

ABOUT THE VFA

The American Association of Community Colleges (AACC), in partnership with the Association of Community College Trustees and the College Board, is collaborating with community college leaders to develop the Voluntary Framework of Accountability (VFA). The VFA will result in more accurate ways to measure community college performance. Initially, the VFA performance indicators will assess effectiveness in the areas of college readiness, student progress and completion, and job preparation and employment.

AACC recognizes that community colleges already have a number of accountability reporting requirements — such as state, federal, accreditation, and others — to which they must respond. A goal of this initiative, to the extent possible, is to create a model that is not counterproductive to those external reporting requirements, and does not create a completely separate reporting system that cannot be used for some of these other purposes.

The VFA is structured as a three-phase initiative and is currently in Phase II, which will end in fall 2011.

STRUCTURE OF PHASE II

- VFA Steering Committee – providing top-level oversight and direction to four VFA Working Groups
- VFA Working Groups – the four working groups comprised of community college presidents, accountability and effectiveness professionals, institutional researchers, and facilitators with experience in education consulting and communications are:
 1. Student Persistence and Outcomes: defining measures such as successful completion of developmental education; credit milestone progress and college-level course success; percentage of students completing certificates and degrees, transfer, and a composite overall success rate.
 2. Student Learning Outcomes: examining student learning outcomes and assessment practices across institutions to recommend ways for institutions to report learning outcomes.
 3. Workforce, Economic, and Community Development: defining measures such as successful completion of noncredit and credit workforce programs, licensure exam pass rates, job placement rates; and contributions to local economic and community development needs.
 4. Communications and College Engagement: preparing a strategic plan to achieve wide-spread, voluntary adoption of the VFA measures.

INTENDED OUTCOMES OF PHASE II

- Technical manual to define and guide the calculation of useable and rigorous measures
- A framework for guiding colleges in the assessment of student learning outcomes
- A wireframe (blueprint) of a data analysis and display tool
- Results of pilot testing, through which a group of colleges and systems will have tested all of the measures defined by the VFA Working Groups
- A strategic plan for college participation and engagement in the VFA

The VFA Phase II is supported through equal grants from Lumina Foundation for Education and The Bill & Melinda Gates Foundation. Phase III – VFA availability to all community colleges – is anticipated to take place starting in 2012.



www.aacc.nche.edu/vfa

DRAFT: Proposed VFA Measures

As of January 2011

This is a working draft of the measures proposed for inclusion in the VFA. As the VFA working groups, pilot sites, and community college sector develop the initiative, measures are subject to change. Visit www.aacc.nche.edu/vfa to learn more and to submit feedback.

*FOR Community Colleges,
BY Community Colleges*



VFA: MEASURES AT-A-GLANCE

WORKFORCE, ECONOMIC, AND COMMUNITY DEVELOPMENT

STUDENT PROGRESS AND OUTCOMES

STUDENT LEARNING OUTCOMES

Career and Technical Education (CTE)

- Measuring outcomes for students that complete programs (both credit and non-credit) in Career and Technical Education (CTE) or leave the college with a minimum of 300 contact hours in CTE;
- Reported annually or as indicated in the definition of the measure;

1. Number of awards in CTE
2. Licensure exam passing rate
3. % of CTE students that complete a program (both credit and non-credit) or earn 300 contact hours and are employed with a livable wage
4. Median wage growth of CTE students

Non-Credit Courses (reported annually or as indicated in the definition of the measure)

1. Non-credit workforce enrollment
2. Number of state/industry-recognized credentials
3. Transition from non-credit to credit

Adult Basic Education / GED (reported annually or as indicated in the definition of the measure; separate population from the VFA cohort and CTE)

1. % of students that complete ABE / GED
2. % of ABE / GED students that enroll in more education or gain employment

College Readiness (reported for the initial VFA cohort who are referred to developmental education; reported at the end of year two and at the end of year six)

1. % of students that attempt first math or English/reading developmental education course
2. % of students that complete highest level math or English/reading developmental education course
3. % of students that complete first college-level course in math or English/reading
4. % of students that complete all developmental education

Progress (reported for initial VFA cohort; reported at the end of year two and at the end of year six)

1. % course success rate in term one
2. % of students that reach credit thresholds by end of year two (24=part-time; 42=full-time)
3. % of students that are retained from fall to next term or completed;
4. % of students that reach year two outcomes as follows:
 - a. Still enrolled at your institution
 - b. Transferred to a 2-year or 4-year institution
 - c. Completed certificate or degree
5. % of course success rate at the end of year two

Outcomes and Successes (reported separately for the initial VFA cohort and students who attempted 15 credit hours by the end of the initial two years of the 6-year tracking period; reported at the end of year six;

1. % of students that earn an associate's degree – without transfer
2. % of students that earn an associate's degree – with transfer
3. % of students that earn an award of less than associate's degree (certificate) – without transfer
4. % of students that earn an award of less than associate's degree (certificate) – with transfer
5. % of students that transfer to a 4-year with no degree or certificate
6. % of students that laterally transfer (attendance at another community college)
7. % of students that are still enrolled during the sixth academic year
8. % of students that left institution, no award or transfer; in good standing (30+ credits; 2.0 GPA)
9. % of students that left institution (not in good academic standing)

Pilot sites will be asked to complete a student learning outcomes feedback form that captures:

1. The pilot site's administration process and results of any nationally benchmarked measures of student learning outcomes currently in use by the institution(s).
2. The pilot site's data on other nationally normed instruments in use at the institution that measure institutional efficacy. The VFA shall include formats to report benchmark scores (voluntary submission) from, but not limited to, the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), the ACT Evaluation Survey Service, or the Noel-Levitz Student Satisfaction Survey, along with a field indicating most recent year of participation in the survey(s).
3. The college/system's links to, or submission of, institutional materials and local assessments of SLOs. The VFA participants will be encouraged in the voluntary reporting of institutional assessment methods and results and in sharing their rubrics or other assessment methods. The VFA can foster a network to encourage sharing of tools and methods to help all colleges do this work in a way that is useful in improving programs and student learning.
4. Proposed criteria for developing SLO assessments that can be benchmarked and are of relevance to community colleges and their unique student populations.

Student Outcomes and Successes

CHARTS AND DATA ARE FOR ILLUSTRATIVE PURPOSES ONLY AND DO NOT REPRESENT ACTUAL COLLEGE DATA.

