

Diversity at Ferris Annual Report for University College
December 10, 2010
Submitted by Dean William Potter

Introduction – Due to its purpose and programming, University College plays many important roles with regard to addressing and achieving the University’s goals pertaining to diversity and inclusion. As stated on the website, our purpose is *to provide developmental courses, educational counseling, and academic support services that will empower students enrolled at Ferris State University to achieve their educational and career goals.* Provided below is an inventory of College activities, successes, challenges, and initiatives as they relate to the overall goals of creating a University that is welcoming to diverse populations; recruiting, retaining and graduating a diverse student population; hiring and retaining a diverse workforce; and creating learning environments that are inclusive and sensitive to a diverse student population.

Demographic Data About University College

Enrollment and Retention – In 2009, we reported that 23% of UC students were students of color, not including the 29% not reported that year (compared to 0% in 2008). When we gathered the same data for Fall 2010, the numbers were even more ambiguous so we investigated the source and found out that due to the change by the federal government in classifications there were programming errors that caused race/ethnicity indications to be omitted for many students. Printed below are the *correct numbers* for 2009 and 2010.

Table 1 - University College Gender and Ethnicity Report						
Ferris State University						
As of Sep 4, 2009 (REVISED 10/15/2010)						
	TOTAL	% of Total	# M	% M	#F	%F
University College	477	100%	242	51%	235	49%
American Indian/Alaskan Native	3	<1%	2	<1%	1	<1%
Asian or Pacific Islander	12	3%	7	1%	5	1%
Black, not of Hispanic Origin	124	26%	33	11%	71	15%
Hispanic/Latino	21	4%	13	3%	8	2%
Multiracial	1	<1%	0	0%	1	<1%
Unknown	15	3%	7	1%	8	2%
White, not of Hispanic Origin	301	63%	160	34%	141	30%
Not Reported	0					

**Table 2 - University College Gender and Ethnicity Report
 Ferris State University
 As of Sep 8, 2010**

	TOTAL	% of Total	# M	% M	#F	%F
University College*	465	100%	243	52%	222	48%
American Indian/Alaskan Native	3	<1%	1	<1%	2	<1%
Asian or Pacific Islander	3	<1%	3	<1%	0	0%
Black, not of Hispanic Origin	141	30%	61	25%	80	36%
Hispanic/Latino	16	3%	10	4%	6	3%
Multiracial	11	2%	3	<1%	8	4%
Unknown	10	2%	6	2%	4	2%
White, not of Hispanic Origin	281	60%	158	65%	123	55%
Not Reported	0	0%	0	0%	0	0%

These tables indicate the great extent to which University College helps Ferris achieve its diversity goals with regard to race and ethnicity. Nearly 4 out of 10 University College students in both years were not White and 3 out of 10 were Black, not of Hispanic Origin. The male-female ratios for both years approached 50:50.

As the college assigned with the preservation of the opportunity vision of the Founder, the University College, Directed Studies, and General Studies programs all enroll students who do not qualify for regular admission to the University or to specific programs. Our purpose is to provide coursework, support services and academic advising that will enable and encourage these students to meet the posted requirements and transfer into the degree program of their choosing. Retention data detailed by program is in the works, but based on data from IR&T we know that about 75% of our FTIACs return for the spring semester and more than 50% are still enrolled the next fall semester every year. The graduation rate for students in University College has improved steadily from 20% for the class entering in 1998 to 30% for the classes entering in 2002 and 2003 and 29% for the 2004 cohort. All of these rates are below those reported for the other undergraduate colleges, but are respectable considering the students we serve (mean ACT is 3+ points lower and mean hsgpa is a half grade lower).

Staff – The staff of University College in 2010-11 remains fairly diverse. One-sixth of the staff are non-white. Five-sixths of the staff are women. Excluded from this count are student employees in the ASC and SLA programs.

Table 3 – University College Staff Gender and Ethnicity Report

	TOTAL	% of Total	FT Faculty	FT Counselors	Admini- stration	Support Staff	PT Faculty/ Counselors*
American Indian/Alaskan Native							
Asian or Pacific Islander	1	2%					1
Black, not of Hispanic Origin	6	15%	1	1	3	1	
Hispanic/Latino							
Multiracial							
Unknown							
White, not of Hispanic Origin	34	83%	5	7	6	8	8
Total	41	100%	6	8	9	9	9*
Men	6	15%	1	2	1	0	2
Women	35	85%	5	6	8	9	7

*People in this column may be counted in other colleges.

