



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 (2021)* 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.

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## **Pima County Community College District Data Collection Cycle 2021**

- **Overview of what is in the *VFA Internal Outcomes Report***
- **Two Year Cohort (Fall Students 2018)**
  - o *Two-Year Progress Measures*
  - o *Developmental Education Progress Measures (OPTIONAL)*
- **Six Year Cohort (Fall Students 2014)**
  - o *Six-Year Outcomes Measures*
  - o *Developmental Education Progress Measures*
  - o *Two-Year Progress Measures (OPTIONAL)*
- **Career & Technical Education (CTE Students 2017-18)**
  - o *CTE Profile and Credit and Non-Credit Measures, Tables*
  - o *CTE Credit Outcomes, Graphs*
- **Adult Basic Education (ABE Students 2017-18)**
  - o *ABE Cohort and Outcomes (OPTIONAL)*

# Overview of what is in the VFA Internal Outcomes Report (2021)

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## STUDENT PROGRESS & OUTCOMES (SPO)

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### SPO Timeframes

The SPO measures are reported for students from two timeframes:

#### • TWO YEAR COHORT

Students that entered the college two years ago (Fall Students 2018) 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 2014) and their progress and outcomes by the end of those six years

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### 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.

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## CAREER & TECHNICAL EDUCATION (CTE) MEASURES

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### 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)

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## ADULT BASIC EDUCATION (ABE) MEASURES

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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 : 2021**

**Two Year Cohort (Fall Students 2018)**

**Pima County Community College District (Tucson, AZ)**

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.

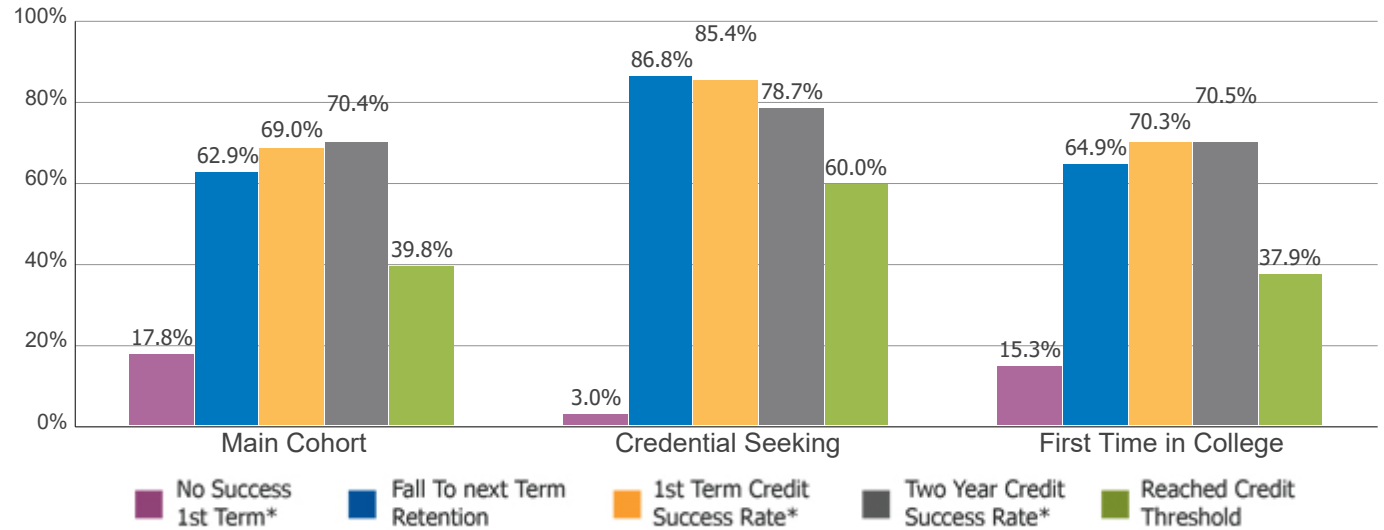
**Two-Year Progress Measures**

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:

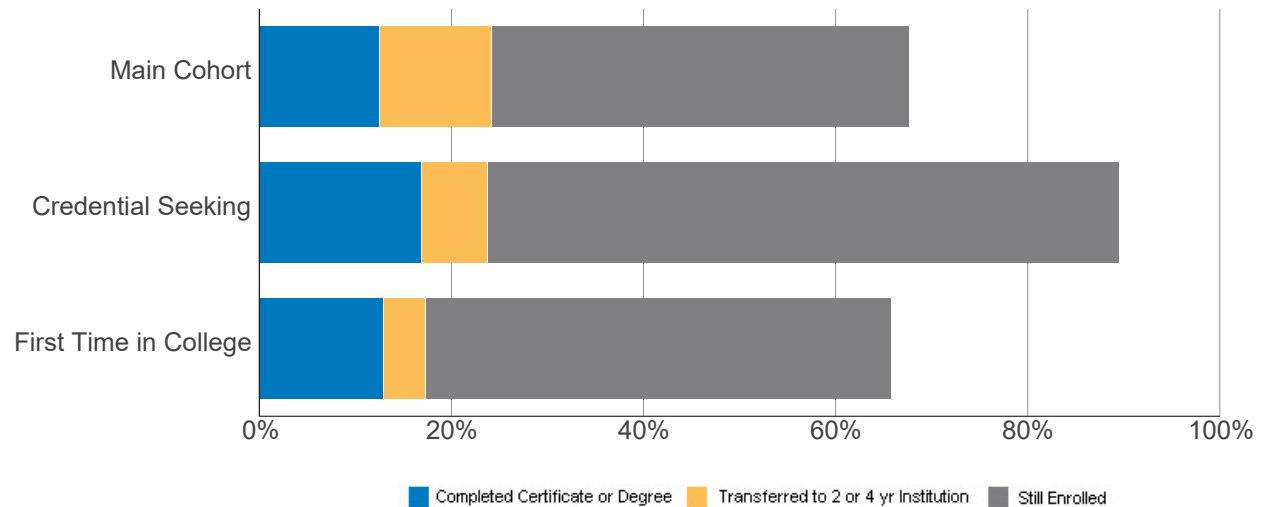
- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the *reporting* college

**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
<b>Main Cohort</b>	3,205	12.6%	11.6%	43.6%
<b>Credential Seeking</b>	1,857	16.9%	7.0%	65.7%
<b>First Time in College</b>	1,822	13.0%	4.5%	48.4%



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

Collection Cycle : 2021

**Two Year Cohort (Fall Students 2018)**

**Pima County Community College District (Tucson, AZ)**

*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**

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	3,205	570	17.8%	2,017	62.9%	22,547	69.0%	61,899	70.4%	1,276	39.8%
Credential Seeking	1,857	55	3.0%	1,611	86.8%	18,407	85.4%	56,431	78.7%	1,115	60.0%
First Time in College	1,822	278	15.3%	1,182	64.9%	13,529	70.3%	37,548	70.5%	691	37.9%

**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	3,205	404	12.6%	371	11.6%	1,397	43.6%
Credential Seeking	1,857	313	16.9%	130	7.0%	1,220	65.7%
First Time in College	1,822	236	13.0%	82	4.5%	882	48.4%

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

These data represent students who first entered the college in Fall Students 2018 (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

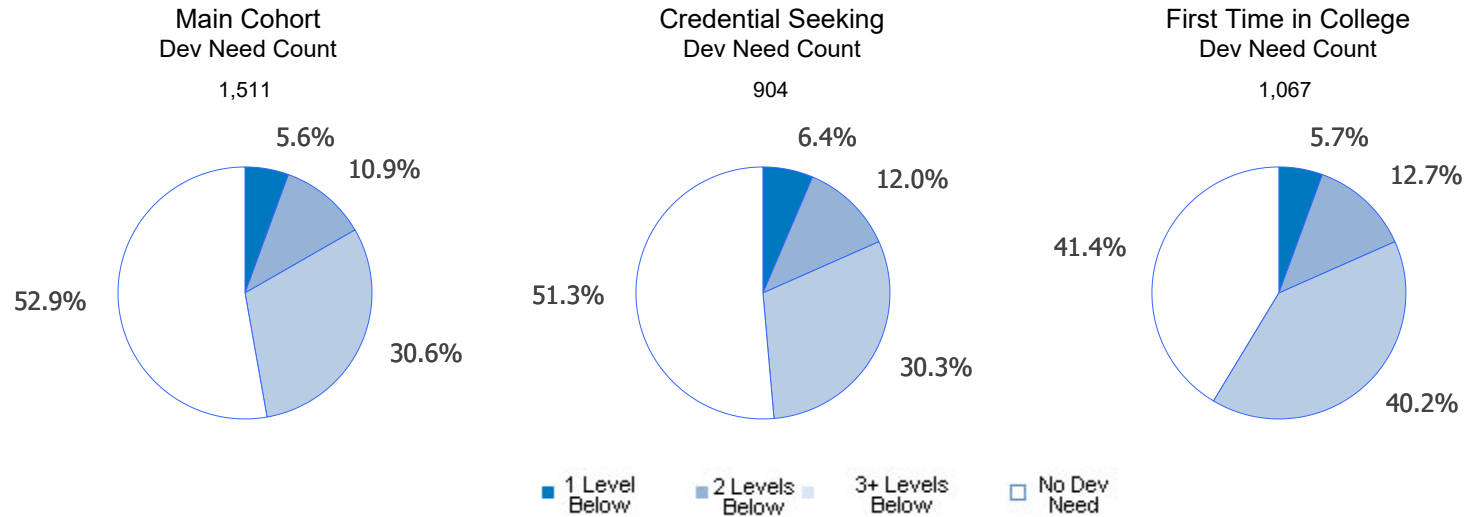
Developmental need is broken down further into three levels of need:

