


Voluntary Framework of Accountability

**Using the Voluntary Framework of Accountability in state systems – IPEDS and beyond**

April 27, 2016




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**VFA Overview**

“[Community colleges have] been unable to tell our story in a meaningful way. We are great at what we do, but we don’t have data to tell that story.”

-Joe May, President, Louisiana Community and Technical College System  
(Chronicle of Higher Education, April 11, 2011)

Need

Action

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**Federal Community College Success Rate**  
-A POP QUIZ

- A. 19.8% Federal 150% completion
- B. 38.5% Federal 150% completion + Transfer
- C. 25.1% Federal 200% completion
- D. 53.4% 150% completion+transfer+still enrolled
- E. All of the above

Meaningful

Utility

First-time, full-time cohort represents less than half of new Students at community colleges

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**The Challenge for BA-granting CCs**

- 6-year report for college
  - Most awards are not BA
  - BA cohort most commonly reported
  - Cohort years not the same as other CCs
- Results not reported with other community colleges



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8-year First-time Full-time  
Student Right-to-know      100% normal time  
6-year First-time, Part-time  
6-year First-time, Full-time      6-Year Transfer-in Full-time  
8-year First-time Part-time  
Success Rates      8-year Transfer-in, Part-time  
200% normal time  
6-Year Transfer-in Full-time  
8-year Transfer-in, Part-time



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**Better Measures  
Better Tool +  
Better way to tell  
YOUR story**

*for  
community  
colleges*

*by  
community  
colleges*

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### Principles for VFA Development

- Community colleges need to define the measures against which they should be held accountable
- Community colleges want to be accountable, but by using the appropriate measures
- Community colleges need to have a common set of measures that can be of use for benchmarking
- Measures need to tell the story of what community colleges do while maintaining rigor and assessing quality




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### Objectives for the VFA

- Value-added metrics for accountability (*using data to measure performance and make better decisions*)
- National benchmarking for good practices
- Opportunity to streamline reporting / relieve IR capacity
- Ability to tell a better, more robust story
- Better data to inform public policy and advocacy




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### VFA Reporting Measures, Timeframes, Cohorts

**Measures: Student Progress & Outcomes**

- Six-Year Outcomes
- Two-Year Progress
- Developmental Education Progress

**Reporting Timeframes**



**Cohort Types**

- Main Cohort
  - Credential Seeking Cohort
  - First Time In College Cohort

All three Cohort Types are disaggregated by:

- Race/Ethnicity
- Gender
- Age
- College Ready/Not College Ready
- Full-time/Part-time
- Awarded/Not Awarded Pell Grant




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## VFA Cohorts

### ➤ VFA Main Cohort

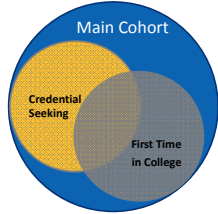
- Students who began taking credit or developmental education at your institution in the fall of the cohort year; new to your institution

### ➤ Credential Seeking

- Students in the Main Cohort who earned **12 or more credits** in two years

### ➤ First Time in College

- Students in the Main Cohort who were degree seeking and first-time in post-secondary education



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## Using the VFA

Colleges

States

National



# VFA



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## College Uses of the VFA

- Provide external accountability
- Provide analysis of leading indicators of student outcomes
- Provide reliable data to benchmark
- Provide data and information to better tell the story of the college

Colleges



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# Utilizing IPEDS Data to Provide Institutional Context

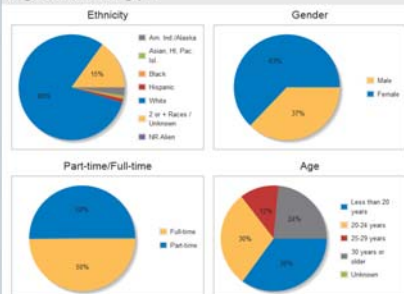
## VFA Member Public Profile Page

### Bay De Noc Community College

**Escanaba, MI**  
 University Type: Regional  
 College Type: Multi-Campus College (main campus/system office)  
 VFA Member Since: 2013 Data  
 College President: Laura L. Coleman  
 Total Enrollment: 2,355

- View 2015 VFA Data
- Six Year Cohort (2009)
- Six Year Outcomes
- Developmental Education
- Two Year Cohort (2012)
- Two Year Progress
- View Combined Report
- Work Continued Report
- Career and Technical Education
- Career and Technical Education

