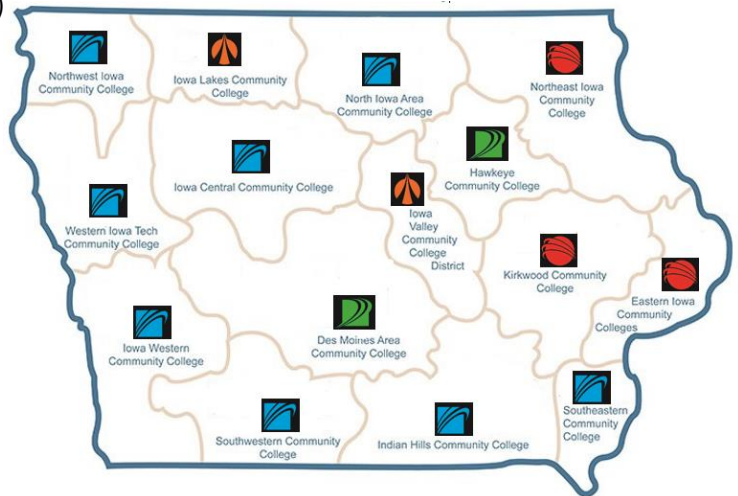*Iowa's Information Technology, Healthcare, Utilities, and Manufacturing Network:*
EMPLOYMENT RESULTS SCORECARD CONTINUOUS IMPROVEMENT PLAN

The Employment Results Scorecard Continuous Improvement Plan is an optional requirement for Round 4 applicants in a single-state consortium who did not receive "cap-breaker" funds to implement innovations related to data integration under the US Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants, as detailed in a letter dated June 16, 2016. Iowa's Information Technology, Healthcare, Utilities, and Manufacturing (IHUM) Network is a single-state consortium with all 15 Iowa community colleges serving as partners, including:

1. Hawkeye Community College (lead applicant)
2. Des Moines Area Community College
3. Eastern Iowa Community College
4. Iowa Central Community College
5. Iowa Lakes Community College
6. Iowa Valley Community College District
7. Iowa Western Community College
8. Indian Hills Community College
9. Kirkwood Community College
10. North Iowa Area Community College
11. Northeast Iowa Community College
12. Northwest Iowa Community College
13. Southeastern Community College
14. Southwestern Iowa Community College
15. Western Iowa Tech Community College

Iowa's IHUM Network, a single-state consortium, did not receive "cap-breaker" funds and is therefore eligible to opt for creating an Employment Results Scorecard Continuous Improvement Plan, rather than fulfillment of deliverable 2.5 in Iowa's IHUM Network work plan: "Development and publication of a scorecard that updates on a regular basis".

Recognizing that the future Federal scorecard system under the Workforce Innovation and Opportunity Act (WIOA) will be a more significant tool for community colleges and future students, Iowa's IHUM Network leadership team opted to develop a continuous improvement plan. In addition, the consortium identified the Voluntary Framework of Accountability (VFA) as a significant resource in gauging success of its programs. The VFA metrics include measures to determine the value of an individual's education by examining a program's outcomes regarding job placement and comparing program completers' earnings pre- and post-education. Investing time in further developing these resources is a stronger strategy than attempting to duplicate these efforts to establish effective performance accountability indicators.

SURVEY OF DATA SYSTEMS

In January, 2014 the Iowa community college presidents voted to implement the nationally recognized Voluntary Framework of Accountability (VFA) that was facilitated by the American Association of Community Colleges. Western Iowa Tech Community College was one of 40 community colleges nationally to pilot the VFA model in late 2010. The

VFA measures were developed through 18 months of intensive research and testing by community college presidents, institutional researchers, and trustees/governing boards that know data and understand community colleges and their students. Managed by AACC and under the guidance of a steering committee, four working groups defined the VFA measures, which were then pilot tested by nearly 60 community colleges.

After the decision was made to adopt VFA statewide, the Iowa Department of Education (IDE) also engaged in the process to align the metrics with those tracked by the IDE. Partnering with the community college presidents, the Division of Community Colleges & Workforce Development funds the VFA membership costs for the community colleges and supports the statewide initiative as a data clearinghouse to ensure consistency in data reporting.

The decision to implement a statewide approach came after seeing a significant need for common logic metrics that are customized to the unique needs of community colleges. For example, previous measures often exclude non-credit career and technical students who earn industry-recognized marketable credentials (less than an associate's degree), yet are a key part of community colleges' mission. In light of the inadequacy of existing measures, the VFA provides community colleges with a significantly improved ability to assess performance, identify areas for improvement, and demonstrate commitment to community colleges' academic mission. The VFA system provides the opportunity for internal, inter-college, and state-wide comparisons and benchmarking, both in pre-set and customized groups of colleges or states. The VFA Measures are subdivided into three major categories: credit Student Progress & Outcomes (SPO), credit and noncredit Career and Technical Education (CTE), and Adult Basic Education Outcomes (ABE). SPO is based on two-year and six-year cohort tracking, while CTE and ABE track only one year cohort progress during the year and one year past the cohort's formation.

The VFA continues to work on improving the information available to participating community colleges. In 2018, VFA colleges are testing early indicators that can signal student success. KPIs are a select set of indicators that can be measured in one year or less and yet that research indicates are correlated with a greater likelihood of timely completion. A select group of VFA colleges are currently testing the reporting of KPIs through the VFA data tool. Feedback on how the data are reported and displayed will be used to launch a KPIs reporting module to all VFA participants in 2018.

While Iowa's IHUM Network colleges all implemented the VFA in 2014, the reporting process takes time in order to assure accuracy, prolonging improvements to reporting metrics and data displays. Iowa's community colleges adhere to the VFA data reporting schedule. Below is Iowa's current VFA data reporting timeline (as updated on March 28, 2018) which demonstrates the data reporting process itself requires seven months from start to finish.

Time Frame	Task
03/02/18	Final draft posted: Iowa Calculation Methods Manual for VFA Submissions – 2018
03/02/18 - 03/30/18	Two-Year & Six-Year Cohorts and CTE Profile Data Exchange: • March 2: IDE will provide each college with the data sets to initiate the data exchange process • March 2-30: Colleges will append required VFA fields for data sets • March 31: Appended files due back to the IDE
04/01/18 - 05/30/18	IDE processes data
05/30/18	IDE uploads Two Year & Six Year Cohorts, CTE Profile & Cohort, and ABE data to VFA site and provides colleges with aggregate data reports.
06/01/18 - 06/30/18	Targeted data validation by Subcommittee: Sub-committee representatives (and other interested volunteers) will review posted 2-year and 6-year cohort data in detail to ensure accuracy and integrity.

Time Frame	Task
07/01/18 - 08/26/18	Local validation: Colleges review Two Year & Six Year Cohorts, CTE Profile & Cohort, and ABE data summaries, provide feedback to the DE and correct concerns as needed
08/27/18	Data is Locked within the VFA site
08/28/18 - 09/27/18	Final college review and publication of data
09/28/18	Last day to publish data

The VFA provides community colleges with an online display tool for housing metrics and measures that are defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. These are captured in 2 and 6-year cohorts for students enrolled into credit courses, as well as metrics for students enrolled in credit or non-credit Career and Technical Education programs or Adult Basic Education. A sample of the VFA member public profile page is below.


Source: https://vfa.aacc.nche.edu/collegefinder/Pages/Profile.aspx?VFAIID=656
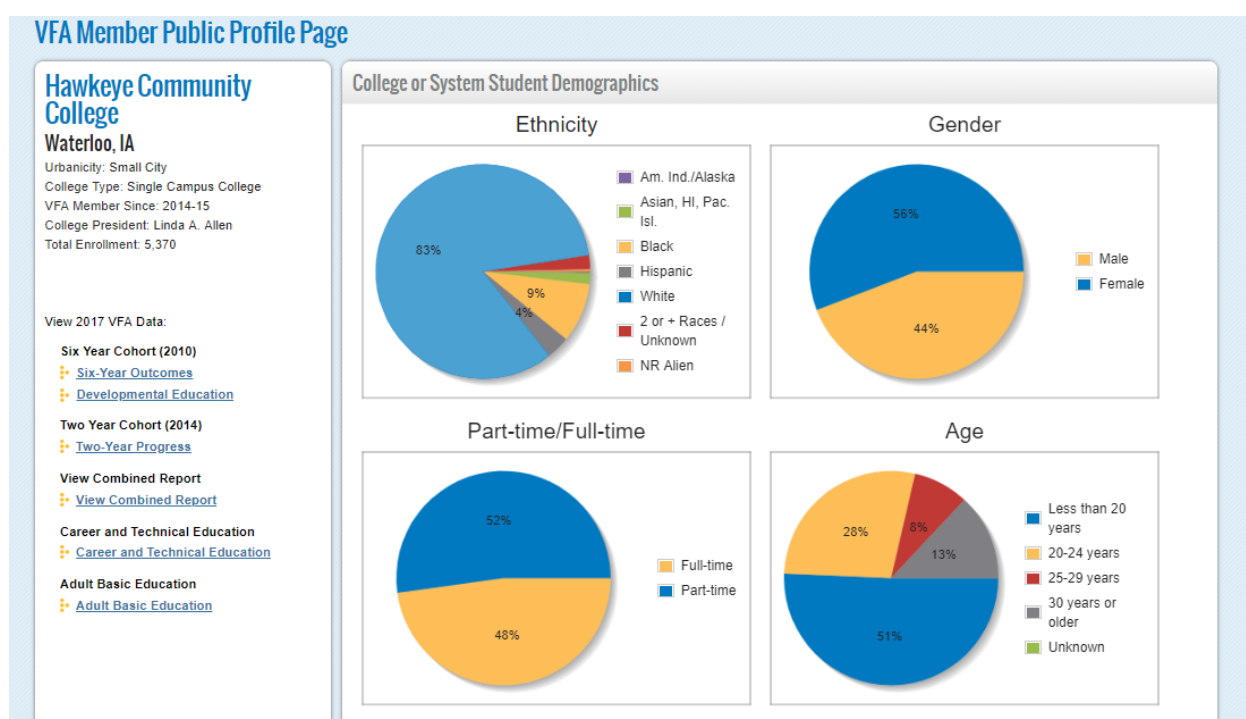
A sample of the six public reports linked from the public profile page are attached at the end of this report as a reference. The Benchmarking Dashboard and the underlying data in the data input portal is only available to member colleges and has not been provided in this report, although it is an important tool for the colleges.

One of the critical functions of the Iowa Department of Education (IDE) is to provide and interpret educational data. These efforts support accountability, transparency, and the ongoing improvement of Iowa's educational institutions. Staff in the Division of Community Colleges and Workforce Preparation continue to refine and improve the methods in which they collect, analyze, and report data to ensure that it is both meaningful and easily understood. One of the IDE's most recent efforts to distribute educational data is the development of Iowa Community College Program Outcomes Interactive Charts. The interactive dashboard incorporates statewide aggregate credit and noncredit program outcomes data for all academic years starting with 2010. Starting with raw management information system data from the community colleges, IDE is then able to apply the same computations and interpretations to the entire data set. In contrast, Integrated Postsecondary Education Data System is a system of interrelated surveys conducted

annually by the U.S. Department of Education's National Center for Education Statistics. IPEDS data is calculated by the individual institutions in order to respond to the annual surveys.

[Iowa Community College Program Outcomes Interactive Charts](#) has been developed in order to provide quick access to employment and wage data by program, award, and cluster. Tabs include data for those who have completed certificate, diploma, and associate degree programs, including type of award, type of educational program, career clusters and sub-clusters, migration, employment percentages, wages, previously earned degrees, and industry of employment. A sample screenshot of wage information is below.

Source: https://educateiowa.gov/iowa-community-college-program-outcomes-interactive-charts
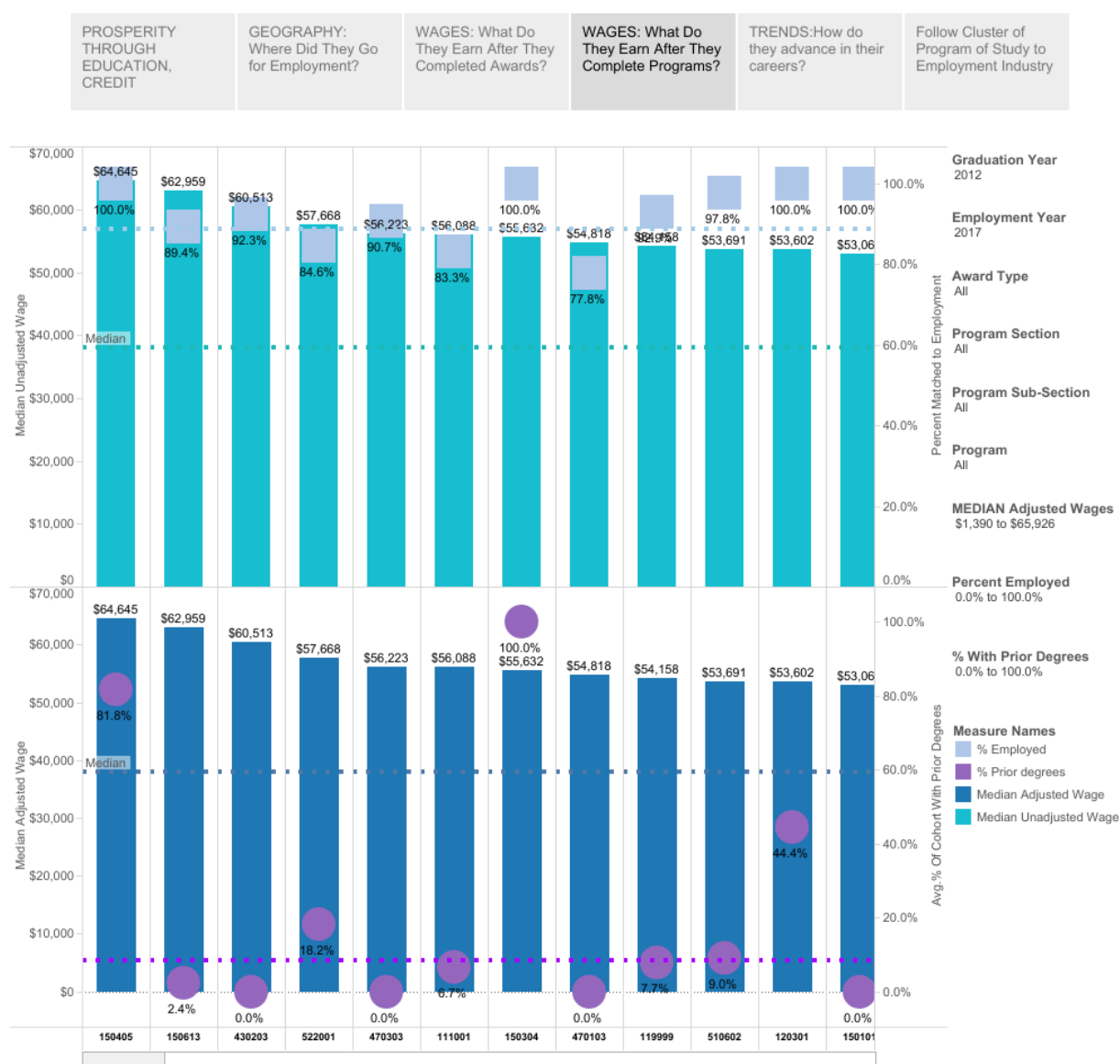
Iowa's IHUM Network member colleges also participate in the National Student Clearinghouse, which provides transfer and higher education graduation data. Additional metrics are available through the Integrated Postsecondary Education Data System (IPEDS), such as:

