Voluntary Framework of Accountability

Student Progress & Outcomes Metrics

February 2014

This document only covers measures relating to Student Progress & Outcomes. All measures and definitions are the same as in the VFA Metrics Manual. The complete VFA Metrics Manual is available on the VFA website: http://vfa.aacc.nche.edu

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Section I: Overview of VFA Cohorts and Measures

The VFA collects data in three broad domains and each domain has separate cohorts of student populations on which to report. This overview is designed to help the user understand the three domains and the student populations on which the VFA reports. This manual only covers Student Progress and Outcomes measures. For further details on the other two domains, please view the complete VFA Metrics Manual.

Student Progress and Outcomes (SPO) [Domain 1]

The SPO measures capture incoming student populations and document their progress and outcomes during their first two years (Two Year Progress & Outcomes) and outcomes after six years (Six Year Outcomes). Descriptions of the metrics and detailed definitions can be found beginning on page 14.

Cohorts are defined based on students who enter the college in the fall of a given year and are tracked for either two or six years. In order to report progress and outcomes for both a two-year and six-year time period, it is necessary to collect data from two separate cohorts. These cohort years are:

- Two-Year Cohort (fall 2011)
- Six-Year Cohort (fall 2007)

In order to better understand the progress and outcomes of different types of student populations, the VFA collects the main cohort and two more cohort types. The three cohort types are:

A. Main Cohort
B. Credential-Seeking Cohort (defined based on student behavior)
C. First-Time in College Cohort (as defined for IPEDS)

In order to better understand different student populations, colleges are asked to report their data disaggregated by six key student characteristics. These characteristics are:

- Race/Ethnicity
- Age
- Gender
- Pell Status
- Enrollment Status
- Developmental Education Referral Status

Detailed definitions of each cohort and disaggregation can be found starting on page 6.

Career and Technical Education (CTE) [Domain 2]

Preparing individuals to enter the workforce is a vital mission for community colleges. Many times, this education and training is done through non-credit workforce programs as well as the more traditional credit programs. The Career and Technical Education (CTE) measures are designed to assess the value of education and training in job-specific programs to the students who have completed a program, or have had substantial exposure to training in these areas. Career & Technical Education measures will not be
discussed in this document. Descriptions of the CTE cohort and detailed definitions of the measures can be found in the VFA Metrics Manual.

**Adult Basic Education (ABE) / GED**\(^1\) [Domain 3]

Adult Basic Education and preparation for passing a GED or other high school equivalency are important missions for many community colleges. This section has been developed to look at outcomes for students who have ABE/high school equivalency preparation experiences at the college. Adult Basic Education measures will not be discussed in this document. Description of the ABE cohort and detailed definitions of the measures can be found in the VFA Metrics Manual.

\(^1\) For purposes of the VFA manual and forms, we will use the term GED or GED preparation as a short-hand substitution for all high school equivalency work at the college. The use of “GED” is not intended to be an endorsement of the GED as a preferred form of assessment, but as a generic label for ease of use.
About Student Progress & Outcomes Cohorts

1. There are two SPO cohort years included in the VFA:
   a. Six-Year Cohort
   b. Two-Year Cohort

2. These cohort years are further divided into three cohort types:
   a. Main Cohort
   b. Credential-Seeking Cohort
   c. First-Time in College Cohort

3. Credential-Seeking students are behaviorally defined as students who have 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 the reporting institution is aware.

4. Both degree- and certificate-seeking students are included in the Credential-Seeking Cohort, not just those seeking a degree.

5. All students who are enrolled for the first time at the reporting institution are included in the Main Cohort; and not just those who have no prior postsecondary experience.

6. VFA has a First-Time in College Cohort type that is intended to be comparable to IPEDS and follows the IPEDS definition by only including students with no prior postsecondary experience.

About Student Progress & Outcomes Measures

- The VFA SPO measures use the same tracking and reporting period for both full- and part-time students.
- The VFA SPO measures look at student outcomes at your institution and not at a subsequent institution. For example, earning an associate degree or certificate means that the degree or certificate was awarded at the reporting institution. However, the student may also have studied at another institution during the two- or six-year period.
- Students who earn a credential and are still enrolled at the reporting institution at the end of the 6-year period are reported as having earned that credential or as still enrolled but not as both. Enrollment at the end of the 6-year period does not necessarily imply continuous enrollment throughout the reporting period.
- Any student with a documented “transfer-out” from the reporting institution to another institution is counted within the “transferred” outcome categories. After transfer, the student may continue to be enrolled at another institution or earn a degree or certificate. However, those outcomes are not captured by the reporting institution in VFA.
- Transfer out is not counted as an outcome if the transfer happens after the end of the tracking period (after two-years for the two-year outcomes and after six-years for the six-year outcomes).
Section II: Student Progress and Outcomes (SPO) Cohorts

Cohort Years: Student Progress & Outcomes
In order to provide the most timely data for institutions, the VFA asks colleges to track students from two different time periods—one Six-Year Cohort and one Two-Year Cohort. Colleges are requested to report on these two separate cohort years in the VFA.

- Six-Year Cohort (fall 2007)
- Two-Year Cohort (fall 2011)

Two-Year Cohort (fall 2011)
The Two-Year Cohort (fall 2011) is defined as both full-time and part-time students who have earned a high school diploma or equivalent, who entered college during the fall 2011 term, and who were enrolled in credit or developmental education courses in that term.

The Two-Year Cohort (fall 2011) is used for reporting the Two-Year Progress and Outcomes Measures. The students in this cohort will be tracked for two years from fall 2011 through summer 2013 with the Two-Year Progress & Outcomes Measures determined at the end of these two years (summer 2013).

For the Two-Year Cohort (fall 2011) report the following cohort types:
- Main Two-Year Cohort (fall 2011): see page 13
- Credential-Seeking Two-Year Cohort (fall 2011): see page 8
- First Time In College Two-Year Cohort (fall 2011): see page 10

Criteria for inclusion in the cohort is the same for Two-Year and Six-Year Cohorts and detailed definitions can be found below for each of the cohort types.

Six-Year Cohort (fall 2007)
The Six-Year Cohort (fall 2007) is defined as both full-time and part-time students who have earned a high school diploma or equivalent, who entered college during the fall 2007 term, and who were enrolled in credit or developmental education courses in that term.

The Six-Year Cohort (fall 2007) is used for reporting the Developmental Education Progress Measures and the Six-Year Outcomes Measures. The students in this cohort will be tracked for six years from fall 2007 through summer 2013 with Developmental Education Progress Measures and Six-Year Outcomes Measures determined at the end of these six years.

For the Six-Year Cohort (fall 2007) report the following cohort types:
- Main Six-Year Cohort (fall 2007): see page 13
- Credential-Seeking Six-Year Cohort (fall 2007): see page 8
- First Time In College Six-Year Cohort (fall 2007): see page 10

Criteria for inclusion in the cohort are the same for Two-Year and Six-Year Cohorts and detailed definitions can be found below for each of the cohort types.
Cohort Types: Student Progress & Outcomes
These cohort years are further divided into three cohort types.

