

Henry Ford Community College

2008-2009 Indicators of Effectiveness



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Henry Ford Community College plays an important role in education, training, and workforce development in southeastern Michigan. As a comprehensive community college with a diverse student population, Henry Ford Community College is dedicated to investing in the education and enrichment of our students and community.

To facilitate and document HFCC's effectiveness in providing programs and services to our constituents, HFCC's Office of Research, Planning and Effectiveness continually collects data, conducts research, and prepares reports on the College and our students, programs, and services. These reports provide our campus community and the diverse constituencies we serve with indicators of HFCC's overall institutional effectiveness. These indicators measure the degree to which the College is accomplishing various aspects of our mission, and, along with additional research, guide our future planning and strategic initiatives.

This latest report includes updated effectiveness indicator data and trend analyses. A brief description of each indicator is provided along with corresponding data presented in graph or table form. Additional information and research is published regularly by HFCC's Office of Research and Planning and can be found at www.hfcc.edu/research.

Sincerely,



Gail Mee
President

Our Mission

We of Henry Ford Community College are dedicated to the education and enrichment of our students and community. As a comprehensive community college with a diverse student population, we value teaching and learning. To prepare our students for a rapidly changing world and workplace, we are committed to providing knowledge, communication skills, and cultural opportunities. We foster critical thinking, creativity, integrity, and self-esteem. Ours is a tradition of building futures. We measure our success by the success of our students in a democratic, diverse, and increasingly technological nation.

Our Values and Beliefs

Teaching and Learning – We . . .

- ◆ View the teaching-learning process as our central mission.
- ◆ Strive to foster in our students critical thinking, intellectual curiosity, creativity, and a sense of responsibility for their own educational achievement.
- ◆ Recognize and appreciate that learning must be a lifelong process to ensure success in a dynamic and increasingly technological environment.
- ◆ Believe that continuing scholarship and curricular development improve the quality, vitality, and relevancy of our courses and programs.
- ◆ Are committed to providing the first and second levels of college-level education for those who wish to obtain an Associate Degree, to earn a career-related certificate, or to transfer to other institutions.
- ◆ Believe in providing courses, programs, and facilities for those who desire career-related knowledge and skills, job upgrading, or retraining.
- ◆ Are committed to providing courses, programs, and facilities for the social, cultural, and personal development of individuals.
- ◆ Strive to prepare students to be compassionate, ethical, and rational citizens in a multicultural, multiracial democracy.

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Our Values and Beliefs - continued

Responsiveness and Support – We . . .

- ◆ Believe that all members of the college community are to be treated with dignity and respect.
- ◆ Support academic freedom and a diversity of ideas, cultures, and beliefs within our college community.
- ◆ Strive to afford all students full access to classrooms and services.
- ◆ Believe that ongoing assessment and evaluation are necessary to improve instructional programs and services to students.
- ◆ Are committed to providing a full range of learning opportunities, from assisting students in improving basic skills to challenging academically-talented students desiring advanced collegiate study.

Quality – We . . .

- ◆ Value and promote excellence in our programs and services.
- ◆ Believe that continuing professional development of all staff is essential for excellent programs and services.

Partnership – We . . .

- ◆ Believe that shared governance produces sound, creative, and ethical decisions and policies at all levels of the institution.
- ◆ Value our role as a community resource and seek to address the diverse needs of the communities we serve.
- ◆ Value our natural environment and work cooperatively toward its preservation.

