



**The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. The mission-appropriate measures determine how well community colleges are serving students; provide colleges the ability to identify problems and set goals for institutional improvement; and be properly accountable to stakeholders.**

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Mitchell Community College (Statesville, NC)

VFA Data Collection Cycle 2024

### **What's in the *Developmental Education Progress Report***

**- Developmental Subjects: Math, English**

- Distribution of developmental need (1, 2, or 3 levels below college level in subject)

Of the students with developmental need in a subject, the number who:

- Attempted any developmental education in subject
- Completed developmental education in subject
- Completed a college-level course in subject

**- Any Developmental (non-subject)**

- Enrolled in any developmental
- Completed all developmental (and are college ready)

“No Data: Data has not yet been submitted or user does not have rights to view data for this college”

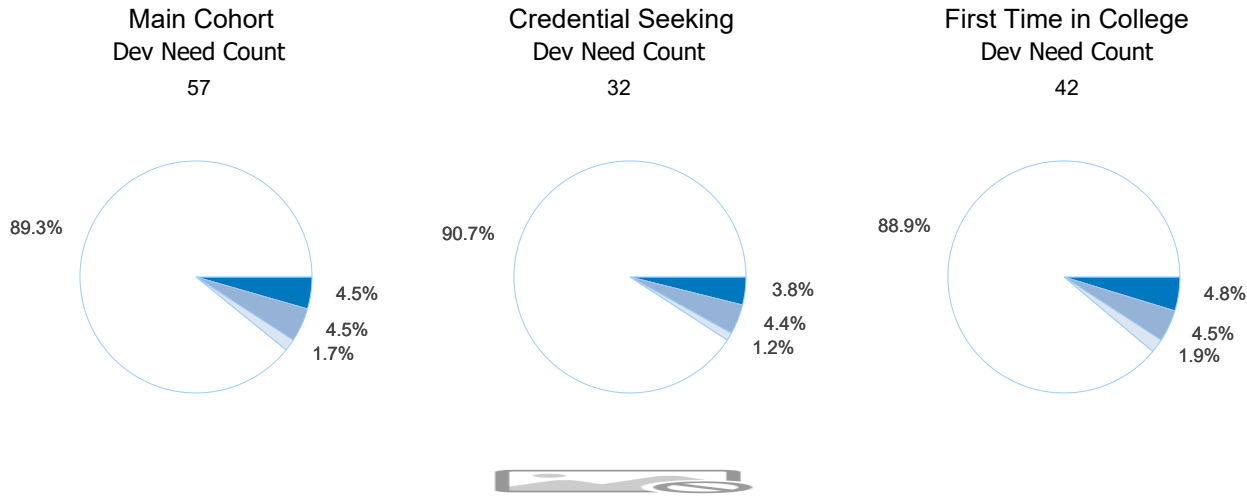
# Mitchell Community College (Statesville, NC)

## Six Year Cohort (Fall Students 2017)

These data represent students that first entered the college in Fall Students 2017 (or summer before) and their progress and outcomes by the end of six years.

### Developmental Math

#### Developmental Need in Math by Cohort Type



#### Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

\*Students could be in more than one cohort type.

#### Developmental Math Need\*

Percent of students in cohort that were referred/placed into developmental math

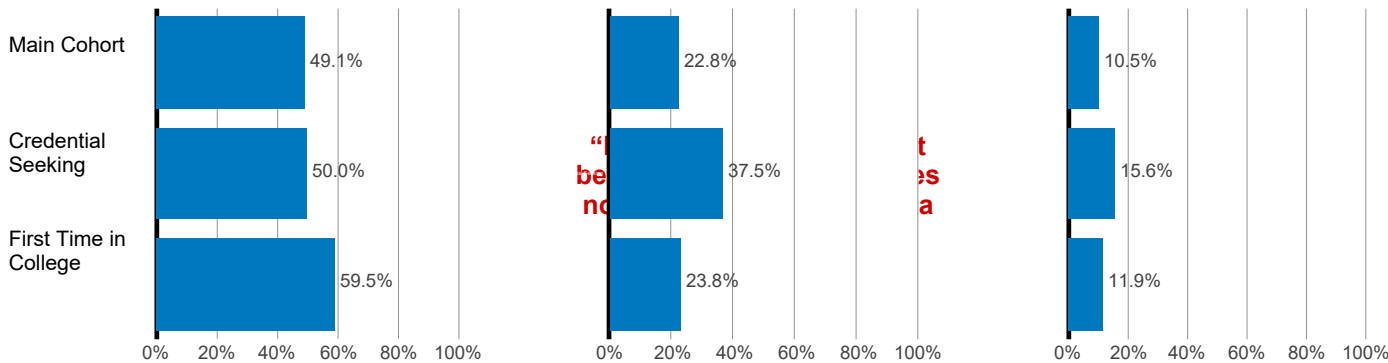
Developmental need is broken down further into three levels of need, below college level.

