

# MISSISSIPPI COMMUNITY COLLEGE BOARD



## ANNUAL REPORT

**Fiscal Year 2022**

# Table of Contents

## Contents

Letter from the Interim Executive Director .....	2
MCCB History .....	3
MCCB Board Members.....	4
Enrollment .....	5-6
Fiscal Report.....	7-9
Education Career Pathways .....	10
eLearning.....	10
Adult Basic Education .....	11
High School Equivalency .....	12
MIBEST .....	13
Career and Technical Education .....	13
Curriculum and Instruction .....	14
Technology.....	15
Proprietary Schools.....	16-19



# MISSISSIPPI

## COMMUNITY COLLEGE BOARD

3825 Ridgewood Road • Jackson, MS 39211 • Phone: (601) 432-6518 • Fax: (601) 432-6363

Dear Ladies and Gentlemen:

On behalf of the Mississippi Community College Board (MCCB), I am pleased to provide you with the agency's FY 2022 Annual Report.

The MCCB was created by the Legislature in 1986, and since that time, we have played a part in what has been recognized as the best community college system in the nation. §37-4-3, the statute that establishes the MCCB, says in part "the board shall provide general coordination of the public community and junior colleges". Therefore, a large portion of the accomplishments included in this report are a result of the hard work at each of the 15 community colleges.

Specific accomplishments I would like to bring to your attention include:

- In the fall 2021 semester, total credit headcount enrollment was 63,959 with 57% enrolled in academic courses, 22% enrolled in career-tech programs, and 21% enrolled in non-degree programs.
- In the spring 2022 semester, total credit headcount enrollment was 56,768 with 54% enrolled in academic courses, 21% enrolled in career-tech programs, and 25% enrolled in non-degree programs.
- 15,508 graduates earned 18,831 awards from the community colleges.
- The MIBEST program has enrolled 2,809 students in programs such as welding, HVAC, industrial maintenance, and culinary arts.
- Disbursed state appropriations of approximately \$241.5 million to the community colleges.
- 3,875 students were enrolled in the Smart Start program.
- 5,700 students enrolled in online courses through the Mississippi Virtual Community College.
- Collaborated with business and industry partners to develop or revise 25 career-tech pathways to ensure alignment of instruction with business and industry needs.
- Issued 34 new or renewed certificates of registration for proprietary schools.

Again, these are just a few of the many accomplishments achieved by the community college system in FY 2022, all of which are possible through the hard work and dedication of faculty, staff, and other employees.

Thank you for your support of the Mississippi community college system. MCCB looks forward to continue serving the community colleges, their students, and all of Mississippi in providing educational and training opportunities.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kell Smith".

Kell Smith  
Interim Executive Director

The mission of the Mississippi Community College Board is to advance the community college system through coordination, support, leadership, and advocacy.

In some form, the Mississippi Community College Board dates back to the 1920s. Senate Bill 131, Laws of 1928, approved on April 26, 1928, which authorized the establishment of junior colleges, also created a state commission for oversight of these institutions, the Commission on Junior Colleges. The Commission was comprised of the State Superintendent of Education as chairman, the chancellor of the University of Mississippi, and the presidents of Mississippi State University, Mississippi University for Women, and three junior colleges. Three lay members, appointed by the Governor, were added in 1950. The Commission continued in this form until 1986.

The Commission, a division of the State Board of Education, held its first meeting on May 10, 1928, two calendar weeks after its legislative creation. The first action of the Commission was to identify its authority, establish standards by which existing junior colleges must meet to qualify for state aid and develop criteria required of agricultural high schools seeking junior college status. This action of the Commission constituted the birth of the Mississippi State System of Public Junior Colleges, thereby giving Mississippi the distinction of having the first system of comprehensive two-year colleges in the nation.

Legislative action throughout the years more clearly defined the authority and controls of the Commission. The Commission set broad standards for junior college operations and approved new attendance centers and vocational and technical programs to be operated by the two-year institutions. The Commission itself had no staff but was served by personnel within the State Department of Education. State supervision was vested in the supervisor of agricultural high schools from 1928 to 1968. In 1968, a separate operational division for junior colleges was created in the State Department of Education, which provided state services and oversight until 1986.

