



# Inside IR

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## Voluntary Framework of Accountability

The Voluntary Framework of Accountability (“VFA”) was developed by the American Association of Community Colleges. It is designed to fill in accountability measures for community colleges which are lacking in other higher education reporting structures.

One goal of the VFA is to allow community colleges to demonstrate their dedication to their academic mission, assess their performance, and identify areas for improvement.

Is MCC participating in the VFA? If so, why?

MCC is participating in the VFA. Our involve-

ment stems from SUNY Chancellor Nancy Zimpher’s May 2013 resolution to the SUNY Board of Trustees.

Page 4 of the [Data Transparency and Reporting](#) resolution states:

“... the Chancellor and Provost will work with SUNY leadership and governance to develop a plan for data reporting to address...SUNY’s level of participation in national surveys, benchmarking and assessment efforts, such as the National Survey of Student Engagement, the National Community College Benchmark Project, the Voluntary

System of Accountability, the Voluntary Framework of Accountability and others....”

While MCC is at the beginning stages of this new reporting framework, some of the metrics noted in the early drafts of the VFA were used to measure our current Strategic Plan.

As noted in Heze Simmons’ recent [Wednesday Message](#), “MCC will continue to build on and strengthen the VFA as recommended in *Empowering Community Colleges to Build the Nation’s Future ...*” (MCC Employee Tribune, October 15, 2014).

The VFA has three reporting themes:

1. Student progress and outcomes
2. Career and technical education
3. Adult basic education

In this newsletter, each theme will be reviewed.

## VFA 1. Student Progress & Outcomes

There are three cohorts of students we track for the first VFA theme. (See the sidebar at the top of page 2 for details.)

Data on progress and outcomes are disaggregated by race/ethnicity, full-/part-time status, college-readiness, Pell status, age, and sex. We also measure progress in developmental courses.

At the end of Year 2, we measure fall-to-spring retention, credit completion, graduation, transfer, or continued enrollment.

At the end of Year 6, first, we see whether each student has completed a certificate, associates, or bachelor’s degree (with or without transferring out of MCC). Second, we see whether each student has

transferred (without having graduated from MCC first). Third, we see whether each student has persisted at MCC. Fourth, we see whether each student left MCC with 30 or fewer or 30+ credits earned.

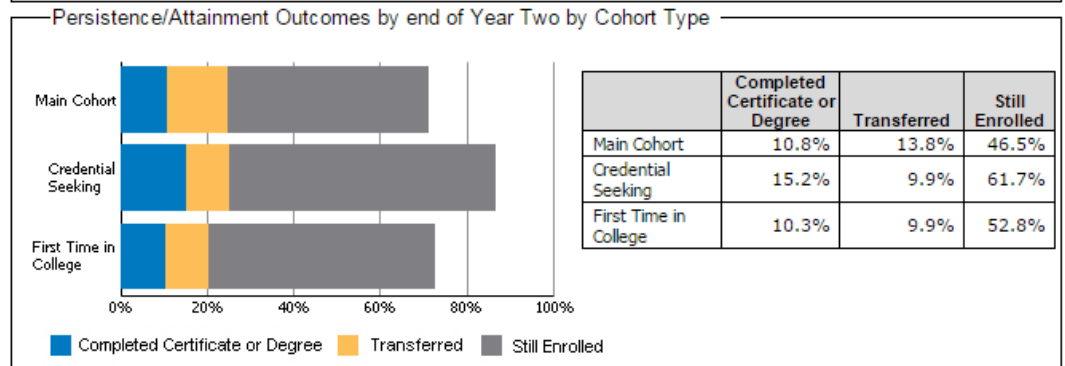
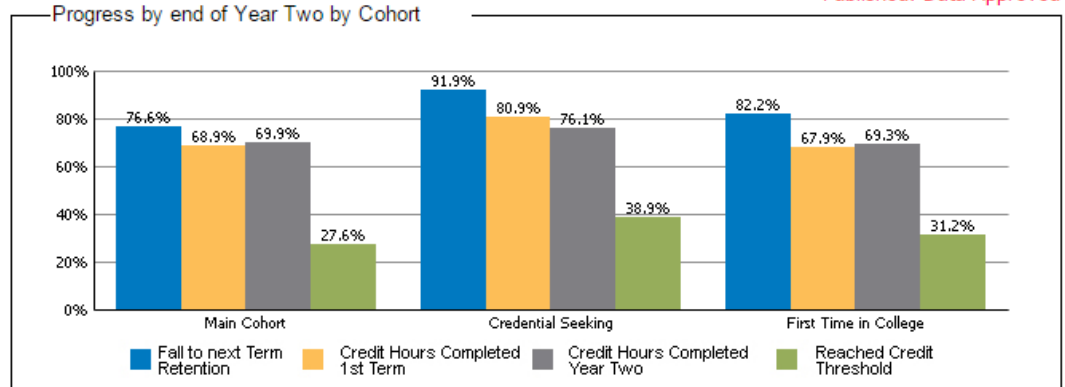
As illustrated in Figures 1a and 1b on page 2, the Credential-Seeking cohort surpasses the other two regarding progress and outcomes.