Henry Ford Community College - Strategic Goals 2007-2009

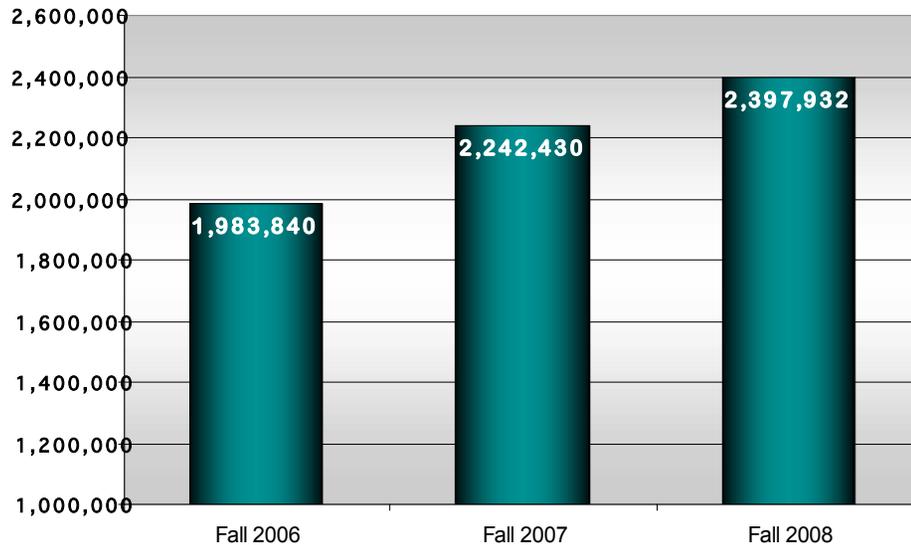
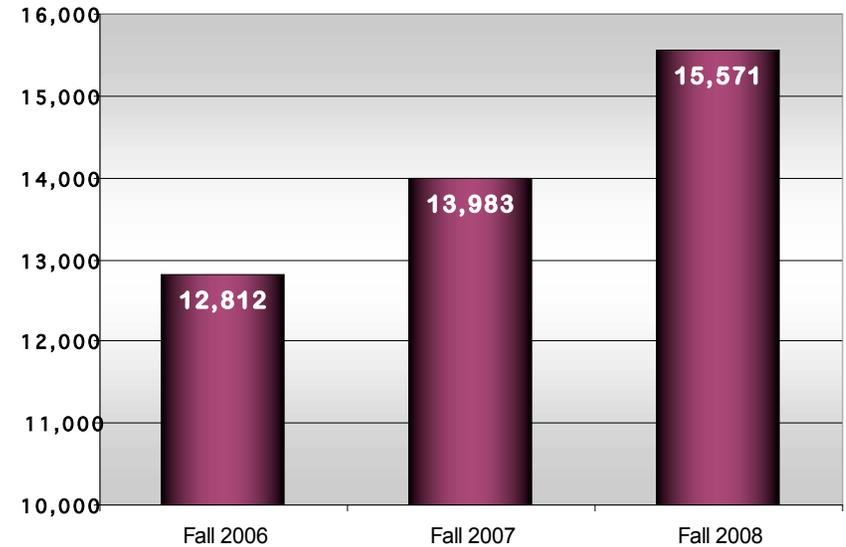
- I. Expand access to college programs and services in order to provide opportunity and increase participation in higher education.
- II. Promote excellence in teaching and learning in order to meet individual and societal goals.
- III. Encourage diversity and promote international awareness to prepare students for success in a rapidly changing, diverse and global environment.
- IV. Enhance student support services to assist students in meeting their personal and academic goals.
- V. Develop new and strengthen existing collaborative relationships that benefit the College and its constituents.
- VI. Expand the use of technology to provide access to information, support communication, and enhance learning.
- VII. Ensure the development and management of the College's resources in order to serve as good stewards of the public trust.
- VIII. Provide academic programs and specialized training opportunities in order to contribute to the economic development of the region.
- IX. Foster and reward innovation in order to position the College as a premier learning organization of the future.
- X. Increase institutional effectiveness in order to enhance the College's ability to fulfill its mission.

Credit Enrollment

Credit enrollment is an unduplicated count of students enrolled in at least one credit course. The enrollment count is taken at the end of the add/withdraw period each Fall semester.

Credit enrollment at HFCC hit its highest point since Fall 1991 (over 15,700) in Fall 2008.

Source: Integrated Postsecondary Education Data System (IPEDS) - Fall Enrollment



Contact Hours for Credit Enrollment

“Contact Hours” are a measure of the number of hours that a student will be expected to spend attending classes.

Contact Hours have increased by about 13% from Fall 2006 to Fall 2007, and almost another 7% from Fall 2007 to Fall 2008. *The higher increase in enrollment relative to the increase in Contact Hours indicates that, overall, individual students are taking fewer courses.*

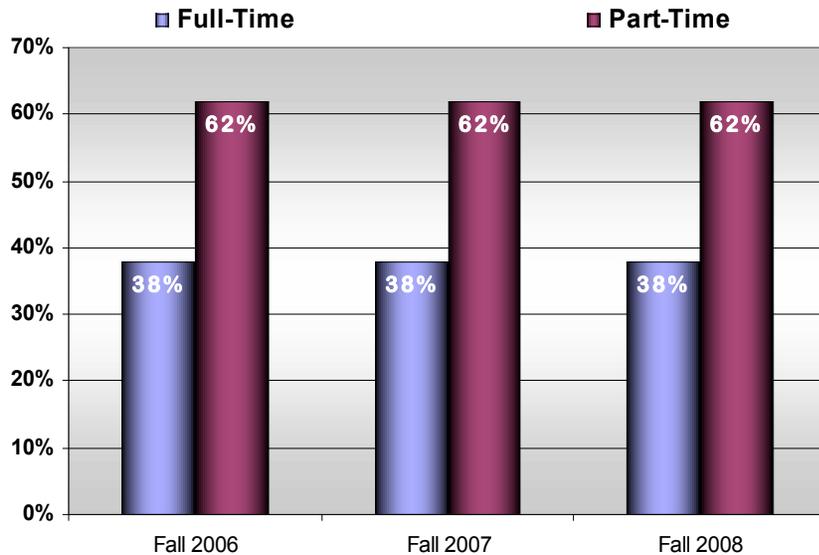
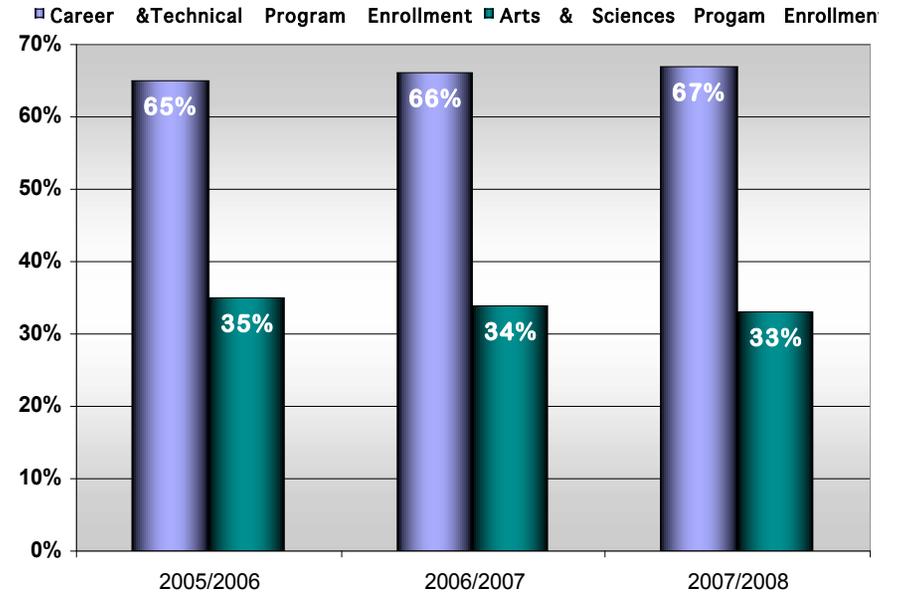
Source: HFCC Data System

