Voluntary Framework of Accountability
Metrics Manual Version 4.0

November 2015

A current version of the manual is available on the VFA website:

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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 the institutions to identify areas for institutional challenges and to set goals for 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, is 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; Two-Year Progress; and Six-Year Outcomes
- **Career & Technical Education**
- **Adult Basic Education**

### Student Progress and Outcomes (SPO) Measures

#### DEVELOPMENTAL EDUCATION PROGRESS MEASURES

- **Subjects:** math, English, reading
  - Distribution of developmental need (1, 2, or 3 levels below college level in subject)
  - Attempted any developmental education in subject
  - Became college-ready in subject
  - Completed a college-level course in subject

- **Any Developmental**
  - Enrolled in any developmental course
  - Completed all developmental education (and are college-ready)

#### TWO-YEAR PROGRESS MEASURES

- Retention: fall to next term
- Successful completion of credits: 1st term; by end of year two
- Reached credit threshold by end of year two
- Persistence/attainment: completed certificate/degree; transferred; still enrolled

#### SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)

- Completed certificate, associate, or bachelor’s degree (with/without transfer)
- Transfer (no award)
- Persistence: still enrolled
- Left with <= to 30 credits; left with > 30 credits

### Career & Technical Education (CTE) Measures

**CAREER & TECHNICAL EDUCATION (CTE) MEASURES**

- Enrollment (credit and non-credit)
- Completions (credit and non-credit)

**Student outcomes post CTE (credit and non-credit Completers/Leavers)**

- 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

### Adult Basic Education (ABE) Measures

**ADULT BASIC EDUCATION (ABE) MEASURES**

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

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**Reporting Timeframes**

- **TWO YEAR**
  - Progress through and attainment by end of year two

- **SIX YEAR**
  - Outcomes by end of year six

**Cohort Types**

- **MAIN**
  - All students

- **CREDENTIAL SEEKING**
  - Behaviorally defined

- **FIRST TIME IN COLLEGE**

**Disaggregation**

- **RACE/ETHNICITY**
- **FULL-TIME/PART-TIME COLLEGE-READY**
- **PELL STATUS**
- **AGE**
- **GENDER**
Section III: Overview of the Three VFA Reporting Methods

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

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

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

Complete instructions on what data should be included in each file can be found on page 61.

Colleges will report the above information for students in the Main Cohort for each of the reporting timeframes. The system will calculate the sub cohorts and all metrics based on the data provided.

**Step 1:** Identify your college’s Main Cohort of students who entered your institution six years ago (fall 2009). Definition of the Main Cohort begins on pg. 9.

**Step 2:** Prepare five (5) files (Demographics, Course, Developmental Need, Completion, and Transfer) of student-level data for the students identified in step 1 according to rules outlined in the VFA Data Dictionary (pg. 61).

**Step 3:** Upload all files into the VFA system. All files must be uploaded as .csv files. Correct any format errors indicated by the upload system.

**Step 4:** Enter the required college academic year and term information into the VFA system.

**Step 5:** Click “Validate & Process Raw File Collection” to calculate the metrics and populate the data in the system.

**Step 6:** Review the data in the on-line forms and data validation reports for errors; correct and repeat prior steps if errors are found.

**Step 7:** Define the Main Cohort who entered your institution two years ago (fall 2012). Repeat steps 2-8.

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 or Bulk Upload 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.
Section IV: Student Progress & Outcomes

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

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

Reporting SPO

SPO Reporting Timeframes

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

- Two Year Cohort (fall 2013)
  - Students who enroll in the college in the fall of a given year (fall 2013) and their progress and outcomes by the end of two years.

- Six Year Cohort (fall 2009)
  - Students who enroll in the college in the fall of a given year (fall 2009) and their 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.

SPO Cohort Disaggregation

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

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

Detailed definitions of Reporting Timeframes and Cohort Types are below. Disaggregations are defined starting on page 16.
VFA Reporting Timeframes & Cohort Types

<table>
<thead>
<tr>
<th>TWO YEAR COHORT</th>
<th>Students who first enrolled in the college in the fall of a given year (fall 2013) and their progress and outcomes by the end of two years. Data for three cohort types are reported:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Main Cohort • Credential Seeking • First Time in College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIX YEAR COHORT</th>
<th>Students who first enrolled in the college in the fall of a given year (fall 2009) and their progress and outcomes by the end of six years. Data for three cohort types are reported:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Main Cohort • Credential Seeking • First Time in College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAIN COHORT</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Full-time and part-time enrollment • Degree- and non-degree seeking students • Transfer and first-time in college students</td>
</tr>
</tbody>
</table>

| CREDENTIAL SEEKING | Students in the Main Cohort who based on course-taking behavior are identified as pursuing a credential by earning 12 semester credit hours (or the equivalent) by the end of their second year. |

<table>
<thead>
<tr>
<th>FIRST TIME IN COLLEGE (FTIC)</th>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Includes full-time and part-time enrollment</td>
</tr>
</tbody>
</table>

Explanation of Reporting Timeframes

- **Two Year Cohort (fall students 2013)**
  The Two Year Cohort (fall 2013) 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 2013 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 2013 through the end of summer 2015 with the Developmental Education Progress Measures and Two-Year Progress Measures determined at the end of these two years (summer 2015).

  For the Two Year Cohort (fall 2013), report all three Cohort Types:
  - Main Cohort (fall 2013): see page 9
  - Credential Seeking (fall 2013): see page 11
  - First Time In College (fall 2013): see page 12

  Criteria for inclusion in the reporting timeframes and cohort types are the same for the Two Year Cohort and Six Year Cohort. Detailed definitions can be found below.

- **Six Year Cohort (fall students 2009)**
  The Six Year Cohort (fall 2009) 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 2009 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 2009 through the end of summer 2015 with Two-Year Progress Measures determined at the end of two years (summer 2011) and Developmental Education Progress Measures and Six-Year Outcomes Measures determined at the end of six years (summer 2015).

  For the Six Year Cohort (fall 2009) report the following Cohort Types:
  - Main Cohort (fall 2009): see page 9
Explanation of Cohort Types

A. Main Cohort
The VFA Main Cohort includes all students who have completed high school (or the equivalent) that are new to the institution, regardless of prior postsecondary education experiences, and are enrolled in credit or developmental education classes in the fall term.

The Main Cohort should include all college students who were enrolled for credit at your institution for the first time in the fall of the cohort year (fall 2009 term for the Six Year Cohort and fall 2013 term for the Two Year Cohort). These cohorts of entering students should include all students who enroll either full-time or part-time, who have a high school diploma, a GED, or other high school completion equivalent, who enter your college for the first-time since receipt of the diploma or equivalent during the specified fall terms, and who enrolled in credit or developmental education courses. These students do not need to be classified as degree- or credential-seeking students.

Further cohort clarifications:

- 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. They must also have enrolled in the fall term.
- 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 transfer (i.e. students with prior postsecondary credits earned after high school completion at another institution) into your institution for the first time should be included.
- The cohort assignment of a student remains the same throughout the tracking timeframe for the purpose of VFA reporting.

Do Not Include:

- Students who were enrolled exclusively in ESL courses should not be included in the cohort.
- Dual enrollment (also referred to as dual credit) students – high school students taking community college courses – should not be included in the main cohort. The credits obtained by dually enrolled students should be included in the calculation of relevant measures if the student enrolls at the community college after receipt of the high school diploma or equivalent.

Example 1: Student A was enrolled in high school and taking two courses at your community college in the fall of 2009; this student would NOT be part of the VFA Six Year, Main Cohort (fall 2009).
**Example 2:** Student B has completed high school, received a diploma, and enrolled in the community college in fall 2009. 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 2009) 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 2009, 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 2009)**
B. **Credential Seeking Cohort (defined as 12 completed credits):**
The Credential Seeking Cohort is intended to measure students who, based on their course-taking behavior, indicate that they are credential-seeking. 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 12 semester credit hours (or the equivalent) by the end of the second academic-year of the tracking period. The 12 completed semester credit hours are inclusive of college credits earned while in high school 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. Also, the 12 completed semester credit hours are cumulative and inclusive of credits awarded by your institution or another institution, if you are aware of the credits awarded by another institution. Students who earn a certificate or other formal award (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.

**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 by the end of the second academic year for inclusion in the Credential Seeking Cohort; e.g. for a fall 2009 cohort, a college would look to see who earned 12 credits by the end of summer term 2011.

<table>
<thead>
<tr>
<th>Credits used to calculate Credential Seeking Cohort (12 earned credits)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>College credits earned since initial enrollment</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>College credits earned before graduating from high school</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>College credits earned at another institution (if aware of them)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Developmental education credits (converted to semester credit equivalent credits if necessary)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Credits earned for Advanced Placement (AP) courses</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Credits awarded for prior learning/prior learning assessment (PLA)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ESL course credits or equivalent</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>OR completion of Formal Award less than 12 credit hours</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
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).

**Two Year and Six Year Cohorts: Reporting Requirements**

<table>
<thead>
<tr>
<th>Measurement Section</th>
<th>Two Year Cohort</th>
<th>Six Year Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main Cohort</td>
<td>Credential Seeking</td>
</tr>
<tr>
<td>Developmental Education Progress Measures</td>
<td>Suggested</td>
<td>Suggested</td>
</tr>
<tr>
<td>Two-Year Progress Measures</td>
<td>REQUIRED</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Six-Year Outcomes Measures</td>
<td>Not Reported</td>
<td>Not Reported</td>
</tr>
</tbody>
</table>
Student Progress & Outcomes (SPO) Cohort Definitions

SPO is the umbrella term for the measures that include:
- Developmental Education Progress Measures
- Two-Year Progress Measures
- Six-Year Outcomes Measures

These measures capture incoming student populations and document their 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 two different timeframes.

