

Achievement Gaps Taskforce Final Report with Recommendations

Ferris State University has succeeded in improving overall retention rates and graduation rates, but disparities in these (henceforth referred to as – “graduation gaps”) between some racial and ethnic groups persist. In the 2006 cohort, 54% of the white students graduated within six years, compared to 27% of African American students, 36% of Hispanic/Latin@ students, and 38% of International students (see Appendix A).

On September 6, 2013, *Inside Academic Affairs* featured a message to the Ferris community from Provost Fritz Erickson. Provost Erickson challenged faculty and staff to join him in addressing the academic achievement gaps at the university. He wrote:

“At Ferris, similar to many universities across our states, we have observed an ‘achievement gap’ when comparing the graduation rates of our different student populations. Simply put, some of our students are not as well prepared for college as our other students; some are not graduating at comparable rates or are not graduating at all. We have the ability to fix this issue.

Over the next year, I plan to work closely with other groups around campus through an effort coordinated by our Diversity and Inclusion Office. We want to identify ways that we can close the achievement gap and help as many students as possible to be successful at Ferris. Carefully examining our University’s data will help us to more fully realize contributing factors to the achievement gap specifically here at Ferris and help us to identify strategies that we can employ to better assist these students as they work toward their degree.”

The Achievement Gaps Taskforce, co-chaired by Provost Erickson and David Pilgrim, Vice President for Diversity and Inclusion, first met on September 27, 2013. The Taskforce was created primarily, though not exclusively, to examine the graduation gaps between white students and students of color at Ferris State University. The Taskforce was given this charge: ***Use the best available data to better understand achievement gaps at the University and propose initiatives to address the gaps.*** The Taskforce divided itself into work groups, and also met monthly as a whole. Work groups were asked to research and develop specific initiatives for the entire Taskforce to consider for inclusion in the final list of recommendations. The work groups were comprised of the following person:

Climate and Engagement

Matt Chaney
David Darrow
Bob Ewigleben
Brooke Moore
Matt Olovson
Lisa Ortiz
Angie Palmer
Heather Youngs

Financial

Scott Garrison
Jackie Hughes
Kristen Salomonson
Kristy Workman
Heather Youngs

Curriculum and Instruction

Sandy Alspach
Gayle Bullard
Robert Friar
Ron McKean
Victor Piercey
Jim Powell
Todd Stanislav
Kirk Weller

Counting Policies and Practices

Matt Chaney
Virginia Hines
Bill Potter
Kristen Salomonson

Academic Support

Angela Brown
Natalia Carvalho-Pinto
Franklin Hughes
Fran Rosen
Julie Rowan
Mike Wade

Challenges

Graduation rates and graduation gaps at higher education institutions in the United States are strongly affected by characteristics of the students they enroll. Students from families with higher incomes are more likely to graduate. Nationwide, colleges and universities with large numbers of lower-income students have lower graduation rates than those that do not enroll large numbers of lower-income students. *The Journal of Blacks in Higher Education* reported that two thirds of the African American students who dropped out of college did so for financial reasons. Financial hardships also limit success for Latin@ students. (“College Graduation Rates: Where Black Students Do the Best and Where they Fare Poorly Compared to Their White Peers”, 2010). Another major factor is preparation for college. Nationwide, students with high admission test scores who have completed a rigorous high school curriculum graduate more quickly and at a higher rate than students who don’t meet these criteria.

Ferris State University was founded as, and remains, an Opportunity Institution. The student body at Ferris State includes a large number of poor and working class students, many students with relatively low ACT scores, and many who did not complete a rigorous high school curriculum. The recommendations of the Achievement Gaps Taskforce, and the implementation of those recommendations by the University, must recognize the challenges faced by many of our students.

