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

April 27, 2016

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

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

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

Meaningful

Utility

8-year First-time Full-time

Student Right-to-know

100% normal time

6-year First-time, Part-time

6-Year Transfer-in Full-time

6-year First-time, 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

AACC AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

Better Measures Better Tool +

Better way to tell YOUR story

for community colleges

by community colleges

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

Meaningful

Utility

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

Meaningful

Utility

VFA Reporting Measures, Timeframes, Cohorts

Measures: Student Progress & Outcomes
- Six-Year Outcomes
- Two-Year Progress
- Developmental Education Progress

Reporting Timeframes

Six Year	Two Year

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

CTE Cohort ---- **Career & Technical Education Measures**

ABE Cohort ---- **Adult Basic Education Measures**

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

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
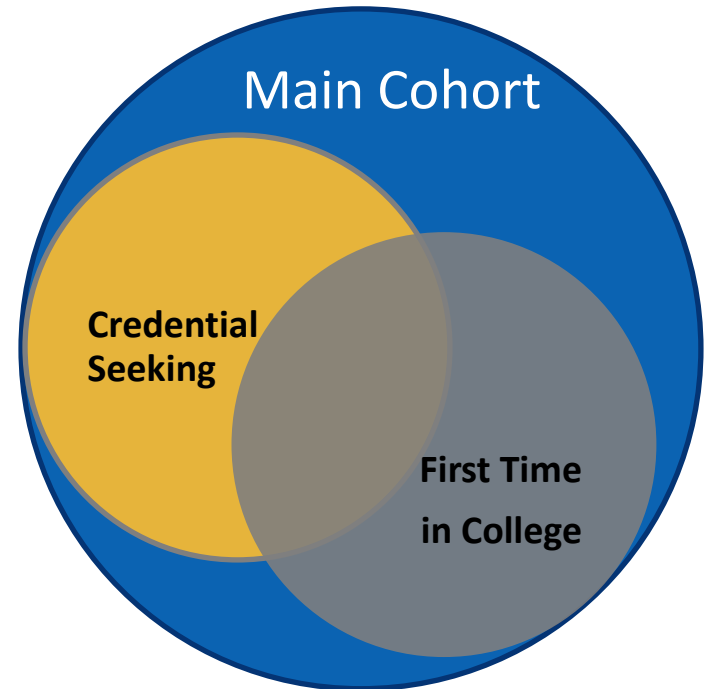
Using the VFA

Colleges   **States**   **National**

VFA

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

VFA
Voluntary
Framework of
Accountability

Utilizing IPEDS Data to Provide Institutional Context

VFA Member Public Profile Page

Bay De Noc Community College
Escanaba, MI

Urbanicity: Town, Remote
College Type: Multi-Campus College (main campus/system office)
VFA Member Since: 2013 Beta
College President: Laura L. Coleman
Total Enrollment: 2,305

View 2015 VFA Data:

Six Year Cohort (2008)
- Six-Year Outcomes
- Developmental Education

Two Year Cohort (2012)
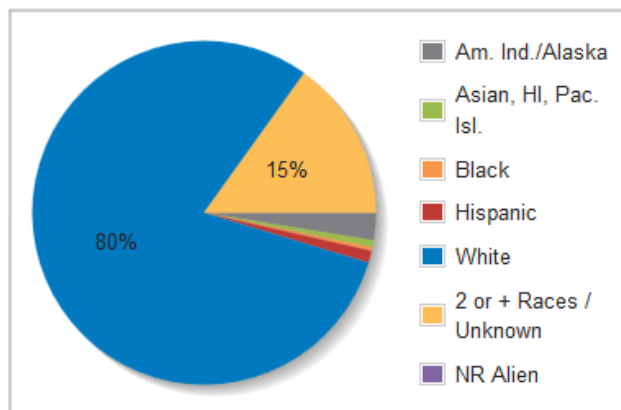- Two-Year Progress

