

# MCCA MODAC Updates

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# Legislative Priorities – Talent Development

## » Adopt a uniform capital outlay match for community colleges and universities

Establish a 25% matching requirement in state statute for community colleges and universities seeking funding for capital outlay projects. This matching requirement will bring parity to postsecondary projects and allow colleges to direct more resources toward immediate infrastructure needs and student support efforts.

## « Support the continuation and adoption of student success efforts

Provide dedicated funding to all community colleges to strengthen student success and completion by addressing essential needs – such as childcare, mental health services, food assistance, and other comprehensive student support services. These resources would provide temporary support to students helping them reach their education and employment goals.

# Legislative Priorities – Community Vitality

## **Invest in infrastructure, technology, equipment, maintenance, safety & housing (ITEMS)**



Establish ongoing funding to help community colleges improve infrastructure, upgrade technology and equipment, ensure safe and well-maintained facilities, enhance safety, and offer affordable student housing. These investments are foundational to Michigan community colleges' ability to provide accessible, affordable, and high-quality education and training.



## **Contribute to community college operations to drive Michigan's economic growth**

Increasing operations funding for community colleges above inflation is essential to Michigan's economic growth. This ongoing funding supports student services, staff retention and recruitment, safe facilities, and classroom resources to empower students to build skills for the modern workforce.

# Legislative Priorities – Student Success

## **Sustain the Community College Guarantee**

The Community College Guarantee offers recent high school graduates a transformative, tuition-free or deeply discounted path to a certificate or degree, along with \$1,000 in financial support to eligible students to help meet basic needs and stay on track. Continued funding for this program will build on its success, improving student outcomes and growing Michigan's skilled workforce.



## **Extend Michigan Reconnect to adults ages 21 to 24**

Permanently lower the eligibility age for Michigan Reconnect to 21 and older. Expanding access to this program would open opportunities for more adults to pursue tuition-free pathways to a certificate or degree, strengthen their skills, and advance their careers. This change would support economic mobility by addressing the needs of working-age adults looking to re-enter higher education, complete unfinished credentials, or gain new skills to meet evolving workforce demands.



# Dual Enrollment

- Major focus of MCCA's Capitol Day
- Michigan is currently ranks in the bottom five states for dual enrollment participation
- Dual enrollment participants have a nearly 93% successfully complete their DE courses

## Benefits of Dual Enrollment

### Increases College Completion & Workforce Readiness

- Michigan DE students:
  - Have achieved a 92.7% course success rate since 2016, earning college credits towards a degree or certificate.<sup>6</sup>
  - Are more likely to graduate high school and complete college than non-DE students.<sup>7</sup>
  - Are nearly 10% more likely to complete a postsecondary credential within four years, compared to non-DE students.<sup>9</sup>
- Nationally, DE students are far more likely to complete a two-year degree within two years, accelerating workforce entry and reducing costs.<sup>3</sup>

### Significant Cost Savings for Students, Families & Taxpayers

- **\$78 million:** The amount Indiana saved in one year from reduced state scholarship expenditures due to DE.<sup>5</sup>
- **\$4,122:** The average amount 1,931 Georgia DE students saved in tuition costs at one 4-year public institution, amounting to almost \$8 million in total savings.<sup>8</sup>
- DE students receive more scholarships and merit aid when they enroll in college.<sup>4</sup>

Michigan must modernize its dual enrollment program by eliminating financial barriers and adopting proven policy strategies to increase participation—ensuring more students and the entire state benefit.

### Policy Recommendations

- Establish dedicated funding for DE independent of the K-12 foundation allowance, an approach used by numerous Top 10 states.<sup>1,2</sup>
- Expand eligibility criteria beyond test scores to increase access.
- Improve outreach to students, families, and educators, emphasizing DE's long-term benefits.
- Enhance reporting and transparency, tracking participation, costs, and course delivery methods.

# Federal Updates



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## Federal Updates

In January 2025, the new leadership in Washington D.C., including the president and Congress, began rolling out memos, regulations, and executive orders that could have an impact on work being done at Michigan's community and tribal colleges. Please keep in mind, interpretation and enforcement of these actions remains uncertain and may be affected by future court rulings. This page will be regularly updated with important information and resources.

As reference, the [ACCT Now](#) piece explains what an executive order is and gives an overview of President Trump's initial executive orders.

The following is an abbreviated list of President Trump's recent executive orders and memos that may or may not be of relevance to institutions of higher education. It is important to keep in mind that while President Trump's executive orders are in effect, departments and agencies still must issue public guidance detailing the implementation of such orders. Guidance from the departments and agencies would provide a clear view on the impact these executive orders would have on institutions and students.

