Achieving the Dream
Data and Analytics Summit
#ATDSAS16
Accountability & Institutional Improvement: How the VFA can support the work of ATD at your college

2016 ATD Data & Analytics Summit
Session Presenters

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  American Association of Community Colleges

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  American Association of Community Colleges

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  Coordinator, Institutional Research Services
  Davidson County Community College
### What is Community Colleges’ Graduation Rate?

<table>
<thead>
<tr>
<th>Option</th>
<th>Graduation Rate</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>19.8%</td>
<td>Federal 150% completion*</td>
</tr>
<tr>
<td>B.</td>
<td>38.5%</td>
<td>Federal 150% completion + Transfer</td>
</tr>
<tr>
<td>C.</td>
<td>25.1%</td>
<td>Federal 200% completion</td>
</tr>
<tr>
<td>D.</td>
<td>53.4%</td>
<td>150% completion + transfer + still enrolled</td>
</tr>
<tr>
<td>E.</td>
<td>All of the above</td>
<td></td>
</tr>
</tbody>
</table>

*First-time, full-time cohort represents less than half of new students at community colleges.
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

Success Rates

8-year First-time Part-time

200% normal time

8-year Transfer-in, Part-time

6-Year Transfer-in Full-time

8-year Transfer-in, Part-time
Overview of Session

• Introduction

• The What
  • Comprehensive student outcomes
  • Leading indicators of student success
  • Developmental & remedial education
  • Workforce outcomes

• The Why
  • How the VFA compliments other initiatives
  • The power of the collective voice

• The How
  • VFA Data Collection Tools
  • VFA Data Dashboards and Reports
  • 2017 VFA Participation
“The VFA is moving the conversation about data and the measures used (metrics) to evaluate college performance in the right direction and giving a much more complete snapshot of what we do with all students – full and part-time.”

-Nick Baker, Director of Institutional Research, Kirtland Community College
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.
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
VFA and ATD: History

- Early years
  - Achieving the Dream
  - Voluntary Framework of Accountability
- Today
  - VFA – ATD Memorandum of Understanding
Davidson County Community College

- Achieving the Dream college since 2010
- VFA participant since 2013-14 (Year One)

Other Sources of data:
- North Carolina Higher Education Data Collection
- North Carolina Community College System Performance Measures for Student Success
- Completion by Design
- Integrated Postsecondary Education Data System (IPEDS)
- National Student Clearinghouse
The What
What’s Reported in the VFA

Student Progress & Outcomes

- **Six Year Cohort**
  - Main Cohort
  - First Time in College
  - Credential Seeking

- **Two Year Cohort**
  - Credit CTE
  - Non-Credit CTE
  - ABE Cohort

- **Career & Technical Education**
  - Enrollment & Completion
  - CTE Outcomes
  - Developmental Education Progress

- **Adult Basic Education**
  - Six-Year Outcomes
  - Two-Year Progress
  - ABE Progress & Outcomes
VFA Cohorts vs. IPEDS Cohort

- **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

- **IPEDS Federal Graduation Rate**
  - 150% time, full-time, degree seeking, first-time in post-secondary education
Student Outcomes at the end of Six Years

- **Credential Attainment**
  - Bachelor’s Degree (if applicable)
  - Associate Degree (with or without subsequent transfer)
  - Certificate (with or without subsequent transfer)

- **Persistence**
  - Transfer to another post-secondary institution
  - Still Enrolled at reporting institution

- **College-level Experience**
  - Left with 30 or more college-level credits
  - Left with less than 30 college-level credits
Progress & Attainment at the end of Two Years

**Two-Year Persistence/Attainment Outcomes**
- Completed certificate or degree
- Transferred to a 2-year or 4-year institution
- Still enrolled at initial institution

**Two-Year Progress Measures**
- Retention: Fall to Next Term
- Successful Completion of Credits
  - First term
  - First two years
- Reach Credit Threshold
  - Earned 24 or 42* credits by end of two years

*part-time or full-time enrollment, respectively
Developmental Need (by Subject)

- Distribution of Need in Math, English, and/or Reading
- Attempted Developmental Course in Subject
- Became College Ready in Subject
- Completed College-Level Course in Subject

Any Developmental Need (math, English, reading, or combination)

- Enrolled in At Least One Developmental Course Referred
- Became College Ready in All Developmental Subjects
Career & Technical Education (CTE)

- Credit CTE Programs
- Non-Credit CTE Programs

Outcomes that examine what happens upon leaving the institution

- Students with Prior Awards
- Licensure Exam Pass Rate
- Industry-Recognized Credentials
- Median Wage Growth
- Education & Earnings Outcomes
- Non-Credit Students Transitioning to Credit CTE Programs
The Why
Why use VFA data?

