THE IMPACT OF MICHIGAN COMMUNITY COLLEGES

2009-10

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

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INTRODUCTION

Staff of the Community College Services, 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 is largely for the academic year 2009-2010 unless otherwise indicated. Additional details are available by contacting the appropriate unit staff:

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PART I

Demographic Overview

Fall 2010: A Snapshot of Enrollment[1]

- Michigan community colleges reported to the federal government that 260,207 students were enrolled Fall 2010, reflecting a 2.5% increase over Fall 2009 enrollments.
- Thirty-nine percent (39%) of the students were enrolled full-time while sixty-one percent (61%) were enrolled part-time.
- The number of first-time, first-year students remained relatively stable with 42,751 students enrolling in community colleges for the first time in Fall 2010.
- Of the 432,751 students that entered community colleges for the first time, 20,559 were men and 22,192 were women.
- Forty percent (40%) of those enrolled in Fall 2009 were men while sixty percent (60%) were women.
- The minority[2] population remained stable, making up 21.47% of the Fall 2010 population.
- The mean age of the community college student was 26.9 years old.
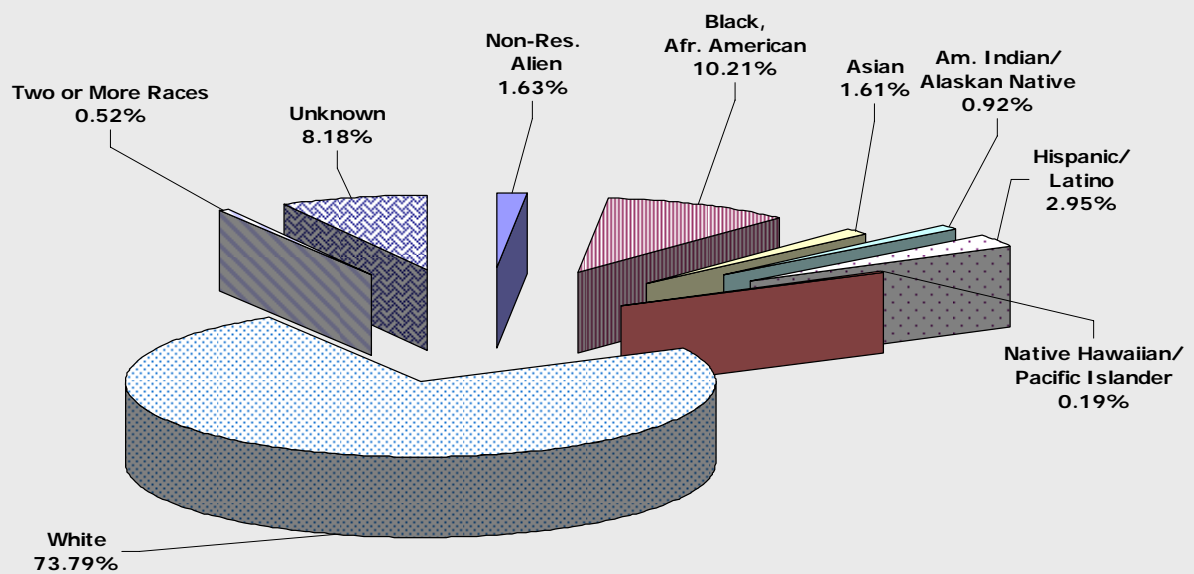
Total Enrollment for 2009-2010[1]

- Approximately 493,078 students were enrolled in Michigan community colleges during 2009-2010.
- Fifty-eight percent (58%) of these students were enrolled in 402 programs, while forty-two percent (42%) took coursework in order to strengthen their skills, increase their employment potential, or personal interest.
- Of the 493,078 students enrolled during 2009-2010, 230,049 students (46%) were enrolled in occupational education.
- Of the 287,639 students enrolled in programs, sixty percent (60%) or 171,109 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 2009-10

[1] *This snapshot includes students taking at least one course creditable towards a degree as of October 15, 2010 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 Races.*

- Michigan community colleges conferred 32,780 certificates and associate degrees during 2009-2010, reflecting an 11.7% increase over 2008-09 figures.