The three VFA cohorts are:

1. Main – All first-time and transfer fall MCC students, whether matriculated or not
2. Credential-Seeking – Students from the Main cohort who earned 12 or more credits within their first two years at MCC
3. First-Time - Students from the Main cohort who are matriculated and have never attended college before

**Figure 1a.**  
**End of Year 2: Fall 2011 MCC Cohort**

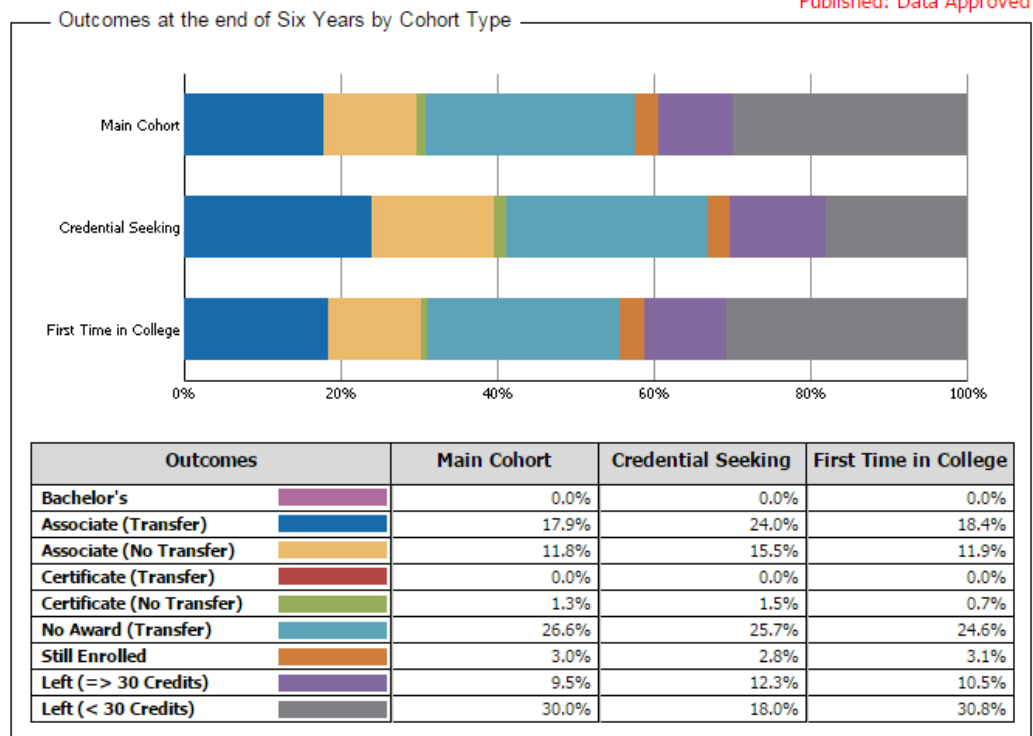
Published: Data Approved



VFA outcomes are based on two cohort timeframes: progress and attainment by the end of Year 2 and by the end of Year 6.

**Figure 1b.**  
**End of Year 6: Fall 2007 MCC Cohort**

Published: Data Approved



The Credential-Seeking cohort surpasses the other two regarding progress and outcomes.

## VFA 2. Career & Technical Education

The Career and Technical Education (“CTE”) measures that are part of the VFA’s second theme have a much broader definition than MCC’s. For example, under the VFA, CTE includes non-credit courses.

