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.

Montgomery County Community College (Blue Bell, PA)
VFA Data Collection Cycle  2014-15

- Overview of VFA’s Cohorts & Outcomes
- Six Year Cohort (Fall Students 2008)
  - Six-Year Outcomes Measures
  - Comparison of IPEDS Grad Rate to VFA Outcomes
  - Developmental Education Progress Measures
- Two Year Cohort (Fall Students 2012)
  - Two-Year Progress Measures
Overview of what is in the VFA Public Outcomes Report

STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes
The SPO measures are reported for students from two timeframes:

• TWO YEAR
Students that entered the college two years ago (Fall Students 2012) and their progress/outcomes by the end of those two years

Colleges are required to report the TWO-YEAR PROGRESS MEASURES for the students that entered two years ago

• SIX YEAR
Students that entered the college six years ago (Fall Students 2008) and their progress and outcomes by the end of those six years

Colleges are required to report the DEVELOPMENTAL EDUCATION and 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 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: 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

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)

SPO: TWO-YEAR PROGRESS MEASURES

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

Six Year Cohort  (Fall Students 2008)

These data represent students that first entered the college in Fall Students 2008 (or summer before) and their progress by the end of six years.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Main Cohort</th>
<th>Credential Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Count</td>
<td>5,426</td>
<td>2,376</td>
<td>2,654</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate (Transfer)</td>
<td>7.8%</td>
<td>17.6%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Associate (No Transfer)</td>
<td>5.6%</td>
<td>12.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Certificate (Transfer)</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Certificate (No Transfer)</td>
<td>0.3%</td>
<td>0.6%</td>
<td>0.3%</td>
</tr>
<tr>
<td>No Award (Transfer)</td>
<td>41.3%</td>
<td>31.6%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>4.5%</td>
<td>6.3%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Left with &gt; or = 30 credits</td>
<td>6.5%</td>
<td>14.3%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Left with &lt; 30 credits</td>
<td>34.0%</td>
<td>16.9%</td>
<td>40.1%</td>
</tr>
</tbody>
</table>

Cohort Types

Different types of students

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.

Six-Year Outcomes Measures

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.

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

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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)

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

**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](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)

<table>
<thead>
<tr>
<th></th>
<th>Fed Cohort</th>
<th>VFA Main Cohort</th>
<th>VFA Credential Seeking</th>
<th>VFA First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Award (Transfer)</td>
<td>19.5%</td>
<td>25.7%</td>
<td>24.8%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Total Earned Awards**</td>
<td>20.4%</td>
<td>22.8%</td>
<td>32.1%</td>
<td>21.1%</td>
</tr>
</tbody>
</table>

### Federal Grad Rate (IPEDS) Compared to VFA Outcomes

#### (by VFA full-time students)

<table>
<thead>
<tr>
<th></th>
<th>Fed Cohort</th>
<th>VFA Main Cohort</th>
<th>VFA Credential Seeking</th>
<th>VFA First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Award (Transfer)</td>
<td>19.5%</td>
<td>26.0%</td>
<td>25.8%</td>
<td>24.9%</td>
</tr>
<tr>
<td>Total Earned Awards**</td>
<td>20.4%</td>
<td>29.7%</td>
<td>35.5%</td>
<td>27.6%</td>
</tr>
</tbody>
</table>

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

---

**Federal Graduation Rate Cohort:**

**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 2008)

These data represent students that first entered the college in Fall Students 2008 (or summer before) and their progress and outcomes by the end of six years.

### Developmental Math

#### Developmental Need in Math by Cohort Type

<table>
<thead>
<tr>
<th>Cohort Type</th>
<th>Dev Need Count</th>
<th>1 Level Below</th>
<th>2 Levels Below</th>
<th>3+ Levels Below</th>
<th>No Dev Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Cohort</td>
<td>2,046</td>
<td>62.3%</td>
<td>22.9%</td>
<td>14.8%</td>
<td></td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>1,110</td>
<td>53.3%</td>
<td>15.4%</td>
<td>31.3%</td>
<td></td>
</tr>
<tr>
<td>First Time in College</td>
<td>1,540</td>
<td>42.0%</td>
<td>22.9%</td>
<td>35.1%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Attempted Dev Course</th>
<th>Completed Highest Dev Course</th>
<th>Completed College Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Cohort</td>
<td>83.9%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>91.3%</td>
<td>81.3%</td>
</tr>
<tr>
<td>First Time in College</td>
<td>88.8%</td>
<td>55.1%</td>
</tr>
</tbody>
</table>

*The method of identifying students with a developmental need is "By Placement/Referral".*

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Montgomery County Community College (Blue Bell, PA)

Six Year Cohort  (Fall Students 2008)

*These data represent students that first entered the college in Fall Students 2008 (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

- Dev Need Count: 1,717
- 68.4% 1 Level Below
- 28.4% 2 Levels Below
- 3.2% 3+ Levels Below
- 0% No Dev Need

#### Credential Seeking

- Dev Need Count: 943
- 60.3% 1 Level Below
- 36.7% 2 Levels Below
- 3.0% 3+ Levels Below
- 0% No Dev Need

#### First Time in College

- Dev Need Count: 1,381
- 48.0% 1 Level Below
- 46.3% 2 Levels Below
- 5.8% 3+ Levels Below
- 0% No Dev Need

---

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

- **Attempted Dev Course**
  - Main Cohort: 84.7%
  - Credential Seeking: 90.9%
  - First Time in College: 91.2%

- **Completed Highest Dev Course**
  - Main Cohort: 68.5%
  - Credential Seeking: 93.1%
  - First Time in College: 72.2%

- **Completed College Course**
  - Main Cohort: 48.2%
  - Credential Seeking: 79.7%
  - First Time in College: 51.0%

---

*The method of identifying students with a developmental need is "By Placement/Referral".*

---

Cohort Types

- **A. Main Cohort:** fall entering, first time
- **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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Developmental Reading

Developmental Need in Reading by Cohort Type

- Main Cohort: fall entering, first time
- Credential Seeking: earned 12 credits by end of year two
- First Time in College: fall entering, first time in college

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

- Attempted Dev Course
- Completed Highest Dev Course
- Completed College Course

Montgomery County Community College (Blue Bell, PA)

Six Year Cohort (Fall Students 2008)

These data represent students that first entered the college in Fall Students 2008 (or summer before) and their progress and outcomes by the end of six years.

