



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 Internal Outcomes Report (2018)* includes the data that colleges are required to report and the data that are optional to report. Listed below are the contents of this report.

Southeastern Community College Data Collection Cycle 2018

- **Overview of what is in the *VFA Internal Outcomes Report***
- **Two Year Cohort (Fall Students 2015)**
 - o *Two-Year Progress Measures*
 - o *Developmental Education Progress Measures (OPTIONAL)*
- **Six Year Cohort (Fall Students 2011)**
 - o *Six-Year Outcomes Measures*
 - o *Developmental Education Progress Measures*
 - o *Two-Year Progress Measures (OPTIONAL)*
- **Career & Technical Education (CTE Students 2014-15)**
 - o *CTE Profile and Credit and Non-Credit Measures, Tables*
 - o *CTE Credit Outcomes, Graphs*
- **Adult Basic Education (ABE Students 2014-15)**
 - o *ABE Cohort and Outcomes (OPTIONAL)*

Overview of what is in the VFA Internal Outcomes Report (2018)

STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes

The SPO measures are reported for students from two timeframes:

• TWO YEAR COHORT

Students that entered the college two years ago (Fall Students 2015) and their progress /attainment by the end of those two years college two years ago

• SIX YEAR COHORT

Students that entered the college six years ago (Fall Students 2011) and their progress and outcomes by the end of those six years

SPO Student Cohort Types

For the SPO Measures, Colleges group students from each timeframe (two years and six years) into three cohort types.

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: TWO-YEAR PROGRESS MEASURES

- Retention: fall to next term
- Successful completion of credits: 1st term; by end of year two
Number of total credits completed with a C grade (C-, C+) or better by the cohort
- Reached credit threshold by end of year two
Number of students in the cohort that earned 24 credits (part-time) or 42 credits (full-time)
- Persistence/attainment: completed certificate/degree; transferred; still enrolled

Colleges are required to report the **TWO-YEAR PROGRESS MEASURES** for the students that entered two years ago. Colleges may optionally report the report **TWO-YEAR PROGRESS MEASURES** for the students that entered the college six years ago.

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 = to 30 credits; left with < 30 credits

Colleges are required to report the **SIX-YEAR OUTCOMES MEASURES** for the students that entered the college six years ago.

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)

Colleges are required to report the **DEVELOPMENTAL EDUCATION MEASURES** for the students that entered six years ago. Colleges may optionally report the **DEVELOPMENTAL EDUCATION MEASURES** for the students that entered the college two years ago.

CAREER & TECHNICAL EDUCATION (CTE) MEASURES

CTE Profile

CTE profile of the college

- CTE Enrollment (credit and non-credit); change over previous year
- CTE Completions (credit and non-credit); change over previous year

CTE Measures & Cohort

Reports on the post-collegiate outcomes of students that completed credit or non-credit CTE or had a significant CTE experience at the college

CTE student outcomes post CTE (credit and non-credit)

- Completed CTE certificate or degree
- Employed (with wage bands)
- Median wage growth of CTE students post CTE
- Enrolled post-CTE in higher education
- Passed licensure exam
- Completed industry credential(s)

ADULT BASIC EDUCATION (ABE) MEASURES

Reports on the completion of ABE and post-ABE outcomes of students that took ABE at the college in a given year

- Completed ABE
- Enrolled in more education post ABE completion
- Gained employment post ABE completion

Collection Cycle : 2018

Two Year Cohort (Fall Students 2015)

Southeastern Community College (West Burlington, IA)

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.

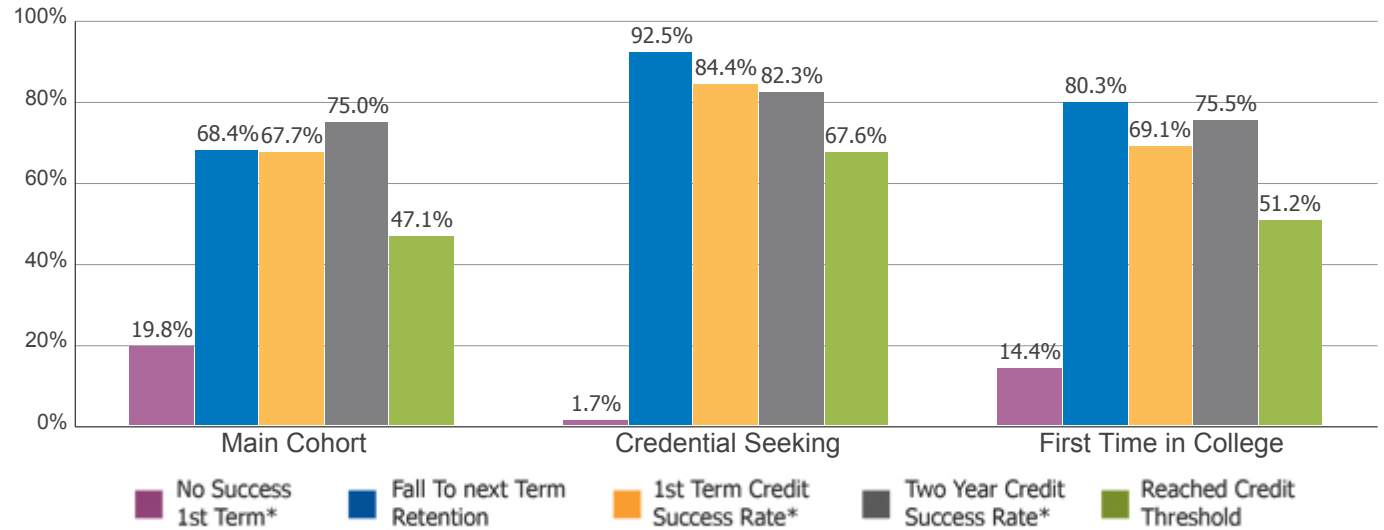
Two-Year Progress Measures

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:

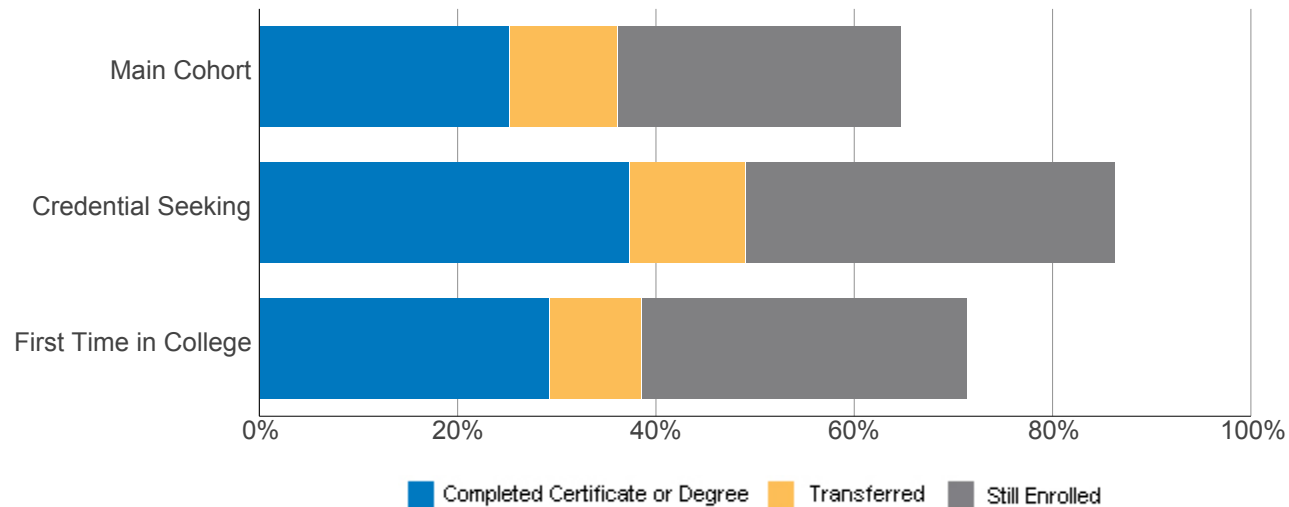
- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the *reporting* college

Progress by End of Year Two by Cohort Type



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

	Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	686	25.4%	10.8%	28.6%
Credential Seeking	466	37.3%	11.8%	37.3%
First Time in College	340	29.4%	9.1%	32.9%



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

Collection Cycle : 2018

Two Year Cohort (Fall Students 2015)

Southeastern Community College (West Burlington, IA)

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

Cohort Type	Cohort Count	No Success 1st Term*		Fall to Next Term Retention		1st Term Credit Success Rate*		Two Year Credit Success Rate*		Reached Credit Threshold	
		Count	%	Count	%	Count	%	Count	%	Count	%
Main Cohort	686	136	19.8%	469	68.4%	5,786	67.7%	18,099	75.0%	323	47.1%
Credential Seeking	466	8	1.7%	431	92.5%	5,352	84.4%	17,583	82.3%	315	67.6%
First Time in College	340	49	14.4%	273	80.3%	3,435	69.1%	11,005	75.5%	174	51.2%

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

Cohort Type	Cohort Count	Completed Certificate or Degree		Transferred		Still Enrolled	
		Count	%	Count	%	Count	%
Main Cohort	686	174	25.4%	74	10.8%	196	28.6%
Credential Seeking	466	174	37.3%	55	11.8%	174	37.3%
First Time in College	340	100	29.4%	31	9.1%	112	32.9%

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

Collection Cycle : 2018

Two Year Cohort (Fall Students 2015)

Southeastern Community College (West Burlington, IA)

These data represent students who first entered the college in Fall Students 2015 (or summer before) who needed developmental education in math. Of those students that needed developmental education in math, the measures show their progress and outcomes in math by the end of two years.

Developmental Math (Optional to Report)

Developmental Math Need

Percent of students in cohort that needed developmental math

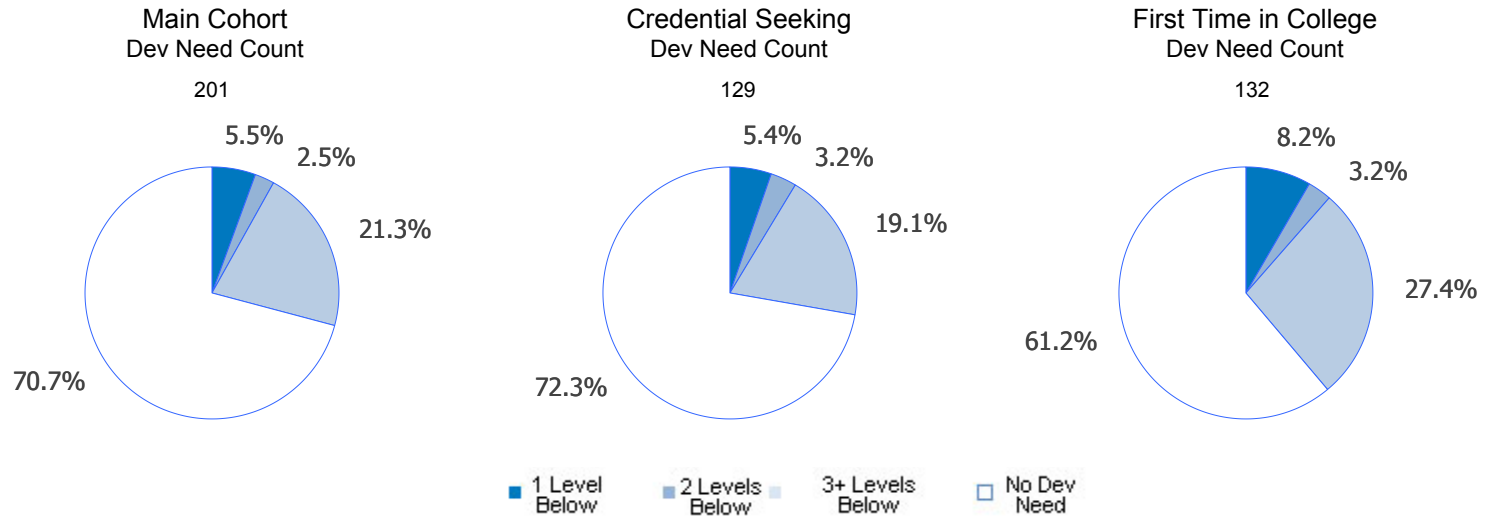
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

