



Voluntary Framework of Accountability Metrics Manual Version 7

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A current version of the manual is available on the VFA website:
<http://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf>

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Section I: Introduction

The Voluntary Framework of Accountability (VFA) is designed as a set of appropriate measures to determine how well community colleges are serving students. Lack of commonly accepted, appropriate performance measures has often led to misperceptions and frequently an underestimation of community college effectiveness and contributions. It has also limited the ability of institutions to identify areas for institutional challenges and to set goals for the improvement of outcomes. Thus, the VFA is designed to give community colleges sector-appropriate reporting formats and share them publicly.

Technical Manual

This technical manual provides a detailed description of the timeframes, cohorts, and measures included in the Voluntary Framework of Accountability (VFA).

Information about the VFA's development and plans for future additions and modifications, along with the contextual details and explanations of the sector's proposal of these measures and various components of the framework, are available online: [Outcomes Report: Detailed report on the development of the VFA.](#)

While numerous community colleges provided feedback in the development of this manual, the VFA staff realizes additional improvements can always be made. Please send any questions, clarifications, or suggestions to: VFA@aacc.nche.edu.

Section II: Overview of the Metrics in the VFA

Three areas are defined ***independently*** in the VFA:

- Student Progress and Outcomes (SPO) including measures on:
 - Developmental Education Progress; One-Year Progress; Two-Year Progress; and Six-Year Outcomes
- Career & Technical Education
- Adult Basic Education

Student Progress and Outcomes (SPO) Measures

<p>Reporting Timeframes</p> <p>ONE YEAR progress through and attainment by end of year one</p> <p>TWO YEAR progress through and attainment by end of year two</p> <p>SIX YEAR outcomes by end of year six</p> <hr/> <p>Cohort Types</p> <p>MAIN all students</p> <p>CREDENTIAL SEEKING behaviorally defined</p> <p>FIRST TIME IN COLLEGE</p> <hr/> <p>Disaggregation</p> <p>RACE/ETHNICITY FULL-TIME/PART-TIME COLLEGE-READY PELL STATUS AGE GENDER PATHWAYS KPIS</p>	<p>DEVELOPMENTAL EDUCATION PROGRESS MEASURES</p> <p><i>Subjects: math, English, reading</i></p> <ul style="list-style-type: none"> • Distribution of developmental need (1, 2, or 3 levels below college level in subject) • Attempted developmental education course in subject • Became college-ready in subject • Completed a college-level course in subject <p><i>Any Developmental</i></p> <ul style="list-style-type: none"> • Enrolled in any developmental course • Completed all developmental education (and are college-ready) <p>ONE-YEAR PROGRESS (EARLY MOMENTUM/PATHWAYS KEY PERFORMANCE INDICATORS) MEASURES</p> <ul style="list-style-type: none"> • Credits earned: 1st term, by end of year one • Completed college math in year one, completed college English in year one, and completed college math and English in year one • Retention: fall to next term • Successful completion of credits by end of year one <p>TWO-YEAR PROGRESS MEASURES</p> <ul style="list-style-type: none"> • Retention: fall to next term • Successful completion of credits: 1st term; by end of year two • Zero credits earned first term • Reached credit threshold by end of year two • Persistence/attainment: completed certificate/degree; transferred; still enrolled <p>SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)</p> <ul style="list-style-type: none"> • Completed certificate, associate, or bachelor’s degree (with/without transfer) • Transfer (no award) • Persistence: still enrolled • Left with ≥ 30 credits; left with < 30 credits
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Career & Technical Education (CTE) Measures

<p>Reports on the post-collegiate outcomes of students that completed credit or non-credit CTE (completers) or had a significant CTE experience at the college and then left (leavers)</p>	<p>CAREER & TECHNICAL EDUCATION (CTE) MEASURES</p> <ul style="list-style-type: none"> • Enrollment (credit and non-credit) • Completions (credit and non-credit) <p><i>Student outcomes post CTE (credit and non-credit Completers/Leavers)</i></p> <ul style="list-style-type: none"> • 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
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Adult Basic Education (ABE) Measures

Reports on the post-collegiate outcomes of students that were enrolled in ABE

ADULT BASIC EDUCATION (ABE) MEASURES

- Completed ABE
- Enrolled in more education post ABE
- Gained employment post ABE

Section III: Overview of the Three VFA Reporting Methods

Raw Data Files Upload: Student Progress & Outcomes (SPO)

All colleges should aim to report the VFA **Student Progress & Outcomes Measures** (Developmental Education Progress, One-Year Progress, Two-Year Progress, and Six-Year Outcomes) by submitting student unit record data files to the VFA. The data submitted limits students' identifying information – no names, social security numbers, or dates of birth are collected. Colleges are expected to delete their files once data are processed.

STUDENT DEMOGRAPHIC FILE	Includes race/ethnicity, age, gender, receipt of Pell, and prior college experience
STUDENT COURSE FILE	Includes all courses taken at institution within reporting timeframe
STUDENT DEVELOPMENTAL NEED FILE	Includes level of developmental need in math, English, and/or reading
STUDENT COMPLETION FILE	Includes all formal awards conferred by the institution within the reporting timeframe
STUDENT TRANSFER FILE	Includes all instances of enrollment in another two- or four-year institutions within reporting timeframe

Complete instructions on submitting the Raw Data Files can be found in the [VFA Raw Upload Guide](#).

Data Online Forms or Bulk Upload: Career & Technical Education (CTE) & Adult Basic Education (ABE)

All colleges report the **Career & Technical Education (CTE)** and the **Adult Basic Education (ABE)** Measures using the *Data Online Forms* or *Bulk Upload*. If a college is unable to report using the *Raw Data Files Upload* method, the college has the option to report the **Student Progress & Outcomes (SPO)** measures through the *Data Online Forms* as well.

To report the VFA measures using the Data Online Forms or Bulk Upload, colleges calculate and report the students in the cohort and the counts for each measure and each disaggregation of the student cohort (by race/ethnicity, age, gender, Pell status, enrollment status, and college ready status, or by award). (For convenience, *Bulk Upload* files are available for the college to enter each count into a .csv file and upload all counts at once. View the [VFA Bulk Upload Instructions](#) for more details.) The following pages of the *VFA Metrics Manual* define in detail the numerators and denominators for all measures reported.

Special Note for Data Reporting for Quarter-Hour Systems

If your college reports in quarter-hours, keep the following in mind:

- Institutions using the Raw Data File Upload, your institution will submit your course data as quarter-hours and the VFA system will automatically convert the data to semester-hour equivalencies, where appropriate.
- Institutions reporting their data using the Online Forms or Bulk Upload, your institution should convert all credits to semester-hour equivalents in order to calculate the VFA metrics.

As in the past, the full-time/part-time disaggregation looks at a single term and should not be converted to semester credit hour equivalents. Colleges on quarter systems should continue to use 12 quarter credits to determine if the student's enrollment status is full-time in the first, fall term.

Section IV: Student Progress & Outcomes

Student Progress & Outcomes is the collective term for four sets of measures:

1. Developmental Education Progress Measures
2. One-Year Progress Measures
3. Two-Year Progress Measures
4. Six-Year Outcomes Measures

Reporting SPO

SPO Reporting Timeframes

The VFA asks colleges to track students from three different time periods—one Six Year Cohort, one Two Year Cohort, and one One Year Cohort – and report on these three separate **reporting timeframes** in the VFA.

- One Year Cohort (fall 2017)
 - Students who enroll in the college in the fall of a given year (fall 2017) and their progress by the end of one year.
- Two Year Cohort (fall 2016)
 - Students who enroll in the college in the fall of a given year (fall 2016) and their progress and outcomes by the end of two years.
- Six Year Cohort (fall 2012)
 - Students who enroll in the college in the fall of a given year (fall 2012) and their progress and outcomes by the end of six years.

SPO Cohort Types

Once the reporting timeframes are established, students from these reporting timeframes are further classified into three Cohort Types. The three **Cohort Types** are:

- A. Main Cohort
- B. Credential Seeking Cohort (defined based on student behavior)
- C. First Time in College Cohort (FTIC) (as defined for IPEDS)

NOTE: Both the Credential Seeking and the First Time in College cohort types are subsets of the Main Cohort. The Credential Seeking Cohort is **NOT** included in the One Year Cohort because this cohort cannot be determined until the end of year two.

SPO Cohort Disaggregation

The VFA asks colleges to report their data disaggregated by key student characteristics. These characteristics are:

- A. Race/Ethnicity
- B. Gender
- C. Pell Status
- D. Age
- E. College Ready/Not College Ready
- F. Full-time/Part-time Enrollment Status
- G. Pathways KPIs

Detailed definitions of Reporting Timeframes and Cohort Types are below. Disaggregation categories are defined beginning on page 18.

VFA Reporting Timeframes & Cohort Types

ONE YEAR COHORT	Students who first enrolled in the college in the fall of a given year (fall 2017) and their progress by the end of one year. Data for two cohort types are reported: <ul style="list-style-type: none"> • Main Cohort • First Time in College
TWO YEAR COHORT	Students who first enrolled in the college in the fall of a given year (fall 2016) and their progress and outcomes by the end of two years. Data for three cohort types are reported: <ul style="list-style-type: none"> • Main Cohort • Credential Seeking • First Time in College
SIX YEAR COHORT	Students who first enrolled in the college in the fall of a given year (fall 2012) and their progress and outcomes by the end of six years. Data for three cohort types are reported: <ul style="list-style-type: none"> • Main Cohort • Credential Seeking • First Time in College
MAIN COHORT	All students who entered the institution for the first time post high school completion and are enrolled in credit or developmental education classes in the fall term. Includes: <ul style="list-style-type: none"> • Full-time and part-time enrollment • Degree- and non-degree seeking students • Transfer and first-time in college students
CREDENTIAL SEEKING	Students in the Main Cohort who, based on course-taking behavior, are identified as pursuing a credential by earning at least 12 semester credit hours (or the equivalent) by the end of their second year.
FIRST TIME IN COLLEGE (FTIC)	Students in the Main Cohort who are degree- or certificate-seeking, had no prior postsecondary experience, and attended your college for the first time (as defined for IPEDS Student Right to Know). <ul style="list-style-type: none"> • Includes full-time and part-time enrollment

Explanation of Reporting Timeframes

❖ *One Year Cohort (fall students 2017)*

The **One Year Cohort (fall 2017)** is defined as full-time and part-time students who have earned a high school diploma or equivalent, who first entered the college during the fall 2017 term, and who were enrolled in credit or developmental education courses in that term. The students in this cohort will be tracked for one year from fall 2017 through the end of summer 2018 with the *One-Year Progress Measures* determined at the end of this one year (summer 2018).

❖ *Two Year Cohort (fall students 2016)*

The **Two Year Cohort (fall 2016)** is defined as full-time and part-time students who have earned a high school diploma or equivalent, who first entered the college during the fall 2016 term, and who were enrolled in credit or developmental education courses in that term. The students in this cohort will be tracked for two years from fall 2016 through the end of summer 2018 with the *One-Year Progress Measures* determined at the end of one year (summer 2017) and the *Developmental Education Progress Measures and Two-Year Progress and Outcome Measures* determined at the end of these two years (summer 2018).

❖ *Six Year Cohort (fall students 2012)*

The **Six Year Cohort (fall 2012)** is defined as full-time and part-time students who have earned a high school diploma or equivalent, who first entered the college during the fall 2012 term, and who were enrolled in credit or developmental education courses in that term. The students in this cohort will be tracked for six years from

fall 2012 through the end of summer 2018 with the *One-Year Progress Measures* determined at the end of one year (summer 2013), the *Two-Year Progress and Outcome Measures* determined at the end of two years (summer 2014) and *Developmental Education Progress Measures* and *Six-Year Outcomes Measures* determined at the end of six years (summer 2018).

For each of the timeframes described above – One Year Cohort, Two Year Cohort and Six Year Cohort – report the following cohort types:

<i>Cohort Types</i>	<i>Reporting Timeframes</i>		
	One Year Cohort	Two Year Cohort	Six Year Cohort
Main Cohort	<i>Fall Students 2017</i>	<i>Fall Students 2016</i>	<i>Fall Students 2012</i>
Credential Seeking	<i>Not Applicable</i>	<i>Fall Students 2016</i>	<i>Fall Students 2012</i>
First Time In College	<i>Fall Students 2017</i>	<i>Fall Students 2016</i>	<i>Fall Students 2012</i>

Explanation of Cohort Types

A. *Main Cohort*

The VFA Main Cohort should include all students who are new to the reporting institution in the first, fall term of the tracking period, regardless of prior postsecondary education experiences, including fall enrollments with varying start dates (see box below). Students included must have completed high school or equivalent, and attempted credit and/or developmental education classes for the first time in the fall term of the cohort year. This would be fall 2012 term for the Six Year Cohort, fall 2016 term for the Two Year Cohort, and fall 2017 for the One Year Cohort.

A student may be included if he/she is:

- New to the institution in the specified fall or preceding summer terms; and
- Completed high school or equivalent, or demonstrated ability to benefit; and
- Enrolled in the fall term of the cohort year; and
- Attempted a credit and/or developmental education course; and
- Remains enrolled after the no-fault add/drop date for the course

FALL ENROLLMENT: VARYING START DATES

For students enrolled at any point in the fall term who began after the initial fall term start date, the student should be included in the Main Cohort if their enrollment in at least one course or learning activity starts prior to the end of the college’s traditional fall term and remains enrolled after the no-fault drop/add date for that course/educational experience.

Further cohort clarifications:

- All student must be enrolled in the first fall term.
- Students may be enrolled full-time or part-time.
- Students do not need to be classified as degree- or credential-seeking.
- Students who transfer into your institution (i.e. students with prior postsecondary credits earned after high school completion at another institution) should be included if they are enrolling for the first time at your institution.

- The cohort should also include students who earned college credits during high school (such as dual enrollment) as long as this is their first enrollment for credit at your college after receipt of the high school diploma or equivalent.
- Students who first enrolled in the summer preceding the fall term, such as those in summer bridge programs or those who began college in an early starter program, should also be included in this cohort. Of course, they must also have enrolled in the fall term.
- Students who do not have a high school diploma or equivalent, but who have a demonstrated ability to benefit (as defined by Title IV Federal financial aid eligibility) should also be included in the cohort if the fall term, or preceding summer term, is their first term at your college. The cohort assignment of a student remains the same throughout the tracking timeframe for the purpose of VFA reporting.
- Students who exclusively enrolled in non-credit coursework in prior terms are eligible to be included in the Main Cohort if they begin taking credit or developmental education coursework in the first fall term.

Do Not Include:

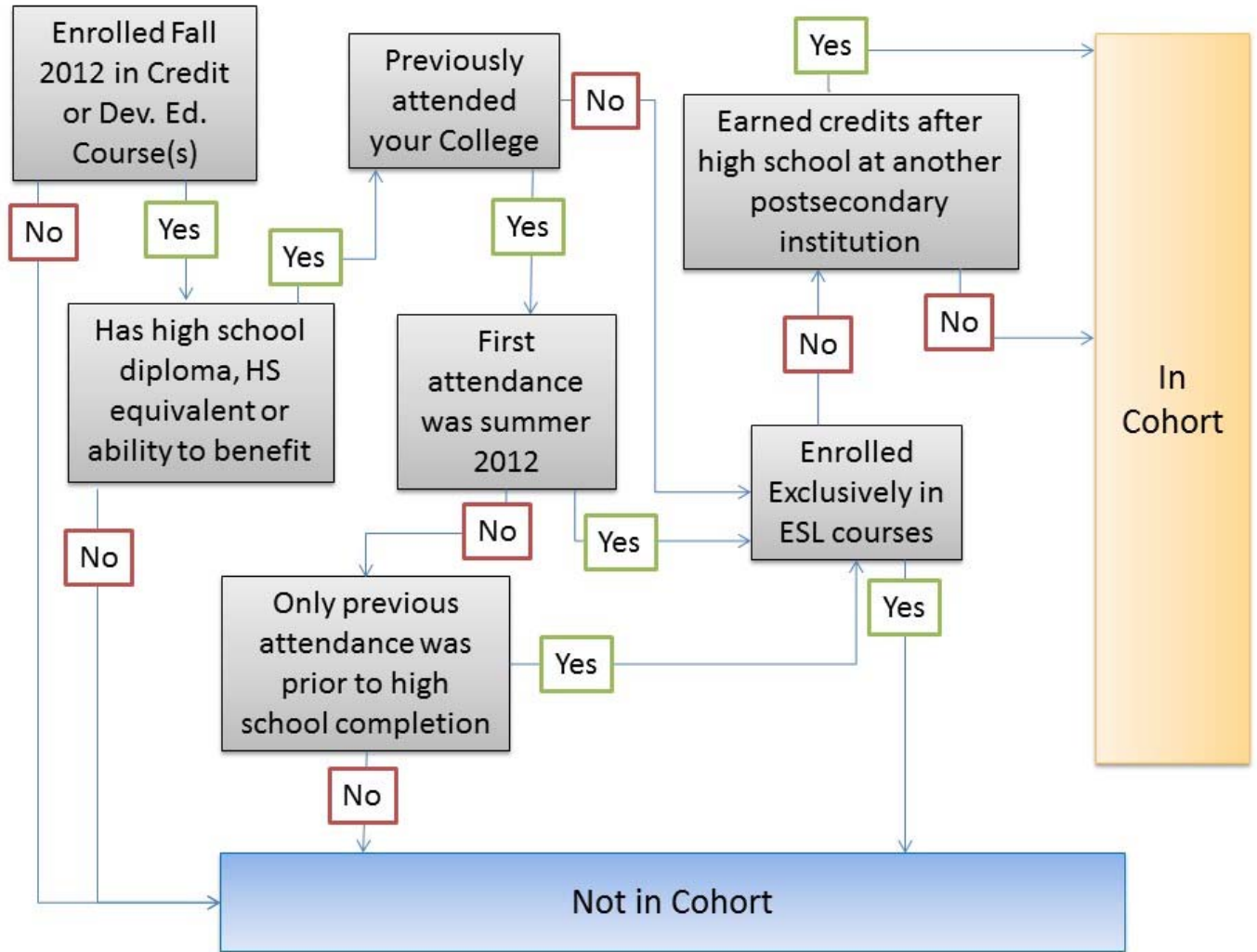
- **Students who were enrolled exclusively in ESL courses should not be included in the Main Cohort.**
- High school students dually enrolled at your institution (also referred to as dual credit) should not be included in the Main Cohort. However, if the student enrolls in your institution after the receipt of the high school diploma or equivalent, the student would then be eligible for inclusion in the cohort and the **credits obtained** while dually enrolled should be included in the calculation of relevant measures.
- Students who withdraw from all courses in the first, fall term prior to the no fault add/drop date.

