



THE IMPACT OF MICHIGAN COMMUNITY COLLEGES

**DEPARTMENT OF LABOR & ECONOMIC GROWTH
Postsecondary Services
Community College Services Unit**

March 2005

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Introduction

Members of the Community College Services Unit, Michigan Department of Labor and Economic Growth, are providing this information to aid policy makers and community college personnel in their planning efforts to support access for students to quality instruction and to assist the training needs of industry and labor. Hundreds of companies entered into contracts for training and participated on local advisory and partnership committees over the last year. These companies share a goal with Michigan's 28 public community colleges to continuously improve occupational education and the skills of their workers. The references and information contained in this Impact Statement are for the academic years 2001 through 2005 unless otherwise indicated. Additional details are available by contacting the appropriate unit staff:

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Part I

Demographic Overview

Fall 2005: A Snapshot of Enrollment¹

- Michigan community colleges reported to the federal government that 215,047 students were enrolled Fall 2005, reflecting a 2.19% increase over Fall 2004 enrollments.
- Thirty-six percent (36%) of the students were enrolled full-time while sixty-four percent (64%) were enrolled part-time.
- The number of first-time, full-time students increased by fourteen percent (14%) over Fall 2004.
- Forty-two percent (42%) of those enrolled in Fall 2005 were men while fifty-eight percent (58%) were women.
- The minorities² population made up nineteen percent (19%) of the Fall 2005 population.
- 34,527 students entered a community college for the first time.
- The mean age of the community college student was 27 years old.
- Over 76.9 million contact hours of instruction were generated during 2004-05.

Total Enrollment for 2004-2005¹

- Over 412,700 students were enrolled in Michigan community colleges during 2004-2005.
- Fifty-one (51%) of these students were enrolled in 380 programs, while forty-nine percent (49%) took coursework in order to strengthen their skills, increase their employment potential, or for personal interest.
- Of the 412,700 students enrolled during 2004-2005, 185,719 (45%) were enrolled in occupational education.
- Of the 209,319 students enrolled in programs, sixty-percent (60%) or 126,277 students were enrolled in 286 occupational programs.
- Fifty-seven percent (57%) of those enrolled in occupational programs were women and forty-three percent (43%) were men.

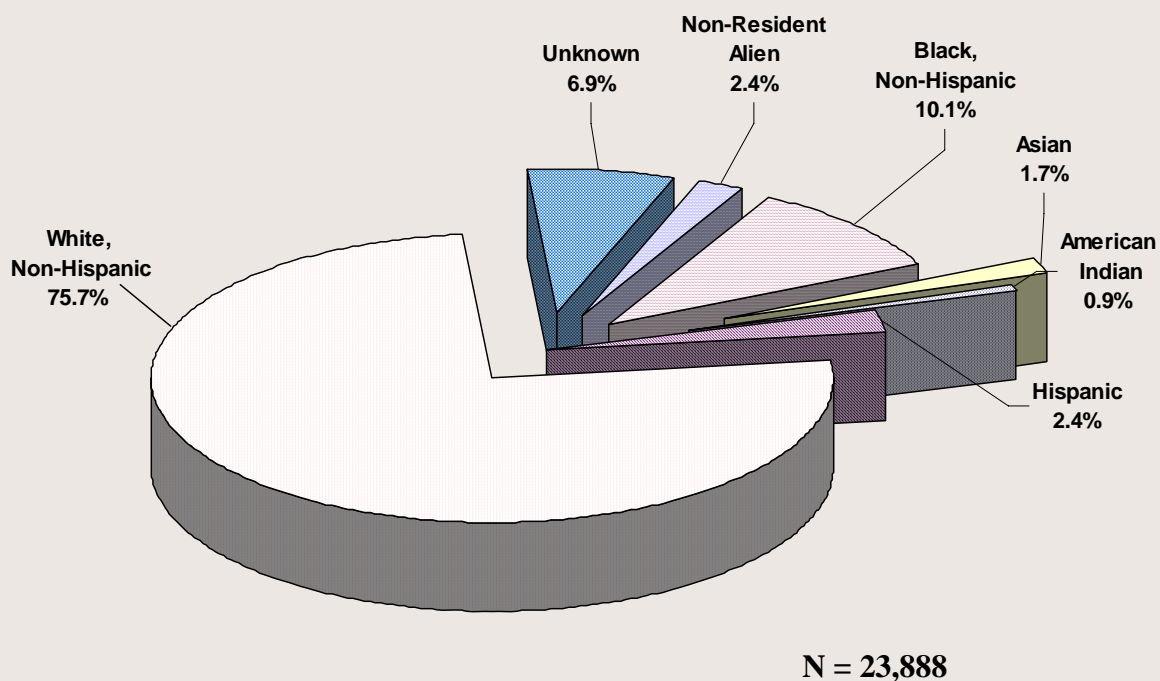
¹ This snapshot includes students taking at least one course creditable towards a degree as of October 15, 2005 or the 1/10th of the semester.