- Current operating status
- Net price calculator

- Accrediting agency
- Degree type(s)
- Public/Private Nonprofit/Private For-Profit
- Carnegie classifications
- Specialized mission or religious affiliation
- Distance-Education-Only indicator
- School revenue and expenditures

Title IV requirements for community colleges requires that much of the information originally outlined for publication in an employment results scorecard be published and the components are a preferred piece in the accreditation process. Designed to increase transparency, the U.S. Department of Education's College Scorecard already provides public access to evaluative outcomes for Title IV institutions of higher education. Data is organized by institution using the Unit ID and OPE ID, as well as location, and in addition to the IPEDS information listed above, it includes eight categories:

- Academics
  - Percentage of degrees awarded by program
  - Programs offered by degree type
- Admissions
  - Acceptance rate
  - SAT and ACT scores
- Student
  - Number of undergraduate students
  - Undergraduate student body by race/ethnicity
  - Undergraduate students by part-time status
  - Undergraduate students by age (25 or over)
  - Income brackets of Federal financial aid recipients
  - Share of first-generation students
  - Number of FAFSA submissions to colleges
- Cost
  - Average cost of attendance
  - Tuition and fees
  - Average net price, by income level
- Aid
  - Percentage of undergraduates receiving Federal loans
  - Percentage of Pell grant recipients
  - Cumulative median debt, disaggregated by student subgroups
  - Typical monthly loan payments of graduates
- Repayment
  - Cohort default rate on Federal student loans, disaggregated by student subgroups
- Completion
  - Completion rates for first-time, full-time students
  - Retention rates for first-time students
  - 150% completion rate (IPEDS)
  - Completion and transfer outcomes for Title IV students, disaggregated by student subgroups
- Earnings
  - Average and median earnings, disaggregated by student subgroups
  - Share of former students earning over $25,000

Wage data in College Scorecard are based on National Student Loan Data System (NSDLS) records linked to annual wage data maintained by the Social Security Administration. This source is different from Unemployment Insurance

(UI) reporting and has the added benefit of including self-employed, Federal civilian, and military wages, which are not included in state UI reporting. As a National system, NSDLS records also provide wages from all 50 states, unlike state specific UI data. In addition, wages are tracked for a longer period of time than UI data – 10 years following student enrollment. However, a downfall of the NSDLS is that it only includes data for students who receive a Federal grant or loan, which does not encompass all postsecondary students. In its current form NSDLS data does not provide program level data, but Classification of Instructional Programs (CIP) codes are now being collected which will allow program level data in the future.

OPTIONS FOR OBTAINING AND SHARING DATA

Iowa's IHUM Network is the second consortium within the state that includes all 15 community colleges (I-AM, TAACCCT Round 2, led by Des Moines Area Community College was the first consortium). During 2014, the Iowa Department of Education (IDE) and Iowa Workforce Development (IWD) finalized a sharing contract that included TAACCCT outcomes data. This partnership has allowed Iowa's IHUM Network to obtain outcomes data and opens access to data sharing in the future. IWD is the identified state agency that administers the Unemployment Compensation programs.

Access to needed data is provided by IWD's Regional Research & Analysis Bureau. The Bureau is able to provide laborshed analysis, which tracks program completers and non-completers from each college to determine if they are working after receiving training and what their income level is for each data pull post-training. Data includes employment rate, earning levels and industry of employment. All of these measures can also be broken down by student demographics such as gender, academic program and type of degree/certification. Additionally, Iowa's Skilled Iowa metrics are incorporated into each analysis when necessary data is available. Skilled Iowa is designed to benchmark and increase the three foundational skills of applied mathematics, reading for information and locating information. It encourages an increasing number of Iowa job seekers to add the demonstrated proficiencies to their portfolio/résumé through NCRC certification. Skilled Iowa has made remedial and practice applications available to all Iowans, employers, and students (high school and post-secondary) through virtual technology across the state. This initiative will assist in determining how to best implement an economic development strategy and fill current and future jobs with a skilled workforce.

The IWD data is limited because it uses the state's Unemployment Insurance (UI) database, which was created for taxes, rather than for research purposes. UI records are reported and recorded quarterly (Q1: January – March, Q2: April – June, Q3: July – September, Q4: October – December). Wages are reported by employers, which creates multiple records for individuals with two or more jobs. Employer information includes the employer's name, industry sector using the North American Industry Classification System. The NAICS system identifies each individual employer under only one industry, although large employers, such as a primarily manufacturing Fortune-500 company like John Deere, encompasses more than one industry in the course of its operations.

The Bureau can connect with other states using a clearinghouse to search for wage and employment data by social security number. While UI data is not submitted by all workers or companies (i.e. self-employed, farmers, churches, etc.), the Bureau estimates about 95% of Iowa's working population is captured in the data reporting and retrieval process. Reports provided by the Bureau include the most recent 16 quarters for Iowa data, or the most recent eight quarters for data from states outside of Iowa.

The timing for retrieving wage and employment data through IWD is somewhat delayed, as it requires one entire quarter to process all of the information reported by employers in the previous quarter. In addition, it takes at least three days and up to two weeks to process and retrieve data for states external to Iowa. Once the Bureau retrieves all of the data, analysis of the data is required to aggregate the information in order to protect personally identifiable information. Statistical results include medians, averages, ranges and/or graphs. In addition, suppression is required for any matches with less than three records. IWD will not allow public disclosure of any information received from

their clients in a manner that identifies any specific individuals. Security procedures must also meet the guidelines specified in the Family Educational Rights and Privacy Act (FERPA) and the UI confidentiality law.

ESTIMATED COSTS

Due to the IWD and IDE agreement, Iowa's IHUM Network has been able to obtain wage and labor information for the grant project at no cost. The IWD Regional Research & Analysis Bureau presented information about future costs to community colleges for securing wage and labor information at the April 2016 meeting of the Community College Grant Professionals' Work-Alike Group. Under the agreement with IDE, grant awards involving all 15 of Iowa's community colleges may be eligible for continued Memorandums of Understanding between IDE and IWD to provide supporting grant outcome reporting data on an annual basis at no cost to the colleges. For grant awards that do not involve all of the community colleges, IWD would charge the involved college(s) its normal fees.

The Bureau's processing fee to match student social security numbers to Iowa wage information is $0.50 per student with an additional $0.50 to match information to other states, for a total processing fee of $1 per student. Using the number of participants to be served by Iowa's IHUM Network in the initial outcome projections provided to the U.S. Department of Labor, this would be a cost of $1,215 in year one, $4,050 in year two, $7,030 in year three and $7,030 in year four. This totals $19,325 in processing fees alone for annual performance reporting. Iowa's IHUM Network pulls wage data twice each year for monitoring and reporting purposes, doubling the processing fee cost to $38,650. Additional analysis and reporting fees are based on the hours required to complete this work, with a minimum fee of $1,000. This analysis and reporting fee has not been charged to Iowa's IHUM Network, but is estimated at a total of $48,000 over the entire grant project period.

The Voluntary Framework of Accountability (VFA) is supported by annual dues from its member colleges. The VFA is an American Association of Community Colleges membership benefit and Tier One access is included with a college's AACC membership dues. Tier Two participation in the VFA offers additional data services, tools, and products at an annual price of $1,000 per college, which Iowa's Division of Community Colleges & Workforce Development funds for its community colleges. This is an additional $15,000 per year, and a total of $60,000 for Iowa's IHUM Network entire grant period.

Additional costs are paid by Iowa for state-level participation in the VFA, providing additional value and utility to the state by offering data tools, exports, reports, and products that can be used to examine outcomes, complete in-state and out-of-state benchmarking, and execute a deeper analysis of the performance of the colleges within the state. Iowa's annual participation fee also enables AACC to deliver these state-level tools, reports, and services and to support all states in using VFA. The Bill & Melinda Gates Foundation funded the building of the VFA Data Tool and implementation to the colleges in Phase III. The Lumina Foundation for Education and the Bill & Melinda Gates Foundation funded development of the metrics and conceptual model for the data tool in Phase II.

The continued cost for employment results reporting would combine all of the above community college level fees ($38,650 IWD processing fees + $48,000 IWD analysis and reporting fee + $60,000 VFA Tier Two participation) for a total cost of $146,650 over four years, or $36,662.50 annually.

PLAN TO USE DATA FOR CONTINUOUS IMPROVEMENT

Iowa's IHUM Network and its individual institutions are committed to monitoring program performance, improving current program offerings, and providing new programs that will allow students to develop the necessary skills to obtain employment with family sustaining wages. Iowa's community colleges recognize that an efficient labor market requires a seamless flow of skilled workers between the educational institutions that train them and the employers that hire them. The importance of aligning employer needs with educational offerings is crucial in the current economic environment in Iowa with record-breaking trends in low unemployment rates.

One factor behind workforce misalignment stems from when the needs of the employers evolve differently than the educational programs that train their workers. These misalignments may happen at different times and for different reasons:

- employer training becomes more tailored and comprehensive;
- businesses come and go, and certain educational programs become more or less pertinent to a specific region;
- rapid advances in technology and business create curriculum needs that few educational institutions possess; and
- as economic conditions shift, businesses have different hiring requirements of their employees.

In light of these dynamics, an up-to-date understanding of the regional economy and the demand for skilled labor is vital to the planning efforts of colleges seeking to adapt their program offerings to the requirements of an ever-changing workforce.

To gain better insight into economic conditions and workforce trends, Iowa's IHUM Network utilizes its employer partners through program advisory boards, regional sector boards, and state-wide initiatives. Colleges also use longitudinal studies to look at the same metrics year after year for their academic programs. By comparing the same data year after year on the same academic programs, Colleges begin to establish correlations between academic programs and employment outcomes.

In addition, individual institutions utilize external resources for gathering critical data to aid in future planning. For example, Hawkeye Community College (Hawkeye) partnered with EMSI in June 2016 to conduct an overview of the regional economy and program demand analysis of its program offerings. This was done by assessing the supply and demand of skilled workers and identifying the educational programs that need to be adapted in order to fill any existing or future gaps. The analysis weighed the educational output of Hawkeye and other regional institutions against the number of job openings related to the institutions' program offerings to determine whether a deficit or an oversupply of skilled workers existed. The analysis was used to provide Hawkeye with relevant data and information in making decisions about current and future program development.

As a state, Iowa is focused on improvement to higher education outcomes, as evidenced by the State initiative that builds on the work of Iowa's IHUM Network. The Future Ready Iowa initiative was supported by a National Governors Association grant and is focused on building Iowa's talent pipeline. Identifying that education or training beyond high school is the new minimum to earn a living wage and that careers require advanced knowledge and/or technical skills, the overall objective of Future Ready Iowa is for 70% of Iowa's workforce to have education or training beyond high school by 2025.

Several key resources also informed key stakeholders in planning the initiative. *Education and Workforce Trends through 2025* provides a forecast of Iowa's talent pipeline. *A Stronger Nation* is a report which shows where Iowa is today in terms of education after high school. *Metrics That Matter* provides key statistics shaping Iowa's workforce talent pipeline.

A Future Ready Iowa Summit was held in April of 2016 to create a broader conversation about next steps for the initiative. A Future Ready Iowa Alliance was created through the signing of Executive Order 88 in August of 2016, which charged the Alliance with developing and recommending a strategic plan by October 31, 2017 to accomplish the 70% goal, including metrics and benchmarks.

The resulting Future Ready Iowa goals are directly tied to continuous improvement at the community college level. These three goals are:

- Progress toward reducing the socioeconomic, ethnic and racial achievement gaps in kindergarten through 12th grade and increasing equity in postsecondary enrollment

- Progress toward increasing the percent of traditional-age students and adult learners who earn postsecondary degrees, certificates or other quality credentials
- Progress toward how well degrees, certificates and other credentials awarded by Iowa postsecondary institutions align with high-demand job needs and job-placement rates

Iowa's community colleges making up the IHUM Network will depend on the numerous data systems and analytics detailed above to monitor progress toward the Future Ready Iowa goals. None of the resources alone will provide the complete picture necessary to assess the training and educational needs of students or workforce demands today and in the future. Rather, all of the resources will become crucial components of the repertoire needed for strategic planning, implementation, and accountability that will benefit future students and the future of our nation.

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.

Hawkeye Community College (Waterloo, IA)

VFA Data Collection Cycle 2017

What's in the *Six-Year Outcomes Report*

- **Six-Year Outcomes Measures**

    The Six-Year Outcomes provide a view of the outcomes of all students in the cohort by the end of six years. These outcomes are unduplicated – students are only represented once – and hierarchical – displaying the highest attainment of the student at the reporting college by the end of six years.

