

**ACTIVITIES CLASSIFICATION
STRUCTURE MANUAL
2003**

FOR

MICHIGAN COMMUNITY COLLEGES

**STATE OF MICHIGAN
DEPARTMENT OF ENERGY, LABOR AND ECONOMIC GROWTH
OFFICE OF POSTSECONDARY SERVICES**

AMENDED AUGUST 2010

FORWARD

The Activities Classification Structure Manual (ACS Manual) for Michigan Community Colleges was originally published in 1981. Only minor amendments have occurred since its development. The ACS Manual coincides with the Manual for Uniform Financial Reporting (MUFR) for Michigan Community Colleges. The MUFR was revised in July 2001 to comply with governmental requirements.

A Task Force composed of Michigan community college administrators and state agency representatives met five times from November 2002 through May 2003. Task Force members reviewed draft materials between meetings and were encouraged to do so with other administrators from their respective colleges. This edition is written from the derived consensus of the Task Force members. It is anticipated that an annual review of the Manual will occur to maintain data reporting integrity and uniformity among the community colleges.

The definitions, procedures and forms are approved to take effect July 1, 2003 for the reporting of the fiscal year activities July 1, 2003 through June 30, 2004.

Additional Activity Classification Structure (ACS) data and information including an electronic copy of this manual are available at www.michigancc.net.

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TABLE OF CONTENTS

PART 1: ACTIVITY DEFINITIONS

Activities Classification Structure	1-2
Instruction Activity	1-5
INFORMATION TECHNOLOGY ACTIVITY	1-16
Public Service Activity	1-16
Instructional Support Activity	1-17
Student Services Activity	1-17
Institutional Administration Activity	1-18
Physical Plant Operations Activity	1-19
Placement of Selected Activities	1-21

PART 2: ACS FUND DEFINITIONS AND FUND REPORTING REQUIREMENTS

2-1

PART 3: ACTIVITY MEASURES

Activity Measures Dictionary	3-1
Activity Measures Matrix	3-2
Activity Measures Definitions	3-3

PART 4: APPENDICES

Appendix A: History and Establishment of ACS	4A-1
Appendix B: Other College Fund Reporting and Definitions	4B-1
Appendix C: Changes, Questions and Answers	4C-1
Appendix D: Data Reporting Instructions	4D-1

AUGUST 2010 - AMENDMENTS HAVE BEEN MADE TO THE ACS MANUAL

ACS 3: DELETED INFORMATION TECHNOLOGY ACTIVITY 2.0, THE COSTS ASSOCIATED WITH PROVIDING TECHNOLOGY WILL BE ALLOCATED BETWEEN ACS ACTIVITY 1.0 INSTRUCTION ACTIVITY, ACS ACTIVITY 4.0 INSTRUCTIONAL SUPPORT ACTIVITY, ACS ACTIVITY 5.0 STUDENT SERVICES ACTIVITY SUB-ACTIVITY 5.1 AND SUB-ACTIVITY 5.2 AND ACS ACTIVITY 6.0 INSTITUTIONAL ADMINISTRATION ACTIVITY.

NOTE: SECTIONS ELIMINATED HAVE STRIKETHROUGHS

NOTE: SECTIONS ADDED ARE BOLDED AND UNDERLINED

PART 1

ACTIVITY DEFINITIONS

INCLUDING

SAMPLE COURSE LISTING
AND
SAMPLE COST CENTER TITLES

ACTIVITIES CLASSIFICATION STRUCTURE

The Michigan Community College Activities Classification Structure is a set of categories and related definitions which allows users to examine the operation of an institution as they relate to the accomplishment of that institution's objectives. It is a logical framework to array information by activity classifications, in which an "Activity" is defined as an aggregation of activities serving a common set of objectives. Activities are assigned to classifications on the basis of the institutional objective served by the activities.

The classification structure presented in manual identifies ~~SEVEN~~ SIX major *activities* carried out by the community colleges in Michigan in pursuit of their objectives:

- 1.0 Instruction Activity
- 2.0 ~~INFORMATION TECHNOLOGY ACTIVITY~~
- 3.0 Public Service Activity
- 4.0 Instructional Support Activity
- 5.0 Student Services Activity
- 6.0 Institutional Administration Activity
- 7.0 Physical Plant Operations Activity
- 8.0 open
- 9.0 open

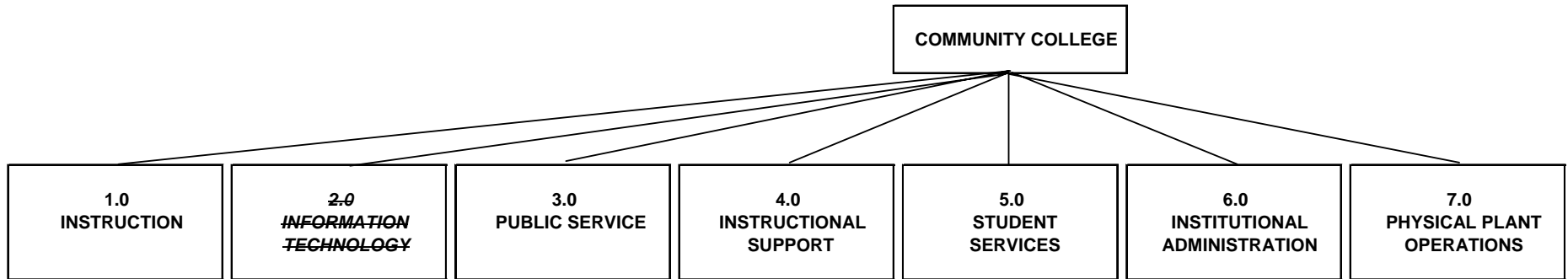
The above major activity classifications are defined in terms of one or more *sub-activity* classifications. A sub-activity classification describes a specific set of activities through which the objectives of the major activity are achieved.

The primary purpose of classifying expenditures according to activity and sub-activity is to provide consistent reporting of expenditures for all Michigan Community Colleges that is used by various state departments and agencies such as, Michigan Department of Energy, Labor and Economic Growth, House Fiscal, Senate Fiscal, and Department of Management and Budget. Classifying expenditures according to this manual is not intended to take significant time and effort. The intent is to record expenditures by their primary purpose area and not allocate costs across various functions. It is up to the institution to determine where each cost center or parts of cost centers should be reported based on the guidance provided in this manual. Throughout the manual are examples of expenditures that fall under certain activities – these examples are not intended to be all inclusive.

Following is an example showing the relationship between the *activity and sub-activity* classifications:

ACTIVITY	X.0	1.0	Instruction
SUB-ACTIVITY	X.X	1.4	Health Occupations Instruction

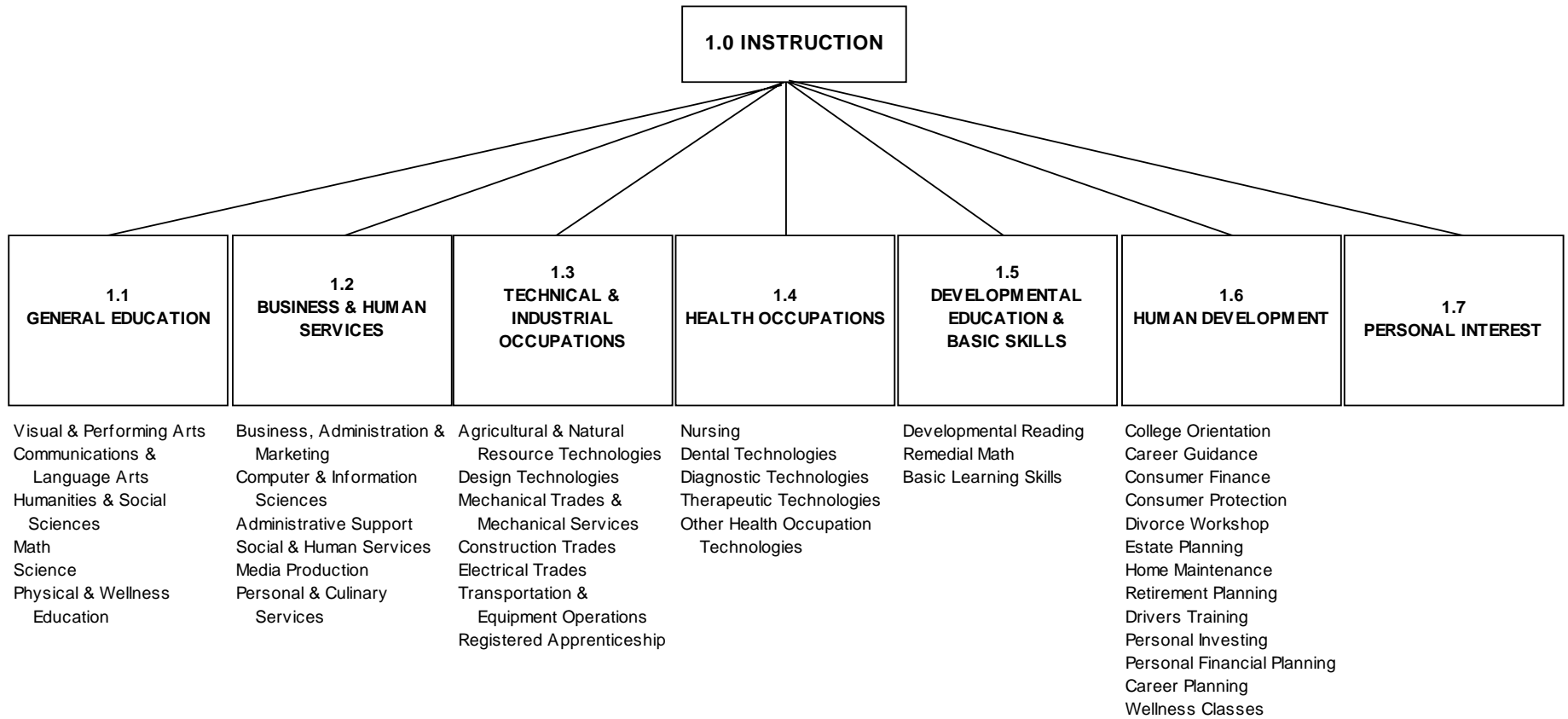
**MICHIGAN COMMUNITY COLLEGE
ACTIVITIES CLASSIFICATION STRUCTURE (ACS)**



- 1.1 General Education
- 1.2 Business & Human Services
- 1.3 Technical & Industrial Occupations
- 1.4 Health Occupations
- 1.5 Developmental Education & Basic Skills
- 1.6 Human Development
- 1.7 Personal Interest

- 5.1 Financial Aid
- 5.3 Intercollegiate Athletics

- 7.1 Physical Plant Operations
- 7.2 Energy Services
- 7.3 Campus Security



INSTRUCTION ACTIVITY
(1.0)
DEFINITIONS

The Instruction Activity includes those activities carried out for the express purpose of eliciting some measure of educational change in a learner or group of learners. "Educational change" is defined to include: (1) the acquisition or improved understanding of some portion of a body of knowledge; (2) the adoption of new or different attitudes; and (3) the acquisition or measured mastery of a skill or set of skills. The activities that may be carried out to elicit these educational changes include both teaching activities and facilitating activities. *The instruction activity includes both credit and non-credit instructional offerings.*

Examples classified under this activity are as follows:

- Faculty Salaries and Benefits
- Noncapital equipment
- Lab Assistants
- Classroom Supplies
- Guest Lecturers
- Special Licenses or Fees for Curriculum
- **INFORMATION TECHNOLOGY ACTIVITIES RELATED TO INSTRUCTION SUPPORT**
(INCLUDING)
 - **HARDWARE**
 - **SOFTWARE**
 - **SUPPORT STAFF**

Course offerings should be classified. The determination of the classification of instructional offerings into basic and primary institutional reason for offering the courses. Briefly stated, the Activities Classification Structure recommends defining sub-activities on the basis of an aggregation of groups of courses of similar subject matter rather than on the basis of the aggregation of instructional offerings that can be applied towards a particular degree or certificate, or what is commonly called a program.

Thus, the subject matter of any course activity determines its sub-activity classification.

