



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.

The VFA's *Internal Outcomes Report (2023)* includes the data that colleges are required to report and the data that are optional to report. Listed below are the contents of this report.

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## Wayne Community College Data Collection Cycle 2023

- Overview of what is in the *VFA Internal Outcomes Report*
- Two Year Cohort (Fall Students 2020)
  - o Two-Year Progress Measures
  - o Developmental Education Progress Measures (OPTIONAL)
- Six Year Cohort (Fall Students 2016)
  - o Six-Year Outcomes Measures
  - o Developmental Education Progress Measures
  - o Two-Year Progress Measures (OPTIONAL)
- Career & Technical Education (CTE Students 2019-20)
  - o CTE Profile and Credit and Non-Credit Measures, Tables
  - o CTE Credit Outcomes, Graphs
- Adult Basic Education (ABE Students 2019-20)
  - o ABE Cohort and Outcomes (OPTIONAL)

# Overview of what is in the VFA Internal Outcomes Report (2023)

## STUDENT PROGRESS & OUTCOMES (SPO)

### SPO Timeframes

The SPO measures are reported for students from two timeframes:

#### • TWO YEAR COHORT

Students that entered the college two years ago (Fall Students 2020) and their progress /attainment by the end of those two years college two years ago

#### • SIX YEAR COHORT

Students that entered the college six years ago (Fall Students 2016) and their progress and outcomes by the end of those six years

### SPO Student Cohort Types

For the SPO Measures, Colleges group students from each timeframe (two years and six years) into three cohort types.

#### A. Main Cohort

Fall entering students who are first time at the reporting college

#### B. Credential Seeking

Students in the Main Cohort who earned 12 credits by the end of their first two years

#### C. First Time in College

Students in the Main Cohort who are first time in college

### SPO: TWO-YEAR PROGRESS MEASURES

- Retention: fall to next term
- Successful completion of credits: 1st term; by end of year two  
Number of total credits completed with a C grade (C-, C+) or better by the cohort
- Reached credit threshold by end of year two  
Number of students in the cohort that earned 24 credits (part-time) or 42 credits (full-time)
- Persistence/attainment: completed certificate/degree; transferred; still enrolled

Colleges are required to report the **TWO-YEAR PROGRESS MEASURES** for the students that entered two years ago. Colleges may optionally report the report **TWO-YEAR PROGRESS MEASURES** for the students that entered the college six years ago.

### SPO: SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)

- Completed certificate, associates, or bachelor's degree (with and without transfer)
- Transfer (no award)
- Persistence: still enrolled
- Left with > or = to 30 credits; left with < 30 credits

Colleges are required to report the **SIX-YEAR OUTCOMES MEASURES** for the students that entered the college six years ago.

### SPO: DEVELOPMENTAL EDUCATION PROGRESS MEASURES

*Developmental Subjects: math, English, reading*

- 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)

Colleges are required to report the **DEVELOPMENTAL EDUCATION MEASURES** for the students that entered six years ago. Colleges may optionally report the **DEVELOPMENTAL EDUCATION MEASURES** for the students that entered the college two years ago.

## CAREER & TECHNICAL EDUCATION (CTE) MEASURES

### CTE Profile

*CTE profile of the college*

- CTE Enrollment (credit and non-credit); change over previous year
- CTE Completions (credit and non-credit); change over previous year

### CTE Measures & Cohort

Reports on the post-collegiate outcomes of students that completed credit or non-credit CTE or had a significant CTE experience at the college

*CTE student outcomes post CTE (credit and non-credit)*

- Completed CTE certificate or degree
- Employed (with wage bands)
- Median wage growth of CTE students post CTE
- Enrolled post-CTE in higher education
- Passed licensure exam
- Completed industry credential(s)

## ADULT BASIC EDUCATION (ABE) MEASURES

Reports on the completion of ABE and post-ABE outcomes of students that took ABE at the college in a given year

- Completed ABE
- Enrolled in more education post ABE completion
- Gained employment post ABE completion

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

These data represent students that first entered the college in Fall Students 2020 (or summer before) and their progress by the end of their first two years.

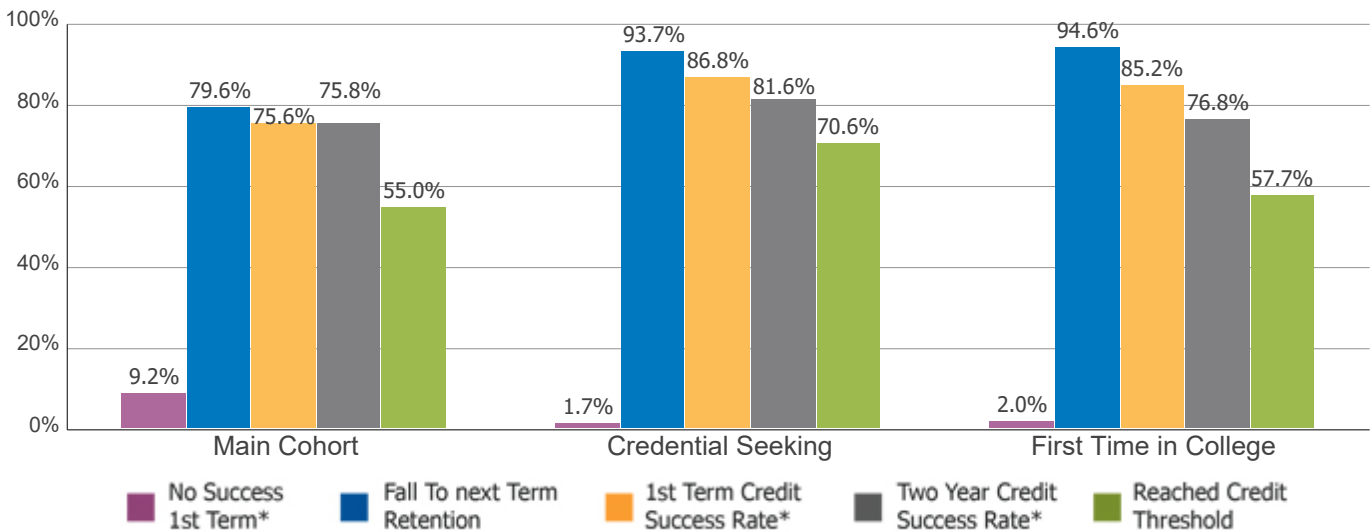
Two-Year Progress Measures

These measures report milestones along the educational pathway and persistence/attainment outcomes by the end of a student's first two years at the college.

The persistence/attainment outcomes by the end of year two provide an early indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the students in the cohort. The outcomes are:

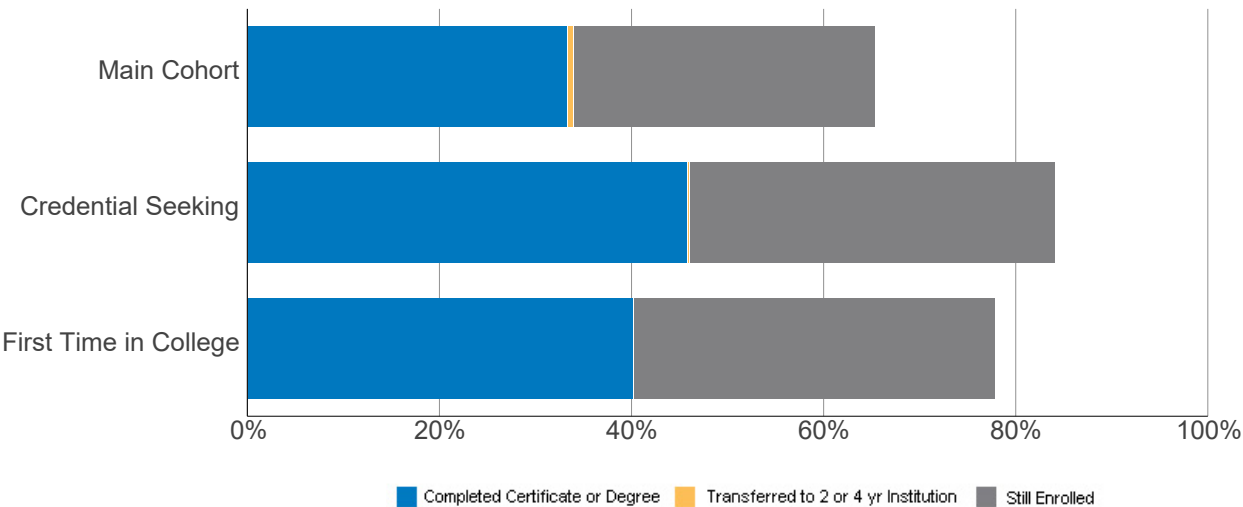
- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the reporting college

Progress by End of Year Two by Cohort Type



Persistence/Attainment Outcomes by End of Year Two by Cohort Type

	Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	716	33.4%	0.7%	31.3%
Credential Seeking	521	45.9%	0.2%	38.2%
First Time in College	149	40.3%	0.0%	37.6%



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

Collection Cycle : 2023

## Two Year Cohort (Fall Students 2020)

Wayne Community College (Goldsboro, NC)

These data represent students that first entered the college in Fall Students 2020 (or summer before) and their progress by the end of their first two years.

## Two-Year Progress Measures

### Progress by End of Year Two by Cohort Type

Cohort Type	Cohort Count	No Success 1st Term*		Fall to Next Term Retention		1st Term Credit Success Rate*		Two Year Credit Success Rate*		Reached Credit Threshold	
		Count	%	Count	%	Count	%	Count	%	Count	%
Main Cohort	716	66	9.2%	570	79.6%	6,136	75.6%	19,625	75.8%	394	55.0%
Credential Seeking	521	9	1.7%	488	93.7%	5,494	86.8%	18,813	81.6%	368	70.6%
First Time in College	149	3	2.0%	141	94.6%	1,830	85.2%	5,739	76.8%	86	57.7%

### Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Completed Certificate or Degree		Transferred		Still Enrolled	
		Count	%	Count	%	Count	%
Main Cohort	716	239	33.4%	5	0.7%	224	31.3%
Credential Seeking	521	239	45.9%	1	0.2%	199	38.2%
First Time in College	149	60	40.3%	0	0.0%	56	37.6%

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

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These data represent students who first entered the college in Fall Students 2020 (or summer before) who needed developmental education in math. Of those students that needed developmental education in math, the measures show their progress and outcomes in math by the end of two years.

