MONTGOMERY COMMUNITY COLLEGE

PERFORMANCE MEASURES

June 2007

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INTRODUCTION

This annual report on the performance measures at Montgomery Community College is the result of a process undertaken to streamline and simplify accountability by Montgomery Community College. This document is the means by which Montgomery Community College reports on performance measures for purposes of accountability, performance funding, and institutional planning.

Performance Measures

Beginning in 1993, the State Board of Community Colleges began monitoring performance data on specific measures identified in the Critical Success Factors Report and in the Annual Program Review report. Standards of performance were established for measures that were identified as being critical to ensure public accountability for programs and services.

In 1998, the North Carolina General Assembly directed the State Board of Community Colleges to undertake a review of all performance measures and standards with the intent of ensuring stronger public accountability. Concurrently, the General Assembly directed the State Board of Community Colleges to develop a plan for the implementation of performance funding.

As a result of efforts undertaken by the community college system, a set of twelve performance measures of accountability was adopted in February 1999. The twelve performance measures are designated as core indicators of student success:

A. Progress of Basic Skills Students
B. Passing Rates for Licensure and Certification Examinations
C. Goal Completion of Program Completers and Non-completers
D. Employment Status of Graduates
E. Performance of College Transfer Students
F. Passing Rate of Students in Developmental Courses
G. Success Rate of Developmental Students in Subsequent College-Level Courses
H. Satisfaction of Program Completers and Non-Completers
I. Curriculum Student Retention and Graduation
J. Employer Satisfaction with Graduates
K. Business/Industry Satisfaction with Customized Training
L. Program Unduplicated Headcount Enrollment

In this report each performance measure is broken into five components: Description/Definition, Methodology and Data Source, Performance Standard, System Results, and MCC Results. The MCC Results component includes a table comparing MCC with the system average. Three years of data is presented. A summary table is presented at the end of this document that compares Montgomery Community College's performance to the NC Community College System and to the performance standard. Any standard not met will require an action plan for improving performance to be submitted to the State Board of Community Colleges.

The source for all data in this report is the Critical Success Factors published by the NC Community College System. Questions about this report can be directed to Carol Sargent, Dean of Institutional Development.

PERFORMANCE MEASURES

MEASURE A: Progress of Basic Skills Students

Description/Definition: Basic skills students include all adult literacy students. Progress of basic skills students is a composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.

Methodology and Data Source: The data on basic skills students are collected by the college providing the instruction and entered into the Literacy Education Information System (LEIS). Data on the progression of basic skills students are submitted to the North Carolina Community College System Office annually. The data are compiled at the system office, and the composite measure and adjustment for each college are calculated.

Performance Standard: The standard for the progress of basic skills students is 75 percent for the adjusted composite measure. This measure is a required performance funding measure.

System Results: For the year 2005-06, all 58 community colleges met the required standard. The average composite measure for the System was 82 percent. The range in the composite progress measure was from a low of 75 percent to a high of 93 percent.

MCC Results: For 2005-2006, MCC met the standard.

Progress of Basic Skills Students

	MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
Total Served in Literacy	430	545	546	136,485	140,019	140,926
Completed a Goal or Level	7%	7%	3%	6%	9%	9%
Progressing Same Level	39%	37%	40%	52%	49%	49%
Exit Non-Completers	30%	26%	21%	24%	23%	22%
Moved to a Higher Level	23%	30%	37%	18%	19%	20%
Composite Progress Measure	77%	70%	63%	82%	81%	80%

MEASURE B: Passing Rates on Licensure & Certification Examinations

Description/Definition: The percentage of first-time test-takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations are not reported.

Methodology and Data Source: Data are collected by the Planning, Accountability, Research and Evaluation Section of the North Carolina Community College System Office from the agencies issuing the license or certification. Examination data are reported only for those licensure/certification exams for which data are available from the licensure/certification agencies; data are not collected from the colleges on this measure. The data for most examinations are reported on a fiscal year; however, the data on nursing, emergency medical technician, physical therapy assistant and veterinary medicine technology programs are reported on the calendar year.

