
















Goal 1.0 - Student Learning & Success

Indicator	Metric	Current	Prior	Trend	*Statistical Significance	Goal or Benchmark	Current vs. Goal
Graduation rate	1.1.1 3 year (% first-time/full-time students who complete in 3 years)	16.2 %	10.3 %		Sig.	16.0 %	
	1.1.2 6 year (% first-time/full-time students who complete in 6 years)	19.5 %	18.3 %		Not Sig.	24.6 %	
Graduation & transfer rate	1.2.1 3 year (% first-time/full-time students who complete or transfer in 3 years)	37.4 %	40.8 %		Not Sig.	30.0 %	
	1.2.2 6 year (% first-time/full-time students who complete or transfer in 6 years)	54.4 %	55.3 %		Not Sig.	47.2 %	
Retention	1.3.1 % of first term students retained from Fall to Winter term	72.7 %	79.5 %		Sig.	73.4 %	
Credit attainment	1.4.1 1 st term (Percent of credit hours attempted in the first term completed with a "C" or better)	69.6 %	69.3 %		Not Sig.	68.9 %	
	1.4.2 2 nd year (Percent of credit hours attempted during the first two years completed with a "C" or better)	71.3 %	70.1 %		Not Sig.	72.2 %	

Current Year: 2014-2015

Prior Year: 2013-2014


Positive yearly trend
and/or exceeds goal


Stable yearly trend
and/or met goal


Positive progress
toward goal


Negative yearly trend
and goal not met


*Significance tested at 95% Confidence Interval


Goal 1.0 - Student Learning & Success

Indicator	Metric	Current	Prior	Trend	*Statistical Significance	Goal or Benchmark	Current vs. Goal	
Developmental progression - Math	1.5.1	MATH - % first-time developmental students who attempted developmental MATH in 2 years	64.6 %	66.6 %	↓	Not Sig.	74.9 %	↓
	1.5.2	MATH - % first-time developmental students who completed highest developmental MATH course in 2 years	25.4 %	27.6 %	↓	Not Sig.	37.0 %	↓
	1.5.3	MATH - % first-time developmental students who completed a college level MATH course in 2 years	14.7 %	12.3 %	↑	Not Sig.	22.1 %	↗
Developmental progression - English	1.5.1	ENGL - % first-time developmental students who attempted developmental ENGL in 2 years	72.7 %	74.3 %	↓	Not Sig.	73.5 %	↓
	1.5.2	ENGL - % first-time developmental students who completed highest developmental ENGL course in 2 years	38.4 %	43.7 %	↓	Not Sig.	52.0 %	↓
	1.5.3	ENGL - % first-time developmental students who completed a college level ENGL course in 2 years	25.9 %	29.7 %	↓	Not Sig.	36.7 %	↓
Developmental progression - Reading	1.5.1	RDNG - % first-time developmental students who attempted developmental RDNG in 2 years	58.7 %	37.4 %	↑	Sig.	66.0 %	↗
	1.5.2	RDNG - % first-time developmental students who completed highest developmental RDNG course in 2 years	19.9 %	11.0 %	↑	Sig.	38.4 %	↗

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Goal 1.0 - Student Learning & Success

Indicator	Metric	Current	Prior	Trend	*Statistical Significance	Goal or Benchmark	Current vs. Goal
Workforce Development progression to credit level	1.6.1 % of Workforce Development-supported students who attempted credit courses in an academic year	6.8 %	7.8 %	↓	Sig.	7.0 %	↓
	1.6.2 % of academic year credit program graduates (degree/cert) supported by Workforce Development	8.6 %	11.2 %	↓	Sig.	10.0 %	↓
Occupational licensure & certification exams for health professions	1.7.1 Dental Assistant- % of students who passed the Registered Dental Assisting Board Exam	73.3 %	87.0 %	↓	Not Sig.	85.0 %	↓
	1.7.2 Dental Hygienist - % of students who passed the National Dental Hygiene Board Exam	95.8 %	100.0 %	↓	Not Sig.	95.7 %	↑
	1.7.3 Registered Nursing - % of students who passed the National Council Licensure Exam (NCLEX)	86.9 %	82.2 %	↑	Not Sig.	85.0 %	↑
	1.7.4 Occupational Therapy Assistant- % of students who passed the National Board for Certification in Occupational Therapy exam	100.0 %	100.0 %	★	N/A	98.8 %	↑
	1.7.5 Physical Therapy Assistant - % of students who passed the National Physical Therapy Exam (NPTE)	94.7 %	91.7 %	↑	Not Sig.	92.8 %	↑
	1.7.6 Respiratory Therapist- % of students who passed the National Board for Respiratory Care (NBRC) Certified Respiratory Therapist (CRT) exam	100.0 %	100.0 %	★	N/A	88.1 %	↑