View Combined Report
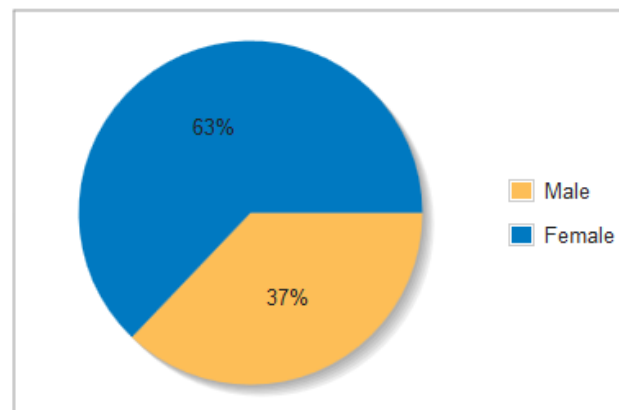- View Combined Report

Career and Technical Education
- Career and Technical Education

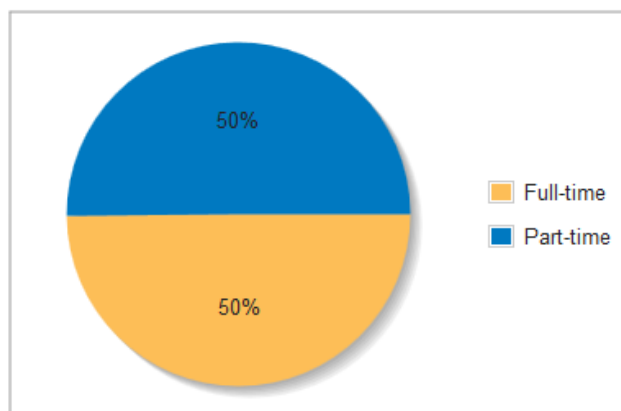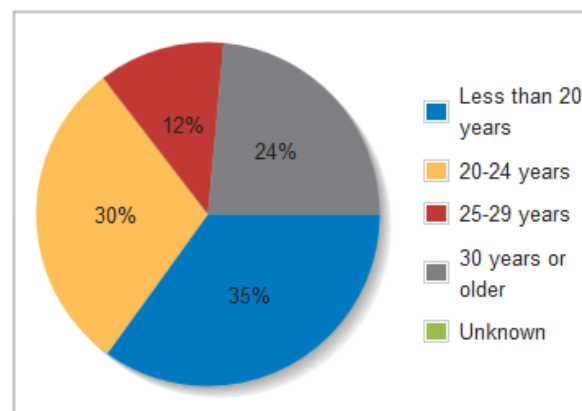### College or System Student Demographics

Ethnicity
- Am. Ind./Alaska
- Asian, HI, Pac. Isl.
- Black
- Hispanic
- White
- 2 or + Races / Unknown
- NR Alien

80%
15%

Gender
- Male
- Female

63%
37%

Part-time/Full-time
- Full-time
- Part-time

50%
50%

Age
- Less than 20 years
- 20-24 years
- 25-29 years
- 30 years or older
- Unknown