Passing rates, if not provided, are calculated by dividing the number of persons who successfully pass an examination the first time they take the exam by the number of persons who sit for the exam for the first time. An aggregate institutional passing rate is calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sit for the exam for the first time. For privacy and statistical validity, no examination data are reported when the number of first-time test takers is fewer than ten persons.

Performance Standard: There are two standards that must be met for this measure. First, the performance standard for the aggregate institutional passing rate is 80 percent. Second, the minimum accepted performance on any single reported examination is 70 percent. This measure is required for performance funding.

System Results: In 2005-2006, 41 community colleges met or exceeded the aggregate institutional passing rate of 80 percent, and 26 community colleges met the minimum accepted performance level of 70 percent on all reported licensure examinations. Twenty-three (23) community colleges met both standards and thus met the overall requirement for the measure "passing rates on licensure and certification examinations." Four (4) colleges that did not meet the standard this year demonstrated significant improvement over last year's reported performance.

MCC Results: For 2005-2006, MCC did not meet the standard, but was recognized by the System Office as having made significant improvement.

Aggregate Institutional Passing Rate & Number of Exams with a Passing Rate < 70%

	MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
Total Number of Test Takers	53	50	50	10,673	8,701	10,402
Total Number Passing	42	35	41	9,021	7,382	8,893
Aggregate Institutional Passing Rate	79%	70%	82%	85%	85%	86%
Number of Exams with Passing Rate < 70%	0	1	0	-	-	-

Basic Law Enforcement Training

	MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
Number Tested	13	7*	8	1,565	1,489	1,533
% Passed	77%	100%*	100%	93%	93%	94%

Emergency Medical Technician

		MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
EMT	Number Tested	8	11	5	2,737	2,510	2,779
EMT	% Passed	75%	73%	60%	84%	84%	83%
EMT-1	Number Tested	1	19	6	489	514	549
EMT-1	% Passed	0%	47%	50%	64%	74%	72%
EMT-P	Number Tested	9	-	5	367	281	394
EMT-P	% Passed	56%	-	40%	69%	68%	77%

Practical Nursing

	MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
Number Tested	22	20	26	819	864	783
% Passed	95%	90%	96%	95%	94%	96%

MEASURE C: Goal Completion of Completers

Description/Definition: The proportion of graduates of certificate, diploma, and degree programs who report that their primary goal in attending has been met.

Methodology and Data Source: The data are collected by survey, with each college using a standard set of questions. A response rate of 50 percent is suggested, and a minimum of 15 respondents is required to report data at the institutional level. If a 50% response rate is not achieved, a statistically significant (90% confidence interval) sample size is necessary for the data to be used for performance funding.

Performance Standard: The performance standard for percent of completers who achieve their goal is 95 percent. This measure is a required performance funding measure.

System Results: For 2005-2006, all 58 community colleges met the performance standard. The system average was 99 percent.

MCC Results: For 2005-2006, MCC met the standard.

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**Percent of Completers who Report Meeting Their Goal for Attending
Montgomery Community College**

	MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
Number of Completers	76	87	100	15,770	15,167	15,354
% Who Completed Their Goal (Fully or Partially)	97%	99%	99%	99%	99%	99%

MEASURE D: Employment Status of Graduates

Description/Definition: The proportion of identified community college completers who are employed within one year of last attendance.

Methodology and Data Source: The North Carolina Common Follow-up System (CFS) tracks students' employment status after they leave the colleges. The Common Follow-up System (CFS) is a cooperative venture of participating state agencies under the auspices of the North Carolina State Occupational Information Coordinating Committee (NC SOICC). The CFS provides a highly efficient and cost effective method for collecting follow-up information for education, employment, and training program participants statewide. The CFS is maintained by the Employment Security Commission (ESC).