Developmental Math (Optional to Report)

Developmental Math Need

Percent of students in cohort that needed developmental math

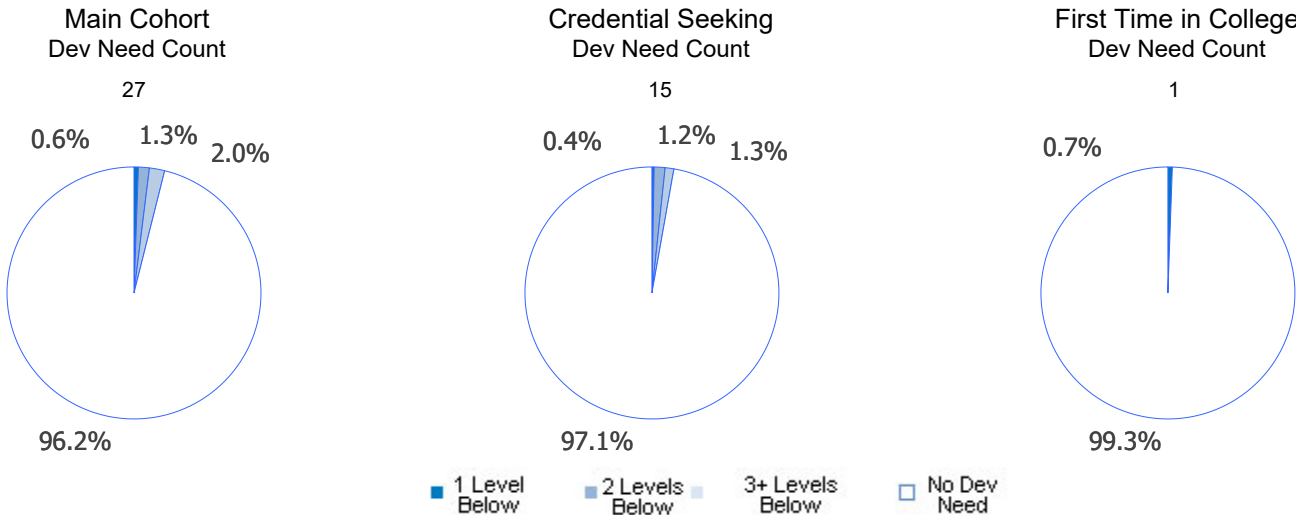
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

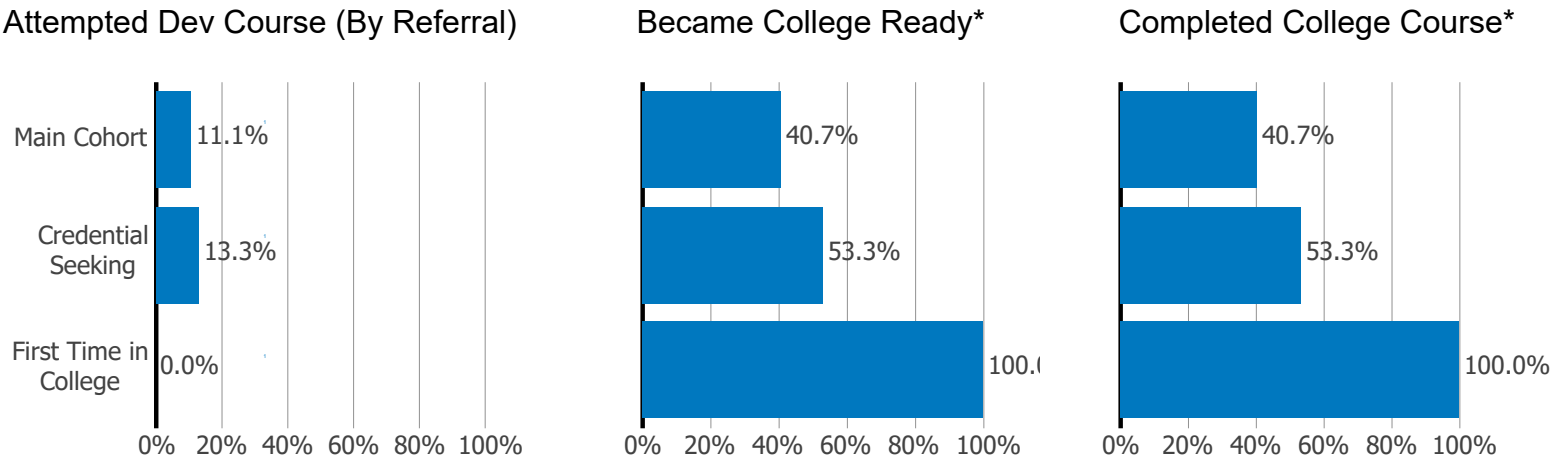
Developmental Math Outcomes

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

Developmental Need in Math by Cohort Type



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



Your college used referral to identify students with a developmental need.

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

These data represent students who first entered the college in Fall Students 2020 (or summer before) who needed developmental education in English. Of those students that needed developmental education in English, the measures show their progress and outcomes in English by the end of two years.

Developmental English (Optional to Report)

Developmental English Need

Percent of students in cohort that needed developmental English

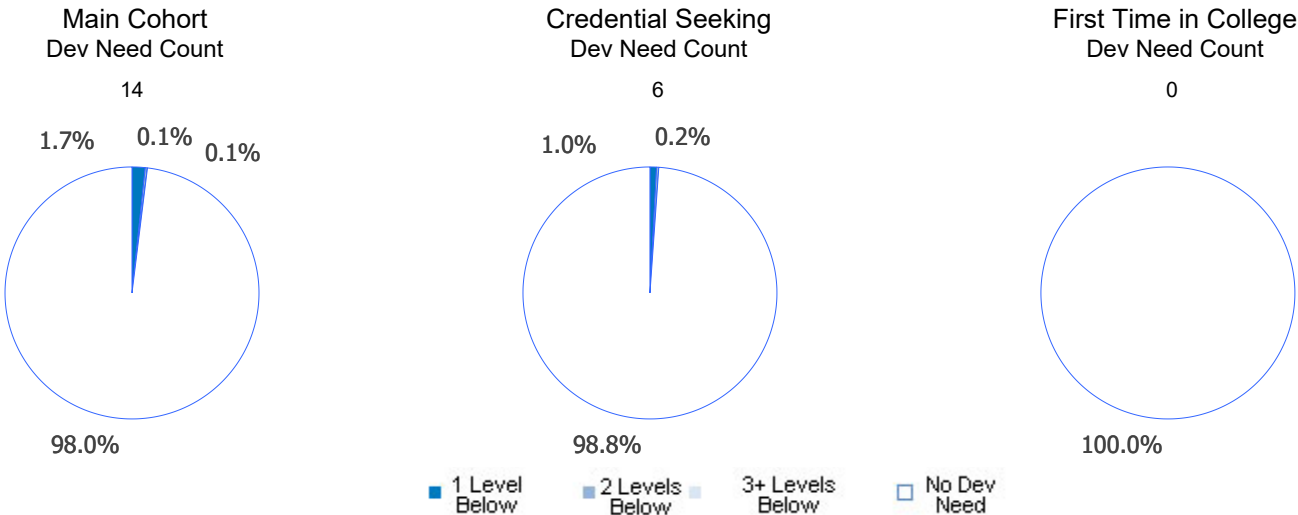
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

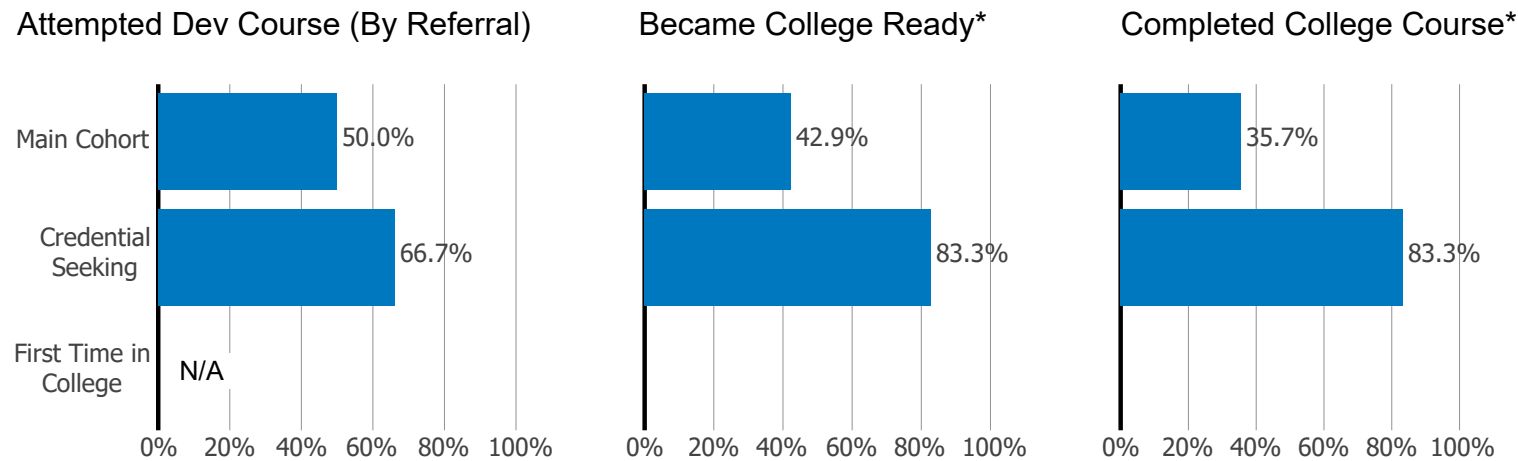
Developmental English Outcomes

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?

Developmental Need in English by Cohort Type



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



Your college used referral to identify students with a developmental need.

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

These data represent students who first entered the college in Fall Students 2020 (or summer before) who needed developmental education in reading. Of those students that needed developmental education in reading, the measures show their progress and outcomes in reading by the end of two years.

Developmental Reading (Optional to Report)

Developmental Reading Need

Percent of students in cohort that needed developmental reading

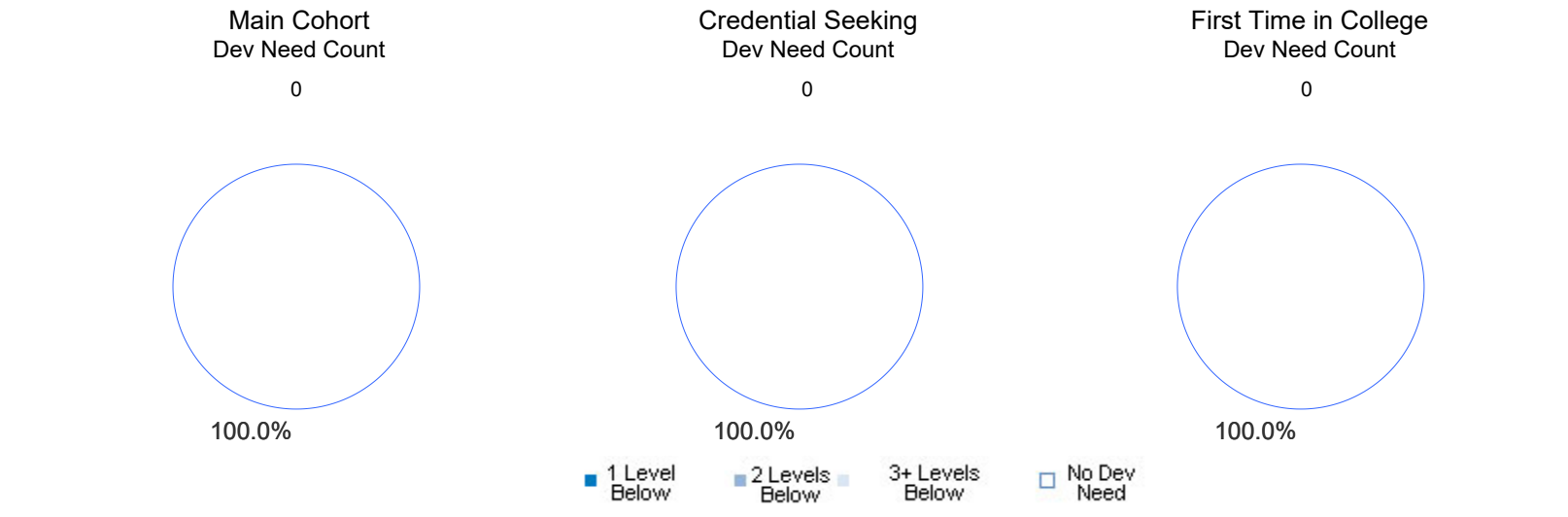
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