Academic Affairs staff members analyzed data prepared by Institutional Research & Testing staff and reported the following findings:

1. There are achievement (retention and degree completion) gaps between white students and students of color for every entering cohort. The overall success for all groups has improved, but the gaps continue.
2. There are achievement gaps between first year students who enter Ferris as Tuition Incentive Program (TIP) recipients and those who do not. TIP students now represent nearly one--fourth of each first--year cohort and the percentage of minority students who are also TIP students is much higher than their percentage in the overall Ferris student population.
3. There are achievement gaps between first--year students who enter Ferris in the General Studies program and those who do not. The General Studies program is for students who are admissible to Ferris State University but do not meet all eligibility requirements for the specific program they have chosen. Approximately one--sixth of first--year students enter in the General Studies program and, again, the percentage of minority students who enter in the General Studies program is higher than their percentage in the overall first-year student population.
4. The demographic profile of the Ferris student body is rapidly changing, due to a dramatic increase in International students, a steady increase in Latin@ students, and maintaining a steady enrollment of African-American students.

Recommendations

The Achievement Gaps Taskforce met monthly during the 2013-14 academic year. The first few meetings were devoted to brainstorming ideas and learning about and “diving into” related data. The work groups developed initiatives based on both Taskforce discussions and their own investigations. Work groups began formally presenting initiatives to the full Taskforce at the March meeting, using a short standardized form created by the Diversity and Inclusion Office. The final meetings of the Taskforce were devoted to discussing and refining the initiatives and finalizing the list of recommendations. On June 6th, 2014, the Taskforce agreed on the list of recommendations presented in this document.

A description and justification of each initiative are presented below.

Hire/Assign a person to identify, collect, and analyze data related to student achievement, retention, and achievement gaps.

Relevant and up-to-date data should be available to support decisions. The Achievement Gap Taskforce spent many hours trying to locate relevant data, and agreed that the university would benefit from developing a clearinghouse for data about Ferris and assigning an individual to lead this work. This person would help make sure the University is asking the right questions, choosing the right research tools to answer the questions, answering the questions correctly, and devising strategies for making sure that data and analysis remain relevant. Some of the specific tasks this person might perform include:

- Be the lead researcher on high priority projects;

- Be a thought leader, for example, devising ways to turn classroom generated data into information, knowledge, and proposed actions;
- Construct and implement surveys;
- Continue the data collecting and analysis done by the Achievement Gaps Taskforce and other University bodies working on this topic;
- Drill down to determine significant factors that help or hinder student success; and
- Participate in formulating recommendations for University initiatives and actions.

Action: The Academic Affairs Office will hire an Operations and Data Analyst during Fall 2014.

Assemble collaborative teams of faculty and administrators to reduce by one half the relative difference between the DFW rates for minority students and the overall DFW rates in the thirteen 100/200 level courses that were identified by the Curriculum and Instruction work group.

The Curriculum and Instruction work group used course enrollment and grade information to identify thirteen courses that meet the following criteria:

- 0-, 1-, or 200 level course taught during the Fall semesters from 2008 to 2012;
- Five or more minority students were enrolled in the course (all sections combined) during this time period;
- During this time period at least ten sections of the course were taught; and
- The relative difference¹ between the minority student DFW rate and the overall DFW rate was at least 50% in many of the course sections.

See Appendix D for a list of the courses that meet the criteria.

Collaborative teams of faculty, especially course instructors, and administrators will be brought together to identify factors that contribute to or hinder student success, review research, identify strategies, implement and assess selected strategies, and continue to develop and assess enhanced strategies to achieve the goals of increasing the success rates of minority students in these classes.

Actions: This initiative is being led by Bill Potter, Associate Provost for Retention and Student Success (RSS).

1. Flex tutoring has been requested for ECON and 4 students have been identified to provide tutoring for four sections of ECON 221 this fall. Flex tutors work with students away from the Academic Support Center, but are on that department's payroll. There is still a need to figure out how to encourage minority students enrolled in those courses to take advantage of this help.
2. Structured Learning Assistance support is scheduled this semester for section 4 of ACCT 201 and section 2 of ACCT 202. These sections are requested by the course instructor. This does not address all sections offered, but RSS is prepared to support additional sections in future semesters upon request from the College of Business.