- 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**

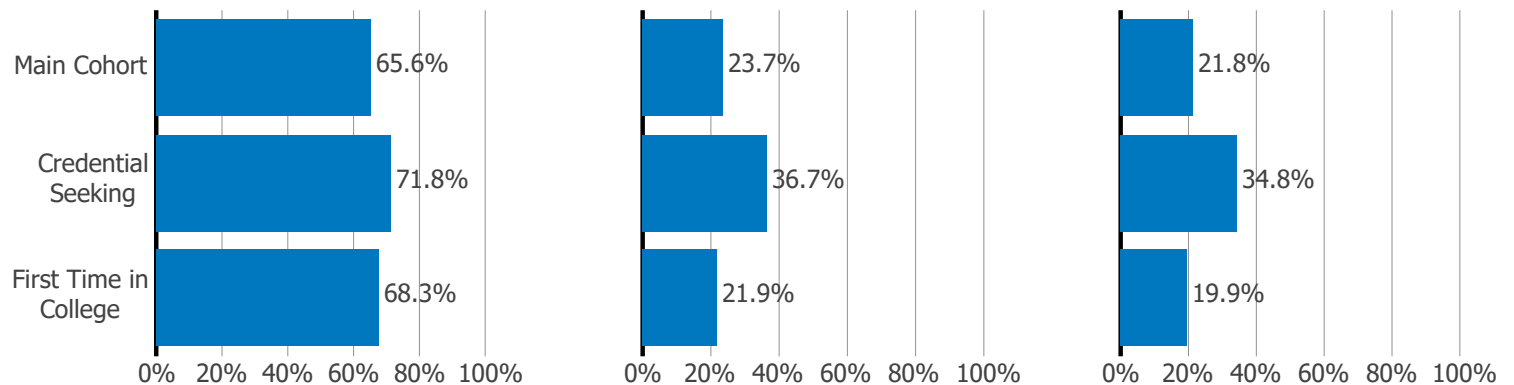


**Developmental Outcomes for Students Referred to Dev. Math by Cohort Type**

Attempted Dev Course (By Referral)

Became College Ready\*

Completed College Course\*



Your college used referral to identify students with a developmental need.

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

**Collection Cycle : 2021**

**Two Year Cohort (Fall Students 2018)**

**Pima County Community College District (Tucson, AZ)**

*These data represent students who first entered the college in Fall Students 2018 (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

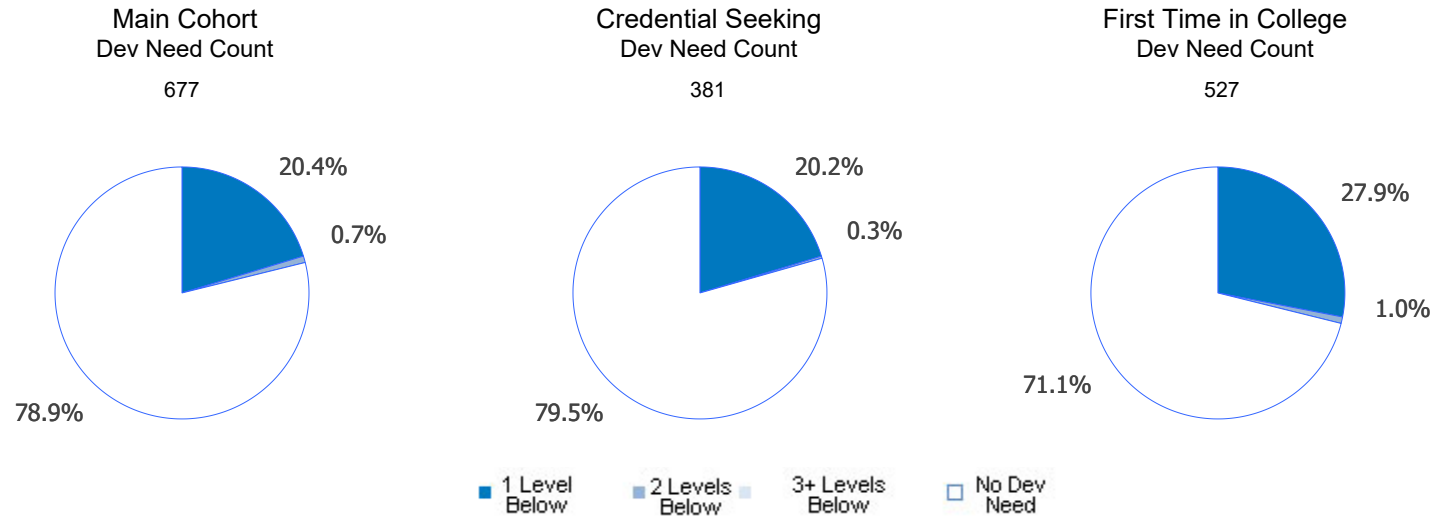
Developmental need is broken down further into three levels of need:

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

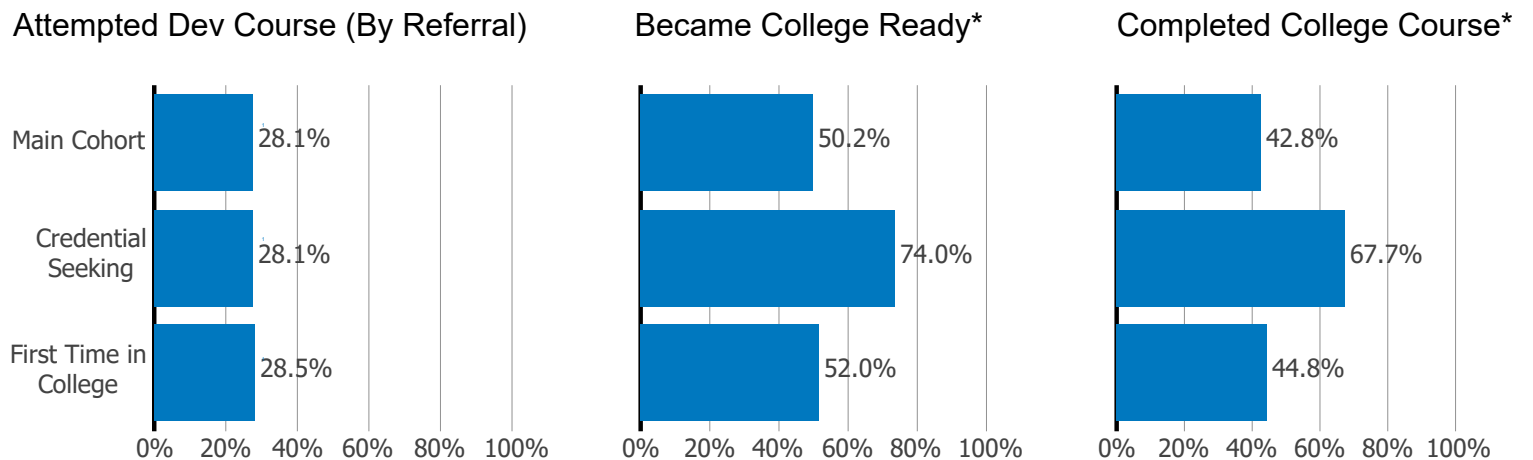
**Developmental English Outcomes**

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 referral to identify students with a developmental need.

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

**Collection Cycle : 2021**

**Two Year Cohort (Fall Students 2018)**

**Pima County Community College District (Tucson, AZ)**

*These data represent students who first entered the college in Fall Students 2018 (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

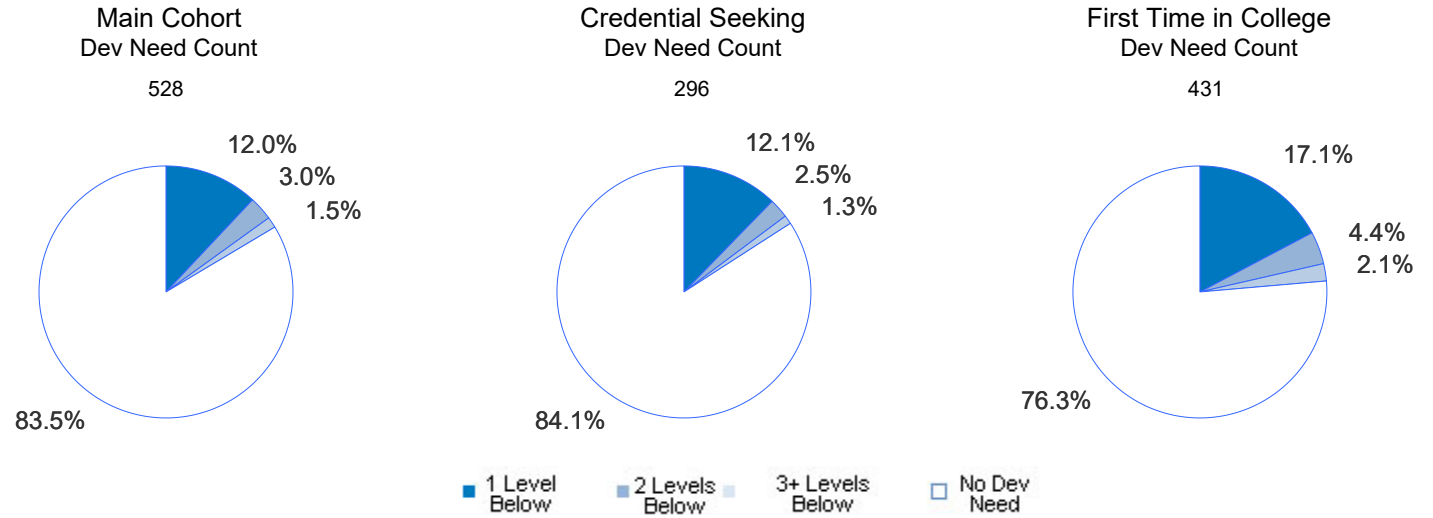
Developmental need is broken down further into three levels of need:

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

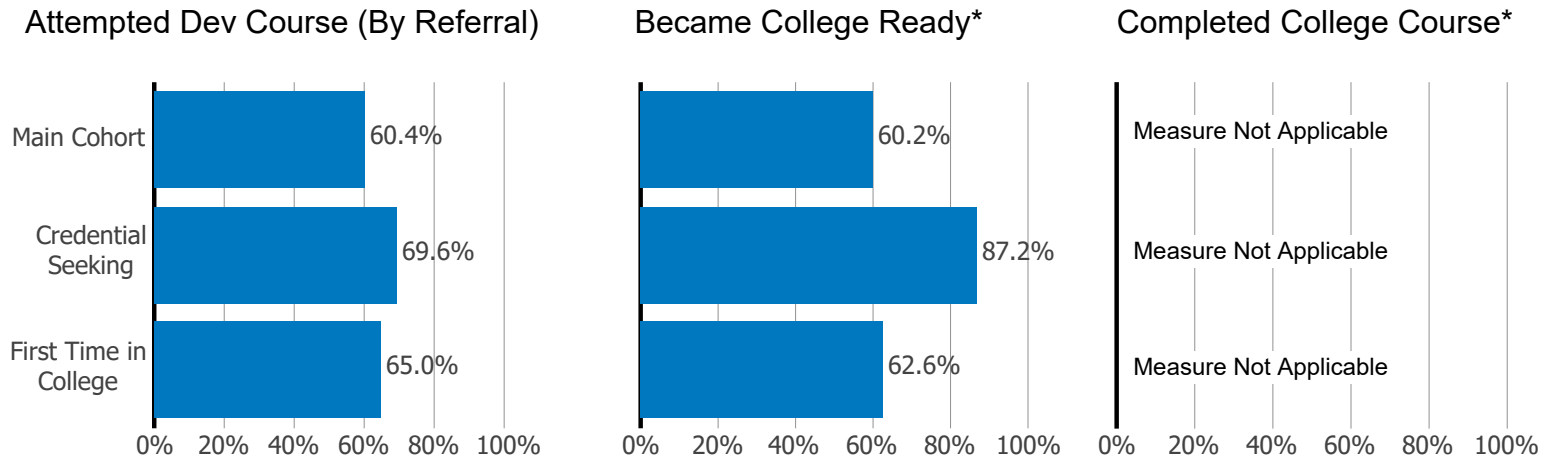
**Developmental Reading Outcomes**

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 referral to identify students with a developmental need.

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

Collection Cycle : 2021

Two Year Cohort (Fall Students 2018)

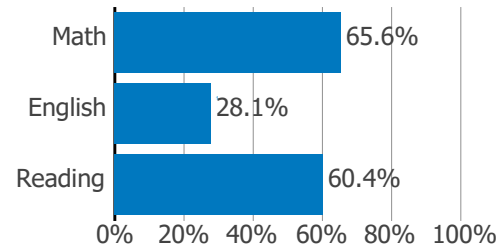
Pima County Community College District (Tucson, AZ)

These data represent students who first entered the college in Fall Students 2018 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

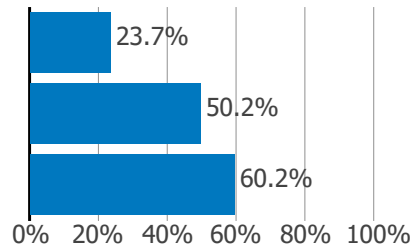
**Developmental Outcomes across Subjects by Cohort Type (Optional to Report)**

**Main Cohort**

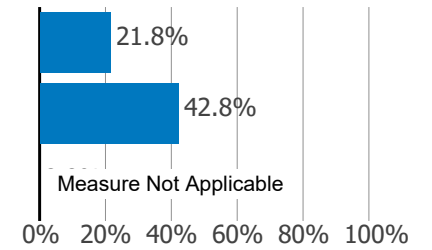
Attempted Dev Course (By Referral)



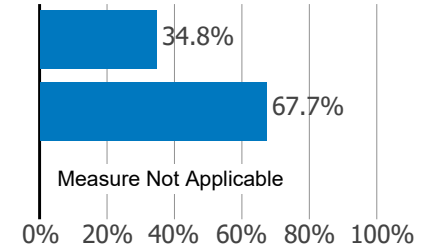
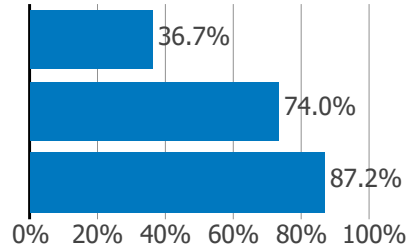
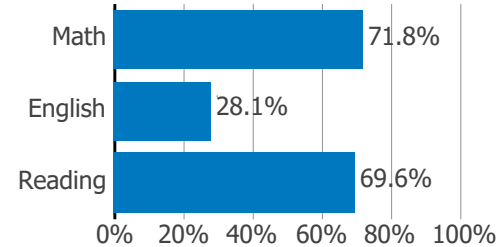
Became College Ready\*



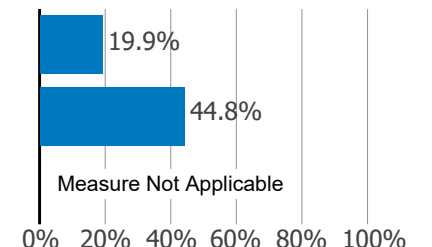
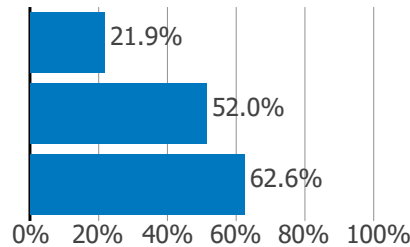
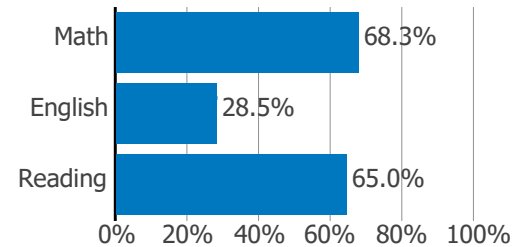
Completed College Course\*



**Credential Seeking**



**First Time in College**



		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	1,511	904	1,067
Dev Need Count	English	677	381	527
Dev Need Count	Reading	528	296	431

Your college used referral to identify students with a developmental need.

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

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**Collection Cycle : 2021**

**Two Year Cohort (Fall Students 2018)**

**Pima County Community College District (Tucson, AZ)**

*These data represent students who first entered the college in Fall Students 2018 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.*

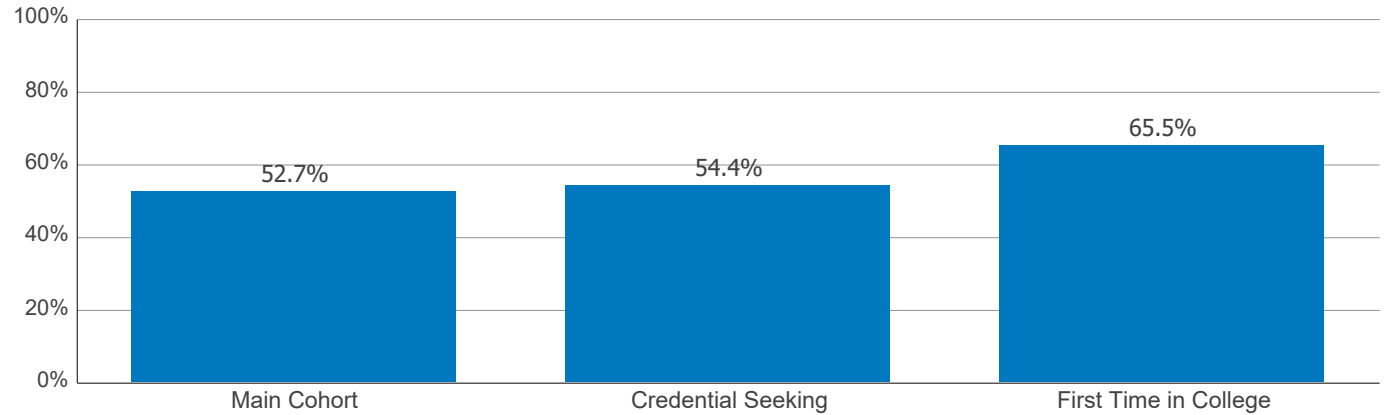
**Any Developmental (Optional to Report)**

**Any Developmental**

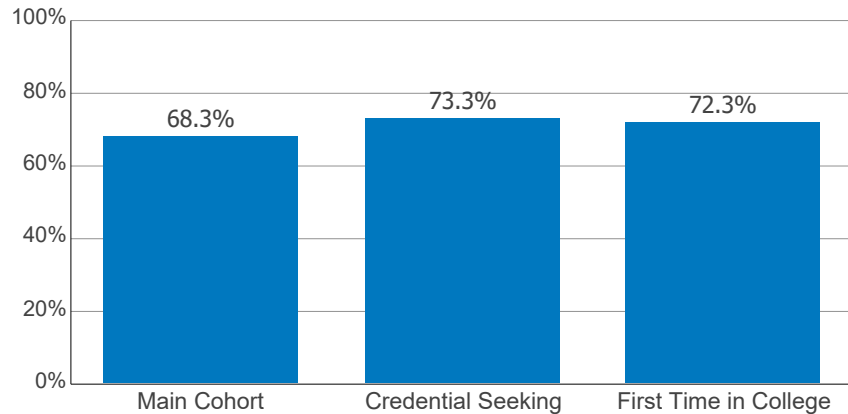
Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

	<b>Main Cohort</b>	<b>Credential Seeking</b>	<b>First Time in College</b>
Dev Need Count	1,690	1,011	1,194