² Includes Black [Non-Hispanic], Asian, American Indian, and Hispanic.

Demographic Overview (Continued)

Certificates and Awards Conferred for 2004-2005

- Michigan community colleges conferred 23,888 certificates and associate degrees during 2004-2005.
- Sixty-six percent (66%) of the awards conferred went to women and thirty-four percent (34%) went to men.
- Sixty-one percent (61%) of the awards conferred during 2004-2005 were in occupational programs.



In Which Programs are Students Enrolling?

Sixty-three (63%) of the students enrolled in programs were in the following:

CIP Code	Program	Men	Women	Total
24.0101	Liberal Arts and Sciences/Liberal Studies	12,400	18,537	30,937
24.0102	General Studies	8,807	13,509	22,316
51.1601	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	2,317	15,257	17,574
52.0201	Business Administration and Management, General	6,244	6,724	12,968
43.0107	Criminal Justice/Police Science	3,895	2,110	6,005
52.0101	Business/Commerce, General	1,875	1,970	3,845
13.1202	Elementary Education and Teaching	821	2,885	3,706
52.0302	Accounting Technology/Technician and Bookkeeping	928	2,707	3,635
51.1613	Licensed Practical/Vocational Nurse Training (LPN, LVN, Ce	366	3,236	3,602
11.0201	Computer Programming/Programmer, General	2,080	1,234	3,314
13.0101	Education, General	1,106	2,164	3,270
14.0101	Engineering, General	2,578	434	3,012
47.0604	Automobile/Automotive Mechanics Technology/Technician	2,414	184	2,598
51.1105	Pre-Nursing Studies (NEW)	318	2,181	2,499
19.0708	Child Care and Support Services Management (NEW)	83	2,174	2,257
51.0907	Medical Radiologic Technology/Science & Radiation Therapist	618	1,635	2,253
15.0303	Electrical, Electronic and Communications Engineering Tech	1,847	187	2,034
43.0103	Criminal Justice/Law Enforcement Administration	1,224	733	1,957
12.0503	Culinary Arts/Chef Training	1,078	861	1,939
46.0502	Pipefitting/Pipefitter and Sprinkler Fitter (NEW)	1,650	30	1,680
	TOTAL	52,649	78,752	131,401

In What Programs are Students Earning Certificates and Degrees?

Sixty-six percent (66%) of the awards conferred were in the following programs:

CIP Code	Program Name	Men	Women	Total
24.0101	Liberal Arts and Sciences/Liberal Studies	1,430	3,110	4,540
24.0102	General Studies	850	1822	2672
51.1601	Nursing - Registered Nurse Training (RN, ASN, BSN, M	201	1,727	1,928
52.0201	Business Administration and Management, General	402	696	1098
51.1613	Licensed Practical /Vocational Nurse Training (LPN, LV	94	944	1,038
43.0107	Criminal Justice/Police Science	345	169	514
52.0101	Business/Commerce, General	159	286	445
13.0101	Education, General	156	284	440
47.0604	Automobile/Automotive Mechanics Technology/Technici	348	48	396
51.1614	Nurse/Nursing Assistant/Aide and Patient Care Assista	46	296	342
52.0302	Accounting Technology/Technician and Bookkeeping	52	267	319
13.1202	Elementary Education and Teaching	34	229	263
51.1009	Phlebotomy/Phlebotomist (NEW)	30	220	250
19.0708	Child Care and Support Services Management (NEW)	6	240	246
11.0201	Computer Programming/Programmer, General	141	95	236
15.1306	Mechanical Drafting and Mechanical Drafting CAD/CADI	166	56	222
12.0503	Culinary Arts/Chef Training	105	114	219
43.0103	Criminal Justice/Law Enforcement Administration	138	74	212
51.0904	Emergency Medical Technology/Technician (EMT Parara	130	82	212
15.0699	Industrial Production Technologies/Technicians, Other	97	89	186
TOTAL		4,930	10,848	15,778

- Michigan community colleges conferred 23,888 certificates and degrees during 2004-2005.
- Sixty-one percent (61%) of the certificates/degrees conferred were in occupational programs.