Each year the agencies involved in the CFS submit unit record data on participants to the ESC. Among the agencies included in this process are the public high schools, community colleges, and the four-year public universities. Each agency's data are matched against the Unemployment Insurance (UI) files and the other participating agencies' files. A database containing information on employment, employer, quarterly wages, receipt of unemployment benefits, and participation in other agencies' programs is returned to each submitting agency. The database each agency receives is limited to the participants that the agency submits for the data match. This is to say, the database received by community colleges has information only on community college students.

Once the CFS database is received, it is matched against the Curriculum Registration, Completion and Financial Aid database and the following year curriculum student registration data. This matching is conducted to determine demographic characteristics of the participants, such as students' completion status at the end of the academic year and whether they re-enroll the following year. Students who obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are defined as "exit completers."

Students who have wages in any quarter during the year are considered employed. Those who are found both in registration records and UI records but have no quarterly wages during the year and have applied for unemployment insurance benefits or job services of the ESC are considered unemployed. Individuals who are not found in the UI records are omitted from the analysis. This would include individuals who are working out-of-state, who are enrolled in a four-year college or university and not working, who never entered the labor market, etc.

Performance Standard: The performance standard for employment status of graduates is adjusted for local unemployment rates. The standard of 95 percent of completers, adjusted for local unemployment rate, will be employed. The percentage will be adjusted for the average annual unemployment rate in the service area of each college in the following way: compute the difference between the state's average annual unemployment rate and that of each college's service area and divide by two. This amount will be deducted from (for colleges with unemployment rates **higher** than the state average) or added to (for colleges with unemployment rates **lower** than the state average) the 95 percent. This measure is a required performance funding measure.

System Results: Data on 19,018 graduates for the 2004-2005 academic year were collected. The System average employment rate was 99.51 percent. All fifty-eight (58) community colleges met the adjusted standard for their school.

MCC Results: For 2004-2005, MCC met the standard.

Percent of Graduates Employed Within One Year of Completion

	MCC 2004-2005	MCC 2003-2004	MCC 2002-2003	NCCCS 2004-2005	NCCCS 2003-2004	NCCCS 2002-2003
Percent of Graduates Employed	95%	95%	100%	95%	95%	99.43%
Graduates Employed (excluding Inmates)	118	127	120	19,018	17,495	15,654
Adjusted Performance Standard	100%	99.21%	95%	99.51%	99.58%	95%

MEASURE E: Performance of College Transfer Students

Description/Definition: College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

Methodology and Data Source: Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer degree recipients (AA, AS, AFA) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least ten students is required for reporting this measure.

Community colleges may elect to work with private colleges and universities in collecting data on students who transfer to those institutions. The data must be consistent with the methodology employed by the UNC-General Administration in calculating the data for transfers to public universities. If colleges submit data from private or out-of-state institutions, then the System Office will include the data with the public university data. When the total number of students is less than 10, the total number of students in three years and the respective percentage are reported.

Performance Standard: Performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors: 86.2 percent of the community college transfer students identified in the two cohorts will have a GPA greater than or equal to 2.0 after two semesters at a UNC institution. This measure is a required performance funding measure.

System Results: Data on both associate degree recipients and the students who transferred to UNC institutions with 24 or more semester hours at community colleges were reported.

For students who completed an AA, AS, or AFA degree in 2003-2004 and transferred to a UNC institution within one year, 87.9 percent had a GPA equal to or greater than 2.0 after two semesters at a university. For those students who completed 24 or more semester hours in community colleges and transferred to a UNC institution, 81.8 percent had a GPA equal to or greater than 2.0 after two semesters at a university. When the data for both groups are combined, 84.2 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution or at private institutions.

Twenty-nine (29) community colleges met the 86.2 percent performance standard, with five additional colleges showing significant improvement over last year's performance.

MCC Results: For 2004-2005, MCC did not meet the standard.