A sample listing of course titles that could be classified under each of the various instruction sub-activity classifications is included. This listing is not comprehensive, but was developed to show where certain types of courses could be classified. The reader must remember that courses of similar titles, but of different content, could be classified in different areas. *Courses should only be classified by reading the advertised course description, which describes the course instructional intent.*

INSTRUCTION ACTIVITY (1.0)

1.1 GENERAL EDUCATION

Includes instruction in, but is not limited to, the following subject matter areas: Visual and Performing Arts, Communications and Language Arts, Humanities and Social Sciences, Mathematics, Sciences, and Physical and Wellness Education.

VISUAL & PERFORMING ARTS

Art Classes	Ballet	Orchestra
Art Appreciation	Ballroom Dance	Singing
Drawing	Dance History	Band
Fiber Arts	Ethnic Dances	Voice
Painting	Modern Dance	Acting
Printmaking	Regional Dances	Clowning
Pottery	Tap Dance	Drama
Sculpture	Musical Instruments	Film/Cinema Studies
Silk Screening	Music Appreciation	Theater
	Music Theory	

COMMUNICATIONS & LANGUAGE ARTS

Composition	Journalism	Speed Reading
Business Correspondence	Labor Journalism	Reading
Communication Skills	Leadership Communications	Report Writing
Communications	Letter Writing	Sign Language
Creative Writing	Lip Reading	Speech
Debate	Listening Skills	Spelling
English	Mass Media	Vocabulary
English as a Second Language	Newspaper Writing	Writing
Foreign Languages (non- conversational)	Phonics	
Human Communication	Poetry	
	Public Speaking	

HUMANITIES & SOCIAL SCIENCES

Anthropology	Ethnology	Psychology
Archaeology	Folklore	Religious Studies
Bible Studies	Gender Studies	Sociology
Cartography	Geography	Teach the Teacher (how to teach courses)
Civilization	Global Studies	Theology
Criminology	Government	
Cultural Studies	History	
Demography	International Relations	
Econometrics	Logic	
Economics	Multicultural Studies	
Education	Mythologies	
Ethics	Philosophy	
Ethnic Studies	Political Science	

INSTRUCTION ACTIVITY (1.0)

MATH

Algebra	Finite Math	Real Numbers
Business Math	Fractions	Shop Math
Calculus	Geometry	Statistics
Computer Math	Graphs and Models	Trigonometry
Differential Equations	Math for Pipe fitters	
Math for Electricians	Metrics	

SCIENCE

Anatomy	Gas Chromatography	Paleontology
Astrology	Genetics	Parasitology
Astronomy	Geology	Photobiology
Atmospheric Science	Geomorphology	Physics
Biochemistry	Geophysics	Physiology
Biology	Ichthyology	Science Courses for Health
Biophysics	Limnology	Occupations
Botany	Lithology	Seismology
Chemistry	Marine Biology	Soil Science
Dendrology	Meteorology	Solar Energy
Ecology	Microbiology	Taxidermy
Entomology	Natural Resources	Toxicology
Environmental Science	Oceanography	Virology
Evolution	Ornithology	Zoology

PHYSICAL & WELLNESS EDUCATION

Aerobic Fitness	Coaching Theory	Sport Theory
Baseball	Contemporary Health Issues	Sports Officiating
Basic Nutrition	Fitness Management	Swimming
Basketball	Football	Tennis
Boating Safety	Golf	Volleyball
Body Conditioning	Lifelong Wellness	Weight Lifting
Canoeing	Scuba Diving	Wilderness
Cardiac Rehabilitation	Self Defense	
Coaching Strategy	Soccer	

INSTRUCTION ACTIVITY (1.0)

1.2 BUSINESS & HUMAN SERVICES

Includes instruction in, but is not limited to, the following subject matter areas: Business, Administration and Marketing, Computer and Information Sciences, Administrative Support, Social and Human Services, Media Production, Personal and Culinary Services.

BUSINESS, ADMINISTRATION & MARKETING

Accounting	Human Resource	Parliamentary Procedures
Advertising	Management	Personnel Management
Appraisal	Income Tax Preparation	Production & Quality Control
Auditing	Industrial Safety	Project Management
Banking	Industrial Supervision	Public Administration
Bookkeeping	Insurance	Public Finance
Business Administration	International Business	Public Relations
Business Law	Investments & Securities	Purchasing & Procurement
Business Management	ISO/QS 9000	Quality Assurance
Contract Administration	Labor Relations	Quality Control
Cost Estimating	Leadership Skills	Real Estate
Credit/Collection	Management Skills	Restaurant Management
Employee Relations	Management-Technical	Retailing
Fashion Merchandising	Marketing	Risk Management
Grant Management	Materials Handling	Small Business Management
Hotel Management	Occupational Safety (MIOSHA)	Statistical Process Control
		Time Management

COMPUTER & INFORMATION SCIENCES

Computer Hardware Design	Data Processing Technology	Network Design
Computer Logic	Data Warehousing	Systems Analysis & Design
Computer Operating Systems	Database Administration	Telecommunications
Computer Programming	Database Design	Vendor/Product
Computer Security	Digital Logic	Certifications
Computer Software Courses	Internet Usage	Web Masters
Data Modeling	Network Administration	Web Page Design

ADMINISTRATIVE SUPPORT

Administrative Assistant	Filing/Record Keeping	Machine Transcription
Automated Office Assistant	Forms Design	Medical Insurance Forms
Cashier Training	General Office Procedures	Medical Office Administration
Clerical Training	Hospital Admitting/Ward Clerk	Medical Office Assistant
Court Reporting	Keyboarding	Medical Office-Law and Ethics
Dental Insurance Forms	Keypunch	Medical Terminology
Dental Office Assistant	Legal Office Procedures	Office Machines
Dictation/Transcription	Legal Secretary	Speed Writing/Shorthand

INSTRUCTION ACTIVITY (1.0)

SOCIAL & HUMAN SERVICES

Adult Foster Care	Industrial Security	Playground Supervision
Child Care Worker	Introduction to Social Work	Pre-School Education
Deaf Interpreter	Legal Assistant	Recreational Management
Deaf Worker Aide	Library Technician	Social Work Assistant
Developmental Disability Worker Aide	Mental Health Aide	Substance Abuse Worker
Gerontology Aide	Nanny Courses	Teacher Aide
Home Health Care Aide	Nursing Home Worker	
	Paralegal	

PUBLIC SAFETY SERVICES

Corrections Workers	Fire Science	Military Science
Criminal Justice	Forensic Photography	Police Academy
Crime Scene Investigation	Hazardous Materials Response	Police Training
Crisis Management		Probation/Parole Worker

MEDIA PRODUCTION

Advertising Design	Digital Imaging	Radio/TV Script Writing
Audio-Visual Technician	Graphic Arts	Radio/TV Announcer
Broadcast Journalism	Commercial Film Making	Recording Arts Technician
Commercial Art	Photo Journalism	Television/Radio Production
Multi-media	Photography	Third Class FCC License
Communications	Printing	Typography
Commercial Photography	Publishing	Video/Film Production

PERSONAL & CULINARY SERVICES

Barbering	Electrolysis Technician	Interior Design
Cosmetology	Food Purchasing	Mixology
Costume Design	Food Service	Mortuary Aide
Culinary Arts	Food Service Sanitation	Quantity Food Production
Custodial Worker	Institutional Housekeeping	Textile Design
Dietetic Aide	Interior Decorating	

INSTRUCTION ACTIVITY (1.0)

1.3 TECHNICAL & INDUSTRIAL OCCUPATIONS

Includes instruction in, but is not limited to, the following subject matter areas: Agricultural and Natural Resource Technologies, Design Technologies, Mechanical Trades and Mechanical Service Technologies, Construction Trades, Electrical Trades, Transportation and Equipment Operations, and Registered Apprenticeship.

AGRICULTURAL & NATURAL RESOURCE TECHNOLOGIES

Agricultural Engineering	Forest Management	Recycling Technologies
Agricultural Production	Greenhouse Operations	Soils Management
Agriculture Research	Hazardous Materials	Timber Management
Agronomy	Technology	Turf Management
Air Pollution Technician	Horticulture	Vegetable Gardening
Animal Science	Land Management	Water Purification
Apiary Science	Landscape Design	Technology
Conservation Technician	Landscape Maintenance	Water/Waste Water Program
Crop Science	Park Management	Wood Science
Energy Conservation	Plant Science	
Fisheries	Pulp & Paper Technologies	

DESIGN TECHNOLOGIES

Arch Drafting	Dynamics	Mold Design
Arch Layout, Design	Engineering Drawing	Optical Technology
Architecture	Engineering Graphics	Pattern Drafting
Auto Body Design	Highway Engineering	Product Design/Development
AUTO CAD	House Design	Solar Energy Design
Blueprint Reading	Industrial Design	Structural Design
Civil Technology	Kinematics	Surveying
Computer-Aided Design	Laser Technology	Tool/Die Design
Computer-Aided Drafting	Machine Design	Vector Mechanics
Drafting	Mechanical Drawing	

MECHANICAL TRADES AND MECHANICAL SERVICES

Air Conditioning Systems	Hydraulics	Numerical Control
Automotive Repair	Locksmith	Numerical Control
Aviation Mechanics	Machine Tool	Plastics/Polymer Processes
Boiler Maintenance	Machining	Plumbing
Calibration	Maintenance Welding	Pollution Control Systems
Casting Technologies	Manufacturing Processes	Power Systems
Climate Control Systems	Materials Testing	Refrigeration Systems
Diesel Engines	Metal Casting	Small Appliance Repair
Dishwasher Repair	Metal Processing	Small Engine Repair
Electrical Circuits	Metallography	Solar Energy Systems
Engine & Equipment Theory	Metallurgy	Strength of Materials
Fluid Power	Metals Machining	Tool Room Operations
Gunsmith	Metrication	Washer, Dryer Repair
Heating Systems	Metrology	Welding

INSTRUCTION ACTIVITY (1.0)

CONSTRUCTION TRADE TECHNOLOGIES

Blueprint Reading	Construction Materials	Power Tools Operation
Cabinet Making	Furniture Making	Rigging
Carpentry	Glazing	Sheet Metal
Concrete Installation	Highway Maintenance	Ship Building
Concrete Technology	Home Building	
Construction Codes and Zones	Iron Work	
	Masonry	

ELECTRICAL TRADES

1st Class Radio	Commercial Radio	Industrial Electricity
2nd Class Radio	Regulations	Integrated Circuits
A.C. Theory Review	Commercial Wiring	Programmable Logic
Aviation Electronics	Communications Electronics	Controllers
Basic Electricity	Computer Repair	Radio-TV Repair
Biomedical Equipment	Digital Computer Circuitry	Residential Wiring
Repair	Electrical Engineering	Robotics Technician
Calibration	Electrical Power Systems	Utility Technologies
	Industrial Electrical Control	Wind Generators

TRANSPORTATION & EQUIPMENT OPERATIONS

Aviation Flight Training	Fork Lift Operator	Pilot Ground School
Backhoe Operator	Heavy Equipment Operator	Primary Flight
Crane Operator	Instrument Flight-Instructor	Private Pilot Ground School
Flight Instructor Training	Instrument Pilot Ground School	Truck Driver Training
Flight Simulator	Maritime Programs	

REGISTERED APPRENTICESHIP

Registered apprenticeship programs in which instruction is a planned and supervised on-the-job training program supplemented with related instruction. Pre-apprentice instruction, not part of the registered program, is classified within the particular subject matter area. Courses classified here must be part of a Department of Labor-registered apprenticeship program.

INSTRUCTION ACTIVITY (1.0)

1.4 HEALTH OCCUPATIONS

Includes instruction in, but is not limited to, the following subject matter areas: Nursing, Dental Technologies, Diagnostic Technologies, Therapeutic Technologies, and all other health technologies.

