

THE IMPACT OF MICHIGAN COMMUNITY COLLEGES

2007-08

MICHIGAN DEPARTMENT OF ENERGY, LABOR & ECONOMIC GROWTH
Bureau of Workforce Transformation
Division of Lifelong Learning
Community College Services Unit

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INTRODUCTION

Members of the Community College Services Unit, Michigan Department of Energy, Labor & 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 businesses entered into training contracts and participated on local advisory committees over the last year. These businesses share a goal with Michigan's 28 public community colleges to continuously improve occupational education and the skills of their workers. The information contained in this Impact Statement are for the academic years 2003 through 2008 unless otherwise indicated. Additional details are available by contacting the appropriate unit staff:

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PART I

Demographic Overview

Fall 2008: A Snapshot of Enrollment¹

- Michigan community colleges reported to the federal government that 234,832 students were enrolled Fall 2008, reflecting a 3.29% increase over Fall 2007 enrollments.
- Thirty-seven percent (37.9%) of the students were enrolled full-time while sixty-three percent (62.1%) were enrolled part-time.
- The number of first-time, full-time students decreased slightly from 21,612 to 21,075 while the number of first-time, part-time students fell from 18,999 to 15,464 in Fall 2008.
- Forty-two percent (42.2%) of those enrolled in Fall 2008 were men while fifty-eight percent (57.8%) were women.
- The minority² population remained stable by still making up twenty percent (20%) of the Fall 2008 population.
- There were 36,539 students that entered a community college for the first time.
- The mean age of the community college student was 26.4 years old.

Total Enrollment for 2007-2008¹

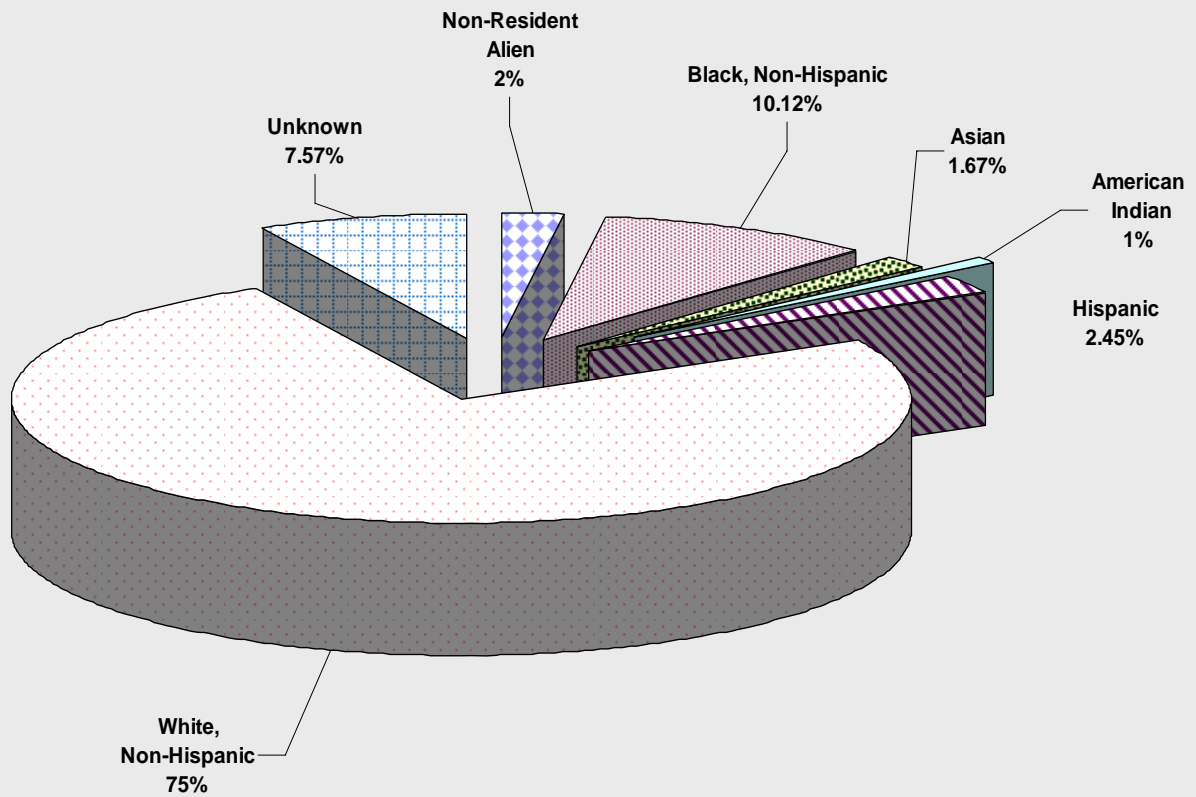
- Approximately 452,200 students were enrolled in Michigan community colleges during 2007-2008.
- Fifty-three (53%) of these students were enrolled in 422 programs, while forty-seven percent (47%) took coursework in order to strengthen their skills, increase their employment potential, or for personal interest.
- Of the 452,200 students enrolled during 2007-2008, 191,621 students (43%) were enrolled in occupational education.
- Of the 241,082 students enrolled in programs, fifty-nine percent (59%) or 138,705 students were enrolled in occupational programs.
- Fifty-six percent (56%) of those enrolled in occupational programs were women and forty-four percent (44%) were men.
- Over 86.5 million contact hours of instruction were generated during 2007-08