¹ *Relative difference* refers to a percentage comparison. In this case, we subtracted the Overall DFW rate from the Minority Student DFW rate, and divided the result by the Overall DFW rate.

3. Karen Royster-James, the new Supervisor of the Academic Support Center, will be meeting this semester with the department chairs of the health professions courses, criminal justice 110, the cultural enrichment courses, and the social awareness courses to explore how her department might provide support (either tutoring of some sort or SLA).
4. The Faculty Center for Teaching and Learning has submitted proposals for faculty-in-residence positions that will include in their assignment (one or the other or both) supporting and expanding opportunities for faculty to address student success in gateway courses, including the 13 courses on the list.
5. The FCTL will also be inviting departments/faculty represented on the list to participate in one or more professional development options that will enable those faculty to attend a professional meeting about improving student performance and/or making a team visit to a campus where colleagues in their respective disciplines can show how that institution is addressing the D-F-W issue and bring that knowledge back for possible application here.
6. Bill Potter shared information gained from one or more national conferences last year with the College of Business. These presentations from IUPUI and UNC-Pembroke shared the processes and outcomes that those schools experienced in Accounting and Economics and could provide models for what we do here.

Enhance academic success of student athletes by designating a Coordinator of Academic Support to work with student athletes.

There is a significant graduation gap between white and black student athletes (See Appendix E). At present, the academic progress of individual student athletes is tracked by various staff, but often this is focused on meeting NCAA compliance, eligibility, and student athlete academic progress rules. We need a person with the responsibility to lead, guide, and implement strategies to strengthen and maintain student athlete academic success at the University. The person hired or reassigned to this position would work with coaches and athletics department staff but would be situated within Academic Affairs. The tasks of this position would include, but not be limited to:

- Work with athletes, coaches, advisors, mentors, etc. to create and maintain a program of academic support for student athletes;
- Find/develop training opportunities for advisors who work with student athletes;
- Create a peer mentoring program for student athletes;
- Create and strengthen tutoring/study table options for student athletes. Tutors would include paid student workers as well as volunteer honors students. Paying student tutoring might help create a more diverse group of tutors; and
- Strengthen the norm of academic success among student athletes.

Action: Meetings between the leadership of Retention and Student Services, Athletics, and others are occurring to determine if this recommendation is the best approach—or if other actions should be considered.

Make information about academic support services easier to find and more visible by creating, maintaining, and promoting a web site that has all information about these support services.

A common comment is that it can be difficult to find the full range of support services that are available for Ferris students. This is evident in Retention and Student Success student

satisfaction surveys, in formal and informal discussions involving Taskforce members, and in the results of a Spring 2014 survey of students created by the Academic Support work group (see Appendix F). Students should be able to find this information easily, and so should their advisors, coaches, parents, mentors, and others who work with them. The website will feature a mirror of the campus calendar showing academic support opportunities. It will also include a simple searchable database of student support providers, type of support provided, subjects covered, location and hours, links to more information, and other useful information. Providers of informal academic support, such as RSOs, will be strongly encouraged to add their activities to the calendar and database. Promotion of the web site will include working with Academic Affairs to make sure links to the information about these resources are included in course syllabi and within Ferris Connect.

Improve the financial aid status of minority students by increasing the number of communications and other interactions.

Many Ferris students have unmet financial need. Financial indicators for African American students show that a higher percentage of these students have come from low-income homes. The table in Appendix C shows that 52% of the African American students who do not graduate are Pell eligible compared to 21% of the white students who do not graduate. The mean and median Expected Family Contribution (EFC) for African American students who do not graduate are \$6476 and \$3579, which is less than one—half the mean and median EFC for white students who do not graduate.

Promoting and popularizing the availability of financial aid resources will help make sure that the students who most need financial aid have the information they need to navigate financial aid systems. Students and parents will be contacted shortly before the FAFSA due date. Financial aid information will be delivered frequently, using a variety of communication formats, such as video, digital signage, text, and short emails.

