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.

Kirtland Community College (Roscommon, MI)
VFA Data Collection Cycle  2022

- **Overview of VFA’s Cohorts & Outcomes**

- **Six Year Cohort (Fall Students 2015)**
  - Six-Year Outcomes Measures
  - Comparison of IPEDS Grad Rate to VFA Outcomes
  - Developmental Education Progress Measures

- **Two Year Cohort (Fall Students 2019)**
  - 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 2019) 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 2015) and their progress/outcomes by the end of those six years. Colleges are required to report the DEVELOPMENTAL EDUCATION 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
Kirtland Community College (Roscommon, MI)

Six 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 six years.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type

<table>
<thead>
<tr>
<th>Cohort Types</th>
<th>Different types of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Main Cohort</td>
<td>Fall entering, first time in college; “all students”</td>
</tr>
<tr>
<td>B. Credential Seeking</td>
<td>Earned 12 credits by end of year two</td>
</tr>
<tr>
<td>C. First Time in College</td>
<td>Fall entering, first time in college</td>
</tr>
</tbody>
</table>

*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
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 2015 is not available and data for “Still Enrolled” is not available.
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:

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.
Kirtland Community College (Roscommon, MI)

Six Year Cohort (Fall Students 2015)

These data represent students that first entered the college in Fall Students 2015 (or summer before) and their progress and outcomes by the end of six years.

Developmental Math

Developmental Need in Math by Cohort Type

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

Attempted Dev Course (By Referral)  

Main Cohort | Credential Seeking | First Time in College
---|---|---
N/A | N/A | N/A

Became College Ready*

Main Cohort | Credential Seeking | First Time in College
---|---|---
61.3% | 88.1% | 59.3%

Completed College Course*

Main Cohort | Credential Seeking | First Time in College
---|---|---
36.5% | 54.8% | 37.3%

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.

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Six Year Cohort (Fall Students 2015)

These data represent students that first entered the college in Fall Students 2015 (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**
  - Dev Need Count: 30
  - 1 Level Below: 6.8%
  - 2 Levels Below: 93.2%
- **Credential Seeking**
  - Dev Need Count: 12
  - 1 Level Below: 4.8%
  - 2 Levels Below: 95.2%
- **First Time in College**
  - Dev Need Count: 29
  - 1 Level Below: 12.3%
  - 2 Levels Below: 87.7%

### Developmental Outcomes for Students Referred to Dev. English 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**: 63.3%
- **Credential Seeking**: 91.7%
- **First Time in College**: 65.5%

#### Completed College Course*

- **Main Cohort**: 33.3%
- **Credential Seeking**: 66.7%
- **First Time in College**: 34.5%

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

Kirtland Community College (Roscommon, MI)

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

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These data represent students that first entered the college in Fall Students 2015 (or summer before) and their progress and outcomes by the end of six years.

### Developmental Reading

#### Developmental Need in Reading by Cohort Type

- **Main Cohort**: 23 students with developmental reading need.
- **Credential Seeking**: 12 students with developmental reading need.
- **First Time in College**: 22 students with developmental reading need.

#### Developmental Outcomes for Students Referred to Dev. Reading 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**: 69.6%
- **Credential Seeking**: 100.0%
- **First Time in College**: 68.2%

**Completed College Course**

- **Main Cohort**: Measure Not Applicable
- **Credential Seeking**: Measure Not Applicable
- **First Time in College**: Measure Not Applicable

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

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Kirtland Community College (Roscommon, MI)

Six Year Cohort (Fall Students 2015)

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

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Six Year Cohort (Fall Students 2015)

These data represent students that first entered the college in Fall Students 2015 (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>61.3%</td>
<td>36.5%</td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td>63.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Reading</td>
<td>N/A</td>
<td>69.6%</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>Dev Need Count</td>
<td>Math</td>
<td>137</td>
<td>84</td>
</tr>
<tr>
<td>Dev Need Count</td>
<td>English</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>Dev Need Count</td>
<td>Reading</td>
<td>23</td>
<td>12</td>
</tr>
</tbody>
</table>

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Six Year Cohort (Fall Students 2015)

These data represent students that first entered the college in Fall Students 2015 (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>145</td>
<td>90</td>
<td>125</td>
</tr>
</tbody>
</table>

**Any Developmental Need by Cohort Type**

- **Main Cohort**: 33.0%
- **Credential Seeking**: 35.9%
- **First Time in College**: 53.0%

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

**Completed All Developmental Education* by Cohort Type**

- **Main Cohort**: 61.4%
- **Credential Seeking**: 87.8%
- **First Time in College**: 60.0%

**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.

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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Kirtland Community College (Roscommon, MI)

Two Year Cohort (Fall Students 2019)

These data represent students that first entered the college in Fall Students 2019 (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.

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

Two-Year Progress Measures

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