#### Developmental Outcomes for Students Referred to Dev. Math by Cohort Type

Attempted Dev Course (By Referral)

Became College Ready\*

Completed College Course\*



#### Developmental Math Need

These outcomes answer the question:  
 – What percentage of students in the cohort type that needed developmental math – completed developmental math and progressed to successfully complete a college-level course in math?

\*This college uses a grade of C to define success.

Your college used a combination of referral and course-taking behavior to identify students with a developmental need.

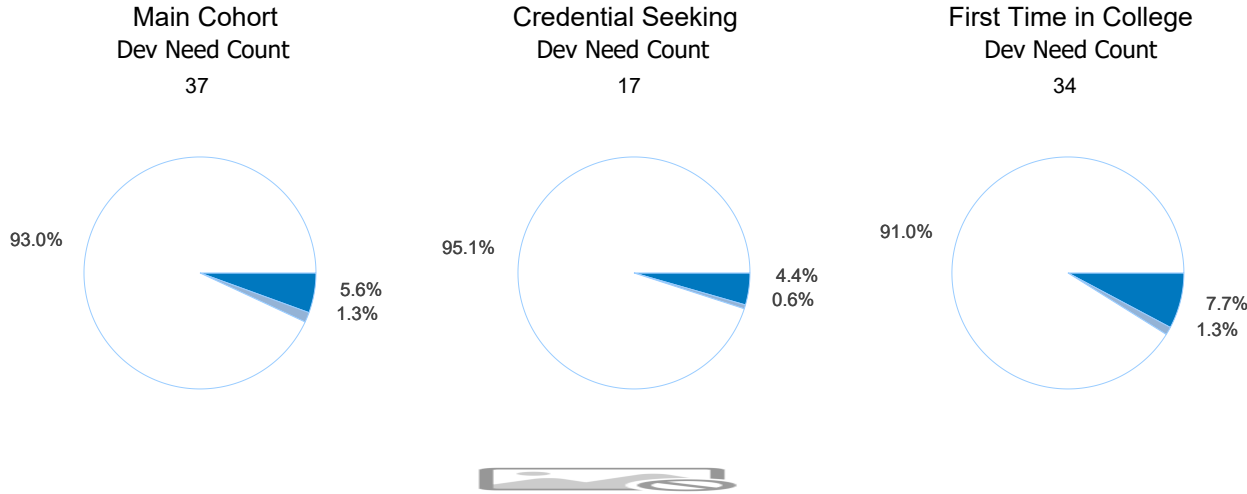
# Mitchell Community College (Statesville, NC)

## Six Year Cohort (Fall Students 2017)

These data represent students that first entered the college in Fall Students 2017 (or summer before) and their progress and outcomes by the end of six years.

### Developmental English

#### Developmental Need in English by Cohort Type



#### Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

\*Students could be in more than one cohort type.

#### Developmental English Need\*

Percent of students in cohort that were referred/placed into developmental English

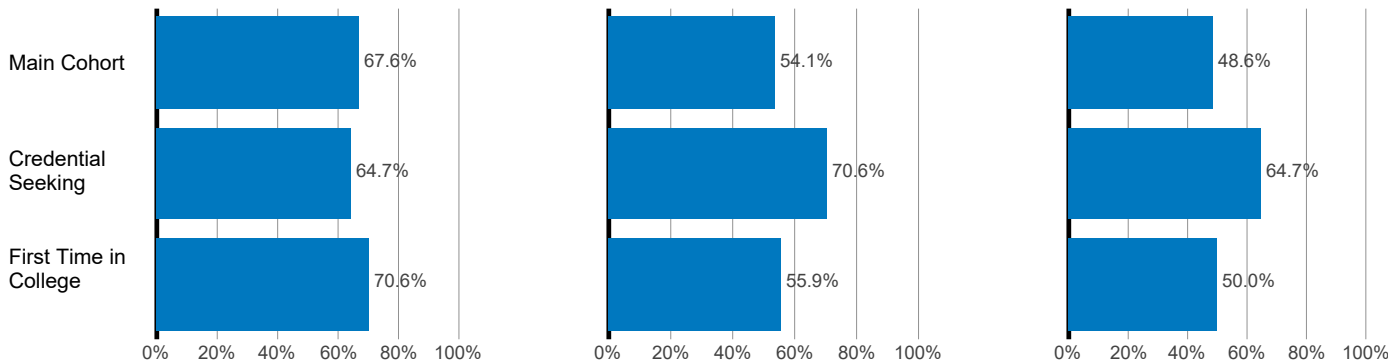
Developmental need is broken down further into three levels of need, below college level.