**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 referral to identify students with a developmental need.

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

**Collection Cycle : 2021**

**Two Year Cohort (Fall Students 2018)**

**Pima County Community College District (Tucson, AZ)**

*These data represent students who first entered the college in Fall Students 2018 (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: 3,205		# of Students in Cohort: 1,857		# of Students in Cohort: 1,822	
<b>Math</b>	Dev Need in Math	1,511	47.1%	904	48.7%	1,067	58.6%
	Math Need: 1 Level Below College	180	5.6%	119	6.4%	103	5.7%
	Math Need: 2 Levels Below College	350	10.9%	223	12.0%	231	12.7%
	Math Need: 3 or + Levels Below College	981	30.6%	562	30.3%	733	40.2%
	Attempted Dev Math Course	991	65.6%	649	71.8%	729	68.3%
	Completed Highest Dev Math Course	358	23.7%	332	36.7%	234	21.9%
	Completed College Course in Math	330	21.8%	315	34.8%	212	19.9%
<b>English</b>	Dev Need in English	677	21.1%	381	20.5%	527	28.9%
	English Need: 1 Level Below College	654	20.4%	375	20.2%	509	27.9%
	English Need: 2 Levels Below College	23	0.7%	6	0.3%	18	1.0%
	English Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev English Course	190	28.1%	107	28.1%	150	28.5%
	Completed Highest Dev English Course	340	50.2%	282	74.0%	274	52.0%
	Completed College Course in English	290	42.8%	258	67.7%	236	44.8%
<b>Reading</b>	Dev Need in Reading	528	16.5%	296	15.9%	431	23.7%
	Reading Need: 1 Level Below College	385	12.0%	225	12.1%	312	17.1%
	Reading Need: 2 Levels Below College	95	3.0%	46	2.5%	80	4.4%
	Reading Need: 3 or + Levels Below College	48	1.5%	25	1.3%	39	2.1%
	Attempted Dev Reading Course	319	60.4%	206	69.6%	280	65.0%
	Completed Highest Dev Reading Course	318	60.2%	258	87.2%	270	62.6%
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
<b>Any</b>	Need in Any Developmental Subject	1,690	52.7%	1,011	54.4%	1,194	65.5%
	Attempted at least one Dev Course	1,155	68.3%	741	73.3%	863	72.3%
	Completed All Dev Education	331	19.6%	318	31.5%	248	20.8%

**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 2014 (or summer before) and their progress and outcomes by the end of six years.

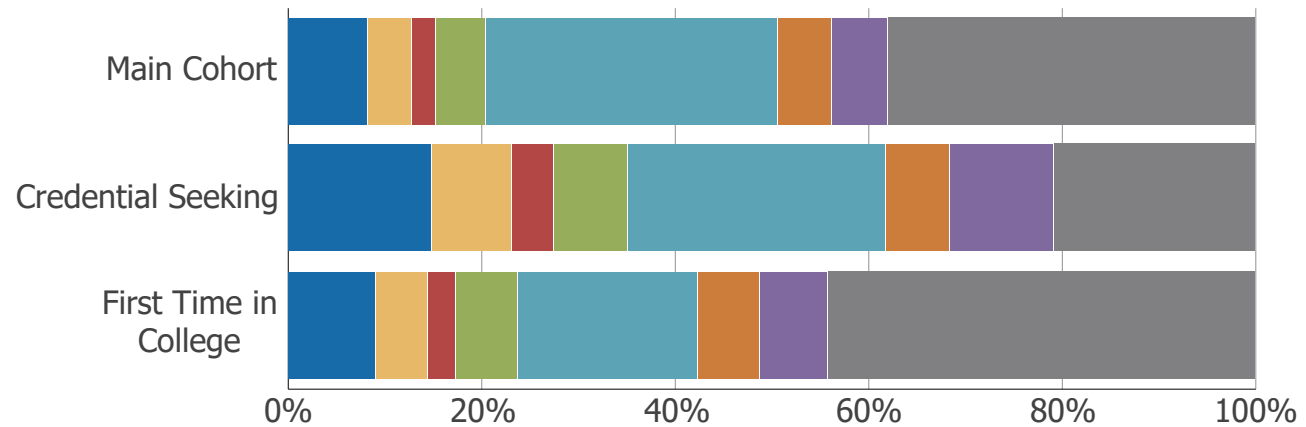
## Six-Year Outcomes

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	6,197	3,341	3,963
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	8.2%	14.8%	9.1%
Associate (No Transfer)	4.6%	8.3%	5.4%
Certificate (Transfer)	2.5%	4.3%	2.9%
Certificate (No Transfer)	5.2%	7.7%	6.3%
No Award (Transfer)	30.1%	26.7%	18.5%
Still Enrolled	5.5%	6.6%	6.5%
Left with > or = 30 credits	5.8%	10.7%	7.0%
Left with < 30 credits	38.0%	20.9%	44.3%

Collection Cycle : 2021

Six Year Cohort (Fall Students 2014)

Pima County Community College District (Tucson, AZ)

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.

## 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: 6,197		# of Students in Cohort: 3,341		# of Students in Cohort: 3,963	
	Count	%	Count	%	Count	%
<b>Bachelor's</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Associate (Transfer)</b>	510	8.2%	496	14.8%	362	9.1%
<b>Associate (No Transfer)</b>	282	4.6%	277	8.3%	213	5.4%
<b>Certificate (Transfer)</b>	155	2.5%	144	4.3%	116	2.9%
<b>Certificate (No Transfer)</b>	325	5.2%	256	7.7%	250	6.3%
<b>No Award (Transfer)</b>	1,868	30.1%	893	26.7%	734	18.5%
<b>Still Enrolled</b>	342	5.5%	222	6.6%	258	6.5%
<b>Left (= or &gt; 30 Credits)</b>	361	5.8%	356	10.7%	276	7.0%
<b>Left (&lt; 30 Credits)</b>	2,354	38.0%	697	20.9%	1,754	44.3%

These data represent students who first entered college in Fall Students 2014 (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

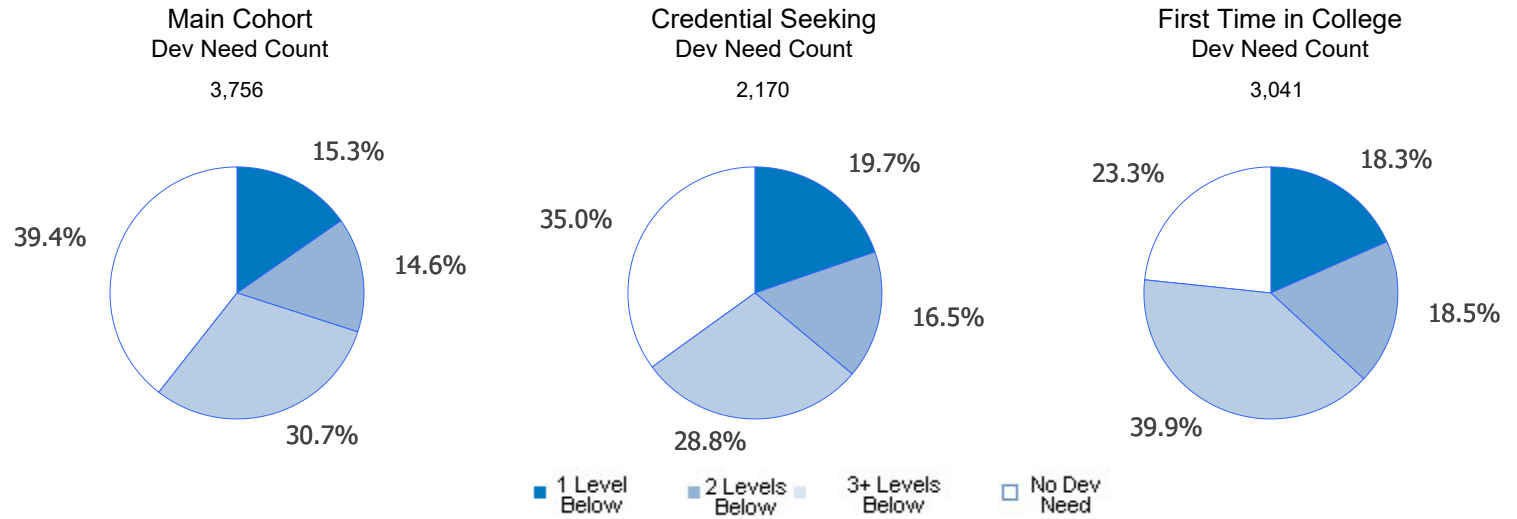
Developmental need is broken down further into three levels of need:

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

### Developmental Math Outcomes

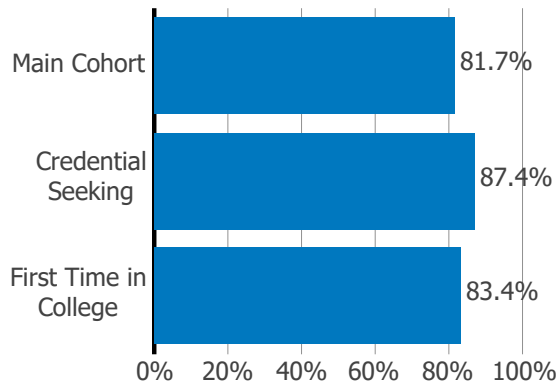
These outcomes answer the question: – What percentage of students in the cohort type that needed developmental math – completed developmental math and progressed to successfully complete a college-level course in math?

