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.

Parkland College
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)*

STUDENT PROGRESS & OUTCOMES (SPO)

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

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.

CAREER & TECHNICAL EDUCATION (CTE) MEASURES

CTE Profile

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 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 student outcomes post CTE (credit and non-credit)
- Completed CTE certificate or degree
- Employed (with wage bands)
- Median wage growth of CTE students post CTE
- Enrolled post-CTE in higher education
- Passed licensure exam
- Completed industry credential(s)

ADULT BASIC EDUCATION (ABE) MEASURES

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)   **Parkland College (Champaign, IL)**

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.
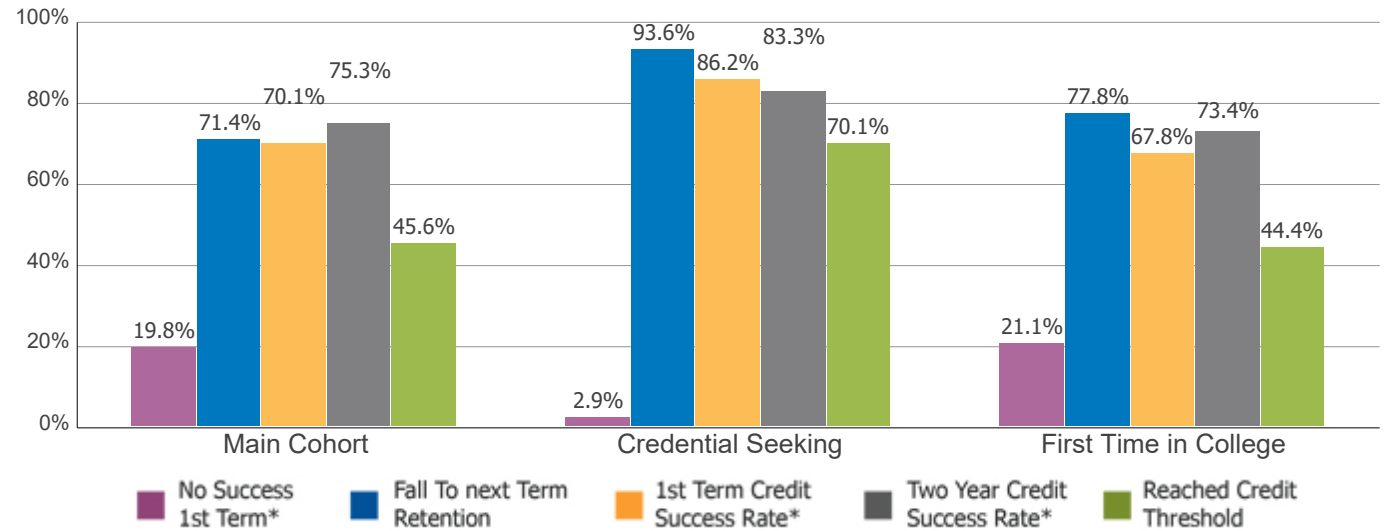
Two-Year Progress Measures

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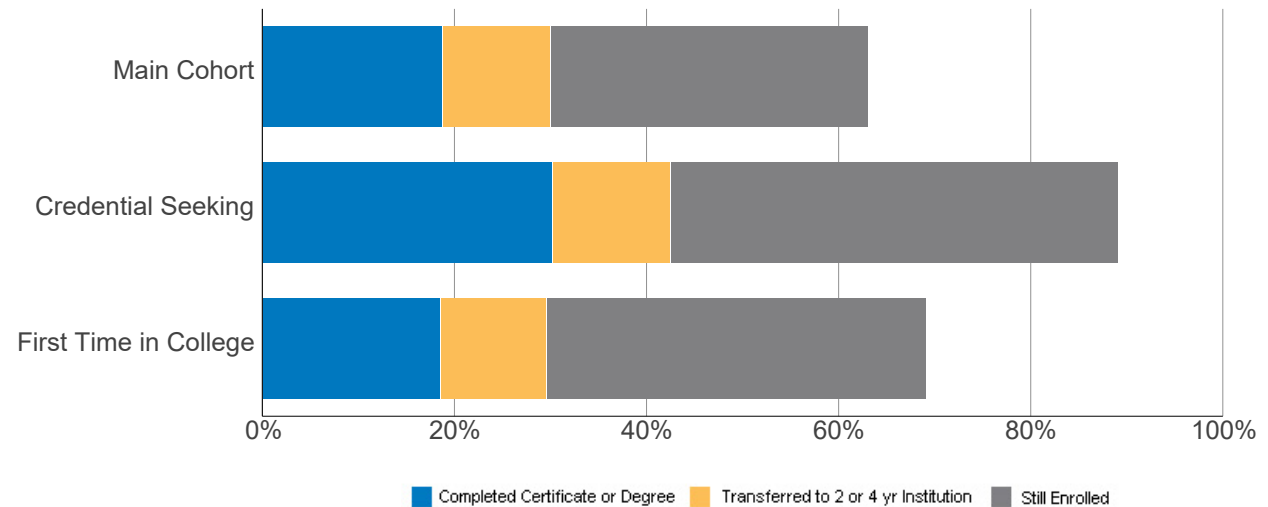
- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the **reporting** college

Progress by End of Year Two by Cohort Type

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

	Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	1,956	18.9%	11.1%	33.2%
Credential Seeking	1,225	30.2%	12.2%	46.7%
First Time in College	1,314	18.6%	11.0%	39.5%

Legend:
- Completed Certificate or Degree
- Transferred to 2 or 4 yr Institution
- Still Enrolled

*This college uses a grade of C to define success.   Report generated on 4/26/2022 4:10:20 PM

Collection Cycle : 2021

Two Year Cohort (Fall Students 2018) 　　　　　　　　　　　　　**Parkland College (Champaign, IL)**

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	1,956	387	19.8%	1,397	71.4%	15,251	70.1%	49,210	75.3%	892	45.6%
Credential Seeking	1,225	35	2.9%	1,146	93.6%	13,491	86.2%	46,757	83.3%	859	70.1%
First Time in College	1,314	277	21.1%	1,022	77.8%	10,943	67.8%	36,288	73.4%	584	44.4%

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	1,956	370	18.9%	218	11.1%	649	33.2%
Credential Seeking	1,225	370	30.2%	150	12.2%	572	46.7%
First Time in College	1,314	245	18.6%	145	11.0%	519	39.5%

*This college uses a grade of C to define success. 　　　　　　　　　　　　　Report generated on 4/26/2022 4:10:20 PM

Collection Cycle : 2021

Two Year Cohort (Fall Students 2018)   **Parkland College (Champaign, IL)**

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

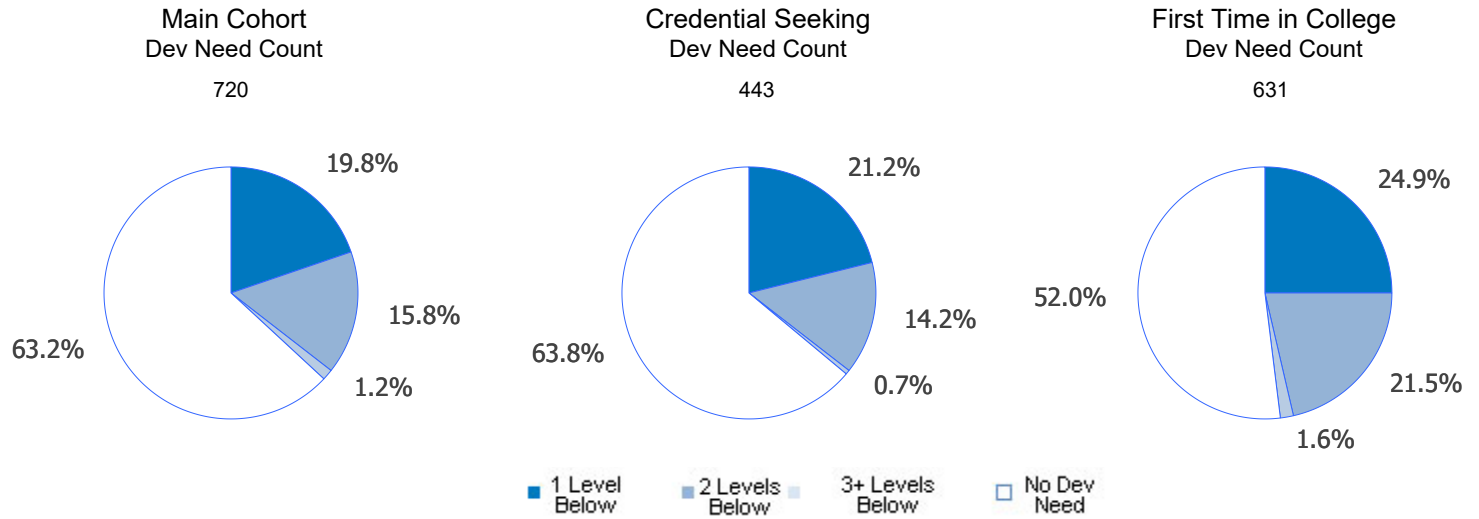Percent of students in cohort that needed developmental math

