2972	19	107	107	44	2	61	6	60	2566
		0.639%	3.600%	3.600%	1.481%	0.067%	2.053%	0.202%	2.019%	86.340%
Eastern Michigan	2527	14	126	249	59	3	56	24	24	1972
		0.554%	4.986%	9.854%	2.335%	0.119%	2.216%	0.950%	0.950%	78.037%
Ferris State	2179	11	46	66	25	1	34	13	15	1968
		0.505%	2.111%	3.029%	1.147%	0.046%	1.560%	0.597%	0.688%	90.317%
Grand Valley	3043	8	106	164	90	0	131	22	20	2502
		0.263%	3.483%	5.389%	2.958%	0.000%	4.305%	0.723%	0.657%	82.221%
Lake Superior	468	15	8	1	3	0	55	0	20	366
		3.205%	1.709%	0.214%	0.641%	0.000%	11.752%	0.000%	4.274%	78.205%
Michigan State	11892	57	655	726	552	4	0	67	560	9271
		0.479%	5.508%	6.105%	4.642%	0.034%	0.000%	0.563%	4.709%	77.960%
Michigan Technological University	N/A									
Northern Michigan	1096	16	21	8	11	0	16	5	1	1018
		1.460%	1.916%	0.730%	1.004%	0.000%	1.460%	0.456%	0.091%	92.883%
Oakland	2234	11	160	170	41	0	25	11	53	1763
		0.492%	7.162%	7.610%	1.835%	0.000%	1.119%	0.492%	2.372%	78.917%
Saginaw Valley State University	1329	3	49	54	47	1	47	5	5	1118
		0.232%	3.793%	4.257%	3.483%	0.077%	4.799%	0.310%	3.870%	82.663%
University of Michigan-Ann Arbor	21821	54	1888	1553	703	13	310	313	1178	15809
		0.247%	8.652%	7.117%	3.222%	0.060%	1.421%	1.434%	5.398%	72.449%
University of Michigan-Dearborn	1022	0	110	91	29	1	9	10	0	773
		0.000%	10.763%	8.904%	2.838%	0.098%	0.881%	0.978%	0.000%	75.636%
University of Michigan-Flint	1110	7	32	119	28	0	20	11	17	876
		0.631%	2.883%	10.721%	2.523%	0.000%	1.802%	0.991%	1.532%	78.919%
Wayne State	6797	16	642	1534	172	10	68	45	387	3923
		0.235%	9.445%	22.569%	2.531%	0.652%	1.000%	66.176%	5.694%	57.717%
Western Michigan University	3313	10	132	253	90	2	440	37	15	2334
		0.302%	4.213%	7.637%	2.717%	0.060%	13.281%	1.117%	0.453%	70.450%
This data was collected from The Integrated Postsecondary Education Data Systems (IPEDS).										