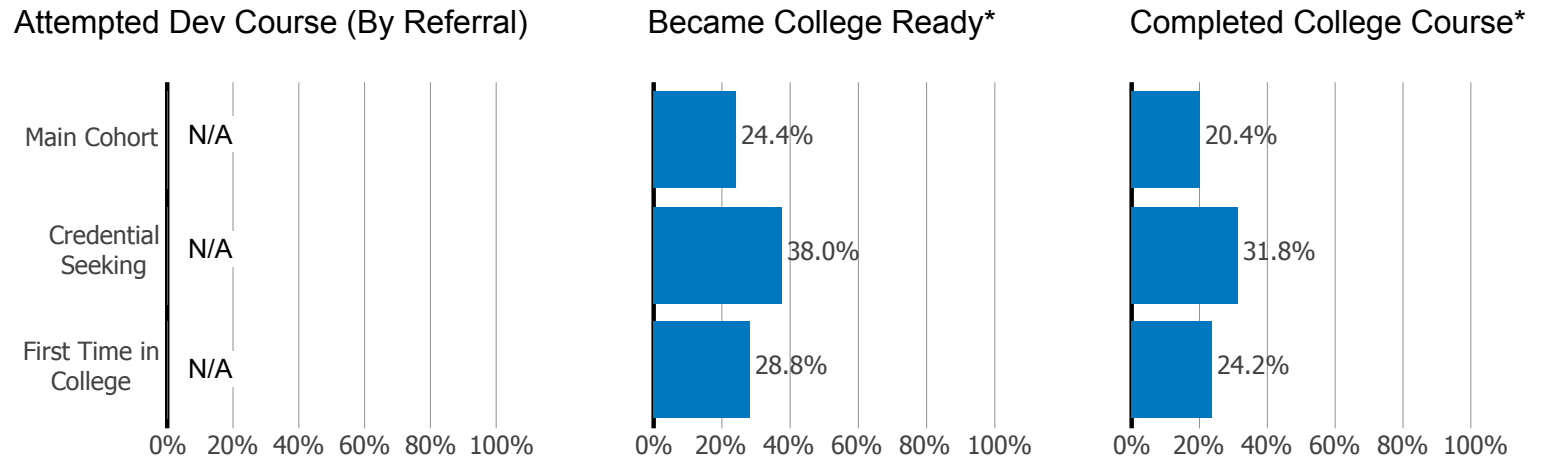
Developmental Math Outcomes

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?

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.

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

Collection Cycle : 2018

Two Year Cohort (Fall Students 2015)

Southeastern Community College (West Burlington, IA)

These data represent students who first entered the college in Fall Students 2015 (or summer before) who needed developmental education in English. Of those students that needed developmental education in English, the measures show their progress and outcomes in English by the end of two years.

Developmental English (Optional to Report)

Developmental English Need

Percent of students in cohort that needed developmental English

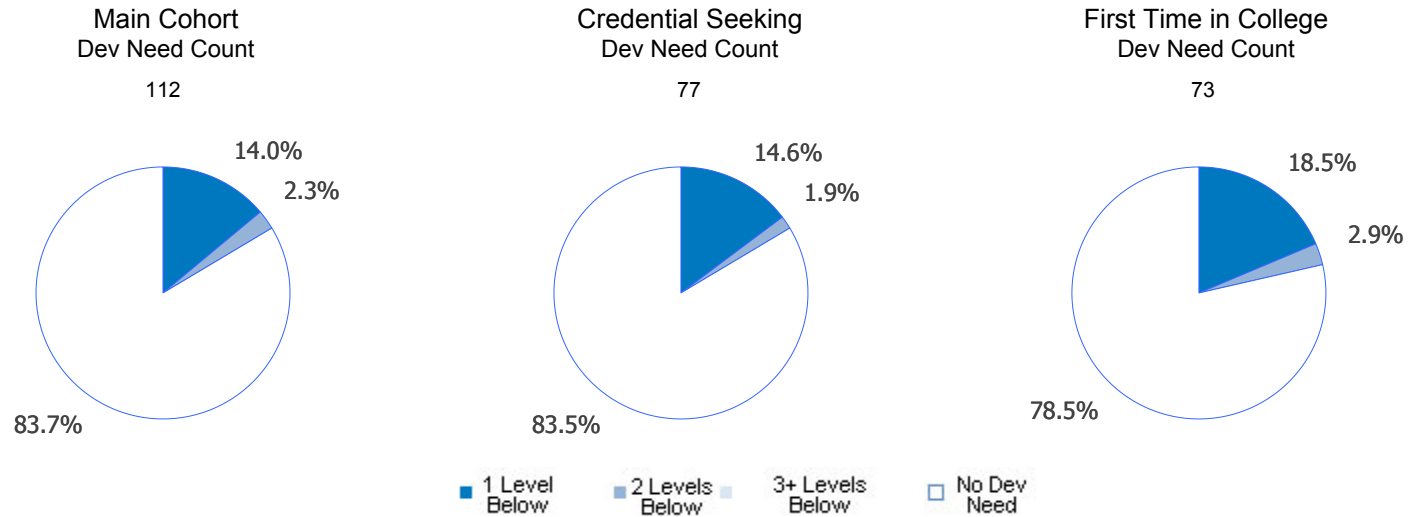
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

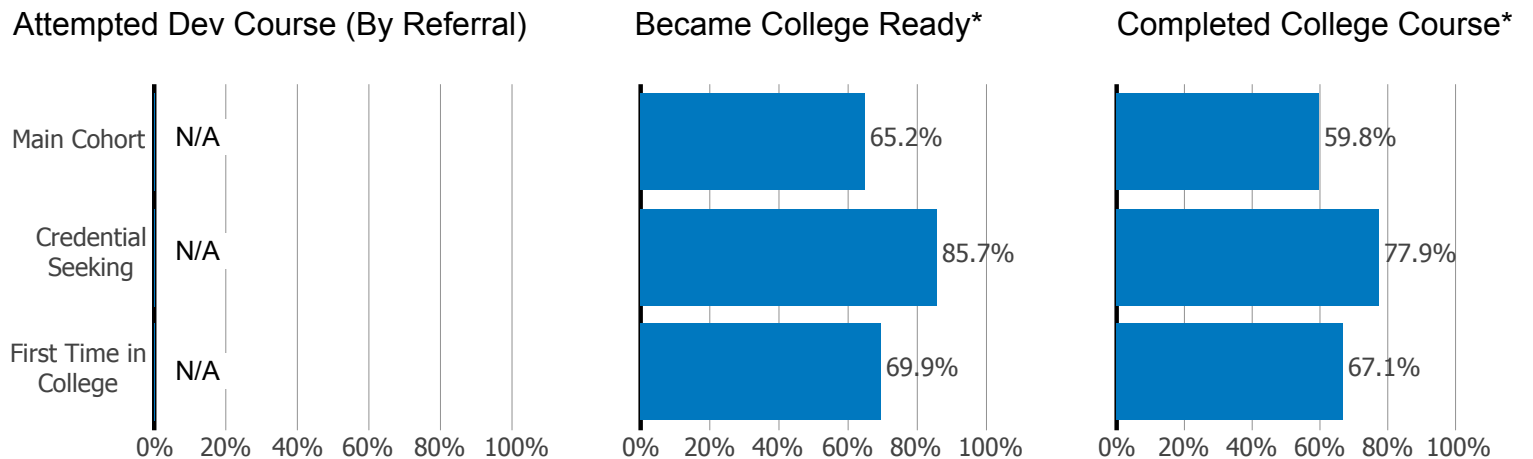
Developmental English Outcomes

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?

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.

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

Collection Cycle : 2018

Two Year Cohort (Fall Students 2015)

Southeastern Community College (West Burlington, IA)

These data represent students who first entered the college in Fall Students 2015 (or summer before) who needed developmental education in reading. Of those students that needed developmental education in reading, the measures show their progress and outcomes in reading by the end of two years.

Developmental Reading (Optional to Report)

Developmental Reading Need

Percent of students in cohort that needed developmental reading

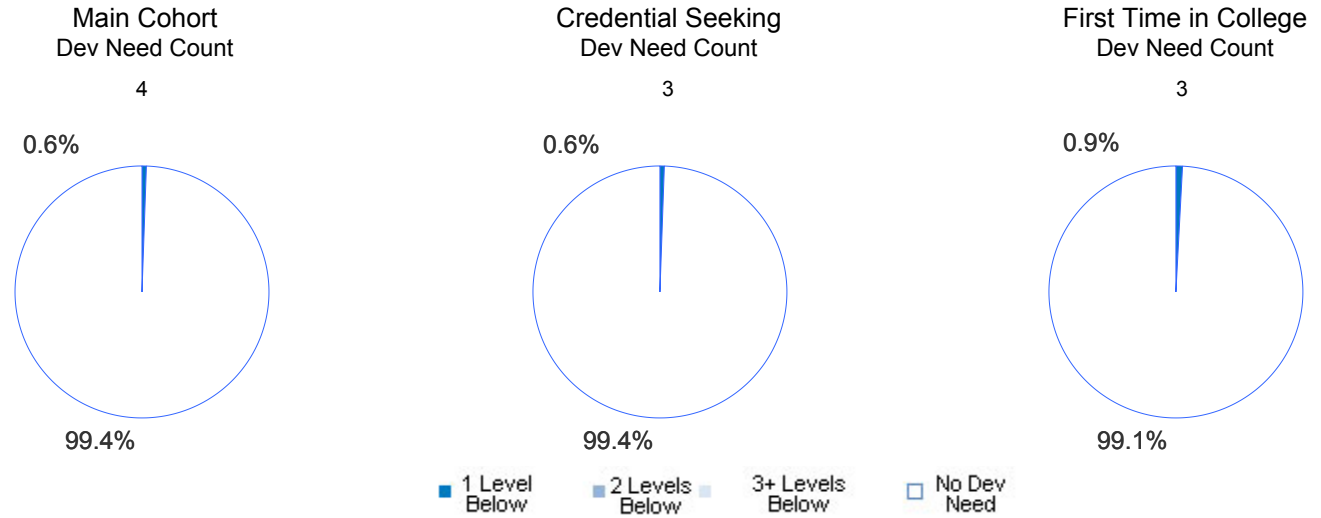
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