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?
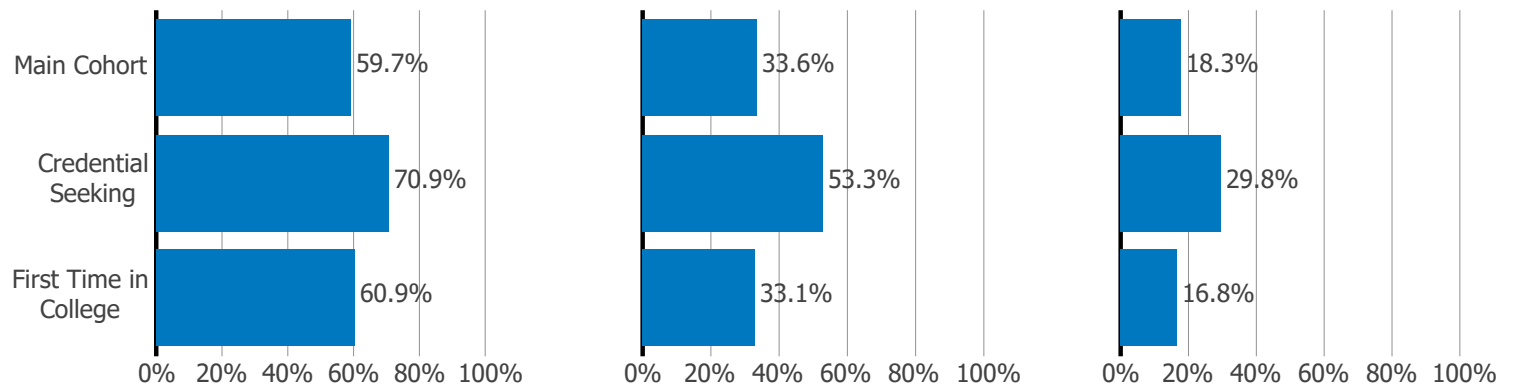
Developmental Need in Math by Cohort Type

Main Cohort
Dev Need Count
720

Credential Seeking
Dev Need Count
443

First Time in College
Dev Need Count
631

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: 59.7%
- Credential Seeking: 70.9%
- First Time in College: 60.9%

Became College Ready*
- Main Cohort: 33.6%
- Credential Seeking: 53.3%
- First Time in College: 33.1%

Completed College Course*
- Main Cohort: 18.3%
- Credential Seeking: 29.8%
- First Time in College: 16.8%

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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Two Year Cohort (Fall Students 2018)   **Parkland College (Champaign, IL)**

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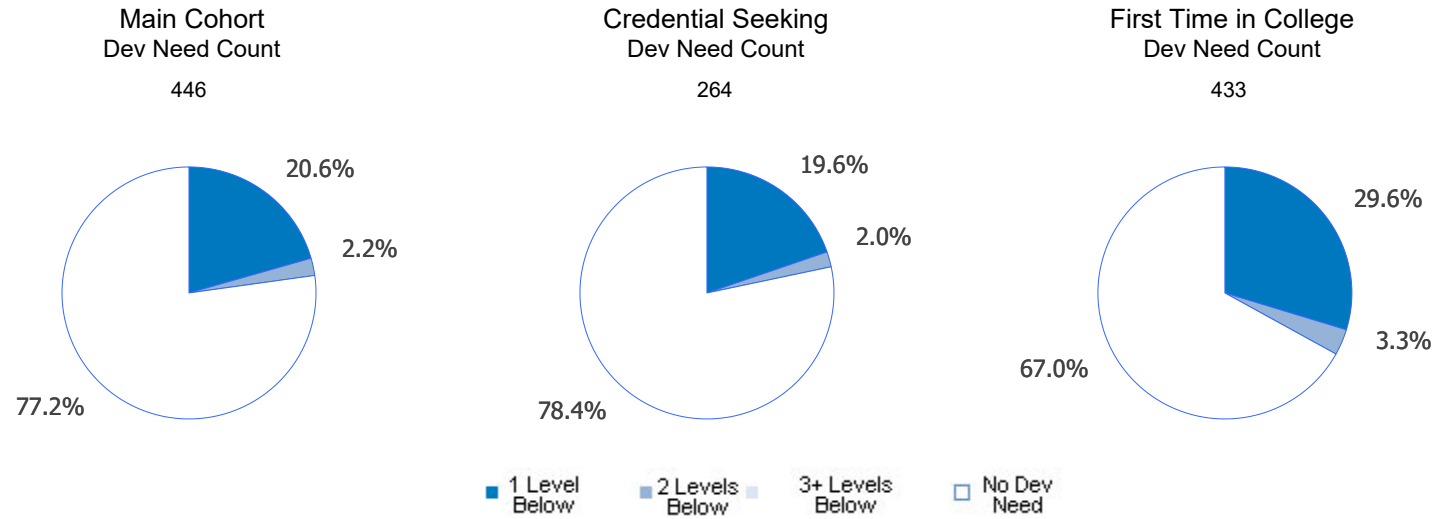
Developmental need is broken down further into three levels of need:

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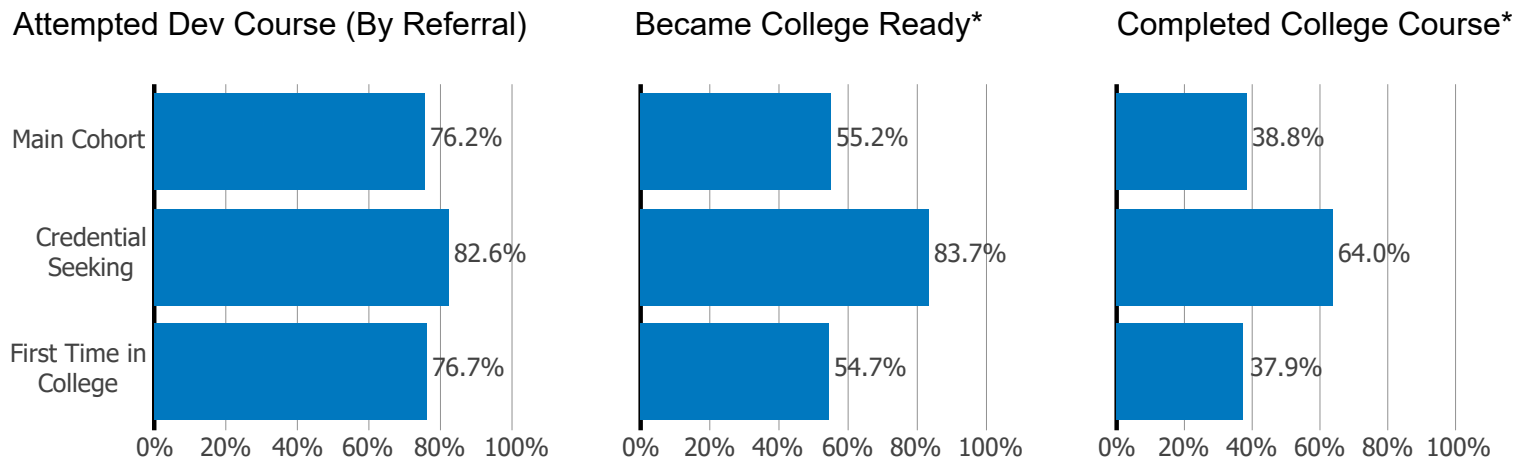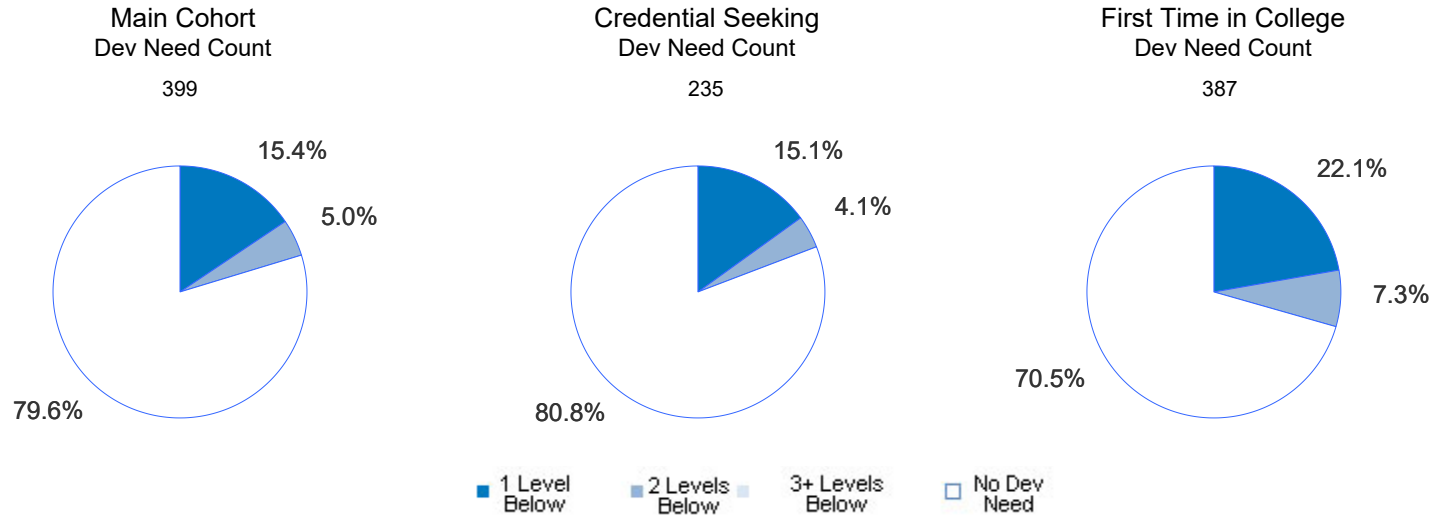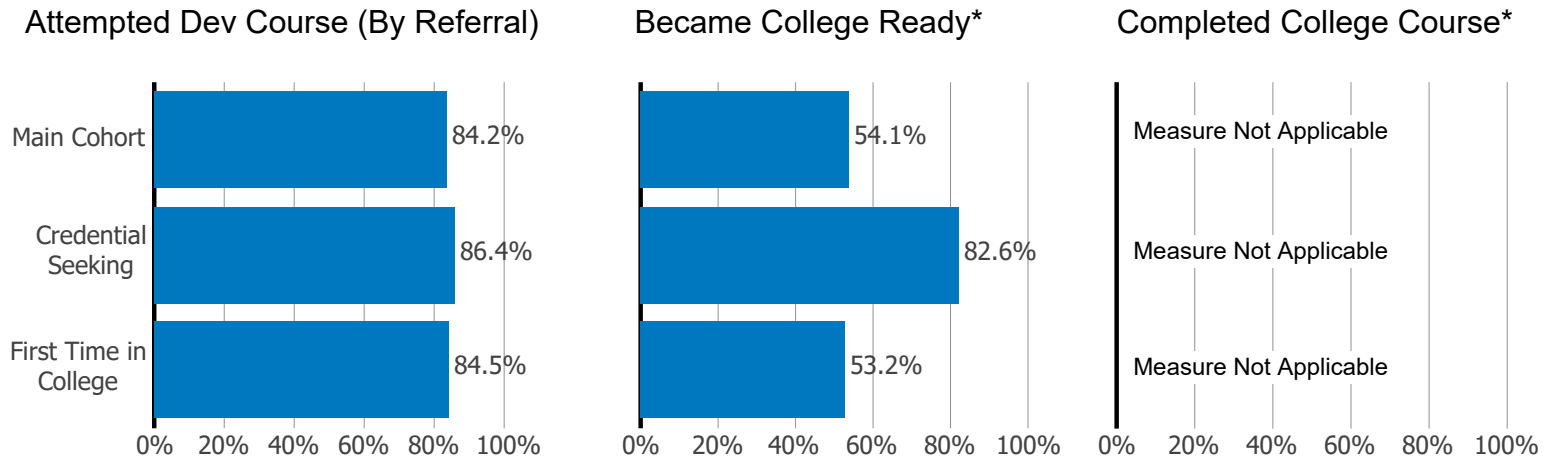- 2 levels below college.
- 3+ levels below college.