VFA CTE measures are based on annual outcomes such as enrollment

and completions. They include:

- graduation
- median wage growth
- earnings
- continued college enrollment
- passage of licensure exams
- completion of industry credentials

These last measures are difficult to capture, but IR uses them not only for the VFA, but for Perkins reporting (on credit and non-credit students) and our “What Happened to the Class of ...?” publication.

*The “What Happened to the Class of 2013?” report is now available at.*

<http://www.monroecc.edu/depts/research/classof.htm>

*Figure 2.  
MCC’s CTE Outcomes*

Credit			
Enrollment (Headcount; Unduplicated)			
2012-13	2011-12		0.6%
6,149	6,112	▲	
Completions			
Award Type	2011-12	2010-11	%Change
CTE Bachelor's	0	0	(1)
CTE Associate	1,144	1,156	▼ -1.0%
Certs. >= 1	167	243	▼ -45.5%
Certs. <1 Year	0	0	(1)
<b>Total</b>	<b>1,311</b>	<b>1,399</b>	<b>▼ -6.7%</b>
Source: IPEDS completions data			
Non-Credit			
Enrollment (Seat Count; Duplicated)			
2012-13	2011-12		-8.4%
203	220	▼	
Completions			
2012-13	2011-12	(1)	-
0	0		

*To see a list of all VFA participants and their profiles, go to*

<http://vfa.aacc.nche.edu/membership/Pages/ParticipantList.aspx>

## VFA 3. Adult Basic Education

The third theme of the VFA involves data on GED test preparation. Data is disaggregated by race/ethnicity, age, and sex, and we report it annually.

The student outcomes we report include the percentages of students who...

- completed ABE (i.e., GED test preparation)
- continued their education
- found employment with earnings of more than minimum wage

Currently, the VFA website doesn’t contain MCC’s

GED test preparation data. This is because the reporting time frame was based on academic year 2010-2011, and MCC started its non-credit GED program at the tail end of the 2012-2013 academic year.

*MCC will begin reporting data to the VFA next year on our GED program students who were enrolled in 2012-2013*

# Academic Standing and Retention

*Very few students who were placed on probation at the end of their first fall semester achieve good academic standing by the next fall.*

For a recent IR study, we looked into the fall-to-fall retention of students relative to their academic standing. To do so, we tracked a cohort of first time and transfer students who entered MCC in fall 2009 and fall 2010.

The fall-to-fall retention results in Table 2 show that students who are placed on probation after their first semester are

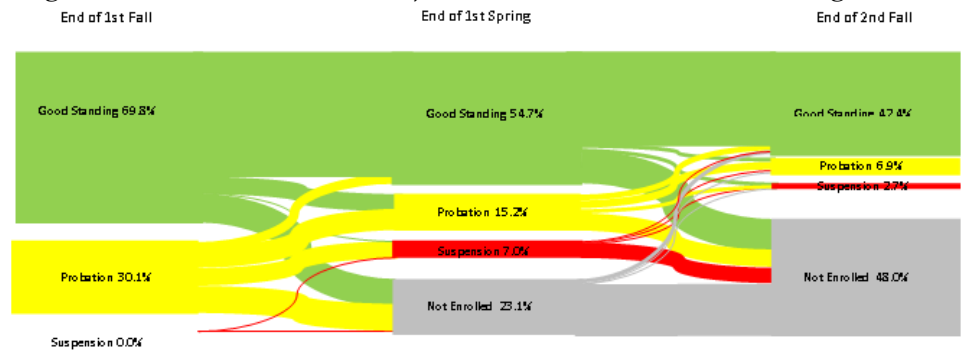
far less likely to be retained to the next fall.

The Sankey diagram in Figure 4 shows the overall pathways for the students utilized in the study. As illustrated, very few students who were placed on probation at the end of their first fall semester achieve good academic standing by the next fall.

*Table 2. Academic Standing and Retention*

Academic Standing after First Fall	Fall-to-Fall Retention Rate
In Good Standing (n=8880, 69.8%)	61.8% (n=5489)
On Probation of Any Type (n=3818, 30.1%)	29.2% (n=1113)

**Figure 4. Students' Fall-to-Fall Trajectories Based on Academic Standing**



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<http://www.monroecc.edu/depts/research/>