

MMCC's Developmental Education Data

**Benchmarked relative to
*all VFA-participating colleges.***

MMCC Office of Institutional Research

December 21, 2015

Main Cohorts, and two sub-cohorts, all tracked for two and six years.

VFA Main Cohorts *(fall entering, first time at MMCC)*

- first enrolled at MMCC in Fall term of cohort year, in credit and/or developmental courses
- includes students with prior experience at other higher education institutions
- includes full- and part-time students
- achieved high school diploma or equivalent
- excludes dual enrollees, and students enrolled exclusively in ESL courses
- need not be classified as degree- or credential-seeking
- tracked for two years or six years

Two Sub-Cohorts of the Main Cohort

1. Credential-Seeking Cohort: *(earned 12 credits by end of year two)*. Determined by course-taking behavior. Earned 12 CHs (cumulative) or the equivalent by the end of two years. The 12 CHs include: those earned while in high school, developmental coursework even if not for credit, and credits awarded by other institutions of higher education. Also includes students who earn a certificate or other formal awards of less than 12 CHs.
2. First Time in College Cohort: *(first time in any post-secondary institution)*: Degree- or credential-seeking students who, after high school, have no prior postsecondary experience (other than the summer immediately preceding the cohort year). Includes students enrolled in academic or occupational programs, and students who earned college credits before graduating from high school. Parallels the IPEDS Student Right-to-Know graduation rate cohort, except that for the VFA it includes both full- and part-time students.

Outcomes tracked for Two-Year Cohorts

- Developmental Education Progress Measures
- Two-Year Progress Measures

Outcomes tracked for Six-Year Cohorts

- Developmental Education Progress Measures
- Two-Year Progress Measures
- Six-Year Outcome Measures

Available disaggregations

- Gender
- Race/ethnicity
- Pell status
- Age
- College Ready
- Full-time / part-time

Developmental Education Referral Methods

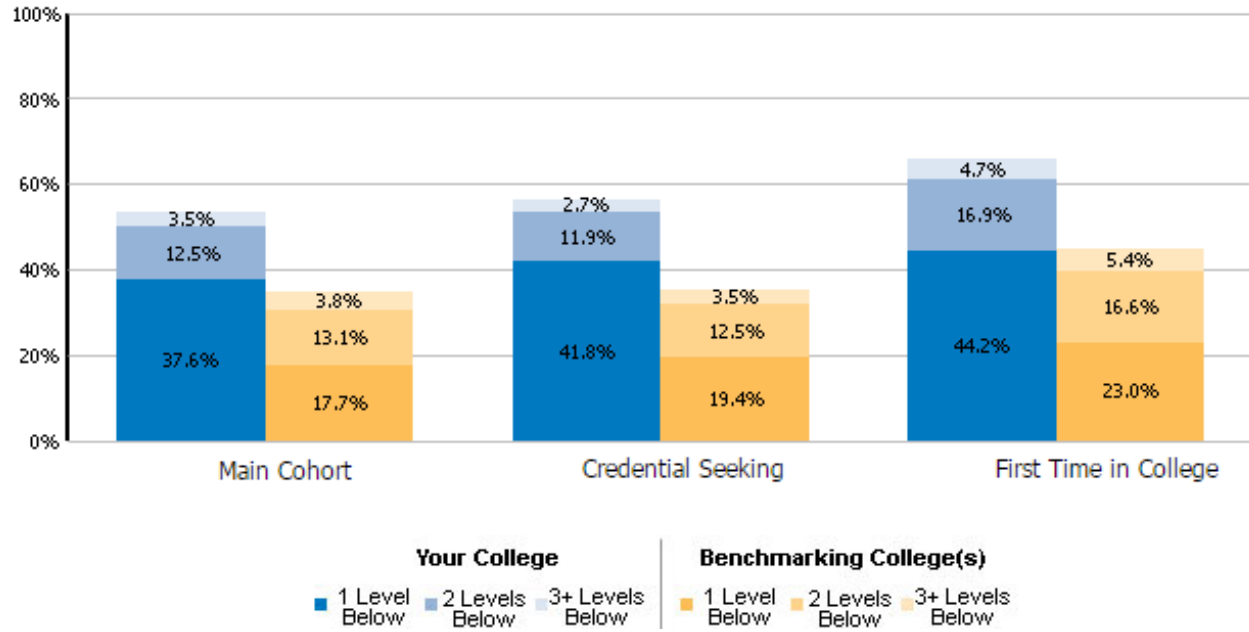
three Dev Ed subjects: mathematics, English and reading.