NURSING

Community Health	Medical Terminology for Nurses	Nursing Leadership
Ethical Aspects of Nursing	Mental Health Nursing	Nursing Refresher
Health Aide	Nurse Aide	Nursing Theory
Legal Aspects of Nursing	Nurse Anesthetist	Nutrition for Nurses
Licensed Practical Nurse courses	Nurse Assistant	Orderly
Life Span	Nurse Midwife	Pharmacology for Nurses
Management Skills for Nurses	Nurse Practitioner	Psychology for Nurses
	Nursing Clinical	Registered Nurse courses
		State Board Review

DENTAL TECHNOLOGIES

Community Dentistry	Dental Materials	Oral Anatomy/
Dental Anatomy & Physiology	Dental Office Emergencies	Oral Pathology
Dental Assistant	Dental Pharmacology	Oral Physiology
Dental Ethics and Law	Dental Terminology	Orthodontics
Dental Hygienist	Histology	Orthodontics
Dental Lab Technician	Nutrition and Oral Health	Periodontics

DIAGNOSTIC TECHNOLOGIES

Cytology	Radiography	Ultrasound Technician
Diagnostic Medical Sonography	Diathermy Technology	X-Ray Technician
Diagnostic Radiology	EKG Technician	Medical Lab Technologies
Radiology	Hematology	
	Phlebotomy	

THERAPEUTIC TECHNOLOGIES

Therapeutic Massage	Occupational Therapy	Radiology Therapy
Orthotics	Oncology Patient Therapy	
Respiratory Therapy	Physical Therapy	

OTHER HEALTH OCCUPATION TECHNOLOGIES

Central Supply Services	Medical Decontamination	Pharmacy Technician
CPR	Medical First Responder	Sports Medicine Assistant
Emergency Medical Technician	Operating Room Technology	Surgical Technology
First Aid	Ophthalmic Technician	Veterinarian Assistant
Forensic Technology	Optometry Technician	
	Paramedic	

INSTRUCTION ACTIVITY (1.0)

1.5 DEVELOPMENTAL EDUCATION & BASIC SKILLS

Developmental education courses teach academically under-prepared students the skills they need to succeed in college-level courses. These courses provide learning strategies designed to improve or overcome any marked deficiency in basic competencies, including a deficiency in content previously taught but not learned. Basic competency is defined as reading, writing, mathematics, and science. GED preparation activities are included in this category. The term developmental education includes, but is not limited to, remedial education.

Basic Computation Skills
Basic Learning Skills
Basic Writing Methods

Developmental Reading
GED Preparation
Remedial Arithmetic

Remedial English
Spelling Mastery

INSTRUCTION ACTIVITY (1.0)

1.6 HUMAN DEVELOPMENT

CAREER GUIDANCE AND COLLEGE ORIENTATION

Courses intended to assist students in selecting an instructional program, in understanding and assessing career alternatives and in preparation for seeking employment. Also included are activities in student study skills, the use of the library, and other skill necessities for success in college.

Career Exploration	Job Readiness	Research Skills
Career Orientation	Orientation to Health	Survey of Technical Careers
College Survival Skills	Occupations	Using Your Library

CONSUMER EDUCATION AND HUMAN DEVELOPMENT

Courses that provide the learner with knowledge, skills, and capabilities needed to function better, both individually and socially.

Personal Decision Making Skills	Home Maintenance & Repair	Interpersonal and Social Skills
Stress Management	Home Management	Business and Social Skills
Time Management	Home Nutrition	
Assertiveness Training	Housekeeping Techniques	
Buying & Selling a Home	Human Relationships	
Car Maintenance	Human Sexuality	
Child Birth Courses	Income Tax-Individual	
Consumer Finance	Investments	
Consumer Law	Motorcycle Safety	
Dimensions of Death	Older Driver Training	
Divorce Workshop	Community Awareness	
Drivers Safety	Parent-Child Relationships	
Drivers Training	Retirement Planning	
Estate Planning	Self-Awareness Courses	
Personal Financial Planning	Interpersonal Relationship Skills	

INSTRUCTION ACTIVITY (1.0)

1.7 PERSONAL INTEREST

Personal interest instruction is defined as learning strategies designed to provide opportunities for persons seeking immediate pleasure, satisfaction, or relaxation during their leisure time. Courses and activities are designed for students to explore, develop, or refine hobby or handicraft skills or to participate in organized forms of recreation.

Recreational Activities
Handicrafts
Model Making
Travel & Exploration
Pet Ownership & Care
Board & Card Games
Art
Cooking
Computer Games
Dancing
Astrology
Backpacking
Baking, Pies & Cakes
Beekeeping
Bird Watching
Cake Decorating
Community Band
Community Singers
Community Orchestra
Community Recreation

Community Theater
Disco Dancing
Dog Grooming
Doll House Construction
Drawing, Sketching, Painting
Dried Flower Arrangement
Embroidery
Youth Enrichment Classes
Fitness & Exercise Classes
Fish Rod/Lure Making
Flower Arranging
Foreign Languages-
Conversational
Furniture Refinishing
Gourmet Cooking
Gun Safety
Yoga
Home Decorating
Horse Training
House Plants

Hunter Safety
Knitting
Local Trees & Shrubs
Magic
Microwave Cooking
Music Lessons
Needlepoint
Photography
Picture Framing & Mounting
Quilting
Self Defense
Sports, Personal Interest
Stained Glass
Stamp Collecting
Taxidermy
Travel Seminars
Upholstery
Ventriloquism
Wine Tasting

2.0 — ~~INFORMATION TECHNOLOGY ACTIVITY DEFINITION~~

~~THE INFORMATION TECHNOLOGY ACTIVITY INCLUDES THE TECHNOLOGY COSTS THAT BENEFIT THE INSTITUTION AS A WHOLE AND THOSE SPECIFICALLY RELATED TO INSTRUCTIONAL ACTIVITIES AS DEFINED IN 1.0. IT CONSISTS OF THE INFORMATION TECHNOLOGY DEPARTMENT, THE OPERATION OF THE COMPUTING SYSTEM FOR THE INSTITUTION, ALL PROGRAMS THAT ARE PURCHASED AND HARDWARE THAT IS MAINTAINED BY THE INFORMATION TECHNOLOGY DEPARTMENT.~~

~~EXAMPLES CLASSIFIED UNDER THIS ACTIVITY ARE AS FOLLOWS:~~

- ~~WEBSITE DEVELOPMENT AND MAINTENANCE~~
- ~~CAPITAL OUTLAY~~
 - ~~COST OF COMPUTERS, PRINTERS, SERVERS, PLOTTERS, ETC. THAT ARE MAINTAINED BY THE IT DEPARTMENT~~
- ~~EQUIPMENT RENTAL ACTIVITIES~~
- ~~SOFTWARE PURCHASE, DESIGN AND SUPPORT~~
- ~~HELP DESK~~
- ~~SOFTWARE PROGRAM DEVELOPMENT RELATED TO OPERATIONAL AND SPECIALIZED COMPUTER SYSTEMS FOR THE INSTITUTION~~
- ~~MAINTENANCE AND DEVELOPMENT OF SPECIFIC USER PROJECTS~~
- ~~MAINTENANCE AND DISTRIBUTION OF THE INSTITUTIONAL SYSTEMS~~
- ~~TELEPHONE AND TELECOMMUNICATION SERVICES~~

3.0 PUBLIC SERVICE ACTIVITY DEFINITION

The Public Service Activity includes those program activities established to make available to the public the various unique resources and capabilities of the institution for the specific purpose of responding to a community need or solving a community problem. This program includes the provision of institutional facilities, as well as those services of the faculty and staff that are made available outside the context of the institution's regular instructional program. They consist of services to the Community and consist primarily of classes or courses such as, a lecture series or concert series.

Examples of activities classified under this activity are as follows:

- Community Meetings and Events held in Institutional Facilities
 - Conference Services
 - Community Use of Gym and Recreational Facilities
 - Summer Camps
 - Public Health/Wellness Clinic for the general public, not used primarily for student training
 - TV and Radio Stations that operate for the convenience of the student, faculty, etc.
-

4.0 INSTRUCTIONAL SUPPORT ACTIVITY DEFINITION

The Instructional Support Activity includes those activities carried out in support of the instructional program. The activities that should be reported in this activity classification include: (1) activities related to the preservation, maintenance, and display of both the stock of knowledge and educational materials; (2) activities that develop and support instruction; and, (3) activities directly related to the administration of instructional programs. Instructional support includes the activities of the Instructional Vice Presidents, Deans, Directors, their support staff, and other instructional secretarial staff.

Examples of activities classified under this activity are as follows:

- Library Services
- Educational Media Services
- Faculty Professional Development (non program specific)
- Faculty Release/Supplemental Contract for Curriculum Development
- Centers for Instructional Excellence
- Curriculum Development (including online course development)
- Document Processing Center supporting the Instructional Activity. Direct costs may be changed back to the user department.
- **INFORMATION TECHNOLOGY ACTIVITIES RELATED TO INSTRUCTION SUPPORT (INCLUDING)**
 - **HARDWARE**
 - **SOFTWARE**
 - **SUPPORT STAFF**

5.0 STUDENT SERVICES ACTIVITY DEFINITION

The Student Services Activity includes those activities carried out with the objective of contributing to the emotional and physical well-being of the students, as well as to their intellectual, cultural, and social development outside the context of the institution's regular instruction program. Students as defined here are all students that benefit under instruction 1.0.

5.1 STUDENT SERVICE PROGRAMS

Activities classified here: (1) expand the dimensions of the student's educational and social development by providing cultural, and social experience; (2) provide those services and conveniences needed by students as members of a student body; (3) assist students in dealing with personal problems and relationships, as well as their transition from student to member of the labor force; and (4) recruit and admit students to the institution's educational program. **(NOTE: INCLUDED IN THESE SERVICES ARE THE COSTS ASSOCIATED WITH PROVIDING TECHNOLOGY SUPPORT TO THE VARIOUS ACTIVITIES INCLUDED IN THE SUB-ACTIVITIES.)**

Examples of activities classified under this activity are as follows:

- Counseling Services
- Student Admissions
- Registrar and Student Records
- Student Clubs and Associations
- Student Government
- Student Publications
- Student Newspapers and Yearbooks
- Student Counseling Center
- Disadvantaged Student Services, such as readers for the blind
- Veterans Affairs/Counselor
- Foreign Student Services
- Handicapped Services
- School Catalog

5.2 FINANCIAL AID

This sub-activity includes those administrative activities carried out in support of the institution's financial aid program and the actual financial aid grants, scholarships and stipends. Also included are those activities carried out to assist students in obtaining employment under financial aid programs as well as those used to assist graduates in obtaining employment upon leaving the institution. **(NOTE: INCLUDED IN THESE SERVICES ARE THE COSTS ASSOCIATED WITH PROVIDING TECHNOLOGY SUPPORT TO THE VARIOUS ACTIVITIES INCLUDED IN THE SUB-ACTIVITIES.)**

5.3 INTERCOLLEGIATE ATHLETICS

This sub-activity includes those team and individual sports activities that involve competition between two or more educational institutions.

6.0 INSTITUTIONAL ADMINISTRATION ACTIVITY DEFINITION

The Institutional Administration Activity consists of those activities carried out to provide for both the day-to-day functioning and the long-range viability of the institution as an operating organization. The overall objective of the Institutional Administration Activity is to provide for the institution's organizational effectiveness and continuity.

Examples classified under this activity are as follows:

- President's Office
 - Financial Services including the Business Office and Cashier's Office
 - Board of Trustees
 - Strategic Planning/Program Planning
-

- Human Resources
- Purchasing and Receiving Departments
- Printing and Duplication, net (administrative component, direct costs may be charged back to the user department.)
- Campus Mail Services, net (administrative component, direct costs may be charged back to the user department.)
- Alumni Office
- Public Relations
- Institutional Research
- Legal services (general, counsel, legal fees)
- Auditing Services (internal & external)
- Government Relations
- Contracts & Grants Administration
- **INFORMATION TECHNOLOGY RELATED TO THE ADMINISTRATIVE FUNCTIONS**
 - **HARDWARE**
 - **SOFTWARE**
 - **SUPPORT STAFF**

7.0 PHYSICAL PLANT OPERATIONS ACTIVITY DEFINITION

The Physical Plant Operations Activity consists of those activities related to maintaining existing grounds and facilities, providing utility services, planning and designing future plant expansion and modifications, and safety services.

7.1 PHYSICAL PLANT OPERATIONS

This sub-activity consists of those administrative activities carried out in direct support of the institution's physical plant operations. Those activities related to the development of plans for plant expansion or modification as well as for new construction also should be included in this classification.

Examples classified under this activity are as follows:

- Facilities Management
 - Routine repair, maintenance, including grounds and landscape
 - Custodial services in institutional buildings
 - Trash collection
 - Snow removal
 - Motor Pool (unallocated)
-

7.2 ENERGY SERVICES

This sub-activity consists of those activities and utility costs related to heating, cooling, light and power, gas, water, and any other utilities necessary for the operation of the physical plant.