In 1986, the State Board for Community College Junior Colleges was established as an independent agency. The staff from the State Department of Education was transferred to the new Board Office. The Board consists of ten members, none of which may be an elected official. The Governor appoints all ten members, two from each of Mississippi's five Congressional districts as they existed before the 2000 federal census. Initial terms of appointment were from two to five years and subsequent terms are for six years. During the 2011 legislative session, House Bill No. 542 changed the name of the "State Board for Community and Junior Colleges" to "Mississippi Community College Board."

The Board is a coordinating agency which establishes standards and guidelines for the operation of the fifteen local districts in order to qualify for state appropriations. The Board fosters cooperation and communications with local institutions through the presidents and other representatives of local colleges.

# MCCB Board Members

4



John Pigott, Chair  
Fifth District

Cheryl Thurmond, Vice- Chair  
First District



Videt Carmichael  
Third District

Donnie Caughman  
Fourth District



Bubba Hudspeth  
Third District

Dolly Marascalco  
Second District



Johnny McRight  
Second District

Luke Montgomery  
First District



Will Symmes  
Fifth District

Dr. Dianne Watson  
Fourth District



In order for a student to be classified as full-time at a Mississippi community college, the student must be enrolled in a minimum of 12 semester credit hours of instruction at an approved district site. Students who are enrolled in 11 semester credit hours or fewer are considered to be part-time students. However, full-time equivalence (FTE) is calculated by adding all the hours a student generated during an academic year and dividing by the sum of 30.

For the fall 2021 semester, total credit headcount enrollment in Mississippi’s community college system was 63,959. Of those students, 57% were enrolled in academic courses, 22% were enrolled in career-tech programs, and 21% were enrolled in non-degree programs. Chart 1 provides specific enrollment figures for these programs.

For the spring 2022 semester, total credit headcount enrollment in Mississippi’s community college system was 56,768. Of those students, 54% were enrolled in academic courses, 21% were enrolled in career-tech programs, and 25% were enrolled in non-degree programs. Chart 2 provides specific enrollment figures for these programs.

**Chart 1- Headcount Enrollment from Fall 2021**

Fall 2021	
Academic	36,495
Technical	11,060
Career	2,962
Non-Degree	13,442
<b>TOTAL</b>	<b>63,959</b>

**Chart 2- Headcount Enrollment from Spring 2022**

Spring 2022	
Academic	30,863
Technical	9,408
Career	2,587
Non-Degree	13,910
<b>TOTAL</b>	<b>56,768</b>

Mississippi Community Colleges Total Enrollment Fall 2021	
Total Credit (Non-duplicate*)- Fall 2021	63,959
Average Age	22
Female Students	63%
In-State Students	96%
Students Admitted/H.S. Diploma	54%
Full-Time Students	64%
Students in an Academic Curriculum	57%
Freshman Students	43%
Average ACT Score	19
Mississippi Community Colleges Total Enrollment Spring 2022	
Total Credit (Non-duplicate*)- Spring 2022	56,768
Average Age	22
Female Students	63%
In-State Students	97%
Students Admitted/H.S. Diploma from MS	49%
Full-Time Students	59%
Students in an Academic Curriculum	54%
Freshman Students	29%
Average ACT Score	20

### Did you know?

In Academic Year 2022, 15,508 graduates earned 18,831 awards from the community colleges.

11,000 Mississippians with Bachelor's degrees attend community colleges for occupational skills development in an average year.

\$3 billion in sales and income tax is contributed to Mississippi by each community college cohort over the span of their careers.

For every dollar that is invested into a community college by Mississippi taxpayers, an additional estimate of \$3.86 is collected through state and local taxes over a working lifetime.

In FY 2022, the Mississippi Community College Board (MCCB) was responsible for administering an agency budget of approximately \$59.2 million. 2022 General Funds appropriated were \$5,381,484. Chart 3 identifies the various revenue sources. State General Funds accounted for 9.1% of the revenues while 13.8% of the revenues were from federal sources.

Chart 4 identifies the major objects of expenditures. The overwhelming majority of expenditures (86.2%) in FY 2022 were in subsidies, loans and grants. The funds in this category flowed primarily to community colleges, public schools, community based organizations and other state agencies. Some of the programs of expenditure in FY 2022 consisted of adult education, post-secondary career & technical education, workforce training, proprietary school and college registration, recurring education technology, the Mississippi Integrated Basic Education and Skills Training (MIBEST) program, and the Mississippi Virtual Community College (MSVCC).

