1. **University funded student financial aid.** A January 2014 Wall Street Journal article focused on the substantial increase in university funded financial aid over recent years. Please provide a five-year history of university funded student financial aid for your institution and specify the impact it has on tuition rates (i.e. university funded financial aid as a percent of undergraduate tuition revenue).

<table>
<thead>
<tr>
<th>General Fund Financial Aid</th>
<th>Percent of Undergraduate Tuition Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2009 = $11,459,859</td>
<td>11.4%</td>
</tr>
<tr>
<td>FY 2010 = $14,592,010</td>
<td>13.6%</td>
</tr>
<tr>
<td>FY 2011 = $19,207,986</td>
<td>16.5% ARRA funds to student aid (1-time)</td>
</tr>
<tr>
<td>FY 2012 = $16,745,119</td>
<td>13.9%</td>
</tr>
<tr>
<td>FY 2013 = $18,453,166</td>
<td>14.8%</td>
</tr>
</tbody>
</table>

For fiscal year 2012-13, Ferris’ $18.5 million financial aid spending represented 9.5 percent of all general fund spending at our university, ranking Ferris 13th of the 15 Michigan public universities. Reduced state support over the past decade has made providing adequate aid to students a challenge, but one that Ferris is committed to achieve.

Until fiscal year 2010-11 the state appropriation bill has included language suggesting that public universities increase student financial aid in response to annual tuition increases. Even in those years when budgets were reduced, Ferris continued to provide additional aid to our students. We do this not from raising tuition, but by reallocating existing resources. It is not enough, but it is a priority.

2. **Job Placement.** Does your university track undergraduate success rates through job placement? Does the university differentiate between full-time and part-time employment, and job classification (service, manufacturing, professional, continuing education, etc.)

Ferris tracks graduate placement through an annual graduate follow-up survey. Our most recent report reflects a 97 percent placement rate, which is defined as those graduates working full- and part-time or pursuing an education. The survey does ask whether the graduate is employed part-time or full-time, and inquires if the position is related to their degree; it does not ask the specific nature of the employment, but an optional question asks the name of the employer.

The biggest challenge with graduate follow-up is response rates. Michigan has data that would make this information more comprehensive. It is strongly encouraged that the state provide access to jobs information for use in tracking our graduates.
3. Graduation Rates. What type of assistance is provided by the university to undergraduate students to facilitate graduation within a reasonable time period? (e.g. availability of required courses, counseling services, other)

During a 10-year period, Ferris State University experienced a dramatic increase in its 6-year bachelor degree graduation rate. In 2003 that rate was 42 percent; by 2013 this has increased to 54 percent. This 29 percent improvement in graduation places Ferris State University among the top 15 universities in the nation in terms of our improvement in graduation rate.

It is important to note that measuring graduation data in this way depends upon the flawed system of IPEDS. The numbers above reflect only those students who began at Ferris State University as freshman and graduate within six years. Any student who transfers to another institution is considered a “failure.” Conversely, any student who transfers in is not considered a “success.” IPEDS ignores the mobility of students who attend multiple institutions before graduating from college.

There is a much better national graduation data standard - the Student Achievement Measure - http://www.studentachievementmeasure.org/. Using National Clearing House data, this measure tracks the performance of students across institutions. Using this measure, we know the following about Ferris State University students who began in the Fall of 2007 -

- 52.5% graduated from Ferris within 6 years
- 11.3% graduated from another institution within 6 years
- 6.1% are still pursuing a degree from Ferris
- 8.8% are still pursuing a degree from another institution
- 21.3% status unknown

Additionally we know the following for students who transferred into Ferris State University -

- 64.3% graduated from Ferris within 6 years
- 8.9% graduated from another institution within 6 years
- 2.8% are still pursuing a degree from Ferris
- 4.1% are still pursuing a degree from another institution
- 19.9% status unknown

To summarize -

- 63.8% of the students who began as freshman earned a college degree
- 73.2% of who transferred into Ferris earned a college degree
- 14.9% of the students who began as a freshman are still pursuing a degree
- 5.9% of the students who transferred are still earning a degree

The success rates for students who begin as freshman or who transfer into Ferris is 80 percent!
The Student Achievement Measure Reports for Ferris State University are attached to this response and also available online at -
http://www.studentachievementmeasure.org/participants/169910

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Ferris State University,
Page 2
The Student Achievement Measure (SAM) Project is a joint initiative of the six national higher education presidential associations: the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU).