#### Developmental Outcomes for Students Referred to Dev. English by Cohort Type

Attempted Dev Course (By Referral)

Became College Ready\*

Completed College Course\*



#### Developmental English Outcomes

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental English – completed developmental English and progressed to successfully complete a college-level course in English?

\*This college uses a grade of C to define success.

Your college used a combination of referral and course-taking behavior to identify students with a developmental need.

# Mitchell Community College (Statesville, NC)

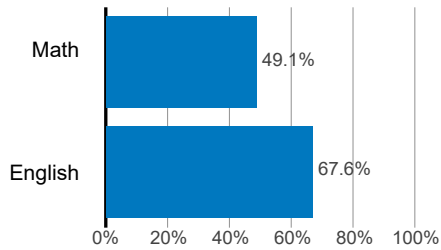
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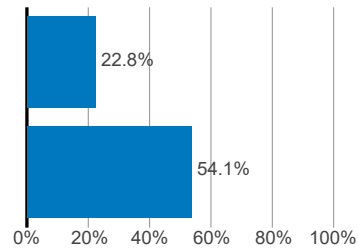
### Developmental Outcomes across Subjects by Cohort Type

#### Main Cohort

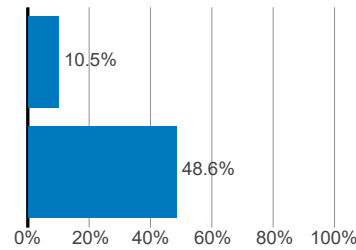
Attempted Dev Course (By Referral)



Became College Ready\*

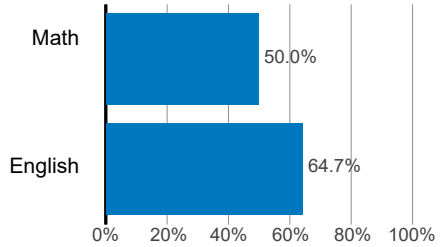


Completed College Course\*

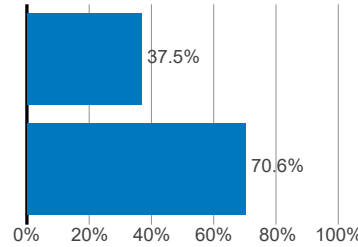


#### Credential Seeking

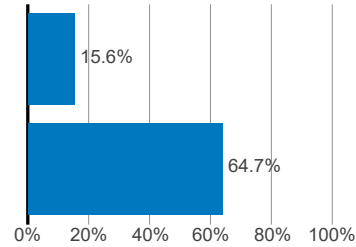
Attempted Dev Course (By Referral)



Became College Ready\*

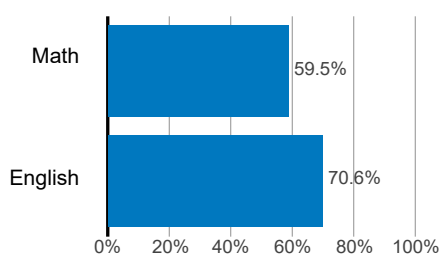


Completed College Course\*

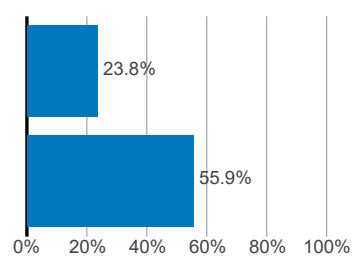


#### First Time in College

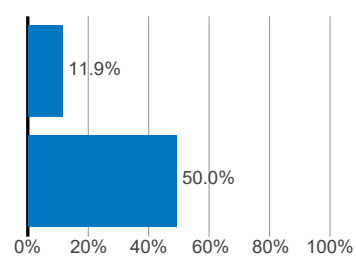
Attempted Dev Course (By Referral)



Became College Ready\*



Completed College Course\*



#### Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

\*Students could be in more than one cohort type.