Examples classified under this activity are as follows:

- Central Air
- Gas
- Electricity
- Heating
- Oil and/or Propane
- Steam
- Water
- Sewer

7.3 CAMPUS SECURITY

This sub-activity consists of those activities related to the security of the campus and its residents.

Examples classified under this activity are as follows:

- Campus security
 - Fire protection
 - Police protection
 - Traffic Control
-

PLACEMENT OF SELECTED ACTIVITIES

EMPLOYEE/EMPLOYEE DEPENDENT TUITION REMISSION

This is considered a fringe benefit, not financial aid. Costs are to be allocated as fringe benefits are allocated.

FACILITY RENTAL & LEASING

Instructional Facility Rental

If the rental is identifiable to a specific program (1.XX), allocate to that element; otherwise classify in 7.0 – Plant Operations.

Non-Instructional Facility Rental

Classify in the sub-activity related to the purpose of the facility rental.

FRINGE BENEFIT ALLOCATION

Fringe benefits are to follow salary. They can be allocated either on an actual basis or on an average basis.

SABBATICALS AND PROFESSIONAL DEVELOPMENT

Sabbaticals and professional development are a cost to the activity classification (program) where the individual is classified.

TELEPHONE COSTS

Telephone is classified in 2.0 – Information Technology

TUTORING ACTIVITIES

Classify in –4.0 as an instructional support activity

DOCUMENT PROCESSING CENTER

Document processing centers' costs are charged to 4.0 – Instructional Support.

WORK-STUDY & STUDENT EMPLOYMENT

The college match portion of work study should be reported in keeping with the MUFR. The charges should be classified as expenses of the department or organizational unit to which the service is rendered. You may show this distribution as operating fund expenditure or you may show this distribution within the restricted fund following a mandatory transfer from the general fund.

PART 2

**ACS FUND REPORTING
REQUIREMENTS**

ACS REPORTING REQUIREMENTS

Funds upon Which ACS Expenditure Data Will Be Reported

- A. ACS expenditure data will be reported on the Operating Fund activity, as defined in this section. Definition of the funds not included in ACS reporting are included as an appendix to this manual, for purposes of clarification of costs that are not included in the Operating Fund.
 - B. Expenses are to be recorded by function as outlined in Principle 7 of the Manual for Uniform Reporting (MUFR) and the State reporting format (currently ACS).
-

OPERATING FUND DEFINITION

OPERATING FUND

The Operating Fund includes the activities of the General Fund and the Designated Fund.

Elimination of internal service costs is not required. An example, if a department in the General Fund purchases supplies from the College's bookstore, there is no need to eliminate the expense for ACS purposes. The cost is still an expense of the General Fund, regardless of where the items were purchased.

The purpose of not eliminating internal service costs is to 1) reduce the amount of time in preparing the ACS data, 2) to capture true costs of the College and 3) for ease in agreeing to the supplementary schedules of the financial statements (as eliminations are recorded in a separate column).

Expenses for fixed assets, generally equipment, are to be recorded as expenses of the account and function benefiting from the expense if Operating Fund monies are used. The capitalization and depreciation of fixed assets does not need to be made within the Operating Fund for ACS reporting purposes. The capitalization and depreciation will be done in the consolidation process of the funds in the supplementary information of the financial statements, as required by MUFR.

GENERAL FUND

The General Fund is to be used to account for the transactions related to academic and instructional programs and their administration. Revenues are to be recorded by source -- see Principles 2, 3 and 4 in the MUFR. Principle revenues of the General Fund are: (1) the State of Michigan appropriation for general operations, (2) student tuition and fees, (3) property taxes for general operations, (4) recovery of indirect costs of sponsored programs, as recorded in the restricted fund, (5) income from temporary investments of the General Fund, and (6) incidental revenue of departments. Examples of incidental revenues include the occasional rental of educational facilities and library sales.

The General Fund expenses reported to ACS should agree to the expenses in the General Fund Column of the Consolidating Statement of Revenue, Expenses, Transfers, and Changes in Net Assets, as outlined in the MUFR.

DESIGNATED FUND

The Designated Fund is to be used to account for transactions of funds internally restricted by the Board of Trustees or the administration. The sources of such funds could be virtually any unrestricted revenue that the Board or administration earmarks for a specific purpose. Such income might include unrestricted gifts or the income from an endowment whose income may be used for any purpose.

This fund could include organized departmental activities associated with various academic programs, conferences, or seminars. In addition, a portion of income from temporary investments of pooled cash may be recorded in this fund.

Revenues are to be recorded by source and expenses are to be recorded by function as outlined in Principle 7 of the MUFRR.

The Designated Fund expenses reported to ACS should agree to the expenses in the Designated Fund Column of the Consolidating Statement of Revenue, Expenses, Transfers, and Changes in Net Assets, as outlined in the MUFRR.

Summarized below are specific activities that should and should not be included in the Operating Fund:

Should be included in Operating Fund	Should NOT be included in Operating Fund
Athletics	Auxiliary activities
Student activities	State and federal grants such as EDJT, Perkins, and other
Contract services	Restricted donations
Designated scholarships	Endowment funds
Wellness programs	Student loan activity
Facility rental income	Plant fund expenses
The operating fund is to be used to account for the transactions related to academic and instructional programs and their administration.	In general – all activities as defined in the appendix for funds other than the general and designated funds.

The above listings are not all inclusive. The examples are meant to clarify the types of activities that are to be included, and those that are to be excluded from the Operating Fund.

PART 3

ACTIVITY MEASURES

ACTIVITY MEASURES DICTIONARY

INTRODUCTION

The fundamental purpose of the Activities Classification Structure is to provide data to the state that can be used to make sound fiscal decisions based on meaningful, uniform information from all 28 community colleges. Cost information alone has limited usefulness, but costs tied to activity measures provide understanding about causal factors associated with cost variances. Therefore, the identification of measures which represent major activities within the institutions will help to achieve the goal of understanding institutional costs.

All activity measures collected under the ACS must meet three criteria. They must:

1. Be quantifiable and feasible to collect and report;
2. Account for a cost impact or cost differential;
3. Have value in the state's funding process.

Detailed definitions of activity measures are essential to accurate reporting. Prior to the establishment of ACS, all definitions of major measures such as headcount, student credit hour, and student contact hours appeared annually in the boilerplate of the community college appropriations bill. Appropriations bills utilizing such data now reference the ACS Manual rather than incorporating lengthy definitions in the boilerplate. Changes to definitions occur only after a review process, thereby avoiding criticism that definitions are changed to suit political convenience.

Whereas the format for collecting cost information does not vary significantly between fiscal years, the output measures may change somewhat from year-to-year to accommodate new ideas or permit new analysis. Changes in institutional policies (such as personnel policies) over the years may necessitate re-definition of some measures. This section of the ACS Manual is dynamic in nature and should be understood as such by all those who have cause to be involved in its reporting requirements.

Activity measures may also be added to this manual in the future to reflect external variables which may deeply impact upon an institution's delivery design and response to community needs. These measures would help to measure the impact of factors such as: (1) general instructional needs of the community; (2) occupational training needs of the community; (3) educational level of constituents; (4) unusual community service demands; (5) district population and area; (6) cost of living and prevailing wage levels; (7) community supply of personnel; (8) weather; (9) access; (10) competition; (11) security and public safety; and (12) employment levels.

The Activity Measures Dictionary includes a matrix which illustrates each measure and the activity classifications where the measure will be collected. Also included are definitions of the activity measures and related definitions of terms which are essential to a uniform understanding and collection of the activity measures.

ACTIVITY MEASURES MATRIX

	ACS CODE						
	1.0	1.X	3.0	4.0	5.0	6.0	7.0
Contact Hour Equated Students (CHES)	x	x					
Courses Delivered (Unduplicated)	x	x					
Fiscal Year Equated Students (FYES)	x	x					
Headcount (Duplicated)	x	x					
Headcount (Unduplicated)	x						
In-District Student Contact Hours	x	x					
In-District Student Credit Hours	x	x					
Occupational Student Contact Hour	x	x					
Out-of-District Student Contact Hours	AC	x					
Out-of-District Student Credit Hours	x	x					
Sections Delivered	x	x					
Gross Cubic Feet of Buildings							x
Gross Square Feet of Buildings							x

ACTIVITY MEASURES DEFINITIONS

NOTE: All ACS activity measures are reported if they are funded by the operating fund as defined by Part 2 of the *ACS Manual and the Manual for Uniform Financial Reporting for Michigan Public Community Colleges*.

Academic Period: The total number of class days and examination days as designated and reported by each college in which courses are offered. The normal academic period corresponds in length to a semester schedule or a full academic year schedule or other time period as determined by the college.

Academic Year: The time period determined by the college whereby instruction occurs that is equivalent in time to the college fiscal year. The final ending calendar date is June 30 of each year.

For reporting purposes under full accrual accounting, revenues and expenses are recorded as earned. Therefore, summer session will no longer be deferred but instead will be split between fiscal years.

For reporting instructional activity, a college must count the credit hours, contact hours, duplicated and unduplicated student headcount, in-district, and out-of-district student head count for summer courses in the year whereby a majority of the course expenditures is reported.

Audit Students: Students auditing a course shall be included in head count (unduplicated and duplicated) and contact hour counts, but not credit hour counts.

Contact Hour Equated Students (CHES): The calculated equivalent of a student having completed one full year of instruction (31 credit hours multiplied by 16 contact hours = 496 contact hours of instruction).

Count Date:

The college must adopt one of these methods as an institutional Policy and Procedure and count all such courses in a consistent manner for the entire academic period.

- 1) The Count Date must be the last scheduled day of the course; or
- 2) The Count Date must be the last day of the academic period.

Course Contact Hours: One course contact hour is a total of 50 minutes of student instruction in which the student is scheduled to come into contact with an instructor or with tutorial or laboratory equipment. The total contact hours for a course are calculated by summing the total instructional minutes for that course in the academic period and dividing by 50. For ACS reporting purposes, the following limitations are placed on the number of contact hours allowed for non-traditional courses:

1. Cooperative Education courses are automatically limited to 16 contact hours per 1 credit hour;
 2. Independent Study courses are automatically limited to 16 contact hours per 1 credit hour;
 3. Other Self-Directed Courses (Contracts with Business & Industry, Internships, Practicum's, Externships, and Open Labs). Contact hours for Other Self-Directed Courses must be limited to a ratio of 1 credit hour to 16 contact hours *unless* it is clear from the course description that the contact hours reported are supervised by college personnel such as instructors or tutors. Examples of courses fitting this exception are nursing practicum's, clinical, etc.
-

Course contact hours may be calculated:

1. On a section-by-section basis, or
2. All sections of a course may be reported at the same course contact hour value as long as each section's actual course contact hour value is not less than the reported value of that course by more than five percent (5%). Colleges must perform an actual calculation on a random sample of courses to determine the actual contact hour difference. Documentation of this random sample must be maintained for audit purposes.

Establishing a Norm for courses delivered in an alternative method: Faculty assign credit hours and contact hours based upon a documented set of institutional policies and procedures. The Norm process is to establish a measure or standard of attainment. The institutional measure or standard determines the proportionate instructional contact hours and associated credit hours that a student is expected to prepare for the instructional objectives.

Course Credit Hour: A course credit hour shall be determined by the institution's predominant calendar system. A semester credit hour shall not be less than 800 instructional minutes. All other units should be measured proportionately.

Establishing a Norm for courses delivered in an alternative method: Faculty assign credit hours and contact hours based upon a documented set of institutional policies and procedures. The Norm process is to establish a measure or standard of attainment. The institutional measure or standard determines the proportionate instructional contact hours and associated credit hours that a student is expected to prepare for the instructional objectives.

Courses Delivered (Unduplicated): A course delivered is a course offered by the institution during the fiscal year in which at least one student contact hour has been generated. An unduplicated count is determined by summing all unique courses delivered; a course offered in more than one academic period should be counted once.

Fiscal Year: The twelve month period at the end of which an organization determines its financial condition, the results of its operations, and closes its books. The most common fiscal year for educational institutions begins on July 1 and ends the following June 30.

Fiscal Year Equated Student: The calculated equivalent of a student having completed one full year of instructional work (31 semester credit hours) or (496 semester contact hours).