Historically, the numbers have been too small to report without violating students' privacy. For 2002-2003 and 2003-2004, MCC did not meet the standard for this reason. In an effort to secure an adequate cell size (10) for measurement, data from two private colleges (Gardner-Webb University and Pfeiffer University) was solicited. Despite this addition, numbers for the

current year were too low to report. Though the total number of students in three years and the respective percentage are reported when the total number of students in a single year is less than 10, MCC numbers have been too low to meet even this measure.

The System Office does not credit a community college with meeting a standard when the numbers are too small to report; however, the System does not require an Action Plan as not enough information is available to indicate a need for improvement.

MEASURE F: Passing Rates of Students in Developmental Courses

Description/Definition: The percent of students who complete developmental English, mathematics, or reading courses with a grade of "C" or better.

Methodology and Data Source: The North Carolina Community College System Office has developed a computer program to identify developmental courses, identify students who complete these courses, and calculate passing rates for each course. The number and percent of students completing these courses with a grade of "C" or better is calculated. The software is run at each college annually and the data submitted to the Planning and Research Section of the System Office.

Performance Standard: Seventy percent (70%) of students who complete a developmental course will have a grade of "C" or better for that course.

System Results: Eighty percent (801%) of the students who completed a developmental course(s) had a grade of "C" or better in 2005-2006. Fifty-six (56) colleges met the performance standard and one college made a significant improvement over last year's performance.

MCC Results: For 2004-2005, MCC met the standard.

Passing Rates of Students in Developmental Courses

		MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
English	Number Completed	114	120	127	25,323	27,249	28,223
	% Passed	90%	92%	87%	83%	85%	85%
Math	Number Completed	219	275	251	55,457	57,134	59,006
	% Passed	98%	88%	77%	77%	77%	78%
Reading	Number Completed	63	65	68	16,869	16,168	16,931
	% Passed	95%	88%	85%	85%	86%	85%
Total	Number Completed	396	460	446	97,649	100,551	104,160
	% Passed	95%	89%	81%	80%	81%	81%

MEASURE G: Success Rate of Developmental Students in Subsequent College-Level Courses

Description/Definition: The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in English 111 will be used to assess developmental English; performance in the first college-level mathematics course will be used to assess developmental mathematics; and performance in the first humanities course after completion of developmental reading will be used to assess developmental reading.

The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

Methodology and Data Source: A computer program is being developed by the Information Services Section of the North Carolina Community College System Office that will provide grade information on students who successfully complete developmental courses and (1) enter college-level courses and (2) on students who are enrolled in college-level courses without having been required to take developmental courses. The performance of these groups is statistically analyzed to determine if students who have taken developmental courses are performing as well as students not requiring developmental courses.

Performance Standard: The performance standard for this measure is that there will be no statistically significant difference in the performance of developmental students as compared to non-developmental students. (As long as the performance of the developmental group exceeds 85%, even though there is a statistically significant difference between the two groups, the institution meets the standard.)

System Results: In 2005-2006, eighty-six percent (86%) of the students who completed a developmental course(s) had a grade of "C" or better in subsequent college-level courses. Eighty-six (86%) percent of the non-developmental students performed at the same level. A statistical analysis revealed that 37 colleges met the standard; no significant difference existed between the developmental students and non-developmental students in the performance of subsequent college-level courses. Data on 20 institutions were not available due to CIS issues.

MCC Results: For 2005-2006, MCC met the standard.

Performance of Developmental Students in Subsequent College-Level Courses

		MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
Developmental	Number Students	100	72	102	11,349	16,806	15,969
	% Passed	87%	89%	92%	86%	86%	86%
Non-developmental	Number Students	213	156	211	34,691	48,169	47,915
	% Passed	88%	78%	89%	86%	87%	87%

MEASURE H: Satisfaction of Program Completers and Non-Completers

Description/Definition: This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

Methodology and Data Source: The data are collected by survey, with each college using a standard set of questions. A minimum of 15 respondents (total) will be required to report the data at the institutional level. If the data are being used as the college's optional sixth performance funding measure, then an overall response rate of 50 percent or a statistically valid sample size is necessary.