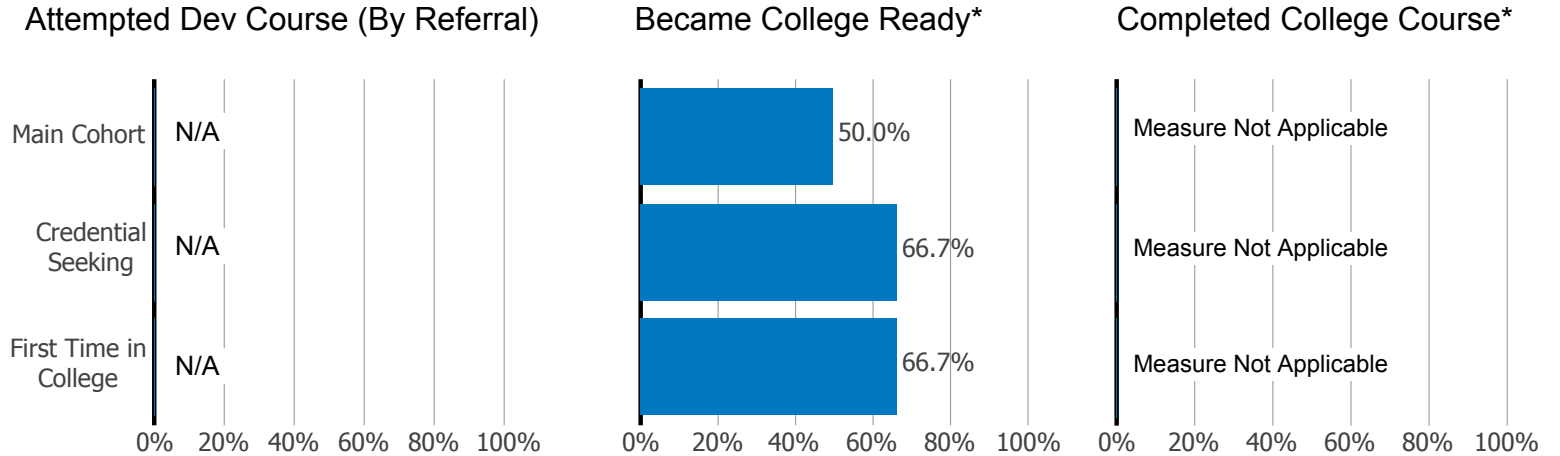
Developmental Reading Outcomes

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?

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.

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

Collection Cycle : 2018

Two Year Cohort (Fall Students 2015)

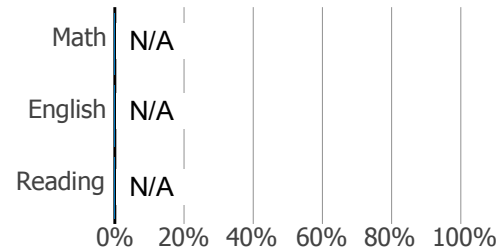
Southeastern Community College (West Burlington, IA)

These data represent students who first entered the college in Fall Students 2015 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

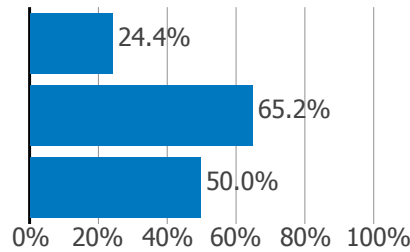
Developmental Outcomes across Subjects by Cohort Type (Optional to Report)

Main Cohort

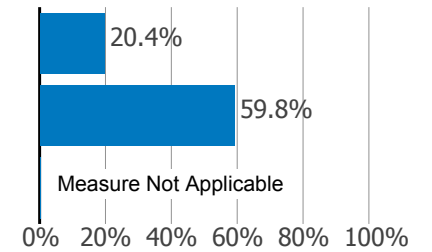
Attempted Dev Course (By Referral)



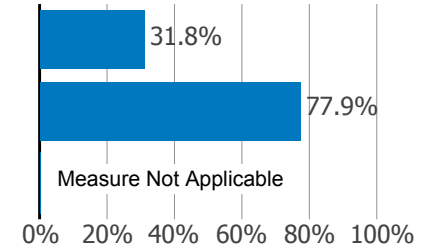
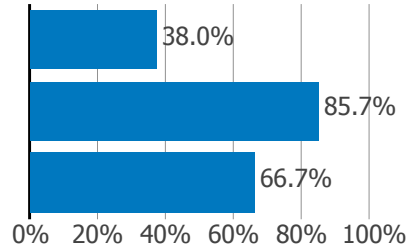
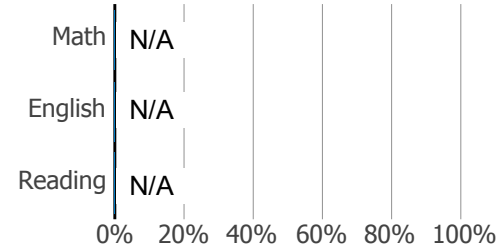
Became College Ready*



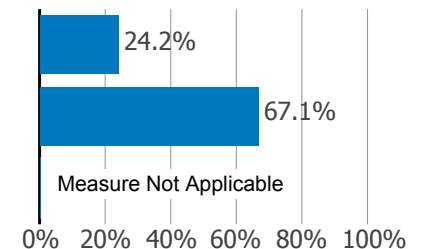
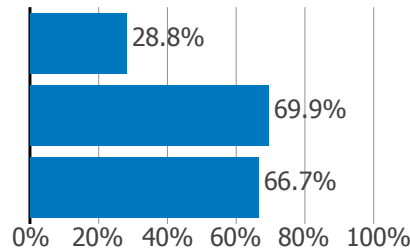
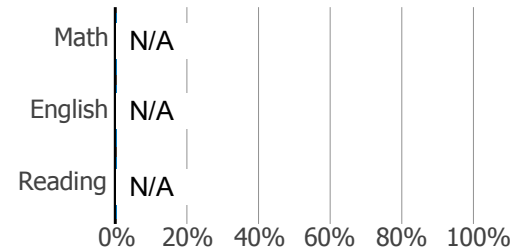
Completed College Course*



Credential Seeking



First Time in College



		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	201	129	132
Dev Need Count	English	112	77	73
Dev Need Count	Reading	4	3	3

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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Collection Cycle : 2018

Two Year Cohort (Fall Students 2015)

Southeastern Community College (West Burlington, IA)

These data represent students who first entered the college in Fall Students 2015 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

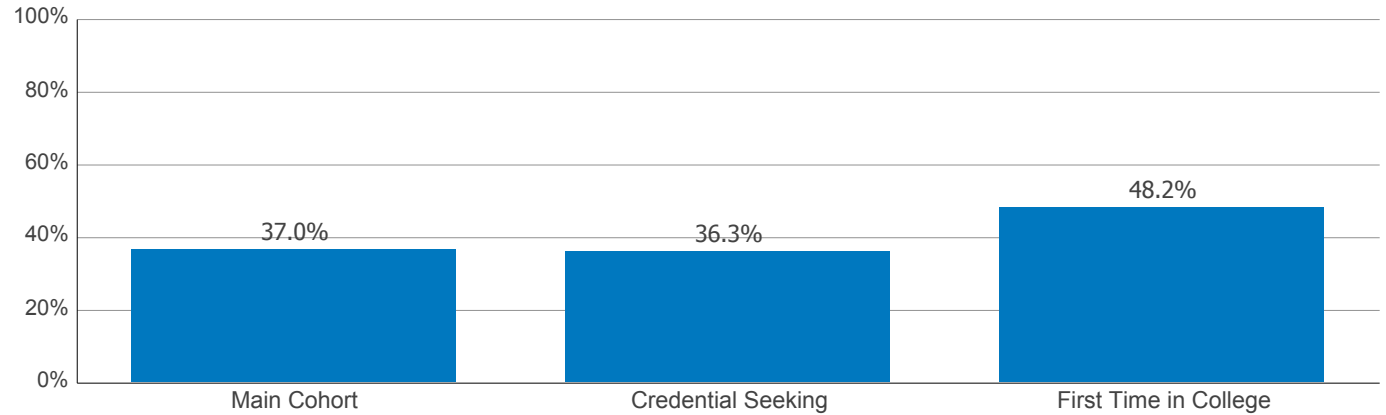
Any Developmental (Optional to Report)

Any Developmental

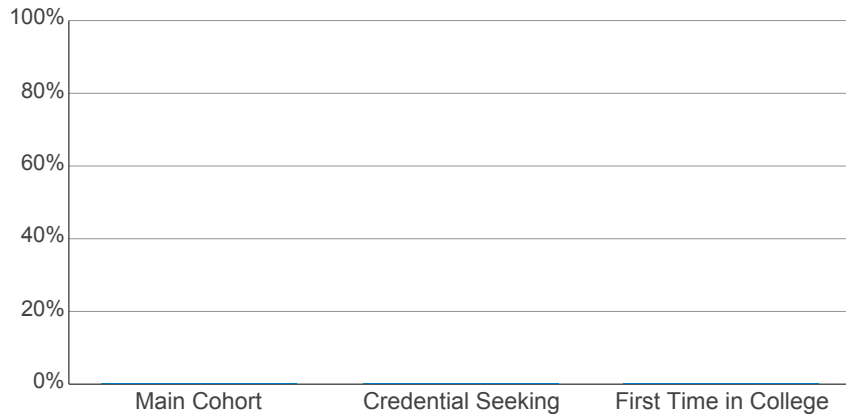
Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	254	169	164

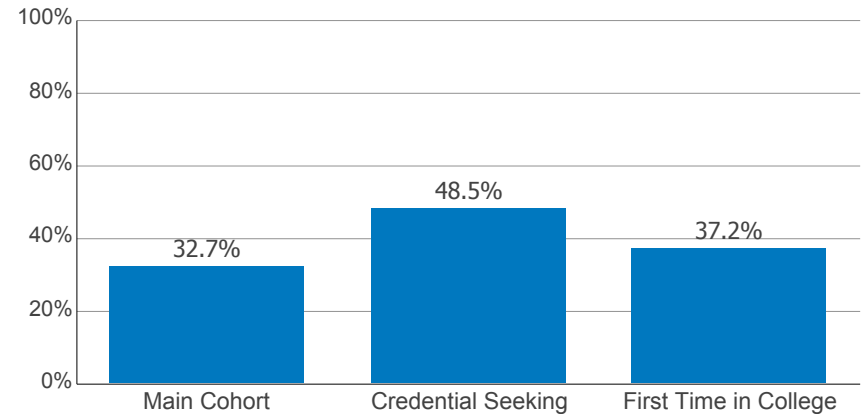
Developmental Need by Cohort Type



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



Completed All Developmental Education* by 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.

Collection Cycle : 2018

Two Year Cohort (Fall Students 2015)

Southeastern Community College (West Burlington, IA)

These data represent students who first entered the college in Fall Students 2015 (or summer before) and needed developmental education in math, English, reading, or any combination of these subjects, and their progress and outcomes in developmental education by the end of two years.

Developmental Education Progress Measures (Optional to Report)

Developmental Subjects	Measures	Main Cohort		Credential Seeking Cohort		First Time in College Cohort	
		# of Students in Cohort: 686		# of Students in Cohort: 466		# of Students in Cohort: 340	
Math	Dev Need in Math	201	29.3%	129	27.7%	132	38.8%
	Math Need: 1 Level Below College	38	5.5%	25	5.4%	28	8.2%
	Math Need: 2 Levels Below College	17	2.5%	15	3.2%	11	3.2%
	Math Need: 3 or + Levels Below College	146	21.3%	89	19.1%	93	27.4%
	Attempted Dev Math Course	0	N/A	0	N/A	0	N/A
	Completed Highest Dev Math Course	49	24.4%	49	38.0%	38	28.8%
	Completed College Course in Math	41	20.4%	41	31.8%	32	24.2%
English	Dev Need in English	112	16.3%	77	16.5%	73	21.5%
	English Need: 1 Level Below College	96	14.0%	68	14.6%	63	18.5%
	English Need: 2 Levels Below College	16	2.3%	9	1.9%	10	2.9%
	English Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev English Course	0	N/A	0	N/A	0	N/A
	Completed Highest Dev English Course	73	65.2%	66	85.7%	51	69.9%
	Completed College Course in English	67	59.8%	60	77.9%	49	67.1%
Reading	Dev Need in Reading	4	0.6%	3	0.6%	3	0.9%
	Reading Need: 1 Level Below College	4	0.6%	3	0.6%	3	0.9%
	Reading Need: 2 Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Reading Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev Reading Course	0	N/A	0	N/A	0	N/A
	Completed Highest Dev Reading Course	2	50.0%	2	66.7%	2	66.7%
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
Any	Need in Any Developmental Subject	254	37.0%	169	36.3%	164	48.2%
	Attempted at least one Dev Course	0	N/A	0	N/A	0	N/A
	Completed All Dev Education	83	32.7%	82	48.5%	61	37.2%

Developmental need is a percentage of students in cohort. All other developmental metrics are a percentage of students with a developmental need.

