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.

Fulton-Montgomery Community College (Johnstown, NY)

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/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 2011) and their progress/outcomes by the end of those six years.

Colleges are required to report the **DEVELOPMENTAL EDUCATION PROGRESS MEASURES** 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
Fulton-Montgomery Community College (Johnstown, NY)

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

<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>743</td>
<td>507</td>
<td>676</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>21.5%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Associate (No Transfer)</td>
<td>15.1%</td>
<td>21.5%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Certificate (Transfer)</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Certificate (No Transfer)</td>
<td>0.4%</td>
<td>0.6%</td>
<td>0.4%</td>
</tr>
<tr>
<td>No Award (Transfer)</td>
<td>24.0%</td>
<td>21.3%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>1.9%</td>
<td>1.6%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Left with &gt; or = 30 credits</td>
<td>10.4%</td>
<td>14.6%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Left with &lt; 30 credits</td>
<td>33.4%</td>
<td>18.9%</td>
<td>34.3%</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)**

- Fed Cohort: Fall entering, first-time, full-time degree seeking students.
- VFA Main Cohort: Main Cohort: fall entering, first time at institution, “all students”.
- VFA Credential Seeking: Credential Seeking: fall entering, earned 12 credits by end of year two.
- VFA First Time in College: First Time in College: fall entering, first time in any post-secondary institution.

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


**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.

**VFA Total Earned Awards** = Bachelor’s degrees and associate degrees and certificates.
All VFA colleges 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:

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 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

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.

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 Outcomes for Students Referred to Dev. Math by Cohort Type

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

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

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

- **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

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

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

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

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 English Need*

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

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.

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

<table>
<thead>
<tr>
<th>Cohort Type</th>
<th>Dev Need Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Cohort</td>
<td>0</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>0</td>
</tr>
<tr>
<td>First Time in College</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Cohort Type</th>
<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>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>First Time in College</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Cohort Types

- 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

*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.
Developmental Outcomes across Subjects by Cohort Type

Main Cohort

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

credential seeking

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

First Time in College Cohort

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

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

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

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Fulton-Montgomery Community College (Johnstown, NY)
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

<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>357</td>
<td>215</td>
<td>347</td>
</tr>
</tbody>
</table>

Any Developmental Need by Cohort Type

- Main Cohort: 48.0%
- Credential Seeking: 42.4%
- First Time in College: 51.3%

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

- Main Cohort: 62.5%
- Credential Seeking: 88.8%
- First Time in College: 63.4%

Completed All Developmental Education* by Cohort Type

- Main Cohort: 62.5%
- Credential Seeking: 88.8%
- First Time in College: 63.4%

*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.

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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Fulton-Montgomery Community College (Johnstown, NY)

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

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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