12%
24%
30%
35%
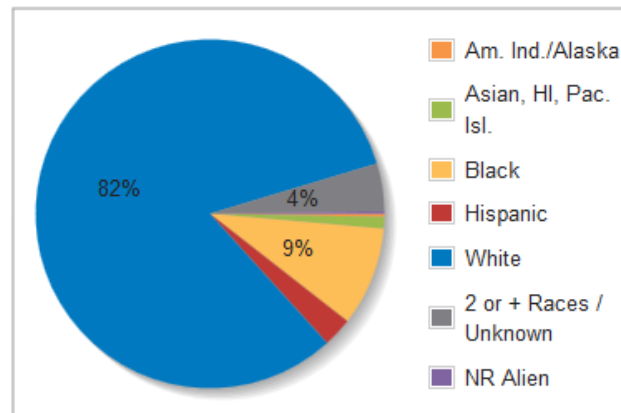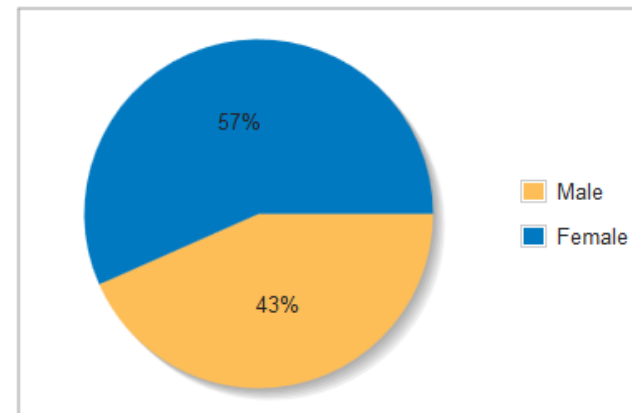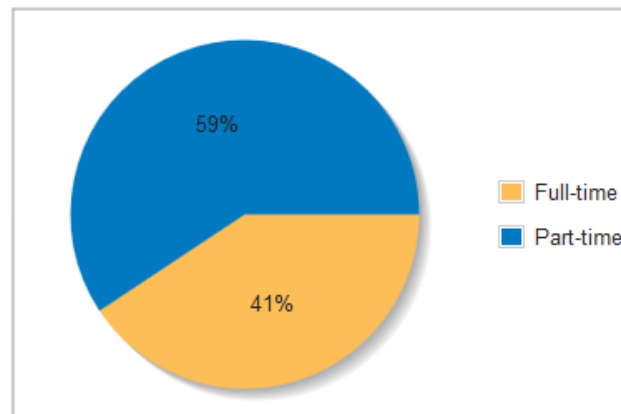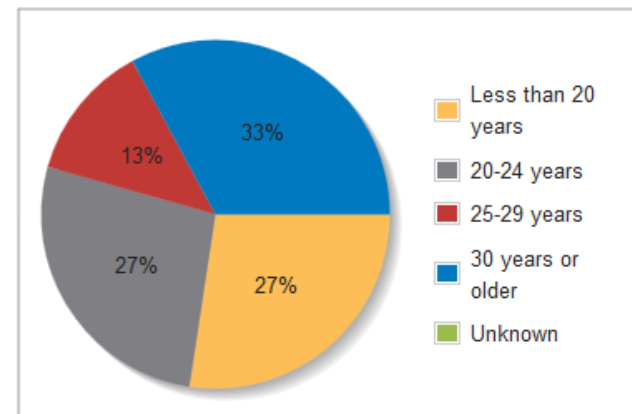
Utilizing IPEDS Data to Select "Peers"

Benchmarking Dashboard
VFA Community College

| Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE |

Collection Cycle 2014-15

Filter Selections	Your College = VFA Community College	Benchmarking College(s)
Black / African American	5% to less than 10%	(All) Not Available Less than 2.5% 2.5% to less than 5% 5% to less than 10% 10% to less than 20%
Hispanic / Latino	2.5% to less than 5%	(All) Not Available Less than 2.5% 2.5% to less than 5% 5% to less than 10% 10% to less than 20% 20% to less than 40%
Enrollment	2,000 to 4,999 students	(All) Not Applicable Less than 2,000 students 2,000 to 4,999 students 5,000 to 9,999 students 10,000 to 29,999 students
Institution Type	Multi-Campus College (main campus/system	(All) 2-year Campus, Separate Accreditation College of Multi College District District Office of Multi-College System Multi-Campus College
Developmental Education Referrals	50% or Greater	(All) Not Applicable Less Than 30% 30% to Less Than 40% 40% to Less Than 50% 50% or Greater
Developmental Education Method	By Placement/Referral	(All) Not Applicable By Placement/Referral By Course-taking Behavior
State	District of Columbia	(All) Alabama Arizona Arkansas California Connecticut

*Hold CTRL to multi-select.

Utilizing IPEDS Data to Select "Peers"

Selectors	Benchmark College(s)	Dev Subjects	Any Dev	Two Year Progress	Six Year Outcomes	CTE	ABE

Selectors

	Black / African American	Hispanic / Latino	Enrollment	Institution Type	Dev Education Referrals	Dev Education Method	State
Your College	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
Benchmarking College(s)	5 to < 10%	< 2.5% 2.5 to < 5%	2,000 to 4,999 5,000 to 9,999	2-year Campus, Separate Accreditation College of Multi College District District Office of Multi-College System Multi-Campus College Multi-Campus College (mai campus/system office) Multi-Campus College of Multi-College District	N/A < 30% 30 to < 40% 40 to < 50% >= 50%	Placement/Referral Course-taking Behavior	Alabama Arizona Arkansas California Florida Idaho Illinois Iowa Maryland Massachusetts 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.**

