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.

Norwalk Community College (Norwalk, CT)

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

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 2015) and their progress /attainment 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 2011) 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

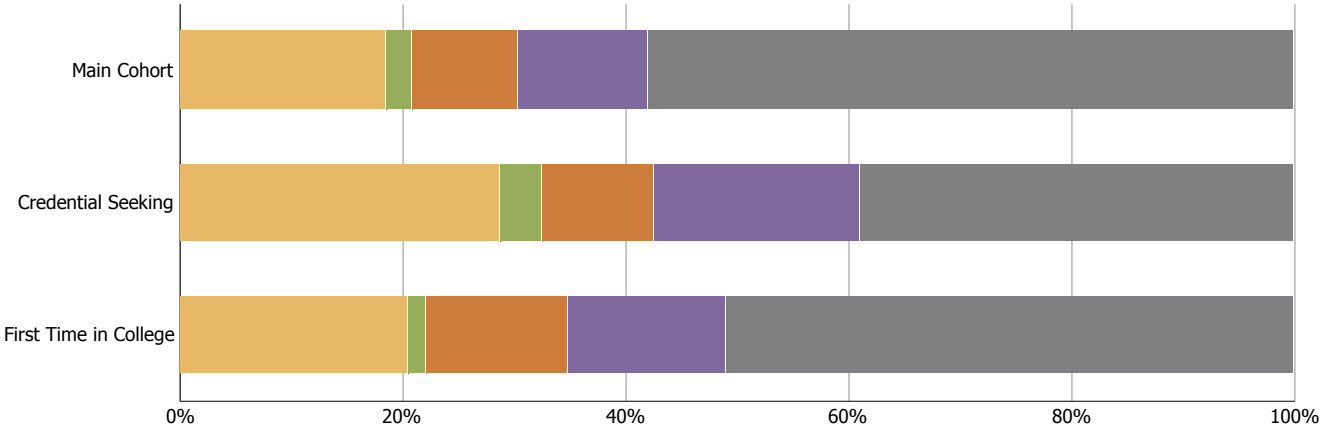
Norwalk Community College (Norwalk, CT)

Six Year Cohort (Fall Students 2011)

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.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type



Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	1,777	1,111	1,087
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	0.0%	0.0%	0.0%
Associate (No Transfer)	18.5%	28.7%	20.4%
Certificate (Transfer)	0.0%	0.0%	0.0%
Certificate (No Transfer)	2.4%	3.7%	1.6%
No Award (Transfer)	0.0%	0.0%	0.0%
Still Enrolled	9.5%	10.2%	12.8%
Left with > or = 30 credits	11.7%	18.5%	14.2%
Left with < 30 credits	58.0%	39.0%	51.1%

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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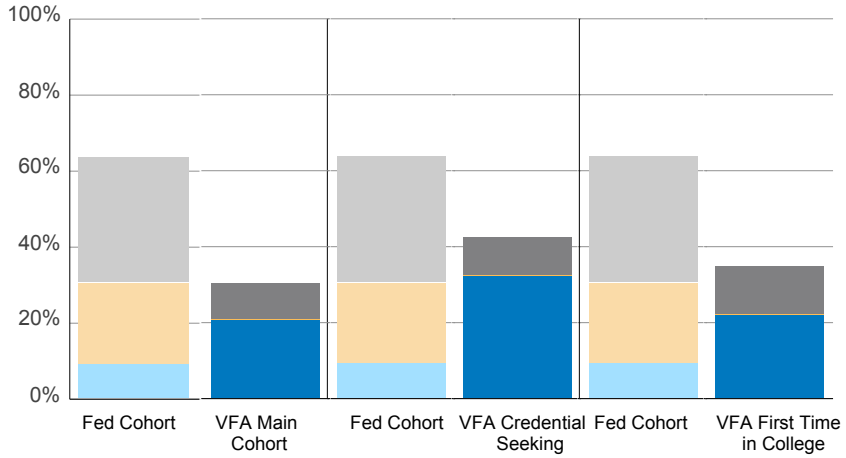
Norwalk Community College (Norwalk, CT)

