

Retention & Student Success Annual Diversity & Inclusion Report, 2016

This year, we are beginning the annual R&SS Diversity and Inclusion Report by addressing the six goals from the new diversity and inclusion plan. While this year's report focuses on recently or newly implemented initiatives, it should be noted that most, if not all, departments continue to be actively involved in ongoing efforts to make Ferris more inclusive.

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

FSUS seminars continue to help students transition from high school to college during their first semester. Feedback from students in Fall 2015 indicates that the seminar helped 77% understand that "diversity comes in many forms." This rating is among the highest for all FSUS course learning outcomes and showed the second greatest increase for any course objective (+10%) over the previous year.

Several R&SS departments – including Educational Counseling and Disabilities Services, Developmental Curriculum, and the Associate Provost's office -- collaborated to bring author Luis Montalvan to campus for a 5 star event in fall semester for Disabilities Awareness Month. Students enrolled in our reading courses were required to read his book, *Until Tuesday*, and were required also to attend his presentation. We believe that in addition to addressing the interests of disabled, Latino, and veteran students, this event was one that helped all students, and many faculty and staff, appreciate diversity and inclusion priorities due to the power of the speaker.

Educational Counseling and Disabilities Services staff promoted increased awareness about disabilities issues with many audiences including Minds Aflame, Faculty Welcome Week, New Faculty Transition Program, several academic departments, and Statewide staff. Julie Alexander also chaired the Liaison Committee for Students with Disabilities which addressed several issues, especially accessibility.

The Faculty Center for Teaching & Learning supported numerous professional development opportunities for faculty thanks to the work of all staff and the addition of Dr. Kemi Fadeyomi as Faculty-in-Residence and Dr. Vanessa Marr as Timme Fellow. The entire list is reproduced below as it is substantial:

- "Our Identities, Ourselves: De-privileging the Classroom " faculty learning community
- "The Inclusive and Engaged University Community" and "Creating Inclusive Classrooms" – both part of the New Faculty Transition Program
- "Supporting Underprepared Students" faculty learning community
- "Talk-Back Tuesdays: Faculty-Student Dialogues on Diversity" discussion series on issues related to diversity and inclusion in the classroom [e.g., "'From MLK to #BLM: Why Discussions on Race (Still) Matter"; "Beyond Hijab: Listening with Muslim Students"; "Queering Class: Creating LGBTQ-inclusive Learning Spaces"]
- "Speak UP: Lessons from Community" film and discussion series
- The Ferris Engaged Department Initiative: Academic service-learning across the curriculum
- The Community-Engaged Research and Creative Works Initiative
- "Using Technology to Create a More Inclusive Learning Environment" session
- "PowerTalks: Making Connections through Cross-Gender Communication" session
- "How to Identify, Assist, and Support "At-Risk" Students in the Classroom" session
- "Performing Transdisciplinary Culture" session

- Deconstructing Privilege: Teaching and Learning as Allies in the Classroom book discussion group
- A diversity and inclusion module in the Integrated Course Design Workshop Series, and attention to aspects of diversity and inclusion in the Course Design Institute
- “Dinner with Veterans” event

The challenge inherent to offering such a variety of diversity and inclusion workshops and programs is having knowledgeable staff with time to develop and offer same. Two possible solutions might be to seek a second faculty-in-residence or establish (since the departure of Dr. Marr) a Fellow or staff positions dedicated to diversity and inclusion work.

2. Build and maintain an infrastructure that supports diversity and promotes inclusion.

Associate Provost Potter and the Educational Counseling and Disabilities Services staff contributed to ongoing efforts to achieve accessibility standards on Ferris websites and teaching and learning platforms.

Educational Counseling and Disabilities Services and Media Production worked to achieve compliance with regard to accessibility of video materials (i.e., captioning) for hearing impaired students and ECDS did the same for textbooks and print materials (i.e., e-text) for visually impaired students.

The number of students with disabilities receiving accommodations continued to grow in 2015-16. The increase from 2014-15 was 319 students or 43%. The increase of students served since 2005 has increased nearly four-fold, from 81 to 319. Table 1, below shows that growth over time.