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.

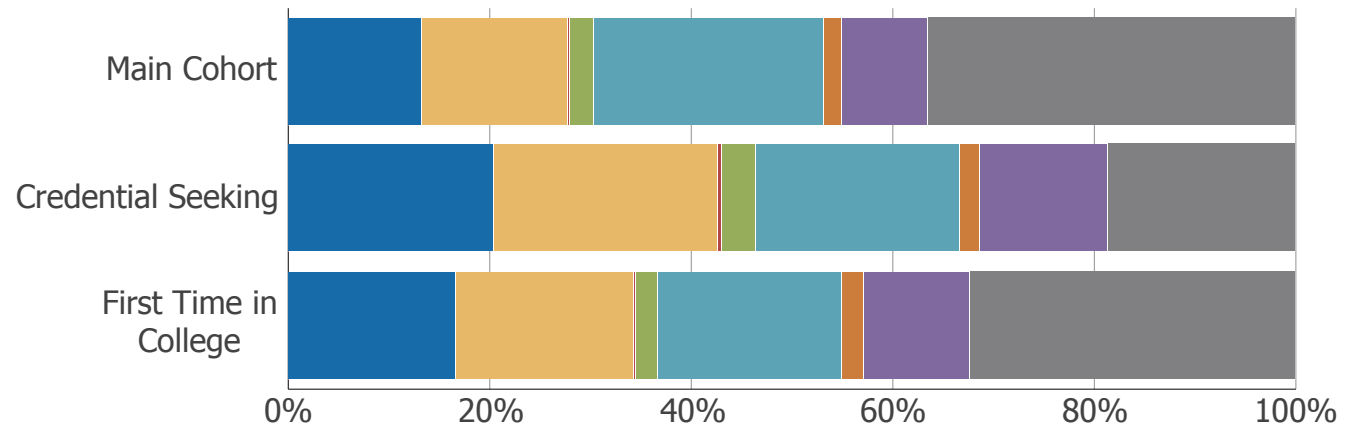
Six-Year Outcomes

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.

The Six-Year Outcomes are:

- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at your college.

Outcomes by the end of Six Years by Cohort Type



Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	774	499	408
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	13.2%	20.4%	16.7%
Associate (No Transfer)	14.6%	22.2%	17.6%
Certificate (Transfer)	0.3%	0.4%	0.2%
Certificate (No Transfer)	2.3%	3.4%	2.2%
No Award (Transfer)	22.7%	20.2%	18.1%
Still Enrolled	1.8%	2.0%	2.2%
Left with > or = 30 credits	8.7%	12.6%	10.5%
Left with < 30 credits	36.4%	18.6%	32.4%

Collection Cycle : 2018

Six Year Cohort (Fall Students 2011)

Southeastern Community College (West Burlington, IA)

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.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type

Outcome	Main Cohort		Credential Seeking Cohort		First Time In College Cohort	
	# of Students in Cohort: 774		# of Students in Cohort: 499		# of Students in Cohort: 408	
	Count	%	Count	%	Count	%
Bachelor's	N/A	N/A	N/A	N/A	N/A	N/A
Associate (Transfer)	102	13.2%	102	20.4%	68	16.7%
Associate (No Transfer)	113	14.6%	111	22.2%	72	17.6%
Certificate (Transfer)	2	0.3%	2	0.4%	1	0.2%
Certificate (No Transfer)	18	2.3%	17	3.4%	9	2.2%
No Award (Transfer)	176	22.7%	101	20.2%	74	18.1%
Still Enrolled	14	1.8%	10	2.0%	9	2.2%
Left (= or > 30 Credits)	67	8.7%	63	12.6%	43	10.5%
Left (< 30 Credits)	282	36.4%	93	18.6%	132	32.4%

Collection Cycle : 2018

Six Year Cohort (Fall Students 2011)

Southeastern Community College (West Burlington, IA)

These data represent students who first entered college in Fall Students 2011 (or summer before) who needed developmental education in math. Of those students that needed developmental education in math, the measures show their progress and outcomes in math by the end of six years.

Developmental Math

Developmental Math Need

Percent of students in cohort that needed developmental math

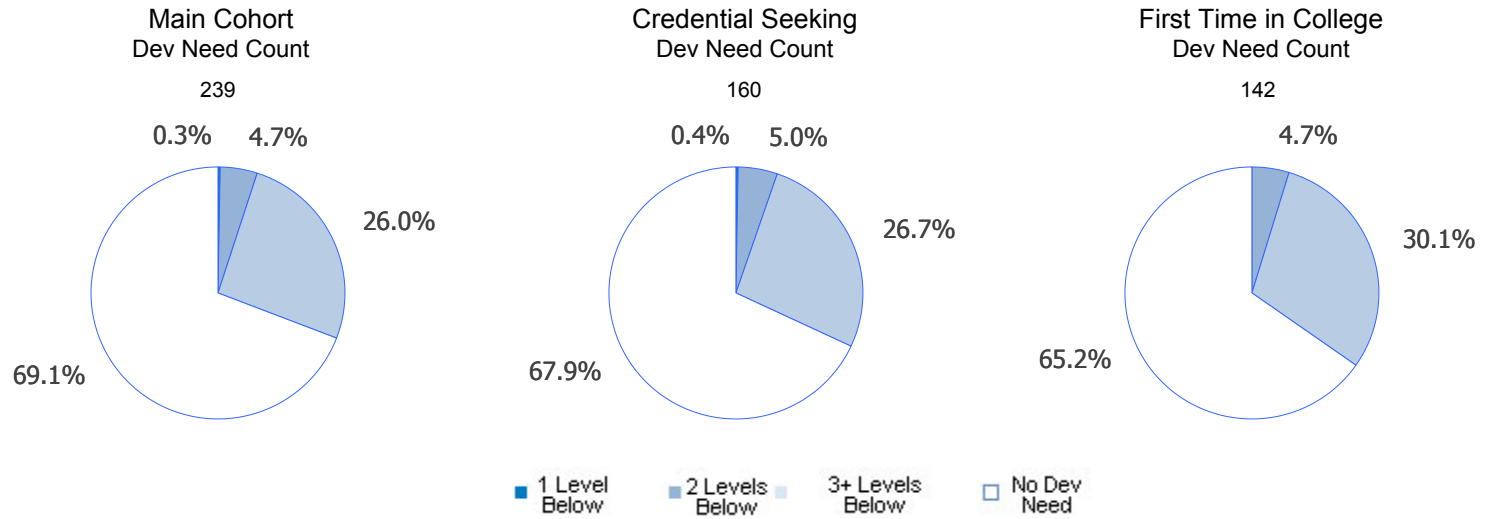
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

Developmental Math Outcomes

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?

Developmental Need in Math by Cohort Type

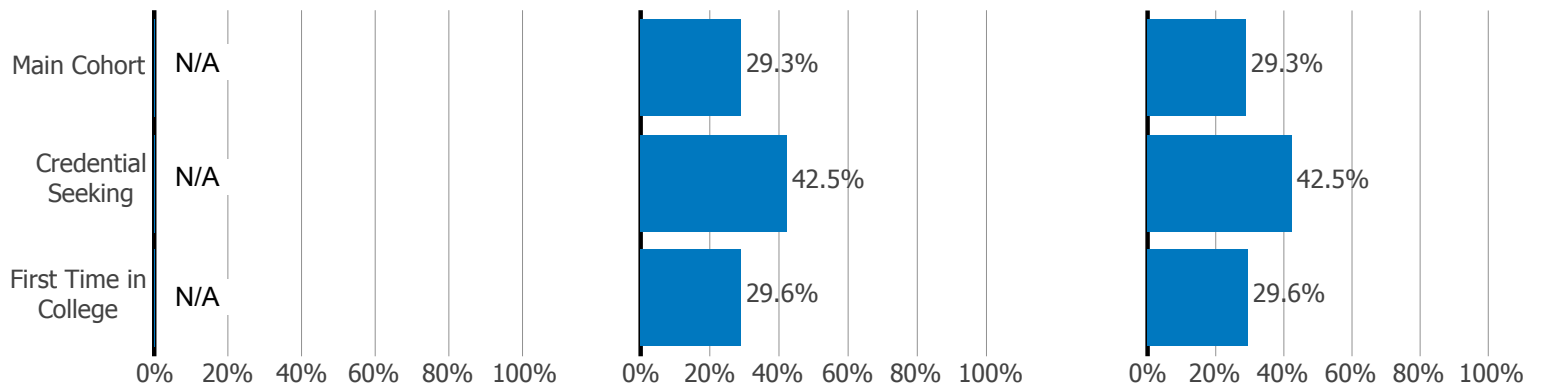


Developmental Outcomes for Students Referred to Dev. Math by Cohort Type

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.

Collection Cycle : 2018

Six Year Cohort (Fall Students 2011)

Southeastern Community College (West Burlington, IA)

These data represent students who first entered the college in Fall Students 2011 (or summer before) who needed developmental education in English. Of those students that needed developmental education in English, the measures show their progress and outcomes in English by the end of six years.

Developmental English

Developmental English Need

Percent of students in cohort that needed developmental English

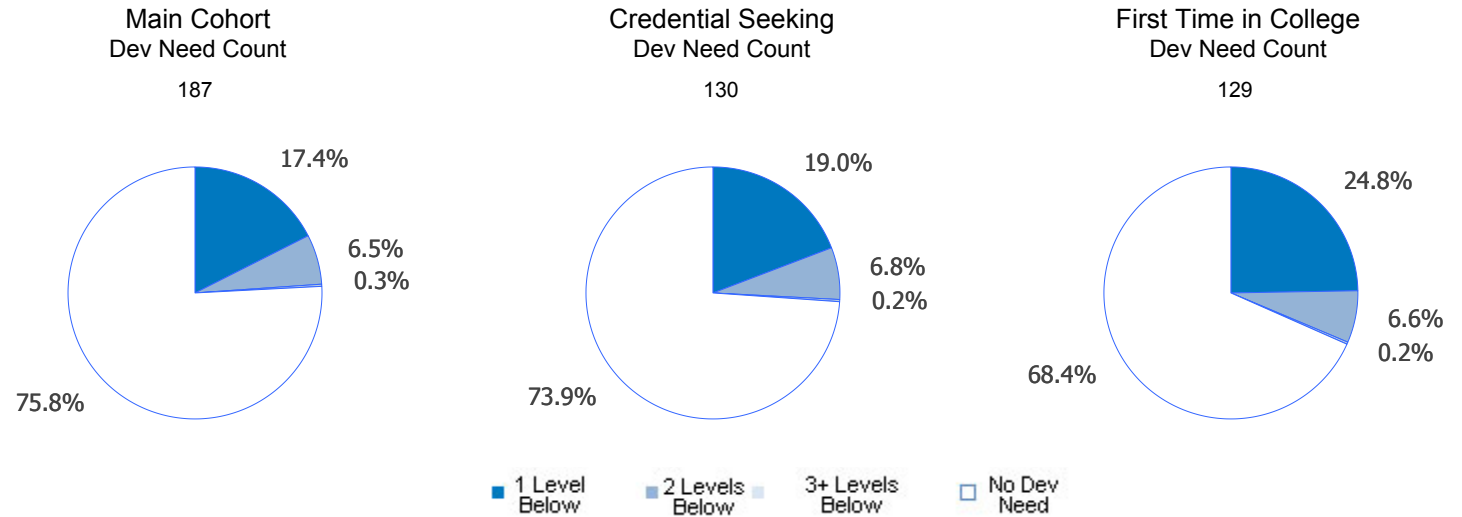
Developmental need is broken down further into three levels of need:

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- 3+ levels below college.