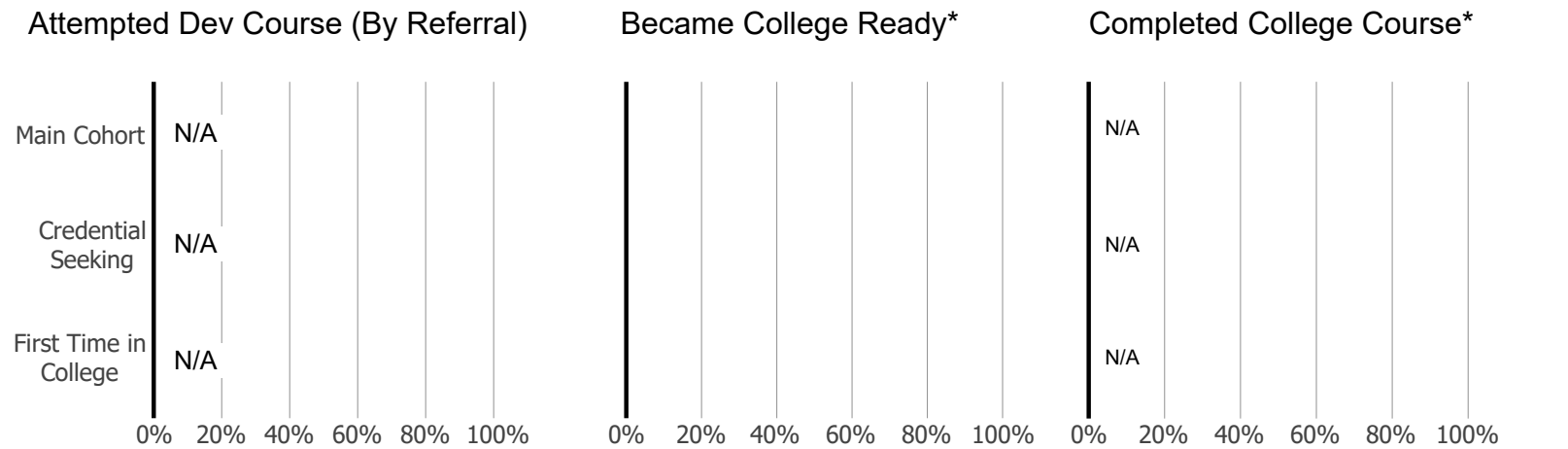
Developmental Reading Outcomes

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

Developmental Need in Reading by Cohort Type



Developmental Outcomes for Students Referred to Dev. Reading by Cohort Type



Your college used referral to identify students with a developmental need.

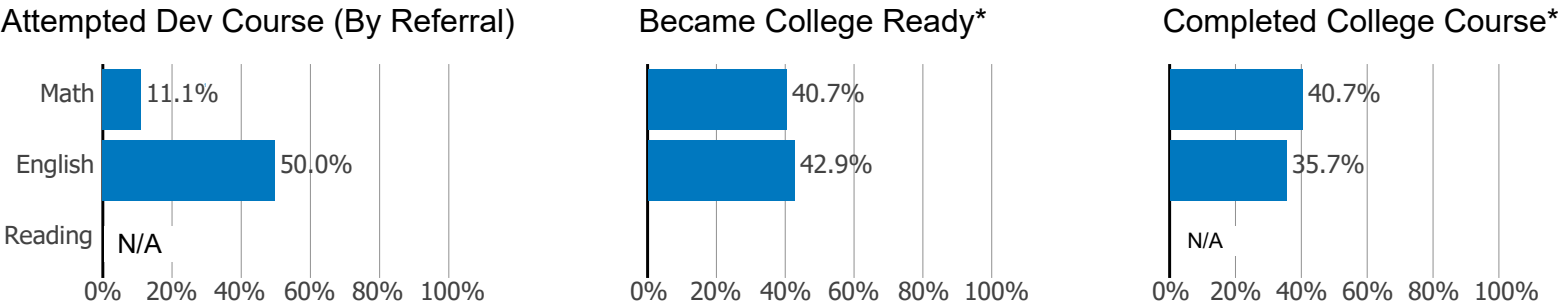
\*This college uses a grade of C to define success.



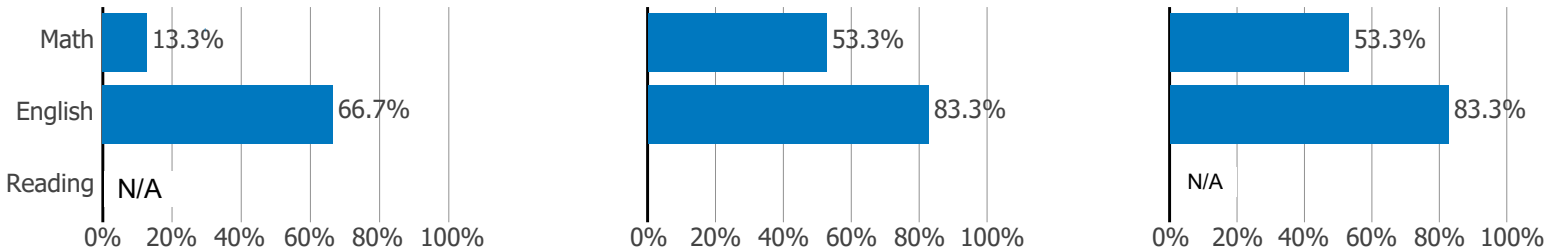
These data represent students who first entered the college in Fall Students 2020 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

Developmental Outcomes across Subjects by Cohort Type (Optional to Report)

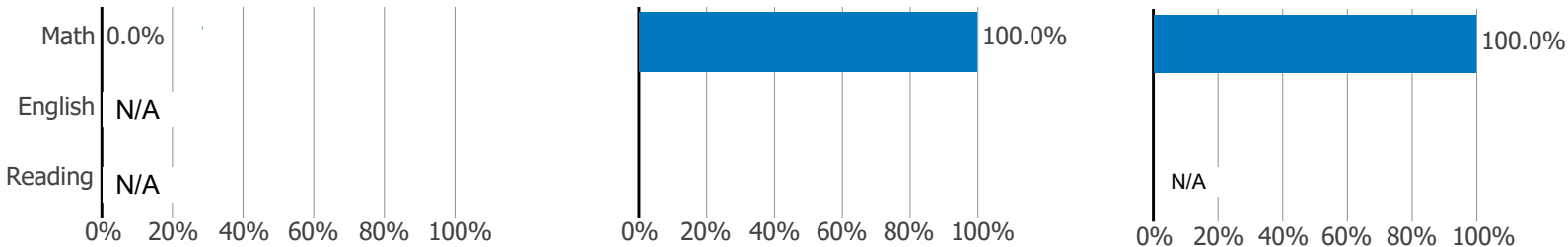
Main Cohort



Credential Seeking



First Time in College



		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	27	15	1
Dev Need Count	English	14	6	0
Dev Need Count	Reading	0	0	0

Your college used referral to identify students with a developmental need.

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

These data represent students who first entered the college in Fall Students 2020 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

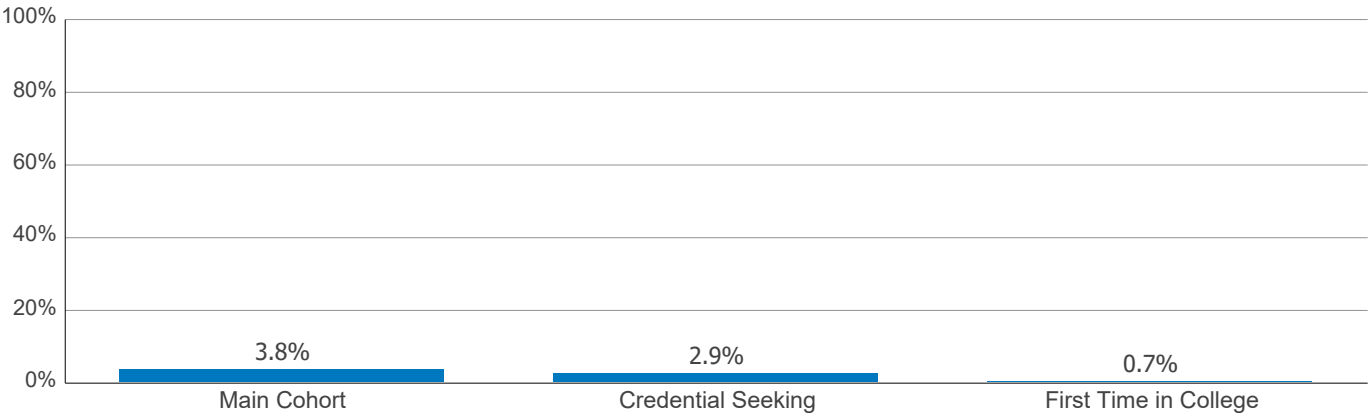
Any Developmental (Optional to Report)

Any Developmental

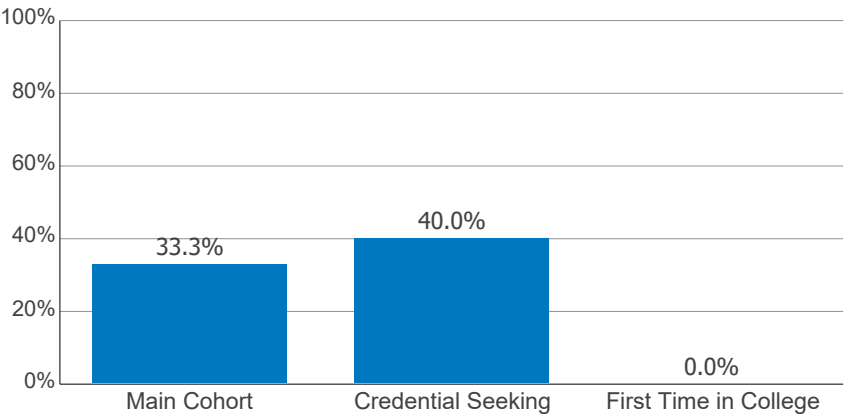
Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	27	15	1

Developmental Need by Cohort Type



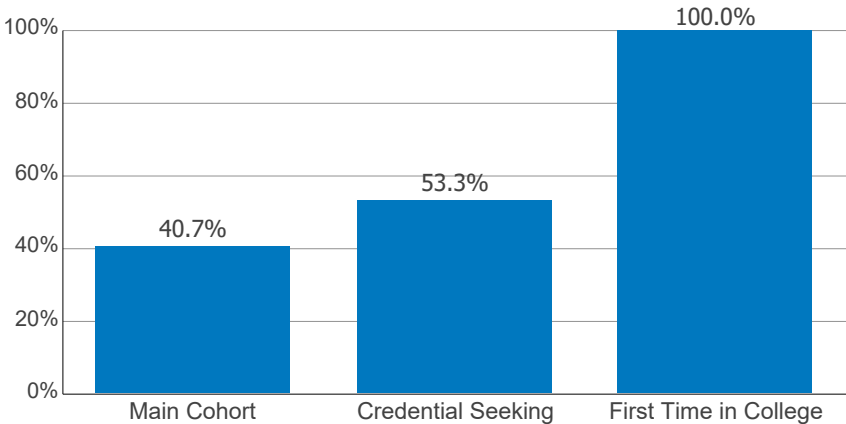
Attempted at Least One Developmental Course (By Referral) by Cohort Type



Your college used referral to identify students with a developmental need.

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

Completed All Developmental Education\* by Cohort Type



Collection Cycle : 2023

Two Year Cohort (Fall Students 2020)

Wayne Community College (Goldsboro, NC)

These data represent students who first entered the college in Fall Students 2020 (or summer before) and needed developmental education in math, English, reading, or any combination of these subjects, and their progress and outcomes in developmental education by the end of two years.