Are Students Succeeding?

Based upon data gathered for 2004-05 on occupational students in order to meet the requirements of the Carl D. Perkins Act:

- Over eighty percent (80%) of occupational concentrators* achieved a GPA of 2.0 or better in their academic courses.
- Eighty-four percent (84%) of occupational concentrators* achieved a GPA of 2.0 or better in their occupational specialty courses.
- Seventeen (17%) of the full-time, first-time degree-seeking occupational students enrolled in Fall 2001 received a certificate or degree within three years.
- Ninety-four percent (94%) of the students who received a certificate or degree either continued their education, received/continued employment, or entered military service.
- Eighteen percent (18%) of students enrolled in non-traditional programs were enrolled in programs considered non-traditional for their gender.
- Sixteen percent (16%) of students who received an award in a non-traditional program received an award in a program considered non-traditional for their gender.

** Concentrator - student officially enrolled in an occupational program and had earned at least 12 credits towards the completion of an award (excluding developmental courses) at the beginning of the reporting year.*

A Former Student Perspective

(January/February 2002 Seventh Michigan Community College Poll*)

- Twenty-seven percent (27%) planned to earn an associate degree.
- Twenty-three percent (23%) planned to take courses in order to transfer to a four-year college or university.
- Seventeen percent (17%) planned to graduate and then transfer to a four-year college or university while thirty-three percent (33%) took courses for other reasons (e.g. increase skills, personal interest).

- Sixty-four percent (64%) of the students reported that they had accomplished their goal.
- Fifty-nine percent (59%) whose goal was to graduate and earn an associate degree reached their goal.
- Seventy-three percent (73%) who had another goal in mind reached it.

- The major reason students gave for failing to reach their goal was *lack of time*.
- Other reasons included *personal* and *the cost of attending college was too high*.
- Seventy-four percent (74%) of the students were employed either full or part-time.

- Sixty percent (60%) of the students who reported being employed believed their community college education helped them to perform better on their job.
- Thirty percent (30%) said it improved their job status and/or improved their salary.
- Eighty-five percent (85%) full-time students and sixty-nine percent (69%) of part-time students believed their community college education and training will help them move into a better job or career in the future.

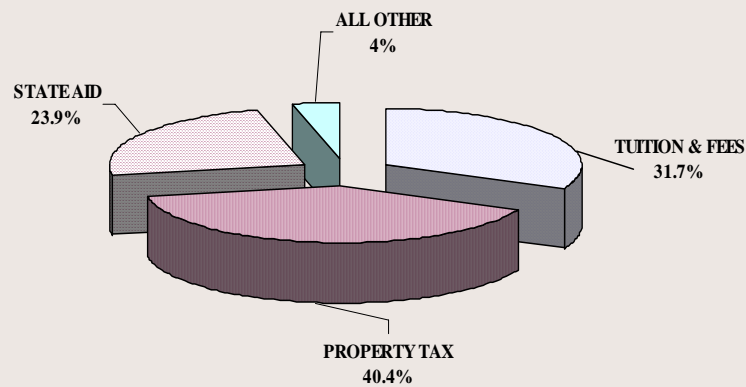
- Seventy-six percent (76%) said they might enroll in courses at a Michigan community college again in the future.
- The vast majority of former students gave their community colleges an exceptionally high grade, with ninety-three percent (93%) awarding their college either an AA or AB.

**Last time poll was conducted. For the complete report, please go to www.michigancc.net/old/surveys.*

Financial Overview

Community colleges expended \$1,056,754,385 in general and designated funds in the performance of their missions during 2004-05.

General fund revenue included:



REVENUE SOURCES BY PERCENTAGE

REVENUE SOURCE	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04 ¹	2004-05
STATE AID	33.1%	32.9%	32.9%	33.0%	33.3%	30.3%	27.8%	24.3%	23.9%
PROPERTY TAX	34.6%	35.2%	35.9%	36.3%	35.9%	39.9%	40.5%	40.9%	40.4%
TUITION & FEES	28.6%	27.7%	27.5%	27.0%	26.8%	26.8%	28.8%	31.6%	31.7%
ALL OTHER	3.6%	4.1%	3.8%	3.8%	4.0%	3.1%	2.9%	3.3%	4.0%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

¹ Beginning in 2003-04 revenue includes General and Designated Funds due to reporting changes.

