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 2022

- **Overview of VFA's Cohorts & Outcomes**

- **Six Year Cohort (Fall Students 2015)**

    • Six-Year Outcomes Measures

    • Comparison of IPEDS Grad Rate to VFA Outcomes

    • Developmental Education Progress Measures

- **Two Year Cohort (Fall Students 2019)**

    • Two-Year Progress Measures

STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes

The SPO measures are reported for students from two timeframes:

• TWO YEAR

• SIX YEAR

SPO Student Cohort Types

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 = 30 credits; Left with < 30 credits

SPO: DEVELOPMENTAL EDUCATION PROGRESS MEASURES

SPO: TWO-YEAR PROGRESS MEASURES
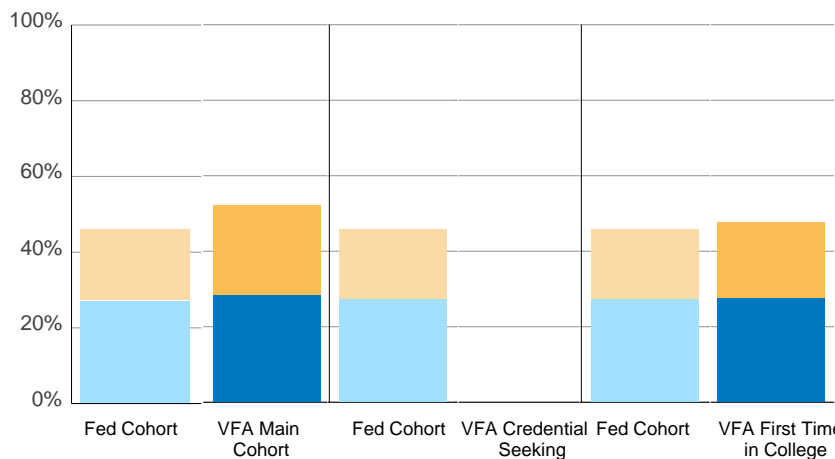
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|			
Cohort Count	1,520	1,186	1,163
Bachelor's			
Associate (Transfer)			
Associate (No Transfer)			
Certificate (Transfer)			
Certificate (No Transfer)			

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)	18.6%	23.7%	20.9%	20.2%
Total Earned Awards**	27.3%	28.5%	44.1%	27.5%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)
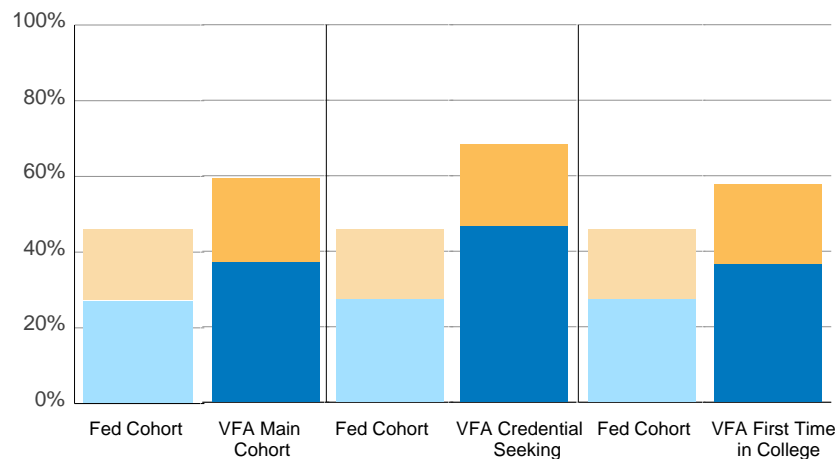
	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.6%	22.3%	21.7%	21.1%
Total Earned Awards**	27.3%	37.1%	46.6%	36.5%

**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.

Six Year Cohort (Fall Students 2015)