Federal Cohort Year: Fall Students 2011
VFA Cohort Year: Fall Students 2011

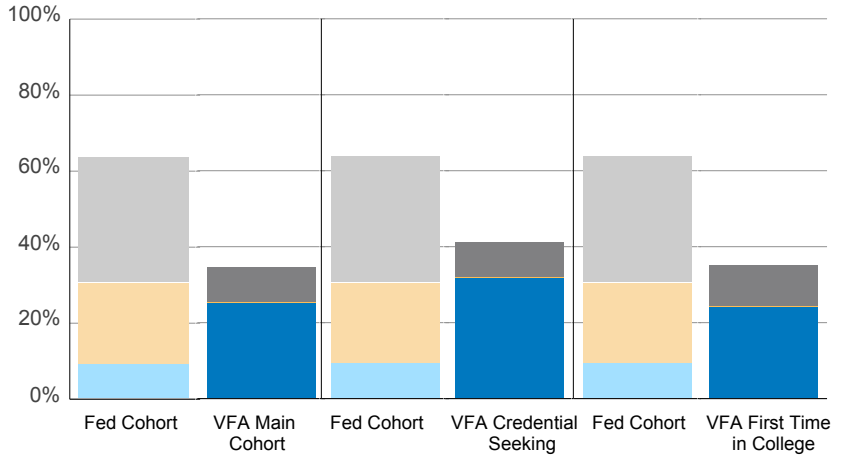
Comparison of the college's IPEDS (federal) graduation rate to the college's VFA Six-Year Outcomes

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



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	33.4%	9.5%	10.2%	12.8%
No Award (Transfer)	21.1%	0.0%	0.0%	0.0%
Total Earned Awards**	9.3%	20.8%	32.4%	22.0%

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



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	33.4%	9.3%	9.2%	10.8%
No Award (Transfer)	21.1%	0.0%	0.0%	0.0%
Total Earned Awards**	9.3%	25.1%	31.9%	24.3%

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

Federal Graduation Rate Cohort:

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

VFA Cohort Types:

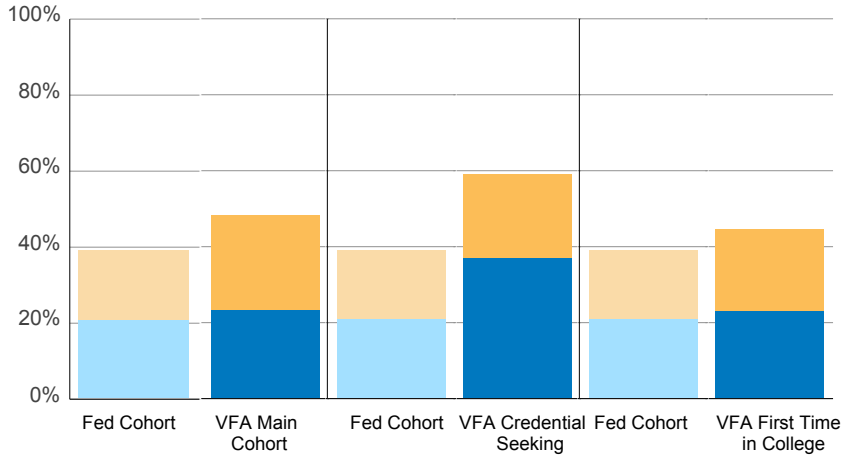
- Main Cohort: fall entering, first time at **reporting** institution, “all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

All VFA Colleges

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

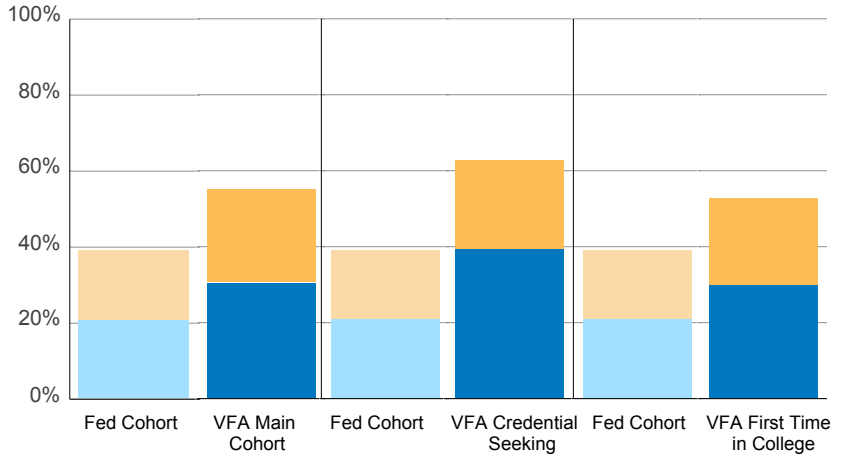
All VFA college's comparison of IPEDS (federal) graduation rate to VFA Six -Year Outcomes

