



Voluntary
Framework of
Accountability

The Voluntary Framework of Accountability

*for community colleges,
by community colleges*



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Framework of
Accountability

Leading Indicators of Student Success: Using the VFA/AACC Pathways KPIs

Texas Association of Institutional Research

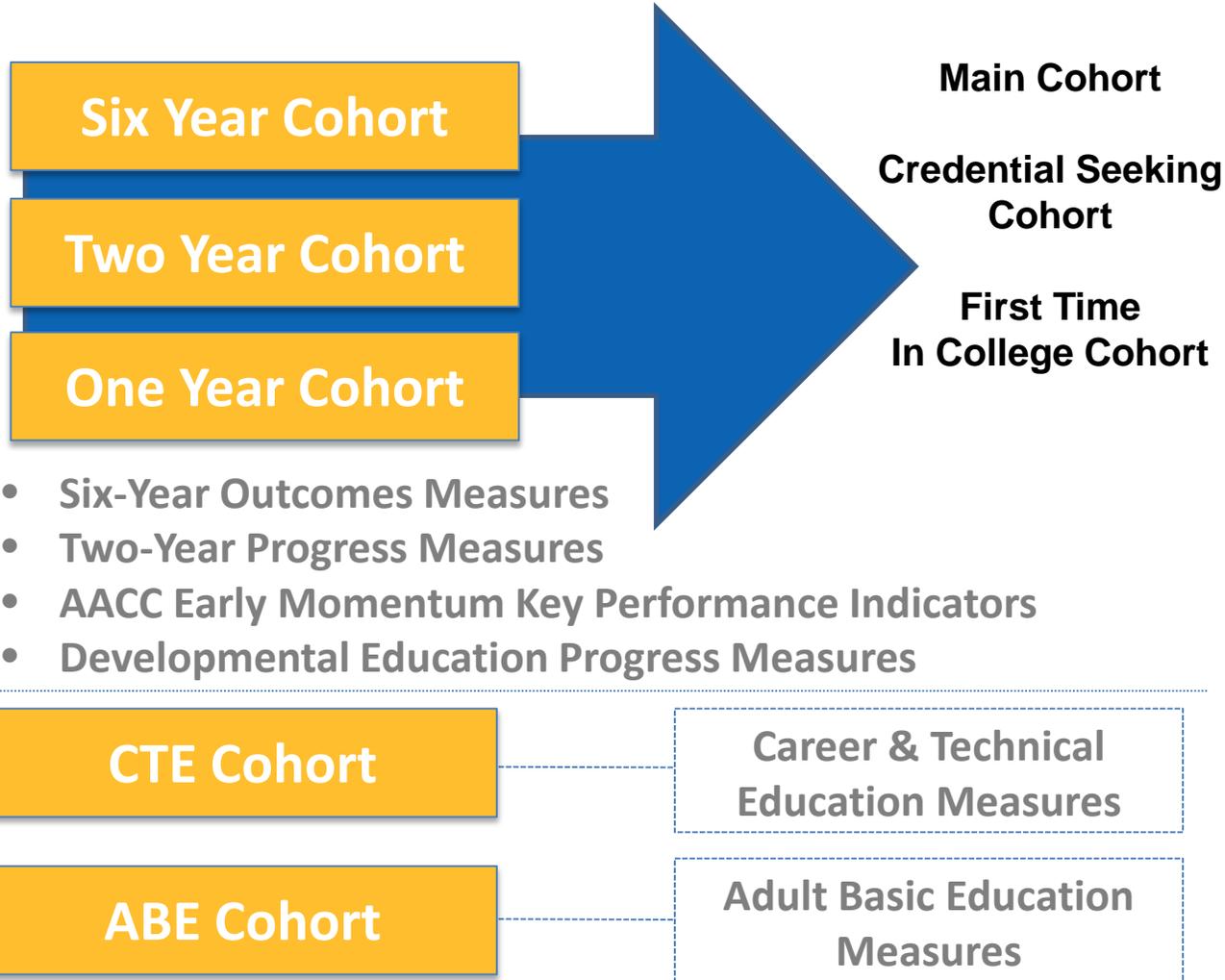
Vaughn Alexander Hendriex, Executive Project Manager,
Voluntary Framework of Accountability, American
Association of Community Colleges



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Overview of the VFA Reporting Timeframes and Cohorts

Student Progress & Outcomes



(for a complete listing of measures, see the slide notes)

cohorts

measures



Student Progress & Outcomes: Cohorts

VFA will report outcomes for three Reporting Timeframes:

- **Six Year Cohort:** students who entered the college six years ago (2013)
- **Two Year Cohort:** students who entered the college two years ago (2017)
- **One Year Cohort:** students who entered the college one year ago (2018)

Each of these cohort years are broken into three Cohort Types:

- **Main Cohort:** fall entering, first time at the reporting institution; all students
 - **Credential Seeking:** of the main cohort, students that completed 12 credits by the end of year two
 - **First Time in College:** of the main cohort, degree seeking & first-time at any post-secondary institution

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 and ABE are separate cohorts]



AACC Early Momentum Pathway Early KPIs

- Credit momentum KPIs:
 - ◆ Earned 6+ college credits in 1st term
 - ◆ Earned 12+ college credits in 1st term
 - ◆ Earned 15+ college credits in year 1
 - ◆ Earned 24+ college credits in year 1
 - ◆ Earned 30+ college credits in year 1
- Gateway math and English completion KPIs:
 - ◆ Completed college math in year 1
 - ◆ Completed college English in year 1
 - ◆ Completed both college math and English in year 1
- Persistence KPIs:
 - ◆ Persisted from term 1 to term 2
- College course completion KPI:
 - ◆ College-level course completion rate in students' first academic year