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Prior Year: 2013-2014


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Goal 2.0 – Technology Initiatives

Indicator	Metric	Current	Prior	Trend	*Statistical Significance	Goal or Benchmark	Current vs. Goal
Smart classrooms 2.1.1	% of eligible MCC classrooms equipped with smart classroom technologies	81.1 %	81.0 %		Not Sig.	85.0 %	
DLES course success 2.2.1	% of students successful in the Distance Learning Evaluation Session (DLES) prep course	77.7 %	78.5 %		Not Sig.	80.0 %	
Distance learning course success 2.3.1	% of students successful in Distance Learning courses	79.0 %	84.0 %		Sig.	80.0 %	
Self-registration for courses 2.4.1	% of students who self-registered online versus in person	36.9 %	27.5 %		Sig.	100.0 %	

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Prior Year: 2013-2014


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Goal 3.0 – Systems Improvement

Indicator	Metric	Current	Prior	Trend	*Statistical Significance	Goal or Benchmark	Current vs. Goal
AQIP participation 3.1.1	% of full-time employees serving on AQIP Action Project Teams	37 %	28 %	↑	Not Sig.	50 %	↗
Community College Survey of Student Engagement (CCSSE) percentage of students who indicate they are highly satisfied with MCC services	3.2.1 Academic advising/planning	31 %	34 %	↓	Not Sig.	39 %	↓
	Career counseling	27 %	29 %	↓	Not Sig.	31 %	↓
	Job placement assistance	15 %	22 %	↓	Sig.	22 %	↓
	Peer or other tutoring	32 %	40 %	↓	Sig.	39 %	↓
	Skill labs (writing, math, etc.)	45 %	44 %	↑	Not Sig.	42 %	↑
	Child care	19 %	23 %	↓	Not Sig.	23 %	↓
	Financial aid advising	39 %	40 %	↓	Not Sig.	43 %	↓
	Computer lab	61 %	61 %	★	N/A	56 %	↑
	Student organizations	25 %	30 %	↓	Not Sig.	28 %	↓
	Transfer credit assistance	27 %	34 %	↓	Sig.	33 %	↓
Services to students with disabilities	30 %	40 %	↓	Sig.	36 %	↓	

AQIP Participation- Current Year: 2014-2015

Prior Year: 2013-2014

CCSSE- Current Year: 2015

Prior Year: 2013

↑
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Goal 4.0 – Economic Development

Indicator	Metric	Current	Prior	Trend	*Statistical Significance	Goal or Benchmark	Current vs. Goal
Graduate transfers to 4-year institutions	4.1.1 % of transfer degree graduates (AA, AS, or AFA) who transfer to a 4-year institution within one year	38 %	39 %	↓	Not Sig.	40 %	↓
Graduate employment - occupational graduates	4.2.1 % of occupational graduates (AAS) who report being employed within 6 months of graduation	76 %	78 %	↓	Not Sig.	77 %	↓
	% of employed occupational graduates (AAS) who report being employed within Genesee County	64 %	60 %	↑	Not Sig.	61%	↑
	% of employed occupational graduates (AAS) who report being employed in a field related to their degree	59 %	56 %	↑	Not Sig.	55%	↑
	% of occupational graduates (AAS) employed in a related field who report that their salary meets or exceeds their expectations	86 %	88 %	↓	Not Sig.	80%	↑
Workforce development student employment	4.3.1 % of Workforce Development program graduates who report being employed within 6 months of graduation	73.9 %	74.0 %	↓	Not Sig.	75.0 %	↓