# Completion Dashboards

- Both dashboards and companion inquiry guides can be accessed at <https://www.mcca.org/completion-dashboard>

## BUILDING BACK COLLEGE COMPLETIONS IN MICHIGAN



Spotlight on Credential Completion



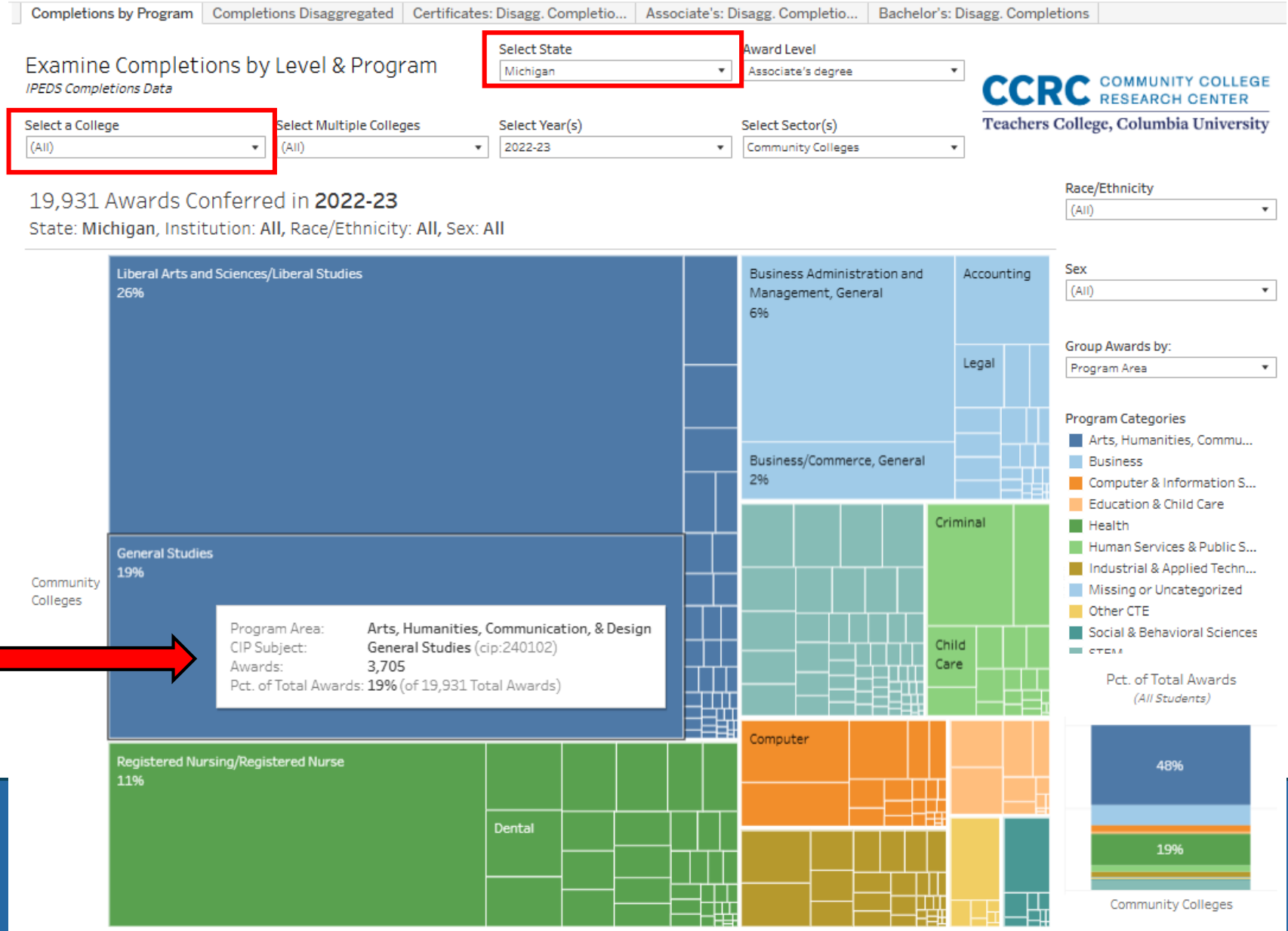
## BUILDING BACK COLLEGE COMPLETIONS IN MICHIGAN



Spotlight on CCRC's Degrees  
Conferred Dashboard



# CCRC Degrees Conferred Dashboard



- Reports on number of degrees conferred by program (CIP)
- Filterable at the state or college-level
- Filterable by degree type/award level



# CCRC Degrees Conferred Dashboard

[Completions by Program](#) | 
 [Completions Disaggregated](#) | 
 [Certificates: Disagg. Completio...](#) | 
 [Associate's: Disagg. Completio...](#) | 
 [Bachelor's: Disagg. Completions](#)

**Completions Disaggregated by Program**  
*Associates Degrees, IPEDS Completions Data*

Select a State: 
 Disaggregate by: 
 Student subgroup (click to highlight):  
 Female  Male