The preferred method for reporting developmental need is the college's internal referral/placement system. However, the VFA recognizes that not all colleges have the ability to determine referral status for cohorts that entered two or six years ago. Therefore, the VFA allows determination of developmental need based on coursetaking behavior as a temporary work-around; colleges should aim to report by referral/placement in future collection cycles.

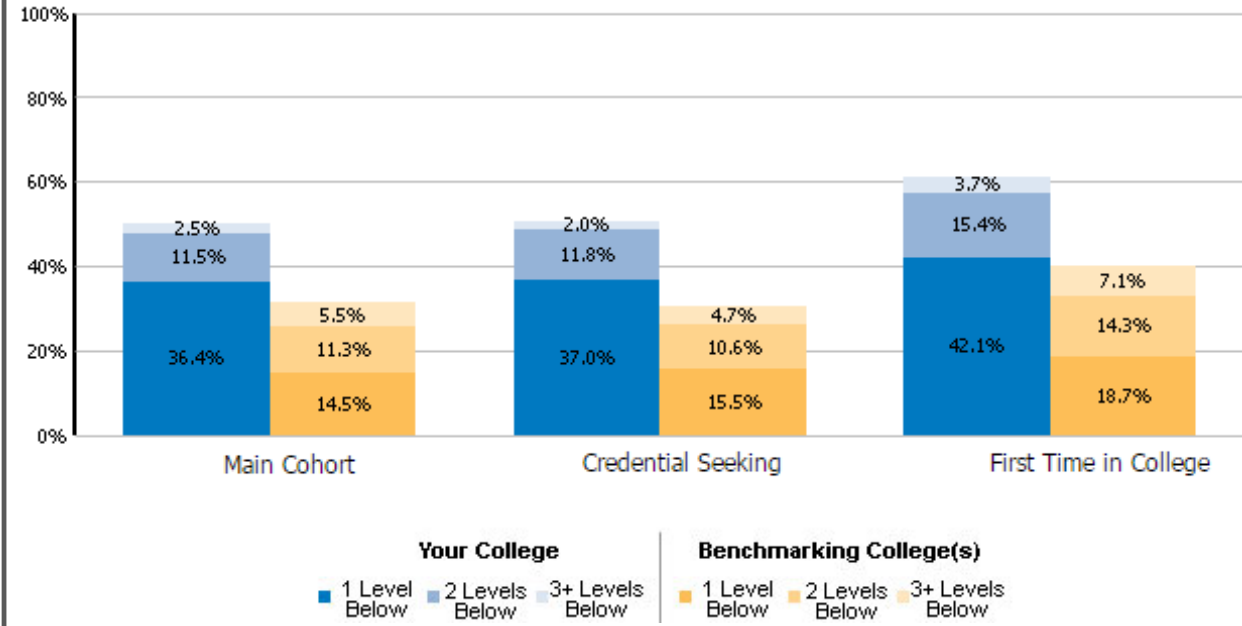
1. Referral/Placement Method: PREFERRED BY THE VFA. Based on testing or institutional practice, students are referred or placed into developmental education or remedial education course.
2. Course-Taking Behavior Method: MMCC's CURRENT METHOD. Based on student behavior. Students enroll in at least one developmental education course in math, English, or reading at any time within the reporting timeframe. This method should only be used if the college is not able to report based on referral/placement due to institutional practice or record keeping.
3. Combination of #1 and #2 above: Not recommended.

Dev Need Math for Two-Year Cohorts: MMCC and all VFA colleges.

