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.

South Arkansas Community College (El Dorado, AR)
VFA Data Collection Cycle  2016-17

- Overview of VFA’s Cohorts & Outcomes

- Six Year Cohort (Fall Students 2010)
  - Six-Year Outcomes Measures
  - Comparison of IPEDS Grad Rate to VFA Outcomes
  - Developmental Education Progress Measures

- Two Year Cohort (Fall Students 2014)
  - 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 2014) 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 2010) and their progress/attainment 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 ≥ 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
**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>417</td>
<td>262</td>
<td>235</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>14.9%</td>
<td>22.1%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Associate (No Transfer)</td>
<td>1.7%</td>
<td>2.7%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Certificate (Transfer)</td>
<td>9.4%</td>
<td>14.1%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Certificate (No Transfer)</td>
<td>6.0%</td>
<td>8.8%</td>
<td>4.7%</td>
</tr>
<tr>
<td>No Award (Transfer)</td>
<td>19.4%</td>
<td>13.4%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>4.8%</td>
<td>5.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Left with &gt; or = 30 credits</td>
<td>7.0%</td>
<td>8.4%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Left with &lt; 30 credits</td>
<td>36.9%</td>
<td>25.6%</td>
<td>44.7%</td>
</tr>
</tbody>
</table>

**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

*Students could be in more than one cohort type.*
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)**

<table>
<thead>
<tr>
<th></th>
<th>IPEDS 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>Still Enrolled</td>
<td>9.8%</td>
<td>4.8%</td>
<td>5.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>No Award (Transfer)</td>
<td>2.9%</td>
<td>19.4%</td>
<td>13.4%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Total Earned Awards**</td>
<td>10.4%</td>
<td>31.9%</td>
<td>47.7%</td>
<td>28.1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>IPEDS 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>Still Enrolled</td>
<td>9.8%</td>
<td>4.7%</td>
<td>4.0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>No Award (Transfer)</td>
<td>2.9%</td>
<td>15.7%</td>
<td>13.5%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Total Earned Awards**</td>
<td>10.4%</td>
<td>34.3%</td>
<td>46.0%</td>
<td>31.8%</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.
All VFA Colleges

Federal Cohort Year: Fall Students 2009, Fall Students 2010
VFA Cohort Year: Fall Students 2010

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)

**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 2010)

These data represent students that first entered the college in Fall Students 2010 (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>261</td>
<td>12.2%</td>
<td>31.2%</td>
<td>37.4%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>162</td>
<td>6.1%</td>
<td>32.1%</td>
<td>38.2%</td>
<td>23.7%</td>
</tr>
<tr>
<td>First Time in College</td>
<td>178</td>
<td>15.3%</td>
<td>37.9%</td>
<td>24.3%</td>
<td>22.6%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Attempted Dev Course (By Referral)</th>
<th>Became College Ready*</th>
<th>Completed College Course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Cohort</td>
<td>100.0%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>100.0%</td>
<td>41.4%</td>
</tr>
<tr>
<td>First Time in College</td>
<td>100.0%</td>
<td>44.9%</td>
</tr>
</tbody>
</table>

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.

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.

Your college used referral to identify students with a developmental need.

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South Arkansas Community College (El Dorado, AR)
Six Year Cohort  (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (or summer before) and their progress and outcomes by the end of six years.

Developmental English

### Developmental Need in English 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>216</td>
<td>48.2%</td>
<td>20.4%</td>
<td>31.4%</td>
<td></td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>134</td>
<td>48.9%</td>
<td>31.7%</td>
<td>19.5%</td>
<td></td>
</tr>
<tr>
<td>First Time in College</td>
<td>151</td>
<td>35.7%</td>
<td>22.6%</td>
<td>41.7%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Attempted Dev Course (By Referral)</th>
<th>Became College Ready*</th>
<th>Completed College Course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Cohort</td>
<td>100.0%</td>
<td>44.9%</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>100.0%</td>
<td>66.4%</td>
</tr>
<tr>
<td>First Time in College</td>
<td>100.0%</td>
<td>35.0%</td>
</tr>
</tbody>
</table>

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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South Arkansas Community College (El Dorado, AR)

Six Year Cohort  (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (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
111

Credential Seeking
Dev Need Count
73

First Time in College
Dev Need Count
96

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

Attempted Dev Course (By Referral)
Became College Ready*
Completed College Course*

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?

*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.

South Arkansas Community College (El Dorado, AR)
These data represent students that first entered the college in Fall Students 2010 (or summer before) and their progress and outcomes by the end of six years.

Developmental Outcomes across Subjects by Cohort Type

Main Cohort

<table>
<thead>
<tr>
<th>Attempted Dev Course (By Referral)</th>
<th>Became College Ready*</th>
<th>Completed College Course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>100.0%</td>
<td>41.4%</td>
</tr>
<tr>
<td>English</td>
<td>100.0%</td>
<td>44.9%</td>
</tr>
<tr>
<td>Reading</td>
<td>100.0%</td>
<td>74.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measure Not Applicable</td>
</tr>
</tbody>
</table>

Credential Seeking

<table>
<thead>
<tr>
<th>Attempted Dev Course (By Referral)</th>
<th>Became College Ready*</th>
<th>Completed College Course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>100.0%</td>
<td>60.5%</td>
</tr>
<tr>
<td>English</td>
<td>100.0%</td>
<td>66.4%</td>
</tr>
<tr>
<td>Reading</td>
<td>100.0%</td>
<td>94.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measure Not Applicable</td>
</tr>
</tbody>
</table>

First Time in College Cohort

<table>
<thead>
<tr>
<th>Attempted Dev Course (By Referral)</th>
<th>Became College Ready*</th>
<th>Completed College Course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>100.0%</td>
<td>44.9%</td>
</tr>
<tr>
<td>English</td>
<td>100.0%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Reading</td>
<td>100.0%</td>
<td>76.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measure Not Applicable</td>
</tr>
</tbody>
</table>

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 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 referral to identify students with a developmental need.

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

<table>
<thead>
<tr>
<th>Dev Need Count</th>
<th>Math</th>
<th>Main Cohort</th>
<th>Credential Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>261</td>
<td>162</td>
<td>178</td>
<td></td>
</tr>
<tr>
<td></td>
<td>216</td>
<td>134</td>
<td>151</td>
<td></td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>73</td>
<td>96</td>
<td></td>
</tr>
</tbody>
</table>

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Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (or summer before) and their progress and outcomes by the end of six years.

Any Developmental

<table>
<thead>
<tr>
<th>Dev Need Count</th>
<th>Main Cohort</th>
<th>Credential Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>307</td>
<td>194</td>
<td>195</td>
</tr>
</tbody>
</table>

Any Developmental Need by Cohort Type

![Graph showing percentages of students needing development assistance by cohort type]

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

![Graph showing 100% for all cohort types]

Completed All Developmental Education* by Cohort Type

![Graph showing percentages of students completing developmental education by cohort type]

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.

Your college used referral to identify students with a developmental need.

*This college uses a grade of C to define success.
Two Year Cohort (Fall Students 2014)

These data represent students that first entered the college in Fall Students 2014 (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

<table>
<thead>
<tr>
<th>Cohort Types</th>
<th>Different types of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Main Cohort: fall entering, first time at <strong>reporting</strong> college; “all students”</td>
<td></td>
</tr>
<tr>
<td>B. Credential Seeking: earned 12 credits by end of year two</td>
<td></td>
</tr>
<tr>
<td>C. First Time in College: fall entering, first time in college</td>
<td></td>
</tr>
</tbody>
</table>

*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.