### College or System Student Demographics



# Utilizing IPEDS Data to Select "Peers"

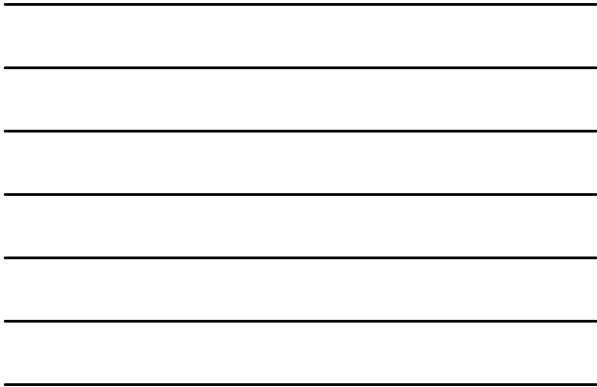
Benchmarking Dashboard  
VFA Community College

Collection Cycle: 2014-15

Filter Selections: Year College = VFA Community College

Filter Selections	Year College = VFA Community College	Benchmarking College(s)
Black / African American	5% to less than 10%	1601 Not Applicable Less than 2.0%
Hispanic / Latino	2.5% to less than 5%	1601 Not Applicable Less than 2.0%
Enrollment	2,000 to 4,999 students	1601 Not Applicable Less than 2,000 students 2,000 to 4,999 students 5,000 to 9,999 students 10,000 to 25,000 students
Institution Type	Multi-Campus College (main campus/system)	1601 2-year Campus, Separate Academics College of Health/College District Regional College of Multi-Campus System Multi-Campus College
Developmental Education Referrals	50% or Greater	1601 Not Applicable Less than 50% 50% to Less than 60% 60% to Less than 70% 70% or Greater
Developmental Education Method	By Placement/Referral	1601 Not Applicable By Placement/Referral By Placement/Referral/Other
State	District of Columbia	1601 Alabama Arkansas California Connecticut

\*Must click on multi select



# Utilizing IPEDS Data to Select "Peers"

Benchmarking Dashboard  
VFA Community College

Selectors

Year College	Black / African American	Hispanic / Latino	Enrollment	Institution Type	Dev Education Referrals	Dev Education Method	State
	5% to less than 10%	2.5% to less than 5%	2,000 to 4,999 students	Multi-Campus College (main campus/system office)	50% or Greater	By Placement/Referral	District of Columbia
	5 to < 10%	2.5 to < 5%	2,000 to 4,999	2-year Campus, Separate Academics	N/A	Placement/Referral	Alabama
	5 to < 10%	2.5 to < 5%	2,000 to 4,999	College of Health/College District	50% to Less than 60%	Career-taking	Arkansas
	5 to < 10%	2.5 to < 5%	2,000 to 4,999	District of Public College District	60 to < 70%	Placement	California
	5 to < 10%	2.5 to < 5%	2,000 to 4,999	Multi-Campus College	70% or Greater	Placement	Connecticut
	5 to < 10%	2.5 to < 5%	2,000 to 4,999	Multi-Campus College (main campus/system office)			District of Columbia
	5 to < 10%	2.5 to < 5%	2,000 to 4,999	Multi-Campus College of Health/College District			Florida
	5 to < 10%	2.5 to < 5%	2,000 to 4,999	Multi-Campus College			Illinois
	5 to < 10%	2.5 to < 5%	2,000 to 4,999	Multi-Campus College (main campus/system office)			Indiana
	5 to < 10%	2.5 to < 5%	2,000 to 4,999	Multi-Campus College of Health/College District			Michigan

Benchmarking College(s)  
 \*This list of benchmarking colleges is based on the Selectors. Changing the Selectors will make a new list.

Two Year Cohort      Six Year Cohort      [Click here to export.](#)

Benchmarking College(s)	Six Year						AMR	CTR
	Dev Math	Dev English	Dev Reading	60% Dev	Two Year	Six Year		
1601	Y	Y	Y	Y	Y	Y	Y	Y
Community College of Brown County (Wisconsin, WI)	Y	Y	Y	Y	Y	Y	Y	Y
Cosumnes Community College (California, CA)	Y	Y	Y	Y	Y	Y	Y	Y
Hamilton Community College (Ohio, OH)	Y	Y	Y	Y	Y	Y	Y	Y
Johnson College (Iowa, IA)	Y	Y	Y	Y	Y	Y	Y	Y
Madison Community College (Mississippi, MS)	Y	Y	Y	Y	Y	Y	Y	Y
New River Community & Technical College (Alabama, AL)	Y	Y	Y	Y	Y	Y	Y	Y



## Value of VFA to OCCC

- Very detailed and comprehensive data definitions.
- Because data is comparable, it can be used for benchmarking. OCCC can construct comparison cohort based on size, urbanicity, diversity, and other factors known to influence completion.
- Definition of cohorts and metrics calculated are more useful and relevant for community colleges than the one-size-fits-all of IPEDS.




