

2016-17 VFA Analysis

CCBC's Voluntary Framework of Accountability Outcomes

Office of Planning, Assessment, and Improvement

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Voluntary Framework of Accountability

Launched in 2013, the Voluntary Framework of Accountability (VFA) was created by and for community colleges in a process facilitated by the American Association of Community Colleges (AACC). The VFA provides community colleges a means by which to track progress and outcomes that align with the mission of community colleges, accounting for their greater population of part-time students, subsequent extended completion timelines, and definitions of completion that include not only graduation, but also transfer.

Data regarding completion, courses taken, developmental education, and demographic and transfer information are submitted to the VFA annually. These data are parsed and return results concerning student progress and outcomes at the end of both two and six year increments.

For each of these timeframes (2- and 6-years), data are provided for three cohorts: main, degree seeking, and first time in college (FTIC).

- Main Cohort: Students new to the institution in the fall semester of the timeframe year and who are not concurrently enrolled in high school.
- Degree Seeking Cohort: A sub-set of the main cohort earning 12 or more credits by the end of their first two years at the institution.
- FTIC Cohort: Another sub-set of the main cohort that is comprised of students with no prior college experience as reported by the National Student Clearinghouse.

Students enrolled in high school academy, college in high school, and/or dual enrollment courses are not included in VFA cohorts until they matriculate to the college post-high school.

Community College of Beaver County (CCBC) has participated in the VFA since its inception in 2013 and most recently submitted data on cohorts of students who entered the institution in the fall semesters of 2010 and 2014. CCBC was one of 203 colleges from 42 states that published student data for the 2016-17 VFA collection cycle. All 14 Pennsylvania community colleges participate in this initiative.

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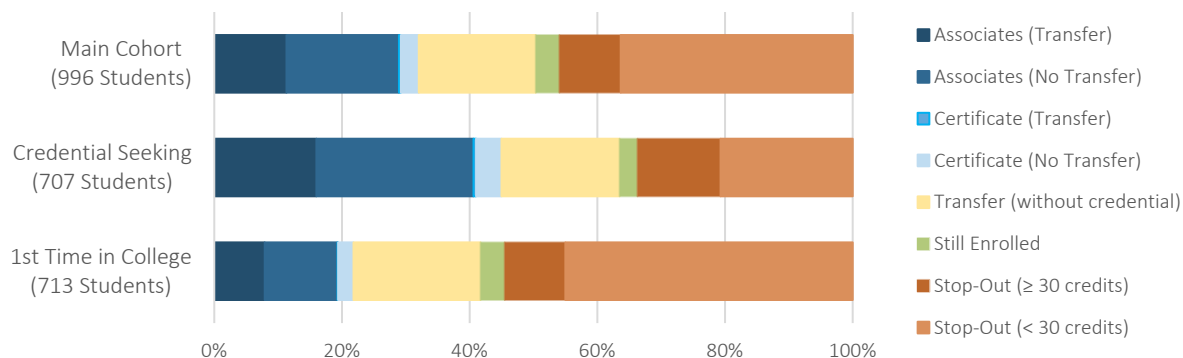
6-Year Cohorts | Students beginning Fall 2010

Comprising 90% (996) of the students new to CCBC in the fall semester of 2010, the VFA main cohort is representative of all CCBC students with regard to most demographic variables. Gender is the exclusion, with the cohort having a higher instance of males (50%) than the larger CCBC population (40%).

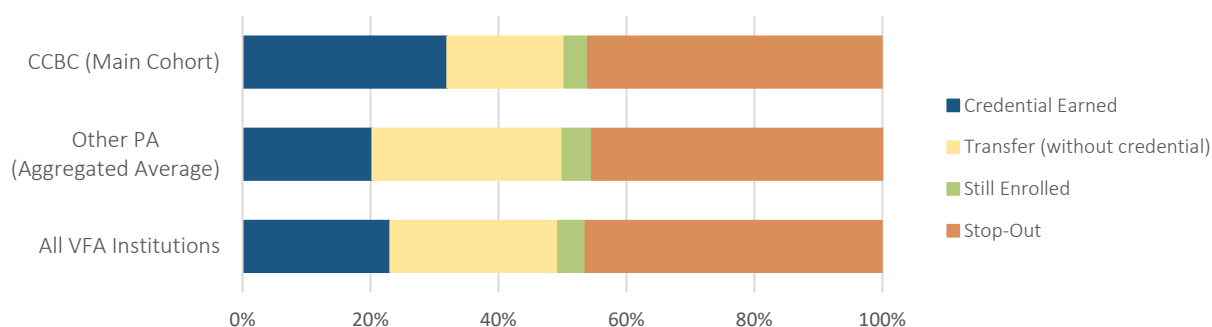
6-Year Completion – Transfer – Retention