Performance Standard: Ninety percent (90%) of the combined respondents will report being satisfied with the quality of the college's programs and services.

System Results: Ninety-eight percent (98%) of program completers responded that they were satisfied with the academic programs of community colleges, while 95 percent of program non-completers responded that they were satisfied. The total percentage of satisfied (completers and non-completers combined) was 97 percent. Fifty-seven (57) community colleges met the performance standard in 2005-2006.

MCC Results: For 2005-2006, MCC met the standard.

Satisfaction of Program Completers and Non-Completers

		MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
Non-Completers	Number Students	64	90	76	6,095	6,192	6,577
	% Satisfied	94%	98%	96%	95%	95%	95%
Completers	Number Students	76	86	101	15,572	14,992	15,131
	% Satisfied	100%	100%	99%	98%	98%	99%
Total	Number Students	140	176	180	21,667	21,184	21,708
	% Satisfied	97%	99%	98%	97%	97%	98%

MEASURE I: Curriculum Student Retention and Graduation

Description/Definition: This composite indicator consists of:
1. Number of individuals completing a curriculum program with a certificate, diploma, or degree; and
2. Number of individuals who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs.

This composite indicator will consist of the above two measures, each reported separately for each college. The sum of the two will be divided by the total number of curriculum students in the cohort to compute an indicator of curriculum student progress and success.

Methodology and Data Source: Cohorts are defined each fall based upon number of students enrolled in degree-granting curriculum programs (associate degree, certificate, and diploma). At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid Report data file to the North Carolina Community College System Office. These student unit record files are loaded into the System data warehouse and are the official data of record for state level reporting.

The cohort is tracked from fall to fall using data from the data warehouse to determine those who have graduated and those who have continued to be enrolled. This number, divided by the number in the initial cohort, is the percentage reported.

Performance Standard: The performance standard for this measure is 60 percent of the fall cohort will either have completed their program or still be enrolled the following fall at the community college.

System Results: Sixty-five percent (65%) of the Fall 2005 cohort had either graduated or completed by Fall 2006. Fifty-seven (57) community colleges met the performance standard.

MCC Results: For 2005-2006, MCC met the standard.

Curriculum Student Retention and Graduation

	MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
Total Cohort	712	635	682	161,235	161,572	161,351
% Graduate	20%	22%	27%	14%	14%	14%
% Return	47%	43%	45%	51%	49%	51%
% Graduate or Return	67%	65%	72%	65%	63%	65%

MEASURE J: Employer Satisfaction with Graduates

Description/Definition: The percentage of a sample of businesses that employ individuals trained or educated by a community college indicating that they are satisfied with the quality of those employees as it relates to community college training and education. This measure is intended primarily to determine the satisfaction of organizations whose employees have been trained through a community college.

Methodology and Data Source: Data are collected using a survey developed by the System Office of Planning, Assessment, Research, and Evaluation, with each college using a standard set of questions.

Performance Standard: Eighty-five percent (85%) of employers surveyed will report satisfaction with the skills of employees trained or educated by community colleges.

System Results: In 2005-2006, 7,305 employers of community college graduates were surveyed. A total of 2,338 surveys were completed and returned by employers, for a 32 percent response rate. Overall, 97 percent of those employers who responded to the survey indicated that they were satisfied with the job preparation of community college graduates. All 58 colleges met the performance standard on this measure.

MCC Results: For 2005-2006, MCC met the standard.

Percent of Employers Satisfied With the Quality of Program Completers

	MCC 2005-2006	MCC 2001-2002 - 2004-2005**	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2001-2002 - 2004-2005**	NCCCS 2003-2004
Number of Employers Surveyed	40	116	29	7,305	17,532	4,383
Response Rate	43%	56%	56%	32%	27%	36%
% Satisfied	100%	93%	93%	97%	95%	95%

**Note change in methodology and data source for this year (2004-2005).

MEASURE K: Client Satisfaction with Customized Training

Description/Definition: The percentage of businesses/industries who have received services from a community college indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations that received services from a community college.