### Developmental Need in Math by Cohort Type

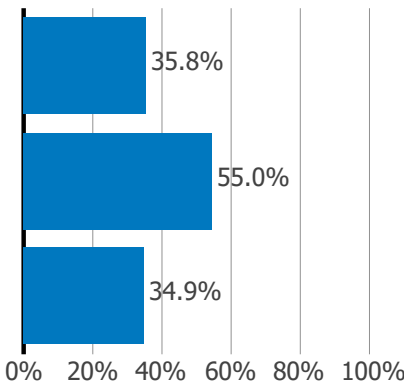


### Developmental Outcomes for Students Referred to Dev. Math by Cohort Type

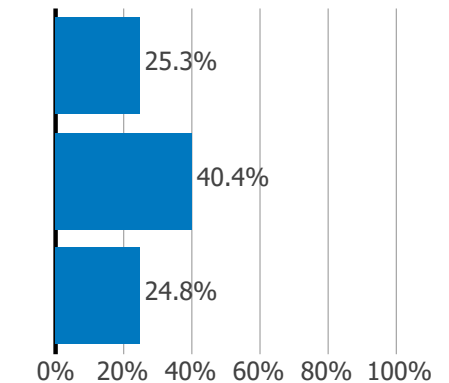
#### Attempted Dev Course (By Referral)



#### Became College Ready\*



#### Completed College Course\*



Your college used referral 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 2014 (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

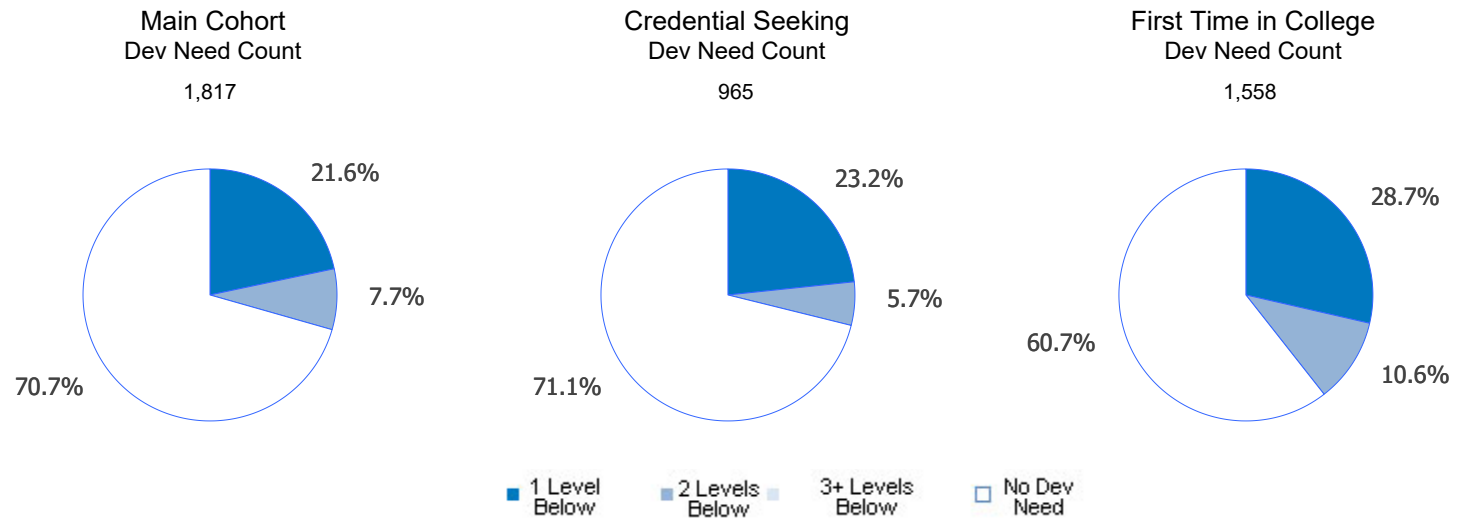
Developmental need is broken down further into three levels of need:

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

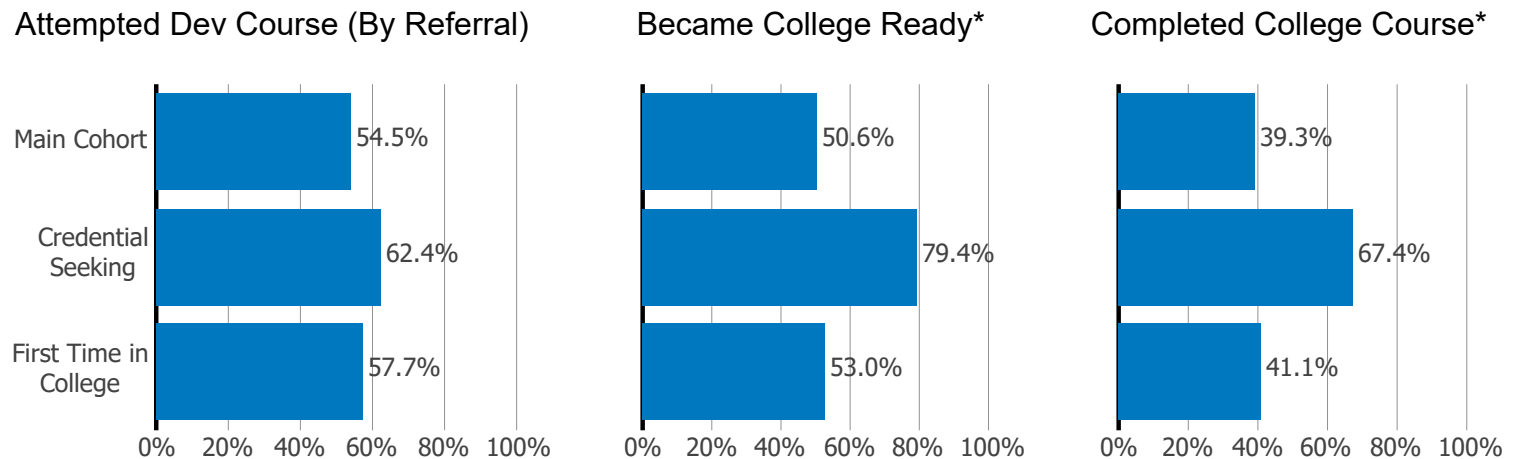
### Developmental English Outcomes

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 referral 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 2014 (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

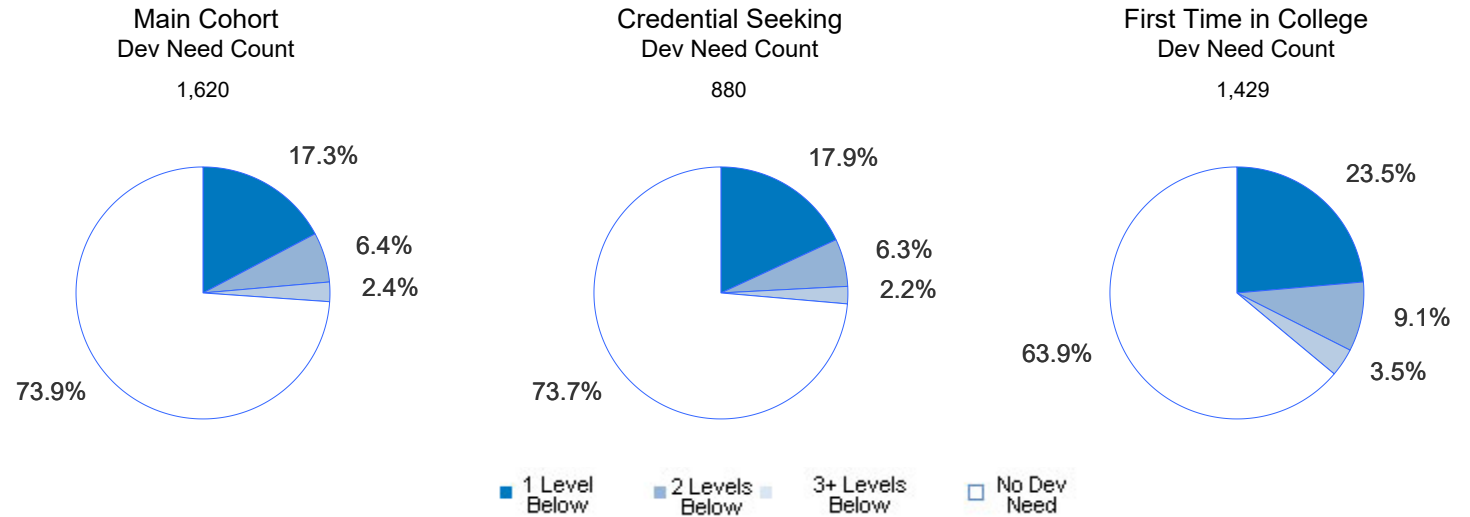
Developmental need is broken down further into three levels of need:

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

### Developmental Reading Outcomes

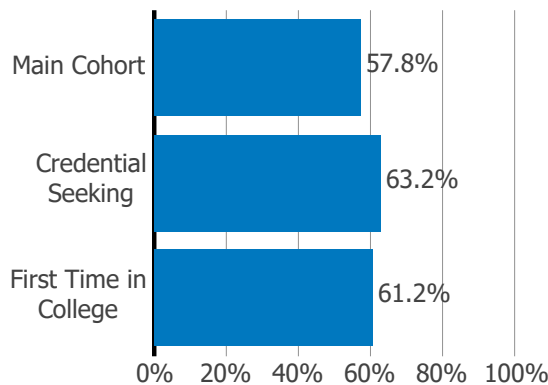
These outcomes answer the question: – What percentage of students in the cohort type that needed developmental reading – completed developmental reading and progressed to successfully complete a college-level course in reading?

### Developmental Need in Reading by Cohort Type

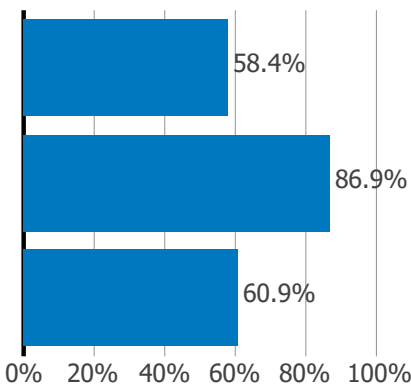


### Developmental Outcomes for Students Referred to Dev. Reading by Cohort Type

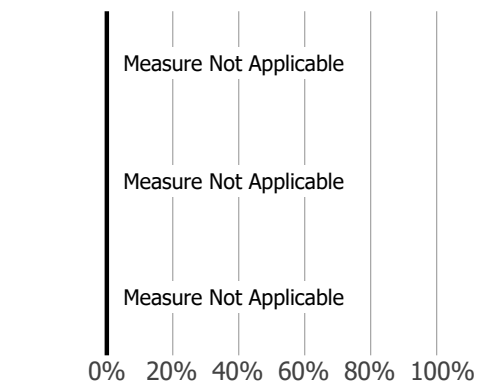
#### Attempted Dev Course (By Referral)



#### Became College Ready\*



#### Completed College Course\*



Your college used referral to identify students with a developmental need.

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

Collection Cycle : 2021

Six Year Cohort (Fall Students 2014)

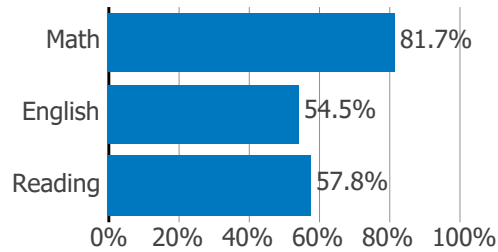
Pima County Community College District (Tucson, AZ)

These data represent students who first entered the college in Fall Students 2014 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.