#### Developmental Outcomes by Subject

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental education in a subject – completed developmental education in that subject and progressed to successfully complete a college-level course in the subject?

This view of the data shows how students that are classified by a specific cohort type progress through and complete developmental education.

Your college used a combination of referral and course-taking behavior to identify students with a developmental need.

\*This college uses a grade of C to define success.

		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	57	32	42
Dev Need Count	English	37	17	34

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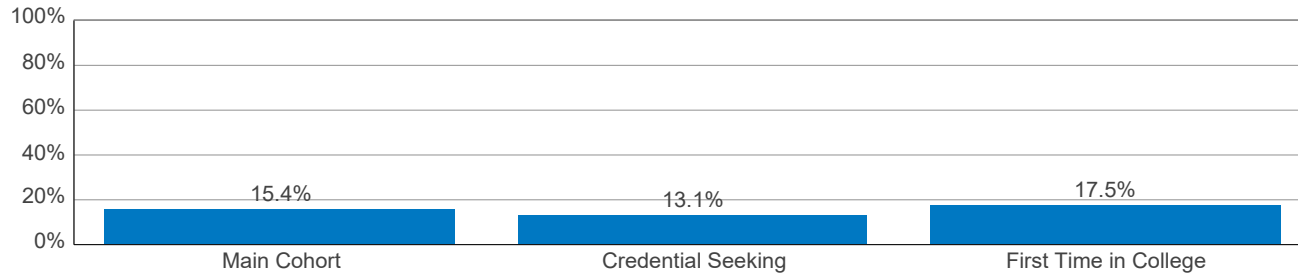
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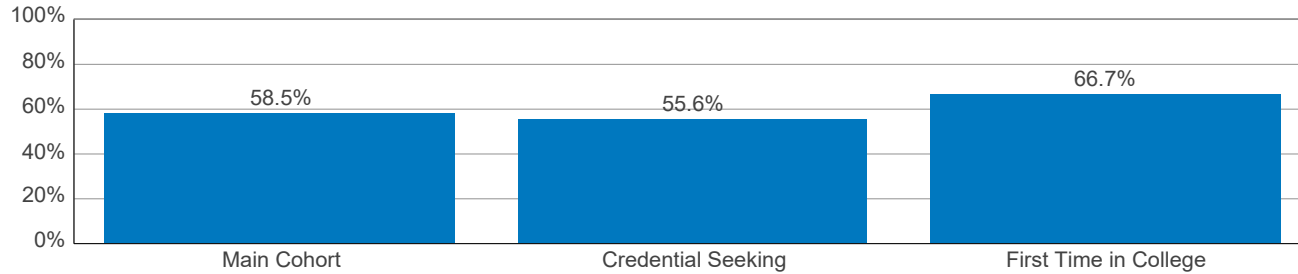
### Any Developmental

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	82	45	66

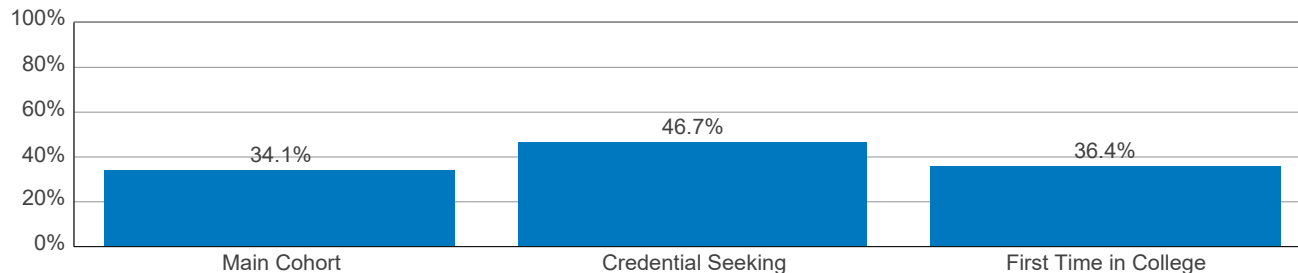
### Any Developmental Need by Cohort Type



### Attempted at Least One Developmental Course (By Referral) by Cohort Type



### Completed All Developmental Education\* by Cohort Type



#### Cohort Types

Different types of students

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- C. First Time in College: fall entering, first time in college

\*Students could be in more than one cohort type.

#### Any Developmental

Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

Your college used a combination of referral and course-taking behavior to identify students with a developmental need.

\*This college uses a grade of C to define success.