<table>
<thead>
<tr>
<th>Measure / Calculation</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Year Cohort</td>
<td>All full-time and part-time students who have earned a high school diploma or equivalent, who entered college during the fall 2013 term and who were enrolled in credit or developmental education courses in that term. Students in this cohort will be tracked for two years from fall 2013 through the end of summer 2015.</td>
<td>Report three cohort types: Main, Credential Seeking, First Time in College Colleges should include in the cohort students who enrolled in the fall term but who attended the college in the prior summer term. Full definitions of cohorts and list inclusions and exclusions are below.</td>
</tr>
<tr>
<td>Six Year Cohort</td>
<td>All full-time and part-time students who have earned a high school diploma or equivalent, who entered college during the fall 2009 term, and who were enrolled in credit or developmental education courses in that term. Students in this cohort will be tracked for six years from fall 2009 through the end of summer 2015.</td>
<td>Report three cohort types: Main, Credential Seeking, First Time in College Colleges should include in the cohort students who enrolled in the fall term but who attended the college in the prior summer term.</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Measure / Calculation</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
</table>
| **Main Cohort**       | 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** regardless of prior postsecondary education experiences.  
To be included in cohort, students should:  
- 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  
Do not include:  
- 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. | Colleges should include in the cohort students who enrolled in the fall term but who attended the college in the prior summer 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.  
Students who transfer into your college (prior post-secondary experience) should be included.  
Include all students, regardless of attendance intensity (full-time/part-time).  
Students do not need to be classified as degree- or credential-seeking students.  
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. |
<table>
<thead>
<tr>
<th>Credential Seeking Cohort</th>
<th>Students in the Main Cohort (defined above) who earned <strong>12 semester credit hours</strong> (or the equivalent) by the end of the second academic-year of the tracking period. 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 cohort.</th>
<th>This is a subset of the Main Cohort. Credit hours are cumulative of all credits of which the reporting institution is aware: summer term, developmental education courses (converted to credit equivalent, if necessary), and previously earned credits from advanced placement, testing, or transfer credits. This definition is different 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other names: Credential Seeking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| First Time in College Cohort | 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. FTIC cohort includes students who:  
- 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)  
Permissible exclusions from FTIC cohort:  
- 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. | This is a subset of the Main Cohort. 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. Note: Exclusions do not apply to Main Cohort. |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other names: First Time in College FTIC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Cohort Disaggregation

<table>
<thead>
<tr>
<th>Measure / Calculation</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
</table>
| **Race / Ethnicity**  | **Definition** 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). Colleges are asked to designate race / ethnicity as:  
- 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 | Colleges should report the new race/ethnicity categories. |

**Abbreviations:**  
Am. Ind./Alaskan  
Asian  
Black  
HI/Pac. Isl.  
Hispanic  
White  
2+ Races  
Unknown  
NR Alien |

| **Age** | **Definition** Student’s age is determined at the fall starting date during the year of initial enrollment in the institution. The separate age groups are:  
- 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) | **Important Notes** |

| **Gender** | **Definition** Student’s gender as noted at initial time of enrollment. If a student’s gender is unknown, or not reported, code it as Unknown/other. Categories are:  
- Male  
- Female  
- Unknown or Other | **Important Notes** |

| **Pell Status** | **Definition** Indicates whether the student was awarded a Federal Pell grant at any time during the reporting timeframe while at your institution. Categories are:  
- Awarded Pell  
- Not Awarded Pell | **Pell Status is intended as a proxy for a socio-economic status. The award of the Pell grant to a student is used when determining this measure, and not the disbursement of the grant.** |
| Full-Time / Part-Time | 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. Categories are:  
- Full-Time  
  - Student attempted 12 semester credits or more (or equivalent) in the fall term  
- Part-Time  
  - Student attempted at least one, but less than 12 semester credits (or equivalent), in the fall term. | Semester credit hours are inclusive of developmental education courses. If the institution does not offer developmental education for credit, convert developmental education coursework to semester credit equivalents and add to the attempted credit total. Enrollment is based on credits attempted, not completed, as of the college’s add/drop date or official college policy for determining enrollment. |
| College Ready | For VFA purposes, college ready will be based on whether a student had a need for developmental education in math, English, and/or reading. Categories are:  
- College Ready or Undetermined  
- Not College Ready | The college should use the same referral method as they use for reporting the Developmental Education Progress measures to determine the College Ready disaggregation. For students whom no placement or referral information is available, classify them in the “College Ready or Undetermined” category. |
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.**

Reported As Follows

**Required:**

- Six Year Cohort (fall 2009)
  - Main Cohort
  - Credential Seeking Cohort
  - First Time In College Cohort

**Suggested:**

- Two Year Cohort (fall 2013)
  - Main Cohort
  - Credential Seeking Cohort
  - First Time In College Cohort

**Measures:** Detailed definitions can be found on page 21.

A. Developmental Subjects:

1. Percent of students with a developmental need in math, English, or reading who attempted a developmental course in the developmental subject.
2. Percent of students with a developmental need in math, English, or reading 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.

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

B. Any Developmental:

1. Percent of students who were not college ready in at least one subject area that attempted any developmental education course.
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.

**Developmental Education Referral Method**

The preferred method for reporting developmental need is based on a college’s record of the student’s referral/placement status; however, it is recognized that not all colleges have the ability to determine referral status for a cohort that entered the college six or two years ago. Therefore, the VFA will show an indicator flag noting whether the college reported developmental need based on referral/placement or based on course-taking behavior. The course-taking behavior method is meant to be a temporary work-around; colleges should aim to report by referral/placement in future collection cycles. The VFA will not collect a ‘referral status unknown’ category.

A. By Referral/Placement Method: PREFERRED. Based on testing or institutional practice, students are referred or placed into 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. Based on a combination of Referral/Placement and Course-taking Behavior: Colleges are strongly encouraged to report using only one method. However, if a college does choose to report using a combination of referral/placement and course-taking, indicate this on this flag.

**Developmental Education by Subjects**

A. Developmental Subjects:
   - Developmental Math: Students from the VFA cohort type who, either by referral/placement practice or course-taking behavior, were determined to have a developmental need in math should be included in the Developmental Math need count and measures (regardless of any other developmental referrals).
   
   - Developmental English: Students from the VFA cohort type who, either by referral/placement practice or course-taking behavior, were determined to have a developmental need in English (writing) should be included in the Developmental English need count and measures (regardless of any other developmental referrals). 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, either by referral/placement practice or course-taking behavior, were determined to have a developmental need in reading should be included in the Developmental Reading need count and measures (regardless of any other developmental referrals). 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, either by referral/placement practice 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 and measures. 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/placed into 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 for students in the college 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”.

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.
# Developmental Education Progress Measures

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

<table>
<thead>
<tr>
<th>Required for:</th>
<th>Suggested for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Six Year Cohort (fall 2009)</td>
<td>• Two Year Cohort (fall 2013)</td>
</tr>
<tr>
<td>o Main Cohort</td>
<td>A. Main Cohort</td>
</tr>
<tr>
<td>o Credential Seeking Cohort</td>
<td>B. Credential Seeking Cohort</td>
</tr>
<tr>
<td>o First Time in College Cohort</td>
<td>C. First Time in College Cohort</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Education Referral Method</td>
<td>A flag to indicate the method used to report students in the Developmental Education metrics.</td>
<td>All colleges should aim to report by referral/placement.</td>
</tr>
<tr>
<td>Other names:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dev Referral Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dev Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <em>Referral/Placement Method: PREFERRED.</em> Based on testing or institutional practice, students are referred/placed into developmental education or remedial education course work.</td>
<td>Referral/placement status determination based on testing (for referral/placement method) and course taking in developmental math, English, or reading (for course-taking behavior method) can occur at any time within the reporting timeframe, not just the first year. This flag allows a college to compare developmental progress data to colleges that use the same method of indicating developmental need.</td>
</tr>
<tr>
<td></td>
<td>2. <em>Course-taking Behavior Method:</em> If the college is not able to report based on referral/placement due to institutional practice or record keeping, colleges can temporarily report by course-taking behavior. This method is meant to be a temporary work-around; the college should aim to report by referral/placement in future collection cycles.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Colleges are strongly encouraged to report using only one method. However, if a college does choose to report using a combination of referral/placement and course-taking, indicate this on this flag.</td>
<td></td>
</tr>
<tr>
<td>What to report:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If reporting ‘by referral/placement,’ indicate by choosing by referral/placement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If reporting ‘by course-taking behavior,’ indicate by choosing by course-taking behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If reporting using a combination of referral/placement’ and ‘course-taking behavior,’ indicate by choosing by combined method.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure / Calculation</td>
<td>Definition</td>
<td>Important Notes</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
</tbody>
</table>
| **Percent Students Needing Developmental Education in Subject** | Percent of enrolled students who, based on referral method, need developmental education. | Please report this measure separately for all subjects for which you have data. Students may be reported in more than one subject area:  
• Dev Math  
• Dev English  
• Dev Reading  
If your college combines English and reading under one subject, please report it under English.  
The Developmental Need count is used as the denominator for all of the measures below. Do not include students in any of these counts (numerators) that were not included in the Developmental Need count (denominator). |
| Other names: Developmental Need Count | | |
| **Special Disaggregation: Distribution of Developmental Need** | Percent of students who, based on institutional placement practices, needed developmental education, fall within each level of need (low, intermediate, and high) for developmental education. | This data will be displayed in conjunction with Developmental Education (Subject) Progress Measures to provide contextual information about the developmental education student population.  
This measure is required and must be reported separately for all subjects in which you have data. Students may be reported in more than one subject area:  
• Dev Math  
• Dev English  
• Dev Reading  
If your college combines English and reading under one subject, please report it in English.  
If your college’s referral practice does not assign the student a level, place all students referred in “one level below”. |
| Other names: Distribution | | |