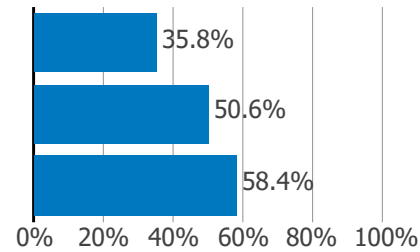
Developmental Outcomes across Subjects by Cohort Type

Main Cohort

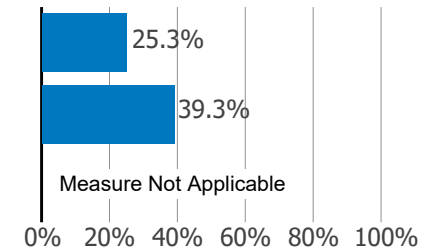
Attempted Dev Course (By Referral)



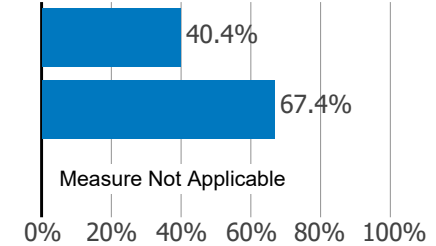
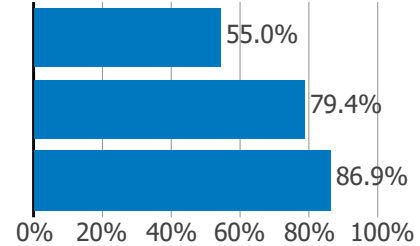
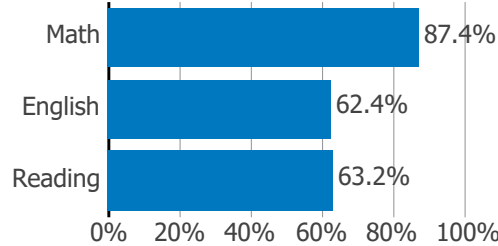
Became College Ready\*



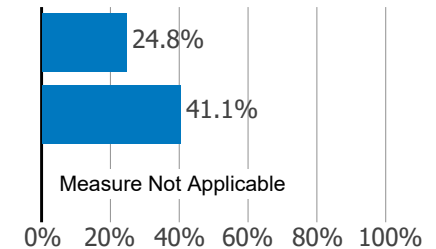
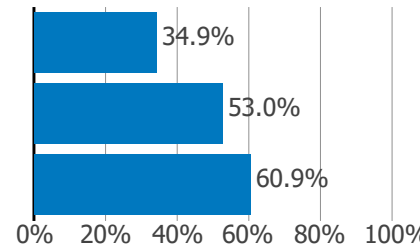
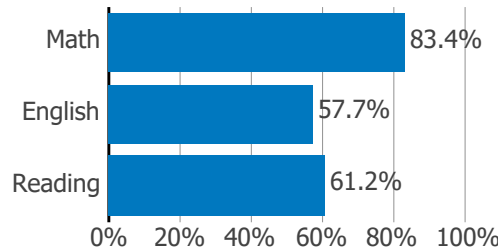
Completed College Course\*



Credential Seeking



First Time in College



		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	3,756	2,170	3,041
Dev Need Count	English	1,817	965	1,558
Dev Need Count	Reading	1,620	880	1,429

Your college used referral to identify students with a developmental need.

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

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**Collection Cycle : 2021**

**Six Year Cohort (Fall Students 2014)**

**Pima County Community College District (Tucson, AZ)**

*These data represent students who first entered the college in Fall Students 2014 (or summer before) and needed developmental education in math, English, and/or reading. The measures show their progress through developmental education in these subjects.*

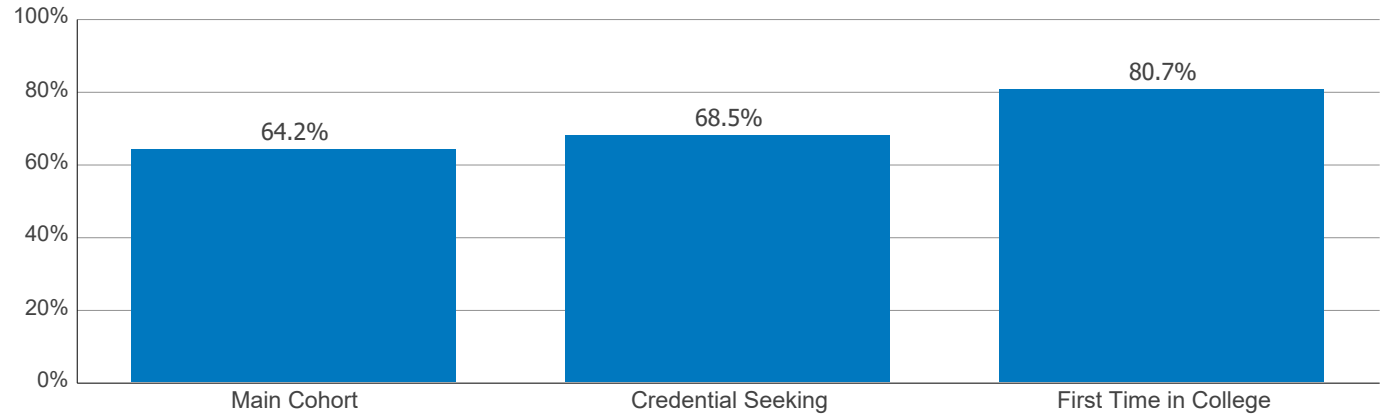
**Any Developmental**

**Any Developmental**

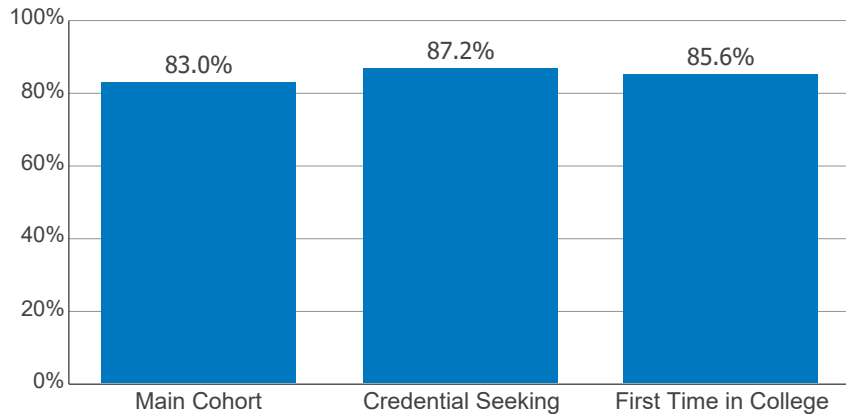
Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

	<b>Main Cohort</b>	<b>Credential Seeking</b>	<b>First Time in College</b>
Dev Need Count	3,978	2,289	3,199

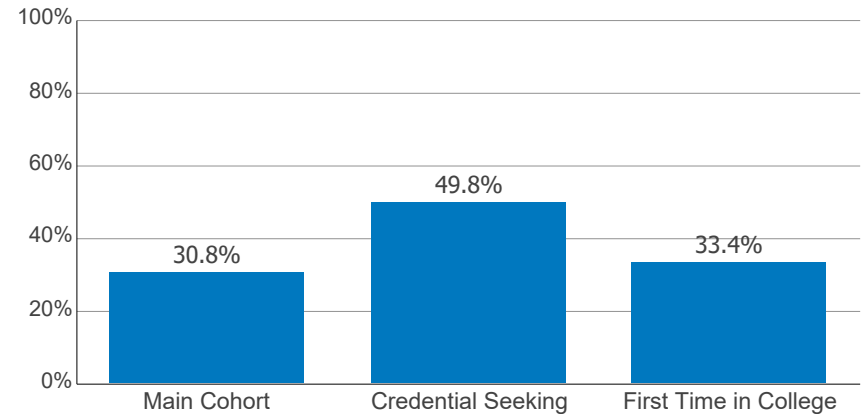
**Developmental Need by Cohort Type**



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



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



Your college used referral to identify students with a developmental need.

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

Collection Cycle : 2021

Six Year Cohort (Fall Students 2014)

Pima County Community College District (Tucson, AZ)

These data represent students who first entered the college in Fall Students 2014 (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: 6,197		# of Students in Cohort: 3,341		# of Students in Cohort: 3,963	
<b>Math</b>	Dev Need in Math	3,756	60.6%	2,170	65.0%	3,041	76.7%
	Math Need: 1 Level Below College	950	15.3%	658	19.7%	727	18.3%
	Math Need: 2 Levels Below College	905	14.6%	551	16.5%	734	18.5%
	Math Need: 3 or + Levels Below College	1,901	30.7%	961	28.8%	1,580	39.9%
	Attempted Dev Math Course	3,069	81.7%	1,897	87.4%	2,537	83.4%
	Completed Highest Dev Math Course	1,343	35.8%	1,194	55.0%	1,060	34.9%
	Completed College Course in Math	950	25.3%	877	40.4%	755	24.8%
<b>English</b>	Dev Need in English	1,817	29.3%	965	28.9%	1,558	39.3%
	English Need: 1 Level Below College	1,341	21.6%	775	23.2%	1,137	28.7%
	English Need: 2 Levels Below College	476	7.7%	190	5.7%	421	10.6%
	English Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev English Course	991	54.5%	602	62.4%	899	57.7%
	Completed Highest Dev English Course	920	50.6%	766	79.4%	826	53.0%
	Completed College Course in English	714	39.3%	650	67.4%	640	41.1%
<b>Reading</b>	Dev Need in Reading	1,620	26.1%	880	26.3%	1,429	36.1%
	Reading Need: 1 Level Below College	1,073	17.3%	599	17.9%	932	23.5%
	Reading Need: 2 Levels Below College	398	6.4%	209	6.3%	359	9.1%
	Reading Need: 3 or + Levels Below College	149	2.4%	72	2.2%	138	3.5%
	Attempted Dev Reading Course	937	57.8%	556	63.2%	875	61.2%
	Completed Highest Dev Reading Course	946	58.4%	765	86.9%	870	60.9%
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
<b>Any</b>	Need in Any Developmental Subject	3,978	64.2%	2,289	68.5%	3,199	80.7%
	Attempted at least one Dev Course	3,301	83.0%	1,996	87.2%	2,737	85.6%
	Completed All Dev Education	1,225	30.8%	1,141	49.8%	1,067	33.4%

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 who first entered the college in Fall Students 2014 (or summer before) and their progress by the end of their first two years.

