

# THE IMPACT OF MICHIGAN COMMUNITY COLLEGES

2008-09

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

January 2010

## 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 2009: A Snapshot of Enrollment<sup>1</sup>

- Michigan community colleges reported to the federal government that 253,894 students were enrolled Fall 2009, reflecting a 8.12% increase over Fall 2008 enrollments.
- Thirty-seven percent (39.5%) of the students were enrolled full-time while sixty-three percent (60.5%) were enrolled part-time.
- The number of first-time, first-year students increased from 37,008 in Fall 2008 to 43,127 in Fall 2009, representing a 16.5% increase in students entering community colleges for the first time
- Of the 43,127 students that entered community colleges for the first time, 20,663 were men and 22,494 were women.
- Forty-two percent (42.9%) of those enrolled in Fall 2009 were men while fifty-seven percent (57.2%) were women.
- The minority<sup>2</sup> population remained stable, making up 20.34% of the Fall 2009 population.
- The mean age of the community college student was 26.4 years old.

### Total Enrollment for 2008-2009<sup>1</sup>

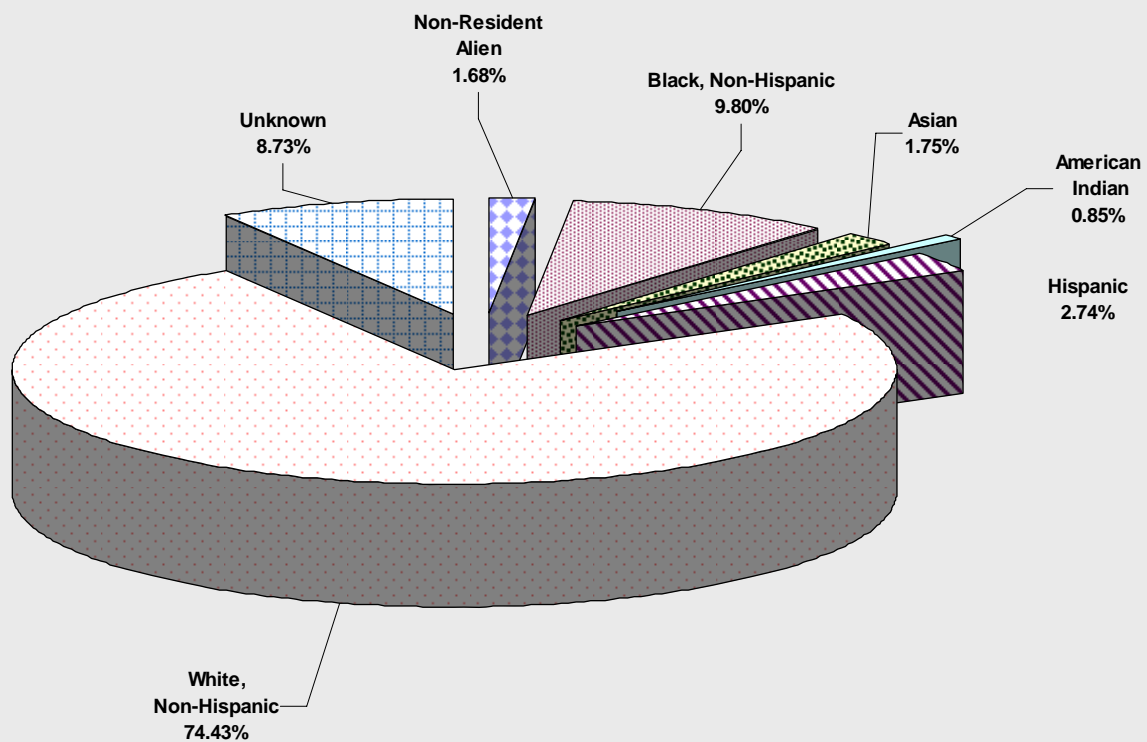
- Approximately 476,691 students were enrolled in Michigan community colleges during 2008-2009.
- Fifty-six percent (56%) of these students were enrolled in 400 programs, while forty-four percent (44%) took coursework in order to strengthen their skills, increase their employment potential, or for personal interest.
- Of the 476,691 students enrolled during 2008-2009, 217,685 students (46%) were enrolled in occupational education.
- Of the 262,754 students enrolled in programs, fifty-nine percent (59%) or 154,529 students were enrolled in occupational programs.
- Fifty-four percent (54%) of those enrolled in occupational programs were women and forty-six percent (46%) were men.
- Over 93.0 million contact hours of instruction were generated during 2008-09

<sup>1</sup> *This snapshot includes students taking at least one course creditable towards a degree as of October 15, 2009 or the 1/10<sup>th</sup> of the semester.*

<sup>2</sup> *Includes Black [Non-Hispanic], American Indian, Asian, and Hispanic.*

Demographic  
Overview  
(Continued)

- Michigan community colleges conferred 29,357 certificates and associate degrees during 2008-2009, reflecting a 4.2% increase over 2007-08 figures.
- Sixty-two percent (62%) of the awards conferred went to women and thirty-eight percent (38%) went to men.
- Sixty-four percent (64%) of the awards conferred during 2008-2009 were in occupational programs.