Diversity Initiatives by Department

1. **Academic Support Center** -- Fourteen of the ASC's 105 student employees (13%) are of a diverse background. Eleven are non-traditional students. Two employees are registered with the Disabilities Services Office. Thirteen students registered with the Disabilities Services Office are receiving standing tutoring appointments. The topics of Learning Disabilities and Cultural Differences continue to be addressed through two modes of tutor training. The tutors receive face to face training and the on-line training class contains two modules dedicated to these topics. The number of students served with Perkins criteria (see item # 5, below) during the 2009-10 academic year was 243, down from 308 last year. During the past two years, it appears that non-traditional students are utilizing the Center's services for support in the content area of classes and for study skills assistance at a higher rate than in the past.
2. **Developmental Curriculum Department** – In addition to enrolling the most diverse group of students of any college on campus through the UNCP, GNST and DIST programs, the Developmental Program department continues to encourage faculty to incorporate a diversity statement in the syllabus for each course. Helen Woodman, the department chairperson, attended a training session, "Inclusion Advocacy Training for Search Committees" and used what she learned to increase the diversity of the faculty for fall semester. All faculty members include diversity assignments or discussions in their classes, some incorporating the services of the Educational Counselor in University

College. The following quote from a student journal illustrates the kind of results we strive to achieve:

We did an exercise in class on Tuesday where we analyzed the members of the class and what their employment eligibility was according to their social demographics. I found this exercise to be the best day in college for me. After we finished the exercise outside then we returned to the classroom and began a discussion concerning the reasons for such a wide spread of the students in the exercise. I was very excited to hear the opinions and interact with the classmates. That discussion was part of the reason I had come to FSU. To hear people talk frankly about the issues that so many other (sic) will skirt around and to deliberate (sic) them in a civil manner. . . . Moreover, I was impressed the professor would encourage such a topic for discussion.”

While this journal entry might not represent the views of all of the students, it does give voice to the effect of our faculty and their learner-centered outreach. Many students find a “welcoming home” in University College.

3. **Educational Counseling and Disabilities Services** – As was the case last year, much of the diversity and inclusion work conducted by this department concerns students with disabilities. To that end, the department sponsors the Liaison Committee for Students with Disabilities and events related to Disability Awareness Month. This year, those activities included:

- ✚ Liaison Committee for Students with Disabilities (19 members including 2 students)
- ✚ Disability Awareness Month Activities (October):
 - Chaired by Karen GreenBay; committee members, Denise Moulter, CPTS; Andresa Maciejewski, COEHS; Becky Curtis, Michigan Rehabilitation Services; Chris Richmond, Counseling Center, & Deb Cox planned the following activities:
 - October 2: Played hockey with Michigan Sled Dogs, Fraser, MI, and the Ferris’ Club hockey and Big Rapids High School Hockey teams
 - October 20: Showed the movie Music Within and followed the movie with a brief discussion
 - November 4: Johnnie Tuitel comedian with a disability
 - October 25: Attended Disability Advocates of Kent County annual dinner. Disabilities Services staff, Liaison Committee members, and four students attended this event
 - Sled Hockey admission fees and donation will provide one \$250 book scholarship for student registered with Disabilities Services

Deb Cox and the staff represented University College well on the following committees:

- ✚ Diversity Action Team - Representing Disabilities
- ✚ Inclusion Council - Representing Disabilities
- ✚ Pedestrian Task Force member – Representing Disabilities

- ✚ Behavior Review Team – Representing Disabilities
- ✚ Threat Awareness Team - Representing Disabilities
- ✚ **Accessibility Maps committee organized to update building accessibility and campus maps. Topography feature to be added to improve student navigation of main campus. A component of this project is a service learning opportunity for Geography 311 students under the direction of Professor Renato Cerdena.**

In addition, ECDS counselors and staff completed reports about students served:

- ✚ Spring and Fall 2010 Disability Student Surveys completed
- ✚ **Completed research on the retention rate of students receiving disability services:**
 - **The results of the research for fall semesters 2004-2008 demonstrated that disability students return for their sophomore year as often as other Ferris students.**
 - **There appeared to be no significant difference between freshmen registered with DS below a 2.0 g.p.a. and all freshmen below a 2.0 g.p.a.**
 - **Graduation data for the three years reviewed indicated that DS students graduate at a higher rate than other Ferris students.**
 - **Therefore, registered Disabilities Services freshmen students appear to achieve success with appropriate accommodations.**

The staff also supported various student groups and accessibility initiatives:

- ✚ **Disability Awareness and Education, a Registered Student Organization for students with disabilities is active. Julie Rudolph is the advisor**
- ✚ Asperger support group meets weekly on the third floor of Starr
- ✚ ADHD campus-wide informational session – spring 10 attendees, fall 1 attendee
- ✚ Committee for Students to Appeal Course Requirements Based Upon Documented Disabilities - Deb
- ✚ Member of AccessText a consortium of universities working with publishers to expedite electronic text for students with documented needs
- ✚ Disabilities Services will walk through the new Optometry building to review accessibility
- ✚ Working with FCTL and individual faculty to ensure accessibility of software tools, i.e. FerrisConnect and Banner - MyDegree
- ✚ Working with ADA Compliance Officer to solve campus accessibility issues
- ✚ Working with Computer Technology Services, eHSARF, to review hardware and software requests for accessibility issues prior to purchase
- ✚ Hiring interpreters for Registered Student Organizations

Challenges - First, during the past two years, in ECDS has experienced tremendous growth in the number of students registering for accommodations. The base number has increased from about 100 per year through 2008 to 140 in 2009 and more than 160 in 2010. Fortunately, with the appointment of Mikael Snitger-Magin as a full-time educational counselor in August, the staff is better able to deal with this caseload increase.

Second, the increase in the number of hearing impaired students continues with no base budget to cover the expense of interpreters. Since the accommodation for hearing impaired students costs nearly double the tuition paid, this is also a budgetary challenge for the University since we must request these funds after the fact from the Provost and Vice-President of Academic Affairs. Beyond careful monitoring of the expenses incurred, University College is attempting to identify additional sources to support the cost of interpreters for hearing impaired students, including soliciting donations from donors who are committed to supporting students with disabilities.

4. **Ferris State University Seminar** – During the 2009-10 academic year, the FSUS coordinator collaborated with the Diversity and Inclusion Office as well as the Office of Multicultural Student Services to promote the FSUS diversity objective, *“for students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.”* Dr. David Pilgrim, Chief Diversity Officer, and Dr. Susan Morris, Coordinator of the Jim Crow Museum, were invited to speak with instructors at the annual FSUS instructor training session in May, and at the FSUS Instructor kick-off meeting in August, 2009. Dr. Pilgrim shared his insights on teaching diversity in the classroom and Dr. Morris shared a plan for visiting the Jim Crow Museum as FSUS classes. In the fall of 2009, more than one-third (n=39) of the FSUS classes toured the museum and spent multiple sessions discussing diversity. Several other classes had diversity speakers come into the classroom from the Office of Multicultural and Student Affairs (n = 11), The Diverse Sexuality and Gender Alliance (n = 10) and the Alliance of Ferris Employees, resulting in exposure to many types of diversity.

In program assessments, diversity was reported to be one of the most effective or favorable objectives covered in FSUS courses. (Lower scores = more favorable results.) Two-thirds of the FSUS students agreed or strongly agreed that the seminar activities helped them to understand and appreciate diversity at Ferris.

Table 4 – FSUS Outcomes for the Diversity Objective

Question	MEAN Score	% Agree (1 or 2)	% Neutral (3)	% Disagree (4 or 5)	No Response
<i>The FSU Seminar increased my understanding of:</i>					
19. differences and similarities among themembers of the diverse Ferris community.	2.12	64%	24%	12%	1%

If one were to compare the above rates with those from Fall 2008, it would appear that FSUS is not as effective as it was last year when 88% of the students responded positively regarding the effectiveness of the diversity objective. An at-a-glance comparison may not be accurate, however, due to the differences in rating scales used for each instrument as documented below.