    • Earned Credential

        • Bachelor's degree (if applicable)
        • Associate degree (with or without transfer)
        • Certificate (with or without transfer)

    • Transfer (no award)

    • Persistence: still enrolled in sixth academic year

    • Left

        • Earned 30 or more credits
        • Earned less than 30 credits

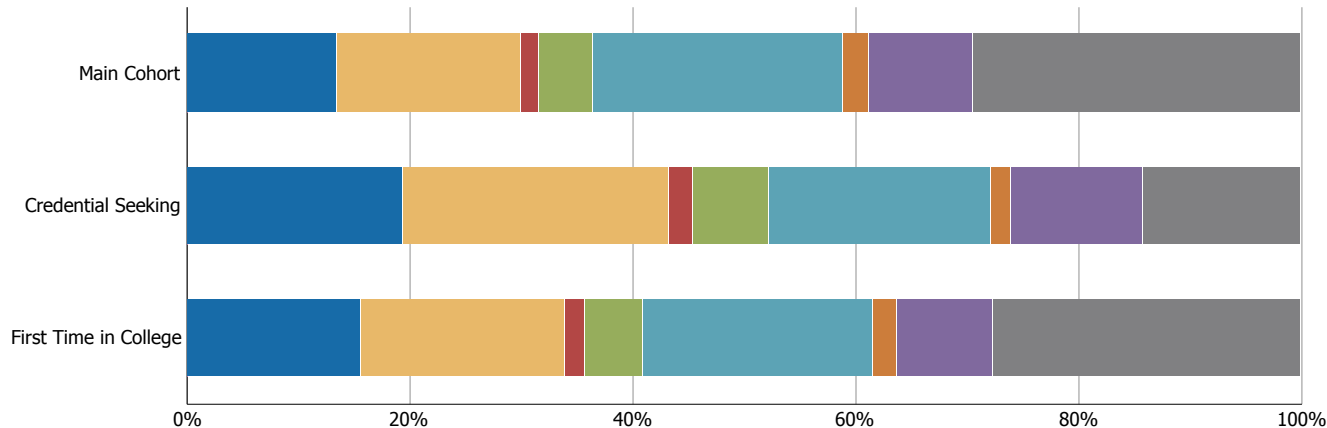- **Comparison of IPEDS Grad Rate to VFA Outcomes**

Hawkeye Community College (Waterloo, IA)

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (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

Outcomes		Main Cohort	Credential Seeking	First Time in College
Cohort Count		1,935	1,320	1,174
Bachelor's		N/A	N/A	N/A
Associate (Transfer)		13.4%	19.4%	15.7%
Associate (No Transfer)		16.5%	23.8%	18.2%
Certificate (Transfer)		1.6%	2.3%	1.7%
Certificate (No Transfer)		4.9%	6.8%	5.3%
No Award (Transfer)		22.5%	19.8%	20.7%
Still Enrolled		2.2%	1.8%	2.1%
Left with > or = 30 credits		9.4%	11.9%	8.5%
Left with < 30 credits		29.6%	14.2%	27.8%

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

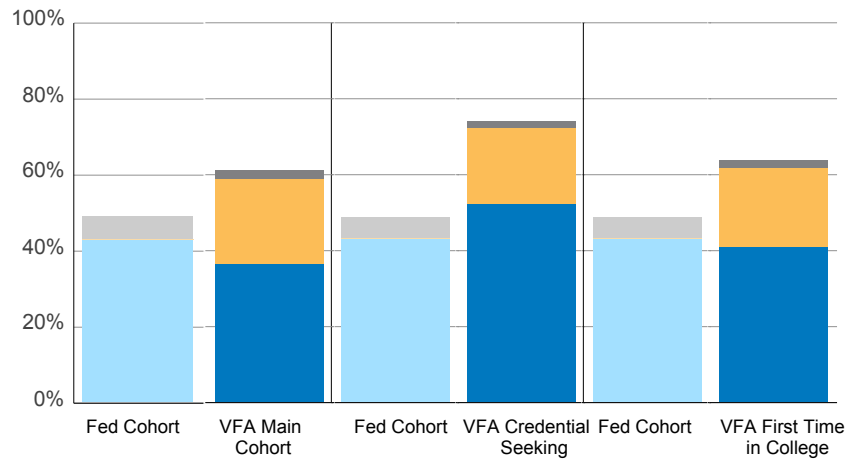These measures report nine potential outcomes for the students in the cohort ranging from receipt of a credential (with and without transfer)   to left the college.

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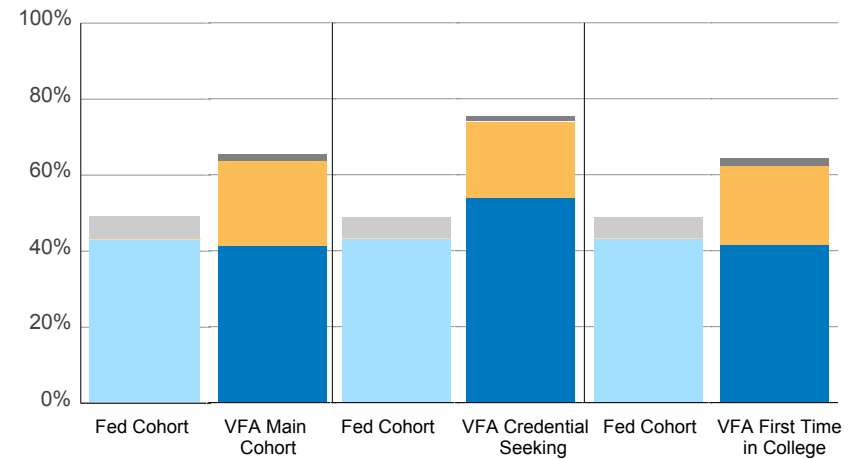
- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at the *reporting* college

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	5.6%	2.2%	1.8%	2.1%
No Award (Transfer)	0.0%	22.5%	19.8%	20.7%
Total Earned Awards**	43.2%	36.4%	52.3%	40.9%

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

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	5.6%	1.6%	1.7%	2.1%
No Award (Transfer)	0.0%	22.4%	19.9%	21.1%
Total Earned Awards**	43.2%	41.2%	53.9%	41.3%

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

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

VFA Cohort Types:
  • Main Cohort: fall entering, first time at **reporting** institution, "all students".
  • Credential Seeking: fall entering, earned 12 credits by end of year two.
  • First Time in College: fall entering, first time in any post-secondary institution.

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

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

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.1%	25.5%	22.8%	22.3%
Total Earned Awards**	20.2%	22.9%	36.2%	22.6%

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

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.1%	25.0%	24.0%	23.5%
Total Earned Awards**	20.2%	30.3%	38.7%	29.1%

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

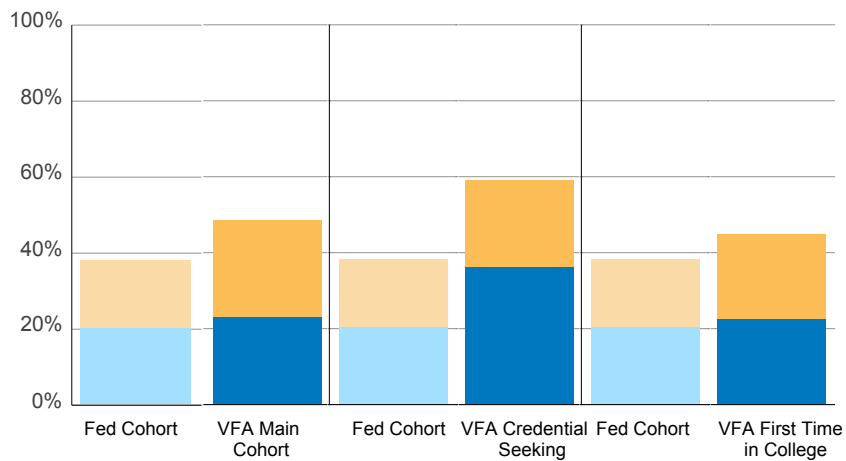**Federal Graduation Rate Cohort:**
- Fall entering, first-time, full-time degree seeking students. For more information: http://nces.ed.gov/ipeds/glossary/index.asp?id=812
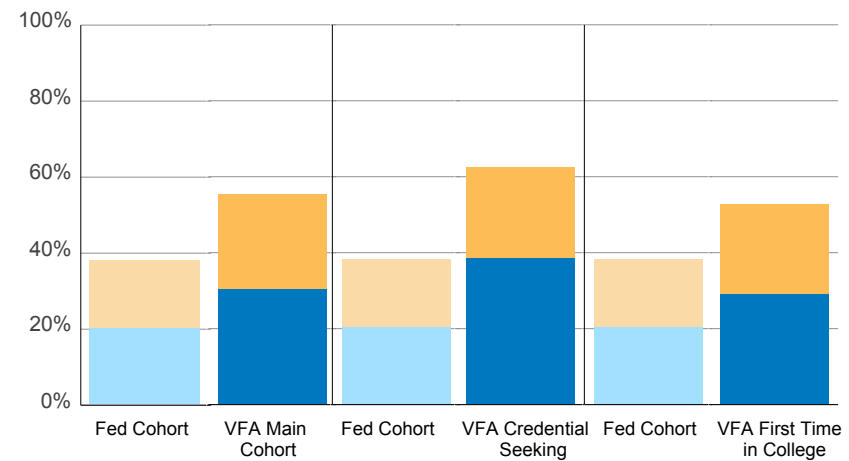
VFA Cohort Types:
- Main Cohort: fall entering, first time at **reporting** institution, "all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

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.

Hawkeye Community College (Waterloo, IA)

VFA Data Collection Cycle 2017

What's in the *Developmental Education Progress Report*

- **Developmental Subjects: Math, English, Reading**
    - Distribution of developmental need (1, 2, or 3 levels below college level in subject)
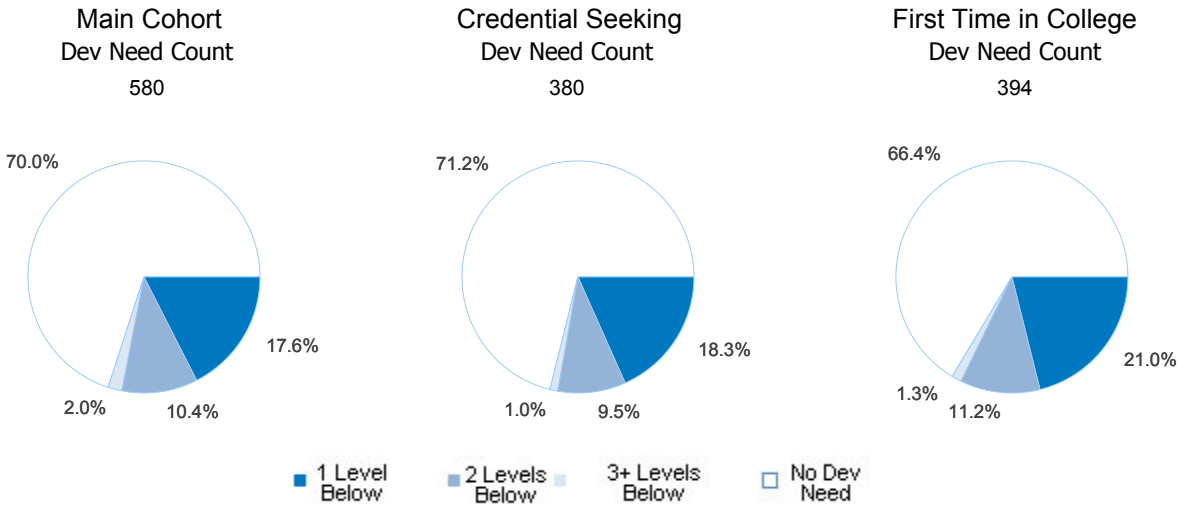
    Of the students with developmental need in a subject, the number who:
    - Attempted any developmental education in subject
    - Completed developmental education in subject
    - Completed a college-level course in subject

- **Any Developmental (non-subject)**

    - Enrolled in any developmental
    - Completed all developmental (and are college ready)

Hawkeye Community College (Waterloo, IA)

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (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	Credential Seeking Dev Need Count	First Time in College Dev Need Count
580	380	394

Main Cohort: 70.0%, 17.6%, 2.0%, 10.4%

Credential Seeking: 71.2%, 18.3%, 1.0%, 9.5%

First Time in College: 66.4%, 21.0%, 1.3%, 11.2%

Legend:
- ■ 1 Level Below
- ■ 2 Levels Below
- ▨ 3+ Levels Below
- □ No Dev Need

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

Attempted Dev Course (By Referral)

- Main Cohort: 100.0%
- Credential Seeking: 100.0%
- First Time in College: 100.0%

Became College Ready*

- Main Cohort: 54.7%
- Credential Seeking: 77.1%
- First Time in College: 58.1%

Completed College Course*

- Main Cohort: 0.0%
- Credential Seeking: 0.0%
- First Time in College: 0.0%

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

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*

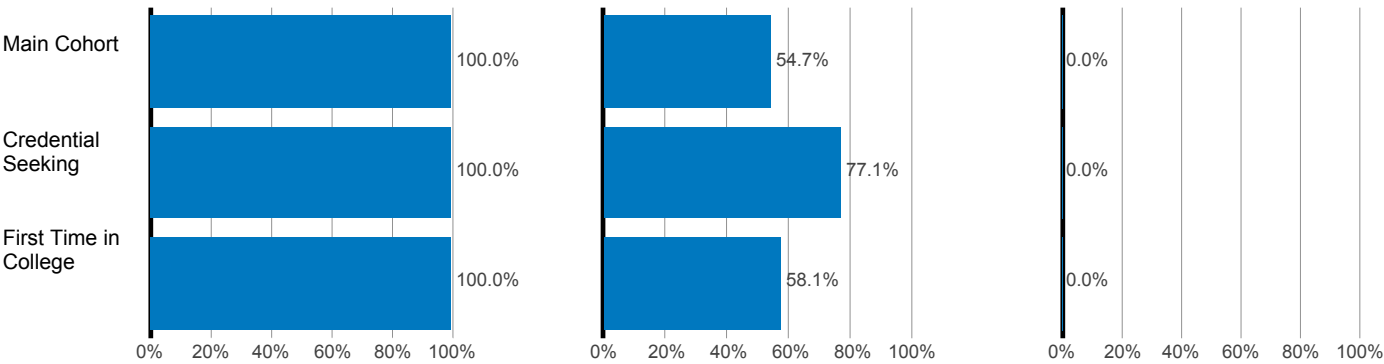Percent of students in cohort that were referred/placed into developmental math

