

THE IMPACT OF MICHIGAN COMMUNITY COLLEGES

2010-11

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

January 2011

INTRODUCTION

Staff of the Community College Services, 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. The information contained in this Impact Statement are for the academic years 2003 through 2011 unless otherwise indicated. Additional details are available by contacting the appropriate unit staff:

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For this report, please go to
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The Michigan Workforce Development Agency is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

PART I

Demographic Overview

Fall 2011: A Snapshot of Enrollment¹

- Michigan community colleges reported to the federal government that 250,399 students were enrolled Fall 2011, reflecting a 3.76% decrease from Fall 2010 enrollments.
- Thirty-six percent (36%) of the students were enrolled full-time while sixty-four percent (64%) were enrolled part-time.
- 41,088 students enrolled in a community college for the first time in Fall 2011.
- Of the 41,088 students that entered community colleges for the first time, 19,290 were men and 21,798 were women.
- Forty three percent (43%) of those enrolled in Fall 2011 were men while fifty-seven percent (57%) were women.
- The minority² population increased from 21.47% of the Fall 2010 population, to 24% for Fall 2011.
- The mean age of the community college student was 26.7 years old.

Total Enrollment for 2010-2011¹

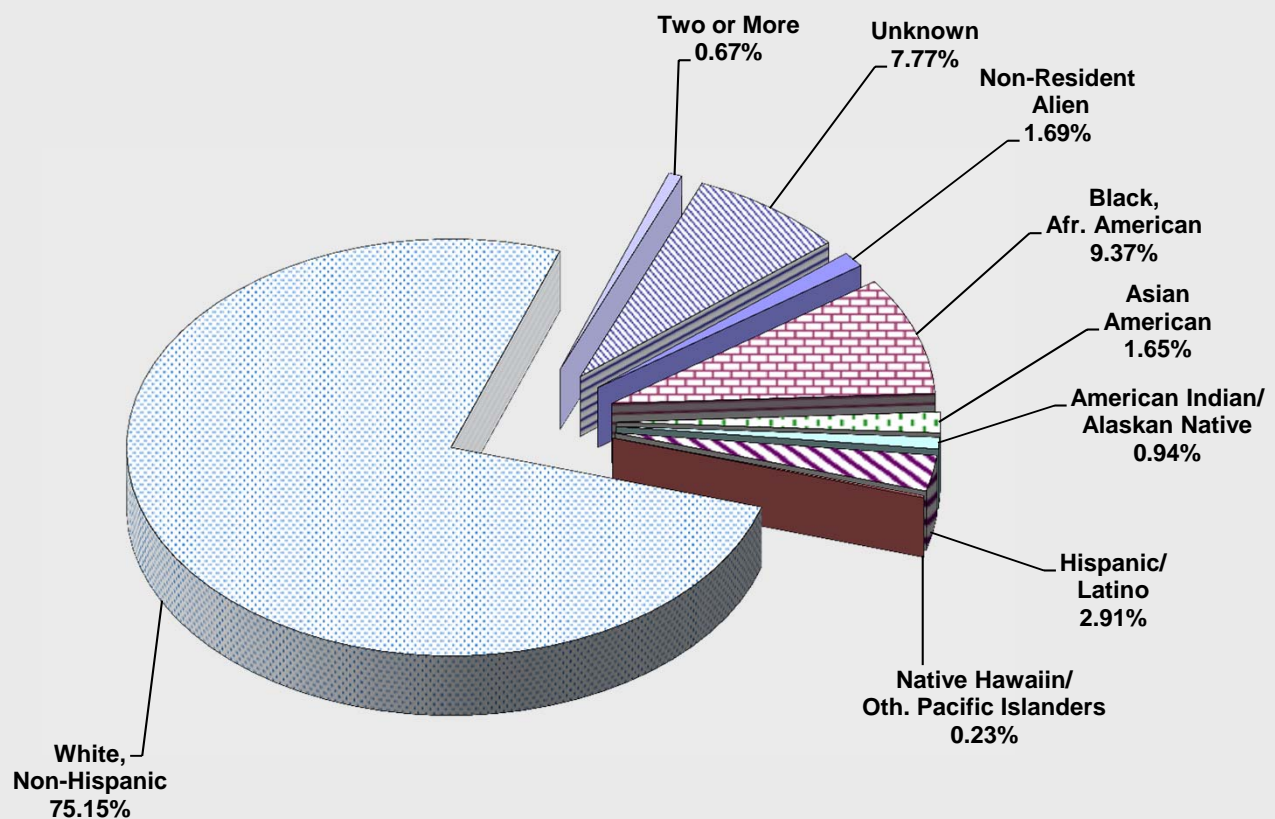
- Approximately 495,562 students were enrolled in Michigan community colleges during 2010-2011.
- Fifty-nine percent (59%) of these students were enrolled in 398 programs, while forty-two percent (41%) took coursework in order to strengthen their skills, increase their employment potential, or personal interest.
- Of the 495,562 students enrolled during 2010-2011, 237,531 students (48%) were enrolled in occupational education.
- Of the 294,960 students enrolled in programs, sixty percent (60%) or 176,395 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 106.8 million contact hours of instruction were generated during 2010-11