From 2002 – 2008, FSUS was assessed using the national First-Year Initiative (FYI) survey. The FYI survey used a seven-point rating scale in which students were given more selections and *had* to choose a level of agreement or disagreement. Electing not to make a decision by choosing “neutral” was not an option.

7	6	5	4	3	2	1
Significantly			Somewhat			Not at All

FYI Survey Response Scale

The current FSUS in-house evaluation used the following five-point rating scale in which students could agree, disagree, or remain neutral. There were no gray areas in which students could “kind of” agree or disagree. An average of one-quarter to one-third of the students remained neutral for most questions on the 2009 FSUS course evaluation.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

FSUS Course Evaluation Rating Scale

Careful comparison indicates that there was no change in the overall diversity scores when the middle (neutral) score was removed from the fall 2008 survey results.

Shelly VandePanne, the FSUS Coordinator, initiated a new seminar in Fall 2010 aimed to serve non-traditional students, both new first year students and transfers. In the past, non-trads have been exempted from the FSUS requirement due to family and work obligations and to recognition of the maturity they already bring to the table. However, due to concerns about transitions to college expressed by many non-traditional students and by University faculty and staff during the past couple of years, **Shelly offered a special FSUS section for non-trads as an option for fall semester. She expected that maybe 10-12 students would elect the option and pay for the credit and was stunned when she found three times that number in class on the first day.**

The seminar for non-traditional and transfer students differed from the typical freshman seminar in that it met twice a week for the first half of the semester. Classroom discussion and activities were centered on the FSUS course objectives, but were geared toward adult learners with a focus on balancing school, work, and family (time management); stress management (wellness); using MyFSU and FerrisConnect (campus technology); and financial matters (scholarships and financial aid). Many students indicated that this course was of great benefit in helping them to navigate campus resources and technology.

Students in this class bonded quickly as they discovered they had much in common as adult learners. Several formed study groups for other classes that they shared in common. Some students indicated that meeting twice a week enabled these things to happen and that while they were happy to have a course completed in eight weeks, they were sorry to see it end – they felt they would miss the relationships they had established with their peers. There may be a broader applicability, beyond University College, for what Shelly learned from this pilot program.

5. Carl D. Perkins Program – The FSUS office is also responsible for tracking the progress of students eligible for support from the Carl D. Perkins Program. This is another aspect of socio-economic diversity at Ferris supported by University College. Special Populations Students include those who meet one or more of the following criteria AND are in a two-year occupational education program:

Economic (Pell, TIP, SEOG, or unmet need >\$7,900)

Disabilities (registered for services with the Educational Counseling and Disabilities Services Office)

Non Traditional (enrolled as a male in a female-dominated program or as a female in a male-dominated program)

Limited English (excluding international students on an F-1 or J-1 visa)

Single Parent, Single Pregnant Woman

Displaced Homemaker

Perkins and Special Populations are doing a good job of identifying diversity from services offered in University College and funded by the annual Perkins grant as indicated by the data below:

- 1,725 Ferris students are in “Perkins” programs. 976 (57%) of those students meet one or more of the Special Populations criteria and are being tracked through academic assistance records.
- 862 qualified with economic criteria (Pell, TIP, SEOG) (359 in 2009)
- 111 qualified as Non-Traditional students for their major (148 in 2009)
- 24 qualify with Disabilities criteria (38 in 2009)
- 17 identified as Displaced Homemakers (14 in 2009)
- 17 identified as Single Parents or Single Pregnant Women (11 in 2009)

These numbers increased over those reported last year (2009 numbers are in parens) probably due to improved databases and identification. All students receive academic advising services. 222 Special Populations students receive tutoring assistance in one or more lab settings.

6. **Honors Program** –*The purpose of the Honors Program is to provide intellectual challenges, resources and support to highly able and motivated students while encouraging service and leadership for the public good.* Provided below is an inventory of Honors Program activities, successes, challenges, and initiatives as they relate to the overall goals of creating a University that is welcoming to diverse populations; recruiting, retaining and graduating a diverse student population; hiring and retaining a diverse workforce; and creating learning environments that are inclusive and sensitive to a diverse student population. Nonetheless, the demographics for the students enrolled in Honors remain constant with about 95% of the students being white and 66% of the students being female as shown in the tables below.

