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## STUDENT PROGRESS & OUTCOMES (SPO)

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### **SPO Timeframes**

The SPO measures are reported for students from two timeframes:

#### **• TWO YEAR**

#### **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

#### **• SIX YEAR**

Students who entered the college six years ago (Fall Students 2014) 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: DEVELOPMENTAL EDUCATION PROGRESS MEASURES**

- 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

### **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

#### **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 \_\_\_\_\_

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## Six 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 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.

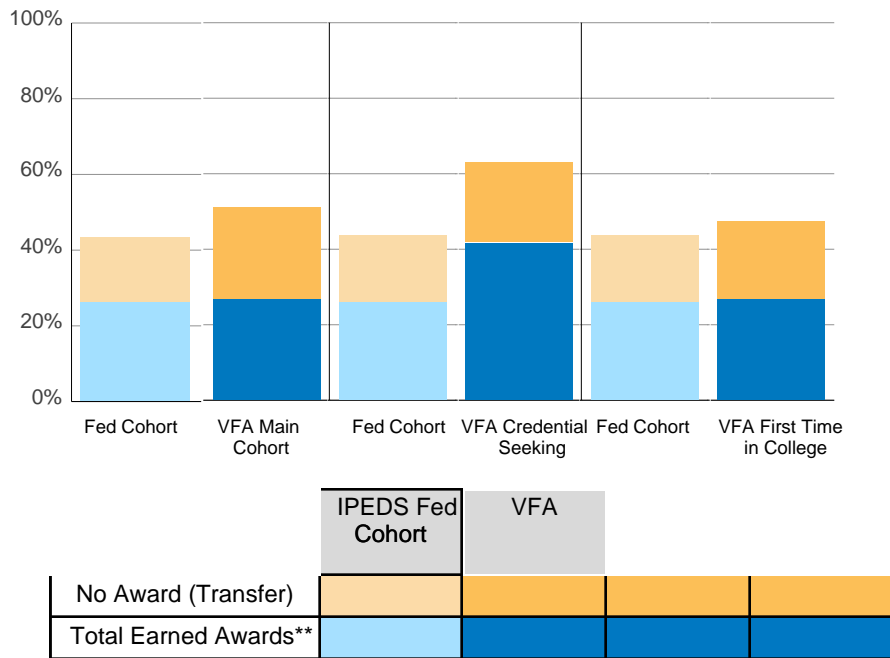
- Unduplicated
- Hierarchical

Cohort Count	1,398	1,060	1,065
Bachelor's	3.4%	4.4%	3.7%
Associate (Transfer)	18.0%	23.5%	18.1%
Associate (No Transfer)	13.7%	17.8%	13.6%
Certificate (Transfer)	0.1%	0.2%	0.2%
Certificate (No Transfer)	1.5%	2.0%	1.6%
No Award (Transfer)	26.7%	23.2%	25.0%
Still Enrolled	2.3%	2.2%	2.4%
Left with > or = 30 credits	7.8%	10.3%	8.1%
Left with < 30 credits	26.6%	16.4%	27.3%