**Chart 3-MCCB Revenues- FY 2022**

Source of Funding	Revenues	% of Total
General Fund	\$5,381,484	9.1%
Education Enhancement Funds	\$248,745	0.4%
Federal	\$8,201,507	13.8%
Special	\$45,425,445	76.7%
<b>TOTAL</b>	<b>\$59,257,181</b>	<b>100.0%</b>

**Chart 4- MCCB Expenditures- FY 2022**

Amount of Expenditure	Expenditure	% of Total
Salaries	\$4,893,612	8.2%
Travel	\$164,715	0.3%
Contractual Services	\$3,006,911	5.1%
Commodities	\$112,772	0.2%
Capital Outlay- Equipment	\$16,482	0.0%
Subsidies, Loans and Grants	\$51,062,689	86.2%
<b>TOTAL</b>	<b>\$59,257,181</b>	<b>100.0%</b>
<b>General Fund Lapse</b>		
General Fund Lapse	\$148,266	
Education Enhancement Lapse	\$107,255	
Workforce Carryforward (GF)	\$156,045	
Workforce Carryforward (SF)	\$17,968,614	

In addition to administering the agency’s budget, the MCCB was also responsible for allocating and disbursing state appropriated funds to the fifteen community colleges. These state support flow-through funds totaled approximately \$241.5 million in FY 2022, which includes \$191.6 million in General Funds and \$49.8 million in Education Enhancement Funds.

The operating budgets of Mississippi’s community colleges are funded primarily by state appropriations, student tuition and fees, and local property taxes.

Revenue by source is provided in Chart 5. For FY 2022, the community colleges expended a total of \$813.8 million with approximately \$241.5 million, or 30%, of that amount provided from state sources.

Community colleges have consistently expended a majority of their funds on instruction (46% as seen in Chart 6).

**Chart 5- Community Colleges  
Revenue by Source- FY 2022**

Revenue by Source	Amount	Percentage
General Fund	\$191,641,997	23.5%
Education Enhancement	\$49,884,946	6.1%
Indirect State	\$41,014,426	5.0%
Federal	\$228,617,004	28.1%
Student Fees	\$227,516,955	28.0%
District Taxes	\$63,865,868	7.8%
Other Revenue	\$11,320,401	1.4%
<b>Total Revenue</b>	<b>\$813,861,597</b>	<b>100.0%</b>

**Chart 6- Community Colleges  
Expenditures by Program- FY 2022**

E & G Expenditures by Program	Amount	Percentage
Academic Instruction	\$190,847,777	23.4%
Career-Technical Instruction	\$100,872,816	12.4%
Other Instruction	\$82,096,365	10.1%
<b>Total Instruction</b>	<b>\$373,816,958</b>	<b>46.0%</b>
Instructional Support	\$23,444,296	2.9%
Student Services	\$128,987,045	15.8%
Institutional Support	\$194,494,146	23.9%
Physical Plant Operation	\$93,119,152	11.4%
<b>Total E &amp; G Expenditures</b>	<b>\$813,861,597</b>	<b>100.0%</b>

State appropriations are made annually to the MCCB for allocation to the fifteen community college districts in accordance with formulas contained in the appropriations bill. FY 2008 was the fifth and final year in a five-year phase in to a new funding formula for the community colleges. During the 2002 Regular Session, H.B. 1612 required the MCCB to conduct a study of the state funding structure. After an RFP process, MGT of America was chosen to perform the study. The MCCB approved most of the recommendations from the study and the Legislature concurred with changes that the MCCB had approved by incorporating the changes in the appropriations bill. Some of the major changes included moving from a predominately headcount enrollment method to a full-time equivalent student method of distributing funds. In addition, the base amount was increased by 2% per year to 15% in year five, a new section was added for high cost associate degree allied health programs, and equal weights were assigned to all major sections of the formula. Finally, a hold harmless provision was included for those colleges that would otherwise have been harmed by the new formula implementation. By FY 2008, the hold harmless provision was phased out. In FY 2022, the funding formula amount distributed for state support was \$241.5 million.