Action: Student Affairs will review the current communication and interaction frequencies regarding financial aid to determine what efforts are being geared toward minority students. Upon reviewing that information, determinations will be made as to how to move forward to better inform minority students about the requirements and processes for financial aid. The efforts of the staff will include ways to increase communication regarding all aspects of financial aid.

Promote the Federal Work-Study Program to under-represented students, particularly those who are African American.

In Appendix B the numbers and percentages of Ferris students who use-Work Study. Research indicates that Work Study students are more likely to graduate. While the numbers are small, it is worth noting that 9% of the African Americans who graduated used Work-Study while only 4% of the African America students who did not graduate used Work-Study.

When students use Work-Study, they receive some of their financial aid as wages rather than loans, which helps keep down the amount of student debt. Students learn how to budget, plan,

and manage their money. Work-Study money is available to departments to hire eligible students. Informative and interesting media content will be created to promote Work-Study options. Other materials will be developed to promote the idea of hiring Work-Study students throughout the campus.

Action: A good amount of advertising occurs at this time; however, Student Affairs staff will review how Federal Work-Study positions are promoted currently, then determine how to best inform students from under-represented groups about work-study roles. Ideas could include where advertising is placed, when it is shared, with whom it is shared and including specific contact names on promotional materials.

Add a mentor requirement for students on Financial Aid probation.

When students lose financial aid because of lack of Satisfactory Academic Progress they can appeal the ruling and remain in school if their appeal is approved. A mentoring program will give students the help they need to build their schedule and develop a workable plan to get and stay on track.

Action: Student Affairs staff will review the recommendations made by the Task Force and create a plan to help students who are on financial aid probation. The hopeful outcome of the interactions or possible mentor relationship would be to not have that particular student on financial aid probation again during their time at Ferris.

Assist in the design and implementation of the diversity audit.

Campus climate is a measure—real or perceived—of the campus environment as it relates to interpersonal, academic, and professional interactions. Generally, in a positive climate, individuals and groups feel welcomed, respected, and valued by members of the university. Students who do not feel welcomed at a university are more likely to leave compared to students who do feel welcomed. Institutions can make deliberate and sustained efforts to ensure that their campuses are inclusive, welcoming, and supportive of all students.

The University is preparing to launch a diversity audit in the Fall 2014. The primary purpose of the audit is to lay the foundation for a new University-wide diversity plan. The audit is an opportunity for the institution to assess its climate to make sure that all students—including students of color—feel welcomed and supported. Members of the Taskforce analyzed climate surveys conducted at the University and identified questions for the upcoming diversity audit—and strategies for making sure that the Ferris climate is successful.

Action:

1. Members of an Achievement Gaps Task force subcommittee research studies that examined campus climate and made general recommendations to the larger Task force.
2. Members of the Achievement Gaps Taskforce and others from across the university have been assembled to work with the diversity audit consultants. The first planning meeting is October 7, 2014, between 9-1pm.

Other Recommendations Considered by the Taskforce

Other recommendations were discussed but the proposals were not developed to a point where the Taskforce could thoroughly review and approve them. Some of these ideas are presented below, and may provide additional ideas to strengthen the Taskforce initiatives.

Create a Student Advocate Office

Many universities have a student advocate office dedicated to helping students resolve personal and academic problems and to assist them toward earning their degree. At the University of California, Berkeley, the office is referred to as a “campus public defender” and at Liberty University is the “one-stop office for answers to all your questions.” The goal of this office at Ferris State University would be to ensure students receive the help they need to be successful, whether it is help finding jobs, scholarships, connecting with social groups and clubs, dealing with roommate, making healthy choices, communication with faculty and staff, making decisions about personal and educational goals, degree completion, working with their advisor, misconduct, academic concerns, etc.

Action: At this time this recommendation does not have support.