Entering Fall 2011 Cohort

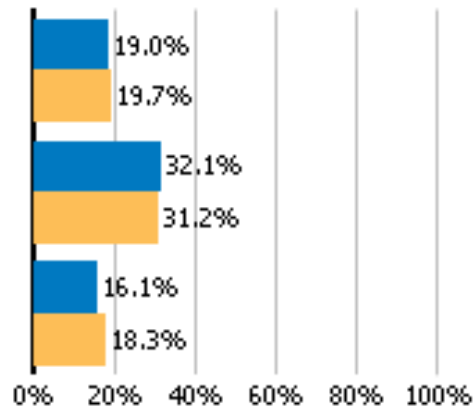
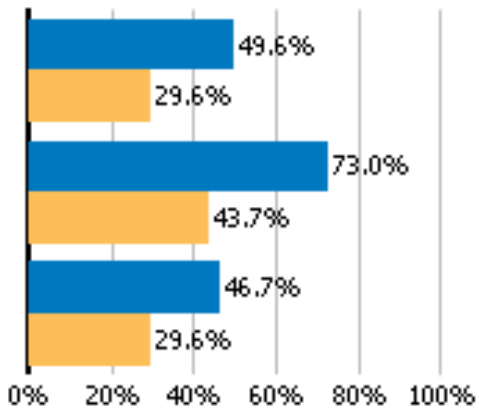


Entering Fall 2012 Cohort



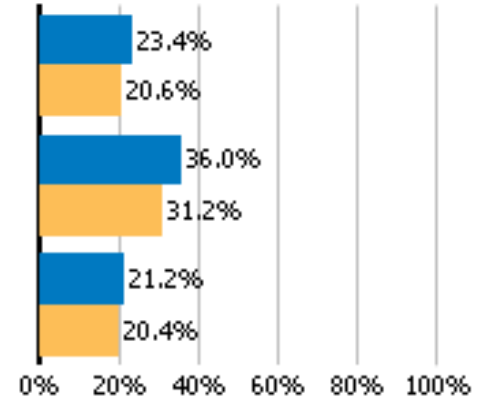
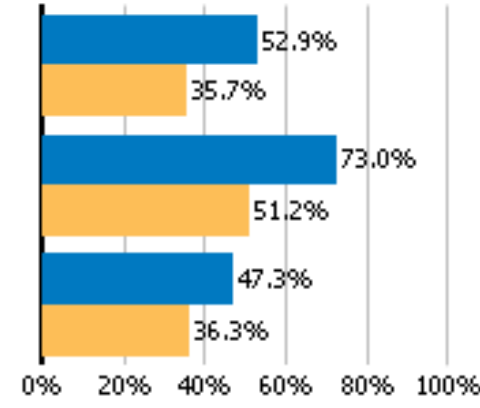
Became College Ready