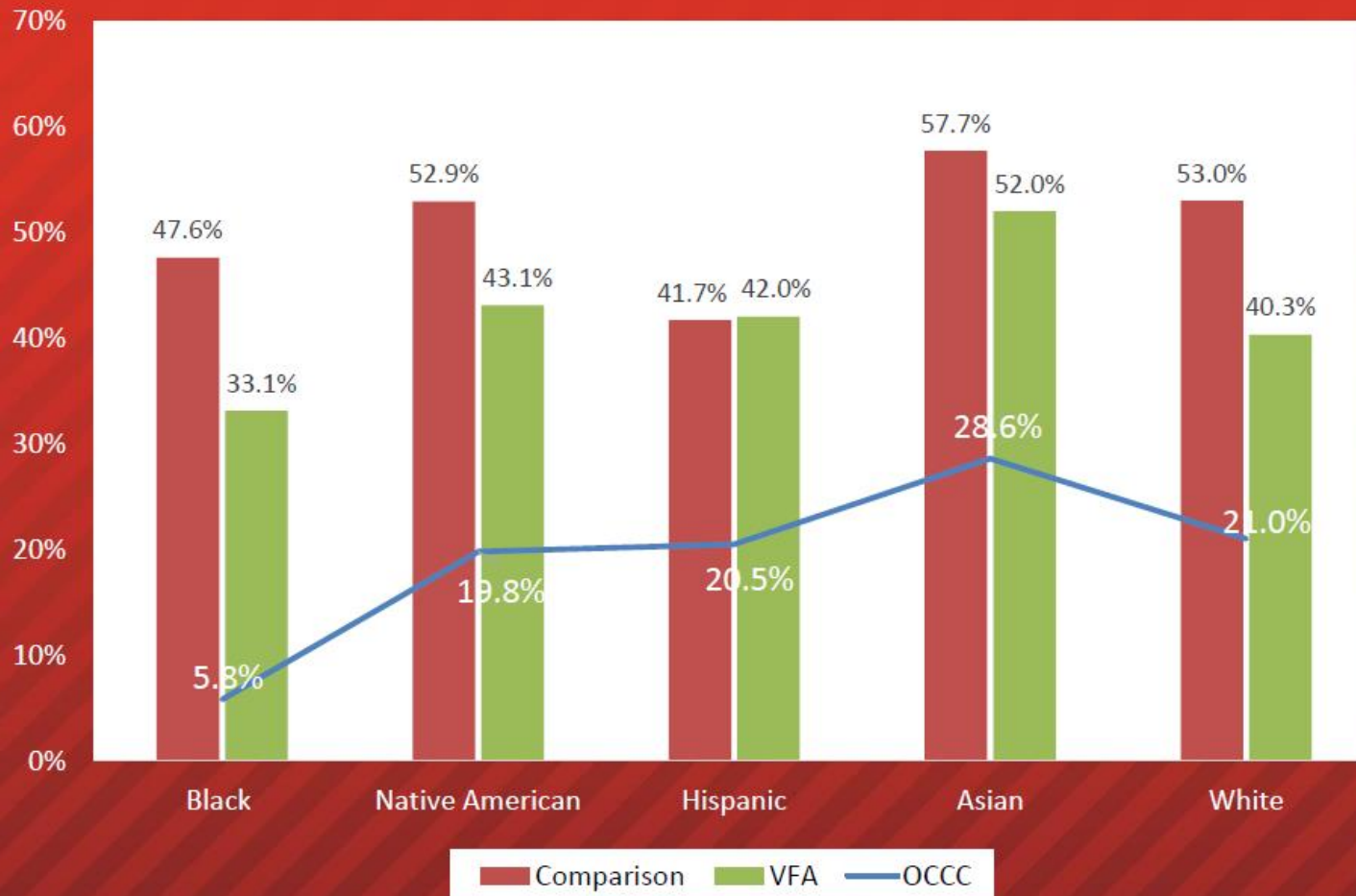| Benchmarking College(s)	Six Year						ABE	CTE
	Dev Math	Dev English	Dev Reading	Any Dev	Two Year	Six Year		
Total	5	5	4	5	5	5	0	2
Community College of Beaver County (Monaca, PA)	Y	Y	Y	Y	Y	Y		
Corning Community College (Corning, NY)	Y	Y	Y	Y	Y	Y		
Hawkeye Community College (Waterloo, IA)								
Jackson College (Jackson, MI)	Y	Y	Y	Y	Y	Y		Y
Muskegon Community College (Muskegon, MI)	Y	Y	Y	Y	Y	Y		Y
New River Community & Technical College (Beckley, WV)	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.**