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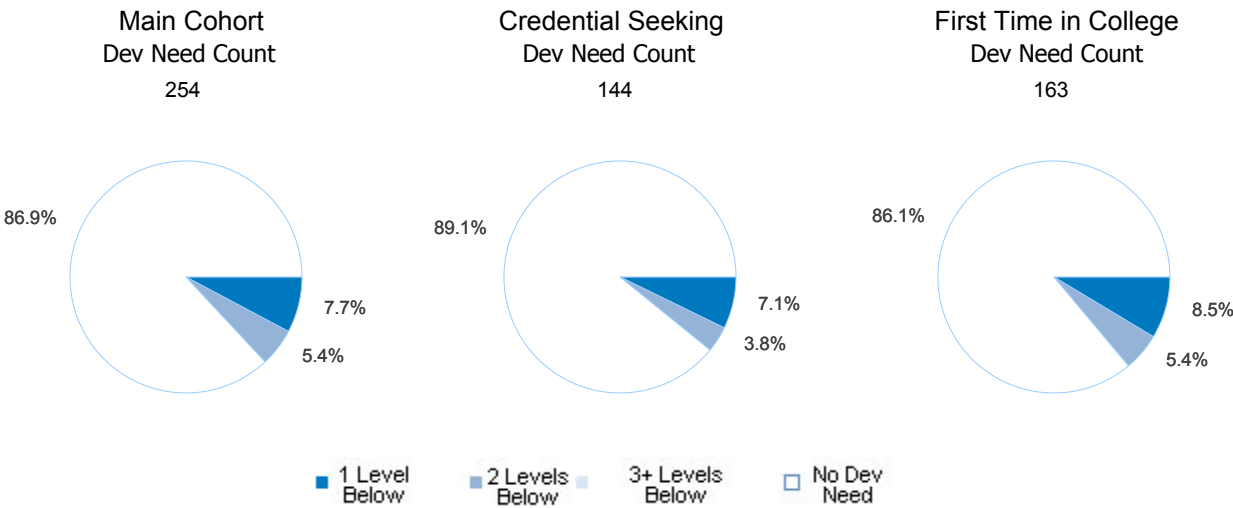
*This college uses a grade of C- to define success.

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Hawkeye Community College (Waterloo, IA)

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (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
254

86.9%
7.7%
5.4%

Credential Seeking
Dev Need Count
144

89.1%
7.1%
3.8%

First Time in College
Dev Need Count
163

86.1%
8.5%
5.4%

- 1 Level Below
- 2 Levels Below
- 3+ Levels Below
- No Dev Need

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

Attempted Dev Course (By Referral)

Cohort	Percent
Main Cohort	100.0%
Credential Seeking	100.0%
First Time in College	100.0%

Became College Ready*

Cohort	Percent
Main Cohort	50.4%
Credential Seeking	80.6%
First Time in College	52.8%

Completed College Course*

Cohort	Percent
Main Cohort	0.0%
Credential Seeking	0.0%
First Time in College	0.0%

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

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

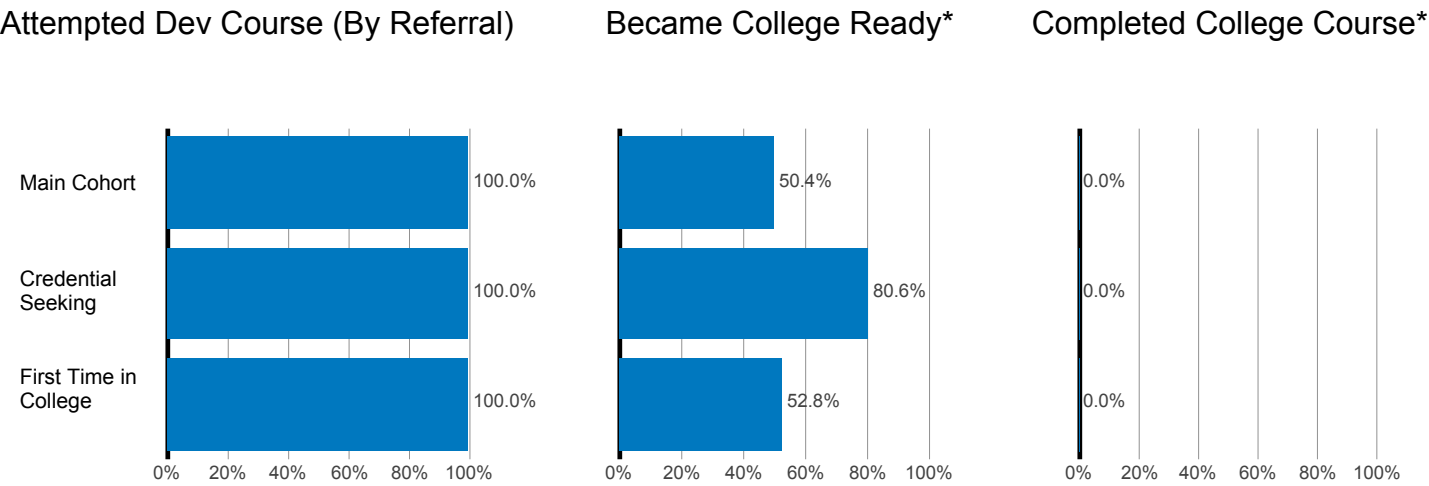*Students could be in more than one cohort type.

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.
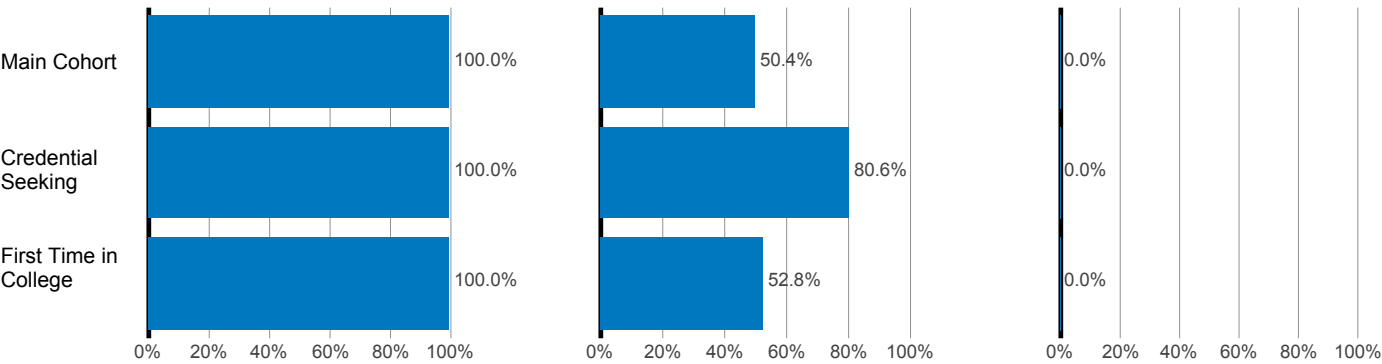
Developmental English Outcomes

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?

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

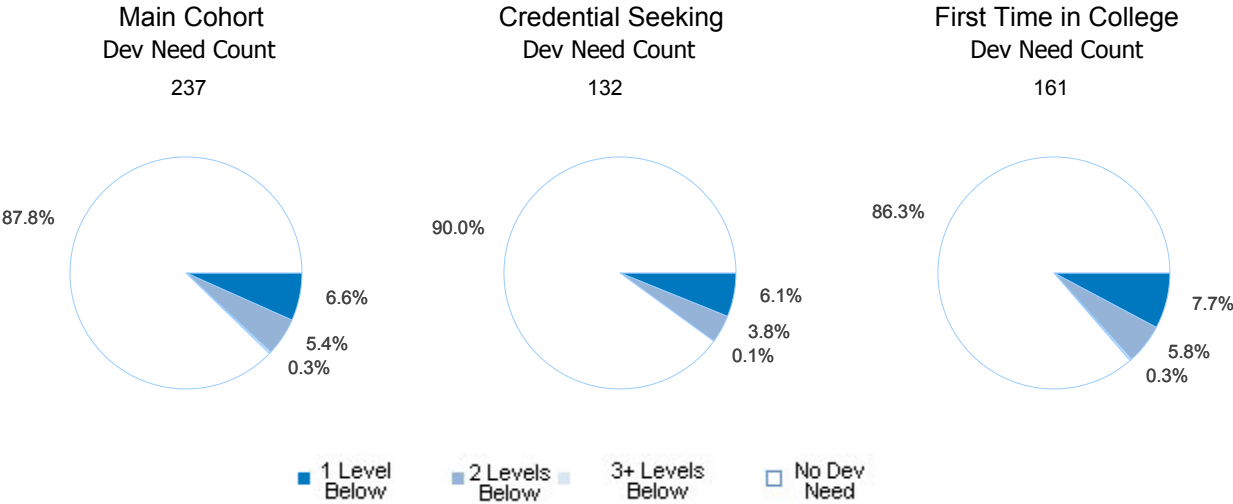Report generated on 9/2/2018 11:46:59 AM

Hawkeye Community College (Waterloo, IA)

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (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 Dev Need Count 237	Credential Seeking Dev Need Count 132	First Time in College Dev Need Count 161
87.8% 6.6% 5.4% 0.3%	90.0% 6.1% 3.8% 0.1%	86.3% 7.7% 5.8% 0.3%

Legend:
- ■ 1 Level Below
- ■ 2 Levels Below
- 3+ Levels Below
- □ No Dev Need

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

	Attempted Dev Course (By Referral)	Became College Ready*	Completed College Course*
Main Cohort	100.0%	43.9%	Measure Not Applicable
Credential Seeking	100.0%	70.5%	Measure Not Applicable
First Time in College	100.0%	48.4%	Measure Not Applicable

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

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?

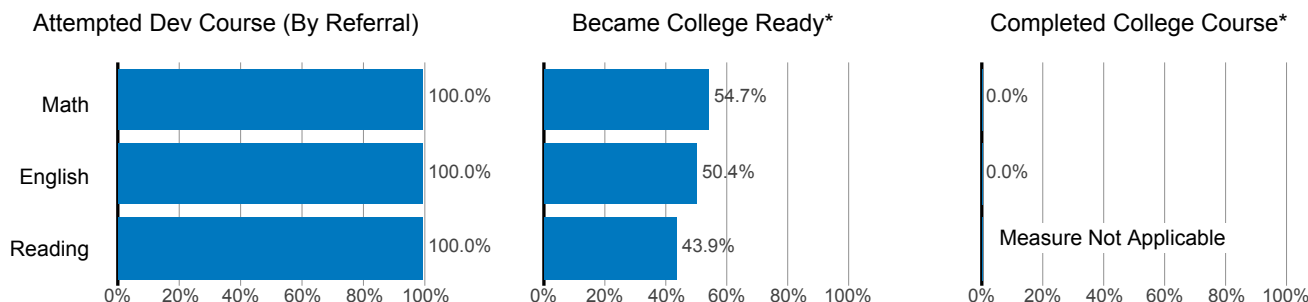*This college uses a grade of C- to define success.

Hawkeye Community College (Waterloo, IA)

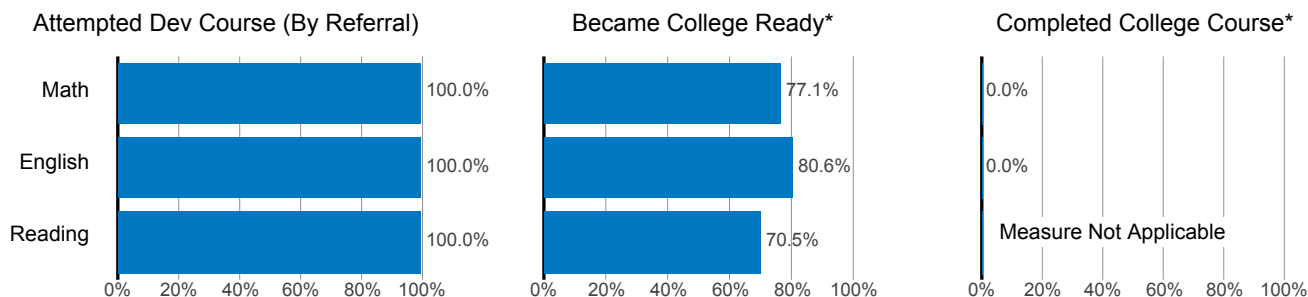## Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (or summer before) and their progress and outcomes by the end of six years.

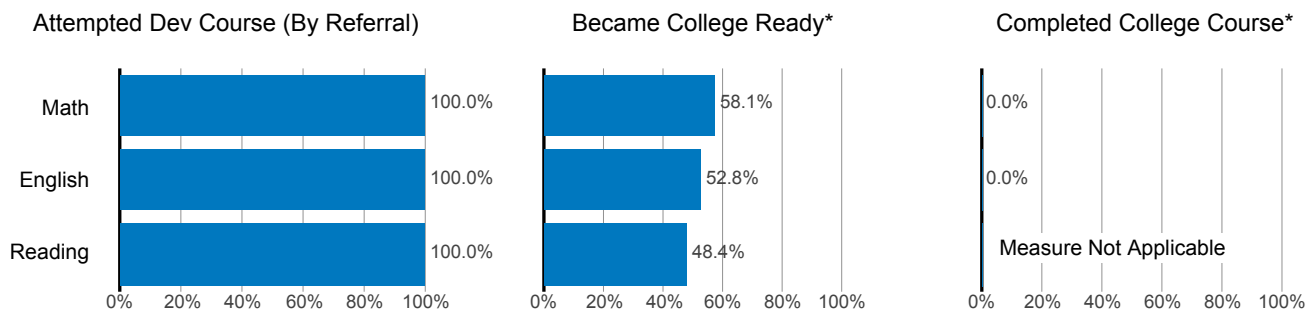## Developmental Outcomes across Subjects by Cohort Type

Main Cohort

Attempted Dev Course (By Referral)	Became College Ready*	Completed College Course*
Math — 100.0%	Math — 54.7%	Math — 0.0%
English — 100.0%	English — 50.4%	English — 0.0%
Reading — 100.0%	Reading — 43.9%	Reading — Measure Not Applicable

Credential Seeking

Attempted Dev Course (By Referral)	Became College Ready*	Completed College Course*
Math — 100.0%	Math — 77.1%	Math — 0.0%
English — 100.0%	English — 80.6%	English — 0.0%
Reading — 100.0%	Reading — 70.5%	Reading — Measure Not Applicable

First Time in College Cohort

Attempted Dev Course (By Referral)	Became College Ready*	Completed College Course*
Math — 100.0%	Math — 58.1%	Math — 0.0%
English — 100.0%	English — 52.8%	English — 0.0%
Reading — 100.0%	Reading — 48.4%	Reading — Measure Not Applicable

		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	580	380	394
Dev Need Count	English	254	144	163
Dev Need Count	Reading	237	132	161

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 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 referral to identify students with a developmental need.