Student Progress & Outcomes: Measures

Developmental Education Progress Measures

Determining Developmental Need

- By referral
 - ◆ Based on testing or institutional practice, students are referred to developmental education or remedial education course.
- By course-taking behavior
 - ◆ Based on student behavior, students enroll in at least one developmental education or remedial education course within the reporting timeframe.
- By a combination of placement/referral and course-taking behavior



Student Progress & Outcomes: Measures

Developmental Education Progress Measures

Developmental Subjects: Math, English, Reading

- Distribution of Need (Development Need by Subject)
 - ◆ Students referred to 1, 2, or 3 levels below college-level in subject

Of the students with a developmental need, those that:

- Attempted Any Developmental Education*
 - ◆ Students who attempted a developmental education course in subject referred
- Became College Ready in Dev Subject
 - ◆ Students who successfully completed highest level developmental education course in subject
- Completed College-Level Course
 - ◆ Students who successfully completed any college-level course in math or English

* updated





Student Progress & Outcomes: Measures

Progress & Attainment at the end of Two Years

- ◆ **No Success in First Term**
 - ◆ Students who failed to successfully complete at least one credit in first term
- ◆ **Retention: Fall to Next Term**
 - ◆ Students who were retained from fall to their next full academic term or completed a formal award
- ◆ **Successful Completion of Credits**
 - ◆ Successful completion rate of all credits attempted by cohort after first term & after two years
- ◆ **Reach Credit Threshold**
 - ◆ Students who reached credit thresholds (24=part-time; 42=full-time) by end of two years
- ◆ **Two-Year Persistence/Attainment Outcomes**
 - ◆ Snapshot of student outcomes after two years:
 - Completed certificate or degree
 - Transferred to a 2-year or 4-year institution
 - Still enrolled at initial institution



Student Progress & Outcomes: Measures

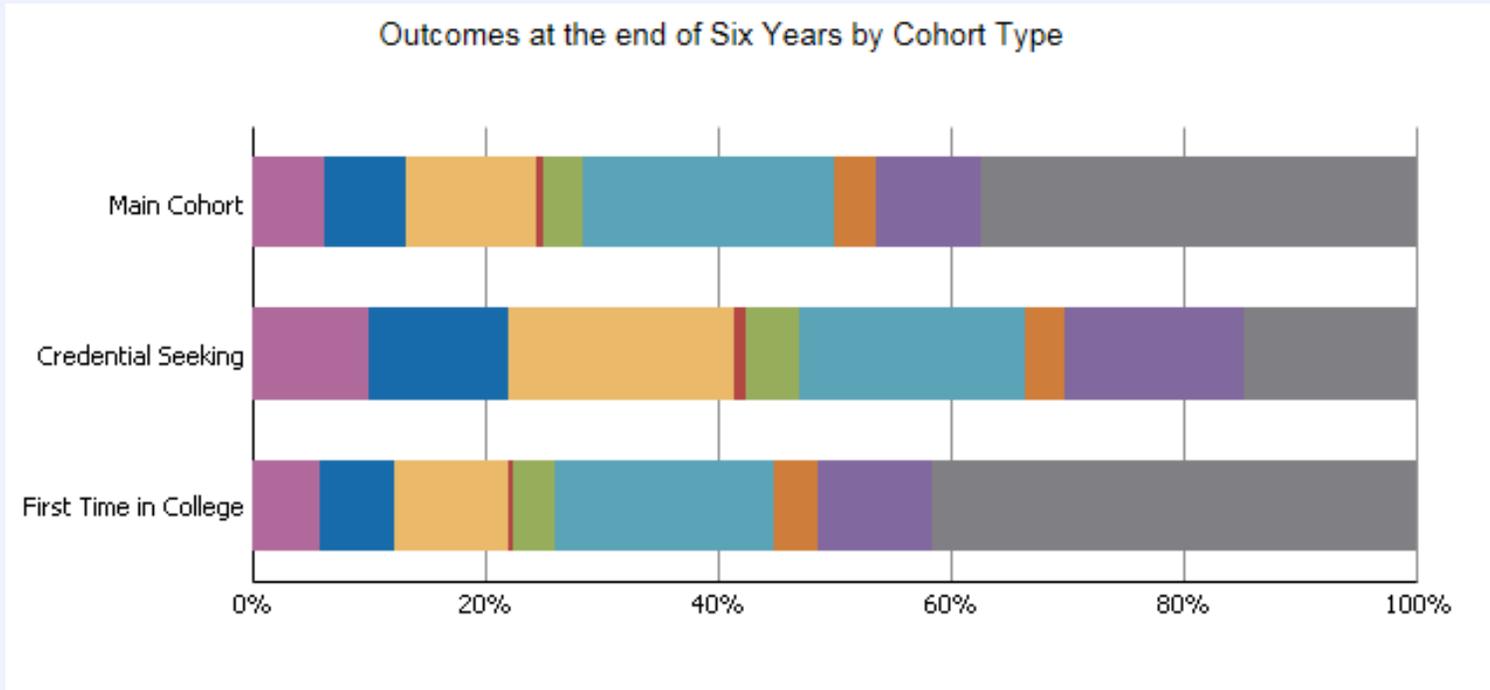
Student Outcomes at the end of Six Years

- **Bachelor's Degree:** reporting college awarded bachelor's degree
- **Associate Degree:** reporting college awarded associate degree
 - ✓ **Transfer** after receipt of degree
 - ✓ **No Transfer** after receipt of degree
- **Certificate:** reporting college awarded a formal award (certificate)
 - ✓ **Transfer** after receipt of award
 - ✓ **No Transfer** after receipt of award
- **Transfer:** transferred to another post-secondary institution
- **Still Enrolled:** still enrolled during the sixth academic year
- **Left, No Award:** not enrolled during the sixth academic year
 - ✓ earned ≥ 30 **college-level credits** at reporting institution
 - ✓ earned < 30 **college-level credits** at reporting institution