A. Main Cohort
B. Credential-Seeking Cohort
C. First-Time In College Cohort

Both the Credential-Seeking and the First-Time in College Cohorts are a subset of the Main Cohort.

Main Cohort
The VFA Main Cohort is intended to include all students who have completed high school (or the equivalent), are new to the institution regardless of prior postsecondary education experiences, and are enrolled in credit or developmental education classes in the fall term.

The Main Six-Year (fall 2007) and Main Two-Year (fall 2011) should include all college students who were enrolled for credit at your institution for the first time in the fall 2007 and fall 2011 term, respectively. These cohorts of entering students should include all students both full-time and part-time who have a high school diploma, or a GED, or other high school completion equivalent\(^2\), entering your college for the first-time since receipt of the diploma or equivalent during the specified fall terms and who enrolled in credit or developmental education courses. These students do not need to be classified as degree or credential seeking students. Students who first enrolled in the summer preceding the fall term, such as those in summer bridge programs or those who began college in an early starter program, should also be included in this cohort. Of course, they must also have enrolled in the fall term. Students who do not have a high school diploma or equivalent, but who have a demonstrated ability to benefit (as defined by Title IV Federal financial aid eligibility) should also be included in the cohort if the fall term, or preceding summer term, is their first term at your college. The cohort should also include students who earned college credits during high school (such as dual enrollment) as long as this is their first enrollment for credit at your college after receipt of the high school diploma or equivalent. Students who transfer (i.e. students with prior postsecondary credits earned after high school completion at another institution) into your institution for the first time should be included. Students who were enrolled exclusively in ESL courses should not be included in the cohort. The cohort assignment of a student remains the same throughout the tracking timeframe for the purpose of VFA reporting.

Dual enrollment (also referred to as dual credit) students – high school students taking community college courses – should not be included in the main cohort. The credits obtained by dually enrolled students should be included in the calculation of relevant measures if the student enrolls at the community college after receipt of the high school diploma or equivalent.

For example:

Student A was enrolled in high school and taking two courses at your community college in the fall of 2007; this student would NOT be part of the fall 2007 Main VFA Cohort.

\(^2\) If your college does not verify high school completion or the equivalent for some students who enroll in credit or developmental courses, include those students in the main cohort as long as they meet all other criteria.
Student B has completed high school, received a diploma, and enrolled in the community college in fall 2007. Student B had previously earned, as a dually enrolled high school student, 6 credits from your community college. Student B should be included in the fall 2007 Main VFA Cohort and the student’s credits should count toward credit accumulation thresholds and credit hour success rates.

Student C has taken courses at the community college and has subsequently received a GED. Student C enrolled at your community college upon receipt of the GED. Student C should be included in the main VFA cohort and the student’s credits will count toward credit accumulation thresholds and credit hour success rates.

**Main Six-Year Cohort (fall 2007) Inclusion Decision Tree**
**Credential-Seeking Cohort (defined as 12 completed credits):**

The Credential-Seeking Cohort is intended to measure students who, based on their course-taking behavior, indicate that they are credential-seeking. It is a subgroup of the Main Cohort.

For purposes of the VFA, the credential-seeking sub-cohort is defined as students in the main cohorts (two-year and six-year) who have earned 12 semester credit hours (or the equivalent) by the end of the second academic-year of the tracking period. The 12 completed semester credit hours are inclusive of college credits earned while in high school and developmental education coursework—a college may need to create a semester credit hour equivalency for the developmental education coursework if it is not offered for credit. Also, the 12 completed semester credit hours are cumulative and inclusive of credits awarded by your institution or another institution, if you are aware of the credits awarded by another institution. Students who earn a certificate or other formal award of less than 12 credit hours (such as a short term certificate or diploma) should also be included in the subgroup. For this credential-seeking sub-cohort, report SPO Measures (*Developmental, Two-Year Progress and Outcomes Measures and Six-Year Outcomes Measures*) as you would for the Main VFA Cohort.

<table>
<thead>
<tr>
<th>Credits used to calculate credential-seeking (12 earned credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College credits earned since initial enrollment</td>
</tr>
<tr>
<td>College credits earned before graduating from high school</td>
</tr>
<tr>
<td>College credits earned at another institution (if aware of them)</td>
</tr>
<tr>
<td>Developmental education credits (converted to semester credit equivalent credits if necessary)</td>
</tr>
<tr>
<td>Credits earned for Advanced Placement (AP) courses</td>
</tr>
<tr>
<td>Credits awarded for prior learning/prior learning assessment (PLA)</td>
</tr>
<tr>
<td>ESL course credits or equivalent</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>OR completion of Formal Award less than 12 credit hours</td>
</tr>
</tbody>
</table>

**NOTE:** The Main Cohort can be determined based at the initial term of enrollment, while the credential-seeking sub-cohort cannot be determined until after two complete academic years from the initial enrollment date. *(e.g. The credential-seeking sub-cohort for a Six-Year Cohort (fall 2007) cannot be determined until after the summer term of 2009 because the college must determine who earned 12 credits by the end of the second academic year. With the Main Cohort, completion of credits is not a parameter for inclusion in the cohort.) Everyone in the credential-seeking sub-cohort will be in the Main Cohort—it is a sub-set of the Main Cohort.
First-Time in College Cohort (IPEDS Definition):
The First-Time in College Cohort type is intended to include students who have no prior postsecondary experience before entering the institutions. It is intended to parallel the Student Right-to-Know graduation rate cohort (as defined for IPEDS) but includes full-time and part-time students. This is a sub-group of the Main Cohort.

First Time in College is defined as a degree or certificate seeking student as defined for IPEDS (i.e. students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award) who has no prior postsecondary experience (except as noted here) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes 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).

NOTE: The Main Cohort can be determined at the initial term of enrollment, while first-time in college status will be based on the determination of attainment of postsecondary credentials prior to initial enrollment. Colleges may not be able to determine this at time of initial enrollment, but based on subsequent information obtained regarding a student. Colleges are instructed to provide, to the best of their ability, an indication of whether a student is first-time in college for inclusion in this sub-group. Also note, degree or certificate seeking for first-time in college uses the IPEDS definition, which is different than the definition for the VFA credential-seeking cohort above. Everyone in the First-Time in College Cohort will be in the Main Cohort—it is a sub-set of the Main Cohort.

