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.

Bergen Community College (Paramus, NJ)
VFA Data Collection Cycle 2014-15

- Overview of what is in the VFA Public Outcomes Report
- Two Year Cohort (Fall Students 2012)
  o Two-Year Progress Measures
- Six Year Cohort (Fall Students 2008)
  o Developmental Education Progress Measures
  o Six-Year Outcomes Measures
- Career & Technical Education (CTE)
  o CTE Profile
  o CTE Credit and Non-Credit Measures, Tables
  o CTE Credit Measures, Graphs
- Adult Basic Education (ABE)
  o ABE Cohort
  o ABE Outcomes
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 2012) 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 2008) and their progress/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 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

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)

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

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

CAREER & TECHNICAL EDUCATION (CTE)

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

- 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)

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
- Gained employment post ABE
Bergen Community College (Paramus, NJ)

Two Year Cohort (Fall Students 2012)

These data represent students that first entered the college in Fall Students 2012 (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

Two-Year Progress Measures

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>Completed</th>
<th>Transferred</th>
<th>Still Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Cohort</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credential Seeking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Time in College</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Six Year Cohort (Fall Students 2008)

These data represent students that first entered the college in Fall Students 2008 (or summer before) and their progress and outcomes by the end of six years.

Developmental Math

Developmental Need in Math 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></td>
<td></td>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Cohort: fall entering, first time</td>
<td>2,955</td>
<td>35.0%</td>
<td>35.6%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Credential Seeking: earned 12 credits by end of year two</td>
<td>2,075</td>
<td>38.8%</td>
<td>15.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>First Time in College: fall entering, first time in college</td>
<td>2,518</td>
<td>41.3%</td>
<td>10.6%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

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

- Attempted Dev Course: 77.5% Main Cohort, 85.2% Credential Seeking, 80.3% First Time in College
- Completed Highest Dev Course: 33.6% Main Cohort, 45.8% Credential Seeking, 34.9% First Time in College
- Completed College Course: 26.8% Main Cohort, 37.5% Credential Seeking, 27.6% First Time in College

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.

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.

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 Math Need

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?

*The method of identifying students with a developmental need is "By Placement/Referral".
Six Year Cohort  (Fall Students 2008)

These data represent students that first entered the college in Fall Students 2008 (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>Dev Need Count</th>
<th>Main Cohort</th>
<th>Credential Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2,060</td>
<td>1,400</td>
<td>1,797</td>
</tr>
</tbody>
</table>

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

 Attempted Dev Course | Completed Highest Dev Course | Completed College Course
------------------------|------------------------------|-------------------------
Main Cohort             | 93.3%                        | 63.0%                   |
Credential Seeking      | 93.0%                        | 81.7%                   |
First Time in College   | 96.3%                        | 64.9%                   |

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.

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?

*The method of identifying students with a developmental need is “By Placement/Referral”.

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Six Year Cohort (Fall Students 2008)

These data represent students that first entered the college in Fall Students 2008 (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>Dev Need Count</th>
<th>Main Cohort</th>
<th>Credential Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

100.0% 100.0% 100.0%

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

<table>
<thead>
<tr>
<th>Attempted Dev Course</th>
<th>Completed Highest Dev Course</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>N/A</td>
</tr>
<tr>
<td>First Time in College</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*The method of identifying students with a developmental need is "By Placement/Referral".*

---

Bergen Community College (Paramus, NJ)

*The method of identifying students with a developmental need is "By Placement/Referral".*

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Bergen Community College (Paramus, NJ)
Six Year Cohort (Fall Students 2008)

These data represent students that first entered the college in Fall Students 2008 (or summer before) and their progress and outcomes by the end of six years.

Developmental Outcomes across Subjects by Cohort Type

- **Main Cohort**
  - Developmental Needs:
    - Math: 2,955
    - English: 2,060
    - Reading: 0
  - Progression:
    - Completed Highest Dev Course:
      - Math: 33.6%
      - English: 63.0%
      - Reading: 59.1%
    - Completed College Course:
      - Math: 26.8%
      - English: 59.1%
      - Reading: N/A

- **Credential Seeking**
  - Developmental Needs:
    - Math: 2,075
    - English: 1,400
    - Reading: 0
  - Progression:
    - Completed Highest Dev Course:
      - Math: 45.8%
      - English: 81.7%
      - Reading: N/A
    - Completed College Course:
      - Math: 37.5%
      - English: 81.9%
      - Reading: N/A