EXAMPLE 1: Student A was enrolled in high school and taking two courses at your community college in the fall of 2012; *this student would NOT be part of the VFA Six Year, Main Cohort (fall 2012).*

EXAMPLE 2: Student B has completed high school, received a diploma, and enrolled in the community college in fall 2012. Student B had previously earned, as a dually enrolled high school student, 6 credits from your community college. *Student B should be included in the Main Cohort (fall 2012) and the student's credits should count toward credit accumulation thresholds and credit hour success rates.*

EXAMPLE 3: Student C has taken courses at the community college and has subsequently received a GED. In fall 2012, student C enrolled at your community college upon receipt of the GED. *Student C should be included in the VFA Main Cohort and the student's credits will count toward credit accumulation thresholds and credit hour success rates.*

Inclusion Decision Tree: Main Cohort, Six Year Cohort (fall students 2012)



B. Credential Seeking Cohort (defined as 12 earned credits):

The Credential Seeking Cohort is intended to measure students who, based on their course-taking behavior, indicate that they are seeking a credential at the college. It is a subset of the Main Cohort.

For purposes of the VFA, the Credential Seeking Cohort is defined as students in the Main Cohort who have earned at least 12 semester credit hours (or the equivalent) at the college during the first two academic years (before start of the fall term of the third academic-year). The 12+ completed semester credit hours are inclusive of college-level and developmental education coursework—a college may need to create a semester credit hour equivalency for the developmental education coursework if it is not offered for credit. The 12+ completed semester credit hours must be earned at the reporting institution within the first two years enrolled at the college, including the summer prior to the fall of the cohort year. Students who earn a certificate or other formal award of less than 12 semester credit hours (such as a short term certificate or diploma) should also be included in the subset. For this Credential Seeking Cohort, report SPO Measures (*Developmental Education Progress, Two-Year Progress and Six-Year Outcomes Measures*) as you would for the Main Cohort. The Credential Seeking Cohort is not reported for the *One-Year Progress Measures* because the credential seeking cohort cannot be determined until the end of year two.

The VFA uses student behavior to define credential seeking due to inconsistency and unreliability of a student’s self-report of their intentions to complete a credential. VFA follows a process that many state-level accountability systems have used, which tracks student behavior (credit accrual) to indicate if they are seeking a formal credential (degree, certificate, diploma, etc.).

NOTES:

- Everyone in the Credential Seeking Cohort will be in the Main Cohort; it is a subset of the Main Cohort.
- The Main Cohort can be determined based at the initial term of enrollment, while the Credential Seeking Cohort cannot be determined until after two complete academic years from the initial enrollment date. The Credential Seeking Cohort must be determined after two complete academic years because the college must determine who earned 12 credits or more by the end of the second academic year for inclusion in the Credential Seeking Cohort; *e.g. for a fall 2012 cohort, a college would look to see who earned 12 or more credits by the end of summer term 2014.*

Credits used to calculate Credential Seeking Cohort (12+ earned semester credits)	
College credits earned since initial enrollment	Yes
Developmental education credits (converted to semester credit equivalent credits if necessary)	Yes
Credits earned in summer bridge/early start programs (summer 2012/summer 2016)	Yes
ESL courses (or equivalent) offered for credit	Yes
Credits awarded for prior learning/prior learning assessment (PLA)	No
Credits earned for Advanced Placement (AP) courses	No
College credits earned before graduating from high school	No
College credits earned at another institution	No
ESL courses (or equivalent) not offered for developmental education or credit	No
OR Completion of Formal Award less than 12 semester credit hours	Yes

C. *First Time in College Cohort (IPEDS Definition):*

The First Time in College (FTIC) cohort includes students who after high school have no prior postsecondary experience before entering your institution. It is intended to parallel the Student Right-to-Know graduation rate cohort (as defined for IPEDS), but for VFA it includes full-time and part-time students. FTIC cohort is a subset of the Main Cohort.

First Time in College (FTIC) are degree- or certificate-seeking students as defined for IPEDS (i.e. students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award) who has no prior postsecondary experience, attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school).

Colleges are asked to exclude students from this cohort following IPEDS Graduation Rate practices. “For the Graduation Rates reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.” VFA will not separately collect exclusions, but asks colleges to remove exclusions from the cohort reported. These exclusions will better align the FTIC cohort with the Adjusted Cohort reported on IPEDS Graduation Rate Survey. No other exclusions may be used.

NOTES:

- Every student in the First Time in College Cohort must be in the Main Cohort; it is a subset of the Main Cohort.
- Unlike the Main Cohort that can be determined at the initial term of enrollment, colleges may need to define the FTIC Cohort later. Indicating whether a student is first-time in college may be based on finding out if the student gained postsecondary credentials or credit prior to enrollment at your college. Colleges may not be able to determine this at the time of the student’s initial enrollment at the college.
- To be consistent with IPEDS, for the FTIC Cohort the VFA uses the IPEDS definition of degree- or certificate-seeking NOT credits earned. This is a markedly different definition of credential seeking used to define the VFA’s Credential Seeking Cohort (defined above).

Student Progress & Outcomes (SPO) Cohort Definitions

SPO is the umbrella term for the measures that include:

- Developmental Education Progress Measures
- One-Year Progress Measures
- Two-Year Progress Measures
- Six-Year Outcomes Measures

These measures capture incoming student populations and document progress by the end of their first year, progress and attainment outcomes by the end of their first two years, and outcomes by the end of six years.

Reporting Timeframes

In order to provide the timeliest data for institutions, colleges will report students from three different timeframes.

Measure / Calculation	Definition	Important Notes
One Year Cohort	<p>All full-time and part-time students who have earned a high school diploma or equivalent, who entered college during the fall 2017 term and who were enrolled in credit or developmental education courses in that term.</p> <p>Students in this cohort will be tracked for one year from fall 2017 through the end of summer 2018.</p>	<p>Report two cohort types:</p> <ul style="list-style-type: none"> • Main Cohort • First Time in College <p>Colleges should include in the cohort students who enrolled in the fall term but who attended the college in the prior summer term.</p> <p>Full definitions of cohorts and list inclusions and exclusions are below.</p>
Two Year Cohort	<p>All full-time and part-time students who have earned a high school diploma or equivalent, who entered college during the fall 2016 term and who were enrolled in credit or developmental education courses in that term.</p> <p>Students in this cohort will be tracked for two years from fall 2016 through the end of summer 2018.</p>	<p>Report three cohort types:</p> <ul style="list-style-type: none"> • Main Cohort • Credential Seeking • First Time in College <p>Colleges should include in the cohort students who enrolled in the fall term but who attended the college in the prior summer term.</p> <p>Full definitions of cohorts and list inclusions and exclusions are below.</p>

<p>Six Year Cohort</p>	<p>All full-time and part-time students who have earned a high school diploma or equivalent, who entered college during the fall 2012 term, and who were enrolled in credit or developmental education courses in that term.</p> <p>Students in this cohort will be tracked for six years from fall 2012 through the end of summer 2018.</p>	<p>Report three cohort types:</p> <ul style="list-style-type: none"> • Main Cohort • Credential Seeking • First Time in College <p>Colleges should include in the cohort students who enrolled in the fall term but who attended the college in the prior summer term.</p>
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Cohort Types

Students from the two year and six year reporting timeframes will be further categorized into three cohort types:

- A. Main Cohort
- B. Credential Seeking Cohort
- C. First Time in College Cohort

Measure / Calculation	Definition	Important Notes
Main Cohort	<p>All students who were enrolled in credit or developmental education classes in the fall term, had completed high school (or the equivalent), and were new to the institution <u>regardless of prior postsecondary education experiences.</u></p> <p>To be included in cohort, students should:</p> <ul style="list-style-type: none"> • Hold a high school diploma, GED, or other high school completion equivalent • Enter your college for the first time since receipt of the high school diploma or equivalent during the specified fall term • Enroll in credit or developmental education courses in that term <p>Do not include:</p> <ul style="list-style-type: none"> • Students exclusively enrolled in ESL • High school students who are dually enrolled (concurrently enrolled) in your college. Upon graduating from high school these students are eligible to be considered for the cohort. 	<p>Colleges should include in the cohort students who enrolled in the fall term but who attended the college in the prior summer term.</p> <p>Colleges should include full-term/varied start date enrollments as long as the start date of the enrollment is prior to the end of the traditional fall term.</p> <p>Students who do not have a high school diploma or equivalent, but who have a demonstrated ability to benefit (as defined by Title IV Federal financial aid eligibility) should also be included.</p> <p>Students who transfer into your college (prior post-secondary experience) should be included.</p> <p>Include all students, regardless of attendance intensity (full-time/part-time).</p> <p>Students <u>do not</u> need to be classified as degree- or credential-seeking students.</p> <p>If college does not verify high school completion but allows students to enroll in credit or developmental courses, include students in the Main Cohort as long as they meet all other criteria.</p>

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<p>Credential Seeking Cohort</p> <p><i>Other names:</i> Credential Seeking</p>	<p>Students in the Main Cohort (defined above) who, based on their course-taking behavior, indicate that they are seeking a credential at the reporting college.</p> <p>Credential Seeking cohort include students who:</p> <ul style="list-style-type: none"> • Earned at least 12 semester credit hours (or the equivalent) at the college by the end of the second academic-year of the tracking period; OR • Earned a certificate or other formal award (such as a short-term certificate or diploma) by the end of the second academic-year of the tracking period 	<p>This is a subset of the Main Cohort.</p> <p>Credit hours are cumulative of only credits earned at the reporting institution within the cohort tracking period.</p> <p>This definition is <u>different</u> than that used in IPEDS to identify degree-certificate seeking students. All students who meet the 12 credit threshold are included regardless if they are seeking a degree, certificate, or have no stated credential goal.</p> <p>For colleges not on a semester system, please convert the student’s credits earned to semester credit equivalents.</p> <p>Please include students who are taking ESL courses (or equivalents) offered for developmental education or credit in the cohort. Exclude students who are taking ESL courses (or equivalents) for noncredit.</p> <p><i>Note: This cohort is not reported in the One-Year Progress Measures because the credential seeking cohort cannot be determined until the end of year two.</i></p>
<p>First Time in College Cohort</p> <p><i>Other names:</i> First Time in College FTIC</p>	<p>Degree- or certificate-seeking students [as defined for IPEDS] in the Main Cohort (defined above), who had no prior postsecondary experience, and attended your college for the first time.</p> <p>FTIC cohort includes students who:</p> <ul style="list-style-type: none"> • Enrolled in academic or occupational programs • Enrolled in the fall term who attended college for the first time in the prior summer term • Students who entered with advanced standing (college credits earned before graduation from high school) <p>Permissible exclusions from FTIC cohort:</p> <ul style="list-style-type: none"> • Death or total and permanent disability; • Served in the armed forces (including those called to active duty); • Served with a foreign aid service of the federal government; or • Served on official church missions. 	<p>This is a subset of the Main Cohort.</p> <p>FTIC Cohort is to parallel the Student Right-to-Know graduation rate cohort (as defined for IPEDS), but includes full-time and part-time students. All exclusions in your college’s IPEDS reporting should also be applied to the FTIC Cohort.</p> <p><i>Note: Exclusions <u>do not</u> apply to Main Cohort.</i></p>

Cohort Disaggregation

Measure / Calculation	Definition	Important Notes
<p>Race / Ethnicity</p> <p><i>Abbreviations:</i></p> <ul style="list-style-type: none"> Am. Ind./Alaskan Asian Black HI/Pac. Isl. Hispanic White 2+ Races Unknown NR Alien 	<p>Student's racial or ethnic background, report as defined in the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).</p> <p>Colleges are asked to designate race / ethnicity as:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Black or African American • Hawaiian Native or Other Pacific Islander • Hispanic/Latino • White • Two or more races • Race/Ethnicity Unknown • Nonresident Alien 	
<p>Gender</p>	<p>Student's gender as noted at initial time of enrollment. If a student's gender is unknown/not reported or if the student has identified as a different gender identity, code it as Unknown/Other.</p> <p>Categories are:</p> <ul style="list-style-type: none"> • Male • Female • Unknown or Other 	
<p>Pell Status</p>	<p>Indicates whether the student was awarded a federal Pell grant at <u>any time during the reporting timeframe</u> while at your institution.</p> <p>Categories are:</p> <ul style="list-style-type: none"> • Awarded Pell • Not Awarded Pell • Not Able To Report Pell Data 	<p>Pell Status is intended as a proxy for a socio-economic status.</p> <p>The award of the Pell grant to a student is used when determining this measure, and not the disbursement of the grant.</p>
<p>Age</p>	<p>Student's age is determined at the fall starting date during the year of initial enrollment in the institution.</p> <p>The separate age groups are:</p> <ul style="list-style-type: none"> • Less than 20 (IPEDS under 18 and 18-19) • 20-24 (IPEDS 20-21 and 22-24) • 25-29 (IPEDS 25-29) • 30-39 (IPEDS 30-34 and 35-39) • 40-49 (IPEDS 40-49) • 50 or older (IPEDS 50-64 and 65+) • Age Unknown (IPEDS Unknown) 	

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<p>College Ready</p>	<p>For VFA purposes, college ready will be based on whether a student had a need for developmental education in math, English, and/or reading.</p> <p>Categories are:</p> <ul style="list-style-type: none"> • College Ready or Undetermined • Not College Ready 	<p>The college should use the same referral method as they use for reporting the <i>Developmental Education Progress</i> measures to determine the College Ready disaggregation.</p> <p>For students whom no placement or referral information is available, classify them in the “College Ready or Undetermined” category.</p>
<p>Full-Time / Part-Time</p>	<p>Indicates whether the student is full-time or part-time at initial time of enrollment. Initial enrollment is based upon the fall term of the student’s initial academic year and remains the same throughout the reporting period.</p> <p>Categories are:</p> <ul style="list-style-type: none"> • Full-Time <ul style="list-style-type: none"> ○ Student attempted <u>12 credits or more</u> (or equivalent) in the fall term • Part-Time <ul style="list-style-type: none"> ○ Student attempted at least one, but <u>less than 12, credits</u> (or equivalent), in the fall term. 	<p>Credit hours are inclusive of developmental education courses. If the institution does not offer developmental education for credit, convert developmental education coursework to credit equivalents and add to the attempted credit total.</p> <p>Enrollment is based on credits attempted, not completed, as of the college’s add/drop date or official college policy for determining enrollment.</p> <p>For colleges not on a semester system, please also use 12 credits or more; do not convert to semester credits.</p>
<p>Pathways KPIs</p>	<p>Indicates whether the student achieved or did not achieve each of the following key performance indicators (KPIs):</p> <p>KPIs are:</p> <ul style="list-style-type: none"> • Earned 6+ College Credits 1st Term • Earned 24+ College Credits 1st Year • Completed College Level Math 1st Year • Complete College Level English & Math 1st Year • Fall to Next Term Retention 1st Year 	<p>These disaggregations will only be reported for the 6-Year Outcomes and 2-Year Progress and Outcomes Measures.</p> <p>These disaggregations are based on selected One-Year Progress metrics.</p> <p>These disaggregations will be calculated for colleges (utilizing the raw upload method) and will not need to be defined by the college.</p>

Developmental Education Progress Measures

These measures are for students that needed developmental education in math, English, reading, or any combination of these subjects, and the students' progress through developmental education and into college-level work.

Developmental coursework is any formal non-college level learning activity – not only a formal class – designed to prepare a student to complete college level work. It may include self-study, developmental labs, co-curriculum classes, modularized course components, or any other coursework that would prepare the student to be successful in college-level work. For purposes of calculating most VFA metrics, developmental education courses will be reported as credit courses unless otherwise noted; non-credit developmental education classes should be converted to semester credit hour equivalents based on institution practice.

VFA advises that, as a general rule, if a course is not transfer or degree-transfer eligible, then it is not college-level.

Overview

- Six Year Cohort (fall 2012)
 - Main Cohort
 - Credential Seeking Cohort
 - First Time In College Cohort
- Two Year Cohort (fall 2016)
 - Main Cohort
 - Credential Seeking Cohort
 - First Time In College Cohort

VFA's Approach to Developmental Education Metrics:

Developmental Education is changing significantly – both in how students are identified as needing remedial education and in how that education is delivered. The VFA metrics and definitions are designed to recognize these new and varying approaches to developmental education and provide more utility to the colleges based on their developmental education policies and practices. However, by designing metrics that are more locally appropriate, the VFA metrics are less consistent across institutions, and more care should be taken when comparing or benchmarking developmental metrics.

Measures: Detailed definitions can be found beginning on page 23.

- A. Developmental Subjects:
 1. Percent of students who, by institutional practices, were referred to developmental education in math, English, or reading¹ who attempted a developmental course in the developmental subject.
 2. Percent of students with a developmental need in math, English, or reading¹ who became college ready in the subject by: successfully completing the highest developmental education course in the subject; successfully complete a college-level course in the subject (as defined below); or was reassessed and deemed college ready in subject.
 3. Percent of students with a developmental need in math or English who successfully completed any college-level course in the subject. This measure is not reported for reading.
- B. Any Developmental:
 1. Percent of students who, by institutional practices, were referred to developmental education in at least one subject area that attempted any developmental education course in the subject(s) referred.
 2. Percent of students who were not college ready in at least one subject area that became college ready in all developmental education subjects referred.