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

Developmental Math

Developmental Need in Math by Cohort Type

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

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 Math Need*

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

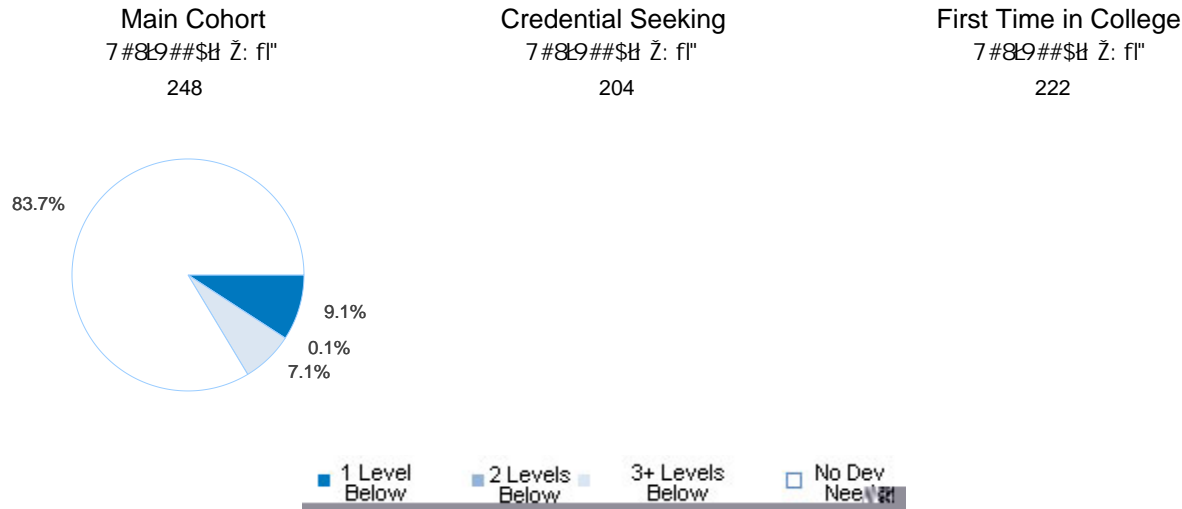Developmental need is broken down further into three levels of need, below college level.

These outcomes answer the question: – What percentage of students in the cohort type that needed developmental math – completed developmental math and progres

Green River College (Auburn, WA)

Six Year Cohort (Fall Students 2015)

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

Developmental English

Developmental Need in English by Cohort Type

Main Cohort	Credential Seeking	First Time in College
7#8L9##$Ħ Ž: fl"	7#8L9##$Ħ Ž: fl"	7#8L9##$Ħ Ž: fl"
248	204	222

83.7%

9.1%

0.1%

7.1%

- ■ 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*

Attempted Dev Course (By Referral)
- Main Cohort:
- Credential Seeking: N/A
- First Time in College: N/A

Became College Ready*
- Main Cohort: 75.4%
- Credential Seeking: 88.7%
- First Time in College: 75.7%

Completed College Course*
- Main Cohort: 56.5%
- Credential Seeking: 68.1%
- First Time in College: 55.9%