Hierarchical; Mutually Exclusive; 100% of Cohort



Student Progress & Outcomes: Six-Year Outcomes



Outcomes	Main Cohort	Credential Seeking	First Time in College
Bachelor's	6.2%	10.0%	5.7%
Associate (Transfer)	7.0%	12.0%	6.4%
Associate (No Transfer)	11.2%	19.3%	9.8%
Certificate (Transfer)	0.7%	1.0%	0.5%
Certificate (No Transfer)	3.3%	4.6%	3.5%
No Award (Transfer)	21.7%	19.4%	18.7%
Still Enrolled	3.5%	3.5%	3.9%
Left (=> 30 Credits)	9.1%	15.3%	9.8%
Left (< 30 Credits)	37.4%	15.0%	41.6%

The Value of the VFA and its Data

With better, more meaningful metrics, VFA colleges get a consistent, strong accountability framework AND a tool for institutional research and improvement

COLLEGE

- Ability to benchmark against colleges in your state, as well as colleges outside of your state
- Actionable data for:
 - Guided Pathways
 - Developmental Education Redesign
 - Courageous conversations with staff and faculty
 - More complete story to share with stakeholders

STATE-WIDE

- Coordinated message and informed responses to state and federal legislators and accountability (reporting) efforts
- Opportunity for state (system, association, commission) to view and use college's data – if college CEOs see this as an advantage



accountability



utility



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AACC Early Momentum Key Performance Indicators (KPIs)

Leading



Influence
future
performance

Analyze
past
performance



Lagging

Leading (input)



Lagging (output)



From Accountability to Actionable Data

The Voluntary Framework of Accountability
is the first national system of accountability

SPECIFICALLY

for community colleges
by community colleges.

Accountability (Lagging indicators)

Filter Selections

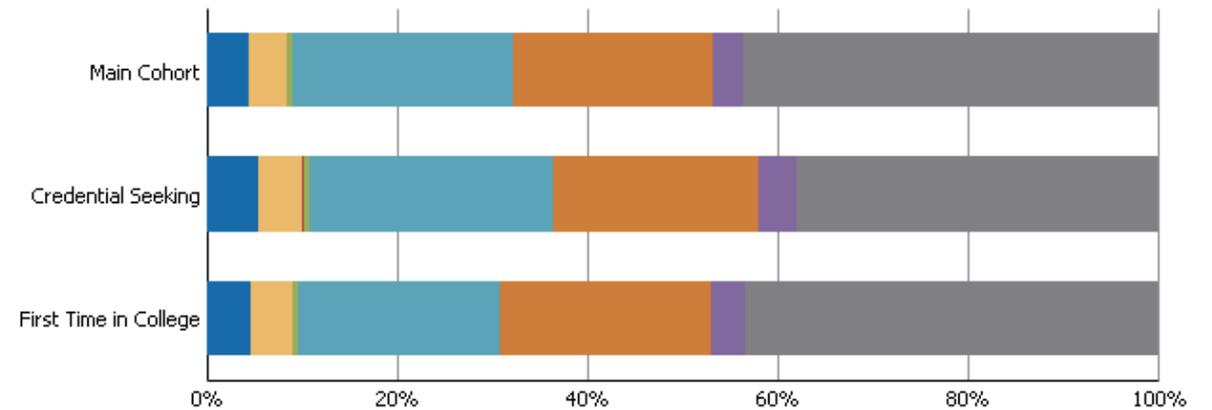
Collection Cycle

2017

Outcomes	Main Cohort	Cohort Year	Year Cohort	Students 2010
Bachelor's	0.0%			
Associate (Transfer)	4.4%			
Associate (No Transfer)	3.9%			
Certificate (Transfer)	0.1%			
Certificate (No Transfer)	0.5%			
No Award (Transfer)	23.1%			
Still Enrolled	21.0%			
Left with > or = 30 credits	3.3%			
Left with < 30 credits	43.7%			