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## Percentage of Students Who Completed Developmental Sequence in Six Years by Race and Ethnicity




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## Utilizing IPEDS Data to Put VFA Data in Context

Outcomes Dashboard

Outcomes Dashboard Broward College

YOUR COLLEGE - Federal Grad Rate Compared to VFA Six-Year Outcomes

VFA Full-time and Part-time Students

	IPEDS Full Cohort	VFA Cohort	Confidential Strating	First Time in College
60% Enrolled	33%	32%	33%	33%
Not Awarded/Transfer	15.0%	27.7%	27.7%	26.2%
Total Awarded	17.2%	34.2%	34.2%	34.4%

VFA Full-time Students

	IPEDS Full Cohort	VFA Cohort	Confidential Strating	First Time in College
60% Enrolled	44%	47%	47%	47%
Not Awarded/Transfer	18.2%	26.0%	26.0%	24.2%
Total Awarded	22.2%	34.2%	34.2%	34.4%

Note: This is a bachelor's granting college. Therefore federal data for Fall Students 2008 and "60 Enrolled" are not available.

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### VFA and Strategic Plan Alignment at Broward College



- Greater **context** for performance funding models
- Informed **decision-making** for student success initiatives
- Effective peer **benchmarking** with alignment of common metrics for reports and scorecards
- Enhanced **strategic planning** and **institutional effectiveness** processes
- Broader, clearer picture of institutional performance **over time** (six year outcomes)
- More **comprehensive** insight than other local, state, or national databases (including IPEDS)
- Facilitation of **data quality** and validation efforts for **continuous improvement**

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### VFA and Strategic Plan Alignment at Broward College



TWO-YEAR PROGRESS MEASURES		
• Retention: fall to next term		●
• Successful completion of credits: 1st term; by end of year two		●
• Reached credit threshold by end of year two		●
• Persistence/attainment: completed certificate/degree; transferred; still enrolled		●
SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)		
• Completed certificate, associates, or bachelor's degree (with/without transfer)		●
• Transfer (no award)		●
• Persistence: still enrolled		●
• Left with <math>\leq 30</math> credits; left with > 30 credits		●
CAREER & TECHNICAL EDUCATION (CTE) MEASURES		
• Enrollment (credit and non-credit)		●
• Completions (credit and non-credit)		●
<i>Student outcomes post CTE (credit and non-credit) Completions/Leavers</i>		
• Earned a certificate or degree in the CTE area		●
• Median wage growth of CTE students post CTE		●
• Earnings outcomes		●
• Enrolled in higher education		●
• Passed Licensure exam		●
• Completed industry credentials		●

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### State-wide Uses of the VFA

#### States



- Compare institutions within a state
- Summarize state-wide outcomes
- Put in-state college outcomes in perspective to outcomes outside of the state
- Provide data and information to better tell the story of colleges in the state




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## 2017 VFA: State Participation

### What does state participation provide?

- Access to the state's colleges' data
- State Outcomes dashboard
- Benchmarking dashboard
- State reports in PDF and Excel




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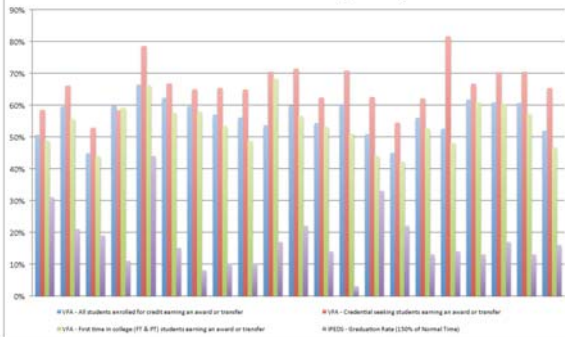
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Comparing VFA Six-Year Outcomes vs IPEDS Three-Year Graduation Rates - 2007 Cohort at Michigan Colleges




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## Utilizing IPEDS Data to Select "Peers"

**Kentucky Community & Technical College System**  
Versailles, KY

University  
College Type: State Agency  
VFA Member Since: 2013 State  
College President: Jay K. Bos  
Total Enrollment: 91,537

View 2015 VFA Data:  
Six Year Cohort (2009)  
Six Year Outcomes  
Developmental Education  
Two Year Cohort (2012)  
Two Year Progress

View Combined Report:  
Six Year Combined Report  
Career and Technical Education  
Career and Technical Education

College or System Student Demographics

**Ethnicity**

**Gender**

**Part-time/Full-time**

**Age**

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VFA THE FUTURE WE ARE BUILDING

**“We aim for the VFA to be the foundational accountability framework for our colleges for now and into the future.”**

-Walter G. Bumphus, President and CEO,  
American Association of Community Colleges

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Voluntary Framework of Accountability  
Vfa.aacc.nche.edu



Kent A. Phillippe  
Associate Vice President,  
Research & Student Success  
kphillippe@aacc.nche.edu

Bernadette Holloway  
Voluntary Framework of Accountability  
Project Manager  
bholloway@aacc.nche.edu

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