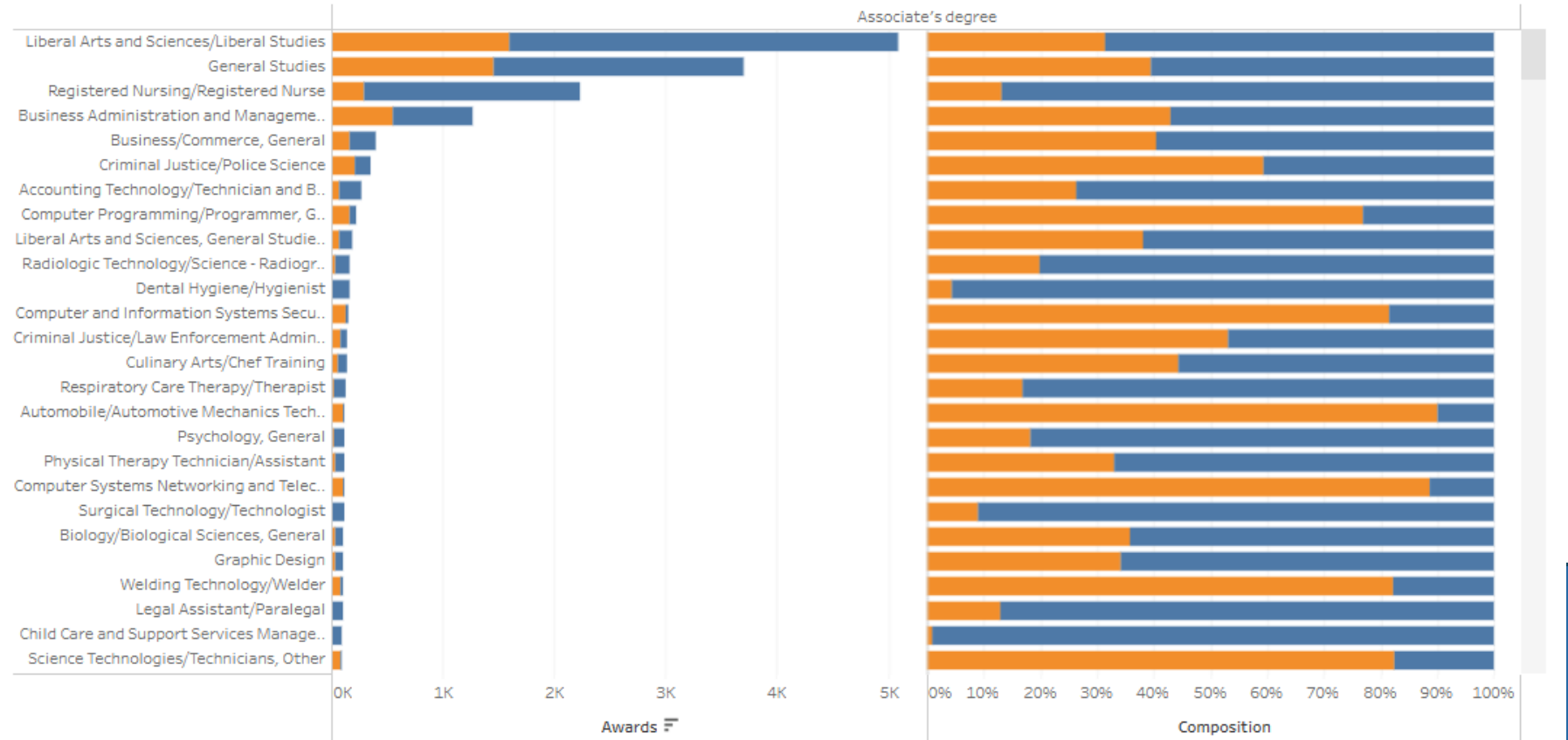
Select a College: 
 Select Multiple Colleges: 
 Program Area: 
 Select more/less groups:

Select Sector(s):

Select Year(s):

The dashboard allows colleges to review completions by gender

19,836 Associate's degrees Conferred in 2022-23  
 State: Michigan, Sector: Community Colleges, Institution: All



# CCRC Degrees Conferred Dashboard

Completions Disaggregated by Program  
*Associates Degrees, IPEDS Completions Data*

Select a State

Michigan

Disaggregate by:

Race/Ethnicity

Student subgroup (click to highlight):

- American India...
- Asian
- Black
- Hispanic
- Native Hawaiia...
- Nonresident ali...
- Two or more ra...
- Unknown
- White



Select a College

(All)

Select Multiple Colleges

(All)

Program Area

(All)

Select more/less groups:

(All)

Select Sector(s)