Table 1 - Number of Student Cases (Fall Semesters from 2005-2015)

<u>Fall Semester Year</u>	<u>Number of Cases</u>	<u>Change (#) from prior year</u>	<u>Change (%) from prior year</u>
2005	81	NA	NA
2006	93	12	(+) 14.81
2007	99	6	(+) 6.45
2008	101	2	(+) 2.02
2009	139	38	(+) 37.62
2010	156	17	(+) 12.23
2011	158	2	(+) 1.28
2012	160	2	(+) 1.27
2013	182	22	(+) 13.75
2014	223	41	(+) 22.53
2015	319	96	(+) 43.04

The challenge for ECDS is serving an ever-growing student population and meeting more stringent accommodation requirements. With the staff at full strength now, for the first time in more than two years and an accessibility audit on the horizon, we believe that this challenge will be met.

3. Recruit, retain, and graduate a diverse student population.

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. We believe that these data, which are not quite representative of the student body as a whole, show that tutoring services are reaching a diverse group of students.

The *Honors Program* enrolled 327 new freshmen of whom 11% were minorities, the same proportion as for the 2014 cohort. Nine percent of all Honors students fall into underrepresented categories.

Table 2 – Honors FTIAC Enrollments, Fall 2010-2015, by Race

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total Honors FTIACs	249	318	321	292	347
American Indian/Alaskan Native	1	1	0	0	0
Asian or Pacific Islander	1	6	5	5	10
Black or African American	0	2	1	1	7
Hispanic/Latino	7	9	5	7	8
Multi-Racial	3	11	6	7	9
Unknown	12	7	16	10	3
White	225	282	288	262	310
% White	90%	89%	90%	90%	89%

Tuition Incentive Program (TIP) students included 470 new freshmen of whom 40% were minorities, the same proportion as for the 2014 cohort. The record number of 470 FTIACS represented an 11% increase over the prior year and increased total TIP enrollments by 9% to 1,361, also a record number. With regard to TIP enrollments, we observed that in the past five years Ferris enrollment has increased by just 1% while TIP numbers were up by 54%. Moreover, by category during that time frame:

White students overall were up 2%, White TIP students were up 51%;
 Black student enrollments increased by 15%, Black TIP enrollments increased by 40%; and
 Latino headcounts increased by 64%, Latino TIP enrollments grew by 140%.

The overall increase of nearly 50% since Fall 2011 presents challenges in terms of serving the entire TIP population AND helping them to complete degrees and complete them in a timely manner. External pressure from Lansing and the appointment of a new TIP Coordinator may help drive improvement for both of those challenges.

Table 3 – TIP FTIAC Enrollments, Fall 2010 to 2015, by Race

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total TIP FTIACs	318	414	431	420	470
American Indian/Alaskan Native	1	0	4	4	0
Asian or Pacific Islander	3	2	2	3	5
Black or African American	99	114	100	94	114
Hispanic/Latino	17	26	19	31	38
Multi-Racial	11	28	27	30	33
Unknown	7	12	8	5	0
White, not of Hispanic Origin	180	232	271	253	280
% White	57%	56%	63%	60%	60%

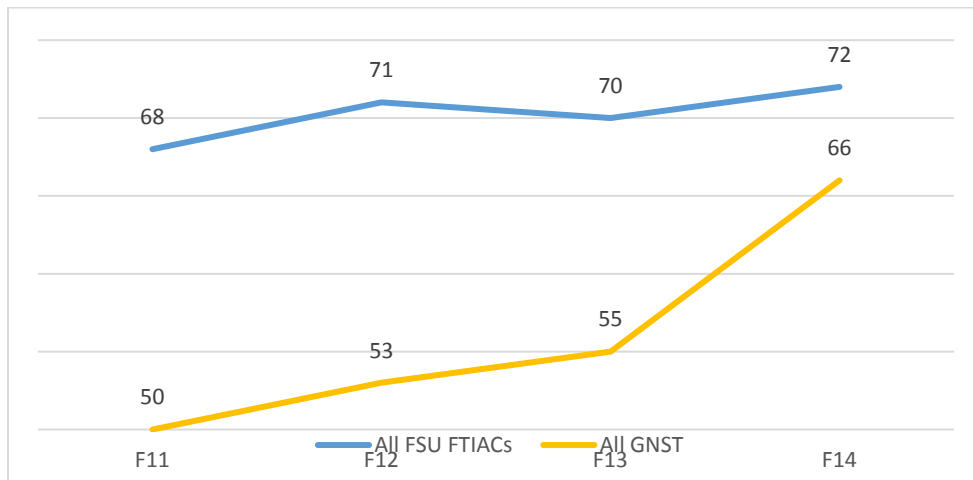
The table below shows that R&SS FTIAC students (CARE and GNST) numbered a record 373 new freshmen of whom 43% were minorities. African American enrollments increased by 36 students or 48%. We believe, with the achievement of full staffing strength after several years of finding and replacing advisors, that R&SS can serve the significantly higher number of students enrolled in coming years.