Outcomes at the end of Six Years by Cohort Type

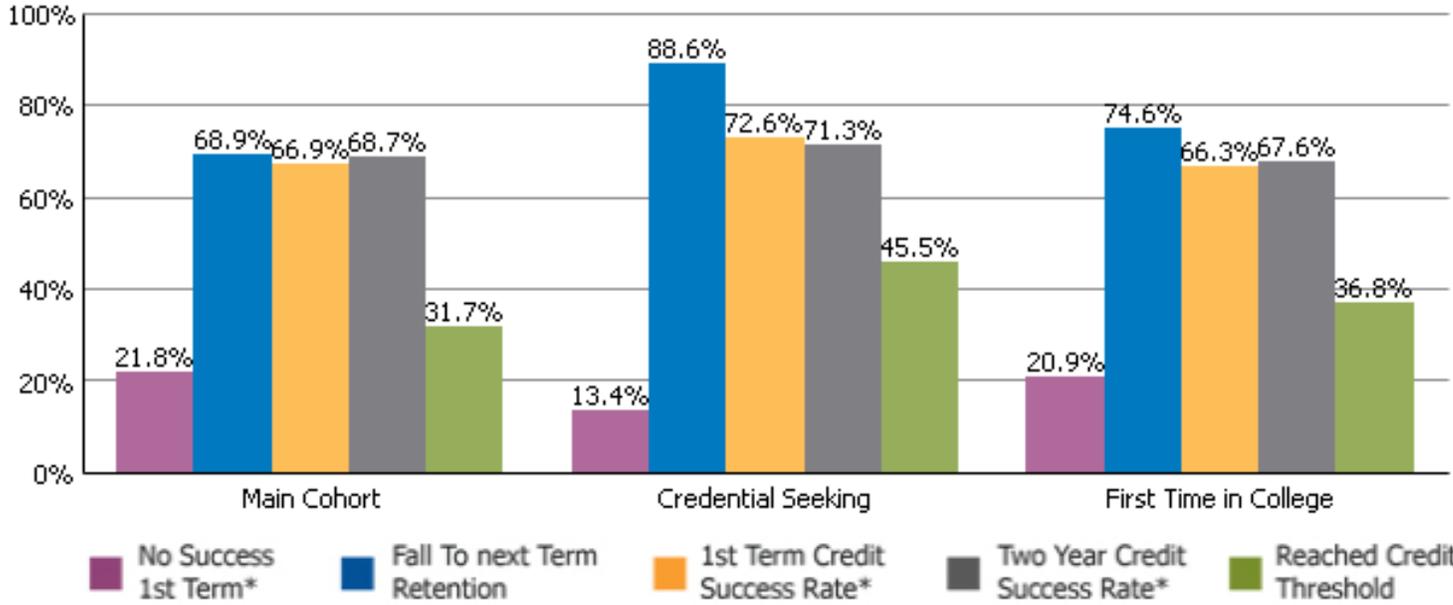
Published: Data Appro



Moving to Leading indicators

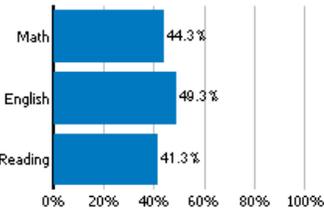
- Developmental Ed
- Two year progress and outcomes

Progress by end of Year Two by Cohort

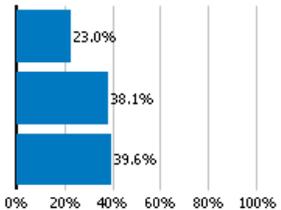


Developmental Outcomes across Subjects by Cohort Type: Main Cohort

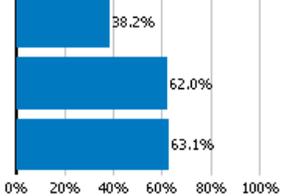
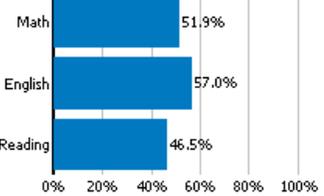
Attempted Dev Course (By Referral)



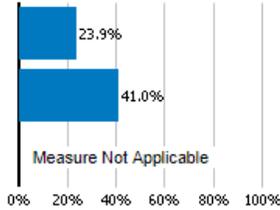
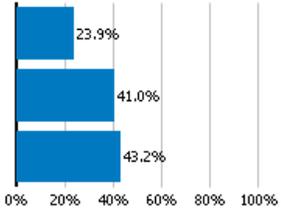
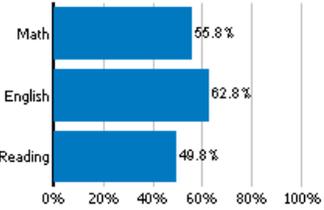
Became College Ready*