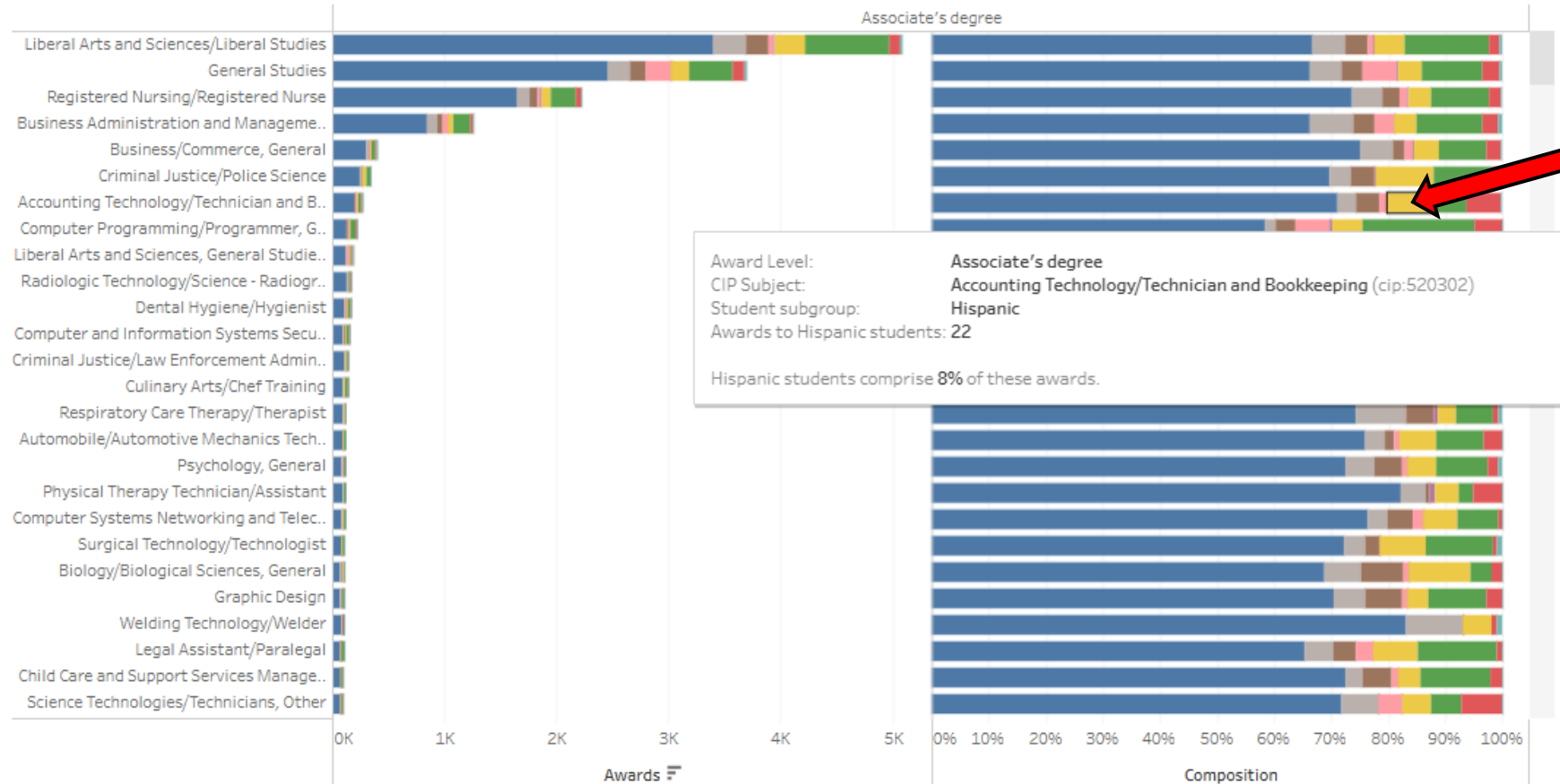
Community Colleges

Select Year(s)

2022-23

The dashboard allows colleges to review completions by race

19,836 Associate's degrees Conferred in 2022-23  
 State: Michigan, Sector: Community Colleges, Institution: All



# MCCA Completion Dashboard

Introduction Statewide Overview **Statewide/Institution Compari...** Institution Spotlight Glossary

## Statewide and Institution Comparison

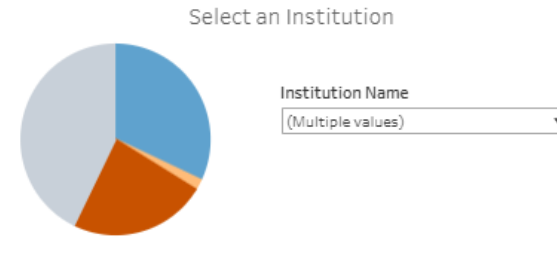
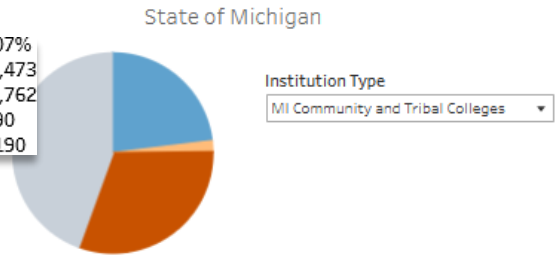
The charts on the left display data for the State of Michigan, while the charts on the right display institution-level data.