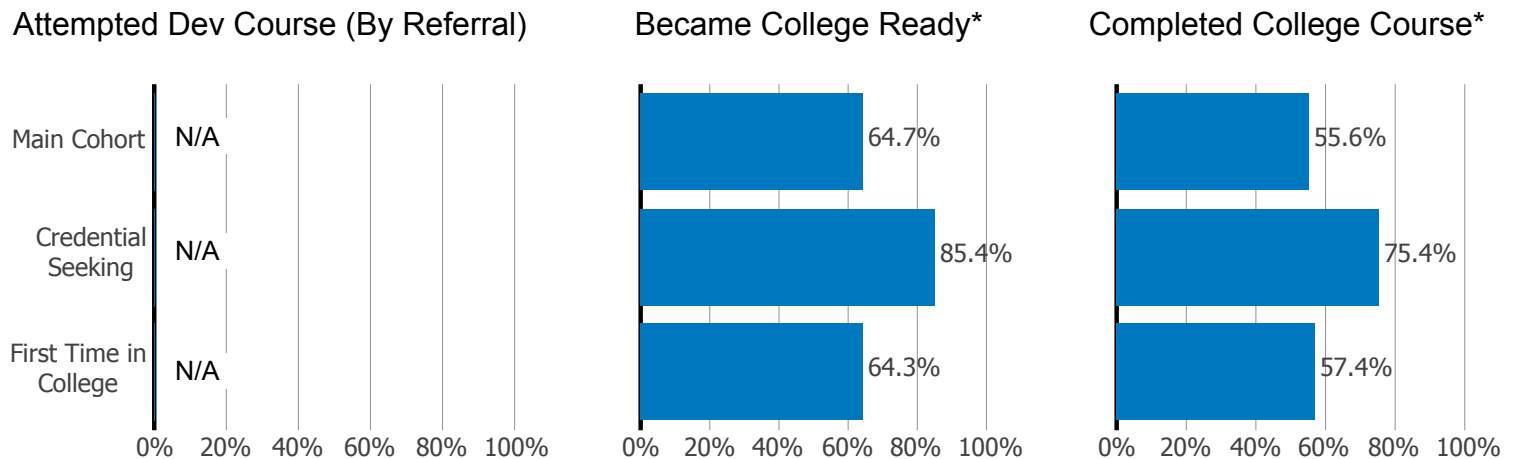
Developmental English Outcomes

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?

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.

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

These data represent students who first entered the college in Fall Students 2011 (or summer before) who needed developmental education in reading. Of those students that needed developmental education in reading, the measures show their progress and outcomes in reading by the end of six years.

Developmental Reading

Developmental Reading Need

Percent of students in cohort that needed developmental reading

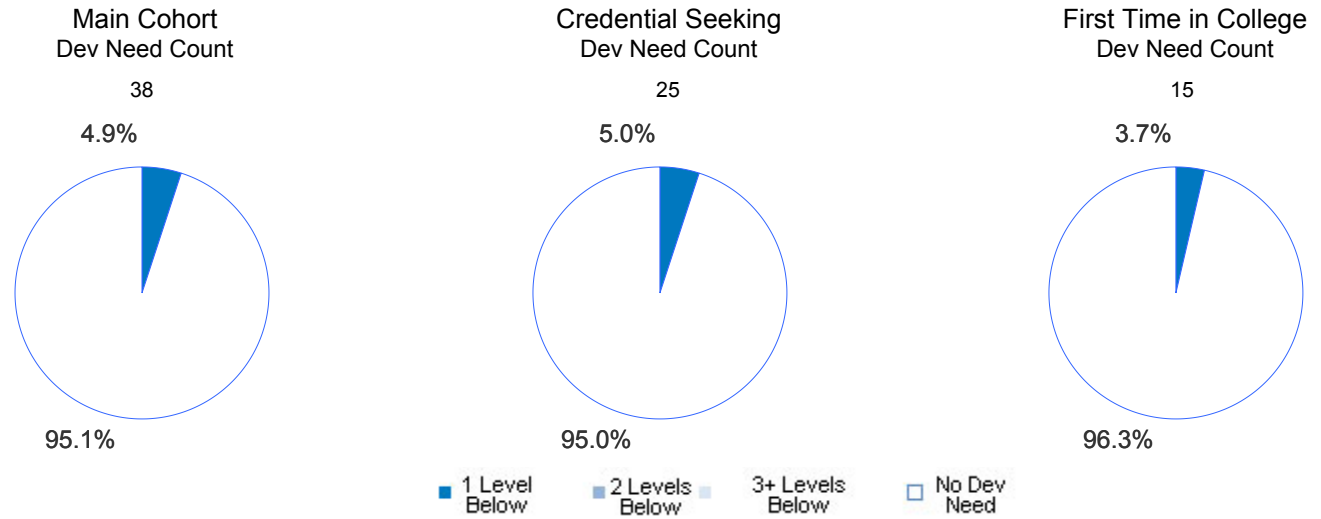
Developmental need is broken down further into three levels of need:

- 1 level below college.
- 2 levels below college.
- 3+ levels below college.

Developmental Reading Outcomes

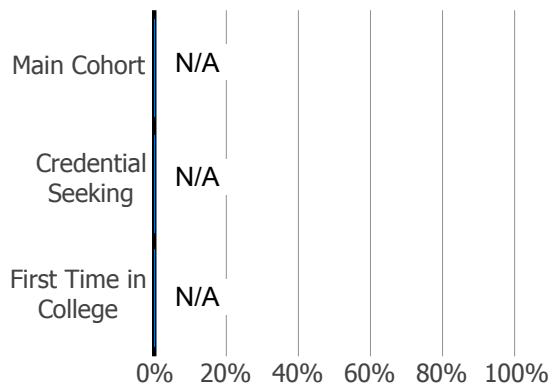
These outcomes answer the question: – What percentage of students in the cohort type that needed developmental reading – completed developmental reading and progressed to successfully complete a college-level course in reading?

Developmental Need in Reading by Cohort Type

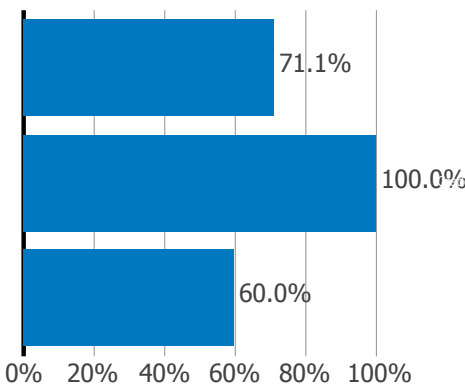


Developmental Outcomes for Students Referred to Dev. Reading by Cohort Type

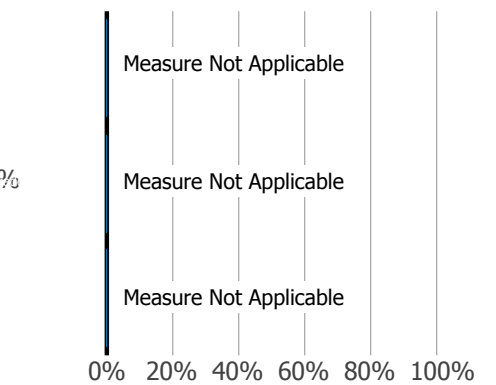
Attempted Dev Course (By Referral)



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.

Collection Cycle : 2018

Six Year Cohort (Fall Students 2011)

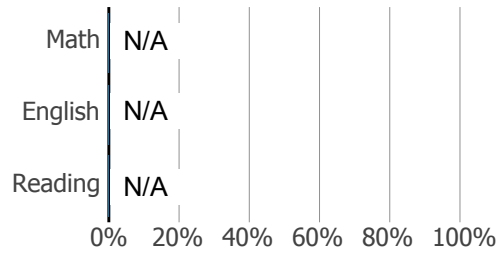
Southeastern Community College (West Burlington, IA)

These data represent students who first entered the college in Fall Students 2011 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

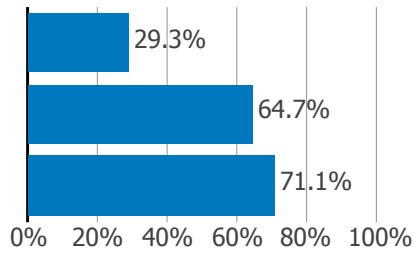
Developmental Outcomes across Subjects by Cohort Type

Main Cohort

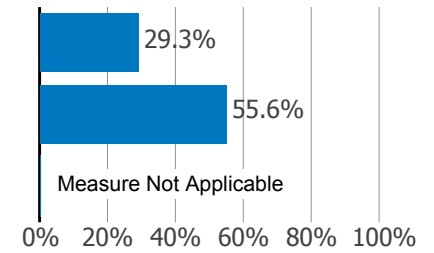
Attempted Dev Course (By Referral)



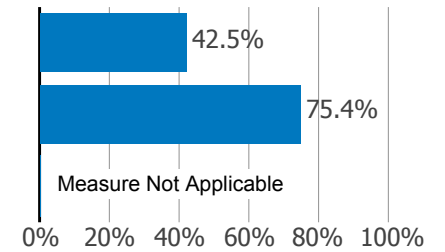
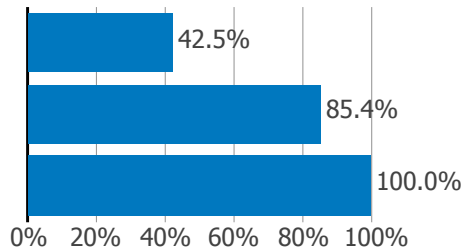
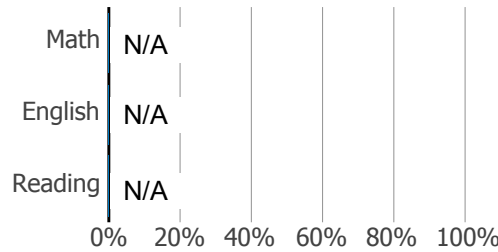
Became College Ready*



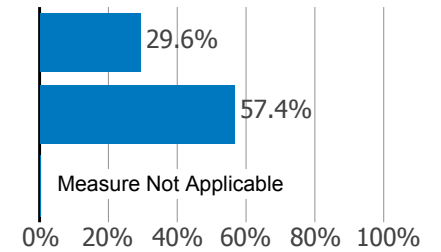
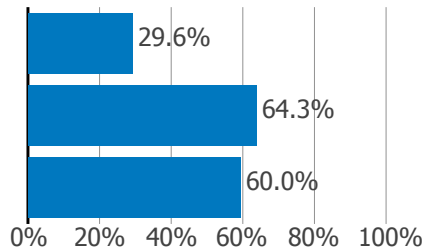
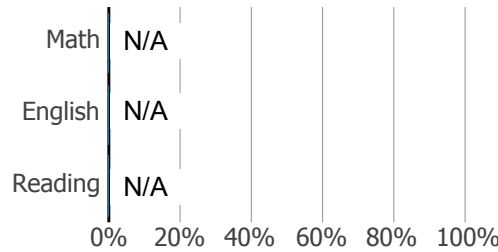
Completed College Course*



