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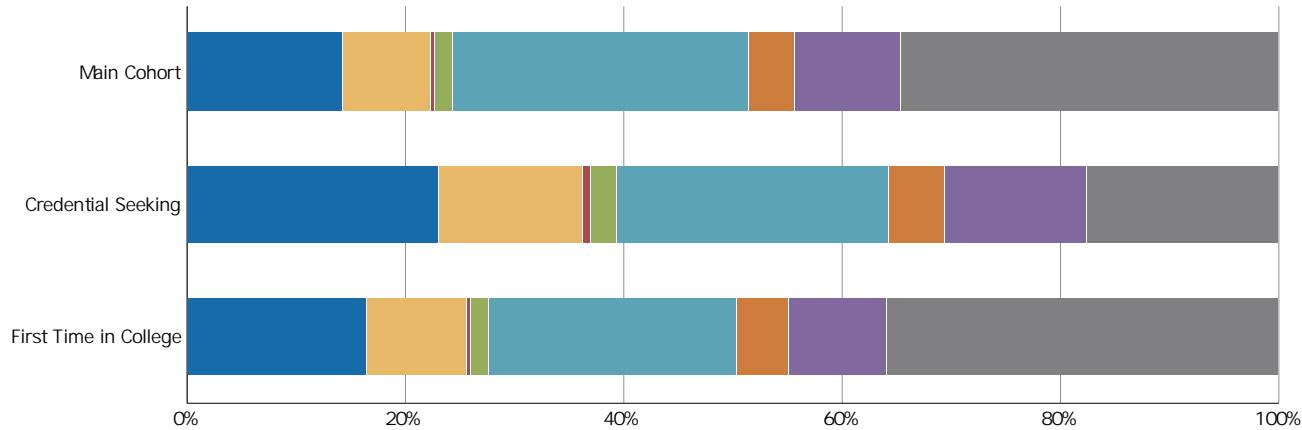
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These data represent students that first entered the college in Fall Students 2016 (or summer before) and their progress by the end of six years.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type



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.

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.

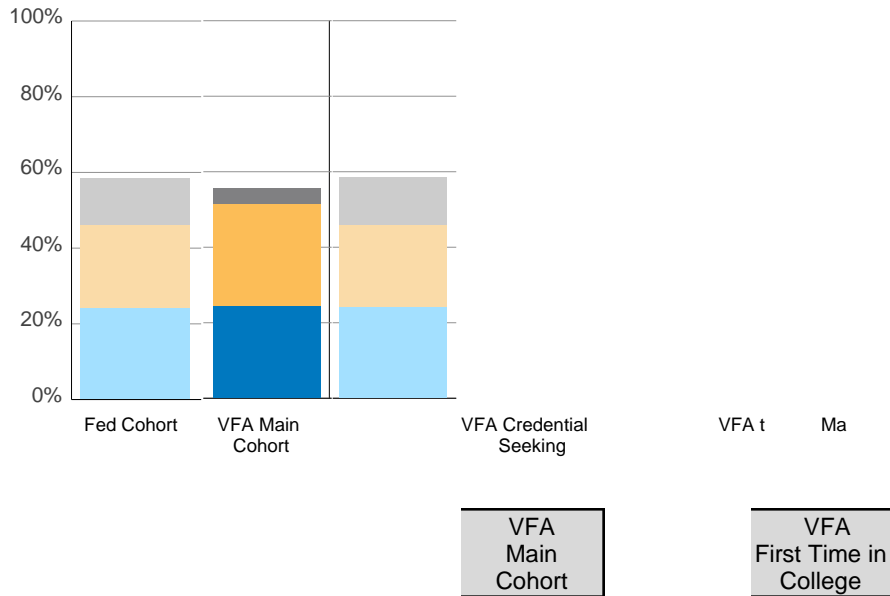
- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at the **reporting** college

Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	3,214	1,955	2,219
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	14.2%	23.1%	16.5%
Associate (No Transfer)	8.2%	13.2%	9.1%
Certificate (Transfer)	0.4%	0.7%	0.3%
Certificate (No Transfer)	1.6%	2.5%	1.6%
No Award (Transfer)	27.1%	25.0%	22.8%
Still Enrolled	4.2%	5.1%	4.8%
Left with > or = 30 credits	9.8%	12.9%	9.0%
Left with < 30 credits	34.6%	17.6%	35.9%

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:

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)**

VFA Credential Fed Cohort VFA First Time
in College

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

Fed Cohort VFA Main Fed Cohort VFA Credential Fed Cohort VFA First Time
Cohort Seeking in College

**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:

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 2016)

These data represent students that first entered the college in Fall Students 2016 (or summer before) and their progress and outcomes by the end of six years.

Developmental Math

Developmental Need in Math by Cohort Type

A. Main Cohort: fall entering, first time

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

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.

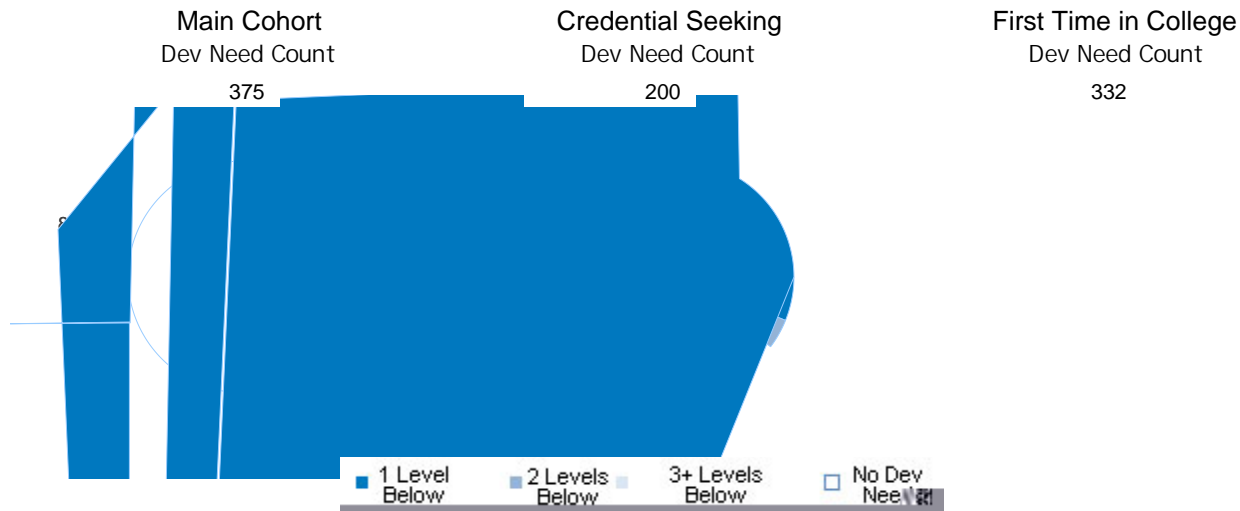
Montgomery County Community College (Blue Bell, PA)

Six Year Cohort (Fall Students 2016)

These data represent students that first entered the college in Fall Students 2016 (or summer before) and their progress and outcomes by the end of six years.

Developmental Reading

Developmental Need in Reading 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 Reading Need*