Cohort Year  
(All)

Cohort Category  
Total entering, Total



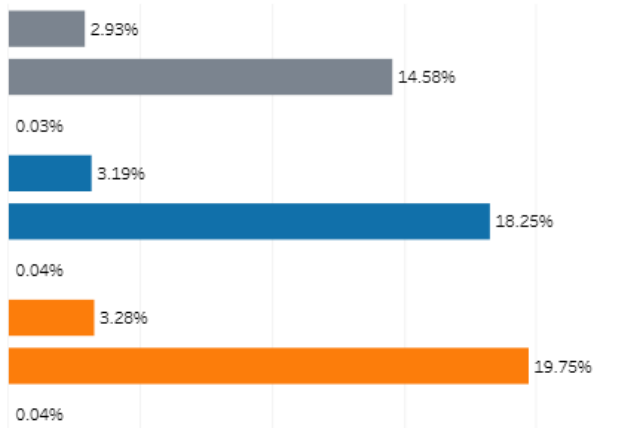
Percent Received Award at 8 Years: 23.07%  
 Number Enrolled at Another Institution at 8 Years: 101,473  
 Number Enrollment Status Unknown at 8 Years: 146,762  
 Number Still Enrolled at 8 Years: 5,790  
 Received Award at 8 Years: 76,190



Key  
■ Percent Received Award at 8 Years  
■ Percent Still Enrolled at 8 Years  
■ Percent Enrolled at Another Institution at 8 Years  
■ Percent Enrollment Status Unknown at 8 Years

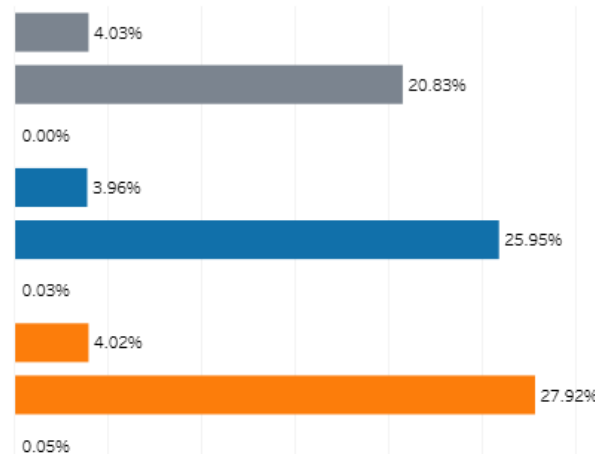
### Statewide Completion by Credential

View the credential completion rates for Michigan Students across credential types in 4 years, 6 years, and 8 years. Select a cohort category to highlight a sub-category of students, an institution type to isolate a higher education sector, and/or a cohort year(s).



### Institution-Level Completion by Credential

View the credential completion rates at a particular institution across credential types in 4 years, 6 years, and 8 years. Select a cohort category to highlight a sub-category of students, and/or a cohort year(s).



