

Indicator	Metric	Definition
1.1.1	3 year graduation rate	Percent of first-time/full-time students who complete in 3 years (IPEDS 150%). Benchmark data are from national cohort of comparable schools, as reported in the IPEDS Data Feedback Report.
1.1.2	6 year graduation rate	Percent of first-time students who complete in 6 years (Voluntary Framework of Accountability (VFA)). Benchmark data represent the MI VFA schools.
1.2.1	3 year graduation & transfer rate	Percent of first-time/full-time students who complete or transfer in 3 years (IPEDS 150%). Benchmark data are from national cohort of comparable schools, as reported in the IPEDS Data Feedback Report.
1.2.2	6 year graduation & transfer rate	Percent of first-time students who complete or transfer in 6 years (VFA). Benchmark data represent the MI VFA schools.
1.3.1	Retention	Percent of first-time students retained from fall term to winter term (VFA). Benchmark data represent the MI VFA schools.
1.4.1	Credit attainment in first term	Percent of attempted semester credit hours successfully completed by first-time students in the first term (VFA). Successful completion is based on the student earning a 2.0 or higher in the attempted course. Benchmark data represent the MI VFA schools.
1.4.2	Credit attainment through second year	Percent of attempted semester credit hours successfully completed by first-time students by the end of year two (VFA). Successful completion is based on the student earning a 2.0 or higher in the attempted course. Benchmark data represent the MI VFA schools.
1.5.1	Developmental progression - attempt developmental course	Percent of first-time students who attempted the recommended developmental course within 2 years (VFA). Benchmark data represent VFA cohort schools with similar developmental placement rates (> 50%).
1.5.2	Developmental progression - complete highest developmental course	Percent of first-time students who completed the highest developmental course within the discipline for which they were recommended within 2 years (VFA). Benchmark data represent VFA cohort schools with similar developmental placement rates (> 50%).
1.5.3	Developmental progression - complete a college level course	Percent of first-time students who completed a college level course within the discipline within 2 years (VFA). Benchmark data represent VFA cohort schools with similar developmental placement rates (> 50%).
1.6.1	Workforce Development progression to credit courses	Percent of Workforce Development-supported students who attempted credit courses in an academic year.
1.6.2	Credit program graduates who were supported by Workforce Development	Percent of academic year credit program graduates who were supported by Workforce Development at some point.
1.7.1	Occupational licensure & certification exam completion - Dental Assistant	Percent of MCC students who passed the Registered Dental Assisting Board Exam. Benchmark data represent national pass rates.

Indicator	Metric	Definition
1.7.2	Occupational licensure & certification exam completion - Dental Hygienist	Percent of MCC students who passed the National Dental Hygiene Board Exam (NBDHE). Benchmark data represent national pass rates.
1.7.3	Occupational licensure & certification exam completion - Registered Nursing	Percent of MCC students who passed the National Council Licensure Exam (NCLEX). Benchmark data represent national pass rates.
1.7.4	Occupational licensure & certification exam completion - Occupational Therapy Assistant	Percent of MCC students who passed the National Board for Certification in Occupational Therapy (NBCOT) exam. Benchmark data represent the mean of Michigan pass rates.
1.7.5	Occupational licensure & certification exam completion - Physical Therapy Assistant	Percent of MCC students who passed the National Physical Therapy Exam (NPTE). Benchmark data represent national pass rates.
1.7.6	Occupational licensure & certification exam completion - Respiratory Therapy Assistant	Percent of MCC students who passed the National Board for Respiratory Care (NBRC) Certified Respiratory Therapist (CRT) exam. Benchmark data represent national pass rates.
2.1.1	Smart classrooms	Percent of eligible MCC classrooms equipped with smart classroom technologies. The associated goal is internally developed.
2.2.1	DLES course success	Percent of students successfully completing (pass/fail) the Distance Learning Evaluation Session (DLES) preparatory course. The associated goal is internally developed.
2.3.1	Distance learning course success	Percent of students successfully completing a Distance Learning course with a 1.0 or higher. Benchmark data were drawn from the 2014 study: A Ten-Year Comparison of Outcomes and Persistence Rates In Online Versus Face-to-Face Courses (Tanyel, Griffin).
2.4.1	Self-registration for courses	The percent of students who self-registered online versus registering in person. The associated goal is internally developed.
3.1.1	AQIP Action Project team participation	Cumulative percent of active full-time employees who have served on an Action Project Team, an institutional improvement-focused component in the Higher Learning Commission's Academic Quality Improvement Program cycle for reaffirmation of accreditation. The associated goal is internally developed.
3.2.1	Student satisfaction with MCC services	Percent of MCC students who took the Community College Survey of Student Engagement (CCSSE) and report that they are "very satisfied" with institutional services at the college. Benchmark data represent national CCSSE results for the same survey questions.
4.1.1	Graduate transfers to 4-year institutions	Percent of transfer-degree graduates with an Associate of Arts (AA), Science (AS), or Fine Arts (AFA) who transferred to a 4-year institution within one year of graduation. The associated goal is internally developed.

