

Senate Education Committee

December 7, 2011

Bachelor Degree Education in Michigan:

Encouraging Access through Educational Partnerships
and
Avoiding the Cost Implications of Four-Year Expansion

David L. Eisler, President
Ferris State University

Sen. Pavlov and members of the Senate Education Committee, thank you for taking time from your very busy legislative schedule to hear from Ferris State University. It is an honor to appear before you today. I very much appreciate this opportunity to present examples of working partnerships between community colleges and public universities. Through these collaborative efforts Ferris State University provides increased access to bachelor degree education throughout Michigan using existing resources.

Each of you has a significant interest in higher education and in Ferris State University, as we enroll students from each of your districts at our University -

Sen. Hopgood	59
Sen. Young	129
Sen. Colbeck	190
Sen. Pavlov	486
Sen. Emmons	1345

Collectively, this committee represents many of both our current and future students. I want to emphasize the connection each of us has to Michigan students and want to draw our focus to them. Our efforts here today are to provide access to quality education for our students, not to build or fuel institutional aspirations.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by proper documentation and receipts.

3. Regular audits should be conducted to verify the accuracy of the records and identify any discrepancies.

4. The second part of the document outlines the procedures for handling cash and credit transactions.

5. It is important to maintain a clear distinction between personal and business finances.

- All cash receipts should be recorded immediately.
- Credit sales should be recorded at the time of sale.
- Payments received should be recorded as soon as they are received.
- All expenses should be recorded in a timely manner.

6. The final part of the document provides a summary of the key points and emphasizes the importance of consistency and accuracy in record-keeping.

In beginning I want to express both respect and admiration for my community college colleagues. In our combined efforts we are not competitors, but collaborators and partners. Community colleges are led by men and women who I admire and respect. Working together we help change lives through the opportunities higher education provides. Our common commitment is to student access leading to success not just in the classroom, but in life.

Some brief background on my experience and expertise may be useful for this discussion. This is my ninth year as president of Ferris State University, Michigan's fastest growing public university. In 2004 I served on the Cherry Commission where some of the ideas you consider today were first advanced. During my first two years as president at Ferris I visited 25 of the 28 community colleges in our state, learning more about each institution and looking for academic partners. Before my return to Michigan I was the provost at Weber State University in Utah. While at Weber I helped develop many of the bachelor degree programs for a sister institution, Utah Valley State College, which has evolved into the four-year Utah Valley University. Weber State, Utah Valley and Ferris State stand out in having retained associate degrees on their paths to university status. Through this connection I bring an understanding and experience with degree development at both the two- and four-year level.

In presenting this information about Ferris State University today, it is important to emphasize this is only a snapshot of one institution's efforts. My colleagues at public universities throughout the state also provide many outreach efforts, some in very significant ways. Certainly many more degree opportunities are available than those chronicled here.

Ferris State University

At Ferris State University we have actively embraced community colleges as educational partners. We do this through a variety of efforts, including traditional 2+2 programs and 3+1 programs, where two or three years are completed at the community colleges, and also through strong, active transfer articulations which help students make the transition from their community college to our university.

Beyond those efforts, we offer bachelors and masters degrees, and certificate programs on community college campuses across the state. Through these collaborative efforts we provide degree access to students in the communities where they live, using the facilities of the area community college. In this we eliminate the gap between associate and bachelor degree study, extending the opportunity of a Ferris State University education to students unable to relocate to our campus in Big Rapids. Through consortium agreements we provide seamless financial aid support to these students. Under this approach students can begin work on the bachelor degree as, or even before, they finish an associate degree. Most importantly we build a career pathway for these students.

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Today, through community college partnerships and outreach activities, Ferris State University offers a broad cross-section of educational opportunities throughout Michigan.