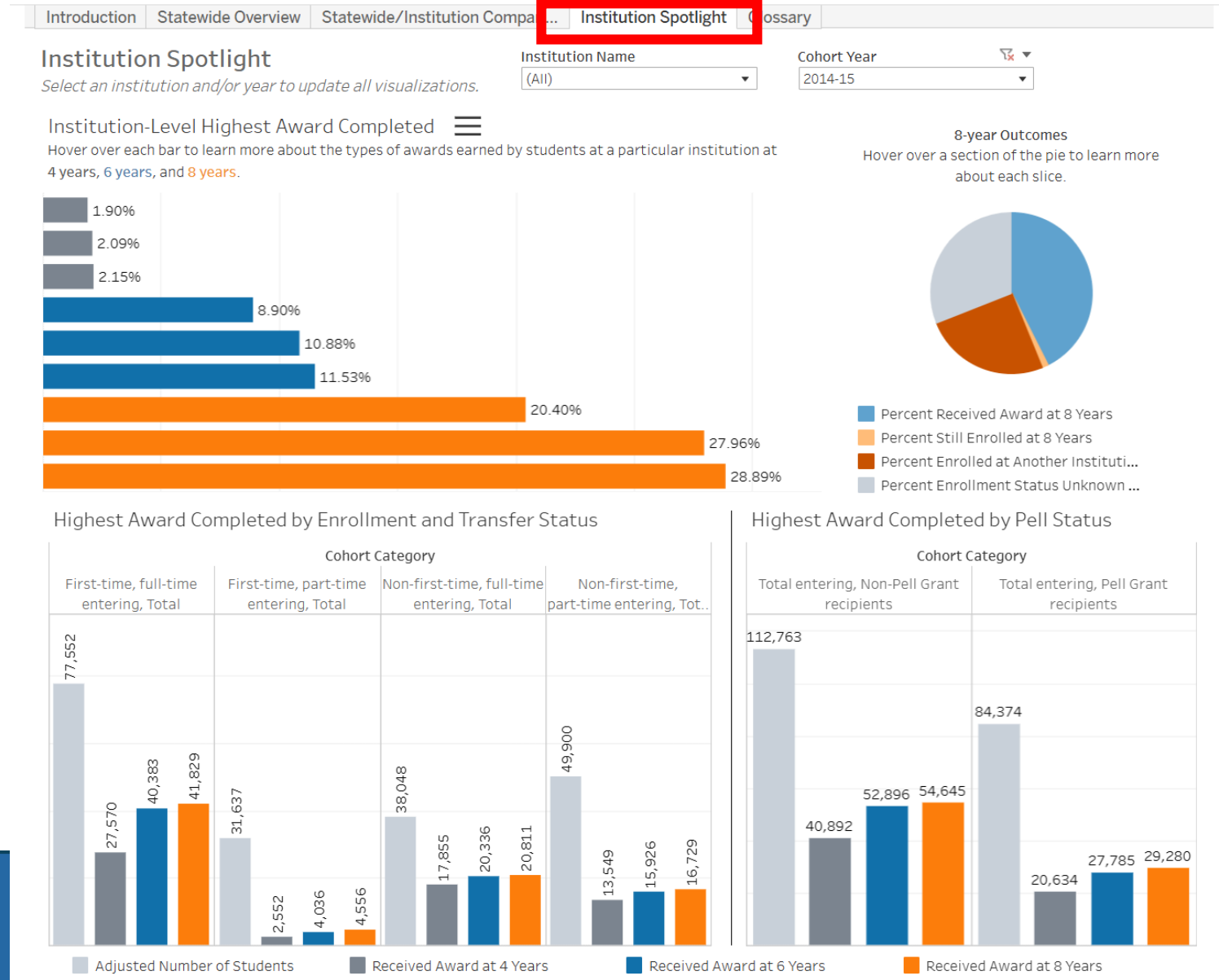
- (All)
- First-time, full-time entering, Non-Pell Grant recipients
- First-time, full-time entering, Pell Grant recipients
- First-time, full-time entering, Total
- First-time, part-time entering, Non-Pell Grant recipients
- First-time, part-time entering, Pell Grant recipients
- First-time, part-time entering, Total
- Non-first-time, full-time entering, Non-Pell Grant recipients
- Non-first-time, full-time entering, Pell Grant recipients
- Non-first-time, full-time entering, Total
- Non-first-time, part-time entering, Non-Pell Grant recipients
- Non-first-time, part-time entering, Pell Grant recipients
- Non-first-time, part-time entering, Total
- Total entering, Non-Pell Grant recipients
- Total entering, Pell Grant recipients
- Total entering, Total

- The dashboard draws on publicly available [Outcome Measures \(OM\)](#) [IPEDS](#) to illustrate trends in credential completion. These data focus on cohorts allowing colleges to observe longitudinal outcomes reported 4 years, 6 years, and 8 years after the first semester of postsecondary enrollment at each respective college.

- When possible, data are disaggregated by Pell status, enrollment status (full-time/part-time), transfer status (first-time, non-first-time), and credential type (certificate, associate degree, bachelor's degree) for a more complete understanding of credential completion.



# MCCA Completion Dashboard



- Data within the dashboard is available at the state and institution level.

# Executive Directive

- Governor Whitmer issued an [executive directive](#) on April 10 instructing state agencies to encourage more men to participate in postsecondary education and workforce development programming. Recent data shows that:
  - 47% of men enroll in college immediately after high school, compared to 60% of women.
  - Most adult learners benefiting from Michigan Reconnect Scholarship funds are women, with enrollment data consistently highlighting a notable gender disparity.
- MCCA resources to help institutions explore enrollment trends and student success outcomes by gender
- [Data, Initiatives and Resources](#)
  - [Dual Enrollment Participation at Community Colleges](#) (CCRC)
  - [Postsecondary Outcomes of Dual Enrollment Participants](#) (CCRC)
  - [Postsecondary Enrollment within 6-months of HS Graduation](#) (MCCA)
  - [Michigan Reconnect Recipient Enrollment](#) (MiLEAP)
  - [Associate Degrees and Certificates Conferred](#) (CCRC)

# Student Success Grant Opportunities

- MCCA has designed GOLD to support colleges through the crucial first 90 day period after a grant is awarded.
- The GOLD guide covers topics that will help colleges get started on the right foot with a focus on key areas of successful grant management.
  - Weeks 1-3: Groundwork and Governance
  - Weeks 4-6: Onboarding and Outreach
  - Weeks 7-9: Lifecycle and Longevity
  - Weeks 10-12: Data and Deliverables
- Similar to RED, the GOLD framework incorporates templates for colleges to utilize.