## Developmental Education Progress Measures (Optional to Report)

Developmental Subjects	Measures	Main Cohort		Credential Seeking Cohort		First Time in College Cohort	
		# of Students in Cohort: 716		# of Students in Cohort: 521		# of Students in Cohort: 149	
Math	Dev Need in Math	27	3.8%	15	2.9%	1	0.7%
	Math Need: 1 Level Below College	4	0.6%	2	0.4%	1	0.7%
	Math Need: 2 Levels Below College	9	1.3%	6	1.2%	0	0.0%
	Math Need: 3 or + Levels Below College	14	2.0%	7	1.3%	0	0.0%
	Attempted Dev Math Course	3	11.1%	2	13.3%	0	0.0%
	Completed Highest Dev Math Course	11	40.7%	8	53.3%	1	100.0%
	Completed College Course in Math	11	40.7%	8	53.3%	1	100.0%
English	Dev Need in English	14	2.0%	6	1.2%	0	0.0%
	English Need: 1 Level Below College	12	1.7%	5	1.0%	0	0.0%
	English Need: 2 Levels Below College	1	0.1%	1	0.2%	0	0.0%
	English Need: 3 or + Levels Below College	1	0.1%	0	0.0%	0	0.0%
	Attempted Dev English Course	7	50.0%	4	66.7%	0	N/A
	Completed Highest Dev English Course	6	42.9%	5	83.3%	0	N/A
	Completed College Course in English	5	35.7%	5	83.3%	0	N/A
Reading	Dev Need in Reading	0	0.0%	0	0.0%	0	0.0%
	Reading Need: 1 Level Below College	0	0.0%	0	0.0%	0	0.0%
	Reading Need: 2 Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Reading Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev Reading Course	0	N/A	0	N/A	0	N/A
	Completed Highest Dev Reading Course	0	N/A	0	N/A	0	N/A
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
Any	Need in Any Developmental Subject	27	3.8%	15	2.9%	1	0.7%
	Attempted at least one Dev Course	9	33.3%	6	40.0%	0	0.0%
	Completed All Dev Education	11	40.7%	8	53.3%	1	100.0%

Developmental need is a percentage of students in cohort. All other developmental metrics are a percentage of students with a developmental need.

These data represent students that first entered the college in Fall Students 2016 (or summer before) and their progress and outcomes by the end of six years.

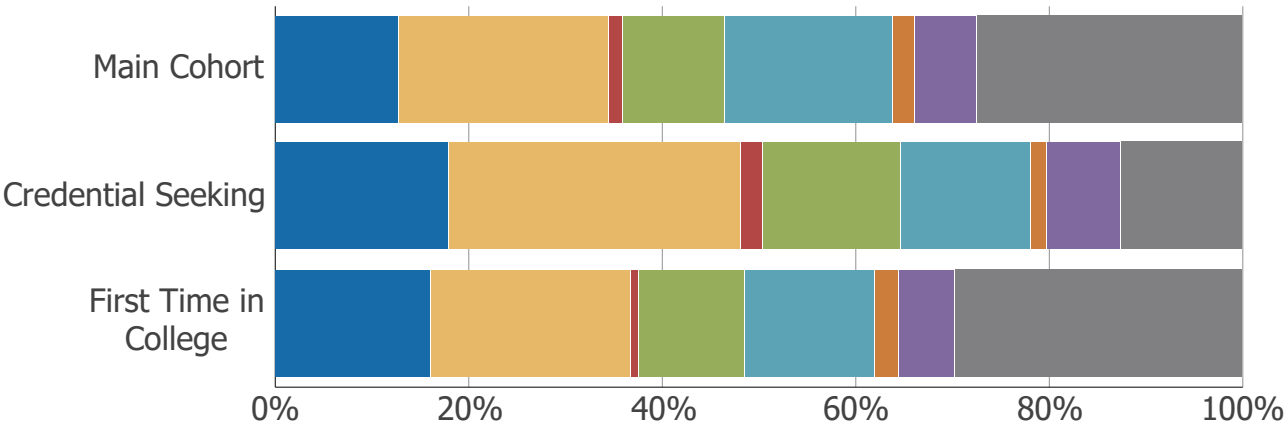
Six-Year Outcomes

Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

The Six-Year Outcomes are:

- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at your college.

Outcomes by the end of Six Years by Cohort Type



Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	789	562	520
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	12.8%	18.0%	16.2%
Associate (No Transfer)	21.7%	30.2%	20.6%
Certificate (Transfer)	1.5%	2.1%	1.0%
Certificate (No Transfer)	10.4%	14.2%	10.8%
No Award (Transfer)	17.4%	13.5%	13.5%
Still Enrolled	2.4%	1.6%	2.5%
Left with > or = 30 credits	6.3%	7.7%	5.8%
Left with < 30 credits	27.5%	12.6%	29.8%

Collection Cycle : 2023

Six Year Cohort (Fall Students 2016)

Wayne Community College (Goldsboro, NC)

These data represent students that first entered the college in Fall Students 2016 (or summer before) and their progress and outcomes by the end of six years.

## Six-Year Outcomes

### Outcomes by the end of Six Years by Cohort Type

Outcome	Main Cohort		Credential Seeking Cohort		First Time In College Cohort	
	# of Students in Cohort: 789		# of Students in Cohort: 562		# of Students in Cohort: 520	
	Count	%	Count	%	Count	%
<b>Bachelor's</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Associate (Transfer)</b>	101	12.8%	101	18.0%	84	16.2%
<b>Associate (No Transfer)</b>	171	21.7%	170	30.2%	107	20.6%
<b>Certificate (Transfer)</b>	12	1.5%	12	2.1%	5	1.0%
<b>Certificate (No Transfer)</b>	82	10.4%	80	14.2%	56	10.8%
<b>No Award (Transfer)</b>	137	17.4%	76	13.5%	70	13.5%
<b>Still Enrolled</b>	19	2.4%	9	1.6%	13	2.5%
<b>Left (= or &gt; 30 Credits)</b>	50	6.3%	43	7.7%	30	5.8%
<b>Left (&lt; 30 Credits)</b>	217	27.5%	71	12.6%	155	29.8%

These data represent students who first entered college in Fall Students 2016 (or summer before) who needed developmental education in math. Of those students that needed developmental education in math, the measures show their progress and outcomes in math by the end of six years.

Developmental Math

Developmental Math Need

Percent of students in cohort that needed developmental math

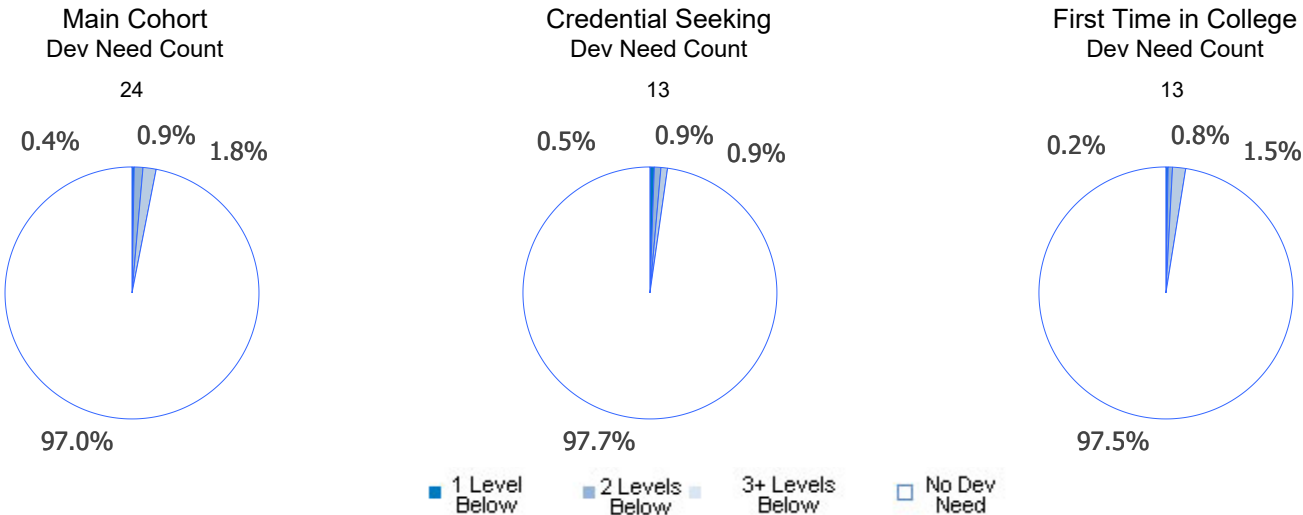
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

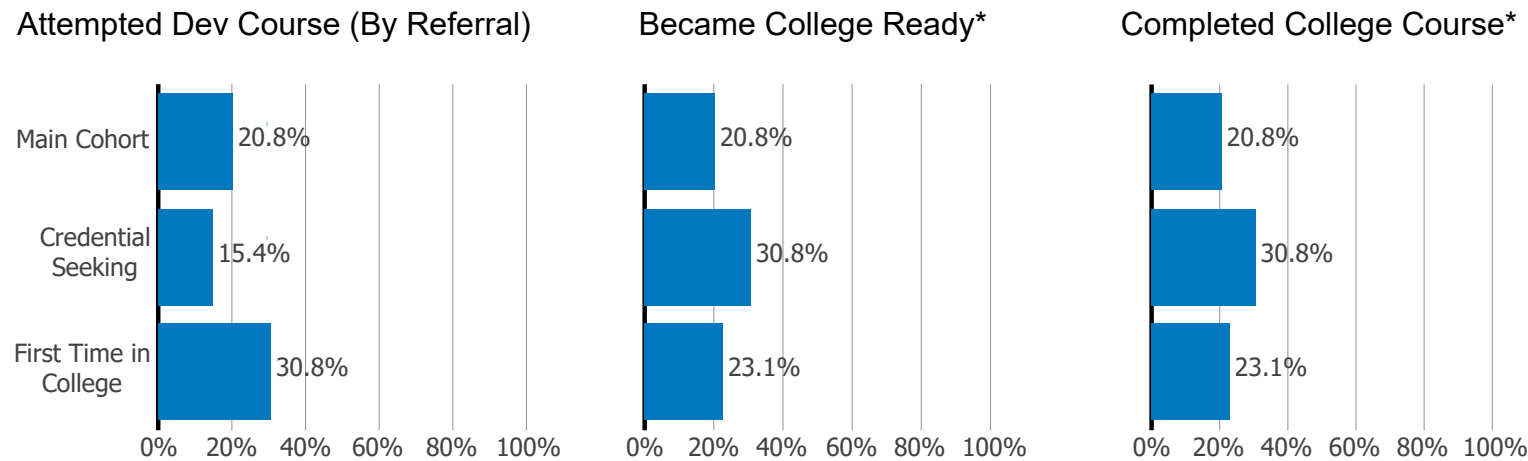
Developmental Math Outcomes

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?

Developmental Need in Math by Cohort Type



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



Your college used referral to identify students with a developmental need.

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

These data represent students who first entered the college in Fall Students 2016 (or summer before) who needed developmental education in English. Of those students that needed developmental education in English, the measures show their progress and outcomes in English by the end of six years.

