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 Public Outcomes Report includes the data that colleges are required to report and share publicly. Listed below are the contents of this report.

Green River College (Auburn, WA)

VFA Data Collection Cycle 2018

- Overview of VFA's Cohorts & Outcomes
- Six Year Cohort (Fall Students 2011)
 - Six-Year Outcomes Measures
 - Comparison of IPEDS Grad Rate to VFA Outcomes
 - Developmental Education Progress Measures
- Two Year Cohort (Fall Students 2015)
 - Two-Year Progress Measures

STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes

The SPO measures are reported for students from two timeframes:

• TWO YEAR

• SIX YEAR

Students that entered the college six years ago (Fall Students 2011) and their progress and outcomes by the end of those six years

Colleges are required to report
the DEVELOPMENTAL EDUCATION
— SIX-YEAR OUTCOMES
MEASURES for the students that
entered six years ago

SPO Student Cohort Types

Colleges are also required to report the SPO measures for three types of student groups:

A. Main Cohort

Fall entering students who are

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

SPO: SIX-YEAR OUTCOMES MEASURES (unduplicate

- Completed certificate, associates, or bachelor's degree
- Transfer (no award)
- · Persistence: still enrolled
- Left with > or = 30 credits; Left with < 30 credits

SPO: DEVELOPMENTAL EDUCATION PROGRESS ME



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These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress by the end of six years.

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Outcomes by the end of Six Years by Cohort Type

A. Main Cohort: fall entering, first time

These measures report nine potential outcomes for the students in the cohort ranging from receipt of a credential (with and without transfer) to left the college.

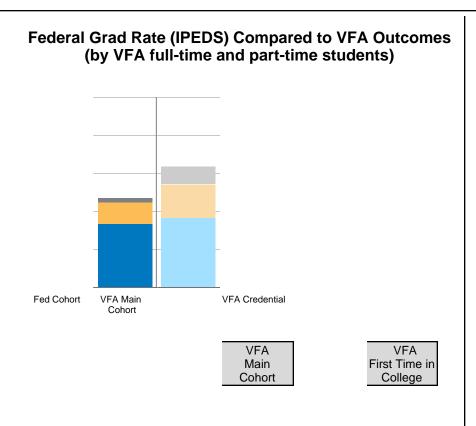
Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

Cohort Count	1,561	1,011	1,096
Bachelor's	0.5%	0.8%	0.7%
Associate (Transfer)	8.3%	12.6%	11.0%
Associate (No Transfer)	20.0%	29.5%	18.0%
Certificate (Transfer)	0.2%	0.3%	0.3%
Certificate (No Transfer)	4.3%	6.2%	3.4%
No Award (Transfer)	11.3%	11.2%	15.5%
Still Enrolled	2.4%	2.4%	2.6%
Left with > or = 30 credits	8.0%	12.2%	8.7%
Left with < 30 credits	45.0%	24.9%	39.8%

Federal Cohort Year: Fall Students 2010

VFA Cohort Year: Fall Students 2011

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 students)

Federal Graduation Rate Cohort:

• Fall entering, first-time, full-time degree seeking students. For more information:

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.

Note: This is a baccalaureate degree granting college; therefore cohort data for Fall Students 2011 is not available and data for "Still Enrolled" is not available.

^{**}VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

All VFA Colleges Federal Cohort Year: Fall Students 2010, Fall Students 2011

VFA Cohort Year: Fall Students 2011

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)

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

These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

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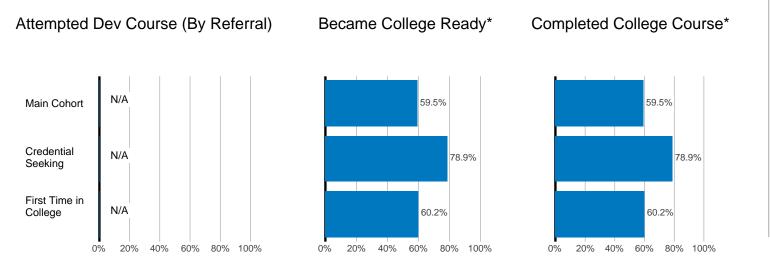
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Main Cohort Dev Need Count 131 Credential Seeking
Dev Need Count
95

First Time in College Dev Need Count 98



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Your college used course-taking behavior to identify students with a developmental need.

Cohort Types

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

Developmental English Need*

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

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

Developmental English Outcomes

These outcomes answer the question:

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

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

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These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years

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Main Cohort

Reading

Math English

20% 40% 60% 80% 100%

Attempted Dev Course (By Referral)

Became College Ready*

Completed College Course*

Cohort Types

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

*Students could be in more than one cohort type.

Developmental Outcomes by Subject

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

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

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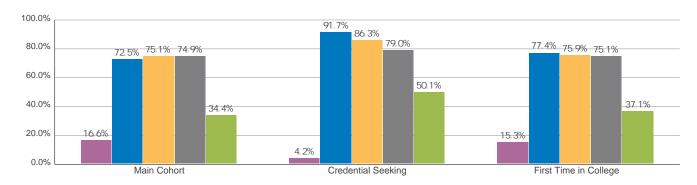
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These data represent students that first entered the college in Fall Students 2015 (or summer before) and their progress by the end of their first two years.

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Cohort Types

A. Main Cohort: fall entering, first time

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:

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