Program Enrollment by Type

Students who intend to seek employment immediately after earning a degree or certificate at HFCC often select career and technical programs. Students whose primary goal is to transfer to a university after graduating from HFCC tend to choose programs of study in arts and sciences.

In the 2007/2008 academic year, 67% of students were pursuing degrees or certificates in career and technical programs, while 33% were pursuing degrees in arts and sciences programs.

Source: Michigan Community College NETWORK - Enrollments



Enrollment Status

Enrollment status refers to whether students are attending HFCC full-time (taking 12 or more credits) or part-time (taking fewer than 12 credits). Enrollment status data are collected each Fall semester.

In the past three years, the ratio has remained stable at 38% full-time and 62% part-time students.

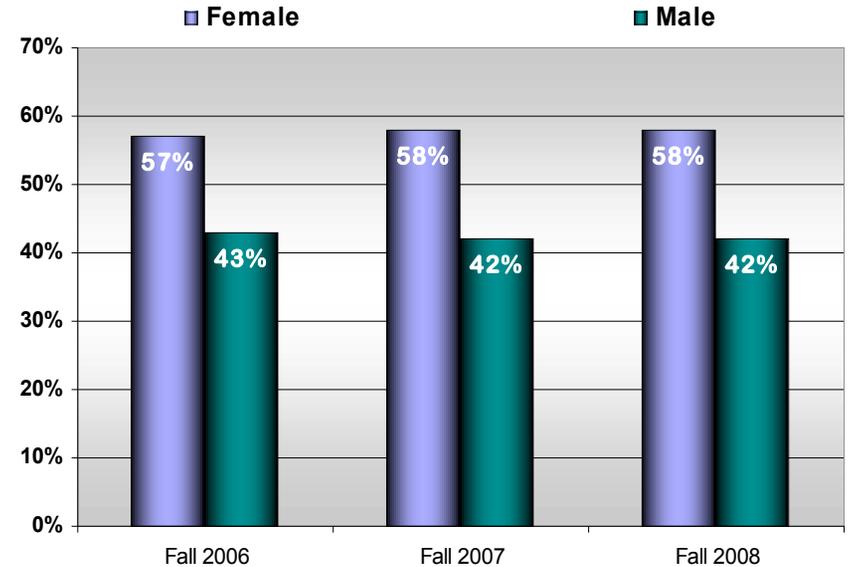
Source: Integrated Postsecondary Education Data System (IPEDS) - Fall Enrollment

Gender

Gender is self-reported during the application process and collected each Fall semester.

The gender distribution among HFCC students has remained almost unchanged for the past three years. In 2008, 58% of HFCC students were female and 42% male.

Source: Integrated Postsecondary Education Data System (IPEDS) – Fall Enrollment



	Fall 2006	Fall 2007	Fall 2008
White, Non-Hispanic	56%	51%	53%
Black, Non-Hispanic	21%	22%	22%
Hispanic	3%	3%	3%
Asian/Pacific Islander	2%	2%	2%
American Indian/Alaskan Native	1%	1%	1%
Other/Not Specified	17%	21%	20%

Ethnicity

Ethnicity is self-reported during the application process and collected each Fall semester. A sizeable percentage of students at HFCC choose not to report their ethnicity (note that rounding errors result in totals that do not equal 100%).