- 32 bachelor degrees
- 17 certificates and endorsements
- 10 masters degrees

A complete listing of our degree and certificate offerings is included in your packet. It is worth noting that some programs on this listing are not offered on our campus in Big Rapids. One of the approaches we take, and part of the skill and experience we provide, is to create degree programs that address the unique student needs of the location where they are offered. (Slide One)

Today we offer education programs at 20 locations throughout Michigan and on-line. The programs we provide are especially appealing to working students, as it allows them to continue their employment, raise families, and live in their current community while earning their bachelor's degree. Our current community college partners include -

- Alpena Community College
- Delta College in University Center
- Grand Rapids Community College
- Lansing Community College
- Macomb Community College in Warren
- Montcalm Community College
- Mott Community College in Flint
- Muskegon Community College
- North Central Michigan College in Petoskey
- Northwestern Michigan College in Traverse City
- Oakland Community College
- Schoolcraft College in Garden City
- Southwestern Michigan College in Dowagiac
- St. Clair Community College in Port Huron
- Wayne County Community College
- West Shore Community College in Scottville

I would note that our newest relationship is with Wayne County Community College. Our partnership with Chancellor Curtis Ivery has been critical in creating new degree offerings for their students in Criminal Justice, Digital Media Software Engineering, and Information Security and Intelligence. We are pleased to be a part of their University Center at Harper Woods.

Student response to these partnered programs is both strong and supportive. Today more than 3,200 students are taking advantage of the opportunity to earn a Ferris State University

Dear Sir,

I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the above mentioned matter.

The same has been referred to the proper authorities for their consideration and they will be glad to hear from you again.

I am, Sir, very respectfully,
Your obedient servant,

J. H. [Name]

Very truly yours,
[Name]

[Address]

[Footnote/Reference]

degree through these partnered efforts in Michigan. We see steady growth in these site-based enrollments, but there is an interesting and undeniable trend present here that is relevant for today's discussion. Since 2002 there has been strong growth in our site-based student credit hours (SCH), growing 78 percent over eight years. While this is impressive, the growth in on-line SCH has far surpassed this, increasing by nearly 950 percent during this period. The simple reality is that today's students are far more comfortable in electronic environments and choose on-line instruction even when site-based programming is available. It therefore seems likely the bulk of future growth, especially in small environments, will be on-line. (Slide Two)

Proposed Community College Baccalaureate Programs

There are several areas of study under consideration for the expansion of bachelor degree-granting authority. We have offered to work with community colleges to meet the site-based programs they seek. Allow me to address these programmatic areas in turn.

Nursing (RN to BSN completion)

Ferris State University has an accredited and long-established RN-BSN program. This fall 536 students are majoring in the RN-BSN completion program. We have the capacity to expand this program rapidly. Our ability to scale and deliver this program effectively is clearly evidenced in the enrollment patterns. Since spring 2008 this program has grown from 205 students to its current enrollment. This is growth of more than 160 percent. (Slide Three)

We are prepared and willing to offer this fully accredited program anywhere in the state, both at community colleges and regional hospitals. We have offered this program in Alma, Dowagiac, Elk Rapids, Flint, Holland, Kalamazoo, Midland, Mt. Pleasant, Muskegon, and Traverse City. Next year we have plans to offer this at new sites in Grand Rapids and at Montcalm Community College in Greenville. In the past we have responded to requests for cohort sections by offering classes within six months of the request. We can offer any of the community colleges interested in RN to BSN completion the ability to begin this on their campus by May 2012. If the need and demand expressed in these hearings truly exists, no community college can respond as rapidly to meet that need. Students should not be forced to wait while community colleges develop their own programs.

Beyond the site-based programs, we also provide this RN-BSN completion on-line. Originally this was developed for areas in Michigan that did not have enough students to form a cohort, or for students who desire a program that is flexibly scheduled. What has developed in terms of student preference is stunning. Since Spring 2008 we have seen **SCH in site-based programs decline by more than 160 percent**. During that same period **on-line SCH have increased by more than 1,006 percent!** Simply put, experience shows that delivering this program on-line meets student needs more effectively than providing it in person. (Slide Four)

To illustrate this point I want to share our experience in Traverse City, home of Northwestern Michigan College, where Munson Medical Center has made a strong commitment to BSN-prepared nurses. For the past three years we have worked to create a site-based cohort there. Each of these years we could not get even a starting cohort of eight students for the program. This past year we could not get a cohort at all. All but three Traverse City students wanted the program delivered on-line. There is not strong logic that expands this degree-granting authority to community colleges when the capacity exists within existing programs, and when students vastly prefer already established on-line programs.

