MCCC VFA 2014 Submission Summary

This document is a summary of Monroe County Community College’s 2014 Voluntary Framework of Accountability (VFA) data submission. Information about the VFA can be found here: [http://vfa.aacc.nche.edu/about/Pages/default.aspx](http://vfa.aacc.nche.edu/about/Pages/default.aspx)

**Two-Year Cohort:** Both full-time and part-time students who earned a high school diploma or equivalent, entered college during the fall 2011 term, and were enrolled in credit or developmental education courses that term.

**Six-Year Cohort:** Both full-time and part-time students who earned a high school diploma or equivalent, entered college during the fall 2007 term, and were enrolled in credit or developmental education courses that term.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main</td>
<td>1104</td>
<td>1061</td>
</tr>
<tr>
<td>Credential-Seeking</td>
<td>689</td>
<td>656</td>
</tr>
<tr>
<td>First Time in College</td>
<td>612</td>
<td>570</td>
</tr>
</tbody>
</table>

**Main cohort:** All students who were enrolled for the first time at MCCC; whether they had prior postsecondary experience did not matter. The cohort included students who earned college credits during high school (such as dual enrollment) as long as this was their first enrollment for credit at MCCC after receipt of the high school diploma or equivalent. Dual enrollment (also referred to as dual credit) students – high school students taking community college courses – were not included. The credits obtained by dually enrolled students were included in the calculation of relevant measures if the student enrolled at MCCC after receipt of the high school diploma or equivalent.

**Credential-Seeking:** A subgroup of the main cohort. Students who earned 12 credit hours (or the equivalent) of course work by the end of their second year, including the summer term and including developmental education credits or previously earned credits (from advanced placement or testing practices) of which MCCC was aware. This cohort was based on course-taking behavior, not certificate/degree-seeking intention.

**First Time in College:** A subgroup of the main cohort. Degree or certificate-seeking students who had no prior postsecondary experience (except as noted here). This definition follows the IPEDS definition, except that it is more inclusive in that it includes part-time students. Students enrolled in academic or occupational programs were included, as were students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school).
### Six-Year Cohort Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Main</th>
<th>Credential-Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree with</td>
<td>9%</td>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degree</td>
<td>11%</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>without Transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate with</td>
<td>&lt; 0.5%</td>
<td>1%</td>
<td>&lt; 0.5%</td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate without</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Award – Transfer</td>
<td>30%</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>No Award – Still</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Enrolled(^{a,b,c})</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left, No Award, No</td>
<td>9%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Transfer, &gt;= 30 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left, No Award, No</td>
<td>37%</td>
<td>20%</td>
<td>44%</td>
</tr>
<tr>
<td>Transfer, &lt;= 30 Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

a) Students could only be reported as having one outcome, so those who earned a credential and were still enrolled at the reporting institution at the end of the six-year period were reported as having earned a credential, rather than also being reported as still enrolled.

b) Enrollment at the end of the six-year period does not imply continuous enrollment throughout the reporting period.

c) Students who transferred out and returned were reported as still enrolled, rather than as transferring out. Institutions were split as to how they reported these students’ outcomes. Given VFA’s subsequent clarification, next year MCCC will report these students as transfers.

### Each metric, when applicable, was broken down by Age, Gender, Race/Ethnicity, Pell Status, and Enrollment Status.

**Pell Status:** Indicates whether the student was awarded a Federal Pell grant at MCCC at any time during the tracking timeframe s/he was enrolled.

**Enrollment status**

- **Full-time (FT):** Student attempted 12 credits (or the equivalent) or more in the fall term of his or her initial academic year.
- **Part-time (PT):** Student attempted at least one, but less than 12 credits (or the equivalent) in the fall term of his or her initial academic year.
- Developmental courses were converted to credit equivalents and added to the attempted credit total since MCCC does not offer credits for developmental education.
- Enrollment status remained the same throughout the reporting period, regardless of actual change.
Six-Year Cohort Developmental Need and Outcomes

Unless otherwise noted, the following percentages refer to the main cohort, as opposed to the credential-seeking or first time in college cohorts. In addition to overall percentages, notable demographic differences are listed to assist with future prevention initiatives.