Developmental English

Developmental English Need

Percent of students in cohort that needed developmental English

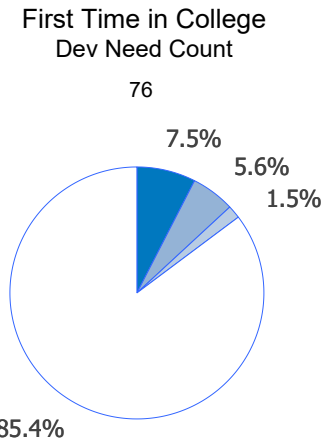
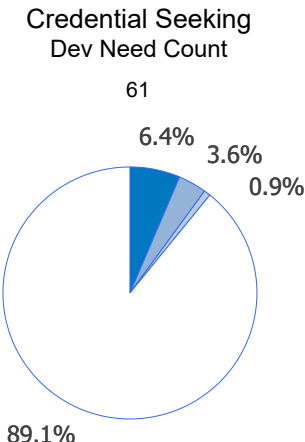
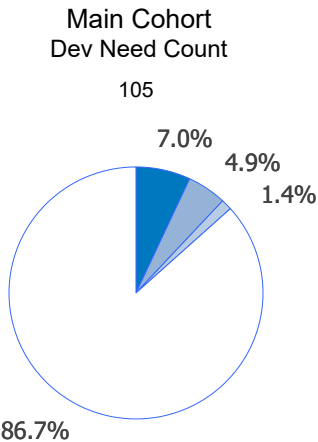
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

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?

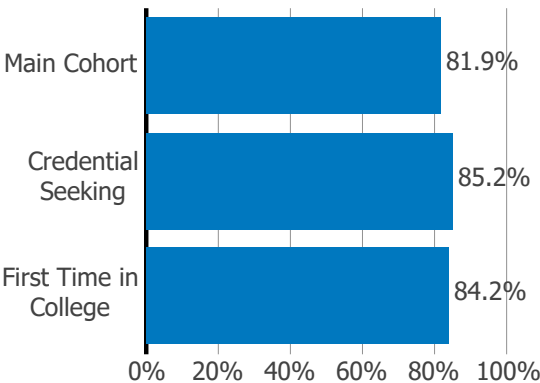
Developmental Need in English by Cohort Type



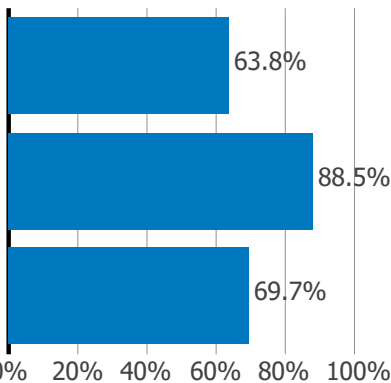
1 Level Below 2 Levels Below 3+ Levels Below No Dev Need

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

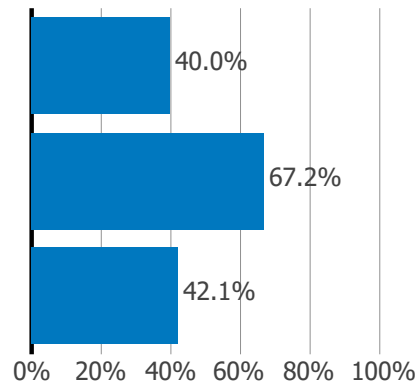
Attempted Dev Course (By Referral)



Became College Ready\*



Completed College Course\*



Your college used referral to identify students with a developmental need.

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

These data represent students who first entered the college in Fall Students 2016 (or summer before) who needed developmental education in reading. Of those students that needed developmental education in reading, the measures show their progress and outcomes in reading by the end of six years.

Developmental Reading

Developmental Reading Need

Percent of students in cohort that needed developmental reading

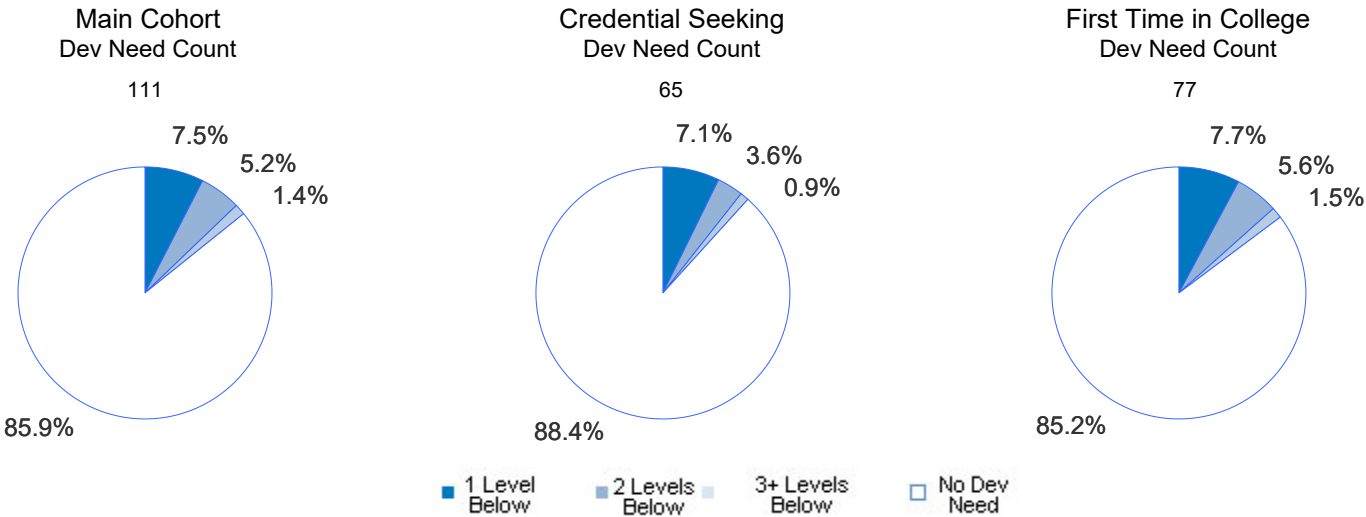
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

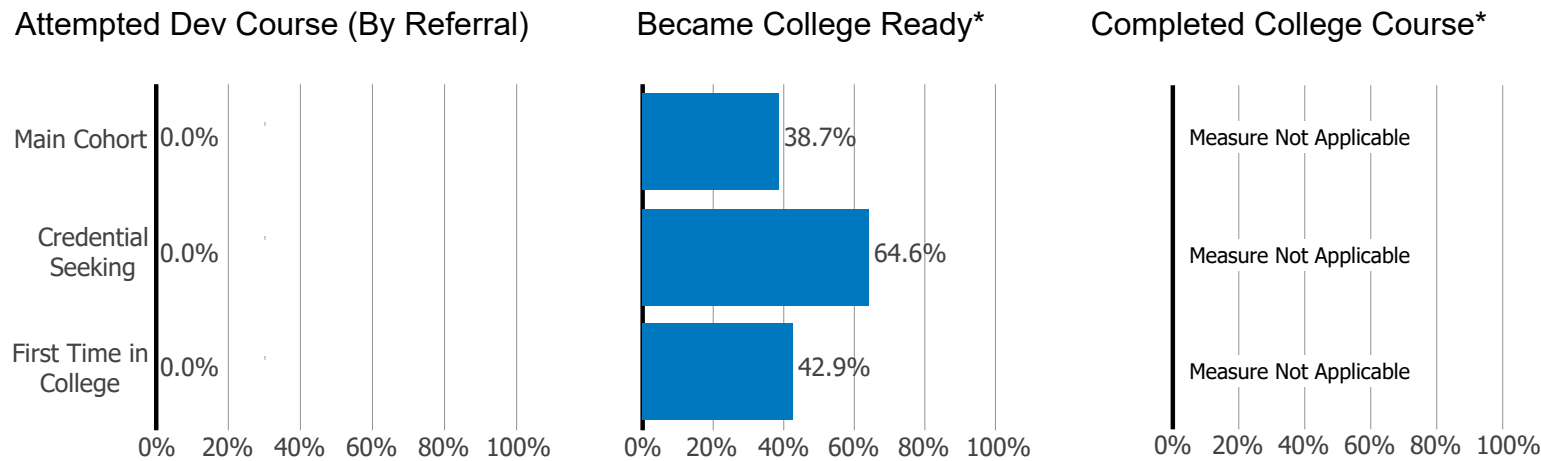
Developmental Reading Outcomes

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

Developmental Need in Reading by Cohort Type



Developmental Outcomes for Students Referred to Dev. Reading by Cohort Type



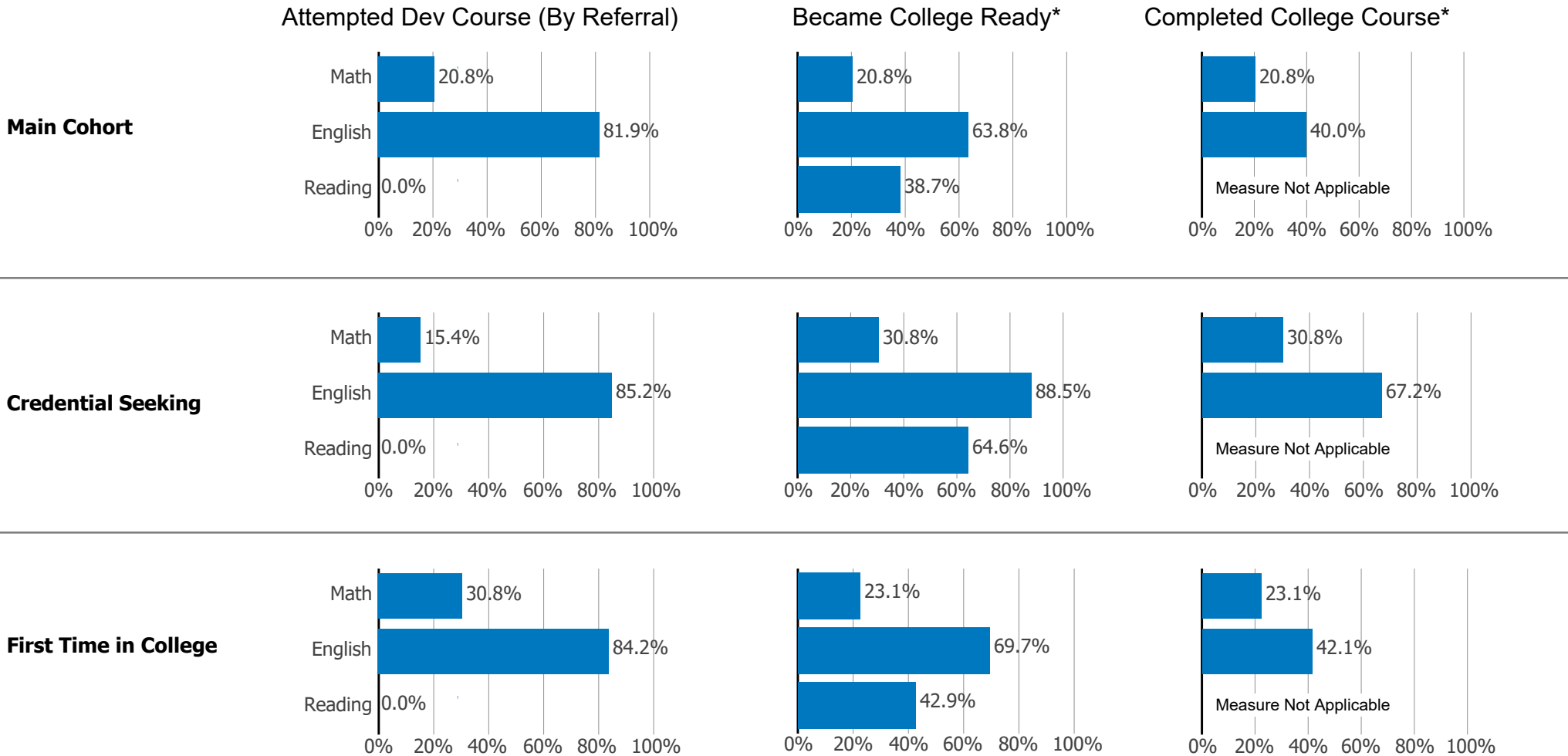
Your college used referral to identify students with a developmental need.