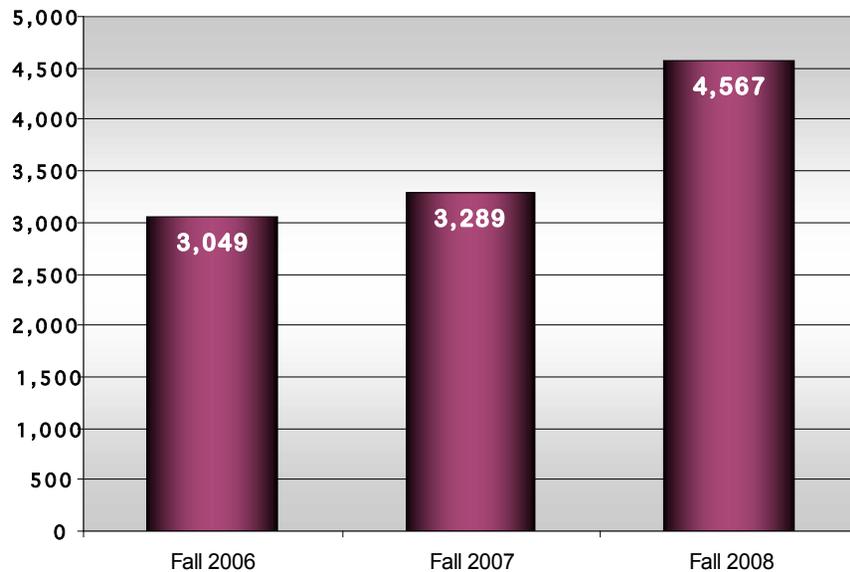
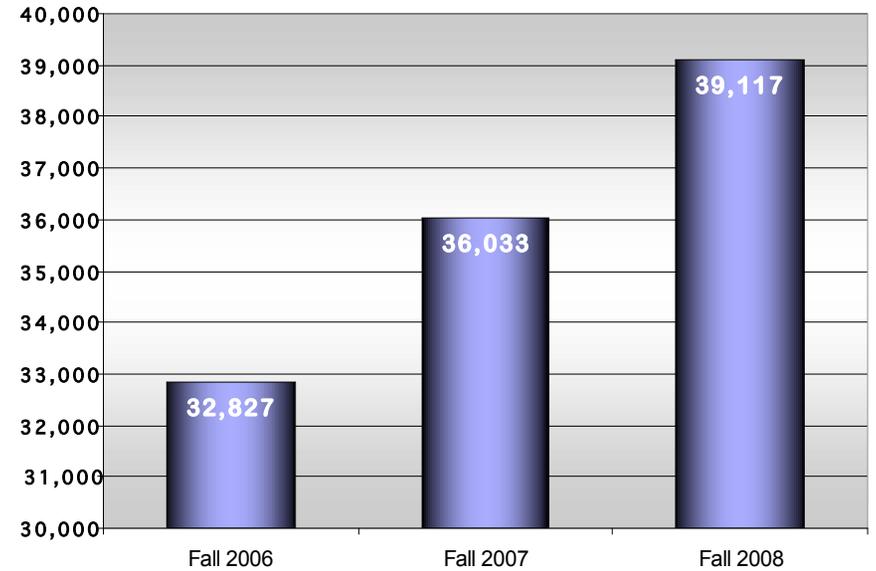
Source: Integrated Postsecondary Education Data System (IPEDS) – Fall Enrollment

Classroom Course Enrollment

Classroom course enrollment is a count of enrollments in credit courses taken in a traditional classroom format.

In Fall 2008, enrollment in classroom credit courses was 39,117.

Source: HFCC Data System



Online Course Enrollment

Enrollment in credit courses delivered in part (at least 50%) or completely over the Internet has increased by 1,518 or 50% since 2006. In Fall 2008, the enrollment count in online courses was 4,567.

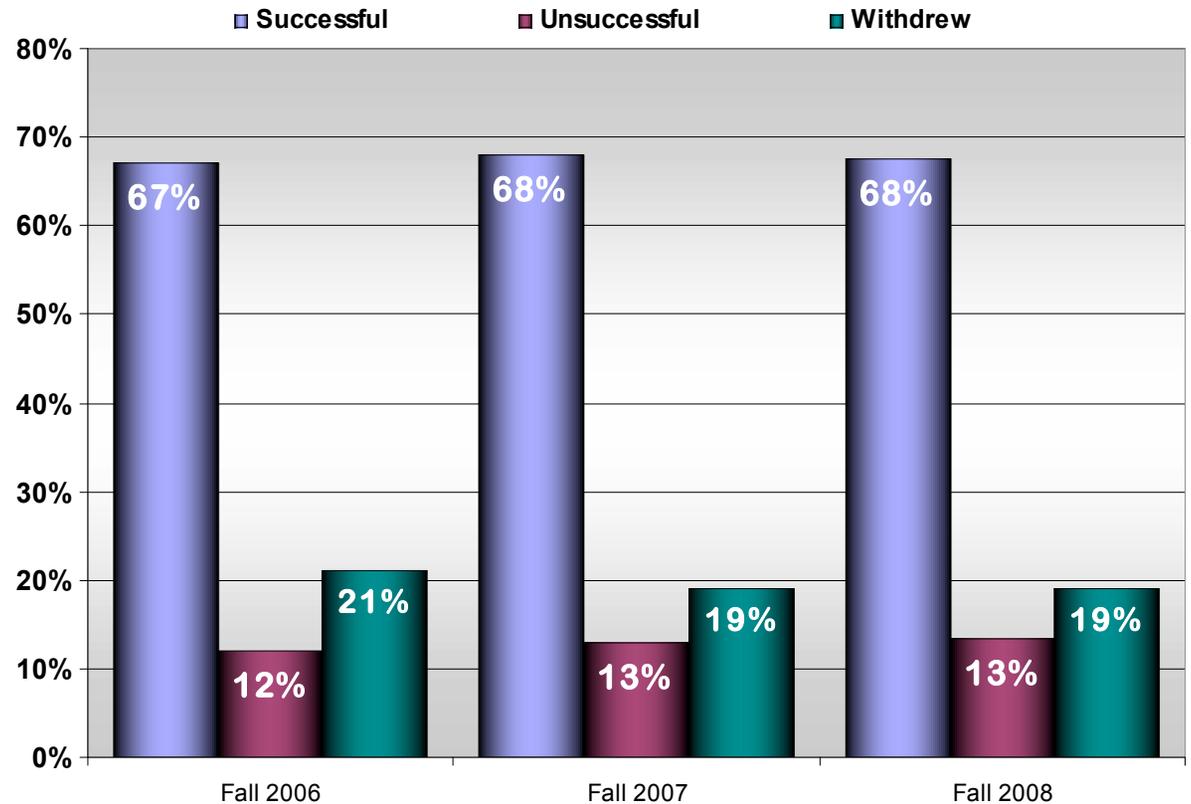
Source: HFCC Data System

Course Completion

A course for which a student earns a grade of “C-” or above or an “S” for pass/fail courses, is considered a successful completion. It is considered an unsuccessful completion if a student completes a course and receives a grade of “D” or below, a “U” for pass/fail courses, or a grade of “I”. Students who withdraw from a course receive a grade of “DR”.