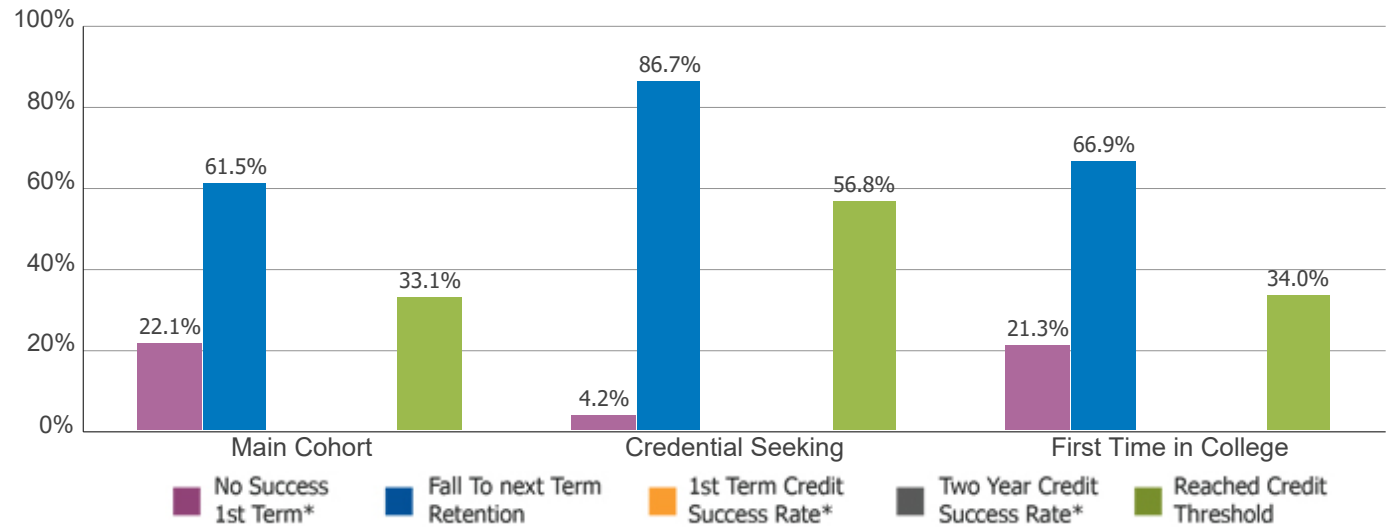
## Two-Year Progress Measures (Optional to Report)

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:

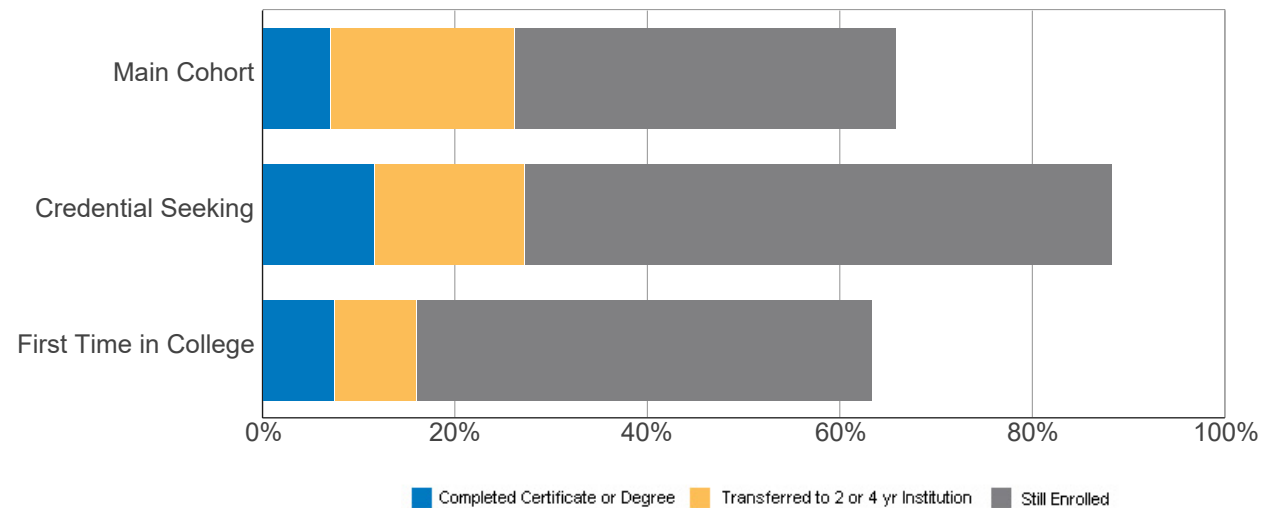
- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the **reporting** college

### 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
<b>Main Cohort</b>	6,197	7.1%	19.2%	39.6%
<b>Credential Seeking</b>	3,341	11.7%	15.5%	61.2%
<b>First Time in College</b>	3,963	7.6%	8.5%	47.3%



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

Collection Cycle : 2021

Six Year Cohort (Fall Students 2014)

Pima County Community College District (Tucson, AZ)

These data represent students who first entered the college in Fall Students 2014 (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	6,197	1,372	22.1%	3,814	61.5%	0	N/A	0	N/A	2,052	33.1%
Credential Seeking	3,341	141	4.2%	2,895	86.7%	0	N/A	0	N/A	1,897	56.8%
First Time in College	3,963	846	21.3%	2,651	66.9%	0	N/A	0	N/A	1,347	34.0%

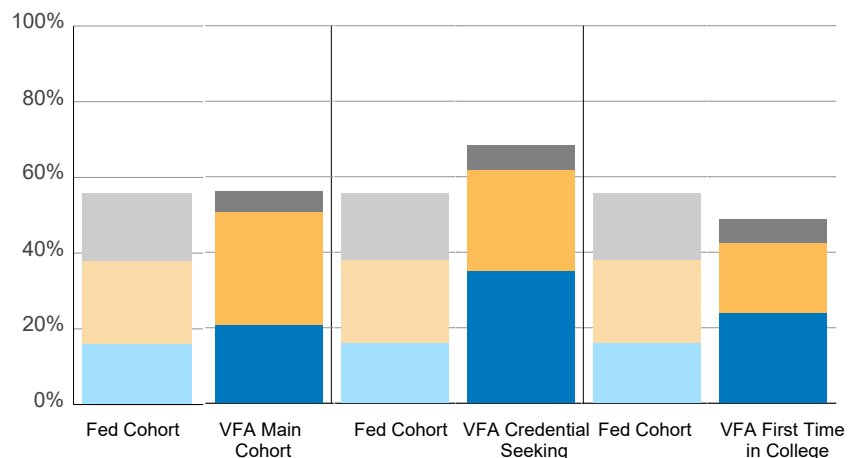
### Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Completed Certificate or Degree		Transferred		Still Enrolled	
		Count	%	Count	%	Count	%
Main Cohort	6,197	442	7.1%	1,191	19.2%	2,453	39.6%
Credential Seeking	3,341	391	11.7%	519	15.5%	2,044	61.2%
First Time in College	3,963	300	7.6%	337	8.5%	1,874	47.3%

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

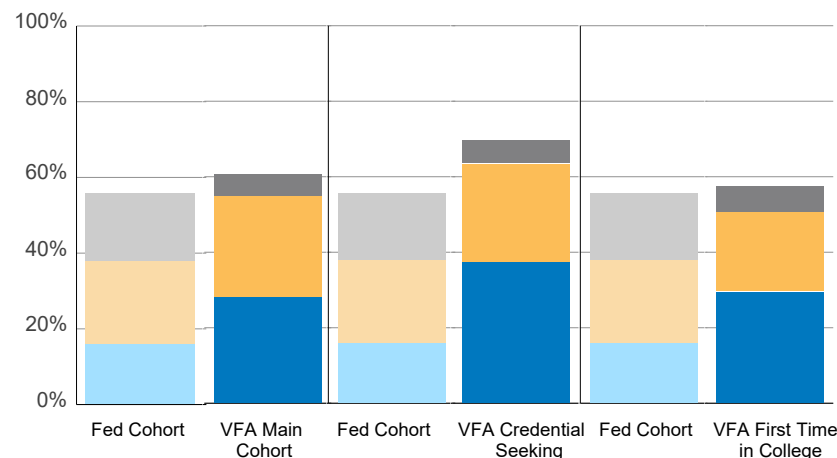
Comparison of the college's IPEDS (federal) graduation rate to the college's VFA Six-Year Outcomes

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	17.7%	5.5%	6.6%	6.5%
No Award (Transfer)	22.0%	30.1%	26.7%	18.5%
Total Earned Awards**	16.1%	20.5%	35.1%	23.7%

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	17.7%	5.8%	6.0%	6.7%
No Award (Transfer)	22.0%	26.6%	25.9%	21.1%
Total Earned Awards**	16.1%	28.1%	37.5%	29.5%

\*\*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>

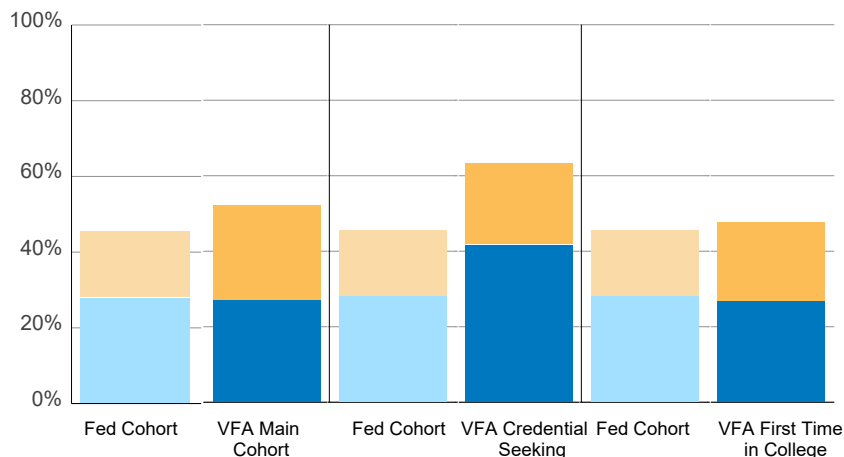
VFA Cohort Types:

- 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.