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



These data represent students who first entered the college in Fall Students 2016 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

Developmental Outcomes across Subjects by Cohort Type



		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	24	13	13
Dev Need Count	English	105	61	76
Dev Need Count	Reading	111	65	77

Your college used referral to identify students with a developmental need.

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These data represent students who first entered the college in Fall Students 2016 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

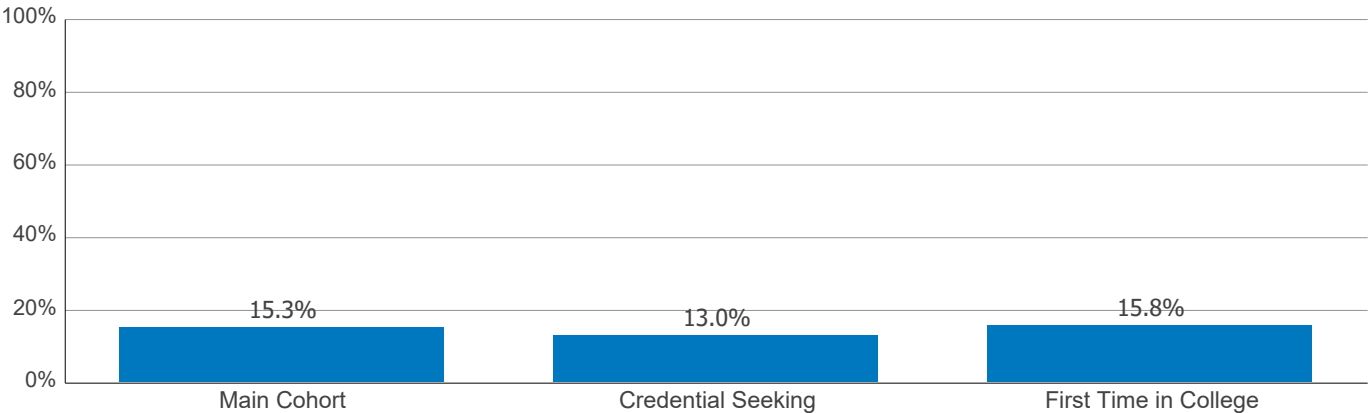
Any Developmental

Any Developmental

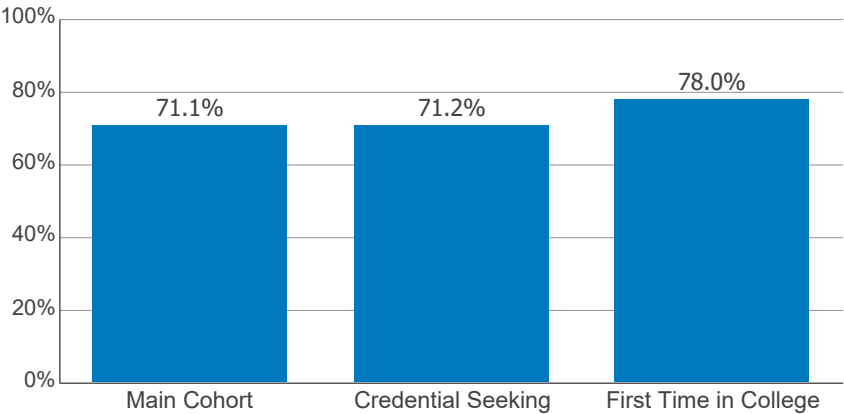
Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	121	73	82

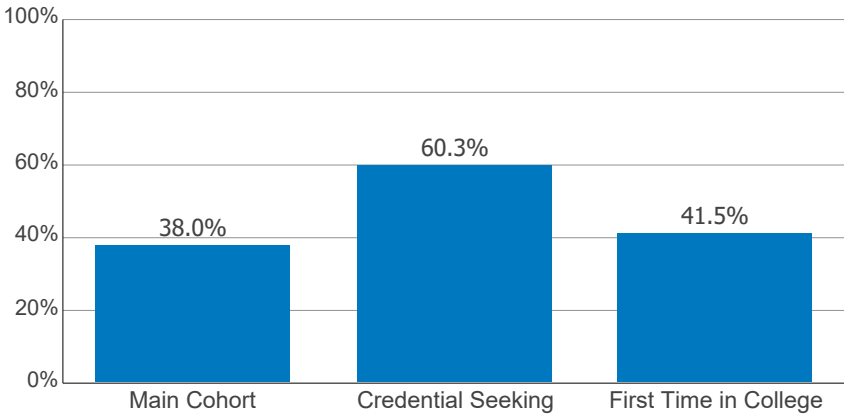
Developmental Need by Cohort Type



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



Completed All Developmental Education\* by Cohort Type



Your college used referral to identify students with a developmental need.

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

Collection Cycle : 2023

Six Year Cohort (Fall Students 2016)

Wayne Community College (Goldsboro, NC)

These data represent students who first entered the college in Fall Students 2016 (or summer before) who needed developmental education in math, English, reading, or any combination of these subjects.

## Developmental Education Progress Measures

Developmental Subjects	Measures	Main Cohort		Credential Seeking Cohort		First Time in College Cohort	
		# of Students in Cohort: 789		# of Students in Cohort: 562		# of Students in Cohort: 520	
Math	Dev Need in Math	24	3.0%	13	2.3%	13	2.5%
	Math Need: 1 Level Below College	3	0.4%	3	0.5%	1	0.2%
	Math Need: 2 Levels Below College	7	0.9%	5	0.9%	4	0.8%
	Math Need: 3 or + Levels Below College	14	1.8%	5	0.9%	8	1.5%
	Attempted Dev Math Course	5	20.8%	2	15.4%	4	30.8%
	Completed Highest Dev Math Course	5	20.8%	4	30.8%	3	23.1%
	Completed College Course in Math	5	20.8%	4	30.8%	3	23.1%
English	Dev Need in English	105	13.3%	61	10.9%	76	14.6%
	English Need: 1 Level Below College	55	7.0%	36	6.4%	39	7.5%
	English Need: 2 Levels Below College	39	4.9%	20	3.6%	29	5.6%
	English Need: 3 or + Levels Below College	11	1.4%	5	0.9%	8	1.5%
	Attempted Dev English Course	86	81.9%	52	85.2%	64	84.2%
	Completed Highest Dev English Course	67	63.8%	54	88.5%	53	69.7%
	Completed College Course in English	42	40.0%	41	67.2%	32	42.1%
Reading	Dev Need in Reading	111	14.1%	65	11.6%	77	14.8%
	Reading Need: 1 Level Below College	59	7.5%	40	7.1%	40	7.7%
	Reading Need: 2 Levels Below College	41	5.2%	20	3.6%	29	5.6%
	Reading Need: 3 or + Levels Below College	11	1.4%	5	0.9%	8	1.5%
	Attempted Dev Reading Course	0	0.0%	0	0.0%	0	0.0%
	Completed Highest Dev Reading Course	43	38.7%	42	64.6%	33	42.9%
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
Any	Need in Any Developmental Subject	121	15.3%	73	13.0%	82	15.8%
	Attempted at least one Dev Course	86	71.1%	52	71.2%	64	78.0%
	Completed All Dev Education	46	38.0%	44	60.3%	34	41.5%

Developmental need is a percentage of students in cohort. All other developmental metrics are a percentage of students with a developmental need.

These data represent students who first entered the college in Fall Students 2016 (or summer before) and their progress by the end of their first two years.

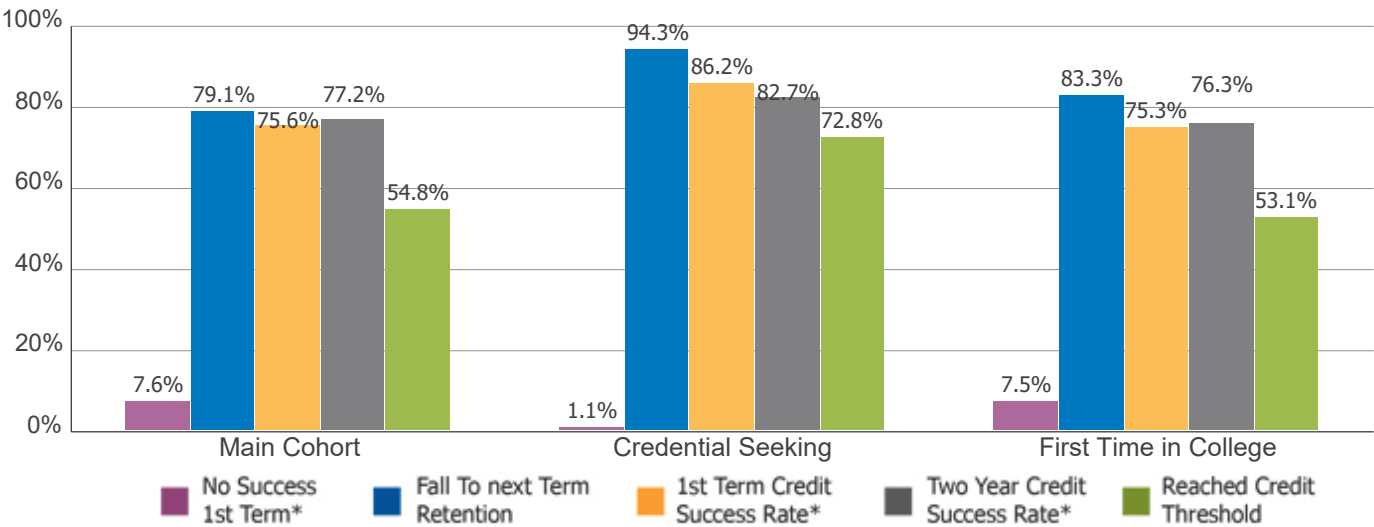
Two-Year Progress Measures (Optional to Report)

These measures report milestones along the educational pathway and persistence/attainment outcomes by the end of a student's first two years at the college.

The persistence/attainment outcomes by the end of year two provide an early indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the students in the cohort. The outcomes are:

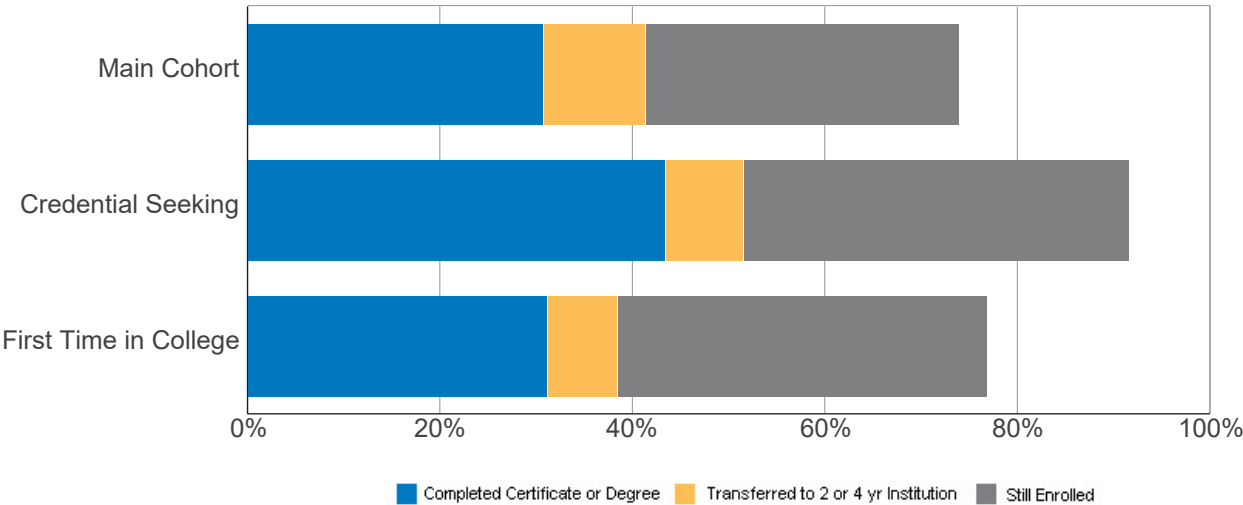
- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the **reporting** college

Progress by End of Year Two by Cohort Type



Persistence/Attainment Outcomes by End of Year Two by Cohort Type

	Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	789	30.9%	10.5%	32.6%
Credential Seeking	562	43.4%	8.2%	40.0%
First Time in College	520	31.2%	7.3%	38.5%



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

Collection Cycle : 2023

Six Year Cohort (Fall Students 2016)

Wayne Community College (Goldsboro, NC)

These data represent students who first entered the college in Fall Students 2016 (or summer before) and their progress by the end of their first two years.