Table 5 - Honors Program Gender and Ethnicity Report						
Ferris State University						
As of 10/14/10						
	TOTAL	% of Total	# M	% M	# F	% F
Honors Program	581	100%	204	35%	377	65%
African American	4	.7%	2	.3%	2	.3%
American Indian/Alaskan Native	4	.7%	1	.2%	3	.5%
Asian	11	2%	6	1%	5	.9%
Hispanic/Latino	7	1%	1	.2%	6	1%
Native Hawaiian/Pac Islander	1	.2%	0	0%	1	.2%
Unknown	18	3%	5	.9%	13	2%
White, not of Hispanic Origin	536	92%	189	33%	347	60%

Table 6 – Honors Program Diversity Report, by Entering Cohort, 2001-10

Group	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total	331	384	465	486	504	539	585	598	593	581
African American	2	1	0	0	1	4	8	6	8	4
Amer. Indian/Alaskan Native	2	0	1	2	1	3	7	8	6	4
Asian	5	5	8	7	6	6	11	12	13	11
Hispanic/Latino	5	5	7	5	2	6	5	4	3	7
International	0	0	0	2	1	1	0	0	0	0
Native Hawaiian/Pac Islander	0	0	0	0	0	0	0	0	0	1
Subtotal	14	11	16	16	11	20	31	30	30	27
% of Total	4.20%	2.90%	3.40%	3.30%	2.20%	3.70%	5.30%	5.02%	5.00%	5.00%
First-year Only			9/196 4.6%	3/200 1.5%	2/211 1.0%	7/190 3.7%	10/213 4.7%	9/235 4.0%	10/230 4.3%	10/248 4%
Transfers						0/10 0.0%	6/33 18%	2/22 9.0%	4/21 19%	1/22 5%
All New Students						7/200 3.5%	16/246 6.5%	11/260 4.3%	14/230 6.0%	11/248 4%

In terms of diversity we are and have been in a stagnant state. What we are doing and have been doing is not working, since we are not increasing our minority population. Honors continues to address the diversity education of its students with relevant courses and programming. Those initiatives are listed below:

1. *Spoiling Images of Women*- In early September 2010 many of the 250 Honors freshmen were required to attend this lecture hosted by Chief Diversity Officer David Pilgrim.
2. *Meet the Chief Diversity Officer* – Dr. David Pilgrim will meet and greet all the students of color in Honors. For those who cannot attend this luncheon, opportunities will be made available to meet Dr. Pilgrim at another time. (We decided to make this an annual event based on the feedback from 2009.)
3. *Meet Khayree Williams, Helen Ferris/Carlisle Hall Director*- In September 2010 Mr. Williams met with the African-American students in Honors in order to get to know them and have them get to know one another.
4. *Mentors of color*- I contacted Okai Strickland in late September 2010 and asked if she would be willing to mentor a woman of color in Honors. She joined Select Sixty, a women’s mentoring group on campus, so this was easily accomplished. (Andrea Beck-Jones and Yolonda Barnes have served as mentors in Select Sixty.) In 2009-10 Matt Chaney, Director of Minority Affairs, met with all of the students of color one-on-one. We plan to continue that in the 2010-11 year.
5. *Honors classes*- In an effort to expose students to a broader array of thought, cultural norms and philosophies the following Honors classes were taught or will

be taught in the 2010-11 school year: African Literature, Black Literature, Literature of the French World (explores the culture of Mauritania), Medical Anthropology (emphasis is on world hunger), Community Studies (students visit African-American and Puerto Rican neighborhoods in Chicago; Hispanic neighborhood/festival in Grand Rapids; the ghost town of Idlewild, MI).

6. *In-house effort to increase freshmen minority applicant pool for 2010* - In June 2010 Kathy Fisher provided us with a minority enrollment report. 15 minority students had applied to Ferris with Honors qualifications. In examining the 15 we discovered that all had cancelled Ferris enrollment or were enrolled at Kendall College.
7. *Dr. Larry Wells and charter schools*-In April 2010 Maude Bigford accompanied Dr. Wells and two Ferris administrators to charter schools in Detroit, Cedar Springs and various other places in order to gain an understanding of their needs and strengths. Dr. Wells assured us that the charters would be able to finance Charter School Scholarships to charter students who qualified for Honors admission.
8. *Funding*-the Honors Office supports the Vagina Monologues, which is a diversity-based program.
9. *Encourage cultural enrichment*-Honors students must attend three cultural events per semester and submit a report on each. They are strongly encouraged to attend events during MLK week, Disabilities Awareness Week, International Week and the International Festival of Cultures.
10. *Honors staff and professors*- Considering the small number of minority professors on campus three are employed in Honors. Professor Kent Sun serves as Assistant Coordinator, Professor Krishnakali Majumdar teaches Honors Medical Anthropology each semester, Professor Phil Middleton teaches Honors African Literature and Honors Black Literature each semester.