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



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.3%	25.1%	22.0%	21.8%
Total Earned Awards**	20.8%	23.2%	37.1%	22.9%

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)	18.3%	24.4%	23.4%	22.9%
Total Earned Awards**	20.8%	30.6%	39.6%	29.8%

**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.

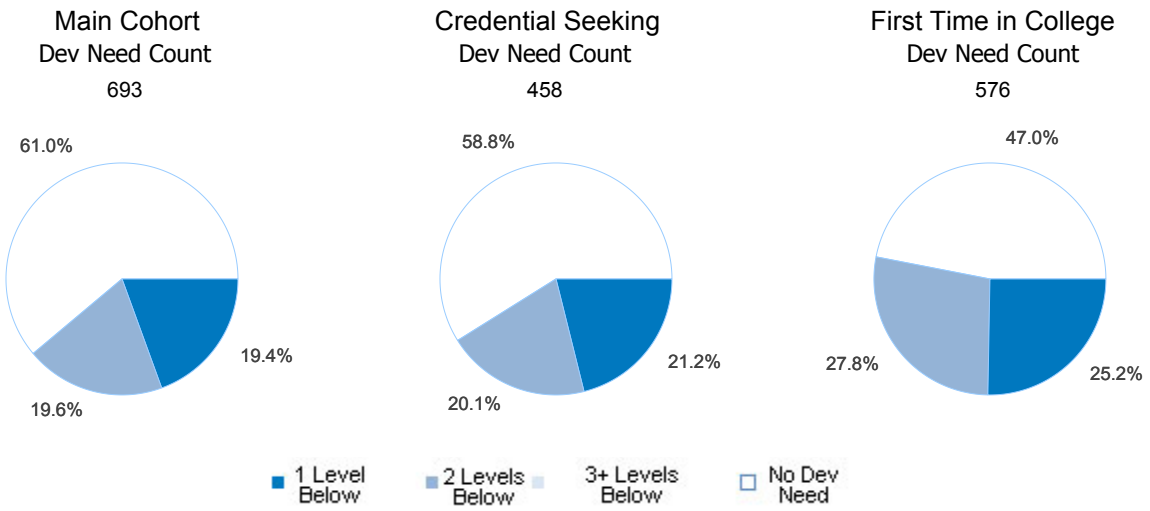
Norwalk Community College (Norwalk, CT)

Six Year Cohort (Fall Students 2011)

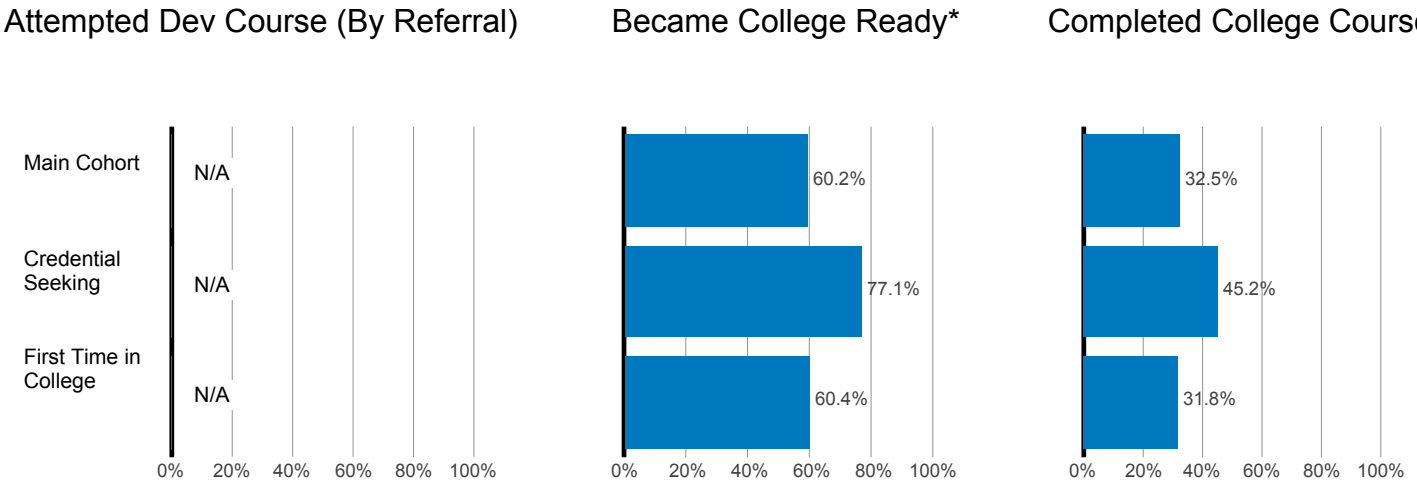
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Math