¹ This snapshot includes students taking at least one course creditable towards a degree as of October 15, 2011 or the 1/10th of the semester.

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

Demographic
Overview
(Continued)

- Michigan community colleges conferred 35,481 certificates and associate degrees during 2010-2011, reflecting an 8.2% increase over 2009-2010 figures.
- Sixty-one percent (61%) of the awards conferred went to women and thirty-nine percent (39%) went to men.
- Sixty-two percent (64%) of the awards conferred during 2010-2011 were in occupational programs.



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	17,882	22,840	40,722
24.0102	General Studies	12,282	17,399	29,681
51.3801	Nursing - Registered Nurse Training (RN, A	3,308	16,913	20,221
52.0201	Business Administration and Management, Ge	9,571	8,847	18,418
50.0701	Art/Art Studies, General	4,901	9,711	14,612
43.0107	Criminal Justice/Police Science	5,272	2,845	8,117
52.0302	Accounting Technology/Technician and Bookk	2,029	3,911	5,940
45.0101	Social Sciences, General	1,105	4,616	5,721
47.0604	Diesel Mechanics Technology/Technician	4,320	268	4,588
12.0503	Culinary Arts/Chef Training	2,252	1,978	4,230
52.0101	Business/Commerce, General	2,163	2,066	4,229
13.1202	Elementary Education and Teaching	959	3,137	4,096
51.1105	Pre-Nursing Studies (NEW)	547	3,282	3,829
51.3901	Licensed Practical /Vocational Nurse Train	452	3,154	3,606
11.0201	Computer Programming/Programmer, General	2,615	895	3,510
51.9999	Health Professions and Related Clinical Sc	723	2,524	3,247
43.0103	Criminal Justice/Law Enforcement Administr	1,955	1,063	3,018
43.0102	Corrections	1,020	1,635	2,655
51.0801	Medical/Clinical Assistant	272	2,321	2,593
19.0708	Child Care and Support Services Management	198	2,349	2,547

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.	2,223	3,704	5,927
24.0102	General Studies.	1,714	2,633	4,347
51.3801	Registered Nursing/Registered Nurse.	347	2,234	2,581
52.0201	Business Administration and Management, General.	590	878	1,468
51.3901	Licensed Practical/Vocational Nurse Training.	149	1,185	1,334
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide.	197	952	1,149
52.0302	Accounting Technology/Technician and Bookkeeping.	217	609	826
43.0107	Criminal Justice/Police Science.	464	211	675
	Automobile/Automotive Mechanics			
47.0604	Technology/Technician.	545	37	582
52.0101	Business/Commerce, General.	235	323	558
12.0503	Culinary Arts/Chef Training.	202	210	412
51.0801	Medical/Clinical Assistant.	28	381	409
51.0904	Emergency Medical Technology/Technician (EMT Paramedic).	227	174	401
45.0101	Social Sciences, General.	38	308	346
50.0701	Art/Art Studies, General.	72	266	338
11.0901	Computer Systems Networking and Telecommunications.	284	45	329
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Mai	286	13	299
15.0501	Heating, Ventilation, Air Conditioning and Refrigeration Eng	263	12	275
15.0303	Electrical, Electronic and Communications Engineering Techno	245	23	268
22.0302	Legal Assistant/Paralegal.	45	220	265

Are Students Succeeding?