Developmental Outcomes across Subjects by Cohort Type: Credential Seeking



Developmental Outcomes across Subjects by Cohort Type: First Time in College



Leading Indicators: Lessons for AACCC's Guided Pathways initiative

- Pathways KPIs

- 1st term
- 1st year

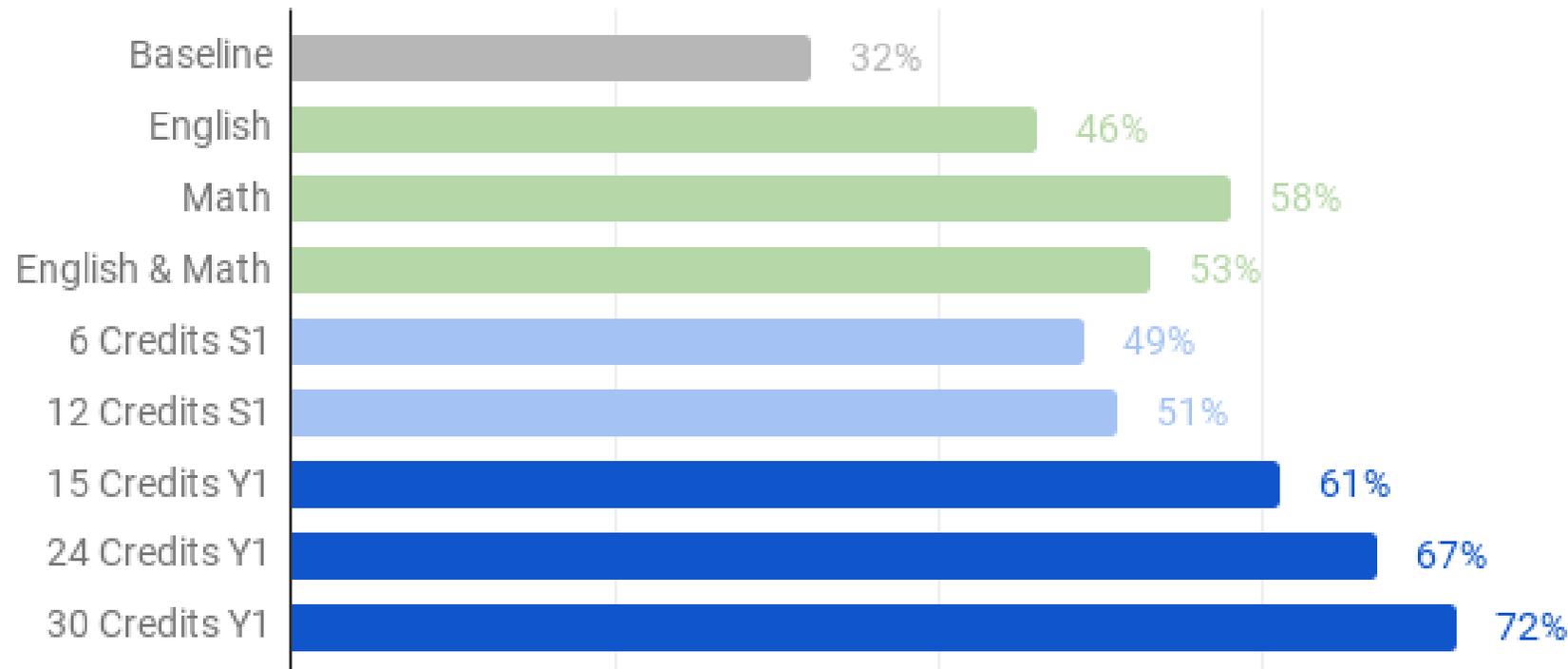
- CCRC research

- Now included in the VFA

AACC
Pathways
KPIs

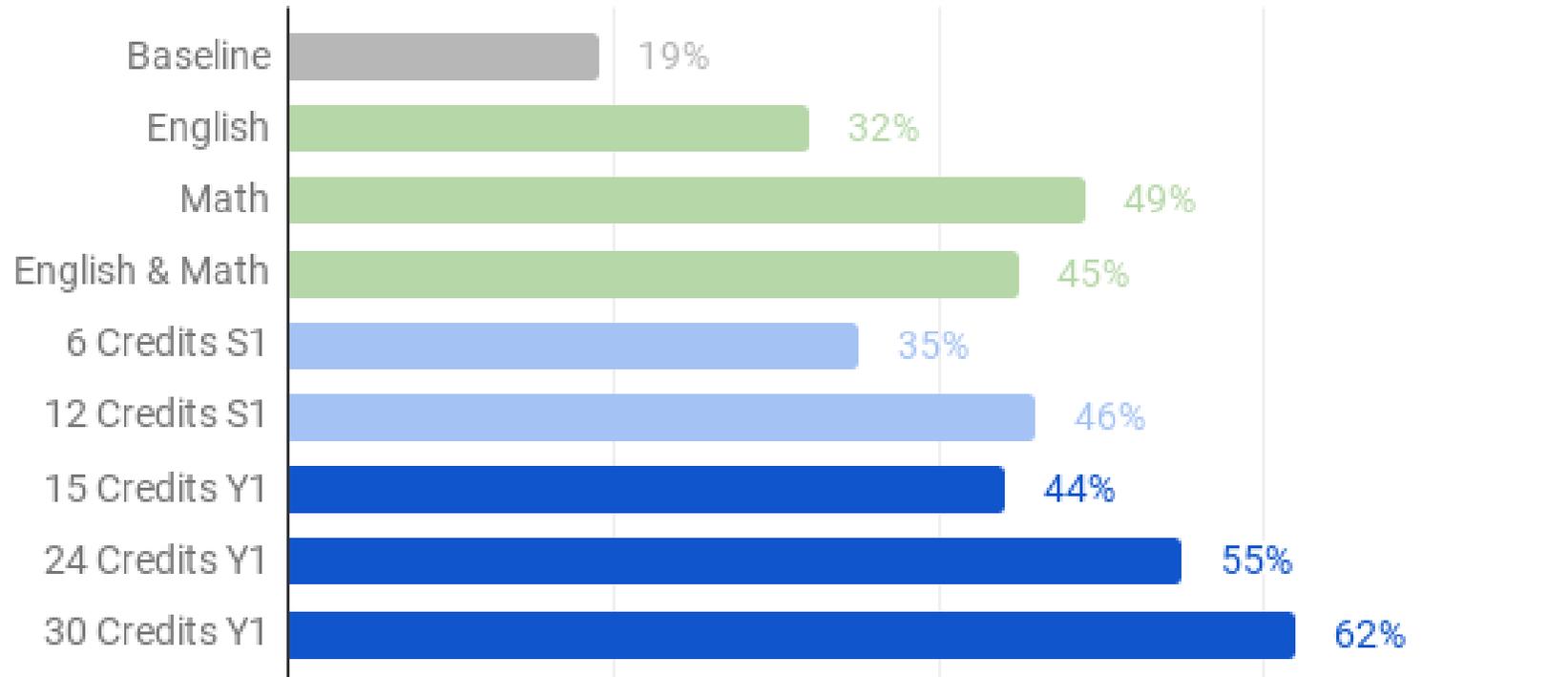
- 1) Credit momentum KPIs:
 - a) Earned 6+ college credits in 1st term
 - b) Earned 12+ college credits in 1st term
 - c) Earned 15+ college credits in year 1
 - d) Earned 24+ college credits in year 1
 - e) Earned 30+ college credits in year 1
- 2) Gateway math and English completion KPIs:
 - a) Completed college math in year 1
 - b) Completed college English in year 1
 - c) Completed both college math and English in year 1
- 3) Persistence KPIs:
 - a) Persisted from term 1 to term 2
- 4) College course completion KPI:
 - a) College-level course completion rate in students' first academic year