**METRIC CALCULATION**  
**NUMERATOR:** Developmental Need (defined here)  
**DENOMINATOR:** Cohort Count

**METRIC CALCULATION**  
**NUMERATOR:** Distribution of Need (defined here)  
**DENOMINATOR:** Cohort Count

**What to report:**  
• **One level below (low level of need):** Number of students with a developmental need who, based on referral method, are a course or module 1 level below college level or equivalent  
• **Two levels below (intermediate level of need):** Number of students with a developmental need who, based on referral method, are a course or module 2 levels below college level or equivalent  
• **Three or more levels below (high level of need):** Number of students with a developmental need who, based on referral method, are a course or module 3 or more levels below college level or equivalent
<table>
<thead>
<tr>
<th>Table Title</th>
<th>Description</th>
<th>Calculation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent Students Attempted Developmental Education Course</strong></td>
<td>Percent of students who, based on referral method, needed developmental education in math, English or reading, who attempted a developmental course or course module of any level in the subject.</td>
<td><strong>Metric Calculation</strong>&lt;br&gt;Numerator: Attempted Dev Course&lt;br&gt;Denominator: Developmental Need Count</td>
<td>Please report this measure separately for all subjects for which you have data. Students can/may be reported in more than one subject area: &lt;ul&gt; &lt;li&gt;Dev Math&lt;/li&gt; &lt;li&gt;Dev English&lt;/li&gt; &lt;li&gt;Dev Reading&lt;/li&gt; &lt;/ul&gt; If your college combines English and reading in one subject, please report it under English. <strong>NOTE:</strong> If the developmental referral method is by course-taking behavior, this metric will equal 100%.</td>
</tr>
<tr>
<td><strong>Percent Students Became College Ready in Developmental Education Subject</strong></td>
<td>Percent of students who, based on referral method, needed developmental education and became college ready in subject.</td>
<td><strong>Metric Calculation</strong>&lt;br&gt;Numerator: College Ready in Subject&lt;br&gt;Denominator: Developmental Need Count</td>
<td>Report this measure separately for all subjects for which you have data. Students can/may be reported in more than one subject area: &lt;ul&gt; &lt;li&gt;Dev Math&lt;/li&gt; &lt;li&gt;Dev English&lt;/li&gt; &lt;li&gt;Dev Reading&lt;/li&gt; &lt;/ul&gt; If your college combines English and reading in one subject, please report it under English. Students may be referred to any level below college level. &quot;Successful completion&quot; includes &quot;Passing&quot; if course is graded as &quot;pass/fail&quot;.</td>
</tr>
<tr>
<td><strong>Percent Students Successfully Completed Any College-level Course</strong></td>
<td>Percent of students who, based on referral method, needed developmental education and who successfully completed any college-level course in the subject.</td>
<td><strong>Metric Calculation</strong>&lt;br&gt;Numerator: Completed College Course&lt;br&gt;Denominator: Developmental Need Count</td>
<td>Please report this measure separately for all subjects in which you have data. Students can/may be reported in more than one subject area: &lt;ul&gt; &lt;li&gt;Dev Math&lt;/li&gt; &lt;li&gt;Dev English&lt;/li&gt; &lt;/ul&gt; If your college combines English and reading under one subject, please report it under English.</td>
</tr>
</tbody>
</table>
**METRIC CALCULATION**
**NUMERATOR:** Completed College Course (defined here)

**DENOMINATOR:** Developmental Need Count

This measure will not be reported for Dev. Reading.
“Successful completion” includes “Passing” if course is graded as “pass/fail”.
Include any college-level course in subject, does not need to be a “gateway” or entry-level course.

---

**Any Developmental Education Progress Measures**
Unduplicated progress and outcomes of students needing any developmental education subject (math, English, and/or reading)

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent Students Needing Developmental Education in at Least One Subject</strong></td>
<td>Percent of enrolled students who require any developmental education (in math, English, reading, or any combination) based upon the institution’s referral method.</td>
<td>This is an unduplicated developmental education cohort. This count is the count of “Not College Ready” in the College Readiness disaggregation. This count is used as the denominator for the measures below.</td>
</tr>
<tr>
<td>Other names: Any Developmental Need</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **METRIC CALCULATION**
**NUMERATOR:** Any Developmental Need (defined here)
**DENOMINATOR:** Cohort Count | | |
| **Percent Students Attempted Any Developmental Education** | Percent of students who, based on referral method, needed 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. | If the developmental referral method is by course-taking behavior, this measure will equal 100%. |
| Other names: Enrolled in Any Developmental | | |
| **METRIC CALCULATION**
**NUMERATOR:** Enrolled in Any Developmental (defined here)
**DENOMINATOR:** Any Developmental Need Count | | |
| **Percent Students Who Became College-Ready** | Percent of students who, based on referral method, needed at least one developmental education course in math, English, and/or reading and who completed all developmental education in the referred area(s) to become college-ready by the end of the tracking period. | “Successfully completed” includes “Passing” if course is graded as “pass/fail”. |
| Other names: College Ready in All Developmental | | |
| **METRIC CALCULATION**
**NUMERATOR:** Completed All Developmental (defined here)
**DENOMINATOR:** Any Developmental Need Count | | |
Two Year Progress Measures

Reported As Follows:

**Required:**

- Two Year Cohort (fall 2013)
  - Main Cohort
  - Credential Seeking Cohort
  - First Time In College Cohort

**Suggested:**

- Six Year Cohort (fall 2009)
  - Main Cohort
  - Credential Seeking Cohort
  - First Time In College Cohort

**Measures:** Detailed definitions can be found on page 26.

1. Percent of students who were retained from fall term (term one) to their next academic term or completed a formal award.
2. Percent of attempted semester credit hours successfully completed by the cohort in the first term.*
3. Percent of attempted semester credit hours successfully completed by the cohort in the first two academic years.*
4. 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.*
5. 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);
   - Transferred to a 2-year or 4-year institution;
   - Still enrolled at initial institution.

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

**NOTE ON SUCCESSFUL COMPLETION:** All credit hours reported must be successfully completed with a C grade (C-, C, C+) or better or a grade of P if the class is a pass/fail course.

**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. See Appendix B on pg. 55 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.

<table>
<thead>
<tr>
<th>Required for: Two Year Cohort (fall 2013)</th>
<th>Optional for: Six Year Cohort (fall 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Cohort</strong></td>
<td><strong>Main Cohort</strong></td>
</tr>
<tr>
<td><strong>Credential Seeking Cohort</strong></td>
<td><strong>Credential Seeking Cohort</strong></td>
</tr>
<tr>
<td><strong>First Time in College Cohort</strong></td>
<td><strong>First Time in College Cohort</strong></td>
</tr>
</tbody>
</table>

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

### Two-Year Credit Measures

#### First Term Credit Hour Success Rate

**Other names:**  
1st Term Credit Success Rate

**Metric Calculation**

**Numerator:**  
1st Term Credits Successfully Completed  
(defined here)

**Denominator:**  
1st Term Credit Hours Attempted  
(defined here)

Percent of semester credit hours (not students) attempted at your college in the first (fall) term by the cohort that were successfully completed.

**What to report:**

- **Numerator:** Number of semester credit hours successfully completed by all students in the cohort with grade of “C” (C-, C, C+) or better or with a grade of “P” if pass/fail 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.

#### Two Year Credit Hour Success Rate

**Other names:**  
Two Year Credit Success Rate

**Metric Calculation**

**Numerator:**  
Two Year Credits Successfully Completed  
(defined here)

**Denominator:**  
Two Year Credit Hours Attempted  
(defined here)

Percent of semester credit hours (not students) attempted at your college during the first two academic years by the cohort that were successfully completed.

**What to report:**

- **Numerator:** number of semester credit hours successfully completed by all students in the cohort with grade of “C” (C-, C, C+) or better or with a grade of “P” if pass/fail by the end of the second academic year.

- **Denominator:** number of semester credit hours attempted by all students in the cohort during the first two academic years.

For this measure, please calculate and report both the numerator and denominator.

**Note:** This is a count of credit hours, not a count of students.

**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 (including ESL coursework) and developmental courses, converted to credit hours if they are not offered for credit.

All credits included in this measure must be taken at your college.
### Two-Year Progress Measures

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall to Next Term Retention</strong></td>
<td>Percent of students who were enrolled in the first, fall term and were still enrolled in the next full academic term. <strong>What to report:</strong> - Number of students in the cohort who <em>enrolled in the next full academic term.</em></td>
<td>The next full academic term should not be a shortened or compressed term and is generally: - Spring Term for colleges on semester/trimester systems - Winter term for college on quarter system All students in cohort should have been enrolled in the fall term of the cohort year.</td>
</tr>
</tbody>
</table>

**METRIC CALCULATION**
**NUMERATOR:**
Fall to Next Term Retention count (defined here)
**DENOMINATOR:**
Cohort count

| **Percent Students Reached Credit Thresholds in Two Years** | 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. **What to report:** - 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 2015 for the Two Year Cohort, and before fall 2011 for the Six Year Cohort). - **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. | Credit hours should include both developmental education (converted to semester credit hour equivalent, if necessary), ESL coursework, and college-level coursework. Full- and part-time status is determined in the first fall term only, not current enrollment status. All credits earned based on institutional practice are to be counted, regardless of the grade the student received for the credits. This is different than the “successful completion” criteria of “C” or better. See VFA Basic Terms for *Semester Hour Equivalents* |

**METRIC CALCULATION**
**NUMERATOR:**
Reached Credit Threshold count (defined here)
**DENOMINATOR:**
Cohort count
### 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.

