

**Final Report from the Enrollment Management Sub-Committee
To the Diversity Assessment Committee,
Senior Management Team,
University Leadership Team**

Members: Lynn Blue (chair), Vice Provost and Dean Academic Services
and Information Technology
John Bender, President, People of Color Network and
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Sub-Committee charge: Our sub-committee was charged with two immediate issues related to the passage of Proposal 2. Those charges were to assess our financial aid programs and admissions processes to confirm compliance with Federal and State law, including the recently amended language in Michigan's Constitution, Article 1, Section 26, and consistency with the University's mission (Attachment A). Our focus has been the 2008 recruitment cycle. Because printed materials such as the catalog, financial aid brochures, admission application have pending deadlines, this work must be completed by mid-March for our next cycle.

Process: The sub-committee met 5 times since mid-January. Our initial meetings were open discussions, to review processes, generate ideas, and to allow time for expression of individual opinions. Each member was charged with performing research to help us in our broad approach to our task ahead. To stay current, each member spent considerable time, outside the meetings, reviewing and commenting on researched materials.

On March 2, 2007, the sub-committee agreed to forward the following recommendations to the Diversity Assessment Committee for implementation for the 2008 cycle.

Recommendation 1: Establish an *Urban Schools Scholarship* which will focus on high schools that are outside the tri-county area and west Michigan. The University has long held that our students benefit from exposure to many

thoughts, ideas and perspectives as articulated in the University's Vision, Mission and Values. (See Attachment A.) The urban areas in eastern Michigan and the Chicago metropolitan area bring students with different backgrounds, experiences, perspectives, and cultures to our West Michigan community – much like the world our students will face as they join the workforce. These urban schools have previously sent students to the University and they have demonstrated academic success. (See Attachment B.) In order to be eligible for the scholarship a student must have graduated from a designated urban high school and have a 3.3 grade point average and a 21 ACT composite score. The Scholarship would provide \$3,000 per year, renewable for 3 years by maintaining a 2.85 grade point average.

Recommendation 2: Establish an ***Early Awareness Scholarship*** which will support students who have completed an “early awareness” program. These programs begin in the middle school years – providing guidance to students regarding high school completion, test preparation, college awareness and admissions – and most continue to follow their students through the college years. These programs often serve students from low-income households or educationally disadvantaged circumstances and have no race or gender restrictions. (See Attachment C.) In order to be eligible for the Early Awareness Scholarship, a student must have successfully completed a designated early awareness program, and present a 3.3 high school grade point average and a 21 ACT composite score. The students receiving this award are ineligible for the Urban Schools Scholarship. The Early Awareness Scholarship would provide \$3,000 per year, renewable for 3 years if the student maintains a 2.85 cumulative grade point average.

Recommendation 3: Expand the ***Grand Valley Grant*** program to help low-income families afford a Grand Valley education and to lessen the amount of debt that the family must accept. Beginning with the 2008 cycle, the University would offer a grant of \$3,000 per year to each student with an Expected Family Contribution (EFC) of \$2,000 or less. It could be renewed for 3 years if the student continues to have a qualifying EFC (\$2,000 or less). The Grand Valley Grant can be combined with either the Urban School Scholarship or the Early Awareness Scholarship for a total of \$6,000 a year.

Recommendation 4: Add an additional item to the undergraduate admissions application to add to the co-curricular, cultural and leadership information that is used in application review. “At Grand Valley we feel that a range of thoughtful perspectives is necessary for open inquiry, liberal education and a healthy community. Please tell us what perspectives you will bring to our University.”

Recommendation 5: Move the scholarship qualifying deadline to December 31. It is currently February 1 for the fall semester. This year we had received

sufficient applications to fill the class by mid-January. Additionally, we are within 90-95% of our total First Time In Any College (FTIAC) pool by the end of December and our major application generation events are completed by the first of December.

Recommendation 6: Charge the directors of Admissions and Financial Aid to meet with their counterparts at Grand Rapids Community College to explore an ***Associates Degree Award*** – specifically for those who graduate from one of the 5 Grand Rapids Public High Schools (See Attachment D.), and subsequently earn an associates degree at GRCC with a 3.0 cumulative grade point average. A similar exploration could occur with Muskegon Community College and the Muskegon Public High School. The Associates Degree Award will serve as an additional incentive for those who qualify for the Michigan Promise Scholarship (Public Act 479 of 2006) which provides up to \$4,000 to high school graduates who complete two years of postsecondary education. The amount of the Associates Degree Award would be \$3,000 per year, renewable for one year with a 2.85 cumulative grade point average.