Concrete Technology

One of the unique resources of Alpena Community College is the World Center for Concrete Technology. I have visited this impressive facility and unique resource for our state. There are natural parallels between the associate degree in Concrete Technology offered by Alpena Community College and our Construction Management programs. We first proposed offering our Construction Management bachelor degree in Alpena with an emphasis in Concrete Technology. This is a more broadly-based degree with far more career opportunities than a narrowly constructed degree in Concrete Technology. However, it remained the preference of Alpena Community College to offer a bachelor's degree in concrete technology.

Alpena Community College has reached out to us and we have worked with them to offer the degree they desire in Alpena. I want to thank them publicly for being willing to work with us. In doing so, they have placed the needs of their students first. Last year Alpena Community College asked we delay implementing this program because of low enrollment in their associate degree program. We stand ready to offer this degree with them when there are enough interested students available.

Culinary Arts

Ferris offers three degrees that are a natural extension of an associate degree in Culinary Arts. Our hospitality area provides bachelor degrees in both Hotel Management and Resort Management, enrolling more than 300 students in these broadly-based degrees, designed to create a career pathway to supervision and leadership positions. In a differently oriented approach we partner with the Culinary program at Grand Rapids Community College, offering a bachelor's degree in Business Administration with a professional track in Culinary Arts. These three baccalaureate degrees are reasonable approaches to career pathways for students graduating with a Culinary Arts associate degree. We have offered these degrees to community colleges, but they remain unwilling to partner with us.

If the desire of community colleges is to develop a bachelor's degree in Culinary Arts with a different emphasis, we will partner with them to develop this degree and offer it on their campuses. Currently we partner with Schoolcraft College and Northwestern Michigan College, who both have extraordinary culinary programs and excellent facilities. It would be an exciting

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and a list of the publications issued during the year.

The second part of the report deals with the financial situation of the institution. It gives a detailed account of the income and expenditure for the year and shows how the funds have been used for the various projects. It also gives a list of the donors and the amounts received from each.

The third part of the report deals with the personnel of the institution. It gives a list of the staff and their duties and also a list of the students and the progress made by each. It also gives a list of the honorary members and the names of the deceased members.

The fourth part of the report deals with the publications of the institution. It gives a list of the books and pamphlets issued during the year and also a list of the articles and papers published in the various journals. It also gives a list of the books and pamphlets received during the year.

The fifth part of the report deals with the general work of the institution. It gives a list of the various committees and their duties and also a list of the various societies and clubs. It also gives a list of the various events and programmes held during the year.

The sixth part of the report deals with the future work of the institution. It gives a list of the various projects and programmes planned for the next year and also a list of the various committees and societies to be formed. It also gives a list of the various events and programmes to be held during the year.

opportunity to provide additional options for these culinary students and to expand our partnerships with them.

Maritime Studies

Ferris State University has an exemplary, award-winning relationship with the Great Lakes Maritime Academy. We are the largest provider of baccalaureate education in Traverse City, and have been an educational partner with Northwestern Michigan College for more than thirty years. The success of these efforts are demonstrated in the most recent census, which shows that 37.7 percent of citizens in Traverse City have a bachelor degree or higher. This is 13 percent above the average across Michigan, demonstrating the effectiveness of the University Center effort in providing four-year degrees there.

Currently, students who earn an associate of Applied Science degree from the Great Lakes Maritime Academy in Traverse City also can earn a bachelor of Business Administration degree from Ferris State University. All coursework is provided in Traverse City. This is an extraordinary example of an integrated associate\ bachelor degree and was honored as the transfer program of the year in Michigan. This degree was collaboratively developed between our institutions based on the understanding that maritime students were better served by a bachelor's degree in business. It is a reality that many maritime graduates will not spend their entire career on board a ship, frequently choosing later in their career to move off the water. Unlike a narrowly constructed degree in Maritime Studies, the Business Administration degree is excellent preparation for this transition.