Completed College Course



Became College Ready

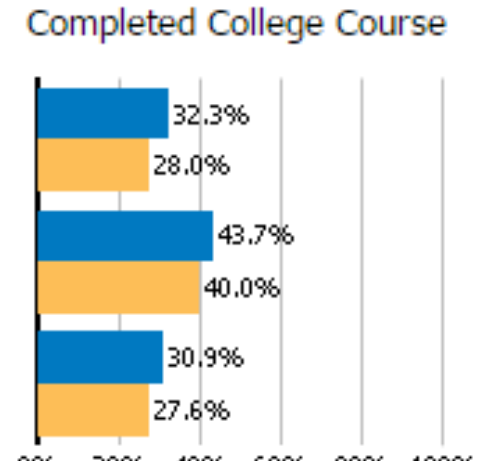
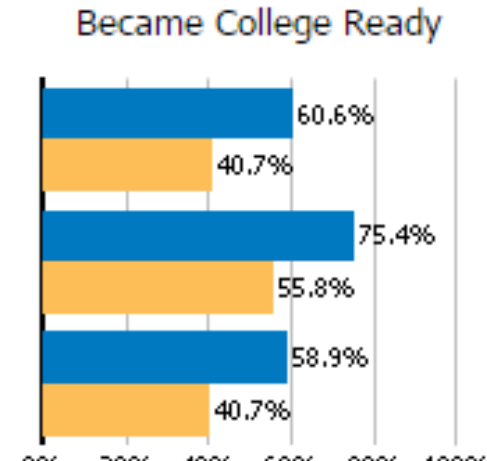
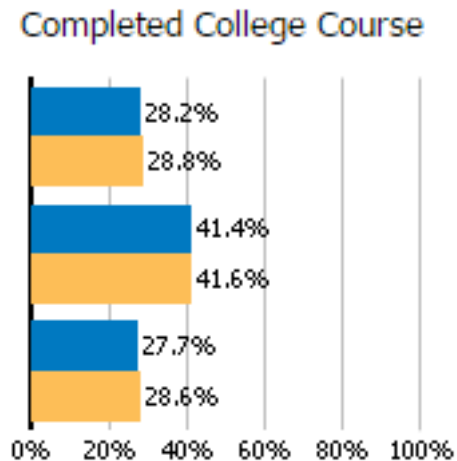