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent Students Completed a Formal Award</strong></td>
<td>What to report:</td>
<td>These three mutually exclusive, hierarchical indicators are based on highest attainment.</td>
</tr>
<tr>
<td>Other names: Completed Certificate or Degree</td>
<td>• Number of students in the cohort who have earned an associate degree or certificate from your institution by the end of their second academic year (before fall 2015 for the Two Year Cohort, and before fall 2011 for the Six Year Cohort)</td>
<td>These outcomes are a subset of the Six Year Outcomes and all students may not be represented.</td>
</tr>
<tr>
<td><strong>Percent Students Transferred to 2-Year or 4-Year institution</strong></td>
<td>What to report:</td>
<td>Outcomes are reported as of the end the summer term(s) 2015 academic year for the Two Year Cohort and the end of the summer term(s) 2011 for the Six Year Cohort.</td>
</tr>
<tr>
<td>Other names: Transferred</td>
<td>• 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 2015 for the Two Year Cohort and before fall 2011 for the Six Year Cohort)</td>
<td>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. 55 for full definition).</td>
</tr>
<tr>
<td><strong>Percent Students Still Enrolled</strong></td>
<td>What to report:</td>
<td></td>
</tr>
<tr>
<td>Other names: Still Enrolled</td>
<td>• 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 2014 – summer 2015 for the Two Year Cohort and fall 2010 – summer 2011 for the Six Year Cohort)</td>
<td></td>
</tr>
</tbody>
</table>
Six-Year Outcomes Measures

Reported As Follows:

Required:

- Six Year Cohort (fall 2009)
  - Main Cohort
  - Credential Seeking Cohort
  - First Time In College Cohort

Measures: Detailed definitions can be found on page 11.

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 transferred.
3. Percent of students that did not earn a bachelor’s degree but earned an associate degree and did not subsequently transfer.
4. Percent of students that did not earn a bachelor’s or associate degree, but earned a certificate (or other formal award) and subsequently transferred.
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 transfer.
6. Percent of students that transferred 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 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 semester credit hours

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. 55 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.

### Required for:
- Six Year Cohort (fall 2009)
  - Main Cohort
  - Credential Seeking Cohort
  - First Time in College Cohort

### Required Disaggregations:
- Measures will be disaggregated by race/ethnicity, gender, Pell status, age, college readiness, and full time / part time status.

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
</table>
| **Outcomes Measure One:** Percent Students Completed Baccalaureate Degree | What to report:  
  - Number of students in the Six Year Cohort (fall 2009) who have **earned a baccalaureate degree** from your institution by the end of their sixth year (before fall of 2015) | The 9 outcomes are mutually exclusive and hierarchical. All students should fall into only one of these mutually exclusive outcomes, based on highest attainment. There are no exclusions in the Cohort. Outcomes are reported as of the end of 2014-15 academic year (before fall 2015 academic term) and give the percentage of students from the cohort that reached an outcome by the end of the six-year tracking period. All outcomes other than transfer must be done at your institution and not subsequent institutions. 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. A **certificate** is defined as any formal award that is not an associate degree or baccalaureate degree. Awards conferred after **reverse transfer** of credits should be included as long as the reverse transfer credential is awarded prior to the end of the reporting timeframe. |
| Other names: Bachelor’s | | |
| **Outcomes Measure Two:** Percent Students Completed Associate Degree, then Transferred | What to report:  
  - Number of students in the Six Year Cohort (fall 2009) 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 2015) | |
| Other names: Associate (Transfer) | | |
| **Outcomes Measure Three:** Percent Students Completed Associate Degree without Transfer | What to report:  
  - Number of students in the Six Year Cohort (fall 2009) 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 2015) | |
| Other names: Associate (No Transfer) | | |
| **Outcomes Measure Four:** Percent Students Completed Certificate, then Transferred | What to report:  
  - Number of students in the Six Year Cohort (fall 2009) 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 2015) | |
<table>
<thead>
<tr>
<th>Outcomes Measure Five: Percent Students Completed Certificate without Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other names:</strong> Certificate (No Transfer)</td>
</tr>
</tbody>
</table>

**What to report:**
- Number of students in the Six Year Cohort (fall 2009) 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 2015)

**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. 55).**

**Semester credit hours** are defined as any credit hours the student was enrolled in after the institutions’ drop/add period had ended.

30 credits are inclusive of credits that count toward a credential, and 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.

<table>
<thead>
<tr>
<th>Outcomes Measure Six: Percent Students Transferred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other names:</strong> No Award (Transfer)</td>
</tr>
</tbody>
</table>

**What to report:**
- Number of students in the Six Year Cohort (fall 2009) 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 2015)

<table>
<thead>
<tr>
<th>Outcomes Measure Seven: Percent Students Still Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other names:</strong> No Award (Still Enrolled)</td>
</tr>
</tbody>
</table>

**What to report:**
- Number of students in the Six Year Cohort (fall 2009) 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 2014 - summer 2015)**

<table>
<thead>
<tr>
<th>Outcomes Measure Eight: Percent Students Left with 30 or More Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other names:</strong> Left &gt;= 30 Credits</td>
</tr>
</tbody>
</table>

**What to report:**
- Number of students in the Six Year Cohort (fall 2009) who were not enrolled in your institution at any time during the sixth academic year (2014-15), 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 2015)

<table>
<thead>
<tr>
<th>Outcomes Measure Nine: Percent Students Left with Less Than 30 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other names:</strong> Left &lt; 30 Credits</td>
</tr>
</tbody>
</table>

**What to report:**
- Number of students in the Six Year Cohort (fall 2009) who were not enrolled in your institution at any time during the sixth academic year (2014-15), 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 less than 30 semester credit hours** by the end of their sixth year (before fall of 2015)

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Hierarchy of the Six-Year Outcomes:

At the end of the six year reporting period (before fall 2015), 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 of 2014):
   ➢ 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 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
Section V: Career and Technical Education

Career & Technical Education (CTE) Cohorts and Measures

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.

NOTE: 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.

Reported As Follows:

Required:

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

Measures:

1. Credit CTE
   a. Enrollment: unduplicated headcount (AY 2013-14 and AY 2012-13)
   b. Completions: number of credit CTE bachelors, associate’s, and certificates awarded (AY 2013-14 and AY 2012-13)

2. Non-Credit CTE
   a. Enrollment: duplicated seat-count (AY 2013-14 and AY 2012-13)
   b. Completions: number of CTE non-credit program completers (AY 2013-14 and AY 2012-13)
Career & Technical Education (CTE) Profile

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

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

**Required for:**
- 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

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Percentage Change of CREDIT CTE Enrollment</strong></td>
<td>Change in credit CTE enrollments at the college.</td>
<td>For this measure, please calculate and report both years’ data. Credit enrollment is an unduplicated headcount of students.</td>
</tr>
<tr>
<td><em>Other names:</em> Enrollment (Credit)</td>
<td><strong>What to report:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unduplicated headcount of students enrolled in <strong>fall 2013 through summer 2014</strong> enrolled in credit career and technical education leading to a formal award.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unduplicated headcount of students enrolled in <strong>fall 2012 through summer 2013</strong> enrolled in credit career and technical education leading to a formal award.</td>
<td></td>
</tr>
<tr>
<td><strong>METRIC CALCULATION</strong></td>
<td><strong>NUMERATOR:</strong> Most Recent Year – Previous Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>DENOMINATOR:</strong> Previous Year</td>
<td></td>
</tr>
<tr>
<td><strong>Change in Number of Awards in CREDIT CTE</strong></td>
<td>Change in credit CTE awards (bachelor’s, associate, and certificates) conferred by the college.</td>
<td>For this measure, please calculate and report both years’ data. Credit completion is an unduplicated headcount of students per award level.</td>
</tr>
<tr>
<td><em>Other names:</em> Completions (Credit) CTE Bachelor’s CTE Associate Certs.≥ 1 Year Certs. &lt; 1 Year</td>
<td><strong>What to report:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unduplicated count of students awarded <strong>bachelor’s degrees</strong> in CTE by your college</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• During the <strong>2013-14</strong> academic year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• During the <strong>2012-13</strong> academic year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unduplicated count of students awarded <strong>associate degrees</strong> in CTE by your college</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• During the <strong>2013-14</strong> academic year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• During the <strong>2012-13</strong> academic year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unduplicated count of students awarded CTE <strong>certificates of more than or equal to 1 year</strong> by your college</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• During the <strong>2013-14</strong> academic year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• During the <strong>2012-13</strong> academic year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unduplicated count of students awarded CTE <strong>certificates of less than one year</strong> by your college</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• During the <strong>2013-14</strong> academic year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• During the <strong>2012-13</strong> academic year.</td>
<td></td>
</tr>
</tbody>
</table>
### CTE Non-Credit Profile

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Percentage Change of NON-CREDIT CTE Enrollment</strong></td>
<td>Change in enrollment of non-credit CTE coursework at your college.</td>
<td>For this measure, please calculate and report both years’ data. 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 these events, they would be counted more than once.</td>
</tr>
<tr>
<td>Other names:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment (Non-Credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Important Notes</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>METRIC CALCULATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUMERATOR: More Recent Year – Previous Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DENOMINATOR: Previous Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Change in Number of Non-Credit CTE “Completions”</strong></td>
<td>Change in completions of non-credit CTE programs at your college.</td>
<td>For this measure, please calculate and report both years’ data.</td>
</tr>
<tr>
<td>Other names:</td>
<td></td>
<td>A non-credit completion is the successful 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.</td>
</tr>
<tr>
<td>Completions (Non-Credit)</td>
<td></td>
<td>Completions in a non-credit program may be less than 180 contact hours.</td>
</tr>
<tr>
<td><strong>Important Notes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>METRIC CALCULATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUMERATOR: More Recent Year – Previous Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DENOMINATOR: Previous Year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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 2012-13)

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 2012-13 (AY 2012-13). 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.

- **CTE Credit Completer/Leaver Cohort (AY 2012-13):** 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 successfully completed 7 semester credit hours or more (or equivalent) of CTE in two academic years (between fall 2011 and summer 2013). 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 2012-13): 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 successfully completed 180 contact hours or more of CTE in two academic years (between fall 2011 and summer 2013). 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

Reported As Follows:

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

- CTE Credit Completer/Leaver Cohort (AY 2012-13)
- CTE Non-Credit Completer/Leaver Cohort (AY 2012-13)

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.