**Chart 7- Community Colleges- Support  
Comparison of Revenues by Source- FY 2000-FY 2022**

Revenue by Source	FY 2000	% of Total (FY 2000)	FY 2022	% of Total (FY 2022)
General Fund*	\$133,671,168	39.6%	*\$191,641,997	23.5%
Education Enhancement	\$54,674,084	16.2%	\$49,884,946	6.1%
<b>State Support Total</b>	<b>\$188,345,252</b>	<b>55.8%</b>	<b>\$241,526,943</b>	<b>29.6%</b>
Indirect State	\$37,979,952	11.2%	\$41,014,426	5.0%
Federal	\$16,540,982	4.9%	\$228,617,004	28.1%
<b>Student Fees</b>	<b>\$60,086,183</b>	<b>17.8%</b>	<b>\$227,516,955</b>	<b>28.0%</b>
District Taxes	\$33,185,278	9.8%	\$63,865,868	7.8%
Other Revenue	\$1,832,364	0.5%	\$11,320,401	1.4%
<b>Total Revenue</b>	<b>\$337,970,011</b>	<b>100.00%</b>	<b>\$813,861,597</b>	<b>100.0%</b>

\* Includes MCCB General Fund education technology funding of \$2,144,914.

When comparing the combined state funding of both the MCCB and the fifteen community colleges, the community college system received cuts from FY 2001 to FY 2005, from FY 2009 to FY 2010, from FY 2016 to FY 2017, from FY 2018 to FY 2019 and from FY 2020 to FY 2021. As a result, the percentage of revenue to total revenue has seen dramatic shifts. For example, Chart 7 demonstrates that for community college support only, the percentage of state funds to total has declined from 55.8 % in FY 2000 to 29.7% in FY 2022. On the other hand, the percentage of student fees to total revenue has increased from 17.8% in FY 2000 to 28.0% in FY 2022.

### Education Career Pathways

Mississippi's community colleges offer the following programs: academic (university parallel), technical, career (vocational), adult basic education, adult continuing education, general education development, job training partnership, and industry related training.

The Associate of Arts degree is awarded to students who complete a minimum of 60 semester credit hours of academic courses. The Associate of Applied Science degree is awarded to students who have completed a minimum of 60 semester credit hours of courses in a technical program, including a minimum of 15 semester credit hours of core academic courses. In addition to the Associate degrees, the community colleges also award one-year and two-year certificates in occupationally-specific career and technical fields.

In Academic Year 2022, 15,508 graduates earned 18,831 awards from the community colleges.

### eLearning

The fifteen community colleges in conjunction with the MCCB offer online education through the Mississippi Virtual Community College (MSVCC). The full array of academic, career, and technical courses necessary to earn an Associate of Arts or an Associate of Applied Sciences are available via the MSVCC.

#### Enrollment Data

Semester	Enrollment	Number of Courses	Number of Instructors
Fall 2021	3,048	1,810	749
Spring 2022	2,707	1,704	703

Through collaborative partnership with members of the MSVCC and the MCCB, the Division of eLearning and Instructional Technology provides services, support, and resources to participating colleges and their respective educators and administrators in alignment with the goals and mission of the MSVCC.

To ensure the community colleges are successful in the implementation and deployment of various resources overseen by the MCCB, training and professional development is provided to instructors in a variety of formats by way of the MSVCC Academy.

#### Academy Data

Semester	Participants	Number of Courses	Number of Webinars
Fall 2021	561	15	15
Spring 2022	599	18	11

The Division of eLearning and Instructional Technology Division provides technical assistance for the shared services available to the community college system. Support may be offered in a variety of formats, to include monthly consortium meetings, Zoom, email, phone, and even text messaging. The Division assisted with approximately 600 support cases for FY 2022.

The Office of Adult Education at the Mississippi Community College Board is responsible for the administration and implementation of the Adult Education and Family Literacy Act (AEFLA). In accordance with the AEFLA, Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014, the purpose of this federal grant is to assist eligible applicants in developing instructional programs and partnerships to provide services that focus on the following:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. assist adults who are parents or family members to obtain the education and skills that
  - are necessary to becoming full partners in the educational development of their children; and
  - lead to sustainable improvements in the economic opportunities for their family;
3. assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways;
4. assist immigrants and other individuals who are English language learners in improving their
  - reading, writing, speaking, and comprehension skills in English; and
  - mathematics skills; and
5. acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

The Office of Career, Technical and Adult Education defines “Adult Education” as services or instruction below the postsecondary level for individuals who:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law;
- lack sufficient mastery of basic educational skills to enable the individuals to function in society;
- do not have a secondary school diploma or its recognized equivalent; and
- are English language learners (ELL).