Success Coaches

There are different models for the use of success coaches. A professional success coach could work with 30-40 students who have been put on final notice for Satisfactory Academic Progress by the financial aid office. The coach would meet frequently with each student, one-on-one, and would work closely with academic advisors, academic support personnel, and the financial aid office. The success coach would work with students to improve effectiveness in and out of the classroom, including connecting students to the campus community, building leadership skills, creating balance and managing stress, and boosting self-confidence and developing realistic goals for the future.

Another model is one in which student success coaches could provide less intensive support. Ten student success coaches would work with 3-4 students each, for a total of 30-40 students. Student success coaches would be successful students who have completed 60 credit hours at Ferris and would work with first-year students who are considered at-risk students. They would be trained by professional staff members and meet with their group once a week to discuss academic progress, personal goals, and campus involvement. Coaches would work with first-year students on goal setting, connecting to campus resources, using registration tools and FSU academic resources, time management skills, note taking, and connecting with peers. The success coaches would be paid, probably with a scholarship award, for participating in this program.

Action: The Diversity and Inclusion Office is working with Retention and Student Services to determine how this approach may best be used.

Appendices:

Appendix A: Graduation Rates by Racial and Ethnic Backgrounds

Appendix B: TIP Program and Work Study participation by Racial and Ethnic Backgrounds

Appendix C: Financial Need by Racial and Ethnic Backgrounds

Appendix D: List of Courses Identified by Curriculum and Instruction workgroup

Appendix E: Athlete Success Data

Appendix F: Data from Spring 2014 Survey of Students

Appendix G: Useful Resources

Appendix A
Table 1. 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
2003 Fall	White	1230	13%	27%	38%	47%	53%
	Black or African American	122	1%	5%	12%	23%	30%
	Hispanic or Latino	31	13%	23%	32%	42%	42%
	American Indian Alaska Native	12	17%	33%	33%	58%	75%
	Asian	19	0%	0%	16%	37%	58%
	International	21	0%	14%	14%	29%	33%
	Unknown	31	6%	10%	10%	10%	10%
	Two or More Races	1	0%	0%	0%	0%	0%
2004 Fall	White	1073	15%	28%	41%	49%	55%
	Black or African American	99	1%	7%	16%	21%	26%
	Hispanic or Latino	13	0%	15%	23%	23%	31%
	American Indian or Alaska Native	19	0%	5%	5%	21%	37%
	Asian	19	0%	5%	21%	32%	37%
	International	12	25%	42%	75%	75%	75%
	Unknown	25	0%	0%	0%	4%	4%
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%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2013.

Table 2. 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
2003 Fall	White	629	1%	6%	24%	47%	53%
	Black or African American	38	0%	0%	8%	13%	24%
	Hispanic or Latino	9	0%	11%	33%	44%	56%
	American Indian Alaska Native	6	0%	0%	17%	33%	33%
	Asian	6	0%	0%	67%	83%	83%
	International	12	0%	0%	25%	25%	25%
	Unknown	23	0%	4%	4%	4%	4%
2004 Fall	White	553	2%	7%	28%	51%	56%
	Black or African American	30	3%	10%	17%	20%	30%
	Hispanic or Latino	18	0%	0%	11%	44%	50%
	American Indian or Alaska Native	4	0%	0%	0%	25%	25%
	Asian	8	0%	0%	25%	50%	63%
	International	14	7%	7%	14%	14%	21%
	Unknown	30	0%	0%	0%	0%	0%
2005 Fall	White	662	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%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2013.