Part II

Purpose of the Carl D. Perkins Applied Technology Education Act of 1998

To provide Michigan community colleges additional funding to improve their occupational programs in order to more fully develop the academic, occupational, and technical skills of students who enroll in occupational programs. This end is achieved through concentrating resources on the following objectives:

- Strengthening the academic and vocational and technical skills of students participating in vocational and technical education programs through integration;
- Providing students with strong experience in and understanding of all aspects of an industry;
- Developing, improving, or expanding the use of technology in occupational and technical education;
- Providing professional development programs;
- Developing and implementing evaluations, including an assessment of how the needs of special populations are being met;
- Initiating, improving, expanding, and modernizing quality vocational and technical education programs;
- Providing services and activities that are of sufficient size, scope, and quality to be effective; and
- Linking secondary vocational and technical education and postsecondary occupational and technical education.

Federal Support from the Carl D. Perkins Applied Technology Education Act of 1998 2000-01 Through 2004-05

- Community colleges have spent over \$3,164,176 in Perkins funds from 2000-01 through 2004-05 to enhance and increase career guidance, placement, and counseling activities.
- From 2000-01 through 2004-05, \$3,205,951 in Perkins dollars were utilized to support worksite instruction, customized training, and economic development programs available to local businesses, industry, and labor.
- A total of \$66,663,359 Perkins dollars were distributed to 28 community colleges, 1 tribal college, and three four-year universities over this four year time period.
- Of the \$66,663,359, \$5,348,341 were spent on the following state leadership activities:
 - Local Leadership (\$2,694,847)
 - Fast Track Professional Development (\$645,452)
 - Emerging Technologies Consortia (\$1,404,592)
 - Data and Evaluation Activities (\$368,782)
- \$6,524,827 was used to fund professional development, developmental instruction, instructional equipment, curriculum integration, evaluation, and the establishment of secondary linkages.
- \$9,422,528 was expended for student support services.

2004 - 2005 Carl D. Perkins Grant

BASIC GRANT BUDGET	
Local Leadership	\$516,800
MI Community College & Evaluation Committee	\$59,500
Fast Track Grants: Faculty Development	\$150,000
Consortium Grants: Emerging Technology	\$152,000
State Administration	\$475,000
PROGRAM IMPROVEMENT EXPENDITURES	
Special Populations - Instruction	\$1,862,410
Special Populations - Pupil Support Services	\$2,018,111
Special Populations - Instructional Support	\$220,421
Special Populations - Instructional Supervision	\$1,922,366
Career Guidance, Planning, & Placement	\$649,872
Program Planning & Evaluation	\$722,807
Professional Development	\$330,865
Developmental Instruction	\$277,430
Instructional Equipment	\$4,205,387
Secondary Linkages & Tech Prep	\$167,714
Worksite Instruction	\$356,538
Economic Development	\$587,290
Administrative Costs	\$223,995
Curriculum Integration	\$7,639
Occupational Education Program Improvement Total	\$13,552,845

State Administration – Technical Assistance

Staff of the Community College Services Unit provide technical assistance to the 28 community colleges, 1 tribal college and 3 universities as required by the Perkins Act. Specific activities during 2004-05 included:

- Coordinating and supporting the web-based data collection system, Michigan Community College Network (MCCNet) as well as the MyOPS (Office of Postsecondary Services)website;
- Providing in-services and on-site technical assistance visits in order to help colleges determine the best use of their Perkins funding;
- Coordinating and providing a format for the development and implementation of statewide technical assistance through various task forces, professional organizations, conferences, and ad hoc state-level steering committees;
- Promoting and cooperating with the Michigan community college associations and organizations in the undertaking of specific activities;
- Maintaining cooperative and supportive relationships with federal and state professional organizations and committees*;
- Representing the Department of Labor & Economic Growth in the implementation of the Community College Act of 1966 ;
- Providing leadership in all aspects of curriculum, matriculation and student articulation, including the implementation of agreements between colleges, universities, and secondary schools;
- Providing leadership and direction concerning all matters related to institutional and student outcomes (e.g. Perkins accountability, evaluation methodology);
- Providing support for entrepreneurship initiatives.