However, if a Maritime Studies degree is now the pathway that Northwestern Michigan College believes is better suited for their graduates, they are a valued partner. We can and will work with them to develop and offer this degree. Within the past year we have offered to do so, but to this point they have been unwilling to partner. Regrettably, one of the unintended consequences of the proposed legislation before you is that some community colleges are unwilling to move forward on these collaborative degrees, instead waiting in the belief that they will be able to offer the degrees themselves.

Comparisons Between Florida and Michigan

In conversations with community college leaders I have frequently heard that Florida's experience with offering bachelor degrees should be a rationale for also doing this in Michigan. Contrasting the differences in population dynamics between Florida and Michigan will show precisely why the community college baccalaureate is not needed here. This graph shows public school enrollment in Florida and Michigan. The contrast could not be more stunning. During the 20-year period, 1990-2010, public school enrollment in Florida grew from 1,861,592 to 2,692,000, an increase of more than 44 percent. In Michigan these figures are 1,584,431 to 1,601,000 just a 1 percent increase. Even more importantly, Michigan public school enrollment

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reached its high in 2001. Since that time the number of students has decreased by 10 percent. (Slide Five)

This decrease in public school enrollments is also reflected in the number of high school graduates in Michigan. High school graduation reached a peak in 2009 when 116,470 students received degrees. Through 2021 this number is estimated to decline to 90,100, a decrease of more than 22 percent. (Slide Six)

It is understandable why Florida moved to allow community colleges the ability to offer bachelor degrees. In 2002 there were twelve four-year institutions in Florida, 20 percent fewer than Michigan, in a state with a population more than 30 percent greater. Florida public universities were close to or at capacity and did not have the capability to provide access to a rapidly increasing population graduating from their high schools. This is not the case in Michigan with a declining school-age population and sharp decreases in the number of high school graduates. Further, none of the degrees proposed responds to a lack of public university capacity to accept community college students.

These figures are especially important when one studies the experience of Florida. In the seven years after community colleges were permitted to offer bachelor degrees in 2002, the number of four-year institutions there jumped from 12 to 27, an increase of 125 percent. It seems likely that this would also be the experience in Michigan as well if this legislation is passed and signed into law. Does our state really need more than a doubling of the number of four-year institutions? (Slide Seven)

The Cost of Community College Bachelor Degrees in Michigan

The cost and implications of what you consider here today is far broader than four unusual degrees and an expansion of baccalaureate nursing completion programs. Please do not be misled by a bill that is cleverly crafted to propose degrees not currently offered in Michigan and suggests that the problem being addressed has to do with access. What you are dealing with is the much broader and extremely important question of expanding four-year education in a manner unprecedented in Michigan history. While you will be told that this action is only for these specific degrees, you must understand that you will have begun a process that will cause the number of four-year colleges in Michigan to explode. Once these floodgates are opened you will be unable to close them again or control the results. There is a very real cost in this that Michigan citizens will need to pay.

In my career I have worked closely with three public universities that have made the transition from community colleges to four-year colleges and then to university status. My first experience was at Weber State University in Utah where I served as provost. When the state made the decision to allow Weber to offer four-year degrees, they funded 37 additional full-time faculty

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positions. In today's dollars that would be an investment of more than \$5 million. This is also the approach used in Florida where the legislature funded \$5 million in 2002 to help community colleges transition to offer bachelor degrees.

The second instance is also in Utah, but some years later, when Utah Valley College was allowed to begin four-year programs. I worked with their campus creating the first four-year programs there. In that case the state provided no additional support and the institution funded the expansion internally. The only way to do this was by directing resources from two-year education to fund the new bachelor degrees. Growth at the lower division was used to fund the upper division. This required a greater and greater dependence on part-time teachers, until at one point 80 percent of English composition courses were taught by adjuncts.