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 2012-13)

3. Number of state/industry-recognized credentials for Completer/Leaver Cohort (AY 2012-13)

4. Percent median wage growth of Completer/Leaver Cohort (AY 2012-13) students

5. Percentage of students in the CTE Completer/Leaver Cohort (AY 2012-13) 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 - $19,999 ($20,090 is poverty level for family of 3)
   - Not enrolled, earning $20,000 - $24,999 ($24,250 is poverty level for family of 4)
   - Not enrolled, earning $25,000 - $34,999
   - Not enrolled, earning $35,000 - $48,499 ($48,500 is twice the poverty level for family of 4)
   - Not enrolled, earning $48,500 or more (above VFA-defined livable wage)
   - Not enrolled, unemployed or unknown

6. Percent of the Non-Credit Completer/Leaver Cohort (AY 2012-13) 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

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit CTE Completer/Leaver Cohort</td>
<td>The Credit CTE Completer/Leaver Cohort is students who, in the academic year 2012-13, have <strong>earned a formal award</strong> in CTE (completers) or who’s last credit CTE enrollment was in the academic year 2012-13 and <strong>left the college with a minimum of 7 semester credit hours</strong> of CTE coursework within two academic years (leavers).</td>
<td>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 2011 through summer 2013) for the accumulation of credits.</td>
</tr>
<tr>
<td>Disaggregation of Credit Completer/Leaver Cohort</td>
<td>Break-down of the Credit CTE Completer/Leaver cohort by type of award received in the 2012-13 academic year. What to report: • <strong>Awarded Associate Degree</strong>: Number of students in the cohort that <strong>earned an associate degree</strong> in CTE at your institution in 2012-13 academic year • <strong>Completed Certificate</strong>: Number of students in the cohort that <strong>completed a CTE certificate</strong> but did not earn an associate degree in CTE at your institution in 2012-13 academic year • <strong>Left with No Award</strong>: Number of students in the cohort that did not complete a CTE certificate, did not earn an associate degree in CTE, and <strong>left your institution with significant CTE experience</strong></td>
<td>For the credit CTE Cohort, a significant CTE experience is defined as completing a minimum of 7 semester credit hours of CTE. 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.</td>
</tr>
</tbody>
</table>

Continued on Next Page >>
**CTE Non-Credit Completer/Leaver Cohort**

The Non-Credit Completer/Leaver Cohort is students who in academic year 2012-13 completed a non-credit CTE program (completers) or who’s last noncredit CTE enrollment was in the academic year 2012-13 and left the college with a minimum of 180 contact hours/clock hours of CTE coursework 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 2011 to summer 2013) for the accumulation of contact hours.

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

A non-credit completion is the successful 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.

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

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Students with Prior Bachelor’s Degree or Higher</td>
<td>Percent of students in the CTE Completer/Leaver Cohort (AY 2012-13) who held a bachelor’s degree or higher prior to enrollment into your institution’s CTE program.</td>
<td>Please report this measure for: • Credit CTE Cohort ○ Associate ○ Certificate ○ Left/No Award • Non-Credit CTE Cohort</td>
</tr>
<tr>
<td></td>
<td>What to report:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number of students in the CTE Completer/Leaver Cohort (AY 2012-13) who held a bachelor’s degree or higher prior to enrollment into your institution.</td>
<td></td>
</tr>
</tbody>
</table>

**METRIC CALCULATION**

**NUMERATOR:** Prior Bachelor’s Degree or Higher (defined here)

**DENOMINATOR:** Completer/Leaver Cohort

---

<table>
<thead>
<tr>
<th>Percent Students with Prior Associate Degree</th>
<th>Percent of students in the CTE Completer/Leaver Cohort (AY 2012-13) who held an associate degree prior to enrollment into your institution’s CTE program.</th>
<th>Please report this measure for: • Credit CTE Cohort ○ Associate ○ Certificate ○ Left/No Award • Non-Credit CTE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What to report:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number of students in the CTE Completer/Leaver Cohort (AY 2012-13) who held an associate degree, but not a bachelor’s degree or higher prior to enrollment in CTE at your institution.</td>
<td></td>
</tr>
</tbody>
</table>

**METRIC CALCULATION**

**NUMERATOR:** Prior Associate Degree (defined here)

**DENOMINATOR:** Completer/Leaver Cohort
| **Licensure Exam Pass Rate** | Percent of students in the CTE Completer/Leaver Cohort (AY 2012-13) who pass a licensure examination on their first attempt, within one year of completing the CTE program. | Please report this measure for:  
- Credit CTE Cohort  
  o Associate  
  o Certificate  
  o Left/No Award  
- Non-Credit CTE Cohort  
For this measure, please calculate and report both the numerator and denominator. Combine and report the total for all licensure exams which you have data. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric Calculation</strong>&lt;br&gt;Numerator: Passed Licensure Exam (defined here)&lt;br&gt;Denominator: Attempted Licensure Exam (defined here)</td>
<td>What to report:&lt;ul&gt;&lt;li&gt;Numerator: Number students in the CTE Completer/Leaver Cohort (AY 2012-13) who achieved a passing grade on their first attempt of a licensure exam within one year;&lt;/li&gt;&lt;li&gt;Denominator: Number students in the CTE Completer/Leaver Cohort (AY 2012-13) who sat for the first time to take the licensure exam within one year.&lt;/li&gt;&lt;/ul&gt;</td>
<td></td>
</tr>
</tbody>
</table>
| **Percent of students in the CTE Completer/Leaver Cohort (AY 2012-13) who were awarded one or more state or industry-recognized credentials, within one year of completing or leaving the CTE program.** | Please report this measure for:  
- Credit CTE Cohort  
  o Associate  
  o Certificate  
  o Left/No Award  
- Non-Credit CTE Cohort  
For this measure, please calculate and report both the numerator and denominator. Combine and report the total for all licensure exams which you have data. |
| **Metric Calculation**<br>Numerator: Industry Recognized Credential (defined here)<br>Denominator: Completer/Leaver Cohort | What to report:<ul><li>Number of students who earned one or more industry recognized credentials in the CTE Completer/Leaver Cohort (AY 2012-13) within one year.</li></ul> | |
| **Median Wage Growth** | Change in median wage of CTE completers and leavers from before their CTE experience and after their CTE experience. | Please report this measure for:  
- Credit CTE Cohort  
  o Associate  
  o Certificate  
  o Left/No Award  
- Non-Credit CTE Cohort  
For this measure, please calculate and report both the pre-CTE and post-CTE wages. This measure is intended to be wage growth for workers who are upgrading skills. To control for individuals who were not upgrading skills, we remove from the calculations:<ul><li>Students who’s 2010 Q2 were below the quarterly minimum wage of $2,575 (federal minimum wage was $5.15 in 2007; 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)).</li></ul> |
| **Metric Calculation**<br>(Median Post-Departure Wage) - (Median Pre-CTE Earnings) | What to report:<ul><li>Median Pre-CTE Earnings are median 2nd quarter 2009 wages of the CTE Completer/Leaver Cohort (AY 2012-13) with Q2 2010 quarterly wages above $2,575 and who were not enrolled in education in Q4 2014</li><li>Median Post-Departure Wages (UI wage data more than 6 quarters after last possible completion for the cohort (Q1 2015)) of the CTE Completer/Leaver Cohort (AY 2012-13) with Q2 2010 quarterly wages above $2,575 and who were not enrolled in education in Q4 2014</li></ul> | |
### CTE Education and Earnings Outcomes

Percentage of students in the CTE Completer/Leaver Cohort (AY 2012-13) who achieved one of the defined mutually exclusive enrollment or earning outcomes.

**What to report:**

- **Enrolled in Education:** Number of students in the CTE cohort who were enrolled in a postsecondary institution in the first quarter of 2015 (January-March, 2015).
- **$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 2015.
- **$15,000 - $19,999:** 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 $20,000 (at least $3,750 and less than $5,000 quarterly earnings) in the first quarter of 2015.
- **$20,000 - $24,999:** Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who’s annualized earnings were at least $20,000 and less than $25,000 (at least $5,000 and less than $6,250 quarterly earnings) who were not enrolled in a postsecondary institution and in the first quarter of 2015.
- **$25,000 - $34,999:** Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who’s annualized earnings were at least $25,000 and less than $35,000 (at least $6,500 and less than $8,750 quarterly earnings) in the first quarter of 2015.
- **$35,000 - $48,499:** Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who’s annualized earnings were at least $35,000 and less than $48,500 (at least $8,750 and less than $12,125 quarterly earnings) in the first quarter of 2015.
- **$48,500 or more:** Number of students in the CTE cohort who were not enrolled in a postsecondary institution and who’s annualized earnings were at least $48,500 in the first quarter of 2015.

**Please report this measure for:**

- **Credit CTE Cohort**
  - Associate
  - Certificate
  - Left/No Award
- **Non-Credit CTE Cohort**

Determine wage based on first quarter of 2015 Unemployment Insurance Wage records, or equivalent method for same timeframe.

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 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.
### NUMERATOR:
Enrollment/Wage band (defined here)

### DENOMINATOR:
Completer/Leaver Cohort

<table>
<thead>
<tr>
<th>Percent Students Transition to Credit Work</th>
<th>What to report:</th>
<th>Please report this measure for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earnings were $48,500 or more ($12,125 or more quarterly earnings) in the first quarter of 2015</td>
<td>Students, who were enrolled exclusively in non-credit CTE coursework the previous academic year (2011-12) and had never enrolled in credit courses at the college, who <strong>enrolled in a credit course</strong> during the 2013-14 academic year</td>
<td>Non-Credit CTE Cohort</td>
</tr>
</tbody>
</table>

- **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 2015

### METRIC CALCULATION

<table>
<thead>
<tr>
<th>NUMERATOR:</th>
<th>Transition to Credit (defined here)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DENOMINATOR:</th>
<th>Non-Credit Completer/Leaver Cohort</th>
</tr>
</thead>
</table>
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. Full definitions of the measures are found on page 45.