- Sixty-one percent (61%) of the awards conferred went to women and thirty-nine percent (39%) went to men.

- Sixty-two percent (62%) of the awards conferred during 2009-2010 were in occupational programs.

Two or More Races
0.52%

Unknown
8.18%

Non-Res.
Alien
1.63%

Black,
Afr. American
10.21%

Asian
1.61%

Am. Indian/
Alaskan Native
0.92%

Hispanic/
Latino
2.95%

Native Hawaiian/
Pacific Islander
0.19%

White
73.79%

In Which Programs are Students Enrolling?

Sixty-three percent (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	17,281	21,434	38,715
24.0102	General Studies	12,162	17,688	29,850
51.3801	Nursing - Registered Nurse Training (RN)	3,219	16,578	19,797
52.0201	Business Admin Management, General	9,160	8,453	17,613
43.0107	Criminal Justice/Police Science	5,123	2,487	7,610
52.0302	Accounting Tech/Technician/ Bookkeeping	1,802	3,696	5,498
45.0101	Social Sciences, General	1,035	3,976	5,011
51.3901	Licensed Practical /Vocational Nurse Training	635	4,173	4,808
47.0604	Automobile/Automotive Mechanics Tech	4,195	245	4,440
13.1202	Elementary Education and Teaching	936	3,190	4,126
52.0101	Business/Commerce, General	2,180	1,896	4,076
51.1105	Pre-Nursing	577	3,453	4,030
12.0503	Culinary Arts/Chef Training	2,201	1,749	3,950
51.9999	Health Professions and Related Clinical Sc	729	2,756	3,485
11.0201	Computer Programming/Programmer, General	2,390	834	3,224
43.0103	Criminal Justice/Law Enforcement Admin	1,992	944	2,936
51.0801	Medical/Clinical Assistant	262	2,350	2,612
43.0102	Corrections	1,002	1,441	2,443
14.0101	Engineering, General (Transfer)	2,075	266	2,341

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	2,061	3,415	5,476
24.0102	General Studies	1,711	2,561	4,272
51.3801	Nursing - Registered Nurse Training (RN)	350	2,229	2,579
52.0201	Business Admin Management, General	625	847	1,472
51.3901	Licensed Practical /Vocational Nurse Training	142	1,011	1,153
47.0604	Automobile/Automotive Mechanics Technology	736	41	777
51.3902	Nurse/Nursing Assistant/Aide and Patient C	130	645	775
43.0107	Criminal Justice/Law Enforcement Admin	451	168	619
52.0101	Business/Commerce, General	241	355	596
52.0302	Accounting Tech/Technician and Bookkeeping	136	444	580
12.0503	Culinary Arts/Chef Training	172	180	352
51.0801	Medical/Clinical Assistant	14	292	306
50.0701	Health/Health Care Admin/Management	77	222	299
43.0103	Criminal Justice/Law Enforcement Admin	202	85	287
45.0101	Social Sciences, General	56	221	277
52.0401	Administrative Assistant and Secretarial	7	265	272
51.0904	Emergency Medical Technology/Technician	170	95	265
15.0501	Heating, Air Conditioning and Refrigeration	239	13	252
51.1009	Phlebotomy/Phlebotomist (NEW)	32	212	244
15.0699	Industrial Production Technologies/Technician	121	122	243

Are Students Succeeding?

Based upon data gathered for 2009-10 on occupational students in order to meet the requirements of the Carl D. Perkins Act:

- Ninety-three percent (93%) of the occupational concentrators[1] that took technical skill assessments passed.
- Twenty-one percent (21%) of the occupational concentrators that left postsecondary received a degree, certificate or credential.
- Seventy-three percent (73%) of occupational concentrators that left postsecondary without an award either transferred or remained enrolled in their original postsecondary institution
- Seventy-six percent (76%) 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[2] 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.