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

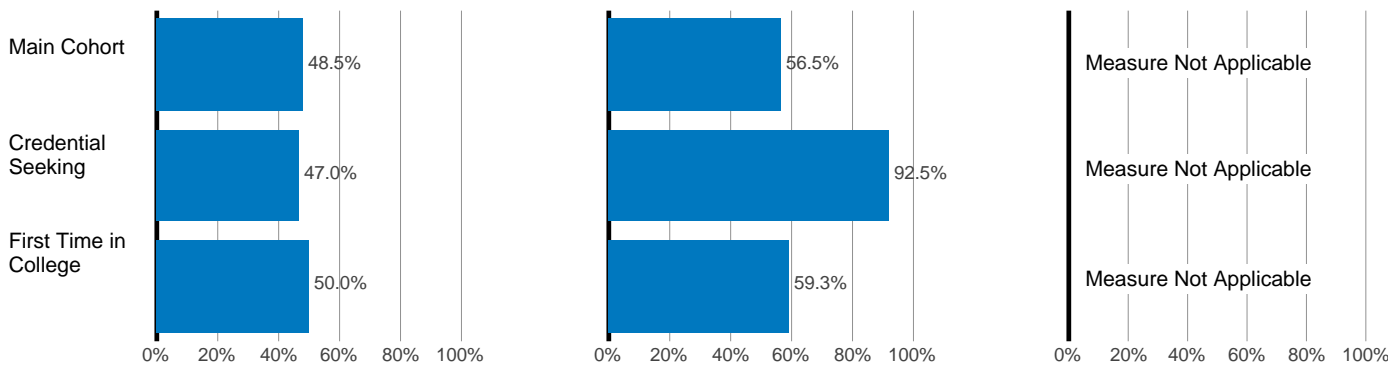
Developmental need is broken down further into three levels of need, below college level.

Developmental 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?

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

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

Six Year Cohort (Fall Students 2016)

These data represent students that first entered the college in Fall Students 2016 (or summer before) and their progress and outcomes by the end of six years

Developmental Outcomes across Subjects by Cohort Type

Main Cohort

A. Main Cohort: fall entering, first time

These outcomes answer the question: –

Six Year Cohort (Fall Students 2016)

These data represent students that first entered the college in Fall Students 2016 (or summer before) and their progress and outcomes by the end of six years

Any Developmental

Any Developmental Need by Cohort Type

A. Main Cohort: fall entering, first time

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

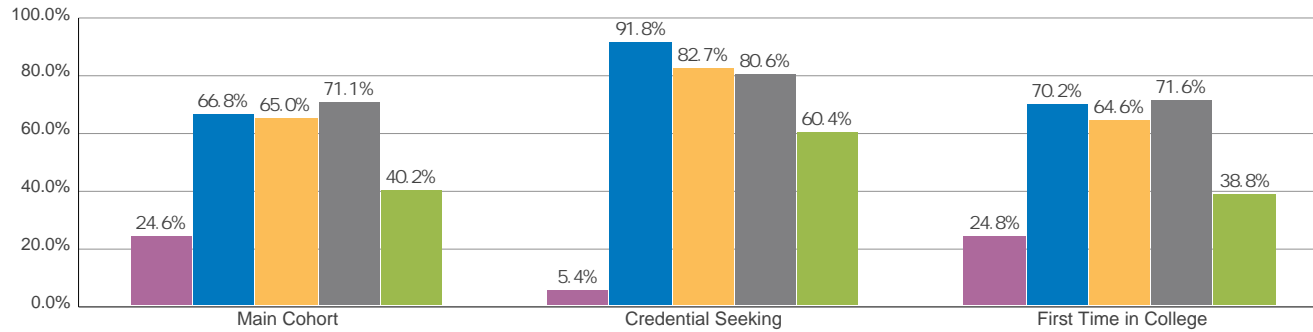
Montgomery County Community College (Blue Bell, PA)

Two Year Cohort (Fall Students 2020)

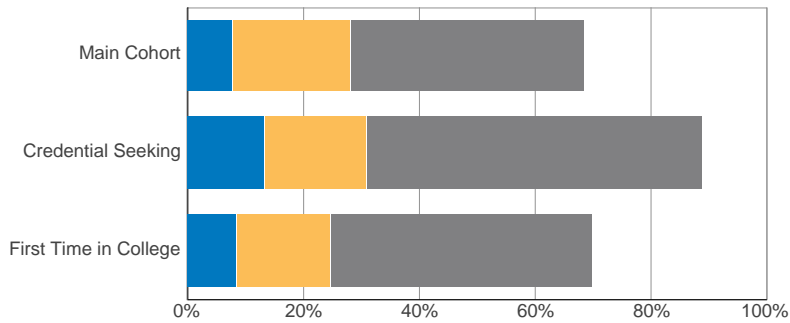
These data represent students that first entered the college in Fall Students 2020 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type



A. Main Cohort: fall entering, first time



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