Cohort Disaggregation: Student Progress & Outcomes
In order to better understand different student populations, colleges are asked to report their data disaggregated by several key student characteristics. These characteristics are:

A. Race/ethnicity: Student’s racial or ethnic background, as defined in the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Because the VFA looks at historical cohorts, it is expected that some colleges may have defined cohorts by the old race/ethnicity categories and will need to cross-walk into the new IPEDS categories. Colleges will be asked to report the new race/ethnicity categories based on the most recent data they have available. Categories to report are:

- Hispanic (of any Race)
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White, Non-Hispanic
- Two or more races
- Race/Ethnicity Unknown
- Nonresident Alien
B. Age: Student’s age group is an aggregation of age groups defined in IPEDS Fall Enrollment survey. The separate age groups are:

- Less than 20 years old = IPEDS under 18 and 18-19
- 20-24 = IPEDS 20-21 and 22-24
- 25-29 = IPEDS 25-29
- 30 or older = IPEDS 30-34, 35-49, 50-64, and 65+
- Age Unknown = IPEDS Unknown

C. Gender: Student’s gender as noted at initial time of enrollment. If a student’s gender is unknown, or non-traditional, code it as Unknown/other.

- Male
- Female
- Unknown or other

D. Pell Status: Indicates whether the student was awarded a Federal Pell grant at any time during the tracking time frame from the institution where s/he first enrolled. That is anytime between fall 2007 and summer 2013 for the Six-Year Cohort (fall 2007) and anytime between fall 2011 and summer 2013 for the Two-Year Cohort (fall 2011). A “Yes” indicates that the student was awarded a Pell grant and “No” indicates that the student was not awarded a Pell grant at any time during the tracking time frame.

- Awarded Pell
- Not Awarded Pell

Note: Pell Status is intended as a proxy for a socio-economic status. Therefore, the award of the Pell grant should be considered when determining this measure and not the disbursement.

E. Enrollment status: Indicates whether the student is full-time or part-time at the college; is based upon the fall term of the student’s initial academic year (fall 2007 for the 2007 cohort and fall 2011 for the 2011 cohort) and remains the same throughout the reporting period. Categories are:

- Full-time (Student attempted 12 credits (or their equivalent) or more in the fall term of his or her initial academic year. Note that developmental courses should be converted to credit equivalents and added to the attempted credit total if the institution does not offer credits for developmental education.)
- Part-time (Student attempted at least one, but less than 12 credits (or their equivalent) in the fall term of his or her initial academic year. Note that developmental courses should be converted to credit equivalents and added to the attempted credit total if the institution does not offer credits for developmental education.)

F. Developmental Education Referral Status: For VFA purposes, college ready will be based on whether a student was referred to or placed into developmental education (see definition of “referred” in the glossary for more detail). Categories are:

- College Ready or Undetermined
- Not College Ready
Developmental Education Sub-Groups

To provide a more complete picture of students with developmental education needs, separate groups of students will be tracked for the developmental education outcomes.

A. Developmental Math: Students from the VFA cohort type who were referred/placed into any math developmental education course or module should be included in the Developmental Math subgroup (regardless of any other developmental referrals)

B. Developmental English: Students from the VFA cohort type who were referred/placed into any English (writing) developmental education course or module should be included in the Developmental English subgroup (regardless of any other developmental referrals). Colleges who do not have separate developmental English and developmental reading should use the combined English/reading noted in “D” below.

C. Developmental Reading: Students from the VFA cohort type who were referred/placed into any Reading developmental education course or module should be included in the Developmental Reading subgroup (regardless of any other developmental referrals). Colleges who do not have separate developmental English and developmental reading should use the combined English/reading noted in “D” below.

D. Developmental English/Reading: Students from the VFA cohort type who were referred/placed into any English/Reading (combined) developmental education course or module should be included in the Developmental English/Reading subgroup (regardless of any other developmental referrals). Colleges with separate Reading and English (writing) courses should NOT use this subgrouping, but separately report using subgroups “B” and “C” above.

E. Developmental Any: This subgroup would be made up of all students who were referred/placed into at least one developmental education course or module. This subgroup will be used to determine the percent of the VFA cohort type that is not college ready.

Note: The preferred method for reporting developmental need is based on a student’s referral/placement status. However, it is recognized that not all colleges have the ability to determine referral status for a historical cohort. For those institutions, we will collect an indicator to note the college cannot identify students with developmental need based on referral/placement and ask that the college report only those students who enrolled in a developmental course. VFA will not collect a referral status unknown category.

Examples:

Student A is referred/placed into take a developmental Math class. Student A would be counted in two sub-groups: 1) the Developmental Math and 2) the Developmental Any group.
Student B is referred/placed into take a developmental Reading, English, and Math course. Student B would therefore be counted in each of four subgroups – 1) Developmental Reading, 2) Developmental English, 3) Developmental Math, and 4) Developmental Any.

**Developmental Sub-Group Distribution by Developmental Course Level**

Students referred/placed into developmental education courses may be nearly college ready or several levels below college level. To provide more context for the developmental education measures, the subgroups described above (math, English, reading and English/reading) will be further subdivided into three levels of need by subject area. These levels will be collected for better understanding of the mix of developmental need for students in the college. The three levels to report are:

- low need = 1 course sequence below college level
- intermediate need = 2 course sequences below college level
- high need = 3 or more course sequences below college level

For example, if a student was referred/placed into the lowest level developmental math class in your college and would need to complete three developmental math courses before being allowed to enroll in a college-level class, the student would be placed in the high need sub-population in the Developmental Math group. For colleges that only have two courses (levels) of developmental education that precede a first college-level course, they will report distribution in the categories of 1) “one level below college”; and 2) “two levels below college”, but not in the third category of 3) “three levels or more below college”. For example, at a college that offers developmental math 091 and developmental math 092 followed by college-level math, this college would show the distribution of level of need in categories one and two only.

**Two-Year and Six-Year Cohorts: Reporting Required versus Optional**

<table>
<thead>
<tr>
<th>Measurement Section</th>
<th>Two-Year Cohort</th>
<th></th>
<th></th>
<th>Six-Year Cohort</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main</td>
<td>Credential</td>
<td>First-Time in College</td>
<td>Main</td>
<td>Credential</td>
<td>First-Time in College</td>
</tr>
<tr>
<td><strong>Developmental Education Progress Measures</strong></td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td><strong>Two-Year Progress &amp; Outcomes Measures</strong></td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td><strong>Six-Year Outcomes</strong></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>
Section III: Lists of Measures & Detailed Descriptions

Developmental Education Progress Measures

*Reported As Follows*

*Optional.* Developmental Progress Measures are optional to report for:

- The Two-Year Cohort (fall 2011)
  - Main Cohort
  - Credential-Seeking Cohort
  - First Time In College Cohort

*Required.* Developmental Progress Measures are required to be reported for:

- The Six-Year Cohort (fall 2007)
  - Main Cohort
  - Credential-Seeking Cohort
  - First Time In College Cohort

*Measures*:

1. Percent of students referred/placed (by content area listed below) who attempted their developmental course in:
   - Math
   - English*
   - Reading *

2. Percent of students referred/placed (by content area listed below) who completed highest developmental education course in:
   - Math
   - English*
   - Reading *

3. Percent of students referred/placed (by content area listed below) who completed any college-level course in:
   - Math
   - English

4. Percent of students who were not college ready in at least one area that attempted any developmental education

5. Percent of students who were not college ready in at least one area that completed all developmental education

*Colleges that do not have separate Reading and English (writing) will report in a combined Reading/English category.*
## Detailed Descriptions: Developmental Education Progress Measures