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[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 1 or more credits in any CTE 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.
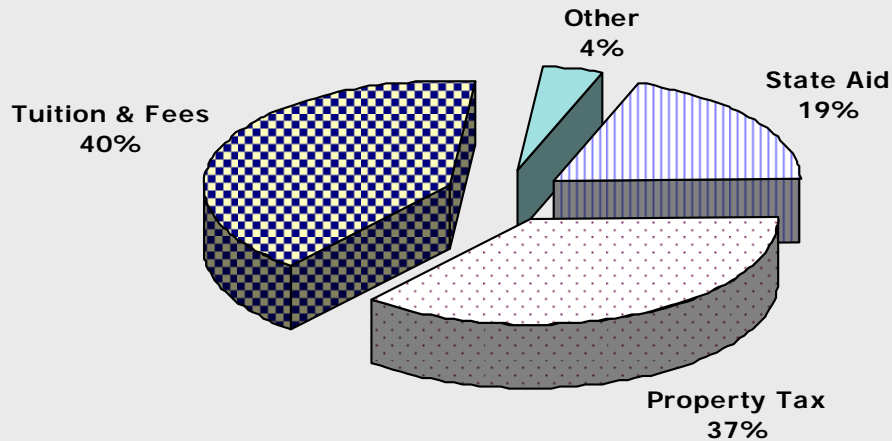
*Last time poll was conducted. For the complete report, please go to www.michigancc.net/old/surveys.

PART II

Financial Overview

Community colleges expended $ $1,342,573,921 in general and designated funds in the performance of their missions during 2009-10.

General fund revenue included:

Other 4%
Tuition & Fees 40%
State Aid 19%
Property Tax 37%

REVENUE SOURCE	2002-03	2003-04[1]	2004-05	2005-06	2006-07	2007-08[2]	2008-09	2009-10
STATE AID	27.8%	24.3%	23.9%	22.3%	18.9%	21.7%	20.0%	19.0%
PROPERTY TAX	40.5%	40.9%	40.4%	40.7%	41.3%	39.0%	38.6%	36.5%
TUITION & FEES	28.8%	31.6%	31.7%	32.7%	34.5%	34.3%	37.0%	40.7%
ALL OTHER	2.9%	3.3%	4.0%	4.3%	5.3%	5.0%	4.4%	3.8%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

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

[2] 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 technical skills of students participating in occupational education;

- 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 activities for faculty and staff involved in occupational education;

- 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
2004-05 Through 2009-10

- 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 $5,299,539 was spent on the following state leadership activities:
    - Local Leadership ($2,697,396)
    - Fast Track **(**$786,782)
    - Professional Development ($711,585)
    - Data and Evaluation Activities ($539,686)
    - Curriculum, Assessment & Evaluation, & Professional Development (CAP) Leadership ($407,386)

- $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.

2009-10 Carl D. Perkins Grant

BASIC GRANT BUDGET	
Local Leadership	$495,174
MI Community College & Evaluation Committee	$136,314
Fast Track Grants: Faculty Development	$175,000
Professional Development	$121,144
Curriculum Development: Programs of Study	$200,000
Curriculum, Assessment & Evaluation, & Professional Development (CAP) Leadership	$490,000
State Leadership	$415,000
85% Formula-Program Improvement Activities	$13,884,017
PROGRAM IMPROVEMENT EXPENDITURES	
Special Populations - Pupil Support Services	$1,944,921
Special Populations - Instructional Support	$406,322
Special Populations - Instructional Supervision	$1,537,586
Special Populations - Instruction	$1,700,659
Career Guidance	$634,814
Program Planning & Development	$1,171,293
Professional Development	$396,578
Instructional Equipment	$4,188,231
Linkages	$90,889
Worksite Instruction	$750,908
Economic Development and Customized Training	$758,095
Administrative Costs	$277,157
Curriculum Integration	$0
Contracting for Instruction	$20,849

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 2009-10 included:

- Coordinating and supporting the web-based data collection system, Michigan Community College Network (MCCNet) as well as integrating the 'old' Office of Postsecondary Services On-Line Application/Grant Processes with MCCNET;

- 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;

- Providing support for Programs of Study;

- 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 2009-10, $495,174 was awarded for local leadership and related travel activities.