Table 3. 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
2003 Fall	White	1859	9%	20%	33%	47%	53%
	Black or African American	160	1%	4%	11%	21%	29%
	Hispanic or Latino	40	10%	20%	33%	43%	45%
	American Indian Alaska Native	18	11%	22%	28%	50%	61%
	Asian	25	0%	0%	28%	48%	64%
	International	33	0%	9%	18%	27%	30%
	Unknown	54	4%	7%	7%	7%	7%
	Two or More Races	1	0%	0%	0%	0%	0%
2004 Fall	White	1626	11%	21%	37%	50%	55%
	Black or African American	129	2%	8%	16%	21%	27%
	Hispanic or Latino	31	0%	6%	16%	35%	42%
	American Indian or Alaska Native	23	0%	4%	4%	22%	35%
	Asian	27	0%	4%	22%	37%	44%
	International	26	15%	23%	42%	42%	46%
	Unknown	55	0%	0%	0%	2%	2%
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%	43%	46%
	Unknown	122	0%	2%	27%	48%	58%

*Data were obtained from Ferris's Institutional Research and Testing Department. Table updated Fall 2013.

**Appendix B:
TIP Program and Work Study participation by Racial and Ethnic Backgrounds**

	TIP Program	Mean/Median Work Study	#/% Work Study
African-American			
(577) Non-Graduates	164	\$1328/1118	25/4%
(292) Graduates	70	\$1325/1159	27/9%
Hispanic			
(168) Non-Graduates	13	\$1327/1242	11/6%
(130) Graduates	6	\$957/792	5/4%
American-Indian			
(51) Non-Graduates	3	\$827/827	2/4%
(46) Graduates	3	\$2215/2215	1/2%
Multi-raclal			
(30) Non-Graduates	7	\$1046/1046	2/7%
(41) Graduates	3	\$2308/2330	3/7%
Asian-American			
(160) Non-Graduates	7	\$729/491	3/2%
(110) Graduates	6	\$638/553	6/5%
Unknown			
(531) Non-Graduates	5	%580/580	2/<1%
(372) Graduates	3	\$1448/1042	4/1%
White			
(5217) Non-Graduates	264	\$1236/1076	168/3%

**Appendix C:
Financial Need by Racial and Ethnic Backgrounds**

Acheivement Gap Data			
	#/% Unmet Need	% Pell eligible	Mean/Median EFC
African-American			
(577) Non-Graduates	355/62%	301/52%	\$6746/3579
(292) Graduates	175/60%	136/47%	\$7705/4152
Hispanic			
(168) Non-Graduates	93/55%	52/31%	\$10,184/5862
(130) Graduates	76/58%	42/32%	\$9957/5191
American-Indian			
(51) Non-Graduates	33/65%	18/35%	\$9759/6050
(46) Graduates	36/78%	14/30%	\$9500/6242
Multi-raclal			
(30) Non-Graduates	20/66%	17/57%	\$8613/4284
(41) Graduates	27/24%	7/17%	\$11,815/9456
Asian-American			
(160) Non-Graduates	74/46%	40/25%	\$15,347/5937
(110) Graduates	59/54%	28/25%	\$13,876/7347
Unknown			
(531) Non-Graduates	194/37%	78/15%	\$13,731/8554
(372) Graduates	262/70%	100/27%	\$14988/9951
White			
(5217) Non-Graduates	2653/51%	1101/21%	\$13,984/8552
(5849) Graduates	3187/54%	1033/18%	\$14,753/10,217

**Appendix D:
List of Courses Identified by Curriculum and Instruction workgroup**

Course	Course Title	College	Number of Sections with Minority Student DFW rate 50% greater than Overall DFW rate out of Total Number of Course Sections	Percentage of Sections with Minority Student DFW rate 50% greater than Overall DFW rate
HIST 121	US History to 1877	College of Arts and Sciences	6 of 13 sections	46%
HUMN 100	Intro to the Humanities	College of Arts and Sciences	8 of 10 sections	80%
MUSI 221	Music Appreciation	College of Arts and Sciences	8 of 13 sections	62%
MUSI 228	American Pop Music Since 1900	College of Arts and Sciences	8 of 10 sections	80%
PLSC 121	Amer Gov 1: People and Politics	College of Arts and Sciences	8 of 16 sections	50%
SOCY 121	Introductory Sociology	College of Arts and Sciences	22 of 47 sections	47%
ACCT 201	Principles of Accounting 1	College of Business	18 of 35 sections	51%
ECON 222	Principles of Microeconomics	College of Business	34 of 60 sections	57%
ISYS 105	Intro Micro Systems-Software	College of Business	22 of 43 sections	51%
CRIM 110	Introduction to Crim Justice	College of Education and Human Services	9 of 19 sections	47%
CCHS 101	Orientation-Health Care	College of Health Professions	14 of 29 sections	48%
CCHS 102	Safety Issues-Health Care	College of Health Professions	10 of 21 sections	48%
MRIS 102	Orientation to Med Vocabulary	College of Health Professions	6 of 11 sections	55%