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 2013 calendar year.

- ABE Cohort (AY 2012-13)

For purposes of this manual, the 2013 calendar year will still be referred to as the ABE Cohort (AY 2012-13).

Cohort Type

The ABE Cohort (2012-13) has only one cohort type:

- ABE Cohort (AY 2012-13)

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 on page 16.

Explanation of the ABE Cohort

The ABE cohort is defined as students enrolled in Adult Basic Education (ABE) or high school equivalency courses offered by your institution during the academic year 2012-13 (or 2013 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).

ADULT BASIC EDUCATION (ABE) DEVELOPMENT

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

Reported As Follows

**Suggested**: ABE outcomes are optional to report for:
- ABE Cohort (AY 2012-13)

**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 (2012-13).**

**Required Disaggregations:**
- All measures will be disaggregated by race/ethnicity, gender, and age.

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult Basic Education Cohort</strong></td>
<td>Number of students enrolled in Adult Basic Education, high school equivalency, or GED preparation courses during the academic year 2012-13 (2013 calendar year).</td>
<td>If ABE students are not tracked on an academic year, use the 2013 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).</td>
</tr>
<tr>
<td>Other names:</td>
<td>ABE Cohort</td>
<td></td>
</tr>
</tbody>
</table>

### ABE Outcomes Measures

- **Percent Students Complete ABE**

<table>
<thead>
<tr>
<th>Measure Name</th>
<th>Definition</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other names:</td>
<td>ABE Completers Completed ABE</td>
<td></td>
</tr>
<tr>
<td><strong>Percent Students Complete ABE</strong></td>
<td>Percentage of students in the ABE Cohort that completed ABE, allowing for progression into the next level of education by September 1, 2014.</td>
<td>High school equivalency courses include GED preparation courses administered at the college. If ABE students are not tracked on an academic year, use the 2013 calendar year for determining the cohort. Definition for the High Adult Secondary Education level can be found on the NRS website:</td>
</tr>
</tbody>
</table>

What to report:
- 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, 2014. This may include but is not limited to:
### Percent ABE Students Enrolled in More Education

**Numerator:**
- Successfully 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

**Denominator:**
- ABE Cohort

**Description:**
Percentage of students in the ABE Cohort that completed Adult Basic Education and enrolled in college within one year of completing ABE.

**What to report:**
- Number of students in the ABE Cohort who successfully completed the highest-level ABE or gained a functional level equivalent to a high school completion by September 1, 2014 (defined above), and attempted at least one college-level or developmental education course at any post-secondary institution by the end of 2014-15 academic year.

### Percent ABE Students Transition to Employment

**Numerator:**
- Transition to College (defined here)

**Denominator:**
- ABE Completers

**Other names:**
- Gained Employment

**Description:**
Percentage of students in the ABE Cohort who completed Adult Basic Education and were employed with earnings of more than minimum wage.

**What to report:**
- Number of students in the ABE Cohort who successfully completed the highest-level ABE or gained a functional level equivalent to a high school completion by September 1, 2014 (defined above), and are employed with an income above the local quarterly minimum wage in the 1st quarter of 2015 (January-March, 2015).

### High School Equivalency Courses

High school equivalency courses include GED preparation courses administered at the college.

If ABE students are not tracked on an academic year, use the 2013 calendar year for determining the cohort.

College-level coursework may include both courses taken for credit or non-credit.

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.

Determine wage based on first quarter of 2015 Unemployment Insurance Wage records, or equivalent method for same timeframe.
Section VII: Student Learning Outcomes

Student Learning Outcomes is an area of development for the VFA. The ultimate goal of the VFA is to develop a more common understanding of broad-based institutional measures of learning achievement that colleges can use to demonstrate not only the progress and outcomes of students, but also the quality of those learning experiences. To that end, the VFA team will continue to explore ways to reach this goal that are appropriate for community colleges.

Colleges should post their current Student Learning Outcomes (SLO) assessment activities on their colleges’ website based on a transparency framework developed by the National Institute of Learning Outcomes Assessment (NILOA). College should send the website URL to VFA at VFA@aacc.nche.edu. The NILOA framework has 6 primary areas colleges will be expected to report:

- **Student Learning Outcomes Statements:** Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education.
- **Assessment Plans:** Campus plans for gathering evidence of student learning might include institution-wide or program specific approaches that convey how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation.
- **Assessment Resources:** Assessment resources encompass information or training provided to faculty and staff to help them understand, develop, implement, communicate, and use evidence of student learning.
- **Current Assessment Activities:** Current assessment activities include information on a full range of projects and activities recently completed or currently underway to gauge student learning, make improvements or respond to accountability interests.
- **Evidence of Student Learning:** Evidence of student learning includes results of assessment activities. This may include evidence of indirect (e.g. surveys) and direct (e.g. portfolio) student learning as well as institutional performance indicators (e.g. licensure pass rate).
- **Use of Student Learning Evidence:** This component represents the extent to which evidence of student learning is used to identify areas where changes in policies and practices may lead to improvement, inform institutional decision-making, problem identification, planning, goal setting, faculty development, course revision, program review, and accountability or accreditation self-study.

This approach is consistent with what colleges are already doing for regional accreditation and will make current SLO work more transparent. VFA will not be providing a set of comparable metrics, benchmarks, or rubrics for colleges to use to compare one another.
### Definitions of Basic Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Age                               | 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:  
  - 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 and Technical Education (CTE) | 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. |
| Certificate                        | 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. |
| Clock Hour                         | As defined by IPEDS; A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact hour. |
| Cohort                             | A specific group of students established for tracking purposes. |
| College Ready Status               | For VFA purposes, college ready will be based on whether a student was referred to developmental education (see definition below), or not. As noted below, not all colleges will be able to define this based on referral, but referral to developmental education will be the preferred method. Categories are:  
  - College Ready or Undetermined  
  - Not College Ready |
### Definitions of Basic Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hour</td>
<td>As defined by IPEDS; A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as <em>clock hour</em>.</td>
</tr>
<tr>
<td>Credit Course</td>
<td>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.</td>
</tr>
<tr>
<td>Credits Earned</td>
<td>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. 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 successful 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. 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.</td>
</tr>
</tbody>
</table>
| Credit Hour                 | 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. All course units on transcripts must be normalized to reflect semester credits so that all respondents had credit values on the same scale.  
  - 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. |
| Credit Hour Threshold       | For full-time students: 42 semester credit hours. For part-time students: 24 semester credit hours. 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. Full- and part-time status is determined in the first fall term only, not current enrollment status. |
| CTE                         | See *Career and Technical Education (CTE)*.                                                                                                       |
### Definitions of Basic Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Education</td>
<td>Any level of instructional courses or activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. 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.</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Count of students who are taking courses or classes.</td>
</tr>
<tr>
<td></td>
<td>• Credit enrollment is any student taking a course that earns college credit, or is a developmental education course of module.</td>
</tr>
<tr>
<td></td>
<td>• Non-credit enrollment is any student taking a class, module or learning experience that is not offered for credit and is not developmental education.</td>
</tr>
<tr>
<td>Enrollment Status</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>• Full-time (see definition below)</td>
</tr>
<tr>
<td></td>
<td>• Part-time (see definition below)</td>
</tr>
<tr>
<td>Exclusions (First Time in College Cohort)</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><em>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.</em></td>
</tr>
<tr>
<td></td>
<td><strong>No students should be excluded from the VFA Main Cohort.</strong></td>
</tr>
<tr>
<td>Formal Award</td>
<td>Any credential (degree, certificate, diploma, etc.) conferred by the institution to recognize completion of a credit based program of study.</td>
</tr>
<tr>
<td>Full-time</td>
<td>Student attempted 12 semester credits (or their equivalent) or more in the fall term of his or her initial academic year.</td>
</tr>
<tr>
<td></td>
<td><em>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.</em></td>
</tr>
<tr>
<td>Gender</td>
<td>Student’s gender as noted at initial time of enrollment. If a student’s gender is unknown, or non-traditional, code it as Unknown/other.</td>
</tr>
<tr>
<td></td>
<td>• Male</td>
</tr>
<tr>
<td></td>
<td>• Female</td>
</tr>
<tr>
<td></td>
<td>• Unknown or other</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Industry Recognized Credential</td>
<td>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.</td>
</tr>
<tr>
<td>Institution Type</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Licensure Exam               | 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.  
*Examples include but are not limited to nursing, cosmetology, truck driving, real estate, etc.*                                                                                                                                                                                                                                                                                                                                 |
| Livable Wage                 | 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.  
For 2015, this amount is $48,500 ($60,640 in Alaska and $55,780 in Hawaii).                                                                                                                                                                                                                                                                                                                                 |
| Non-Credit Course            | A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.                                                                                                                                                                                                                                                                                                                                                                                             |
| Non-Credit Completion        | A non-credit completion is the successful completion of non-credit experiences/courses that provides training with a labor market value. Not all colleges have non-credit programs to report completions.                                                                                                                                                                                                                                                                                                             |
| Part-time                    | Student attempted at least one, but less than 12, semester credits (or their equivalent) during the fall term of his or her initial academic year.  
*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.*                                                                                                                                                                                                                      |
| Pell Status                  | 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 2009 and summer 2015 for the Six Year Cohort (fall 2009) and anytime between fall 2013 and summer 2015 for the Two Year Cohort (fall 2013). 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.  
- Awarded Pell  
- Not Awarded Pell  
*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.* |
### Definitions of Basic Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Race/Ethnicity                            | 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. New categories will include the number students in the cohort who were:  
- 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>| Reached Credit Thresholds                  | See <em>Credit Hour Threshold</em>.                                                                                                                      |
| Referred/Placed into Developmental Education | Defined as any student who based on institutional practice is referred to or placed into a developmental or remedial education course. The preferred method for reporting developmental need is based on a student’s referral/placement status. However, it is recognized that not all colleges have the ability to determine referral status for a historical cohort. For those institutions, the college will report only those students who enrolled in a developmental course. An indicator flag will be used to distinguish these colleges for benchmarking purposes. |
| Reverse Transfer                          | If, based on institutional practice, the college permits students to transfer 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. |
| Six Year Cohort                           | One of the reporting timeframes used for the VFA <em>Student Progress and Outcomes</em> (SPO) measures. A VFA-defined group of students who entered your institution six years prior to the collection cycle. For the 2015-16 collection cycle, students included would have first enrolled in your institution in fall 2009. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hour Equivalents</td>
<td>Quarter Hours:</td>
</tr>
<tr>
<td></td>
<td>• 24 semester hours = 36 quarter hours</td>
</tr>
<tr>
<td></td>
<td>• 42 semester hours = 63 quarter hours</td>
</tr>
<tr>
<td></td>
<td>Non-credit Developmental Education:</td>
</tr>
<tr>
<td></td>
<td>• As determined by the institution</td>
</tr>
<tr>
<td>Successful Completion of a Course</td>
<td>Success in a course is defined as earning a grade of at least a “C” or “Passing”, if course is graded as “pass/fail”.</td>
</tr>
<tr>
<td></td>
<td>*Note this definition is not the same as that used for calculation of credits earned.</td>
</tr>
<tr>
<td></td>
<td>Unlike the definition of “Credits Earned”, Successful Completion of a Course should not be based on institutional practice for awarding credits for credit accumulation. It is only counted if a student earns a C or better, or a “passing” grade for courses without letter grades. Also note, any “C” grade (“C+”, “C”, or “C-”) is considered a “C” grade for VFA calculation.</td>
</tr>
<tr>
<td>Transfer</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td><em>Please see Appendix B on pg. 55 for complete definition and examples.</em></td>
</tr>
<tr>
<td>Transient Student</td>
<td>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.</td>
</tr>
<tr>
<td>Two Year Cohort</td>
<td>One of the reporting timeframes used for the VFA Student Progress and Outcomes (SPO) measures. A VFA-defined group of students who entered your institution six years prior to the collection cycle. For the 2015-16 collection cycle, students included would have first enrolled in your institution in fall 2011.</td>
</tr>
</tbody>
</table>
APPENDIX A: Major Changes since Previous Version