Developmental Need in Math by Cohort Type



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



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

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.

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.

Developmental Math Need

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

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

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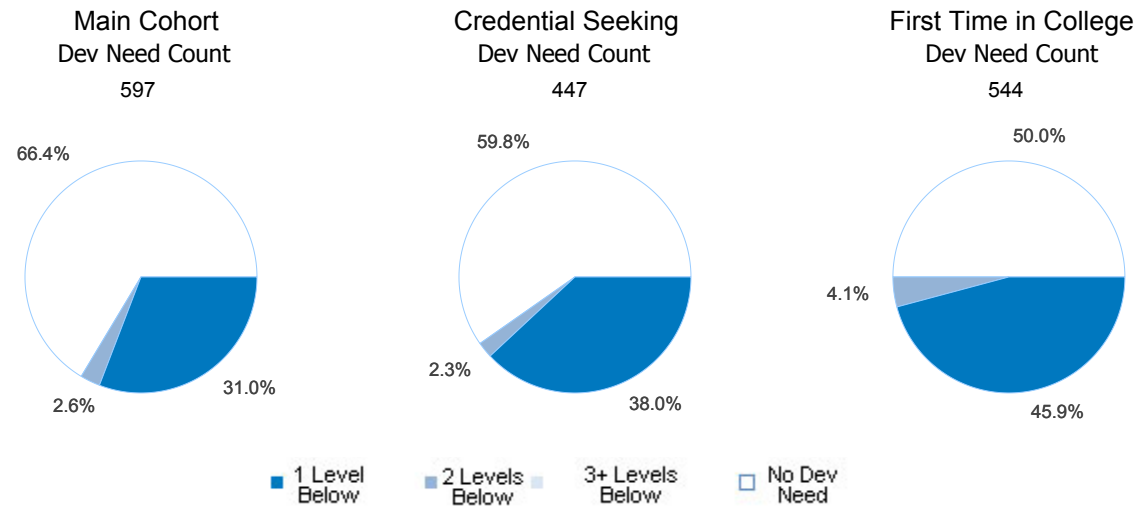
Norwalk Community College (Norwalk, CT)

Six Year Cohort (Fall Students 2011)

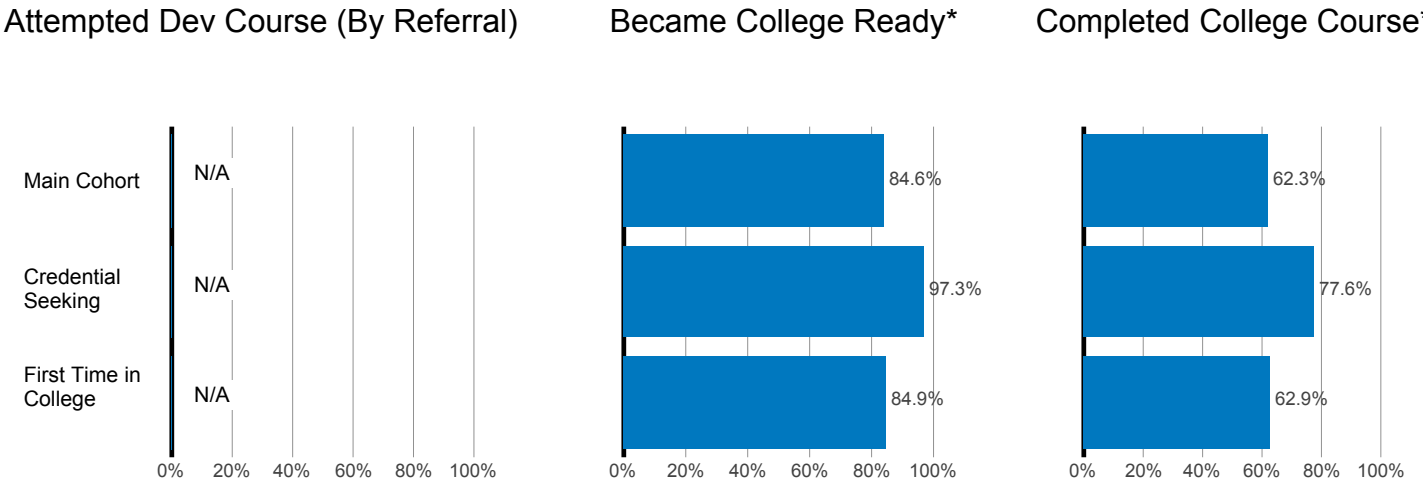
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental English