Table 1. Courses taught during the Fall semesters from 2008 to 2012 for which (a) at least 5 minority students enrolled; (b) there were 10 or more sections; and (c) The relative difference between the Minority Student DFW rate and the Overall DFW rate was at least 50% in many of the course sections.

Appendix E
Table 1: Athlete Success Data

WHITE ATHLETES (ALL)

	# INITIAL COHORT	RETAINED 1 YR	RETAINED 2 YRS	RETAINED 3 YRS	RETAINED 4 YRS	RETAINED 5 YRS	EARNED DEGREE
F2008	102	85 (79%)	77 (72%)	69 (65%)	37 (35%)	7 (7%)	62 (58%)
F2009	97	79 (75%)	70 (66%)	60 (57%)	43 (41%)	NA	24 (23%)
F2010	116	95 (80%)	82 (69%)	73 (61%)	NA	NA	8 (7%)
F2011	114	96 (81%)	84 (71%)	NA	NA	NA	0 (0%)
F2012	109	95 (83%)	NA	NA	NA	NA	0 (0%)

AFRICAN-AMERICAN ATHLETES (ALL)

	# INITIAL COHORT	RETAINED 1 YR	RETAINED 2 YRS	RETAINED 3 YRS	RETAINED 4 YRS	RETAINED 5 YRS	EARNED DEGREE
F2008	25	19 (76%)	15 (60%)	12 (48%)	12 (48%)	5 (20%)	9 (36%)
F2009	33	22 (61%)	15 (42%)	14 (39%)	8 (22%)	NA	6 (17%)
F2010	27	19 (63%)	9 (30%)	7 (23%)	NA	NA	1 (3%)
F2011	15	11 (73%)	8 (53%)	NA	NA	NA	0 (0%)
F2012	28	21 (75%)	NA	NA	NA	NA	0 (0%)

FSU's 6-year graduation rates can be found at the NCAA website: <http://fs.ncaa.org/Docs/newmedia/public/rates/index.html>

An interesting snapshot can be found in this article: http://www.mlive.com/news/grand-rapids/index.ssf/2012/11/check_out_graduation_rates_for.html

Total on-campus Black/African American 684 (355 female, 329 male)

Estimate of 2013-2014 FSU student athlete population (173 female, 271 male)

444 (316 white, 75 black, 23 multiracial, 15 unknown, 12 hispanic, 2 American Indian/Native Alaskan, 1 Asian)

67 black male athletes = 15% of total athletes; 24.7% of male athletes; 20.4% of black male students

8 black female athletes = 1.8% of total athletes; 4.6% of female athletes; 2.3% of black female students

2013 enrollment figures from Institutional Research and Testing

**Appendix F:
Data from Spring 2014 Survey of Students**

The Academic Support work group worked with Institutional Research & Testing to prepare and distribute a survey designed to obtain insight about student awareness of, experience with, and opinion of current University academic support services. The data have not yet been analyzed. 587 students responded; almost all of the respondents identified as white (n =~ 500). For a majority of the questions, 15-16 students who identified as Black/African American responded, and other groups were represented by an even smaller number of respondents.

A brief summary of results follows. Because of the low number of students who did not identify as white, only aggregate totals are given.