¹ Colleges that do not have separate reading and English (writing) will report in the combined subject in the English category.

Metric Details & Clarifications

Developmental Education Referral Method

Developmental education referral practices vary greatly between colleges. Therefore, each college should choose the developmental referral method that makes sense for their institution. In order to allow for comparison between the colleges, the VFA will provide information in benchmarking tools indicating how colleges reported developmental need.

Note on Referrals vs. Placement

Developmental education referrals should be based on a consistent method that the college uses in order to assess whether the student is below college-level in math, English, and/or reading. Some colleges use placement tests as their method of determining the developmental need of students; if this placement test indicates the student needs developmental education in one or more subjects and the college instructs the student to take these dev courses prior to entering college-level work, then the student should be counted as referred to developmental education.

- A. By Referral Method: Based on institutional practice, students are referred to developmental education or remedial education course.
- B. By Course-taking Behavior Method: Based on student behavior, students enroll in at least one developmental education course in math, English, or reading at any time within the reporting timeframe. This method should only be used if the college is not able to report based on referral/placement due to institutional practice or record keeping.
- C. Combination: Based on a combination of the Referral and Course-taking Behavior methods, defined above.

Developmental Education by Subjects

Students in the cohort may be counted in some, none, or all subject areas below.

- A. Developmental Subjects:
 - Developmental Math: Students from the VFA cohort type who, by referral practice and/or course-taking behavior, were determined to have a developmental need in math.
 - Developmental English: Students from the VFA cohort type who, by referral practice and/or course-taking behavior, were determined to have a developmental need in English or writing. Colleges who do not have separate developmental English and developmental reading courses should report the combined subject under Developmental English.
 - Developmental Reading: Students from the VFA cohort type who, by referral practice and/or course-taking behavior, were determined to have a developmental need in reading. Colleges who do not have separate developmental English and developmental reading courses should report the combined subject under Developmental English.
- B. Any Developmental: Students who, by referral practice and/or course-taking behavior, were determined to have a developmental need in at least one developmental education area (math, English and/or reading) should be included in the Any Developmental cohort. This group will be equivalent to the percent of the VFA cohort type that is not college ready. Developmental referral or course-taking in subjects other than math, English or reading should not be included.

Example 1: Student A is referred to a developmental math class only. *Student A would be counted in: 1) Developmental Math and 2) Any Developmental.*

Example 2: Student B is takes a developmental reading class and a developmental English class in his first year and a developmental math course in his second year. *Student B would be counted in: 1) Developmental Reading, 2) Developmental English, 3) Developmental Math, and 4) Any Developmental.*

Distribution of Developmental Need by Level

To provide context for the developmental education measures, the Developmental Subjects above (math, English, and reading) will be further subdivided into three levels of need by subject area. These levels will be collected for a better understanding of the degree of developmental need of students to earn a credential in their declared program of study and their relative outcomes. The three levels to report are:

- A. One level below college-level (low need)
- B. Two levels below college-level (intermediate need)
- C. Three or more levels below college-level (high need)

For colleges that only have two levels of developmental education that precede the first college-level course, report distribution in the categories of 1) “one level below”; and 2) “two levels below”, but not in the third category of 3) “three levels or more below”.

Developmental Need by Program

For colleges who have a significant portion of their population not required to complete the highest level of developmental education to enter into their program of study, it is recommended to report using a relative Level of Need. This relative level of need should be based on the highest level of developmental course a student must complete before entering into college-level work for their program.

If using this method, the last known program of study for each student should be used—not the program at entry. If the student has not declared a program of study prior to the reporting timeframe, the college should report the student as needing to complete the highest developmental education course offered for that subject.

Example 1: A college offers developmental math 091 and developmental math 092 followed by college-level math. *This college would show the distribution of level of need in categories one and two only.*

Example 2: A student was referred into the lowest level developmental math class at your college and needs to complete three developmental math courses before being allowed to enroll in a college-level class. *The student would be placed in the “three levels or more,” high need sub-population in Developmental Math.*

Example 3: A college allows students to continue into CTE coursework and earn a certificate after completing math 091. All other students must first complete math 092 to enroll in college-level work. *For this college, the CTE students referred to math 091 will be reported as “one level below” and the non-CTE students referred to math 091 will be reported as “two levels below”.*

Developmental Education Progress Measures

Reported for students needing Developmental Education in math, English and/or reading

- Six Year Cohort (fall 2012)
 - A. Main Cohort
 - B. Credential Seeking Cohort
 - C. First Time in College Cohort
- Two Year Cohort (fall 2016)
 - A. Main Cohort
 - B. Credential Seeking Cohort
 - C. First Time in College Cohort

Disaggregations:

- All measures will be disaggregated by race/ethnicity, gender, Pell status, age, full-time/part-time, and distribution of need.

Measure Name	Definition	Important Notes
Developmental Education Referral Method <i>Other names:</i> Dev Referral Method Dev Method	A flag to indicate the method used to report students in the Developmental Education metrics. <ol style="list-style-type: none"> 1. <i>Referral Method: Based on institutional practice</i>, students are determined to need (referred to) developmental education or remedial education course work prior to completion of a credential. 2. <i>Course-taking Behavior Method: Based on course-taking behavior</i>, students attempted a developmental education activity at any time within the reporting timeframe. 3. <i>Combination Method: Based on a combination of referral and course-taking method</i>, students were either referred to developmental education or attempted a developmental education course within the reporting timeframe. <p><u>What to report:</u></p> <ul style="list-style-type: none"> • If reporting ‘by referral,’ indicate by choosing <i>by referral</i>. • If reporting ‘by course-taking behavior,’ indicate by choosing <i>by course-taking behavior</i>. • If reporting using a combination of ‘referral’ and ‘course-taking behavior,’ indicate by choosing <i>Combo: by referral AND course-taking</i>. 	All colleges should report using the method that is the most meaningful and useful to them. <p>Referral and developmental course-taking can occur at <u>any time</u> within the reporting timeframe, not just the first year.</p> <p>If a student tests into developmental education but is not required to take it due to institutional practices (i.e. program of study), <u>do not</u> include this student as having a developmental need in the subject.</p> <p>The developmental education referral method flag allows a college to compare developmental progress data to colleges that use the same method.</p>

Developmental Education Progress Measures by Subject

Reported separately for developmental education in math, English, reading

Measure / Calculation	Definition	Important Notes
<p>Special Disaggregation: Distribution of Developmental Need</p> <p><i>Other names:</i> Distribution</p>	<p>Percent of students in the cohort who, based on institutional referral practices and/or course-taking behavior, fall within each level of need (low, intermediate, and high) for developmental education.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • One level below (low level of need): Number of students with a developmental need who, based on referral method, need to complete 1 course, module, or equivalent prior to entering college-level work or becoming eligible to earn a credential • Two levels below (intermediate level of need): Number of students with a developmental need who, based on referral method, need to complete 2 courses, modules, or equivalent prior to entering college-level work or becoming eligible to earn a credential • Three or more levels below (high level of need): Number of students with a developmental need who, based on referral method, need to complete 3 courses, modules, or equivalent prior to entering college-level work or becoming eligible to earn a credential 	<p>This data will be reported for all Developmental Education (Subject) Progress Measures to provide contextual information about the developmental education student population.</p> <p>This disaggregation is <u>required</u> and must be reported separately for all subjects in which you have data. Students may be reported in more than one subject area:</p> <ul style="list-style-type: none"> • Dev Math • Dev English • Dev Reading <p>If your college combines English and reading under one subject, please report it in English.</p> <p>If your college’s referral practice does not assign the student a level, place all students referred in “one level below”.</p>
<p style="text-align: center;">METRIC CALCULATION</p> <p>NUMERATOR: Distribution of Need (defined here)</p> <p>DENOMINATOR: Cohort Count</p>		
Measure / Calculation	Definition	Important Notes
<p>Percent Students Needing Developmental Education in Subject</p> <p><i>Other names:</i> Total Developmental Need Total Dev Need</p>	<p>Percent of students in the cohort who, based on selected referral method, need developmental education.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • The total number of students in the cohort who, based on selected referral method, needed developmental education. This may be determined using one of the following methods: <ul style="list-style-type: none"> ○ By referral only ○ By course-taking behavior only ○ By a combination of referral and course-taking behavior 	<p>Please report this measure separately for all subjects for which you have data. Students may be reported in more than one subject area:</p> <ul style="list-style-type: none"> • Dev Math • Dev English • Dev Reading <p>If your college combines English and reading under one subject, please report it under English.</p> <p>This <i>Total Developmental Need</i> count is used as the denominator for the <i>Became College Ready</i> and <i>Completed College</i> measures defined below.</p>
<p style="text-align: center;">METRIC CALCULATION</p> <p>NUMERATOR: Total Developmental Need (defined here)</p> <p>DENOMINATOR: Cohort Count</p>		

<p>Percent Students Referred to Developmental Education in Subject</p> <p><i>Other names:</i> Referred</p>	<p>Percent of students in the cohort who, based on institutional practices, were referred to developmental education.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> The number of students in the cohort who, based on a consistent method of identifying whether a student was ready for college-level work, were instructed to complete at least one developmental or remedial education activity prior to entering college-level work or obtaining a credential in their program of study. 	<p>Please report this measure separately for all subjects for which you have data. Students may be reported in more than one subject area:</p> <ul style="list-style-type: none"> Dev Math Dev English Dev Reading <p>If your college combines English and reading under one subject, please report it under English.</p> <p>This <i>Referred</i> count is used as the denominator for the <i>Attempted Developmental Education</i> metric.</p> <p>College should report this metric based on chosen developmental referral method. If:</p> <ul style="list-style-type: none"> By course-taking: this count will equal 0 By referral: this count will equal the Total Dev Need count By Combo: this count \leq Total Dev Need count
<p>METRIC CALCULATION</p> <p>NUMERATOR: Referred Count (defined here)</p> <p>DENOMINATOR: Cohort Count</p>		
<p>Percent Students Attempted Developmental Education Course</p> <p><i>Other names:</i> Attempted Dev Course</p>	<p>Percentage of students that were, by institutional practice, referred to developmental education in math, English, or reading who attempted a developmental education activity in the subject referred.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the cohort who, based on a consistent method of identifying whether or not a student was ready for college-level work, were instructed to enroll in developmental education in math, English or reading, and enrolled in a developmental course in the subject 	<p>Please report this measure separately for all subjects for which you have data. Students can/may be reported in more than one subject area:</p> <ul style="list-style-type: none"> Dev Math Dev English Dev Reading <p>If your college combines English and reading in one subject, please report it under English.</p> <p>NOTE: If the developmental referral method is by course-taking behavior only, this metric will be N/A and should be left null.</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Attempted Dev Course (defined here)</p> <p>DENOMINATOR: Referred Count</p>		

<p>Percent Students Became College Ready in Developmental Education Subject</p> <p><i>Other names:</i> College Ready in Subject</p>	<p>Percent of students who, based on referral method, needed developmental education and became college ready in subject.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the cohort who, based on referral method, needed developmental education in a subject and became college ready in subject by meeting one or more of the following criteria: <ul style="list-style-type: none"> ○ successfully completing the highest level developmental education course required in the subject; ○ successfully completing a college-level course in the subject*; OR ○ other formal reassessment of developmental need and deemed college ready. <p>*NOTE: Since many colleges do not have college-level reading courses, any student with a developmental need in reading that successfully completed a college-level English course will be considered college-ready in reading.</p>	<p>Report this measure separately for all subjects for which you have data. Students may be reported in more than one subject area:</p> <ul style="list-style-type: none"> • Dev Math • Dev English • Dev Reading <p>If your college combines English and reading in one subject, please report it under English.</p> <p>Students may be referred to any level below college-level.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: College Ready in Subject (defined here)</p> <p>DENOMINATOR: Developmental Need Count</p>		
<p>Percent Students Successfully Completed Any College-level Course</p> <p><i>Other names:</i> Completed College Course</p>	<p>Percent of students who, based on referral method, needed developmental education and who successfully completed any college-level course in the subject.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the cohort who, based on referral method, needed developmental education in a subject and successfully completed any college-level course in the subject. 	<p>Please report this measure separately for all subjects in which you have data. Students may be reported in more than one subject area:</p> <ul style="list-style-type: none"> • Dev Math • Dev English <p>If your college combines English and reading under one subject, please report it under English.</p> <p>This measure will not be reported for Dev Reading.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p> <p>Include any college-level course in subject; does not need to be a “gateway” or entry-level course.</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Completed College Course (defined here)</p> <p>DENOMINATOR: Developmental Need Count</p>		

Any Developmental Education Progress Measures

Unduplicated progress and outcomes of students needing any developmental education subject
(math, English, and/or reading)

Measure Name	Definition	Important Notes
<p>Percent Students Needing Developmental Education in at Least One Subject</p> <p><i>Other names:</i> Any Developmental Need</p> <hr/> <p>METRIC CALCULATION NUMERATOR: Any Developmental Need (defined here)</p> <p>DENOMINATOR: Cohort Count</p>	<p>Percent of enrolled students who require any developmental education (in math, English, reading, or any combination) based upon the institution’s referral method.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the cohort who, based on selected referral method, needed at least one developmental education course in: <ul style="list-style-type: none"> ○ Developmental Math, AND/OR ○ Developmental English, AND/OR ○ Developmental Reading 	<p>This is an unduplicated developmental education cohort.</p> <p>This count must equal the count of “Not College Ready” in the cohort’s College Readiness disaggregation.</p>
<p>Percent Students Referred to Developmental Education in at Least One Subject</p> <p><i>Other names:</i> Any Developmental Referral Any Dev Referral</p> <hr/> <p>METRIC CALCULATION NUMERATOR: Any Developmental Referral (defined here)</p> <p>DENOMINATOR: Cohort Count</p>	<p>Percent of enrolled students who, based on institutional practices, were referred to any developmental education (in math, English, reading, or any combination).</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the cohort who, based on a consistent method of identifying whether or not a student was ready for college-level work, were instructed to enroll in at least one developmental education course in: <ul style="list-style-type: none"> ○ Developmental Math, AND/OR ○ Developmental English, AND/OR ○ Developmental Reading 	<p>This is an unduplicated developmental education referral count.</p> <p>College should report this metric based on chosen developmental referral method. If:</p> <ul style="list-style-type: none"> • By course-taking: this count will equal 0 • By referral: this count will equal the Total Dev Need count • By Combo: this count ≤ Any Dev Need count
<p>Percent Students Attempted Any Developmental Education</p> <p><i>Other names:</i> Enrolled in Any Developmental</p> <hr/> <p>METRIC CALCULATION NUMERATOR: Enrolled in Any Developmental (defined here)</p> <p>DENOMINATOR: Any Dev Referral Count</p>	<p>Percent of students who, based on institutional practices, were referred to at least one developmental education course in math, English, and/or reading and who attempted any developmental education in math, English and/or reading by the end of the tracking period.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the cohort who, based on a consistent method of identifying whether a student was ready for college-level work, were instructed to enroll in developmental education in math, English, and/or reading or any combination and enrolled in any developmental education course in any of these subject areas. 	<p>NOTE: If the developmental referral method is by course-taking behavior, this metric will not be applicable and should be left null.</p>

<p>Percent Students Who Became College-Ready</p> <p><i>Other names:</i> Completed All Developmental</p>	<p>Percent of students who, based on selected referral method, needed at least one developmental education course in math, English and/or reading and who completed all developmental education in the area(s) of need to become college-ready by the end of the tracking period.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the cohort who, based on referral method, needed developmental education in math, English, and/or reading or any combination and became college-ready in all subject areas needed by: <ul style="list-style-type: none"> ○ successfully completing the highest level developmental education course required in the subject; ○ successfully completing a college-level course in the subject*; AND/OR ○ other formal reassessment of developmental need and deemed college ready. 	<p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p> <p>*NOTE: Since many colleges do not have college-level reading courses, any student with a developmental need in reading that successfully completed a college-level English course will be considered college-ready in reading.</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Completed All Developmental (defined here)</p> <p>DENOMINATOR: Any Developmental Need Count</p>		

One-Year Progress Measures

Overview

- One Year Cohort (fall 2017)
 - Main Cohort
 - First Time In College Cohort
- Two Year Cohort (fall 2016)
 - Main Cohort
 - First Time In College Cohort
- Six Year Cohort (fall 2012)
 - Main Cohort
 - First Time In College Cohort

Measures: Detailed definitions can be found beginning on page 30.

1. Percent of students who earned 6+ college-level credit hours in the first term
2. Percent of students who earned 12+ college-level credit hours in the first term
3. Percent of students who earned 15+ college-level semester credit hours in the first academic year
4. Percent of students who earned 24+ college-level semester credit hours in the first academic year
5. Percent of students who earned 30+ college-level semester credit hours in the first academic year
6. Percent of students who completed college-level math in the first academic year
7. Percent of students who completed college-level English in the first academic year
8. Percent of students who completed college-level math and English in the first academic year
9. Percent students retained from fall to the next term
10. Percent of attempted semester credit hours successfully completed² by the cohort in the first academic year.*

**These are measures of credit hours, not students, to show the “total percent of credit hours that were successfully completed by the cohort”.*

² **NOTE ON SUCCESSFUL COMPLETION:** All credit hours reported must be successfully completed based on institutional practice of completion with at least a letter grade of C- (or P if the course is offered as pass/fail).

One-Year Progress Measures


Reported at the end of one year, or in timeframes of less than one year as indicated in the definition of the measure.


- One Year Cohort (fall 2017)
 - A. Main Cohort
 - B. First Time in College Cohort
- Two Year Cohort (fall 2016)
 - A. Main Cohort
 - B. First Time in College Cohort
- Six Year Cohort (fall 2012)
 - A. Main Cohort
 - B. First Time in College Cohort


Disaggregations:


All measures will be disaggregated by race/ethnicity, gender, Pell status, age, college readiness, and full time/part time.