Based upon data gathered for 2010-11 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 assessments passed.
- Twenty-seven percent (27%) of the occupational concentrators that left postsecondary received a degree, certificate or credential.
- Seventy-one percent (71%) of occupational concentrators that were enrolled during 2009-10 and did not earn an award during 2009-10, either transferred or remained enrolled in their original postsecondary institution
- Eighty percent (80%) of occupational concentrators that left postsecondary were either employed, in an apprenticeship program, or entered the military.
- Twenty-five percent (25%) 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.*

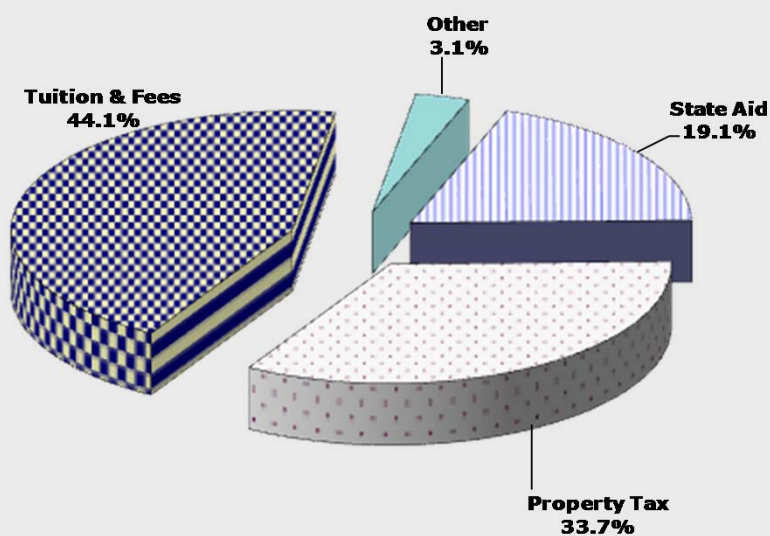
PART II

Financial Overview

Community colleges expended \$ \$1,552,199,031 in general and designated funds in the performance of their missions during 2010-11.

General fund revenue included:

REVENUE SOURCE	2002-03	2003-04 ¹	2004-05	2005-06	2006-07	2007-08 ²	2008-09	2009-10	2010-11
STATE AID	27.8%	24.3%	23.9%	22.3%	18.9%	21.7%	20.0%	19.0%	19.1%
PROPERTY TAX	40.5%	40.9%	40.4%	40.7%	41.3%	39.0%	38.6%	36.5%	33.7%
TUITION & FEES	28.8%	31.6%	31.7%	32.7%	34.5%	34.3%	37.0%	40.7%	44.1%
ALL OTHER	2.9%	3.3%	4.0%	4.3%	5.3%	5.0%	4.4%	3.8%	3.1%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%



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

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 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
2005-06 Through 2010-11**

- Community colleges have spent over \$11,587,756 in Perkins funds from 2005-06 through 2010-11 to enhance and increase career guidance, placement, and counseling activities.
- From 2005-06 through 2010-11, \$6,347,638 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 \$81,778,785 were distributed to 28 community colleges, 1 tribal college, and 3 four-year universities over this six-year time period.
- A total of \$6,378,964 was spent on the following state leadership activities:
 - Local Leadership (\$2,961,953)
 - Professional Development (\$724,697)
 - Data and Evaluation Activities (\$677,245)
 - Curriculum Development (\$333,710)
 - Curriculum, Assessment & Evaluation, & Professional Development (CAP) (\$1,041,776)
 - Fast Track (\$639,582)
- \$34,807,394 was used to fund professional development, developmental instruction, instructional equipment, curriculum integration, program planning and development, and the establishment of secondary linkages.
- \$11,587,756 was expended for student support services.

2010-11 Carl D. Perkins Grant

BASIC GRANT BUDGET	
Local Leadership	\$499,600
MI Community College & Evaluation Committee	\$159,100
Professional Development	\$111,000
Curriculum Development: Programs of Study	\$422,500
Curriculum, Assessment & Evaluation, & Professional Development (CAP) Leadership	\$238,518
State Leadership	\$40,000
85% Formula-Program Improvement Activities	\$13,924,004
PROGRAM IMPROVEMENT EXPENDITURES*	
901 - Special Populations - Pupil Support Services	\$2,026,451
902 - Special Populations - Instructional Support	\$427,037
903 - Special Populations - Instructional Supervision	\$1,585,533
904 - Special Populations - Instruction	\$1,671,171
912 - Career Guidance	\$727,083
913 - Program Planning & Development	\$1,203,053
914 - Professional Development	\$411,377
916 - Instructional Equipment	\$3,946,278
917 - Linkages	\$114,540
918 - Worksite Instruction	\$647,219
919 - Economic Development and Customized Training	\$769,039
921 - Administrative Costs	\$322,203

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 2010-11 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 2010-11, \$496,511 was awarded for local leadership and related travel activities.