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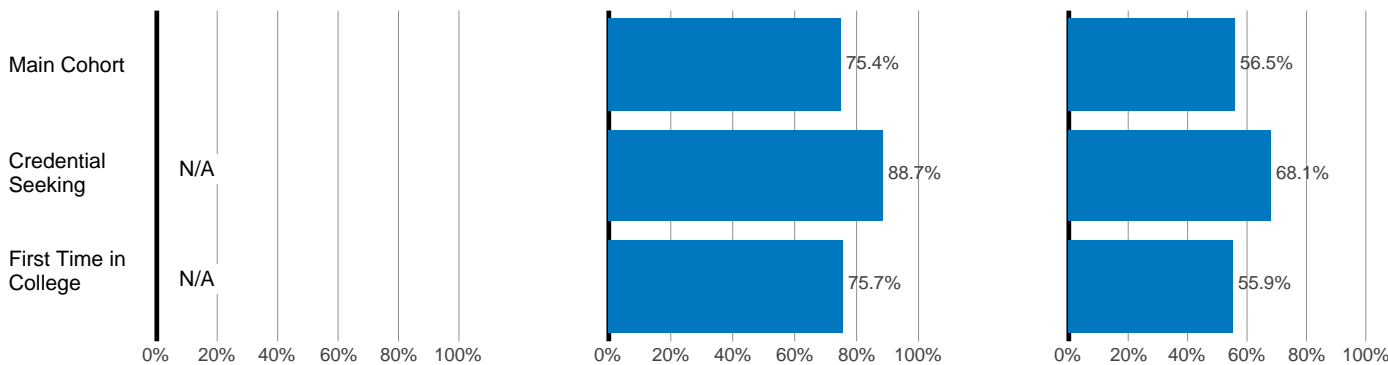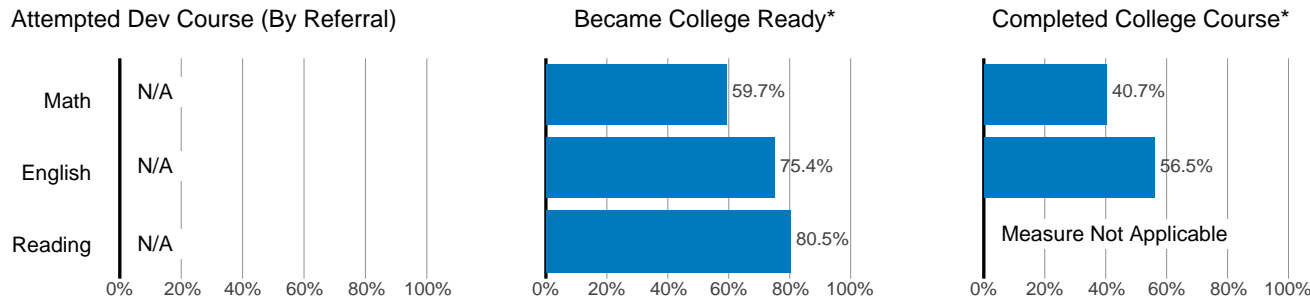
Developmental need is broken down further into three levels of need, below college level.

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?

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Green River College (Auburn, WA)
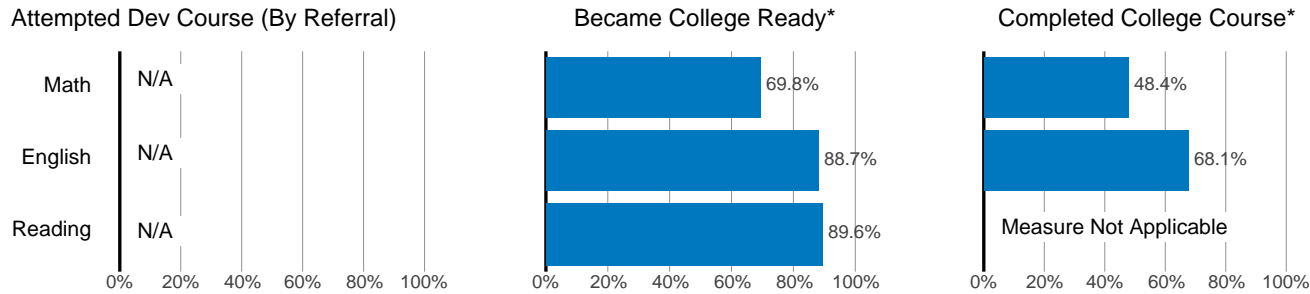## Six Year Cohort (Fall Students 2015)