NOW IS POWER

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

Utilizing IPEDS Data to Put VFA Data in Context

Outcomes Dashboard

| Dev Subjects | Any Dev | Two-Year Progress | Six-Year Outcomes | GRS Report | CTE | ABE |

Outcomes Dashboard
Broward College

Published: Data Approved

Filter Selections

Collection Cycle

2014-15

GRS Cohort Year
Fall Students 2007

VFA Cohort Year
Fall Students 2008

Show GRS Comparison To:

◉ Your College   ○ All VFA Colleges

About These Data

These data compare a college's Student Right-to-know (IPEDS) outcomes to the college's VFA Six-Year Outcomes by cohort type.
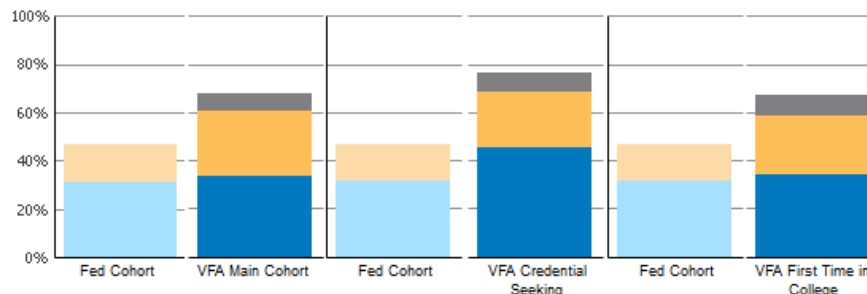
The two graphs show:

1. All students in the VFA Cohort (full-time and part-time)

2. Only full-time students in the VFA cohort.

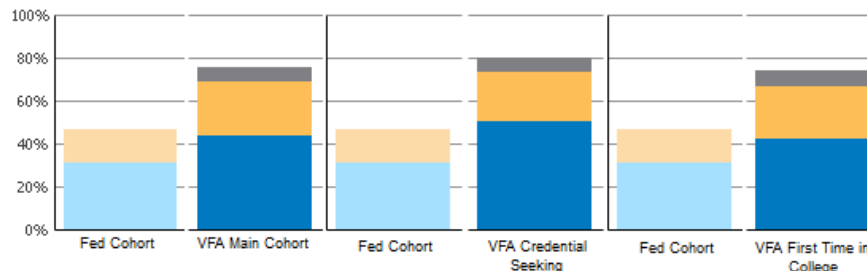*VFA Total Earned Awards = Bachelor's degrees, associate degrees and cetificates.

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

VFA Full-time and Part-time Students

	IPEDS Fed Cohort	Main Cohort	Credential Seeking	First Time in
Still Enrolled	0.0%	7.2%	7.9%	8.6%
No Award (Transfer)	15.8%	27.5%	23.1%	24.3%
Total Earned Awards*	31.2%	33.2%	45.2%	34.4%

VFA Full-time Students

	IPEDS Fed Cohort	Main Cohort	Credential Seeking	First Time in
Still Enrolled	0.0%	6.7%	6.7%	7.7%
No Award (Transfer)	15.8%	24.6%	23.1%	24.0%
Total Earned Awards*	31.2%	44.0%	50.1%	42.4%

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

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**

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 </= to 30 credits; left with > 30 credits	🟢
CAREER & TECHNICAL EDUCATION (CTE) MEASURES	
▪ Enrollment (credit and non-credit)	🟢
▪ Completions (credit and non-credit)	🟢
Student outcomes post CTE (credit and non-credit Completers/Leavers)	
▪ 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	🟢