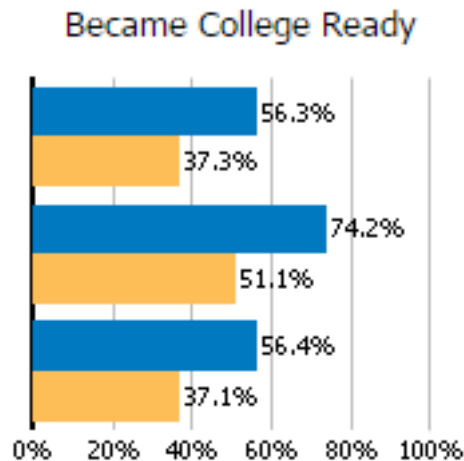
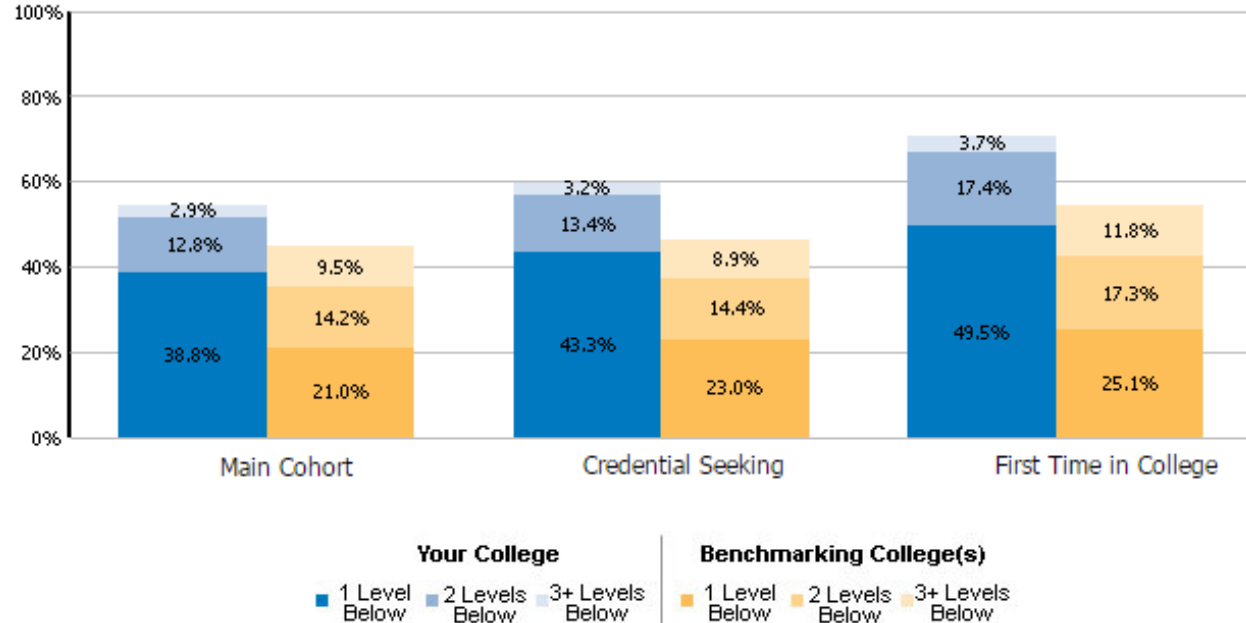
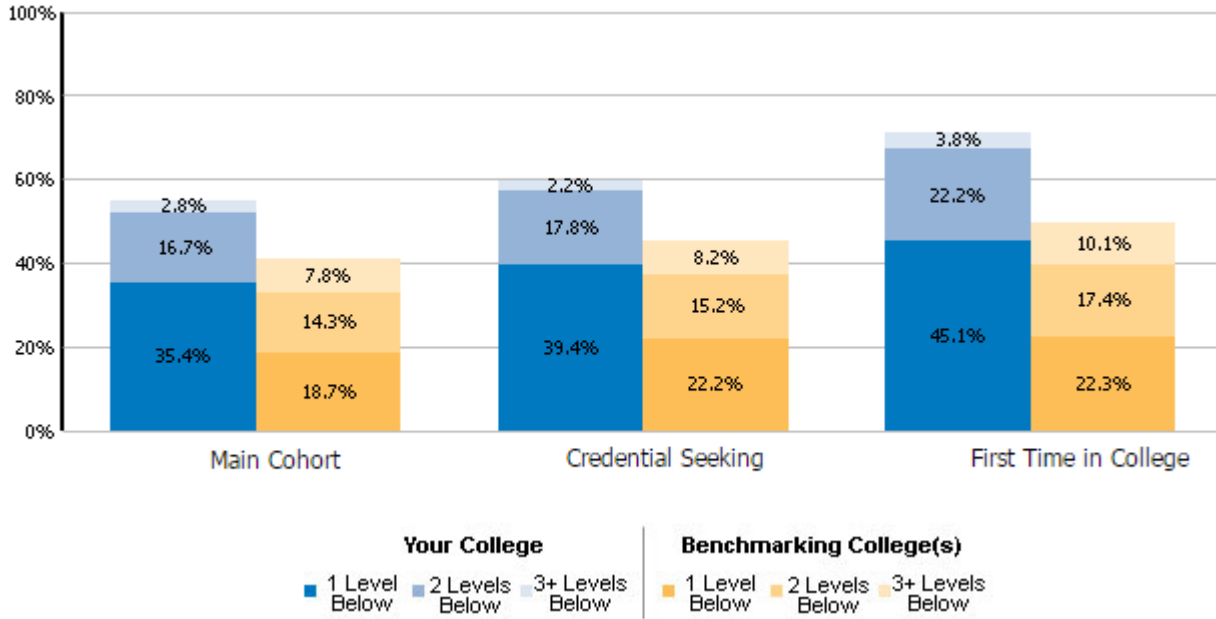
Completed College Course