V 3.2 to V 4.0

Student Progress and Outcomes (SPO)

- **Cohorts**
  - Changed the language for the Cohort Years to **Reporting Timeframes** (Two Year Cohort and Six Year Cohort).

- **Cohort Disaggregation**
  - Added additional categories to Age disaggregation

- **Developmental Education Progress Measures**
  - Allow colleges to report non-referred students who took developmental courses as developmental education students.
  - Clarified that a developmental education “course” should include any activity that helps the student become college-ready in that subject.
  - Updated measure name for Successfully Completed Highest Dev to Became College Ready in Subject.

- **Two-Year Progress Measures**
  - Reached Credit Threshold: Clarified that any student who received a credential that is less than the semester-credit-hour threshold should be included in the metric. Pg. 29

- **Six-Year Outcomes Measures**
  - Left with ≥ or < 30 credits: Updated definition of “credits” to only include college-level credits, whether obtained at your institution or college credits transferred in

- **Raw File Upload**
  - Developmental Need File:
    - Requesting a record for every student in main cohort
    - Added new codes to identify students whose developmental need was determined by using course-taking method, and students whose need was “Undermined”.

---

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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 2015), look at each student’s record, and determine if:

8. 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

9. 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

10. 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

11. 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

12. 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 of 2015):
    - Place student in the **Still Enrolled** outcome

13. The student did not meet criteria for Steps 1, 2, 3, 4, or 5; but had accumulated 30 or more college credits prior to the time of their last enrollment at your institution:
    - Place student in the **Left with 30 or More Credits** outcome

14. 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:** 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 (fall 2014); or

b. **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 (fall 2014).
• 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, that 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 Credential Seeking cohort, Reaching Credit Thresholds, and credits earned for the “Left” outcomes. Credit Hour Success Rate and Developmental Education Progress measures should only include credits awarded at your college.

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 2009 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 2009, 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 2009 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 two distinct ways to calculate credits. Please see below for the definitions as well as the metrics that use them.

**Credits Earned** – 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:
- Credential Seeking Cohort
- Two-Year Progress: Reached Credit Threshold

**Credits Successfully Completed** – based on the following VFA definition

For credits to count as “successfully” completed, a student must earn a “C” or better, or a “passing” grade for courses without letter grades. Please note, any “C” grade (“C+”, “C”, or “C-”) is considered a “C” grade for VFA calculation. All credits successfully completed must be taken at your institution.

Used to determine:
- Developmental Education Progress: Completed Highest Dev Course
- Developmental Education Progress: Completed College Course
- Two-Year Progress: Credits Attempted/Completed First Term
- Two-Year Progress: Credits Attempted/Completed Year Two

**30 Semester Credits Earned** – based on institutional credit 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 ≥ 30 credits
- Six-Year Outcomes: Left with < 30 credits
Appendix D: Things to Keep in Mind while Reporting VFA

About Student Progress & Outcomes (SPO)
1. There are two Student Progress & Outcomes reporting timeframes included in the VFA:
   a. Six Year Cohort (fall 2009)
   b. Two Year Cohort (fall 2013)
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; and 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) of course work by the end of their second year including the summer term and including developmental education credits or previously earned credits (from advanced placement or testing practices) of which the reporting institution is aware.
5. Both degree- and certificate-seeking students are included in the Credential Seeking Cohort, not just those seeking a degree.
6. 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.
7. The VFA SPO measures use the same tracking and reporting period for both full- and part-time students.
8. 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 the reporting institution. However, the student may also have studied at another institution during the two- or six-year period.
9. 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.
10. 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 and within the reporting timeframe. See Appendix B on pg. 55 for full definition and examples.
11. Credit hour success rate is a measure of credit hours (not students) completed for all students in the cohort.

About Career and 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 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.

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).

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 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 continues 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 continues to be employed with a wage 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 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 data should only do so if they have confidence that the data are representative of the ABE Completers.
Appendix E: Raw Data Files Data Dictionary

Colleges will report the above information for students in the Main Cohort for each of the reporting timeframes and the system will calculate the sub cohorts and metrics based on the data provided.

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

Steps for preparing your Raw Data files:

**Step 1:** Define your college’s Main Cohort of students who entered your institution six years ago (fall 2009). Definition of the Main Cohort begins on pg. 9.
- Students in the other cohort types (Credential Seeking or First Time in College) will be determined by the VFA system.

**Step 2:** Using the Data Dictionary, create 5 comma delimited (csv) files using the Field Name as the column headers.

**Step 3:** Report the cohort and corresponding data using the Student Demographic file. Each student should appear only once.

**Step 4:** Report all courses taken, awards received, and transfer activity within the reporting timeframe using the Student Course, Student Completion, and Student Transfer files. Students may have multiple entries into these files.

**Step 5:** Determine which students in the cohort has a developmental need in math, English, and/or reading. Developmental referral methods are defined starting on pg. 52. Report these students and their level of need in the subject(s) in the Student Developmental Need file.

**Step 6:** Upload files into VFA system. All files must be uploaded as .csv files. Correct any format errors indicated by the upload system.

**Step 7:** Enter your college’s fall start date and year end date for the applicable years.

**Step 8:** Click “Validate & Process Raw File Collection” to upload the data into the system.

**Step 9:** Define the Main Cohort who entered your institution two years ago (fall 2012). Repeat steps 2-8 for the new cohort of students.

Example Student Completion file:
Excel:

<table>
<thead>
<tr>
<th>Cohort_Year_Type</th>
<th>Institution_ID</th>
<th>Student_ID</th>
<th>Award_Type</th>
<th>Award_Description</th>
<th>Award_Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>184828</td>
<td>12956</td>
<td>Associate</td>
<td>AA</td>
<td>05/21/2010</td>
</tr>
<tr>
<td>6</td>
<td>184828</td>
<td>12961</td>
<td>Certificate</td>
<td></td>
<td>06/01/2011</td>
</tr>
</tbody>
</table>

Comma Delimited (.csv):

Cohort_Year_Type,Institution_ID,Student_ID,Award_Type,Award_Description,Award_Date
6,184828,12956,Associate,AA,05/21/2010
6,184828,12961,Certificate,,06/01/2011
# Student Demographic File

<table>
<thead>
<tr>
<th>Column</th>
<th>Field Name</th>
<th>Field Length</th>
<th>Type*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Cohort_Year_Type</td>
<td>1</td>
<td>N</td>
<td>Code indicating whether student is in the Two Year Cohort or the Six Year Cohort. 2 = Two Year Cohort, 6 = Six Year Cohort</td>
</tr>
<tr>
<td>B</td>
<td>Institution_ID</td>
<td>6</td>
<td>N</td>
<td>The unique ID assigned to the college by AACC. This ID can be found on the top of the college's Raw Data Files Upload data tool. (This is different from IPEDS ID)</td>
</tr>
<tr>
<td>C</td>
<td>Student_ID</td>
<td>16</td>
<td>AN</td>
<td>The unique ID assigned to the student by the college</td>
</tr>
<tr>
<td>D</td>
<td>Race</td>
<td>1</td>
<td>AN</td>
<td>Code indicating the student’s race: I = American Indian or Alaska Native, A = Asian, B = Black, P = Hawaiian Native or Pacific Islander, H = Hispanic, W = White, 2 = Two or more, U = Unknown, N = Nonresident Alien</td>
</tr>
<tr>
<td>E</td>
<td>Gender</td>
<td>1</td>
<td>AN</td>
<td>Code indicating the student’s gender: M = Male, F = Female, U = Unknown or other</td>
</tr>
<tr>
<td>F</td>
<td>Pell</td>
<td>1</td>
<td>AN</td>
<td>Code indicating if Pell grant was awarded at any time within cohort tracking period: Y = Yes, N = No</td>
</tr>
<tr>
<td>G</td>
<td>Age</td>
<td>2</td>
<td>N</td>
<td>Age of the student at the start of the first, fall term at the college. Nulls will be processed as ‘unknown’.</td>
</tr>
<tr>
<td>H</td>
<td>Enrollment_Status</td>
<td>1</td>
<td>AN</td>
<td>Code indicating enrollment status of the student during first, fall term of enrollment: F = Full Time, P = Part Time</td>
</tr>
<tr>
<td>I</td>
<td>FTIC</td>
<td>1</td>
<td>AN</td>
<td>Student is degree seeking and first time in post-secondary education, as defined by IPEDS (First Time in College): Y = Yes, N = No</td>
</tr>
<tr>
<td>J</td>
<td>Credits_Transferred</td>
<td>5</td>
<td>N</td>
<td>Number of semester credits the student transferred in from another college or while still in high school. Valid values can be a mix of integers and decimals.</td>
</tr>
</tbody>
</table>