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

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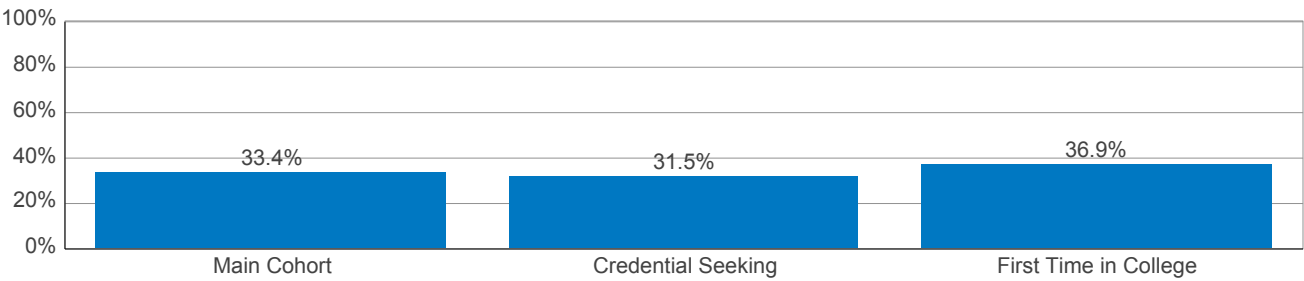**Hawkeye Community College (Waterloo, IA)**

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (or summer before) and their progress and outcomes by the end of six years.
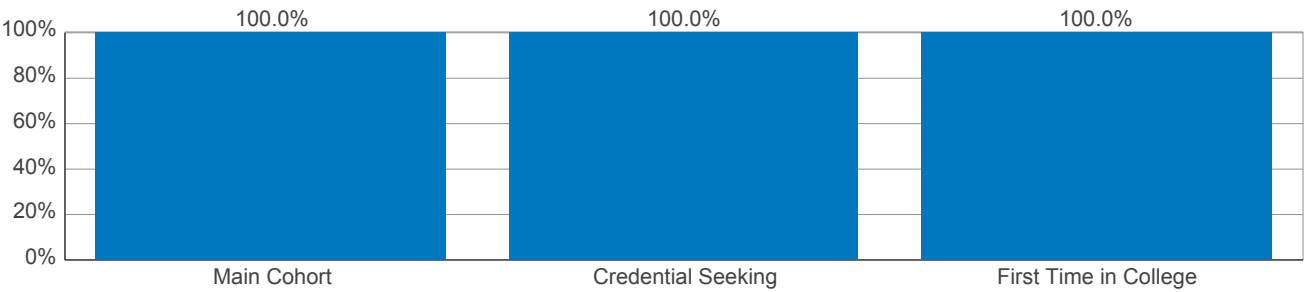
Any Developmental

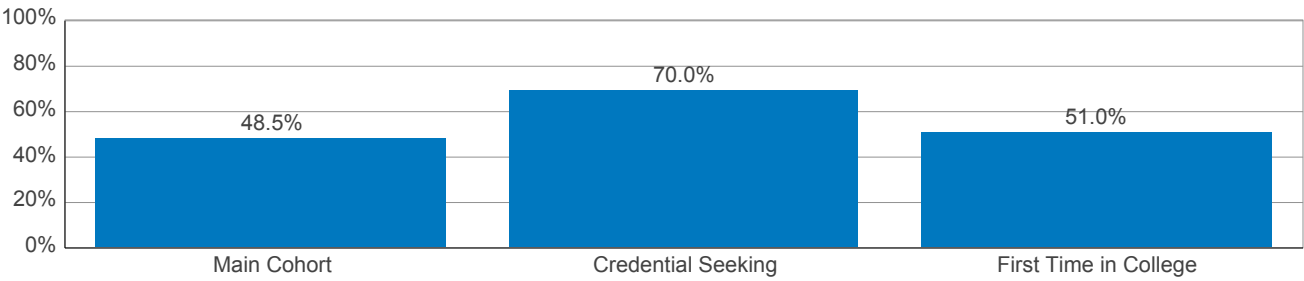|	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	647	416	433

Any Developmental Need by Cohort Type

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

Completed All Developmental Education* 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.

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 referral to identify students with a developmental need.

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

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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.

Hawkeye Community College (Waterloo, IA)

VFA Data Collection Cycle 2017

What's in the *Two-Year Progress Report*

- **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 outcomes by the end of two years:

    - Completed certificate or degree

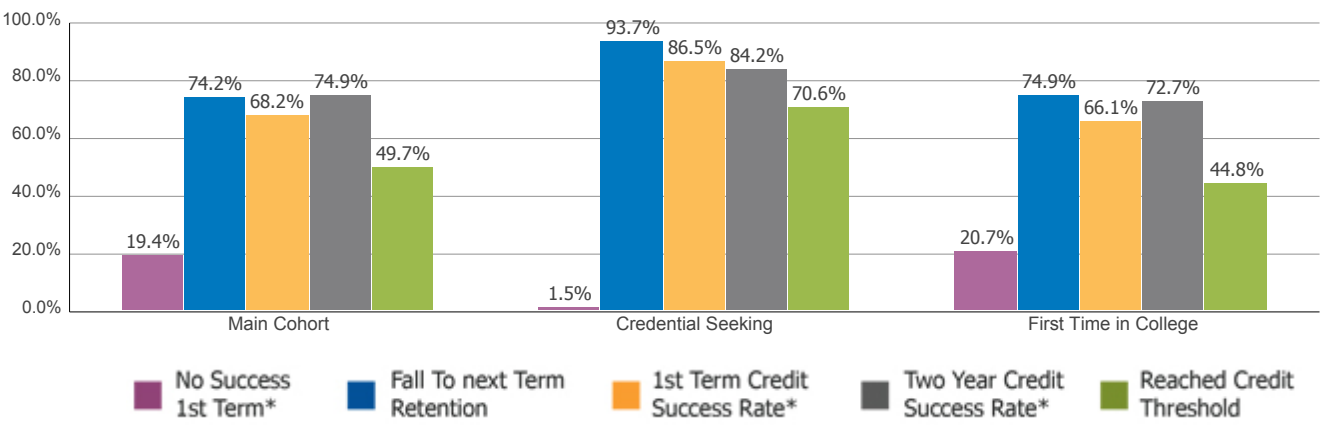   - Transferred

    - Still enrolled

Hawkeye Community College (Waterloo, IA)

Two 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 their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type

Legend:
- No Success 1st Term*
- Fall To next Term Retention
- 1st Term Credit Success Rate*
- Two Year Credit Success Rate*
- Reached Credit Threshold

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

Legend:
- Completed Certificate or Degree
- Transferred
- Still Enrolled

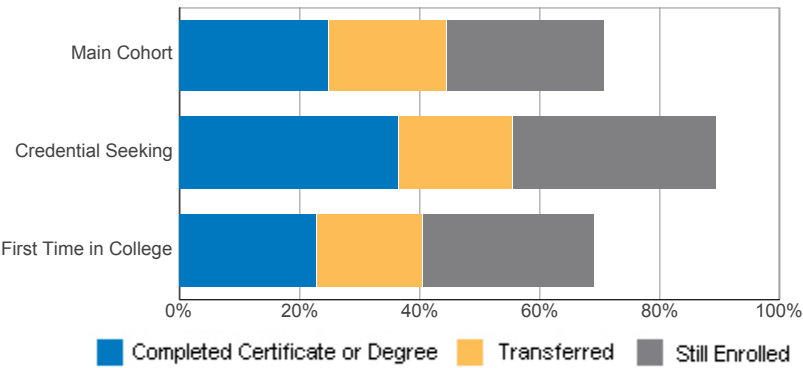|	Two Year Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	1,445	24.9%	19.7%	26.2%
Credential Seeking	989	36.4%	19.2%	34.0%
First Time in College	1,050	22.8%	17.6%	28.7%

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.

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

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

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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.

Hawkeye Community College (Waterloo, IA)

VFA Data Collection Cycle 2017

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

- **Six Year Cohort (Fall Students 2010)**

    • Six-Year Outcomes Measures

    • Comparison of IPEDS Grad Rate to VFA Outcomes

    • Developmental Education Progress Measures

- **Two Year Cohort (Fall Students 2014)**

    • 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 2014) 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 2010) and their progress and 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*

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
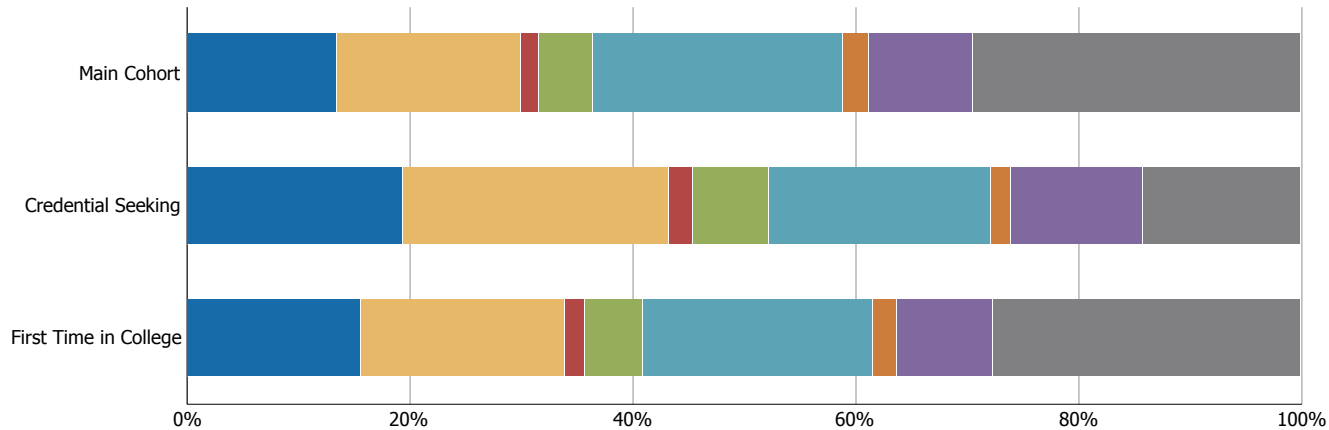
Hawkeye Community College (Waterloo, IA)

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (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
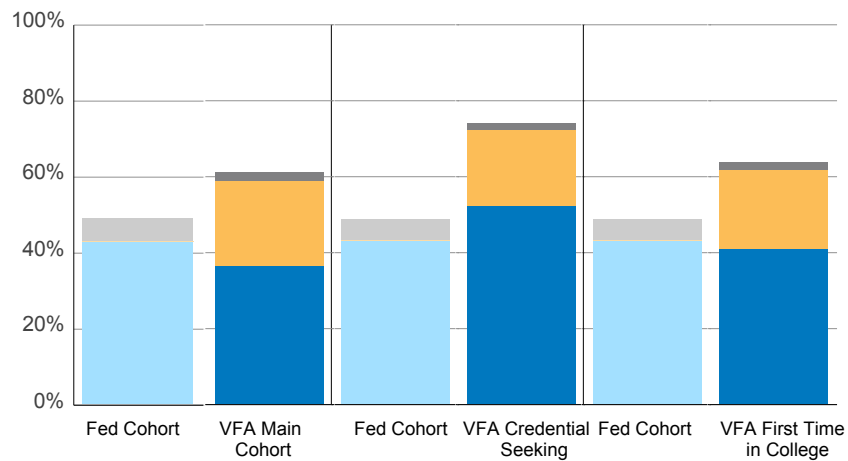
Six-Year Outcomes Measures

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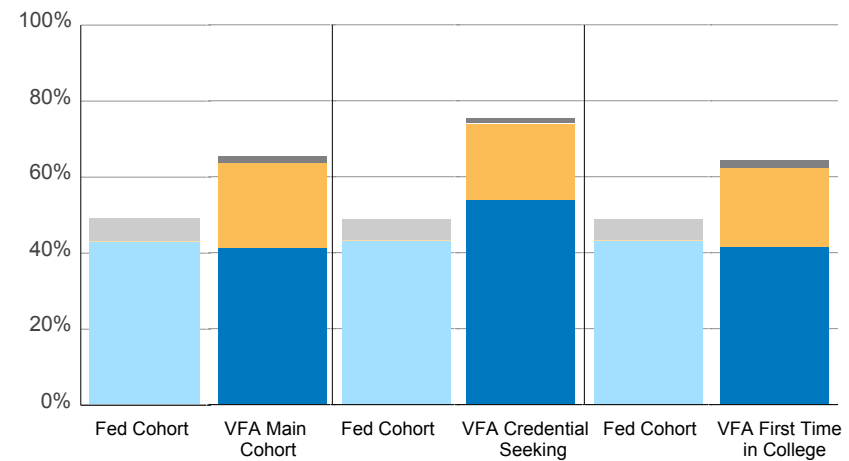
- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at the *reporting* college

Outcomes		Main Cohort	Credential Seeking	First Time in College
Cohort Count		1,935	1,320	1,174
Bachelor's		N/A	N/A	N/A
Associate (Transfer)		13.4%	19.4%	15.7%
Associate (No Transfer)		16.5%	23.8%	18.2%
Certificate (Transfer)		1.6%	2.3%	1.7%
Certificate (No Transfer)		4.9%	6.8%	5.3%
No Award (Transfer)		22.5%	19.8%	20.7%
Still Enrolled		2.2%	1.8%	2.1%
Left with > or = 30 credits		9.4%	11.9%	8.5%
Left with < 30 credits		29.6%	14.2%	27.8%