One-Year Progress Measures

Measure Name	Definition	Important Notes
<p>Percent Students Earned 6+ College Credits First Term</p> <p></p> <p><i>Other names:</i> Earned 6+ Credits First Term</p>	<p>Percent of students who earned at least 6 college-level credits in the first, fall term.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the cohort who were enrolled after the add/drop date in the first, fall term who successfully completed 6 or more college-level (i.e., non-developmental) credits in that term. 	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p> <p>Credit hours are defined as any credit hours the student was enrolled in after the institutions' drop/add period had ended.</p> <p>Quarter credit hours should not be converted to semester credit hours for first term measures.</p> <p>6 credits are inclusive of credits that count toward a credential (obtained at your institution). Unless developmental education credits count this way at your college, developmental credits are not to be counted. All credits included in this measure must be taken at your college.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Earned 6+ credits 1st Term count</p> <p>DENOMINATOR: Cohort Count</p>		


<p>Percent Students Earned 12+ College Credits First Term</p> <p></p> <p><i>Other names:</i> Earned 12+ Credits First Term</p>	<p>Percent of students who earned at least 12 college-level credits in the first, fall term.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the cohort who were enrolled after the add/drop date in the first, fall term who successfully completed 12 or more college-level (i.e., non-developmental) credits in that term. 	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p> <p>Credit hours are defined as any credit hours the student was enrolled in after the institutions' drop/add period had ended.</p> <p>Quarter credit hours should not be converted to semester credit hours for first term measures.</p> <p>12 credits are inclusive of credits that count toward a credential (obtained at your institution). Unless developmental education credits count this way at your college, developmental credits are not to be counted. All credits included in this measure must be taken at your college.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Earned 12+ credits 1st Term count</p> <p>DENOMINATOR: Cohort Count</p>		

<p>Percent Students Earned 15+ College Credits First Year</p> <p></p> <p><i>Other names:</i> Earned 15+ Credits First Year</p>	<p>Percent of students who earned at least 15 college-level semester credit hours by the end of the first academic year.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the cohort who successfully completed 15 or more college-level (i.e., non-developmental) semester credit hours by the end of the first academic year (starting with the first fall term). Post-high school credits successfully completed in the summer prior to their first fall term should not be included. 	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p> <p>Credit hours are defined as any credit hours the student was enrolled in after the institutions' drop/add period had ended.</p> <p>Semester equivalent credit hours are used for first year measures (automatically calculated in raw file upload).</p> <p>15 credits are inclusive of credits that count toward a credential (obtained at your institution). Unless developmental education credits count this way at your college, developmental credits are not to be counted. All credits included in this measure must be taken at your college.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Earned 15+ credits 1st Year count</p> <p>DENOMINATOR: Cohort Count</p>		

<p>Percent Students Earned 24+ College Credits First Year</p> <p></p> <p><i>Other names:</i> Earned 24+ Credits First Year</p>	<p>Percent of students who earned at least 24 college-level semester credit hours by the end of the first academic year.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the cohort who successfully completed 24 or more college-level (i.e., non-developmental) semester credit hours by the end of the first academic year (starting with the first fall term). Post-high school credits successfully completed in the summer prior to their first fall term should not be included. 	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p> <p>Credit hours are defined as any credit hours the student was enrolled in after the institutions' drop/add period had ended.</p> <p>Semester equivalent credit hours are used for first year measures (automatically calculated in raw file upload).</p> <p>24 credits are inclusive of credits that count toward a credential (obtained at your institution). Unless developmental education credits count this way at your college, developmental credits are not to be counted. All credits included in this measure must be taken at your college.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Earned 24+ credits 1st Year count</p> <p>DENOMINATOR: Cohort count</p>		

<p>Percent Students Earned 30+ College Credits First Year</p> <p></p> <p><i>Other names:</i> Earned 30+ Credits First Year</p>	<p>Percent of students who earned at least 30 college-level semester credit hours by the end of the first academic year.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the cohort who successfully completed 30 or more college-level (i.e., non-developmental) semester credit hours by the end of the first academic year (starting with the first fall term). Post-high school credits successfully completed in the summer prior to their first fall term should not be included. 	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p> <p>Credit hours are defined as any credit hours the student was enrolled in after the institutions' drop/add period had ended.</p> <p>Semester equivalent credit hours are used for first year measures (automatically calculated in raw file upload).</p> <p>30 credits are inclusive of credits that count toward a credential (obtained at your institution). Unless developmental education credits count this way at your college, developmental credits are not to be counted. All credits included in this measure must be taken at your college.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Earned 30+ credits 1st Year count</p> <p>DENOMINATOR: Cohort count</p>		
<p>Percent Students Completed College-Level Math in Year One</p> <p></p> <p><i>Other names:</i> Passed College Level Math 1st Year</p>	<p>Percent of students who attempted and successfully completed at least one college level (i.e., non-developmental) Math course (with grade A - C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.</p>	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Passed College Level Math 1st Year count</p> <p>DENOMINATOR: Cohort count</p>		

<p>Percent Students Completed College-Level English in Year One</p> <p>NEW</p> <p><i>Other names:</i> Passed College Level English 1st Year</p>	<p>Percent of students who attempted and successfully completed at least one college level (i.e., non-developmental) English course (with grade A - C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.</p>	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Passed College Level English 1st Year count</p> <p>DENOMINATOR: Cohort count</p>		
<p>Percent Students Completed College-Level Math & English in Year One</p> <p>NEW</p> <p><i>Other names:</i> Passed College Level Math & English 1st Year</p>	<p>Percent of students who attempted and successfully completed at least one college level (i.e., non-developmental) course in both Math and English (with grade A - C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.</p>	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Passed College Level Math & English 1st Year count</p> <p>DENOMINATOR: Cohort count</p>		

<p>Percent Students Retained from Fall to the Next Term</p> <p><i>Other names:</i> Fall to Next Term Retention</p>	<p>Percent of fall cohort students who enrolled in at least one credit course (including developmental) in term 2 (spring term).</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the cohort who enrolled in the next full academic term, OR earned a formal award in fall term 	<p>The next full academic term should <u>not</u> be a shortened or compressed term and is generally:</p> <ul style="list-style-type: none"> Spring Term for colleges on semester/trimester systems Winter term for college on quarter system
<p>METRIC CALCULATION</p> <p>NUMERATOR: Fall to Next Term Retention count (defined here)</p> <p>DENOMINATOR: Cohort count</p>	<p>NOTE: This metric is also included within the Two-Year Progress Measures on page 40.</p>	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p>
<p>Percent Credits Successfully Completed in One Year</p> <p></p> <p><i>Other names:</i> One Year Credit Success Rate</p>	<p>Percent of college-level semester credit hours (not students) attempted at your college during the first academic year by the cohort that were successfully completed.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> NUMERATOR: number of college-level semester credit hours successfully completed by all students in the cohort from the beginning of their first, fall term through the end of their first academic year (before fall 2018 for the One Year Cohort, before fall 2017 for the Two Year Cohort, and before fall 2013 for the Six Year Cohort). Post-high school credits successfully completed in the summer prior to their first fall term should not be included; DENOMINATOR: number of college-level semester credit hours attempted by all students in the cohort from the beginning of their first, fall term through the end of their first academic year (before fall 2018 for the One Year Cohort, before fall 2017 for the Two Year Cohort, and before fall 2013 for the Six Year Cohort). Post-high school credits attempted in the summer prior to their first fall term should not be included. 	<p>For this measure, <u>both</u> the numerator and denominator are calculated and reported.</p> <p>NOTE: This is a count of credit hours, not a count of students.</p> <p>Credit hours are defined as any credit hours the student was enrolled in after the institutions' drop/add period had ended. Include in the credit hours count all credits toward a credential (obtained at your institution). Unless developmental education credits count this way at your college, developmental credits are not to be counted. All credits included in this measure must be taken at your college.</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: One Year Credit Hours Successfully Completed (defined here)</p> <p>DENOMINATOR: One Year Credit Hours Attempted (defined here)</p>	<p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>	

Two-Year Progress Measures

Overview

- Two Year Cohort (fall 2016)
 - Main Cohort
 - Credential Seeking Cohort
 - First Time In College Cohort
- Six Year Cohort (fall 2012)
 - Main Cohort
 - Credential Seeking Cohort
 - First Time In College Cohort

Measures: Detailed definitions can be found starting on page 38.

1. Percent of attempted semester credit hours successfully completed³ by the cohort in the first term.*
2. Percent of attempted semester credit hours successfully completed³ by the cohort in the first two academic years.*
**These are measures of credit hours, not students, to show the “total percent of credit hours that were successfully completed by the cohort”.*
3. Percent of students who did not successfully complete³ at least one credit in first term.
4. Percent of students who were retained from the fall term (term one) to their next academic term or completed a formal award.
5. Percent of students who reached credit thresholds or completed a formal award by end of the first two academic years.
 - *Credit Threshold is defined as 24 semester credit hours for part-time students and 42 semester credit hours for full-time students.*
6. Percent of students who reached year two persistence/attainment outcomes as follows:
These outcomes are mutually exclusive and will not include students who did not attain one of these outcomes (i.e. students who did not earn a credential, did not transfer, and were not enrolled in the second academic year)
 - Completed certificate or degree (includes any formal award);
 - Transferred⁴ to a 2-year or 4-year institution;
 - Still enrolled at initial institution.

³ **NOTE ON SUCCESSFUL COMPLETION:** All credit hours reported must be successfully completed based on institutional practice of completion with at least a letter grade of C- (or P if the course is offered as pass/fail).

⁴ **NOTE ON TRANSFERS:** A transfer is defined as a student enrolling and taking courses at another post-secondary institution while not taking courses at your institution after their last enrollment at your institution. For this outcome, the start date of the enrollment at the new post-secondary institution does not matter. See Appendix B on pg. 70 for full definition and examples.

Two-Year Progress Measures

Reported at the end of two years, or in timeframes of less than two years as indicated in the definition of the measure.

- Two Year Cohort (fall 2016)
 - A. Main Cohort
 - B. Credential Seeking Cohort
 - C. First Time in College Cohort
- Six Year Cohort (fall 2012)
 - A. Main Cohort
 - B. Credential Seeking Cohort
 - C. First Time in College Cohort

Disaggregations:

All measures will be disaggregated by race/ethnicity, gender, Pell status, age, college readiness, full time/part time status, and the Pathways KPIs.

Two-Year Credit Measures

Measure Name	Definition	Important Notes
<p>Percent Credits Successfully Completed in First Term</p> <p><i>Other names:</i> 1st Term Credit Success Rate</p>	<p>Percent of semester credit hours (not students) attempted at your college in the first (fall) term by the cohort that were successfully completed.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • NUMERATOR: Number of semester credit hours successfully completed by all students in the cohort by the end of the first (fall) academic term; • DENOMINATOR: number of semester credit hours attempted by all students in the cohort during the first (fall) academic term. <p>Post-high school credits taken in the summer prior to their first fall term should <u>not</u> be included in this metric.</p>	<p>For this measure, please calculate and report <u>both</u> the numerator and denominator.</p> <p>NOTE: This is a count of credit hours, not a count of students.</p> <p>Credit hours are defined as any credit hours the student was enrolled in after the institutions' drop/add period had ended. Include all credit hours for credit and developmental courses (converted to credit hours if they are not offered for credit). ESL coursework taken for credit or dev ed may also be included.</p> <p>All credits included in this measure must be taken at your college.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p style="text-align: center;">METRIC CALCULATION</p> <p>NUMERATOR: 1st Term Credits Successfully Completed (defined here)</p> <p>DENOMINATOR: 1st Term Credit Hours Attempted (defined here)</p>		

<p>Percent Credits Successfully Completed in Two Years</p> <p><i>Other names:</i> Two Year Credit Success Rate</p>	<p>Percent of semester credit hours (not students) attempted at your college during the first two academic years by the cohort that were successfully completed.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • NUMERATOR: number of semester credit hours successfully completed by all students in the cohort by the end of the second academic year (before fall 2017 for the Two Year Cohort, and before fall 2013 for the Six Year Cohort). Post-high school credits successfully completed in the summer prior to their first fall term should be included; • DENOMINATOR: number of semester credit hours attempted by all students in the cohort from the beginning of their first, fall term through the end of the end of their second academic year (before fall 2017 for the Two Year Cohort, and before fall 2013 for the Six Year Cohort). Post-high school credits attempted in the summer prior to their first fall term should be included. 	<p>For this measure, <u>both</u> the numerator and denominator are calculated and reported.</p> <p>NOTE: This is a count of credit hours, not a count of students.</p> <p>Credit hours are defined as any credit hours the student was enrolled in after the institutions' drop/add period had ended. Include all credit hours for credit and developmental courses converted to credit hours if they are not offered for credit. ESL coursework, taken for credit or dev ed, may also be included.</p> <p>All credits included in this measure must be taken at your college.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Two Year Credits Successfully Completed (defined here)</p> <p>DENOMINATOR: Two Year Credit Hours Attempted (defined here)</p>		

Two-Year Progress Measures

Measure Name	Definition	Important Notes
<p>Percent Students Not Successful in First Term</p> <p><i>Other names:</i> No Success 1st Term</p>	<p>Percent of students who did not earn at least one credit in the first, fall term.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the cohort who were enrolled after the add/drop date in the first, fall term who failed to successfully complete at least one credit (or credit equivalent) in that term. 	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p> <p>Successful completion of a course is based on institutional practice of completion as long as the student earned a letter grade of C- or better (or P if the course is offered as pass/fail).</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: No Success 1st Term count</p> <p>DENOMINATOR: Cohort count</p>		

<p>Percent Students Retained from Fall to the Next Term</p> <p><i>Other names:</i> Fall to Next Term Retention</p>	<p>Percent of students who were enrolled in the first, fall term and were still enrolled in the next full academic term.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the cohort who enrolled in the next full academic term, OR earned a formal award in fall term 	<p>The next full academic term should <u>not</u> be a shortened or compressed term and is generally:</p> <ul style="list-style-type: none"> Spring Term for colleges on semester/trimester systems Winter term for college on quarter system
<p>METRIC CALCULATION</p> <p>NUMERATOR: Fall to Next Term Retention count (defined here)</p> <p>DENOMINATOR: Cohort count</p>	<p>NOTE: This metric is also included within the One-Year Progress Measures on page 36.</p>	<p>All students in cohort should have been enrolled in the fall term of the cohort year.</p>
<p>Percent Students Reached Credit Thresholds in Two Years</p> <p><i>Other names:</i> Reached Credit Threshold</p>	<p>Percent of students who successfully reached semester credit hours thresholds (24 for part-time and 42 for full-time) by the end of the second academic year.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the cohort who reached semester credit hours thresholds (or the equivalent) by the end of their second academic year (before fall 2018 for the Two Year Cohort, and before fall 2014 for the Six Year Cohort). <ul style="list-style-type: none"> PART-TIME STUDENTS who earned 24 semester credit hours (or equivalent); PLUS FULL-TIME STUDENTS who earned 42 semester credit hours (or equivalent); PLUS Students who completed a credential of less than the semester credit hour thresholds defined above. 	<p>Credit hours should include developmental education (converted to semester credit hour equivalent, if necessary), ESL coursework (if taken for credit or dev ed), and college-level coursework at your institution and any other credits in which the college is aware.</p> <p>Full- and part-time status is determined in the first fall term only, not current enrollment status.</p> <p>All credits earned based on institutional practice are to be counted, regardless of the grade the student received for the credits.</p> <p>See VFA Basic Terms for <i>Semester Hour Equivalents</i></p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Reached Credit Threshold count (defined here)</p> <p>DENOMINATOR: Cohort count</p>		

Two-Year Progress Measures: Persistence/Attainment

Unduplicated percent of students who reach one of the mutually exclusive outcomes by the end of year two.
Not all students will be included in one of these three outcomes categories.

Measure Name	Definition	Important Notes
<p>Percent Students Completed a Formal Award</p> <p><i>Other names:</i> Completed Certificate or Degree</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the cohort who have earned a bachelor’s degree, associate degree or certificate from your institution by the end of their second academic year (before fall 2018 for the Two Year Cohort, and before fall 2014 for the Six Year Cohort) 	<p>These three mutually exclusive, hierarchical indicators are based on highest attainment.</p> <p>These outcomes are a subset of the Six Year Outcomes and all students <u>may not</u> be represented.</p> <p>Outcomes are reported as of the end the 2018 summer term for the Two Year Cohort and the end of summer 2014 for the Six Year Cohort.</p> <p>A transfer is defined as a student enrolling and taking courses at another post-secondary institution after their last enrollment at your institution (see pg. 70 for full definition). For users of the raw file upload method, the start date of the enrollment at the new post-secondary institution does not matter as the system will calculate and count all applicable transfers.</p>
<p style="text-align: center;">METRIC CALCULATION</p> <p>NUMERATOR: Completed Award count (defined here)</p> <p>DENOMINATOR: Cohort count</p>		
<p>Percent Students Transferred to 2-Year or 4-Year institution</p> <p><i>Other names:</i> Transferred</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the cohort who have not earned a formal award (e.g. associate degree or certificate) from your institution by the end of two academic years, but have evidence of transferring to another post-secondary institution by the end of their second academic year (this would be in a term BEFORE fall 2018 for the Two Year Cohort and before fall 2014 for the Six Year Cohort) 	
<p style="text-align: center;">METRIC CALCULATION</p> <p>NUMERATOR: Transferred count (defined here)</p> <p>DENOMINATOR: Cohort count</p>		
<p>Percent Students Still Enrolled</p> <p><i>Other names:</i> Still Enrolled</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the cohort who did not transfer and did not earn a formal award by the end of two years (as defined above), but were still enrolled at any time during their second academic year (fall 2017 – summer 2018 for the Two Year Cohort and fall 2013 – summer 2014 for the Six Year Cohort) 	
<p style="text-align: center;">METRIC CALCULATION</p> <p>NUMERATOR: Still Enrolled count (defined here)</p> <p>DENOMINATOR: Cohort count</p>		

Six-Year Outcomes Measures

Overview

- Six Year Cohort (fall 2012)
 - Main Cohort
 - Credential Seeking Cohort
 - First Time In College Cohort

Measures: Detailed definitions can be found beginning on page 43.