All public universities in Michigan have adopted this data system. The current IPEDS metric misrepresents student success at Ferris by nearly 30 percent. **Now is the time to adopt an accurate measure of graduation success for all Michigan universities.**

**Student Success Strategies**

Ferris State University is a national leader in implementing strategies for addressing the needs of students who may require additional assistance to realize their potential. We invest significant resources in helping students succeed. The objective for students is not to attend college, but rather to graduate from it. There is much more evidence of this commitment than can be included here. However, some selected examples include -

**Structured Learning Assistance** - Our University undertakes an analysis of classes to determine those offerings where students are most likely to need help. Using these data we develop strategies that successfully assist struggling students. Our nationally recognized Structured Learning Assistance program gives students a high level of academic support while reducing course withdrawal/failing rates and increasing the number of students who pass some of the most traditionally challenging courses. The program features weekly study and practice workshops where students master course content, and develop and apply specific learning strategies. Facilitators attend course lectures with students and work in collaboration with the professor. The facilitator conducts workshops, develops workshop materials, clarifies lecture points for the students and assists them in understanding the expectations of the professor, plans workshop activities and much more to empower student learning. The approach is not to reduce the rigor of the course, but rather to help students effectively learn the material.

**MyDegree** - Ferris has implemented MyDegree, a real-time, web-based academic auditing and advising tool that helps students combine and compare degree requirements and coursework to most effectively chart a path to successfully complete a degree. MyDegree helps students avoid taking unnecessary courses, saving them money and improving their time-to-degree. This is also a useful tool for transfer students so they can chart their path through our university from the beginning of their experience with us.

**CARE 102** - Some students start college knowing their academic and career focus. Others either do not know, or are struggling to choose between different interests. Our career-exploration course, CARE 102, helps students make intelligent choices about career paths based on an analysis
of their interests and abilities. CARE 102 offers opportunities for self-evaluation, vocational and educational planning, and the development of decision-making skills. CARE faculty members help students explore career paths through self-assessment inventories, group discussion, individual projects, assessments and consultation with educational and career counselors. This is an invaluable resource for many students. It has the ability not only to help students streamline their course loads, but keep them from experiencing a lack of progress which can be a factor in some students' decision to stop-out or drop-out.

Improved advising - Ferris places a premium on indicators of student success. Ongoing evaluation of those indicators is something our university considers to be mission-critical. For example, we have done an analysis of our academic advising and looked carefully at what we do with our developmental curriculum. The challenge is to anticipate when students are at risk, and implement effective intervention strategies while there is still an opportunity to help. The integration of these various strategies and resources has helped us to best serve those students who need additional help to earn degrees, in many cases becoming the first in their families to do so.

Advisors and program coordinators are apprised weekly, once registration begins, of specific students who have not registered. They are contacted, if necessary, so that academic and other registration holds may be negotiated, and financial aid considerations addressed, among other issues, so students may continue to make academic progress toward degree completion.

The University has implemented an analysis of academic year and summer semester course offerings across all colleges to determine the impact of academic program requirements, general education requirements, and course prerequisites on student scheduling to alleviate bottlenecks and ensure necessary courses and adequate numbers of sections are being offered.

4. Performance Funding. Increases provided to universities over the last two fiscal years have been distributed based on a performance funding model. Please provide your assessment of the current model, including:

- Should the formula include an equity/foundation allocation based on per student funding?

The inclusion of a foundation allocation based on a per-student basis does not recognize the significant cost difference in the types of degrees students pursue. For example, using HEIDI data, the statewide average credit cost for a history major is $221 per credit. The same credit for a student in welding or another engineering technology field is $499. A per-student concept would reward all degree pursuits equally and would not address the specific career needs of the State of Michigan.
• Should the formula incentivize universities to have a higher percentage of students that are Michigan residents?

While such a metric would benefit our institution, Ferris State University does not support such a concept. Success with performance metrics cannot be measured or compared if they are continually changed. Additionally, national studies of performance metrics suggest that they are more successful if they are simple, straight-forward and easily understood.

• Should the formula revise the graduation rate to be based on graduation within four years instead of six, or should this metric be removed from the performance funding model?

Use of the six-year graduation rate should not be changed. The simple reality is that nearly all college students need to work to attend college. Many students work 30-40 hours per week. Balancing work and education is very challenging. Students need this extra time to succeed. Measuring graduation in this way would significantly disadvantage universities that enroll large numbers of middle- and working-class students.

Please see the comments above in reference to question 3 regarding graduation rates. Michigan should adopt the nationally developed and recognized Student Achievement Measure (SAM) for graduation rather than the antiquated IPEDS approach which ignores the mobility of today's college students who will likely attend multiple colleges.