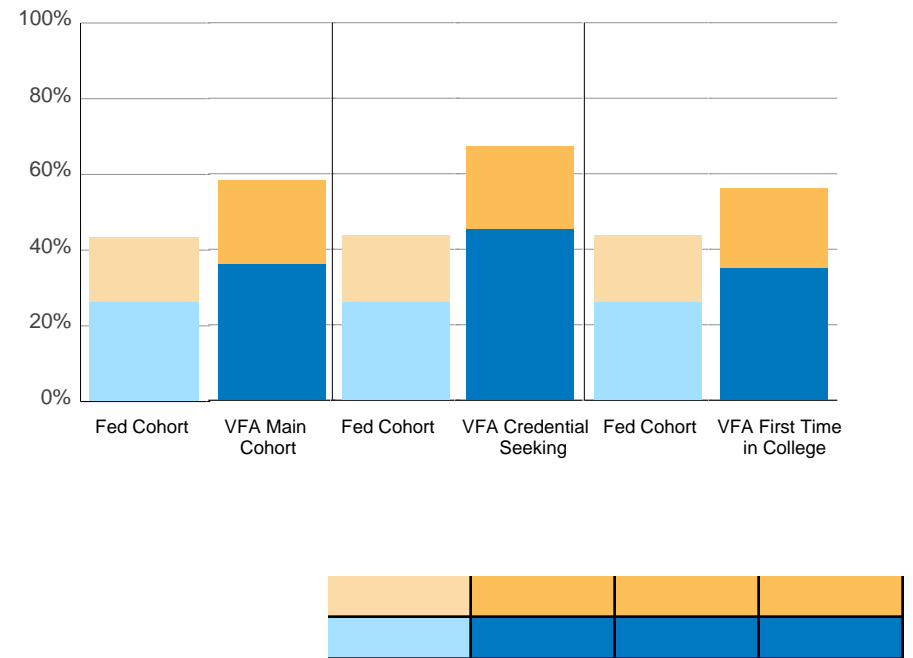


All VFA college's comparison of IPEDS (federal) graduation rate to VFA Six -Year Outcomes

**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 2014)

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

- 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.

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##### 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.

These outcomes answer the question:  
– What percentage of students in the cohort type that needed developmental math – completed developmental math and progres

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





# Six Year Cohort (Fall Students 2014)

*These data represent students that first entered the college in Fall Students 2014 (or summer before) and their progress and outcomes by the end of six years.*

## Developmental Reading

### Developmental Need in Reading by Cohort Type

A. Main Cohort: fall entering, first time

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

## Six Year Cohort (Fall Students 2014)

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



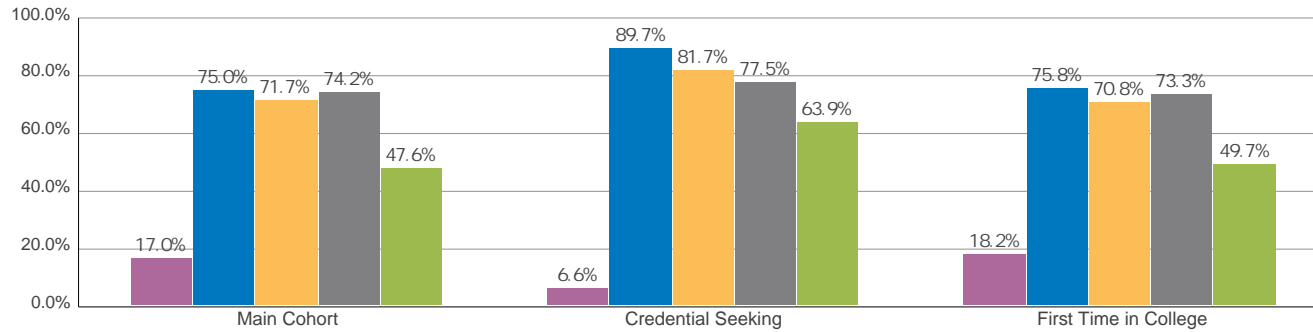
# Green River College (Auburn, WA)

## Two Year Cohort (Fall Students 2018)

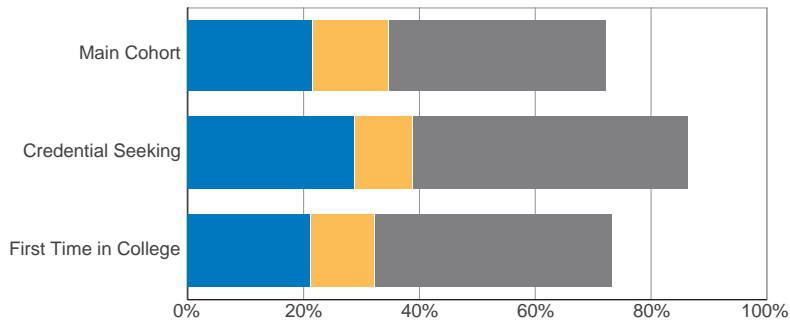
These data represent students that first entered the college in Fall Students 2018 (or summer before) and their progress by the end of their first two years.

### 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