Successful course completions have remained stable at 67% to 68% since Fall 2006. The percentage of students who withdrew from courses decreased slightly from 21% in Fall 2006 to 19% in Fall 2007, and remained the same in Fall 2008.

Source: HFCC Data System

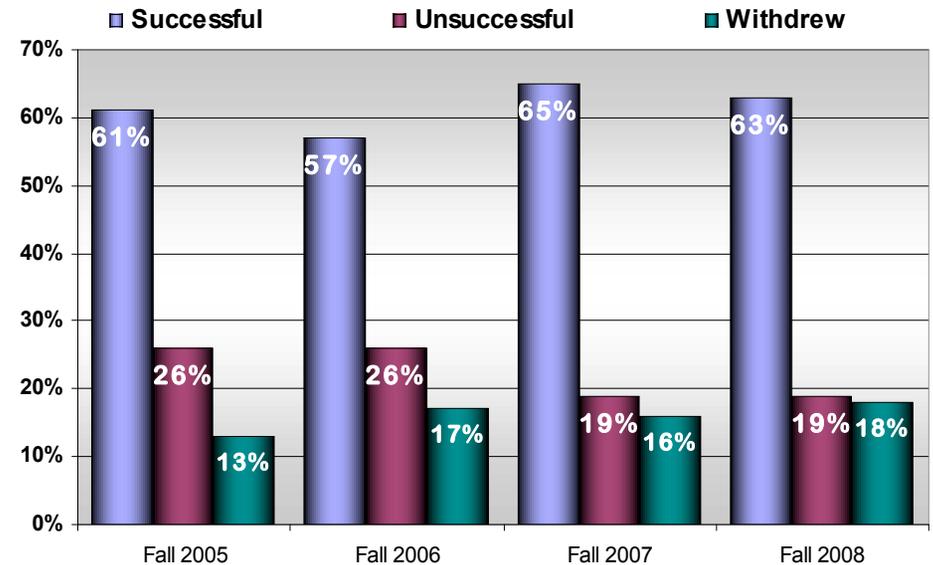


Developmental Education - English

There were 2799 course enrollments in developmental English (courses below the 100 level) in Fall 2008.

This chart shows the percentage of successful completions, unsuccessful completions, and withdrawals from developmental English courses. A course for which a student earns a grade of “C-“ or above or an “S” for pass/fail courses, is considered a successful completion. It is considered an unsuccessful completion if a student completes a course and receives a grade of “D” or below, a “U” for pass/fail courses, or a grade of “I”. Students who withdraw from a course receive a grade of “DR”.

Source: HFCC Data System

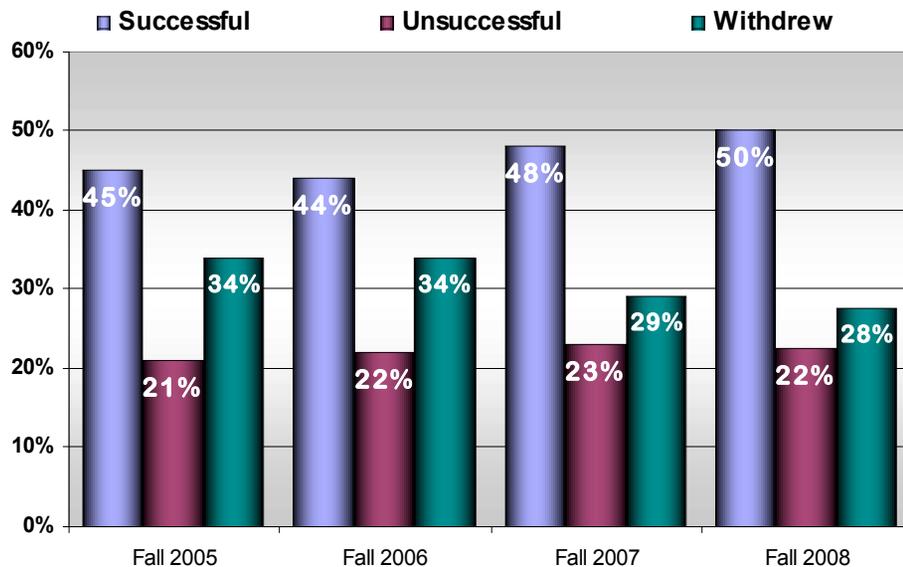


Developmental Education - Mathematics

There were 2897 course enrollments in developmental mathematics (courses below the 100 level) in Fall 2008.

This chart shows the percentage of successful completions, unsuccessful completions, and withdrawals from developmental math courses. A course for which a student earns a grade of “C-“ or above or an “S” for pass/fail courses, is considered a successful completion. It is considered an unsuccessful completion if a student completes a course and receives a grade of “D” or below, a “U” for pass/fail courses, or a grade of “I”. Students who withdraw from a course receive a grade of “DR”.