Adjusted* Six-Year Award Rate by KPI Status: All Students



*KPI outcomes are adjusted controlling for student characteristics

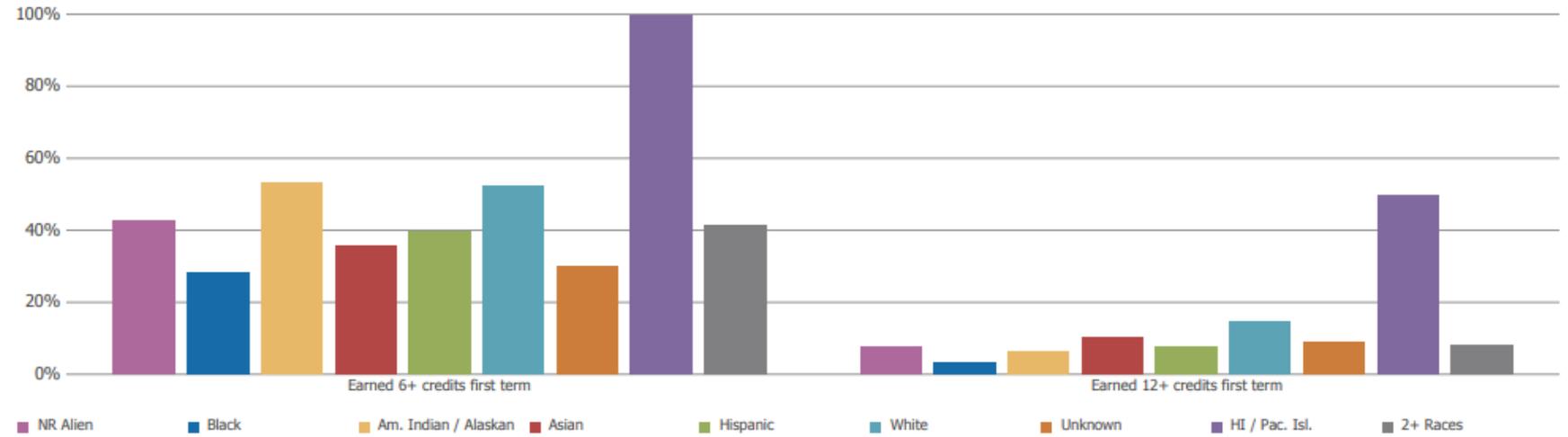
Adjusted* Six-Year Award Rate by KPI Status: Minority Students



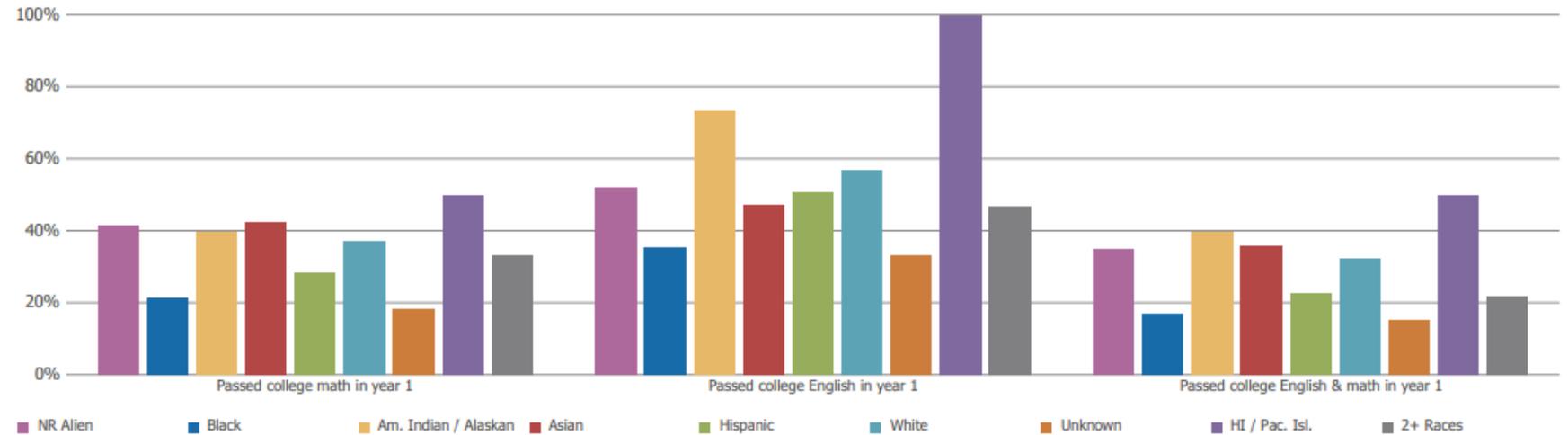
*KPI outcomes are adjusted controlling for student characteristics

Race/Ethnicity Disaggregation - Fall 2016 Main Cohort

First Term Credit Success Rate by Race/Ethnicity



College Course Success Rate by Race/Ethnicity



VFA Disaggregation:

- Race/Ethnicity
- Gender
- Pell Status
- 1st Term enrollment intensity
- Age
- College ready status

Relation of KPIs to Outcomes

Correlation between VFA Colleges for Select Early Indicators and Select Six-Year Outcomes: 2010 Main Cohort0

Six Year Outcome	Earned 6 Credits Term One	Earned 15 Credits Year One	Reached Credit Threshold	Completed College English	Completed College Math
Persistence/Completion Rate	0.518 **	0.532 **	0.575 **	0.453 **	0.437 **
Credential Completion Rate	0.549 **	0.639 **	0.777 **	0.378 **	0.531 **
Transfer Rate (with or without credential)	0.211 **	0.193 *	0.207 **	0.305 **	0.142

* P < .05; ** P < .01;

Early Momentum Matters

CCRC RESEARCH BRIEF
Number 65 | February 2017

Early Momentum Metrics: Why They Matter for College Improvement

By Davis Jenkins and Thomas Bailey

Postsecondary reform has several important goals, including improving degree completion, increasing students' chances of reaching well-informed goals, and closing equity gaps in student achievement. Thus, long-term measures—such as overall increases and improved equity in completion rates and employment outcomes—will eventually signal the success or failure of the current reform movement. But in seeking to reform college practice to improve student success over the long run, there are two broad reasons why stakeholders should initially focus on near-term measures.

First, graduation and employment will occur years in the future. If we rely on longer term metrics, we will have to wait several years after reforms are implemented to begin to get an indication of whether they are working. If we can find measures of near-term progress that predict long-term success, then we can gauge the effectiveness of the reforms much earlier. While near-term progress does not guarantee longer term success, it is unlikely that long-term success will occur if near-term outcomes are stagnant.

Second, focusing on near-term outcomes is not only valuable for the purpose of evaluation; it can also motivate and help guide continuous improvement and adjustment of reforms. If students begin their college careers off-track, then they will spend their first year not making progress toward their goals. In addition to wasting students' time and money, lack of progress in the first year can lead to excess credits and difficulties in transfer, and lowered chances of program completion. An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success.