Challenges to Diversity

1. *Recruiting for Honors* – we have no recruiter dedicated to our needs, although a current student who will graduate in December has been appointed to a half time position for spring semester using Honors funding. Given the prevailing work situation for faculty and staff in the Honors Program, it is a challenge to focus on specific recruiting initiatives in addition to our regular work assignments.
2. *Retention of Students* – Minority students in Honors are retained at the same rate as the majority in terms of GPA; some claim they are uncomfortable being in a “lily white” environment, and leave the Honors residence halls at the first opportunity, but the majority students leave the halls as soon as possible, too. The majority students claim they leave so they can live off-campus with a greater degree of freedom.

Major Diversity Initiative in Honors – A work group consisting of:

Maude Bigford, Honors Program Coordinator
William Potter, Dean of University College
David Pilgrim, Vice President of Diversity and Inclusion
Kent Sun, Assistant Honors Coordinator
Lawrence Wells, Director of Charter Schools Office
Khayree Williams, Honors Hall Director
Piram Prakasam, Director of International Programs

met to consider ways to enhance diversity in the Honors Program at Ferris beginning in fall semester 2010. This group has learned that the situation at Ferris is not unique for honors programs at Michigan universities and has begun to discuss ways to enhance diversity via a review of admission standards, residential assignments, financial aid packaging, and networking. Recommendations will be presented in time for implementation in the next recruiting year at the latest.

7. **SCHOLAR Peer mentor Program** provided mentoring services and activities to approximately 130 mentee participants. The SCHOLAR program continued to collaborate with the TIP Program to provide mentors to TIP eligible students, UNCP 100 students, and non-traditional



achievements.

students during Fall 2010. Mentor and mentee participants have an opportunity to explore University resources, network with faculty/staff and community members who serve as guest speakers, and engage in learning activities while enjoying time with their peers. Mentor program participants are acknowledged at the End of the Semester Awards Banquet for their academic



Karen GreenBay assumed responsibility for implementing initiatives designed to explore the needs of Ferris students with children. Students with Children (SWC) was launched, Fall 2009 as a result of noticing an increase attendance of young children at the SCHOLAR Program events. A preliminary scan of campus services revealed that there is no office or position assigned to assisting this population. Mrs.

GreenBay offered programming, community workshops, and swimming lessons to SWC through the SCHOLAR Program.

The SWC programming has received budgetary support from the Diversity and Inclusion Office mini-grant and from the University College Dean's Office. The creation of a SWC Advisory Committee has added tremendous support for the program; as well as support from Dr. Bonnie Wright's Research class. The class will complete a needs assessment survey to address the needs of SWC. The enrollment and retention of this group of students could be heightened by concentrating and addressing the needs of the students.



The selected photos above are a combination of SCHOLAR events and Students with Children from the previous year. SWC families were able attend family oriented events such as Finding Nemo, Disney Playhouse, Mecosta County Fair, John Ball Park Zoo, Monster Truck Show, Great Start-Star Power in Lansing, and other memorable events.

Challenge -- emerging needs related to Ferris Students with Children are being addressed as we have time and resources. The successful pilot program conducted during 2009-10 has been continued during 2010-11 using carry forward funds from the University College Dean's Office. A website has been established. Students, and their children, are being served. However, the long-term prospects for this kind of programming are not as clear and will require consideration in terms of the implications for base budget needs and staffing.