The Office of Adult Education continues to support the embedding of the state’s employability course, Smart Start, in programs statewide. For 2021-2022, 3,875 students were enrolled in Smart Start with the following outcomes: 2,210 earned a Smart Start credential; 2,801 earned a National Career Readiness Certificate; 887 earned a high school equivalency diploma; 656 earned one or more component of their high school equivalency; and 253 enrolled in either postsecondary education or training.

Mississippi offers multiple options for obtaining a high school equivalency diploma. There are three approved assessments: the GED® test and the HiSET test. Each assessment is aligned to the College and Career Readiness Standards outlined by the Office of Career, Technical and Adult Education. The fourth option for obtaining a high school equivalency diploma is the competency based option.

Mississippi High School Equivalency Diplomas are issued by DiplomaSender for test-takers who achieve satisfactory scores on the GED® Test or HiSET or meet the requirements of a Competency Based High School Equivalency Diploma. This diploma is approved by Mississippi and is accepted by employers, training programs, educational institutions, and the military as meeting their requirements for employment or admissions.

The Office of Adult Education has primary responsibility for implementation of the Mississippi Works Smart Start Pathway Model through Smart Start Classes. The pathway is designed around three components:

1. Basic Skills, (reading, writing, math)
2. Career Awareness, (interviewing, job search, resume writing, etc.)
3. Necessary Skills (communication, work ethic, team building, etc.)

Students develop the foundational skills needed for their careers, learn and practice good work habits and effective communication that is necessary in successful employment. Students learn how to become prepared to learn new skills for future careers within their region's workforce sector, identifying the career components that are necessary for middle-skill employment. The Smart Start class requires participants to achieve a National Career Readiness Certificate (NCRC). The NCRC demonstrates to employers the participant has the skills needed to be successful in a job. Participants will complete the WorkKeys tests for Applied Math, Graphic Literacy and Workplace Documents. Participants will also learn new skills for future careers and increase their ability for middle-skill level jobs which results in higher pay.

In 2021, the OAE created an online high school equivalency (HSE) initiative – eDULT, which operates in a completely digital format, from student intake, orientation, and registration all the way to HSE testing. Students have the opportunity to interact with peers, coaches, and instructors in various synchronous and asynchronous formats while attaining their educational, personal, and professional goals.

The referral process for eDULT is ongoing, and currently 16 local programs are partnering with the OAE. Content courses are developed at three levels: 100, 200, and 300. Each subject, Math, Science, Social Studies, and Reading/Language Arts has a unique course that follows a standard framework and outline for seven weeks. During the pilot, students were enrolled in both 200-level and 300-level courses with a total of 8 instructors teaching during the third pilot.

Over the course of three pilots, there were a total of 89 students enrolled in eDULT. Of these, 18 earned their HSE, 24 passed one or more components of their HSE, 19 earned an MSG, and 5 enrolled in post-secondary education or training. There were also a total of 18 students retained during the pilot who continued the course.

### **Mississippi Integrated Basic Education and Skills Training (MIBEST)**

In June 2015, Mississippi's community colleges received from the W.K. Kellogg Foundation a three year, \$6 million grant for statewide implementation of the Mississippi Integrated Basic Education and Skills Training (MIBEST) program. The MIBEST program is based on the I-BEST model developed by the Washington State Board for Community and Technical Colleges that incorporates contextualized learning by concurrently delivering Adult Basic Education and Career and Technical Education and or Workforce Training classes using a team-teaching approach. Thus, students who have dropped out of high school have the opportunity to earn a High School Equivalency diploma and Career and Technical Education/WF credentials degree or certificate from a community college twice as fast.

MIBEST offers low-skilled, undereducated, and low-wage workers opportunities to enter career pathways leading to postsecondary degrees and/or credentials, and ultimately, to earn self-sufficient family wages. As of December 2022, 2,809 students have enrolled in MIBEST in programs such as welding, HVAC, industrial maintenance, culinary arts and commercial truck driving. Additionally, 1,499 individuals gained 20+ hours of employability skills training; 966 individuals completed a High School Equivalency; 1,621 individuals received one or more occupational credentials; 1,459 individuals earned at least 6 hours of CTE college credits; and 1,721 individuals have received the National Career Readiness Certificate at Bronze level or higher.