- **First Time in College Cohort**
  - Developmental Needs:
    - Math: 2,518
    - English: 1,797
    - Reading: 0
  - Progression:
    - Completed Highest Dev Course:
      - Math: 34.9%
      - English: 64.9%
      - Reading: N/A
    - Completed College Course:
      - Math: 27.6%
      - English: 60.2%
      - Reading: N/A

---

**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.

---

<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>2,955</td>
<td>2,075</td>
<td>2,518</td>
</tr>
<tr>
<td>English</td>
<td>2,060</td>
<td>1,400</td>
<td>1,797</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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Bergen Community College (Paramus, NJ)
Six Year Cohort (Fall Students 2008)

These data represent students that first entered the college in Fall Students 2008 (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>3,173</td>
<td>2,230</td>
<td>2,663</td>
</tr>
</tbody>
</table>

**Any Developmental Need by Cohort Type**

- **Main Cohort**: 69.8%
- **Credential Seeking**: 69.2%
- **First Time in College**: 86.4%

**Attempted at Least One Developmental Course by Cohort Type**

- **Main Cohort**: 87.6%
- **Credential Seeking**: 89.6%
- **First Time in College**: 91.0%

**Completed All Developmental Education by Cohort Type**

- **Main Cohort**: 33.7%
- **Credential Seeking**: 45.2%
- **First Time in College**: 34.8%

**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.*

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).
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>4,547</td>
<td>3,223</td>
<td>3,082</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>17.5%</td>
<td>24.5%</td>
<td>19.9%</td>
</tr>
<tr>
<td>Associate (No Transfer)</td>
<td>9.9%</td>
<td>13.7%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Certificate (Transfer)</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Certificate (No Transfer)</td>
<td>0.4%</td>
<td>0.6%</td>
<td>0.3%</td>
</tr>
<tr>
<td>No Award (Transfer)</td>
<td>26.0%</td>
<td>24.8%</td>
<td>22.9%</td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>6.1%</td>
<td>6.1%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Left with &gt; or = 30 credits</td>
<td>11.5%</td>
<td>15.8%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Left with &lt; 30 credits</td>
<td>28.5%</td>
<td>14.3%</td>
<td>28.7%</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)

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

<table>
<thead>
<tr>
<th></th>
<th>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><strong>Still Enrolled</strong></td>
<td>24.8%</td>
<td>6.1%</td>
<td>6.1%</td>
<td>7.4%</td>
</tr>
<tr>
<td><strong>No Award (Transfer)</strong></td>
<td>15.4%</td>
<td>26.0%</td>
<td>24.8%</td>
<td>22.9%</td>
</tr>
<tr>
<td><strong>Total Earned Awards</strong></td>
<td>16.9%</td>
<td>27.9%</td>
<td>39.0%</td>
<td>29.8%</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.
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>20.3%</td>
<td>25.3%</td>
<td>24.3%</td>
<td>23.1%</td>
</tr>
<tr>
<td>Total Earned Awards**</td>
<td>19.7%</td>
<td>21.9%</td>
<td>32.0%</td>
<td>21.2%</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>20.3%</td>
<td>25.5%</td>
<td>25.3%</td>
<td>24.4%</td>
</tr>
<tr>
<td>Total Earned Awards**</td>
<td>19.7%</td>
<td>29.1%</td>
<td>35.7%</td>
<td>27.8%</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.
Career & Technical Education Profile

These data represent the college’s CREDIT and NON-CREDIT CTE enrollment and completions for the: 2011-12 and 2012-13. CREDIT CTE completions, are sourced from IPEDs.

### Career & Technical Education (CTE) Measures

#### CTE Profile

**Credit**

<table>
<thead>
<tr>
<th>Award Type</th>
<th>2012-13</th>
<th>2011-12</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Bachelor’s</td>
<td>0</td>
<td>0</td>
<td>(1) N/A</td>
</tr>
<tr>
<td>CTE Associate</td>
<td>319</td>
<td>334</td>
<td>-4.5%</td>
</tr>
<tr>
<td>Certs. &gt;= 1 Year</td>
<td>48</td>
<td>58</td>
<td>-17.2%</td>
</tr>
<tr>
<td>Certs. &lt; 1 Year</td>
<td>8</td>
<td>7</td>
<td>14.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>375</td>
<td>399</td>
<td>-6.0%</td>
</tr>
</tbody>
</table>

Source: IPEDS completions data

**Non-Credit**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>2012-13</th>
<th>2011-12</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>(0) N/A</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

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Career & Technical Education Cohort Outcomes (CTE Students Completed/Left in 2011-12)

These data represent students that took CTE at the college, exited the college in the 2011-12 academic year, and their outcomes upon exiting the college with a CTE credential or a significant CTE experience (earned 7 CTE credit hours or received 180 contact hours of CTE instruction).