Developmental Need in English by Cohort Type



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



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

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.

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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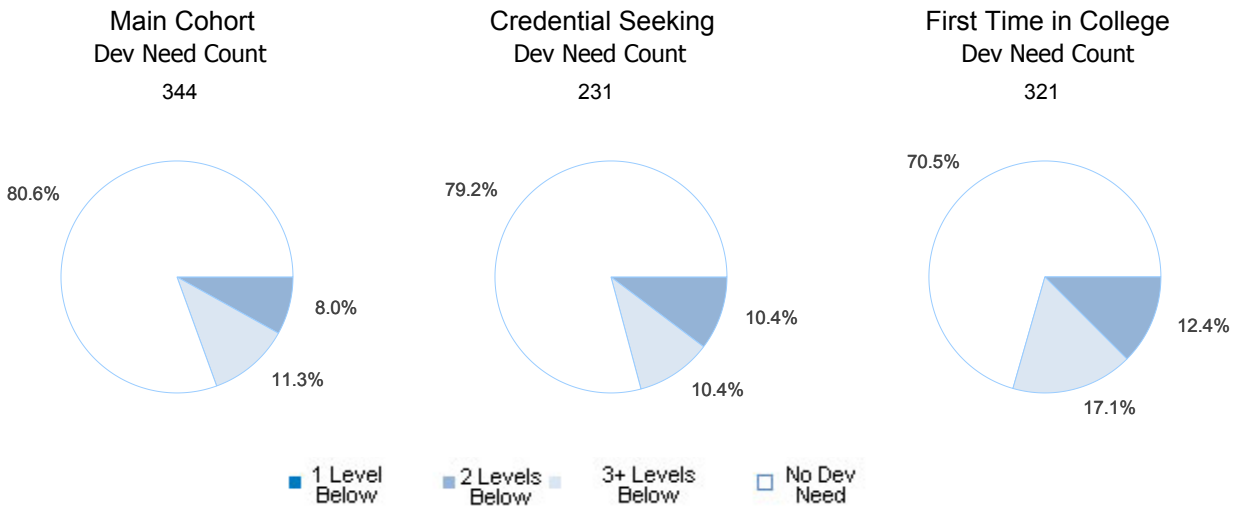
Norwalk Community College (Norwalk, CT)

Six Year Cohort (Fall Students 2011)