Credential Seeking



First Time in College



		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	239	160	142
Dev Need Count	English	187	130	129
Dev Need Count	Reading	38	25	15

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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Collection Cycle : 2018

Six Year Cohort (Fall Students 2011)

Southeastern Community College (West Burlington, IA)

These data represent students who first entered the college in Fall Students 2011 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

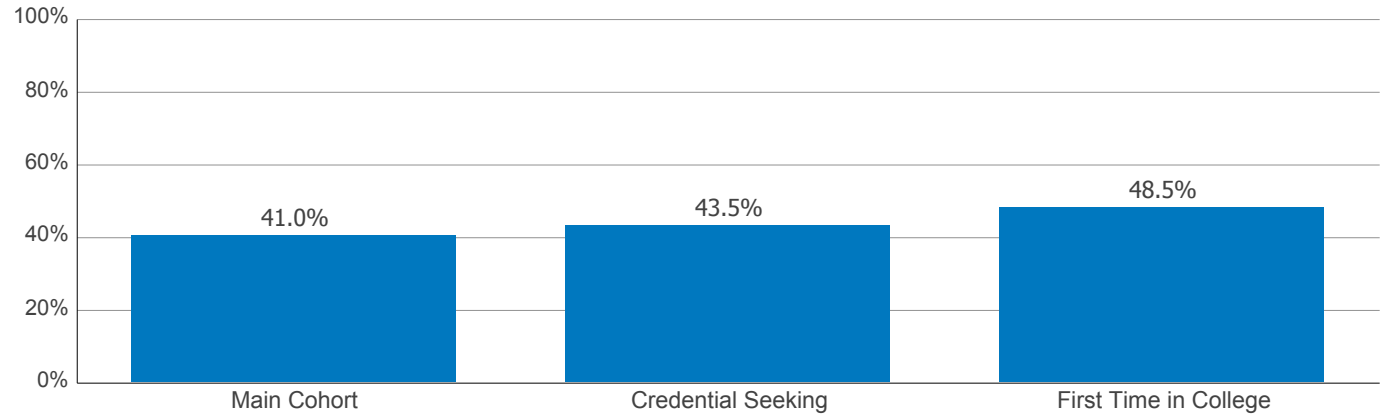
Any Developmental

Any Developmental

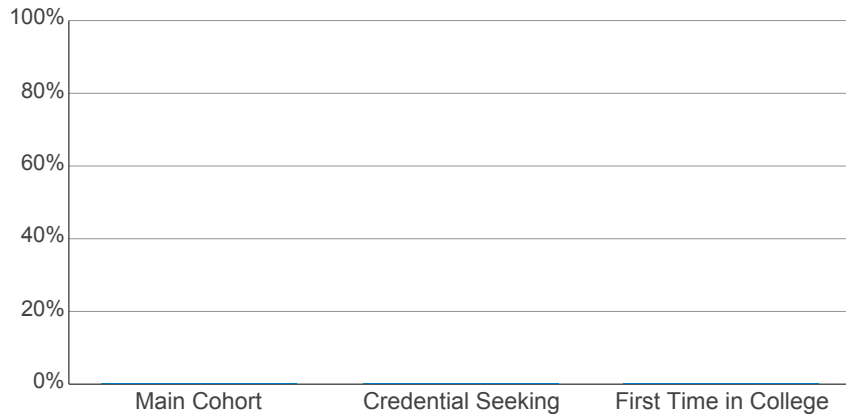
Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	317	217	198

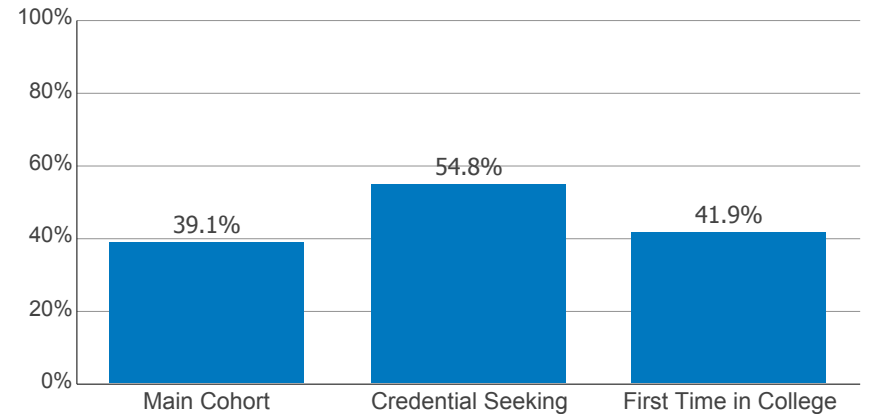
Developmental Need by Cohort Type



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



Completed All Developmental Education* by 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.

Collection Cycle : 2018

Six Year Cohort (Fall Students 2011)

Southeastern Community College (West Burlington, IA)

These data represent students who first entered the college in Fall Students 2011 (or summer before) who needed developmental education in math, English, reading, or any combination of these subjects.

Developmental Education Progress Measures

Developmental Subjects	Measures	Main Cohort		Credential Seeking Cohort		First Time in College Cohort	
		# of Students in Cohort: 774		# of Students in Cohort: 499		# of Students in Cohort: 408	
Math	Dev Need in Math	239	30.9%	160	32.1%	142	34.8%
	Math Need: 1 Level Below College	2	0.3%	2	0.4%	0	0.0%
	Math Need: 2 Levels Below College	36	4.7%	25	5.0%	19	4.7%
	Math Need: 3 or + Levels Below College	201	26.0%	133	26.7%	123	30.1%
	Attempted Dev Math Course	0	N/A	0	N/A	0	N/A
	Completed Highest Dev Math Course	70	29.3%	68	42.5%	42	29.6%
	Completed College Course in Math	70	29.3%	68	42.5%	42	29.6%
English	Dev Need in English	187	24.2%	130	26.1%	129	31.6%
	English Need: 1 Level Below College	135	17.4%	95	19.0%	101	24.8%
	English Need: 2 Levels Below College	50	6.5%	34	6.8%	27	6.6%
	English Need: 3 or + Levels Below College	2	0.3%	1	0.2%	1	0.2%
	Attempted Dev English Course	0	N/A	0	N/A	0	N/A
	Completed Highest Dev English Course	121	64.7%	111	85.4%	83	64.3%
	Completed College Course in English	104	55.6%	98	75.4%	74	57.4%
Reading	Dev Need in Reading	38	4.9%	25	5.0%	15	3.7%
	Reading Need: 1 Level Below College	38	4.9%	25	5.0%	15	3.7%
	Reading Need: 2 Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Reading Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev Reading Course	0	N/A	0	N/A	0	N/A
	Completed Highest Dev Reading Course	27	71.1%	25	100.0%	9	60.0%
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
Any	Need in Any Developmental Subject	317	41.0%	217	43.5%	198	48.5%
	Attempted at least one Dev Course	0	N/A	0	N/A	0	N/A
	Completed All Dev Education	124	39.1%	119	54.8%	83	41.9%

Developmental need is a percentage of students in cohort. All other developmental metrics are a percentage of students with a developmental need.

Collection Cycle : 2018

Six Year Cohort (Fall Students 2011)

Southeastern Community College (West Burlington, IA)

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

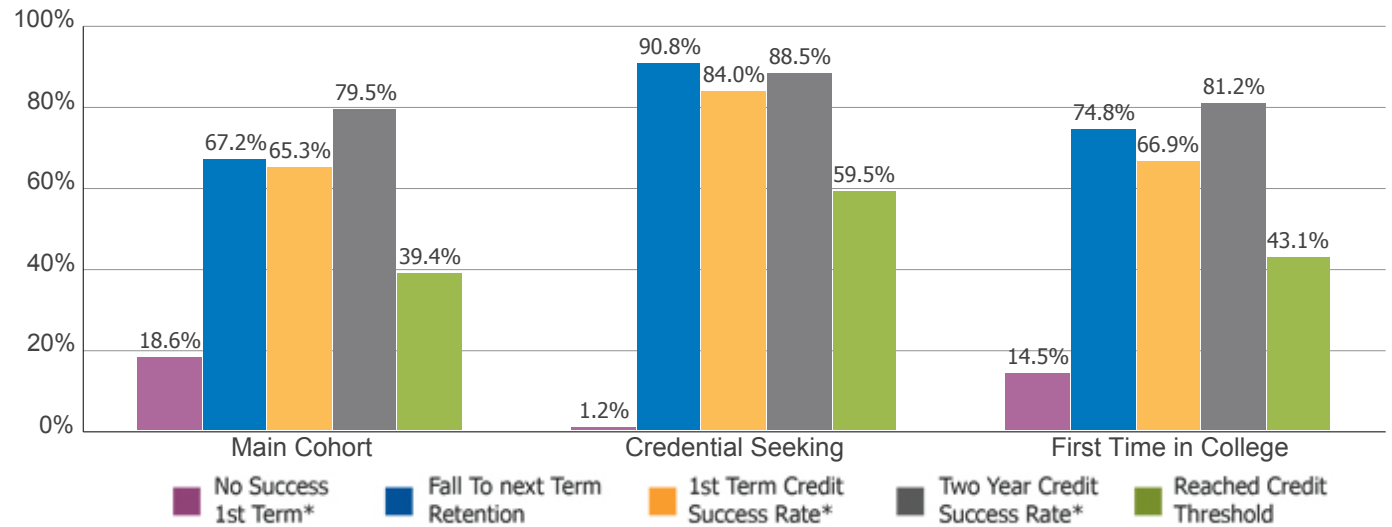
Two-Year Progress Measures (Optional to Report)

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:

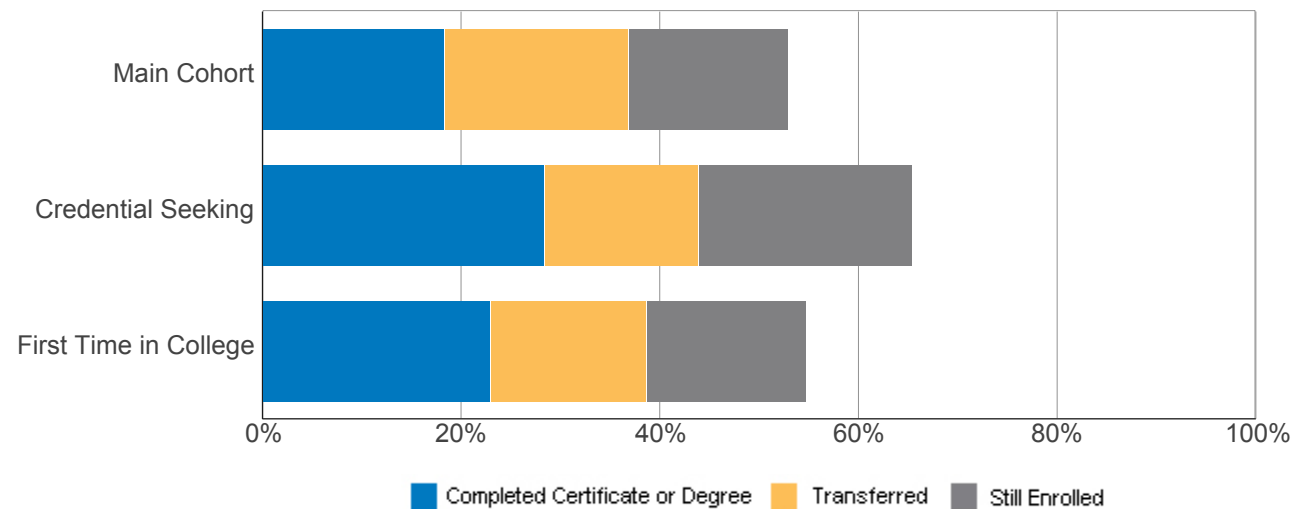
- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the **reporting** college