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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)

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	5.6%	2.2%	1.8%	2.1%
No Award (Transfer)	0.0%	22.5%	19.8%	20.7%
Total Earned Awards**	43.2%	36.4%	52.3%	40.9%

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

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	5.6%	1.6%	1.7%	2.1%
No Award (Transfer)	0.0%	22.4%	19.9%	21.1%
Total Earned Awards**	43.2%	41.2%	53.9%	41.3%

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

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

VFA Cohort Types:
- Main Cohort: fall entering, first time at **reporting** institution, "all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

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

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

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.1%	25.5%	22.8%	22.3%
Total Earned Awards**	20.2%	22.9%	36.2%	22.6%

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

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	18.1%	25.0%	24.0%	23.5%
Total Earned Awards**	20.2%	30.3%	38.7%	29.1%

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

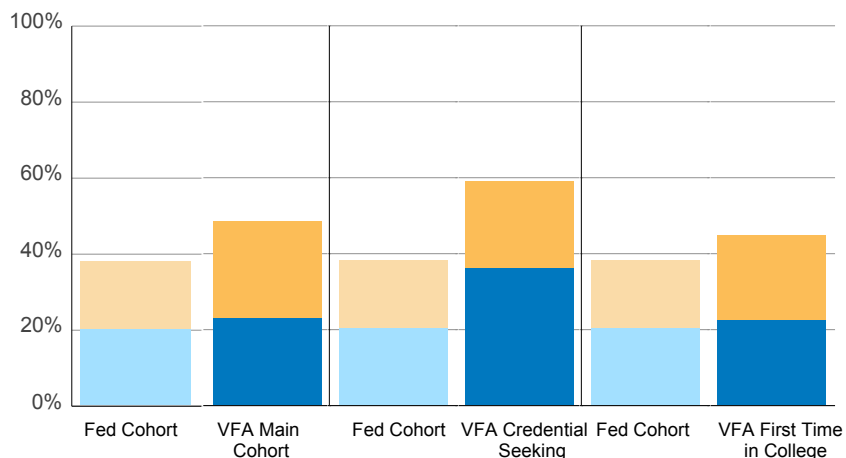**Federal Graduation Rate Cohort:**
- Fall entering, first-time, full-time degree seeking students. For more information: http://nces.ed.gov/ipeds/glossary/index.asp?id=812
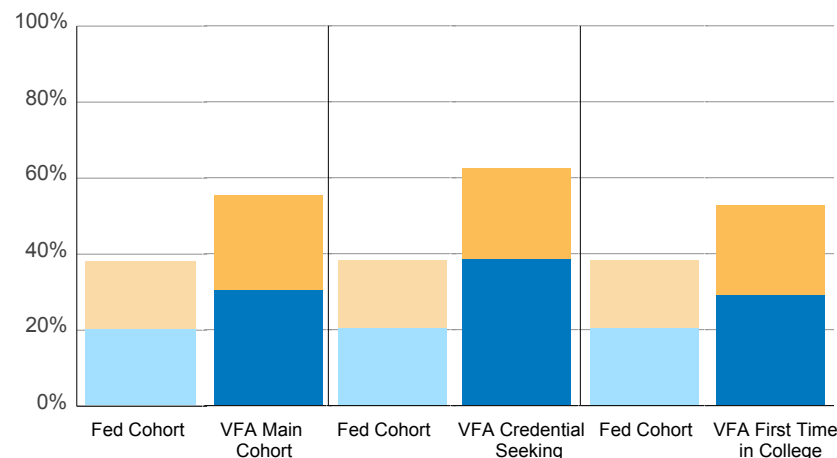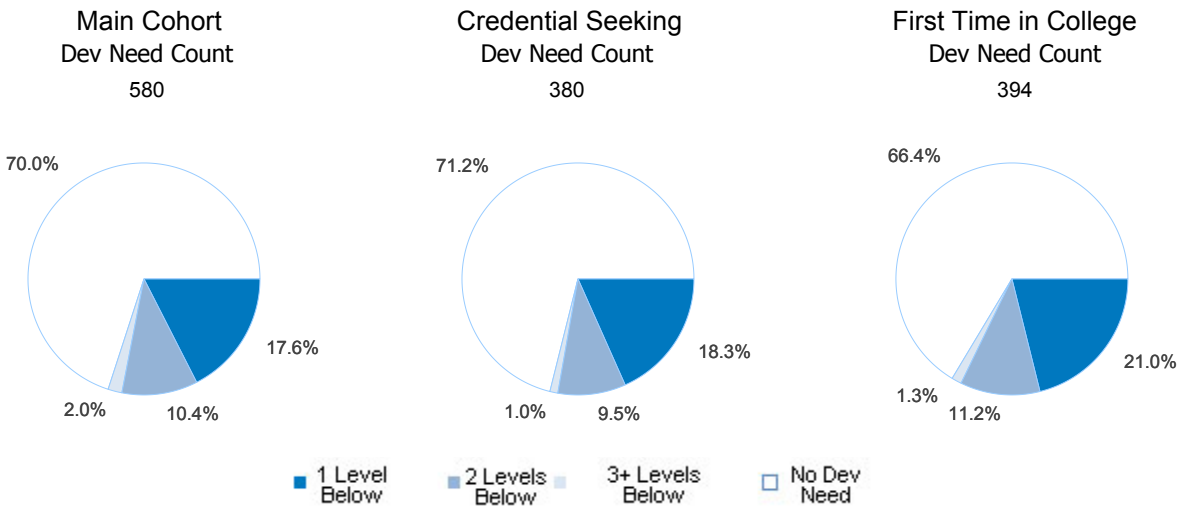
VFA Cohort Types:
- Main Cohort: fall entering, first time at **reporting** institution, "all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

Hawkeye Community College (Waterloo, IA)

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (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
580

70.0%
17.6%
2.0%   10.4%

Credential Seeking
Dev Need Count
380

71.2%
18.3%
1.0%   9.5%

First Time in College
Dev Need Count
394

66.4%
21.0%
1.3%   11.2%

Legend:
- ■ 1 Level Below
- ■ 2 Levels Below
- ☐ 3+ Levels Below
- ☐ No Dev Need

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

Attempted Dev Course (By Referral)

- Main Cohort: 100.0%
- Credential Seeking: 100.0%
- First Time in College: 100.0%

Became College Ready*

- Main Cohort: 54.7%
- Credential Seeking: 77.1%
- First Time in College: 58.1%

Completed College Course*

- Main Cohort: 0.0%
- Credential Seeking: 0.0%
- First Time in College: 0.0%

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

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
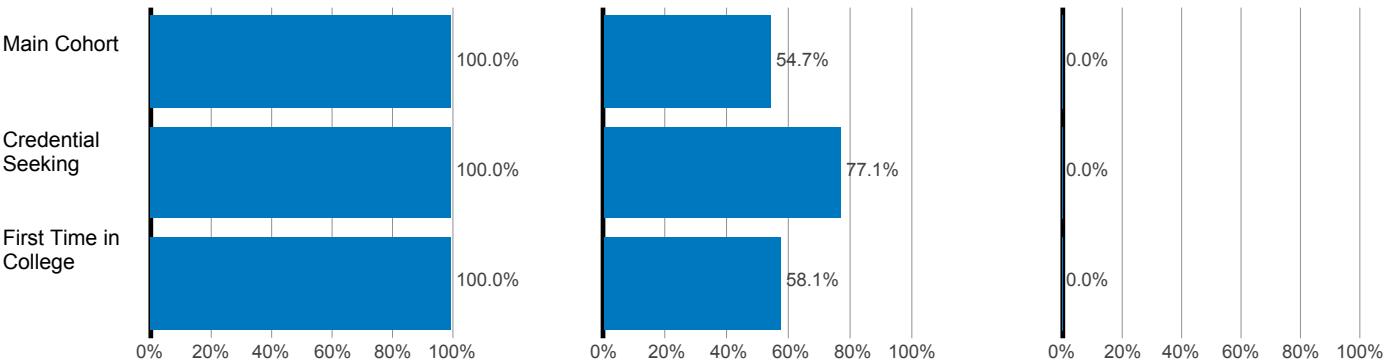
*Students could be in more than one cohort type.

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?

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

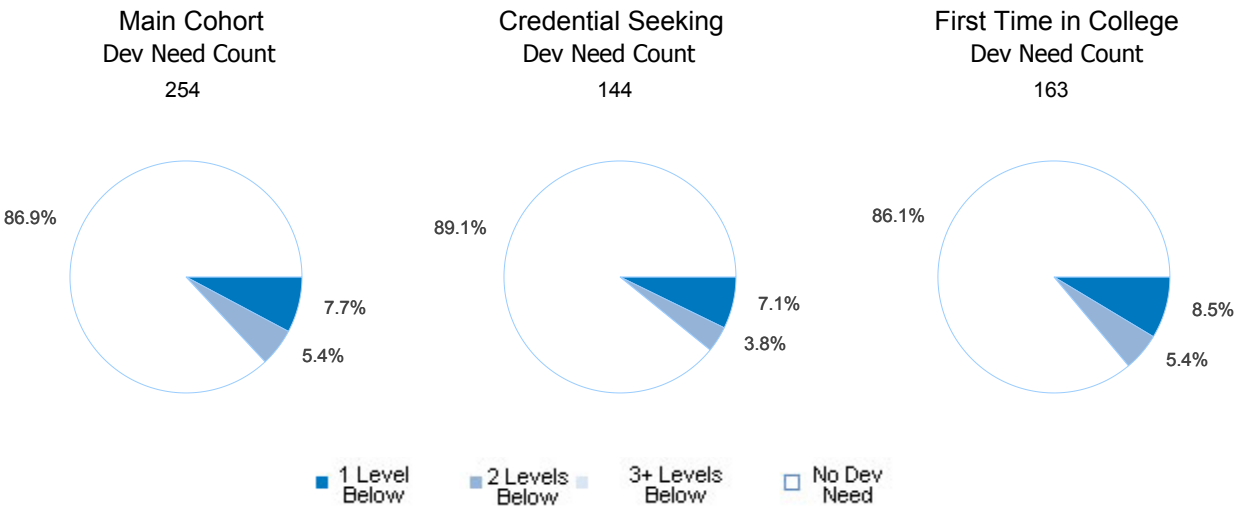Report generated on 9/2/2018 11:50:13 AM

Hawkeye Community College (Waterloo, IA)

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (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
254

86.9%

7.7%

5.4%

Credential Seeking
Dev Need Count
144

89.1%

7.1%

3.8%

First Time in College
Dev Need Count
163

86.1%

8.5%

5.4%

- 1 Level Below
- 2 Levels Below
- 3+ Levels Below
- No Dev Need

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

Attempted Dev Course (By Referral)

Main Cohort	100.0%
Credential Seeking	100.0%
First Time in College	100.0%

Became College Ready*

Main Cohort	50.4%
Credential Seeking	80.6%
First Time in College	52.8%

Completed College Course*

Main Cohort	0.0%
Credential Seeking	0.0%
First Time in College	0.0%

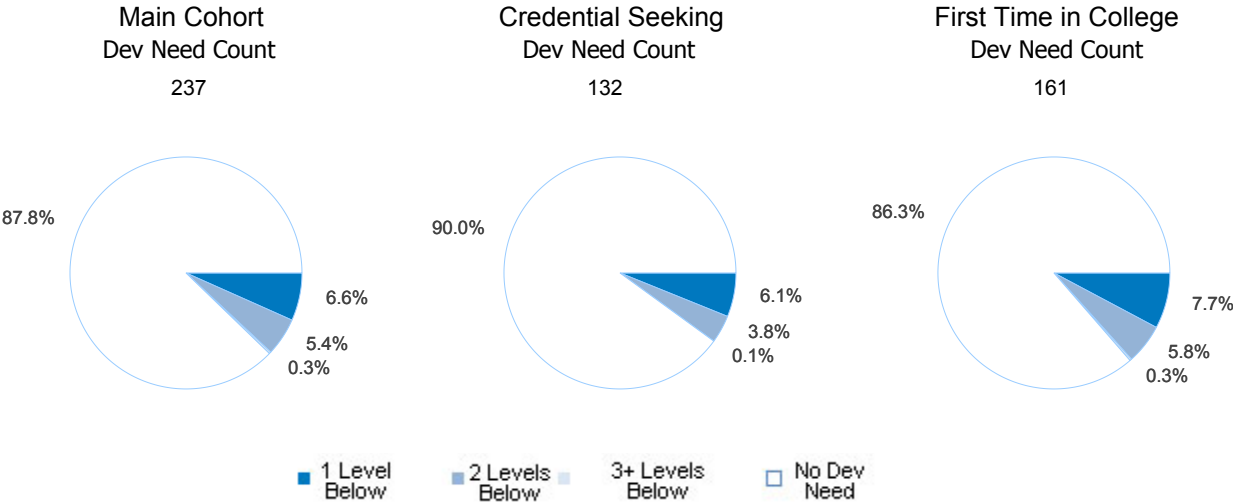Your college used referral to identify students with a developmental need.

Hawkeye Community College (Waterloo, IA)

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (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
Dev Need Count
237

87.8%
6.6%
5.4%
0.3%

Credential Seeking
Dev Need Count
132

90.0%
6.1%
3.8%
0.1%

First Time in College
Dev Need Count
161

86.3%
7.7%
5.8%
0.3%

■ 1 Level Below   ■ 2 Levels Below   3+ Levels Below   □ No Dev Need

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

Attempted Dev Course (By Referral)

Main Cohort — 100.0%
Credential Seeking — 100.0%
First Time in College — 100.0%

0% 20% 40% 60% 80% 100%

Became College Ready*

Main Cohort — 43.9%
Credential Seeking — 70.5%
First Time in College — 48.4%

0% 20% 40% 60% 80% 100%

Completed College Course*

Main Cohort — Measure Not Applicable
Credential Seeking — Measure Not Applicable
First Time in College — Measure Not Applicable

0% 20% 40% 60% 80% 100%

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

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
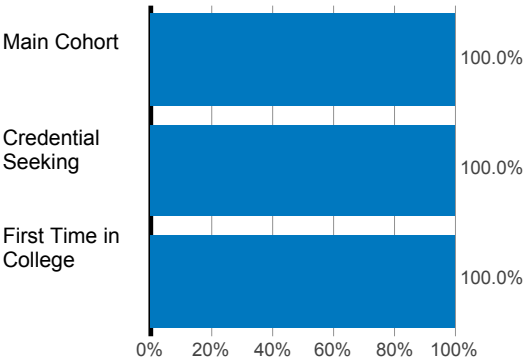
*Students could be in more than one cohort type.