More than half of the students in CCBC's main cohort earned a credential and/or transferred to another institution (50.3%) within six years of entering the college. Another 3.7% remained enrolled in the sixth academic year. Of those who graduated from CCBC, 11.6% continued by transferring to another institution.

CCBC's credential-seeking cohort graduates, transfers, or persists at a rate of 66.3%, which indicates that **students who successfully complete 12 or more credits within their first two years at CCBC are more likely to persist or complete than those who do not.**



The credential attainment rate for CCBC's main cohort (32%) outpaces the average aggregated rate of all other Pennsylvania schools by 11.7% and all other VFA reporting institutions by 8.9%. In addition, CCBC's degree seeking cohort had 4.7% more students complete than the average of all VFA schools. However, CCBC's FTIC cohort lags slightly behind other VFA institutions with regard to credentials earned (-0.8%) and non-credentialed transfers (-3.1%).



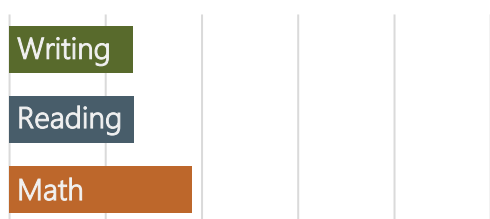
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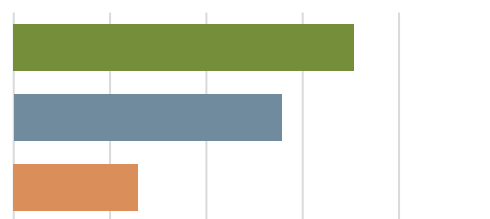
6-Year Developmental Education Progress

Of the 47.5% of students in CCBC's main cohort who placed into one or more developmental (PREP) courses, 71% registered for the needed remediation, but only a quarter (26.4%) of those earned a grade of C or higher in all needed PREP courses. Students demonstrate a much higher rate of success in remedial writing courses, with 67.8% of students successfully completing developmental writing courses and 49% of those students going on to succeed in college-level writing courses. Likewise, as illustrated with 6-Year completion, transfer, and retention outcomes, students in CCBC's degree-seeking (D-S) cohort are about 20% more likely to succeed in PREP and college-level writing courses and around 10% more likely to succeed in PREP and college-level math courses than peers with fewer than 12 credits earned in the first two years of enrollment.

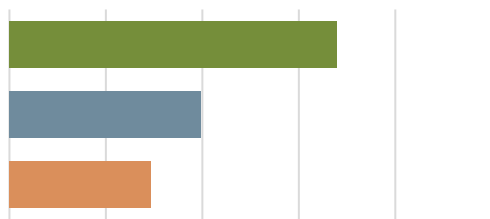
Main cohort developmental need by subject



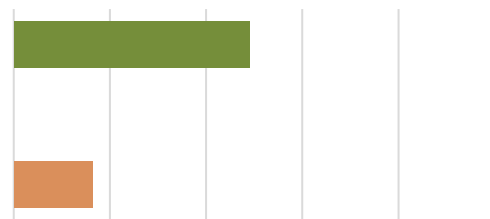
Main cohort (with need) developmental course taken by subject



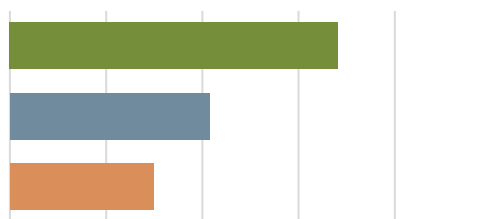
Main cohort (with need) PREP course success by subject