# In Which Programs are Students Enrolling?

Sixty-four percent (64%) 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	15,038	19,214	34,252
24.0102	General Studies	12,324	18,289	30,613
51.3801	Nursing - Registered Nurse Training (RN)	2,983	15,936	18,919
52.0201	Business Admin Management, General	8,855	7,971	16,826
50.0701	Art/Art Studies, General	4,586	9,620	14,206
43.0107	Criminal Justice/Police Science	4,203	1,999	6,202
51.1105	Pre-Nursing	1,010	4,373	5,383
52.0302	Accounting Tech/Technician/ Bookkeeping	1,507	3,449	4,956
52.0101	Business/Commerce, General	2,347	2,109	4,456
13.1202	Elementary Education and Teaching	880	3,118	3,998
51.3901	Licensed Practical /Vocational Nurse Training	483	3,437	3,920
47.0604	Automobile/Automotive Mechanics Tech	3,166	214	3,380
45.0101	Social Sciences, General	755	2,579	3,334
14.0101	Engineering, General	2,600	333	2,933
11.0201	Computer Programming/Programmer, General	2,155	776	2,931
12.0503	Culinary Arts/Chef Training	1,546	1,265	2,811
43.0103	Criminal Justice/Law Enforcement Admin	1,720	940	2,660
51.0907	Medical Radiological Technology/Science	733	1,644	2,377
43.0102	Corrections	951	1,254	2,205
19.0708	Child Care and Support Services Mgt	119	1,907	2,026

# In What Programs are Students Earning Certificates and Degrees?

Sixty-five percent (65%) of the awards conferred were in the following programs:

CIP Code	Program	Men	Women	Total
24.0101	Liberal Arts and Sciences/Liberal Studies	1,818	3,015	4,833
24.0102	General Studies	1,313	1,996	3,309
51.3801	Nursing - Registered Nurse Training (RN)	307	2,131	2,438
52.0201	Business Admin Management, General	590	802	1,392
51.3901	Licensed Practical /Vocational Nurse Training	123	1,074	1,197
51.3902	Nurse/Nursing Assistant/Aide and Patient C	122	698	820
47.0604	Automobile/Automotive Mechanics Technology	587	61	648
52.0302	Accounting Tech/Technician and Bookkeeping	132	415	547
52.0101	Business/Commerce, General	221	325	546
43.0107	Criminal Justice/Law Enforcement Admin	370	169	539
12.0503	Culinary Arts/Chef Training	203	193	396
51.1009	Phlebotomy/Phlebotomist (NEW)	49	284	333
50.0701	Health/Health Care Admin/Management	66	245	311
51.0801	Medical/Clinical Assistant	17	264	281
43.0103	Criminal Justice/Law Enforcement Admin	167	96	263
51.0904	Emergency Medical Technology/Technician	156	99	255
45.0101	Social Sciences, General	35	219	254
15.0501	Heating, Air Conditioning and Refrigeration	225	9	234
15.0699	Industrial Production Technologies/Technician	111	123	234
13.1202	Elementary Education and Teaching	39	181	220

# Are Students Succeeding?

Based upon data gathered for 2008-09 on occupational students in order to meet the requirements of the Carl D. Perkins Act:

- Ninety-one percent (91%) of the occupational concentrators<sup>1</sup> that took technical skill assessments<sup>2</sup> passed.
- Thirty-one percent (31%) of the occupational concentrators that left postsecondary received a degree, certificate or credential.
- Seventy percent (70%) of occupational concentrators that left postsecondary without an award either transferred or remained enrolled in their original postsecondary institution
- Seventy-eight percent (78%) of occupational concentrators that left postsecondary were either employed, entered the military or were in an apprenticeship program.
- Twenty-four percent (24%) of occupational participants<sup>3</sup> 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.

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<sup>1</sup>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.