Professional Development

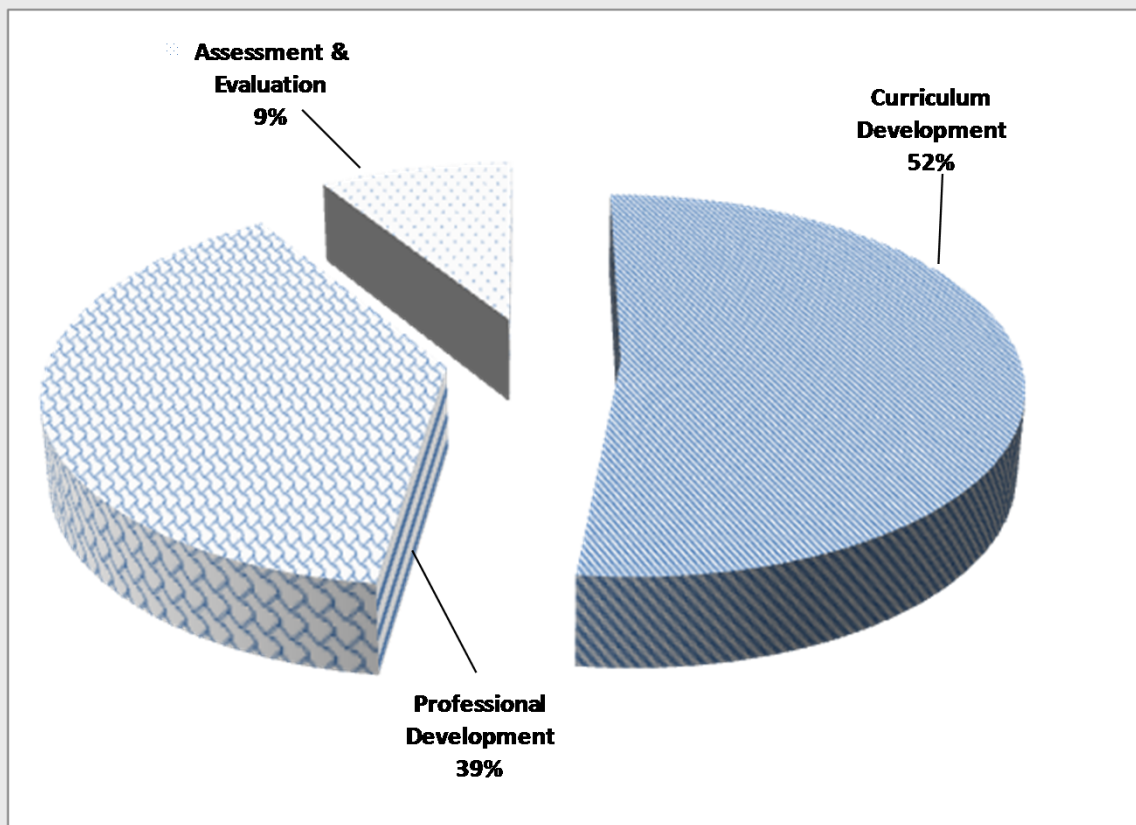
Grant activities were available to encourage community colleges to cooperatively plan for new occupation areas, preferably high technology and/or other in emerging occupational areas. During fiscal year 2010-11, \$692,600 was allocated for this purpose.

A sample of activities that occurred during fiscal year 2010-11 include:

- *Michigan Community College Data and Evaluation Committee (MCCDEC)*
- *Trends in Occupational Studies Annual Conference*
- *Community College Programs of Study*
- *New Dean's In-services*
- *Web-based Application and Data Collection Updates to MCCNET (Michigan Community College Network, www.michigancc.net)*
- *Michigan Occupational Special Populations Administrators (MOSPA) Conference*
- *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*

Professional Development: Curriculum Development, Evaluation & Assessment, and Professional Development

During fiscal year 2010-11, \$634,390 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. Over 125 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 2008-2009 in order to address data-related state and federal initiatives.

Over the 2010-11 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 \$3,683,741 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 2010-2011 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	3,191
Single Parent	1,338
Displaced Homemakers	477
Non-Traditional	5,999
Limited English Proficient	1,419
Economically Disadvantaged	26,681

The following graph reflects the number of awards conferred to Special Populations students during 2010-11

(N = 6,000 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.*
<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>