These outcomes are hierarchical, non-duplicative and mutually exclusive.

1. Percent of students that **earned a bachelor's degree**.
2. Percent of students that did not earn a bachelor's degree but **earned an associate degree** and subsequently transferred⁵.
3. Percent of students that did not earn a bachelor's degree but **earned an associate degree** and did not subsequently transfer⁵.
4. Percent of students that did not earn a bachelor's or associate degree, but **earned a certificate** (or other formal award) and subsequently transferred⁵.
5. Percent of students that did not earn a bachelor's or associate degree, but **earned a certificate** (or other formal award) and did not subsequently transfer⁵.
6. Percent of students that **transferred**⁵ to another post-secondary institution, without earning a degree or certificate.
7. Percent of students that were **still enrolled** during the sixth academic year and had not earned a degree or certificate.
8. Percent of students that were **not enrolled** at any time in year six, had not earned a degree or certificate, had no record of transferring to another institution, and earned 30 or more college-level semester credit hours.
9. Percent of students that were **not enrolled** at any time in year six, had not earned a degree or certificate, had no record of transferring to another institution, and earned less than 30 college-level semester credit hours.

⁵ **NOTE ON TRANSFERS:** A transfer is defined as a student enrolling and taking courses at another post-secondary institution after receipt of award or after their last enrollment at your institution. See Appendix B on pg. 70 for full definition and examples.

Six-Year Outcomes Measures

Percent of students achieving one of the mutually exclusive outcomes by the end of six years.

- Six Year Cohort (fall 2012)
 - A. Main Cohort
 - B. Credential Seeking Cohort
 - C. First Time in College Cohort

Disaggregations:

- Measures will be disaggregated by race/ethnicity, gender, Pell status, age, college readiness, full time/part time status, and the Pathways KPIs.

Measure Name	Definition	Important Notes
<p><i>Outcomes Measure One:</i> Percent Students Completed Baccalaureate Degree</p> <p><i>Other names:</i> Bachelor's</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the Six Year Cohort (fall 2012) who have earned a baccalaureate degree from your institution by the end of their sixth year (before fall of 2018) 	<p>The 9 outcomes are mutually exclusive and hierarchical. All students should fall into <u>only one</u> of these mutually exclusive outcomes, based on highest attainment. There are no exclusions in the Cohort.</p>
<p><i>Outcomes Measure Two:</i> Percent Students Completed Associate Degree, then Transferred</p> <p><i>Other names:</i> Associate (Transfer)</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the Six Year Cohort (fall 2012) who have not earned a bachelor's degree by the end of six years, but have earned an associate degree from your institution and have evidence of transferring to another post-secondary institution (after receipt of the degree) by the end of their sixth year (before fall of 2018) 	<p>Outcomes are reported as of the end of 2017-18 academic year (before fall 2018 academic term) and give the percentage of students from the cohort that reached an outcome by the end of the six-year tracking period.</p> <p>All outcomes other than transfer must be done <u>at your institution</u> and not subsequent institutions.</p>
<p><i>Outcomes Measure Three:</i> Percent Students Completed Associate Degree without Transfer</p> <p><i>Other names:</i> Associate (No Transfer)</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the Six Year Cohort (fall 2012) who have not earned a bachelor's degree by the end of six years, but have earned an associate degree from your institution and do not have evidence of transferring to another post-secondary institution by the end of their sixth year (before fall of 2018) 	<p>An award with transfer is defined as any verified enrollment at another two- or four-year postsecondary institution after the highest formal award was conferred and before the end of the tracking period.</p>
<p><i>Outcomes Measure Four:</i> Percent Students Completed Certificate, then Transferred</p> <p><i>Other names:</i> Certificate (Transfer)</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students in the Six Year Cohort (fall 2012) who have not earned a bachelor's or associate degree from your institution by the end of six years, but have earned a certificate (or other formal award) from your institution and have evidence of transferring to another post-secondary institution (after receipt of the certificate) by the end of their sixth year (before fall of 2018) 	<p>A certificate is defined as any formal award that is not an associate degree or baccalaureate degree.</p> <p>Awards conferred after reverse transfer of credits should be included as long as the reverse transfer credential is awarded prior</p>

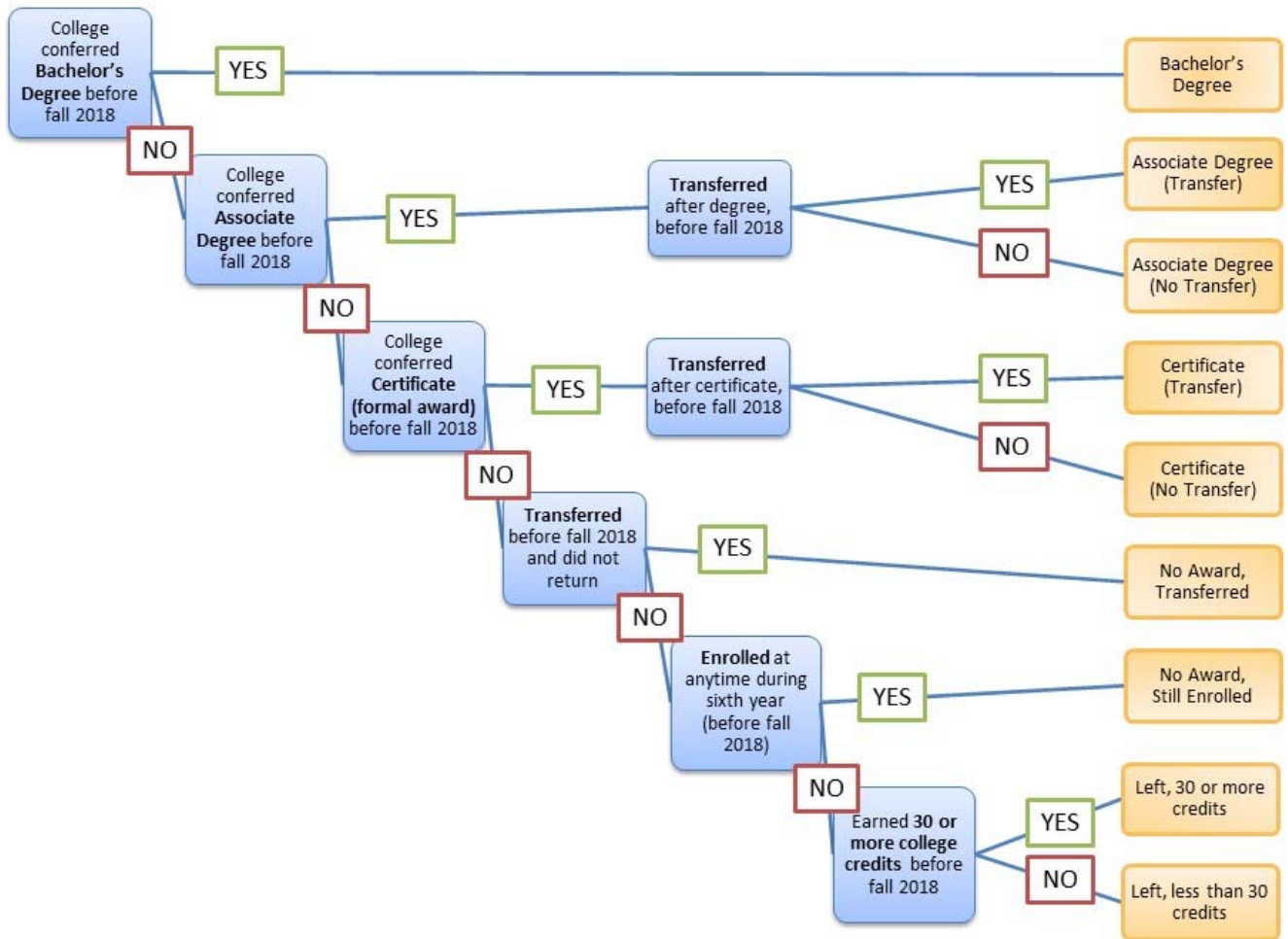
<p><i>Outcomes Measure Five:</i> Percent Students Completed Certificate without Transfer</p> <p><i>Other names:</i> Certificate (No Transfer)</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the Six Year Cohort (fall 2012) who have not earned a bachelor’s or associate degree from your institution by the end of six years, but have earned a certificate (or other formal award) from your institution and do not have evidence of transferring to another post-secondary institution by the end of their sixth year (before fall of 2018) 	<p>to the end of the reporting timeframe.</p> <p>A transfer (no award) is defined as a student enrolling and taking courses at another post-secondary institution after their last enrollment at your institution (pg. 70). For users of the raw file upload method, the start date of the enrollment at the new post-secondary institution does not matter as the system will calculate and count all applicable transfers.</p>
<p><i>Outcomes Measure Six:</i> Percent Students Transferred</p> <p><i>Other names:</i> No Award (Transfer) Transfer</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the Six Year Cohort (fall 2012) who have not earned a formal award from your institution by the end of their six years, but have evidence of transferring to another post-secondary institution by the end of their sixth year (before fall of 2018) 	<p>Semester credit hours are defined as any credit hours the student was enrolled in after the institutions’ drop/add period had ended.</p>
<p><i>Outcomes Measure Seven:</i> Percent Students Still Enrolled</p> <p><i>Other names:</i> No Award (Still Enrolled) Still Enrolled</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the Six Year Cohort (fall 2012) have not earned a formal award by the end of six years, and do not have evidence of transferring to another post-secondary institution by the end of their sixth year, and who were enrolled at your institution at any time during their sixth academic year (fall 2017 - summer 2018) 	<p>30 credits are inclusive of credits that count toward a credential (obtained at your institution as well as other credits that you are aware). Unless developmental education credits count this way at your college, developmental credits are not to be counted. The 30 credit threshold shows which students completed a “year of college” and attained this level of college education.</p>
<p><i>Outcomes Measure Eight:</i> Percent Students Left with 30 or More Credits</p> <p><i>Other names:</i> Left >= 30 Credits</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the Six Year Cohort (fall 2012) who were not enrolled in your institution at any time during the sixth academic year (2017-18), have not earned a formal award from your institution by the end of six years, do not have evidence of transferring to another post-secondary institution by the end of their six years, and have earned 30 or more semester credit hours by the end of their sixth year (before fall of 2018) 	
<p><i>Outcomes Measure Nine:</i> Percent Students Left with Less Than 30 Credits</p> <p><i>Other names:</i> Left < 30 Credits</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of students in the Six Year Cohort (fall 2012) who were not enrolled in your institution at any time during the sixth academic year (2017-18), have not earned a formal award from your institution by the end of six years, do not have evidence of transferring to another post-secondary institution by the end of six years, and have earned less than 30 semester credit hours by the end of their sixth year (before fall of 2018) 	

Hierarchy of the Six-Year Outcomes:

At the end of the six year reporting period (before fall 2018), look at each student's record, and determine if:

1. The student earned a baccalaureate degree from your college (do not include credentials earned from another college):
 - Place student in the **Completed Baccalaureate Degree** outcome
2. The student did not meet criteria for Step 1; but earned an associate degree from your college:
 - If there is evidence of transfer after award is conferred:
 - Place student in the **Completed Associate Degree, then Transferred** outcome
 - If there is no evidence of transfer after award is conferred:
 - Place student in the **Completed Associate Degree without Transfer** outcome
3. The student did not meet criteria in Step 1 or 2; but earned a certificate from your college:
 - If there is evidence of transfer after award is conferred:
 - Place student in the **Completed Certificate, then Transferred** outcome
 - If there is no evidence of transfer after award is conferred:
 - Place student in the **Completed Certificate without Transfer** outcome
4. The student did not meet criteria listed in Steps 1, 2 or 3; but has evidence of transfer following their last enrollment at your institution:
 - Place student in the **Transferred** outcome
5. The student did not meet criteria in Steps 1, 2, 3, or 4; but was enrolled (attempted any credits) at any time during the sixth academic year without subsequent transfer (before fall 2018):
 - Place student in the **Still Enrolled** outcome
6. The student did not meet criteria for Steps 1, 2, 3, 4, or 5; but had accumulated 30 or more college-level credits prior to the time of their last enrollment at your institution:
 - Place student in the **Left with 30 or More Credits** outcome
7. The student did not meet criteria for Steps 1, 2, 3, 4, 5, or 6:
 - Place student in the **Left with Less Than 30 Credits** outcome

Six-Year Outcomes Decision Tree:



Section V: Career and Technical Education

The CTE measures are designed to assess the value of education and training in job-specific programs to the students who have completed a program, or have had significant exposure to training in these areas. In the area of CTE, the VFA collects 1) CTE Profile data, and 2) CTE Outcomes of the Completer/Leaver Cohort of students. Each area are defined independently below.

The reporting of measures in the area of CTE is different from reporting measures in the area of Student Progress and Outcomes (SPO):

- *SPO uses an entering student cohort and tracks these students for two and six years to determine the progress and outcomes by the end of the two and six year timeframes – the student enrolls, progresses, and reaches a specified outcome at the end of year two or year six.*
 - *CTE establishes cohorts based on identifying students who received at least a minimum amount of CTE (7 semester credit hours or 180 contact hours) in two years and then reports outcomes (licensure pass rates, employment, and wages) at specified times subsequent to exiting (completing or leaving) the college.*
-

Career & Technical Education (CTE) Profile Data

In supplement to collecting the CTE outcomes of a CTE cohort, the VFA collects information about the college's CTE enrollment and completions. This information about the college gives context about the college's CTE; the enrollment and completions are not based on the CTE cohort.

Overview

- CTE Profile information is required for all colleges, regardless of whether the college is able to report the CTE Cohort Completer/Leaver measures.

Measures: Detailed definitions can be found beginning on page 48.

1. Credit CTE
 - a. Enrollment: unduplicated headcount (AY 2016-17 and AY 2015-16)
 - b. Completions: number of credit CTE bachelors, associate's, and certificates awarded (AY 2016-17 and AY 2015-16)
2. Non-Credit CTE
 - a. Enrollment: duplicated seat-count (AY 2016-17 and AY 2015-16)
 - b. Completions: number of CTE non-credit program completers (AY 2016-17 and AY 2015-16)

Please include any/all CTE students in your reporting.

Career & Technical Education (CTE) Profile

All CTE profile information are reported separately for CREDIT and NON-CREDIT.

The CTE profile consists of enrollments and completion data for Career & Technical Education at your college.

- All colleges are to report CTE enrollments and completions, regardless of whether the college is able to report data on CTE outcomes for the Completer/Leaver Cohort.

Colleges that do not offer non-credit CTE are not expected to report non-credit data.

CTE Credit Profile

Measure Name	Definition	Important Notes
<p>Annual Percentage Change of CREDIT CTE Enrollment</p> <p><i>Other names:</i> Enrollment (Credit)</p> <p>METRIC CALCULATION NUMERATOR: Most Recent Year – Previous Year DENOMINATOR: Previous Year</p>	<p>Change in credit CTE enrollments at the college.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Unduplicated headcount of students enrolled in fall 2016 through summer 2017 enrolled in credit career and technical education leading to a formal award. Unduplicated headcount of students enrolled in fall 2015 through summer 2016 enrolled in credit career and technical education leading to a formal award. 	<p>For this measure, please calculate and report <u>both</u> years' data.</p> <p>Credit enrollment is an unduplicated headcount of students.</p>
<p>Change in Number of Awards in CREDIT CTE</p> <p><i>Other names:</i> Completions (Credit) CTE Bachelor's CTE Associate Certs. ≥ 1 Year Certs. < 1 Year</p> <p>METRIC CALCULATION NUMERATOR: More Recent Year – Previous Year DENOMINATOR: Previous Year</p>	<p>Change in credit CTE awards (bachelor's, associate, and certificates) conferred by the college.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Unduplicated count of students awarded bachelor's degrees in CTE by your college <ul style="list-style-type: none"> During the 2016-17 academic year. During the 2015-16 academic year. Unduplicated count of students awarded associate degrees in CTE by your college <ul style="list-style-type: none"> During the 2016-17 academic year. During the 2015-16 academic year. Unduplicated count of students awarded CTE certificates of more than or equal to 1 year by your college <ul style="list-style-type: none"> During the 2016-17 academic year. During the 2015-16 academic year. Unduplicated count of students awarded CTE certificates of less than one year by your college <ul style="list-style-type: none"> During the 2016-17 academic year. During the 2015-16 academic year. 	<p>For this measure, please calculate and report <u>both</u> years' data.</p> <p>Credit completion is an unduplicated headcount of students per award level.</p>

CTE Non-Credit Profile

Measure Name	Definition	Important Notes
<p>Annual Percentage Change of NON-CREDIT CTE Enrollment</p> <p><i>Other names:</i> Enrollment (Non-Credit)</p>	<p>Change in enrollment of non-credit CTE coursework at your college.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Duplicated count of students (seat count) in non-credit CTE (business and industry courses, contract training, professional education programs) in the academic year 2016-17 or fiscal year 2017; whichever aligns with how your college can best determine an annual count. 	<p>For this measure, please calculate and report <u>both</u> years' data.</p> <p>Non-Credit enrollment is a duplicated seat count, so each program/course enrollment should be counted. Therefore, if a student has more than one instance of any of these events, they would be counted more than once.</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: More Recent Year – Previous Year</p> <p>DENOMINATOR: Previous Year</p>	<ul style="list-style-type: none"> Duplicated count of students (seat count) in non-credit CTE (business and industry courses, contract training, professional education programs) in the academic year 2015-16 or fiscal year 2016; whichever aligns with how your college can best determine an annual count. 	
<p>Change in Number of Non-Credit CTE “Completions”</p> <p><i>Other names:</i> Completions (Non-Credit)</p>	<p>Change in completions of non-credit CTE programs at your college.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Count of non-credit completions (not students) in CTE during the academic year 2016-17 or fiscal year 2017; whichever aligns with how your college can best determine an annual count. Count of non-credit completions (not students) in CTE during the academic year 2015-16 or fiscal year 2016; whichever aligns with how your college can best determine an annual count. 	<p>For this measure, please calculate and report <u>both</u> years' data.</p> <p>A non-credit completion is the completion of noncredit experiences/courses that provides training with a labor market value similar to the value of completion of a credit CTE program. Not all colleges have non-credit programs to report completions.</p> <p>Completions in a non-credit program may be less than 180 contact hours.</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: More Recent Year – Previous Year</p> <p>DENOMINATOR: Previous Year</p>		

Career & Technical Education (CTE) Completer/Leaver Cohort

In order to determine the post-collegiate outcomes of students who have received CTE at the college, colleges will report on a CTE Cohort of students. The CTE Cohort consists of students who had a significant CTE experience at the college and have left the college (with or without a credential). The name of this cohort is the *CTE Completer/Leaver Cohort* and is defined in more detail below.