Gross Cubic Feet of Buildings Operated and Maintained:

- a. Definition: The sum of the products of the gross square feet of buildings operated and maintained (using the area of a single story for multi-story portions having the same area on each floor) and the height from the underside of the lowest floor construction system to the average height of the surface of the finished roof above, for the various parts of the buildings.
 - b. Basis for Measurement: Measured in terms of gross cubic feet (GCF).
 - c. Reporting: Use the same weighted average method as for gross square feet when space is added or deleted.
-

Gross Square Feet of Buildings Operated and Maintained:

- a. Definition: The sum of the floor areas of buildings, operated and maintained, included within the outside faces of exterior walls for all stories, or areas that have floor surfaces.
- b. Basis for Measurement: Gross area should be computed by measuring from an outside face of exterior walls, disregarding cornices, pilasters, buttresses, etc., which extend beyond the wall face. Measured in terms of gross square feet (GSF).
- c. Description: In addition to all the internal floored spaces obviously covered above, gross area should include basements (except unexcavated portions), attics, garages, enclosed porches, penthouses, mechanical equipment, floors, lobbies, mezzanines, all balconies (inside or outside) utilized for operational functions, and corridors, provided they are within the outside face lines of the building. Roofed loading or shipping platforms should be included, whether within or outside the exterior face lines of the building. Stairways, elevator shafts, mechanical service shafts, and ducts are to be counted as gross area on each floor through which the shaft passes.
- d. Limitations: Exclude open courts and light wells, or portions of upper floors eliminated by rooms or lobbies that rise above single-floor ceiling height.
- e. Reporting: Reporting should be made for the beginning and ending of a fiscal year, and if different, a weighted average should be reported to reflect the percentage of the fiscal year during which space added or deleted was in operation.

Headcount (Duplicated): The headcount for one course delivered is the total number of students enrolled in the course as of the count date. An academic period headcount total is determined by summing the headcount for all courses delivered (duplicated) during the academic period.

Headcount (Unduplicated): The total number of different students enrolled in at least one course delivered as of the count date within an academic year.

In-District Student Contact Hours: The number of student contact hours generated by students who maintain their legal residence within the legal boundaries of the college district. Student contact hours generated in prison programs are not to be included in this count. International students shall not be considered in-district.

In-District Student Credit Hours: The number of student credit hours generated by students who maintain their legal residence within the legal boundaries of the college district. Student credit hours generated in prison programs are not to be included in this count. International students shall not be considered in-district.

Instruction: Instruction includes those activities carried out for the expressed purpose of eliciting some measure of educational change in a learner or group of learners. "Educational change" is defined to include: (1) the acquisition or improved understanding of some portion of a body of knowledge; (2) the adoption of new or different attitudes, and (3) the acquisition or measured mastery of a skill or set of skills. The activities that may be carried out to elicit these educational changes include both teaching activities and facilitating activities. The instruction activity includes both credit and non-credit instructional offerings.

Legal Residence: Community colleges must verify the legal residence of all students. The institution must verify a person's domicile. The method used must meet the following criteria:

1. The residency verification method must be a *written institutional policy*, and
2. The process for verifying residency must be *documented*, and
3. The method must include *follow-up efforts for discrepancies*, and
4. A change in residency status must be proven by the student.

Customized/Contracted Training: If a student is enrolled via a company or firm, it is the *student's legal residence* that determines the tuition rate, not the location of the company. If all such students are charged in-district rates, the difference between the in-district and out-of-district rates must be regarded as a local board scholarship and recorded as a tuition discount.

When a company is charged a flat fee for instruction, the residency for each student attending must be established so that student contact hours and credit hours generated by such training can be reported on the ACS 6 reports.

Non-Credit: A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.

Occupational Education Student Contact Hours: One occupational education student contact hour is a total of 50 minutes of student instruction in a course that is designated as occupational in purpose.

Courses defined as occupational must be designated on the community college taxonomy of courses with a [Y]. The intent is to determine the student contact hours of instruction that are occupational in purpose. "Occupational in purpose" means instruction with a direct career relationship designed to impart work-related knowledge and skills. Courses eligible for federal funding include occupational specialty courses, supportive courses specifically designed for an occupational program, general occupational courses, and apprenticeship instruction only.

General education courses and developmental courses are not occupational in purpose and, hence, are not eligible for this designation or counted for this purpose. While the occupational education courses are predominately found under ACS Codes 1.2, 1.3, and 1.4, occasionally (and these are exceptions) some occupational education courses are found in ACS Code 1.1. For monitoring and audit purposes, each community college must be able to support their course designation with a course description. The course description must specify that the primary content directly related to a specific occupational program or area.

Out-District Student Contact Hours: The number of student contact hours generated by students whose legal residence is outside the legal boundaries of the college district. Student contact hours generated in prison programs are not to be included in this count.

Out-District Student Credit Hours: The number of student credit hours generated by students whose legal residence is outside the legal boundaries of the college district. Student credit hours generated in prison programs are not to be included in this count.

Sections Delivered: The total number of unique course sections offered during the fiscal year in which at least one student contact hour has been generated. For this count, when sections are combined for a portion of the academic period, each section should be separately counted.

Example: If Biology 100 is offered three times a year with four sections each semester, the course count would be one and the section count twelve.

Semester Schedule: When the institution provides not less than 800 instructional minutes per credit hour per course for the fall and next succeeding academic period.

Student Contact Hours: Total student contact hours for a course are calculated by multiplying the student headcount in the course as of the count date by the course contact hours. One student contact hour equals 50 minutes of instruction.

Example: A course with an enrollment of 20 students meets twice weekly for 15 weeks, each meeting being 55 minutes in length. The contact hours for this course would be: $2 \times 15 \times 55 = 165$ course contact hours. The total student contact hours for this course would be: $165 \times 20 = 3300$.

Student Credit Hours: One student credit hour represents one student engaged in a learning activity for which one course credit hour is granted by the institution upon successful completion. The total student credit hours for a course are calculated by multiplying the course credit hours value by the number of students enrolled in the course as of the count date.

PART 4
APPENDIX A

HISTORY AND
ESTABLISHMENT OF ACS

ACKNOWLEDGEMENTS

This report was made possible through a grant by the Michigan Department of Career Development and the contributions of many individuals representing Michigan Community Colleges and state agencies. Numerous hours were spent on deliberation of issues that have surfaced since the ACS Manual was introduced in 1981 and subsequent revisions since then.

The Presidents of the 28 Michigan Community Colleges supported this effort and generously contributed personnel and other resources.

The following associations provided a forum to discuss and review the work of the task force: Michigan Community College Association, Michigan Community College Business Officers Association, Chief Instructional Administrators, Michigan Association of Community College Instructional Administrators, Michigan Occupational Deans Administrative Council, Apprentice Coordinators Association, and Michigan Community College Community Services Association.

Special recognition is due those academic deans, business officers, and others from our test sites – Kalamazoo Valley Community College, Westshore Community College and Northwestern Michigan College. They spent time testing the revisions to the Manual sharing their experience with the other members of the Task Force.

Special appreciation is given to Robyn Sutfin at the Michigan Department of Career Development for her organizational and administrative support efforts.

The members of the ACS Task Force receive the deepest respect and appreciation for unselfishly giving of themselves. The successful completion of the 2003 ACS Manual is due to their ability to reach beyond individual institutional concerns in order to contribute to the identification and reporting of Community Colleges in a consistent and streamlined manner. It is to the members of the ACS Task Force that the 2003 ACS Manual is dedicated

**MICHIGAN COMMUNITY COLLEGE
ACTIVITIES CLASSIFICATION STRUCTURE
2003 TASK FORCE**

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HISTORY OF ACTIVITIES CLASSIFICATION STRUCTURE (ACS)

A community college activities classification structure evolved in response to Section 8 of Public Act 419 of 1978, the community college appropriations act for fiscal year 1979. Section 8 reads as follows:

“The department of management and budget, in cooperation with the senate fiscal agency, the house fiscal agency, the department of education, and the community colleges shall begin development of a community college program classification structure for use in documenting financial needs of community colleges. Uniform application of accounting principles shall be employed in the collection of cost data.”

The need for a common and uniform financial reporting structure, as expressed in the above language, became apparent as alternative funding mechanisms for community colleges were being explored.

Unlike the K-12 system and baccalaureate institutions, the community college system has become a large and significant educational sector since the early 1960's and had rapid growth in the mid 1970's. It was during this period that state legislators and the Governor realized that available information was inadequate to accurately assess the financial needs of the community colleges. The need for a flexible funding framework based on actual costs and credit hour production was needed. An initial task force was established in 1976 to develop such a framework. The task force recommended a criterion displayed costs within a program structure, but it also recognized the importance of accurate and uniform data in the evaluation of the model. This model was not adopted due to the lack of comparable cost data but was used as a prototype for the new funding model introduced in the 1978-79 appropriations act.

With passage of the new funding model the following legislative objectives were set forth:

1. To establish a funding formula which is “need based”, building upon criteria acceptable to the colleges and the state.
2. To recognize institutional uniqueness without creating a formula which encourages political manipulation.
3. To separately identify and fund fixed and variable costs to minimize the hazardous impact of rapid enrollment fluctuations.
4. To recognize output variables other than credit hours, which influence institutional costs (such as, headcount, use of learning labs, etc.)
5. To minimize the educational disparities caused by large variations in the property tax base of the college districts.
6. To provide state decision makers with a sound framework for prioritizing the funding of educational roles.
7. To take into consideration the costs associated with meeting the various objectives of an educational institution.
8. To provide a better long-range budgeting framework.
9. To permit the continuation of local board autonomy in educational decisions.

The model relied heavily on actual institutional expenditures and average cost data to define “need”. As the model was being developed, the need for improved financial reporting structure did not provide sufficient information to identify areas of institutional differences and similarities. It was recognized that it became necessary to define “what is” before “need” or “what should be” can be addressed. It has been widely accepted that the continued development and improvement of the new formula will require two broad steps: (1) define the current financial status of the institutions in the system using a uniform reporting system (i.e., define “what is”); (2) define a “needs-based” model using output and financial

parameters (i.e., define “what should be”). It was regarded as an unrealistic venture to create a needs-based funding model without having developed a financial database of sufficient quality to measure the validity of the criteria being incorporated into the model.

Objectives of the Activities Classification Structure

The objectives associated with the development of an activities classification structure (ACS) are as follows:

1. To assist in the collection of uniform and comparable financial data from the state-supported community colleges.
2. To provide an internal management tool to relate information about resources and activities to the achievement of institutional objectives.
3. To interface a state reporting structure with accounting practices and organizational structures common to the community college system.
4. To provide a framework for identifying areas of institutional similarities and differences.
5. To provide a logical basis for determining the gross need of individual colleges and of the total system, which then becomes translated into state appropriations.

Developing a Reporting System

In October 1978 a Task Force was established with membership, which consisted of representatives of the community college finance and instructional personnel, and representatives of the House and Senate fiscal agencies, the Department of Education, and the Department of Management and Budget. The Task Force agreed to pursue a reporting structure, which could link the activities of an institution with the organization’s objectives. It was felt that such a linkage between the expenditure of resources and institutional objectives would provide the best opportunities for objective-based planning and management at the state and local levels.

In March 1979, the First Report of the Activities Classification Structure Task Force was issued. The report proposed a new reporting structure that would link the activities of an institution with institutional objectives. The report was distributed to various personnel within the college community for review and comment.

In July 1979 the Second Report of the Activities Classification Structure Task Force was issued. This report was the result of Task Force consideration of the comments received on the First Report. The Second Report proposed a reporting structure that identified seven major activity classifications that described the activities carried out by the community colleges in pursuit of their objectives.

In November 1979 all colleges were requested to classify all instructional courses/activities into the classifications of the Instruction Activity. This was piloted first with 6 colleges and then each college participated in peer review workshops. This brought in representatives from the colleges that were not on the Task Force to assist in the development and awareness of the project. As a result of the peer review workshops it became apparent that the proposed structure did not fit the instructional programming at the colleges and a number of suggestions were made for revisions to the definitions based on actual practice at the colleges.

The President’s Committee of the Michigan Community College Association met at Delta College on February 14-16, 1980 to continue discussion of an independent effort to respond to short and long-range state funding issues. The development of the Activities Classification Structure was an agenda item, and

extensive discussion occurred on its implications for future funding models. As a result, the president's agreed to support the continued effort on the development of the Activities Classification Structure.