Finally there is the case of my current institution, Ferris State University. As Ferris made plans to become a university, state support would not cover this transition. Rather than reduce the quality at the lower division, the decision was made to close programs and to shift those resources to upper division courses. In a three-year span in the early 1980's Ferris closed 23 programs to fund its transition to becoming Ferris State University.

If legislation allowing it is approved, no one knows how this expansion of four-year institutions in Michigan will be handled. Will the state fund additional four-year programs in a decade of declining high school enrollment? Will resources be redirected from existing community college funds in detriment to their traditional role? Or will current community college students pay the cost of this expansion of mission? Please understand that should you and your Senate colleagues approve this bill, this is the situation that will face you, future generations of students and the state's taxpayers. This is a bill Michigan cannot and should not pay.

Higher Education and Its Future in Michigan

It is worth considering the environment in which this proposed expansion is being considered. This is a time of great challenge for all of us in education. If there is a clear message from our state capital it has to do with financial austerity and sharply reduced state revenue. Stated plainly, resources to adequately support our current education efforts do not now exist. It is difficult to understand why Michigan would seek to expand its educational system when it cannot afford to support current institutional efforts at the K-12, community college and university levels.

There is a very strong and compelling need for community colleges today and the role they serve in our state is essential. In considering our education efforts in Michigan I am drawn back to what for me was the most compelling lesson of the Cherry Commission and its deliberations.

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This is simply told. If one were to ask 10 students in the ninth grade how many planned to attend college, eight would answer yes. Returning to those same students four years later, only four would be attending college. Changing the future direction of our state depends upon changing the behavior of those six students who do not enroll. This is the critical educational deficit for our state and no one is better suited to tackle that problem than community colleges. The challenge we face in Michigan today is attracting these students to our community colleges, and helping them succeed. Some of those students will not be prepared for college success and a number of community colleges are already tackling that issue in creative and productive fashion. This is where our state should be focused, on seeking to connect more solidly with high schools and making the goal of attending college a reality for every student who wants to do so.

Closing Thoughts

Ferris State University has a unique historic perspective on the challenges posed by change. When Woodbridge Ferris began his school in Big Rapids in 1884, it was also a time of financial challenge in west Michigan. The economy was dependent upon the timber industry and much of the forest was already logged out. Through his Institute Mr. Ferris educated students for a new reality, teaching them skills in business, pharmacy, stenography, and telegraphy that prepared them for the commercial economy.

One hundred twenty-seven years later, Michigan finds itself in a similar time of hardship with the troubles in the domestic automobile industry. Today, just as when our 19th century extraction economy was experiencing inevitable decline, Ferris State University will continue to educate our citizens for the next economic reality by helping them acquire new skills that will allow them to succeed in a time of great upheaval and transformation. In doing so we will actively seek out partners to help extend opportunity where it is needed. Through our combined efforts we can help ensure that our citizens will have the opportunity to benefit from the same extraordinary education that has benefitted so many of us in this room today.

At Ferris State University we take educational partnerships very seriously. We both want and desire to partner with community colleges. We believe we can address each of the content areas discussed above. If our current degree offerings do not meet the need, we are willing to work with our community college partners to develop the degree. What we bring to this enterprise is significant experience, a sensitivity to associate degree students, and an understanding of preparation for job and career success.

This is at the core of what we do as a University. Our commitment to this effort is stated clearly in our mission statement -

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

When you are next in the Capital and have a few extra moments, please take a moment to look at the last portrait on the right before entering the House Chambers. That full-length portrait is of our founder, Woodbridge Ferris, commemorating his two terms as Governor of Michigan. His efforts were directed at providing education to everyone. We believe in this every bit as passionately today as he did then. Together, I know that we can and will prevail in this absolutely essential endeavor.

As you debate this bill I encourage you to consider the broad, far-reaching implications of what is before you. In that context please consider -

- Internet instruction growth
- Partnered solutions to the proposed new degrees
- Continued decline in Michigan high school graduates
- Long-term costs of 4-year expansion

Thank you for providing this opportunity for me to present these thoughts, ideas, and materials for your consideration and review.