### **Career and Technical Education**

Currently, community colleges in Mississippi offer degrees and certificates in 156 different career and technical program areas at their various campuses, comprehensive centers, and extension centers throughout the state. These programs range from less than one year to two years in length and prepare individuals for employment in a variety of fields, from industrial maintenance technology to information systems technology to healthcare. Additionally, the articulation agreement increases the number of articulated classes and programs. The following requests were made by the community colleges:

- 4 requests for new programs were received from three institutions, and all were approved.
- 11 requests for a new program option were received from eight colleges, and both were approved.
- 11 requests for a new program location were received from eight institutions, and all were approved.
- 2 requests to close a program.

Additionally, state articulations were continued and/or developed between 35 secondary career and technical programs and 65 postsecondary career and technical programs. These agreements allow students to earn college credits for demonstrated competencies gained in high school and provide a non-duplicative sequence of coursework leading to postsecondary career and technical degrees or credentials.

The Office of Curriculum, Instruction, and Assessment is tasked with developing statewide Career and Technical Education curriculum, assessments, and professional development to meet the local and statewide economic demands. Our mission is to develop an innovative curriculum that aligns to industry certifications/national standards, and professional training that facilitates seamless educational delivery by well-trained professionals who are focused on preparing skilled workers in the 21st century economy.

The goals of the division are to produce research-based, high-quality curricula for Mississippi community colleges where all programs are aligned to industry needs and national certifications (where applicable); provide outcomes-based, professional development teaching, learning, and leadership strategies to accelerate instructor, staff, and administrator effectiveness; support the implementation of groundbreaking career pathways, innovative instructional design and delivery, and infusion of technology in the classroom; and decrease the labor market shortage of skilled workers in Mississippi by closing the middle-skills gap that exists in the Mississippi workforce.

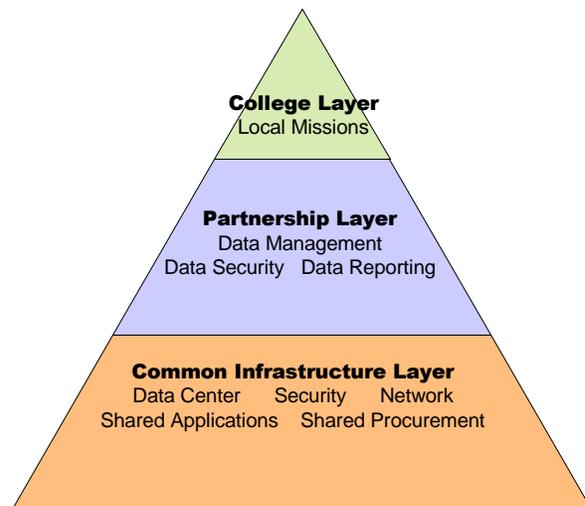
Some of the division accomplishments from FY 2022 include:

- Collaborated with faculty and administration at the community colleges along with various business/industry partners to develop/revise 25 career-tech pathways.
- Coordinated the MCCB Institute for Teaching and Learning that provides professional development for new CTE instructors. This year's institute includes 66 participants from programs including health science, architecture and construction, hospitality and tourism, information technology, transportation, human services, agriculture, engineering, and marketing. The institute runs from August until April and provides training both in-person and online. Participants experience valuable information and help for navigating the CTE classroom after being in their specific fields.
- Coordinated the MCCB Leadership Academy that provides professional development for new CTE instructors. This year's academy includes 13 participants.
- Coordinated with the Office of Career Technical Education (CTE) to provide professional development opportunities to all 15 community colleges CTE Instructors during the annual CTE conference hosted in Philadelphia, MS. August 1-3, 2022. We had more than 600 participants, 20 vendors and 37 presenters.

Mississippi’s public community colleges have always been leaders in utilizing technology to enhance the teaching and learning process. Beginning in the early 1990s, the community colleges, under the leadership of the Mississippi Association of Community and Junior Colleges (MACJC), successfully deployed the first statewide interactive video network, the Community College Network (CCN), in the nation. This method of delivering classes was the precursor to many forms of distance education, as we know it today. In establishing this landmark-learning vehicle, Mississippi’s community colleges began a long-term national leadership role for the utilization of technology in two-year, post-secondary education.

Today, technology and its use in the Mississippi community college system has become more important as the colleges continue to work as collaborating partners to build and maintain a common technology infrastructure that supports each college’s individual autonomous mission.