Dev Need Math for Six-Year Cohorts: MMCC and all VFA colleges.

Entering Fall 2007 Cohort

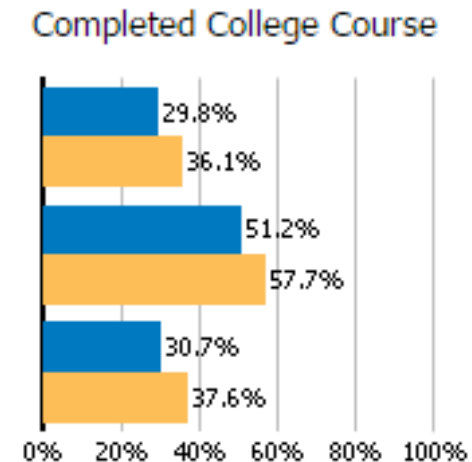
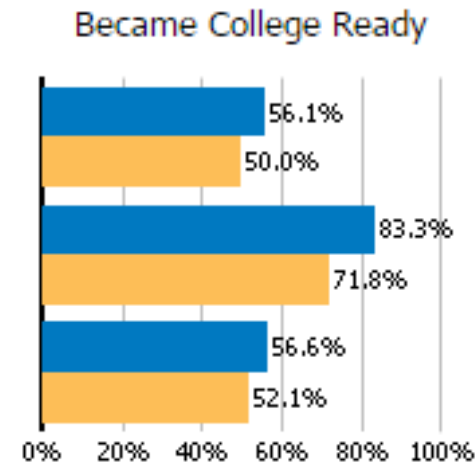
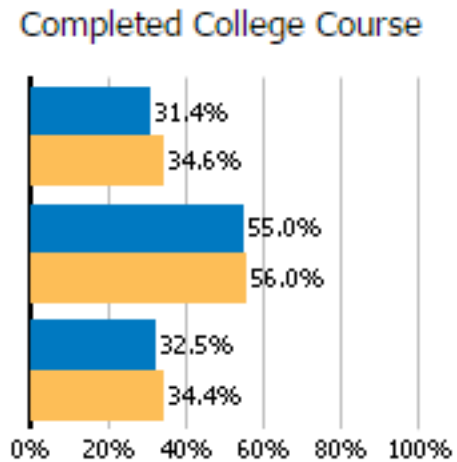
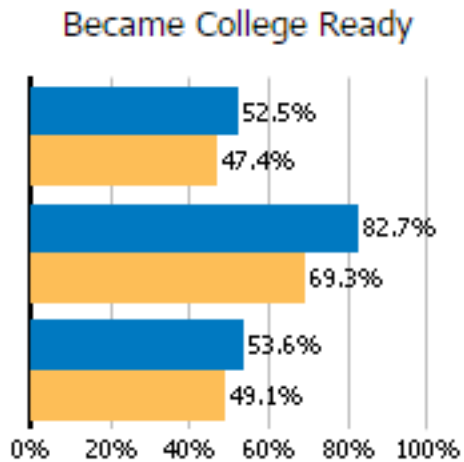
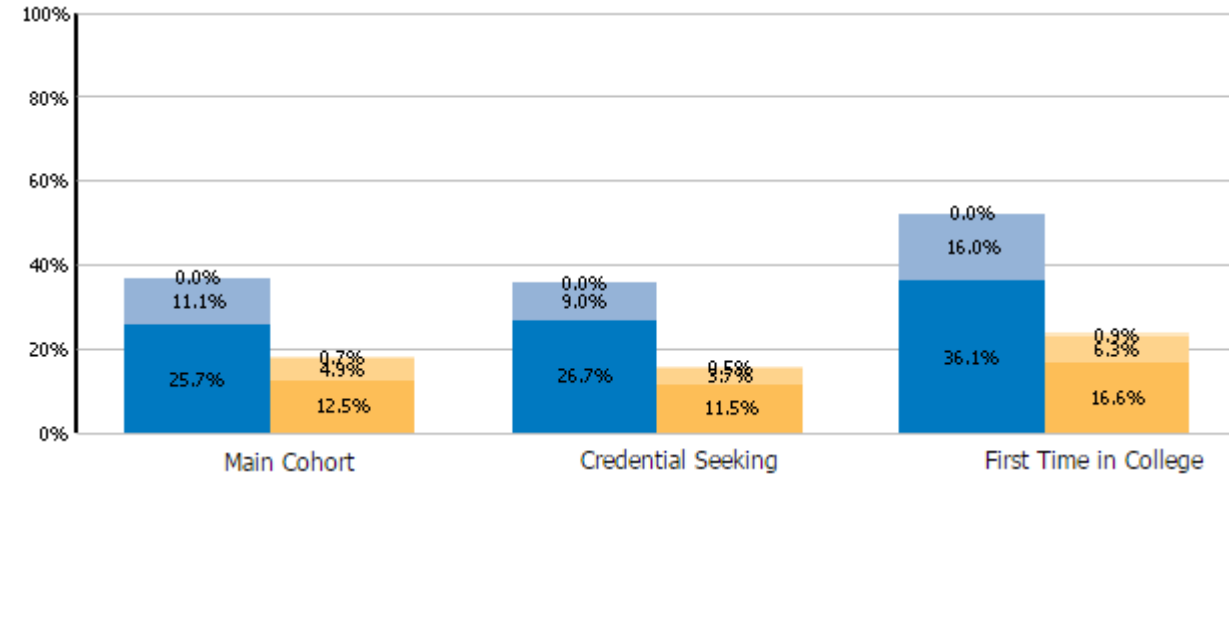
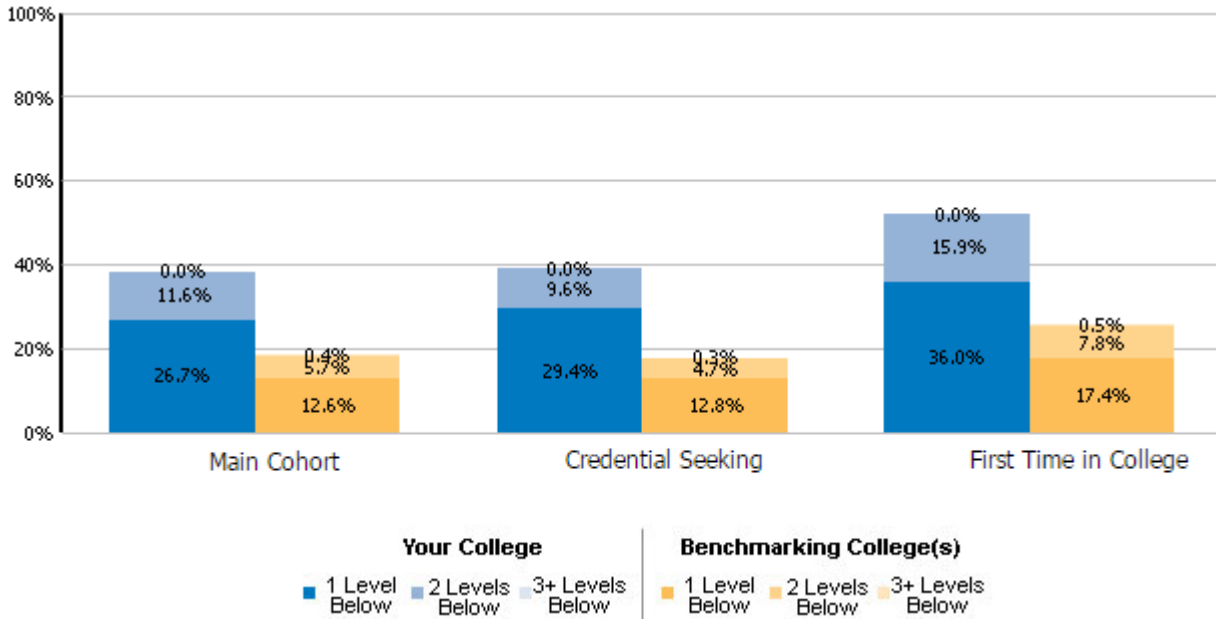
Entering Fall 2008 Cohort