• 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**
Digging In to the VFA Data

Identifying Trends for Further Analysis

Sept. 8, 2016
Voluntary Framework of Accountability (VFA)

- The VFA is an initiative of the American Association of Community Colleges (AACC). President Rittling served on the Board of Trustees.
- It was designed as a set of appropriate measures to determine how well community colleges are serving students (partly as a response to IPEDS and the College Rating System).
- There are 1,108 community colleges nationally.
- 155 (14.0%) participated in the 2015-16 data collection (3rd year).
- DCCC is the only NCCCS institution to participate to date.
- Previously had to pay dues to participate; for 2016-17 all member colleges of the AACC are eligible to participate.
VFA- Significant Trends Identified:

- 34% of DCCC students graduated in six years
  - Compared to 24% for other VFA Colleges

- 67% of DCCC students graduated/ transferred/still enrolled
  - Compared to 54% for other VFA colleges

Source: VFA
## Outcomes at end of Six Years by Cohort Type

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Main Cohort</th>
<th>Credential Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>▼ N/A 0.2%</td>
<td>▼ N/A 0.3%</td>
<td>▼ N/A 0.2%</td>
</tr>
<tr>
<td>Associate (Transfer)</td>
<td>▼ 6.2% 9.0%</td>
<td>▼ 7.9% 12.9%</td>
<td>▼ 5.8% 9.2%</td>
</tr>
<tr>
<td>Associate (No Transfer)</td>
<td>▲ 13.0% 10.1%</td>
<td>▲ 16.5% 14.4%</td>
<td>▲ 12.7% 10.1%</td>
</tr>
<tr>
<td>Certificate (Transfer)</td>
<td>▲ 2.4% 1.0%</td>
<td>▲ 3.1% 1.5%</td>
<td>▲ 1.9% 1.0%</td>
</tr>
<tr>
<td>Certificate (No Transfer)</td>
<td>▲ 12.2% 3.9%</td>
<td>▲ 15.6% 5.4%</td>
<td>▲ 13.9% 4.2%</td>
</tr>
<tr>
<td>No Award (Transfer)</td>
<td>▲ 30.0% 24.9%</td>
<td>▲ 28.1% 24.6%</td>
<td>▲ 24.3% 22.6%</td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>▼ 2.8% 4.6%</td>
<td>▼ 2.3% 5.1%</td>
<td>▼ 3.2% 5.1%</td>
</tr>
<tr>
<td>Left (=&gt; 30 Credits)</td>
<td>▼ 7.6% 11.3%</td>
<td>▼ 9.6% 15.6%</td>
<td>▼ 8.2% 11.9%</td>
</tr>
<tr>
<td>Left (&lt; 30 Credits)</td>
<td>▼ 25.9% 35.1%</td>
<td>▼ 16.9% 20.2%</td>
<td>▼ 30.0% 35.7%</td>
</tr>
</tbody>
</table>

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### Outcomes at the end of Six Years: Main Cohort

#### Your College (LEFT)

#### Benchmarking College(s) (RIGHT)
Students Transferring Out

Significant Trends Identified:

- A significant portion of both our White and African-American students who are transferring out are transferring to other 2-year institutions

- A greater percentage of our African-American students are transferring to proprietary institutions

Source: VFA/National Student Clearinghouse
Analysis of Fall 2009 VFA Cohort of Transfers (Did Not Graduate from DCCC)

White Students

2-Year Public Institutions: 157, 63%
4-Year Public and Private Colleges and Universities: 74, 29%
2-Year Proprietary Colleges: 4, 2%
4-Year Proprietary Colleges and Universities: 16, 6%

African-American Students

2-Year Public Institutions: 41, 58%
4-Year Public and Private Colleges and Universities: 4, 6%
2-Year Proprietary Colleges: 8, 11%
4-Year Proprietary Colleges and Universities: 18, 25%
National Uses of the VFA