Progress by End of Year Two by Cohort Type



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

	Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	774	18.3%	18.5%	16.3%
Credential Seeking	499	28.5%	15.4%	21.6%
First Time in College	408	23.0%	15.7%	16.2%



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

Collection Cycle : 2018

Six Year Cohort (Fall Students 2011)

Southeastern Community College (West Burlington, IA)

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

Two-Year Progress Measures (Optional to Report)

Progress by End of Year Two by Cohort Type

Cohort Type	Cohort Count	No Success 1st Term*		Fall to Next Term Retention		1st Term Credit Success Rate*		Two Year Credit Success Rate*		Reached Credit Threshold	
		Count	%	Count	%	Count	%	Count	%	Count	%
Main Cohort	774	144	18.6%	520	67.2%	6,283	65.3%	20,337	79.5%	305	39.4%
Credential Seeking	499	6	1.2%	453	90.8%	5,669	84.0%	19,387	88.5%	297	59.5%
First Time in College	408	59	14.5%	305	74.8%	3,924	66.9%	12,904	81.2%	176	43.1%

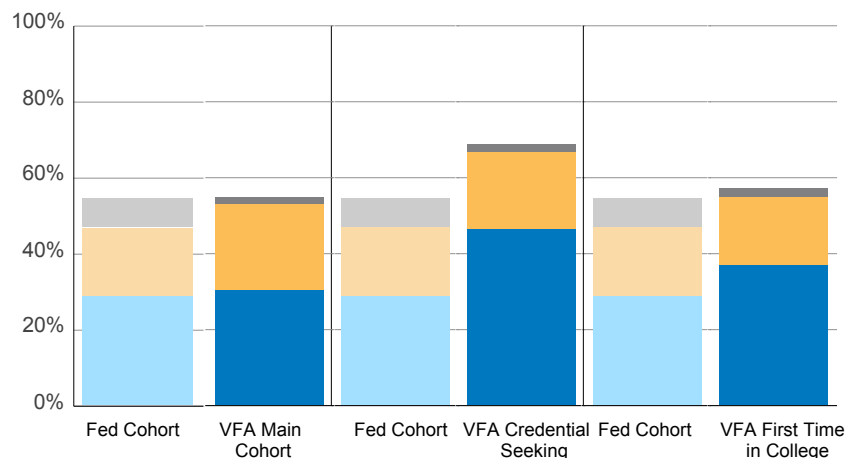
Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Completed Certificate or Degree		Transferred		Still Enrolled	
		Count	%	Count	%	Count	%
Main Cohort	774	142	18.3%	143	18.5%	126	16.3%
Credential Seeking	499	142	28.5%	77	15.4%	108	21.6%
First Time in College	408	94	23.0%	64	15.7%	66	16.2%

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

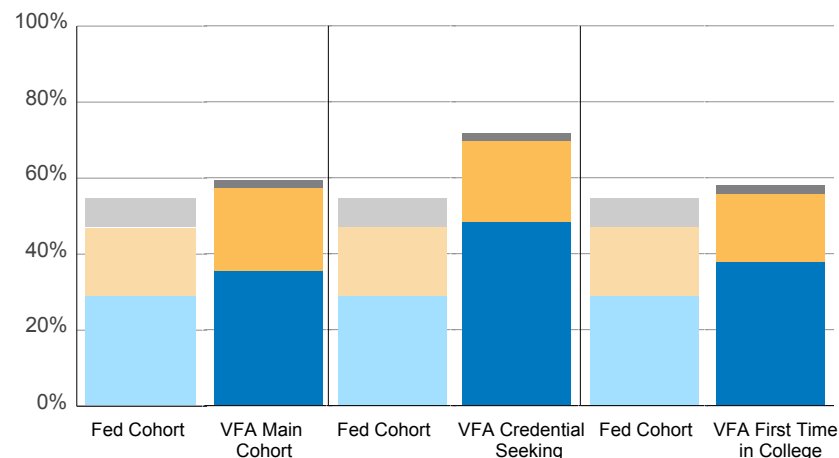
Comparison of the college's IPEDS (federal) graduation rate to the college's VFA Six-Year Outcomes

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	7.5%	1.8%	2.0%	2.2%
No Award (Transfer)	18.2%	22.7%	20.2%	18.1%
Total Earned Awards**	28.7%	30.4%	46.5%	36.8%

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	7.5%	2.1%	2.1%	2.3%
No Award (Transfer)	18.2%	22.1%	21.5%	18.1%
Total Earned Awards**	28.7%	35.3%	48.1%	37.7%

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

Federal Graduation Rate Cohort:

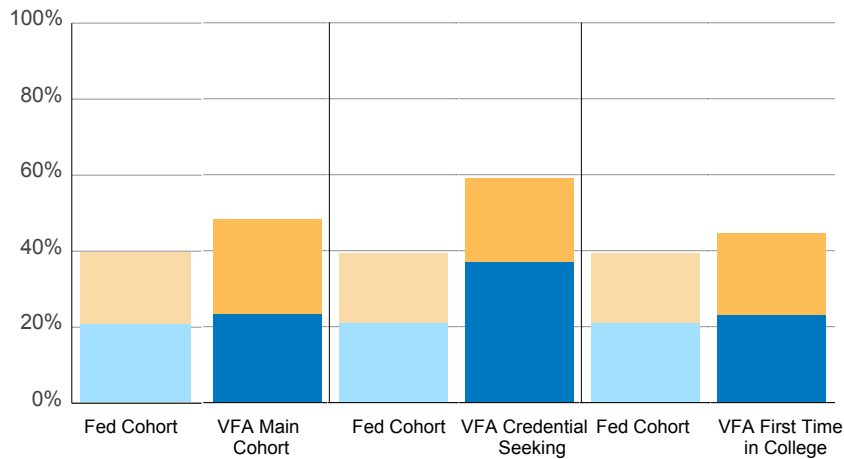
- Fall entering, first-time, full-time degree seeking students. For more information: <http://nces.ed.gov/ipeds/glossary/index.asp?id=812>

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.

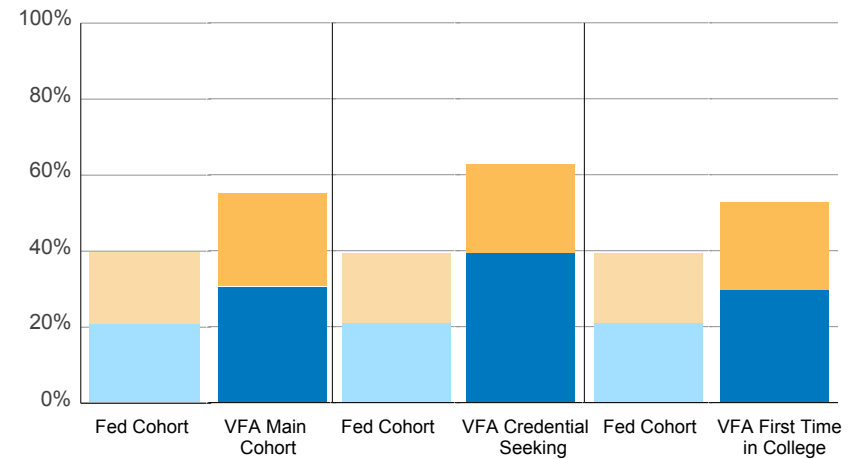
All VFA college's comparison of IPEDS (federal) graduation rate to VFA Six -Year Outcomes

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)	18.6%	25.1%	22.0%	21.8%
Total Earned Awards**	20.8%	23.1%	37.0%	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)	18.6%	24.4%	23.4%	23.0%
Total Earned Awards**	20.8%	30.5%	39.5%	29.7%

**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.

About the CTE Profile. These data represent the college's CREDIT and NON-CREDIT CTE enrollment and completions for 2014-15 and 2015-16. The CREDIT CTE completions are sourced from IPEDs. The enrollment and completions counts provide context about a college's CTE. The enrollment and completions are not based on the CTE cohort.

CTE Profile

CTE Profile

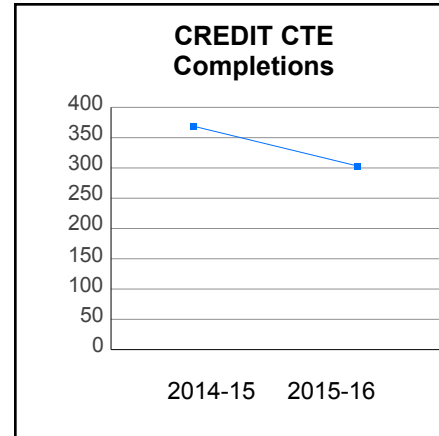
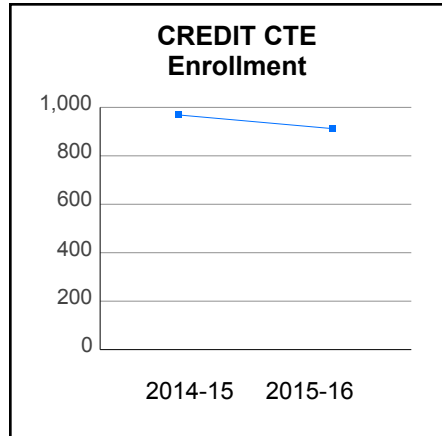
Credit

Enrollment (Headcount; Unduplicated)

2015-16	2014-15	
912	969	▼ -5.9%

Completions

Award Type	2015-16	2014-15	%Change
CTE Bachelor's	0	0	(0)
CTE Associate	180	223	▼ -19.3%
Certs. >= 1 Year	123	146	▼ -15.8%
Certs. <1 Year	0	0	(0)
Total	303	369	▼ -17.9%



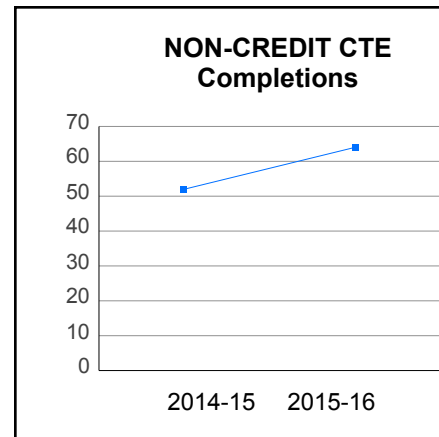
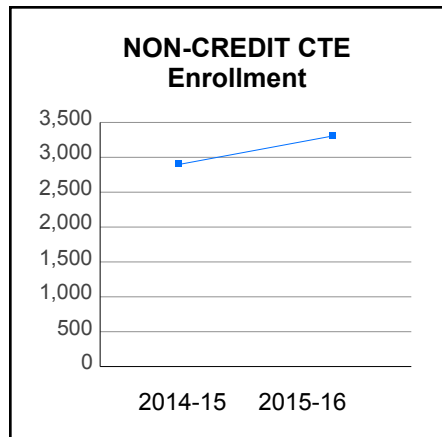
Non-Credit

Enrollment (Seat count; Duplicated)

2015-16	2014-15	
3,308	2,895	▲ 14.3%

Completions

2015-16	2014-15	
64	52	(0) 23.1%



About the CTE Profile

The CTE Profile provides the college's most recently available CTE enrollment and completions data (for both credit and non-credit CTE offerings). This information provides context about the college's CTE. It is not based on a cohort of students.