Note: This is a baccalaureate degree granting college, cohort data for Fall Students 2014 is not available and data for "Still Enrolled" is not available.

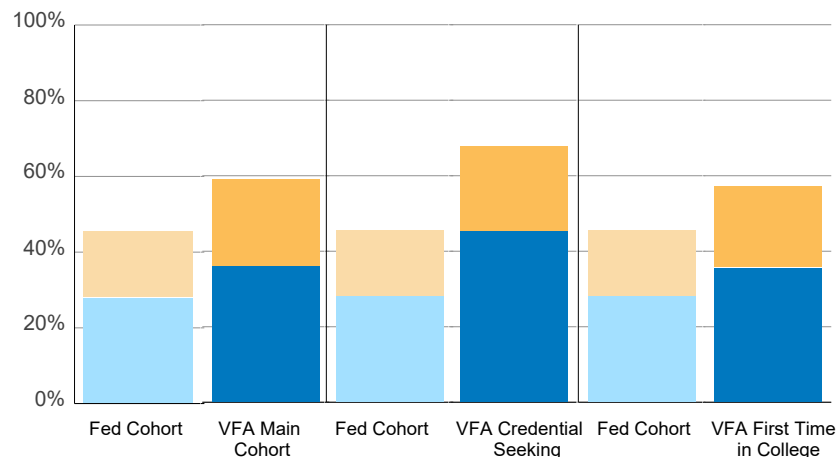
All VFA college's comparison of IPEDS (federal) graduation rate to VFA Six -Year Outcomes

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



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	17.4%	25.0%	21.5%	20.9%
Total Earned Awards**	28.2%	27.1%	41.6%	26.8%

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
No Award (Transfer)	17.4%	23.1%	22.4%	21.4%
Total Earned Awards**	28.2%	36.0%	45.3%	35.6%

\*\*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 2017-18 and 2018-19. 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**

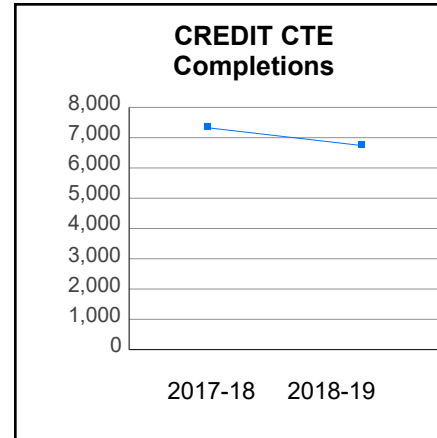
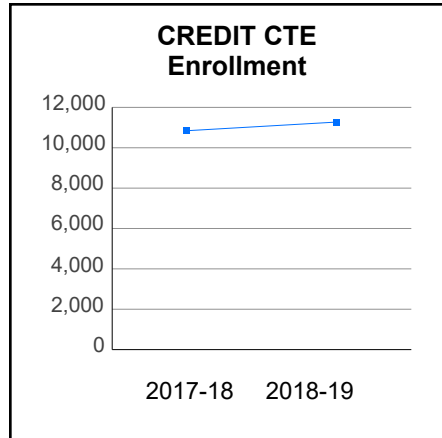
**Credit**

**Enrollment** (Headcount; Unduplicated)

2018-19	2017-18	%Change
11,273	10,845	3.9%

**Completions**

Award Type	2018-19	2017-18	%Change
CTE Bachelor's	0	0	(0)
CTE Associate	1,850	1,854	-0.2%
Certs. >= 1 Year	236	352	-33.0%
Certs. <1 Year	4,651	5,125	-9.2%
<b>Total</b>	<b>6,737</b>	<b>7,331</b>	<b>-8.1%</b>



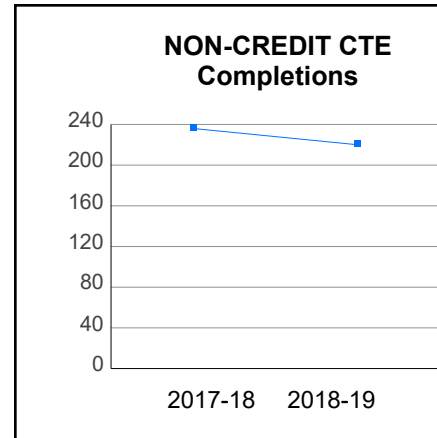
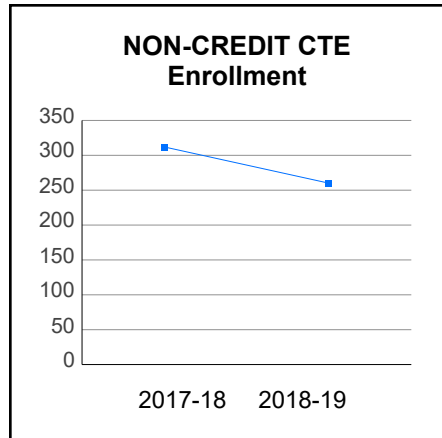
**Non-Credit**

**Enrollment** (Seat count; Duplicated)

2018-19	2017-18	%Change
260	312	-16.7%

**Completions**

2018-19	2017-18	%Change
220	236	-6.8%



**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 2017-18 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	0
Awarded Associate Degree	N/A
Completed Certificate	N/A
Left with No Award	N/A
Non-Credit Completers/Leavers	236

**Completers/Leavers with Prior Awards**

Prior Bachelor's or Higher      Prior Associate      Total Prior Awards

Total Credit Cohort	0 N/A	0 N/A	0 N/A
Awarded Associates	N/A N/A	N/A N/A	0 N/A
Completed Certificate	N/A N/A	N/A N/A	0 N/A
Left with No Award	N/A N/A	N/A N/A	0 N/A
Non-Credit Cohort	0 (00.0%)	0 (00.0%)	0 (00.0%)

**Industry Recognized Credentials of Completers/Leavers**

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

**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	133	174	76.4%

**Median Wage Growth of Completers/Leavers**

Wage Prior      Wage Post      Change

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

**Education and Earnings of Completers/Leavers**

\$50,200 or more      \$40,000 - \$50,199      \$30,000 - \$39,999      \$22,500 - \$29,999      \$15,000 - \$22,499      \$0 - \$14,999      Enrolled in Education      Unemployed /Unknown

Total Credit Cohort	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A
Associate	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Certificate	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
Left No Award	N/A N/A	N/A N/A	N/A N/A	N/A N/A	0 N/A	N/A N/A	N/A N/A	N/A N/A
Non-Credit Cohort	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	236 (100.0%)

**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).



## Pima County Community College District (Tucson, AZ)

### Adult Basic Education Cohort (Students from 2017-18)

These data represent students that came to the college for ABE in the 2017-18 academic year.

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

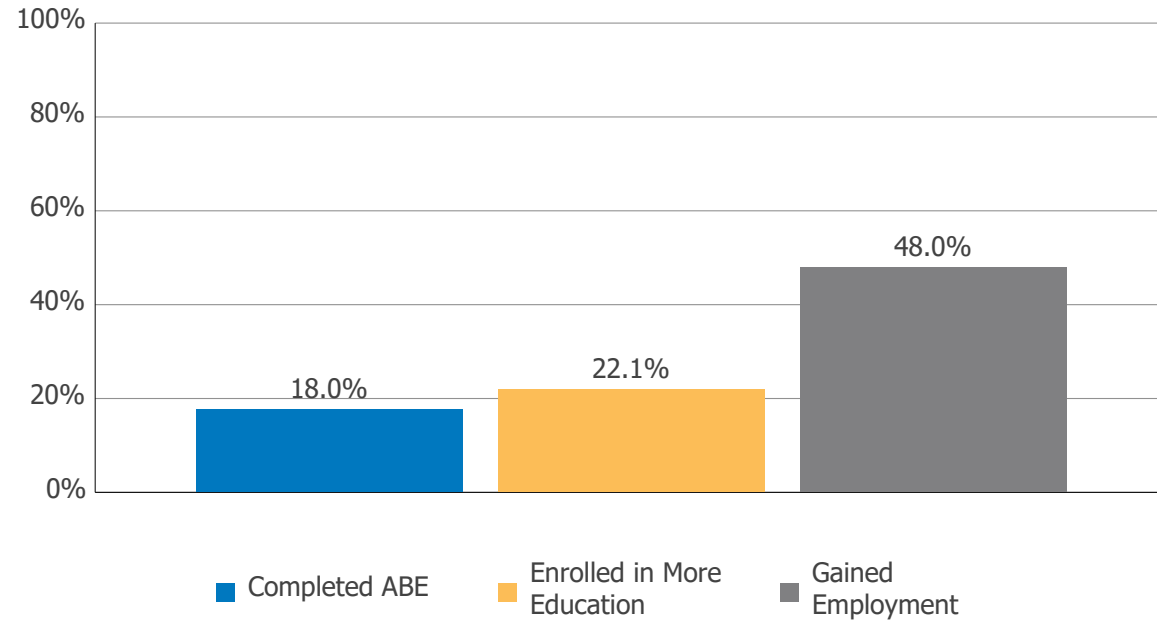
### ABE Cohort

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	
<b>ABE</b>	2,770	498	18.0%	110	22.1%	239	48.0%

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