Table 4 – R&SS FTIAC Enrollments, Fall 2010 to 2015, by Race

R&SS (UN) FTIAC Students	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total R&SS FTIACS	296	327	296	307	373
American Indian/Alaskan Native	1	0	2	2	0
Asian	1	3	2	3	4
Black or African American	105	93	76	75	111
Hispanic/Latino	8	14	10	17	19
Multiracial	11	24	24	23	26
Unknown	6	6	3	4	1
White	164	187	179	183	212
% White	57%	56%	63%	60%	57%

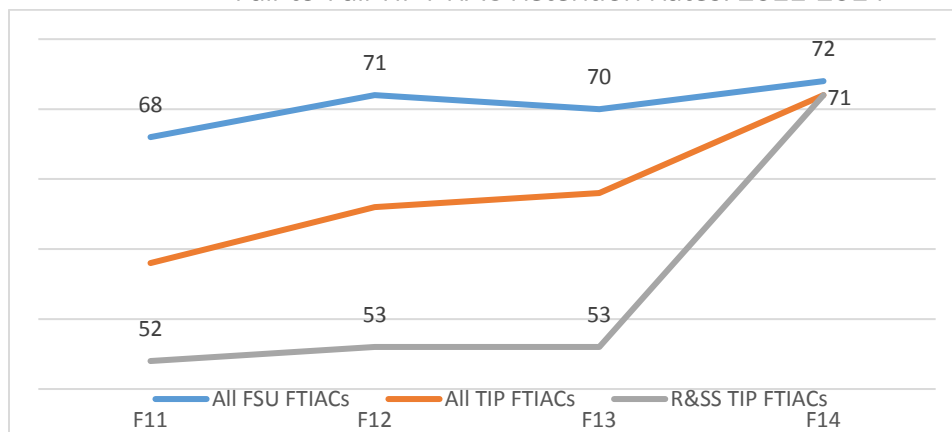
Continuing the 'Full Court Press for Student Success' initiative during 2015-16, the office of the academic advising staff and other R&SS support units tried to reduce probation rates, improve persistence rates, and increase retention rates for our General Studies and TIP populations. Retention figures for students in our care increased dramatically for the Fall 2014 cohorts. For example, the fall-to-fall retention of General Studies students increased by 11 percentage points to 66% and approached, for the first time, the overall retention rate for first year students.

Fall-to-Fall FTIAC Retention Rates: 2011-2014



Even more impressive was the improvement for R&SS TIP FTIACs who were retained at the 71% rate for all TIP freshmen, achieving a stunning increase of 18 percentage points. Both rates were only 1% below the retention rate for ALL freshmen!

Fall-to-Fall TIP FTIAC Retention Rates: 2011-2014



The significant improvement in at-risk student retention for the Fall 2014 cohort will not be sustained for the 2015 group – a cohort that reflected even greater diversity by race and by socio-economic status. The challenge for 2016-17 will be to get back on track with the improvements of prior years.

4. Recruit, employ, and retain a diverse workforce.

Due to several retirements and resignations and approval to fill other open positions, R&SS departments conducted 15 searches – 10 national and 5 internal. As a result, underrepresented staff numbers declined from 15% to 10% while the proportion of women remained constant at 77%. Aside from two retirements scheduled for the coming year and two positions to be filled yet this summer, we are hopeful that the current staff will remain intact for the immediate future or, at a minimum, that the rate of turnover will slow down so that the staff can work on things other than searching for replacements.

With regard to student employment, it is significant to note that in 2015-16 the profile of students employed by the Academic Support Center as tutors, SLA facilitators, and office staff reflected the proportions for the general student body: 86% White, 10% Black, 3% American Indian/Alaskan Native, and 1% Asian. We have some reason to believe that this increased student staff diversity has had a positive effect on student usage of services.

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

As noted above, the reading curriculum used Luis Montalvan's *Until Tuesday* as a required text and required all 500 READ 106 and READ 176 students to attend his campus-wide presentation. This was a significant change from prior years made possible due to new leadership in the department and a nearly complete turnover of faculty. Due to the success of that change, the department has elected to use *Until Tuesday* again in 2016-17 for READ 106

After interviewing the two campus Perkins representatives from Engineering Technology and Health Professions, the department has incorporated a non-traditional careers unit in the Career Exploration course (CARE 102) curriculum to address that issue. This affects the 120 university students who take the course each year as well as 700-800 secondary school students and adults served by community agencies who enroll in our outreach sections offered throughout Michigan in collaboration with the Office of Transfer and Secondary Partnerships.