Recommendation 7: Amend the letter of agreement with the ***University Preparatory Academy (UPA)***, a Grand Valley charter school authorized by the University Board of Trustees, to mirror that of the Urban Schools scholarship award. The University entered into the letter of agreement with UPA in 2002 before UPA formalized its curriculum and grading standards. This spring, 2007, UPA will graduate its first class. Further, we ask that the director of the Grand Valley Charter Schools office assist with the process and consider how they might contribute to the success of UPA graduates.

Recommendation 8: Make every effort to establish and maintain a ***campus environment*** that corresponds with our goal of a vibrant culture, rich in diversity of perspectives.

Recommendation 9: Establish high-level relationships with the Grand Rapids Public Schools that involve people, functions, and activities at all levels within both institutions.

Recommendation 10: Establish a permanent ***Strategic Enrollment Development, Planning and Assessment Committee***, chaired by the Vice Provost and Dean of Academic Services and Information Technology to continue the work we have begun and review the University's financial aid and admissions programs on a periodic basis for consistency with the University's mission and compliance with applicable laws. In the past six weeks we have discovered many ideas and initiatives that are worthy of evaluation and consideration like those that follow as examples.

- Programs like the Carolina Covenant – which provides monetary assistance (federal, state, and local dollars) for needy, academically able

students to attend the University of North Carolina. They must be committed to working 20 hours per week on campus, rather than supplementing their aid with loans, maintain certain academic standards and make progress toward receiving their degree in the time span allowed.

- Consider the experiment at George Mason University – GMU dropped the ACT as a criterion for admission if a student has a 3.5 or better cumulative high school grade point average, has taken a college preparatory curriculum, and is in the upper 20% of his or her class. The ACT is yet a factor for those who have lower academic credentials, and it continues to be a factor in scholarships. This fall was the first class admitted under the new policy.
- Review the Georgia State University study on “Race, Graduating Performance, SAT and High School GPA and Freshman Index.” This study was undertaken to determine the correlation between high school grades, SAT and college grade point average upon graduation. There are other studies that center on the standardized tests (ACT and SAT) and their relative value in the admission decision.

The Enrollment Management – Diversity Sub-Committee supports these recommendations and also wishes to meet with the permanent Strategic Enrollment Development, Planning and Assessment Committee, when created, to pass on valuable information and direction. Also, the Enrollment Management – Diversity Sub-Committee intends to meet at the end of next winter semester to review the successes and/or challenges in the recruitment process of 2008.

Attachment A:

Mission

Grand Valley State University educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.

Vision

Grand Valley State University is a public institution with a local, regional, and state commitment, and a global perspective. We are dedicated to providing our students with the highest quality undergraduate and graduate education.

Teaching in the liberal tradition, whether in general arts and sciences or the professional degree programs, has always been at the heart of Grand Valley's educational mission. A liberal education acquaints students with the tradition of humane values and the heritage, problems, and perspectives of their own and other cultures. It transcends the acquisition of information and rests on scholarship and the open exchange of ideas. Students learn to think for themselves as they develop the skills of inquiry, reflection, critical analysis, dialogue, and expression. At Grand Valley State University, the values of liberal education permeate all programs and areas of study.

A broad education rooted in the arts and sciences provides students with the general knowledge and skills necessary to participate intelligently in public discourse. Grand Valley State University is also dedicated to educating students to become competent professionals in their chosen fields. These ideals co-exist within our institution, and together they inspire graduates not only to pursue their own success and well-being but also to positively influence their communities, their professions, and their world.

Grand Valley State University is characterized by and known for superior student-centered teaching and learning. Our diverse environment promotes the development of intellect and creativity through teaching, scholarship, service, and a vibrant campus culture. Realizing this vision will result in a broad national reputation for excellence.

Value Statements

At Grand Valley State University, We Value:

Effective Teaching

Our highest priority is to offer outstanding teaching in all of our undergraduate and graduate programs. The teaching culture of Grand Valley State University is characterized by the continual development of excellence in the classroom, the recognition of multiple ways of learning, and the accessibility of faculty to students. In order to nurture the habits of intellectual growth, we seek to instill in our students curiosity as well as the love of learning. Students acquire new knowledge and explore its application through research, artistic expression, and scholarly activity. We value the vigorous engagement of students in the classroom and other learning environments.

Liberal Education

Grand Valley State University is committed to providing each student a broad educational experience that integrates liberal learning with preparation for career or profession. Liberal education begins with encountering the great ideas of diverse traditions in the humanities, the creative and performing arts, the natural and social sciences, and mathematics, and is an essential part of all of our professional programs. We value the liberal ideals of critical thinking and preparing students for lifelong learning. The practice of liberal learning develops the skills of inquiry and reflection, which guide students to think for themselves, gain self-knowledge, and make ethical judgments. Such learning can inform individual and collective actions and prepare students for the responsibility of local, national, and global citizenship.