<sup>2</sup>Colleges reported results for the following programs if available: 43.0102 Correctional Officer, 43.0103 Regional Police Academy, 43.0107 Police Academy, 43.0202 Fire Protection Tech, 43.0203 Fire Science/Basic EMT, 51.0601 Dental Assisting, 51.0602 Dental Hygiene, 51.0801 Medical Assistant, 51.0803 Occupational Therapy Asst., 51.0805 Pharmacy Technician, 51.0904 Emergence Medical Technician - Basic, 51.0907 Radiological Technology, 51.0908 Respiratory Therapist, 51.0909 Surgical Technology, 51.0911 Radiographer, 51.1004 Emergency Medical Technician- Paramedic, 51.1008 Histological Technology, 51.1601 Nursing (RN), 51.1613 Nursing (LPN), 51.1614 Nursing Care Skills (CENA), 11.1002 Computer Support Technician, 11.9999 Information Technology, 12.0401 Cosmetology, 12.0503 Culinary Arts, 47.0607 Airframe Maintenance Tech, 47.0608 Power Plant Maintenance Tech, 47.0609 Avionics Flight Line Maintenance, 48.0508 Weld Tech Adv. Certif., 49.0102 Aviation Flight Technology, 49.0205 Truck Driver Training, 49.0309 Maritime - Deck Officer, 50.0402 Visual Communications

## 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](http://www.michigancc.net/old/surveys).*

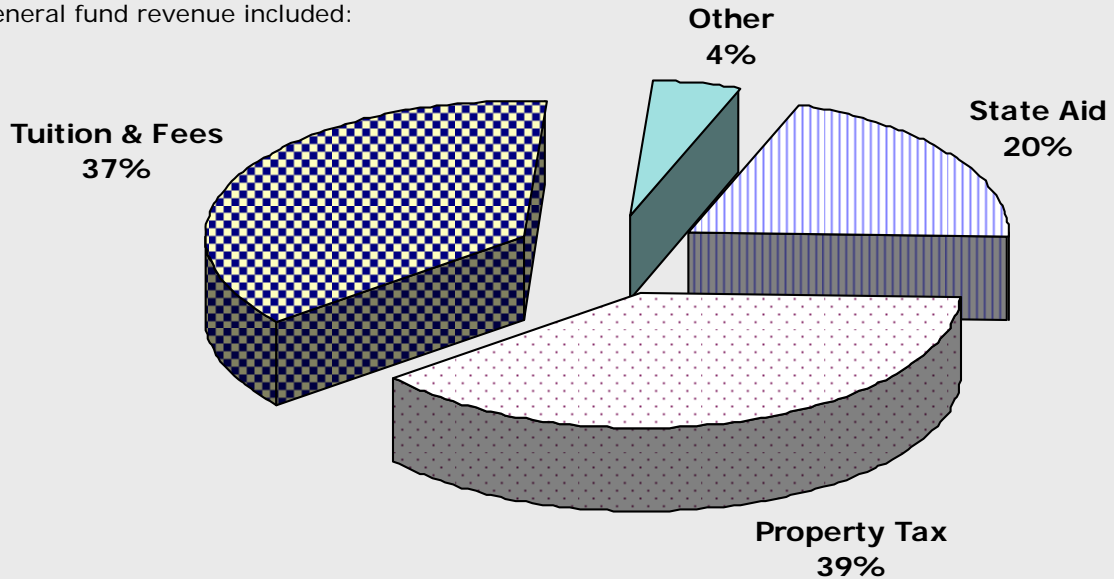


# PART II

## Financial Overview

Community colleges expended \$ \$1,288,907,678 in general and designated funds in the performance of their missions during 2008-09.

General fund revenue included:



REVENUE SOURCE	2000-01	2001-02	2002-03	2003-04 <sup>1</sup>	2004-05	2005-06	2006-07 <sup>2</sup>	2007-08	2008-09
STATE AID	33.3%	30.3%	27.8%	24.3%	23.9%	22.3%	18.9%	21.7%	20.0%
PROPERTY TAX	35.9%	39.9%	40.5%	40.9%	40.4%	40.7%	41.3%	39.0%	38.6%
TUITION & FEES	26.8%	26.8%	28.8%	31.6%	31.7%	32.7%	34.5%	34.3%	37.0%
ALL OTHER	4.0%	3.1%	2.9%	3.3%	4.0%	4.3%	5.3%	5.0%	4.4%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

<sup>2</sup> Two delayed payments were appropriated to the Community Colleges in 2007-08 as a one-time supplemental payment for 2006-07, and had to be recorded in 2007-08 due to GAAP requirements.

# **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 2003-04 Through 2008-09**

- Community colleges have spent over \$3,774,423 in Perkins funds from 2003-04 through 2008-09 to enhance and increase career guidance, placement, and counseling activities.
- From 2003-04 through 2008-09, \$5,123,401 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 \$81,183,331 was allocated to 28 community colleges, 1 tribal college, and 3 four-year universities over this six-year time period.
- A total of \$4,689,249 was spent on the following state leadership activities:
  - Local Leadership (\$2,753,090)
  - Fast Track Professional Development (\$719,346)
  - Emerging Technologies Consortia (\$756,611)
  - Data and Evaluation Activities (\$460,202)
- \$35,072,216 was used to fund professional development, developmental instruction, instructional equipment, curriculum integration, program planning and development, and the establishment of secondary linkages.
- \$11,666,082 was expended for student support services.