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

Main Cohort
Dev Need Count
446

20.6%
2.2%
77.2%

Credential Seeking
Dev Need Count
264

19.6%
2.0%
78.4%

First Time in College
Dev Need Count
433

29.6%
3.3%
67.0%

Legend:
- 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	Percentage
Main Cohort	76.2%
Credential Seeking	82.6%
First Time in College	76.7%

Became College Ready*

Cohort	Percentage
Main Cohort	55.2%
Credential Seeking	83.7%
First Time in College	54.7%

Completed College Course*

Cohort	Percentage
Main Cohort	38.8%
Credential Seeking	64.0%
First Time in College	37.9%

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

*This college uses a grade of C to define success.   Report generated on 4/26/2022 4:10:20 PM

Collection Cycle : 2021

Two Year Cohort (Fall Students 2018)   **Parkland College (Champaign, IL)**

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

Main Cohort
Dev Need Count
399

15.4%
5.0%
79.6%

Credential Seeking
Dev Need Count
235

15.1%
4.1%
80.8%

First Time in College
Dev Need Count
387

22.1%
7.3%
70.5%

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)

Main Cohort	84.2%
Credential Seeking	86.4%
First Time in College	84.5%

Became College Ready*

Main Cohort	54.1%
Credential Seeking	82.6%
First Time in College	53.2%

Completed College Course*

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

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

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

Two Year Cohort (Fall Students 2018)   **Parkland College (Champaign, IL)**

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.
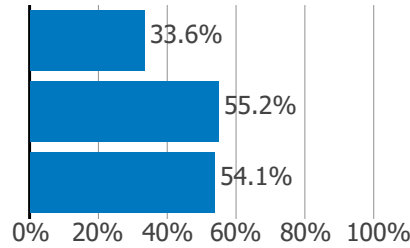
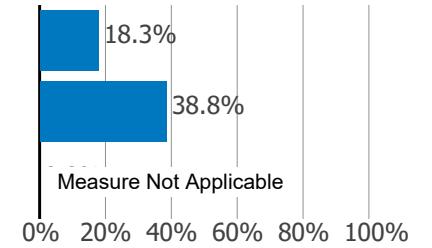## Developmental Outcomes across Subjects by Cohort Type (Optional to Report)
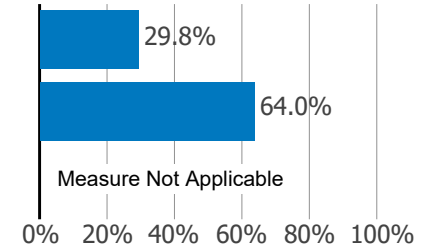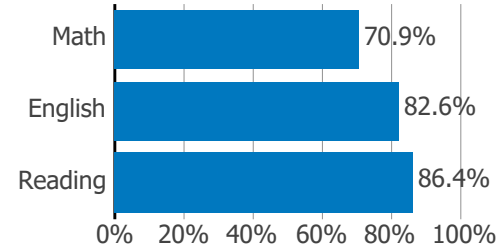
Main Cohort

Attempted Dev Course (By Referral)
- Math: 59.7%
- English: 76.2%
- Reading: 84.2%
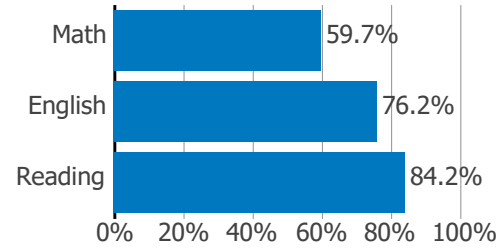
Became College Ready*
- Math: 33.6%
- English: 55.2%
- Reading: 54.1%

Completed College Course*
- Math: 18.3%
- English: 38.8%
- Reading: Measure Not Applicable

Credential Seeking

Attempted Dev Course (By Referral)
- Math: 70.9%
- English: 82.6%
- Reading: 86.4%

Became College Ready*
- Math: 53.3%
- English: 83.7%
- Reading: 82.6%

Completed College Course*
- Math: 29.8%
- English: 64.0%
- Reading: Measure Not Applicable

First Time in College

Attempted Dev Course (By Referral)
- Math: 60.9%
- English: 76.7%
- Reading: 84.5%

Became College Ready*
- Math: 33.1%
- English: 54.7%
- Reading: 53.2%

Completed College Course*
- Math: 16.8%
- English: 37.9%
- Reading: Measure Not Applicable
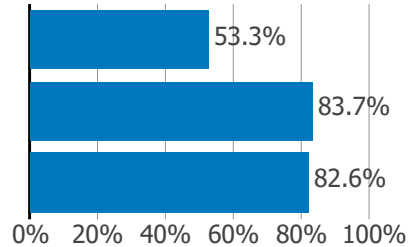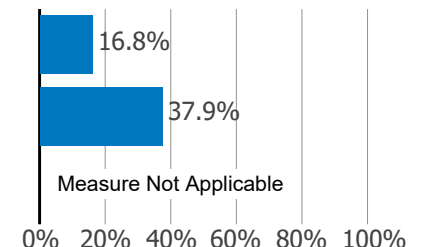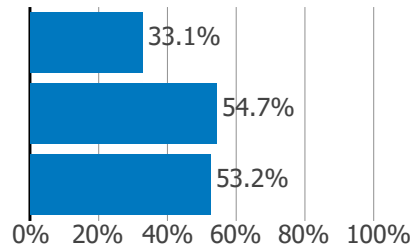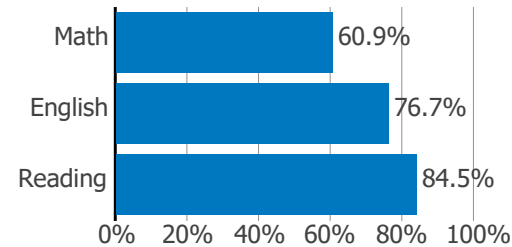
		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	720	443	631
Dev Need Count	English	446	264	433
Dev Need Count	Reading	399	235	387

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)   **Parkland College (Champaign, IL)**

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.
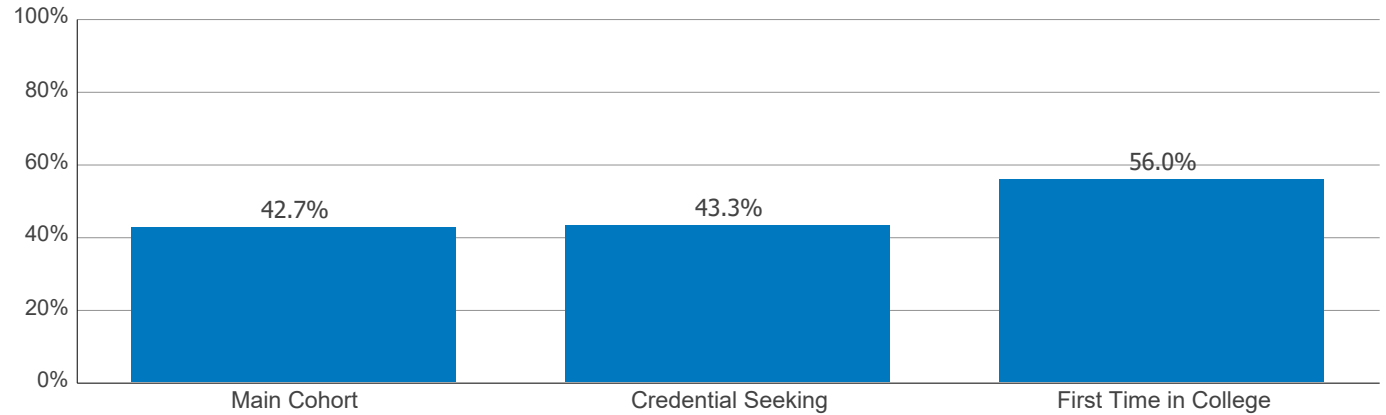
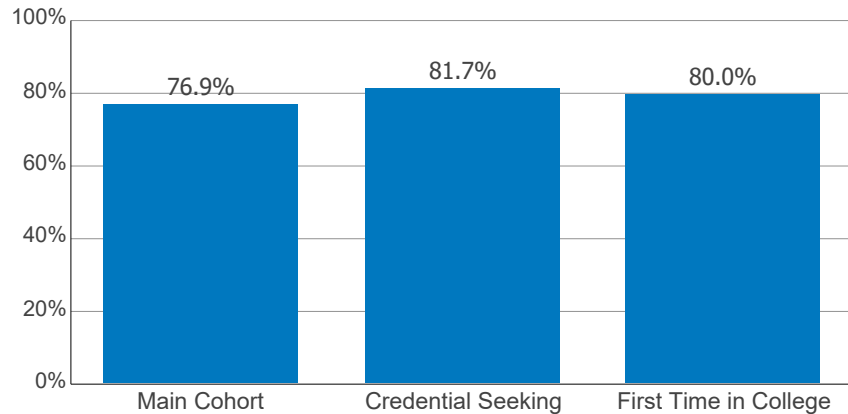## Any Developmental (Optional to Report)

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).

