

MORGAN COMMUNITY
COLLEGE: STRATEGIC
PLAN METRICS
EXECUTIVE SUMMARY

MORGAN COMMUNITY COLLEGE: STRATEGIC PLAN AY 20-21¹ SNAPSHOT & EXECUTIVE SUMMARY

AY20-21 was an unusual year due to the pandemic, which impacted our students, our colleges, and our faculty. Nationwide trends saw severe enrollment losses among community colleges, especially for underserved populations such as low-income students and students of color. However, MCC met many of its student success metrics for the 20-21 academic year. MCC saw a large increase in number of certificates and degrees awarded, far surpassing the 1% annual goal with a 64.2% increase. MCC also far surpassed the goals of increasing college credentials awarded to concurrent enrollment students and increasing successful credit completion through concurrent enrollment students, with 109.4% and 11.0% increases respectively. Additionally, the fall-to-fall retention for full-time students and part-time students exceeded the national average. This is in contrast to nationwide trends among community colleges due to the pandemic. Transfers to 4-year institutions declined over the prior year and was below the 2 percentage points annual goal. Distance and hybrid course pass rates increased over the previous year but remained below the on-campus goal.

Equity indicators show that students of color and first generation students fall below the overall rate of students completing gateway English and Math courses in their first year. These students, along with Pell eligible students, consistently fall below the overall course pass rates and transfer rates. Of note at MCC is that students of color and first generation students completed a student success course at a much higher rate than the overall student population, and both increased significantly from the previous year. The overall rate of precipitous decline in GPA from first to second semester increased compared to last year at MCC, and students of color and first generation were more likely to have a precipitous decline in GPA. These students and Pell eligible students were more likely to be registered at fall census but have no earned credits for the term.

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

Table 1.1: MCC AY 20-21 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	64.2%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.7% national	64.3%
1.2 - Exceed the national part-time fall-to-fall retention rate	44.7% national	45.1%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	84.5%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	66.7%
1.7 – Increase distance & hybrid course pass rate to match on-campus course pass rate	89.0% on-campus	86.4%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	-2.8 Pct. Points

¹ Not all data was available for AY 20-21. For the snapshot, in cases where AY 20-21 data was unavailable, AY 19-20 data is used.

Table 1.2: MCC AY 20-21 Metrics and Indicators

Metric/Indicator	Overall	Students of Color ²	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	353	160	245	129
KPM 1.2 – Fall-to-fall retention rate – full-time	64.3%	66.0%	61.3%	58.7%
KPM 1.2 – Fall-to-fall retention rate – part-time	45.1%	63.0%	40.0%	50.0%
KPM 1.2 – Fall-to-spring retention rate – full-time	84.5%	83.0%	83.9%	82.6%
KPM 1.2 – Fall-to-spring retention rate – part-time	66.7%	71.7%	61.3%	67.2%
KPM 1.7 – Course pass rate – distance & hybrid courses	86.4%	83.5%	85.2%	81.0%
KPM 3.2 – % of successful transfers to 4-year institutions	11.3%	8.9%	9.3%	8.0%
% of students completing a gateway English course in 1 st year	34.3%	28.9%	31.8%	34.5%
Course pass rate – Gateway English	79.5%	74.1%	76.7%	75.0%
% of students completing a gateway Math course in 1 st year	26.0%	23.5%	21.6%	26.8%
Course pass rate – Gateway Math	80.2%	68.8%	75.0%	75.0%
Average credit accumulation in first year	28.5	26.5	26.9	29.1
Average change in credits taken from 1 st to 2 nd semester	-0.51	-0.74	-0.53	-0.37
Course pass rate – all courses	87.3%	84.1%	86.0%	82.7%
% of students enrolled at Fall census that did not earn any credits for the term	6.5%	8.8%	7.8%	10.1%
% of students completing a student success course	13.1%	22.8%	16.9%	9.9%
Course pass rate – student success course	71.4%	69.2%	71.4%	65.0%
% of students experiencing a precipitous decline in GPA from 1 st to 2 nd semester	2.1%	2.2%	2.9%	1.8%

Table 1.3: MCC AY 20-21 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	-2.9 Pct. Points
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	109.4%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	11.0%

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.