### Reported for:
- Main Six-Year Cohort (fall 2007)
- Credential Seeking Six-Year Cohort (fall 2007)
- First-Time in College Six-Year Cohort (fall 2007)

### Optional for:
- Main Two-Year Cohort (fall 2011)
- Credential Seeking Two-Year Cohort (fall 2011)
- First-Time in College Two-Year Cohort (fall 2011)

### Reported for students referred/placed into Developmental Education

<table>
<thead>
<tr>
<th>Measures</th>
<th>Definition</th>
<th>Demographic/Status Variables</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Education Referral Method</td>
<td>Measure: This flag will indicate if the Developmental Education data reported is based on referral/placement into developmental education courses, or course taking behavior. What to report: If, based on institutional practice, your college can determine if a student was referred to or placed into a developmental or remedial education course, indicate “0 = by placement/referral”; if you will use course taking behavior to identify Developmental Education students, indicate “1 = by course taking” Note: VFA will not be collecting Referral Status Unknown. This indicator flag will allow colleges to more appropriately compare developmental outcome data by denoting on the dashboards the reporting methodology used.</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Distribution of Developmental Need</td>
<td>Measure: Percent of enrolled students, based on institutional placement practices, who fall within each level of need (low, intermediate, and high) for developmental education in math, English (writing), and reading. This data will be displayed in conjunction with Developmental Education Progress Measures to provide contextual information about the developmental education student population. What to report: • Low level of need = number of students in the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Percent Students Requiring Developmental Education | Measure: Percent of enrolled students who require any developmental education (math, English, reading, or any combination) based upon the institution’s placement testing. | What to report: | • Age  
• Gender  
• Race / Ethnicity  
• Pell Status  
• Enrollment Status  
| Main Six-Year Cohort (fall 2007)  
• Credential Seeking Six-Year Cohort (fall 2007)  
• First-Time in College Six-Year Cohort (fall 2007)  
OPTIONAL  
• Main Two-Year Cohort (fall 2011)  
• Credential Seeking Two-Year Cohort (fall 2011)  
• First-Time in College Two-Year Cohort (fall 2011) |

| Percent Students Attempted First Developmental Education | Measure: Percent of students who were referred/placed into developmental education in math who attempted his or her first developmental course or course module in math. | What to report: | • Age  
• Gender  
• Race / Ethnicity  
• Pell Status  
• Enrollment  
Students referred/placed into Developmental Math from: |
<table>
<thead>
<tr>
<th>Course in Math</th>
<th>What to report:</th>
<th>Status</th>
</tr>
</thead>
</table>
|                | • Numerator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in math and enrolled in a developmental math course;  
• Denominator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in math. | • Main Six-Year Cohort (fall 2007)  
• Credential Seeking Six-Year Cohort (fall 2007)  
• First-Time in College Six-Year Cohort (fall 2007)  
OPTIONAL  
• Main Two-Year Cohort (fall 2011)  
• Credential Seeking Two-Year Cohort (fall 20011)  
• First-Time in College Two-Year Cohort (fall 2011) |
| Percent Students Attempted First Developmental Education Course in English (Writing) | Measure: Percent of students who were referred/placed into developmental education in English who attempted his or her first developmental course in English.  
What to report:  
• Numerator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in English and enrolled in a developmental English course;  
• Denominator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in English. | • Age  
• Gender  
• Race / Ethnicity  
• Pell Status  
• Enrollment Status  
Students referred/placed into Developmental English from:  
• Main Six-Year Cohort (fall 2007)  
• Credential Seeking Six-Year Cohort (fall 2007)  
• First-Time in College Six-Year Cohort (fall 2007)  
OPTIONAL  
• Main Two-Year Cohort (fall 2011)  
• Credential Seeking Two-Year Cohort |
| Percent Students Attempted First Developmental Education Course in reading | Measure: Percent of students who were referred/placed into developmental education in reading who attempted his or her first developmental course in reading. | • Age  
• Gender  
• Race / Ethnicity  
• Pell Status  
• Enrollment Status | Students referred/placed into Developmental English/reading from:  
• Main Six-Year Cohort (fall 2007)  
• Credential Seeking Six-Year Cohort (fall 2007)  
• First-Time in College Six-Year Cohort (fall 2007)  
**OPTIONAL**  
• Main Two-Year Cohort (fall 2011)  
• Credential Seeking Two-Year Cohort (fall 20011)  
• First-Time in College Two-Year Cohort (fall 2011) |

Note: If your college does not have separate developmental reading and writing, please leave this metric blank and report under the Developmental English/reading metric.

| Percent Students Attempted First Developmental Education Course in English/reading | Measure: Percent of students who were referred/placed into developmental education in English/reading who attempted his or her first developmental course in English/reading. | • Age  
• Gender  
• Race / Ethnicity  
• Pell Status  
• Enrollment Status | Students referred/placed into Developmental English/reading from:  
• Main Six-Year Cohort (fall 2007)  
• Credential Seeking Six-Year Cohort (fall 2007)  
• First-Time in College Six-Year Cohort (fall 2007)  
**OPTIONAL**  
• Main Two-Year Cohort (fall 2011)  
• Credential Seeking Two-Year Cohort (fall 20011)  
• First-Time in College Two-Year Cohort (fall 2011) |

Note: Only Institutions with combined English/reading courses are asked to report a single.
| Measure for students who were referred to developmental education in English/reading. | • Denominator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in English/reading.  
Note: For the developmental education measures listed below, “success” is defined as a grade that allows for progression into the next course. | • First-Time in College Six-Year Cohort (fall 2007)  
OPTIONAL  
• Main Two-Year Cohort (fall 2011)  
• Credential Seeking Two-Year Cohort (fall 2011)  
• First-Time in College Two-Year Cohort (fall 2011) |

| Percent Students Successfully Completed Highest Level Developmental Education Course in Math | Measure: Percent of students who were referred/placed into developmental education in math and successfully completed the highest developmental course in math | • Age  
• Gender  
• Race / Ethnicity  
• Pell Status  
• Enrollment Status  
Students referred/placed into Developmental Math from:  
• Main Six-Year Cohort (fall 2007)  
• Credential Seeking Six-Year Cohort (fall 2007)  
• First-Time in College Six-Year Cohort (fall 2007)  
OPTIONAL  
• Main Two-Year Cohort (fall 2011)  
• Credential Seeking Two-Year Cohort (fall 2011)  
• First-Time in College Two-Year Cohort (fall 2011) |

| Percent Students | Measure: Percent of students who were referred/placed into developmental education in math | • Age  
• Gender  
Students referred/placed |
<table>
<thead>
<tr>
<th>Successfully Completed Highest Level Developmental Education Course in English (Writing)</th>
<th>English/reading and successfully completed the highest developmental course in English.</th>
<th>• Race / Ethnicity</th>
<th>into Developmental English from:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What to report:</td>
<td>• Pell Status</td>
<td>• Main Six-Year Cohort (fall 2007)</td>
</tr>
<tr>
<td></td>
<td>• Numerator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in English and successfully completed the highest level developmental English course;</td>
<td>• Enrollment Status</td>
<td>• Credential Seeking Six-Year Cohort (fall 2007)</td>
</tr>
<tr>
<td></td>
<td>• Denominator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in English.</td>
<td></td>
<td>• First-Time in College Six-Year Cohort (fall 2007)</td>
</tr>
</tbody>
</table>

**Note:** If your college does not have separate developmental reading and writing, please leave this metric blank and report under the Developmental English/reading metric.