Source: HFCC Data System

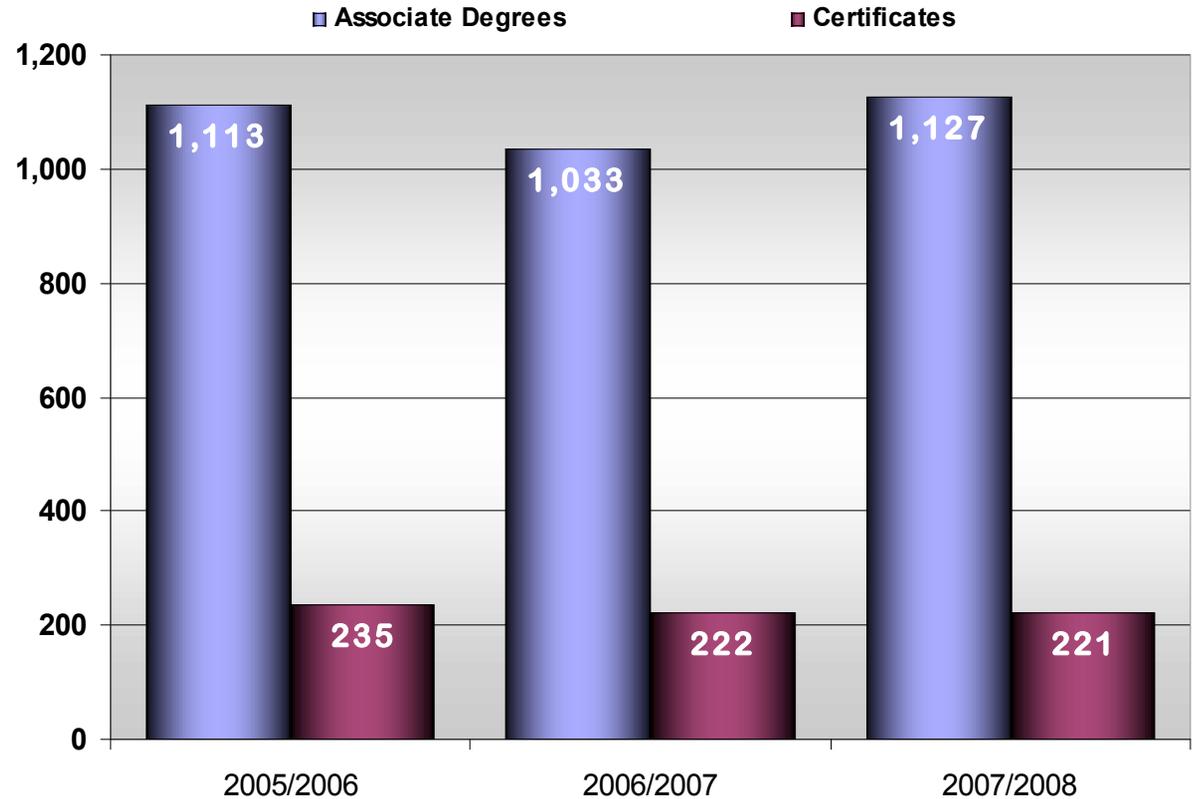


Degrees & Certificates Awarded

Degrees and certificates awarded are counted by academic year. Associate degree recipients have earned no fewer than 60 credit hours and have met all of the requirements for the degree they are awarded. Students who are awarded certificates have met all of the requirements of the certificate.

In the 2007/2008 academic year, 1,127 Associate degrees and 221 certificates were awarded.

Source: Michigan Community College NETWORK - Awards

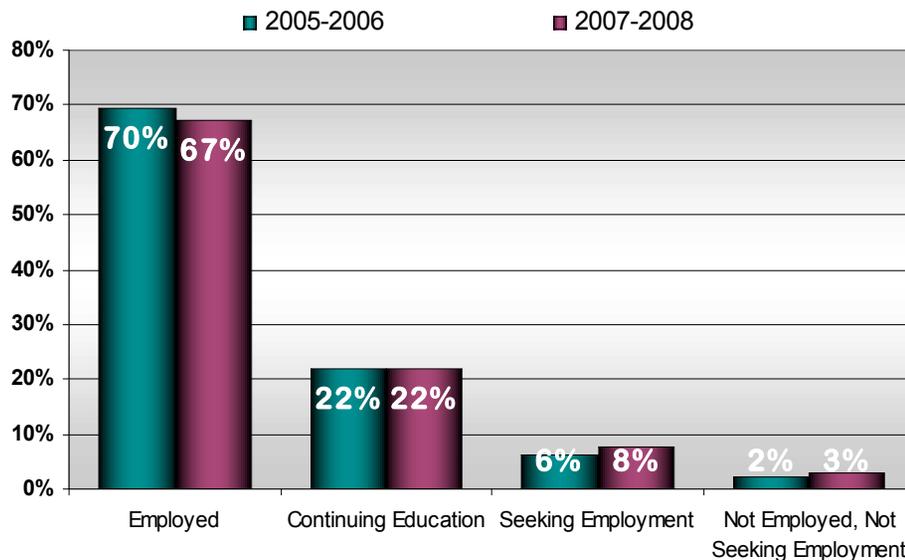
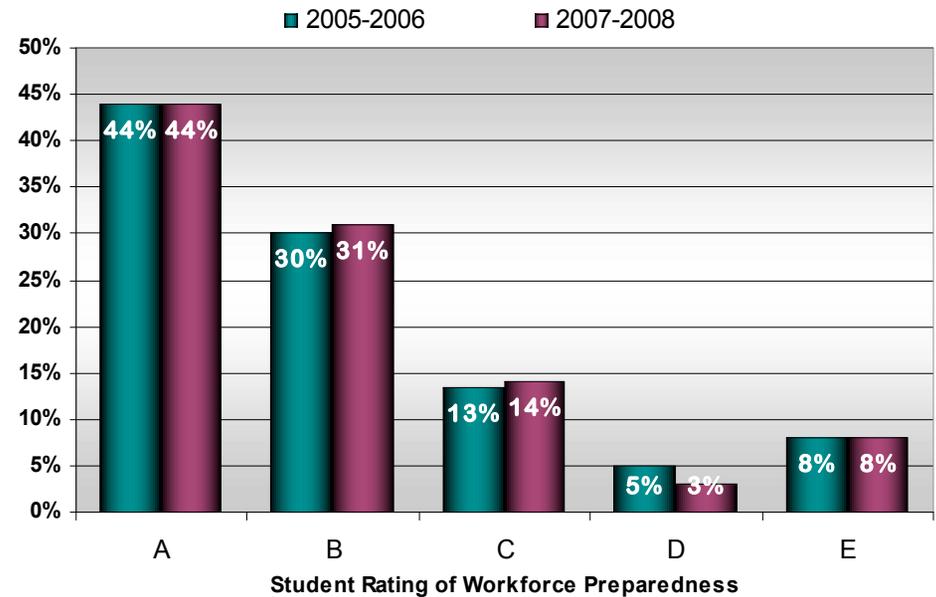