- Informing and Driving Policy

- Alignment
  Across states; Across initiatives; Across the sector
  - Raise awareness
  - Increase the effectiveness of efforts taking place on multiple fronts
The How
Reporting VFA Data: Raw Files Upload

- Low burden
- Simple, easy to export data format
- Consistent reporting
- All Two Year and Six Year Cohort data
- Safe and Secure
Benchmarking Tools

Benchmarking Dashboard

Selectors | Developmental Subjects | Any Developmental | Two-Year Progress | Six-Year Outcomes | CTE | ABE
---|---|---|---|---|---|---

Filter Selections
- Collection Cycle: 2013-14
- Cohort Year
  - Fall Students 2007
- Cohort Type
  - Main Cohort
- Show By
  - All Students
  - Disaggregation

Outcomes at the end of Six Years by Cohort Type
- Race / Ethnicity
- Gender
- Pell Status
- Age
- College Ready
- Full Time / Part Time

Measure: Associate (Transfer)

Main Cohort

Credits Seeking

First Time in College

Benchmarking Selectors
- Collection Cycle: 2015-16
- African American:
  - (All)
- Hispanic:
  - (All)
- Enrollment:
  - (All)
- Enrollment Intensity:
  - (All)
- Institution Type:
  - (All)
- Developmental Edu. Referrals:
  - (All)
- Developmental Edu. Method:
  - (All)
- State(s):
  - Arizona

Number of Benchmarking Colleges Reporting Area of Measures:

<table>
<thead>
<tr>
<th></th>
<th>Dev Math</th>
<th>Dev English</th>
<th>Dev Reading</th>
<th>Any Dev</th>
<th>Two-Year Progress</th>
<th>Six-Year Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmarking College(s)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Colleges</th>
<th>City</th>
<th>State</th>
<th>Dev Math</th>
<th>Dev English</th>
<th>Dev Reading</th>
<th>Any Dev</th>
<th>Two-Year Progress</th>
<th>Six-Year Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cochise College</td>
<td>Douglas</td>
<td>Arizona</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Pima County Community College District</td>
<td>Tucson</td>
<td>Arizona</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Rio Salado College</td>
<td>Tempe</td>
<td>Arizona</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

Benchmarking College(s) Demographics ALL

<table>
<thead>
<tr>
<th>Your College</th>
<th>Benchmark College(s) (Does Not Include Your College)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
</tr>
<tr>
<td>Enrollment (Full-time)</td>
<td>2,943</td>
</tr>
<tr>
<td>% African American</td>
<td>7.5%</td>
</tr>
<tr>
<td>% Hispanic</td>
<td>3.2%</td>
</tr>
<tr>
<td>% Developmental Education Need</td>
<td>34.9%</td>
</tr>
<tr>
<td>% Part-time</td>
<td>61.6%</td>
</tr>
<tr>
<td>% Full-time</td>
<td>37.4%</td>
</tr>
<tr>
<td>% Male</td>
<td>48.3%</td>
</tr>
<tr>
<td>% Female</td>
<td>51.7%</td>
</tr>
</tbody>
</table>
VFA Participation in 2017

**Tier One**

As part of a college’s AACC membership, AACC will provide a VFA benefits suite that includes:

- A secure, easy-to-use method for collecting, validating, and displaying the college’s VFA outcomes
- Up to seven VFA Outcomes Reports
- A specialized report comparing the college’s IPEDS graduation rate to VFA outcomes
- Year-round user support / training on the VFA measures and data submission
- A User Community focused on using data for accountability and institutional improvement

The annual price for Tier One participation in the VFA is included in the college’s AACC membership dues.

**Tier Two**

Use the VFA and its data tool to do deeper data analysis aimed at institutional inquiry and improvement. With Tier Two participation, colleges can do strategic planning and benchmarking, while building institutional research and effectiveness capacity. Tier Two provides colleges with all of Tier One's services, plus:

- Data dashboards: real-time, dynamic displays of college’s outcomes
- Benchmarking dashboards and reports to look at your VFA data in comparison to other colleges
- Additional downloads of benchmarking data into Excel reports
- Ability to request a limited number of on-demand, specialized reports of the data
- Support in getting data out of the VFA database for use in generating reports

The annual price for Tier Two participation in the VFA is $1,000 per college.
Thank you for joining us for today’s session

Questions?

VFA Website
http://vfa.aacc.nche.edu

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Leveraging Analytics to Optimize Student Success

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