Developmental Reading Need*

Percent of students in cohort that were referred/placed into developmental Reading
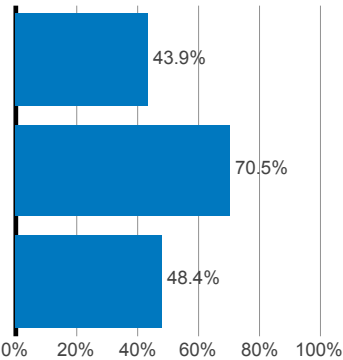
Developmental need is broken down further into three levels of need, below college level.

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?

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

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Hawkeye Community College (Waterloo, IA)

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (or summer before) and their progress and outcomes by the end of six years.
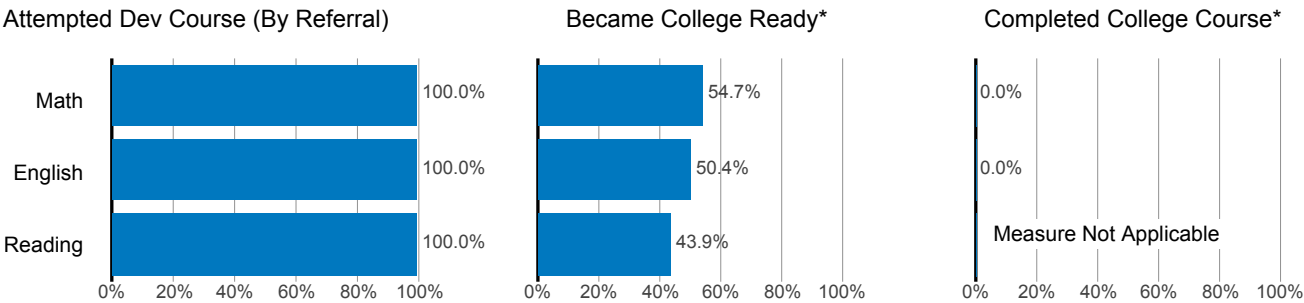
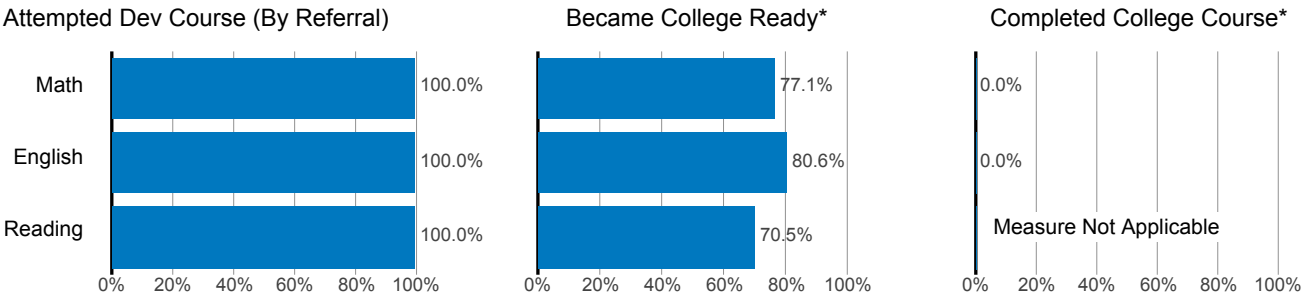## Developmental Outcomes across Subjects by Cohort Type

Main Cohort

Attempted Dev Course (By Referral)	Became College Ready*	Completed College Course*
Math — 100.0%	Math — 54.7%	Math — 0.0%
English — 100.0%	English — 50.4%	English — 0.0%
Reading — 100.0%	Reading — 43.9%	Reading — Measure Not Applicable

Credential Seeking

Attempted Dev Course (By Referral)	Became College Ready*	Completed College Course*
Math — 100.0%	Math — 77.1%	Math — 0.0%
English — 100.0%	English — 80.6%	English — 0.0%
Reading — 100.0%	Reading — 70.5%	Reading — Measure Not Applicable

First Time in College Cohort

Attempted Dev Course (By Referral)	Became College Ready*	Completed College Course*
Math — 100.0%	Math — 58.1%	Math — 0.0%
English — 100.0%	English — 52.8%	English — 0.0%
Reading — 100.0%	Reading — 48.4%	Reading — Measure Not Applicable

		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	580	380	394
Dev Need Count	English	254	144	163
Dev Need Count	Reading	237	132	161

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
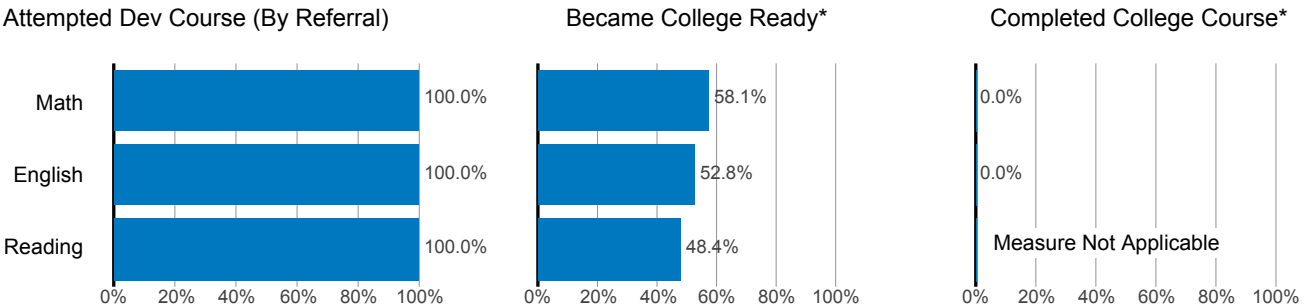
*Students could be in more than one cohort type.

Developmental 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 referral to identify students with a developmental need.

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

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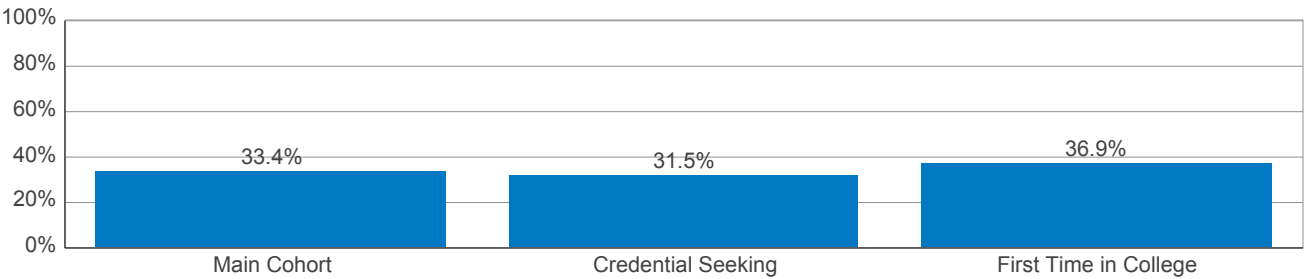# Hawkeye Community College (Waterloo, IA)

Six Year Cohort (Fall Students 2010)

These data represent students that first entered the college in Fall Students 2010 (or summer before) and their progress and outcomes by the end of six years.
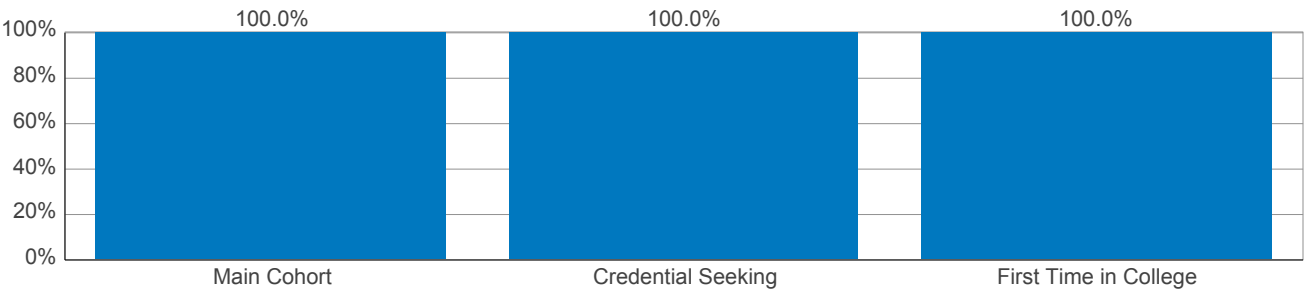
Any Developmental

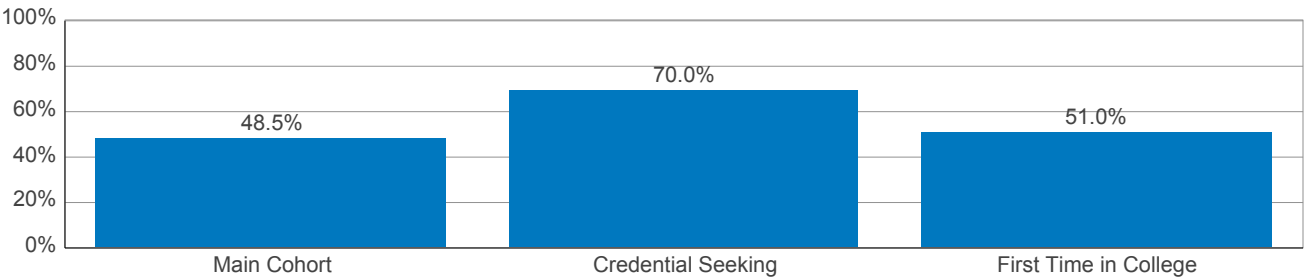|	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	647	416	433

Any Developmental Need by Cohort Type

- Main Cohort: 33.4%
- Credential Seeking: 31.5%
- First Time in College: 36.9%

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

- Main Cohort: 100.0%
- Credential Seeking: 100.0%
- First Time in College: 100.0%

Completed All Developmental Education* by Cohort Type

- Main Cohort: 48.5%
- Credential Seeking: 70.0%
- First Time in College: 51.0%

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.

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 referral to identify students with a developmental need.
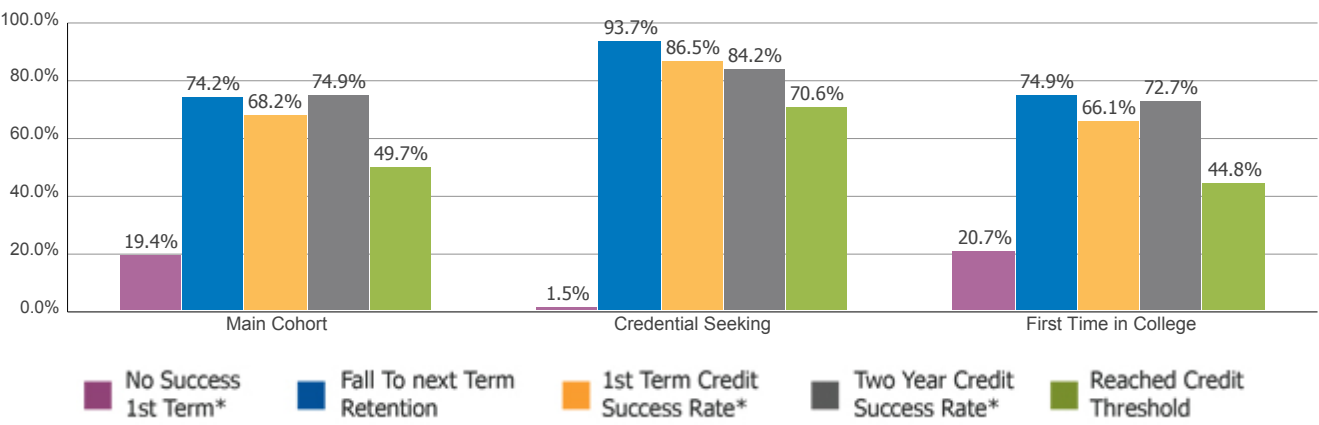
*This college uses a grade of C- to define success.

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Hawkeye Community College (Waterloo, IA)

Two 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 their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type

Legend:
- No Success 1st Term*
- Fall To next Term Retention
- 1st Term Credit Success Rate*
- Two Year Credit Success Rate*
- Reached Credit Threshold

Main Cohort: 19.4%, 74.2%, 68.2%, 74.9%, 49.7%
Credential Seeking: 1.5%, 93.7%, 86.5%, 84.2%, 70.6%
First Time in College: 20.7%, 74.9%, 66.1%, 72.7%, 44.8%

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

Legend:
- Completed Certificate or Degree
- Transferred
- Still Enrolled

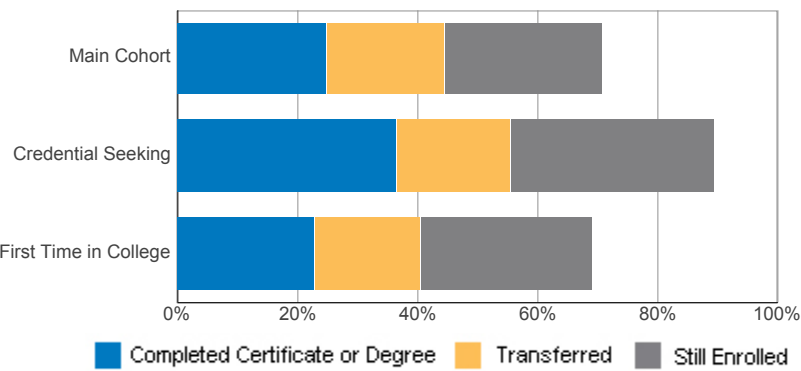|	Two Year Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	1,445	24.9%	19.7%	26.2%
Credential Seeking	989	36.4%	19.2%	34.0%
First Time in College	1,050	22.8%	17.6%	28.7%

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.

