

DEVELOPING APPROPRIATE MEASURES FOR COMMUNITY COLLEGES

Commonly used measures do not adequately capture data on progress and outcomes for community colleges.

FOR Community Colleges

- APPROPRIATE MEASURES BASED ON COMMUNITY COLLEGE STUDENTS AND MISSIONS.
GRADUATION RATES TELL US VERY LITTLE.

How well are our colleges helping students progress? ■ Are we effectively serving developmental education needs? ■ What are the outcomes of all of our students? ■ Does my community college meet workforce education needs? ■ What are students learning? ■ How can my community college learn from peer institutions that are having success?

BY Community Colleges

- COMMUNITY COLLEGE LEADERS DEFINING MORE ACCURATE WAYS TO MEASURE COMMUNITY COLLEGE EFFECTIVENESS AND STUDENT OUTCOMES.

AACC, in partnership with the Association of Community College Trustees and the College Board, developed the VFA with a steering committee and working groups comprised of nearly 60 community college leaders including presidents, trustees, institutional researchers, chancellors, accountability and effectiveness professionals, and workforce development leaders.

Community college leaders – facilitated by AACC – defined and tested the first, national accountability framework for community colleges, which includes measures of: student progress and outcomes, career and technical education, and adult basic education.

VFA implementation is currently underway and AACC is building the VFA Data Tool – an online data collection, display, and analytic tool for roll-out to all community colleges in 2013.



VFA MEASURES

STUDENT PROGRESS AND OUTCOMES

Developmental Education Progress Measures

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

Two-Year Student Progress Measures

1. % of credit hours successfully completed in the first term
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. Completed certificate or degree
 - b. Transferred to a 2-year or 4-year institution
 - c. Still enrolled at initial institution
5. % of credit hours successfully completed at end of year two

Six-Year Student Outcomes (see example below)

1. % of students who earn an associate's degree - without transfer
2. % of students who earn an associate's degree - with transfer
3. % of students who earn an award of less than associate's degree (certificate) - with transfer
4. % of students who earn an award of less than associate's degree (certificate) - without transfer
5. % of students who transfer to another post-secondary institute, with no degree or certificate
6. % of students who are still enrolled during the 6th academic year
7. % of students who left institution, no award, no transfer; with 30+ credits
8. % of students who left institution, no award, no transfer; with <30 credits

WORKFORCE, ECONOMIC, AND COMMUNITY DEVELOPMENT

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 90 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 90 contact hours and are employed with a livable wage
 4. Median wage growth of CTE students

Non-Credit Courses

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

Adult Basic Education / GED

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

STUDENT LEARNING OUTCOMES

Going forward . . .

- VFA will approach SLO in a step-wise manner.
- Initially, VFA participants will be asked to institute a transparency framework created by the National Institute of Learning Outcomes Assessment (NILOA) to report their SLO process and assessments on the college(s)' own web site(s) The transparency framework template will enable colleges to:
 1. Share more publicly the college's efforts in assessing SLO;
 2. Help establish some common understanding of assessing and reporting SLO; and
 3. Inform conversations on what are appropriate learning outcomes for community colleges and how the sector might develop usable, valid and possibly common assessments.

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