These data represent students that first entered the college in Fall Students 2015 (or summer before) and their progress and outcomes by the end of six years.
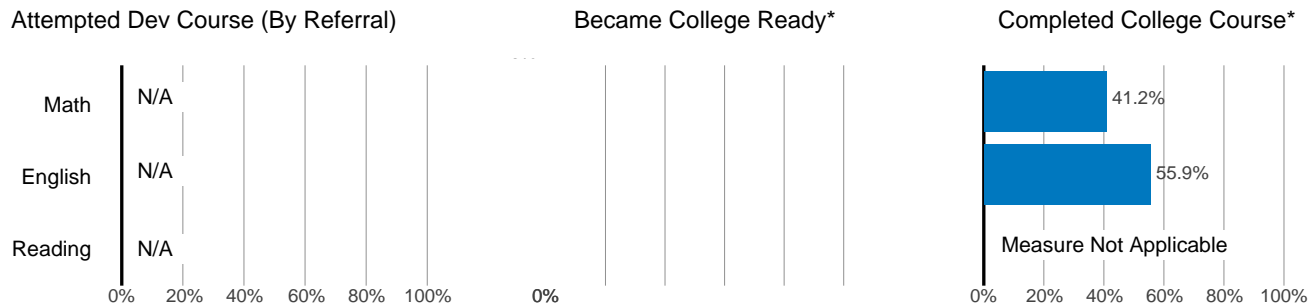
Developmental Outcomes across Subjects by Cohort Type

Main Cohort

Attempted Dev Course (By Referral)

- Math: N/A
- English: N/A
- Reading: N/A

Became College Ready*

- Math: 59.7%
- English: 75.4%
- Reading: 80.5%

Completed College Course*

- Math: 40.7%
- English: 56.5%
- Reading: Measure Not Applicable

Credential Seeking

Attempted Dev Course (By Referral)

- Math: N/A
- English: N/A
- Reading: N/A

Became College Ready*

- Math: 69.8%
- English: 88.7%
- Reading: 89.6%

Completed College Course*

- Math: 48.4%
- English: 68.1%
- Reading: Measure Not Applicable

First Time in College Cohort

Attempted Dev Course (By Referral)

- Math: N/A
- English: N/A
- Reading: N/A

Became College Ready*

0%

Completed College Course*

- Math: 41.2%
- English: 55.9%
- Reading: Measure Not Applicable

		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	801	659	677
Dev Need Count	English	248	204	222
Dev Need Count	Reading	267	221	238

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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Two Year Cohort (Fall Students 2019)

These data represent students that first entered the college in Fall Students 2019 (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
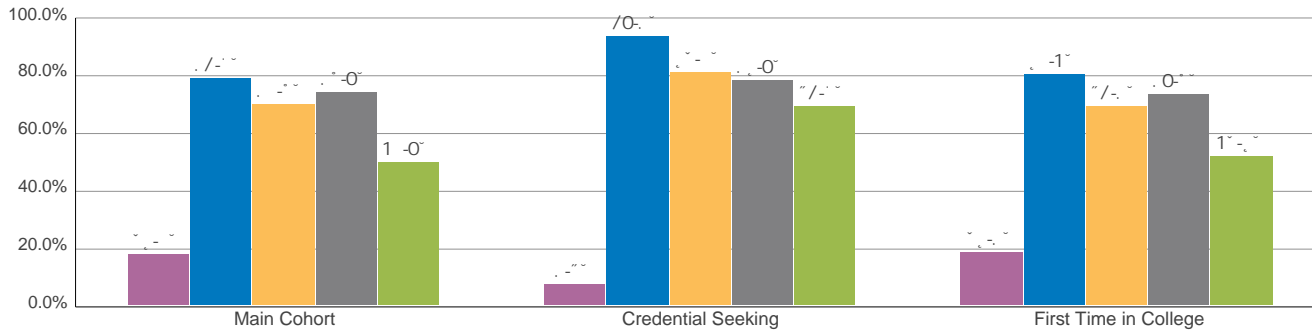
Cohort Types

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
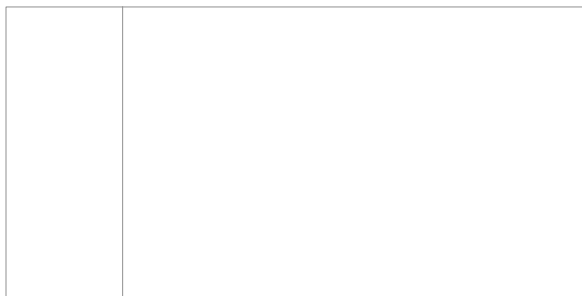
*Students could be in more than one cohort type.

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

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

	Two Year Cohort Count	