<table>
<thead>
<tr>
<th>Percent Students Successfully Completed Highest Level Developmental Education Course in reading</th>
<th>Measure: Percent of students who were referred/placed into developmental education in reading and successfully completed the highest developmental course in reading</th>
<th>• Age</th>
<th>Students referred/placed into Developmental Reading from:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What to report:</td>
<td>• Gender</td>
<td>• Main Six-Year Cohort (fall 2007)</td>
</tr>
<tr>
<td></td>
<td>• Numerator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in reading and successfully completed the highest level developmental reading course;</td>
<td>• Race / Ethnicity</td>
<td>• Credential Seeking Six-Year Cohort (fall 2007)</td>
</tr>
<tr>
<td></td>
<td>• Denominator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in reading.</td>
<td>• Pell Status</td>
<td>• First-Time in College Six-Year Cohort (fall 2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enrollment Status</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Main Two-Year Cohort (fall 2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Credential Seeking Two-Year Cohort (fall 2001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• First-Time in College Two-Year Cohort (fall 2011)</td>
</tr>
</tbody>
</table>

**Note:** If your college does not have separate developmental reading and writing, please leave this metric blank and report under the Developmental English/reading metric.
| Percent Students Successfully Completed Highest Level Developmental Education Course in English/reading Note: Only Institutions with combined English/reading courses are asked to report a single measure for students who were referred to developmental education in English/reading. | Measure: Percent of students who were, based on testing or institutional practice, referred/placed into developmental education in English/reading and successfully completed the highest developmental course in English/reading. What to report:  
- Numerator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in English/reading and successfully completed the highest level developmental English/reading course;  
- Denominator: number of students in the cohort type who were referred/placed into developmental education in English/reading. | • Age  
• Gender  
• Race / Ethnicity  
• Pell Status  
• Enrollment Status  
Students referred/placed into Developmental English/Reading from:  
- Main Six-Year Cohort (fall 2007)  
- Credential Seeking Six-Year Cohort (fall 2007)  
- First-Time in College Six-Year Cohort (fall 2007)  
OPTIONAL  
- Main Two-Year Cohort (fall 2011)  
- Credential Seeking Two-Year Cohort (fall 20011)  
- First-Time in College Two-Year Cohort (fall 2011) |
| Percent Students Successfully Completed Any College-level Course in Math | Measure: Percent of students who were referred/placed into developmental education in math and who successfully completed any college-level course in math. What to report:  
- Numerator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in math and | • Age  
• Gender  
• Race / Ethnicity  
• Pell Status  
• Enrollment Status  
Students referred/placed into Developmental Math from:  
- Main Six-Year Cohort (fall 2007)  
- Credential Seeking Six-Year Cohort (fall 2007) |
<table>
<thead>
<tr>
<th>Percent Students Successfully Completed Any College-level Math Course</th>
<th>Measure: Percent of students who were referred/placed into developmental education in math.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denominator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in math.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What to report:</td>
</tr>
<tr>
<td></td>
<td>• Numerator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in math (writing or combined reading/writing) and successfully completed any college-level math course;</td>
</tr>
<tr>
<td></td>
<td>• Denominator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in math.</td>
</tr>
</tbody>
</table>

**Note:** All colleges will provide this metric regardless if your college has separate developmental reading and writing or combined English/reading courses.

<table>
<thead>
<tr>
<th>Percent Students Who attempted any Developmental Education in English</th>
<th>Measure: Percent of students who were referred/placed into developmental education in English and who successfully completed any college-level course in English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to report:</td>
<td></td>
</tr>
<tr>
<td>• Numerator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in English (writing or combined reading/writing) and successfully completed any college-level English course;</td>
<td></td>
</tr>
<tr>
<td>• Denominator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in English (writing or combined reading/writing).</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Race / Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Pell Status</td>
<td></td>
</tr>
<tr>
<td>Enrollment Status</td>
<td></td>
</tr>
</tbody>
</table>

Students referred/placed into Developmental English from:
- Main Six-Year Cohort (fall 2007)
- Credential Seeking Six-Year Cohort (fall 2007)
- First-Time in College Six-Year Cohort (fall 2007)

**Note:** All colleges will provide this metric regardless if your college has separate developmental reading and writing or combined English/reading courses.

<table>
<thead>
<tr>
<th>Percent Students Who attempted any Developmental Education in English</th>
<th>Measure: Percent of students who were referred/placed into at least one developmental education course and who attempted any</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to report:</td>
<td></td>
</tr>
<tr>
<td>• Numerator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in English (writing or combined reading/writing) and successfully completed any college-level English course;</td>
<td></td>
</tr>
<tr>
<td>• Denominator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in English (writing or combined reading/writing).</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Race / Ethnicity</td>
<td></td>
</tr>
</tbody>
</table>

Students referred/placed into Any
| Developmental Education (Referred/placed into Any Developmental Education and Attempted any Developmental Education) (English, reading or math) | developmental education in math or English or reading by the end of the tracking period (unduplicated developmental education cohort). | • Pell Status  
• Enrollment Status | Developmental course from:  
• Main Six-Year Cohort (fall 2007)  
• Credential Seeking Six-Year Cohort (fall 2007)  
• First-Time in College Six-Year Cohort (fall 2007)  
OPTIONAL  
• Main Two-Year Cohort (fall 2011)  
• Credential Seeking Two-Year Cohort (fall 2011)  
• First-Time in College Two-Year Cohort (fall 2011) |
|---|---|---|---|
| What to report:  
• Numerator: number of students in the cohort type who were, based on testing or institutional practice assessed as needing developmental education in math or English, or reading or any combination and attempted any developmental education in any area;  
• Denominator: number of students in the cohort type who were, based on testing or institutional practice, referred/placed into developmental education in math or English or reading or any combination (unduplicated). **NOTE: This should be the same as the students who are reported as “Not College Ready” in the College Ready disaggregation.** | | | |
| Percent Students Who Become College-Ready (Referred/placed into Any Developmental Education and Completed All the Developmental Education) (English, reading and math) | Measure: Percent of students who were referred/placed into at least one developmental education course and who completed all developmental education in math and/or English and/or reading to become college-ready by the end of the tracking period (unduplicated developmental education cohort). | • Age  
• Gender  
• Race / Ethnicity  
• Pell Status  
• Enrollment Status | Students referred/placed into Any Developmental course from:  
• Main Six-Year Cohort (fall 2007)  
• Credential Seeking Six-Year Cohort (fall 2007)  
• First-Time in College Six-Year Cohort (fall 2007)  
OPTIONAL  
• Main Two-Year Cohort (fall 2011)  
• Credential Seeking Two-Year Cohort (fall 2011)  
• First-Time in College Two-Year Cohort (fall 2011) |
<table>
<thead>
<tr>
<th>“Not College Ready” in the College Ready disaggregation.</th>
<th>Year Cohort (fall 20011) • First-Time in College Two-Year Cohort (fall 2011)</th>
</tr>
</thead>
</table>