Developmental Math Need: 21%

- Minorities had a greater developmental math need, as did Females (25%) > Males (16%), Pell (29%) > No Pell (17%), and 20-24 year olds (24%)
- 81% attempted developmental math: Females (85%) > Males (72%), Awarded Pell (88%) > No Pell (75%), 25-29 year olds had the highest attempt rate (94%)
- 45% completed the highest level of developmental math: White (49%), Females (50%) > Males (36%), and 25-29 year olds had the lowest success (31%)
- 23% completed some college math: Females (26%) > Males (16%), under 20 years old had the highest rate (27%), followed by 30+ (21%)
- Compared to the main cohort, the credential-seeking cohort had a lower developmental need (13%), more attempts at the course (93%), more completions at the highest developmental level (77%), and higher completions of college math (53%).
- Compared to the main cohort, the first-time in college cohort (IPEDs definition plus PT students) had higher developmental need (26%), fewer attempts at the course (78%), fewer completions at the highest developmental level (42%) and fewer completions of college math (21%)

Developmental English Need: 9%

- Minorities had a greater need, as did Males (11%) > Females (8%), and Pell (13%) > No Pell (8%)
- 87% attempted developmental English: Pell (96%) > No Pell (81%)
- 46% completed developmental English: Female (50%) > Male (42%)
- 31% completed some college English
- Compared to the main cohort, the credential-seeking cohort had a lower developmental need (5%), more attempts (97%), more completions (86%), and higher completions of college English (78%)
- Compared to the main cohort, the first-time in college cohort (IPEDs definition plus PT students) had higher developmental need (11%) more attempts at the course (100%) more completions (50%), and fewer completions of college English (29%)
Developmental Reading Need: 5%

- **69% attempted developmental reading**: Pell (76%) > No Pell (65%), under 20 years old had the most attempts (78%)
- **33% completed developmental reading**: Female (41%) > Male (22%), No Pell (39%) > Pell (24%), under 20 had the highest need (41%)
- Credential-seeking developmental need (2%), attempts (87%), completions (87%)
- First-time in college developmental need (6%), attempts (70%), completions (32%)

**Two-Year Cohort (Fall 2011)**

Unless otherwise noted, the following percentages refer to the main cohort, as opposed to the credential-seeking or first time in college cohorts. In addition to overall percentages, notable demographic differences are listed to assist with future prevention initiatives.

**Credit Hours Completed First Term**: Percent of all credit hours successfully completed in the first term. Successful completion of a course is defined as a “C- or better” or “Pass” when Pass/Fail is used.

- 63% overall
- African American (N = 71) = 32%
- Awarded Pell (57%) < No Pell (70%)
- 20-29 years old = ~50%
- Not College Ready (49%) < College Ready (67%)
- PT (49%) < FT (80%)

**Reached Credit Threshold**: Percent of students who reached credit thresholds by the end of year two (24 = part-time; 42 = full-time). Successful completion of a course is defined as a “C- or better” or “Pass” when Pass/Fail is used.

- 26% overall
- Under 20 years old performed the best (31%), followed by 30+ (21%)
- Not College Ready = 11%

**Fall to Next Term Retention**: Percentage of students who were retained from fall to winter semester.

- 71% overall
- African Americans (59%) had lower retention
- 20-29 years old (<60%), Not College Ready (62%), and PT (63%) also had lower retention
Completed Degree/Certificate

- 3.8% overall (credential-seeking cohort = 6%)
- Male (2.8%) < Female (4.6%)
- Awarded Pell (2.4%) < No Pell (5.3%)
- 25-29 (1%)
- Not College Ready (0.4%)
- PT (1.6%) < FT (7.6%)

Transferred to Two or Four-Year Institution

- 15% overall
- African Americans were the highest (28%)
- No Pell > Pell
- 25-29 years old were the highest (25%)

Still Enrolled at MCCC

- 44% overall
- Under 20 years old (52%)
- College Ready (48%) vs. Not College Ready (32%)

Total for Two-Year Outcomes: Completed Degree/Certificate, Transferred or Still Enrolled

- 63% overall
- Female (66%) > Male (59%)
- Not awarded Pell (69%) > Awarded Pell (57%)
- Under 20 years old (69%)
- College Ready (69%) > Not College Ready (45%)
- FT (76%) > PT (56%)

Two Year Credit Hour Success Rate: Percent of credit hours successfully completed at the end of year two.

- 69% overall
- African Americans, Asians, Hispanics, & Alaska Native < 58%
- No Pell (74%) > Pell (64%)
- Under 20 years old and 30+ years old = 70+% 
- College Ready (73%) > Not College Ready (53%)
- FT (80%) > PT (58%)