## Two-Year Progress Measures (Optional to Report)

### Progress by End of Year Two by Cohort Type

Cohort Type	Cohort Count	No Success 1st Term*		Fall to Next Term Retention		1st Term Credit Success Rate*		Two Year Credit Success Rate*		Reached Credit Threshold	
		Count	%	Count	%	Count	%	Count	%	Count	%
Main Cohort	789	60	7.6%	624	79.1%	6,942	75.6%	23,040	77.2%	432	54.8%
Credential Seeking	562	6	1.1%	530	94.3%	6,171	86.2%	22,004	82.7%	409	72.8%
First Time in College	520	39	7.5%	433	83.3%	4,849	75.3%	16,567	76.3%	276	53.1%

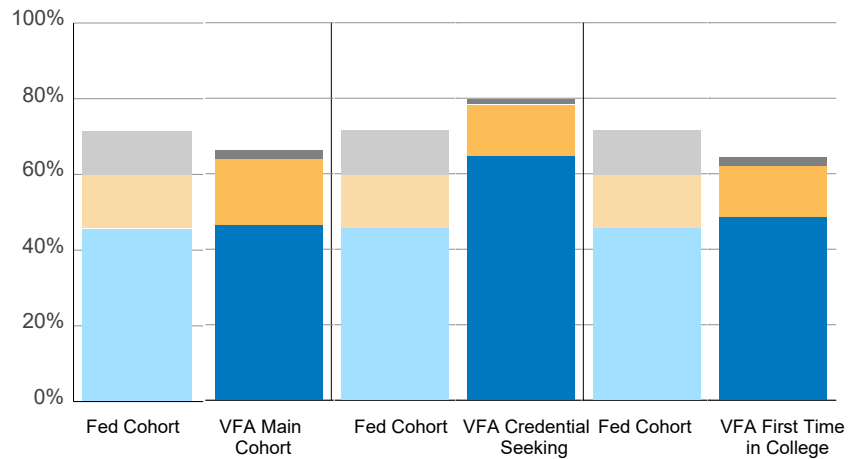
### Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Completed Certificate or Degree		Transferred		Still Enrolled	
		Count	%	Count	%	Count	%
Main Cohort	789	244	30.9%	83	10.5%	257	32.6%
Credential Seeking	562	244	43.4%	46	8.2%	225	40.0%
First Time in College	520	162	31.2%	38	7.3%	200	38.5%

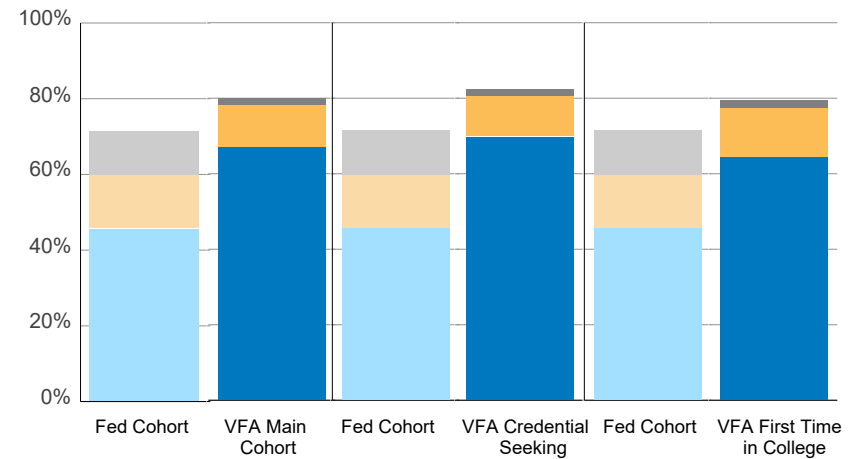
\*This college uses a grade of C to define success.

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## Comparison of the college's IPEDS (federal) graduation rate to the college's VFA Six-Year Outcomes

Federal Grad Rate (IPEDS) Compared to VFA Outcomes  
(by VFA full-time and part-time students)

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	11.8%	2.4%	1.6%	2.5%
No Award (Transfer)	14.4%	17.4%	13.5%	13.5%
Total Earned Awards**	45.4%	46.4%	64.6%	48.5%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes  
(by VFA full-time students)

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	11.8%	1.9%	1.7%	2.2%
No Award (Transfer)	14.4%	11.3%	10.9%	12.8%
Total Earned Awards**	45.4%	66.9%	69.7%	64.5%

\*\*VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

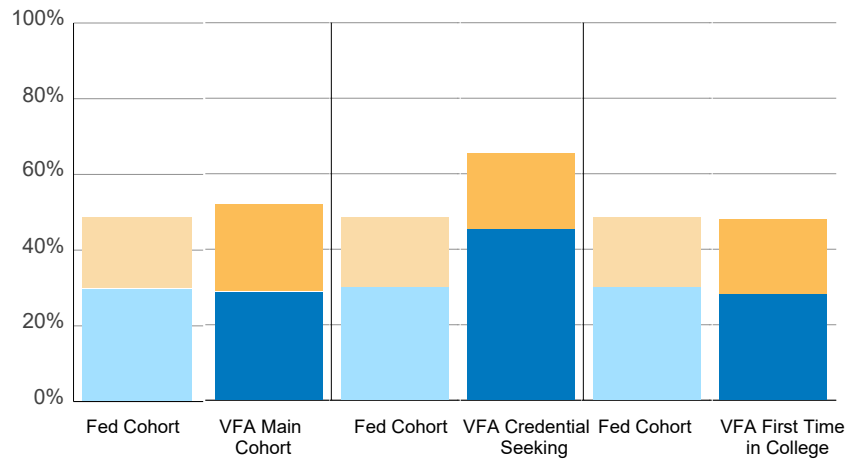
## Federal Graduation Rate Cohort:

- Fall entering, first-time, full-time degree seeking students. For more information: <http://nces.ed.gov/ipeds/glossary/index.asp?id=812>

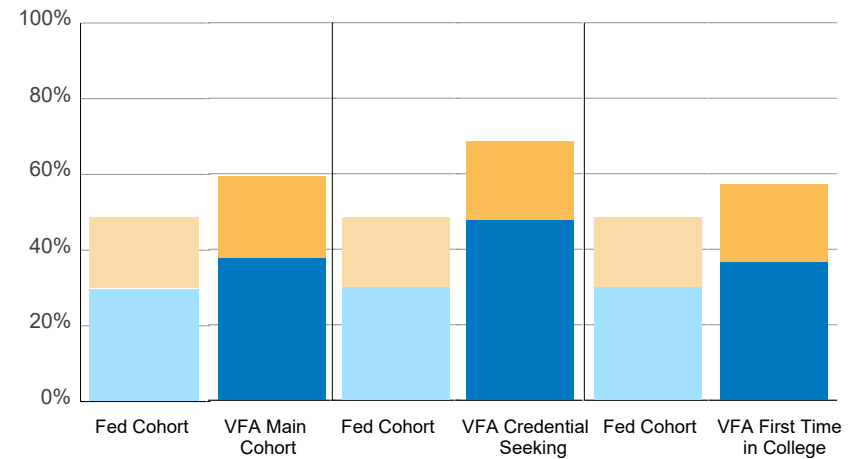
## VFA Cohort Types:

- Main Cohort: fall entering, first time at **reporting** institution, "all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

## All VFA college's comparison of IPEDS (federal) graduation rate to VFA Six -Year Outcomes

Federal Grad Rate (IPEDS) Compared to VFA Outcomes  
(by VFA full-time and part-time students)

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.7%	23.2%	20.2%	20.0%
Total Earned Awards**	29.8%	28.7%	45.2%	28.0%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes  
(by VFA full-time students)

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.7%	21.7%	21.0%	20.7%
Total Earned Awards**	29.8%	37.7%	47.7%	36.6%

\*\*VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

## Federal Graduation Rate Cohort:

- Fall entering, first-time, full-time degree seeking students. For more information: <http://nces.ed.gov/ipeds/glossary/index.asp?id=812>

## VFA Cohort Types:

- Main Cohort: fall entering, first time at **reporting** institution, "all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

About the CTE Profile. These data represent the college's CREDIT and NON-CREDIT CTE enrollment and completions for 2019-20 and 2020-21. The CREDIT CTE completions are sourced from IPEDs. The enrollment and completions counts provide context about a college's CTE. The enrollment and completions are not based on the CTE cohort.

CTE Profile

CTE Profile

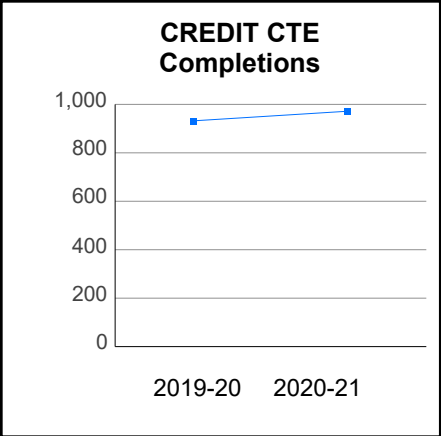
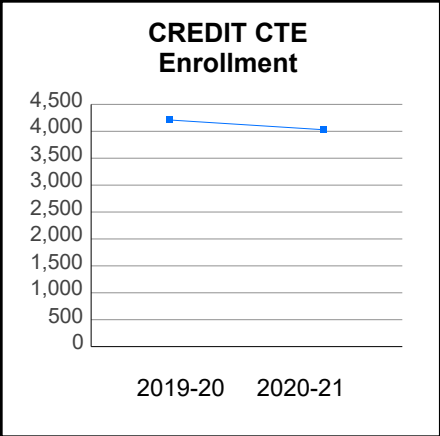
Credit

Enrollment (Headcount; Unduplicated)

2020-21	2019-20	
4,028	4,211	= -4.3%

Completions

Award Type	2020-21	2019-20	%Change
CTE Bachelor's	0	0	0
CTE Associate	309	278	= 11.2%
Certs. >= 1 Year	199	185	= 7.6%
Certs. <1 Year	464	469	= -1.1%
Total	972	932	0 4.3%



About the CTE Profile

The CTE Profile provides the college's most recently available CTE enrollment and completions data (for both credit and non-credit CTE offerings). This information provides context about the college's CTE. It is not based on a cohort of students.

