

THE IMPACT OF MICHIGAN COMMUNITY COLLEGES

2013-14

WORKFORCE DEVELOPMENT AGENCY, STATE OF MICHIGAN
Education and Career Success
Community College Services

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INTRODUCTION

Community College Services staff, Workforce Development Agency, State of Michigan, 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. Additional details are available by contacting the appropriate unit staff:

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For this report, please go to
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PART I

Demographic Overview

Fall 2014: A Snapshot of Enrollment¹

- Michigan community colleges reported to the federal government that 214,166 students were enrolled fall 2014, reflecting a 5.34% decrease from fall 2013 enrollments.
- Thirty-three percent (33%) of the students were enrolled full-time while sixty-seven percent (667) were enrolled part-time.
- 33,491 students enrolled in a community college for the first time in fall 2014.
- Of the 33,491 students that entered community colleges for the first time, 16,280 were men and 17,211 were women.
- Forty-four percent (44%) of those enrolled in fall 2014 were men while fifty-six percent (56%) were women.
- The minority² population fell from 26% to 24% of the population in fall 2014.
- The mean age of the community college student was 25.6 years old.

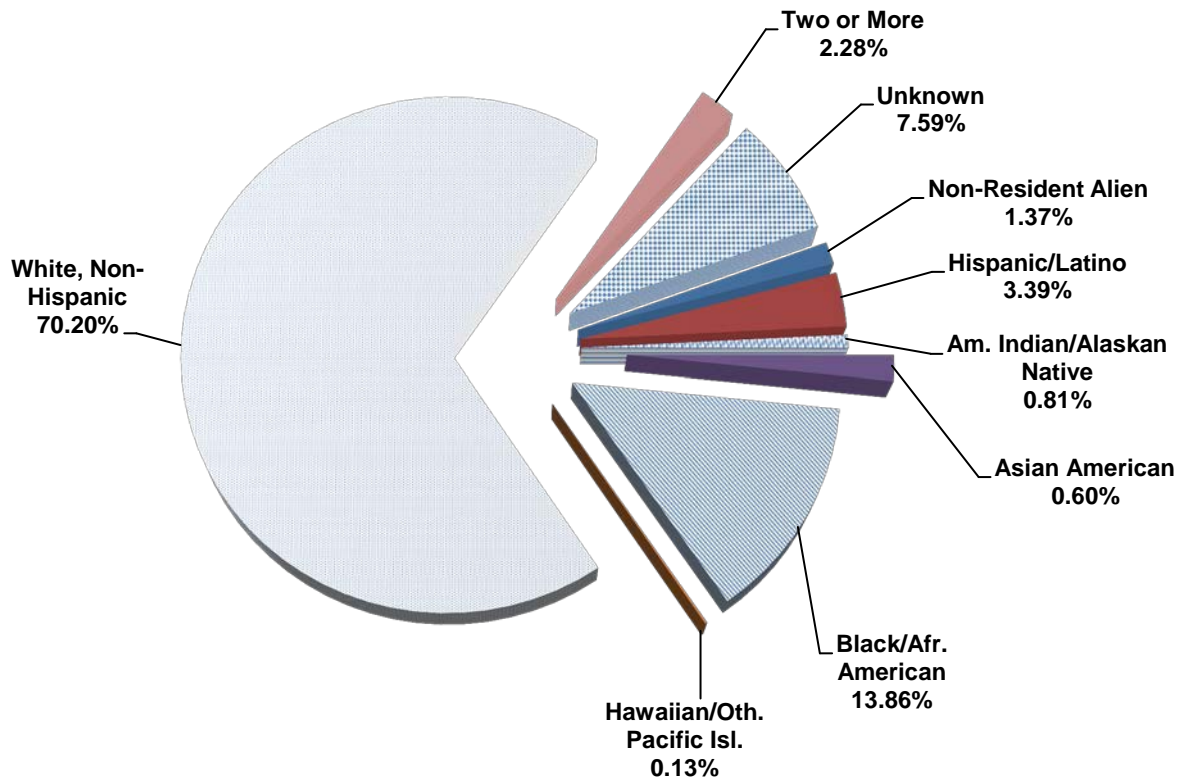
Total Enrollment for 2013-2014¹

- Approximately 411,837 students were enrolled in Michigan community colleges during 2013-2014.
- Fifty-nine percent (59%) of these students were enrolled in 316 programs, while forty-one percent (41%) took coursework in order to strengthen their skills, increase their employment potential, or personal interest.
- Of the 411,837 students enrolled during 2013-2014, 243,430 students were enrolled in programs.
- Of the 243,430 students enrolled in programs, fifty-eight percent (58%) or 140,571 students were enrolled in occupational programs.
- Fifty-six percent (56%) of those enrolled in occupational programs were women and forty-seven percent (47%) were men.
- Over 83 million contact hours of instruction were generated during 2013-14.

¹ *This snapshot includes students taking at least one course creditable towards a degree as of October 15, 2014 or the 1/10th of the semester.*

² *Includes Black/African American, American Indian/Alaskan Native, Hispanic/Latino, Native Hawaiian/Pacific Islanders, Asian, and Two or More.*

- Michigan community colleges conferred 37,246 certificates and associate degrees during 2013-2014.
- Sixty-one percent (61%) of the awards conferred went to women and thirty-nine percent (39%) went to men.
- Sixty-three percent (63%) of the awards conferred during 2013-2014 were in occupational programs.



In Which Programs are Students Enrolling?