### CTE Completer/Leaver Cohort & Outcomes

<table>
<thead>
<tr>
<th>Total Credit Completers/Leavers</th>
<th>Awarded Associate Degree</th>
<th>N/A</th>
<th>0</th>
<th>N/A</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completed Certificate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Left with No Award</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Credit Completers/Leavers</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completers/Leavers with Prior Awards</th>
<th>Prior Bachelor's or Higher</th>
<th>Prior Associate</th>
<th>Total Prior Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credit Cohort</td>
<td>Awarded Associates</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Completed Certificate</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Left with No Award</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Credit Cohort</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry Recognized Credentials of Completers/Leavers</th>
<th>Awarded Associate Degree</th>
<th>N/A</th>
<th>N/A</th>
<th>0</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completed Certificate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Left with No Award</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Credit Completers/Leavers</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licensure Exam Pass Rate of Completers/Leavers</th>
<th>Passed</th>
<th>Attempted</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credit Cohort</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Awarded Associate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Completed Certificate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Left with No Award</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Credit Cohort</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Median Wage Growth of Completers/Leavers</th>
<th>Wage Prior</th>
<th>Wage Post</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credit Cohort</td>
<td>$0</td>
<td>$0</td>
<td>$0 N/A</td>
</tr>
<tr>
<td>Awarded Associate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A N/A</td>
</tr>
<tr>
<td>Completed Certificate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A N/A</td>
</tr>
<tr>
<td>Left with No Award</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A N/A</td>
</tr>
<tr>
<td>Non-Credit Cohort</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education and Earnings of Completers/Leavers</th>
<th>Enrolled in Education</th>
<th>$47,700 or more</th>
<th>$35,000 - $47,699</th>
<th>$25,000 - $34,999</th>
<th>$20,000 - $24,999</th>
<th>$15,000 - $19,999</th>
<th>$1 - $14,999</th>
<th>Unemployed /Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credit Cohort</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Awarded Associate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Completed Certificate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Left with No Award</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Credit Cohort</td>
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<td>0 N/A</td>
<td>0 N/A</td>
<td>0 N/A</td>
<td>0 N/A</td>
<td>0 N/A</td>
<td>0 N/A</td>
<td>0 N/A</td>
</tr>
</tbody>
</table>

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).
Credit Career & Technical Education (CTE) Measures

CTE Completer/Leaver Cohort Profile

<table>
<thead>
<tr>
<th>Total Credit Completers/Leavers</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarded Associates Degree</td>
<td>N/A</td>
</tr>
<tr>
<td>Completed Certificate</td>
<td>N/A</td>
</tr>
<tr>
<td>Left with No Award</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Credit Completers/Leavers With Prior Awards

<table>
<thead>
<tr>
<th>Prior Bachelor's +</th>
<th>Prior Associate</th>
<th>Total Prior Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credit Cohort</td>
<td>0 (N/A)</td>
<td>0 (N/A)</td>
</tr>
<tr>
<td>Awarded Associates</td>
<td>N/A (N/A)</td>
<td>N/A (N/A)</td>
</tr>
<tr>
<td>Completed Certificate</td>
<td>N/A (N/A)</td>
<td>N/A (N/A)</td>
</tr>
<tr>
<td>Left with No Award</td>
<td>N/A (N/A)</td>
<td>N/A (N/A)</td>
</tr>
</tbody>
</table>

Outcomes of CTE Completers/Leavers: Credit

<table>
<thead>
<tr>
<th>Education and Earnings</th>
<th>Median Wage Growth</th>
<th>Licensure Exam Pass Rate</th>
<th>Industry Recognized Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credit Cohort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Left/No Award</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Enrolled in Education
- $1 - $14,999
- $15,000 - $19,999
- $20,000 - $24,999
- $25,000 - $34,999
- $35,000 - $47,699
- $47,700 or more
- Unemployed/ Unknown

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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.