Please note that the CTE Cohort and measures report on credit CTE and non-credit CTE separately.

Please note that all contact hours/credits for significant CTE experience must have been earned at your college, the significant CTE experience should not include credits that were transferred from other institutions.

It is understood that not all colleges will be able to report all measures for the CTE Completer/Leaver Cohort; please report all measures you are able.

CTE Cohort Year

To minimize the data reporting burden on institutions, the CTE Cohort is students who left the institution (and have not returned) in a single year.

The CTE Completer/Leaver Cohort has only one cohort year:

- CTE Completer/Leaver Cohort (AY 2015-16)

CTE Cohort Types

The CTE Completer/Leaver Cohort has two cohort types:

- CTE **Credit** Completer/Leaver Cohort
- CTE **Non-Credit** Completer/Leaver Cohort

CTE Credit Cohort Disaggregation

The Credit CTE Completer/Leaver Cohort is disaggregated as follows:

- Awarded associate degree in CTE
- Completed CTE certificate
- Left with no award

The Non-Credit Completer/Leaver Cohort will not be disaggregated.

Explanation of the CTE Cohort Years/Types

Calculation of CTE outcomes should be based on when a student earns a credential from (“Completers”) or leaves the institution with significant CTE experience (“Leavers”). For the VFA, it will include students who completed or were last enrolled in CTE in academic year 2015-16 (AY 2015-16). Students in the Completer/Leaver Cohort should not have a CTE experience at your institution after the reporting year.

For VFA purposes, identifying CTE courses will be at the discretion of the institution but should be informed by a consistent standard such as a state-wide standard for identifying CTE courses/programs or an internal identification schema for determining whether a course/program is CTE.

All contact hours/credits for significant CTE experience must have been earned at your college; the significant CTE experience should not include credits that were transferred from other institutions.

- **CTE Credit Completer/Leaver Cohort (AY 2015-16):** Measures in the credit area of Career and Technical Education (CTE) will report outcomes for students who earn a formal award from a credit CTE program or leave the college having completed 7 semester credit hours or more (or equivalent) of CTE in two academic years (between fall 2014 and summer 2016). Only CTE coursework, not general education requirements, should be included when calculating significant CTE experience (7 semester credit hours).
- **CTE Non-Credit Completer/Leaver Cohort (AY 2015-16):** Measures in the non-credit area of Career and Technical Education (CTE) will report outcomes for students who complete a non-credit CTE program or leave the college having completed 180 contact hours or more of CTE in two academic years (between fall 2014 and summer 2016). Non-credit CTE programs should be of a similar caliber as CTE programs offered for credit at the college. Only CTE coursework, not general education requirements, should be included when calculating significant CTE experience (180 contact hours).

Career & Technical Education (CTE) Completer/Leaver Outcomes

Overview

Unless data are not available or not applicable, the college will report all the CTE outcomes of:

- CTE Credit Completer/Leaver Cohort (AY 2015-16)
- CTE Non-Credit Completer/Leaver Cohort (AY 2015-16)

Measures: Colleges may not be able to provide all of the CTE Completer/Leaver measures, but should complete the CTE measures for which data are available. Detailed definitions can be found beginning on page 53.

1. Completers/Leavers with awards prior to enrollment in the college's CTE program
 - a. Number of students with a bachelor's degree or higher prior to enrollment
 - b. Number of students with an associate degree or higher prior to enrollment
2. Licensure exam passing rate for the CTE Completer/Leaver Cohort (AY 2015-16)
3. Number of state/industry-recognized credentials for Completer/Leaver Cohort (AY 2015-16)
4. Percent median wage growth of Completer/Leaver Cohort (AY 2015-16) students
5. Percentage of students in the CTE Completer/Leaver Cohort (AY 2015-16) who achieved one of the defined mutually exclusive education or earning outcomes:
 - Enrolled in education
 - Not enrolled, earning \$1 - \$14,999 (\$15,080 is federal full-time minimum wage)
 - Not enrolled, earning \$15,000 - \$22,499 (\$20,780 is poverty level for family of 3)
 - Not enrolled, earning \$22,500 - \$29,999 (\$25,100 is poverty level for family of 4)
 - Not enrolled, earning \$30,000 - \$39,999
 - Not enrolled, earning \$40,000 - \$50,199 (\$50,200 is twice the poverty level for family of 4)
 - Not enrolled, earning \$50,200 or more (at or above VFA-defined livable wage)
 - Not enrolled, unemployed or unknown

6. Percent of the Non-Credit Completer/Leaver Cohort (AY 2015-16) that transition from non-credit to credit coursework

ABOUT CTE WAGE DATA: VFA recommends matching students in the CTE Completer/Leaver Cohort with state Unemployment Insurance Wage (UI Wage) records, and if available other administrative unit record wage data. Not all colleges will have access to match their cohort with this data, but if it is available, colleges are expected to report this data. Colleges who do not have access to this data may choose to report data based on surveys of students who have left the institution. However, colleges who choose to report wage data based on survey of Completer/Leavers should only do so if they have confidence that the data are representative of the Completer/ Leaver cohort.

Career & Technical Education (CTE) Completer/Leaver Cohort and Measures

Colleges are to report all data that they can provide.

All CTE cohort and outcomes data are reported separately for CREDIT and NON-CREDIT.

CTE Credit Completer/Leaver Cohort

Measure Name	Definition	Important Notes
Credit CTE Completer/Leaver Cohort	The Credit CTE Completer/Leaver Cohort is students who, in the academic year 2015-16, have earned a formal award in CTE (completers) or who's last credit CTE enrollment was in the academic year 2015-16 and left the college with a minimum of 7 semester credit hours of CTE coursework at your college within two academic years (leavers).	Students in the CTE Completer/Leaver Cohort should not have a CTE experience at your institution after the reporting year. Colleges should look back two academic years (fall 2014 through summer 2016) for the accumulation of credits.
Disaggregation of Credit Completer/Leaver Cohort	Break-down of the Credit CTE Completer/Leaver cohort by type of award received in the 2015-16 academic year. <u>What to report:</u> <ul style="list-style-type: none"> • Awarded Associate Degree: Number of students in the cohort that <u>earned an associate degree</u> in CTE at your institution in 2015-16 academic year • Completed Certificate: Number of students in the cohort that <u>completed a CTE certificate</u> but did not earn an associate degree in CTE at your institution in 2015-16 academic year • Left with No Award: Number of students in the cohort that did not complete a CTE certificate, did not earn an associate degree in CTE, and <u>left your institution with significant CTE experience</u> 	For the credit CTE Cohort, a significant CTE experience is defined as completing a minimum of 7 semester credit hours of CTE at your college. A CTE certificate is defined as any formal award conferred by the institution that is not an associate degree or baccalaureate degree. Award types are hierarchical and non-duplicative. Disaggregation should equal 100% of the CTE Credit cohort.

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CTE Non-Credit Completer/Leaver Cohort

Non-Credit CTE Completer/Leaver Cohort

The Non-Credit Completer/Leaver Cohort is students who in academic year 2015-16 **completed a non-credit CTE program** (completers) or whose last noncredit CTE enrollment was in the academic year 2015-16 and **left the college with a minimum of 180 contact hours/clock hours** of CTE coursework at your college within two academic years (leavers).

The Non-Credit CTE Completer/Leaver Cohort will not be disaggregated.

Students in the CTE Completer/Leaver Cohort should not have a CTE experience at your institution after the reporting year.

Completions in a non-credit program may be less than 180 contact hours.

Colleges should look back two academic years (fall 2014 to summer 2016) for the accumulation of contact hours.

The Non-Credit Completer/Leaver Cohort is an unduplicated headcount of students.

A non-credit completion is the completion of non-credit experiences/courses that provides training with a labor market value. Not all colleges have non-credit programs to report non-credit completers.

CTE Completer/Leaver Outcomes Measures (for both Credit and Non-Credit CTE Cohorts)

Measure Name	Definition	Important Notes
Percent Students with Prior Bachelor's Degree or Higher	Percent of students in the CTE Completer/Leaver Cohort (AY 2015-16) who held a bachelor's degree or higher prior to enrollment into your institution's CTE program. <u>What to report:</u> <ul style="list-style-type: none"> • Number of students in the CTE Completer/Leaver Cohort (AY 2015-16) who held a bachelor's degree (or higher) prior to enrollment into CTE at your institution. 	Please report this measure for: <ul style="list-style-type: none"> • Credit CTE Cohort <ul style="list-style-type: none"> ○ Associate ○ Certificate ○ Left/No Award • Non-Credit CTE Cohort
METRIC CALCULATION NUMERATOR: Prior Bachelor's Degree or Higher (defined here) DENOMINATOR: Completer/Leaver Cohort		
Percent Students with Prior Associate Degree	Percent of students in the CTE Completer/Leaver Cohort (AY 2015-16) who held an associate degree prior to enrollment into your institution's CTE program. <u>What to report:</u> <ul style="list-style-type: none"> • Number of students in the CTE Completer/Leaver Cohort (AY 2015-16) who held an associate degree, but not a bachelor's degree or higher prior to enrollment in CTE at your institution. 	Please report this measure for: <ul style="list-style-type: none"> • Credit CTE Cohort <ul style="list-style-type: none"> ○ Associate ○ Certificate ○ Left/No Award • Non-Credit CTE Cohort
METRIC CALCULATION NUMERATOR: Prior Associate Degree (defined here) DENOMINATOR: Completer/Leaver Cohort		

<p>Licensure Exam Pass Rate</p>	<p>Percent of students in the CTE Completer/Leaver Cohort (AY 2015-16) who pass a licensure examination on their first attempt, within one year of completing the CTE program.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • NUMERATOR: Number students in the CTE Completer/Leaver Cohort (AY 2015-16) who achieved a passing grade on their first attempt of a licensure exam within one year; • DENOMINATOR: Number students in the CTE Completer/Leaver Cohort (AY 2015-16) who sat for the first time to take the licensure exam within one year. 	<p>Please report this measure for:</p> <ul style="list-style-type: none"> • Credit CTE Cohort <ul style="list-style-type: none"> ○ Associate ○ Certificate ○ Left/No Award • Non-Credit CTE Cohort <p>For this measure, please calculate and report <u>both</u> the numerator and denominator.</p> <p>Combine and report the total for all licensure exams which you have data.</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Passed Licensure Exam (defined here)</p> <p>DENOMINATOR: Attempted Licensure Exam (defined here)</p>		
<p>Percent Students Awarded Industry-Recognized Credential (Certifications)</p>	<p>Percent of students in the CTE Completer/Leaver Cohort (AY 2015-16) who were awarded one or more state or industry-recognized credentials, within one year of completing or leaving the CTE program.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of students who earned one or more industry recognized credentials in the CTE Completer/Leaver Cohort (AY 2015-16) within one year. 	<p>Please report this measure for:</p> <ul style="list-style-type: none"> • Credit CTE Cohort <ul style="list-style-type: none"> ○ Associate ○ Certificate ○ Left/No Award • Non-Credit CTE Cohort
<p>METRIC CALCULATION</p> <p>NUMERATOR: Industry Recognized Credential (defined here)</p> <p>DENOMINATOR: Completer/Leaver Cohort</p>		
<p>Median Wage Growth</p>	<p>Change in median wage of CTE completers and leavers from before their CTE experience and after their CTE experience.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Median Pre-CTE Earnings are median 2nd quarter 2011 wages of the CTE Completer/Leaver Cohort (AY 2015-16) with Q2 2013 quarterly wages above \$3,625 and who were not enrolled in education in Q4 2017 • Median Post-Departure Wages (UI wage data more than 6 quarters after last possible completion for the cohort (Q1 2018)) of the CTE Completer/Leaver Cohort (AY 2015-16) with Q2 2013 quarterly wages above \$3,625 and who were not enrolled in education in Q4 2017 	<p>Please report this measure for:</p> <ul style="list-style-type: none"> • Credit CTE Cohort <ul style="list-style-type: none"> ○ Associate ○ Certificate ○ Left/No Award • Non-Credit CTE Cohort <p>For this measure, please calculate and report <u>both</u> the pre-CTE and post-CTE wages.</p> <p>This measure is intended to be wage growth for workers who are upgrading skills. To control for individuals who were not upgrading skills, please remove:</p> <ul style="list-style-type: none"> • Students who's 2013 Q2 were below the quarterly minimum wage of \$3,625 (federal minimum wage was \$7.25 in 2013; multiply it by the number of hours in a full-time work week (40 hours) then by the number of weeks in a quarter (12.5 weeks)); • Students who transfer/enroll in further education.
<p>METRIC CALCULATION (Median Post-Departure Wage) - (Median Pre-CTE Earnings)</p>		

<p>CTE Education and Earnings Outcomes</p>	<p>Percentage of students in the CTE Completer/Leaver Cohort (AY 2015-16) who achieved one of the defined mutually exclusive enrollment or earning outcomes.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Enrolled in Education: Number of students in the CTE cohort who were enrolled in a postsecondary institution in the first quarter of 2018 (January-March, 2018). • \$1 - \$14,999: Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who's annualized earnings were at least \$1 and less than \$15,000 (at least \$1 and less than \$3,750 quarterly earnings) in the first quarter of 2018 • \$15,000 - \$22,499: Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who's annualized earnings were at least \$15,000 and less than \$22,500 (at least \$3,750 and less than \$5,625 quarterly earnings) in the first quarter of 2018 • \$22,500 - \$29,999: Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who's annualized earnings were at least \$22,500 and less than \$30,000 (at least \$5,625 and less than \$7,500 quarterly earnings) who were not enrolled in a postsecondary institution and in the first quarter of 2018 • \$30,000 - \$39,999: Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who's annualized earnings were at least \$30,000 and less than \$40,000 (at least \$7,500 and less than \$10,000 quarterly earnings) in the first quarter of 2018 • \$40,000 - \$50,199: Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who's annualized earnings were at least \$40,000 and less than \$50,200 (at least \$10,000 and less than \$12,550 quarterly earnings) in the first quarter of 2018 • \$50,200 or more: Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who's annualized earnings were \$50,200 or more (\$12,550 or more quarterly earnings) in the first quarter of 2018 • Unemployed/Unknown: Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who had no Unemployment Insurance Wage record in the first quarter of 2018 	<p>Please report this measure for:</p> <ul style="list-style-type: none"> • Credit CTE Cohort <ul style="list-style-type: none"> ○ Associate ○ Certificate ○ Left/No Award • Non-Credit CTE Cohort <p>Determine wage based on first quarter of 2018 Unemployment Insurance Wage records, or equivalent method for same timeframe.</p> <p>VFA recommends matching CTE Completer/Leaver cohort with state Unemployment Insurance Wage (UI Wage) records, and if available, other administrative unit record wage data.</p> <ul style="list-style-type: none"> • Not all colleges will have access to match their cohort with this data, but if it is available, colleges are expected to report this data. • Colleges who do not have access to this data may choose to report data based on surveys of students who have left the institution. However, colleges who choose to report wage data based on survey of Completers/Leavers should only do so if they have confidence that the data are representative of the Completer/Leaver cohort.
<p>NUMERATOR: Enrollment/Wage band (defined here)</p> <p>DENOMINATOR: Completer/Leaver Cohort</p>		

<p>Percent Students Transition to Credit Work</p>	<p>Percentage of students who transition from non-credit CTE coursework to credit coursework within one year of completing the non-credit course.</p>	<p>Please report this measure for:</p> <ul style="list-style-type: none"> • Non-Credit CTE Cohort
<p>METRIC CALCULATION</p> <p>NUMERATOR: Transition to Credit (defined here)</p> <p>DENOMINATOR: Non-Credit Completer/Leaver Cohort</p>	<p><u>What to report:</u></p> <ul style="list-style-type: none"> • Students, who were enrolled exclusively in non-credit courses the previous academic year (2014-15) and had never enrolled in credit courses at the college, who enrolled in a credit course during the 2016-17 academic year 	

Section VI: Adult Basic Education

Adult Basic Education (ABE) Cohort and Measures

Adult Basic Education and preparation for passing a GED or other high school equivalency are important missions for many community colleges. This section has been developed to look at outcomes for students who have ABE/high school equivalency preparation experiences at the college. This population of students is not collected in other sections of the VFA and the cohort for this section requires a separate definition found below.

Adult Basic Education (ABE) Cohort

Reporting Timeframe

To minimize the data reporting burden on institutions, the ABE Cohort tracks students enrolled in Adult Basic Education, GED preparation, or high school equivalency courses during a single academic year. If your college does not track ABE over an academic year, use the calendar year for determining the cohort. For the current collection cycle, this would be the 2016 calendar year.

- ABE Cohort (AY 2015-16)

For purposes of this manual, the 2016 calendar year will still be referred to as the ABE Cohort (AY 2015-16).