	Main Cohort	**Credential Seeking**	**First Time in College**
Dev Need Count	835	530	736

Developmental Need by Cohort Type

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

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

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

Completed All Developmental Education* by Cohort Type

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Collection Cycle : 2021

Two Year Cohort (Fall Students 2018)   **Parkland College (Champaign, IL)**

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: 1,956		# of Students in Cohort: 1,225		# of Students in Cohort: 1,314	
Math	Dev Need in Math	720	36.8%	443	36.2%	631	48.0%
	Math Need: 1 Level Below College	387	19.8%	260	21.2%	327	24.9%
	Math Need: 2 Levels Below College	310	15.8%	174	14.2%	283	21.5%
	Math Need: 3 or + Levels Below College	23	1.2%	9	0.7%	21	1.6%
	Attempted Dev Math Course	430	59.7%	314	70.9%	384	60.9%
	Completed Highest Dev Math Course	242	33.6%	236	53.3%	209	33.1%
	Completed College Course in Math	132	18.3%	132	29.8%	106	16.8%
English	Dev Need in English	446	22.8%	264	21.6%	433	33.0%
	English Need: 1 Level Below College	402	20.6%	240	19.6%	389	29.6%
	English Need: 2 Levels Below College	44	2.2%	24	2.0%	44	3.3%
	English Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev English Course	340	76.2%	218	82.6%	332	76.7%
	Completed Highest Dev English Course	246	55.2%	221	83.7%	237	54.7%
	Completed College Course in English	173	38.8%	169	64.0%	164	37.9%
Reading	Dev Need in Reading	399	20.4%	235	19.2%	387	29.5%
	Reading Need: 1 Level Below College	302	15.4%	185	15.1%	291	22.1%
	Reading Need: 2 Levels Below College	97	5.0%	50	4.1%	96	7.3%
	Reading Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev Reading Course	336	84.2%	203	86.4%	327	84.5%
	Completed Highest Dev Reading Course	216	54.1%	194	82.6%	206	53.2%
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
Any	Need in Any Developmental Subject	835	42.7%	530	43.3%	736	56.0%
	Attempted at least one Dev Course	642	76.9%	433	81.7%	589	80.0%
	Completed All Dev Education	320	38.3%	310	58.5%	280	38.0%

Developmental need is a percentage of students in cohort. All other developmental metrics are a percentage of students with a developmental need.

Six Year Cohort (Fall Students 2014)   **Parkland College (Champaign, IL)**

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.
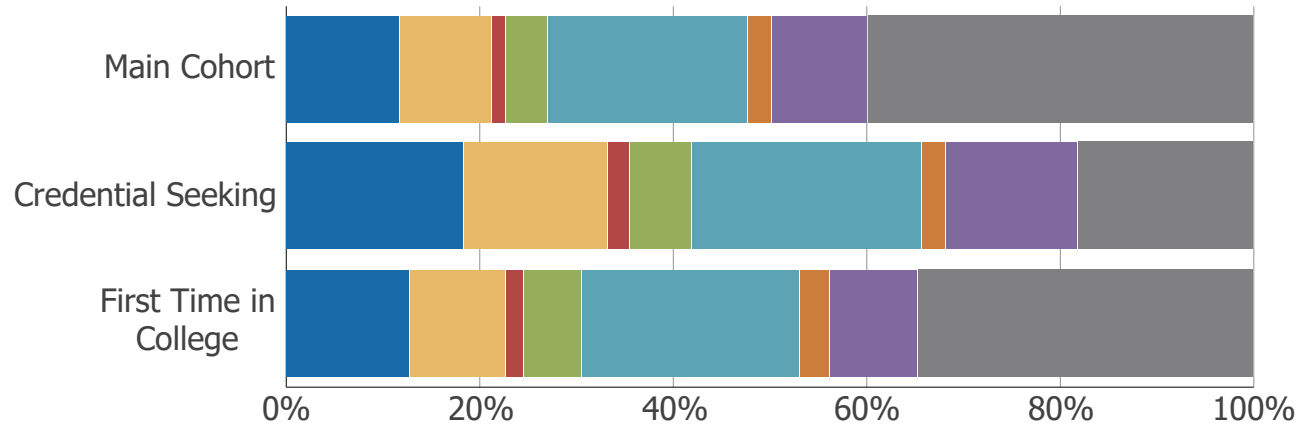
Six-Year Outcomes

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		2,351	1,494	1,512
Bachelor's		N/A	N/A	N/A
Associate (Transfer)		11.7%	18.4%	12.8%
Associate (No Transfer)		9.6%	14.8%	9.8%
Certificate (Transfer)		1.5%	2.4%	2.1%
Certificate (No Transfer)		4.3%	6.3%	5.9%
No Award (Transfer)		20.6%	23.8%	22.6%
Still Enrolled		2.4%	2.5%	3.1%
Left with > or = 30 credits		10.0%	13.5%	9.1%
Left with < 30 credits		39.9%	18.3%	34.7%

Collection Cycle : 2021

Six Year Cohort (Fall Students 2014)   **Parkland College (Champaign, IL)**

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: 2,351		# of Students in Cohort: 1,494		# of Students in Cohort: 1,512	
	Count	%	Count	%	Count	%
Bachelor's	N/A	N/A	N/A	N/A	N/A	N/A
Associate (Transfer)	275	11.7%	275	18.4%	194	12.8%
Associate (No Transfer)	225	9.6%	221	14.8%	148	9.8%
Certificate (Transfer)	36	1.5%	36	2.4%	31	2.1%
Certificate (No Transfer)	102	4.3%	94	6.3%	89	5.9%
No Award (Transfer)	485	20.6%	356	23.8%	342	22.6%
Still Enrolled	57	2.4%	38	2.5%	47	3.1%
Left (= or > 30 Credits)	234	10.0%	201	13.5%	137	9.1%
Left (< 30 Credits)	937	39.9%	273	18.3%	524	34.7%

Six Year Cohort (Fall Students 2014)   **Parkland College (Champaign, IL)**

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?

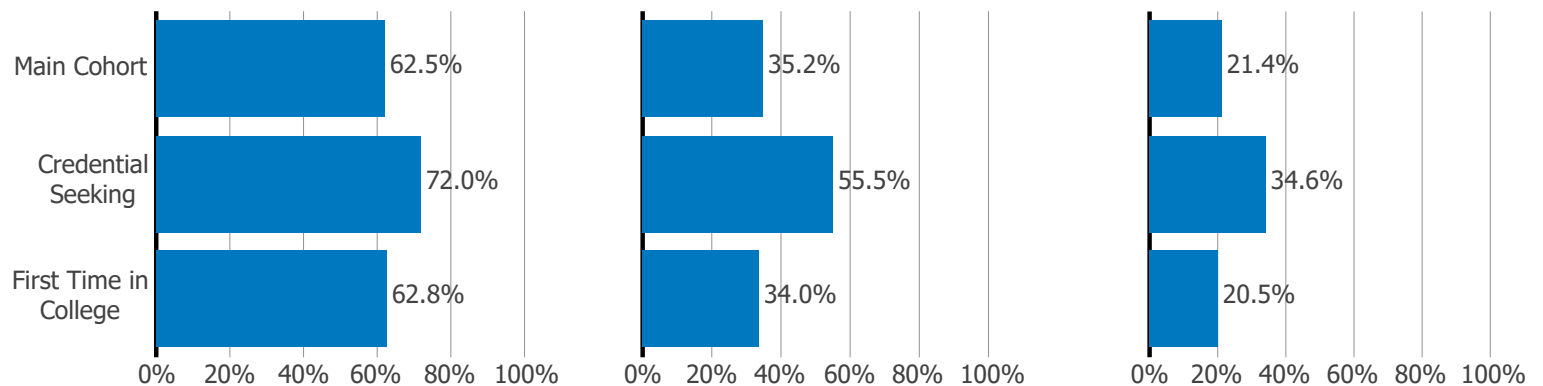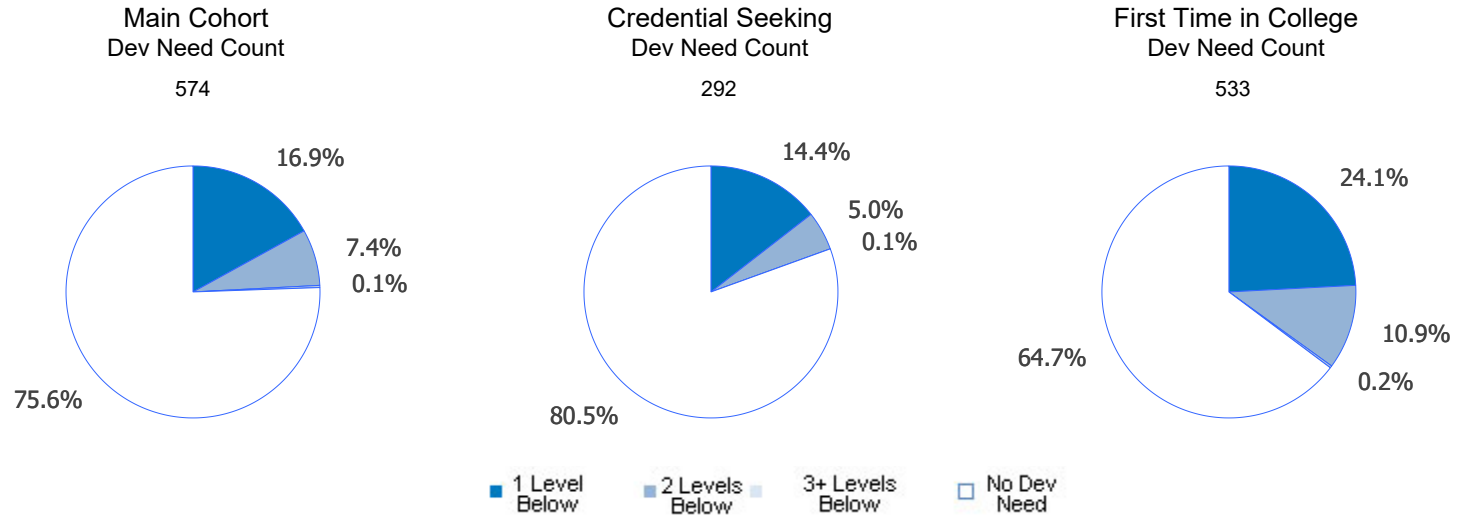### Developmental Need in Math by Cohort Type