¹ *This snapshot includes students taking at least one course creditable towards a degree as of October 15, 2008 or the 1/10th of the semester.*

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

Demographic Overview
(Continued)

- Michigan community colleges conferred 28,168 certificates and associate degrees during 2007-2008, resulting in an 8.7% increase over 2006-07 .
- Sixty-two percent (62%) of the awards conferred went to women and thirty-eight percent (38%) went to men.
- Sixty-one percent (61%) of the awards conferred during 2007-2008 were in occupational programs.



In Which Programs are Students Enrolling?

Sixty-two (62%) of the students enrolled in programs were in the following:

CIP Code	Program Name	Men	Women	Total
24.0101	Liberal Arts and Sciences/Liberal Studies	19,216	31,713	50,929
24.0102	General Studies	9,279	13,996	23,275
51.1601	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	2,664	15,564	18,228
52.0201	Business Administration and Management, General	8,789	8,129	16,918
43.0107	Criminal Justice/Police Science	4,515	2,142	6,657
52.0302	Accounting Technology/Technician and Bookkeeping	1,276	3,149	4,425
13.1202	Elementary Education and Teaching	880	3,176	4,056
51.1613	Licensed Practical /Vocational Nurse Train	419	3,246	3,665
52.0101	Business/Commerce, General	1,803	1,767	3,570
47.0604	Automobile/Automotive Mechanics Technology/Technician	3,009	198	3,207
14.0101	Engineering, General (Transfer)	2,298	707	3,005
11.0201	Computer Programming/Programmer, General	2,146	833	2,979
51.0000	Health Services/Allied Health/Health Science	689	2,281	2,970
51.1105	Pre-Nursing Studies (NEW)	363	2,334	2,697
12.0503	Culinary Arts/Chef Training	1,335	1,115	2,450
11.0401	Information Science/Studies (Transfer)	123	26	149
48.0703	Cabinetmaking and Millwork/Millwright	141	7	148
13.1209	Kindergarten/Pre-School Education and Teach (Transfer)	19	128	147
46.9999	Construction Trades, Other	140	6	146
51.1009	Phlebotomy/Phlebotomist (NEW)	10	136	146

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	1,756	3,288	5,044
24.0102	General Studies	1,175	1,879	3,054
51.1601	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	282	2,040	2,322
52.0201	Business Administration and Management, General	545	839	1,384
51.1613	Licensed Practical /Vocational Nurse Train	129	1,013	1,142
47.0604	Automobile/Automotive Mechanics Technology/Technician	615	42	657
43.0107	Criminal Justice/Police Science	418	188	606
51.1614	Nurse/Nursing Assistant/Aide and Patient C	93	492	585
52.0101	Business/Commerce, General	213	327	540
52.0302	Accounting Technology/Technician and Book	114	397	511
12.0503	Culinary Arts/Chef Training	171	196	367
51.1009	Phlebotomy/Phlebotomist (NEW	40	319	359
51.0904	Emergency Medical Technology/Technician (E	217	126	343
43.0102	Corrections	112	170	282
15.0699	Industrial Production Technologies/Technical	138	124	262
13.1202	Elementary Education and Teaching	37	182	219
51.0801	Medical/Clinical Assistant	7	206	213
22.0302	Legal Assistant/Paralegal	34	176	210
19.0708	Child Care and Support Services Management	3	198	201
19.0709	Child Care Provider/Assistant	4	194	198

Are Students Succeeding?

Based upon data gathered for 2007-08 on occupational students in order to meet the requirements of the Carl D. Perkins Act:

- Ninety-one percent (91%) of the occupational concentrators¹ that took technical skill assessments² passed.
- Thirty-one percent (31%) of the occupational concentrators that left postsecondary received a degree, certificate or credential.
- Sixty-seven percent (67%) of occupational concentrators that left postsecondary without an award either transferred or remained enrolled in their original postsecondary institution
- Seventy-three percent (73%) of occupational concentrators that left postsecondary were either employed, entered the military or were in an apprenticeship program.
- Twenty-four percent (24%) of occupational participants³ enrolled in non-traditional programs were enrolled in programs considered non-traditional for their gender.
- Twenty-one percent (21%) of the occupational concentrators that received awards in nontraditional programs received an award in a program considered non-traditional for their gender.