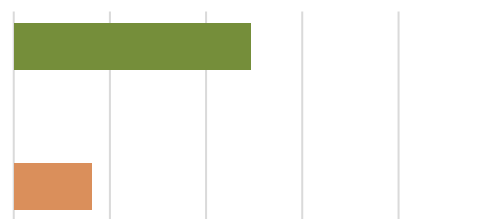
Main cohort (with need) college level course success by subject



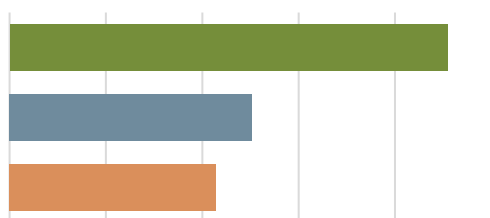
FTIC cohort (with need) PREP course success by subject



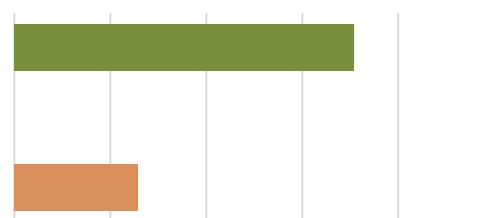
FTIC cohort (with need) college level course success by subject



D-S (with need) cohort PREP course success by subject



D-S cohort (with need) college level course success by subject



0% 20% 40% 60% 80% 100%

0% 20% 40% 60% 80% 100%

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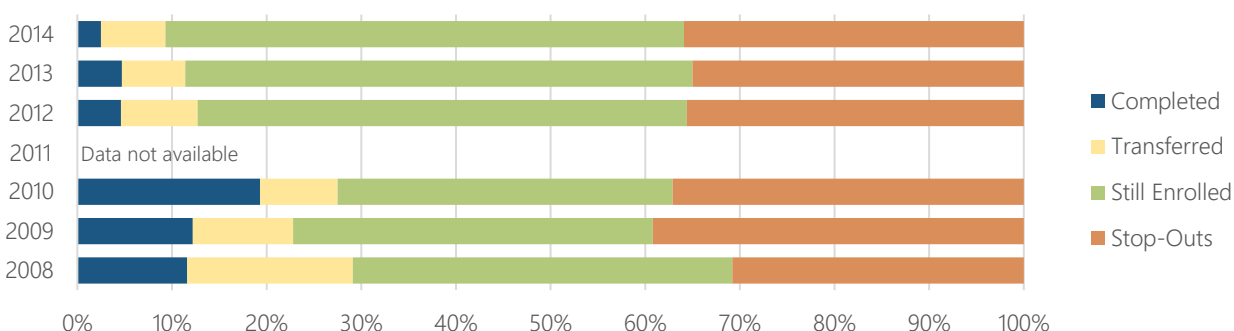
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2-Year Cohorts | Students beginning Fall 2014

CCBC's 2014 2-year main cohort is comprised of 708 students or 87% of all new students in the fall 2014 semester. This group is representative of the larger population of CCBC students, with the exception of a very high rate of PELL grant eligibility (97%). As demonstrated within the College's 6-year cohorts, the 2-year degree-seeking and FTIC cohorts are sized at about three-quarters of the main cohort total with 499 and 543 students respectively.

2-Year Completion – Transfer – Retention

While only a small share of 2014 entering students earned a credential in their first two years, 2.5% from the main and 3.6% from the degree-seeking cohorts, the majority of these students remained enrolled at CCBC, 54.8% (main) and 74.3% (degree-seeking). The decline in 2-year completions may be attributable to the growing number of CCBC students engaged in part-time study as well as an increase in the number of students requiring developmental coursework.



Developmental Education Progress

More than half of those students who entered CCBC in the fall of 2014 placed into one or more developmental course(s) – at a rate about 10% higher than the 2010 entrants. This uptick occurred across each cohort type. Interestingly, while more students were placed into remedial courses, they were also more likely to successfully complete those courses. The College continues to work on process improvements for the tracking of placement methods and initiatives to impact the delivery of developmental courses.

