

MORGAN COMMUNITY  
COLLEGE: STRATEGIC  
PLAN METRICS  
EXECUTIVE SUMMARY

## MORGAN COMMUNITY COLLEGE: STRATEGIC PLAN AY 22-23<sup>1</sup> SNAPSHOT & EXECUTIVE SUMMARY

MCC met the majority of its student success metrics for the 22-23 academic year. MCC surpassed the goal of increasing credits earned through concurrent enrollment with a 13% increase combined with a strong 76.2% increase in CCCS credentials awarded to concurrent enrollment students. Additionally, the fall-to-fall retention for full-time students and part-time students exceeded the national rates. This is in contrast to the overall CCCS trend, which remained below national averages.

Growth in the number of certificates and degrees further reinforced the upward trend, as 26.6% more credentials were awarded year-over-year, compared to the 1% annual goal. Transfers to 4-year institutions continued to increase, year-over-year, with a 4.3 percentage point increase compared to the 2-percentage point annual goal. Despite a slight improvement in the pass rate for distance and hybrid courses (to 84%), this falls short of matching the high on-campus pass rate of 93.4%. The four-year concurrent enrollment matriculation rate also fell short of both the goal and compared to CCCS as a whole with a 5.8 percentage point decrease compared to a 1 percentage point goal and -2.4 percentage points for CCCS.

Equity indicators show great improvement in the proportion of students of color and first generation students completing gateway English and Math courses in the first year. Last year there was a gap of 6.2% in gateway English completion for students of color, which has narrowed to 0.1% this year; however, this is partly due to declining rates of completion for non-students of color. Gateway math completion exhibited similar trend, as students of color rose to 17.8% vs last year's 10.1%, much closer to the overall rate. The percentage of students experiencing a precipitous decline in GPA from first to second semester increased across the board with Pell eligible the most likely to have a higher rate (8.8%). Similar to last year, equity groups were more likely to be registered at fall census but had 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 22-23 Student Success Metrics**

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	26.6%
1.2 – Exceed the national full-time fall-to-fall retention rate	61.2% national	61.7%
1.2 – Exceed the national part-time fall-to-fall retention rate	42.4% national	45.6%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	70.2%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	66.7%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	93.4% on-campus	84.2%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	4.3 Pct. Points

<sup>1</sup> Not all data was available for AY 22-23. For the snapshot, in cases where AY 22-23 data was unavailable, AY 21-22 data is used.



**Table 1.2: MCC AY 22-23 Metrics and Indicators**

Metric/Indicator	Overall	Students of Color <sup>2</sup>	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	324	161	229	77
KPM 1.2 – Fall-to-fall retention rate – full-time	61.7%	61.3%	64.9%	61.9%
KPM 1.2 – Fall-to-fall retention rate – part-time	45.6%	54.3%	49.3%	31.8%
KPM 1.2 – Fall-to-spring retention rate – full-time	70.2%	71.0%	75.7%	66.7%
KPM 1.2 – Fall-to-spring retention rate – part-time	66.7%	71.7%	67.6%	68.2%
KPM 1.7 – Course pass rate – distance & hybrid courses	84.2%	81.6%	82.1%	76.8%
KPM 3.2 – % of successful transfers to 4-year institutions	16.7	13.2	13.8	13.0
% of students completing a gateway English course in 1st year	35.2%	35.1%	34.1%	45.7%
Course pass rate in 1st year – Gateway English	84.3%	82.4%	86.6%	88.9%
% of students completing a gateway math course in 1st year	19.7%	17.8%	19.9%	20.0%
Course pass rate in 1st year – Gateway math	80.0%	79.5%	80.3%	77.8%
Average credit accumulation in first year	25.4	28.1	24.7	24.7
Average change in credits taken from 1st to 2nd semester	-0.36	-0.37	-0.61	-0.18
Course pass rate – all courses	87.9%	86.4%	86.4%	80.4%
% of students enrolled at Fall census that did not earn any credits for the term	5.9%	6.2%	6.4%	10.6%
% 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	5.0%	3.4%	5.1%	8.8%

**Table 1.3: MCC AY 22-23 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	-5.8 Pct. Points
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	76.2%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	13.0%

<sup>2</sup> 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.