Methodology and Data Source: A survey for businesses/industries who receive services from New and Expanding Industry Training and the Small Business Centers is administered by colleges to determine level of satisfaction with customized training. The data are submitted annually to the System Office at the end of the fiscal year.

Performance Standard: Ninety percent (90%) of businesses/industries surveyed will report satisfaction with the services provided by community colleges.

System Results: Total number of survey respondents was 38,392 in 2005-2006. Ninety-nine percent (99%) responded that the customized training provided by community colleges was excellent, very good, and good. Fifty-eight (58) colleges met the performance standard.

MCC Results: For 2005-2006, MCC met the standard.

Client Satisfaction with Customized Training

	MCC 2005-2006	MCC 2004-2005	MCC 2003-2004	NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
Number of Respondents	500	318	135	38,392	33,164	29,689
% Satisfied	99%	100%	100%	99%	100%	100%

MEASURE L: Program Unduplicated Headcount Enrollment

Description/Definition: A minimum three-year average annual unduplicated headcount enrollment in a curriculum program.

Methodology and Data Source: Using the student registration files submitted by each community college to the North Carolina Community College System Office, the System Office calculates annual unduplicated headcount for each program for the most current three years for which data are available. An average annual headcount based on the three-year data is calculated.

The data includes all degree/diploma/certificate-granting programs; special credit programs are not included. If a program is offered at several award levels (for example, the associate degree and certificate level), or if a program offers more than one concentration area, the data is compiled as though it were one program.

Performance Standard: The performance standard for this measure is a three-year average annual headcount minimum of ten students.

System Results: In the 2005-2006 academic year, 52 colleges met the performance standard of a minimum three-year average annual headcount of ten students.

MCC Results: For 2005-2006, MCC met the standard.

Number of Programs with a Three-Year Average Annual Enrollment

	MCC 2005-2006	MCC 2004-2005	MCC 2003-2004		NCCCS 2005-2006	NCCCS 2004-2005	NCCCS 2003-2004
Number of Programs with less than 10 students	0	0	1	Number of Colleges with a program(s) with less than 10 students	6	14	16

MONTGOMERY COMMUNITY COLLEGE
SUMMARY REPORT ON PERFORMANCE MEASURES
2005-2006

	Measure	Standard	System Average	MCC 2003-2004	MCC 2004-2005	MCC 2005-2006
A.	Progress of Basic Skills Students	75%	82	63%	70%**	77%
B.	Passing Rates on Licensure/Certification Exams for First-Time Test Takers	Aggregate: 80% Exams: 70%	85	82%	70%	79%**
C.	Goal Completion for Completers	95%	99	99%	99%	97%
D.	Employment of Graduates	95%	99.5	100%	99%	100%
E.	Performance of College Transfer Students	86.2%	84.2	*	*	*
F.	Passing Rates in Developmental Courses	70%	80	81%	89%	95%
G.	Success Rate of Developmental Students in Subsequent College Level Courses	No statistically significant difference	Dev: 86% Non-dev: 86%	Dev: 92% Non-Dev: 89%	Dev: 89% Non-Dev: 78%	Dev: 87% Non-Dev: 88%
H.	Student Satisfaction of Completers and Non-Completers	90%	97	98%	99%	97%
I.	Curriculum Student Retention & Graduation	60%	65	72%	65%	67%
J.	Employer Satisfaction with Graduates	85%	97	93%	93%	100%
K.	Business/Industry Satisfaction with Services Provided	90%	99	100%	100%	99%
L.	Number of Programs with Three-Year Avg. Annual Enrollment Less Than 10	0	N/A	1	0	0

*Number too small to report without violating students' privacy.
**Performance standard showed significant improvement this year.

Highlighted cells indicate MCC was credited for meeting the standard.