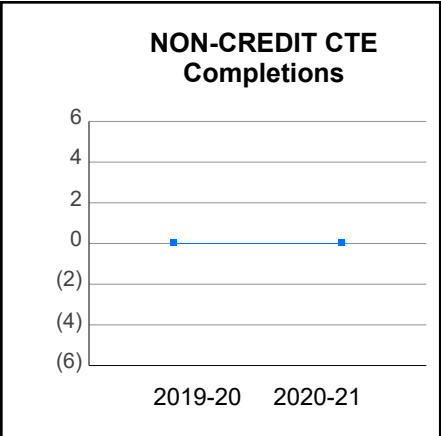
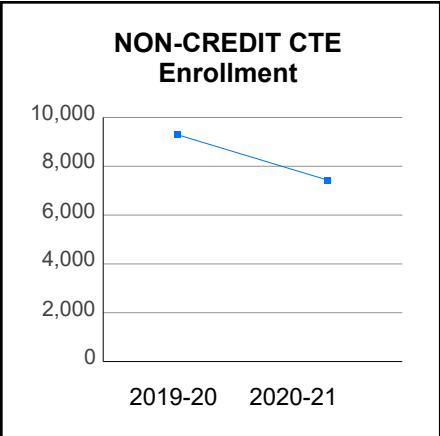
Non-Credit

Enrollment (Seat count; Duplicated)

2020-21	2019-20	
7,435	9,286	= -19.9%

Completions

2020-21	2019-20	
0	0	0





About the CTE Completers/Leavers Cohort and Outcomes. These data represent students that took CTE at the college, exited the college in the 2019-20 academic year, and their outcomes upon exiting the college with a CTE credential (completer) or a significant CTE experience (leaver: defined as a student who earned 7 CTE credit hours or received 180 contact hours of CTE instruction).

## CTE Cohort & Outcomes

### CTE Completer/Leaver Cohort & Outcomes

#### CTE Completer/Leaver Cohort

Total Credit Completers/Leavers	1,462
Awarded Associate Degree	198
Completed Certificate	206
Left with No Award	1,058
Non-Credit Completers/Leavers	339

#### Completers/Leavers with Prior Awards

	Prior Bachelor's or Higher	Prior Associate	Total Prior Awards
Total Credit Cohort	42 (02.9%)	206 (14.1%)	248 (17.0%)
Awarded Associates	8 (04.0%)	45 (22.7%)	53 (26.8%)
Completed Certificate	5 (02.4%)	33 (16.0%)	38 (18.4%)
Left with No Award	29 (02.7%)	128 (12.1%)	157 (14.8%)
Non-Credit Cohort	1 (00.3%)	11 (03.2%)	12 (03.5%)

#### Industry Recognized Credentials of Completers/Leavers

Total Credit Completers/Leavers	33 (02.3%)
Awarded Associate Degree	11 (05.6%)
Completed Certificate	18 (08.7%)
Left with No Award	4 (00.4%)
Non-Credit Completers/Leavers	0 (00.0%)

#### Licensure Exam Pass Rate of Completers/Leavers

	Passed	Attempted	Pass Rate
Total Credit Cohort	82	88	93.2%
Awarded Associate	55	55	100.0%
Completed Certificate	27	33	81.8%
Left with No Award	N/A	N/A	N/A
Non-Credit Cohort	94	108	87.0%

#### Median Wage Growth of Completers/Leavers

	Wage Prior	Wage Post	Change
Total Credit Cohort	\$0	\$0	\$0 N/A
Awarded Associate	N/A	N/A	N/A N/A
Completed Certificate	N/A	N/A	N/A N/A
Left with No Award	N/A	N/A	N/A N/A
Non-Credit Cohort	\$0	\$0	\$0 N/A

#### Education and Earnings of Completers/Leavers

	\$50,200 or more	\$40,000 - \$50,199	\$30,000 - \$39,999	\$22,500 - \$29,999	\$15,000 - \$22,499	\$0 - \$14,999	Enrolled in Education	Unemployed /Unknown
Total Credit Cohort	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	241 (16.5%)	1,221 (83.5%)
Associate	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	34 (17.2%)	164 (82.8%)
Certificate	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	26 (12.6%)	180 (87.4%)
Left No Award	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	0 (00.0%)	N/A (00.0%)	181 (17.1%)	877 (82.9%)
Non-Credit Cohort	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	3 (00.9%)	336 (99.1%)

Of the 339 students in the CTE Non-Credit Cohort, 11 students transitioned to Credit courses at the college.

#### CTE Completer/Leaver Cohort

The CTE Cohort is made up of students that took CTE at the college (credit or non-credit CTE) and either earned a formal award in CTE [completers] or left the college with a significant CTE experience – having earned 7 CTE credits or having received 180 contact hours of CTE instruction [leavers].

#### About CTE Outcomes

For the CTE Completer/Leaver Cohort, the VFA then reports these students' outcomes after the CTE experience (post-collegiate).

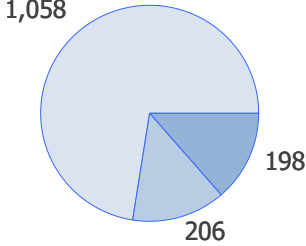
These data represent students that took CREDIT CTE at the college, exited the college in the 2019-20 academic year, and their outcomes upon exiting the college with a CTE credential or a significant CTE experience (earned 7 CTE credit hours of CTE instruction).

At present, the VFA provides graphical data for the CREDIT CTE measures but not for the NON-CREDIT CTE measures. The variances in how colleges track NON-CREDIT CTE and the lack of data available on NON-CREDIT CTE are challenges for many colleges. Therefore, there are not enough NON-CREDIT CTE data to display appropriately using graphs.

Credit CTE Cohort & Outcomes

Credit CTE Completer/Leaver Cohort Profile

Total Credit Completers/Leavers	1,462
Awarded Associates Degree	198
Completed Certificate	206
Left with No Award	1,058

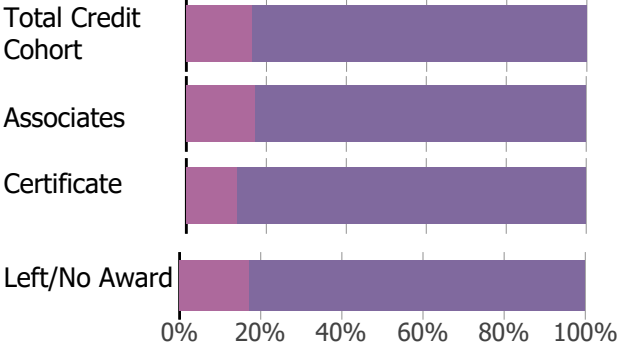


Credit CTE Completers/Leavers With Prior Awards

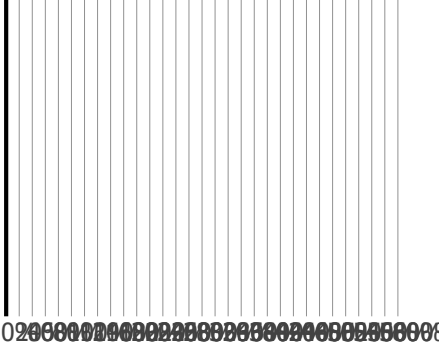
	Prior Bachelor's +	Prior Associate	Total Prior Awards
Total Credit Cohort	42 (2.9%)	206 (14.1%)	248 (17.0%)
Awarded Associates	8 (4.0%)	45 (22.7%)	53 (26.8%)
Completed Certificate	5 (2.4%)	33 (16.0%)	38 (18.4%)
Left with No Award	29 (2.7%)	128 (12.1%)	157 (14.8%)

Outcomes of CTE Completers/Leavers: Credit

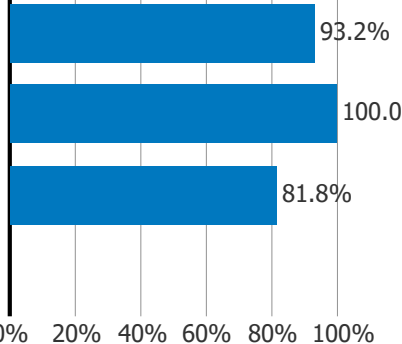
Education and Earnings



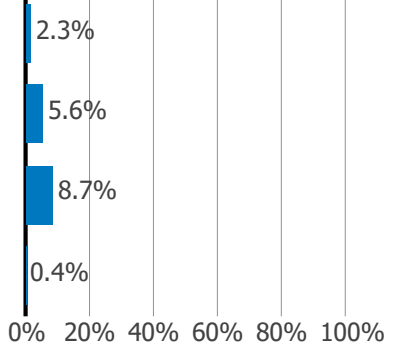
Median Wage Growth



Licensure Exam Pass Rate



Industry Recognized Credentials



Enrolled in Education

\$0 - \$14,999

\$15,000 - \$22,499

\$22,500 - \$29,999

\$30,000 - \$39,999

\$40,000 - \$50,199

\$50,200 or more

Unemployed / Unknown

Wayne Community College (Goldsboro, NC)

Adult Basic Education Cohort (Students from 2019-20)

These data represent students that came to the college for ABE in the 2019-20 academic year.

Adult Basic Education (ABE) Measures (Optional to Report)

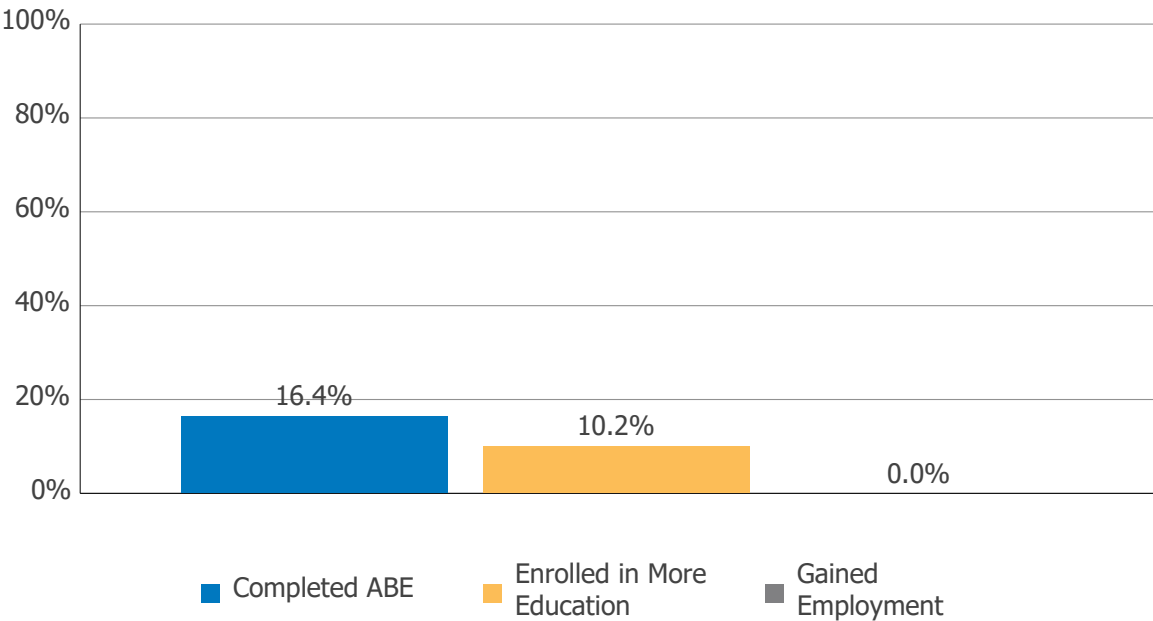
ABE Cohort

The ABE Cohort is students that took ABE at the college during the academic (or calendar year) indicated.

ABE Measures

These ABE measures determine first which students reached a standard level of high school equivalency (or completed adult basic education) at the college. Of those students that achieved an adult basic education, the measures determine what percentage of these students continued with their education or gained employment with a wage above the minimum wage, within one year of exiting the college.

Outcomes of Adult Basic Educational Students



	Number of Students in ABE Cohort	Number of students Completed ABE		Enrolled in More Education		Gained Employment	
ABE	1,319	216	16.4%	22	10.2%	0	0.0%

\*Students that enrolled in more education or gained employment are a percentage of those students that completed ABE.