Main Cohort
Dev Need Count
875

19.6%
12.0%
5.6%
62.8%

Credential Seeking
Dev Need Count
535

21.6%
9.8%
4.4%
64.2%

First Time in College
Dev Need Count
745

25.8%
50.7%
15.8%
7.7%

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)

Cohort	Percent
Main Cohort	62.5%
Credential Seeking	72.0%
First Time in College	62.8%

Became College Ready*

Cohort	Percent
Main Cohort	35.2%
Credential Seeking	55.5%
First Time in College	34.0%

Completed College Course*

Cohort	Percent
Main Cohort	21.4%
Credential Seeking	34.6%
First Time in College	20.5%

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

*This college uses a grade of C to define success.   Report generated on 4/26/2022 4:10:20 PM

Collection Cycle : 2021

Six Year Cohort (Fall Students 2014)   **Parkland College (Champaign, IL)**

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?

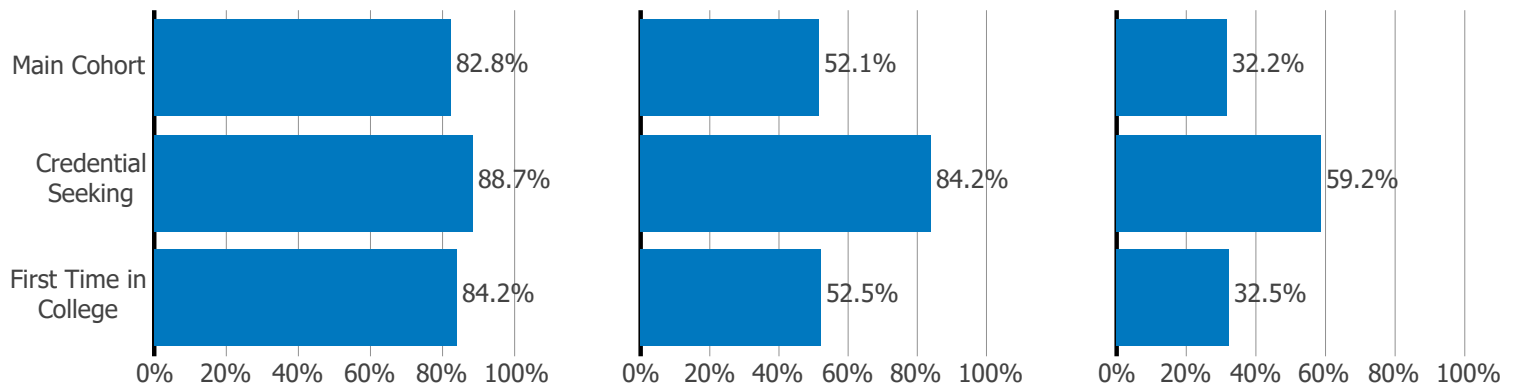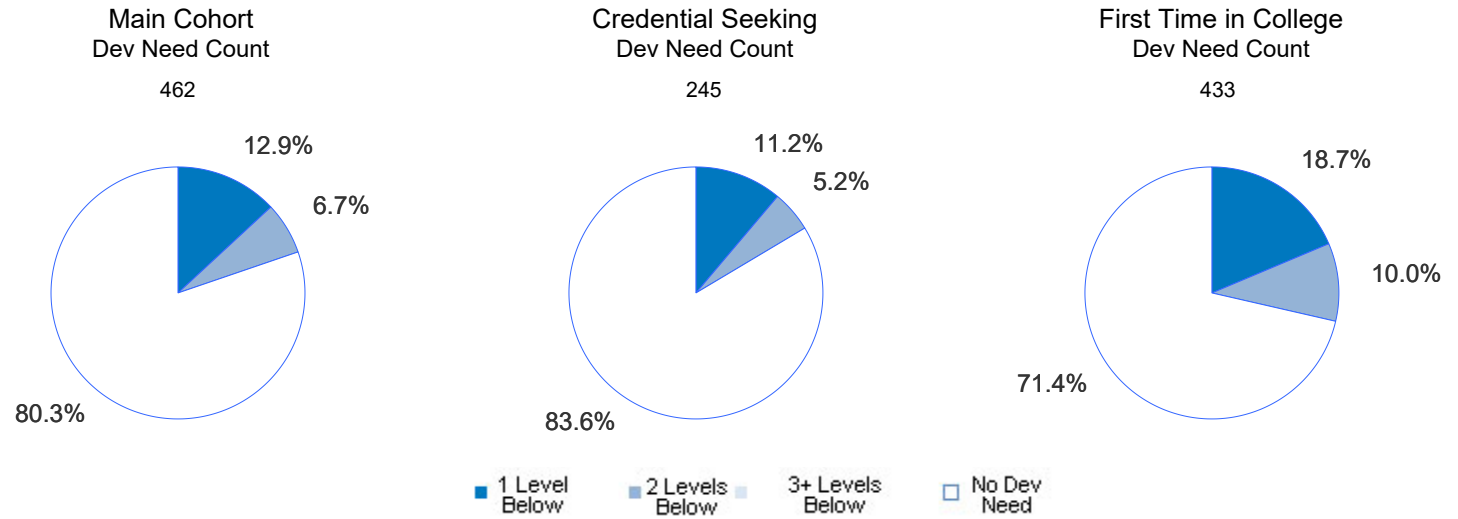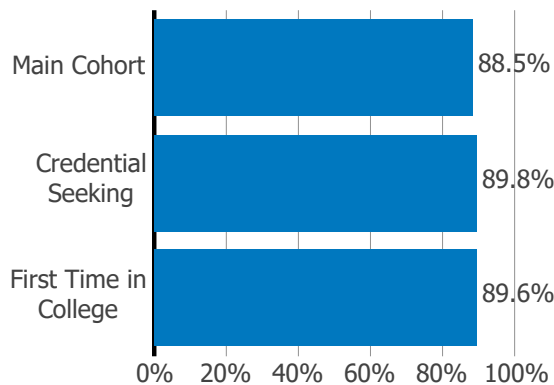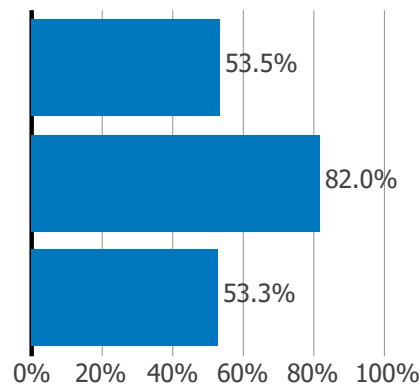### Developmental Need in English by Cohort Type

Main Cohort
Dev Need Count
574

- 16.9%
- 7.4%
- 0.1%
- 75.6%

Credential Seeking
Dev Need Count
292

- 14.4%
- 5.0%
- 0.1%
- 80.5%

First Time in College
Dev Need Count
533

- 24.1%
- 10.9%
- 0.2%
- 64.7%

Legend:
- ■ 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	82.8%
Credential Seeking	88.7%
First Time in College	84.2%

Became College Ready*

Cohort	Percent
Main Cohort	52.1%
Credential Seeking	84.2%
First Time in College	52.5%

Completed College Course*

Cohort	Percent
Main Cohort	32.2%
Credential Seeking	59.2%
First Time in College	32.5%

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

*This college uses a grade of C to define success.   Report generated on 4/26/2022 4:10:20 PM

Six Year Cohort (Fall Students 2014)   **Parkland College (Champaign, IL)**

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?

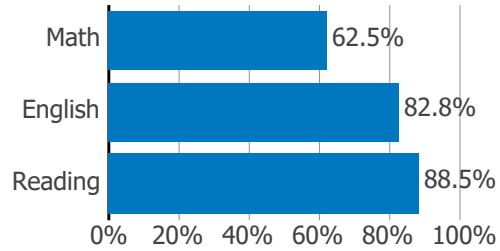### Developmental Need in Reading by Cohort Type

Main Cohort
Dev Need Count
462
12.9%
6.7%
80.3%

Credential Seeking
Dev Need Count
245
11.2%
5.2%
83.6%

First Time in College
Dev Need Count
433
18.7%
10.0%
71.4%

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)

Cohort	Percent
Main Cohort	88.5%
Credential Seeking	89.8%
First Time in College	89.6%

Became College Ready*

Cohort	Percent
Main Cohort	53.5%
Credential Seeking	82.0%
First Time in College	53.3%

Completed College Course*

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

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)   **Parkland College (Champaign, IL)**