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

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

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Voluntary Framework of Accountability

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.

Hawkeye Community College (Waterloo, IA)

VFA Data Collection Cycle 2017

What's in the *Career & Technical Education (CTE) Report*

- **CTE Profile**

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

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

- **CTE Cohort and Measures (2013-14)**
  Reports on the post-collegiate outcomes of students that completed credit or non-credit CTE, or had a significant CTE experience at the college

  - 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)

Hawkeye Community College (Waterloo, IA)

Career & Technical Education Profile

These data represent the college's CREDIT and NON-CREDIT CTE enrollment and completions for the: 2013-14 and 2014-15. CREDIT CTE completions, are sourced from IPEDs.

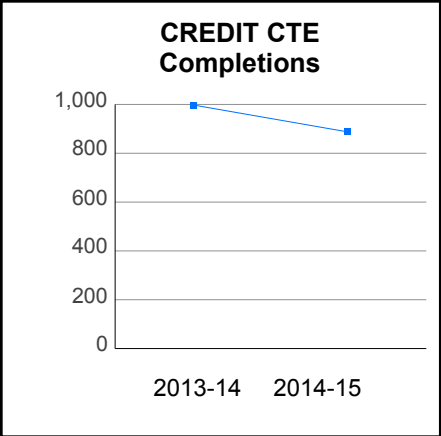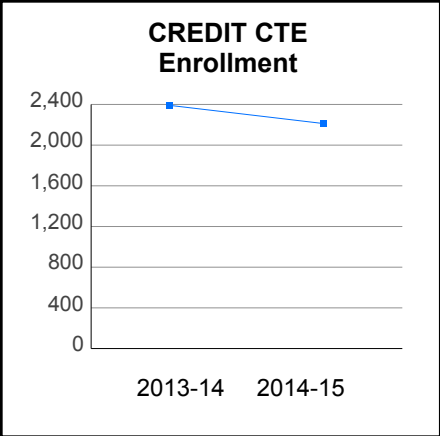## Career & Technical Education (CTE) Measures

CTE Profile

Credit

Enrollment (Headcount; Unduplicated)

2014-15	2013-14		
2,211	2,392	▼	-7.6%

Completions

Award Type	2014-15	2013-14	%Change	
CTE Bachelor's	0	0	(1)	N/A
CTE Associate	463	505	▼	-8.3%
Certs. >= 1 Year	376	447	▼	-15.9%
Certs. <1 Year	48	46	▲	4.3%
Total	**887**	**998**	▼	-11.1%

Non-Credit

Enrollment (Seat count; Duplicated)

2014-15	2013-14		
5,325	5,879	▼	-9.4%

Completions

2014-15	2013-14		
641	238	▲	169.3%

CREDIT CTE Enrollment

CREDIT CTE Completions

NON-CREDIT CTE Enrollment

NON-CREDIT CTE Completions
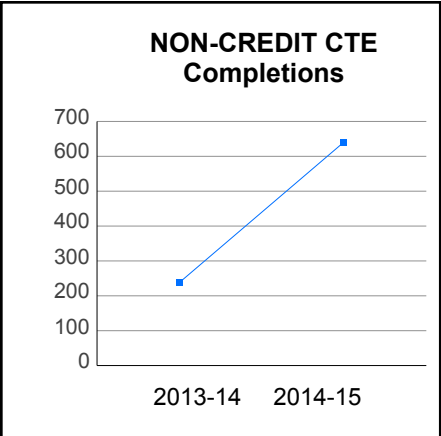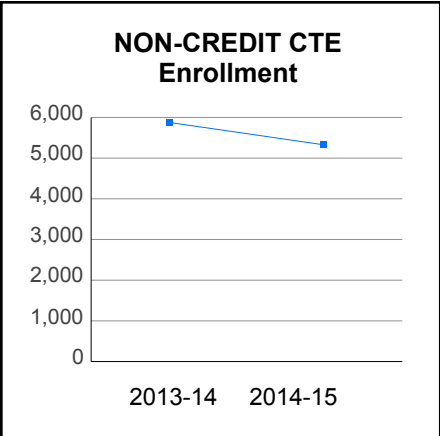
About the CTE Profile

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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Hawkeye Community College (Waterloo, IA)

Career & Technical Education Cohort Outcomes (CTE Students Completed/Left in 2013-14)

These data represent students that took CTE at the college, exited the college in the 2013-14 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).

Career & Technical Education (CTE) Measures

CTE Completer/Leaver Cohort & Outcomes

CTE Completer/Leaver Cohort

Total Credit Completers/Leavers	945
Awarded Associate Degree	458
Completed Certificate	185
Left with No Award	302
Non-Credit Completers/Leavers	1,261

Completers/Leavers with Prior Awards

	Prior Bachelor's or Higher	Prior Associate	Total Prior Awards
Total Credit Cohort	39 (04.1%)	31 (03.3%)	70 (07.4%)
Awarded Associates	23 (05.0%)	14 (03.1%)	37 (08.1%)
Completed Certificate	8 (04.3%)	9 (04.9%)	17 (09.2%)
Left with No Award	8 (02.6%)	8 (02.6%)	16 (05.3%)
Non-Credit Cohort	0 (00.0%)	0 (00.0%)	0 (00.0%)

Industry Recognized Credentials of Completers/Leavers

Total Credit Completers/Leavers	0 (00.0%)
Awarded Associate Degree	N/A (00.0%)
Completed Certificate	N/A (00.0%)
Left with No Award	N/A (00.0%)
Non-Credit Completers/Leavers	1,019 (80.8%)

Licensure Exam Pass Rate of Completers/Leavers

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

Median Wage Growth of Completers/Leavers

	Wage Prior	Wage Post	Change
Total Credit Cohort	$5,900	$9,034	$3,134 (53.1%)
Awarded Associate	$5,844	$9,804	$3,960 (67.8%)
Completed Certificate	$6,828	$9,766	$2,938 (43.0%)
Left with No Award	$5,092	$6,915	$1,823 (35.8%)
Non-Credit Cohort	$9,349	$10,825	$1,476 (15.8%)

Education and Earnings of Completers/Leavers

	$48,600 or more	$35,000 - $48,599	$25,000 - $34,999	$20,000 - $24,999	$15,000 - $19,999	$1 - $14,999	Enrolled in Education	Unemployed /Unknown
Total Credit Cohort	95 (10.1%)	182 (19.3%)	183 (19.4%)	93 (09.8%)	57 (06.0%)	123 (13.0%)	18 (01.9%)	194 (20.5%)
Associate	57 (12.4%)	114 (24.9%)	95 (20.7%)	46 (10.0%)	23 (05.0%)	46 (10.0%)	5 (01.1%)	72 (15.7%)
Certificate	19 (10.3%)	37 (20.0%)	33 (17.8%)	24 (13.0%)	9 (04.9%)	19 (10.3%)	9 (04.9%)	35 (18.9%)
Left No Award	19 (06.3%)	31 (10.3%)	55 (18.2%)	23 (07.6%)	25 (08.3%)	58 (19.2%)	4 (01.3%)	87 (28.8%)
Non-Credit Cohort	85 (06.7%)	120 (09.5%)	104 (08.2%)	48 (03.8%)	31 (02.5%)	71 (05.6%)	85 (06.7%)	717 (56.9%)

Of the 1,261 students in the CTE Non-Credit Cohort, 27 students transitioned to Credit courses at the college.

CTE Completer/Leaver Cohort

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

About CTE Outcomes

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

Hawkeye Community College (Waterloo, IA)

Career & Technical Education Cohort (CTE Students Completed/Left in 2013-14)

These data represent students that took CREDIT CTE at the college, exited the college in the 2013-14 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).
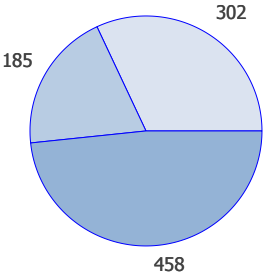

At present, the VFA provides graphical data for the CREDIT CTE measures but not for the NON-CREDIT CTE measures. The variances in how colleges track NON-CREDIT CTE and the lack of data available on NON-CREDIT CTE are challenges for many colleges. Therefore there is not enough NON-CREDIT CTE data to display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

Credit Career & Technical Education (CTE) Measures

CTE Completer/Leaver Cohort Profile

Credit Completer/Leaver Cohort

Total Credit Completers/Leavers	945
Awarded Associates Degree	458
Completed Certificate	185
Left with No Award	302

302
185
458
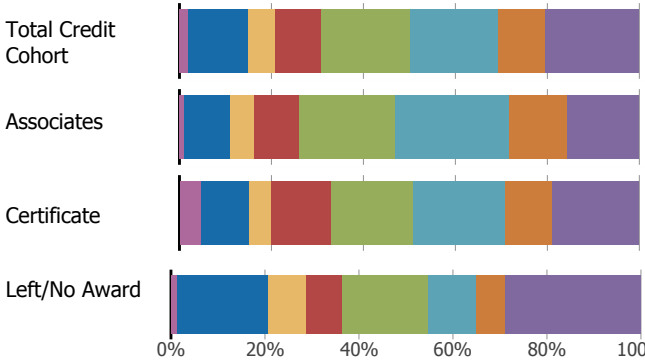
Credit Completers/Leavers With Prior Awards

	Prior Bachelor's +	Prior Associate	Total Prior Awards
Total Credit Cohort	39 (4.1%)	31 (3.3%)	70 (7.4%)
Awarded Associates	23 (5.0%)	14 (3.1%)	37 (8.1%)
Completed Certificate	8 (4.3%)	9 (4.9%)	17 (9.2%)
Left with No Award	8 (2.6%)	8 (2.6%)	16 (5.3%)

Outcomes of CTE Completers/Leavers: Credit

Education and Earnings

Median Wage Growth

Total Credit Cohort	53.1%
Associates	67.8%
Certificate	43.0%
Left/No Award	35.8%

Licensure Exam Pass Rate

Industry Recognized Credential

Total Credit Cohort — 0.0%
Associates — 0.0%
Certificate — 0.0%
Left/No Award — 0.0%

Legend:
- ■ Enrolled in Education
- ■ $1 - $14,999
- ■ $15,000 - $19,999
- ■ $20,000 - $24,999
- ■ $25,000 - $34,999
- ■ $35,000 - $48,599
- ■ $48,600 or more
- ■ Unemployed/ Unknown
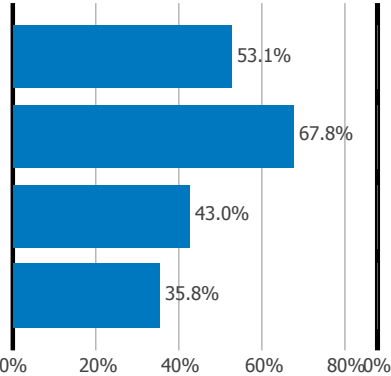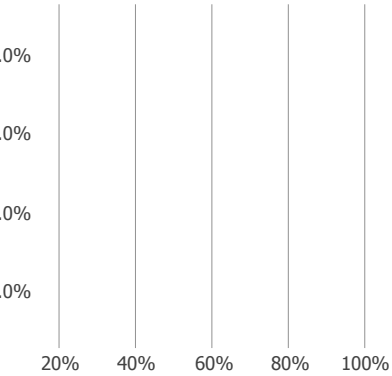
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Hawkeye Community College (Waterloo, IA)

VFA Data Collection Cycle 2017

What's in the *Adult Basic Education (ABE) Report*

- **ABE Cohort & Measures (2013-14)**
  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
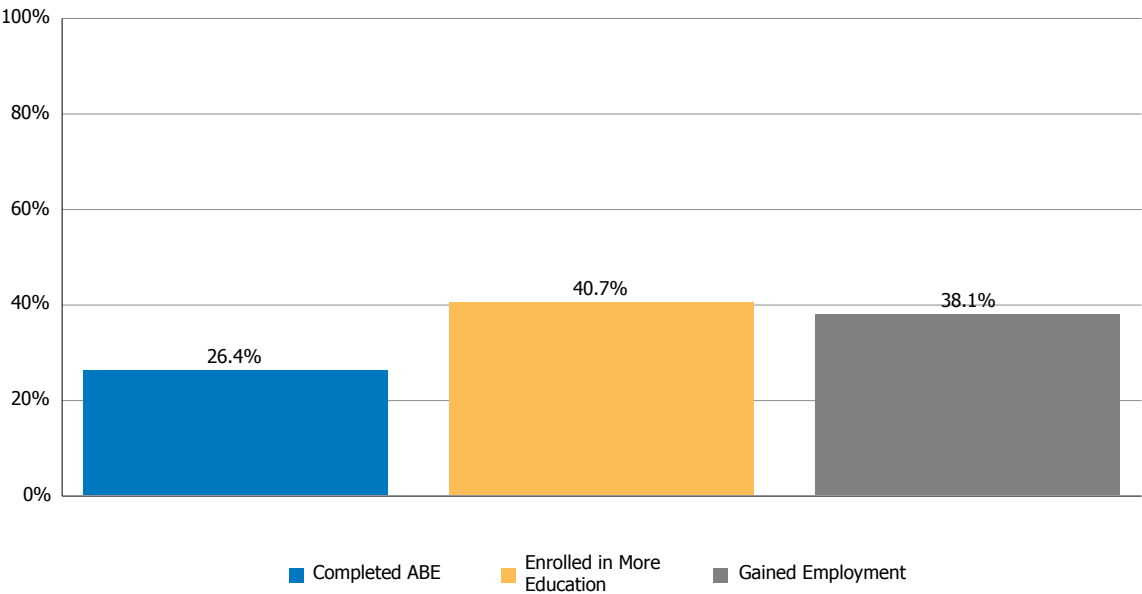
   • Gained employment post ABE

Hawkeye Community College (Waterloo, IA)

Adult Basic Education Cohort (Students from 2013-14)

These data represent students that came to the college for ABE in the 2013-14 *academic year.*

Adult Basic Education (ABE) Measures (Optional)

ABE Cohort Year	Number of Students in Cohort	Number of Students Completed
2013-14	715	189

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.

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