<https://www.mcca.org/Grant-Application-Resources>

Premortem Risks	Concern Level		
Risks that might cause missed grant deadlines	Some	Substantial	Highest
1.			
2.			
3.			
Risks from project staffing gaps	Some	Substantial	Highest
1.			
2.			
3.			
Risks due to leadership concerns	Some	Substantial	Highest
1.			
2.			
3.			
Risks due to data challenges and concerns	Some	Substantial	Highest
1.			
2.			

## Project Team Meeting #1 Agenda

- (All) Team Introductions
  - Please articulate your role at the college as well as on the team based on the invitation from the project R
- (Project A) Review of the project proposal
- (Project A) Review of the premortem
- (All) Discussion and questions about the proposal, premortem, and any other initial thoughts
- (Project R) Upcoming steps and near-term deliverables (see weeks 7-9 for more detail):
  - Project plan
  - Timeline
- (Project R) Meeting schedule plans
  - Meetings will be frequent, especially initially, as we convene to develop the project plan and timeline
- (All) Outreach to the college community and relevant external constituents (see following section for more detail):
  - Identification of who should receive the communications
  - Channels through which communications should be sent, ideally varying types such as email blasts, open meetings, team members visiting standing college committees, digital location with up-to-date information, etc.
  - Cadence
  - Opportunities for community feedback and plans for responses to the feedback
  - Types of content to include
- (All) Additional items for consideration

# Student Success Grant Opportunities

- An updated grant guide is posted to the MiLEAP website
- MiLEAP anticipates another round of Reconnect Community Action Grants, more information forthcoming
- 2025 Application Cycles
  - No **quick start grants** will be awarded
  - **College success grants**, \$2.3 million remaining- will lead to more competitive grant process
    - App deadline is May 23
  - **Growing Institutional Capacity**, \$2.5 million remaining- more opportunities for colleges to submit for and receive these grants
    - MCCA Caring Campus webinar information sent to colleges
    - Pre-review deadline is May 16, App deadline is June 20
- Erica Orians has been communicating with colleges about their grant eligibility

# Event Reminders



## **Student Success Summit**

September 18-19, 2025 | Lansing Center

Colleges are invited to send cross-functional teams of leaders focused on the newly released guided pathways book from the Community College Research Center.

Call for Proposals and Registration information to open late spring/early summer

# Student Success Projects

## Finish Forward: Reverse Transfer and Automated Degree Conferral Kick-Off

May 21, 2025 | 10:00 AM - 3:00 PM |  
Mid Michigan College, Mt. Pleasant

[Register](#)

### [Information Session](#)

25 Community Colleges  
10 Public Universities  
7 Independent Colleges



### OVERVIEW

The Michigan Community College Association (MCCA) has been instrumental in advancing reverse transfer and degree reclamation through initiatives such as Project Win-Win, Credit When It's Due, and Degrees When Due. These programs help students transfer credits back to community colleges to earn their associate degrees. With support from the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP), MCCA is further enhancing reverse transfer processes through a new initiative called *Finish Forward*.

In 2025, MCCA will partner with colleges to refine and implement evidence-based strategies aimed at improving reverse transfer outcomes. The project will launch with an in-person kickoff event, followed by a series of virtual sessions that focus on key topics shaping reverse transfer practices across campuses.

Community colleges participating in this initiative are encouraged to register for the *Finish Forward* kickoff event, which will take place on May 21 at Mid-Michigan College in Mt. Pleasant. Following the kickoff, virtual sessions will dive into critical topics that impact reverse transfer practices. Registration for all *Finish Forward: Reverse Transfer* sessions is now open.

### MEETING DATES

May 21	In-Person   Mid-Michigan College in Mt. Pleasant   10:00 AM - 3:00 PM
July 16	
August 20	
September 10	
October 15	

### WHO SHOULD ATTEND

We recommend assembling teams of 2-3 representatives, including college registrars and other key staff who oversee areas like reverse transfer, degree auditing, and related processes.

### TOPICS

- Institutional Reverse Transfer Policies and Self-Assessment
- National Student Clearinghouse Reverse Transfer Tool and Systems Integration
- Institutional Business Processes Influencing Reverse Transfer
- Coordinating with Partners and Reverse Transfer Agreements
- Enhancing Communications to Students, Internal Teams, and Stakeholders

# Student Success Projects

## Local Heroes: ARC Prerequisites and Course Outcomes, Workshop #3

April 27, 2025 | 2:00 - 3:00 PM | Zoom

[Register](#)

LOCAL HEROES  
Alternative Route to Interim Teacher Certification (ARC)

## MEETING SERIES

### OVERVIEW

With support from 2024-25 appropriated funding, The Michigan Community College Association (MCCA) to support a program intended to encourage high school students and young adults to pursue public-service-focused careers, including those in education, public safety, and health care. The MCCA aims to create college access pathways for local heroes careers to build prosperity for families and eliminate workforce shortages in critical local community services throughout the state of Michigan. MCCA will initially focus on educational pathways, specifically the Alternative Route to Interim Teacher Certification (ARC) program, to address the K-12 teacher shortage.