Sixty-seven percent (67%) of the students enrolled in programs were in the following:

CIP Code	Program Name	Total		GRAND
		Men	Women	TOTAL
24.0101	Liberal Arts and Sciences/Liberal Studies	21,049	34,414	55,463
24.0102	General Studies	9,004	11,117	20,121
52.0201	Business Administration and Management, Ge	9,349	8,705	18,054
51.3801	Nursing - Registered Nurse Training (RN, A	2,393	12,092	14,485
43.0107	Criminal Justice/Police Science	4,468	2,510	6,978
52.0302	Accounting Technology/Technician and Bookk	1,675	2,872	4,547
52.0101	Business/Commerce, General Automobile/Automotive Mechanics	2,078	2,019	4,097
47.0604	Technology Computer Programming/Programmer,	3,260	239	3,499
11.0201	General	2,479	657	3,136
12.0503	Culinary Arts/Chef Training	1,551	1,511	3,062
51.1105	Pre-Nursing Studies (NEW)	437	2,611	3,048
13.1202	Elementary Education and Teaching	606	2,262	2,868
26.0101	Biology/Biological Sciences, General	1,089	1,343	2,432
48.0508	Welding Technology/Welder	2,149	136	2,285
43.0103	Criminal Justice/Law Enforcement Adm	1,337	828	2,165
24.0199	Liberal Arts and Sciences, General Studies	1,007	1,099	2,106
51.3901	Licensed Practical /Vocational Nurse Train	223	1,742	1,965
51.9999	Health Professions and Related Clinical Sci	422	1,503	1,925
43.0102	Corrections Child Care and Support Services	692	1,210	1,902
19.0708	Management	107	1,752	1,859
TOTAL		65,375	90,622	155,997

In What Programs are Students Earning Certificates and Degrees?

Seventy-one percent (71%) of the awards conferred were in the following programs:

CIP Code	Program	Men	Women	Total
24.0101	Liberal Arts and Sciences/Liberal Studies.	2,805	5,350	8,155
24.0102	General Studies.	2423	3796	6,219
51.3801	Registered Nursing/Registered Nurse.	361	2,124	2,485
52.0201	Business Administration and Management, General.	635	865	1,500
51.3901	Licensed Practical/Vocational Nurse Training.	157	1018	1,175
47.0604	Automobile/Automotive Mechanics Technology/Technician.	966	89	1,055
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide.	119	637	756
43.0107	Criminal Justice/Police Science.	482	174	656
52.0302	Accounting Technology/Technician and Bookkeeping.	141	393	534
52.0101	Business/Commerce, General.	217	291	508
51.0904	Emergency Medical Technology/Technician (EMT Paramedic).	223	151	374
51.2602	Home Health Aide/Home Attendant.	48	324	372
24.0199	Liberal Arts and Sciences, General Studies and Humanities, O	134	227	361
12.0503	Culinary Arts/Chef Training.	154	192	346
48.0508	Welding Technology/Welder.	306	19	325
51.0909	Surgical Technology/Technologist.	55	270	325
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Mai	272	27	299
11.0901	Computer Systems Networking and Telecommunications.	266	32	298
51.0801	Medical/Clinical Assistant.	14	258	272
43.0103	Criminal Justice/Law Enforcement Administration.	186	75	261
TOTAL		9,964	16,312	26,276