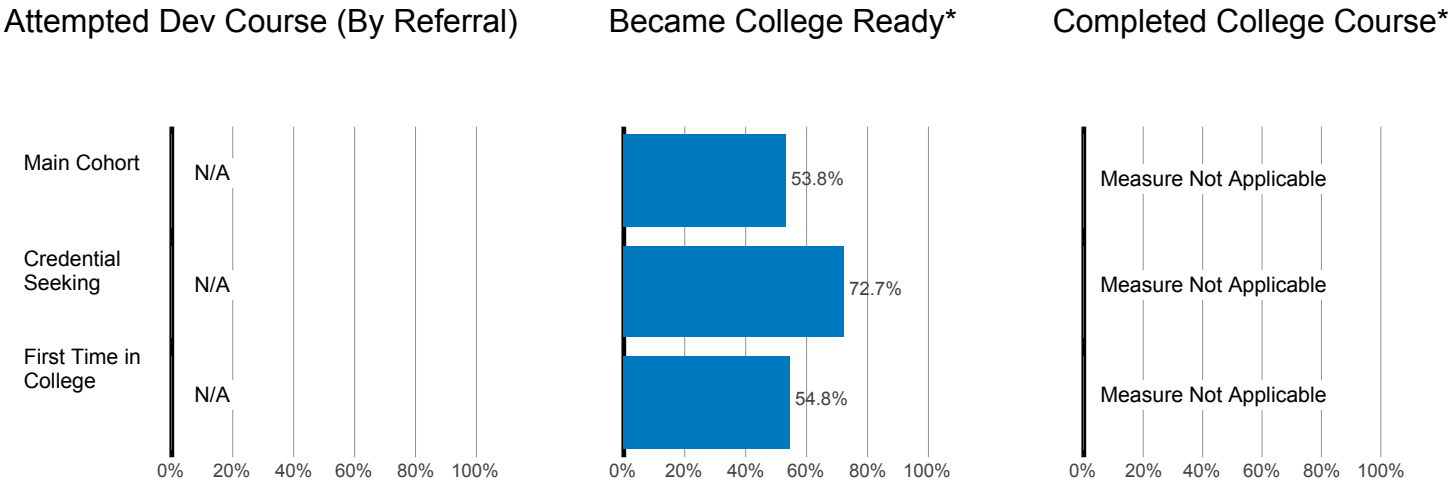
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Reading

Developmental Need in Reading by Cohort Type



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



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

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.

Developmental Reading Need*

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

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

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?

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

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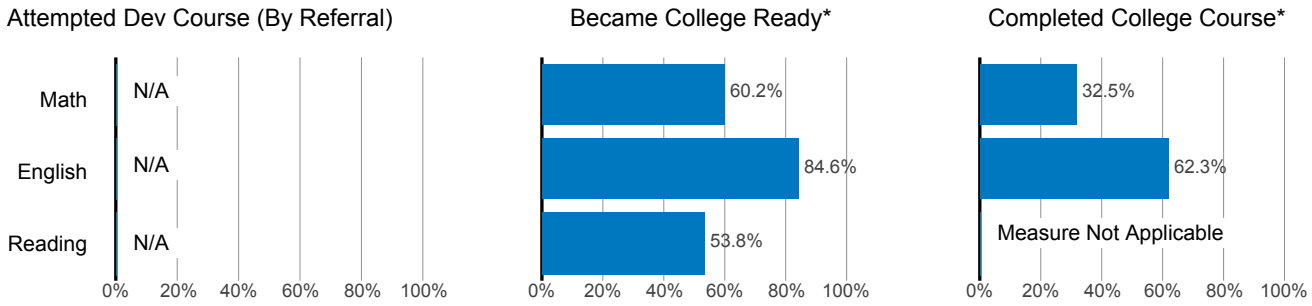
Norwalk Community College (Norwalk, CT)

Six Year Cohort (Fall Students 2011)

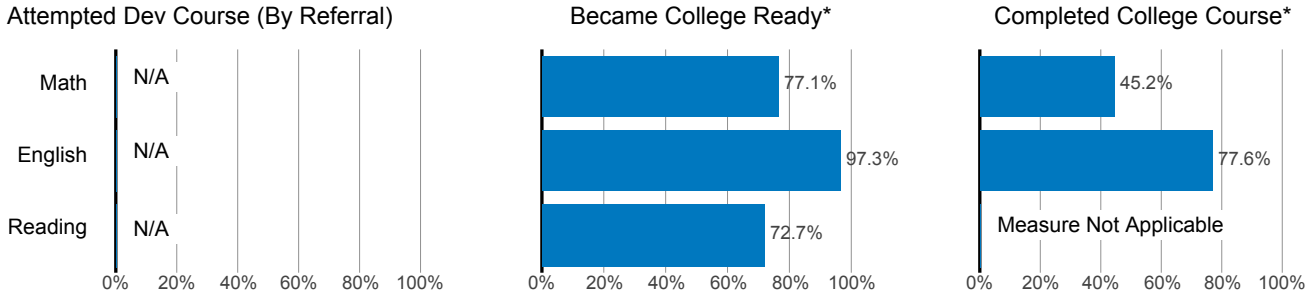
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Outcomes across Subjects by Cohort Type