CONSORTIUM GRANTS: Curriculum Development, Evaluation, and Professional Development

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 2009-10, $457,458 was allocated for this purpose.

A sample of activities that occurred during fiscal year 2009-10 include:

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

Faculty Professional Development: Fast Track Grants

During fiscal year 2009-10, $175,000 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 faculty to participate in workshops, seminars, on-the-job training sessions, and conferences directly related to the current needs of business and industry.

CAP GRANTS (Curriculum Development, Assessment/Evaluation and Professional Development)

During the middle of the 2009-10 fiscal year, Fast Track was expanded to include curriculum development and assessment/evaluation. It was replaced with the CAP grant and $407,384 were allocated for projects related to Curriculum Development, Assessment/Evaluation and Professional Development. All twenty-eight community colleges received grants. Many colleges used the funds to update curriculum and develop new programs such as Wind Energy. Others used the funds to expand upon the skills and knowledge of faculty in order to update and keep occupational programs to current in order to meet industry needs and demands.

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 2009-2010 in order to address data-related state and federal initiatives.

Over the 2009-2010 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;
- 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 $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 2009-2010 academic year. The total number of Special Populations students served was 39,328 (duplicated). This population* can be broken down by category as follows:

Individuals with Disabilities	4,183
Single Parent	1,479
Displaced Homemakers	453
Non-Traditional	5,597
Limited English Proficient	1,521
Economically Disadvantaged	25,301

The following graph reflects the number of awards conferred to Special Populations students during 2009-10

(N = 4,932 awards)
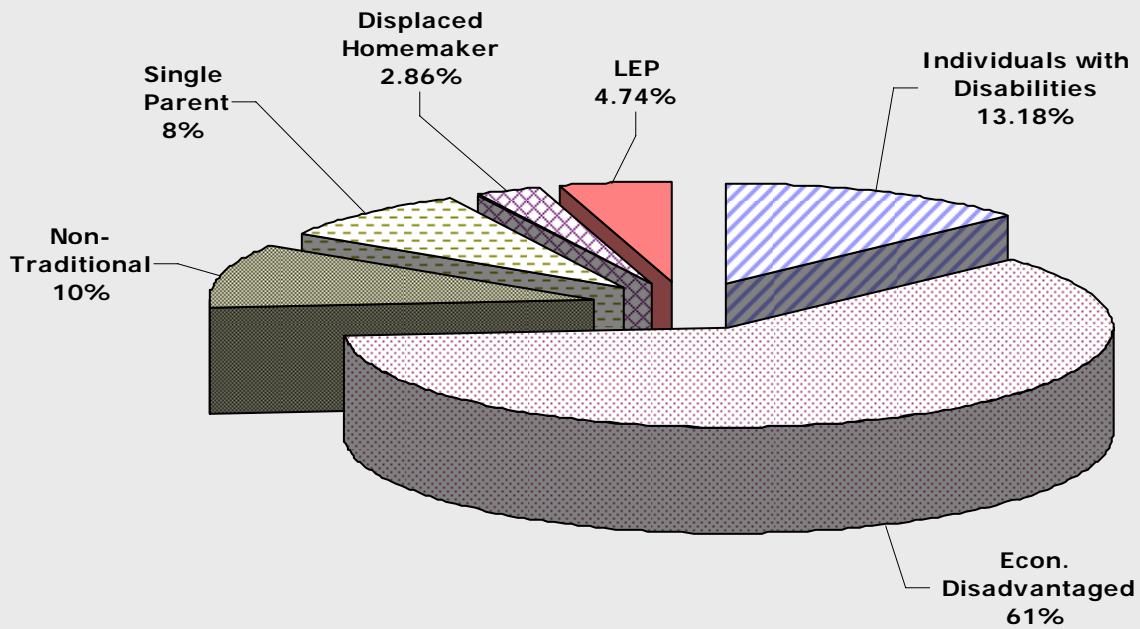
Appendix A

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)
- MCCCARE (Michigan Community College Collaborative for Accountability, Research, and Effectiveness)
- 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*.
  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.
  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