Cohort Type

The ABE Cohort (2015-16) has only one cohort type:

- ABE Cohort (AY 2015-16)

Cohort Disaggregation

In order to better understand different student populations, colleges are asked to report their data disaggregated by several key student characteristics. These characteristics are:

- A. Race / Ethnicity
- B. Age
- C. Gender

Disaggregation definitions can be found beginning on page 18.

Explanation of the ABE Cohort

The ABE cohort is defined as an unduplicated headcount of students enrolled in Adult Basic Education (ABE) or high school equivalency courses offered by your institution during the academic year 2015-16 (or 2016 calendar year). All students who are enrolled in ABE, high school equivalency, or GED preparation courses should be in the cohort, including *English as a Second Language* (ESL) students and students concurrently enrolled in any other educational institution (secondary or postsecondary).

NOTE ABOUT ADULT BASIC EDUCATION (ABE) MEASURES

Delivery of Adult Basic Education (ABE) is an important function for many community colleges. AACC recognizes that these measures are not aligned with Federal ABE reporting guidelines. These measures were originally developed as higher order outcomes to gauge the success of ABE completers after completion of their ABE program. AACC recognizes that there may be alternative measures that better serve the needs of our member colleges. AACC will continue to explore and develop the Adult Basic Education measures, including ESL student population, in the upcoming years.

Adult Basic Education Measures

Overview

ABE outcomes are to be reported for:

- ABE Cohort (AY 2015-16)

Measures: Colleges may not be able to report all of the ABE measures, but should complete the ABE measures for which data are available.

1. Percent of students that completed ABE
2. Percent of ABE completers that enrolled in additional education
3. Percent of ABE completers that gained employment

Adult Basic Education (ABE) Measures

Reported for the ABE Cohort (2015-16).

Disaggregations:

- All measures will be disaggregated by race/ethnicity, gender, and age.

ABE Cohort

Measure Name	Definition	Important Notes
Adult Basic Education Cohort <i>Other names:</i> ABE Cohort	Unduplicated number of students enrolled in Adult Basic Education, high school equivalency, or GED preparation courses during the academic year 2015-16 (2016 calendar year).	If ABE students are not tracked on an academic year, use the 2016 calendar year for determining the cohort. All students enrolled in ABE should be included in the cohort, including ESL students and students concurrently enrolled in any other educational institution (secondary or postsecondary).

ABE Outcomes Measures

Measure Name	Definition	Important Notes
Percent Students Complete ABE <i>Other names:</i> ABE Completers Completed ABE	Percentage of students in the ABE Cohort that completed ABE, allowing for progression into the next level of education by September 1, 2017. <u>What to report:</u> <ul style="list-style-type: none"> • Number of students in the ABE Cohort who completed ABE, determined by meeting or surpassing the functional level equivalent to high school completion based on practices in your college or state, by September 1, 2017. This may include but is not limited to: 	High school equivalency courses include GED preparation courses administered at the college. If ABE students are not tracked on an academic year, use the 2016 calendar year for determining the cohort. Definition for the High Adult Secondary Education level can be found on the NRS website:

<p>METRIC CALCULATION</p> <p>NUMERATOR: Completed ABE (defined here)</p> <p>DENOMINATOR: ABE Cohort</p>	<ul style="list-style-type: none"> ○ Completing the final or highest-level adult basic education course; ○ Completing a high school equivalency course; ○ Meeting or surpassing the High Adult Secondary Education level (or equivalent) as defined by NRS. ○ Completing ESL, allowing progression into college-level courses 	<p>http://www.nrsweb.org/docs/ImplementationGuidelines.pdf</p> <p>This will be the denominator for all measures below.</p>
<p>Percent ABE Students Enrolled in More Education</p>	<p>Percentage of students in the ABE Cohort that completed Adult Basic Education and enrolled in college within one year of completing ABE.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> ● Number of students in the ABE Cohort who completed the highest-level ABE or gained a functional level equivalent to a high school completion by September 1, 2017 (defined above), and attempted at least one college-level or developmental education course at any post-secondary institution by the end of 2017-18 academic year. 	<p>High school equivalency courses include GED preparation courses administered at the college.</p> <p>If ABE students are not tracked on an academic year, use the 2016 calendar year for determining the cohort.</p> <p>College-level coursework may include both courses taken for credit or non-credit.</p> <p>All students enrolled in post-secondary institution after completing ABE should be counted, regardless of whether the student was enrolled in a post-secondary institution while enrolled in ABE.</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Transition to College (defined here)</p> <p>DENOMINATOR: ABE Completers</p>	<p>Percentage of students in the ABE Cohort who completed Adult Basic Education and were employed with earnings of more than minimum wage.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> ● Number of students in the ABE Cohort who completed the highest-level ABE or gained a functional level equivalent to a high school completion by September 1, 2017 (defined above), and are employed with an income above the local quarterly minimum wage in the 1st quarter of 2018 (January-March, 2018). 	<p>High school equivalency courses include GED preparation courses administered at the college.</p> <p>If ABE students are not tracked on an academic year, use the 2016 calendar year for determining the cohort.</p> <p>All students employed above minimum wage after completing ABE should be counted, regardless of whether the student was employed while enrolled in ABE.</p> <p>Determine wage based on first quarter of 2018 Unemployment Insurance Wage records, or equivalent method for same timeframe.</p>
<p>Percent ABE Students Transition to Employment</p> <p><i>Other names:</i> Gained Employment</p>	<p>Percentage of students in the ABE Cohort who completed Adult Basic Education and were employed with earnings of more than minimum wage.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> ● Number of students in the ABE Cohort who completed the highest-level ABE or gained a functional level equivalent to a high school completion by September 1, 2017 (defined above), and are employed with an income above the local quarterly minimum wage in the 1st quarter of 2018 (January-March, 2018). 	<p>High school equivalency courses include GED preparation courses administered at the college.</p> <p>If ABE students are not tracked on an academic year, use the 2016 calendar year for determining the cohort.</p> <p>All students employed above minimum wage after completing ABE should be counted, regardless of whether the student was employed while enrolled in ABE.</p> <p>Determine wage based on first quarter of 2018 Unemployment Insurance Wage records, or equivalent method for same timeframe.</p>
<p>METRIC CALCULATION</p> <p>NUMERATOR: Gained Employment (defined here)</p> <p>DENOMINATOR: ABE Completers</p>		

Section VII: Student Learning Outcomes

One of the VFA's overarching objectives is to demonstrate, not only the progress and outcomes of students, but also the quality of learning. To that end, the VFA will continue to work with community colleges to identify appropriate student learning outcomes and explore ways to measure learning.

The VFA will not provide a set of comparable metrics, benchmarks, or rubrics for colleges to use to compare one another by SLOs. However, in alignment with meeting regional accreditation objectives and to further the goals of transparency and fostering quality learning, AACC encourages colleges to post their Student Learning Outcomes (SLOs) assessment activities on their websites.

The National Institute of Learning Outcomes Assessment (NILOA) provides quality, useful, and well-conceived resources and tools for developing and implementing SLOs. AACC urges the research and institutional effectiveness professionals to visit the NILOA web site: <http://learningoutcomeassessment.org/>

Share your SLOs and SLOs' resources with the VFA community by emailing AACC at: VFA@aacc.nche.edu.

Section VIII: Basic Terms

Definitions of Basic Terms	
Term	Definition
Age	<p>Student's age is determined at the fall starting date during the year of initial enrollment in the institution. Each age group is an aggregation of age groups defined in the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment survey. The separate age groups are:</p> <ul style="list-style-type: none"> • Less than 20 years old = IPEDS under 18 and 18-19 • 20-24 = IPEDS 20-21 and 22-24 • 25-29 = IPEDS 25-29 • 30-39 = IPEDS 30-34 and 35-39 • 40-49 = IPEDS 40-49 • 50 or older = IPEDS 50-64 and 65+ • Age Unknown = IPEDS Unknown
Career & Technical Education (CTE)	<p>CTE courses and programs to be included will be at the discretion of the institution, but should be informed by a consistent standard such as state-wide standard for identifying CTE courses/programs, or an internal identification schema for determining whether a course/program is CTE. The intent of these programs and courses should be to train individuals to enter the workforce prepared to do the work required for the occupation being trained.</p>
Certificate	<p>For VFA purposes, a certificate is any non-degree (associate/baccalaureate) formal award recognized by the college for completing a credit-based program of study. For reporting purposes, this would include certificates, diplomas or any other sub-baccalaureate award other than an associate degree. If it is reported in one of the certificate categories in IPEDS (less than one year, at least one but less than two years, more than two but less than four years), then it should be counted as a certificate for VFA purposes.</p>
Clock Hour	<p>As defined by IPEDS; A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as <i>contact hour</i>.</p>
Cohort	<p>A specific group of students established for tracking purposes.</p>
College Ready	<p>For VFA purposes, college ready will be based on whether a student was referred to developmental education (see definition below). The method used should be consistent with the Developmental Referral Method used for the developmental education metrics. Categories are:</p> <ul style="list-style-type: none"> • College Ready or Undetermined • Not College Ready

Definitions of Basic Terms

Term	Definition
Contact Hour	As defined by IPEDS; A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as <i>clock hour</i> .
Credential Seeking Cohort	The Credential Seeking Cohort includes students in the VFA Main Cohort who, based on their course-taking behavior, are credential-seeking. See pgs. 8 and 12 for complete definition.
Credit Course	Courses or programs that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other formal award. For purposes of the VFA, all developmental education courses are considered credit courses, unless otherwise noted.
Credits Earned	Credits earned are the number of semester credit hours accumulated over a given period of time. For purposes of the VFA, credits earned include developmental coursework, unless otherwise noted. Colleges that are not on a semester credit hour system are asked to convert their credit hours to semester equivalents. Developmental coursework that does not award credits for completion should be converted to semester equivalent credit hours. Credits earned are inclusive of earned credits prior to high school completion (e.g. dual enrollment) and transfer credits, unless otherwise noted. Unlike the “Successful Completion of a Course” (as defined below), credits earned should be based on institutional practice for awarding credits, or for passing a class that does not have a formal grade.
Credit Hour	<p>A credit hour refers to the unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term of a semester system. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award. For the VFA, the credit hour is dependent on how institutions implemented the measure.</p> <p>For most VFA measures, course units on transcripts must be normalized to reflect semester credits so that all respondents had credit values on the same scale. Semester-based colleges and colleges using Raw File Upload method do not need to convert credit-hours. Colleges calculating their own metrics, will need to convert if necessary based on the following:</p> <ul style="list-style-type: none"> • To covert clock-hours to credit hours: divide the clock-hours by 37.5. • To convert quarter-hours to credit hours: multiply by two-thirds. • Institutions with unusual course unit systems must be evaluated on a case-by-case basis.
Credit Hours (Attempted / Completed)	Any semester credit hours the student was enrolled in after the institutions’ drop/add period had ended. Include all credit hours for credit and developmental courses converted to credit hours if they are not offered for credit, unless otherwise noted.

Definitions of Basic Terms

Term	Definition
Credit Hour Threshold	<p>For full-time students: 42 semester credit hours. For part-time students: 24 semester credit hours.</p> <p>Credit hours should include both developmental education (converted to semester credit hour equivalent, if necessary) and college-level coursework. For this metric that captures credit accumulation, all credits earned based on institutional practice are to be counted regardless of the grade the student received for the credits.</p> <p>Full- and part-time status is determined in the first fall term only, not current enrollment status.</p>
CTE	See <i>Career and Technical Education (CTE)</i> .
Developmental Education	<p>Any level of instructional courses or activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.</p> <p>For purposes of VFA metrics, developmental courses can include a wide variety of formal learning activities that prepare the student to be successful in college-level work. Please include all activities at your college that meet this criterion in addition to the traditional remedial courses, basic skills courses, preparatory courses, or compensatory courses that are normally captured.</p>
Enrollment	<p>Count of students who are taking courses or classes.</p> <ul style="list-style-type: none"> • Credit enrollment is any student taking a course that earns college credit, or is a developmental education course of module. • Non-credit enrollment is any student taking a class, module or learning experience that is not offered for credit and is not developmental education.
Enrollment Status	<p>Indicates whether the student is enrolled full-time or part-time at the college; enrollment status is based upon the fall term of the student's initial academic year and remains the same throughout the reporting period. Categories are</p> <ul style="list-style-type: none"> • Full-time (see definition below) • Part-time (see definition below)
Exclusions (First Time in College Cohort)	<p>The college should remove from the First Time in College Cohort reported for VFA those students who meet the IPEDS Graduation Rate Survey definition of Exclusion.</p> <p><i>In IPEDS reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.</i></p> <p>No students should be excluded from the VFA Main Cohort.</p>
Formal Award	Any credential (degree, certificate, diploma, etc.) conferred by the institution to recognize completion of a credit based program of study.

Definitions of Basic Terms

Term	Definition
Full-time	<p>Student attempted 12 credits (or their equivalent) or more in the fall term of his or her initial academic year.</p> <p><i>Developmental courses should be converted to credit equivalents and added to the attempted credit total if the institution does not offer credits for developmental education.</i></p>
Gender	<p>Student's gender as noted at initial time of enrollment. If a student's gender is unknown/not reported or if the student has identified as a different gender identity, code it as Unknown/Other.</p> <ul style="list-style-type: none"> • Male • Female • Unknown or other
Industry Recognized Credential	<p>A verification of an individual's qualification or competence issued by a third party with the relevant authority to issue such credentials. It is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.</p>
Institution Type	<p>This attribute classifies the institution based on organizational structure, such as single campus, multi-campus college, or college of a multi-college district or system.</p>
Licensure Exam	<p>An assessment that yields a license that is required by law to work in a particular profession. Licenses are generally issued by a state or provincial government through a licensing board, or another professional body.</p> <p><i>Examples include but are not limited to nursing, cosmetology, truck driving, real estate, etc.</i></p>
Livable Wage	<p>For the VFA, livable wage is defined as 200% of the national poverty level for a family of four. This definition was chosen because it is readily available to all colleges and comparable across institutions.</p> <p>For 2019, this amount is \$50,200 (\$62,760 in Alaska and \$57,740 in Hawaii).</p>
Non-Credit Course	<p>A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.</p>
Non-Credit Completion	<p>A non-credit completion is the completion of non-credit experiences/courses that provides training with a labor market value. Not all colleges have non-credit programs to report completions.</p>
One Year Cohort	<p>One of the reporting timeframes used for the VFA <i>Student Progress and Outcomes</i> (SPO) measures. A VFA-defined group of students who entered your institution one year prior to the collection cycle. For the 2019 collection cycle, students included would have first enrolled in your institution in fall 2017.</p>

Definitions of Basic Terms

Term	Definition
Part-time	<p>Student attempted at least one, but less than 12, credits (or their equivalent) during the fall term of his or her initial academic year.</p> <p><i>Developmental courses should be converted to credit equivalents and added to the attempted credit total if the institution does not offer credits for developmental education.</i></p>
Pell Status	<p>Indicates whether the student was awarded a Federal Pell grant at any time during the reporting timeframe from the institution where s/he first enrolled. That is anytime between fall 2012 and summer 2018 for the Six Year Cohort (fall 2012) and anytime between fall 2016 and summer 2018 for the Two Year Cohort (fall 2016). A “Yes” indicates that the student was awarded a Pell grant and “No” indicates that the student was not awarded a Pell grant at any time during the reporting timeframe.</p> <ul style="list-style-type: none"> • Awarded Pell • Not Awarded Pell • Not Able To Report Pell Data <p><i>For VFA, award of a Pell grant is determined when the Pell grant is awarded and is independent of whether or not the student accepts the award.</i></p>
Race/Ethnicity	<p>Student’s racial or ethnic background, as defined in IPEDS. Because the VFA looks at historical cohorts, it is expected that some colleges may have defined cohorts by the old race/ethnicity categories and will need to cross-walk into the new IPEDS categories. Colleges will be asked to report the new race/ethnicity categories based on the most recent data they have available.</p> <p>New categories will include the number students in the cohort who were:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Black or African American • Hawaiian Native or Other Pacific Islander • Hispanic/Latino • White • Two or more races • Race/Ethnicity Unknown • Nonresident Alien
Reached Credit Thresholds	<p>See <i>Credit Hour Threshold</i>.</p>

Definitions of Basic Terms

Term	Definition
Referred (to Developmental Education)	<p>Defined as any student who, based on institutional practice, is instructed to complete a developmental or remedial education course prior to entering college-level work.</p> <p>Some colleges use placement tests as their method of determining the developmental need of students; if this placement test indicates the student needs developmental education in one or more subjects and the college instructs the student to take these dev courses prior to entering college-level work, then the student should be counted as referred to developmental education.</p>
Reverse Transfer	<p>If, based on institutional practice, the college permits students to transfer in credits after the student has left your institution, please include these credits in all applicable measures. The reverse transfer of credits must be processed prior to the end of the reporting timeframe for the measure. Any award conferred due to the reverse transfer of credits should be included in the applicable outcomes categories if the awards were conferred within the reporting timeframe.</p>
Six Year Cohort	<p>One of the reporting timeframes used for the VFA <i>Student Progress and Outcomes</i> (SPO) measures. A VFA-defined group of students who entered your institution six years prior to the collection cycle. For the 2019 collection cycle, students included would have first enrolled in your institution in fall 2012.</p>
Semester Hour Equivalent	<p>Quarter Hours:</p> <ul style="list-style-type: none"> • 24 semester hours = 36 quarter hours • 42 semester hours = 63 quarter hours <p>Non-credit Developmental Education:</p> <ul style="list-style-type: none"> • As determined by the institution
Successful Completion of Credits	<p>For credits to count as “successfully” completed, a student must earn a “C-” or better (or a “passing” grade for courses without letter grades) and, according to institutional practices, be considered to have passed the course. If, based on institutional practice, a grade of “C-” cannot be applied toward earning a credential, the course should not be counted as successfully completed. All credits successfully completed must be taken at your institution.</p> <p><i>Note this definition is not the same as that used for calculation of credits earned. While “Credits Earned” is based solely on the institution’s practices of awarding credits, Successful Completion of a Course also uses a letter grade threshold of C- or better (or a “passing” grade for courses without letter grades) in addition to the credit awarding or developmental education progression practices of the institution.</i></p>