Are Students Succeeding?

Based upon data gathered for 2013-14, occupational students are either meeting or coming within 90% of the expected levels of performance as required by the Carl D. Perkins Act:

- Ninety-two percent (92%) of the occupational concentrators¹ that took technical skill assessments passed.
- Thirty-two percent (32%) of the occupational concentrators that left postsecondary received a degree, certificate or credential.
- Sixty-eight percent (68%) of occupational concentrators that were enrolled during 2012-13 and did not earn an award during 2012-13, either transferred or remained enrolled in their original postsecondary institution during 2013-14
- Eighty-eight percent (88%) of occupational concentrators that left postsecondary were either employed, in an apprenticeship program, or entered the military.
- Twenty-six percent (26%) of occupational participants² enrolled in non-traditional programs were enrolled in programs considered non-traditional for their gender.
- Twenty-one percent (21%) of 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*Participant - A postsecondary/adult student who has earned at least 1 credit in any CTE program area*

PART II

Financial Overview

Community colleges expended \$1,487,799,113 in general and designated funds in the performance of their missions during 2013-14.

REVENUE SOURCE	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
STATE AID	22.3%	18.9%	21.7%	20.0%	18.9%	19.1%	18.9%	20.6%	20.0%
PROPERTY TAX	40.7%	41.3%	39.0%	38.6%	36.5%	33.7%	32.1%	32.5%	35.1%
TUITION & FEES	32.7%	34.5%	34.3%	37.0%	40.8%	44.1%	44.7%	44.9%	43.2%
ALL OTHER	4.3%	5.3%	5.0%	4.4%	3.8%	3.1%	4.3%	2.1%	1.7%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

¹ 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 Career & Technical Education Act of 2006 2008-09 through 2013-14

- Community colleges have spent over \$3,909,494 in Perkins funds from 2008-09 through 2013-14 to enhance and increase career guidance, placement, and counseling activities.
- From 2008-09 through 2013-14, \$7,577,847 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 \$79,877,014 was distributed to 28 community colleges, 1 tribal college, and 3 four- year universities over this six-year time period.
- A total of \$7,154,151 was spent on the following state leadership activities:
 - Local Leadership (\$2,884,444)
 - Professional Development (\$471,977)
 - Data and Evaluation Activities (\$914,571)
 - Curriculum Development (\$1,024,233)
 - Curriculum, Assessment & Evaluation, & Professional Development (CAP) Leadership (\$1,584,895)
 - Fast Track (\$274,031)
- \$33,808,653 was used to fund program planning and development, professional development, developmental instruction, instructional equipment, the establishment of secondary linkages, and curriculum integration.
- \$11,866,699 was expended for student support services

2013-14 Carl D. Perkins Grant

BASIC GRANT BUDGET	
Local Leadership	\$516,600
MI Community College & Evaluation Committee	\$152,928
Professional Development	\$81,500
Curriculum Development: Programs of Study	\$100,671
Curriculum Development, Assessment & Evaluation, & Professional Development (CAP) Leadership	\$200,000
State Leadership	\$200,000
85% Formula-Program Improvement Activities	\$11,905,261
PROGRAM IMPROVEMENT EXPENDITURES	
901 - Special Populations - Pupil Support Services	\$1,835,923
902 - Special Populations - Instructional Support	\$177,496
903 - Special Populations - Instructional Supervision	\$1,078,946
904 - Special Populations - Instruction	\$1,594,495
912 - Career Guidance	\$624,595
913 - Program Planning & Development	\$937,282
914 - Professional Development	\$341,444
916 - Instructional Equipment	\$3,751,838
917 - Linkages	\$195,349
918 - Worksite Instruction	\$708,619
919 - Economic Development and Customized Training \$409,715	\$409,715
921 – Administrative Costs	\$253,970
922 – Curriculum Integration Initiatives	\$5,000