¹ *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.*

² *Colleges reported results for the following programs if available: 43.0102 Corrections, 43.0103 Criminal Justice/Law Enforcement Administration, 43.0107 Criminal Justice/Police Science, 43.0202 Fire Services Administration, 43.0203 Fire Science/Firefighting, 51.0601 Dental Assisting/Assistant, 51.0602 Dental Hygiene/Hygienist, 51.0801 Medical/Clinical Assistant, 51.0803 Occupational Therapist Assistant, 51.0805 Pharmacy Technician/Assistant, 51.0904 Emergency Medical Technology/Technician (EMT Paramedic), 51.0907 Medical Radiological Technology/Science - Radiation Therapist, 51.0908 Respiratory Care Therapy/Therapist, 51.0909 Surgical Technology/Technologist, 51.0911 Radiological Technology/Science - Radiographer, 51.1004 Clinical/Medical Laboratory Technician, 51.1008 Histological Technician, and 51.1601 NURSING (RN).*

³ *Participant: An occupational student officially enrolled in a program who has earned at least 1 credit in a program area.*

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.*

PART III

Purpose of the Carl D. Perkins Career and Technical Education Act of 2006

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 & Carl D. Perkins Career & Technical Education Act of 2006 2002-03 Through 2007-08

- Community colleges have spent over \$3,828,456 in Perkins funds from 2002-03 through 2007-08 to enhance and increase career guidance, placement, and counseling activities.
- From 2002-03 through 2007-08, \$4,885,223 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 \$81,636,737 was allocated to 28 community colleges, 1 tribal college, and three four-year universities over this six-year time period.
- A total of \$4,944,556 was spent on the following state leadership activities:
 - Local Leadership (\$2,752,650)
 - Fast Track Professional Development (\$726,705)
 - Emerging Technologies Consortia (\$1,035,096)
 - Data and Evaluation Activities (\$430,105)
- \$35,631,666 was used to fund professional development, developmental instruction, instructional equipment, curriculum integration, program planning and development, and the establishment of secondary linkages.
- \$11,236,909 was expended for student support services.

2007-08 Carl D. Perkins Grant

BASIC GRANT BUDGET	
Local Leadership	\$519,400
MI Community College & Evaluation Committee	\$57,500
Fast Track Grants: Faculty Development	\$150,000
Consortium Grants: Emerging Technology	\$400,025
State Administration	\$415,000
85% Formula-Program Improvement Activities	\$13,530,515
PROGRAM IMPROVEMENT EXPENDITURES	
Special Populations - Instruction	\$1,563,435
Special Populations - Pupil Support Services	\$1,877,608
Special Populations - Instructional Support	\$797,862
Special Populations - Instructional Supervision	\$1,878,978
Career Guidance	\$569,034
Program Planning & Development	\$1,151,753
Professional Development	\$468,152
Developmental Instruction (<i>No Longer Permitted Use of Funds</i>)	\$0
Instructional Equipment	\$3,963,432
Linkages	\$140,299
Worksite Instruction	\$520,487
Economic Development and Customized Training	\$313,334
Administrative Costs	\$253,816
Curriculum Integration	\$0
Occupational Education Program Improvement Total	\$13,498,190

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 2007-08 included:

- Coordinating and supporting the web-based data collection system, Michigan Community College Network (MCCNet) as well as the Office of Postsecondary Services On-Line Application/Grant Processes;
- 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 Energy, 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;
- Providing support for Green Jobs Initiative;
- Promoting best practices at Michigan Community Colleges.

*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 2007-08, \$513,736 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 2007-08, \$253,348 was allocated for this purpose.

A sample of activities that occurred during fiscal year 2007-08 include:

- *Michigan Community College Data and Evaluation Committee (MCCDEC)*
- *Trends in Occupational Studies Annual Conference*
- *Community College Best Practices Series*
- *Michigan Community College Dean's Annual In-Service*
- *Michigan Occupational Special Populations Administrators (MOSPA) Conference*
- *Non-Traditional Education Expansion Demonstration Initiative*
- *Michigan Development Education Consortium (MDEC) Conference*
- *Web-based Grants Management System and ACS Database Development*
- *Michigan Educators' Apprenticeship and Training Association (MEATA) Conference*

Faculty Professional Development: Fast Track Grants

During fiscal year 2007-08, \$150,000 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 123 faculty to participate in approximately 104 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 2006-2007 in order to address data-related state and federal initiatives. Towards this end, \$57,500 was expended to support such activities.

Over the 2007-2008 year, MCCDEC was instrumental in:

- providing policy technical assistance to Michigan Community colleges;
- collaborating with the Michigan Occupational Dean's Administrative Council in reviewing new methods of evaluating programs;
- reviewing and providing input into the methodology for interpreting and implementing the Perkins accountability requirements;
- 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.