Notes: “Successfully completed” is defined as earning a grade of at least a “C” or “Passing”, if course is graded as “pass/fail”. See full definition on page Error! Bookmark not defined..
Two-Year Progress and Outcomes Measures

Reported As Follows

Required. Two-Year Progress and Outcomes Measures are required to be reported for:

- The Two-Year Cohort (fall 2011)
  - Main Cohort
  - Credential-Seeking Cohort
  - First Time In College Cohort

Optional. Two-Year Progress and Outcomes Measures are optional to report for:

- The Six-Year Cohort (fall 2007)
  - Main Cohort
  - Credential-Seeking Cohort
  - First Time In College Cohort

Measures:

1. Percent of credit hours successfully completed in the first term by the Cohort*
2. Percent of students who reached credit thresholds by end of year two (Summer 2013) (part-time=24; full-time=42)
3. Percent of students who were retained from fall (term one) to their next academic term or completed a formal award;
4. Percent of students who reached year two outcomes as follows:
   (These outcomes are mutually exclusive and will not include students who did not attain one of these outcomes (i.e. students who did not earn a credential, did not transfer, and were not enrolled in the second academic year))
   a. Completed certificate or degree (includes any formal award)
   b. Transferred to a 2-year or 4-year institution
   c. Still enrolled at initial institution
   d. Total of year two outcomes
5. Percent of attempted credit hours successfully completed by the cohort by the end of year two*

*NOTE: This is not a student-based measure but rather a measure of credit hours to show the “total percent of credit hours that were successfully completed by the cohort - number of credit hours passed by the cohort divided by the number of credit hours attempted by the cohort.”
Detailed Descriptions: Two-Year Progress and Outcome Measures

Reported for:
- Main Two-Year Cohort (fall 2011)
- Credential Seeking Two-Year Cohort (fall 2011)
- First-Time in College Two-Year Cohort (fall 2011)

Optional for:
- Main Six-Year Cohort (fall 2007)
- Credential Seeking Six-Year Cohort (fall 2007)
- First-Time in College Six-Year Cohort (fall 2007)

Reported at the end of two years or in timeframes of less than two years as indicated in the definition of the measure

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Demographic/Status Variables</th>
<th>Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term Credit Hour Success Rate</td>
<td>Measure: Percent of credit hours (not students) attempted in the first (fall) term by the cohort, which were successfully completed.</td>
<td>Age, Gender, Race / Ethnicity, Pell Status, Enrollment status, first-term, Developmental education referral status</td>
<td>Main two-year fall (2011) cohort, Credential Seeking Two-Year Cohort (fall 2011), First-Time in College Two-Year Cohort (fall 2011)</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> This is not a student based measure; it is a measure of credit hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>What to report:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Numerator: number of credit hours (as defined in the denominator below) completed by students in the cohort or sub-cohort with grade of “C” or better or with a grade of “P” if pass/fail by the end of the first (fall) academic term;</td>
<td>• Main six-year fall (2007) cohort, Credential Seeking Six-Year Cohort (fall 2007), First-Time in College Six-Year Cohort (fall 2007)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Denominator: number of credit hours (count of hours, not students) attempted by all students in the cohort type by the end of first (fall) academic term. Credit hours attempted are any credit hours the student was enrolled in after the institutions’ drop/add period had ended. (Include all credit hours for credit and developmental courses converted to credit hours if they are not offered for credit.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Fall to Next Term Retention | **Measure:** Percent of students who were enrolled in the first, fall term and were still enrolled in the next full academic term.  
**What to report:**  
- **Numerator:**  
  - Colleges on Semester/trimester system: number of students in the cohort type enrolled in spring term;  
  - Colleges on quarter system: number of students in the cohort type enrolled in winter term;  
- **Denominators:**  
  1) main Two-Year Cohort (fall 2011);  
  2) Credential Seeking Two-Year Cohort (fall 2011); and  
  3) First-Time in College Two-Year Cohort (fall 2011).  
  *OPTIONAL:*  
  1) main Two-Year Cohort (fall 2007);  
  2) Credential Seeking Two-Year Cohort (fall 2007); and  
  3) First-Time in College Two-Year Cohort (fall 2007). | **Age**  
**Gender**  
**Race / Ethnicity**  
**Pell Status**  
**Enrollment status, first-term**  
**Developmental education referral status**  
| **Main two-year fall (2011) cohort**  
**Credential Seeking Two-Year Cohort (fall 2011)**  
**First-Time in College Two-Year Cohort (fall 2011)**  
*OPTIONAL:*  
| **Main six-year fall (2007) cohort**  
**Credential Seeking Six-Year Cohort (fall 2007)**  
**First-Time in College Six-Year Cohort (fall 2007)**  
| **Percent Students Reached Credit Thresholds in Two Years** | **Measure:** Percent of students who successfully reached semester credit hours (or the equivalent) thresholds (24 for part-time and 42 for full-time) by the end of the second academic year; credit hours should include both developmental education (converted to semester equivalent if necessary) and college level coursework. Full and part time status is determined in the first fall term only, not current enrollment status.  
**What to report:**  
- **Numerator:**  
  - number of students in the cohort type who successfully earned 24 semester credit hours (or equivalent) for part-time students;  
  - number of students in the cohort type who | **Main two-year fall (2011) cohort**  
**Credential Seeking Two-Year Cohort (fall 2011)**  
**First-Time in College Two-Year Cohort (fall 2011)**  
*OPTIONAL:*  
| **Main six-year fall (2007) cohort**  
**Credential Seeking Six-Year Cohort (fall 2007)**  
**First-Time in College Six-Year Cohort (fall 2007)**  

---

3 For colleges that follow a semester schedule, “next full academic term” would be spring term; and for colleges that follow a quarter schedule, it would be winter term.