In this brief, we propose three measures of "early momentum" for both of the reasons described above: Research is beginning to show that these near-term metrics predict long-term success, and the metrics focus attention on initial conditions at colleges that are particularly important for solidifying the foundation for student success. While these measures are valuable individually, as a group they give a better picture of the impact of reforms on students, and thus are more valuable if used together. These measures include:

An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success.

COMMUNITY COLLEGE RESEARCH CENTER | TEACHERS COLLEGE, COLUMBIA UNIVERSITY



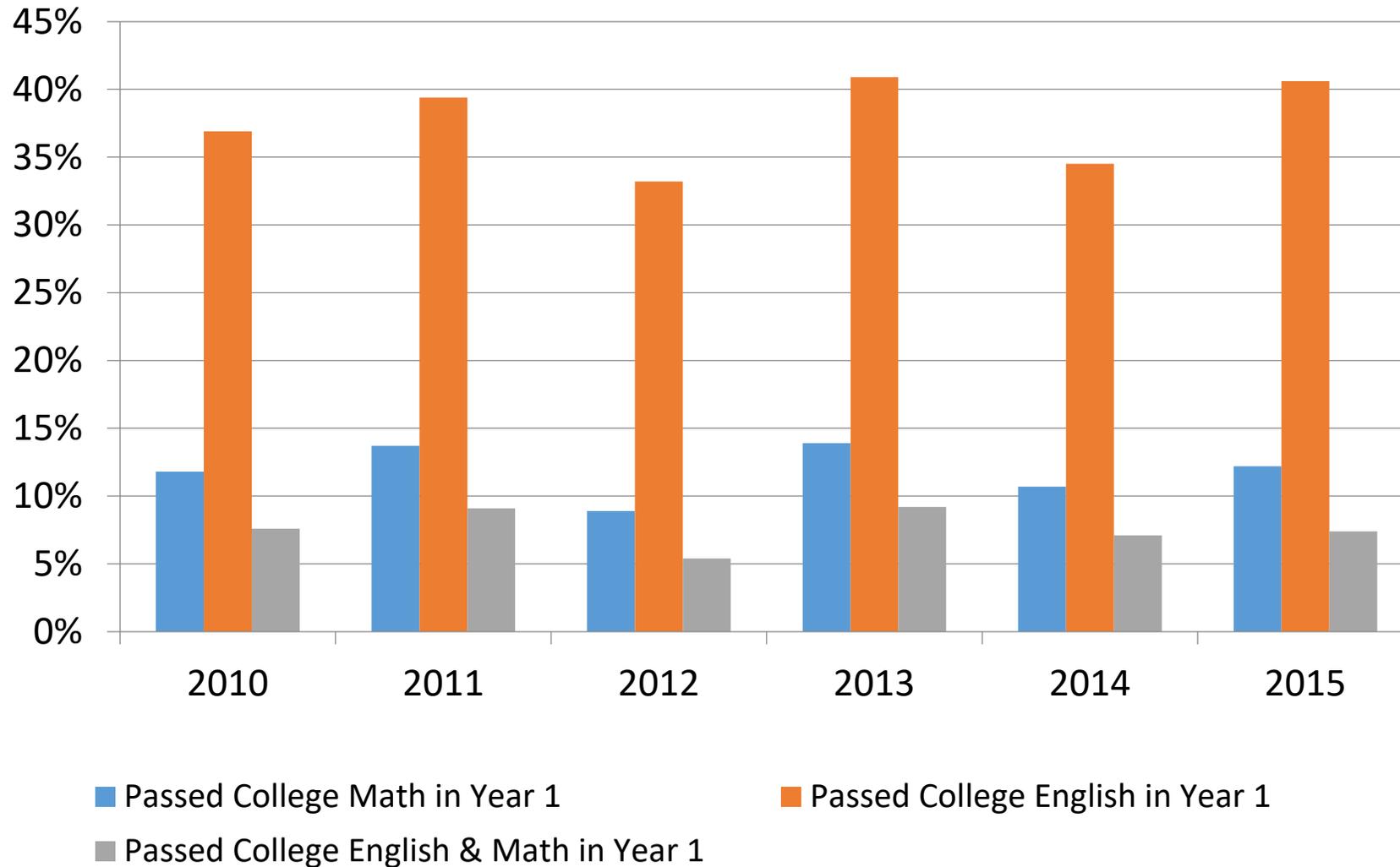
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Milwaukee Area Technical College: A Use Case