Definitions of Basic Terms

Term	Definition
Transfer	<p>If a student earned an award at your college: a student is considered to have transferred if there is any verified enrollment at another postsecondary institution after the highest formal award was conferred and before the end of the tracking period; or</p> <p>If the student did not earn a formal award at your college: a student is considered to have transferred if there is a verified enrollment at another postsecondary institution following the last enrollment at your college and before the end of the tracking period.</p> <ul style="list-style-type: none"> • If the student did not earn an award at your college, enrolls elsewhere, and then returns to your college, the outcome at your college after the return should be used. <p><i>Please see Appendix B on pg. 70 for complete definition and examples.</i></p>
Transient Student	<p>Defined as a student who is enrolled at the reporting college, but taking classes at another that will count towards their degree at their home college. For the purpose of the VFA, transient students should be included in the Main Cohort and their outcomes at the end of two or six years should be included in the Two-Year Outcomes and Six-Year Outcomes measures based on their status at the end of the two or six year reporting timeframe.</p>
Two Year Cohort	<p>One of the reporting timeframes used for the VFA <i>Student Progress and Outcomes</i> (SPO) measures. A VFA-defined group of students who entered your institution two years prior to the collection cycle. For the 2019 collection cycle, students included would have first enrolled in your institution in fall 2016.</p>

APPENDIX A: Major Changes since Previous Version

V 6.0 to 7.0

Student Progress and Outcomes

SPO Reporting Timeframes

- **One Year Cohort:** Added a new One Year Cohort. Pgs. 8, 14

Cohort Disaggregations

Pathways KPIs: Added a new category of disaggregations for the Pathways KPIs (Earned 6+ College Credits 1st Term, Earned 24+ College Credits 1st Year, Completed College Level Math 1st Year, Completed College Level Math & English 1st Year, Fall to Next Term Retention 1st Year). Pg. 19

One-Year Progress

Added the new One-Year Progress Measures, which include the following metrics:

- **Percent Students Earned 6+ College Credits First Term:** Percent of students who earned at least 6 college-level credits in the first, fall term. Pg. 30
- **Percent Students Earned 12+ College Credits First Term:** Percent of students who earned at least 12 college-level credits in the first, fall term. Pg. 31
- **Percent Students Earned 15+ College Credits First Year:** Percent of students who earned at least 15 college-level credits by the end of the first academic year. Pg. 32
- **Percent Students Earned 24+ College Credits First Year:** Percent of students who earned at least 24 college-level credits by the end of the first academic year. Pg. 33
- **Percent Students Earned 30+ College Credits First Year:** Percent of students who earned at least 30 college-level credits by the end of the first academic year. Pg. 34
- **Percent Students Completed College-Level Math in Year One:** Percent of students who attempted and successfully completed at least one college level (i.e., non-developmental) Math course (with grade A - C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course. Pg. 34
- **Percent Students Completed College-Level English in Year One:** Percent of students who attempted and successfully completed at least one college level (i.e., non-developmental) English course (with grade A - C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course. Pg. 35
- **Percent Students Completed College-Level Math & English in Year One:** Percent of students who attempted and successfully completed at least one college level course (i.e., non-developmental) in both Math & English (with grade A - C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course. Pg. 35
- **Percent Students Retained from Fall to Next Term:** Percent of fall cohort students who enrolled in at least one credit course (including developmental) in term 2 (spring term). Pg. 36
- **Percent Credits Successfully Completed in One Year:** Percent of college-level semester credit hours (not students) attempted at your college during the first academic year by the cohort that were successfully completed. Pg. 36

Career & Technical Education

- Clarified any/all CTE students should be included in your reporting. Pg. 51
- **CTE Education and Earnings Outcomes:** Updated education and earnings outcome categories to: Enrolled in education; Not enrolled, earning \$0 – \$14,999; Not enrolled, earning \$15,000 - \$22,499; Not enrolled, earning \$22,500 - \$29,999; Not enrolled, earning \$30,000 - \$39,999; Not enrolled, earning \$40,000 - \$50,199; Not enrolled, earning \$50,200 or more; and Not enrolled, unemployed or unknown Pgs. 56-57; 61-62

Appendix B: Six-Year Outcomes and Transfer

When calculating the *Six-Year Outcomes*, colleges should assign the outcome based on the last time the student was enrolled at your institution; however, earned awards at your institution will always take precedent over other outcomes. Therefore, we have created the following hierarchy and decision rules to help colleges determine into which outcome each student in the cohort should be placed.

Hierarchy of the Six-Year Outcomes:

At the end of the six year reporting period (before fall 2018), look at each student's record, and determine if:

1. The student earned a baccalaureate degree from your college (do not include credentials earned from another college):
 - Place student in the **Completed Baccalaureate Degree** outcome
2. The student did not meet criteria for Step 1; but earned an associate degree from your college:
 - If there is evidence of transfer after award is conferred (*see transfer definition A below*):
 - Place student in the **Completed Associate Degree, then Transferred** outcome
 - If there is no evidence of transfer after award is conferred:
 - Place student in the **Completed Associate Degree without Transfer** outcome
3. The student did not meet criteria in Step 1 or 2; but earned a certificate from your college:
 - If there is evidence of transfer after award is conferred (*see transfer definition A below*):
 - Place student in the **Completed Certificate, then Transferred** outcome
 - If there is no evidence of transfer after award is conferred:
 - Place student in the **Completed Certificate without Transfer** outcome
4. The student did not meet criteria listed in Steps 1, 2 or 3; but has evidence of transfer following their last enrollment at your institution (*see transfer definition B below*):
 - Place student in the **Transferred** outcome
5. The student did not meet criteria in Steps 1, 2, 3, or 4; but was enrolled (attempted any credits) at any time during the sixth academic year without subsequent transfer (before fall 2018):
 - Place student in the **Still Enrolled** outcome
6. The student did not meet criteria for Steps 1, 2, 3, 4, or 5; but had accumulated 30 or more college-level credits prior to the time of their last enrollment at your institution:
 - Place student in the **Left with 30 or More Credits** outcome
7. The student did not meet criteria for Steps 1, 2, 3, 4, 5, or 6:
 - Place student in the **Left with Less Than 30 Credits** outcome

Transfer is defined as follows:

- a. If a student earned an award at your college, then a student is considered to have transferred if there is any verified enrollment at another postsecondary institution **after** the highest formal award was conferred by your college and before the end of the tracking period (before fall 2018). For users of the raw file upload method, the start date of the enrollment at the new post-secondary institution does not matter as the system will calculate and count all applicable transfers; or
- b. If the student did not earn a formal award at your college, then a student is considered to have transferred if there is a verified enrollment at another postsecondary institution **following** the last enrollment at your college and before the end of the tracking period (before fall 2018). For users of the raw file upload method, the start

date of the enrollment at the new post-secondary institution does not matter as the system will calculate and count all applicable transfers.

- If the student did not earn an award at your college, enrolls elsewhere, and then returns to your college, the outcome at your college after the return should be used.

Frequently Asked Questions

1. Can a student in the Six Year Cohort have a different Two-Year Persistence/Attainment Outcome than her Six-Year Outcome?
 - A. Yes, the Two-Year Persistence/Attainment measures are a snapshot of the student's progress at the two-year mark. Only data on the student obtained at the end of the second year should be considered.
2. If a student receives an award from my college then transfers, and then returns a year later (but still within the tracking period), would the student be classified as *award, with transfer* or *award without transfer*?
 - A. Any evidence of a transfer after receipt of an award but within the reporting timeframe will place the student in the *award, then transfer* outcome, regardless of return to your institution. However, if a student earns a "higher" award following return, but within the time frame, the higher award should be counted, not the first award.
3. I have students who are enrolled in my institution and another institution at the same time. Is the student's outcome *still enrolled* or *transfer*?
 - A. In order to determine whether a concurrently enrolled student should be reported as *still enrolled* or *transfer* you must look at the date of last enrollment in both colleges within the reporting timeframe.
 - If the student was last enrolled in the other college, the student should be considered a **transfer**.
 - If the student was last enrolled in your college or if he continued to be enrolled in both colleges until the end of the reporting timeframe, the student should be reported as **still enrolled**.
4. If a student transfers and then returns to my college, should the credits completed at the other institution be included in the credit accumulation metrics?
 - A. Credits accumulated during a period of transfer should be treated as any other credits transferred in. Credits transferred in are included for determining the *Reached Credit Thresholds* metric and credits earned for the "Left" outcomes. *Credential Seeking Cohort*, *Credit Hour Success Rate* and *Developmental Education Progress* measures should only include credits awarded at your college within the cohort tracking period.

EXAMPLES

1. A student in the Six Year Cohort takes a two-year break from your institution and enrolls in a neighboring institution for those two years. The student returns to your institution and receives a certificate and does not subsequently transfer.
Outcome: Completed Certificate without Transfer
2. A student in the Six Year Cohort takes six credits at your institution in fall of 2012 and then transfers to a four-year college for an academic year. The student returns to your institution and takes three more credits at your institution and then stops (no evidence of another transfer).
Outcome: Left with Less Than 30 Credits

3. A student in the Six Year Cohort is awarded a certificate at the end of the second year. The student subsequently transfers to another college and then returns to your college for the fifth academic year. After taking six credits the student stops taking classes (no evidence of another transfer).
Outcome: Completed Certificate, then Transferred
4. A student in the Six Year Cohort is awarded a certificate at the end of the second year. The student subsequently transfers to another college and then returns to your college and earns an associate degree in the fifth academic year. There is no documented enrollment at another institution following the receipt of the associate degree.
Outcome: Completed Associate Degree without Transfer
5. A student in the Six Year Cohort is awarded a certificate at the end of the second year. The student subsequently transfers to another college and receives an associate degree from that college.
Outcome: Completed Certificate, then Transferred
6. A student in the Six Year Cohort takes credits at your institution in fall of 2012, receives an associate degree, and then transfers to another institution (either 2-year or 4-year) and does not return.
Outcome: Completed Associate Degree, then Transferred
7. A student in the Six Year Cohort takes six credits at your institution in fall of 2012 and then attends another college (either 2-year or 4-year) for two academic years. The student returns to your institution, is awarded an associate degree and stops taking classes (no evidence of another transfer).
Outcome: Completed Associate Degree without Transfer
8. A student in the Six Year Cohort takes 30 credits at your institution then transfers to another college after their second year. The student returns to your college to take one course in the fall of their fourth year. The student continues classes and completes a bachelor's degree from the other college in their fifth academic year.
Outcome: Transferred

Appendix C: Credits Earned vs. Successfully Completed

The VFA metrics use different ways to calculate credits. Please see below for the definitions, as well as the metrics that use them.

Credential Seeking Cohort - based on institutional credit awarding practices

Credits accumulated are inclusive of college-level, ESL (if offered for credit), and developmental education coursework (converted to credit equivalents, if applicable) completed at your college by the end of their second year [including the summer term]. Credits should be counted according to institutional practice, regardless of the grade awarded. Credits transferred in and credits earned prior to high school completion (e.g. dual enrollment) and transfer credits should not be included.

Used to determine:

- ❖ Credential Seeking Cohort

Credits Earned for Credit Thresholds – based on institutional credit awarding practices

Credits accumulated are inclusive of any credits of which the institution is aware (or developmental education courses for which you don't award credit but are converted to credit equivalents) and are counted according to institutional practice, regardless of the grade awarded. Credits earned are inclusive of earned credits prior to high school completion (e.g. dual enrollment) and transfer credits.

Used to determine:

- ❖ Two-Year Progress: Reached Credit Threshold

30 Semester Credits Earned – based on institutional credit awarding practices

Credits accumulated are inclusive of any college-level semester credits of which the institution is aware and are counted according to institutional practice, regardless of the grade awarded. Developmental education credits, except those that are counted towards a credential, should not be included. Credits earned are inclusive of earned college level credits prior to high school completion (e.g. dual enrollment) and transfer credits.

Used to determine:

- ❖ Six-Year Outcomes: Left with \geq 30 credits
- ❖ Six-Year Outcomes: Left with $<$ 30 credits

Credits Successfully Completed – based on the following VFA definition

For credits to count as “successfully” completed, a student must earn at least a “C-” (or a “passing” grade for courses without letter grades) and, according to institutional practices, be considered to have passed the course. If, based on institutional practice, a grade of “C-” cannot be applied toward earning a credential, the course should not be counted as successfully completed. All credits successfully completed must be taken at your institution.

Used to determine:

- ❖ Developmental Education Progress: Completed Highest Developmental Course
- ❖ Developmental Education Progress: Completed College Course
- ❖ One-Year Progress: Earned 6+ and 12+ Credits First Term
- ❖ One-Year Progress: Earned 15+, 24+, and 30+ Credits First Year

- ❖ One-Year Progress: Completed College-Level Math, College-Level English, and College-Level Math & English in Year One
- ❖ One-Year Progress: Credits Attempted/Completed Year One
- ❖ Two-Year Progress: Credits Attempted/Completed First Term
- ❖ Two-Year Progress: Credits Attempted/Completed Year Two
- ❖ Two-Year Progress: Percent Students Not Successful in First Term

Appendix D: Things to Keep in Mind while Reporting VFA

About Student Progress & Outcomes (SPO)

1. There are three Student Progress & Outcomes **reporting timeframes** included in the VFA:
 - a. Six Year Cohort (fall 2012)
 - b. Two Year Cohort (fall 2016)
 - c. One Year Cohort (fall 2017)
2. These cohort years are further divided into three **cohort types**:
 - a. Main Cohort
 - b. Credential Seeking Cohort
 - c. First Time in College Cohort
3. All students who are enrolled for the first time at the reporting institution are included in the Main Cohort; not just those who have no prior postsecondary experience.
4. Credential Seeking students are behaviorally defined as students who have earned 12 credit hours (or the equivalent; including ESL, if offered for credit, and developmental education credits) of course work by the end of their second year including the summer term.
5. VFA has a First Time in College Cohort type that is intended to be comparable to IPEDS and follows the IPEDS definition by only including degree-seeking students with no prior postsecondary experience.
6. The VFA SPO measures use the same tracking and reporting period for both full- and part-time students.
7. The VFA SPO measures look at student outcomes at your institution and not at a subsequent institution. For example, earning an associate degree or certificate means that the degree or certificate was awarded at your institution. However, the student may also have studied at another institution during the two- or six-year period.
8. For the Six-Year Outcomes, all degrees or certificates awarded by your college within the reporting timeframe should be reported before all other outcomes. Students who earn a credential and are still enrolled at the reporting institution at the end of the six year reporting timeframe are reported as having earned that credential. Enrollment at the end of the six year period does not necessarily imply continuous enrollment throughout the reporting period.
9. A transfer is defined as a student enrolling and taking courses at another post-secondary institution after the last known enrollment at your institution. An award (associate or certificate) with transfer is defined as taking courses at another institution after the award is conferred by your college, within the reporting timeframe. See Appendix B on pg. 70 for full definition and examples.
10. Credit hour success rate is a measure of **credit hours** (not students) completed for all students in the cohort.

About Career & Technical Education (CTE)

1. The CTE Completer/Leaver Cohort is completely independent of the Two Year Cohort, Six Year Cohort, and ABE Cohort.
2. CTE Completer/Leaver Cohort has students who completed a program, as well as students who had substantial CTE experience but did not complete a program.
3. CTE Completer/Leaver Cohort has two **cohort types**:
 - a. CTE Credit Completer/Leaver Cohort
 - b. CTE Non-Credit Completer/Leaver Cohort

4. Enrollment counts for the CTE Profile are different for credit and non-credit. CTE credit enrollment is an unduplicated headcount. Many institutions cannot un-duplicate non-credit enrollment and, therefore, non-credit CTE enrollment is a duplicated seat-count.
5. VFA recommends matching CTE Completer/Leaver Cohort with state Unemployment Insurance Wage (UI Wage) records, and if available, other administrative unit record wage data. Not all colleges will have access to match their cohort with these data but if it is available, colleges are expected to report these data. Colleges who do not have access to these data may choose to report data based on surveys of students who have left the institution. However, colleges who choose to report wage data based on surveys of Completers/Leavers should only do so if they have confidence that the data are representative of the Completer/Leaver Cohort.

About Adult Basic Education (ABE)

1. The ABE Cohort consists of all students enrolled in Adult Basic Education, high school equivalency, and/or GED preparation courses during the cohort year.
2. All students enrolled in ABE at your institution should be included in the cohort, including English as a Second Language (ESL) students and students concurrently enrolled in another educational institution (secondary or postsecondary). Note: ABE enrollment is an unduplicated headcount.
3. Completion of ESL is generally categorized as achieving a functional level equivalent to High Intermediate ESL or Advanced ESL as defined by NRS (<http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>). If your college uses one of these levels to identify college ready, you should report completion based on institutional practice.
4. Students should be counted as *Enrolled in More Education* if the college has record that the student attempts at least one college-level course at any institution. The definition of a college-level course is not restrictive; it can be of any subject and can be taken for credit or non-credit. The college should err on the side of inclusion.
5. Students who are concurrently enrolled in another postsecondary institution and continue to be enrolled in the postsecondary institution after completion of ABE should be counted as *Enrolled in More Education*.
6. Students who are employed while taking ABE and continue to be employed at more than minimum wage after completion of ABE should be counted as *Gained Employment*.
7. VFA recommends matching ABE Completers with state Unemployment Insurance Wage (UI Wage) records, and if available, other administrative unit record wage data. Not all colleges will have access to match their cohort with these data but if it is available, colleges are expected to report these data. Colleges who do not have access to these data may choose to report data based on surveys of students who have left the institution. However, colleges who choose to report wage data based on survey data should only do so if they have confidence that the data are representative of the ABE Completers.