Student Perceptions of Workforce Preparedness

HFCC conducts a graduate survey three (3) months after each graduation ceremony. The survey asks graduates to grade the usefulness of the preparation and training they received at HFCC in performing their current job.

Of the 2007/2008 graduates who responded to this survey question, 75% rated their workforce preparedness above average (grade of “A” or “B”), an increase of 1% from the previous year; 14% rated their workforce preparedness as average (grade of “C”), an increase of 1% from the previous year; and 11% rated their workforce preparedness as below average (grade of “D” or “E”).

Source: HFCC Graduate Surveys



Graduate Placement

The 2007-2008 graduate survey asks students to provide information on their employment and / or continuing education status three (3) months after graduation.

Of the 2007/2008 graduates who responded to this survey question, 89% indicated that they were employed, continuing their education, or both.

Source: HFCC Graduate Surveys

General Education Outcomes

<i>General Educational Competency</i>	<i>HFCC Outcome</i>	<i>Extent of Influence</i>			
		<i>To a Great Extent</i>	<i>To Some Extent</i>	<i>Very Little</i>	<i>Not at All</i>
Identify, locate, evaluate, and effectively use information to solve problems.	Information Literacy	47.0%	44.7%	6.4%	1.8%
Think Critically and solve problems by addressing a problem that is described verbally, graphically, symbolically, or numerically.	Critical Thinking	44.2%	45.2%	7.8%	2.8%
Read and write Standard English at the College level.	Written Communication	39.4%	36.1%	12.5%	12.0%
Use computers and software to accomplish practical tasks, including word processing and Internet usage.	Computer Literacy	33.3%	42.1%	19.4%	5.1%
The diverse populations and cultures that compose American society.	American Society	32.7%	44.7%	16.6%	6.0%
The major ideas and events that have influenced American Society.	American Society	21.4%	47.7%	21.4%	9.5%
The social and political institutions that shape American society.	American Society	17.5%	47.9%	25.3%	9.2%

The Graduate Survey also asks students to identify the extent to which their educational experience at HFCC has increased their knowledge, skills, or understanding of the following general education outcomes. Over three quarters of the respondents from the 2007/2008 survey indicate the education they received at HFCC has increased their knowledge of information literacy, critical thinking, written communication, and computer literacy to a great extent, or to some extent.

Over 65% of the respondents indicated that their knowledge or understanding of American Society increased to a great extent, or to some extent.

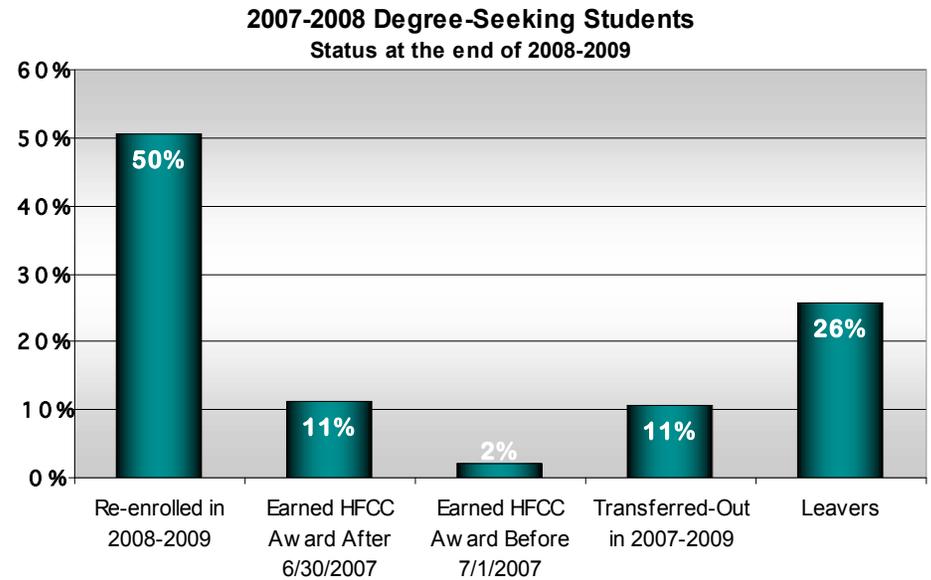
Source: 2007/2008 HFCC Graduate Survey

Student Success / Retention

74% of Degree-seeking students taking credit courses at HFCC during the 2007-2008 academic year were still enrolled in 2008-2009, or had achieved a specific goal, either earning an award, or successfully transferring to another institution.