Scholarship

Scholarship is an essential component of the university's mission as an institution of higher learning and community service. Excellence in teaching at the university level depends upon active scholarship by faculty members. Through basic and applied research, artistic expression and performance, and other forms of scholarship, faculty members contribute to the development and application of knowledge, and create a dynamic environment for learning. Active scholarship may include collaboration of faculty and staff with students, business and labor, government, and community organizations. In this way, the benefits of a liberal education can extend beyond classroom walls to lifelong learning and partnerships between the university and its diverse communities.

Diversity and Community

A range of thoughtful perspectives is necessary for open inquiry, liberal education, and a healthy community. Recognizing this, we seek and welcome a diverse group of students, faculty, and staff. We value a multiplicity of opinions and backgrounds and seek ways to incorporate the voices and experiences of all

into our university. We value our local community and embrace the participation of individuals and groups from Michigan, the nation, and the world. We also encourage participation in educational opportunities abroad. In order to foster a healthy and diverse environment, we will act with integrity, communicate respectfully, and accept responsibility for our words and actions.

Service

We at Grand Valley State University value the collaboration of faculty, staff, and students with external partners in addressing mutual interests and regional needs. The university offers the communities it serves resources and inspiration in their own lifelong pursuit of knowledge. Faculty and staff are encouraged to contribute their expertise and service to the university, their disciplines' professional organizations, and the community. Students are encouraged to be active citizens, to become active service providers, and to take part in various service learning and volunteer opportunities in the community and abroad.

Goals

1. To support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship, and professional service.
2. To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.
3. To build partnerships and collaborations between the university and external entities that contribute to the enrichment of society in the region, the state, and beyond.
4. To promote and integrate diversity in all aspects of university life.
5. To encourage a vibrant campus culture that fosters an atmosphere of inquiry and learning in all campus settings.
6. To effectively develop and allocate financial resources with which to advance the university mission and respond to change and emerging opportunities.
7. To enhance the image and visibility of the university and its work.

Attachment B:

Eligible Schools for Urban Schools Scholarship

School Name	State
Arthur Hill	MI
Cass Tech	MI
Communication Media Art	MI
Crockett Tech	MI
Detroit HS Fine & Performing Arts	MI
Martin Luther King	MI
Northwestern	MI
Pontiac Central	MI
Pontiac Northern	MI
Renaissance High	MI
Southfield Lathrup	MI
Southfield Senior High	MI
Western International	MI
Chicago HS Agricultural	IL
Curie	IL
Gwendolyn Brooks	IL
Hillcrest	IL
Hyde Park Academy	IL
John Hope College Preparatory	IL
John Pershing	IL
Lane Tech	IL
Percy Julian	IL
Proviso East High School	IL
Proviso West High School	IL
Thornridge High School	IL

Attachment C:

Eligible Programs for Early Awareness Scholarship

Program	Web Link
The Detroit Compact	www.nal.usda.gov/ye/yedetco.htm
Wade H. McCree, Jr Incentive Scholarship Program	www.gvsu.edu/oma
Introspect Youth Services, Inc	www.introspectyouth.org/mission.htm
Ada S. McKinley Community Services, Inc.	www.volunteermatch.org/orgs/org41993.html
Upward Bound Program	www.ed.gov/print/programs/trioupbound/
GEAR UP	www.ed.gov/print/programs/gearup/

Attachment D:

Eligible Grand Rapids Schools

School Name	City
Central High School	Grand Rapids
City High School	Grand Rapids
Creston High School	Grand Rapids
Ottawa Hills High School	Grand Rapids
Union High School	Grand Rapids

Resources and Websites:

INSIDE Higher Ed, www.insidehighered.com

The Grand Rapids Press, www.gr-press.com

The Detroit News, www.detnews.com

EdFed Newsletter, www.EdFed.com

GVSU Annual Workforce Report, zawackic@hraastretegies.com

Postsecondary Education OPPORTUNITY, www.postsecondary.org

AACRAO SEM Newsletter, www.aacrao.org/sem

ACT, www.act.org

ACT EIS (Enrollment Information Service), www.act.org

MSU Today, www.msutoday.msu.edu

The Mason Gazette, <http://gazette.gmu.edu>

The New York Times, <http://nytimes.com>

USA Today, www.usatoday.com

Amherst Times, www.amhersttimes.com

Enrollment Projections for Michigan Schools Report, Frederick R. Ignatovich

NACAC Statement of Principles of Good Practice, www.nacacnet.org

University of North Carolina at Chapel Hill, www.unc.edu

The POSSE Foundation, www.possefoundation.com

State of Michigan HEIDI summary reports, www.michigan.gov

State of Michigan Census reports, www.michigan.gov