The Third Report of the Activities Classification Structure ("ACS") Task Force was issued July 1980. The report reflected the recommendation of the task force concerning definitional changes and other issues that surfaced as a result of the peer reviews. The report also identified and defined indicators that would measure programmatic activity for the various classifications within the structure and identified expense indicators to measure financial activity for the classifications.

In the fall of 1980, all colleges were asked to classify non-instructional activities into the ACS classifications. Another series of workshops were held, similar to the reviews used a year earlier to review the instructional classification definitions. As a result of these reviews, the task force adopted a number of definitional changes.

In conjunction with the ACS project and in order to provide a uniform financial base for reporting information in the ACS framework, it was determined that a comprehensive accounting manual to be used by all community colleges need to be developed. The Manual for Uniform Financial Reporting (MUFR), Michigan Public Community Colleges, was completed in the spring of 1981 and was effective for years beginning July 1, 1981.

The final meeting of the ACS Task Force was held June 12, 1981. The Final Report was adopted, a document that set forth a framework for classifying and reporting on financial and programmatic activity at Michigan's community colleges.

During the next 20 years, the ACS Report and the MUFR were utilized by Michigan Community Colleges consistently and provided a database that was utilized by the colleges and the State of Michigan Departments. There were modifications to the ACS Report during this time as instruction and programs at the community college's evolved. However, the need to update the 1981 MUFR became apparent with the issue of GASB Statement No.'s 34 (issued June 1999) and 35 (issued in November 1999). These pronouncements, which are effective for Michigan community colleges for fiscal years ending June 30, 2002 through June 30, 2004, significantly change the way in which financial information is presented.

As a result, Plante & Moran, LLP, a regional accounting and management-consulting firm, was engaged by the Michigan Department of Career Development to revise the 1981 manual. The primary focus of this revision was to provide guidance to the colleges on the reporting requirements for all applicable governmental reporting up to and through GASB Statement No.'s 34 and 35. Plante & Moran, LLP, along with representatives from the Michigan Community College Business Officer's Association and the Michigan Department of Career Development, rewrote the financial reporting manual. The Manual for Uniform Financial Reporting (MUFR), Michigan Public Community Colleges, 2001 was completed in June 2001 and was effective over the years ending June 30, 2002 through June 30, 2004 as the colleges implemented the provisions of GASB Statement No.'s 34 and 35. Through this process the steering group that developed the MUFR changes recommended that the ACS Report as be revised due to potential conflicts with the new MUFR.

The first meeting of the new ACS Task Force took place in September 2002. The new ACS Task Force was moderated and coordinated by Plante & Moran, PLLC, a regional accounting and management consulting firm. The ACS Task Force was again made up of members throughout the community colleges, Office of Postsecondary Services - Michigan Department of Career Development, Office of the Budget - Michigan Department of Management and Budget, Senate Fiscal Agency and House Fiscal Agency. The objectives and items to be addressed by the ACS Task Force were as follows:

- Incorporating all activity of the community colleges into ACS reporting. Currently, ACS reporting is focused on General, Auxiliary, Designated and Restricted Funds. The MUFRR revision removed fund reporting to focus on the entity as a whole. ACS should mirror that reporting.
- Determine if related entities of the community colleges will be incorporated into ACS reporting or not.
- Pulling into ACS 1.0 – Instruction Activity those programs that are new since the ACS Manual was implemented such as Open Entry, Open Exit, Internet/Distance Learning, MTEC’s, Customized Training, and Job Training.
- Determine if non-core programs should be based on Contact Hours versus Credit/Non-credit.
- Consider conversion of semester hours to contract hours based on core tuition programs.
- Overall impact on comparative data this is currently compiled using Audited Financial Statements and ACS Reports

The ACS Task Force met in September 2002, November 2002, January 2003 and February 2003 to discuss and suggest changes to the ACS Manual and Reporting. The revised ACS draft manual was issued in March 2003 and three colleges also tested the reporting. The ACS Task Force met again in May 2003 to discuss and resolve comments received on the draft manual.

The end result of the ACS Task Force is this ACS Manual revised June 2003. The overall result of the ACS Task Force was to streamline the instruction reporting, add a new category for Technology, incorporate the General and Designated Funds into the ACS Report as an “Operating Fund”, and also allowed flexibility by the colleges in reporting and allocating costs on a consistent basis. The ACS Task Force did not recommend bringing in the institution as a whole into ACS reporting due to the fact that outside of the General and Designated Funds the day to day activities of each college are significantly different and comparability of each college would no longer be as valid as in the past. In addition, data from ACS reporting does roll into the ACS funding formula and the Task Force is not suggesting any changes to the funding formula at this time.

The completion of the ACS Manual, 2003 signals the beginning of implementation. The new ACS Manual should be used for College reporting for the year ended June 30, 2004. It is anticipated that the ACS Task Force will again convene during the implementation period as additional changes are suggested or modifications become necessary due to other factors.

PART 4
APPENDIX B

**OTHER COLLEGE FUND REPORTING
AND DEFINITIONS**

APPENDIX – OTHER FUND DEFINITIONS

AUXILIARY ACTIVITIES FUND

The Auxiliary Activities Fund includes program elements that are independent of or unrelated to the primary missions of the institution and are noninstructional in nature. Included are those activities and services intended for the benefit of the student body, faculty and staff. Some examples include the activities related to providing residential facilities for students and employees both on and off campus, the provision of food and eating facilities for students and employees, and the sale of books and supplies in the bookstore to students and employees. Other examples include special services such as museums, theatres, planetariums, conference centers, community activity centers, ice arenas, and child care facilities.

RESTRICTED FUND

The Restricted Fund is used to account for transactions of outsider controlled funds used to achieve the college's principal operating purposes.

Principal revenues include special purpose state or federal grants, income from restricted endowments, federal or state contracts, and various other gifts or grants restricted as to use by the donor.

Most Restricted Fund accounts are in the nature of deposits to be used for a specific purpose determined by the donor or sponsoring agency. The college has the responsibility to see that the provisions of the gift, grant or contract are followed and, accordingly, no revenue is recognized until the appropriate expenses are made. This results in no excess of revenues over expenses in the Statement of Revenue, Expenses and Changes in Net Assets. Cash receipts in excess of recognizable revenue are recorded as unearned revenue as shown in the Balance Sheet. In the case of allowable expenses made after acceptance of a gift, grant or contract but prior to the receipt of cash, an unbilled receivable may be recorded for reporting purposes. Revenues are to be reported by source and expenses by function as outlined in Principle 7 in the MUFR.

STUDENT LOAN FUND

The Student Loan Fund is to be used to account for loans made to students in connection with the college's activities.

Gifts restricted by the donor to be used for loans to students are to be recorded directly into the Student Loan Fund whereas unrestricted gifts designated by Board or administrative action to be used as loan funds are to be recorded as revenues of the General or Designated Fund and transferred to the Student Loan Fund.

A gift which specifies that only the income may be used for loans should be recorded in the Endowment and Similar Funds and its annual income should be distributed to the Student Loan Fund as endowment income.

An allowance for doubtful or uncollectible loans should be recorded as a reduction of the notes or loans receivable. The offsetting charge can be a separate account combined with the total loan fund balances. Actual write-offs should be made directly against the specific loan fund incurring the loss.

PLANT FUNDS

The Plant Funds are used to account for the financing, payment, construction and major maintenance of properties. The four funds of the Plant Funds are:

1. Unexpended Plant Funds - These are funds, both restricted and unrestricted, that are used to account for construction of new facilities. Sources of construction funds include bond and note proceeds, State appropriations, federal grants, gifts and transfers from other funds. Appropriations receivable from the State should be recorded as an asset in the year appropriated.
2. Maintenance and Replacement Funds - These are funds, both restricted and unrestricted, that are used to account for major repairs, major maintenance, and replacement of equipment. Sources of funds are generally from bond proceeds, earnings of pledged income activities or current fund allocations.
3. Debt Service Funds - These are funds, both restricted and unrestricted, that are used to account for the payment of debt, generally bonds and notes. The assets are generally held by a bond trustee and transactions are limited to the payment of principal and interest and the recording of debt service income (generally mandatory transfers from General and/or Auxiliary Activities Funds).
4. Physical Properties - This section of the Plant Funds is used to account for all land, land improvements, infrastructure, buildings, building improvements, construction in progress, library material, vehicles, machinery and equipment owned by the college with the exception of that held for investment in Endowment Funds. Capital items purchased by other funds are to be recorded as expenses of those funds and capitalized in the Plant Fund. Physical properties are to be recorded as outlined in Principle 8 in the MUFRR.

The dollar amount of the college's own outstanding notes and bonds payable if held as an investment in another fund group should be indicated on the financial statements parenthetically.

A capitalization policy should be adopted by every college so that all fixed assets over a specific dollar amount are capitalized and accounted for. Assets are to be depreciated as outlined in Principle 5 of the MUFRR.

Significant assets acquired other than through purchase are to be recorded at the market value at the date of acceptance of the gift.

Library books are to be carried at approximate cost or approximate market value at date of gift, with appropriate adjustment for retirements. An alternative that may be used to record approximate cost is to annually adjust the carrying value of books to the actual number of books multiplied by a library industry average cost.

Premium and discount on revenue bonds issued are to be charged or credited to construction costs (as part of the interest capitalized during construction), unless the loan agreement specifically provides that initial interest costs during the period of construction are not chargeable to the project cost.

ENDOWMENT AND SIMILAR FUNDS

The Endowment and Similar Funds are to be used to account for gifts including money, securities, real estate or other investments for which the principal may not be expended. The four principal types of funds included in this group are:

1. Endowments - These are gifts whose terms, fixed by the donor, require that the funds not be used but be held in perpetuity. The use of income may or may not be specified and distribution as endowment income would be determined by the gift's terms and the use of the funds.
2. Term Endowments - These are gifts whose terms, fixed by the donor, require that the funds not be used for a period of time or until the occurrence of a particular event. The use of income may or may not be specified and distribution as endowment income would be determined by those terms and the use of the funds. After the term has run, the funds are to be recorded according to the terms of the gift. That is, if unrestricted as an unrestricted gift; if restricted for operating purposes as a gift in the Restricted Fund; if restricted for loan purposes as a gift in the Student Loan Fund, etc.
3. Funds Functioning as Endowments - These are gifts (both restricted and unrestricted) that the Board or administration designates to be used as endowment funds. The restricted funds income must be used for the restricted purpose and the unrestricted funds income and principal can be used as designated by the Board or administration. The principal of restricted gifts can by Board or administrative action be used for the restricted purpose. Quasi endowments are to be recorded as outlined in Principle 8 of the MUFRR.
4. Annuity and Life Income Funds - These are gifts of future interests where the donor has specified that until a certain date or event (normally death), an amount (annuity) or the income from the gift is to be paid to a specified person/s. Thereafter the gift passes to the college and should be recorded based on its terms at that date.

Marketable securities and other investments are to be carried at market value at date of gift as outlined in Principle 8 of the MUFRR. Gains or losses on the sale of securities shall be recorded as such. Similarly, even though a college may have gains or losses on pooled investments that have not been distributed to each of the funds that constitute the Endowment and Similar Funds, the financial statements should present this distribution.

For annuity funds, the actuarial method of accounting should be used for recognizing the liability inherent in acceptance of these funds. Under this method, periodic adjustments will be made between the liability and the fund balance to record the actuarial gain or loss due to recomputation of the liability based on the life expectancy of the annuitant.

Assets of the Endowment and Similar Funds group may be combined in a consolidated investment pool with assets of other college funds.

A control account is to be maintained for the earnings of all pooled investments and a distribution of earnings is to be made periodically, at least annually, to the income accounts of the funds participating in the pool. Entrance to the pool of investments should be allowed only at income distribution dates, thus eliminating fractional period calculations.

Colleges maintaining an income stabilization reserve account will distribute the balance to the participating funds.

Investment income on assets subject to life annuitants is to be included in "Income from Investments" in the Statement of Revenue, Expenses and Changes in Net Assets. Payments to annuitants will be combined with payments to life income beneficiaries and shown as a deduction under the caption "Amounts Paid to Annuitants and Life Income Beneficiaries" on the same statement.