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.
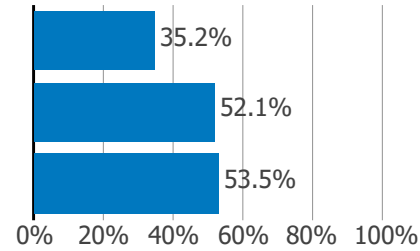
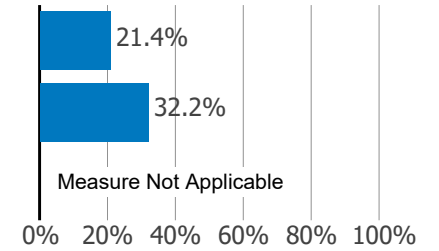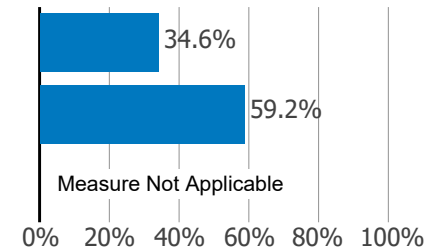## Developmental Outcomes across Subjects by Cohort Type
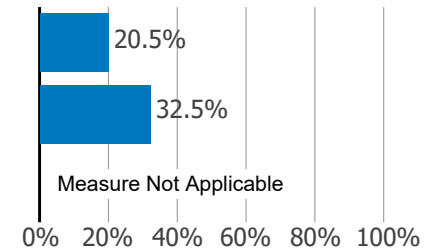
	Attempted Dev Course (By Referral)	Became College Ready*	Completed College Course*
Main Cohort	Math 62.5% / English 82.8% / Reading 88.5%	Math 35.2% / English 52.1% / Reading 53.5%	Math 21.4% / English 32.2% / Reading Measure Not Applicable
Credential Seeking	Math 72.0% / English 88.7% / Reading 89.8%	Math 55.5% / English 84.2% / Reading 82.0%	Math 34.6% / English 59.2% / Reading Measure Not Applicable
First Time in College	Math 62.8% / English 84.2% / Reading 89.6%	Math 34.0% / English 52.5% / Reading 53.3%	Math 20.5% / English 32.5% / Reading Measure Not Applicable
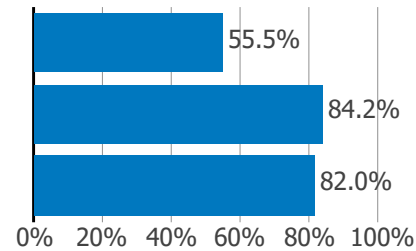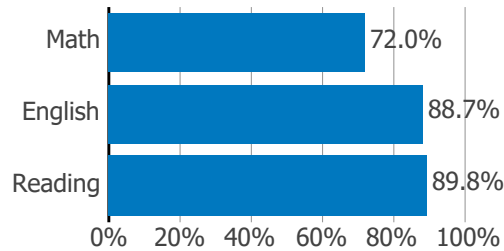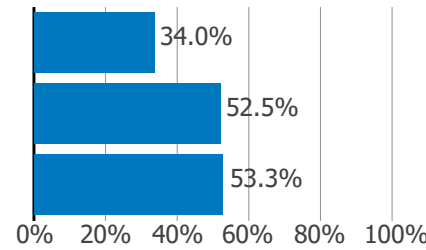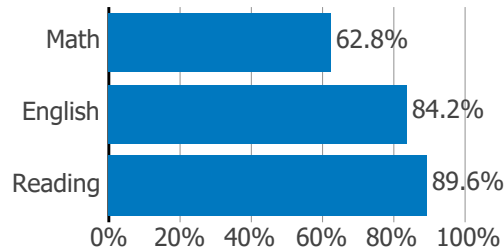
		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	875	535	745
Dev Need Count	English	574	292	533
Dev Need Count	Reading	462	245	433

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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Six Year Cohort (Fall Students 2014)   **Parkland College (Champaign, IL)**

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.
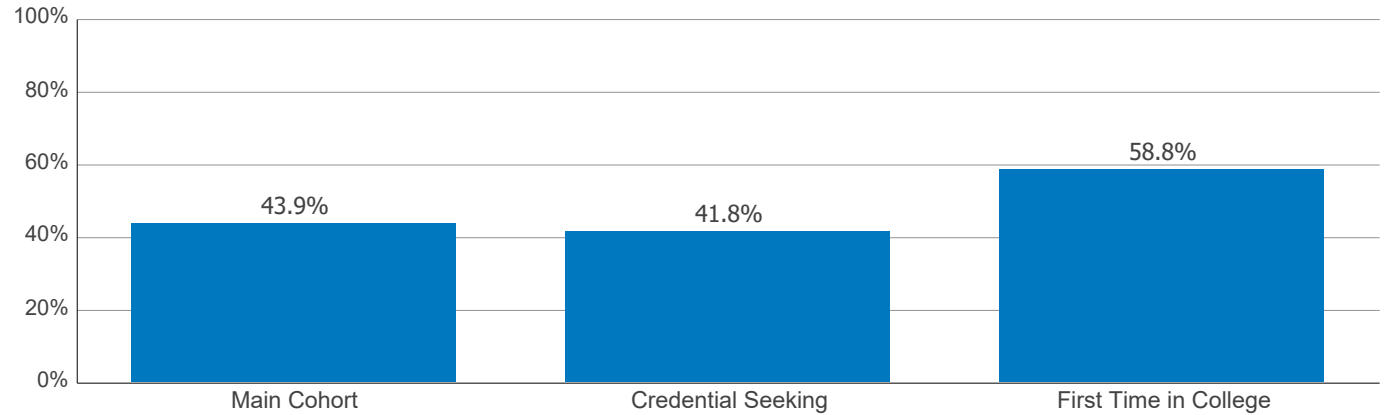
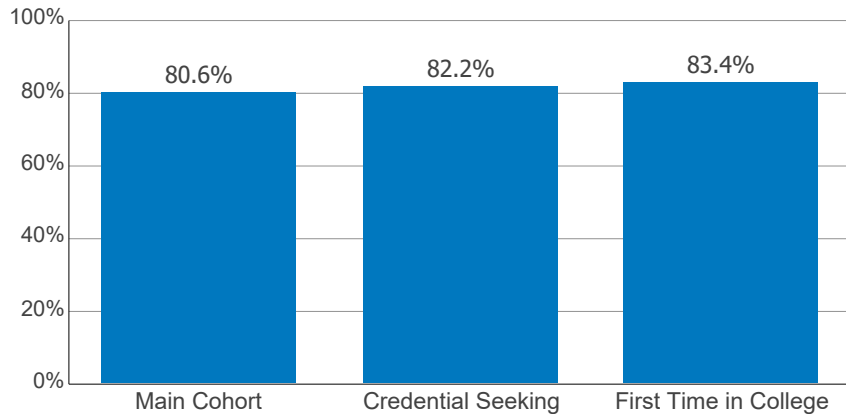## Any Developmental

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).

	Main Cohort	**Credential Seeking**	**First Time in College**
Dev Need Count	1,032	624	889

Developmental Need by Cohort Type

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

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

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

Completed All Developmental Education* by Cohort Type

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Collection Cycle : 2021

Six Year Cohort (Fall Students 2014)   **Parkland College (Champaign, IL)**

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: 2,351		# of Students in Cohort: 1,494		# of Students in Cohort: 1,512	
Math	Dev Need in Math	875	37.2%	535	35.8%	745	49.3%
	Math Need: 1 Level Below College	461	19.6%	323	21.6%	390	25.8%
	Math Need: 2 Levels Below College	283	12.0%	147	9.8%	239	15.8%
	Math Need: 3 or + Levels Below College	131	5.6%	65	4.4%	116	7.7%
	Attempted Dev Math Course	547	62.5%	385	72.0%	468	62.8%
	Completed Highest Dev Math Course	308	35.2%	297	55.5%	253	34.0%
	Completed College Course in Math	187	21.4%	185	34.6%	153	20.5%
English	Dev Need in English	574	24.4%	292	19.5%	533	35.3%
	English Need: 1 Level Below College	397	16.9%	215	14.4%	365	24.1%
	English Need: 2 Levels Below College	174	7.4%	75	5.0%	165	10.9%
	English Need: 3 or + Levels Below College	3	0.1%	2	0.1%	3	0.2%
	Attempted Dev English Course	475	82.8%	259	88.7%	449	84.2%
	Completed Highest Dev English Course	299	52.1%	246	84.2%	280	52.5%
	Completed College Course in English	185	32.2%	173	59.2%	173	32.5%
Reading	Dev Need in Reading	462	19.7%	245	16.4%	433	28.6%
	Reading Need: 1 Level Below College	304	12.9%	168	11.2%	282	18.7%
	Reading Need: 2 Levels Below College	158	6.7%	77	5.2%	151	10.0%
	Reading Need: 3 or + Levels Below College	0	0.0%	0	0.0%	0	0.0%
	Attempted Dev Reading Course	409	88.5%	220	89.8%	388	89.6%
	Completed Highest Dev Reading Course	247	53.5%	201	82.0%	231	53.3%
	Completed College Course in Reading	N/A	N/A	N/A	N/A	N/A	N/A
Any	Need in Any Developmental Subject	1,032	43.9%	624	41.8%	889	58.8%
	Attempted at least one Dev Course	832	80.6%	513	82.2%	741	83.4%
	Completed All Dev Education	386	37.4%	362	58.0%	329	37.0%

Developmental need is a percentage of students in cohort. All other developmental metrics are a percentage of students with a developmental need.