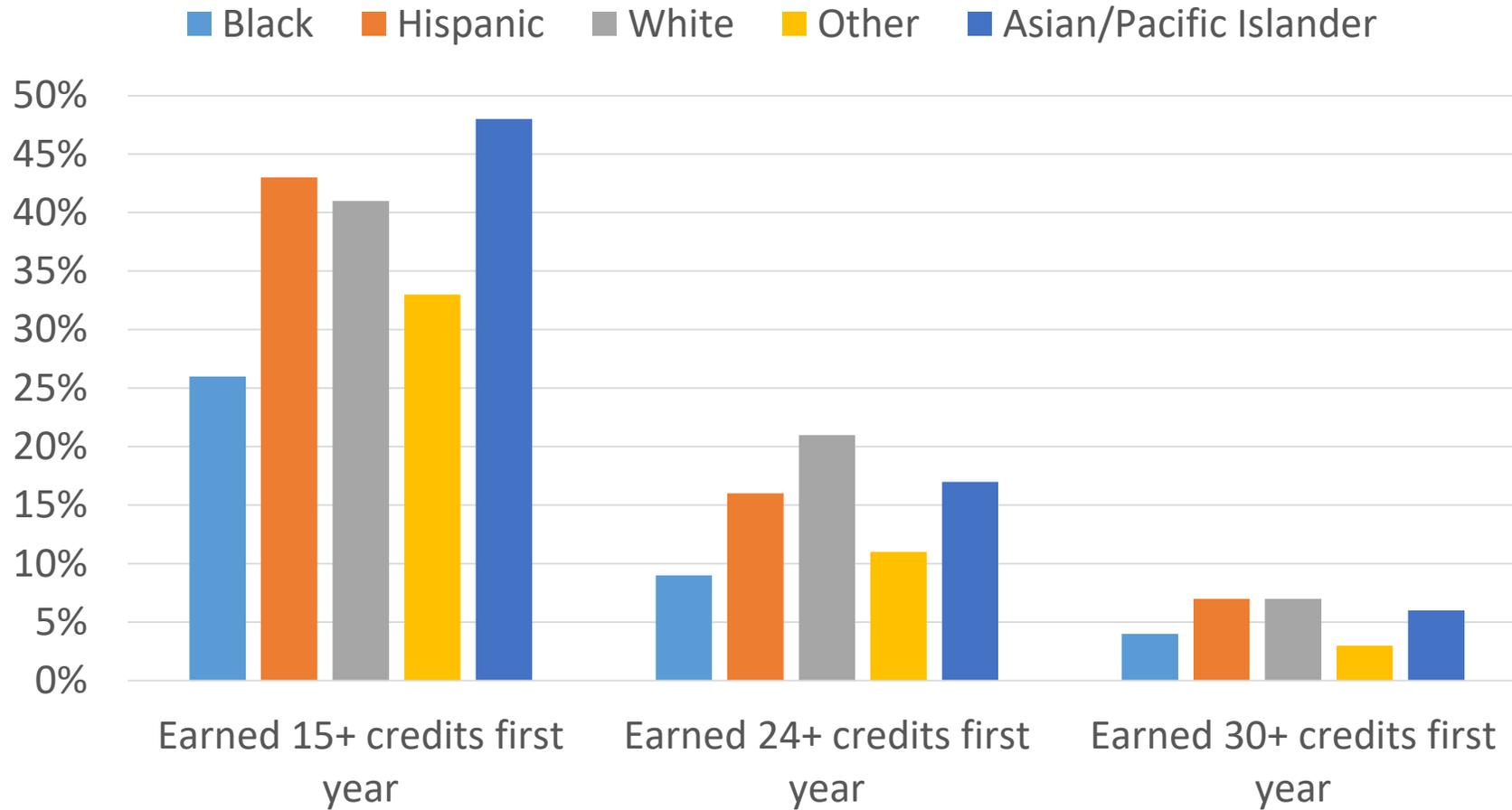
Guided Pathway Early Momentum KPIs

- KPIs provided to the college by the VFA helped MATC better understand their students' experience, their success (or lack thereof), and the equity gap.

Completion Rate of College Math and English Courses in First Year



Fall 2015 FTEIC Year 1 Credit Completion Rate by Race/Ethnicity



... but helped!

- Select new metrics

Institutional Scorecard (FY2018)										
Strategic Goal	Performance Measures	Definition	2012-2013 Actual	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 Target	Aspiration Target	
1.1 - Retention	1.1A - Overall Course Completion (C or better or Pass)	Percentage of students completing any courses with a grade of C or better or Pass	65%	63%	64%	65%	67%	70%	79% (Bunker Hill CC)	
	1.1B - Post-secondary Course Completion	Percentage of students completion any post-secondary courses with a grade of C or better	71%	71%	70%	72%	73%	76%	79% (Bunker Hill CC)	
	1.1C - OBF Criteria #4: Pre-College Transition & Completion TOTAL*	Number of pre-college students completing post-secondary courses within the same or following year	1,686	839 (#3)	1,264 (#2)	1,508 (#1)	NA	1,770	3,325	
	1.1D - OBF Criteria #5: ABE Students & Success*	FORMULA: 30% based on number of adult students enrolled in ABE, AHS, and ELL (minimum of 12 hours) FORMULA: 50% based on success rate of those tested for educational gain as recorded in NRS for Federal AEFL pre-and post-tests	9,013	6,617 (#1)	6,922 (#1)	7,414 (#1)	NA	42%	58% (WCTC)	
	1.1E - Overall Online Course Completion (C or better or Pass)	Percentage of students completing online courses with a grade of C or better or Pass	37% (708 out of 1938)	36% (551 out of 1514) (#10)	39% (294 out of 748) (#8)	29% (496 out of 1737) (#16)			79%	
	1.1F - Completion Challenge	Number of graduates completing Associate Degree, Technical Diploma and Certificates	61%	59%	59%	64%			3,702 (50% increase from FY2010 by FY2020)	
	1.1G - Entering Student Engagement - Early Connections	Standard score of responses	2,468 (FY2010)	2,717	2,716	2,830	49.1	49.6	52	
	1.1H - Entering Student Engagement - Clear Academic Plan and Pathway	Standard score of responses	--	--	--	--	46.5	47.0	49	
	1.1I - Student Engagement - Student Effort	Standard score of responses	--	--	--	--	--	--	54	
	1.1J - Student Engagement - Student-Faculty Interaction	Standard score of responses	49.7 (2012 survey)	--	--	--	--	--	54	
	1.1K - Student Satisfaction - Admission and Financial Aid Effectiveness	Average score of responses	49.7 (2012 survey)	--	--	5.23	--	5.50	5.50	
	1.1L - Student Satisfaction - Academic Advising Effectiveness	Average score of responses	5.24 (2012 survey)	5.24	--	5.28	--	5.50	5.50	
				5.24 (2012 survey)	5.15	--				

Data helped them

- Prioritize re-design efforts in the Pillars
- Restructure and re-design Developmental Education as co-requisite rather than pre-req model
- Contextualize Math and English coursework in the new formed pathways
- Frontload Math and English courses in the pathways
- Enhance career and academic advising– made it an mandatory intake process
- Create additional data points of interest to the college





Questions?

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