Expenses incurred during a fund raising campaign should not be charged to the principal of endowment and other similar funds unless they directly relate to the proceeds of the campaign for this purpose. These are generally considered expenses of the fund raising group.

AGENCY FUND

The Agency Fund is used to account for assets held by the college for or on the behalf of others. The use of these funds can be for scholarships (awarded to students by corporations or others after which the student selects the college) or any purpose. Student or faculty organizations of the college may have deposits in this fund.

The amounts withheld from payrolls for taxes, social security, bond deductions, insurance etc., and the college's related matching expenses, are to be reported as liabilities in the Agency Fund.

In that the college is only custodian of these resources, any funds distributed to another fund cannot be recorded as a transfer by the receiving fund. Similarly, any funds distributed by a fund to the Agency Fund will not be recorded as a transfer, but instead will be recorded as an expense in the disbursing fund.

PART 4
APPENDIX C

QUESTIONS AND ANSWERS

QUESTIONS AND ANSWERS:

Q. Why was the ACS manual updated and revised?

A. The ACS manual was originally written in 1981 with modifications, primarily additions to it since that time. The Manual for Uniform Financial Reporting was rewritten in 2001 in conjunction with GASB pronouncements that changed the external financial reporting of community colleges. During the rewriting of the MUFRR, there were issues with the ACS manual that resulted in an ACS task force being created to deal with the accounting issues and also take a fresh look at the current manual contents.

Q. Why has instruction changed from 1.XX to just 1.X?

A. The consensus of the ACS task force was that instruction has changed significantly over the last twenty years and each institution was not necessarily providing the same types and levels of instruction. By classifying only as far as 1.X, the data will probably be more comparable at a higher level for the Community College Group. The enrollment data reported by 1.XX will also be reported only at the 1.X level.

Q. Why was Information Technology added as 2.0?

A. In past years, information technology was spread or allocated across the different functions in an inconsistent manner by each College. Since it is a significant expenditure that impacts instruction and administration of the College, it was felt by the Task Force that this should be listed as its own classification.

8/2010: INFORMATION TECHNOLOGY ACTIVITY 2.0 IS ELIMINATED AND THE COSTS ASSOCIATED WITH PROVIDING TECHNOLOGY ARE ALLOCATED BETWEEN ACS ACTIVITY 1.0 INSTRUCTION ACTIVITY, ACS ACTIVITY 4.0 INSTRUCTIONAL SUPPORT ACTIVITY, ACS ACTIVITY 5.0 STUDENT SERVICES ACTIVITY SUB-ACTIVITY 5.1 AND ACS ACTIVITY 6.0 INSTITUTIONAL ADMINISTRATION ACTIVITY.

Q. Why was Independent Operations removed as 9.0?

A. This classification was used very little by the 28 Community Colleges and when it was used there were very little dollars associated with it. Based on the definitions of what should be reported in the General and Designated Funds for reporting on ACS, it was felt that activities classified in the past in Independent Operations could stay in instruction since allocation of expenses is not required or it should be moved to the Auxiliary Fund.

Q. Why does the ACS Manual only report Operating Fund expenditures instead of all expenditures since the MUFRR eliminated fund reporting for external financial statements?

A. While rewriting the ACS Manual was the assigned project for the Task Force, anything the group did was not to have an impact on the funding formula or the data that is used to go into the funding formula. Since the ACS data sheets are used to gather the data for the funding formula, bringing in all expenses would result in having to make significant changes to the data sheets or changes to the funding formulas. In addition, there were concerns that bringing in all expenses also meant bringing in all revenues (which are deducts to the funding formula).

Q. Why have employee FTE's been eliminated from the definition section?

A. The consensus of the task force was that the compilation of the employee FTE schedule for ACS reporting was the most time consuming task. While there was comparability to a point in the data that was compiled each year, it was not used for any other purpose. It was also felt that any FTE data needed by a College for some purpose that the other Colleges would be able to respond. It was determined to delete FTE's from the ACS definitions and the data sheets going forward including the June 30, 2003 ACS reporting year.

Q. Transfers have not been recorded as an ACS expense in the past, is that still true.

A. It is currently. The original intent of the ACS Task Force was to report "All Expenditures" resulting in elimination of transfers which net to zero. However, due to the issues that arose regarding impact on funding formula, the Task Force then went back to reporting on "Operating Expenditures". The Task Force did acknowledge that there are pros and cons to reporting transfers as part of expenditures, but also felt that this was an issue that could not easily be solved. The Task Force also felt that the Colleges should think about that issue when responding back regarding the changes to the ACS Draft Manual. We are interested in everyone's thoughts on this issue and consider it still open until the Manual is finalized in June 2003.

PART 4
APPENDIX D

DATA REPORTING INSTRUCTIONS
AND INPUT SHEETS

2010-2011 ACS DATA COLLECTION SCHEDULE Reporting 2009-2010 Data

<u>COLLECTION DOCUMENT</u>	<u>ON MCCNET</u>
2009-2010 Operating Fund Expenditures By Element/Sub-Activity/Activity (ACSXX32.XLS)	11/1/10
2009-2010 and 2010-2011 Tuition/Taxable Value/Millage Data (ACSXX52.XLS)	11/1/10
2009-2010 Course Enrollment Data - General Fund (AXX6GF2.XLS)	11/1/10
2009-2010 Course Enrollment Data - Non-General Fund (AXX6NGF2.XLS)	11/1/10
2009-2010 Plant and Grounds Expenditures and Activity Measures (ACSXX72.XLS)	11/1/10
2009-2010 Audited Financial Statement and Management Letter (via mail) to the following:	11/15/10
Senator Bill Hardiman, Chair, Senate Appropriations Subcommittee on Community Colleges, P.O. Box 30036, Lansing MI 48913-7536	
Mr. Fred Miller, Chair, House Appropriations Subcommittee on Community Colleges, P.O. Box 30014, Lansing, MI 48909-7514	
Mr. Bob Emerson, State Budget Director, 111 S. Capitol Ave., Lansing, MI 48913	
Mr. Bill Bowerman, Senate Fiscal Agency, P.O. Box 30036, Lansing, MI 48909-7536	
Mr. Michael Becker, Office of the Auditor General, 201 N. Washington Square, 6 th Floor, Lansing, MI 48913	
Mr. Mark Wolf, House Fiscal Agency, P.O. Box 30014, Lansing, MI 48909-7514	
Ms. Sue Muzillo, Dept. of Labor & Economic Growth, Victor Center, 2nd Floor, 201 N. Washington Square, Lansing, MI 48913	

GENERAL COMMENTS

- These data reporting instructions are a permanent part of the *ACS Manual* and are revised yearly.
 - This section is available to download from the On-Line Documents section on the MCCNet web site (www.michigancc.net).
 - Refer to the *ACS Manual* for further clarifications.
 - Download the file entitled "ACS2004.EXE" from the On-Line Documents section on MCCNet. Instructions for downloading are available online.
 - After extracting the individual Excel files from ACS2004.EXE, save each spreadsheet by *substituting your two-digit college code for the "XX"* in the file name. You may want to do this before entering data in the spreadsheet so you have the original file as backup in case of accidental loss.
 - Do not modify the spreadsheets:
 - do not unprotect the spreadsheet or any cells
 - do not add or remove any columns or rows
 - do not re-format cells
 - Zeros have been entered in all cells that will contain numerical values. As you enter values, these zeroes will be over-ridden.
 - When entering numbers, do not type dollar signs (\$) or commas (.). The cells have been appropriately formatted. Numbers should be entered as numeric characters, not alpha characters.
 - Maintain all supporting documentation.
-

- **SPREADSHEET CHANGES FOR 2003-2004**

- ACS 3: Adjusted for change from ACS instruction code 1.XX to 1.X
Deleted “computer” column
Rolled “facility” column into “facility and other”
Shortened “all other” activity and sub-activities to the classifications per the revised ACS Manual
- ACS 4: Deleted
- ACS 5: No changes.
- ACS 6: Adjusted for change from ACS instruction code 1.XX to 1.X
- ACS 7: Changed to operating fund expenditures only.
-

SPREADSHEET CHANGES FOR 2009-2010

ACS 3: DELETED INFORMATION TECHNOLOGY ACTIVITY 2.0, THE COSTS ASSOCIATED WITH PROVIDING TECHNOLOGY WILL BE ALLOCATED BETWEEN ACS ACTIVITY 1.0 INSTRUCTION ACTIVITY, ACS ACTIVITY 4.0 INSTRUCTIONAL SUPPORT ACTIVITY, ACS ACTIVITY 5.0 STUDENT SERVICES ACTIVITY SUB-ACTIVITY 5.1 AND SUB-ACTIVITY 5.2 AND ACS ACTIVITY 6.0 INSTITUTIONAL ADMINISTRATION ACTIVITY.

Direct Questions To:

Jim Folkening at (517) 335-0401

FolkeningJ@michigan.gov

Michigan Department of Energy, Labor and Economic Growth
Community College Services
Victor Center, 2nd Floor
201 N. Washington Square
Lansing, MI 48913

or

Sue Muzillo at (517) 241-1016

Muzillos@michigan.gov

Michigan Department of Energy, Labor and Economic Growth
Office of Adult Learning
Victor Center, 2nd Floor
201 N. Washington Square
Lansing, MI 48913

ACS 3
2003-2004 ACTIVITY/SUB-ACTIVITY/ELEMENT
OPERATING FUND EXPENDITURES
(ACSXX34.XLS)

PURPOSE AND INSTRUCTIONS

Columns C-G on the ACS 3 collects operating fund expenditure data for 2003-2004 at the element, sub-activity, and activity levels. Operating fund expenditures reported here should be consistent with general and designated fund revenues, expenditures, and other changes which are included in the audited financial statements.

Enter college identifying information in cells C4:C6.

All "Total" fields will be automatically calculated. **DO NOT ENTER DATA IN THESE CELLS.**

NOTES

It is the responsibility of the college to reconcile the data submitted on the ACS 3 with the general and designated fund expenditures reported in the college's audited financial statement. If there are changes to the ACS 3 report, the college must submit the corrections to the Department prior to November 15. The college must maintain complete documentation.

The enrollment information reported on the ACS 6 must correspond with expenditures reported on the ACS 3.

All expenditures should be reported as outlined in the manual with allocations where deemed appropriate by the College. An example of a required allocation is fringe benefits.

As much as possible, colleges should charge *non-general fund activities for all indirect costs* such as electricity and gas.

Library books should be expended as "Capital Expenditures" under ACS 4.0.

Work Study - The college match portion of work study should be reported in keeping with the MUF. The charges should be classified as expenses of the department or organizational unit to which the service is rendered. You may show this distribution as an operating fund expenditure or you may show this distribution within the restricted fund following a mandatory transfer from the general fund.

Computer Operating Expenditures - Computer costs (excluding the cost of purchased computer equipment) should be reported on the 2.0 Technology line. Computer equipment that is purchased should be reported under Capital Expenditures.

Non-operating fund expenditures for auxiliary operations, such as the cafeteria and bookstore, should not be reported here. Operating fund subsidies to auxiliary operations should not be reported on the ACS 3 since this form does not report transfers.

Expenditures for the initial acquisition of small equipment items are to be capitalized and subsequent ***expenditures for*** replacements are to be expended (see MUF). Since many colleges expend substantial

sums for capital equipment out of the plant fund, and since there is often great difficulty in identifying detailed ACS units associated with those expenditures, the ACS 3 requires only equipment expenditure reporting by activity level (i.e., total instruction, public service, etc.).

Tuition and fee waivers (remissions/exemptions) of any kind are appropriately expended as scholarships, employee benefits, etc. in the functional ACS category to which the waiver relates. Students residing outside the district who are charged in-district rates is an example of students for whom a scholarship should be recorded. Tuition waiver is only eligible for senior citizens or those students under approved interstate reciprocity agreements. Income lost due to waivers is reported.

Energy expenditures are reported in ACS Code 7.2 under "Other".

ACS 5
2003-2004 AND 2004-2005 TUITION/TAXABLE VALUE/MILLAGE DATA
(ACSXX54.XLS)

PURPOSE AND INSTRUCTIONS

This form provides information on tuition rates, taxable value, and local financing. Actual data should be used for 2003-2004. For 2004-2005, actual data should be used if available; if not, use an estimate.

Enter college identifying information in cells B6:B8.