Six Year Cohort (Fall Students 2014)   **Parkland College (Champaign, IL)**

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.
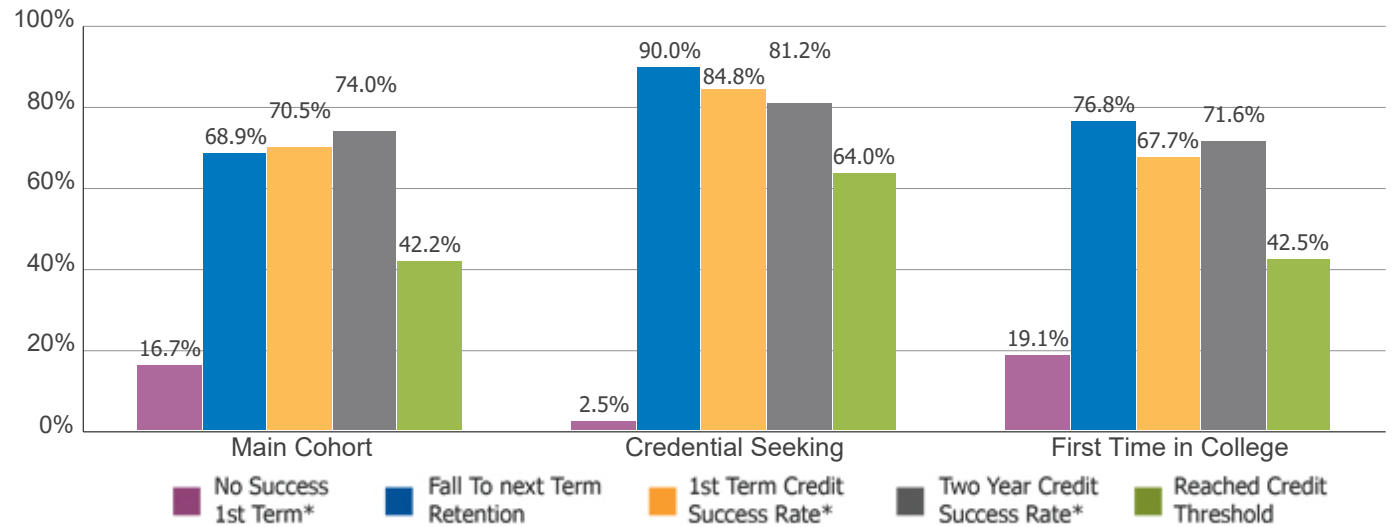
Two-Year Progress Measures (Optional to Report)

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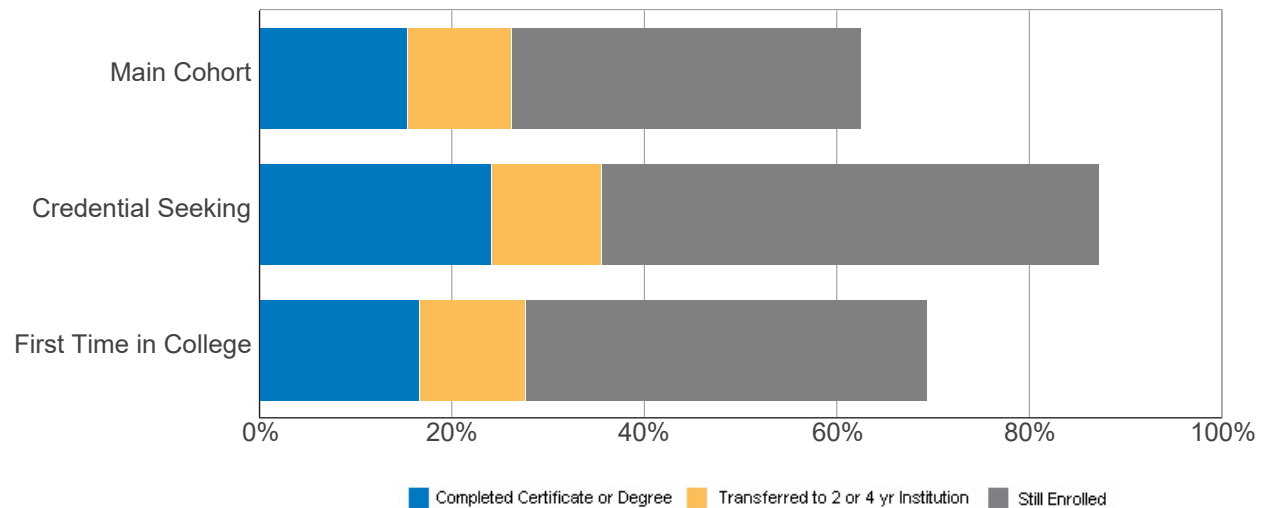
- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the *reporting* college

Progress by End of Year Two by Cohort Type

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: 16.7%, 68.9%, 70.5%, 74.0%, 42.2%
Credential Seeking: 2.5%, 90.0%, 84.8%, 81.2%, 64.0%
First Time in College: 19.1%, 76.8%, 67.7%, 71.6%, 42.5%

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

	Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	2,351	**15.4%**	**10.9%**	**36.4%**
Credential Seeking	1,494	**24.2%**	**11.4%**	**51.8%**
First Time in College	1,512	**16.7%**	**11.0%**	**41.8%**

Legend:
- Completed Certificate or Degree
- Transferred to 2 or 4 yr Institution
- Still Enrolled

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

Six Year Cohort (Fall Students 2014)   **Parkland College (Champaign, IL)**

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	2,351	392	16.7%	1,621	68.9%	18,009	70.5%	56,177	74.0%	992	42.2%
Credential Seeking	1,494	38	2.5%	1,345	90.0%	15,710	84.8%	53,157	81.2%	956	64.0%
First Time in College	1,512	289	19.1%	1,161	76.8%	12,377	67.7%	39,969	71.6%	643	42.5%

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	2,351	361	15.4%	257	10.9%	855	36.4%
Credential Seeking	1,494	361	24.2%	170	11.4%	774	51.8%
First Time in College	1,512	253	16.7%	166	11.0%	632	41.8%

*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)**

**Federal Grad Rate (IPEDS) Compared to VFA Outcomes
(by VFA full-time students)**
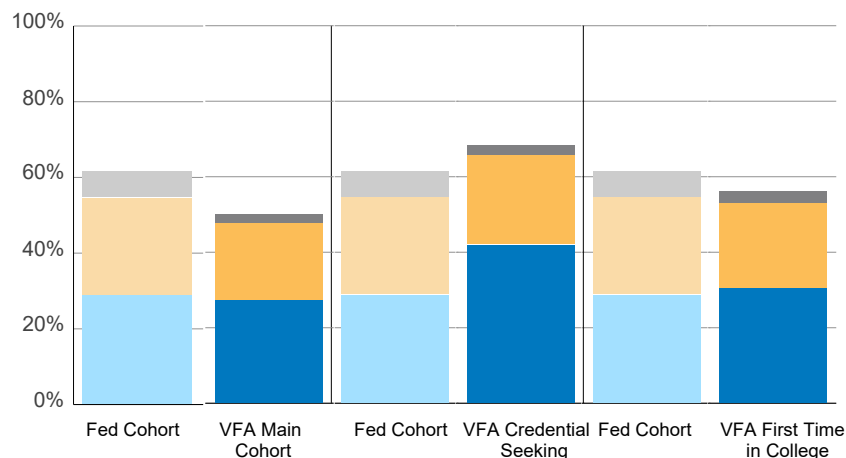
	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	6.8%	2.4%	2.5%	3.1%
No Award (Transfer)	25.8%	20.6%	23.8%	22.6%
Total Earned Awards**	28.7%	27.1%	41.9%	30.6%
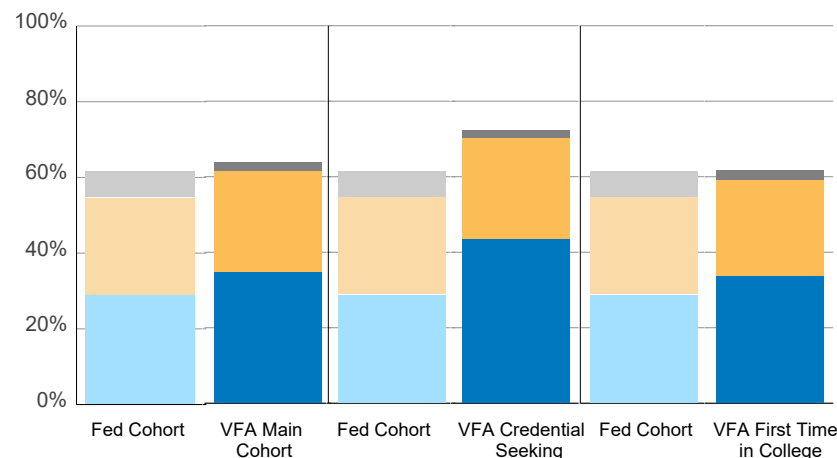
	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	6.8%	2.3%	2.0%	2.6%
No Award (Transfer)	25.8%	26.7%	26.9%	25.5%
Total Earned Awards**	28.7%	34.7%	43.3%	33.7%

**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)
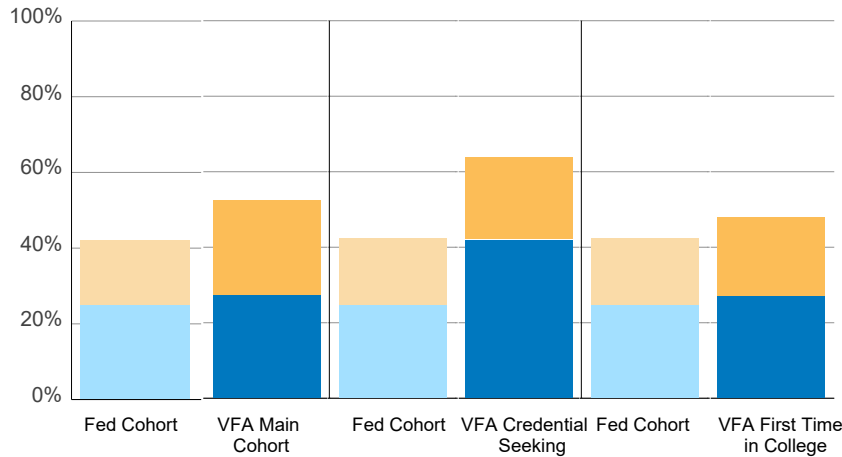
	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	17.5%	25.3%	21.6%	21.0%
Total Earned Awards**	24.8%	27.2%	42.1%	26.9%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)
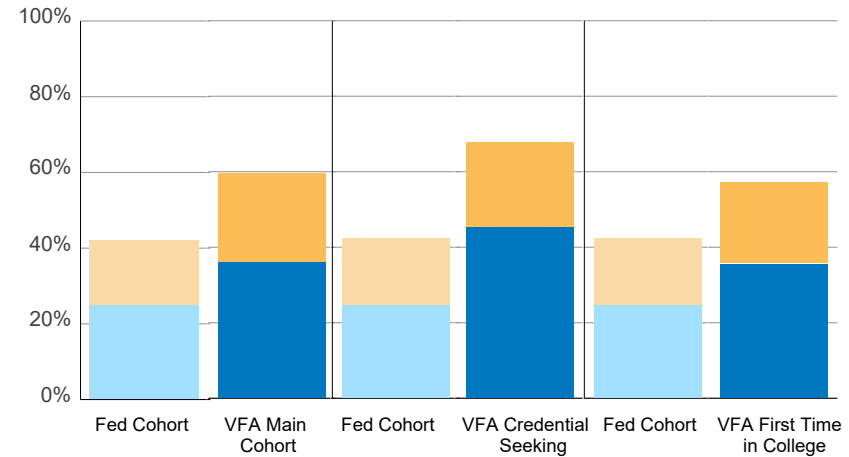
	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)	17.5%	23.2%	22.6%	21.5%
Total Earned Awards**	24.8%	36.0%	45.3%	35.7%