### MEETING DATES



### WHO SHOULD ATTEND

Academic Deans, and Faculty who oversee education programs, Counselors and Advisors, Registrars, and staff who support transfer procedures at your institution.

### TOPICS

The virtual workshop series, and in-person summer retreat, will focus on a variety of topics incorporated into this initiative, including:

- Overview of the Local Heroes project and teacher credentialing pathways (ARC & traditional bachelor's degree) and review of Michigan credentialing requirements.
- In-depth information on the Alternative Route to Interim Teacher Certification (ARC), including requirements, processes, timeline, and Schoolcraft College's oversight of the program.
- Detailed overview of pre-requisite courses and course outcomes, and how these align for transfer to Schoolcraft College's ARC program.
- Information on bachelor's degree options, including traditional pathways and those suited for the ARC program.
- Focus on the Michigan Test for Teacher Certification (MTTC), including program enrollment requirements, test components, and study supports.
- Strategies for effectively communicating with and recruiting prospective students.

# Student Success Projects

## GUIDED SELF PLACEMENT SERIES

### MEETING DATES

Meetings are virtual and will take place on Thursdays from 2:00 to 3:30 PM ET. Click the button below for more information and to register!

February 13

April 10

June 12

### WHO SHOULD ATTEND

This series is designed to support colleges interested in planning for and implementing a guided self-placement approach at their institution. We encourage diverse teams of stakeholders, including faculty from English and mathematics, academic deans, registrars, chief academic officers, information technology staff, advisors, and representatives from other relevant departments.

### TOPICS

Colleges at all stages of integrating Guided Self-Placement are invited to join MCCA and Achieving the Dream for a comprehensive discussion on how Guided Self-Placement is reshaping the college readiness process and promoting student success through personalized, data-informed decision-making.

Guided Self-Placement empowers students to take ownership of their educational journey by actively evaluating their readiness for college-level coursework. By utilizing clear, data-driven pathways and self-assessment tools, students are better equipped to choose courses that align with their strengths and academic goals, creating a more personalized and effective path to success.

Discussion often focus on aspects of GSP practice, policy, and procedures relating to:

- Approaches to course selection and support.
- Empowering student choice in courses and support services.
- Collaboration among faculty and staff in developing GSP strategy and policy.
- Ensuring clear, accessible information on courses and support.
- Incorporating evaluation and revision of policies to maintain relevance and effectiveness.
- Systems and technology integration.
- Creation of tools and resources to support colleges in their implementation of a GSP model.
- Preparation of all stakeholders engaged with GSP from role.

## Guided Self Placement Community of Practice

June 12, 2025 | 2:00 - 3:30 PM | Zoom

[Register](#)

## MIMATH REFORM BUILDING THINKING CLASSROOMS



### MEETING DATES

Meetings are virtual and will take place on Fridays from 2:30 to 4:00 PM ET. Click the button below for more information and to register!

March 28

April 4

April 11

April 18

### WORKSHOPS

During spring 2025, full or part-time math instructors and other college team members can participate in a virtual workshop series focused on building student engagement and success in mathematics. Four 90-minute meetings will be facilitated by Kathy Almy, Ed.D and April Strom, Ph.D., each with a specific focus on key aspects of mathematics teaching and learning.

### TOPICS

This webinar is designed for community college faculty who want to learn ways to increase student engagement and success in mathematics through Building Thinking Classrooms (BTC). **Part one**, will focus on the following BTC practices through the lens of non-curricular tasks: beginning with a problem, grouping students randomly and visibly, and utilizing vertical non-permanent surfaces. **Part two** centers on the following BTC practices through the lens of curricular tasks: beginning with a problem (and designing thinking tasks), grouping students randomly and visibly, and utilizing vertical non-permanent surfaces. **Part three** provides a deep dive into BTC practices through the lens of curricular tasks including consolidating student thinking, seeding with hints and extensions, and leveraging student thinking to guide all aspects of instruction. To cap off the series, **part four** will provide insight into the following BTC practices through the lens of curricular tasks: modernizing the curriculum, analyzing student thinking, and focusing on conceptual understanding.

## Building Thinking Classrooms, Developmental Education Reform

March 28, April 4, 11, 18 | 2:30 - 4:00 PM | Zoom

[Register](#)

# Subscribe for Updates

Subscribe to stay informed on new and updated data resources including data dashboards, analysis tools, and resources from our data partners.

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[Subscribe to Grant Opportunities](#)

Get news from Michigan Community College Association in your inbox.

[Subscribe to Inside Story](#)

Subscribe to stay informed about reverse transfer and automatic degree conferral events, best practices, and program information.

[Subscribe to Finish Forward](#)

Subscribe to be added to our email distribution list and stay informed about ARC events, program information, and pertinent updates.

[Subscribe to Local Heroes-ARC](#)

Subscribe to receive updates on MiMath Reform, Guided Self-Placement, and other math success initiatives:

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