"Transferred-Out" only includes students who were enrolled at another institution, which subscribes to the *National Student Clearinghouse*, during the 2007-2009 academic years. Leavers are defined as students who were enrolled in the 2007-2008 academic year, did not receive an award, did not re-enroll in 2008-2009, and did not transfer from HFCC in 2007-2009.

Source: *National Student Clearinghouse/HFCC Data System*



University	Type	State	% of Top Ten
Wayne State University	4-year public	MI	31.9%
University of Michigan, Dearborn	4-year public	MI	31.4%
Eastern Michigan University	4-year public	MI	13.1%
Madonna University	4-year private	MI	5.6%
University of Phoenix	4-year private	AZ	5.3%
Davenport University	4-year private	MI	3.9%
Michigan State University	4-year public	MI	2.3%
University of Michigan	4-year public	MI	2.2%
Lawrence Tech	4-year private	MI	2.2%
Oakland University	4-year public	MI	2.2%

Top 10 Four-Year Transfer Institutions

This chart shows HFCC's top 10 four-year transfer institutions that subscribe to the *National Student Clearinghouse* for students who were enrolled in the 2007-2008 academic year and subsequently transferred out.

About 11% of the 2007-2008 cohort of degree-seeking credit students left HFCC to transfer to another institution.

Source: *National Student Clearinghouse*

Community Education & Customized Training

HFCC offers a number of non-credit courses to individuals, private businesses, and other organizations. Our Center for Lifelong Learning offers a wide variety of community education courses to enhance career and technical skills and for personal interest and development. The Office of Corporate Training provides customized training to corporate and organizational clients. Almost 700 different non-credit courses were offered through HFCC's Center for Lifelong Learning and Office of Corporate Training during the 2007/2008 academic year.

Since the 2005/2006 academic year, enrollment in community education courses has increased.

Source: HFCC Data System

<i>Non-Credit Course Type</i>	Enrollment		
	2005/2006	2006/2007	2007/2008
Center for Lifelong Learning			
Career & Technical	446	233	345
Personal Interest / Human Development	5,732	6,197	6,603
Total Center for Lifelong Learning	6,178	6,430	6,948
Corporate Training			
Career & Technical	6,647	6,987	4,621
Personal Interest / Human Development	16	56	15
Total Corporate Training	6,663	7,043	4,636

HFCC Benefits the Community

HFCC is a sound investment from multiple perspectives. Students benefit from improved lifestyles and increased earnings. Taxpayers benefit from an enlarged economy and lower social costs. The community as a whole benefits from increased job and investment opportunities, higher business revenues, greater availability of public funds, and an eased tax burden.

HFCC stimulates the state and local economy

- ◆ The HFCC service area economy received roughly **\$51.7 million in regional income** due to HFCC operations and capital spending in fiscal year 2008.
- ◆ It is estimated that in fiscal year 2008 the HFCC area workforce reflected about 3.5 million credits of past and present HFCC training and education.
- ◆ HFCC skills translate to higher earnings for students and increased output for businesses. The added financial benefit for students and businesses that employ them amounted to \$693.3 million in 2008.

HFCC leverages taxpayer dollars

- ◆ The state and local community will **avoid social costs of roughly \$18 per year for every credit earned** by HFCC students, including savings associated with improved health, reduced crime, and fewer welfare and unemployment claims. These **savings in social costs equate to \$4.0 million** in savings to the State of Michigan each year for as long as students are in the workforce.
- ◆ HFCC students generate nearly **\$48.8 million annually in higher earnings** due to their HFCC education. These higher earnings expand the tax base and reduce the tax burden on state and local taxpayers.

HFCC generates a return on government investment

- ◆ HFCC **returns \$3.70 for every dollar of taxpayer financial support** in the form of higher tax receipts and avoided social costs.
- ◆ State and local government will see a **rate of return of 14%** on their support for HFCC, which compares very favorably with private sector rates of return on similar long-term investments.

HFCC increases the earning potential of students

- ◆ The **average annual earnings of a student with a one-year certificate is \$44,800** or 16% higher than someone with a high school diploma or GED. The **average earnings of a student with an Associate degree is \$52,800** or 37% more than a student with a high school diploma or GED.
- ◆ HFCC students will see their annual income increase, on average, by **\$222 per year for every credit completed** at HFCC during the analysis year.
- ◆ Students enjoy an attractive **16% annual rate of return on their HFCC educational investment** and recover all costs (including wages foregone while attending college) in 9 years.

Source: Socioeconomic Impact Study conducted by CBenefits, Inc. – June, 2009



Henry Ford Community College

www.hfcc.edu

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