Current Year: 2014-2015

Prior Year: 2013-2014


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Goal 5.0 – Human Resource Development

Indicator	Metric	Current	Prior	Trend	*Statistical Significance	Goal or Benchmark	Current vs. Goal
Employee turnover 5.1.1	Annual employee turnover rate	7.3 %	7.1 %	↑	Not Sig.	7.0 %	↑
Diversity Indicator	Metric	Current	Prior	Trend	Statistical Significance	Peer Comparison	Current vs. Peer
Employee race/ethnicity 5.2.1	American Indian/Alaska Native	.51 %	.25 %	↑	Not Sig.	.48 %	↑
	Asian	2.30 %	2.57 %	↓	Not Sig.	1.10 %	↑
	Black or African American	19.16 %	20.93 %	↓	Not Sig.	6.52 %	↑
	Hispanic	2.55 %	2.69 %	↓	Not Sig.	1.48 %	↑
	Native Hawaiian or other Pacific Islander	.00 %	.12 %	↓	Not Sig.	.21 %	↓
	Two or more races	.00 %	.00 %	★	N/A	.38 %	↗
	Unknown	.89 %	.61 %	↑	Not Sig.	4.99 %	↗
	White	74.59 %	72.83 %	↑	Not Sig.	84.84 %	↗
Employee gender 5.3.1	Female	60.41 %	61.60 %	↓	Not Sig.	55.64 %	↑
	Male	39.59 %	38.40 %	↑	Not Sig.	44.36 %	↗

Current Year: 2014-2015

Prior Year: 2013-2014

↑
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★
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↗
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Goal 6.0 – Institutional Image & Community Relations

Indicator	Metric	Current	Prior	Trend	*Statistical Significance	Goal or Benchmark	Current vs. Goal
Community perceptions of MCC (EPIC-MRA community survey)	6.1.1 Residents feel MCC is important to the quality of life in Genesee county	97 %	99 %		N/A	98 %	
	Residents feel MCC is important to economic development in Genesee county	92 %	92 %		N/A	98 %	
	Residents feel that MCC is important in providing the first two years of a college degree	98 %	99 %		N/A	98 %	
	Residents feel that MCC is important in providing job training	98 %	99 %		N/A	98 %	


Current Year: 2013

Prior Year: 2007


Positive yearly trend
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Goal 7.0 – Budget/Finance

Indicator	Metric	Current	Prior	Trend	*Statistical Significance	Goal or Benchmark	Current vs. Goal
Health of Institution	7.1.1 General Fund fund balance	8.94 %	8.36 %	↑	Sig.	10.0 %	↗
	7.1.2 Credit rating	A+	A+	★	N/A	AA	↗
	7.1.3 Higher Learning Commission's Composite Financial Indicator (CFI)	1.07	1.3	↓	N/A	1.1	↓
	7.1.4 Debt millage	.87	.87	★	N/A	.87	★
Foundation	7.2.1 Unrestricted net assets	\$2.415 M	\$2.533 M	↓	N/A	\$2.750 M	↓
	7.2.2 Temporarily restricted net assets	\$2.344 M	\$2.382 M	↓	N/A	\$2.500 M	↓
	7.2.3 Permanently restricted net assets	\$1.978 M	\$1.960 M	↑	N/A	\$2.000 M	↗
	7.2.4 Scholarships awarded & Other allocations to MCC for program support	\$257.7 K	\$193.4 K	↑	N/A	\$250.0 K	↑
	7.2.5 Contribution to MCC	\$365.0 K	\$365.0 K	★	N/A	\$450.0 K	↗

