

MORGAN COMMUNITY
COLLEGE: STRATEGIC
PLAN METRICS
EXECUTIVE SUMMARY

MORGAN COMMUNITY COLLEGE: STRATEGIC PLAN AY 23-24¹ SNAPSHOT & EXECUTIVE SUMMARY

MCC met part of its student success metrics for the 23-24 academic year. MCC surpassed the goal of increasing credits earned through concurrent enrollment with a 5.5% increase combined with a 13.3% increase in CCCS credentials awarded to concurrent enrollment students. Growth in the number of certificates and degrees further reinforced the upward trend, as 10.3% more credentials were awarded year-over-year, compared to the 1% annual goal. Alternatively, the fall-to-fall retention for full-time students decreased 11.7 percentage points from last year and remained below the national rates, while part-time students’ retention increased 7.4 percentage points and exceeded the national rates.

Transfers to 4-year institutions decreased year-over-year, with a 3.5 percentage point decrease compared to the 2-percentage point annual goal. Despite a slight improvement in the pass rate for distance and hybrid courses (to 84.8%), this falls short of matching the high on-campus pass rate of 91.2%. The four-year concurrent enrollment matriculation rate change (-1 percentage point) had improved from last year’s drop of 5.8 percentage points but fell short of the 1% goal and compared to CCCS as a whole (-0.7 percentage points).

Equity indicators show some regression in the proportion of students of color completing gateway English and math courses in the first year. Last year there was a gap of 0.1 percentage point in gateway English completion for students of color, which has expanded to 2.6 percentage points this year. Gateway math completion exhibited similar trend, as students of color declined to 9.8% vs. last year’s 17.8%. The percentage of students experiencing a precipitous decline in GPA from first to second semester decreased across the board; with Pell eligible students improving the most with the lowest rate (0.0%). Similar to last year, equity groups were more likely to be registered at fall census but had no earned credits for the term, with only Pell eligible students improving slightly (10.6% last year vs. 10.0% this year).

Detailed data and five-year trends can be accessed via the Strategic Plan KPM dashboards.

Table 1.1: MCC AY 23-24 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	10.3%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.8% national	50.0%
1.2 – Exceed the national part-time fall-to-fall retention rate	43.5% national	53.0%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	69.6%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	68.4%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	91.2% on-campus	84.8%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	-3.5 Pct. Points

¹ Not all data was available for AY 23-24. For the snapshot, in cases where AY 23-24 data was unavailable, AY 22-23 data is used.



Table 1.2: MCC AY 23-24 Metrics and Indicators

Metric/Indicator	Overall	Students of Color ²	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	363	210	275	119
KPM 1.2 – Fall-to-fall retention rate – full-time	50.0%	55.2%	51.4%	46.4%
KPM 1.2 – Fall-to-fall retention rate – part-time	53.0%	53.6%	53.3%	44.7%
KPM 1.2 – Fall-to-spring retention rate – full-time	69.6%	72.4%	70.3%	60.7%
KPM 1.2 – Fall-to-spring retention rate – part-time	68.4%	69.6%	68.9%	63.8%
KPM 1.7 – Course pass rate – distance & hybrid courses	84.8%	80.4%	82.2%	80.2%
KPM 3.2 – % of successful transfers to 4-year institutions	13.1%	12.8%	10.1%	7.7%
% of students completing a gateway English course in 1st year	21.5%	18.9%	22.5%	23.3%
Course pass rate in 1st year – Gateway English	66.7%	64.3%	64.3%	58.5%
% of students completing a gateway math course in 1st year	14.6%	9.8%	13.5%	8.7%
Course pass rate in 1st year – Gateway math	80.9%	77.8%	79.4%	56.3%
Average credit accumulation in first year	22.0	20.9	21.8	21.1
Average change in credits taken from 1st to 2nd semester	0.20	0.16	0.08	0.45
Course pass rate – all courses	87.4%	84.3%	85.2%	83.1%
% of students enrolled at Fall census that did not earn any credits for the term	7.0%	10.3%	9.4%	10.0%
% of students completing a student success course in 1st year	0.0%	0.0%	0.0%	0.0%
Course pass rate in 1st year – Student success course	N/A	N/A	N/A	N/A
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	2.2%	3.6%	3.1%	0.0%

Table 1.3: MCC AY 23-24 Concurrent Enrollment Metrics

KPM	Goal	Actual
3.1 – Increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation	1 Pct. Point Annually	-1.0 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	13.3%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	5.5%

² Students of color include those that reported as Asian, Black or African American, Hawaiian/Pacific Islander, Hispanic, More than One Race, or Native American/Alaskan Native.