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.

Dutchess Community College (Poughkeepsie, NY)
VFA Data Collection Cycle 2021

- Overview of VFA’s Cohorts & Outcomes
- Six Year Cohort (Fall Students 2014)
  - Six-Year Outcomes Measures
  - Comparison of IPEDS Grad Rate to VFA Outcomes
  - Developmental Education Progress Measures
- Two Year Cohort (Fall Students 2018)
  - 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 2018) 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 2014) 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
Dutchess Community College (Poughkeepsie, NY)

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

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)

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.

Note: This is a baccalaureate degree granting college; therefore cohort data for Fall Students 2014 is not available and data for “Still Enrolled” is not available.
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)

<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>No Award (Transfer)</td>
<td>16.1%</td>
<td>24.6%</td>
<td>21.5%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Total Earned Awards**</td>
<td>25.7%</td>
<td>26.3%</td>
<td>41.1%</td>
<td>25.2%</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>No Award (Transfer)</td>
<td>16.1%</td>
<td>23.1%</td>
<td>23.0%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Total Earned Awards**</td>
<td>25.7%</td>
<td>34.6%</td>
<td>43.5%</td>
<td>34.0%</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.
Dutchess Community College (Poughkeepsie, NY)
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

Main Cohort
Dev Need Count: 983
- 1 Level Below: 9.7%
- 2 Levels Below: 28.7%
- 3+ Levels Below: 61.6%

Credential Seeking
Dev Need Count: 706
- 1 Level Below: 9.8%
- 2 Levels Below: 29.1%
- 3+ Levels Below: 57.7%

First Time in College
Dev Need Count: 849
- 1 Level Below: 10.6%
- 2 Levels Below: 31.7%
- 3+ Levels Below: 57.7%

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

Attempted Dev Course (By Referral)
- Main Cohort: N/A
- Credential Seeking: N/A
- First Time in College: N/A

Became College Ready*
- Main Cohort: 64.3%
- Credential Seeking: 82.2%
- First Time in College: 64.5%

Completed College Course*
- Main Cohort: 39.6%
- Credential Seeking: 54.0%
- First Time in College: 40.0%

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.

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?

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

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

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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 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>749</td>
<td>70.7%</td>
<td>21.1%</td>
<td>8.2%</td>
<td></td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>515</td>
<td>71.6%</td>
<td>21.1%</td>
<td>7.2%</td>
<td></td>
</tr>
<tr>
<td>First Time in College</td>
<td>697</td>
<td>65.2%</td>
<td>25.3%</td>
<td>9.4%</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>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>N/A</td>
<td>67.7%</td>
</tr>
<tr>
<td>First Time in College</td>
<td>N/A</td>
<td>68.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>51.8%</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 English Need***

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

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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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

<table>
<thead>
<tr>
<th>Cohort Type</th>
<th>Dev Need Count</th>
<th>Main Cohort</th>
<th>Credential Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Cohort</td>
<td>125</td>
<td>95.1%</td>
<td>95.4%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>83</td>
<td>4.9%</td>
<td>4.6%</td>
<td>5.8%</td>
</tr>
<tr>
<td>First Time in College</td>
<td>117</td>
<td></td>
<td></td>
<td></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</th>
<th>Became College Ready</th>
<th>Completed College Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Cohort</td>
<td>N/A</td>
<td>70.4%</td>
<td>Measure Not Applicable</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>N/A</td>
<td>92.8%</td>
<td>Measure Not Applicable</td>
</tr>
<tr>
<td>First Time in College</td>
<td>N/A</td>
<td>70.1%</td>
<td>Measure Not Applicable</td>
</tr>
</tbody>
</table>

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.

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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 and outcomes by the end of six years.

Developmental Outcomes across Subjects by Cohort Type

Main Cohort

<table>
<thead>
<tr>
<th>Subject</th>
<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>N/A</td>
<td>64.3%</td>
<td>39.6%</td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td>67.7%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Reading</td>
<td>N/A</td>
<td>70.4%</td>
<td>Measure Not Applicable</td>
</tr>
</tbody>
</table>

Credential Seeking

<table>
<thead>
<tr>
<th>Subject</th>
<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>N/A</td>
<td>82.2%</td>
<td>54.0%</td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td>90.3%</td>
<td>73.2%</td>
</tr>
<tr>
<td>Reading</td>
<td>N/A</td>
<td>92.8%</td>
<td>Measure Not Applicable</td>
</tr>
</tbody>
</table>

First Time in College Cohort

<table>
<thead>
<tr>
<th>Subject</th>
<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>N/A</td>
<td>64.5%</td>
<td>40.0%</td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td>68.3%</td>
<td>52.8%</td>
</tr>
<tr>
<td>Reading</td>
<td>N/A</td>
<td>70.1%</td>
<td>Measure Not Applicable</td>
</tr>
</tbody>
</table>

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 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.

<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>Math</td>
<td>983</td>
<td>706</td>
<td>849</td>
</tr>
<tr>
<td>English</td>
<td>749</td>
<td>515</td>
<td>697</td>
</tr>
<tr>
<td>Reading</td>
<td>125</td>
<td>83</td>
<td>117</td>
</tr>
</tbody>
</table>

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Dutchess Community College  (Poughkeepsie, NY)
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.

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>1,283</td>
<td>908</td>
<td>1,129</td>
</tr>
</tbody>
</table>

Any Developmental Need by Cohort Type

- Main Cohort: 50.2%
- Credential Seeking: 50.0%
- First Time in College: 56.3%

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

- Main Cohort: 64.0%
- Credential Seeking: 83.1%
- First Time in College: 64.5%

Completed All Developmental Education* by Cohort Type

- Main Cohort: 64.0%
- Credential Seeking: 83.1%
- First Time in College: 64.5%

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.

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).

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

*This college uses a grade of C to define success.
Dutchess Community College (Poughkeepsie, NY)

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

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 college

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

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.

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

<table>
<thead>
<tr>
<th>Cohort Type</th>
<th>Two Year Cohort Count</th>
<th>Completed</th>
<th>Transferred</th>
<th>Still Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Cohort</td>
<td>2,012</td>
<td>16.3%</td>
<td>13.5%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>1,473</td>
<td>22.3%</td>
<td>11.9%</td>
<td>55.2%</td>
</tr>
<tr>
<td>First Time in College</td>
<td>1,605</td>
<td>17.6%</td>
<td>10.1%</td>
<td>48.0%</td>
</tr>
</tbody>
</table>

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