Developmental Reading

Developmental Need in Reading by Cohort Type

Main Cohort
- Dev Need Count: 358
- 93.4% not needing, 5.1% 1 Level Below, 1.5% 2 Levels Below

Credential Seeking
- Dev Need Count: 170
- 92.8% not needing, 5.7% 1 Level Below, 1.4% 2 Levels Below

First Time in College
- Dev Need Count: 302
- 88.6% not needing, 8.6% 1 Level Below, 2.8% 2 Levels Below

Cohort Types

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

Developmental Reading Need*

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

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?

*The method of identifying students with a developmental need is "By Placement/Referral".
These data represent students that first entered the college in Fall Students 2008 (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**
  - Math: 83.9%
  - English: 84.7%
  - Reading: 78.2%

- **Completed Highest Dev Course**
  - Math: 52.7%
  - English: 68.8%
  - Reading: 54.2%

- **Completed College Course**
  - Math: 25.6%
  - English: 48.2%
  - Reading: Measure Not Applicable

Credential Seeking

- **Attempted Dev Course**
  - Math: 91.3%
  - English: 90.0%
  - Reading: 84.7%

- **Completed Highest Dev Course**
  - Math: 81.3%
  - English: 93.1%
  - Reading: 78.8%

- **Completed College Course**
  - Math: 43.6%
  - English: 79.7%
  - Reading: Measure Not Applicable

First Time in College Cohort

- **Attempted Dev Course**
  - Math: 88.8%
  - English: 91.2%
  - Reading: 83.1%

- **Completed Highest Dev Course**
  - Math: 55.1%
  - English: 72.2%
  - Reading: 57.3%

- **Completed College Course**
  - Math: 27.9%
  - English: 51.0%
  - Reading: Measure Not Applicable

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.

### Metrics

<table>
<thead>
<tr>
<th>Subject</th>
<th>Main Cohort Dev Need Count</th>
<th>Credential Seeking Dev Need Count</th>
<th>First Time in College Dev Need Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>2,046</td>
<td>1,110</td>
<td>1,540</td>
</tr>
<tr>
<td>English</td>
<td>1,717</td>
<td>943</td>
<td>1,381</td>
</tr>
<tr>
<td>Reading</td>
<td>358</td>
<td>170</td>
<td>302</td>
</tr>
</tbody>
</table>
Montgomery County Community College (Blue Bell, PA)
Six Year Cohort (Fall Students 2008)

These data represent students that first entered the college in Fall Students 2008 (or summer before) and their progress and outcomes by the end of six years.

Any Developmental

<table>
<thead>
<tr>
<th>Any Developmental Need by Cohort Type</th>
<th>Main Cohort</th>
<th>Credential Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev Need Count</td>
<td>2,519</td>
<td>1,415</td>
<td>1,901</td>
</tr>
</tbody>
</table>

Cohort Types

Different types of students

A. Main Cohort: fall entering, first time
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.

Attempted at Least One Developmental Course by Cohort Type

<table>
<thead>
<tr>
<th>Completed All Developmental Education by Cohort Type</th>
<th>Main Cohort</th>
<th>Credential Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted at Least One Developmental Course</td>
<td>86.3%</td>
<td>92.4%</td>
<td>91.5%</td>
</tr>
<tr>
<td>Completed All Developmental Education</td>
<td>50.3%</td>
<td>75.6%</td>
<td>53.9%</td>
</tr>
</tbody>
</table>

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).
Montgomery County Community College (Blue Bell, PA)

Two Year Cohort  (Fall Students 2012)

*These data represent students that first entered the college in Fall Students 2012 (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**

<table>
<thead>
<tr>
<th>Cohort Type</th>
<th>Fall to next Term</th>
<th>1st Term</th>
<th>Credit Hours Completed 1st Term</th>
<th>Credit Hours Completed Year Two</th>
<th>Reached Credit Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Cohort: fall entering, first time in college</td>
<td>51.4%</td>
<td>18.1%</td>
<td>90.1%</td>
<td>86.7%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Credential Seeking:</td>
<td>71.2%</td>
<td>40.9%</td>
<td>77.5%</td>
<td>71.2%</td>
<td>76.9%</td>
</tr>
<tr>
<td>First Time in College:</td>
<td>77.5%</td>
<td>11.4%</td>
<td>86.7%</td>
<td>76.9%</td>
<td>26.5%</td>
</tr>
</tbody>
</table>

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.

**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.*

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

- **Main Cohort**
  - Completed Certificate or Degree: 3.7%
  - Transferred: 30.7%
  - Still Enrolled: 35.3%
- **Credential Seeking**
  - Completed Certificate or Degree: 8.1%
  - Transferred: 14.3%
  - Still Enrolled: 67.3%
- **First Time in College**
  - Completed Certificate or Degree: 4.5%
  - Transferred: 11.4%
  - Still Enrolled: 50.1%

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

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