• Your recommendations regarding any other modifications to the current formula.

The scoring of the Carnegie components of the funding model should be returned to the initial scoring. The recent changes reward institutions for Carnegie comparison (which can receive a score of 3), more highly than actual improvement (which can only receive a score of 2). As a result, an institution that continues to be above-average, but shows no improvement or actually declines, is scored higher than institutions that exhibit improvement. Performance funding models should incentivize and reward improvement. To do otherwise is counter-productive. Additional information and analysis will be provided to the Senate committee if this is useful for your discussions and consideration.

As Ferris has testified before, to assess the impact of any formula on the outcomes to be achieved, that formula must be consistent. It is difficult to measure performance when the metrics are continually changing. To that end, Ferris would suggest that the formula be fixed for a number of years (five) so that the incented performance improvements can be assessed.
5. **Transferability of Core College Courses.** Pursuant to language in the State School Aid Act, a committee was formed to improve the transferability of core college courses between community colleges and public universities on a statewide basis. Will your university be implementing the agreement that was reached by that committee? If not, please provide the reasons?

Yes

6. **Harassment policy.** Please provide a summary of the university’s harassment policy in terms of protecting students, and protecting faculty.

Student and Employee Dignity and Harassment Policy

The University expects all students and employees to conduct themselves with dignity and respect for students, employees, and others. It is each individual’s responsibility to behave in a civil manner and to make responsible choices about the manner in which they conduct themselves. Harassment of any kind is not acceptable at the University. The University does not condone or allow harassment of others, whether engaged in by students, employees, supervisors or administrators, or by vendors or others doing business with the University. Harassment is the creation of a hostile or intimidating environment in which verbal or physical conduct, because of its severity or persistence, is likely to significantly interfere with an individual’s work or education, or adversely affect a person’s living conditions. To assist with the understanding of what harassment is, the Code of Community Standards contains specifics.

Any person who believes that he/she has been subjected to harassment of any kind should approach the individual whom he/she believes responsible. He/she should identify the specific behaviour, explain that he/she considers the behavior to be offensive and/or harassing, and ask the individual to stop the behavior. If assistance is needed to approach the individual, an Academic Dean, the Dean of Student Life, the Director of Multicultural Student Services, or the Equal Opportunity Director should be contacted. If approaching the individual is not possible (e.g., the person who believes that he/she has been subjected to harassment is uncomfortable or uncertain as to how the situation should be handled or is concerned that the situation may become volatile) or if approaching the individual does not resolve the matter, it should then be reported immediately any of the individuals noted above.

All reports of harassment and subsequent investigations will be kept as confidential as possible. Anyone found to have violated this policy will be subject to discipline up to and including suspension or dismissal.
7. **Governing Board Expense Travel and Reimbursement Policies.** Please provide the university's policy regarding reimbursement of costs for governing board members and families. Also provide the level of review required for expense submissions. Include per diems provided for meetings, and any set limits (maximum allowable expenses) for items such as meals, hotel, and other travel costs.

Ferris State University has very engaged trustees, a number of whom are donors to our University. In most instances our trustees give far more to the University than they receive through expense reimbursements, which are covered by the following policy.

**Travel and Entertainment Expense Incurred by Trustees - Board Policy Sec. 9-102**
Trustees shall, in the discretion of the Board, be entitled to actual and necessary expenses incurred in performance of their official duties. Notwithstanding the foregoing, expenses incurred in connection with out-of-state travel (including transportation, meals, lodging and entertainment) require prior approval of the Executive Committee, and the Trustee seeking such approval must submit a proposed budget to the Executive Committee for its consideration.

Trustees who seek reimbursement shall submit a voucher listing the expenses to which he or she is entitled under this policy, and the President of Ferris State University or his/her duly appointed representative is authorized to pay the same, consistent with past practice of the Board and this policy, upon receipt of such voucher and any requested documentation.
Ferris State University

Ferris State University is committed to preparing students for successful careers, responsible citizenship and lifelong learning. Founded in 1884 with the purpose of providing students with marketable skills, Ferris continues to be recognized for its career-focused majors that give students the education they need to meet the needs of a changing economy. Ferris strives to align its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning and opportunity. The Ferris State University main campus is located in Big Rapids, a west central Michigan city of approximately 10,600. Ferris offers more than 180 educational programs at the Undergraduate, Graduate and Doctoral level.

Bachelor's Seeking Model

First-time, Full-time Students Starting Fall 2007
Number of students: 788
roll over each bar for detail data

Full-time, Transfer Students Starting Fall 2007
Number of students: 525
roll over each bar for detail data