**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.
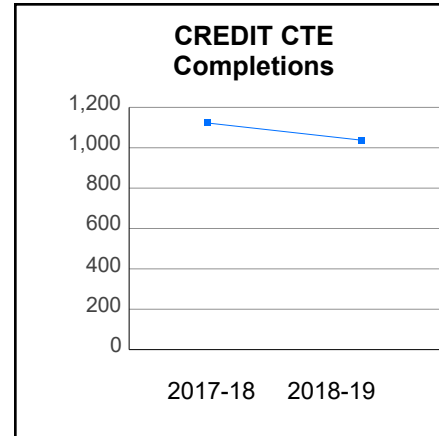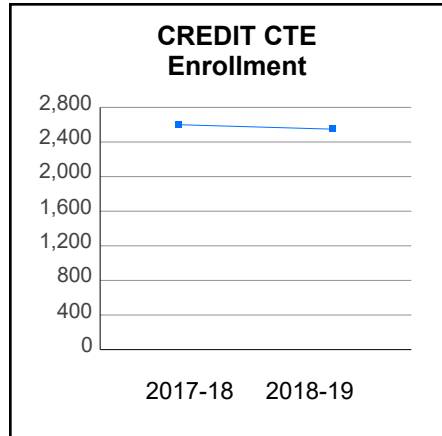
CTE Profile

CTE Profile

Credit

Enrollment (Headcount; Unduplicated)

2018-19	2017-18		
2,548	2,600	▪	-2.0%

Completions

Award Type	2018-19	2017-18	%Change	
CTE Bachelor's	0	0	(0)	
CTE Associate	395	456	▪	-13.4%
Certs. >= 1 Year	110	111	▪	-0.9%
Certs. <1 Year	532	556	▪	-4.3%
Total	**1,037**	**1,123**	▪	**-7.7%**

Non-Credit

Enrollment (Seat count; Duplicated)

2018-19	2017-18	
0	0	(0)

Completions

2018-19	2017-18	
0	0	(0)

CREDIT CTE Enrollment

CREDIT CTE Completions

NON-CREDIT CTE Enrollment

NON-CREDIT CTE Completions
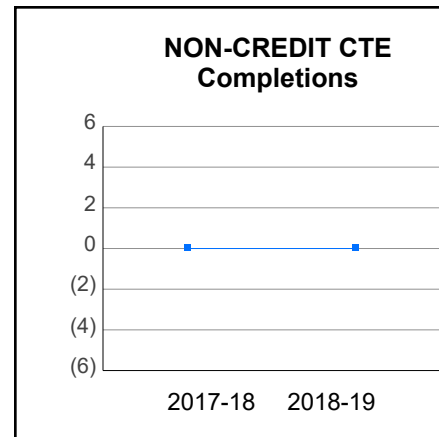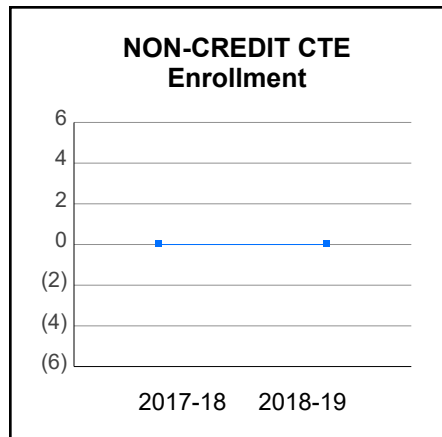
About the CTE Profile

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.

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	0

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 N/A	0 N/A	0 N/A

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 N/A

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	$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 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 (N/A)

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).

These data represent students that took CREDIT CTE at the college, exited the college in the 2017-18 academic year, and their outcomes upon exiting the college with a CTE credential or a significant CTE experience (earned 7 CTE credit 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 are not enough NON-CREDIT CTE data to display appropriately using graphs.

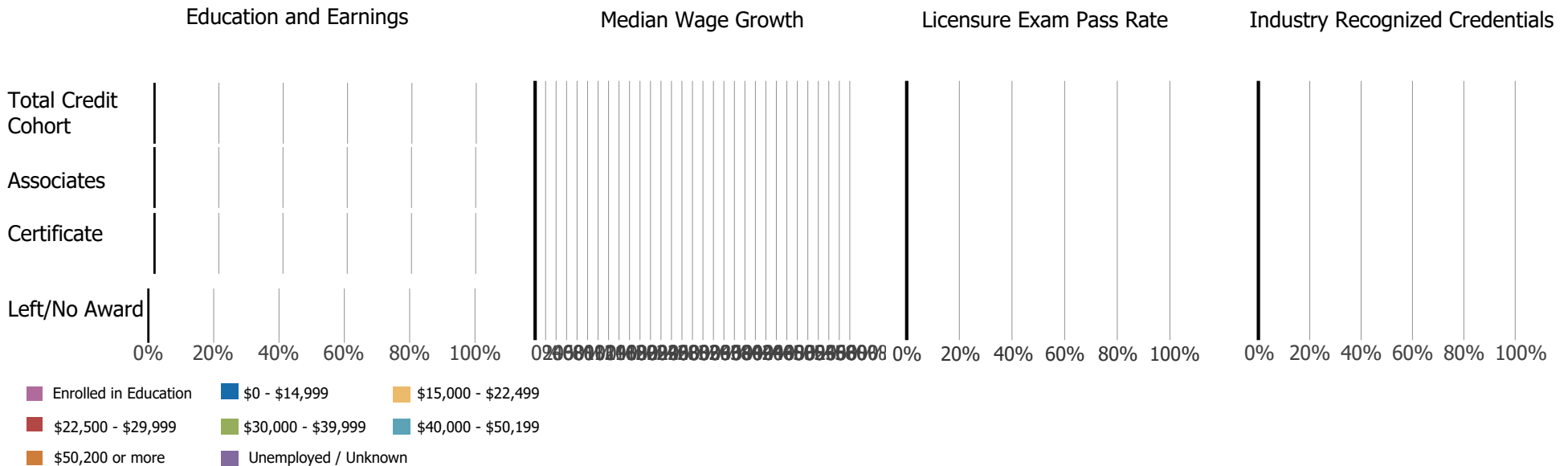## Credit CTE Cohort & Outcomes

Credit CTE Completer/Leaver Cohort Profile

Total Credit Completers/Leavers	0
Awarded Associates Degree	N/A
Completed Certificate	N/A
Left with No Award	N/A
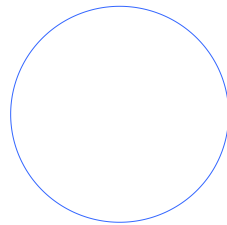
Credit CTE Completers/Leavers With Prior Awards

	Prior Bachelor's +	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)

Outcomes of CTE Completers/Leavers: Credit

Education and Earnings   Median Wage Growth   Licensure Exam Pass Rate   Industry Recognized Credentials

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

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Parkland College (Champaign, IL)

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)
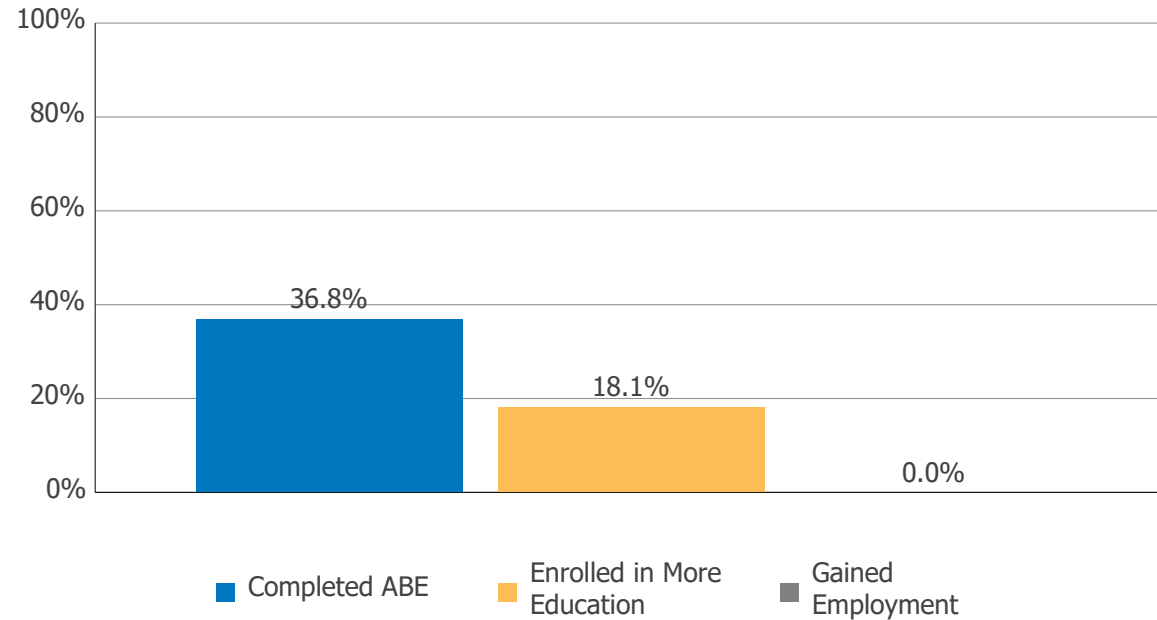
ABE Cohort

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	
ABE	541	199	36.8%	36	18.1%	0	0.0%

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