**See Appendix A for a listing of organizations and committees.*

Local Leadership

Local leadership grants are awarded to support the technical assistance needs of college personnel in planning and implementing the comprehensive program of occupational education. During 2004-05, \$476,487 was awarded for local leadership and related travel activities.

Consortium Grants: Emerging Technologies

Consortium grant activities are available to encourage community colleges to cooperatively plan for new occupation areas, preferably in high technology and/or other emerging occupational areas. During fiscal year 2004-05, \$131,152 was allocated for this purpose.

A sample of activities that occurred during fiscal year 2004-05 include:

- Trends in Occupational Studies Conference
- Liberal Arts Network for Development (LAND) Conference
- LAND Conference for Student Scholars
- Working Connections
- Critical Thinking

Faculty Professional Development: Fast Track Grants

During fiscal year 2004-05, \$100,297 was allocated for events and activities designed to provide occupational education faculty with the knowledge necessary to upgrade their skills and improve curriculum. This program made it possible for 148 occupational faculty members to participate in approximately 103 workshops, seminars, on-the-job training sessions, and conferences directly related to the current needs of business and industry.

MICHIGAN COMMUNITY COLLEGE DATA AND EVALUATION COMMITTEE (MCCDEC)

Established in 1978 as a steering committee, the role of MCCDEC has continuously expanded over the years in order to keep up with the ever-changing demands being placed upon community colleges. Its main mission is to provide a broad based forum of expertise concerning data systems and data evaluation to improve the quality of Michigan's community colleges. The membership of this committee has included presidents, occupational deans, deans of student services, registrars, data processing personnel, liberal arts faculty, occupational faculty, institutional researchers, deans of instruction, as well as Special Populations Coordinators. The state heavily relied upon the input from this committee during 2004-2005 in order to address data-related state and federal initiatives. Towards this end, \$16,603 was expended to support such activities.

Over the 2004-2005 year, MCCDEC was instrumental in:

- collaborating with the Michigan Occupational Dean's Administrative Council in reviewing new methods of evaluating programs;
- reviewing and providing input into the methodology for establishing the Perkins Core Indicators;
- sponsoring and working on methods for improving Special Populations data;
- working on and supporting the development of a Reports Taxonomy system;
- supporting and providing input on the web-based data collection system; and
- working with the Michigan Community College Association in reviewing ways to better utilize data from other state agencies.

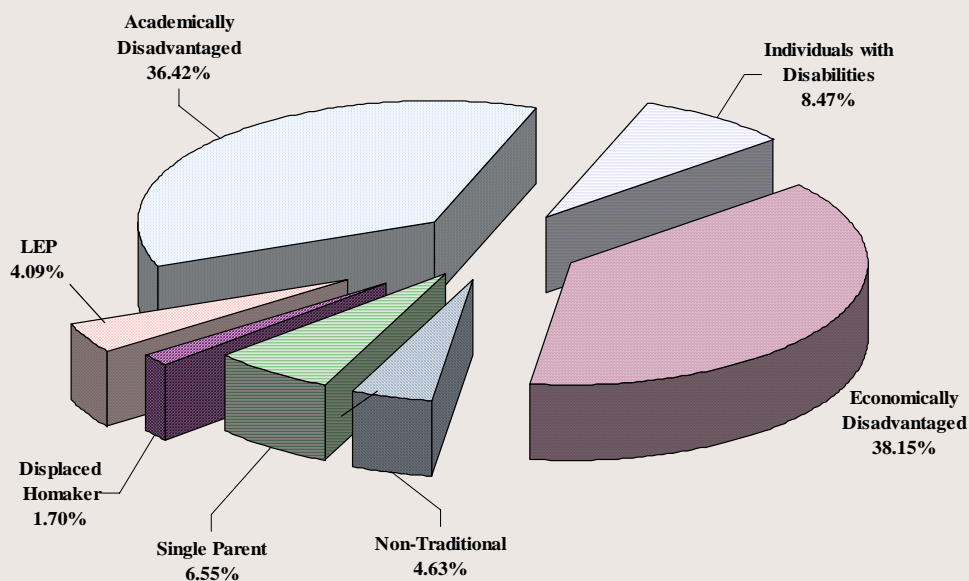
Special Populations Activities

Carl D. Perkins funds have been used to update and improve occupational programs by providing support services to students. Community colleges expended \$8,940,630 (\$6,023,308 federal dollars and \$2,917,322 local dollars) to provide assessment, outreach, attendance costs, counseling and academic advising, tutoring, interpreter services, special instructional assistance, and developmental instruction to Special Populations students during the 2004-2005 academic year. The total number of Special Populations students served was 39,705 (duplicated). This population can be broken down by category as follows:

Individuals with Disabilities	3,540
Economically Disadvantaged	17,433
Single Parent	1,815
Displaced Homemakers	487
Non-Traditional	2,021
Limited English Proficient	1,221
Academically Disadvantaged	17,002

This represents an unduplicated count of approximately 43,500 students.

The following graph reflects the number of awards conferred during 2004-2005 (N = 5,893 awards)



Appendix A

Federal and State Professional Organizations and Committees

- American Association of Community Colleges
- American Vocational Association
- Association of Community College Trustees
- Educational Teleconsortium of Michigan
- Liberal Arts Network for Development
- Michigan Association of Collegiate Registrars and Admissions Officers
- Michigan Association for Institutional Researchers
- Michigan Community College Association
- Michigan Community College Association for Development, Assessment and Research
- Michigan Community College Business Officers Association
- Michigan Community College Community Services Association
- Michigan Community College Data and Evaluation Committee
- Michigan Community College for Global Education
- Michigan Community College Personnel Administrators Organization
- Michigan Community College Student Services Association
- Michigan Council of Nursing Education Administrators
- Michigan Developmental Education Consortium
- Michigan Global Awareness Consortium
- Michigan Occupational Deans Administrative Council
- Michigan Occupational Special Populations Association
- Michigan Postsecondary Single Parent/Displaced Homemakers & Sex Equity Association
- National Postsecondary Education Council
- National Association for Career Technical Education Information
- National Council for Marketing and Public Relations
- National Council of State Directors for Community and Junior Colleges
- National Council for Workforce Education



Appendix B

Educational Publications and Studies Sponsored by the Community College Services Unit:

- *Activities Classification Structure Data Book and Companion.* (www.michigancc.net)
- *Articulation Handbook*, April 1998.
[http://www.michigan.gov/documents/S_Articulation_Handbook_46501_7.doc]
- *At-Risk Student Success Report.* [<http://www.michigancc.net/old/reports/>]
- *A Survey of Student Assessment and Developmental Education in Michigan's Community Colleges*, 1989, 1990, 1998, 1999. [<http://www.michigancc.net/old/studies/>]
- *A Report on the Acceptance of Vocational Education Courses for Admission Purposes at Michigan's Community Colleges and Universities*, 1990.
- *Collaboration and Cooperation Efforts with Four-year Universities.*
[<http://www.michiganccnet/old/reports/>]
- *Community College Districts in Michigan*, 1990, as amended.
- *Community College Data Base Annual Report*, 1990 through 1995.
- *Community College Student Transfers to Michigan's Universities*, 1988, 1989.
- *Customized Training: A Priority for Michigan Community Colleges*, July 1992.
- *Dictionary of Michigan Community College Terminology* (formerly Data Dictionary), Community College Services Unit. [<http://www.michigancc.net/resources/def/>]
- *Dean's Guide to Michigan Community College Occupational and Technology Education Programs.*[<http://www.michigancc.net/resources/guides/d0405.tml>]
- *Directory of Michigan Community Colleges.*
[http://www.michigan.gov/documents/2005_Directory_updated_12-28-04_114980_7.pdf]
- *Directory of Michigan Institutions of Higher Education.*
[http://www.michigan.gov/mdcd/0,1607,7-122-1680_2735---,00.html]
- *Michigan Community College Demographic Enrollment Profile.*
[<http://www.michigancc.net/data/databook/>]
- *Michigan Community College Journal*, Research and Practice, 1995 through 2002.
[<http://www.schoolcraft.edu/cce/>]
- *Manual for Uniform Financial Reporting, Michigan Public Community Colleges.*
[<http://www.michigancc.net/resources/manuals/>]
- *Meeting the Mandates: Michigan Community College Student Assessment Capabilities*, September 1992.
- *Native American Tuition Waivers.* [<http://www.michigancc.net/old/reports/>]