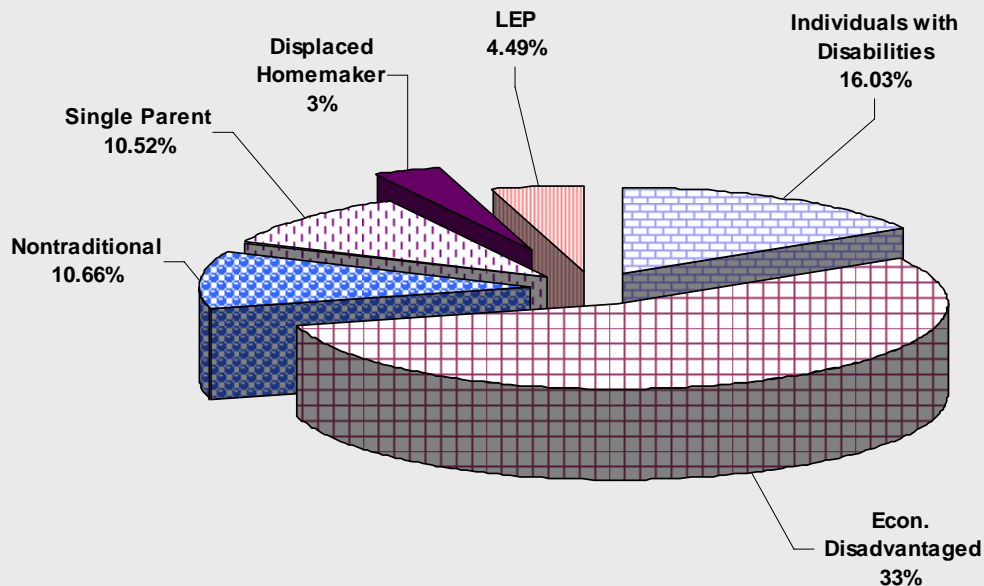
Special Populations Activities

Carl D. Perkins funds have been used to update and improve occupational programs by providing support services to students. Community colleges expended \$15,862,864 (\$6,117,883 federal dollars and \$9,744,981 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 2007-2008 academic year. The total number of Special Populations students served was 28,742 (duplicated). This population* can be broken down by category as follows:

Individuals with Disabilities	3,996
Single Parent	1,680
Displaced Homemakers	560
Non-Traditional	7,295
Limited English Proficient	1,485
Economically Disadvantaged	13,726

The following graph reflects the number of awards conferred for Special Populations during 2007-08

(N = 5,058 awards)



Appendix A

Federal and State Professional Organizations and Committees

- American Association of Community Colleges (AACC)
- Association of Community College Trustees (ACCT)
- Educational Tele-consortium of Michigan (ETM)
- Liberal Arts Network for Development (LAND)
- Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)
- Michigan Association for Institutional Researchers (MI/AIR)
- Michigan Community College Association (MCCA)
- Michigan Community College Association for Development, Assessment and Research (MCCADAR)
- Michigan Community College Business Officers Association (MCCBOA)
- Michigan Community College Community Services Association (MCCCSA)
- Michigan Community College Data and Evaluation Committee (MCCDEC)
- Michigan Community College for Global Education (MCCGE)
- Michigan Community College Personnel Administrators Organization (MCCPAO)
- Michigan Community College Student Services Association (MCCSSA)
- Michigan Council of Nursing Education Administrators (MCNEA)
- Michigan Developmental Education Consortium (MDEC)
- Michigan Global Awareness Consortium (MGAC)
- Michigan Occupational Deans Administrative Council (MODAC)
- Michigan Occupational Special Populations Association (MOSPA)
- National Postsecondary Education Council (NPEC)
- National Association for Career Technical Education Information (NACTEI)
- National Association of State Directors of Career Technical Education (NASDCTE)
- National Council for Marketing and Public Relations (NCMPR)
- National Council for Workforce Education (NCWE)

Appendix B

Educational Publications and Studies Sponsored by the Community College Services Unit

- *Activities Classification Structure Data Book and Companion.* (www.michiganops.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/reports/>]
- *A Survey of Student Assessment and Developmental Education in Michigan's Community Colleges*, 1989, 1990, 1998, 1999. [<http://www.michigancc.net/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/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.
- *Dictionary of Michigan Community College Terminology*
[<http://www.michigancc.net/resources/def/>]
- *Dean's Guide to Michigan Community Colleges* [<http://www.michiganops.net/resources>]
- *Directory of Michigan Community Colleges.* [<http://www.michigan.gov/documents>]
- *Directory of Michigan Institutions of Higher Education.*
[<http://www.michigan.gov/mdcd>]
- *Michigan Community College Demographic Enrollment*
[<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.*
- *North American Indian Tuition Waivers Report.* [<http://www.michigancc.net/old/reports/>]