These materials are available on-line at: http://www.ferris.edu/president/presentations/2011-2012/education_2011.htm

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FERRIS STATE UNIVERSITY

OFFICE OF THE PRESIDENT

Community College Partnerships

Ferris State University

Ferris State University offers a broad cross-section of educational opportunities through community college partnerships in Michigan. Currently we provide 32 bachelor degrees, 17 certificates and endorsements, and 10 master degrees on community college campuses.

During the 2010-2011 academic year – Ferris provided 151 programs in partnership with 15 community colleges at 16 locations and provided degree access to more than 3,200 students.

Ferris State University has actively embraced community colleges and currently partners with seventeen community colleges. We provide bachelor degree access to students in the community where they live, using the facilities of the community college where many of them already attend–

Alpena Community College

Delta College

Grand Rapids Community College

Lansing Community College

Macomb Community College

Montcalm Community College

Mott Community College

Muskegon Community College

North Central Michigan College

Northwestern Michigan College

Oakland Community College

Schoolcraft College

Southwestern Michigan College

St. Clair County Community College

Wayne County Community College

West Shore Community College

Ferris currently offers the RN to BSN program to 450 students at 4 locations in Michigan and online. This program continues to grow rapidly and the primary interest we are seeing from students is not for site-based programs, but for on-line programs. In addition to community college locations, we have also offered this in hospitals in Holland and Midland. We are willing to offer this wherever it is needed and will expand our on-line offerings to meet the demand.

We provide seamless financial aid support to these students. Students can begin work on their bachelor degree concurrently with the work on their associate degree. We offer these programs using the facilities on the campus of the community college in a cost-effective approach which is economical for the state. Most importantly we build a career educational pathway for place bound community college students.

When needed, we create unique degree programs and emphases that are tailored to address the student or community needs at the location where it is offered. Examples of this are the business degrees we have created for aviation and maritime students in Traverse City, and the culinary, digital animation and information security degrees for students in Grand Rapids.

We stand ready and want to do the same for any community college willing to partner with us in Michigan. Working together, and leveraging our combined strengths, we can best respond to and meet the educational needs of our students, our citizens, and our state.

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Currently Ferris State University offers the following degree and certificate programs on community college campuses or on-line-

Bachelor Degrees

Accountancy\Public Accounting
Allied Health Sciences (on-line)
Automotive Management
Business Administration
Business Administration - Aviation
Business Administration - Maritime
Business Administration - Professional Track
 Includes Culinary & Intn'l Tourism
Computer Information Systems
Computer Information Technology
Construction Management
Criminal Justice
Dental Hygiene (online)
Digital Animation and Game Design
Digital Media Software Engineering
Early Childhood Education
Elementary Education

Health Care Systems Administration
Health Information Management
Human Resource Management
Hotel Management\Restaurant and
Food Industry Management
HVACR Engineering Technology (on-line)
Industrial Technology and Management
Information Security and Intelligence
Integrative Studies (site-based and on-line)
Manufacturing Engineering Technology
Nuclear Medicine Technology (site-based
 and on-line)
Nursing RN to BSN (site based and on-line)
Product Design Engineering Technology
Quality Engineering Technology
Secondary Education
Social Work
Technical and Professional Communication

Certificates

Advanced Construction Management
Business-to-Business Marketing (on-line)
Coding\Reimbursement Management
Construction Administration
Direct Marketing (on-line)
E-Commerce Marketing (on-line)
Facility Management (on-line)

Geographic Information Systems (on-line)
Homeland Security: Digital Security and
 Forensics
Human Resource Management
International Business
Marketing
Quality Technology

Master Degrees

Business Administration MBA (on-line)
Career and Technical Education
 - Administrative
 - Instructor
 - Postsecondary Administrative
 - Training and Development

Criminal Justice Administration
Curriculum and Instruction
 - Administrative
 - Special Education
 - Subject Area
Nursing MSN (on-line)

Teacher Certification and Endorsements

Elementary Endorsement to Secondary
 Provisional Certificate
Secondary Endorsement to Elementary
 Provisional Certificate

Secondary Teacher Certification and
 Endorsements
Special Education Endorsement