Developmental Education faculty, in collaboration with other R&SS staff, have shared presentations about their work with what they now call the 3-U – underrepresented, underprepared and underserved - student population.

The Faculty Center offered numerous opportunities for faculty to engage with and learn with and from diverse others both on and off campus. These programs and conferences allowed faculty to expand their knowledge and enhance their skills to more effectively interact with diverse others and to explore aspects of self-identity that shape their interactions with, responses to, and perceptions of diverse others.

The challenge for this goal is to successfully replace Dr. Christine Conley-Sowels as department chair to sustain the gains made by the energetic new faculty members during the past several years reflected by the curricular support and scholarly efforts achieved to date.

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

Transfer and Secondary Schools Partnerships department offered the Woodbridge Promesa Summer Success Program in collaboration with the Center for Latin@ Studies, Developmental Curriculum, and Mathematics for high school students who do not meet academic college readiness standards. Students participating in this program are predominantly Hispanic or Latino students. However, the program has a diverse population of students which includes African American, Caucasian, Asian and students from other ethnic backgrounds. This program is offered in Grand Rapids, Holland, and Hart. This is the fourth year for this collaboration.

TSSP also offered the Woodbridge Promise Summer Success Program in collaboration with the Charter School Office, Developmental Curriculum, and the Languages & Literature department for high school students who do not meet academic college readiness standards. Students participating in this program are predominantly African American from Warren and Detroit. This is the second year for this collaboration.

And, they partnered with Developmental Curriculum to offer the Career Education and Exploration (CARE 102) class to high schools, career and technical education centers and community agencies in Michigan. The high schools and career and technical education centers are often located in rural locations where access to college classes may be limited. Community agencies such as Bethany Christian Services and the Women's Resource Center in Grand Rapids serve at-risk young adults and women.

The challenge here will be to sustain the energy behind pilot programs that are reaching a level of maturity that sometimes affects interest and support by administration in the face of competition from other providers among peer universities and community colleges. Another challenge for this goal is to successfully replace Dr. Christine Conley-Sowels as department chair for Developmental Curriculum.

Major Diversity Initiatives for 2016-17: This annual report is the product of responses from the various R&SS department leaders to the call for information about programming that is essential to diversity and inclusion efforts at Ferris. If recent enrollment trends persist (+43% students with disabilities, +11% TIP students, and +21% GNST students), these needs will only increase. To that end, the goals for the coming year do not include many new initiatives. Instead, we are now at the developmental stage where assessment and refinement are important.

1. Assess and enhance the Full Court Press for Student Success. Most initiatives require three years to become sustained. 2016-17 is year four for this program. Although the second year outcomes were spectacular, the early returns for the Fall 2015 cohort were not encouraging and will require attention if the new group is to benefit from that experience.
2. Collaboration by the Developmental Curriculum Department with Mathematics and Languages and Literature to conduct a pilot developmental semester for students needing more than one developmental course during Fall 2016.
3. Assess and enhance the pre-college outreach programs of Promesa, Woodbridge Promise College Preparation, and Career Exploration along with other college readiness initiatives and

determine if they will result in improved enrollment of the students served who are truly college ready.

4. With the appointment of new TIP Coordinator, Liz Burbatt, we will assess and enhance the support provided to enrolled TIP students to increase degree completion rates and reduce time to degree.
5. Now that more current data has been collected and organized, the Faculty Center and selected departments will assess and enhance the Gateway Course Initiative with support from high-level administrators to begin to address courses that block the retention and graduation of students of color.
6. Educational Counseling and Disabilities Services counseling staff is now at full strength and will collaborate with those involved in a comprehensive external audit of accessibility issues at the University.
7. Two FCTL staff members will co-chair the Planning Committee for the 2017 Equity Within the Classroom Conference to be held at Ferris.
8. FCTL will develop a workshop series for the academic year and an institute for the summer, Modeled after Cornell University's 'Faculty Institute for Diversity'. The tentative title is 'Creating Inclusive Classroom Learning Environments'.

For the Retention & Student Success Staff
William Potter, Associate Provost
August 1, 2016