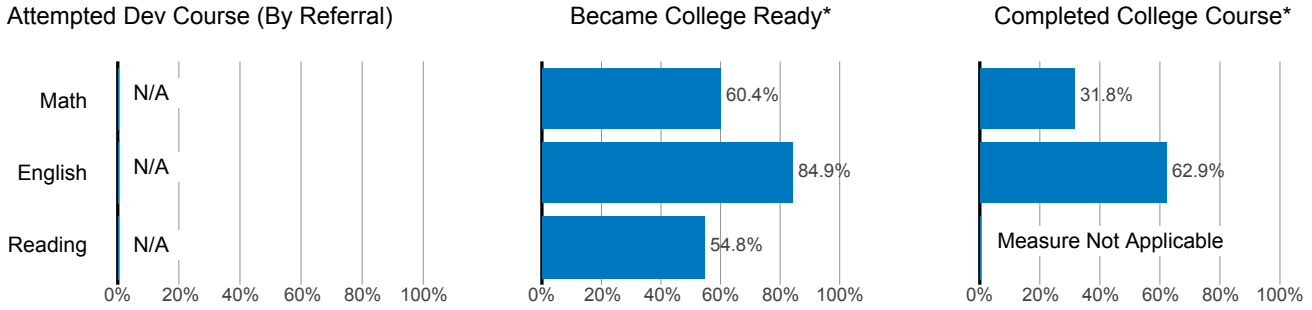
Main Cohort



Credential Seeking



First Time in College Cohort



		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	693	458	576
Dev Need Count	English	597	447	544
Dev Need Count	Reading	344	231	321

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.

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.

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

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

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Norwalk Community College (Norwalk, CT)

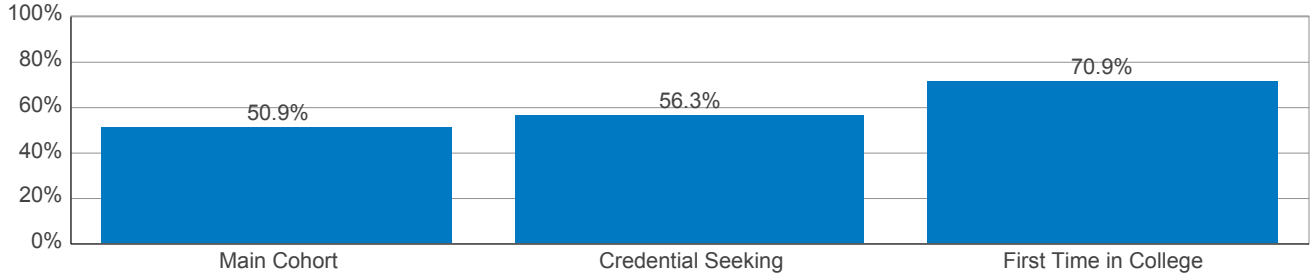
Six Year Cohort (Fall Students 2011)

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.