State Administration

Technical Assistance

Staff of Community College Services provide technical assistance to the 28 community colleges, 1 tribal college and 3 universities as required by the Perkins Act. Specific activities during 2013-14 included:

- Coordinating and supporting the web-based data collection system, Michigan Community College Network (MCCNet) as well as the Community College 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 Workforce Development Agency 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 2013-14, \$463,344 was expended for local leadership and related travel activities.

Professional Development

Grant activities were 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 2013-14, \$448,060 was allocated for this purpose.

A sample of activities that occurred during fiscal year 2013-14 include:

- *Michigan Community College Data and Evaluation Committee (MCCDEC)*
- *Trends in Occupational Studies Annual Conference*
- *Community College Programs of Study*
- *Web-based Application and Data Collection Updates to MCCNET (Michigan Community College Network, www.michigancc.net)*
- *Michigan Occupational Special Populations Association (MOSPA) Conference*
- *Michigan Postsecondary Special Populations Council (MPSSPC)*
- *Web-based Grants Management System and ACS Database Development*
- *Michigan Educators' Apprenticeship and Training Association (MEATA) Conference*

Curriculum Development, Assessment & Evaluation, and Professional Development (CAP)

During fiscal year 2013-14, \$177,783 were allocated for activities designed to provide occupational education faculty with the knowledge necessary to upgrade their skills, improve curriculum and update and expand evaluation and assessment processes. A total of 89 activities were undertaken by community colleges within the state. Community college staff attended professional development workshops to stay current and bring this information back to their students. Consultants were hired to analyze programs and update curriculum to meet industry standards. New and emerging programs were developed and evaluation and assessment methods were modified to better reflect expected outcomes.

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 2013-14 in order to address data-related state and federal initiatives.

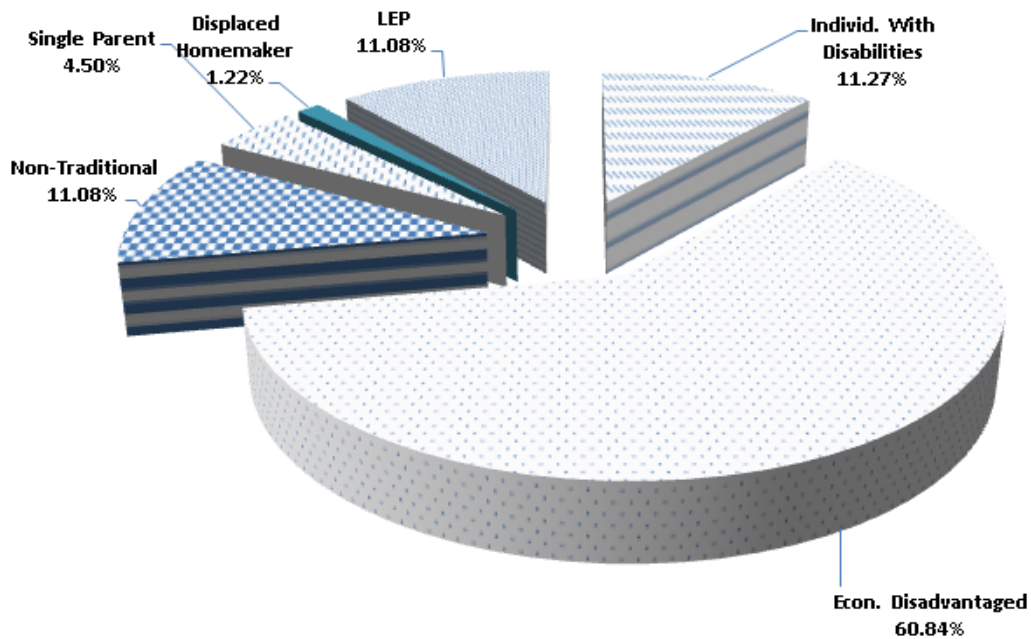
Over the 2013-14 year, MCCDEC was instrumental in:

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 PROE evaluation methods;
- reviewing proposed new Perkins Core Indicators;
- reviewing and providing input into the methodology and definitions for interpreting and implementing the Perkins accountability requirements;
- working with community colleges to identify and report on third-party certifications and assessments;
- 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

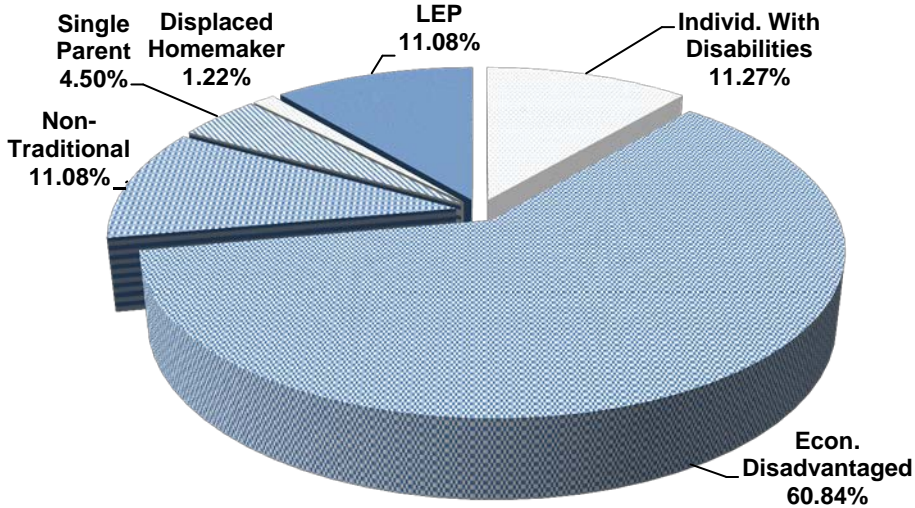
Carl D. Perkins funds have been used to update and improve occupational programs by providing support services to students. Community colleges expended \$2,850,938 in federal dollars to provide assessment, outreach, attendance costs, counseling and academic advising, tutoring, interpreter services, and special instructional assistance to Special Populations students during the 2013-14 academic year. The total number of Special Populations students served was 38,610 (duplicated).



The following is the breakdown:

Individuals with Disabilities	2,935
Economically Disadvantaged	25,219
Non-Traditional	7,941
Single Parent	948
Displaced Homemaker	186
Limited English Proficient	1,381

The following graph reflects the number of awards conferred to Special Populations students during 2013-14



N = 8,844

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

- *Activities Classification Structure Data Book and Companion.*
<http://www.michigancc.net/acs/databooks.aspx>
 - *Articulation Handbook*, April 1998.
[http://www.michigan.gov/documents/S_Articulation_Handbook_46501_7.doc
]
 - *At-Risk Student Success Report.* <http://www.michigancc.net/resource/atrisk/default.aspx>
 - *A Survey of Student Assessment and Developmental Education in Michigan's Community Colleges*, 1989, 1990, 1998, 1999, 2010.
<http://www.michigancc.net/resource/develop/default.aspx>.
 - *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.*
 - *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.michigancc.net/Perkins/resources-guide.aspx?PageFunction=ViewGuide>
 - *Directory of Michigan Community Colleges.*
<http://www.michigancc.net/resource/directories.aspx>
 - *Directory of Michigan Institutions of Higher Education.*
<http://www.michigancc.net/resource/directories.aspx>
 - *Michigan Community College Demographic Enrollment*
<http://www.michigancc.net/ccdata/demographics/default.aspx>
- 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/resource/naitw/default.aspx>