Dev Need English for Two-Year Cohorts: MMCC and all VFA colleges.

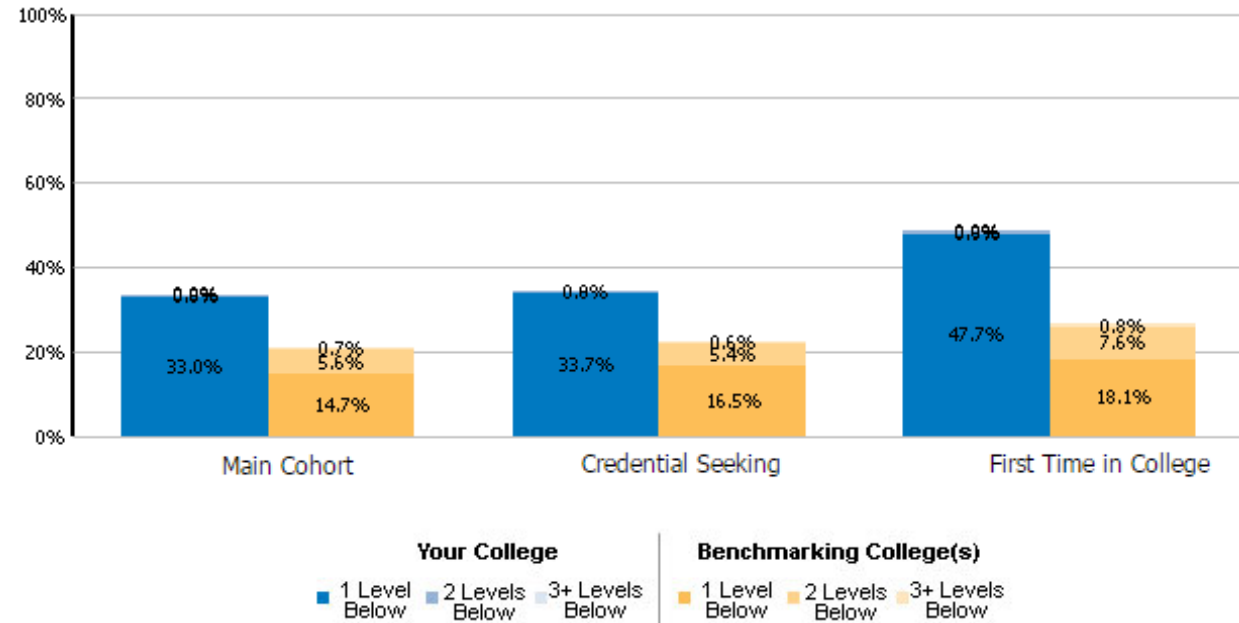
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Entering Fall 2012 Cohort