About the CTE Completers/Leavers Cohort and Outcomes. These data represent students that took CTE at the college, exited the college in the 2014-15 academic year, and their outcomes upon exiting the college with a CTE credential (completer) or a significant CTE experience (leaver: defined as a student who earned 7 CTE credit hours or received 180 contact hours of CTE instruction).

CTE Cohort & Outcomes

CTE Completer/Leaver Cohort & Outcomes

CTE Completer/Leaver Cohort

Total Credit Completers/Leavers	487
Awarded Associate Degree	199
Completed Certificate	31
Left with No Award	257
Non-Credit Completers/Leavers	155

Completers/Leavers with Prior Awards

Prior Bachelor's or Higher Prior Associate Total Prior Awards

Total Credit Cohort	8 (01.6%)	6 (01.2%)	14 (02.9%)
Awarded Associates	2 (01.0%)	4 (02.0%)	6 (03.0%)
Completed Certificate	N/A (00.0%)	N/A (00.0%)	0 (00.0%)
Left with No Award	6 (02.3%)	2 (00.8%)	8 (03.1%)
Non-Credit Cohort	0 (00.0%)	0 (00.0%)	0 (00.0%)

Industry Recognized Credentials of Completers/Leavers

Total Credit Completers/Leavers	0 (00.0%)
Awarded Associate Degree	N/A (00.0%)
Completed Certificate	N/A (00.0%)
Left with No Award	N/A (00.0%)
Non-Credit Completers/Leavers	83 (53.5%)

Licensure Exam Pass Rate of Completers/Leavers

Passed Attempted Pass Rate

Total Credit Cohort	0	0	N/A
Awarded Associate	N/A	N/A	N/A
Completed Certificate	N/A	N/A	N/A
Left with No Award	N/A	N/A	N/A
Non-Credit Cohort	0	0	N/A

Median Wage Growth of Completers/Leavers

Wage Prior Wage Post Change

Total Credit Cohort	\$5,338	\$10,811	\$5,473 (102.5%)
Awarded Associate	\$6,101	\$12,078	\$5,977 (98.0%)
Completed Certificate	\$5,173	\$11,028	\$5,855 (113.2%)
Left with No Award	\$4,966	\$9,593	\$4,626 (93.2%)
Non-Credit Cohort	\$5,769	\$11,480	\$5,711 (99.0%)

Education and Earnings of Completers/Leavers

\$49,200 or more \$35,000 - \$49,199 \$25,000 - \$34,999 \$20,000 - \$24,999 \$15,000 - \$19,999 \$1 - \$14,999 Enrolled in Education Unemployed /Unknown

Total Credit Cohort	44 (09.0%)	58 (11.9%)	53 (10.9%)	18 (03.7%)	17 (03.5%)	24 (04.9%)	38 (07.8%)	235 (48.3%)
Associate	35 (17.6%)	34 (17.1%)	25 (12.6%)	8 (04.0%)	6 (03.0%)	11 (05.5%)	22 (11.1%)	58 (29.1%)
Certificate	2 (06.5%)	6 (19.4%)	5 (16.1%)	4 (12.9%)	N/A (00.0%)	1 (03.2%)	3 (09.7%)	10 (32.3%)
Left No Award	7 (02.7%)	18 (07.0%)	23 (08.9%)	6 (02.3%)	11 (04.3%)	12 (04.7%)	13 (05.1%)	167 (65.0%)
Non-Credit Cohort	32 (20.6%)	20 (12.9%)	13 (08.4%)	9 (05.8%)	3 (01.9%)	20 (12.9%)	9 (05.8%)	49 (31.6%)

Of the 155 students in the CTE Non-Credit Cohort, 4 students transitioned to Credit courses at the college.

CTE Completer/Leaver Cohort

The CTE Cohort is made up of students that took CTE at the college (credit or non-credit CTE) and either earned a formal award in CTE [completers] or left the college with a significant CTE experience – having earned 7 CTE credits or having received 180 contact hours of CTE instruction [leavers].

About CTE Outcomes

For the CTE Completer/Leaver Cohort, the VFA then reports these students' outcomes after the CTE experience (post-collegiate).

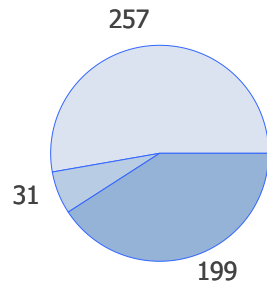
These data represent students that took CREDIT CTE at the college, exited the college in the 2014-15 academic year, and their outcomes upon exiting the college with a CTE credential or a significant CTE experience (earned 7 CTE credit hours of CTE instruction).

At present, the VFA provides graphical data for the CREDIT CTE measures but not for the NON-CREDIT CTE measures. The variances in how colleges track NON-CREDIT CTE and the lack of data available on NON-CREDIT CTE are challenges for many colleges. Therefore, there are not enough NON-CREDIT CTE data to display appropriately using graphs.

Credit CTE Cohort & Outcomes

Credit CTE Completer/Leaver Cohort Profile

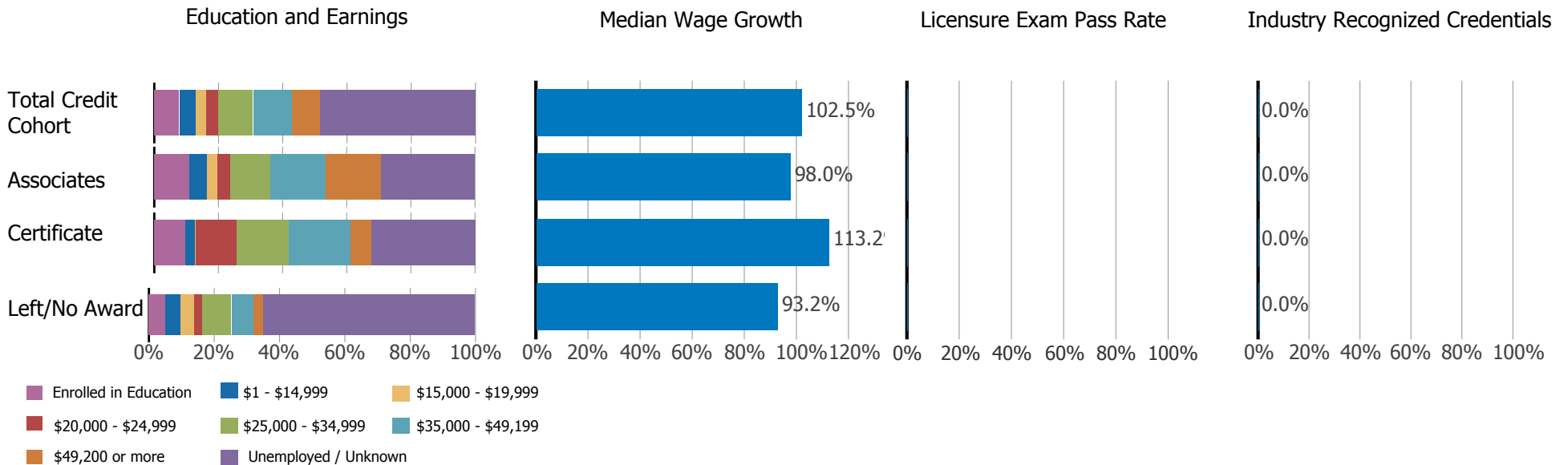
Total Credit Completers/Leavers	487
Awarded Associates Degree	199
Completed Certificate	31
Left with No Award	257



Credit CTE Completers/Leavers With Prior Awards

	Prior Bachelor's +	Prior Associate	Total Prior Awards
Total Credit Cohort	8 (1.6%)	6 (1.2%)	14 (2.9%)
Awarded Associates	2 (1.0%)	4 (2.0%)	6 (3.0%)
Completed Certificate	N/A (0.0%)	N/A (0.0%)	0 (0.0%)
Left with No Award	6 (2.3%)	2 (0.8%)	8 (3.1%)

Outcomes of CTE Completers/Leavers: Credit



Southeastern Community College (West Burlington, IA)

Adult Basic Education Cohort (Students from 2014-15)

These data represent students that came to the college for ABE in the 2014-15 academic year.

Adult Basic Education (ABE) Measures (Optional to Report)

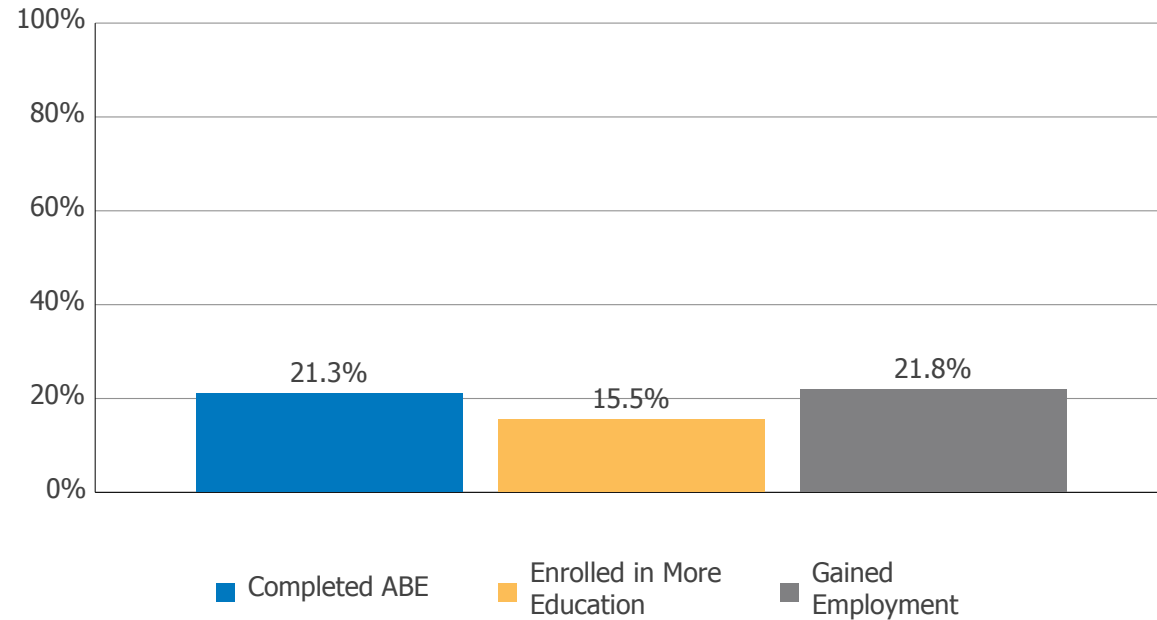
ABE Cohort

The ABE Cohort is students that took ABE at the college during the academic (or calendar year) indicated.

ABE Measures

These ABE measures determine first which students reached a standard level of high school equivalency (or completed adult basic education) at the college. Of those students that achieved an adult basic education, the measures determine what percentage of these students continued with their education or gained employment with a wage above the minimum wage, within one year of exiting the college.

Outcomes of Adult Basic Educational Students



	Number of Students in ABE Cohort	Number of students Completed ABE		Enrolled in More Education		Gained Employment	
ABE	668	142	21.3%	22	15.5%	31	21.8%

*Students that enrolled in more education or gained employment are a percentage of those students that completed ABE.