NOTES

Provide ***tuition rates per semester credit hour (items 1-3)*** for in-district, out-of-district, and out-of-state students. *If you are using a contact hour rate, please convert and note by placing an "X" in column D and/or column E.*

Enter the ***actual Taxable Value (item 4)*** for both fiscal years. This should be the Taxable Value reported by your county. This includes the SEV loss due to TIFAs.

Enter the ***voted operating millage (item 7)*** for both years.

Enter the ***total operating millage levied (item 8)*** for both years. This should be the college's allowable operations millage levy (total operations millage less rollback).

The ***total millage levied (item 9)*** must equal the sum of the debt millage plus the building and site millage plus the levied operational millage.

ACS 6
2003-2004 COURSE ENROLLMENT DATA BY
INSTRUCTIONAL ELEMENT, SUB-ACTIVITY, AND ACTIVITY
AXX6OF4.XLS (OPERATING FUND)
and
AXX6NOF4.XLS (NON-OPERATING FUND)

PURPOSE AND INSTRUCTIONS

These spreadsheets report the following enrollment data for *all credit and non-credit instruction*: number of courses and sections actually delivered, duplicated student headcount, student contact hours, occupational education student contact hours, semester student credit hours, fiscal year equated students, and contact hour equated students by ACS Code.

Courses supported by operating fund expenditures must be reported on the AXX6OF4.XLS spreadsheet, while courses supported by non-operating funds must be reported on the AXX6NOF4.XLS spreadsheet. *If your audited financial statement shows expenditures for instruction outside the operating fund, you must submit a Non-Operating Fund ACS 6 report.*

The college's *unduplicated student headcount*, by in-district and out-of-district, must be reported on the *operating fund* spreadsheet.

Each college must have an ACS 6 Report Contact Person who is responsible for ensuring that the college's course and enrollment data are correct. In addition, each college's Occupational Contact Person is responsible for reporting occupational student contact hours for those courses that are eligible for federal occupational funding.

Occupational contact hours cannot be reported for Physical Education, Career Guidance, Home and Personal Interest, as they are not eligible for federal occupational funding. Data should not be entered in these cells.

The enrollment information on student headcount, contact hours, and credit hours reported on these spreadsheets must agree with supporting class lists and class summaries as of the count date. Reported units of instruction by ACS Code must correspond with expenditures data submitted on the ACS 3. There will be an exception to this in the year of implementing GASB 35 under the MUF. Please review the definitions and based on the policy adopted by the College determine how "summer session" should be reported.

Enter college identifying information in cells C4:C6.

Enter *unduplicated student headcount* by in-district and out-of-district in cells I6 and J6 on AXX6GF2.XLS. The total will be automatically calculated.

Subtotal/Total columns and rows are automatically calculated. **DO NOT ENTER DATA IN THESE CELLS.**

Fiscal year equated students (FYES) are automatically calculated by dividing the semester student credit hour total by 31 (1 FYES = 31 semester credit hours). **DO NOT ENTER DATA IN THIS COLUMN.**

Contact hour equated students (CHES) are automatically calculated by dividing the student contact hour total by 496 (1 CHES = 496 student contact hours). **DO NOT ENTER DATA IN THIS COLUMN.**

NOTES

Enrollment data for courses offered via the Michigan Community College Virtual Learning Collaborative should be included in the ACS 6 report by the provider college.

High School Students: Colleges should include enrollment data generated by these students in the ACS 6 reports.

ACS 7
2003-2004 EXPENDITURES AND ACTIVITY MEASURES
PLANT AND GROUNDS
(ACSXX74.XLS)

PURPOSE AND INSTRUCTIONS

This spreadsheet reports information pertaining to the operation and maintenance of plant and grounds. Refer to Part 3 of the *ACS Manual* for pertinent definitions.

Enter college identifying information in cells B7:B9.

The "***Energy Total***" (*item 5*) will be automatically calculated. DO NOT ENTER DATA IN THIS CELL. This amount should equal the amount reported on ACS 3, Line 7.2.

Physical Plant Total (All Funds), item 7, and Physical Plant Operating Fund, item 8, capture the true cost of existing physical plant operations. This should not include expenditures for new construction. In the year following completion of new construction, the related maintenance expenditures should be included along with the additional square and cubic footage.

The Physical Plant Operations Activity consists of those activities related to maintaining existing grounds and facilities, planning and designing future plant expansion and modifications, and health and safety services. All expenses incurred, no matter the fund source, should be entered in item 9. All operating fund expenses recorded under ACS 7.1, 7.2, and 7.3 sub-activities on the ACS 3 should be included in item 10. Expenses for ACS 7.2, Energy Services, are excluded here as they are reported in items 5-6 above.

NOTES

Expenditures for disposing of solid waste (i.e. trash) should be excluded from *water and sewage totals*.

All college-owned facilities should be included in this report (including space used for auxiliary activities), unless the space is used for non-college related activities.

EXPENDITURES OR ACTIVITY MEASURES REPORTED ON THIS FORM MUST NOT INCLUDE DATA FROM RENTED OR LEASED FACILITIES. Report leased facilities operated by the college as rental and energy costs of leased facilities as part of facility and other costs on ACS 3.

**2003-2004 OPERATING FUND EXPENDITURES
BY SUB-ACTIVITY & ACTIVITY (ACSXX34.XLS)**

MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT

COLLEGE NAME: _____
CONTACT PERSON: _____
E-MAIL _____

ACS CODE	ELEMENT/SUB-ACTIVITY/ACTIVITY	SALARIES	FRINGES	FACILITY & OTHER	CAPITAL	TOTAL
1.1	GENERAL EDUCATION	0	0	0		0
1.2	BUSINESS & HUMAN SERVICES	0	0	0		0
1.3	TECHNICAL & INDUSTRIAL OCCUPATIONS	0	0	0		0
1.4	HEALTH OCCUPATIONS	0	0	0		0
1.5	DEVELOPMENTAL EDUCATION & BASIC SKILLS	0	0	0		0
1.6	HUMAN DEVELOPMENT	0	0	0		0
1.7	PERSONAL INTEREST	0	0	0		0
1.0	INSTRUCTION	0	0	0	0	0
2.0	TECHNOLOGY	0	0	0	0	0
3.0	PUBLIC SERVICE	0	0	0	0	0
4.0	INSTRUCTIONAL SUPPORT	0	0	0	0	0
5.1	STUDENT SERVICES PROGRAMS	0	0	0		0
5.2	FINANCIAL AID	0	0	0		0
5.3	INTERCOLLEGIATE ATHLETICS	0	0	0		0
5.0	STUDENT SERVICES	0	0	0	0	0
6.0	INSTITUTIONAL ADMINISTRATION	0	0	0	0	0
7.1	PHYSICAL PLANT OPERATIONS	0	0	0		0
7.2	ENERGY SERVICES	0	0	0		0
7.3	CAMPUS SECURITY	0	0	0		0
7.0	PHYSICAL PLANT OPERATIONS/ADMINISTRATION	0	0	0	0	0
GRAND TOTAL		0	0	0	0	0

**2003-2004 AND 2004-2005 TUITION,
 TAXABLE VALUE, AND
 MILLAGE (ACSXX54.XLS)**

MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT

COLLEGE NAME: _____
 CONTACT PERSON: _____
 E-MAIL: _____

TUITION RATES (Semester Credit)	2003-04	2004-05	CONTACT HOUR RATE	
			2003-04	2004-05
1. In-District	\$0.00	\$0.00	Enter "X" if applicable	
2. Out-of-District	\$0.00	\$0.00		
3. Out-of-State	\$0.00	\$0.00		
TAXABLE VALUE				
4. Taxable Value (Enter ACTUAL)	\$0	\$0		
MILLAGE RATES				
5. Building and Site Millage	0.0000	0.0000		
6. Levied Debt Retirement Millage	0.0000	0.0000		
7. Voted Operating Millage	0.0000	0.0000		
8. Levied Operating Millage	0.0000	0.0000		
9. Total Millage Levied	0.0000	0.0000		

**2003-2004 EXPENDITURES AND ACTIVITY MEASURES -
 PLANT AND GROUNDS (ACSXX74.XLS)**

COLLEGE NAME: _____
 CONTACT PERSON: _____
 E-MAIL: _____

OPERATING FUND EXPENDITURES		Expenditure
ENERGY SERVICES		
1. Electricity		\$0
2. Gas		\$0
3. Steam		\$0
4. Oil		\$0
5. ENERGY TOTAL (1-4)		\$0
WATER		
6. Water & Sewage		\$0
PHYSICAL PLANT OPERATIONS		
7. Physical Plant Operating Fund		\$0
ACTIVITY MEASURES		Measure
BUILDINGS OPERATED & MAINTAINED		
7. Gross Square Feet		0
8. Gross Cubic Feet		0



**2009-10 OPERATING FUND EXPENDITURES
 (ACSXX39.XLS)**

COLLEGE NAME:
CONTACT PERSON:
EMAIL:

ACS CODE	ELEMENT/SUB-ACTIVITY/ACTIVITY	SALARIES	FRINGES	FACILITY & OTHER	CAPITAL	TOTAL
		0	0	0		0
1.1	GENERAL EDUCATION	0	0	0		0
1.2	BUSINESS & HUMAN SERVICES	0	0	0		0
1.3	TECHNICAL & INDUSTRIAL OCCUPATIONS	0	0	0		0
1.4	HEALTH OCCUPATIONS	0	0	0		0
1.5	DEVELOPMENTAL & BASIC SKILLS	0	0	0		0
1.6	HUMAN DEVELOPMENT	0	0	0		0
1.7	PERSONAL INTEREST	0	0	0		0
1.0	INSTRUCTION TOTAL	0	0	0	0	0
2.0	INFORMATION TECHNOLOGY TOTAL	0	0	0	0	0
3.0	PUBLIC SERVICE TOTAL	0	0	0	0	0
4.0	INSTRUCTIONAL SUPPORT TOTAL	0	0	0	0	0
5.1	STUDENT SERVICES PROGRAMS & ADMINISTRATION	0	0	0		0
5.2	FINANCIAL AID	0	0	0		0
5.3	INTERCOLLEGIATE ATHLETICS	0	0	0		0
5.0	STUDENT SERVICES TOTAL	0	0	0	0	0
6.0	INSTITUTIONAL ADMINISTRATION TOTAL	0	0	0	0	0
7.1	PHYSICAL PLANT OPERATIONS	0	0	0		0
7.2	ENERGY SERVICES	0	0	0		0
7.3	CAMPUS SECURITY	0	0	0		0
7.0	PHYSICAL PLANT OPERATIONS TOTAL	0	0	0	0	0
	GRAND TOTAL	0	0	0	0	0

**2009-10 AND 2010-11 TUITION, TAXABLE VALUE & MILLAGE
 (ACSXX59.XLS)**

COLLEGE NAME:
CONTACT PERSON:
EMAIL:

TUITION RATES (Semester Credit)	2008-09	2009-10	CONTACT HOUR RATE	
			2008-09	2009-10
1. In-District	\$0.00	\$0.00		
2. Out-of-District	\$0.00	\$0.00		
3. Out-of-State	\$0.00	\$0.00		
Enter "X" if applicable				
TAXABLE VALUE	2008-09	2009-10		
4. Taxable Value (Enter ACTUAL)	\$0	\$0	\$0	\$0
MILLAGE RATES	2008-09	2009-10		
5. Building and Site Millage	0.0000	0.0000		
6. Debt Retirement Millage	0.0000	0.0000		
7. Voted Operating Millage	0.0000	0.0000		
8. Levied Operating Millage	0.0000	0.0000		
9. Total Millage Levied	0.0000	0.0000		

**2009-10 OPERATING FUND EXPENDITURES & ACTIVITY MEASURES -
PLANT AND GROUNDS (ACSXX79.XLS)**

COLLEGE NAME:
CONTACT PERSON:
EMAIL:

EXPENDITURES	Expenditure
ENERGY	
1. Electricity	\$0
2. Gas	\$0
3. Steam	\$0
4. Oil	\$0
5. ENERGY TOTAL (1-4)	\$0
WATER	
6. Water & Sewage Total	\$0

ACTIVITY MEASURES	Measure
BUILDINGS OPERATED & MAINTAINED	
7. Gross Square Feet	0
8. Gross Cubic Feet	0