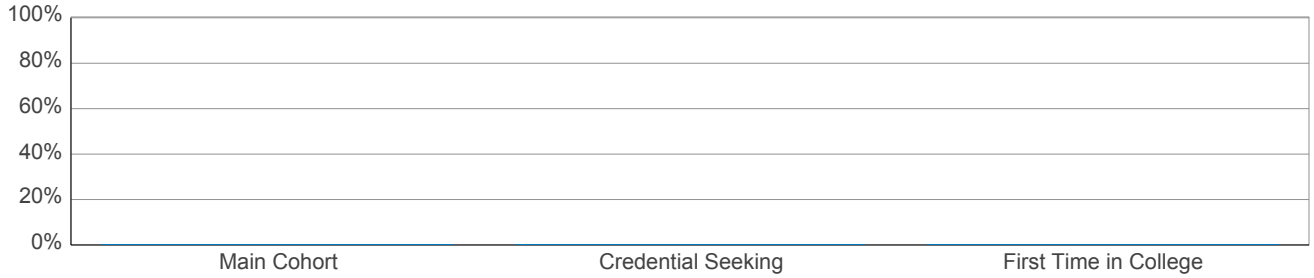
Any Developmental

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	905	626	771

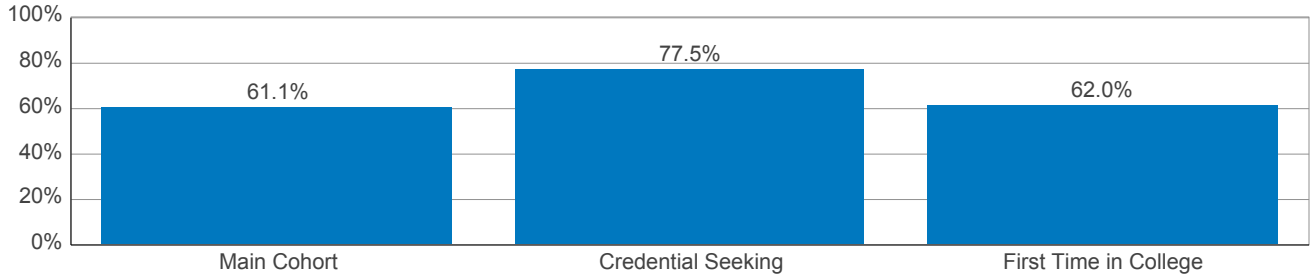
Any Developmental Need by Cohort Type



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



Completed All Developmental Education* by Cohort Type



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.

Any Developmental

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

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

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

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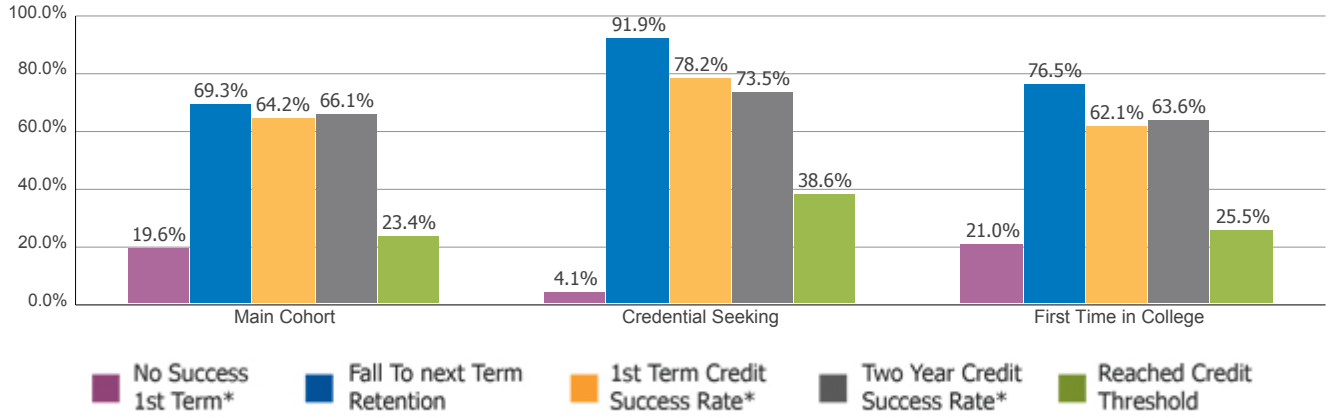
Norwalk Community College (Norwalk, CT)

Two Year Cohort (Fall Students 2015)

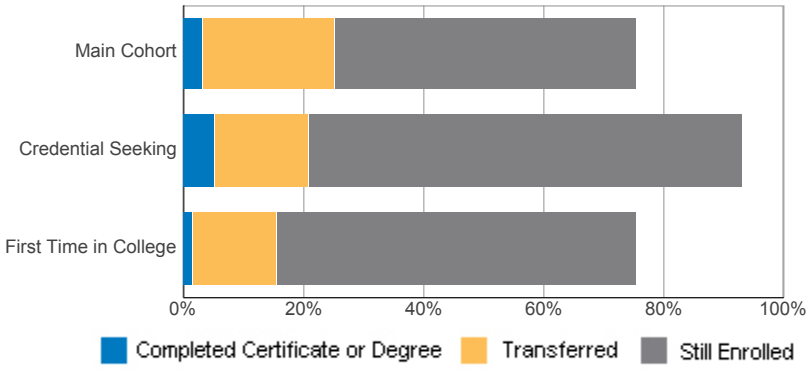
These data represent students that first entered the college in Fall Students 2015 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type



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



	Two Year Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	1,592	**3.1%**	**22.0%**	**50.3%**
Credential Seeking	967	**5.1%**	**15.7%**	**72.3%**
First Time in College	970	**1.6%**	**13.9%**	**60.1%**

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.

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

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

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