4 For this metric capturing credit accumulation, all credits earned based on institutional practice are to be counted regardless of the grade the student received for the credits. This would include credits given for a course in which the student earns a “D” or for the credits earned after a student gets a grade for a former “I” (Incomplete) in a course. College credits earned prior to high school completion (e.g. dual enrollment credits) and transfer credits should be included, if known. **IMPORTANT:** This is different than the “successful” course completion criteria of “C” or better. The intention is that college transcripts or data systems should easily be able to calculate credits accumulated, and that is what should be reported.
<table>
<thead>
<tr>
<th>Achieve Year Two Outcomes</th>
<th>Successfully earned 42 semester credit hours (or equivalent) for full-time students in two years;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Denominators: 1) Main Two-Year Cohort (fall 2011); 2) Credential Seeking Two-Year Cohort (fall 2011); and 3) First-Time in College Two-Year Cohort (fall 2011). OPTIONAL: 1) main Two-Year Cohort (fall 2007); 2) Credential Seeking Two-Year Cohort (fall 2007); and 3) First-Time in College Two-Year Cohort (fall 2007).</td>
</tr>
<tr>
<td></td>
<td>Equivalents</td>
</tr>
<tr>
<td></td>
<td>Quarter Hours</td>
</tr>
<tr>
<td></td>
<td>- 24 semester hours = 36 quarter hours</td>
</tr>
<tr>
<td></td>
<td>- 42 semester hours = 63 quarter hours</td>
</tr>
<tr>
<td></td>
<td>Non-credit Developmental Education</td>
</tr>
<tr>
<td></td>
<td>- As determined by the institution</td>
</tr>
<tr>
<td></td>
<td>Seeking Six-Year Cohort (fall 2007)</td>
</tr>
<tr>
<td></td>
<td>- First-Time in College Six-Year Cohort (fall 2007)</td>
</tr>
<tr>
<td></td>
<td>Measure: Percent of students who transferred (to a 2-year or 4-year institution), but did not earn a</td>
</tr>
<tr>
<td></td>
<td>Age</td>
</tr>
<tr>
<td></td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>Race / Ethnicity</td>
</tr>
<tr>
<td></td>
<td>Pell Status</td>
</tr>
<tr>
<td></td>
<td>Enrollment status, first-term</td>
</tr>
<tr>
<td></td>
<td>Developmental education referral status</td>
</tr>
<tr>
<td></td>
<td>Main two-year fall (2011) cohort</td>
</tr>
<tr>
<td></td>
<td>Credential Seeking Two-Year Cohort (fall 2011)</td>
</tr>
<tr>
<td></td>
<td>First-Time in College Two-Year Cohort (fall 2011)</td>
</tr>
<tr>
<td></td>
<td>OPTIONAL:</td>
</tr>
<tr>
<td></td>
<td>Main six-year fall (2007) cohort</td>
</tr>
<tr>
<td></td>
<td>Credential Seeking Six-Year Cohort (fall 2007)</td>
</tr>
<tr>
<td></td>
<td>First-Time in College Six-Year Cohort (fall 2007)</td>
</tr>
</tbody>
</table>
formal award.

What to report:

- Numerator: number of students in the cohort type who have not earned a formal award (associate degree or certificate) from your institution by the end of their second academic year, but have evidence of transferring to another post-secondary institution by the end of their second academic year, without return (before Fall 2013 for the 2011 cohort and before Fall 2009 for the 2007 cohort);

- Denominators: 1) main Two-Year Cohort (fall 2011); 2) Credential Seeking Two-Year Cohort (fall 2011); and 3) First-Time in College Two-Year Cohort (fall 2011). OPTIONAL: 1) main Two-Year Cohort (fall 2007); 2) Credential Seeking Two-Year Cohort (fall 2007); and 3) First-Time in College Two-Year Cohort (fall 2007).

Measure: Percent of students enrolled year two.

What to report:

- Numerator: number of students in the cohort type who did not transfer (as defined above) and did not earn a formal award, but were enrolled at any time during the second academic year;

- Denominators: 1) main Two-Year Cohort (fall 2011); 2) Credential Seeking Two-Year Cohort (fall 2011); and 3) First-Time in College Two-Year Cohort (fall 2011). OPTIONAL: 1) main Two-Year Cohort (fall 2007); 2) Credential Seeking Two-Year Cohort (fall 2007); and 3) First-Time in College Two-Year Cohort (fall 2007).

Measure: Total for Two-Year Outcomes

What to Report:
• This will be calculated by summing the previous three measures—Colleges will not have to report this measure.

| Two year Credit Hour Success Rate | Measure: Percent of credit hours (not students) attempted during the first two academic years by the cohort, which were successfully completed. 

*NOTE: This is not a student based measure; it is a measure of credit hours.*

What to report:

• Numerator: number of credit hours (as defined in the denominator below) completed by students in the cohort type with grade of “C” or better or with a grade of “P” if pass/fail by the end of the second academic year;

• Denominator: number of credit hours (count of hours, not students) attempted by all students in the cohort or type (see Populations on right) by the end of second academic year. Credit hours attempted are any credit hours the student was enrolled in after the institutions’ drop/add period had ended. (Include all credit hours for credit and developmental courses converted to credit hours if they are not offered for credit.)

| | Age
| Gender
| Race / Ethnicity
| Pell Status
| Enrollment status, first-term
| Developmental education referral status
| Main two-year fall (2011) cohort
| Credential Seeking Two-Year Cohort (fall 2011)
| First-Time in College Two-Year Cohort (fall 2011)

**OPTIONAL:**

• Main six-year fall (2007) cohort
• Credential Seeking Six-Year Cohort (fall 2007)
• First-Time in College Six-Year Cohort (fall 2007)
Six-Year Outcomes Measures

Reported As Follows

Required. Six-Year Outcomes Measures are reported for:

- The Six-Year Cohort (fall 2007)
  - Main Cohort
  - Credential-Seeking Cohort
  - First Time In College Cohort

Not Reported. Six-Year Outcomes Measures are not reported for:

- The Two-Year Cohort (fall 2011)
  - Main Cohort
  - Credential-Seeking Cohort
  - First Time In College Cohort

Measures:

(These outcomes are non-duplicative, mutually exclusive)

1. Percent of students that earned a bachelor degree
2. Percent of students that earned an associate degree – without transfer
3. Percent of students that earned an associate degree – with transfer
4. Percent of students that earned an award of less than associate degree (certificate) – with transfer
5. Percent of students that earned an award of less than associate degree (certificate) – without transfer
6. Percent of students that transferred to another post-secondary institution, with no degree or certificate
7. Percent of students that were still enrolled during the sixth academic year
8. Percent of students that were not enrolled in year six, were without an award, and without transfer having earned 30 or more semester credit hours (or equivalent)
9. Percent of students that were not enrolled in year six, were without an award, and without transfer having earned less than 30 semester credit hours (or equivalent)
### Detailed Descriptions: Six-Year Outcomes Measures

**Reported for:**
- Main Six-Year Cohort (fall 2007)
- Credential Seeking Six-Year Cohort (fall 2007)
- First-Time in College Six-Year Cohort (fall 2007)