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

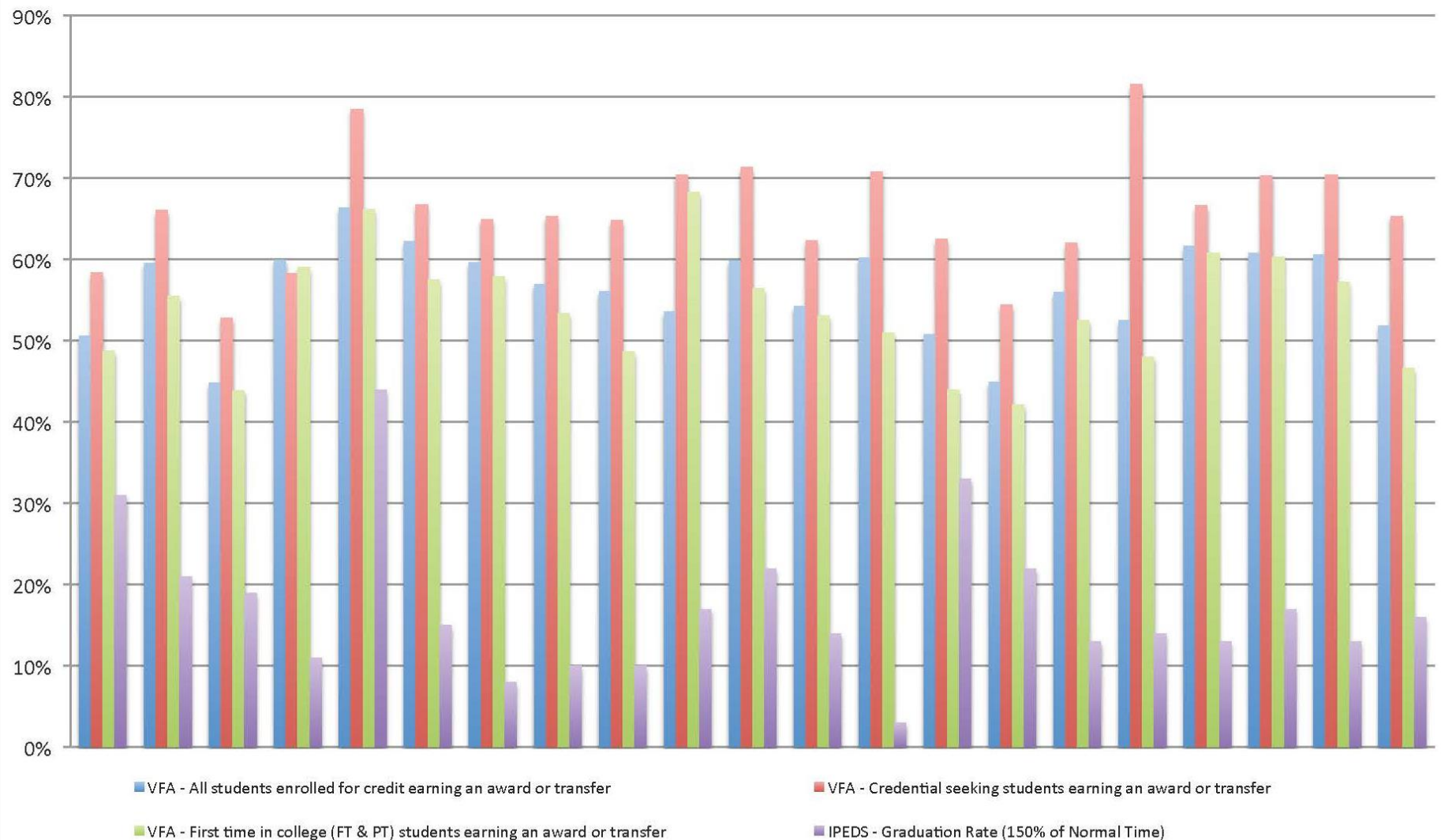- Provide data and information to better tell the story of colleges in the state

VFA Voluntary Framework of Accountability

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

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

- VFA - All students enrolled for credit earning an award or transfer
- VFA - Credential seeking students earning an award or transfer
- VFA - First time in college (FT & PT) students earning an award or transfer
- IPEDS - Graduation Rate (150% of Normal Time)

Utilizing IPEDS Data to Select "Peers"

Utilizing IPEDS Data to Select "Peers"

Selectors | Benchmark College(s) | Dev Subjects | Any Dev | Two Year Progress | Six Year Outcomes | CTE | ABE