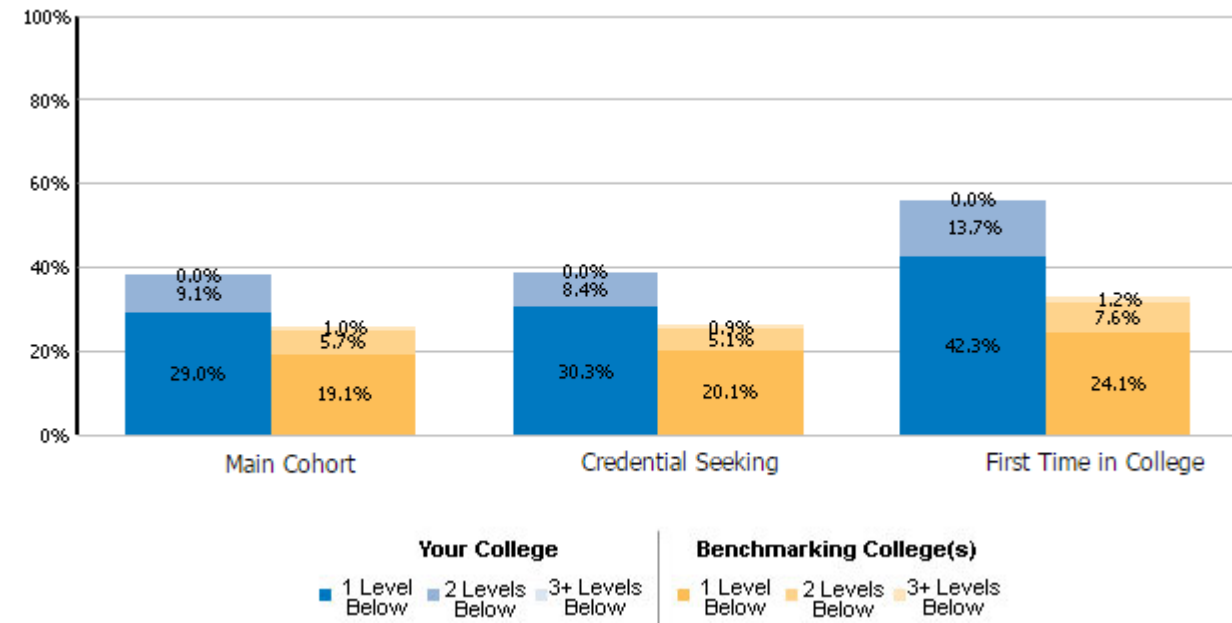


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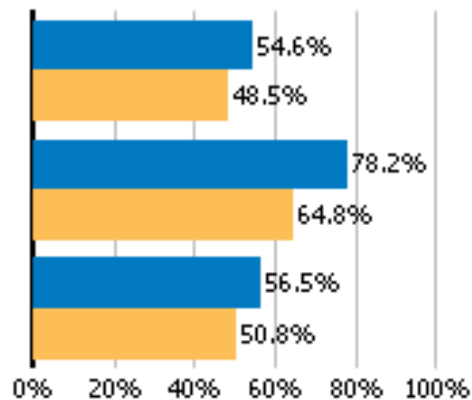
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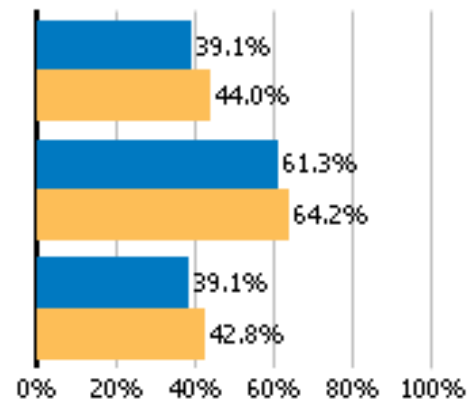
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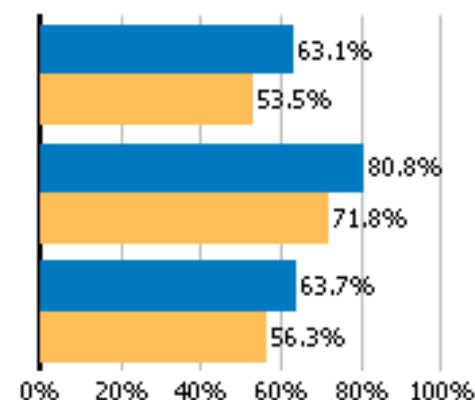
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