*Notes on the Student Demographic file:

- All students reported in the other files must appear in this file. Each student should only appear once (1x) in this file.
- Student disaggregation categories are defined starting on page 16.
- Credits_Transferred should include all semester credit hours transferred in that the institution is aware, before the end of the reporting timeframe. This includes credits earned by dually enrolled students while still in high school.
**Student Course File**

<table>
<thead>
<tr>
<th>Column</th>
<th>Field Name</th>
<th>Field Length</th>
<th>Type*</th>
<th>Comments</th>
</tr>
</thead>
</table>
| A      | Cohort_Year_Type          | 1            | N     | Code indicating whether student is in the Two Year Cohort or the Six Year Cohort.  
2 = Two Year Cohort,  
6 = Six Year Cohort |
| B      | Institution_ID            | 6            | N     | The unique ID assigned to the college by AACC. This ID can be found on the top of the college's Raw Data Files Upload data tool. (This is different from IPEDS ID) |
| C      | Student_ID                | 16           | AN    | The unique ID assigned to the student by the college |
| D      | Course_Begin_Date         | 10           | D     | Date the course began |
| E      | Course_End_Date           | 10           | D     | Date the course ended |
| F      | Course_Number             | 10           | AN    | Course Number  
*This data is for college use only and does not have to be included in the file.* |
| G      | Course_Name               | 50           | AN    | Course Name  
*This data is for college use only and does not have to be included in the file.* |
| H      | Credits_Attempted         | 5            | N     | Number of credits (or credit equivalents) attempted for course. Valid values can be a mix of integers and decimals. Value must be greater than 0.  
###.### |
| I      | Credits_Completed         | 5            | N     | Number of credits (or credit equivalents) completed for course. Valid values can be a mix of integers and decimals.  
###.### |
| J      | Grade_Received            | 5            | AN    | Grade received in course:  
A, A+, A-,  
B, B+, B-,  
C, C+, C-,  
D, D+, D-,  
F = Fail,  
P = Pass,  
I = Incomplete,  
W = Withdraw |
| K      | Subject                   | 1            | AN    | Code indicating the subject for the course (math, English, reading, or other); if course is a combined English/reading course, enter as E = English.  
M = Math,  
E = English,  
R = Reading,  
O = Other |
| L      | Dev_Course                | 1            | AN    | Is this a Developmental Education course?  
Y = Yes,  
N = No |
| M      | Highest_Level_Dev_Course  | 1            | AN    | Is this course the highest level course for Developmental in a subject? (i.e. if a student passes this course they are College Ready in the Subject)  
Y = Yes,  
N = No |

*N = Numeric, AN = Alpha-numeric, D = Date Format (MM/DD/YYYY)*
# Student Completion File

<table>
<thead>
<tr>
<th>Column</th>
<th>Field Name</th>
<th>Field Length</th>
<th>Type*</th>
<th>Comments</th>
</tr>
</thead>
</table>
| A      | Cohort_Year_Type   | 1            | N     | Code indicating whether student is in the Two Year Cohort or the Six Year Cohort.  
2 = Two Year Cohort,  
6 = Six Year Cohort  |
| B      | Institution_ID     | 6            | N     | The unique ID assigned to the college by AACC. This ID can be found on the top of the college’s Raw Data Files Upload data tool. (This is different from IPEDS ID) |
| C      | Student_ID         | 16           | AN    | The unique ID assigned to the student by the college     |
| D      | Award_Type         | 11           | AN    | Award Received (Bachelor’s, Associate, or Certificate). Values are: Bachelor, Associate, Certificate |
| E      | Award_Description  | 30           | AN    | Description of the Award  
*This data is for college use only and does not have to be included in the file.* |
| F      | Award_Date         | 10           | D     | Date Award was conferred                                   |

*N = Numeric, AN = Alpha-numeric, D = Date Format (MM/DD/YYYY)

**Notes on the Student Course file (pg. 65):**

- Report all developmental and credit coursework the student attempted within the reporting timeframe.
- Subject must be reported for all courses.

**Notes on the Student Completion file:**

- Report all formal awards the student received during the reporting timeframe, not just highest award. Students may appear multiple times within the file due the receipt of multiple awards.
- All awards must conferred by your college within the reporting timeframe.
- Any “reverse transfer” of credits that lead to your college conferring an award should also be included in this file, as long as the award was conferred within the reporting timeframe.
- If a student does not appear in this file, the student will be reported as not achieving any award within the two- and/or six-year reporting timeframe.
**Student Developmental Need File**

<table>
<thead>
<tr>
<th>Column</th>
<th>Field Name</th>
<th>Field Length</th>
<th>Type*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Cohort_Year_Type</td>
<td>1</td>
<td>N</td>
<td>Code indicating whether student is in the Two Year Cohort or the Six Year Cohort. 2 = Two Year Cohort 6 = Six Year Cohort</td>
</tr>
<tr>
<td>B</td>
<td>Institution_ID</td>
<td>6</td>
<td>N</td>
<td>The unique ID assigned to the college by AACC. This ID can be found on the top of the college’s Raw Data Files Upload data tool. (This is different from IPEDS ID)</td>
</tr>
<tr>
<td>C</td>
<td>Student_ID</td>
<td>16</td>
<td>AN</td>
<td>The unique ID assigned to the student by the college</td>
</tr>
<tr>
<td>D</td>
<td>Dev_Level_Math</td>
<td>1</td>
<td>N</td>
<td>Level below college ready in math:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>If need is determined by placement/referral:</em> 0 = College Ready in math; 1 = 1 level below in math; 2 = 2 levels below in math; 3 = 3 or more levels below in math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>If need is determined by course-taking:</em> 4 = 1 level below in math; 5 = 2 levels below in math; 6 = 3 or more levels below in math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>9 = developmental need in math was not determined</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>If the college is unable report Developmental math, this should be coded 9.</em></td>
</tr>
<tr>
<td>E</td>
<td>Dev_Level_English</td>
<td>1</td>
<td>N</td>
<td>Level below college ready in English:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>If need is determined by placement/referral:</em> 0 = College Ready in English; 1 = 1 level below in English; 2 = 2 levels below in English; 3 = 3 or more levels below in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>If need is determined by course-taking:</em> 4 = 1 level below in English; 5 = 2 levels below in English; 6 = 3 or more levels below in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>9 = developmental need in English was not determined</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>If the college is unable report Developmental English, this should be coded 9.</em></td>
</tr>
<tr>
<td>F</td>
<td>Dev_Level_Reading</td>
<td>1</td>
<td>N</td>
<td>Level below college ready in reading:</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td><em>If need is determined by placement/referral:</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0 = College Ready in reading;</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>1 = 1 level below in reading;</td>
</tr>
<tr>
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<td></td>
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<td></td>
<td></td>
<td>5 = 2 levels below in reading;</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>6 = 3 or more levels below in reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9 = developmental need in reading was not determined</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>If the college is unable report Developmental reading, this should be coded 9.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>If Developmental Reading is offered with Developmental English, please report under Developmental English and leave this column null.</em></td>
</tr>
</tbody>
</table>

*Notes on the Student Developmental Need File:*

- Every student in the Main Cohort will have a record in this file.
- Developmental Need can be determined by placement/referral (recommended), by course-taking behavior, or a combination of these two methods.
- Students who did not have a referral or placement on record, should be classified with the undetermined code (9) in each subject.
**Student Transfer File**

<table>
<thead>
<tr>
<th>Column</th>
<th>Field Name</th>
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</tr>
<tr>
<td>C</td>
<td>Student_ID</td>
<td>16</td>
<td>AN</td>
<td>The unique ID assigned to the student by the college</td>
</tr>
<tr>
<td>D</td>
<td>Enrollment_Start_Date</td>
<td>10</td>
<td>D</td>
<td>Start date of enrollment at another post-secondary institution. Please include all records of enrollment at another institution you have data for.</td>
</tr>
<tr>
<td>E</td>
<td>Enrollment_End_Date</td>
<td>10</td>
<td>D</td>
<td>End date of enrollment at another post-secondary institution. Please include all records of enrollment at another institution you have data for.</td>
</tr>
</tbody>
</table>

*N = Numeric, AN = Alpha-numeric, D = Date Format (MM/DD/YYYY)

Notes on the Student Transfer file:

- Students may appear multiple times within the file due to multiple transfers and returns.
- Enter all records of transfer to another post-secondary institution in which the reporting college is aware.
- All credits transferred in (that the institution is aware) should be reported in the Student Demographic file.
- If Enrollment_End_Date is unknown or after the end of the reporting timeframe, please enter the date you indicated as the end of your academic year for the last year of the tracking period.