Selectors

	Black / African American	Hispanic / Latino	Enrollment	Institution Type	Dev Education Referrals	Dev Education Method	State
Your College	5% to less than 10%	2.5% to less than 5%	2,000 to 4,999 students	Multi-Campus College (main campus/system office)	30% to Less Than 40%	By Placement/Referral	District of Columbia
Benchmarking College(s)	N/A	N/A	N/A	2-year Campus, Separate Accreditation	N/A	NA	Kentucky
	< 2.5%	< 2.5%	< 2,000	College of Multi College District	< 30%	Placement/Referral	
	2.5 to < 5%	2.5 to < 5%	2,000 to 4,999	District Office of Multi-College System	30 to < 40%	Course-taking Behavior	
	5 to < 10%	5 to < 10%	5,000 to 9,999		40 to < 50%		
	10 to < 20%	10 to < 20%	10,000 to 29,999	Multi-Campus College	>= 50%		
	20 to < 40%	20 to < 40%	> 30,000	Multi-Campus College (mai campus/system office)			
	>= 40%	>= 40%		Multi-Campus College of Multi-College District			

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)	Two Year					ABE	CTE
	Dev Math	Dev English	Dev Reading	Any Dev	Two Year		
Total	16	16	16	16	16	0	16
Ashland Community & Technical College (Ashland, KY)	Y	Y	Y	Y	Y		Y
Big Sandy Community & Technical College (Prestonsburg, KY)	Y	Y	Y	Y	Y		Y
Bluegrass Community & Technical College (Lexington, KY)	Y	Y	Y	Y	Y		Y
Elizabethtown Community & Technical College (Elizabethtown, KY)	Y	Y	Y	Y	Y		Y
Gateway Community & Technical College (Florence, KY)	Y	Y	Y	Y	Y		Y
Hazard Community & Technical College (Hazard, KY)	Y	Y	Y	Y	Y		Y
Henderson Community College (Henderson, KY)	Y	Y	Y	Y	Y		Y
Hopkinsville Community College (Hopkinsville, KY)	Y	Y	Y	Y	Y		Y
Jefferson Community & Technical College (Louisville, KY)	Y	Y	Y	Y	Y		Y
Madisonville Community College (Madisonville, KY)	Y	Y	Y	Y	Y		Y
Maysville Community & Technical College (Maysville, KY)	Y	Y	Y	Y	Y		Y
Owensboro Community & Technical College (Owensboro, KY)	Y	Y	Y	Y	Y		Y

State / System-wide Outcomes

Kentucky Community & Technical College System (Versailles, KY)

Six Year Cohort (Fall Students 2008)

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

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type
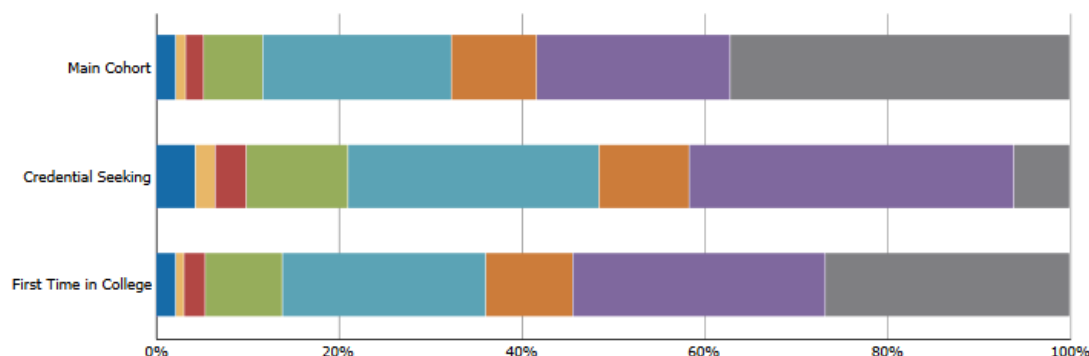
Cohort Types
Different types of students

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.

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		20,194	10,050	12,051
Bachelor's		N/A	N/A	N/A
Associate (Transfer)		2.1%	4.2%	2.1%
Associate (No Transfer)		1.1%	2.2%	0.9%
Certificate (Transfer)		1.9%	3.4%	2.3%
Certificate (No Transfer)		6.5%	11.1%	8.4%
No Award (Transfer)		20.7%	27.4%	22.3%
Still Enrolled		9.4%	9.9%	9.6%
Left with > or = 30 credits		21.1%	35.6%	27.6%
Left with < 30 credits		37.3%	6.1%	26.8%

National Uses of the VFA

National

- Informing and driving policy

- Alignment – across states, across initiatives, across the sector

  - Raises awareness

  - Increases the effectiveness of efforts taking place on multiple fronts

VFA | Voluntary Framework of Accountability

"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

Voluntary Framework of Accountability
Vfa.aacc.nche.edu

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