Indicator	Metric	Definition
4.2.1	Employment of occupational graduates	Percent of graduates with an Associate of Applied Science (AAS) who self-reported the following: AAS graduates employed within six months of graduation; employed AAS graduates who are employed within Genesee County; employed AAS graduates who are employed in a field related to their degree; and employed AAS graduates working within their field who report that their salary meets or exceeds their expectations.
4.3.1	Employment of Workforce Development students	Percent of Workforce Development graduates in an academic year who report being employed within six months of graduation.
5.1.1	Employee turnover	The average turnover by calendar year of employees in the table of approved positions (excludes non-union, grant-funded and part-time faculty). Goal data are internally developed based on a calendar year average.
5.2.1	Employee racial diversity	The race/ethnicity distribution of MCC employees according to IPEDS Human Resources federal reporting categories. Peer comparison metrics represent the racial distribution reported by the other MI community colleges.
5.3.1	Employee gender	Percent of female and male employees according to the IPEDS Human Resources federal reporting categories. Peer comparison metrics represent the gender distribution reported by the other MI community colleges.
6.1.1	Community perceptions of MCC	The percent of community residents who report MCC as being "important" to "very important" in the following areas: 1) quality of life in Genesee county; 2) economic development in Genesee county; 3) providing the first two years of a college degree; and 4) providing job training. This measure will be updated every three years. The associated goal is internally developed.
7.1.1	General Fund fund balance	General Fund net assets (the College's worth) expressed as percentage of expenses. The associated goal is internally developed.
7.1.2	Credit rating	Mott Community College's institutional credit rating, as assessed by Standard & Poor's. Credit rating is an assessment of the credit worthiness of a borrower. The associated goal is internally developed.
7.1.3	Higher Learning Commission's Composite Financial Indicator	Financial data submitted annually to the Higher Learning Commission are used by the Commission to generate a Composite Financial Index (CFI). The Commission uses a Composite Index Range to evaluate whether an institution may require additional review to maintain accreditation. For public institutions, a CFI of 1.1 or higher is the goal.
7.1.4	Debt millage	The voter-approved tax levy to pay outstanding debt. The associated goal is internally developed.
7.2.1	Foundation - Unrestricted net assets	A measurement of the organization's worth. This portion of the net assets can be used however the organization sees fit and is not restricted by donors. The associated goal is internally developed.

Indicator	Metric	Definition
7.2.2	Foundation - Temporarily restricted net assets	A measurement of the organization's worth. This portion of the net assets are restricted by donors and will have to fulfill a passage of time or purpose. The associated goal is internally developed.
7.2.3	Foundation - Permanently restricted net assets	A measurement of the organization's worth. These assets are given by donors with permanent restrictions. The associated goal is internally developed.
7.2.4	Foundation - Scholarships awarded	Scholarships provided to students. The associated goal is internally developed.
7.2.5	Foundation - Contribution to MCC	Unrestricted revenue given to MCC (used to help keep tuition low). The associated goal is internally developed.
7.2.6	Foundation - Other allocations to MCC for program support	Other allocation provided to MCC for program support. The associated goal is internally developed.
7.3.1	Audited Revenues	Fiscal year revenues by source for the last completed audit.
7.3.2	Audited Expenditures	Fiscal year General Fund expenditures by classification for the last completed audit.