## 2008-09 Carl D. Perkins Grant

<b>BASIC GRANT BUDGET</b>	
Local Leadership	\$519,400
MI Community College & Evaluation Committee	\$90,246
Fast Track Grants: Faculty Development	\$140,000
Consortium Grants: Emerging Technology	\$76,000
State Leadership	\$600,000
85% Formula-Program Improvement Activities	\$13,540,890
<b>PROGRAM IMPROVEMENT EXPENDITURES</b>	
Special Populations - Pupil Support Services	\$2,101,957
Special Populations - Instructional Support	\$359,031
Special Populations - Instructional Supervision	\$1,600,645
Special Populations - Instruction	\$1,633,105
Career Guidance	\$688,589
Program Planning & Development	\$1,618,542
Professional Development	\$510,738
Instructional Equipment	\$3,866,641
Linkages	\$105,575
Worksite Instruction	\$600,181
Economic Development and Customized Training	\$224,979
Administrative Costs	\$354,388
Curriculum Integration	\$0
Contracting for Instruction	\$0
<b>TOTAL</b>	<b>\$14,480,371</b>

## 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 2008-09 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 2008-09, \$496,316 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 high technology and/or other in emerging occupational areas. During fiscal year 2008-09, \$193,376 was allocated for this purpose.

A sample of activities that occurred during fiscal year 2008-09 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 2008-09, \$140,000 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 112 faculty to participate in approximately 87 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 2008-2009 in order to address data-related state and federal initiatives.

Over the 2008-2009 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 and definitions 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.

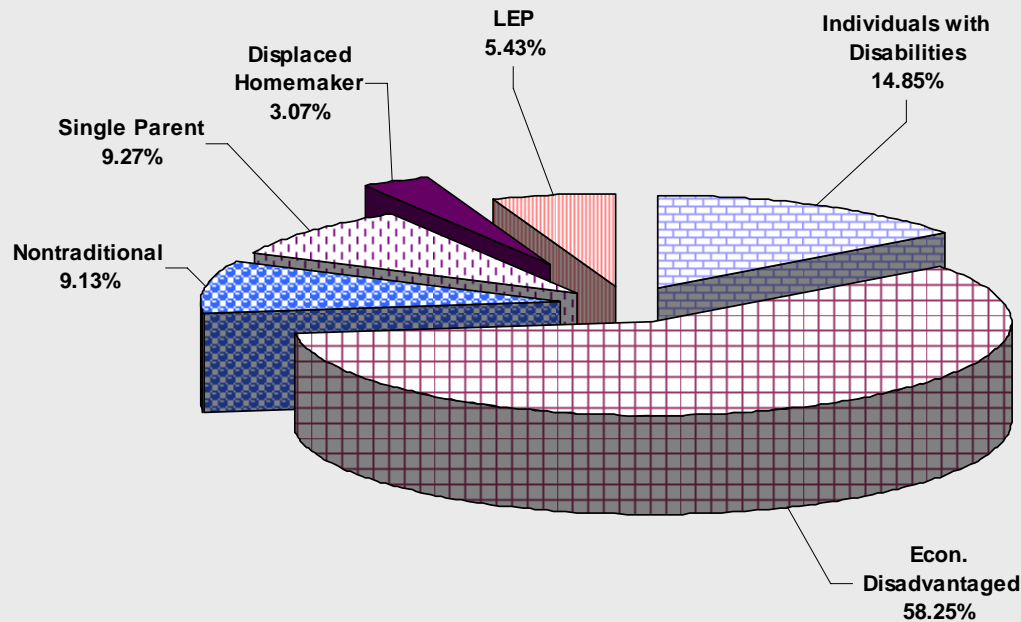
## Special Populations Activities

Carl D. Perkins funds have been used to update and improve occupational programs by providing support services to students. Community colleges expended \$9,281,846 (\$5,694,738 federal dollars and \$3,587,108 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 2008-2009 academic year. The total number of Special Populations students served was 34,380 (duplicated). This population\* can be broken down by category as follows:

Individuals with Disabilities	4,834
Single Parent	1,743
Displaced Homemakers	549
Non-Traditional	4,077
Limited English Proficient	2,235
Economically Disadvantaged	20,942

The following graph reflects the number of awards conferred to Special Populations students during 2008-09

(N = 5,564 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](http://www.michiganops.net) )
- *Articulation Handbook*, April 1998.  
[[http://www.michigan.gov/documents/S\\_Articulation\\_Handbook\\_46501\\_7.doc](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/> ]