The infrastructure for Mississippi’s public community colleges is consistent throughout the state. All colleges have at minimum, two one-gigabit internet circuits for internet redundancy. The result is a two-year college system that continues to meet the needs of the citizens of Mississippi by utilizing advanced technology, and high-speed access to the Internet via the Mississippi Optical Network, MissiON. (See Figure 1)



## Proprietary Schools

The Commission of Proprietary School and College Registration, the entity that oversees the state's proprietary schools, is housed at the Mississippi Community College Board. The MCCB's responsibilities include the appointment of a five-member Commission; providing staff for the administration of the Commission; and serving as the appellate organization for decisions rendered by the Commission.

The administrative staff is responsible for assisting the Commission with carrying out its duties and responsibilities as set forth §75-60-1. The Commission has been assigned statutory authority to establish and implement the registration process for obtaining and maintaining a proprietary school certificate of registration and agents' permits for the state.

This Commission has both administrative and supervisory responsibilities including, but not limited to:

1. the dissemination and interpretation of the law;
2. the development of applications, regulations, and policies to govern commission activities;
3. receipt and review of applications for action recommendations to the commission;
4. the planning and coordination of commission meetings;
5. management of complaints;
6. assisting the commission with implementing the cancellation, suspension, or revocation of a registration certificate or permit; and
7. the administration of civil penalties and/or administrative sanctions.

During FY 2022, the Commission met six times and 34 new or renewed certificates of registration were issued; 142 agent permits were approved; 131 new instructors were approved; and 47 new program were approved. There were zero official complaints received.

## Registered Proprietary Schools in FY 2022

3 Girls Trucking Academy- Magee

160 Driving Academy- Ridgeland

Accelerated Dental Assisting Academy- Madison, Hattiesburg, Forest, Moss Point, New Albany, & Olive Branch

Access Training Institute- Jackson

Ace Training Center, Inc. - Byram

Blessing Hearts Healthcare & Training School- Tylertown

Blue Cliff College- Gulfport

Burns Healthcare Institute, LLC- Indianola

CE Career Center- Hazlehurst

CL Training Institute- Jackson

CNA the Heart of Nursing- Tylertown

Coastal Medical Training Institute- Gulfport

Coastal Truck Driving School- Hammond

Comfort & Care Health- Carthage

CompuSystems, Inc. - Greenville

Concorde Career College- Memphis and Southaven

Copiah Learning Institute- Hazlehurst

Crescent School of Gaming and Bartending- Gulfport

CRW Truck Driving Training School, LLC- Jackson

Delta Technical College- Horn Lake, MS and Ridgeland

Desoto Dental Institute- Southaven

Dream Chasers Allied Health & Trade School- Meridian

DSC Training Academy- Jackson

Essential Health Careers- Jackson

Grace Phlebotomy Academy- Ridgeland

Grant Allied Healthcare & Training Institute- Greenville

Grove Healthcare College- Gulfport

Gulf Coast Healthcare Career Training Center- Moss Point

Healing Touch Allied Health Institute- Biloxi

Healthcare-to-Go Medical Training Center- Meridian

Heavenly Hands Institute- Vicksburg

Kaho Healthcare Training- Fayette and Brookhaven

Lincoln College of Technology- Memphis

Majestic Technical Institute- Byram

MDE Operations & CPR Training- Summit

Medical 2 Career College- Tupelo

Med Lab Training Center- Richland

Mississippi School of Health Sciences & Careers- Pearl

Mississippi Truck Driving School- Hickory Flat

OceanPointe Dental Academy- Grenada

OceanPointe Dental Academy of Crystal Springs- Crystal Springs

Our Time is Now Career College- McComb

Phlebotomy Training Career- Ridgeland

Phlebotomy Training Specialists USA- Jackson

Redefine LLC- Richland

R&J Elite CDL Training- Robinsonville

Roadmaster's Driving School- Jackson

S&A Career Prep- Brookhaven

Simply the Best Kare- Hattiesburg

Sincere Training Academy- Jackson

Splendid Allied Health- McComb

STAT.istics LLC- Jackson

SuperiorCare Medical Academy- Southaven

Swift Driving Academy- Memphis

Temperature Control Institute- Southaven

The Delta's Healthcare Institute- Greenville

The Allied Health Center of South Mississippi- Columbia

Truck Driver Institute, Inc. of Mississippi (TDI) - Saucier and Tupelo

Tulsa Welding School- Jacksonville, FL

Unitech Training Academy Online School- Lafayette

**Mississippi Community College Board  
3825 Ridgewood Road  
Jackson, Mississippi 39211  
601-432-6518**