Awareness	Yes	No
Academic Support Center	506	77
Tutoring Services	553	32
Writing Center	548	36
Study Skills Assistance	317	266
Academic Success Fair	329	255
Speaker Series	232	351
Personal Counseling Center	392	187
SLA	439	139
Strategies for Educ. Success Wkshp	190	388
Career Choices (Plan B) Workshop	224	356
Test Anxiety Workshop	377	202
FLITE Research Assistance	409	170
SCHOLAR Peer Mentor Program	170	402
Honors Peer Mentor	261	313
Ferris Youth Initiative	116	458
TIP Scholars	233	338
Pharmacy Peer Mentor	133	438
First Year Experience	210	361
Sophomore Leadership Experience	126	443
Know Advisor	529	31
Either parent attended college	414	163
Either parent graduated college	335	240

Appendix G: Useful Data and Links

During the course of completing its work, members of the Taskforce identified resources that may be useful to others interested in this topic. The following is a list of some of these resources.

Ferris Reports

<http://www.ferris.edu/HTMLS/colleges/University/ASC/docs/annualreport.pdf>

This is an annual report regarding the Academic Support Center for 2012-2013.

<http://www.ferris.edu/HTMLS/colleges/university/fsus/Faculty/fsus100/reports.htm>. This link leads to annual FSUS Evaluation Reports from 2003-2004 to Fall 2012.

<http://www.ferris.edu/HTMLS/academics/sla/reports/homepage.htm>. This link leads to Structured Learning Assistance Reports, from 2000-01 to Fall 2013.

External Reports and Articles about Achievement Gaps at Ferris

<http://www.edtrust.org/sites/edtrust.org/files/publications/files/CRO%20Brief-AfricanAmerican.pdf>. Mamie Lynch and Jennifer Engle, “Big Gaps, Small Gaps: Some Colleges and Universities Do Better Than Others in Graduating African American Students,” The Education Trust, August 2010.

External Articles and Reports about Achievement Gaps

<http://blackboysreport.org/>

This site links to the report, *The Urgency of Now: The Schott 50 State Report on Public Education and Black Males*. Despite the name, the report examines high school graduation rates for whites, blacks, and Latinos. Here is a link to Michigan data,

<http://blackboysreport.org/national-summary/state-of-the-states>.

<http://www.edtrust.org/sites/edtrust.org/files/publications/files/CRO%20Brief-Hispanic.pdf>.

Mamie Lynch and Jennifer Engle, “Big Gaps, Small Gaps: Some Colleges and Universities Do Better Than Others in Graduating Hispanic Students,” The Education Trust, August 2010.

http://www.edtrust.org/sites/edtrust.org/files/Intentionally_Successful.pdf. Joseph Yeado, “Intentionally Successful: Improving Minority Student College Graduation Rates,” Education Trust, 2013

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.214.3021&rep=rep1&type=pdf>.

Kenneth I. Spinner, Claudia Buchmann, Lawrence R. Landerman “The Black-White Achievement Gap in the First College Year: Evidence from a New Longitudinal Case Study.”

<http://chronicle.com/blogs/ticker/files/2013/09/AGG-2013.pdf>. Frenché Brewer, “2013 Adjusted Graduation Gap Report: NCAA Division-I Football Large Gaps Persist in FBS Football – Most Pronounced Among Black Players, College Sport Research Institute, 2013.

<http://www.census.gov/hhes/socdemo/education/data/cps/2013/tables.html>. “Educational Attainment in the United States: 2013-Detailed Tables.” United States Census Bureau, 2013.

<http://www.act.org/research/researchers/briefs/pdf/2012-28.pdf>. “College Degree Completion Rates by Race/Ethnicity and College Readiness.” ACT, Information Brief 2012-28, August 2012.

<http://www.aft.org/pdfs/highered/academic/march06/Gold.pdf>. Lawrence Gold and Lindsay Albert, “Graduation Rates as a Measure of College Accountability.” American Federation of Teachers.