Current Year: 2014-2015

Prior Year: 2013-2014

↑
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★
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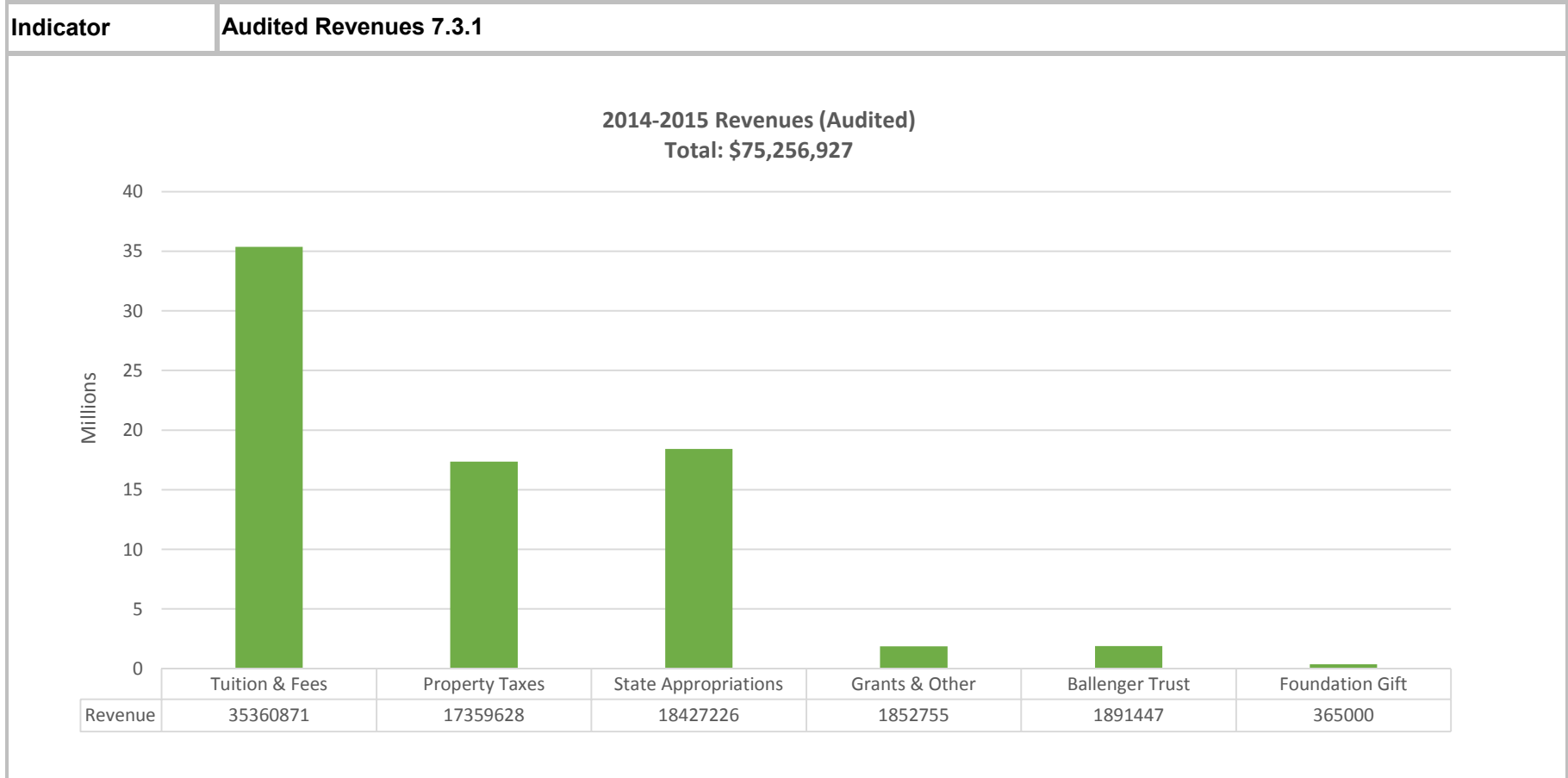
↗
Positive progress
toward goal

↓
Negative yearly trend
and goal not met

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Goal 7.0 – Budget/Finance



Goal 7.0 – Budget/Finance