8. **Structured Learning Assistance (SLA)** – Based on the goals established last year, IR&T has addressed the desire to provide an improved pass-fail report during 2010-11. The new report will provide sorts of the outcomes by gender and race/ethnicity so that we might continue to refine the way that services are provided.
9. **TIP Scholars** – With the resignation of Felice Kelley Nelson in July, the TIP Coordinator position has been vacant during fall semester. **However, a search to replace Felice in a newly created permanent position was successfully completed in that time and Ms. Judy Watson will begin work on December 8.**

In addition, with a tremendous effort by IR&T staff, it was possible to collect improved demographic and outcomes data about TIP students. Those data are presented below:

Current Status of TIP-eligible Students at Ferris – In Fall 2010, Ferris State University enrolled a total of 786 students who received TIP grants. This total is the highest on record for Ferris and 99% are enrolled at the Big Rapids campus. 700 students are eligible for Phase I awards and the remainder qualify for the \$500 grant per semester. 270 of the 700 Phase I students are new freshmen. This number is consistent with the

number of TIP FTIACs for 2008 and 2009 and is double the number of TIP freshmen from each of the six years prior to 2008.

- As a group, TIP students are more diverse than the rest of the student body 60% White and 57% Female (non-TIP students are 80% White and 51% Female).
- TIP students are slightly less prepared for college with mean ACT scores of 19 during the past eight years (non-TIP students show a mean ACT of 21). High school gpa's are also lower for TIP I students.
- As a % of the total freshmen entering Ferris in associate degree programs, TIP students have increased from 10% in 2001-2005 to 23% in Fall 2010.
- TIP students are distributed fairly equally among the undergraduate colleges with a high of 156 in Arts and Sciences to a low of 74 in Engineering Technology for Fall 2010.

Outcomes for TIP Phase I Students at Ferris – Institutional Research and Testing provided data that show the gpa performance, retention rates, and graduation rates for each entering cohort of TIP students that can be summarized as follows:

- In the first semester, TIP I students have earned average grades of 2.68, 2.55, and 2.43 compared to non-TIP freshman average gpa's of 2.90, 2.92, and 2.88.
- TIP I students showed a second year retention rate of 54% in 2002 **and 64% in 2010. Consistently, 66% of freshmen enrolled in associate degree programs were retained to the second year during this same period.**
- The TIP-I retention rate for the 2009-2010 cohort was 64%, only 3 % lower than for all associate degree students in that class. This was higher than projected due to the uncertainty of TIP funding.
- **The 3-year degree completion rate for TIP-I freshmen cohorts since 2002 is typically in the 10-12% range. The 3-year degree completion rate for all freshmen enrolled in associate degree programs has been 19-25% for those same years.**
- For the two most recent years, the TIP rate has been 10% and the overall rate for students in associate degree programs has been 19%. The overall community college 3-year completion rate is 10-15%. TIP I completion rates for these institutions are almost certainly lower.

Outcomes for TIP Phase II Students at Ferris – The same studies were run for students who progressed to Phase II. The typical cohort size each year is about 45 students. For each cohort:

- Since 2001, about 80% of these students have completed a degree. Although the IR&T data do not specify degree level, it is clear from graduation lists that the vast majority are bachelor degrees. This compares to a completion rate of about 66% for each transfer student cohort during this period.

10. **Dean's Office** -- Dean Potter is involved in many of the programs described above, but also contributes to diversity and inclusion programming in other ways.
- The Dean's Office provides funding to support various diversity-based programs on campus including the Ferris Alliance programming, MLK week, the Vagina Monologues, and the International Festival of Cultures.
 - The Carl Perkins program is also housed in University College. Perkins funding supports tutoring and SLA for students who meet the grant criteria – essentially based on economic and disability factors. UC staff also maintains the Perkins database about students.
 - The Dean of University College serves as administrative coordinator for both the Political Engagement Project (PEP) and the Academic Service Learning Project (ASL). These initiatives, especially ASL, promote community relations in different ways from the traditional efforts of the Government and Community Relations or Advancement and Marketing divisions of the University. ASL faculty and their students interact with community members in ways requested by the community that will address their needs.

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Arlene Krellwitz, Coordinator of Structured Learning Assistance Program

Maude Bigford, Honors Program Coordinator

Helen Woodman, Developmental Programs Department Chairperson

Shelly VandePanne, FSUS Coordinator

Pamela Daniels, Perkins Program Support Person

Karen GreenBay, SCHOLAR Peer Mentoring Program

Debra Cox, Educational Counseling and Disabilities Services Office