**Outcomes are reported as of the end of 2012-13 academic year (Summer, 2013)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Demographic/Status Variables</th>
<th>Population</th>
</tr>
</thead>
</table>
| Percent of Students Achieving Defined Outcomes | Percent of students achieving one of the mutually exclusive outcomes. These mutually exclusive indicators will show the percentage of students from the cohort or sub-cohort who reach a listed outcome by the end of the overall 6-year tracking period for the Six-Year Cohort (fall 2007); Please see Appendix B for an example of how this measure will be reported and displayed. NOTE: If your college awards a baccalaureate degree, any student in the Six-Year Cohort (fall 2007) who earns a baccalaureate degree from your institution should be reported in Outcome Measure Nine, and not included in any other outcome measure. | • Age  
• Gender  
• Race / Ethnicity  
• Pell Status  
• Enrollment status, first-term  
• Developmental education referral status | • Initial Six-Year Cohort (fall 2007)  
• Credential Seeking Six-Year Cohort (fall 2007)  
• First-Time in College Six-Year Cohort (fall 2007) |

**Outcomes Measure One:** Percent of students who have completed an associate degree and did not transfer.

**What to report:**
- Numerators: number of students in the Six-Year Cohort type (fall 2007) who have earned an associate degree from your institution by the end of their six years and do not have evidence of transferring to another post-secondary institution after receipt of the degree by the end of their six years (before Fall of 2013);
- Denominators: 1) Main Six-Year Cohort (fall 2007); 2) Credential Seeking Six-Year Cohort (fall 2007); and 3) First-Time in College Six-Year Cohort (fall 2007).

**Outcomes Measure Two:** Percent of students who have completed an associate degree and subsequently transferred.

**What to report:**
- Numerators: number of students in the Six-Year Cohort type (fall 2007) who have earned an associate degree from your...
institution by the end of their six years and have evidence of transferring to another post-secondary institution after receipt of the degree by the end of their six years (before Fall of 2013);

- Denominators: 1) Main Six-Year Cohort (fall 2007); 2) Credential Seeking Six-Year Cohort (fall 2007); and 3) First-Time in College Six-Year Cohort (fall 2007).

**Outcomes Measure Three:** Percent of students who have completed a certificate and did not transfer.

**What to report:**

- Numerators: number of students in the Six-Year Cohort type (fall 2007) who have not earned an associate degree from your institution by the end of their six years, have earned a certificate from your institution by the end of their six years, and do not have evidence of transferring to another post-secondary institution (after receipt of the certificate) by the end of their six years (before Fall of 2013);

- Denominators: 1) Main Six-Year Cohort (fall 2007); 2) Credential Seeking Six-Year Cohort (fall 2007); and 3) First-Time in College Six-Year Cohort (fall 2007).

**Outcomes Measure Four:** Percent of students who have completed a certificate and subsequently transferred.

**What to report:**

- Numerators: number of students in the Six-Year Cohort type (fall 2007) who have not earned an associate degree from your institution by the end of their six years, have earned a certificate from your institution by the end of their six years, and have evidence of transferring to another post-secondary institution (after receipt of the certificate) by the end of their six years (before Fall of 2013);

- Denominators: 1) Main Six-Year Cohort (fall 2007); 2) Credential Seeking Six-Year Cohort (fall 2007); and 3) First-Time in College Six-Year Cohort (fall 2007).
<table>
<thead>
<tr>
<th>Outcomes Measure Five</th>
<th>Percent of students who have transferred, but have not earned a formal award.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to report:</strong></td>
<td></td>
</tr>
<tr>
<td>• Numerators: number of students in the cohort type who have not earned a formal award from your institution by the end of their six years, but have evidence of transferring to another post-secondary institution by the end of their six years for the 2007 cohort (before Fall of 2013);</td>
<td></td>
</tr>
<tr>
<td>• Denominators: 1) Main Six-Year Cohort (fall 2007); 2) Credential Seeking Six-Year Cohort (fall 2007); and 3) First-Time in College Six-Year Cohort (fall 2007).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes Measure Six</th>
<th>Percent of students still enrolled.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to report:</strong></td>
<td></td>
</tr>
<tr>
<td>• Numerators: number of students in the cohort or sub-cohort who were enrolled at any time during the sixth academic year for the 2007 cohort, and have not earned a formal award by the end of their six years, and do not have evidence of transferring to another post-secondary institution by the end of their six years (before Fall of 2013);</td>
<td></td>
</tr>
<tr>
<td>• Denominators: 1) Main Six-Year Cohort (fall 2007); 2) Credential Seeking Six-Year Cohort (fall 2007); and 3) First-Time in College Six-Year Cohort (fall 2007).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes Measure Seven</th>
<th>Percent of students who left the institution with no award and without transfer having earned 30 or more semester credit hours (or the equivalent).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to report:</strong></td>
<td></td>
</tr>
<tr>
<td>• Numerators: number of students in the cohort type who were not enrolled in your institution at any time during the sixth academic year (2012-13), have not earned a formal award from your institution by the end of their six years, do not have evidence of transferring to</td>
<td></td>
</tr>
</tbody>
</table>

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5 Credits earned are inclusive of any credits of which the institution is aware and are counted according to institutional practice, regardless of the grade awarded. Credits earned are inclusive of developmental education courses (converted to credits equivalent, if necessary), earned credits prior to high school completion (e.g. dual enrollment) and transfer credits.
another post-secondary institution by the end of their six years, and have earned 30 or more semester credit hours (or equivalent) by the end of the six years (before Fall of 2013);

• Denominators: 1) Main Six-Year Cohort (fall 2007); 2) Credential Seeking Six-Year Cohort (fall 2007); and 3) First-Time in College Six-Year Cohort (fall 2007).

**Outcomes Measure Eight:** Percent of students who left the institution with no award and without transfer having earned less than 30 semester credit hours (or the equivalent)

**What to report:**

• Numerators: number of students in the cohort type who were not enrolled in your institution at any time during the sixth academic year (2012-13), have not earned a formal award from your institution by the end of their six years, do not have evidence of transferring to another post-secondary institution by the end of their six years, and have earned less than 30 semester credit hours (or the equivalent) by the end of their six years (before Fall of 2013);

• Denominators: 1) Main Six-Year Cohort (fall 2007); 2) Credential Seeking Six-Year Cohort (fall 2007); and 3) First-Time in College Six-Year Cohort (fall 2007).

**Outcomes Measure Nine:** Percent of students who have completed a Baccalaureate degree.

**What to report:**

• Numerators: number of students in the Six-Year Cohort type (fall 2007) who have earned a baccalaureate degree from your institution by the end of their six (before Fall of 2013);

• Denominators: 1) Main Six-Year Cohort (fall 2007); 2) Credential Seeking Six-Year Cohort (fall 2007); and 3) First-Time in College Six-Year Cohort (fall 2007).

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6 Credits earned are inclusive of any credits of which the institution is aware and are counted according to institutional practice, regardless of the grade awarded. Credits earned are inclusive of developmental education courses (converted to credits equivalent, if necessary), earned credits prior to high school completion (e.g. dual enrollment) and transfer credits.
Appendix A: Six-Year Outcomes Measures Decision Tree
Appendix B: Example of Six-Year Outcomes

The visual below represents how the Six-Year Outcomes Measures included in the VFA might be displayed. The data are simulated data and do not represent any college.

*CHART AND DATA ARE FOR ILLUSTRATIVE PURPOSES ONLY.*